



First Lady Announces \$1 Million Award to Five Founding Fathers Projects

First Lady Hilary Rodham Clinton has announced that a grant of \$1 million has been contributed by television producer Norman Lear for the editing and publishing of five Founding Fathers projects—the Papers of Thomas Jefferson, the Adams Family Papers, the Papers of James Madison, the Papers of George Washington, and the Papers of Benjamin Franklin.

On July 9, 1998, with the south portico of the White House as a backdrop, Mrs. Clinton unveiled the logo for the White House Millennium Council and its “Save America’s Treasures” program as she launched a tour of several historic locations. The following day, standing in front of Montpelier, James Madison’s home in Orange County, Virginia, she said that the gift from Mr. Lear and his family “will help ensure that the ideas and ideals which built our nation survive forever.”

These five projects receive major Federal support from the National Historical Publications and Records Commission and the National Endowment for the Humanities (NEH). Mrs. Clinton said that the NEH, in administering the grant, “will work along with the National Archives to collect and safeguard the writings of those Americans from whom we continue to look for inspiration.”

Mr. Lear has produced some of the most critically acclaimed serials in the history of television, including *All in the Family* and *The Jeffersons*. The Television Hall of Fame honored him as one of its very first inductees. Mr. Lear has also been a staunch advocate of First Amendment rights; he was founder of People for the American Way.

In offering the award to these five Founding Fathers projects, Mr. Lear recalled the powerful patriotic influence of his grandfather, a Russian immigrant, on his own life and said that we must continue to build on the gifts of our forbearers: “A nation, after all, exists mostly as a shared figment of our collective imagination, a constellation of cultural and political ideals. A people can only become and remain a

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Ann Newhall Appointed Executive Director



Ms. Ann Clifford Newhall has accepted the position of Executive Director of the National Historical Publications and Records Commission. She will join the NHPRC in August. Ms. Newhall comes to the Commission with more than 20 years of experience in archival administration. She is currently the archivist of the Records and Communications Unit, United Nations High Commissioner for Refugees (UNHCR) in Geneva, Switzerland. She is responsible for the administration of archives, records management, internal communications, and reproduction services operations for the UNHCR headquarters and all field office and special operations. From 1993 to 1995, Ms. Newhall was the chief of the Records and Archives Unit, Food and Agriculture Organization, United Nations, in Rome, Italy.

Ms. Newhall has also held positions as Archivist of the Ford Foundation in New York, and as an archivist at Yale University Library in New Haven, CT. While at Yale, Ms. Newhall indexed and assisted in the editing of the Diary of Colonel Edward M. House. She holds Master of Arts degrees in American Studies from Yale University and in American History from Southern Connecticut State University. She is currently Vice Chair of the Section on International Organizations, International Council on Archives.

ANNOTATION

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

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From the Editor

In addition to our regular coverage of current Commission events, this issue is devoted to the NHPRC's efforts to preserve and make available to the public the records of African-American institutions and organizations and the papers of prominent African-American individuals. In the past, much of the historical voice of African-American individuals and institutions was not heard because the primary research materials, so essential for scholars and researchers, had not been collected and made available.

Through its grants for archival preservation and publication, the Commission has helped save, preserve, and make accessible valuable documentary collections important for understanding African Americans and the important issues surrounding their lives. It has supported a number of projects at institutions around the country to rescue records in deteriorating condition and to arrange, describe, and produce finding aids to make the records available to researchers. It has also supported projects to collect, edit, and publish microform and book editions of documents relating to African-American history. In revealing significant new information and insights in numerous areas of our past, these collections of papers and edited publications are changing the way we look at our history and how that history is taught in our schools.

We begin this issue with the White House's announcement of a million-dollar award to five Founding Fathers papers projects as part of its Millennium Council's "Save America's Treasures" program. We also welcome our new executive director, Ann Newhall. Loren Schwenger then explains the purpose and the accomplishments of the Race and Slavery Petitions Project. His article is followed by Carter B. Cue's story of efforts to preserve the records of Historically Black Colleges and Universities, or HBCUs. Our next article covers the publication of the Papers of Martin Luther King, Jr.

We then come to a report on the Commission's June meeting, and welcome our newest Commission member, Peggy Grafeld, who succeeds William Z. Slany as the representative of the State Department. Next, Geoffrey P. Williams presents an account of the work of the Capital District Black History Project, which resulted in the preservation of the records of numerous area African-American organizations by the archives of the University at Albany, SUNY. We then explore the publication of the papers of Frederick Douglass, arguably the most prominent African American of the mid-19th century. We also note the receipt of the American Library Association's Dewey Award by Winston Tabb, who represents the Librarian of Congress on the Commission.

E. Murell Dawson then provides an account of the efforts of Florida A & M University's Black Archives to preserve the records of Florida's all-Black elementary and secondary schools from the segregation era, many of which were virtually abandoned after integration and rescued by concerned members of the African-American community. We next present articles on the Freedom and Southern Society Project and the Howard Thurman Papers Project. It is then our sad duty to euloge a great historian and documentary editor, Arthur S. Link.

We note the publication of *Documents of the Emerging Nation: U.S. Foreign Relations, 1775-1789*, a college-level reader derived from the Commission's award-winning three-volume documentary

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Race, Slavery and Free Blacks: Petitions to Southern Legislatures and County Courts, 1776-1867

A Documentary History

by Loren Schweninger

Established at the University of North Carolina at Greensboro in 1991 with a grant from the NHPRC, the Race and Slavery Petitions Project is designed to locate, collect, organize, and publish virtually all extant relevant legislative petitions, and a representative sample of county court petitions from the 15 Southern states (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and the District of Columbia. The time frame is from 1776 to 1867, from the beginning of state governments to the end of slavery. With the establishment of state governments, the number of petitions concerning race and slavery rose dramatically, and while slavery ended in 1865, cases continued to appear in the equity courts over the next few years.

Between 1991 and 1994, the editor and director journeyed to 14 state archives and 175 county court houses to collect and photocopy or microfilm relevant petitions. In a total of 540 research travel days during this three-year stint, the editor collected approximately 17,000 petitions, and with related documents (writs, oaths, depositions, answers, decrees, legislative reports, court appeals, recommendations [called “certificates”], correspondence, and others) approximately 120,000 pages of documentary evidence.

The project, supported by the NHPRC, the National Endowment for the Humanities, and the Charles Stewart Mott Foundation, will produce a two-series microfilm edition of all extant legislative petitions (approximately 2,975 in microfilm series 1), and a representative sample of county court petitions (approximately 14,000 in microfilm series 2). It will also produce a two-volume book edition of approximately 200 legislative and 200 county court petitions.

In recent years, scholars have produced extensive literature on race and slavery in the South. To a remarkable degree, this scholarship has relied either on slave reminiscences, slave narratives, slave autobiographies, or on plantation records, planters’ journals, and the testimony of prominent whites. Even the recent interest in women’s history has uncovered diaries of elite white women, or produced monographs about black women, based heavily on recollections.

The petitions with which this project deals not only supplement available resources, but create a much more detailed picture of African Americans seeking their legal rights at local and state levels. The beginning of this process virtually coincides with the creation of state governments at the behest of the Continental Congress in 1776. The process continues through the years prior to the Civil War, finally merging with legal actions

arising from legislation passed by Congress to protect the rights of African Americans in post-Civil War America. By their very nature, these records reveal new dimensions of the African American experience.

Legislative Petitions

Written on a wide range of topics—manumission, colonization, religion, laws governing slaves, racial mixing, black military service—by a wide range of Southerners—slaveholders and non-slaveholders, blacks and whites, men and women, slaves and freemen—legislative petitions reveal the brutal nature of slavery, the fears of whites living in areas of large concentrations of blacks, and the workings of a legal system designed to control African Americans. They also tell of slaves’ yearnings for freedom, the attitudes of free blacks toward the South, and the efforts of free persons of color to overcome restrictive laws. They bring to light slave women who lived with their owners, mulatto children who were rejected by their white fathers, and black men who had liaisons with white women. Indeed, they provide fascinating insights into virtually every aspect of Southern life—political, legal, economic, social, and cultural.

County Court Petitions

A large portion of county court petitions, probably about half, deal with estate distribution or administration among slaveholding families. Some of these documents are perfunctory, but others reveal family disputes, charges of fraud or improper conduct, and disagreements among heirs about how and when slaves should be put on the auction block. In addition, they sometimes contain, either in the body of the petition or in an appendix, copies of wills, inventories, slave hiring contracts, debt payment records, and reports by estate administrators, hiring agents, or court-appointed commissioners. It is here that the rich documentary evidence concerning children who owned slaves and their guardians can be found, complete with annual reports on slaves who were hired out, the profits that accrued to their masters, and their appraised value. The most mechanical reports sometimes yield surprising data, such as when Bourbon County, Kentucky, slaveholder Polly White petitioned the circuit court to sell a black woman to cancel a note. At the auction, Hannah brought a price of 50 cents; “she could be sold for no more,” the commissioners noted perfunctorily, “owing to her age & decrepitude.”

A second group of county petitions—about 25 percent of the total—come from slaves and free persons of color. In Georgia and South Carolina, for instance, each adult free person of color was required by law to petition the local court to secure a white guardian. In Virginia, slaves emancipated by the will of their owners were permitted to petition the court for their freedom. In Maryland, Tennessee, and Kentucky, free blacks, most often women, presented pleas to local courts concerning a number of economic and family matters. Other county petitions—about 20 percent—concern the theft of slaves, murder, runaways, selling free blacks into bondage, treatment of slaves, slave violence, patrols, rumored insurrections, white militia units, free blacks owning guns, indentures, apprenticeships, self-hire, black preachers, religion, and slaves who obtained the “freedom and privilege” to “work and traffic” for themselves.

Let My People Go

During the initial three years of the project, when the staff included only two part-time graduate students, the editor’s wife, Patricia, worked as an unpaid assistant organizing, boxing, and putting citations on the piles of petitions as they arrived at the office. As she did so, she read some of the petitions and thought, “There are many dramatic and poignant stories.” She recommended that the editor collaborate with Brenda Schleunes, founding director of the Touring Theatre Ensemble of North Carolina, on a theater piece drawn from the petitions.

Between 1994 and 1996, the editor and Ms. Schleunes put together a “script” based on the original documents. In 1996, Ms. Schleunes raised \$50,000 to cast, stage, and perform *Let My People Go: The Trials of Bondage in Words of Slave and Master* in various locations across North Carolina. The play’s premier, in April 1997, concluded to a standing ovation. In the course of the following year, it has been performed 36 times in 15 of the state’s counties (Guilford, Forsyth, Rockingham, Burke, Randolph, Carteret, Columbus, Pasquotank, Halifax, New

Hanover, Wake, Durham, Buncombe, Jackson, and Yancey), before approximately 6,000 people.

