

Grand Jury Records Open New Avenues of Research for Public Historians

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Last month, the press reported that secret grand jury testimony of witnesses in the infamous Julius and Ethel Rosenberg espionage case was about to be unsealed by a federal court in New York and opened to the public. What is especially significant about the pending

government's previous position of categorically objecting to such releases. Forcing open the Rosenberg grand jury records represents yet another victory for historians' seeking access to government records in general and historically significant judicial records in particular.

unseal records. Like the Hiss case, the Rosenberg effort is supported with the affidavits of



Ethel and Julius Rosenberg after their conviction, 1951. Image courtesy of the Library of Congress, LC-USZ62-11772.

Rosenberg grand jury release is that, for the first time, Justice Department officials (who have jurisdiction over the records) officially recognized the "significant historical importance" of such records. Furthermore, with the exception of living witnesses who objected to the release of their testimony, the government opted not to contest the petitioner's (National Security Archive) request for the release of the testimony of witnesses. This constitutes a reversal in the

Grand jury transcripts are a unique type of government record: testimony of witnesses is taken in secret; normally, no defense lawyers are allowed to be present when the accused or key witnesses are examined. As a consequence, transcripts of what grand jury witnesses say is almost never released to the public, and typically these records remain closed in perpetuity. In 1996, however, while conducting research for my doctoral dissertation and subsequent book, *Treasonable Doubt: The Harry Dexter White Spy Case*, I sued the government in an effort to unseal the 1948 grand jury testimony of White, a high-ranking Treasury department official who had been accused of being a Communist spy.

The case, *In re Craig* (942 F. Supp. 881 (S.D.N.Y. 1996) aff'd, 131 F. 3d.99 (Sd Cir. 1997)), established the judicial basis for opening up grand jury records *exclusively* on the basis of their historical significance. After that case was adjudicated, in 1999, I subsequently prepared the key historical declaration for a second case in which scholars and major historical and archival organizations sought access to grand jury records relating to the Alger Hiss/Whittaker Chambers espionage case (see *In re American Historical Association* (49 F. Supp. 2d 274 (S.D.N.Y. 1999) and 62 F. Supp. 2d 1100 (S.D.N.Y. 1999)). It was adjudicated in historians' favor. As a result, a federal court ordered the government to unseal over 4,000 pages of testimony relating to the Alger Hiss perjury trial.

The effort to gain access to the Rosenberg grand jury records is the third case in which I have prepared the primary historical declaration that is designed to support the lawyerly petition to



Harry Dexter White (left) and John Maynard Keynes (right) at the Bretton Woods Conference, 1944. Image courtesy of the International Monetary Fund, via Wikimedia Commons.

major historical associations as well as scholars, journalists, and other interested parties.

In each of the three cases with which I have been involved, the primary historical argument advanced was that the unique historical value of this category of records vastly outweighs any rationale for them to remain under perpetual

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Best in Public History

Nominate yourself or colleagues for an NCPH Award. Book submissions due December 1, 2008; all other award submissions due January 8, 2009.

Surveying the Field

This fall NCPH will send an online questionnaire to members, the Survey of Public History Professionals. It is an effort to learn more about the demographics, training, employment conditions, and expectations of public historians. Several other associations will be helping to distribute the survey across the entire public community and will share the aggregated, anonymous data that is collected. We hope you will participate! (See page 5 for more details.)

Grand Jury Records Open New Avenues of Research for Public Historians

(from page 1)



Dean Robert W. White (second from right) receives a Resolution of Thanks from Executive Director John Dichtl (right) on behalf of NCPH. Assisting in the presentation are Past President of NCPH Phil Scarpino (left), who is the Director of the IUPUI Public History Program, and IUPUI History Department Chair Robert Barrows (second from left). The NCPH Board of Directors adopted the resolution during its spring meeting to recognize White's outstanding support of NCPH in his role as dean of the IU School of Liberal Arts. White was dean from 2003 to 2008 and stepped down to return to teaching and research in Sociology. NCPH has made its home at Indiana University Purdue University Indianapolis (IUPUI) since 1990. NCPH has flourished thanks to the enduring financial assistance and intellectual engagement of the History Department and School of Liberal Arts at IUPUI. The executive director is a member of the faculty of the History Department and teaches a course each semester. The university provides office space and technological services, and underwrites a portion of staff salaries and benefits. The work of NCPH would not be possible without this support. Image courtesy of Genevieve Shaker.

lock and key. This has certainly been born out with the release of the Hiss case grand jury records, and I believe the Rosenberg records promise to be even more revealing for one key reason: while the grand jury heard from forty-six witnesses, only a dozen or so actually testified during the public trial. What these two-dozen witnesses who did not testify in the public trial had to say about the Rosenberg's respective roles in the atomic espionage conspiracy may prove extremely interesting.

While some petitioners may hope that the records will reveal what is often termed "smoking gun" testimony (information that could result in a grand rewriting of history), I think this is an unrealistic expectation. The primary value of grand jury records is that they help round out the historical record—they enable scholars to gain a better contextual understanding of a trial, and they often reflect new evidence that otherwise may have gone unnoticed or unrecorded in the official trial record.

Grand jury records can also illuminate how the prosecution and defense mapped out their respective strategies. In the Rosenberg case for

example, because Roy Cohn (himself one of the most controversial figures of the McCarthy era) played a central role in mapping out the prosecution's strategy, students of criminal justice may find exciting and revealing testimony (perhaps some even suggestive of prosecutorial malfeasance) once they get a peek at the soon to be opened Rosenberg's grand jury testimony.

With three solid case precedents to draw upon, enterprising historians may want to force open additional grand jury records associated with other historically important judicial cases. I am confident that it will only be a matter of time before grand jury records relating to presidential assassinations, famous murder investigations, cases involving high crimes and misdemeanors, and notable Civil Rights cases will also see the light of day.

R. Bruce Craig is the past Executive Director of the National Coalition for History where he played the key role in opening the records of the House Committee on Un-American Activities (HUAC). Currently, he is a professor of history at the University of Prince Edward Island, Canada, and is working on a biography of Alger Hiss.



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The Working Group on Evaluating Public History Scholarship

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Editor's note: This article is being published simultaneously in the OAH Newsletter and AHA's Perspectives on History.

While gaining tenure is never easy, the process holds special challenges for the growing ranks of public historians in history departments. Over the past half century a reward system that privileges the publication of original scholarship in limited forms and outlets has become entrenched in American academia. Every discipline interprets this system differently. For historians the peer-reviewed single-authored monograph and/or a series of peer-reviewed journal articles has become the Holy Grail, the key to tenure and promotion. Other forms of original scholarship (museum exhibit scripts, National Register nominations, contract consultations, etc.) are held in lesser regard or even dismissed outright. Collaborative research and publication is also generally devalued. Public historians, whose scholarly "product" may not fit neatly within the standard forms, and whose work is often collaborative in nature, are put at a disadvantage. Yet, at the same time, these junior scholars may be asked to run, or even build, a public history program. In essence, public historians in academia often must serve two masters. They must fulfill the standard "academic" requirements for tenure and promotion and they must remain fully engaged public scholars in order to keep their jobs and do them responsibly. Addressing this central dilemma is the mission of the Working Group on Evaluating Public History Scholarship, a collaborative project

of the National Council on Public History, the American Historical Association, and the Organization of American Historians.

Neither the challenges facing public historians nor the larger issue of what counts as scholarship are new. The effort of the current working group is really a continuation of a conversation begun in the early 1990s. At that time the AHA created an ad hoc committee to study the problem. In December of 1993 the committee issued its report, *Redefining Historical Scholarship* (1). "The AHA defines the history profession in broad, encompassing terms," the report authors mused, "but is that determination meaningful as long as only certain kinds of work are valued and deemed scholarly within our discipline?" The report concluded that the single-minded focus on the monograph as the measure of scholarly achievement was "inappropriate and unfairly undervalues the work of a significant portion of professional historians." As a remedy the committee suggested (the report was consciously not prescriptive) that history departments move toward a broader definition of scholarship based on the influential essays of Ernest Boyer and Eugene Rice (2). In Rice's model, scholarship is envisioned in four separate but complimentary categories: the *advancement* of knowledge through original research, the *integration* of knowledge through synthetic work, the *application* of knowledge in a community, and the *transformation* of knowledge through teaching. Recognizing that

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THE NATIONAL COUNCIL ON PUBLIC HISTORY

Given the essential value of historical understanding, the National Council on Public History promotes professionalism among history practitioners and their engagement with the public.

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Institutional subscription orders, changes of address, and business correspondence should be addressed to Journals and Digital Publishing Division, University of California Press, 2000 Center St., Ste. 303, Berkeley, CA 94704-1223. Or visit www.ucpress.edu.

We welcome submissions to *Public History News* sent to John Dichtl, Editor, at the above address. Articles are 400-800 words in length; announcements and bulletin items are up to 75 words. NCPH reserves the right to reject material that is not consistent with the goals and purposes of the organization.

Headquartered on the campus of Indiana University Purdue University Indianapolis, NCPH benefits greatly from the generous support of the IU School of Liberal Arts.

→ Committee Charges

The following is a summary of the vice president's charges to NCPH committees for the coming year. We encourage you to contact the committees with your ideas. For a listing of committee members, please see the NCPH web site, <http://www.ncph.org>. Most committees convene during the annual meeting, and NCPH members are welcome to attend committee discussions not specifically restricted by the committee chair. NCPH is fortunate to have many volunteers who donate their time and energy on committees to furthering the goals and objectives of the organization.

