

The following is Volume 1 of the Task Force Of New Jersey Report. The exhibits mentioned in the text have been omitted.

TASK FORCE ON NEW JERSEY HISTORY

VOLUME I

A HERITAGE RECLAIMED:

REPORT OF THE TASK FORCE ON NEW JERSEY HISTORY

June 1997

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VOLUME II

"Historic Sites in New Jersey: An Assessment of Public Opinion", Eagleton Institute of Politics, Center for Public Interest Polling, Rutgers, The State University of New Jersey. Data Collection, October 1996. Project Director: Janice Ballou.

VOLUME III

"Economic Impacts of Historic Preservation", Center for Urban Policy Research, Rutgers, The State University of New Jersey, 1997. Project Directors: Dr. David Listokin and Dr. Michael L. Lahr.

VOLUME IV

Task Force Documents:

Task Force Legislation (P.L. 1994, Chapter 146)

Comparative Infrastructure Survey

Questionnaire for Agencies and Organizations Providing History Services In New Jersey

Model Lease Agreement for Historic Sites and Friends Organizations

Multiple-Choice History Test for New Jersey High School Students

Task Force History Teacher Survey

TASK FORCE ON NEW JERSEY HISTORY RECORDS

The following Task Force documents and records can be accessed in the New Jersey State Archives of the Division of Archives and Records Management.

1. Task Force Testimony:

June 22, 1996: Public Testimony, Music Pier, Ocean City

October 9, 1996: Public Testimony, State House, Trenton

October 9, 1996: Conference, State House, Trenton

November 2, 1996: Public Testimony, New Jersey Historical Society, Newark,

2. Written statements submitted to the Task Force.

3. Previous legislation:

Assembly No. 210, and Senate No. 447, 1978
(Bill to establish a Department of Cultural Affairs)

Assembly No. 3542, 1988
(Bill to establish a Department of Cultural and Natural Affairs)

4. Comparative infrastructure survey responses.

5. Agencies and organizations responses to questionnaire.

6. Institute of Museum and Library Services: 1997 Grant Application

and Guidelines

7. Student Reports: Public History Internship, Fall Semester, 1996. History Department, Rutgers University.
 8. Report to the Task Force on Historic Sites:
NJ Department of Parks and Forestry, January 1977.
 9. Report to the State of New Jersey: Ringwood Historic Sites.
 10. Maxine Lurie, "New Jersey and You: Learning Together. Texts for Teaching New Jersey Studies, 1792-1997." Exhibition Catalogue, Alexander Library, Rutgers University.
 11. Evaluation forms and responses to student history test.
 12. Responses to teacher questionnaires.
 13. Additional Task Force documentation: Meeting notices, Agendas, and Minutes.
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Chapter 1

INTRODUCTION

After the Continental Army was routed from New Jersey by the British in the fall of 1776, General George Washington expressed his poor opinion of the state militia:

"Instead of turning out to defend their Country and affording aid to our Army, they are [surrendering] as fast as they can. . .the Militia that were in Arms disbanded themselves or slunk off in such a manner upon the approach of danger as to leave us quite unsupported."

But a year and a half later, during the campaign leading to the Battle of Monmouth, the New Jersey militia redeemed itself. Despite blistering 100 degree heat, New Jersey's citizen soldiers were able to slow the British army long enough for Washington and the Continental army to catch up with the enemy at Monmouth Court House where, on June 28, 1778, the Jersey militia distinguished itself, fighting alongside Washington's troops to achieve a crucial victory for the American cause.

Two centuries later, New Jersey can be accused of retreating once again from its duty. This time, however, it is our historic heritage that we are abandoning, a heritage barely matched by any other state. Tales of decay and neglect are all too common:

Historic structures, such as the art deco concrete tower erected in Edison to commemorate Thomas Edison's discovery of the electric light, are crumbling.

Irreplaceable manuscripts and artifacts of New Jersey's past, including the paintings and decorative arts at Ringwood Manor, are disintegrating due to inadequate temperature and humidity controls.

One-fifth of New Jersey's public and private historic sites have not catalogued their collections; over one-third do not carry insurance for their collections; and over one-third are open to the public less than ten hours per week.

Hundreds of cemeteries that once belonged to homesteads or churches are lying abandoned and neglected. Pollution, new construction, and vandalism are destroying this important historical legacy.

Our young people demonstrate an abysmal knowledge of their state's history. In a test given to a sample of New Jersey high school students, 70% did not know whether the Battle of Monmouth was fought in the eighteenth, nineteenth, or twentieth century.

New Jersey's heritage tourism potential is largely untapped, denying significant economic benefits to the state and its businesses.

The state legislature funds millions of dollars in operating support grants for arts organizations. Historical organizations have access to only a fraction of that amount, virtually none for operating support.

There is nothing new about the neglect of our heritage. In 1846, a clergyman who loved the state, Bishop George Washington Doane, observed with sorrow: "We have well nigh forgotten that we have a history. We have almost lost the very sense of our identity. We have had no centre. We have made no rally." Sadly, by 1964, so little had changed that Richard P. McCormick, New Jersey's most distinguished historian, commented that the citizens of New Jersey "lacked the strong sense of pride in their commonwealth that characterized the inhabitants of many other states." And in 1986, the situation remained so disastrous that journalist Tom Dunkel, in his "New Jersey Monthly" article, "A State of Ruins," was moved to remark that "New Jerseyans have never been inclined to pamper the past. History bashing is commonplace. We seem to yearn for a heritage made of carefree, unbreakable plastic." This attitude is in sharp contrast to the many other states where history is cherished.

We, the members of the Task Force on New Jersey History, believe that just as the state militia redeemed itself at the Battle of Monmouth, so New Jersey can take decisive action to reverse neglect of its past and pass on an appreciation of our rich heritage to the citizens of our state and to future generations.

There is reason for optimism. In the early 1980s, the state made a significant investment in the arts which has produced economic and cultural benefits. A willingness now exists

on the part of the public to do the same for history. A poll commissioned by the Task Force and administered by the Eagleton Institute of Politics at Rutgers University finds that 65 percent of New Jerseyans favor an increase in state funding for history (see Volume II). The Eagleton poll also reveals that some four million residents visited New Jersey's historic sites last year. Another Task Force study by the Center for Urban Policy Research (CUPR), also of Rutgers, finds that volunteers at New Jersey's historic sites donate approximately 640,000 hours of work per year, worth an estimated \$9.6 million (see Volume III). The CUPR study also concludes that heritage tourism, historic preservation, and historic sites add approximately \$540 million to New Jersey's Gross Domestic Product. Over 66,000 citizens belong to local historical societies, and the total New Jersey history constituency numbers in the hundreds of thousands. Indeed, the establishment of this Task Force itself demonstrates an awareness by Governor Christine Todd Whitman and the legislature of the need to address these crucial issues.

An argument often put forth is that while the decay of New Jersey's heritage is unfortunate, the state must first address other, more pressing issues. There are some who believe that history is the vocation of the research scholar, and not of vital importance to the average citizen. But when the important monetary benefits of funding history are clearly outlined, another picture emerges. Our CUPR study has identified enormous economic benefits to be realized from heritage tourism and historic preservation if only we would make the investment in the same way business invests capital to make a profit.