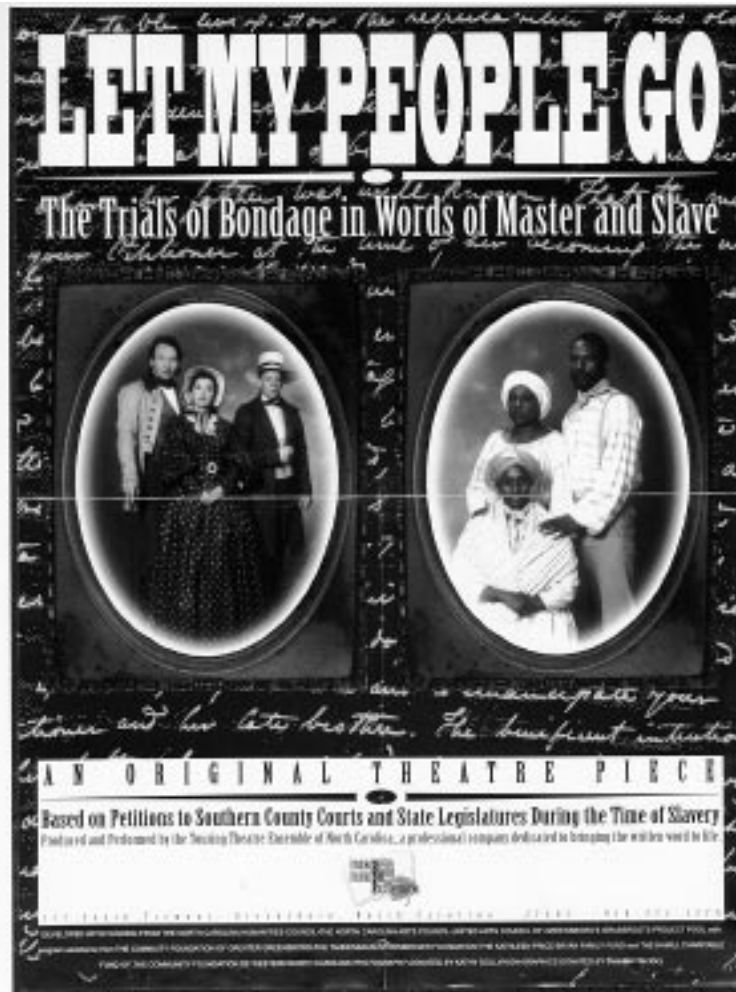
Audience response has tended strongly toward questions, presumably because the play is truly educational in nature and offers those in attendance (roughly two-thirds of whom have been African Americans) much that is completely new to them. The editor has answered questions after each show; topics have included slave holding by free blacks, how slaves could bring law suits, and the status of plantation mistresses. Audience comments have been as follows: “The discussion was as interesting as the theatre piece;” “I’m almost 100 years old, and I learned a lot of things I didn’t know;” and “I thought I was just coming to hear another slave story, but I learned things I never even thought about before, like how slavery affected white people and the fact that there were free blacks.” The University of North Carolina Department of Communications and Theatre recently filmed *Let My People Go* for public television.

Recent Developments

The Legislative Petitions (Series 1) are now at the publishers—University Publications of America for microfilm, University of Illinois Press for letterpress. With a grant from the Charles Stewart Mott Foundation, a full-time assistant editor was hired in August 1997. Over the past year, the staff has grown from three to eight, and now includes Assistant Editor Robert Shelton, a Ph.D. candidate at Rice University; project assistants

Tonya Blair, Jim Giesen, Charles Holden, Adrienne Middlebrooks, and Jeff Winstead; and undergraduate research assistant Jeanette Jennings. The project is examining the feasibility of creating a database Web site at UNCG, which would make available for research more than 11,000 petition analysis records, or PARs, entered in the database to date.

(Loren Schweningen is the editor and director of the Race and Slavery Petitions Project.)



Poster for the play Let My People Go. The actors are, from left to right, Stephen Gee, Deborah Kintzing, and Treb Cranford; and Donna Braby (in front), Robin Doby, and Jared Boyd. Photograph by Earl McDonald, National Archives and Records Administration.

Discovering Archival Resources for the Study of Art and Athletics at Historically Black Colleges and Universities

by Carter B. Cue

Deeply imbedded in the history of higher education in the United States, unknown to a great majority of its citizens, are those institutions which have come to be narrowly defined as Historically Black Colleges and Universities, or HBCUs. These institutions are the legacy of the Emancipation Proclamation and the 13th Amendment, which together ended slavery in this country, but also of America's history of racial and social segregation. Although often underfunded when compared with other institutions of higher education, HBCUs have been the incubators of many African-American professionals, leaders, and innovators noted in the annals of American history.

Two disciplines in which African-Americans have excelled, and which many 20th-century Americans follow as spectators, since they often serve as the mental equivalent of oases in stress-filled lives passed in hectic urban centers, are athletics and art. While in earlier days, baseball was America's favorite pastime, today a number of team sports (including baseball) have faithful followings, depending upon the time of year. In like manner, all forms of art—from museum-displayed Rembrandts to graffiti-covered subway cars, from Andy Warhol's Campbell's soup cans to T-shirts imprinted with images of Michael Jordan—have their admirers, and can inspire, educate, and enlighten those to whom they appeal.

As the result of a grant approved by the North Carolina State Historical Records Advisory Board from funds provided under an NHPRC

regrant, the Winston-Salem State University Archives were able to complete a one-year project to process and make available to the public the archival collections of two former Winston-Salem State University faculty members—Clarence E. “Bighouse” Gaines, Sr., and Hayward L. Oubre, Jr. Not only do these collections document the impact athletics and art have had on student life, institutional and personal development, and community morale at one HBCU, Winston-Salem State, they also demonstrate the significance of such activities at an HBCU for contemporary American life.

By any standards, the career of Clarence E. “Bighouse” Gaines, Sr., has been phenomenal. This Naismith Basketball Hall of Fame inductee and humanitarian spent 47 years (1945-1993) at Winston-Salem State University as educator, coach, and athletic director. To sports historians and die-hard roundball enthusiasts, “Bighouse” Gaines is best known as the third winningest NCAA basketball coach of all time, behind the University of North Carolina's Dean Smith and the University of Kentucky's Adolph Rupp. Under his direction, the Winston-Salem State basketball powerhouse amassed a win-loss record of 828-446.

The archival resources in the “Bighouse” Gaines Collection, amounting to 44 linear feet, give the researcher a glimpse into the professional and personal relationships between Coach Gaines and former Winston-Salem State



Coach Clarence E. “Bighouse” Gaines, Sr., sets the strategy for another victory by one of his many successful Winston-Salem State University basketball teams. Photograph courtesy of the Winston-Salem State University Archives.



Earl “The Pearl” Monroe and Coach “Bighouse” Gaines. Photo courtesy of the Winston-Salem State University Archives.

University basketball players such as Cleo Hill (#1 draft pick of the National Basketball Association's St. Louis Hawks in 1961—the first player from a HBCU to achieve this distinction) and former New York Knicks great Earl “The Pearl” Monroe. They also document the coaching practices which enabled him to become the first coach from a HBCU to win a National Collegiate Athletic Association Division II basketball championship in 1967. However, this collection, which consists of score books, photographs, correspondence, game programs, films, etc., also documents how a coach without a substantial athletic budget and without the facilities available to a Dean Smith or an Adolph Rupp nevertheless went on to create a successful basketball program.

Although not as extensive as the Gaines records, the manuscript collection of sculptor, painter, educator, author, and civil servant Hayward L. Oubre, Jr., provides the intuitive researcher with rich insight into the multifaceted life of a person some called a Renaissance man. Oubre is listed in numerous publications for his artistic achievements, both nationally and internationally. The archival resources in his collection, which totals two linear feet, include magazine articles, letters, and videotapes that commemorate his experiences as the third African American to receive the Master of Fine Arts degree from the University of Iowa, as well as his equally significant experiences as a student apprentice to noted Harlem Renaissance artists Hale Woodruff and Nancy Elizabeth Prophet and to printmaker Maurico Lansansky.

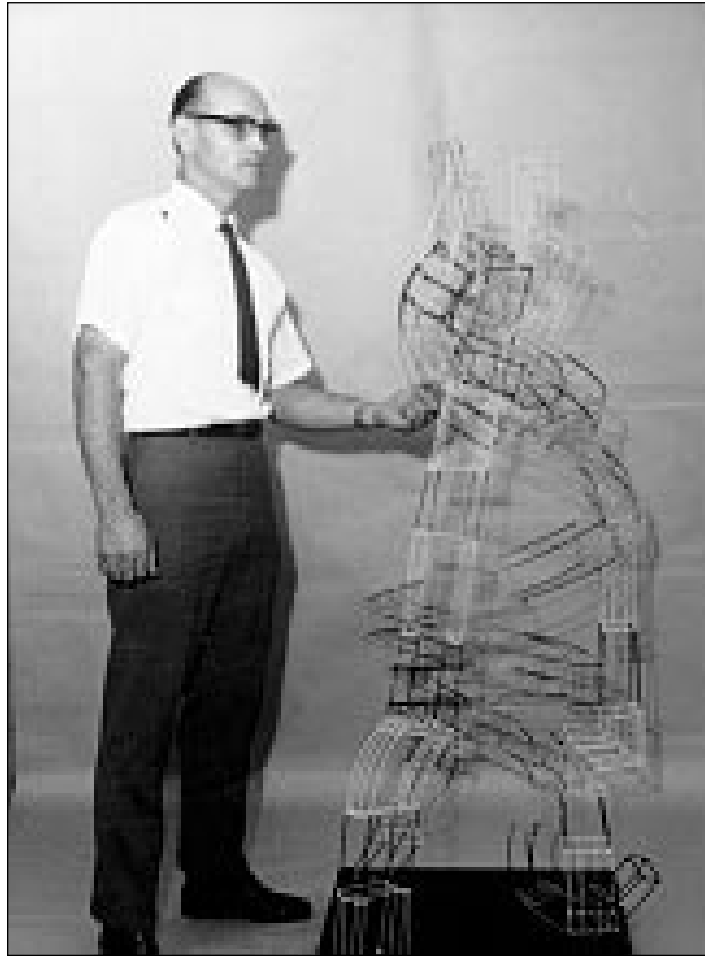
The Oubre Collection chronicles the life of the confident, competent artist who introduced art as a major subject at Winston-Salem State University following his arrival at the small North Carolina college in 1965. Oubre had earlier served as a master sergeant in the United States Army during World War II. He fought racism while participating with other Black soldiers in constructing the great Alaska or Alcan Highway in 1942.

Archives Associate Minnie Benson and I have prepared paper-based finding aids for on-site researchers who wish to use the Gaines and Oubre collections. In the very near future, these finding aids, as well as those for other record groups in the Winston-Salem State University Archives, will be available on our Web site.