30th Anniversary Ad Hoc Committee

- * Establish a multi-year plan for using the NCPH annual meeting, newsletter, journal, web site, committees, and other resources for commemorating the organization's 30th anniversary.

Consultants Committee

- * Assist in publicizing the newly revised NCPH Excellence in Consulting Award.
- * Continue to work on proposed session for the 2009 Annual Meeting, "Launching and Sustaining a History Consulting Practice," and in other ways encourage participation of public history consultants in workshops and sessions.
- * Organize and facilitate the Consultant Breakfast at the annual meeting.

Curriculum & Training Committee

- * Complete Best Practices document on the MA program, graduate certificates, internships, and undergraduate programs.
- * Organize sessions on curriculum and training at the 2009 annual meeting, including a graduate student "careers"-type workshop, and the Public History Educator's Breakfast.
- * Coordinate with the ad-hoc graduate student committee to expand programs for graduate students at the upcoming annual meeting. Facilitate mentorship program for graduate students at the annual meeting with the ad-hoc committee.
- * Complete the public history program reviewer's initiative.
- * Continue to develop the Public History Educator's Listserv.

Development Committee

- * Keeping in mind the elements of the NCPH Long Range Plan-2012, create a case statement for the organization's development efforts for the next three years.
- * Develop a multi-year strategy and timeline for specific fundraising efforts.
- * Coordinate development efforts with the work of the new 30th Anniversary Ad Hoc Committee.

Finance Committee

- * Prepare and review NCPH annual budget and review financial reports on a quarterly basis.
- * Present options for socially responsible investing for discussion and consideration at the fall 2008 Board Meeting.
- * Recommend investment policy for the investment of endowment funds.

Graduate Student Ad Hoc Committee

- * Work with the 2009 Program Committee, the Membership Committee, and the Curriculum and Training Committee to make the 2009 Annual Meeting more useful and appealing to graduate students.

Membership Committee

- * Assist executive office as needed in conducting and analyzing results of planned Survey of Public History Professionals.
- * Continue branding strategies project, especially enhancing NCPH branding and identity on NCPH website.
- * Advise executive office and board on other membership and marketing matters, particularly as they intersect with NCPH's Long Range Plan-2012. Consider new ways to reach and serve international members and consultant members.
- * Organize First-time Participant/New Member Breakfast at 2009 conference in Providence. Recruit officers, board members, and veteran NCPH members to facilitate table discussions at breakfast.

Long Range Planning Committee

- * Continue to monitor activities of committees for adherence to the Long Range Plan-2012 and consult with committee chairs as necessary in assuring that committee actions reflect the goals and objectives of the plan.
- * Consult with Finance Committee in developing budgetary aspects for implementation of the long range plan.
- * Continue outreach to and negotiations with IUPUI staff and faculty in developing a new Memoranda of Agreement between NCPH, the IUPUI Department of History, and IU School of Liberal Arts.

Outreach Committee

- * Continue project to produce a video presentation on the scope and nature of public history, working with The History Channel or other funder(s) and/or production provider(s).

Working Group on Evaluating Public History

- * Submit draft report this fall to the board regarding guidelines that will help academic institutions define what constitutes public history work and how it should be accounted for in the academic reward system.
- * Consider application of the guidelines to public history work in agencies and institutions outside of academia.
- * Provide final report in spring 2009 for consideration by the NCPH Board of Directors, as well as the AHA Council and the OAH Executive Board.

Book Award Committee

- * Help widen publicity for the award and broaden solicitation of submissions, including those from outside the U.S.
- * Beginning in December, review titles accepted for submission, selecting finalists and winner by February 10, 2009.

Consultants Award Committee

- * Help widen publicity for the NCPH Excellence in Consulting Award and broaden solicitation of submissions, including submissions from outside the U.S.
- * Beginning in early January, review award nominations, and select winner by February 10, 2009.

G. Wesley Johnson Award Committee

- * Select the best article published in *The Public Historian* for the 2008 calendar year by February 10, 2009.

Michael C. Robinson Award Committee

- * Help widen publicity for the Robinson Award and broaden solicitation of nominations, including those from outside the U.S.
- * Beginning in early January, review award nominations, and select winner by February 10, 2009.

New Professional Award Committee

- * Beginning in early January, review award nominations, selecting two winners (one for NCPH New Professional Award and one for the HRA New Professional Award) by February 10, 2009.

Outstanding Public History Project Award Committee

- * Help widen publicity for this new award and broaden solicitation of submissions, including submissions from outside the U.S.
- * Beginning in early January, review award nominations, selecting winner by February 10, 2009.

Student Project Award/Graduate Student Travel Award Committee

- * Beginning in early January, review award nominations, and select winner of project award by February 10, 2009.
- * Select five winners to receive the Graduate Student Travel Award by February 20, 2009, from the applications provided by the NCPH executive office in early February.



Marianne Babal
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A high-achieving business executive I know had a poster in his office of a cat poised to pounce. The poster's caption read "Know Thy Mouse." While that sentiment sounds somewhat unappetizing and even callous to those of us who inhabit the kinder, gentler world of history; seeking out information and determining how and when to act on that knowledge is a key factor for success in any environment.

NCPH hopes to collect some important information in the coming months, so look for the web link to an online survey on public history in your inbox soon. The upcoming Survey of Public History Professionals is not merely a questionnaire distributed to our membership as we have done periodically in past years, but a comprehensive survey intended for all professionals who work in and around the field of public history.

Public history is a growing field, enjoying increasingly higher visibility within professional organizations and beyond; yet measurable data about the status and activities of public historians has been lacking. NCPH is undertaking this Survey of Public History Professionals for three reasons: to get a snapshot of the current state of the field of public history; to identify the individual and collective needs and interests of all public history practitioners so that NCPH can better address those needs and interests; and finally and most importantly, to better serve the membership of NCPH.

To be certain we get as comprehensive a view of the public history field as possible, we have forged partnerships with the American Historical Association, Organization of American

Historians, American Association for State and Local History (AASLH), and Society for History in the Federal Government and other affinity

... to identify the individual and collective needs and interests of all public history practitioners

organizations to help distribute this survey to their members who identify themselves as public historians or are involved in public history projects. Some of the questions in the survey will

repeat questions asked of public historians and their colleagues nearly thirty years ago, hopefully providing useful comparative data.

Another important element of the survey will focus on our colleagues in the consulting field. This is a constituency that our organization can potentially serve more effectively through our website, annual meeting, and outreach efforts if we gain insight on their needs and the nature of their business models.

As NCPH moves into its third decade, your participation in the Survey of Public History Professionals is key to helping us gain a greater understanding of the current state of our field, and help us as an organization fulfill our potential. As an added incentive, all respondents may choose to enter a drawing for one of a pair of \$100 gift certificates at a national book retailer.

Please respond to the survey. It'll make thou feel warm and fuzzy. I know it.

A New Look for *Public History News*

This issue of the NCPH newsletter has a dramatic new appearance. Over the past few issues we have made a series of changes, the most noticeable of which was adding color to the inside and outside of the front and back covers. We have taken the small steps as we could afford them. We hope you like the new look as much as we do.

Thinking about Climate Change as Public Historians

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Building on a sense that many public historians were thinking about environmental and energy issues but were not always sure how to connect those concerns with their work, we facilitated an audience discussion at the April 2008 NCPH Annual Meeting entitled, “What does my work as a public historian have to do with climate change?” The small but animated group engaged a number of themes, including the following:

1. *A sense of historical context can help to broaden our understanding of how our present energy and consumption practices developed and what alternatives are possible.*

Many public history projects tell the story of how things were made. This removes the anonymity of production/consumption, linking goods to their creators, to their environmental origins, and to their ultimate disposal. These kinds of connections could be reinforced at public history sites. For example, having actual farmers’ markets or community gardens at museums would assist visitors in reimagining their relationship to the foods they eat and the people and supply chains behind them. Public historians also have opportunities to broaden awareness of past environmental and “green” movements, showing that what James Kunstler has called “the long emergency” already has a very lengthy history. Similarly, the individualism and materialism of modern industrial societies have their own often hotly-debated histories, which public historians can help to illuminate.

that many such museums have much to teach visitors about sustainable environmental practices. Early settlers recycled, used sustainable agriculture, and used natural materials not in response to concerns about global warming and high oil prices, but as survival strategies. Some museums are already beginning to be resignified as sites where visitors encounter new/old ways of using and conserving resources, generating energy, and relating to the environment.

Exhibits and projects that focus on World War II could lead nicely into a discussion of the tremendous efforts made by the governments and populations to reduce, reuse, and recycle. People throughout the developed world radically cut energy consumption, recycled all metals (even toothpaste tubes) as well as other materials, and reduced meat consumption. Studying and emulating behavior at home during WWII could lead people to more environmentally sensitive behaviors and put forward an understandable model of how a society is capable of creating change.

Some participants in the discussion also noted that adaptive reuse and architectural preservation are usually more environmentally responsible than building from scratch, since the energy and materials already invested in the existing buildings are retained rather than being duplicated.

3. *NCPH as a professional organization can develop policies that guide the association and suggest productive new directions for members.*

NCPH can encourage member institutions to collaborate with local environmental groups, pointing out potential connections. For example, historic sites could join with local trail organizations to create a petroleum-free heritage trail. We can also make the broader connection between history and the environment explicit, putting issues in historical contexts and showing the relationship of modern practice to historical practices.