Moreover, preservation and history education produce public benefits beyond the sphere of economics. An understanding of one's own history produces better citizens - people who know who they are and where they are going. As George Santayana observed, "those who fail to study the past are condemned to repeat it." Our state is notorious as the target of jokes. Outsiders see us, and we too often see ourselves, as simply a landscape of poor cities, shoddy strip malls and crowded highways. But it does not have to be that way. New Jersey has one of the richest and most vibrant histories of any state in the Union. One of the original 13 colonies, New Jersey was the crossroads of the American Revolution. More battles were fought here than in any other state. In later years, our state became a center of invention and technological innovation. From the ranks of our citizens have come military heroes, athletes, women's rights crusaders, scientists, presidents, entertainers, educators, and authors. With its variety of ethnic and religious groups, New Jersey is today one of the most heterogeneous of the states. Our citizens can demonstrate how a diverse society works together through celebration of its common past. Whether our families descended from the LeniLenapes, arrived with the Dutch in the seventeenth century, or landed at Newark Airport on a Korean Airlines flight last week, New Jersey's heritage belongs to us all.

As we present this report on the eve of the 219th anniversary of the Battle of Monmouth, we affirm our belief that by investing in the state's history, we can go a long way toward correcting New Jersey's poor selfimage. Our state can enter the 21st century with a renewed sense of pride and unity.

* * * * *

It is an ambitious task to bring New Jersey to a level comparable with other states in the preservation of the past. This report contains dozens of recommendations designed to accomplish that end. Taken together, they require an enormous investment. To provide a sense of priority, we present below those recommendations we believe are most critical:

The Governor and the Legislature should bring together into a single department those agencies, offices, and divisions of state government providing historical services, but which currently are fragmented in five different cabinet-level departments.

To reverse the underfunding of history in New Jersey, the Governor and the Legislature should increase grant funds available for history museums and historic sites, local historical societies, cultural and heritage commissions, and other organizations dedicated to the preservation of New Jersey's past. These funds should be granted only after proper application procedures are followed and should require high standards of accountability.

The State Department of Education should require a course in New Jersey studies (including history, geography, and culture) as part of the certification requirements for elementary and social studies teachers.

The Division of Travel and Tourism, in cooperation with the tourism industry and the history community, should better promote heritage tourism.

Because the current funds from the 1995 Green Acres, Farmland, Historic Preservation, and Blue Acres Bond Act have expired, the Governor and the Legislature should authorize a new bond issue for the New Jersey Historic Trust.

Chapter 2

STRUCTURE OF HISTORY WITHIN STATE GOVERNMENT

At present, five separate departments within state government contain agencies providing history services (Exhibit 2A). If brought together with other cultural and/or natural resources, opportunities would arise for greater coordination and improved efficiency. For example, most of the state's publicly-owned historic sites are under the supervision of the Division of Parks and Forestry of the Department of Environmental Protection. But the New Jersey Historical Commission, an agency that could contribute to the development of improved interpretation at the sites, is located within the Department of State. Further, not all historic sites are within the DEP; the Old Barracks is administered by the Department of the Treasury and Morven by the State Museum. This sort of duplicative organization makes little administrative sense. By reducing fragmentation, improvements would be made in the condition, collection, and programming of historic sites; in public appreciation for our state's history; and in the promotion of heritage tourism. At the same time, if a strong advocate for history were to be placed at the helm, we believe that proper and adequate funding for history services would be possible.

History would no longer be the stepchild of departments whose main focus and budget priorities are elsewhere.

Our belief in the value of a more centralized organization comes after considerable study and debate. With the assistance of a questionnaire crafted by the Task Force and vetted by the Eagleton Institute of Politics, we studied the methods by which history services are disseminated, funded, and organized in other states (a copy of the questionnaire is in Volume IV). We held public hearings across the state and a conference including a panel of experts from New York, Pennsylvania, and Virginia in order to learn of their structures, funding methods, successes, and problems (the testimony at these public hearings has been placed in the New Jersey State Archives). We interviewed attorneys in the New Jersey Department of Law and Public Safety in order to evaluate what is possible in New Jersey; and we examined previous relevant legislation (see Archives).

The message emerging from this research is that in terms of organizational efficiency, New Jersey lags behind other states including Michigan, Rhode Island, North Carolina, Wisconsin, and Pennsylvania, which have gathered their state history agencies into a single entity (as an example, the organizational chart for Pennsylvania is included as Exhibit 2B). These states use various names for these entities historical center, commission, department, society - depending on how each state structures its own government according to its individual needs. But the name is less important than the overall concept that government operations sharing a common focus should be brought together under unified management.

Recommendation 2.1. Establish a cabinet-level department in New Jersey to centralize historical services and to include other related services such as natural resources and/or cultural resources.

The Task Force is keenly aware of problems to be faced in recommending the establishment of any new department. An act creating such an entity would require passage by the State Legislature and the signature of the Governor, and in the process would be subject to fierce lobbying by agencies that oppose any change in the status quo. Indeed, proposals for a new department have been defeated in the past for just that reason.

Nevertheless, the Task Force strongly recommends that the Governor and the Legislature establish a new entity to stand alone as a separate department of state government. This entity would include not only history, but bring history together with other cultural and/or natural resources sharing a common purpose and a common constituency. It should be headed by a professional chosen after careful consideration of his/her expertise and experience in areas that might include (depending on the final configuration of the department) history, art, curatorial services, natural resources, and cultural affairs. Each division to be included in the new cabinet-level department should enter with its existing budget and status intact, along with necessary support services and additional allocations suggested in this report.

Therefore, this department would not create a new bureaucracy, but rather draw together existing agencies. The aim is to eliminate the present problems of advocacy, delivery of services, fragmentation, duplication, and funding. For example, it would place the State Park Service together with the State Museum and the Historical Commission, making it possible for the State Museum to provide advice on the implementation of proper curatorial and conservation practices and for the Historical Commission to conduct research on historically authentic interpretive programming. Our proposal is consistent with Governor Whitman's desire for more efficient and responsive government to meet the needs of the citizens of New Jersey. We believe that more effective provision of history and related services to the public will go far to make up for any additional costs of establishing a new department.

The Task Force recommends, in no order of priority, the following three suggested titles for the new department: (1) Department of Cultural and Natural Resources, (2) Department of Cultural Resources, and (3) Department of Natural and Historic Resources. As outlined below, each alternative would have a different configuration.

Alternative 1: New Jersey Department of Cultural and Natural Resources

Division of the Arts (N.J. Arts Council)

Division of N.J. Public Broadcasting (NJN)

Division of History (N.J. Historical Commission)

Division of the State Museum

Division of the State Library

Division of Archives and Records Management

Division of the Historic Trust

Division of Parks, Forestry and Historical Preservation

(Historic Preservation Office, State Parks
Service, Main Street, N.J., State Forestry
Service, Office of Natural Lands Management,
Office of Resource Development)

Division of Fish, Game and Wildlife

Division of Green Acres

Division of Shore Protection and Coastal Protection

This model places all cultural and natural resources in one department to provide greater advocacy, service, and efficiency. It merges history with other cultural divisions and with a Division of Parks, Forestry and Historic Preservation. The latter Division would

maintain the structures and surrounding lands of historic sites. On the negative side, there would be a great difference in the size of some of the entities within this new department, creating a situation whereby the natural resource divisions could potentially dwarf the cultural and historical with regard to advocacy and funding.

Alternative 2: New Jersey Department of Cultural Resources

Division of the Arts (N.J.Arts Council)

Division of Public Broadcasting (NJN)

Division of History (N.J. Historical Commission)

Division of the State Museum

Division of the State Library

Division of Archives and Records Management

Division of the Historic Trust

Division of Parks, Forestry, and Historic Preservation

(Historic Preservation Office, State Parks Service,
Main Street, N.J.)

This model has a fairly equal balance of cultural and natural resources. The services now within the Department of Environmental Protection employed to maintain historic sites are brought into this new configuration, but other areas of natural resources would remain within the Department of Environmental Protection.