Despite their many years of service and their proven record of providing higher education to minorities and the underserved, the rich history of the HBCUs and the lives of those who nurtured their formative development have until now largely gone undocumented. However, difficulties related to feasibility, financial sustainability, and staffing are in the process of being overcome. Funding by the NHPRC, the North Carolina State Historical Records Advisory Board, and the North Carolina Department of Archives and History has been beneficial in helping

HBCUs in North Carolina begin the process of developing systematic archival infra-structures, establishing training courses in archival and records management, and preserving their rich history for future generations.

(Carter B. Cue is the archivist of Winston-Salem State University.)



Hayward L. Oubre, Jr., stands with his work entitled “Crescendo.” Photograph courtesy of the Winston-Salem State University Archives.

Do you have a question about the Commission, its grant-making program, or any aspect of its work? The answer may be waiting for you on the NHPRC's Web site at <<http://www.nara.gov/nara/nhprc/>>. If our Web site doesn't contain the information you are seeking, please e-mail us at <nhprc@arch1.nara.gov>. We'll do our best to provide a prompt and complete answer to your query.

The Documentary Legacy of Martin Luther King, Jr.

At a reception in the U.S. Capitol in February 1992, Mrs. Coretta Scott King formally announced the publication of the first volume of *The Papers of Martin Luther King, Jr.* This volume, subtitled *Called to Serve: January 1929 - June 1951*, includes King's early letters to his parents, friends, and to various newspapers, as well as papers and exams from his early school days through his years at Morehouse College and Crozer Theological Seminary. King's commitment to justice for all people was evident even during these early years. In 1944, as a junior in high school, King wrote, "As we gird ourselves to defend democracy from foreign attack, let us see to it that increasingly at home we give fair play and free opportunity for all people."

Reflecting a widespread popular interest in Dr. King, sales of this first volume have exceeded 8,000. As exhibited by this figure, the volume reached an audience considerably beyond that which is typical for a documentary edition. As *Ebony* magazine noted after the publication of volume I, its publication was "one of those rare publishing events that generate as much excitement in the cloistered confines of the academy as they do in the general public."

The Martin Luther King, Jr. Center for Nonviolent Social Change, Inc., in Atlanta initiated the King Papers Project in 1984 as part of its ongoing archival and educational activities. In 1985, Coretta Scott King selected Stanford University history professor Clayborn Carson as the project's senior editor and director. The University of California Press was selected in 1987 to publish the project's volumes. In 1988, Emory University began assisting the project, providing offices and access to its libraries for project staff members and salaries for Emory students assisting the editors.

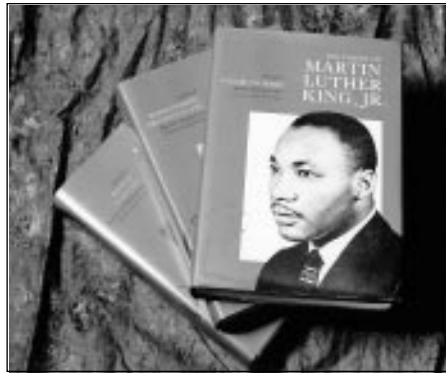
Although King's writings and speeches have been published in many forms, the King Papers Project's 14-volume, chronological edition will be, by far, the most comprehensive and thoroughly researched compilation of information regarding the African-American leader's life and thought. The edition is more than simply an anthology

of speeches and writings; it is instead a guide to the vast amount of information that has been identified and assembled by the project. Reviewers have applauded the initial volumes as meeting the varied needs of scholars, interested students, and general readers.

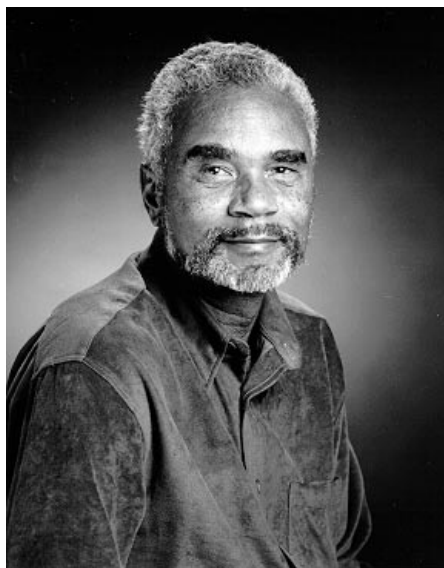
The extensive acquisition and research efforts of the King Papers Project have already produced original and widely publicized revelations regarding King's formative years and academic writings. Indeed, the project's work has been discussed in more than one hundred substantial newspaper and magazine articles. In addition to the overwhelming response to the publication of volume I, positive critical responses have also greeted *Volume II: Rediscovering Precious Values, September 1951-November 1955*, published in 1994, which includes Dr. King's earliest recorded sermon, and *Volume III: Birth of a New Age, December 1955-December 1956*, published in 1997, which documents King's leadership of the Montgomery bus boycott movement. Future volumes are scheduled for publication every other year.

Recently, the project staff was allowed access to numerous King documents which had not previously been made available for study. Among these documents are many of Dr. King's early sermons. Due to their extreme significance to the study of King's personal and theological development, these early sermons will be published together as volume V in the series.

By documenting King's religious roots as well as his relationships with other local, national, and international leaders, the project seeks to clarify the sources and impact of King's distinctive ideas and leadership style. King's writings and public statements offer valuable insights regarding important historical and theological issues, such as the social impact of African-American religion and the relationship between King and the mass movements with which he was associated. This definitive edition also documents King's views on various issues of continuing significance, including the search for solutions to the problems of violence and social injustice.



Photograph by Earl McDonald, National Archives and Records Administration



Project director Clayborn Carson

NHPRC Recommends 10 Grants Totaling up to \$496,685

At its meeting on June 24, the National Historical Publications and Records Commission recommended up to \$496,685 in grants in response to more than \$1,634,000 requested.

The Commission welcomed Ms. Margaret P. Grafeld, Director of the Office of IRM Programs and Services, as a new member representing the Department of State. It heard a presentation on *Where History Begins*, the report of the Council of State Historical Records Coordinators (COSHRC) on United States records repositories, by COSHRC Chair Kenneth Winn and Project Coordinator Victoria Irons Walch. The Commission accepted the report, recommending that it be placed on the NHPRC Web site and disseminated broadly to other Federal agencies. It also directed the staff to develop a proposal for a Commission-funded Conference on Education which will help bring about collaboration and coordination among the various training opportunities available to records caretakers and expand these opportunities.

The next meeting of the Commission is scheduled for November 17, 1998. The next deadline for grant applications is October 1, 1998, for consideration at the February meeting.

Documentary Editing Projects

• Regents of the University of California, Los Angeles, CA: An eight-month grant of up to \$55,233 for the Marcus Garvey and Universal Negro Improvement Association Papers.

• Rhode Island Historical Society, Providence, RI: An eight-month grant of up to \$75,847 for the Papers of General Nathanael Greene.

• Stanford University, Stanford, CA: A one-year grant of up to \$57,789 for the Papers of Martin Luther King, Jr.

• Pomona College, Claremont, CA: A one-year grant of \$34,992 for the Letters of Lucretia Coffin Mott.

• Kent State University, Kent, OH: A one-year grant of up to \$35,492 for the Robert A. Taft Papers, contingent on the availability of additional FY 1998 funds..

• Morehouse College, Atlanta, GA: A one-year grant of up to \$56,700 for the Howard Thurman Papers.

• East Stroudsburg University, East Stroudsburg, PA: An eight-month grant of up to \$35,500 for the Papers of the War Department, 1784-1800.

• Yale University Press, New Haven, CT: A grant of \$10,000 to subvene publication of *Selected Papers of Charles Willson Peale and His Family*, Vol. 5.

Projects to Carry Out National Archival Agendas

• Eastern Kentucky University, Richmond, KY: A one-year grant of up to \$37,231 for the Kentuckiana Project of the State-Assisted Academic Library Council of Kentucky, to undertake planning and training in preparation for the creation of Kentucky's Commonwealth Virtual Library, contingent on the availability of additional FY 1998 funds.

Congressionally Recommended Grant

• Alaska Department of Education, Division of Libraries, Archives, and Museums, Juneau, AK: A two-year grant of \$97,901 for its project entitled Rich Mining: Documents from Alaska's Gold Rush Era.

Margaret P. Grafeld Joins Commission

Margaret P. Grafeld, Director of the Office of Information Resources Management Programs and Services, U.S. Department of State, joined the National Historical Publications and Records Commission at its June 1998 meeting. She serves as the representative of the Department of State, succeeding Dr. William Z. Slany, the Department's Historian.

Ms. Grafeld has been with the Department of State since 1974, shortly after her graduation from the University of Notre Dame. She holds a master's degree in public administration from George Washington University, and is a graduate of the Advanced Management Program, Information Resources Management College, National Defense University.

In previous assignments, Ms. Grafeld served as acting director of the Office of Freedom of Information, Privacy, and Classification Review, and in other positions relating to information management and policy, privacy, access, litigation, appeals, and special projects.

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people if they can nurture shared commitments and common memories, commitments not only with each other but with the generations that preceded them and those that will follow. That's what these papers were all about."

Mrs. Clinton said, "It is only by understanding where we came from—looking squarely at our past, appreciating the sacrifices and difficulties others endured for us to be enjoying what we enjoy today—that we can hold dearly those ideals and values that should be cherished, and pass them on to our own children and grandchildren."

The Capital District Black History Project 1990-91, 1992-93

by Geoffrey P. Williams

Thanks to NHPRC regrant funding from the New York State Documentary Heritage Program, the Department of Special Collections and Archives of the University at Albany, State University of New York, was able to survey and collect the records of African Americans in the six-county greater Capital District of New York during 1990-91 and 1992-93. One hundred and seven African-American organizations or individuals were identified and contacted; surveys were conducted of the records held by 20 organizations; and the records of eight African-American organizations, representing a total of 25 cubic feet, were either collected or microfilmed and are currently available to researchers in the University Libraries. Among the records preserved are those of the NAACP, Albany (1968-87) and Schenectady (1949-82) Branches; the Urban League of the Albany Area (1966-87); the Brothers (1966-90), an African-American activist organization that flourished in Albany during the late 1960s and the 1970s; the records of three women's groups, the state-wide Empire State Federation of Women's Clubs (1938-87), and two local branches, the M.C. Lawton Civic and Cultural Club of Albany (1921-87) and the Versatile Club of Troy (1936-89). In addition, as a direct result of the initial survey, the Capital District Coalition Against Apartheid and Racism (1981-95), a multi-ethnic group opposing racism in Albany and favoring majority rule in South Africa, made their records available for microfilming and preservation in 1994.

Although African Americans made up a substantial part of the population of Albany and its immediate surroundings during the Dutch and English colonial periods, their percentage of the population declined with the rapid white settlement of upstate New York in the late 18th and early 19th centuries. The original African-American population was augmented by late 19th and 20th century migrations from the South. As of the 1990 U.S. Census, African Americans made up 4.7% of the region's population. The greater Capital District is characterized by moderate to small industrial cities (Albany is the largest city,

with a population of just over 100,000), large rural areas, and an industrial base that has declined during the 20th century. From the late 1950s through the mid-1980s, the major growth industry was state government employment.