Professional organizations such as NCPH can ask conference hotels for their environmental policies. If the hotel does not have an environmental policy, such requests will encourage them to create one. Hotel selection criteria would include not only location, price, labor practices, and meeting room space, but environmental sensitivity in areas such as recycling and energy efficiency measures. NCPH could encourage members to take the train rather than flying or to purchase carbon credits to offset the greenhouse effects of their own conference travel. There is potential to coordinate with other history-oriented organizations around these issues, particularly in 2010 when we hold our conference jointly with the American Society for Environmental History.

NCPH can also develop its own environmental policy statement and put it on the website. This would outline why we think it is important to create an environmental policy statement, substantive guidelines for suggested practices for us as an organization, and an environmental vision.

2. *Past environmental practices and attitudes as represented in public history and historic preservation projects can serve as useful examples for the present.*

Living history museums, for example, are not usually marked as environmental sites, but participants in the NCPH panel discussion noted



Session participant Harry Klinkhamer discovered, on leaving the conference room, that there was an opportunity for greater environmental sensitivity and resource recycling right on our own doorstep! Image courtesy of Cathy Stanton.

We could encourage our members to host national and regional workshops on best environmental practices for museums, preservation associations, universities, and other institutions. NCPH could also offer one or more workshops at its annual conference on how to make environmentally sensitive changes, both institutionally and personally. Finally, NCPH could put out a call to members to contribute occasional articles to the newsletter on issues of environmental concern.

Participants in the session talked about immensity of the issues relating to energy and the environment, and the tendency to be overwhelmed by it all. Several of the educators in the group noted the importance of instilling hope for the future, and not focusing on a bleak environmental dystopia. Strengthening a sense of historical context can help students, visitors, and public historians ourselves to see how movements in the past have led to fundamental societal change.

Participants also acknowledged the complexity and challenges involved in making this kind of change. One educator talked about his museum's attempt to implement "waste-free" lunches for school groups, a forward-looking project that proved too difficult to maintain given the available time and institutional resources. The group agreed that it was important to open this discussion within NCPH as in many other forums, but that it was also crucial to realize that there are no quick or easy solutions to any of the problems posed by resource depletion or climate change. What is required is a large-scale shift into thinking more collectively about how we use resources of all kinds—a daunting task, but also an opportunity



The Lincoln Heritage Trail, a thousand-mile network of highways within Kentucky, Indiana, and Illinois, was conceived in 1963 by the travel development office of the American Petroleum Institute. What is the environmental impact of heritage tourism? Image courtesy of Dave Glark.

to use our public scholarship and professional institutions to support values that are important to many of us. We look forward to continuing the conversation about this with anyone within NCPH who is interested. Feel free to email us or to contact the NCPH office if you are interested in being involved in possible "green" initiatives at NCPH.

Graduate Student Ad Hoc Committee

In an effort to make the 2009 Annual Meeting more appealing and beneficial to graduate students, the 2009 Program Committee and the Curriculum & Training Committee have formed an ad-hoc graduate student advisory group. To contact the committee with your comments or suggestions, email Steve Christopherson at stmchris@iupui.edu.

Leah Nahmias, Chair, Brown University

Heather Bailey, Middle Tennessee State University

Alida Boom, Wichita State University

Steve Christopherson, Indiana University Purdue
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Putting Women's History on the Travel Map

A new guide from the National Collaborative for Women's History Sites highlights historic homes, museums, trails, projects, and research centers across the United States that honor and interpret women's lives. Each site's entry describes facilities, programs, and resources, and the guide includes leads to women's history Travel Itineraries and Tours, plans for "Teaching with Historic Places," and lists of useful books and websites. Guides are for sale at <http://ncwhs.oah.org>.

From the Director's Desk



John Dichtl
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Annual Report

While reading the tsunami of books required for graduate school, I used to notice that most histories—no matter the period or place—made a similar claim at some point that went something like this: “Things were changing faster than they ever had before.” Well, if I can’t claim the superlative “faster than ever” for NCPH these days, I at least will say a lot is happening. A lot has been changing and a lot will be changing. Thanks to an active and supportive membership and volunteers, we are rapidly rejuvenating our organization for its upcoming 30th anniversary.

Since implementation of the NCPH Long Range Plan in 2007, membership has increased, the annual meeting has grown significantly and is more dynamic, we have added major new awards, the journal is exploring exciting new topics and formats, the NCPH website has been revamped, the newsletter is undergoing redesign, and the executive office staff has grown, all of which will enable NCPH to undertake new projects and services.

Membership

The number of individual memberships is growing. In March 2008 we had 1073 individual members, compared to 965 in March 2007 and an average of 730 for each of the previous four years. Of the members, 23 percent participated in the 2008 NCPH election, up from 22 percent in 2007, 18 percent in 2006, and 16 percent in 2005. Peer associations in history, both larger and smaller in size, report rates ranging between 5 percent and 30 percent, with most having less than 20 percent. Institutional subscriptions to *The Public Historian* (TPH) are increasing, and University of California Press has strengthened its marketing efforts,

especially in an effort to reach institutions outside the United States. Institutional subscriptions stood at 616 in 2007, up 7 percent over the previous year and reversing a downward trend for the previous 6 years.

Finances

Due to the struggling economy and stock market our endowment today stands at \$398,000, compared to nearly \$430,000 a year ago. New memberships and new income from the expanding annual meeting, however, mean that NCPH ended its fiscal year on June 30, 2008, with a surplus. Nevertheless, this will be the last time we use a July 1 to June 30 fiscal year. NCPH will move to a January 1 to December 31 fiscal year starting in 2009, which will allow us to know the financial outcome of the annual spring meeting when we are planning the budget in the fall for the following fiscal year.

Annual Meeting

The 2008 Louisville conference, as reported in the June newsletter, was our second largest conference to-date, with 427 participants. We pioneered three experimental working group sessions, new technology workshops, and a “public plenary” address opened to Louisville’s history-loving citizens. One of the most exciting developments was the use of a blog with video clips to comment on the conference during the conference, an effort that connected the meeting to those not able to attend as well as to a simultaneous public history conference taking place in Liverpool, UK. NCPH also took a variety of steps to be more environmentally green at this conference and will work on this for future meetings. As I noted in my last column, the conference in Louisville was energized by a very strong turnout of graduate students. For the 2009 Annual Meeting in Providence, the Program Committee is building on all of these developments, including working with our new ad hoc advisory group of graduate students to make more improvements for next spring.

Committees

The Board of Directors created two new committees this spring. The Development Committee will make recommendations to the board about raising funds to build the endowment and otherwise increase resources for accomplishing the objectives within its long range plan. The 30th Anniversary Ad Hoc Committee will plan commemorative efforts as well as programs and events that look to the organization’s future. On page four of the newsletter is an overview of the many new initiatives on which NCPH committees will be working. If you are interested in helping with these projects, please contact the committee or the executive office.

Awards

NCPH launched three new awards this year (Outstanding Public History Project Award, Consultant Award, and Graduate Student Travel Award) and increased prize amounts for two others (Book Award and the G. Wesley Johnson Award). 2009 may be your year to send in a submission!

Collaborative Projects

NCPH organized and sponsored two book discussions again at the American Association for State and Local History Annual Meeting (AASLH). The books are the overall award and honorable mention recipients of our 2008 Book Award. The NCPH Board of Directors will hold its fall meeting at the Oral History Association (OHA) annual conference, in Pittsburgh, this October, and several NCPH board and TPH Editorial Board members will serve on OHA panels. National Association of Interpreters (NAI) Executive Director Tim Merriman answered our invitation to participate in a working group at the 2008 conference in Louisville; one result is that

NAI will devote an entire issue of its *Legacy Magazine* to the topic of public history. In 2010, NCPH will hold a joint annual meeting in Portland, OR, with the American Society for Environmental History.

The NCPH, American Historical Association (AHA), and Organization of American Historians (OAH) joint Working Group on Evaluating Public History Scholarship organized conference sessions at the three respective annual meetings in 2008 and conducted further research, all of which will result in a draft report this fall. A set of guidelines for history departments and college and university deans and presidents about rewarding public history work will be available next year.

Coming this fall is an NCPH-AHA organized Survey of Public History Professionals (SPHP), a comprehensive effort to learn more about the demographics of public history, its employment conditions, and a host of other issues. NCPH, AHA, OAH, AASLH, and the Society for History in the Federal Government will be collaborating to provide the online survey to their members. All the organizations will share the aggregated information. Nearly thirty years ago NCPH and AHA conducted a similar study. The current survey builds on that earlier effort.

Along with other research and digital media initiatives that are in the works, the SPHP will give us a wealth of information to better understand what’s changed, what’s the same, and how better to serve the public history field. And all of this will coincide with a more focused effort at fundraising in the next few years. Maybe things are moving faster than ever.

NCPH Office Welcomes New Intern

Steve Christopherson, a first-year student in the MA public history program at IUPUI, will intern in the NCPH office for 2008-2009. Steve will assist with the annual meeting, be the liaison to the Graduate Student Ad Hoc Committee, and help with a variety of other research, marketing, web, and development work. He graduated from Butler University in May 2008, receiving a BA in history with high honors, and has worked in various aspects of public history through jobs and internships at Conner Prairie in Fishers, IN, and the Morris-Butler House in downtown Indianapolis.