Alternative 3: New Jersey Department of Natural and Historic Resources

Division of the State Museum

Division of History (N.J. Historical Commission)

Division of Archives and Records Management

Division of the Historic Trust

Division of Green Acres

Division of Shore and Coastal Protection

Division of Fish, Game and Wildlife

Division of Parks, Forestry, and Historic Preservation

(Historic Preservation Office, State Parks Service,

Main Street, N.J., State Forestry Service, Office
of Natural Lands Management, Office of Resource
Development)

As indicated by the title, this configuration is limited to history services and natural resources. It omits cultural agencies such as NJN, the Arts Council, and the State Library.

Recommendation 2.2. If the establishment of a new cabinet-level department is not feasible, then the proposed centralization of services should be accomplished within an existing cabinet-level department.

We recognize that it may prove difficult to establish a new cabinet-level department. In that case, some benefits could still be obtained by making use of an existing department, such as Commerce or State, to bring together the divisions specified above in alternatives 1,2, or 3.

The Task Force believes this recommendation to be inferior to a new cabinet-level department, since historical services might again become relegated to a lower status within any existing department. Nevertheless, if a strong advocate at the assistant commissioner level was appointed to oversee the purposes and policies of these divisions, it is more likely that the future of history services would be secured, and a more economical and efficient organization would result.

This movement of agencies would not require new legislation, since the Executive Reorganization Act of 1969 and the Emergency Services Act of 1972 clearly enable the Governor to move state agencies for reasons including elimination of duplication of effort, promotion of economy, and more efficient management.

Recommendation 2.3. The Governor and the Legislature should establish a stable source of funding for New Jersey historical services.

Because state funding for history is scattered across several different agencies, it is difficult to compare New Jersey with other states. For example, in New Jersey the funding for historic sites is included within the allocation for state parks, whereas in many other states, historic sites constitute a separate line item. Where it is possible to make comparisons, however, New Jersey usually ranks low. A 1996 study by the Council of State Historical Records Coordinators found that New Jersey ranks third among the original 13 states in its population, but ninth in terms of its budget for archives funding. (See Exhibit 5A.)

A survey of 806 New Jersey residents, sponsored by the Task Force and administered by the Eagleton Institute of Politics in 1996, reveals that a remarkable 90% of the respondents agree with the statement "New Jersey should have a permanent source of revenue to pay for the preservation of its history." A similar result was obtained in a poll

of 600 registered voters conducted at the time of the 1995 Green Acres, Farmland, Historic Preservation, and Blue Acres Bond Act.

Our 1996 Eagleton Poll also identified three possible methods of funding the preservation of history. When the respondents were asked if they support additional funds in the state budget, 65% said yes. When asked if they support a surtax on hotel and restaurant bills, 34% said yes. When asked if they support a one cent increase in the state sales tax, 40% said yes. It is interesting to note that based on figures for FY 1996, even a small increase of 1/4 of 1% in the state sales tax would generate \$182 million.

The Task Force also is aware of potential negative responses to requests for new taxes. Nevertheless, we have found that other states have adopted special funding for history. In Pennsylvania, for example, an important source of revenue for history is a real estate transfer tax. A hotel tax was recently adopted in Connecticut to support heritage tourism. Clearly recognizing that improving heritage tourism would create new business, representatives of Connecticut's hotel industry lobbied on behalf of this legislation.

The Task Force recommends that the state consider raising funds for history from sources such as document filing fees, history license plates, real estate transfer taxes, hotel taxes, and admissions fees to historic sites. Where feasible, gift shops selling souvenirs and other New Jersey memorabilia should be developed at the stateowned sites, with revenues going directly back to the sites for restoration and conservation, above and beyond state budget allocations. The Task Force further recommends that on income tax forms, a checkoff of \$1.00 be included to allow citizens to contribute voluntarily to history. We also support the concept behind a "Cultural Trust Fund" presently under discussion within the Department of State.

The Task Force believes that the most stable source of funding is a legislature and a governor committed to the needs of history, who will make sure that the state budget contains appropriate allocations. As mentioned above, polls indicate strong public support for state funding of history. If new taxes are unlikely in the foreseeable future, then additional funds for history should be provided by the legislature from existing revenues.

Recommendation 2.4. Provide grant support for nonstate, nonprofit organizations.

The Task Force recognizes that there are a significant number of nonprofit organizations in New Jersey devoting resources to history services, such as museums, historical societies, county cultural and heritage commissions, and local historic preservation commissions. Most are small; many are funded precariously. Representatives of several of these organizations testified during our three public meetings and pleaded for the state to recognize their needs for restoration, operation, and staff support. Indeed, previous studies have shown the dire needs of these organizations. For example, a 1991 report, "The Status of Museums in New Jersey", conducted by the Eagleton Institute of Politics, found that almost half of all museums in the state are without even one fulltime staff person.

Those organizations that can mount effective lobbying efforts presently receive fiscal support directly from the legislature, an amount we calculate at almost \$3 million, but those receiving such funds are not required to apply for or be accountable for their use. The Task Force is determined to see fairness and assure accountability applied through application, review, and evaluation processes to eliminate this special legislative favoritism in the state budget.

We therefore recommend that a grant fund be created by the state to provide support for operations, capital and noncapital historic preservation projects, historical records storage, and program services to those nonstate government applicants deemed qualified by a truly impartial committee organized for that purpose. The committee should include professionals trained in such fields as historic preservation, interpretative programming, conservation, and collections. One suggested model for such a grant program is the one now administered by the Institute of Museum and Library Services located in Washington, D.C. (information on the Institute grant program has been deposited in the New Jersey State Archives).

With regard to this suggested grant program, the Task Force acknowledges and supports the concept behind the legislation introduced in 1996 by Assemblymen Richard H. Bagger and Louis Romano to establish a grant program for services and basic operating support for museums and historical organizations in the amount of \$2 million annually (Assembly No. 1731). The Task Force believes that such grant support is necessary for both large and small qualified nonprofits to continue their missions. Therefore, after reviewing previous state budget allocations for nonstate agency recipients of state funding as well as the presently unfunded and desperate needs of other nonstate, nonprofit organizations providing statewide history services, the Task Force recommends that in addition to the \$2 million recommended in the BaggerRomano legislation, the approximately \$3 million now allocated each year in the state budget to nonstate organizations also be used to fund this grant program to provide services and basic operating support - for a total nonlapsing annual grant fund of \$5 million. This grant fund should be in addition to those grant programs presently administered by five agencies within state government - the Historic Trust, the State Library, the Historical Commission, the Historic Preservation Office, and the Arts Council.

Recommendation 2.5. Improve the operation of state agencies that provide historical services.

The legislation establishing the Task Force required us to review the operation of specific government entities providing history services. As part of our research, the Task Force developed and administered a questionnaire which was sent to those agencies (see Volume IV). The following recommendations resulted from our deliberations:

The Historic Preservation Office's important mandate to identify, protect, and sustain historic and archaeological resources should receive additional funding for an increased level of research to understand more fully the nature of the rich architectural history of the state, to inform interpretation, and to provide technical assistance.

The State Park Service, with the advice of the Historic Sites Council, should take the following measures to improve the condition of the historic sites. We recognize that the State Park Service is aware of these needs, but they believe that a lack of funding has hampered their efforts.

Develop a plan to determine the needs of structures and to determine which of the sites is most important to the future of the state's historic preservation and tourism.

Increase the number of professional staff positions at each historic site to two so that sites can be open to the public more often.

Provide interpretive programming appropriate to each site by thoroughly reviewing historical accuracy.