The University at Albany, SUNY, was founded in 1844 as the New York State Normal School and designated one of the four University Centers in the SUNY System in 1962, with a mission to promote research. Historically, the school has been a predominantly white institution drawing its student body from upstate New York. Two African Americans are known to have attended in the 19th century, while in the 20th century there was a gradual increase in the number of African-American students, culminating in dramatic increases dating from the start of the Educational Opportunities Program. We have had a Department of Africana Studies since 1969. At the time of the survey the undergraduate population of the university almost mirrored the ethnic makeup of the state's population (22% minorities, 8% African American), while efforts are being made to bring the graduate population (8% minorities, 4.5% African American) in line with those figures. We have a demand from our faculty and students for primary research materials relating to African Americans to support courses and research. Our department's participation in the Capital District Black History Project was an effort to respond to that internal need.

While the university has markedly changed its ethnic makeup in the last thirty years, the African-American community's perception of the University is that we are overwhelmingly white. In addition, our location in a suburban setting on the outskirts of Albany makes accessibility a problem for the African-American community.

How does a predominantly white university successfully collect the records of African Americans? Of paramount concern to us was the absence of any local African-American institution collecting records. The Schomburg Library assured us that they were busy collecting records in New York City and the immediate



Front page of *The Liberator*, a newspaper published by the Brothers, an Albany African-American group, from April 2, 1970, reproducing a cartoon by Darcy, copyright 1969 by Newsday. Photograph courtesy of the Archives, University at Albany, SUNY.

vicinity. No other local institution was collecting African American records. Of crucial importance in conducting a successful survey was our repeated statement that the records were needed to support the research interest of our African-American faculty and students. To support that contention, we formed an advisory committee containing university faculty and prominent individuals in the local African-American community, and hired African-American graduate students as project archivists. The downside to using graduate students was that we had three changes in personnel, necessitating constant retraining, and more importantly, breaks in continuity in contacts with the local community. The other major problem was a hiatus in the project during 1991-92, again entailing a loss of contact with the community.

Since the African-American community is small, its organizations were also small, and the records were often scattered.

The organizations were predominantly run by volunteers, often out of their own homes. The volunteers generally worked at full-time jobs; consequently, they could not be contacted during the day, and were only available in the evenings and on weekends. Since no institution had previously approached the organizations and solicited their records, their leaders were not used to thinking of their records as having historical value. The primary concern of these organizations in New York State's difficult financial climate of the early 1990s was economic survival and continued functioning, not the potential historical value of their records.

Our survey had to take into account those conditions. The project archivists had to be persistent and extremely flexible. They could not work a nine-to-five shift. Most of their contacts were made during evenings and weekends. Although we conducted publicity and letter-writing campaigns, those brought few responses. The success of the project stemmed from a willingness of project archivists

to attend church services, to meet repeatedly with community leaders on their time schedules, and to ask for introductions to other activists, a very time-consuming process. Of paramount importance was our willingness to offer the organizations being surveyed our help in organizing their records. Offering the organization something convinced them of our sincerity and commitment. In the long run, this policy led to a number of donations.

For a predominantly white institution to successfully survey and collect the records of African Americans, it is essential to convince the local community of the value of their records and that their records will be used to further the educational interests of African Americans. You must hire personnel from the community, preferably the local community, have active cooperation from the leaders of the community, and offer the community a service. It is



Gwynne Jenkins, a winner of the University President's Award for Undergraduate Research, 1991, for a paper she wrote using the M.C. Lawton Club Records, examines a volume with club president Juanita Lewis (seated) and project archivist Lisa Stevenson. Photograph courtesy of the Archives, University at Albany, SUNY.

crucial that the survey time-schedule be adapted to the needs of the community being surveyed. Surveyors have to be ready for a very slow courtship process, which may bear few immediate results. The goals should be positive long-term contacts with the African-American community and strong collections of records that will benefit both the collector and the community.

In 1990-91, the project director was Don Skemer, then Head, Department of Special Collections and Archives, and now Keeper of Manuscripts, Princeton University, and the project archivists were La Nina Clayton and Nancy Dawson. In 1992-93, the project director was Geoffrey P. Williams, University Archivist, and the project archivist was Lisa Stevenson.

(Geoffrey P. Williams is University Archivist, the M. E. Grenander Department of Special Collections and Archives, University Libraries, University at Albany, State University of New York.)

From Slave to Scholar: The Life of Frederick Douglass

Frederick Douglass, abolitionist, journalist, orator, and the most influential African American of the nineteenth century, was born into slavery on Maryland's eastern shore. He experienced the brutality and degradation of slavery; but, during an interlude as a house servant, he learned to read. When he was 21 years old, he escaped from Baltimore, where he was hiring himself out as a ship calker, and went north. He was working in Massachusetts as a common laborer when his speaking ability was discovered; and the Massachusetts Anti-Slavery Society engaged him to campaign against slavery. He traveled to Great Britain and Ireland, where he spoke widely against slavery. After returning to the United States, he established a newspaper for black people. During the Civil War, he helped recruit black troops for the Union army. His postwar career carried him from Recorder of Deeds in the District of Columbia to Consul General in Haiti. Until his death in 1895, he continued to travel and speak on such topics as abolitionism, race relations, politics, and woman suffrage.

Douglass' significance has long been recognized. His three autobiographical works went through 30 authorized editions and various unauthorized editions, and were translated into several foreign languages. Modern studies of slavery, Reconstruction, and black culture have made frequent references to Douglass; and he has been the subject of several recent biographies and a book of critical essays. Moreover, the past two decades have witnessed the publication of new editions of all of Douglass' autobiographical writings.

The *Frederick Douglass Papers* project grew from discussions between the National Historical Publications and Records Commission, the Association for the Study of African-American Life and History (ASAALH) and John W. Blassingame, a history professor at Yale University. Sponsored by Yale University and the ASAALH, the project has received financial support from the NHPRC, the National Endowment for the Humanities, and the Ford and Rockefeller Foundations. Blassingame, who had been an assistant editor with the *Booker T. Washington Papers* project, initiated work in 1973 on four

separate series to be published by Yale University Press: *Speeches, Interviews, and Debates*; *Autobiographical Writings*; *Correspondence*; and *Essays, Editorials, and Poems*.

The first major problem Blassingame and his fellow editors faced was the absence of a relatively complete collection of Douglass' papers. Douglass himself was keenly aware of the value of his personal records, and had maintained a collection of his newspapers, correspondence, and other published and unpublished writings in his home in Rochester. All these valuable documents were lost when his home was destroyed by fire in 1872. Douglass especially regretted the loss of his newspapers. He believed that his most important speeches and writings dated from the years between 1848 and 1860; and, as he wrote many years later, "my paper was a chronicle of most of what I said during that time." Douglass' papers, which reflect his efforts to replace documents destroyed by the 1872 fire, eventually found their way into the Library of Congress. But these papers are incomplete. For example, the records they include of antebellum speeches are often imperfect transcriptions, frequently excerpted from other documents; and these transcriptions are sometimes misdated, often undated, and occasionally mislabelled.

The editors sought to supplement the Library of Congress collection through a systematic search for Douglass

documents. From newspapers, public announcements, and correspondence, they created an itinerary of Douglass' speaking schedule; then, guided by this itinerary, they attempted to locate accounts of his speeches in local newspapers. Yale University assembled a large collection of antislavery newspapers. Project staff members compiled an index to this collection, which has been a valuable source of Douglass' speeches and biographical information about his associates. In accordance with Blassingame's plan, the project also gathered copies of various editions of Douglass' autobiographical writings, and surveyed major manuscript repositories about their holdings of relevant correspondence. Through this research, the project discovered texts for more than 2,500 of Douglass' speeches and gathered copies of approximately 6,000 letters to and from the famous abolitionist.



Frederick Douglass, ca. 1844. Oil on canvas, attributed to Elisha Hammond. Photograph courtesy of the National Portrait Gallery, Smithsonian Institution.

In 1993, budgetary constraints interrupted work on the Douglass Papers. But the editors renewed their efforts in the following year with a decentralized staff. Preparation of the *Autobiographical Writings* series and the *Correspondence* series was transferred to West Virginia University where it has been directed by John McKivigan. Peter Hinks undertakes necessary research at Yale; and Gerald Fulkerson, of the Communication Department at Freed-Hardeman University, is responsible for the textual apparatus in the autobiographical writings. McKivigan, Hinks, and Fulkerson were all associated with the project while it was at Yale. Blassingame, as the general editor, continues to advise on editorial matters and review manuscripts of new volumes of the *Douglass Papers*. In the coming months, the project plans to move to Indiana University-Purdue University at Indianapolis, where it will join two other editing projects, the Charles Peirce Edition and the Works of George Santayana. By allowing the project to work simultaneously on several different volumes, decentralization of the staff should expedite the completion of the *Douglass Papers* volumes.

“I feel greatly embarrassed,” Douglass had confessed in one of his first recorded speeches, “when I attempt to address an audience of white people. I am not used to speak to them, and it makes me tremble when I do so, because I have always looked up to them with fear.” Yet, for more than five decades he spoke thousands of times, most often to white audiences; and his speeches represent an unparalleled embodiment of interracial dialogue during these years. James Gregory included a few of Douglass’ speeches in his 1893 account, *Frederick Douglass: The Orator*; and half a century later Philip Foner published more of them in *The Life and Writings of Frederick Douglass*. With the publication of volume 5 of the *Douglass Papers*, which completed Series One: *Speeches, Debates, and Interviews*, the editors have provided the most thorough compilation of the abolitionist’s speeches. Volumes in this series include introductory notes, partial itineraries of Douglass’ speaking schedules, headnotes describing the context in which each speech was delivered, and source notes that identify locations of published versions of the speeches.

During the mid-1850’s, Douglass began presenting similar lectures on certain topics. Because these talks tended to incorporate many of the same facts and ideas, the editors considered it impractical to print all of them. To have done so would have doubled the length of this series. Instead, the editors grouped such speeches in “families.” They printed a representative speech from each family, and included in the

appendixes précis of alternate texts showing how important variant versions of such speeches differed from the representative speeches published in this edition.

Douglass’ first autobiographical volume, *Narrative of the Life of Frederick Douglass* (1845), was an attempt to disprove critics who claimed that a man of his intelligence could never have been a slave. This volume eventually went through 21 authorized editions. The project’s edition of the *Narrative* is currently in press, scheduled for publication later this year. In *My Bondage and My Freedom* (1855), Douglass provided more details regarding his experiences as a slave, and added information about his life as a free black. Consequently, this volume reflected Douglass’ concern with civil rights as well as slavery. The first half of his third autobiographical work, *Life and Times of Frederick Douglass* (1881), recapitulates the story told in *Bondage and Freedom*. But in the *Life and Times* Douglass also sought to define his role in history. In it he describes his Civil War activities, his relations with Lincoln, and his postwar career. The 1891 edition brought his life up through 1890, covering his work as Consul General in Haiti.