→ Consulting Comments

NCPH is committed to promoting the interests of its members who provide historical services as consultants. This column seeks to highlight new developments and achievements in historical consulting and contract work. Please send news of events and accomplishments to Heather Lee Miller, Consultants Committee chair, at hmiller@hrassoc.com. Be sure to include your full name and address.

Primary Source History Services Completes, Begins NPS History Projects

Primary Source History Services (<http://www.prisource.com>), the North Carolina firm of David E. Whisnant and Anne M. Whisnant, has recently completed *Small Park, Large Issues: De Soto National Memorial and the Commemoration of a Difficult*

History, an administrative history for the National Park Service (2008). David and Anne are currently writing a historic resource study for Cape Lookout National Seashore, while Anne continues to consult and speak on Blue Ridge Parkway issues as



Image courtesy of Steve at HammerheadFotos.

an outgrowth of her 2006 book, *Super-Scenic Motorway: A Blue Ridge Parkway History* (University of North Carolina Press). She serves on the boards of the Blue Ridge Parkway Foundation and Blue Ridge Parkway 75, Inc., which will celebrate the parkway's 75th Anniversary in 2010, and recently began blogging at <http://www.blueridgeparkwayblog.com>. Anne and David are also at work on a Blue Ridge Parkway children's book.

Going Green in Public History

Marya McQuirter wrote to "Consulting Comments" about how she combines her environmental politics with her work as a consulting historian: "In July 2008, I gave a presentation to junior high school students on the green economy. We played a game called "Green Your Career" in which students shouted out their dream careers and then others responded with ways to green them. When I started working as a public historian in the mid-1990s, I was also active in the environmental movement, which meant that both professionally and personally I was on the fringe. But I had learned as a graduate student at the University of Michigan that the border was a great place to be. I brought my own vegan food to conferences and workshops; I encouraged organizations to recycle and support local businesses; and I provided local interpretation. Now, as a green consultant, I have moved to the center as I work with a range of institutions to determine how to incorporate green and sustainable practices into their bottom line." *Marya A. McQuirter, PhD, an independent scholar based in Washington, DC, received the NCPH Consultant Award in 2008.*

History Associates Helps Tell the Global Story of September 11

History Associates Incorporated (HAI) historians helped develop a new exhibit, "September 11, 2001: A Global Moment," which opened on June 6, 2008, at the Caen Memorial museum in France. This exhibition, co-sponsored by the New York State Museum, tells the story of the September 11, 2001, terrorist attacks, their consequences, and the worldwide public response. *For more information about this project or HAI, call James Lide at (301) 279-9697 or visit www.historyassociates.com.*

History Associates Helps Visitors Visualize Gettysburg

When the Gettysburg Foundation needed images for its newly opened Museum and Visitor Center at the Gettysburg National Military Park, they

turned to History Associates Incorporated (HAI), who tracked down the source, location, and copyright status of 880 images for use at the museum near the famous Civil War battle. The new state-of-the-art facility, a cooperative effort between the Gettysburg Foundation and the National Park Service, offers a greatly expanded and enhanced experience for the park's nearly two million visitors each year. *For more information about this project or HAI, call Garry Adelman at (301) 279-9697 or visit www.historyassociates.com.*

Cooperative Planning for Historical Consulting Internships: A Student Note

Internships provide valuable opportunities for the student and historical consulting business alike. This growing industry remains a field of interest to public history apprentices. However, few students have direct exposure or access to the profession. Where formal internship programs do not exist, students should actively initiate proposals. Consulting firms are likely to be responsive, interested, and open to negotiating a tailored internship based on student goals. Cooperative planning can ease orientation and maximize productivity without exhausting valuable time and resources.

An agenda should outline a work schedule, shared goals and expectations, and tentative projects. Part-time internships provide opportunities to work on long-range projects, yet work is sporadic and the professional relationship is relatively detached. A full-time schedule forces careful consideration and allocation of time, yet cultivates rapport among colleagues. A diverse range of research tasks challenges interns' flexibility. Students can prepare for tentative projects by surveying contextual literature and the company's past work. While business knowledge and client relations skills are industry prerequisites, management decisions often remain at the executive level. Interns can however, expect to acquaint themselves to the customs of a for-profit enterprise. Task management, client confidentiality, conflict of interest assessment, and the billable hour distinguish the corporate practice. Project diversity, teamwork, and resource sharing retain the familiar collegial environment.

Reciprocal evaluations following the internship provide reflection and critique for future practices. Continuing the relationship through subsequent correspondence may present professional opportunities in the future. For businesses, internships can yield a high-quality work product, provide cost-efficient support, and act as an effective method of recruiting ambitious graduates. For students, it presents a challenging opportunity to exercise their unique academic skills in a non-traditional setting. *Ryan Schwier is an MA candidate in Public History at Indiana University-Purdue University Indianapolis. He is a law librarian and former head of administrative operations at a law firm. Schwier spent four weeks as a volunteer intern at Historical Research Associates, Inc. in Missoula, Montana, during the summer of 2008. He can be contacted at rschwier@iupui.edu.*

Landsat 7 captures an image of Manhattan, September 12, 2001. Image courtesy of NASA.



The Working Group on Evaluating Public History Scholarship (from page 3)

work that could not be critically evaluated did “not merit reward,” the report also called for the development and adoption of fair and appropriate strategies for documenting and evaluating such varied scholarship. The AHA report did not meet universal acclaim. In the *OAH Newsletter*, for instance, critics charged that the effort threatened to water down standards of academic excellence. Ultimately, the OAH never endorsed the AHA statement (3).

The issue of redefining scholarship and creating an equitable tenure process is, of course, not limited to the discipline of history. In 2005, the Modern Language Association created a task

many of the MLA conclusions but is focused on scholarship in a public arena. As such it speaks directly to the problems facing public historians. The report concludes that if colleges and universities truly embrace public engagement they must create a tenure process that not only expands the definition of “what counts” as scholarship, but also accept a broader definition of “who counts” in terms of peer review. The report authors suggested that departments “build a pool of potential reviewers who are university-based public scholars,” as well as solicit “evaluative letters from community partners” (5). Expanding “who counts” is critically important for public historians who generally go up for tenure based solely on their “academic” work regardless of the fact that they have been hired as public scholars.

The discussion of scholarship and tenure practices in academia has also taken place against the backdrop of a much larger movement aimed at improving community engagement in higher education. In 1995 the National Association of State Universities and Land Grant Colleges (NASULGC), with

funding from the W. K. Kellogg Foundation, launched a long-term effort to rethink the role of public higher education in America. A central premise of the Kellogg initiative has been a call for public universities to “return to their roots” and redesign their functions to “become even more sympathetically and productively involved with their communities.” The commission defined this move beyond traditional service and outreach as “engagement,” envisioned as collaborative partnerships between the university and a public entity (6). In an era marked by shrinking funding and a growing public perception that institutions of higher learning are detached and unresponsive, engagement is imperative. Beginning in 2008, the Carnegie Foundation lent its weight to the movement by opening a new elective institutional classification of “community engagement,” defined as the “mutually beneficial exchange of knowledge

and resources in a context of partnership and reciprocity” (7). This movement bodes well for publicly engaged scholars in all disciplines, and may well attract colleagues who previously shied away from public projects fearing that such work would not “count” toward tenure and promotion.

It was within the context of these discussions that the Working Group was created. In April 2007, the board of directors of NCPH voted to formally begin the process by inviting the AHA and the OAH to form the Working Group on Evaluating Public History Scholarship. Each organization appointed two representatives and a professional staff member. William Bryans of Oklahoma State University and Kathleen Franz of American University, along with executive director John Dichtl, represent the NCPH. The AHA has appointed public history coordinator Debbie Ann Doyle, Kristin Ahlberg of the U.S. Department of State and Edward Countryman of Southern Methodist University. The author, along with Constance Schulz of the University of South Carolina and Susan Ferentinos, OAH public history manager, represent the OAH.

The initial phase of the working group’s efforts has focused on fact finding. First, a call went out to university and college history departments to share their promotion and tenure standards. To date the working group has collected approximately thirty-five examples from departments in institutions ranging from those that offer no public history courses to those with public history PhD programs. The purpose is to gain an understanding of how departments currently treat public history scholarship in tenure cases and identify a set of best practices. Secondly, public historians were asked to share their experiences and opinions on the issue through a survey available online (<http://chnm.gmu.edu/tools/surveys/4458/>).

Respondents were asked to define the problem as they saw it and address how, if at all, the academic reward system should be changed. Finally, sessions were held at the annual meetings of all three organizations in the

winter and spring of 2008. At each, working group members reported on the goals and progress of the effort and then opened the floor to a wide-ranging discussion aimed at capturing the

To date the working group has collected approximately thirty-five examples



Working Group members, Connie Schulz (second from right) and Debbie Doyle (right), participating in the group’s progress report session at the NCPH in Louisville this spring.

force to address parallel problems facing junior faculty in the language and literature departments. The task force found that the “increasing demands for publication as a qualification for tenure and promotion” were out of synch with the modern realities of academic publishing. Its central conclusion was that departments must embrace a more “capacious conception of scholarship” and give due weight to forms of scholarship beyond the single-author monograph. Other key recommendations included making the tenure process transparent, calibrating faculty expectations with institutional values, recognizing the legitimacy of scholarship produced in new media, creating “multiple paths” to tenure, and facilitating collaborative scholarship (4).