Fund the cataloguing and appraisal of all fine and decorative arts in the sites and provide for adequate insurance for all valuable art and artifacts.

Determine the needs within each site for temperature and humidity control and other environmental conditions for the proper care of collections.

Provide for the regular maintenance of historic properties. The current policy of "life cycle restoration" or "crisis management" has led to deterioration and subsequent excessive costs.

Establish conservation facilities for fine and decorative art and artifacts.

The Historic Trust administers historic preservation bond funds for "bricks and mortar" grants and loans, protective easements, and educational programs. The 1997 grant round is the last of the current bond program. The Task Force recommends the replenishment of this program through a new bond act or through a direct allocation from the state budget of at least \$7 million annually, since there are numerous deserving projects, and the demand for help has not decreased despite strict matching requirements (in 1990, it was estimated that the overall need for complete restoration of historic properties in New Jersey was \$400 million).

The New Jersey Historical Commission has received severe budget cuts and staff reductions in recent years. This has harmed its unique programs for research, grants and publications on New Jersey history. The Task Force recommends that the Commission's annual budget be increased to \$1 million. Further, the Walter Edge Foran Institute should be reestablished with an annual budget of \$100,000 to provide training for teachers and the personnel of museums and historical organizations, as well as the education of the general public. The Task Force recommends that in its grant program, the NJHC should place a greater emphasis on public programs.

The New Jersey State Museum, to fulfill its mission of collecting, exhibiting, and interpreting in the areas of fine arts, cultural history, archeology/ethnology, and natural

history, is in need of increased funding for interpretive programming and maintenance at its Trenton facility and at Morven. The Museum also suffers from a lack of adequate staffing for several departments and for Morven, and needs additional funding for the conservation of collections. Regrettably, in meeting budget cuts, the Museum has had to sacrifice programming in order to preserve its basic administrative structure. This situation should not be permitted to continue. In addition, the Task Force believes that the Museum would benefit from a policymaking board, which would be responsible for fiscal and other decisions, thus removing the Museum from the political arena.

The Division of Archives and Records Management is scheduled to move into an enlarged facility in 1998. To operate in this expanded facility and to accomplish the additional tasks specified in recommendation 5.1, the Archives needs additional staffing.

Chapter 3

HERITAGE TOURISM

The travel industry is one of America's fastest growing businesses, valued at \$400 billion and equal to six percent of the nation's Gross Domestic Product. An increasingly important segment of this industry is heritage tourism, which has been found to be one of the top three reasons for pleasure travel. In a recent article in "Business Review", economist Tom Schiller made the following observation:

"Historic sites are growing in popularity as destinations for pleasure trips; four percent of families traveling on vacation stop at historic sites. Several factors account for this increased interest. First, such trips tend to be less expensive than other types of vacations or pleasuredtrip travel. Second, family travel has increased, and often, historic sites are something of interest to all family members. Third, vacationers, especially family groups, are more concerned about adding educational opportunities to their vacation plans."

Since 1976, \$16 billion has been spent on the restoration of historic sites throughout America. Beyond the preservation of our heritage, it has become more and more apparent that the preservation of a state's historic sites and resources will produce economic benefits. In 1995, visitors to Wisconsin spent over \$215 million on admission fees to cultural/historic activities; in South Carolina, a heritage corridor encompassing 14 counties and funded by several state agencies has become economically beneficial to the state while offering visitors a variety of cultural experiences; and in Virginia, the impact of travel to historic sites is cited as crucial to its economy because historic preservation visitors stay longer, visit twice as many places, and spend an average of two and a half times more money than do other visitors. The economic impact of Colonial Williamsburg alone is over half a billion dollars annually.

In New Jersey, the travel and tourism market is one of the state's top three businesses, creating almost five percent of all jobs. Traditionally, visitors come to New Jersey either

to visit friends or relatives, the Atlantic City casinos, or the Jersey shore. To increase this market, Longwoods International, the monitor of the New Jersey travel industry for the State Division of Travel and Tourism, has recommended that the New Jersey travel market could be vastly improved by emphasizing the touring vacation. Indeed, the state's historic sites are varied - many are unique. We find living history farms, museums, villages, historic homes, lighthouses, and more battlefields associated with the Revolutionary War than in any other state. While Pennsylvania can boast of only one winter when George Washington's troops encamped at Valley Forge, there were three such encampments in New Jersey (two at Morristown and one at Middlebrook). Our state has barely tapped its potential!

In addition to information from Longwoods International, the Task Force (in partnership with the New Jersey Historic Trust) commissioned a study by the Center for Urban Policy Research at Rutgers University (CUPR) to explore the economic impacts of heritage tourism (see Volume III). This study identified three types of heritage tourists:

Primary heritage overnight tourists. These are visitors who travel mainly to visit historic sites and who stay for more than one day. These individuals stay longer and travel in larger groups than other overnight tourists. They tend to be repeat visitors, and they give their trip experiences a higher overall positive rating than do nonheritage visitors (65% versus 43%). For the years 1993 to 1995, an average of 657,761 primary overnights visited New Jersey annually, and the average adult spent about \$101, generating a total annual outlay of \$66,234,253.

Daytrip heritage visitors. These Travelers visit landmarks or historic sites rather than casinos or beaches. They spend much more than nonheritage daytrippers, especially on restaurants and retail purchases such as souvenirs and crafts. During the 1993 to 1995 period, an average 4,982,809 heritage daytrippers annually came to New Jersey and spent an average \$56 per adult, creating a total annual expenditure for this group of \$276,591,487.

Partial heritage overnights. These visitors devote only a portion of their stay to historic activities. For the same period, they totaled 3,419,114 and spent about \$252 per adult per trip, generating a total of \$860,043,650. Of this outlay, the CUPR study estimates that about 10 %, or \$89,278,676, was spent for heritage tourism purposes.

In summary, the direct outlay of New Jersey's heritage travelers - primary and partial, overnights and daytripper - totals \$432,104,416 as follows:

Primary heritage overnights spend	66,234,253
Daytrip heritage visitors spend	\$276,591,487
Partial heritage overnights spend	89,278,676
TOTAL	\$432,104,416

The multiplier effects of the direct outlay of \$432 million by New Jersey's heritage travelers in New Jersey is displayed on the table below:

Exhibit 3-A

	In New Jersey	Outside New Jersey	Total U.S.
Number of Jobs	7,085	8,445	15,530
Income	\$ 168,332,000	\$ 214,835,000	\$ 383,167,000
Gross Domestic Product (GDP).	\$ 286,522,000	\$ 272,882,000	\$ 559,404,000
Total Taxes	\$ 134,367,000	\$ 81,898,000	\$ 216,265,000
Federal	\$ 56,445,000	\$ 53,758,000	\$ 110,203,000
State	\$ 62,191,000	\$ 15,444,000	\$ 77,635,000
Local	\$ 15,731,000	\$ 12,696,000	\$ 28,696,000
In-State Wealth (GDP minus federal taxes)	\$ 230,077,000	----	----

CUPR, Economic Impacts of Historic Preservation.

Recommendation 3.1. The State of New Jersey should provide economic support for heritage tourism because its potential for positive economic impact, encouragement for historic preservation, and community revitalization is vast.

Popular New Jersey tourist attractions such as the Jersey shore and the Atlantic City casinos will continue to draw visitors, but it is clear that they will face increased competition from other states. Given projected competition and the above average spending of heritage tourists, it makes sense for New Jersey to develop its historic and cultural resources as travel destinations and, simultaneously, upgrade road signage to reach them. It may be possible to fund this improved signage through State Department of Transportation funding or Federal ISTEA grants.