Each of the volumes in Series Two: *Autobiographical Writings*, will include a scholarly introduction, a verified reliable text, appropriate textual and historical annotation, and an appendix containing relevant historical and literary documents. In order to conform to the standards established by the Modern Language Association’s Committee on Scholarly Editions, each volume will include a publication history, together with a textual apparatus identifying all variations in the texts of each edition of that volume and certifying Douglass’ authorial intentions. When published, the autobiographical writings edited by the *Douglass Papers* will become the definitive versions of these volumes.

The five volumes in Series Three: *Correspondence*, although selective, will contain a substantial number of Douglass’ incoming and outgoing letters reflecting his activities and interests. His correspondents included William Lloyd Garrison, Wendell Phillips, Gerrit Smith, Susan B. Anthony, Lucretia Mott, Lucy Stone, Elizabeth Cady Stanton, Abraham Lincoln, Ulysses S. Grant, Rutherford Hayes, Charles Sumner, John Bright, Henry Highland Garnet, Harriet Tubman, Blanche Bruce, George Washington Williams, and Booker T. Washington. Letters not printed in full will be cited in annotated lists at the back of each volume.

The two volumes of a contemplated Series Four: *Essays, Editorials, and Poems* will complete the edition.

Commissioner Winston Tabb Awarded Dewey Medal

Winston Tabb, who represents the Librarian of Congress on the NHPRC, has received the Melvil Dewey medal from the American Library Association. Mr. Tabb, the Library’s Associate Librarian for Library Services, was recognized for his “distinguished service to the [library] profession; [his] high order of creative leadership to the Library of Congress and the International Federation of Library Associations and

Institutions; and ... [his] vision, leadership and determination in establishing the Program for Cooperative Cataloging which resulted in significant improvement to global bibliographic control worthy of ... Melvil Dewey.” Established in 1952, the Dewey medal is given annually to an individual librarian or group for a recent creative professional achievement of high order.

The Preservation of Florida's Historically All-Black School Records

by E. Murell Dawson

The Importance of Ethnic Records

If an accurate account of America's history is to be preserved and disseminated, then records relating to this country's numerous ethnic groups must be safe-guarded and utilized. As Americans, we all are responsible for the preservation of such records. However, members of various ethnic groups must take an active role in this endeavor. Additionally, professionals such as archivists, historians, and librarians serving in all types of repositories, educational and research centers, must also make records reflecting the historical experiences and contributions of America's many ethnic groups an intrinsic part of their archival holdings and programs.

Archival Projects Given National Priority

In the late 1970s and early 1980s, the national government took the lead in giving priority to archival preservation projects. Grants and funds from Federal and state governments, such as the National Historical Publications and Records Commission, the National Endowment for the Humanities, and the Florida Bureau of Archives and Records Management, as well as contributions from private donors, were readily available. Such funds greatly assisted in the collection and cataloging of records relating to the African-American experience.

In 1982, the National Historical Publications and Records Commission awarded a \$15,000 grant to Florida A & M University's Black Archives, Research Center and Museum to collect archival material on African-American schools and educational institutions in the state of Florida. In 1992, Florida's State Historical Records Advisory Board gave the Black Archives a \$10,000 grant to continue to collect, catalog, and make available to the public records relating to Florida's historically all-black public and private schools from kindergarten to university levels. Records from these institutions contain some of the most comprehensive documentation of the progress, regress, and perseverance of African Americans.

Segregation and the Creation of Florida's All-Black School Records

The records of Florida's historically all-black schools were created mainly during the period of segregation. The records being sought for re-capture and preservation include official and private materials produced and/or circulated between Florida's Superintendent of Education and Supervisor of Negro Schools (positions usually held by white individuals); a Negro director of secondary schools (usually an African-American male); a Negro director of elementary schools (usually an African-American female); and African-American school principals, teachers, and students.

The social system of segregation dictated the creation of a black counterpart to almost every white organization. Thus the project also sought to collect printed records on state-wide African- American organizations and events, such as the Florida

State Teachers Association, the Annual Conference for Negro Principals, the Jeanes Supervision programs, and Negro Home Demonstration Agents' activities. [Editor's note: Jeanes programs were funded by the Negro Rural School Fund, Anna T. Jeanes Foundation, and provided teachers and other personnel to rural African-American schools throughout the South. Since the late 1960s, Jeanes funds have been used to pay for education specialists, such as reading and special-education instructors.]

African-American churches and private high schools served as the state's first public schools

for African Americans. In the early 1930s, 29 of Florida's 67 counties had at least one black high school. The state also had twelve black junior colleges, three private church-supported colleges, and one state-supported university. Many of Florida's most accomplished African Americans graduated from these institutions.

When federal court-ordered desegregation legislation swept the country, it had an overwhelming impact on American society, and especially on African Americans. The pros, cons, and present-day effects of segregation and desegregation, especially



Unit class on tuberculosis at Kirksey Elementary School, Leon County, 1941. Photograph from the Dorothy Holmes Jeanes Supervisor Collection, Black Archives, Florida A&M University.

as they relate to African Americans, have yet to be, if ever, fully realized or understood by the majority of American people. Hopefully, records from Florida's all-black schools will offer information that will help individuals of all races have a better understanding of past and present American history.

Integration and the Loss of Florida's All-Black School Records

In several ways, haste, confusion and danger accompanied integration. For many historically black schools, integration meant closure and/or merger with a larger white institution. Many state-required records relating to African-American education were maintained by state agencies and county school boards. However, additional "first-source" records existed that were not housed by official education authorities. Unfortunately, the majority of such printed records, like most of the physical buildings of these pioneer schools, were lost.

When black schools were closed, sometimes transfer procedures were available to relocate records to appropriate educational agencies. However, in many cases, records transfer procedures were not available. It was common for records to be left behind in abandoned school facilities, misplaced, or destroyed. Sometimes former employees collected personal and/or sentimental records and memorabilia from closing institutions. As a result, many remaining records and historical materials from Florida's all-black schools are in the custody of African-American citizens and groups, and are scattered throughout the state. Because of the consequences of integration, many of these people distrust the government. However, the entire collection project was based on personally contacting past and present African-American educators, administrators, and other individuals who were involved in the state's segregated education system.

Collecting and Cataloging Florida's All-Black School Records

Fortunately, some records from Florida's numerous African-American high schools and from the state's twelve African-American junior colleges have been preserved and are accessible to some degree through local preservation organizations and/or research facilities. However, it was Florida's Historically Black Colleges and Universities that took the lead in establishing archives that housed materials relating to African-American education. Perhaps this was because resources were more readily available to help with preservation projects. These early on-

campus archives usually operated under the auspices of the institutions' main libraries. Printed material and historical memorabilia relating to the colleges' history are often the heart and bulk of their archival holdings. The History of Florida A&M University Collection at the Black Archives and the Personal Papers of Dr. Mary McLeod Bethune at Bethune Cookman College are appropriate examples.

Public response to the project was less enthusiastic than expected, perhaps because of limited publicity. Nonetheless, numerous records were collected and cataloged. These materials were mainly from North and Central Florida. At the conclusion of the project, more than 100 cubic feet of records had been collected.

Among the more prominent collections were the Dorothy Holmes Jeanes Supervisor Collection, the Benjamin Holmes Black Education Collection, the Benjamin and Dorothy Holmes Black Church Collection, the Gilbert Porter Florida State Teachers Association Collection, the Willie Ziegler White Florida State Congress of Parents and Teachers Association Collection, and the Jeneythel Merritt Jeanes Teacher Collection.

Clearly, the largest collection in this project consists of the administrative records of present-day Florida Memorial College in Miami. The college was located two miles west of St. Augustine from 1918 until the late 1960s, and was then called Florida Normal and Industrial College (FNIC). Due to financial problems and racial tension, the small church-supported school relocated to Miami in 1968, changing its name during the transition. The move was probably made in haste, given that many of the school's early administrative records were left behind in a dilapidated barn. A community member reported the records to the Black Archives in 1980, and the Archives' founder and director, James N. Eaton, went down personally to collect the records.

The large amount of correspondence, programs, and publications in these collections ends abruptly around the late 1960s. These records offer the public better insight and understanding into the strong, multifunctional bonds that existed between black and white educational institutions and communities, as well as the vital role of the black church. Again, if a true and complete history of this nation is to be told and preserved, materials such as Florida's all-black school records must be saved. To date, this continues to be an on-going project for the Black Archives. Any person who has information regarding similar records is requested to contact the Center at (850) 599-3020, or a local preservation or research facility.

(Murell Dawson is a research associate at, and the senior archivist and curator of, the Black Archives, Research Center and Museum, Florida A & M University.)



Winter Conference of Florida Jeanes Teachers, 1940. From the Dorothy Holmes Jeanes Supervisor Collection, Black Archives, Florida A&M University.

Documenting the History of Emancipation: The Freedmen and Southern Society Project

In the fall of 1976, the Freedmen and Southern Society Project at the University of Maryland launched a systematic search of those records at the National Archives that promised to yield material for a documentary history of emancipation. These records, created and collected by agencies of the Union and Confederate governments, provide an unrivaled source for understanding the passage of black people from slavery to freedom.

Such governmental entities as the Colored Troops Division of the Adjutant General's Office; the American Freedmen's Inquiry Commission; the Union army at every level of command; army support organizations in Washington, including the Judge

only did extraordinary numbers of ex-slaves, many of them newly literate, put pen to paper in the early years of freedom, but hundreds of others, entirely illiterate, gave depositions to government officials, placed their marks on resolutions passed at mass meetings, testified before courts-martial and Freedmen's Bureau courts, and dictated letters to more literate black people and to white officials and teachers.

The written record thus created constitutes an unparalleled outpouring from people caught up in the emancipation process. Predictably, many of these documents requested official action to redress wrongs committed by powerful former slaveholders



Private Hubbard Pryor, 44th United States Colored Infantry, before and after his enlistment in the Union army. Photograph by Earl McDonald, National Archives and Records Administration.

Advocate General's Office, the Provost Marshal General's Bureau, and the Quartermaster General's Office, and their subordinates in the field; the Civil War Special Agencies of the Treasury Department; individual regiments of U.S. Colored Troops; various branches of the Confederate government (whose records fell into Union hands at the conclusion of the war); the Southern Claims Commission; the Freedmen's Bank; and, most important, the Bureau of Refugees, Freedmen, and Abandoned Lands, all played a role in the coming of freedom.

The missions of these agencies placed them in close contact with a wide variety of ordinary people, and their bureaucratic structure provided a mechanism for the preservation of many records of people generally dismissed as historically mute. Not

who only reluctantly recognized ex-slaves as free, rarely as equal. Others, however, originated in relationships entirely outside the purview of either Federal officials or former masters and employers. They include, for example, correspondence between black soldiers and their families, and between kinfolk who had been separated during slavery. That such letters fell for various reasons into the bureaucratic net of government agencies (and thus were preserved along with official records) should not obscure their deeply personal origins.