Early in 2008, Imagining America, a national consortium of colleges and universities dedicated to public scholarship and engagement in the arts and humanities, released the report of its own “Tenure Team Initiative on Public Scholarship.” Imagining America’s report echoes

individual experiences and opinions of those who have gone through the tenure process and those who face it.

Two critical issues cropped up in these discussions. First was the necessity of creating an equitable system of peer review. The single most common reason for devaluing public history scholarship is that it has not undergone the traditional double-blind peer review process. Many participants noted that even sympathetic colleagues were at a loss when it came to evaluating public history scholarship. So not only will it be necessary for departments to broaden their understanding of peer review, it will be necessary for public historians to educate their colleagues about the process. The second

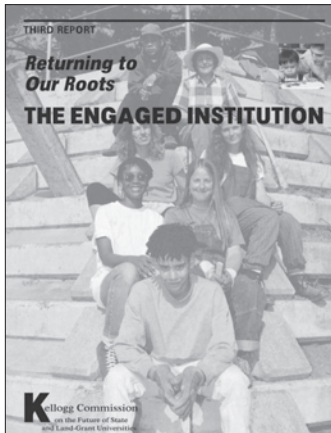
common theme to emerge from the sessions was that redefining workload categories could help fairly reward publicly engaged scholars. In many history departments public history scholarship is considered “service” and easily dismissed. Other departments have developed personalized contracts for new hires in public history that specify how their work will be evaluated under the traditional categories of research, teaching, and service, though not all public history work fits cleanly into that mold. The Kellogg initiative and the recent move by the Carnegie Foundation are important first steps toward the creation of a meaningful category of “engagement.” The creation of peer review process that brings accountability to engagement is the next step.

The working group is currently preparing its report to deliver to the executive boards of the three organizations this fall. It will also be circulated online and presented for discussion at the 2009 annual meetings. The report will emphasize that there is no one-size-fits-all solution to evaluating public history scholarship for tenure and promotion—the best strategy will vary according to departmental and institutional culture. Our hope is to further the understanding of the public history scholarship occurring on campuses and in communities across the nation and to suggest meaningful guidelines for history departments to fairly evaluate and reward that important work.

Notes

1. *Redefining Historical Scholarship*; James B. Gardner, “The Redefinition of Historical Scholarship: Calling a Tail a Leg?” *The Public Historian* 20 (Fall 1998): 43-57.
2. Ernest Boyer, *Scholarship Reconsidered: Priorities for the Professoriate* (Carnegie Foundation for the Advancement of Teaching, 1990); Eugene Rice, “The New American Scholarship: Scholarship and the Purposes of the University.”
3. Gardner, “Redefinition”; Lynn Hudson Parsons, Joan Shelly Rubin, and Owen S. Ireland, “Redefining Scholarship: Some Problems,” *OAH Newsletter* (February 1995).
4. Report of the MLA Task Force for Evaluating Scholarship for Tenure and Promotion, http://www.mla.org/tenure_promotion.
5. Imagining America, Tenure Team Initiative Report, <http://www.imaginingamerica.org/TTI/TTI.html>
6. Kellogg Commission on the Future of State and Land Grant Universities, “Returning to Our Roots: The Engaged Institution,” <https://www.nasulgc.org/NetCommunity/Document.Doc?id=183>
7. The Carnegie Foundation for the Advancement of Teaching, “Community Engagement Technical Details,” <http://www.carnegiefoundation.org/classifications/index.asp?key=1592Website>

Gregory E. Smoak, Colorado State University, represents the OAH on the working group, is a member of the OAH Public History Committee, and is a member of the NCPH Board of Directors.



The 1999 Kellogg Commission report represented here, like the NCPH-AHA-OAH Working Group, is part of a large, ongoing movement aimed at improving community engagement in higher education.



2009 Annual Meeting

The 2009 Annual Meeting will take place at the beautiful and historic Biltmore Hotel, April 2-5, in Providence, Rhode Island. Preregistration will be available online beginning December 1, 2008.

“Intersections” offers brief, reflective pieces illuminating how public historians interact with each other, with the public, or with other professionals. Please contact us at ncph@iupui.edu if you have ideas for future articles.

Possibilities for Public History in Community Colleges

Seth C. Bruggeman | sbrug@temple.edu

Several years ago I accepted a tenure-track job as a history instructor at a community college in Kansas City. Graduate school had not prepared me to teach five courses every semester, but after regaining my balance, I discovered that community colleges are great places for public historians. In fact, I came to believe that two-year colleges might be among the best venues for reaching a wide range of students interested in public history careers. My own career has since taken a turn, but toward encouraging others, allow me to share the lessons I learned while building a public history certificate program at my community college.

Community colleges are, in many ways, tailored for public historians. Their Progressive Era heritage persists in a commitment to community engagement and affordable education. Open admissions guarantee diverse student bodies that mirror their constituent communities. Long experience with vocational training means that community colleges already possess the administrative architecture necessary to build strong internships. And despite what you have been told, community college students are an interesting and interested bunch. About half of mine came straight from high school and shared the same expectations, interests, and abilities as their university counterparts. The others were what universities used to call “non-traditional” or “adult” learners. This group is driven to succeed and equipped with a healthy cynicism born of lived experience. What is more, many have deep community roots that nurture interests in genealogy, local history, and other topics relevant to public history.

Community colleges also present unique challenges. Extremely heavy teaching loads are typical. Research support is virtually unheard of and traveling to weekday conferences is nearly impossible. But even more problematic is the inherent transiency of community college students. Many students, especially those balancing single parenthood with multiple jobs,

can only afford infrequent classes. Sustaining ongoing relationships with these students is difficult. Rarely have they completed anything but the most cursory history requisites.

Still, a handful of community colleges do operate successful public history programs. Southeast Kentucky Community and Technical College runs a Historical Information Management Program that grants certification in archives, museum, or records management. Bucks County Community College just north of Philadelphia offers courses ranging from oral history to the history of American furniture and awards a certificate in historic preservation.



Community college public history students ask a Chrysler salesman to account for the PT Cruiser's popularity. Image courtesy of Seth Bruggeman.

These examples encouraged me, but I still was not sure how to build my own program. I started small by asking my survey students to write short research papers about local historic sites. Most had never done anything like this, but I was impressed by the results. They were impressed by the number of historic sites in their own back yards. So was I. By the end of my first year, I had learned volumes about the region's historical resources by sifting through nearly three hundred mini field reports. I had also learned that my students had a real interest in public history. Consequently, my department

chair agreed that I should develop a higher level public history course. But rather than push a new course through the curriculum review process, I started by revising an old material culture course already on the books. By avoiding the scrutiny reserved for new courses, I proceeded quickly through the review process and used the opportunity to win support for public history.

Now all I needed were students. I solicited everyone who had written a good historic site paper and, by spring, I had fifteen recruits (ranging in age from seventeen to sixty) and the attention of my colleagues. The material culture course turned out to be a great success.

Field exercises were particularly fruitful. Together we sought out the architectural remnants of racial segregation in Kansas City, asked car salesmen why Americans buy so many retro cars, and we even journeyed around our own campus to understand how humans respond to the built environment. Bumping into the dean of instruction on that particular outing garnered my public history initiative exactly the kind of attention I was looking for.

At the same time, I learned that a recent accreditation review had made monies available to faculty

interested in developing community relationships modeling the so-called “entrepreneurial college.” With this in mind, I prepared an internal grant application for support to develop a public history certificate built around three core classes and various electives. I stressed that the certificate program would build vital bridges between our institution and Kansas City's cultural institutions while exposing students to new career opportunities and entrepreneurial possibilities in the preservation trades and beyond. I argued that, if done well, this kind of program could radically alter how regional

schools and businesses operate by demonstrating precisely how a concern for local memory can translate into civic and economic benefits.

The argument worked and I won financial support for program marketing, project coordination, curriculum development, travel expenses, and even salary protection in case my new classes under-enrolled. This was very good news and it poised my new introductory public history course for curriculum review. This review, however, proved more challenging. In one meeting a mathematics instructor rejected my course citing a very well-informed historian friend who had never heard of such a thing as public history. I explained the field and assured her that public history programs across the country, not to mention a mature professional association, all demonstrate that it is very much real. Fortunately the course passed.

But even though I now had money and courses, I still only had authority to develop a certificate program. I still would have to win approval from the office of research whose job it was to ensure that students might turn their certificates into jobs. I had already designed a questionnaire and a mailing list for just this purpose. The director of research took my materials and promised them her full attention. In the meantime, I contacted museums where I hoped to place interns and I began articulating credit equivalencies with a nearby university. Fall semester came and went without any response from the research office. And then, months later, it arrived. The director sent a brief email explaining that, after consulting her regional job database, she had not found anything listed under “public history” and therefore could not endorse my program. She had not even distributed my questionnaire! After two years in the making, my program had been thwarted by a lone bureaucrat whose pedagogical imagination ended in the drop-down menu of a database.

I weighed my options, but just could not stand to beat my head against what seemed like a hardening wall. All the while, new opportunities beckoned and, eventually, I followed. But I am still convinced that modest public history programs can thrive at community colleges. Challenging schedules and limited resources make it hard, but if my experience is any guide, hope lies in a few guidelines. Do not expect too much too soon. Curricular change comes in fits and starts at community colleges. Suffer the fits, cherish the starts. Do not be afraid to convince through example. Showcase student work, cultivate relationships with local museums and



Exploring Shoal Creek Living History Museum with community college public history students. Image courtesy of Seth Bruggeman.

who just might be of use when it comes to staffing specialized electives. Always be an advocate for public history and never miss an opportunity to explain what it means. Resistance to and support for curriculum proposals can come from the most unexpected places so never write anyone out of the equation.