New Jersey has numerous historic sites and other areas of interest to attract the heritage tourist. If proper investment is made to improve the tourism infrastructure (as is now underway in some other states), the economic impact to our state can be enormous. Funding the now unfunded needs of sites, battlefields, and other heritage tourist attractions is an investment that can generate profits for the state in the same way as investment in business achieves a positive result for the owner. Included among these unfunded needs are such essentials as restrooms, handicapped access, and restaurant facilities. The state can broaden its travel business, assure longterm growth for the industry, and at the same time assist in community revitalization. These efforts will have

a positive impact on employment, income, and taxes, and if successful, the revenue from heritage tourism also can offset the costs of maintaining historic sites, stimulate preservation efforts, preserve each community's historic character, and lead to an improved experience for families visiting New Jersey. Good family experiences at New Jersey's historic sites create positive images for the state as a whole.

Recommendation 3.2. The heritage tourism industry should reach out to a more diverse audience.

In the 1991 Eagleton Institute study, "The Status of Museums in New Jersey", it was noted that whites are far more likely to visit museums than other groups. Our recent Task Force Eagleton Poll reported similar disturbing findings with respect to historic sites (see Volume II). For example, when asked about site visitation, whites are almost four times more likely to report that they have visited a historic site than are nonwhites. As a result, the Task Force believes that it is important for the state to develop historic sites reflecting the experiences and contributions of African-Americans, Latinos, and other groups. This is more than a matter of economics - all New Jerseyans should feel that they have a place in our state's heritage.

The Task Force applauds the fact that the State Travel and Tourism Division has begun to publish tourism packages for special interests. According to a recent report to the Cultural and Heritage Tourism Steering Committee, packages on African-American and Latino history are in preparation. This appears to be part of a national trend.

Recommendation 3.3. Federal, state, and local government should join with private industry to develop regional tourism attractions.

In October 1988, the U.S. Congress authorized the New Jersey Coastal Heritage Trail Route to provide for public understanding and enjoyment of sites and resources associated with the coastal area of New Jersey. This kind of federal and state partnership will continue to be vital in preserving and protecting our significant natural and cultural resources. Designed for vehicular touring, the trail is interpreted according to five interrelated themes - maritime history, historic settlements, relaxation and inspiration, coastal habitats, and wildlife migrations - all aspects of the area's heritage. More such regional "trails" should be established to bring together historical, cultural, and natural attractions, while funding for the existing coastal heritage trail should be continued by the National Park Service. To promote these areas, government and private industry should create videos and brochures on the attractions within the state and encourage hotels and motels to distribute brochures and include special events in their promotional materials.

Recommendation 3.4. Increase the level of authenticity presented at historic sites through proper interpretive programming.

Although concessions to twentieth century life, such as necessary visitor amenities, must be available, heritage tourists rely on authentic interpretation to make their travel experiences meaningful. Students in a Task Force-sponsored internship on historic

programming, taught during the Fall Semester of 1996 in the History Department of Rutgers University, found that "living history" style demonstrations were highly effective means of teaching and interpreting history at the state's historic sites (copies of the internship site reports have been deposited in the New Jersey State Archives). Public and private organizations that manage historic sites should strive for accuracy in their presentations.

Chapter 4

HISTORIC SITES AND ARTIFACTS

The importance of publicly and privately owned historic sites and artifacts in New Jersey cannot be overstated. They represent a lively, illuminating, and irreplaceable link to our shared past, a diverse representation of our development as a society that ranges from the Gilded Age opulence of Ringwood Manor to the utilitarian accommodations for migrant farm workers at Double Trouble Village. Collections of artifacts in the state are as varied and powerful as its architecture. A tour of New Jersey's history collections reveals everything from the laboratory equipment of Thomas Alva Edison, to the political cartoons of Thomas Nast, to George Washington's orders to remove boats to the Pennsylvania side of the Delaware in preparation for the Battle of Trenton, to Walt Whitman's description of the Union Army's triumphant return to Washington at the end of the Civil War. Taken together, the buildings and objects that document New Jersey's past are among the most precious of the state's resources, an invaluable heritage that must survive to enlighten and enrich the lives of present and future New Jerseyans.

New Jersey's historical collections are vast. According to the Task Force study by the Center for Urban Policy Research (CUPR), the Edison National Historic Site, New Jersey State Museum, and the New Jersey Historical Society together own approximately 9 million artifacts (see Volume III). Collections of such size and importance require ongoing specialized care. The various materials represented - wood, paper, glass, ceramics, leather, canvas, stone, linen, etc. - demand individualized treatment to withstand the onslaughts of time, past mistreatment, and changes in the environment. Unfortunately, few, if any, of New Jersey's institutions have the resources to provide appropriate conservation treatment for their collections, and many rely on volunteers to address needs. The CUPR study reveals that an estimated statewide total of \$17.5 million is required to meet the conservation needs of New Jersey's collections. Respondents to the study reported, on average, annual conservation needs of almost \$100,000 each. In addition, there is a need for conservation of collections outside of historic sites, such as outdoor sculpture. The first survey of public sculpture in New Jersey has recently been completed as part of a joint effort with the Smithsonian Institution in Washington, DC. Some are in need of repair; and there is currently no source of funds for this purpose.

Many of New Jersey's historical organizations do a valiant job with minimal resources, but much more is needed to serve adequately the visiting public and provide the access

necessary to realize the full economic potential of historic sites to the heritage tourism industry. While suggested preservation activities should safeguard future structural survival of sites, improved interpretation of collections ensures their relevance to present and future generations.

Historic sites in New Jersey suffer from especially impoverished circumstances, particularly with regard to maintenance and staffing. The CUPR study reveals that over one-third of respondents representing both public and private historic sites are open fewer than ten hours per week; half are open twenty hours per week or less. Not surprisingly, a majority of respondents (59%) indicate that these restricted hours of operation are insufficient to serve the public. The study estimates that a statewide total of over \$10 million is needed to hire staff for operations including programming, expanded hours, outreach, marketing, and publications.

No funding is currently available to employ additional and necessary staff trained in the following disciplines critical for historic site management: architecture, architectural history, preservation planning, historic site interpretation, collections management, historical research, historic building conservation, historic collections conservation, and archaeology.

Recommendation 4.1. The Division of Parks and Forestry should create a master plan for stateowned properties.

Recognizing that New Jersey's resources are limited while the needs of its historic sites and collections are vast, it is essential that the state prepare a master plan for the care of these invaluable assets. After undergoing a careful evaluation of stateowned historic properties and available resources, the State of Pennsylvania developed and implemented a successful, systemwide plan for prioritizing funding, staffing, visitor services, and the use of alternative management approaches. New Jersey needs to gather relevant data and develop such a master plan for its historic sites.

A carefully devised master plan would map out an interpretive strategy for the state, making sure that a broad and diverse collection of sites and objects is being preserved and interpreted for the public, reflecting the varied and rich history of the state and its peoples. The master plan would also consider a variety of management approaches for sites. After carefully establishing an appropriate historical context for interpreting New Jersey history, a set of criteria would be developed. Recommendations would be made to staff fully and interpret some sites, while others would be leased to qualified nonprofit groups for operation. A third group would be proposed for adaptive reuse, and a fourth considered for possible deaccessioning. A master plan for stateowned historic sites would enable a more efficient and productive use of the public resources allocated to them.

Recommendation 4.2. Dedicate funding for capital improvement and collections care.