The project's editors selected more than 40,000 items, representing perhaps two percent of the documents they examined. Subsequent research has expanded the collection to about 50,000 documents. Indexed and cross-referenced topically,

chronologically, and geographically, this collection constitutes the universe from which the documents published in *Freedom: A Documentary History of Emancipation, 1861-1867* are selected and annotated, and from which the editors' introductory essays are written. Project director Leslie S. Rowland, who has been part of *Freedom* since its inception, can claim a thorough familiarity with the records from the initial stages of their selection.

Selected out of the mass of purely administrative records, these documents convey, perhaps as no historian can, the experience of the liberated: the quiet personal satisfaction of meeting an old master on equal terms, and the outrage of ejection from a segregated horsecar; the elation of a fugitive enlisting in the Union army, and the humiliation of a laborer cheated out of hard-earned wages; the joy of a family reunion after years of forced separation, and the distress of having a child involuntarily apprenticed to a former owner; the hope that freedom would bring a new world, and the fear that, in so many ways, life would be much as before. Similar records offer insight into the equally diverse reactions of planters, Union officers, and Southern yeomen—men and women who faced emancipation with different interests and expectations.

The editors found it imperative from the outset to be selective. They have focused their attention upon the wartime and postwar experiences of slaves and ex-slaves, but have also sought to illuminate the social, economic, and political setting of the emancipation process. The formation of Federal policy, for example, is not central to the project's concerns, except insofar as the preconceptions and actions of policymakers influenced the shape that freedom assumed. Therefore, *Freedom* does not undertake a history of the Freedmen's Bureau, the U.S. Army, the Bureau of Colored Troops, or any other government agency; nonetheless, documents about the operations of these agencies are prominent when they describe activities of freedpeople and shed light upon the context in which former slaves struggled to construct their own lives. Throughout the selection process, the editors labored to reconstruct the history of the freedpeople themselves, rather than the institutions that surrounded them.

Above all, the editors seek to delineate the central elements of the process by which men and women moved from the utter dependence slaveholders demanded but never fully received, to the independence freedpeople desired but seldom attained. This process began with the slow breakdown of slavery on the periphery of the South and extended to the establishment of the social, economic, and political institutions black people hoped would secure their independence.

The editors have also sought to recognize the diversity of black life and the emancipation process by selecting documents that illustrate the varied experiences of the former slaves in different parts of the South who labored at diverse tasks and who differed from one another in sex, in age, and in social or economic status. Although former slaves, like other men and women in transition from bondage to freedom, wanted to enlarge their liberty and ensure their independence from their former

masters, how they desired to do so and what they meant by freedom were tempered by their previous experiences as well as by the circumstances in which they were enmeshed.

Reflecting the editors' interest in a social history of emancipation, *Freedom* is organized thematically following the process of emancipation. At each step the editors have selected documents that illustrate processes they believe are central to the transition from slavery to freedom. The first two series concentrate primarily on the years of the Civil War. Series 1 documents the destruction of slavery, the diverse circumstances under which slaves claimed their freedom, and the wartime labor arrangements that developed as slavery collapsed. Series 2 examines the recruitment of black men into the Union army and the experiences of black soldiers under arms.

Series 3, 4, and 5 explore the earliest years of postwar Reconstruction. They document the struggle for land, the evolution of new labor arrangements, relations with former masters and other whites, law and justice, violence and other extralegal repression, geographical mobility, family relationships, education, religion, the structure and activities of the black community, and black politics in the early years of Reconstruction.

The series, to be published in nine volumes, is organized as follows:

Series 1 The Destruction of Slavery and the Wartime Genesis of Free Labor (complete in three volumes)

Series 2 The Black Military Experience (complete in one volume)

Series 3 Land, Capital, and Labor

Series 4 Race Relations, Violence, Law, and Justice

Series 5 The Black Community: Family, Church, School, and Society

In addition to these volumes, four "spin-off" volumes have also been published for classroom use and general reading:

Free at Last: A Documentary History of Slavery, Freedom, and the Civil War

Slaves No More: Three Essays on Emancipation and the Civil War

Families and Freedom: A Documentary History of African-American Kinship in the Civil War Era

Freedom's Soldiers: The Black Military Experience in the Civil War

In its aim, approach, and editorial universe, the Freedmen and Southern Society Project differs fundamentally from most historical editing projects. Rather than searching out the complete manuscript records of an individual man or woman, the project examines a process of social transformation. *Freedom* endeavors to combine the strengths of the traditional interpretive monograph with the rich diversity of the documentary edition while addressing in one historical setting a central question of the human experience: how men and women strive to enlarge their freedom and secure their independence from those who would dominate their lives.

Shedding Light on Efforts to Promote Religious, Racial, and Class Harmony: The Howard Thurman Papers Project

“All of my life I have shunned publicity and the limelight,” Howard Thurman wrote to Jesse Jackson in 1973, “it is not my way of working.” This self portrait in a sentence helps to explain a paradox: Thurman, one of America’s most influential theologians, who wrote more than twenty books, counseled various educational, cultural and civil rights leaders, and was named by *Life* magazine as one of a dozen “Greatest Preachers of the Twentieth Century,” is relatively unknown to the American public, although, in recent years, he has been receiving more attention, including feature coverage in issues of *Creative Spirituality* and *Sojourners*.

Thurman was born in Daytona Beach, Florida, in 1900. It was a rigidly segregated environment. At night, black people could not cross the river into the white section of town without special permission. As a child, he read the Bible to his grandmother, a former slave. But, at his father’s funeral, the minister asserted that the elder Thurman, who had disliked churches, would therefore be denied salvation. For a time, this experience soured young Thurman on organized religion. As he grew older, however, what Thurman called “a kind of destiny” impelled him back toward religion, especially a type of religion that rose above denominational doctrines and social barriers.

He graduated from Morehouse College in 1923, after having reputedly read every book in the college library. Three years later, he earned a divinity degree from Rochester Theological Seminary at the top of the class in which he was the only black. After several years as a Baptist minister in Oberlin, Ohio, Thurman returned to Atlanta as Professor of Religion and Director of Religious Life at Morehouse and Spelman Colleges. He subsequently spent a year studying with the noted Quaker mystic Rufus Jones at Haverford College. In 1932, he accepted a position at Howard University, where he eventually became Dean of Rankin Chapel.

While he was affiliated with Howard, Thurman visited India, and had a lengthy interview with Mahatma Gandhi at the latter’s invitation. Their conversation touched on various matters, but it was Gandhi’s advocacy of non-violence and his respect for all religions that had the most profound impact on Thurman, who commented that Gandhi’s ideas were reminiscent of many African-American spirituals. Gandhi responded that it might be

through blacks that “the unadulterated message of non-violence will be delivered to the world.”

His Indian journey was one of the factors that stimulated Thurman’s interest in a religious fellowship that surmounted racial lines. In an effort to implement this concept, Thurman left Howard in 1943 to organize the Church for the Fellowship of All Peoples in San Francisco—perhaps the first genuinely integrated church in the country. During these years, Thurman wrote *Jesus and the Disinherited*, a book that profoundly influenced civil rights leaders, including Martin Luther King, Jr., who is said to have carried a copy with him constantly.

After ten years in California, he moved to Boston University to become Dean of Marsh Chapel; he was the first black man to hold such a position in a major white university. Even after his retirement from Boston University, Thurman remained active, returning to San Francisco to establish the Howard Thurman Educational Trust. The trust provided the institutional means for disseminating his message through seminars, speaking engagements and distribution of his recorded sermons and lectures. Thurman headed the trust until his death in 1981. Now located at

Morehouse College, the trust continues to promote various religious, educational and charitable causes.

Walter Fluker, the former Dean of Black Church Studies at Colgate Rochester Divinity School, who had once attended one of Thurman’s seminars, had studied Thurman for many years and considered him a major figure in black religious history. In 1991, the Lilly Endowment awarded Fluker a grant to begin preparing a documentary edition of Thurman’s unpublished writings. In the following year, Colgate Rochester Divinity School became the project’s sponsor; and the project subsequently attracted financial support from the Henry Luce Foundation, the Pew Charitable Trusts, the Louisville Institute for the Study of Protestantism and American Culture, and the NHPRC.

While they were arranging for access to his papers, Thurman’s widow Sue Bailey Thurman gave Fluker and associate editor Catherine Tumber permission to publish Thurman’s correspondence as well as his sermons and essays. This decision widened the scope of the project. In search of

[Continued on page 23](#)



Photo courtesy of the Howard Thurman Papers Project.

Arthur S. Link: A Tribute

by Ted Brown, Jr.

Arthur S. Link, the dean of American documentary editors and a former member of the National Historical Publications Commission, died on March 26, 1998, at the age of 77. He began his career as a historian specializing in twentieth-century American history with an emphasis on the South and the Progressive period and subsequently became the biographer of Woodrow Wilson and editor of the 69-volume *The Papers of Woodrow Wilson*. He was a past president of the Association for Documentary Editing.

Born in New Market, Virginia, in 1920, he received his early education in North Carolina and earned his bachelor's, master's, and doctoral degrees from the University of North Carolina, where he was, as he put it, "trained in Southern history . . . by the master, Fletcher Melvin Green." It was during his first summer as a graduate student at UNC (1941) that Link began to develop a serious interest in Wilson, whose political career inspired topics for his master's thesis, "The Wilson Movement in the South: A Study in Political Liberalism" (1942), and doctoral thesis, "The South and the Democratic Campaign of 1910–1912" (1945). His teaching career began at Princeton University and continued at Northwestern University, where he taught from 1949 to 1960, reaching the rank of full professor in 1954.

In December 1958, the *New York Times* reported that the Woodrow Wilson Foundation had selected Link, then a 38-year-old professor of history at Northwestern whom the *Times* referred to simply as "a Wilson scholar," to direct the Foundation's ambitious enterprise of editing and publishing the first comprehensive edition of Wilson's papers. At the time of his appointment as editor of the Wilson Papers in 1958, Link was well along his way to becoming the nation's foremost authority on the 28th president. More than a decade earlier, in 1947, he had published *Wilson: The Road to the White House*, the first volume of a projected multi-volume biography, which carries Wilson from birth through his election to the presidency in 1912. Although he never completed his biography of Wilson, Link's five volumes, which take Wilson through American entry into World War I, remain the standard biographical study of the 28th president.