That said, seeking out support in high places can never hurt at convincing deans, presidents, and provosts that public history can translate into real financial rewards is essential at community colleges where federal dollars are far fewer than at colleges and universities. It is also wise to stay abreast of administrative initiatives that, though seemingly irrelevant, may be tied to funding opportunities. And most importantly, understand and accept the community college mission. Community colleges can sustain small public history programs, but not if they are expected to behave like universities. Recognize that the practical realities of two-year schools will create unexpected challenges, and work hard to find similarly practical solutions to befit what will no doubt be an innovative course of study at your school.

Seth C. Bruggeman is an assistant professor of History and American Studies at Temple University where he coordinates the MA program in public history. He is the author of Here, George Washington Was Born: Memory, Material Culture, and the Public History of a National Monument (Athens: University of Georgia Press, 2008).

Missing What's Up in the Blogosphere?

A recent posting on the History News Network (HNN) listed CLIOPATRIA's eighty favorite history web logs, or blogs. CLIOPATRIA is an active and incisive “group blog” which also happens to keep a master list of more than 1,000 other history blogs, at <http://hnn.us/blogs/entries/9665.html>. Making CLIOPATRIA's short list is “Public Historian,” a blog by NCPH member Suzanne Fischer, available at <http://publichistorian.wordpress.com/>.

Fischer describes her online objectives this way: “I'm interested in digital history and low-budget, painless ways to get small museums and historical organizations on the web, and in the place of history in mass culture. I also talk about politics and museum advocacy.” Congratulations, “Public Historian,” on rising to the upper reaches of the history blogosphere.

2008 NCPH Student Project Award Winner

Queering the Caroliniana (and Public History)

Santi Thompson
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With the immense task of collecting the history and culture of the citizens of South Carolina, the South Caroliniana Library (SCL), a manuscript and book repository at the University of South Carolina (USC), has occasionally overlooked a few voices along the way. For example, in the process of doing research on queer history in South Carolina, I realized that documentation for the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) was almost non-existent at SCL and many other archives in the state, despite the long legacy of LGBTQ activism and activity.

To help remedy the queer silence, I initiated an oral history internship for the Fall 2007 semester to capture the memories and experiences of activists and community leaders in Columbia, South Carolina's LGBTQ community. Under the guidance of Nicholas Meriwether, SCL Oral Historian, and with the wisdom of Dr. Ed Madden, Associate Professor of English at USC, my oral history project recorded a myriad of topics that a future audience would find useful in their efforts to understand the LGBTQ community in Columbia. Most of the interviewees discussed issues regarding their coming out experiences (either as being an LGBT individual, or, in one particular case, as being the mother of a gay son), the impact of HIV/AIDS on the community in Columbia, the discrimination they faced as an out and open member of the LGBTQ community, their encounters with bar, drag, and leather culture, and the creation of the South Carolina Gay and Lesbian Pride Movement. During this same time, the process of documenting Columbia's LGBTQ community expanded to include the acquisition of textual sources. The SCL (with me acting as the project coordinator) launched a campaign to acquire and to make available records, manuscripts, visual materials, and other items with queer content. Combining the oral history with the acquisition of queer textual materials, the SCL created the LGBTQ Archive—the first archival collection dedicated to preserving the history and experiences of LGBTQ South Carolinians.

With the generous financial support of the Public History program at USC and the NCPH, I attended NCPH's annual conference in Louisville and reported on the LGBTQ Archive. I found the sessions that addressed the "problematical past" to be most interesting, particularly as I am conducting a project that some South Carolinians (primarily the more religiously and politically conservative citizens of the state) and public historians might classify as "problematical." The session on "Museums and Controversy" and the presidential address by Bill Bryans reminded me of the consequences that arise from historical interpretation and the delicate balance that sometimes exists between those of us responsible for reconstructing the past and the public audience.

While I have not encountered negative reactions to the LGBTQ Archive thus far, I found comfort in knowing that others have come upon controversy regarding the "problematical past" and (for the most part) survived. In addition, I also presented a poster on the LGBTQ Archive (to my knowledge, the only LGBTQ topic represented at the conference). Reactions to my project were wide ranging. I was incredibly grateful to have a large contingency of USC students there to support me. I was also pleasantly surprised to see that many of my colleagues from other institutions listened to the details of my project with interest and provided a

great deal of encouragement. Even those uncomfortable with my topic or with the discussion of sexual identity were very polite and greeted me with a cordial "smile and nod" as they walked by my poster.

After both working on this project and attending the NCPH conference, I have come away knowing that LGBTQ voices are a natural fit in the archive and in public history. But many LGBTQ experiences will not make it into the archive, or into the discussions among public historians, on their own. As a profession, we must commit to preserve even the queerest topics from the past. I encourage everyone to include LGBTQ experiences in their public history practices and curricula. Together, we can help situate the queer into public history – enriching our interactions with the past and welcoming in a new (and slightly queerer) audience eager to recognize themselves in the historical narratives we tell.



The author and his 2008 Annual Meeting Poster Session display.



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Join the growing list of Annual Meeting partners and advertise, exhibit, or sponsor an event at the 2009 conference in Providence, RI. Your audience will be several hundred public historians from the United States, Canada, and abroad and the many members of the local community who will attend, as well as other history professionals, educators, and students who see the conference web site and *Program*.

Promote the latest scholarship, forthcoming titles, and journals from your press.

Raise the profile of your consulting firm, agency, or institution.

Network with potential customers or partners.

Announce and celebrate the accomplishments of your organization.

Recruit graduate students or professors to your program.

For more information on these exciting opportunities, pricing information, or deadlines, visit www.ncph.org or contact Sarah Koepfel at syouunker@iupui.edu.

When History Happens

Jonathan Fein | jonfein2@gmail.com

How do we recognize a historical moment as it is happening? At first, this seems like a question easily answered, but I was surprised, during last April's NCPH Annual Meeting, how many people it stopped short. Perhaps recognizing history is like recognizing gravity: it's so obvious and inherent in our perception that we accept it without deliberation.

But is it difficult to delineate the signs of meaningful events? If historical awareness is so pervasive, can't we explain why? In making a documentary film called *Objects and Memory*, I've spent the past six years observing how people respond to contemporary events that come to be regarded as "historical." Historical moments disrupt the expected continuity of life. Typically we tend to think of transformative occurrences in retrospect, especially as their consequences play out over time. Occasionally, through the profound changes they immediately create, major events announce themselves as they take place, and these are the ones that seem to imprint themselves indelibly in personal and collective memories. When people say they remember where they were when they heard

about Pearl Harbor, the Kennedy assassination, or 9/11, they are thinking of their own relationships to significant historical moments.

In their wake, major events transform commonplace objects into irreplaceable conveyers of identity and meaning. As I followed curators working in the aftermath of 9/11, I saw them, as well as many ordinary people, driven to preserve memory and express feelings through the recognition or offering of suddenly significant physical things. In trying to process the shock of the seeming unreality of these events, people use meaningful objects as anchors, as facilitators to memory. Especially when we have lost a loved one, an item that had been in that person's possession now seems imbued with his or her presence. Whether it is a piece of the Berlin Wall or the World Trade Center, being in contact with "witness" objects seems to transport us to the event. We know that memory is fleeting and unstable. That is why we treasure family photos and souvenirs, why a record-breaking baseball may be considered worth three quarters of a million dollars, and why we visit museums to see historic artifacts.

However, as historian James Young, author of *The Texture of Memory*, cautions, we must remember that the objects are inherently mute; it is our stories that animate them.

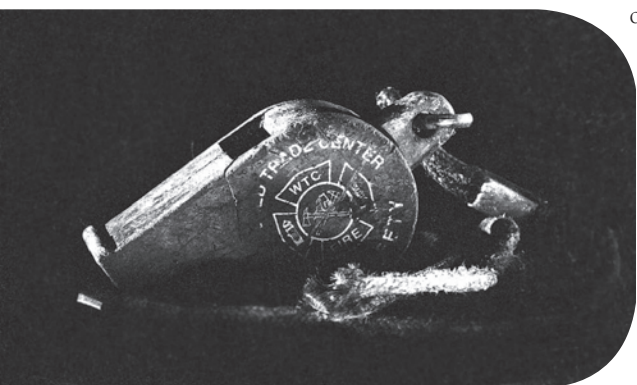
With the perspective of time, historical events gain and lose significance, and as that happens the value of objects associated with these events likewise fluctuates. Meaning is subjective, even when shared collectively, but that fact does not diminish the deep importance of the objects we continue to hold dear. They help us feel connected with the power of past experiences. As



Jane Thomas, Collections Manager, Oklahoma City National Memorial, is holding Murray, retrieved from the fence surrounding the site of the bombed Murrah building. Murray became Jane's companion throughout the process of sorting through the artifacts from the bombing and the objects left on the fence. (Jane is now retired.) Image courtesy of Brian Danitz and Jonathan Fein.

transformed objects evoke compelling events, they can help us find our way in an often chaotic and fragile world, and remind us of the course changes in our journeys through history, those moments that we knew were important as we were living through them.