New Jersey's state-owned historic sites require ongoing preventive maintenance and capital improvements. An aggressive program of maintenance and preservation activities is not only the best method to ensure the survival of these treasures, but is also, in the long run, cost effective. For example, Ringwood Manor, located in Ringwood State Park, contains collections including fine and decorative arts, costumes, books, documents, etc. A report submitted to the Task Force by a private group claims that Ringwood Manor is in a seriously decayed condition (see Archives).

Both Pennsylvania and New York provide funds dedicated for the support of state-owned historic properties. New York, for example, uses funds generated by user fees at state parks and recreational areas. These are directed on an annual basis toward capital improvements for collections care, under a ten-year plan for expenditures. The Task Force believes that a ten-year plan for capital improvements and collections care be developed for New Jersey and that a dedicated source of funds must be established.

Recommendation 4.3. Elevate the status of historic sites within the Division of Parks and Forestry.

At present, the stateowned historic sites occupy a lowly status and have no assistant director of their own. They subsist with a single curator, headquartered in one office in Trenton, who bears responsibility for all sites and collections. Perhaps this current low status is best illuminated by the fact that the word "history" does not even appear in the Division's name, despite its responsibility for dozens of historic sites. The Task Force recommends that the Department of Environmental Protection elevate the status of state-owned historic sites within the Division of Parks and Forestry, making them independent of the State Park Service. A separate budget allocation for a professional support staff would be one of the many benefits and would help to ensure proper future maintenance of these sites.

Recommendation 4.4. Increase staffing levels at state-owned sites.

State sites in Pennsylvania and New York enjoy considerably higher staffing levels than those in New Jersey, resulting in readily apparent benefits to both the sites themselves and the visiting public. In New York, for example, a minimal staff of three full-time members is standard, generally representing the disciplines of administration, interpretation and maintenance. At the same time, a centralized bureau in New York offers technical assistance with curatorial matters, collections management, and conservation. In New Jersey, most sites are fortunate if they have at least one assigned staff person. When that individual is sick or away from the site for required reasons including training or other administrative responsibilities, the site must be closed. Staffing at New Jersey's historic sites needs to be increased to provide an adequate level of stewardship and visitor services.

In addition to onsite staff, state owned historic sites should have access to specialized services through a centralized core resource team. Both Pennsylvania and New York operate successfully with such a structure. The team should include experts in specialties

such as architectural history, architecture, planning, preservation, curatorial services, conservation, and archeology.

Recommendation 4.5. Encourage, train, and reward volunteers in historic organizations.

The thousands of volunteers who donate their time and talents to historic sites and history museums in New Jersey provide an irreplaceable service to the state and its heritage. The respondents to questionnaires administered by the CUPR study report that volunteers provide a total of 640,000 hours of donated labor to their organizations. If each were paid a modest hourly wage of \$15.00, the total value of their work would reach \$9.5 million. To quote the CUPR study, "the monetary value of the volunteer support to New Jersey's historic sites and organizations exceeds half of their total budget and is two-thirds greater than their current labor outlays." Given the importance of these contributions, public and private historical organizations must continually strive to meet the needs of volunteers in whatever ways are practical. When asked in the CUPR survey how volunteerism could be enhanced, the respondents cite such measures as training programs, internships, and public recognition.

In the case of the volunteer "friends" groups who are dedicated to helping the state-owned historic sites, attention should be paid to making the relationship between the state and the nonprofit organizations as clear and straightforward as possible. To make the relationship with its affiliated friends groups more productive, New York has developed a simplified, standardized agreement that has proven to be most effective. The New Jersey Division of Parks and Forestry currently has agreements with friends organizations and is working on another agreement similar to the New York model. (A additional suggested agreement can be found in Volume IV.)

Recommendation 4.6. Support the following historic preservation recommendations.

The recommendations below originally appeared in the report of the Historic Preservation Advisory Committee, convened in 1992 under the auspices of the Historic Sites Council, and were supported in the 1994 report "Historic Preservation in New Jersey: An Action Agenda". The Task Force supports these recommendations.ⁱ

Expand the survey and planning grant program to assist local historic preservation planning activities.

Enact the Historic Property Reinvestment Act (Assembly No. 2987) to create a 25 % rehabilitation income tax credit for homeowners of historic properties.

Create Historic Enterprise Zones as an incentive to maintain and promote historic downtowns.

Expand existing state programs to include historic preservation as a criterion for grant and/or loan funding.

Complete the New Jersey Historic Sites Inventory in digital format to integrate with the Geographic Information System (GIS).

Create a program to rescue threatened historic properties and sell them to sympathetic buyers.

Inaugurate a New Jersey History website on the Internet to provide "one stop shopping" which would link electronically all history resources and historic sites in the state.

Chapter 5

SCHOLARLY RESEARCH AND PUBLICATION

The recommendations of the Task Force in this chapter concern scholarly research and publication on New Jersey history by professional and amateur historians. Whether the end product is a book, magazine article, video, or even a roadside marker, scholarship adds to our shared understanding of New Jersey's past, to the improved teaching of state history in the schools, and to more accurate interpretation at historical sites.

The New Jersey State Archives of the Division of Archives and Records Management (DARM), utilizing a trained, professional staff, operates a facility for the accessioning, arranging and preserving of the records of New Jersey's colonial and state government and making them available to the public. In 1996, the Council of State Historical Records Coordinators compared the operations of the archives and records services of all fifty states. The Council's subsequent publication, "Maintaining State Records in an Era of Change: A National Challenge", reveals that although New Jersey's population is greater than that of North Carolina, Georgia, or Virginia, those states support their archives at more than double the rate of New Jersey. As far as staff size is concerned, we find an even greater problem. With only 19 archives and records management personnel, New Jersey ranks fortieth out of fortytwo states reporting with comparable programs. North Carolina, Georgia and Virginia have 72, 64, and 50 archives and records management personnel, respectively. Even the small state of Delaware, with 22 on its staff, outweighs New Jersey's program (Exhibit 5A).

In addition to the holdings of the state archives, New Jersey has a wealth of historical records collections housed in public libraries and county government offices. Unfortunately, many of these collections are difficult for the public to use and are inadequately stored, catalogued and preserved. Although most of these organizations contain adequately equipped storage facilities, they often succumb to the temptation to place older overflow records in damp basements and unheated annexes or to reduce energy costs by compromising the operation of their HVAC systems. In addition, staff shortages often prevent cataloguing and storage of evergrowing collections.

The situation in most local (and some county) historical societies is even more grave. Since 1989, the New Jersey Caucus of the of the Mid-Atlantic Regional Archives Conference (MARAC) has been offering New Jersey repositories free consultations with professional archivists to help upgrade management of local collections. The picture that emerges after studying the 177 applications for this service is that few of the repositories have adequate staff to keep their facilities open for more than a few hours a week at best. In addition, personnel (often consisting of volunteers or nonprofessional workers unacquainted with proper procedures for handling archival materials) rarely have the time needed to arrange and inventory their collections in even the most rudimentary fashion. And even more damaging, improper storage and poor environmental conditions threaten the physical existence of these holdings. About onehalf of all local historical societies have no air conditioning or humidity controls, and most of the rest turn off their systems after hours to save scarce funds.

Our record in producing scholarly publications has been disturbingly sparse, given the state's population and long history. Among the thirteen original states, New Jersey ranks dead last in numbers of history publications relative to state population. Only New Hampshire, Rhode Island, and Delaware, with populations much smaller than New Jersey, have fewer publications (Exhibit 5-B).

This stunting of scholarship produces negative effects on the teaching of New Jersey history in the schools, its interpretation through historic sites, media, and other popular outlets, and, in fact, our citizens' sense of pride and understanding of their home state. Scholars' voices are seldom heard in New Jersey, and therefore their work is seldom disseminated to the public, in contrast to the situation in states such as Massachusetts and South Carolina where the greatest number of scholarly publications per capita are produced.