Link thus brought with him to the Wilson Papers project in 1958 a well established critical understanding of Wilson and his times and substantial talents as a distinguished historian and biographer. Two years later, in the autumn of 1960, Link took up permanent residence at the Wilson editorial offices at Princeton, where his subject had served as a member of the

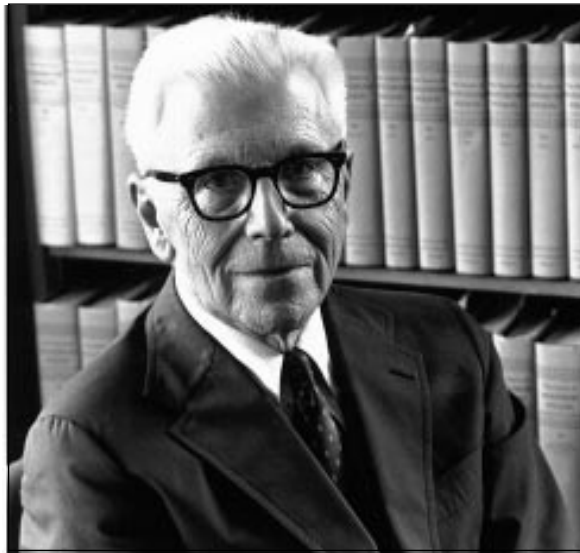
faculty and as president. The critical response to publication of the initial volume of *The Papers of Woodrow Wilson* in 1966 was similar to the acclaim with which critics had received the Wilson biography and foreshadowed the reception of subsequent volumes in the documentary series. The *Journal of American History*, for instance, declared that "[t]he publication of this distinguished volume formally initiates what promises to be one of the great scholarly achievements of this generation."

The Wilson editors, led by the incredibly disciplined Link, adopted and followed the highest of scholarly and editorial standards: their tolerance of error was zero. Moreover, they defined "papers" broadly to include incoming communications addressed to Wilson, newspaper and other third-party accounts about him, and his lectures and speeches. By 1993, when Link and his colleagues at the Wilson project completed their work, the magnitude of their accomplishment had become apparent: 69 volumes of rigorously edited, carefully annotated documents had been produced. This accomplishment is all the more extraordinary when one considers that not a single word processor or other type of computer was to be found in the Wilson editorial offices at Princeton and that, through it all, Link often suffered from intense physical pain as a result of personal health problems.

By 1993, too, Link had also published a substantial number of monographs, articles, and other works (a bibliography of his works ran to more than twenty pages set in small print in 1991), had served in numerous professional capacities, and had been the recipient of many honors and awards.

He was a member of the National Historical Publications Commission from 1968 to 1972; both vice president and president of the Southern Historical Association; and president of the Association for Documentary Editing, the American Historical Association, and the Organization of American Historians. He served as a member of the editorial boards of both *The Journal of American History* and *The Journal of Southern History*.

The Society for Historians of American Foreign Relations established an Arthur S. Link Prize in his honor to recognize and encourage analytical scholarly editing and publishing of documents relevant to the history of American foreign relations, policy, and diplomacy. He was elected to membership in the American Philosophical Society in 1966 and in the American Academy of Arts and Sciences in 1972. He was awarded the American Philosophical Society's Thomas Jefferson Medal (1994) for



Photograph by John T. Link, 1988.

Continued on page 20

Early U.S. Diplomatic History Classroom Reader Published

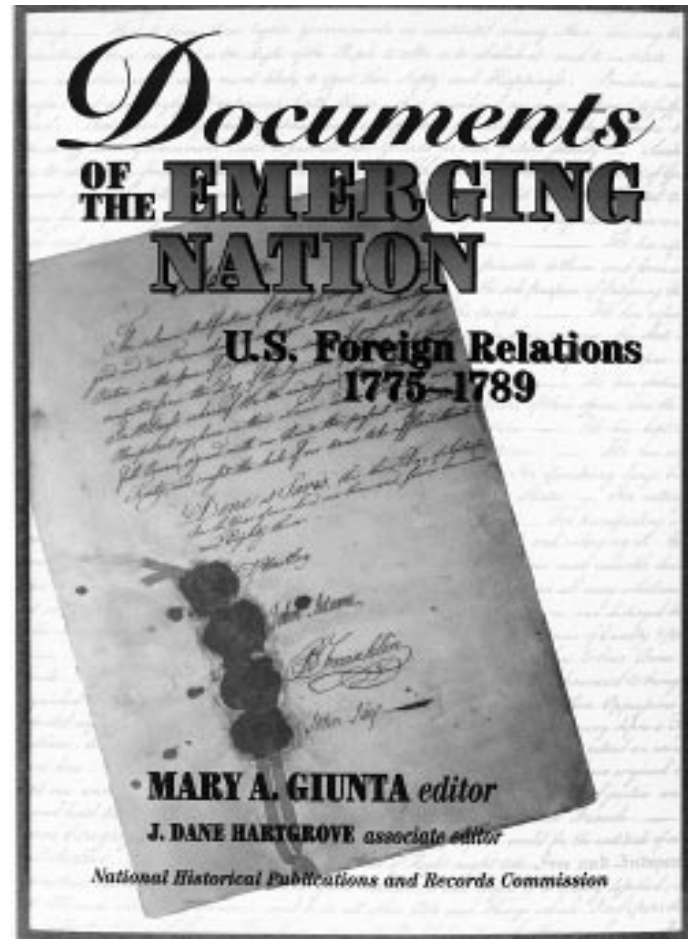
The NHPRC wishes to announce the availability of *Documents of the Emerging Nation: U.S. Foreign Relations, 1775-1789*, a college-level classroom reader based upon its award-winning three-volume documentary edition *The Emerging Nation: A Documentary History of the Foreign Relations of the United States under the Articles of Confederation, 1780-1789* (Washington, 1996). The reader is the work of Editor-in-Chief Mary A. Giunta and Associate Editor J. Dane Hartgrove, with Norman A. Graebner, Peter P. Hill, and Lawrence S. Kaplan serving as consulting editors.

From the Declaration of Independence until the establishment of the First Federal Congress, the emerging nation of the United States of America was engaged in critically important foreign policy matters. Wartime diplomacy, treaties with France, negotiation of territorial conflicts with Spain, agreements on Anglo-American commerce, and relations with the Barbary States and other countries challenged the nation's strength.

Documents of the Emerging Nation: U.S. Foreign Relations, 1775-1789 traces the efforts of John Adams, Benjamin Franklin, John Jay, Thomas Jefferson, and others to establish a credible international presence for the country as a new nation. The primary source documents begin with the formation of the Committee of Secret Correspondence, America's first official diplomatic entity, and end with diplomatic efforts at the time of the adoption of the U.S. Constitution. Diplomatic despatches, private letters, and other documents from archives, libraries, and historical societies—including the National Archives, the Library of Congress, and French and British sources—reveal actions and events in the formative years of U.S. diplomacy. Foreign-language documents, including those located in the French Foreign Affairs Archives, have been translated—many for the first time.

This reader provides a selection of documents to introduce students and others to the early years of United States diplomacy. A detailed introductory essay and headnotes provide the user with the information necessary to understand the historical context of the documentation. The reader is particularly valuable for undergraduate and graduate courses in diplomatic history, early U.S. history, and international relations. *Documents of the Emerging Nation* is also invaluable to political scientists, government officials, and individuals interested in the development of early U.S. foreign policy.

Published for the Commission by SR Books, a division of Scholarly Resources, Inc., 104 Greenhill Avenue, Wilmington, DE 19805-1897 [telephone 800-772-8937, fax 302-654-3871, e-mail <market@scholarly.com>], the reader sells for \$55 in hard cover (ISBN 0-8420-2663-0) and \$19.95 in paperback (ISBN 0-8420-2664-9).



PARTIAL TABLE OF CONTENTS:

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Part One: Wartime Diplomacy

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- II. French Aid Prior to Formal Treaties
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- I. Anglo-American Commerce
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“distinguished service in the arts, humanities, and social sciences” and received the Julian P. Boyd Award from the Association for Documentary Editing (1981) in recognition of his distinguished contributions to the knowledge of American history and culture.

In 1945, Link married Margaret McDowell Douglas, a fellow graduate student at UNC. It was she, he was to say time and again throughout his subsequent career, who served as his best collaborator, counselor, editor, and critic. Margaret Link died in 1996. The Links had four children and four grandchildren.

To those of us who had the good fortune to know and work with him, he was the epitome of the gentleman scholar. To us, his most appealing qualities were not to be found in his entry in *Who's Who* or discerned from his many published works. Over

the years, he was unfailingly gracious, accommodating, and helpful to all who requested his assistance with Wilson and the times in which he lived. He never failed to reply to the seemingly most insignificant of inquiries, the door to his office at the Wilson Papers project was always open to anyone interested enough to seek him out, and—perhaps ultimately most important—he was always encouraging and supportive not only of established academicians, but of young students as well.

In a preliminary assessment of the *Wilson Papers* in 1991, Dewey Grantham concluded that “[w]e are not likely to see again anything like *The Papers of Woodrow Wilson*.” Now it can be added, with a profound sense of sadness and loss, that we are not likely to see again anything like Arthur Link.

(*Ted Brown, Jr., is an attorney with the firm of Long Aldridge & Norman, Atlanta, GA.*)

First Federal Congress Project Celebration

On April 16, 1998, in the Mansfield Room of the United States Capitol, the editors of the Documentary History of the First Federal Congress, 1789-1791, and the Johns Hopkins University Press presented copies of Volumes VII and VIII of the edition to representatives of the NHPRC, The George Washington University, the NEH, and the U.S. Capitol Historical Society, all sponsors/funders of the project. These volumes (*Petition Histories: Revolutionary War-Related Claims* and *Petition Histories and Non-Legislative Official Documents*) provide rich sources relating to what the citizens requested and expected of their new government and the precedents established by the First Federal Congress.

In receiving the volumes on behalf of the Commission, Acting Executive Director Roger A. Bruns thanked the project staff for their dedication and hard work and quoted from a newspaper article that appeared in April 1789: “Yesterday the doors of the House of Representatives were thrown open for the admission of the Citizens.” In the same way, Bruns said, the publication of the First Federal Congress volumes provide access for the interested public today. The Commission, he said, is proud to have supported the project from its inception. To date the project has published 14 volumes on the history of the First Federal Congress.

Speaking on behalf of the NEH, James Herbert, Director of the Research and Education Division, remarked that these volumes, along with other documentary publications, will provide an understanding of the historical events in question for many years to come. He noted that just as present-day scholars and others study the history of the Romans and the Greeks and other subjects of the pre-modern era, scholars of the future, aided by these publications, will be studying United States history.

Volume VII of the edition is dedicated to Colonel Handy B. Fant, a former member of the NHPRC staff who assisted with research for many of the NHPRC projects. Project director Charlene B. Bickford presented Colonel Fant with a copy of the volume, recognizing him as a “tireless and meticulous researcher, Southern gentleman, and friend.” Volume VIII is dedicated to John “Jack” G. Goellner, former director of the Johns Hopkins University Press, “a strong and persistent advocate for historical editing and a stalwart supporter” of the project.

Bickford complimented and thanked First Federal Congress project editors Kenneth R. Bowling, William C. DiGiacomantonio, and Helen E. Veit for their work on the project.



Project director Charlene B. Bickford and Col. Handy B. Fant.