*Jonathan Fein produced and directed the documentary film *Objects and Memory*, scheduled for broadcast nationally on PBS on Monday, September 8 at 10pm. (check local listings) and available on DVD. He is developing educational programs, materials, and curricula based on his study of the preservation and offering of meaningful objects following contemporary historical events. More information about the *Objects and Memory* Project can be found at www.objectsandmemory.org.*



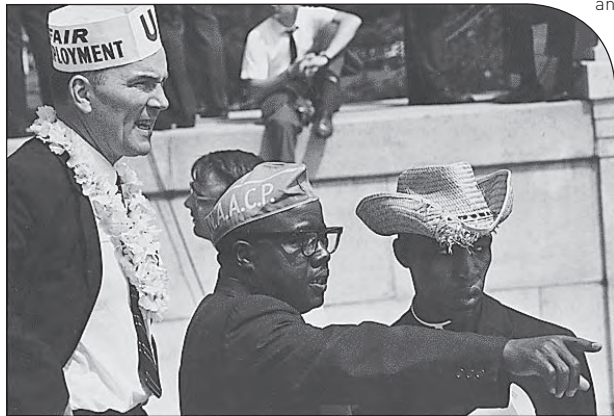
The whistle, recovered at Fresh Kills Landfill, is from the World Trade Center Fire Safety Team. 1.8 million tons of debris were sifted down to 1/4 inch to find meaningful objects for the families and for history. No one knows if this whistle may have saved lives on 9/11. Image courtesy of Brian Danitz and Jonathan Fein.

For weekly updated information on jobs, fellowships, internships, awards, conferences, and calls, please visit www.ncph.org.

AWARDS, GRANTS & INTERNSHIPS

Information about **NCPH** awards for public history projects, books, consultants, students, and more is available at www.ncph.org. Book submissions are due December 1, 2008; all other submissions are due January 8, 2009.

The **Hal Rothman Research Fellowship** from the American Society for Environmental History recognizes graduate student achievements in environmental history research. The fellowship provides a single payment of \$1,000 for PhD graduate student research and travel in the field of environmental history, without geographical restriction. Deadline is September 30, 2008. <<http://www.aseh.net/awards/aseh-research-fellowships>>



The **United States Postal Service** is sponsoring the Moroney Prize for Research on Postal History, which gives two annual prizes for scholarly works on the history of the American postal system. Conference papers, theses, dissertations, or published works by students are eligible for a \$1,000 award. Published works by faculty members, public historians, and independent scholars are eligible for a \$2,000 award. Deadline is December 1, 2008. <<http://www.usps.com/postalhistory/moroney.htm>>

Hagley Museum and Library and Business History Conference's annual prize for the best book in business history will be presented at the annual meeting of the Business History Conference in Milan, Italy, June 11-13, 2009. Eligible books must have been published between 2007 and 2008 in English. Send four copies to the prize coordinator, Carol Ressler Lockman, Hagley Museum and Library, PO Box 3630 – Buck Rd. East, Wilmington, DE 19807. Deadline is December 31, 2008. <<http://www.h-net.org/announce/show.cgi?ID=163268>>

WORKSHOPS

AASLH and CDP@BCR are hosting a Digitizing Audio Collections workshop to be held October 22-24, 2008, at the Metro Davidson County Archives, in Nashville, TN. Workshop participants will be introduced to the range of issues associated with converting analog recordings (particularly oral history collections) into digital audio. The cost is \$200 for AASLH members and \$250 for non-members. <<http://www.aaslh.org/workshop.htm>>

AASLH is hosting a 5- to 10-hour online workshop, "Board Development 101," November 3-December 5, 2008. Topics include characteristics of a good board and board member; recruiting board members; management of boards; board member's legal, ethical, and financial responsibilities; and methods for training and rewarding board members for their service. \$85 for AASLH members and \$95 for non-members. <<http://www.aaslh.org/BoardDevelopment.htm>>

CALLS FOR PAPERS, ARTICLES, PROPOSALS, & PRESENTATIONS

Vernacular Architecture Forum, "Mining Metropolis: An Island in a Stockman's Paradise," June 10-13, 2009, in Butte, MT, is accepting submissions that address vernacular and everyday buildings, sites, or cultural landscapes worldwide. <<http://www.vafweb.org/conferences/2009-papers.html>> Deadline is October 1, 2008.

George Wright Society, "Rethinking Protected Areas in a Changing World," March 2-6, 2009, in Portland, OR, is accepting proposals for their biennial conference. <<http://www.georgewright.org/gws2009.html>> Deadline is October 3, 2008.

Society for Applied Anthropology, "Global Challenge, Local Action: Ethical Engagement, Partnerships, and Practice," March 17-21, 2009, in Santa Fe, NM, is accepting submissions for their annual conference. <<http://www.sfaa.net/sfaa2009.html>> Deadline is October 15, 2008.

Western Association of Women Historians, April 30-May 3, 2009, in Santa Clara, CA, is accepting proposals for panels or single papers on any historical subject, time period, or region. <<http://www.wawh.org/conferences/2009/index.html>> Deadline is October 15, 2008.

Local Memories in a Nationalizing and Globalizing World, October 15-19, 2009, in Antwerp, Belgium is accepting proposals on historical topics from 1750 until today. <<http://www.ua.ac.be/main.aspx?c=LOCALMEMORIES>> Deadline is November 1, 2008.

New Researchers in Maritime History, March 13-14, 2009, in Swansea, Wales, United Kingdom, is accepting submissions for their conference. <<http://www.h-net.org/announce/show.cgi?ID=161904>> Deadline is November 7, 2008.

"Race, Labor, and the City: Crises Old and New," May 28-31, 2009, in Chicago, IL, is accepting submissions on all topics related to working-class life and history. <<http://chi-lawcha09.indstate.edu/Page901.htm>> Deadline is December 1, 2008.

CONFERENCES & LECTURE SERIES

Conference on the History of Transport, Traffic and Mobility, "Mobility and the Environment," September 18-21, 2008, Ottawa, Ontario, Canada. <<http://www.ncph.org/Portals/13/CFP%20Mobility%20and%20the%20Environment.doc>>

International Agriculture Museums Conference, "Agricultural Museums: A Rich Past, A Living Future," September 21-26, 2008, Novi Sad and Kulpin, Serbia. <http://www.vmp.cz/english/aima_cima_XIV.htm>

"A Space Odyssey: Storage Strategies for Cultural Collections," September 23-24, 2008, Philadelphia, PA. <<http://www.ccaha.org/uploads/media/2007a1b464e0fb6b417c8f804aee456f.pdf>>

Jackson Hole Symposium for Applied Media Professionals, September 23-25, 2008, Jackson Hole, WY. <<http://www.jhfestival.org/jhsymposium/index.htm>>

"Attractions and Events as Catalysts for Regeneration and Social Change," September 24-25, 2008, Nottingham, United Kingdom. <<http://www.nottingham.ac.uk/ttri/pdf/CFP-CTC.pdf>>

Alberta Museums Association, "Reality Check," September 25-26, 2008, Edmonton, Alberta, Canada. <<http://www.museums.ab.ca/main.aspx>>

California Council for History Education, September 25-27, 2008, Santa Clara, CA. <<http://www.csuchico.edu/cche/conference.htm>>

Winton M. Blount Postal History Symposium, "When the Mail Goes to War," September 26-27, 2008, Washington, DC. <<http://www.postalmuseum.si.edu/Symposium2008/>>

"The Underground Railroad in Michigan: A Decade of Discoveries," September 26-27, 2008, Allendale, MI. <<https://secure.gvsu.edu/ugrrdecade/index.cfm?id=74CC9C84-EB5B-ECC1-07572B53DAF5BECD>>

“Active History: History for the Future,”

September 27-28, 2008, Toronto, Canada.
<<http://activehistory.wordpress.com/>>

ASALH Convention. “Carter G. Woodson and the Origins of Multiculturalism,” October 1-5, 2008, Birmingham, AL. <<http://www.asalh.org/93rdconvention.html>>

Gulf South History and Humanities Conference. “The Gulf South in Change,” October 1-4, 2008, Galveston, TX. <http://www.selu.edu/acad_research/programs/cscls/gulf_south/conference/index.html>

Visible Memories Conference. October 2-4, 2008, Syracuse, NY. <<http://publicmemories.syr.edu/>>

Oral History Association. “A Convergence of Interests: Oral History in the Digital Age,” October 15-19, 2008, Pittsburg, PA. <<http://alpha.dickinson.edu/oha/>>

North American Labor History Conference. “Labor, Law and Justice,” October 16-18, 2008, Detroit, MI. <http://nalhc.wayne.edu/NALHC/NALHC_Home.html>

Pioneer America Society and Eastern Historical Geography Association. “Landscapes at Risk,” October 15-18, 2008, Baton Rouge, LA. <<http://www.ga.lsu.edu/meeting.html>>

“The Changing Face of History,” October 17-19, 2008, Orono, ME. <<http://www.h-net.org/announce/show.cgi?ID=162961>>

International Committee for Regional Museums. “Regional Museums in a Postindustrial Age,” October 20-24, 2008, Pittsburg, PA. <<http://www.icr-icom.org/>>

Association of Midwest Museums. “Meeting in the Middle,” October 21-25, 2008, Kansas City, MO. <http://www.midwestmuseums.org/conf_current.html>