Recommendation 5.1. Expand the statutory mission of the New Jersey State Archives to include outreach and technical support for county and local historical organizations with archival and manuscript collections.

The statutes creating the State Archives should be amended by the State Legislature to expand its mission beyond the sphere of public archives and records to provide assistance to institutions and organizations statewide, public or private, possessing documentary materials pertaining to New Jersey history. Once its statutory authority has been enhanced, the State Archives should assume the role of coordinator of CAPES. The Historical Commission should continue to fund the New Jersey Caucus of MARAC for the purpose of paying stipends to archival consultants.

Recommendation 5.2. Include within the overall grant program outlined in Chapter 2 a fund for matching grants to improve the physical condition and storage environment in structures housing historical records. This program should fund both major and minor capital facilities improvements needed to ensure the safe preservation of New Jersey's documentary heritage.

Since its inception in 1971, \$1.39 billion has been made available through the New Jersey Green Acres Bond Fund for the purposes of enhancing citizen access to natural and historic resources. As part of this program, in 1987, 1992, and 1995, New Jersey voters, by roughly two-thirds majorities, approved successive bond issues totaling \$60 million for the preservation of State and National Historic Register buildings. Another bond issue valued at \$40 million has provided for the rehabilitation of performing arts and cultural centers across the state. Unfortunately, these funds are not available for improving nonhistoric structures that house archival records. If such funds were available, local government agencies and nonprofit repositories would be eligible for grants to repair, upgrade, or build archival storage facilities.

Recommendation 5.3. Launch a joint venture to establish shared, central, or regional archival storage facilities operated by user fees.

A state bond issue submitted to the voters or a statewide system of document filing surcharges can fund the construction of new facilities or alteration of existing facilities for the storage of documents. The operating costs of these facilities can be funded by user fees charged to client organizations. Approximately 700,000 deeds and mortgages are recorded in New Jersey each year. A \$1.00 surcharge on those documents alone would raise \$700,000 for these purposes. At the same time, if organizations wish to retain local access to records stored at the regional archives, they can copy them onto microfilm or digital media.

County and local governments, other public agencies, and private, nonprofit historical organizations and educational institutions should be able to use the proposed shared facilities on a fee-paying basis. In this way, local governments and historical agencies can provide greater access to their records with the aid of professionally trained personnel and, at the same time, improve storage conditions. In addition, enhanced access to local records via digital media and electronic transmission should be supported.

Recommendation 5.4. The state's higher education institutions should encourage research, teaching, and writing on New Jersey subjects.

Since New Jersey lags far behind other states in the publication of works dealing with its own history, the Task Force believes that New Jersey colleges and universities should take a leading role in encouraging scholarship on our state's history. One goal could be to establish centers for New Jersey Studies at one or more state institutions.

Recommendation 5.5. Increase recognition for New Jersey scholarship by creating a Governor's award for New Jersey history scholarship.

This year will mark the 10th anniversary of the Governor's awards, which are presented to honor the "Best of New Jersey" and are the highest honors the state can bestow in recognition of individual achievement. The addition of an award recognizing the importance of New Jersey scholarship would add prestige, recognition, and encouragement for scholarly research.

Recommendation 5.6. The state should increase the grant program of the New Jersey Historical Commission with regard to scholarly research on New Jersey history.

The New Jersey Historical Commission's grant program supports scholarly research and writing by funding travel, photocopying, and other research costs, and by granting publication subsidies. The Task Force believes that these funds should be increased in order to foster scholarly research and thereby enhance public knowledge of New Jersey history.

Recommendation 5.7. The State Library should assist local libraries in collecting New Jersey material and in making it available to the public.

The New Jersey State Library currently offers services for local public libraries. We believe the State Library should expand this service to include advice on the development and maintenance of local history collections. This would include education and training of local staff in the proper care of historical collections and encouragement for the conservation of contemporary and historical materials that will have enduring significance in future years.

Chapter 6

HISTORY EDUCATION

History is important to New Jersey, for by American standards, our state is ancient; its role in the building and defense of the Union is secure; and memories of its past are well documented. We acknowledge the contributions of our state heroes and heroines to the larger course of events in American history and to the evolution of a national democratic culture, and we have learned to celebrate the rich diversity of our state as one of our most important assets.

This reverence for the distant and recent past is beginning to inform New Jersey's view of education. In the Task Force's Eagleton Poll, a remarkable 95% of respondents agreed on the importance of visits to historic sites as a means to improve the education of our state's children. And an exhibition recently mounted at the Alexander Library of Rutgers University, "New Jersey and You: Learning Together", demonstrates a long tradition of the teaching of state and local history (catalogue deposited in the Archives). This exhibit traces the production of history texts in the state to the 1792 publication of "Miscellanies, Moral and Instructive, in Prose and Verse, Collected from Various Authors, for the Use of School and Improvement of Young Persons of Both Sexes." This publication represents the beginning of a long legacy of history revealed in words and also the interest of several generations of New Jersey teachers and students in exploring the unique qualities of our history.

In our own time, State Department of Education regulations require that New Jersey history be taught in the fourth grade and again in high school. But although many teachers are dedicated to incorporating the state's history in the curriculum (with the encouragement and limited support of local historical societies, historic sites, museums, the New Jersey Historical Commission, and the New Jersey Council for the Humanities), in general they are not prepared adequately to do so. The Task Force on New Jersey History finds that the state's interest in encouraging schoolbased literacy in New Jersey history has been and continues to be dangerously imperiled, primarily due to the lack of a coherent approach to New Jersey history education in the classroom and the shallow training of history and social studies teachers who shoulder this responsibility. We find further that despite the efforts of an array of interests to promote education in New Jersey history, the field is largely untaught and unknown.

In an attempt to evaluate the effectiveness of current classroom instruction in state history, the Task Force developed a multiple-choice test which was vetted by the Eagleton Institute of Politics and subsequently administered to 371 eleventh and twelfth graders enrolled in six schools (see Volume IV for a copy of the test). We attempted to survey students in a variety of different schools located in the northern, central and southern parts of the state, including public and private, urban and suburban. This 15-question test was intended to establish preliminary data on student knowledge of history, and not intended to arrive at the definitive answers that might be expected from a scientifically selected cross section of New Jersey high school students with respect to region, racial and ethnic background, and social class.

The results of the exam were devastating. Few of the students who took the test were able to answer correctly half the questions. Performance was especially distressing when students were asked to arrange in chronological order some of the major chapters in the nation's military history from the American Revolution to World War II. Of the 371 students who took the examination, 326 were unable to correctly answer that question. Of that number, over one-half could not identify the Revolution as the nation's first military conflict. Moreover, in an example directly relevant to literacy in New Jersey history, 70% did not know that the Battle of Monmouth was fought in the eighteenth century. The examination also revealed a woeful lack of knowledge of the unique quality of the 1947 New Jersey Constitution, which prohibited racial segregation in the public schools and in the state militia. In addition, students generally performed poorly on a question related to New Jersey and the Civil War, for 28% was the highest percentage of students at any one school to know that New Jersey failed to vote for Abraham Lincoln in the election of 1860. As one would expect, there were some variations in student responses by school districts. Fully 100% of the students in a Morristown public school correctly identified their town as the site of a Continental Army encampment during the Revolutionary War, but fewer than half the students in schools outside Morristown knew the correct answer. Generally, students in the more affluent school districts performed better on the examination than their counterparts in less affluent, inner-city schools; however, the performance of students of all backgrounds and regions reveals a distressingly low level of knowledge of the most basic information about New Jersey history.