Emerging Nation Educational Kit Available

At the close of the Revolutionary War, the United States faced great challenges. Although a peace treaty was negotiated with Great Britain, many problems remained. Both the British and the Americans violated provisions of the peace treaty. The American government negotiated with and, when that failed, fought with Native Americans west of the Allegheny Mountains over land rights, and American ships and seamen were held for ransom by Barbary pirates in the Mediterranean. How did the new democracy cope with such problems, and how did these experiences affect the development of the nation's foreign policy?

These and other questions are answered in the education kit "The Emerging Nation: America 1783 - 1790," published for the Commission by Jackdaw Publications. National Archives and Records Administration volunteer Burt Knauft compiled the material for the kit and wrote the broadsheets. Commission staff member Mary A. Giunta served as editor.

Through historical document facsimiles, broadsheet essays, maps, illustrations, and a timeline, teachers and students are able to study early United States foreign policy. The essays provide contextual background, and the document facsimiles provide primary sources for study and discussion. The essays are entitled: 1. The Making of the Treaty of Paris of 1783; 2. The Impact of the Treaty of 1783 on Slaves in the United States; 3. Whose Land? Treaties with the Indians; 4. Barbary Pirates: Threat to U.S. Commerce on the Seas. Historical documents include a copy of the Treaty of Paris of 1783; Mitchell's map of the emerging nation in 1783; copies of letters by General Washington, Sir Guy Carleton, John Adams, John Jay, and Thomas Jefferson; a copy of an inspection roll of Negroes; a map of Indian nations north of the Ohio River; a copy of the Treaty of Fort McIntosh; a map of the Mediterranean Sea and the Barbary States; and a letter by captured American Richard O'Bryen.

Slavery is the subject of a potent exchange between the American and British commanders. When General Washington learned from General Sir Guy Carleton that in addition to



The British Leaving New York, 1783. Photograph courtesy of the Library of Congress.

American loyalists, a number of slaves owned by U.S. citizens had departed from the United States, he responded that sending off slaves who were the property of U.S. citizens was a clear violation of the treaty. The resulting correspondence and notes on the meeting between the two enables teachers and students to learn about the inherent contradiction in fighting for a country's freedom while sanctioning the status of slavery in the United States.

Another subject is protection of U.S. commerce and seamen abroad. Prior to independence, ships from the American colonies were under the protection of the powerful British navy. The situation changed drastically after 1783, when there was nothing to prevent Barbary pirates from seizing American ships and crews. In one such effort, Algerine corsairs captured the American vessel *Dauphin*. Members of the crew were put in leg irons for the trip to North Africa. When they arrived in Algiers, they faced hard labor as slaves and life in windowless, overcrowded, rat-infested prisons. U.S. diplomat Thomas Jefferson learned of their plight from a letter of Richard O'Bryen, a captured crew member. Teachers and students learn more about the American reaction to pirates and have the opportunity to read O'Bryen's letter seeking help.

The kit is available from Jackdaw Publications, P.O. Box 503, Amawalk, NY 10501 (telephone 1-800-789-0022) for \$37. When ordering, request Jackdaw C-200.



The Burning of the Captured U.S.S. Philadelphia in Tripoli Harbor, 1804. Photograph courtesy of the Library of Congress.

Recent Records Products and Documentary Editions

Records Products

The following products from records projects funded by the National Historical Publications and Records Commission (NHPRC) have been received since the February meeting.

McCleary, Timothy P. *A Handbook for Oral History Research on the Crow Indian Reservation*. Crow Agency, MT: Little Big Horn College, 1996.

Inventory list of interviews conducted as part of the Little Big Horn College Apsaalooke (Crow) Oral History Project.

Information concerning these two products is available from Little Big Horn College, 1 Forestry Lane, P.O. Box 370, Crow Agency, MT 59022; or call (406) 638-7211; or FAX (406) 638-7213.

Photograph Collection Finding Aid. Tahlequah, OK: Cherokee Nation/Cherokee National Historical Society, n.d.

Finding Aid. Tahlequah, OK: Cherokee Nation/Cherokee National Historical Society, n.d.

Inquiries about these two finding aids should be directed to the Cherokee Nation, P.O. Box 948, Tahlequah, OK 74465-0948; or call (918) 456-0671.

Documentary Publications

The following products from NHPRC-supported documentary editing projects have been received in the Commission office since January 1998.

The Papers of John C. Calhoun, Vol. 24 [December 8, 1846 - December 5, 1847] (University of South Carolina Press, 1998).

The Salmon P. Chase Papers, Vol. 3 [Correspondence, April 1858 - March 1863] (Kent State University Press, 1996).

The Salmon P. Chase Papers, Vol. 4 [Correspondence, April 1863 - December 1864] (Kent State University Press, 1997).

Documentary History of the First Federal Congress of the United States of America, March 4, 1789 - March 3, 1791, Vol. 7: *Petition Histories: Revolutionary War-Related Claims* (Johns Hopkins University Press, 1997).

Documentary History of the First Federal Congress of the United States of America, March 4, 1789 - March 3, 1791, Vol. 8: *Petition Histories and Nonlegislative Official Documents* (Johns Hopkins University Press, 1998).

Freedom's Soldiers: The Black Military Experience in the Civil War [Abridged from *Freedom: A Documentary History of Emancipation*] (Cambridge University Press, 1998).

The Papers of General Nathanael Greene, Vol. 9 [July 11, 1781 - December 2, 1781] (University of North Carolina Press, 1997).

The Papers of James Madison: Secretary of State Series, Vol. 4 [October 8, 1802 - May 15, 1803] (University Press of Virginia, 1998).

The Selected Papers of Elizabeth Cady Stanton and Susan B. Anthony, Vol. 1: *In the School of Anti-Slavery, 1840 to 1866* (Rutgers University, 1997).

The Papers of Robert A. Taft, Vol. 1 [1889 - 1938] (Kent State University Press, 1997).

The Papers of George Washington: Presidential Series, Vol. 7 [December 1790 - March 1791] (University Press of Virginia, 1998).

The Papers of George Washington: Retirement Series, Vol. 1 [March - December 1797] (University Press of Virginia, 1998).

The Papers of George Washington: Retirement Series, Vol. 2 [January - September 1798] (University Press of Virginia, 1998).

Lillian B. Miller

Lillian B. Miller, editor of the Peale Family Papers and Historian of American Culture at the Smithsonian Institution's National Portrait Gallery, died on November 27, 1997. She was 74. Among the projects on which she was working at the time of her death was Volume 5 of the Peale Family Papers, Charles Willson Peale's autobiography.

A 1943 graduate of Radcliffe College, she undertook graduate studies at Columbia University, from which she received her master's degree in 1948 and her doctorate in 1962. Her dissertation was published as *Patrons and Patriotism: The Encouragement of Fine Arts in the United States, 1790-1860* (1966), which became the standard monograph on the early history of art institutions in this country. At her death, she was preparing a sequel, to be entitled *The Hereditary Tradition: Artistic Taste and Collections in the United States, 1860-1920*.

Dr. Miller taught at the University of Wisconsin-Milwaukee, George Washington University, and the University of Maryland at College Park. She served as

Historian of the National Portrait Gallery from 1971 to 1974, and in that capacity was responsible for organizing the Gallery's exhibitions celebrating the bicentennial of the American Revolution, *In the Minds and Hearts of the People* and *The Dye Is Now Cast*. In 1974, she organized the Peale Family Papers project. Under her editorship appeared a microfiche edition entitled *The Collected Papers of Charles Willson Peale and His Family* and four volumes of a projected seven-volume letterpress edition entitled *The Selected Papers of Charles Willson Peale and His Family*.

Her primary interest was in the history of the dissemination of knowledge and culture in the United States. She took an active part in professional organizations that promoted the study of American history and culture, serving on the councils or boards of, among others, the Commonwealth Center for the Study of American Culture, the American Council of Learned Societies, the Omohundro Institute of Early American History and Culture, the American Studies Association, and the American Antiquarian Society.

NHPRC Application Deadlines

The Commission's meetings follow the fiscal year of October 1 to September 30. Consequently, the first meeting of the fiscal year is in November and the second is in February.

June 1 (for the November meeting)

Proposals addressing the following top priorities:

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

October 1 (for the February meeting)

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

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

Application guidelines and forms may be requested from NHPRC, National Archives and Records Administration, 700 Pennsylvania Avenue NW, Room 106, Washington, DC 20408-0001, (202) 501-5610 (voice), (202) 501-5601 (fax), <nhprc@arch1.nara.gov> (e-mail), or by accessing our Web site at <<http://www.nara.gov/nara/nhprc/>>.

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edition *The Emerging Nation: A Documentary History of the Foreign Relations of the United States under the Articles of Confederation, 1780-1789*. We also report on a ceremony marking the publication of two new volumes by the First Federal Congress project, after which we report the availability of a pre-collegiate educational kit on U.S. foreign policy, 1783-1789, derived from *The Emerging Nation*.

We then present our regular report on records products and publications recently received. On another sad note, we observe the passing of Lillian B. Miller, editor of the Peale Family Papers and Historian of American Culture at the National Portrait Gallery, Smithsonian Institution.

Our back-page photograph depicts a group of Florida African-American school-bus drivers in 1948. We hope you enjoy this issue; at 24 pages, it's the largest we've ever attempted!

Continued from page 17

Thurman's letters, the editors examined the records and manuscript collections of scores of individuals and organizations, including those of Rochester Theological Seminary, Howard University, and the Fellowship Church. The great majority of the relevant documents, however, are among Thurman's own papers at Boston University. But, when the project gained access to these papers, they had yet to be processed. Tumber, aided by an assistant, had to arrange and describe approximately 150,000 items. Project staff members are currently compiling a massive database relating to Thurman's papers. This will be a useful tool for students of religion, African-American history, and protest movements.

Thurman's papers reflect American religious culture, black history, and twentieth-century social protest movements, and include letters from Mary McLeod Bethune, Sherwood Eddy,

Mordecai Johnson, Benjamin Mays, A. J. Muste, Reinhold Niebuhr, and Adam Clayton Powell, Jr. From this massive corpus of documents, the editors will select roughly 600 letters and 200 writings for inclusion in *The Sound of the Genuine: The Papers of Howard Thurman*, a three-volume edition that will be published by the University of South Carolina Press. *A Strange Freedom: The Best of Howard Thurman on Religious Experience and Public Life*, a single-volume collection of Thurman's writings, intended for students and general readers, will be released by Beacon Press this summer. Fluker and Tumber also served as consultants for a full-length documentary film, to be based on relevant archival holdings, as well as Thurman's papers and the family's audio tape and photograph collections, that will make Thurman accessible to the general public.

National Historical Publications and Records

Commission (NHPRC)

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Uniformed African-American School-Bus Drivers in Leon County, Florida, 1948. From the Dorothy Holmes Jeanes Supervisor Collection, Black Archives, Florida A&M University. A related story begins on page 13.