National Trust for Historic Preservation. “Preservation in Progress,” October 21-25, 2008, Tulsa, OK. <<http://www.preservationnation.org/>>

Western History Association. “Risky Business,” October 22-25, 2008, Salt Lake City, UT. <<http://www.umsl.edu/~wha/>>

National Coalition of Independent Scholars. October 25-26, 2008, Berkeley, CA. <<http://www.ncis.org/>>

“A Race Against Time: Preserving Our Audiovisual Media,” November 6-7, 2008, San Francisco, CA. <<http://www.ccaha.org/education/program-calendar>>

American Society for Ethnohistory. “Coalitions, Collaborations, Conflicts,” November 12-16, 2008, Eugene, OR. <<http://www.ethnohistory.org/sections/meetings/2008/index.html>>

JOBS & POSITIONS AVAILABLE

Loyola University Chicago invites applications for an assistant instructor of public history. The position is a full-time, tenure track position beginning in fall 2009. Applicants with an ability to teach museum management and new media are encouraged. A secondary field in U.S. history is expected; expertise in U.S. Urban History is preferred. Requirements for the position include a PhD, public history work experience, and evidence of excellence in and commitment to teaching and research. Candidates must register their application and submit a letter of interest and electronic c.v. to www.careers.luc.edu. Send writing sample to Timothy Gilfoyle, Chairperson, Search Committee in Public History, Department of History, Crown Center 5th Floor, Loyola University Chicago, 6525 N. Sheridan Road, Chicago, IL 60626. Review of applications will begin September 15, 2008, and continue until the position is filled.

Brown County Historical Society is seeking an applicant to fill the position of full-time Executive Director. The candidate will be responsible for the administration and management of the society’s activities, programs, and operations. A bachelor’s degree is required; a master’s degree in museum studies, public history, history, or a related field with at least two years’ postgraduate experience is preferred. Comparable years of direct experience will be considered. Send a letter of interest with salary requirements and resume including references to Brown County Historical Society, 1008 S. Monroe Avenue, Green Bay, WI 54301. Deadline for applications is September 15, 2008.



U.S. Holocaust Memorial Museum is seeking a candidate for the Silberman Foundation ITS Research Scholar. The incumbent will be responsible, under the supervision of the Director of the Center’s Visiting Scholar Programs and in consultation with the Center Director, for planning and implementing research workshops, symposia, seminars, and other outreach activities. Applicants must have knowledge of 20th century European History and knowledge of one major European language besides English, preferably German. Apply online by September 22, 2008. <<http://jobsearch.usajobs.opm.gov/a9ushmm.asp>>. Vacancy number: DON-3691.3-2008-0009.

University of Southern California, Shoah Foundation Institute is seeking a candidate to fill the position of Associate Director of Digital Resources. The Associate Director will ensure that the development of these digital gateways/user interfaces to the entire online archive or subsets of the archive incorporate and are guided by user-friendly and user-audience-centered approaches. The candidate must have a Bachelor’s degree and five years experience, but a Master’s degree is preferred. Deadline for applications is September 30, 2008. <<http://www.usc.edu/bus-affairs/ers/>> Requisition ID #27825.

George Mason University is seeking a Professor of Digital History. The successful applicant will be expected to manage a range of projects at Mason’s Center for History and New Media and to teach digital methodology for the department. Please complete an online faculty application for position F5343z at <http://jobs.gmu.edu> and mail a letter of application, c.v., three letters of recommendation and transcripts to: Chair, Search Committee, Department of History and Art History, George Mason



University, 4400 University Drive, MSN 3G1, Fairfax, VA 22030. Send specific inquiries to tkelly7@gmu.edu. Applications will be reviewed beginning October 15, 2008. Apply online <<https://jobs.gmu.edu/applicants/jsp/shared/frameSet/FrameSet.jsp?time=1217444094656>>.

University of Louisville is seeking a tenure track Assistant Professor in U.S. history with the ability to teach Public History courses. Applicants must have a PhD. Apply on-line and send letter of application, c.v., official graduate transcripts, and three letters of recommendation to Tracy K’Meyer, Chair, Public History Search Committee, Department of History, University of Louisville, Louisville, KY 40292. Deadline is November 14, 2008. Apply online <https://saprodic.louisville.edu/psc/saprod/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL>



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When you become a NCPH member, you'll obtain access to:

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- Up-to-date job listings, professional development offerings, conference and calls list, and a consultant's directory

Membership Dues

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Welcome New Members!

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This international section of Public History News and other NCPH activities reflect the organization's support of public history initiatives that reach across borders. Please send your news of other international connections to ncph@iupui.edu.

Public History: Hong Kong Steven Lubar | Steven_Lubar@brown.edu

Brown University's public humanities program recently took advantage of a new relationship between Brown and the Chinese University of Hong Kong to investigate comparative, international public history. A group of five students spent a week in Hong Kong, visiting cultural heritage institutions and meeting with professors and students, professionals and activists, to explore the meanings of cultural heritage in that city. We came away with new insights into the field, and a sense of how politics and political debates shape cultural heritage.



An example of the architecture that the Society for Community Organizing (SOCO) is trying to save in Hong Kong. This building housed a SOCO exhibit on poverty in the Sham Shui Po neighborhood. Image courtesy of Amy Vonk.

Our trip to Hong Kong was supported in part by Brown's new internationalization program, and we had to make a case for the value of this kind of work. We made two arguments. Some cultural work has become global: art museum curators and programmers in the world of dance, theater and music can rack up as many international frequent flyer miles as any business executive. Students who want to join that world will need international contacts and need to be comfortable in a global world.

The other argument, for students who will look for jobs in the more parochial world of American historic preservation and history museums, is that by going abroad we gain a comparative perspective. The U.S., with its odd mix of private charitable institutions supported by

government tax breaks and grants, and a parallel system of local, state and federal museums and sites, is unique internationally. Much of the world, including Hong Kong, has more government support, and less private. A broader perspective—how might things be otherwise?—will help students survive changing times.

“Collective memory,” a hot topic in Hong Kong now, has rallied a diverse group of activists, artists, and community organizers to a new, broader definition of cultural heritage. It's a movement that might serve as a model for American local organizations trying to find new support for their preservation and history work—a preservation based not on architecture or newsworthy events, but the most common of experiences, and almost entirely focused on the last fifty years or so.

One feature of heritage preservation in Hong Kong that we found especially interesting is the inclusion of artists and community activists in the work. Artists worked with the community organizing group SOCO (Society for Community Organizing) to create an exhibit urging preservation of the Sham Shui Po neighborhood (mostly buildings

from the 1960s threatened by high-rise towers) that included not only the display of the homes and lives of Hong Kong's poorest residents but also installation art. It's all part of collective memory: SOCO fights, according to their web site, to preserve “the unique spirit of the local community,” urging Hong Kong residents “to embrace our feelings, harmony, culture and traditions to give the next generation a taste of our precious ‘Hong Kong spirit’.”

The Community Museum Project, another social-action NGO, combines designers and activists to showcase vernacular—disappearing—technologies and the lives of neighborhoods about to be redeveloped. They argue that “a museum can be a means to represent everyday living and values. Through the collection and interpretation of artifacts and visual evidence, indigenous creativity, visual culture and public culture can be explored.” They work in community settings, publications on indigenous creativity (“In Search of Marginalized Wisdom: Sham Shui Po Craftspeople”), exhibits on protest rallies (“Objects of Demonstration”), and tours of streets soon to be demolished by urban renewal. There's no equivalent I know of in the US, but many of the issues they raise would certainly be relevant in most American cities.

Americans take for granted a very thorough—and idiosyncratic—system of heritage preservation. We've internalized our rules for what makes a building “historic,” what heritage is “significant.” In Hong Kong, there are very different rules. There's a shock of unrecognition that is bracing; there are fundamentally different ways to consider heritage, and preservation. It makes us reconsider our principles, to think about what we might learn from others, to consider what we might do differently.

A longer version of this article with links to Hong Kong organizations is available on the website of the John Nicholas Brown Center for Public Humanities and Cultural Heritage: www.brown.edu/jnbc.



The SOCO exhibit included this example of three individual living spaces occupied at one time by Sham Shui Po residents who could not afford to rent an apartment. Image courtesy of Amy Vonk.



2009 AWARDS: Now Accepting Nominations

The NCPH call for nominations is open until January 8, 2009. Book Award submissions are due December 1, 2008. Nominate a colleague or submit your own work and join us in Providence, RI, for the awards presentation! Visit www.ncph.org for more information.

Outstanding Public History Project Award – A \$1,000 prize for work that contributes to broader public appreciation of the past or that serves as a model of professional public history practice.

Book Award – A \$1,000 award for the best book about or growing out of public history.

Excellence in Consulting Award – These \$300 awards recognize outstanding work and contributions by consultants and contractors.

G. Wesley Johnson Award – A \$750 award for the best article in *The Public Historian* during the 2008 calendar year.

Michael C. Robinson Prize for Historical Analysis – A \$500 award for a historical study that contributes directly to the formation of public policy.

New Professional Awards – Two \$500 travel grants to encourage new professionals to attend the 2009 Annual Meeting.

Student Project Award – For coursework implemented and recognized beyond the classroom, this \$500 travel grant helps support the student author(s) attendance at the 2009 Annual Meeting.

Graduate Student Travel Award – Five matching travel grants of up to \$300 each for graduate students whose work is accepted for inclusion in the program of the 2009 Annual Meeting.

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