The Task Force also sought to arrive at a general impression of the extent to which history and social studies teachers actually teach New Jersey history and their academic preparation to do so. Toward that end, the Task Force constructed a questionnaire for teachers - also vetted by the Eagleton Institute. Approximately 1,000 questionnaires were distributed to teachers at the annual conferences of the National Council for History Education and the New Jersey Historical Commission and to the membership of the New Jersey Council for the Social Studies (see Volume IV).

Responses came from 109 teachers, representing approximately an 11% return. We are concerned about the low level of response and by the fact that 57 responses came from one school district, but the information garnered from this most recent statewide attempt to find out what teachers do in New Jersey is revealing.

Our survey found that state history is usually taught in the fourth grade and within the context of required U.S. history courses on the high school level. This is consistent with conclusions made by earlier surveys, most recently in the New Jersey Studies Academic Alliance's "Report of the Task Force on New Jersey Education." We did not encounter a single example of an elective course on New Jersey history, although two teachers reported that their schools had offered such courses in the past. When New Jersey history is taught in U.S. history courses on the high school level, teachers use it as a metaphor illustrative of major topics such as early European settlement, the American Revolution, industrialization, immigration, political reform, and labor history. The most prominent state-specific topics that teachers explore with their students include local history, New Jersey colonial and Revolutionary War history, the Paterson silk strike, nineteenth century immigration to New Jersey, New Jersey inventors, Woodrow Wilson and progressive reform, women in New Jersey history, and African-Americans in New Jersey.

Teachers reported using a broad range of materials in their classes, ranging from those produced by the New Jersey Historical Commission, the State Museum, and the New Jersey Historical Society, to commercially produced aids. There are few high school texts available in the field, a major long-standing problem. Teachers reported their use of Clement Alexander Price's "Freedom Not Far Distant", Giles Wright's "Afro-Americans in New Jersey", Neale McGoldrick's and Margaret Smith Crocco's "Reclaiming Lost Ground", and the New Jersey Historical Society's "Jersey Journeys". Special topics in AfroAmerican and women's history and the story of immigration in the state seem to be of great interest to teachers, and they explore them through newspapers, magazines, New Jersey Historical Commission and New Jersey Historical Society publications and teaching aids, as well as commercially produced materials.

We also found that most social studies teachers are generally lacking in college training in New Jersey history. Indeed, 81% of the teachers who responded to our inquiry regarding their academic preparation to teach the state's history claimed that they had never taken a New Jersey history course. It would appear that most teachers are "self-taught" in the field. Of the New Jersey colleges and universities offering courses in New Jersey history, only two, the College of Saint Elizabeth and Georgian Court College,

make it a requirement for students planning to become teachers. Two-thirds of the teachers who responded to our questionnaire indicate that they attend annual meetings and programs of the New Jersey Chapter of the National Council for History Education, the New Jersey Historical Commission, the State Museum, the New Jersey Historical Society, and the New Jersey Geographical Alliance, as well as other events of interest to teachers; however, only 34 % of the teachers indicate that they attend statewide social studies or history programs specifically designed for teachers.

Although most teachers who participated in our survey are aware of the Department of Education core curriculum, several complained that they would have wanted to be consulted about its contents and methodology before its implementation. Most of the teachers in the survey reported that they would benefit from extra time and financial resources devoted to teacher training in using the mandated curriculum and would like an opportunity to critique and revise it.

Considering the state of New Jersey history teaching, the Task Force concurs with a recently submitted report issued by the National Council for History Education, "Reinvigorating History in U.S. Schools: Reform Recommendations for the States", and the 1988 report issued by the Bradley Commission on History in Schools, "Building A History Curriculum: Guidelines for Teaching History in Schools." These two reports are clarion calls for history-centered social studies curricula in grades K through 12. It is also our sense that the problems revealed in our examination of state history education in New Jersey are not unique. We share with our sister states in the Mid-Atlantic region a lack of strong commitment to state and local historical literacy. Far too many students are unaware of how New Jersey continues to play a role in the development of American history. Far too many teachers are poorly prepared.

As this report was being prepared, the New Jersey Legislature adopted new standards for history education, including instruction in New Jersey history. Within these standards, the Department of Education put forth the philosophy that understanding history as a study of the past, as society's memory "of where it has been, what it values, and how decisions of the past have contributed to present conditions" is central to its mission to prepare students to make informed decisions as citizens. For this, the Task Force on New Jersey History commends the Department of Education. Still, we have a long way to go. It is our hope that the following recommendations will enable New Jersey to become a beacon for a national recommitment to the importance of historical literacy generally, and state and local history specifically.

Recommendation 6.1. The State Department of Education should require a course in New Jersey Studies as part of the certification process for teachers.

Several other states require candidates for teacher certification to complete a course in state history, geography, politics, etc. No such requirement exists in New Jersey, and again, of all the teacher education programs in the state, only two institutions require such a course for students who want to enter the teaching profession. As a result, the quality of instruction to children is uneven, as teachers sometimes focus on aspects of state history

that interest them, rather than taking a comprehensive approach to the subject. The Task Force believes it is extremely important to incorporate a one-course New Jersey studies requirement into the standards for teaching certification.

Recommendation 6.2. The State Department of Education, in cooperation with other organizations and with state colleges and universities, should provide continuous teacher education training in New Jersey studies for both elementary and secondary school teachers.

In Chapter 5 of this report, the Task Force recommends the establishment of centers for New Jersey Studies at one or more state colleges or universities. We believe that these centers should offer workshops and seminars designed for inservice teacher training. We further recommend that the New Jersey Historical Commission, the New Jersey Historical Society, the New Jersey Council for the Humanities, the New Jersey Studies Academic Alliance, and other statewide organizations, as well as local societies and museums, support, and, if possible, participate in this effort.

Recommendation 6.3. Public and private educational and historical organizations should work to upgrade curriculum materials.

The New Jersey Historical Commission, the New Jersey Historical Society, and other organizations have produced valuable material, including the Commission's videotape series, "New Jersey Legacies", and the Rutgers University radio series, "New Jerseytimes." But there is considerable need for more materials to assist classroom teachers. The Task Force recommends that a consortium be established of historical and educational organizations to plan and raise funds to produce New Jersey studies materials for teachers and students and to identify existing material. Among the organizations that could be involved in this effort are the New Jersey Historical Commission, New Jersey Studies Academic Alliance, the New Jersey Council for the Humanities, the New Jersey Historical Society, the New Jersey Council for the Social Studies, and the New Jersey State Museum.

As part of this process, teachers should be encouraged to develop and disseminate their own resources and curriculum materials. To that end, a website should be established by one of the above organizations, which would facilitate sharing lesson plans and curriculum materials on the Internet. Museums and historical associations should develop exhibits about New Jersey history that can travel to schools.

Recommendation 6.4. Increase the level of state funding available for teachers to develop and disseminate their own resources and curriculum materials, and make available additional funds for curriculum materials produced by museums, historical organizations, and historic sites.

We believe that teachers are capable of devising materials that are useful for the classroom and valuable to their peers in other schools and districts. To promote such

historical research and pedagogical creativity, the State Department of Education should increase grants programs for teachers of New Jersey history and studies.

Recommendation 6.5. Marshal public history interests in an effort to encourage more New Jersey material in textbooks by commercial publishers.

We believe that a concerted effort should be made by the Department of Education, teachers, scholars, parents, and public officials to encourage the many publishing firms who serve our schools to enhance the visibility of New Jersey history in textbooks for students in grades K through 12.

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