

Groundbreaking Promotion & Tenure Report is Released

“Tenure, Promotion, and the Publicly Engaged Academic Historian,” a report offering best practices for evaluating public history scholarship in history departments, was approved by the Organization of American Historians (OAH) Executive Board on April 8, NCPH’s Board of Directors on June 3, and the American Historical Association (AHA) Council on June 5.

Public history work, the report confirms, is generally overlooked in a “tenure process that emphasizes single-authored monographs and articles at the expense of other types of scholarly productions.” Despite increasing interest in public history, public scholarship, and other forms of civic engagement in colleges and universities, current standards in history departments and deans’ offices for evaluating historical scholarship “do not reflect the great variety of historical practice undertaken by faculty members.” Even departments that hire faculty specifically to teach public history often neglect to reward those historians for carrying out the range of public history activities required in their jobs.

The report, which is available on the NCPH website, provides clear advice for college and university administrators, department chairs, and faculty. It begins with an overview of existing promotion and tenure standards, analyzes the growing interest of college and university administrators in community engagement, and suggests how public history work should be evaluated as scholarship, teaching, and service. The committee that conducted this study hopes it will have ramifications beyond academia, perhaps in organizations, such as federal or state agencies, where the work of public historians is evaluated in promotion decisions.

Reflecting a long conversation on the subject stretching back to the early 1990s, “Tenure, Promotion, and the Publicly Engaged Historian” is, in a sense, the culmination of the work of multiple NCPH, AHA, and OAH committees

The committee that conducted this study hopes it will have ramifications beyond academia, perhaps in organizations, such as federal or state agencies, where the work of public historians is evaluated in promotion decisions.

over the years. The AHA Task Force on Public History’s 2004 report had exhorted the association to reopen the discussion about what counts in the work of history faculty. Participants in a town hall meeting convened by the OAH Committee on Public History at the 2007 OAH Annual Meeting emphasized the urgency of addressing how departments evaluate public history work. In April 2007, the

NCPH Board of Directors voted to undertake a formal study of this issue, inviting the AHA and the OAH to form the Working Group on Evaluating Public History, which authored the current report.

“Tenure, Promotion, and the Publicly Engaged Academic Historian” also builds upon the 2008 report of *Imagining America*, a national consortium of colleges and universities dedicated to public scholarship and engagement in the arts and humanities. *Imagining America’s* report, “Scholarship in Public,” concluded that if colleges and universities truly want to embrace public engagement as an institutional value, they must not only establish a tenure process that expands the definition of “what counts” for purposes of tenure, but also create a broader definition of “who counts” in terms of peer review. The NCPH, OAH, AHA report also makes this point.



Sunrise courtesy of Moyan Brenn www.flickr.com/aigle_dore.

NCPH Book Award submissions are due November 1; all other award submissions are due December 1.



Courtesy of the Blue Angels.

Turn Over a Session Proposal by July 15

Submissions for the 2011 Annual Meeting in Pensacola, FL, are due this summer at www.ncph.org. See the Call for Proposals on the back cover.



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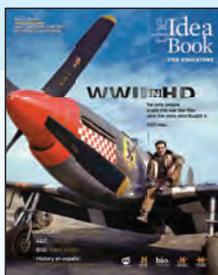
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New Board and Nominating Committee Members

We are pleased to introduce NCPH's recently elected board and committee members. They assumed their duties at the conclusion of the annual meeting in April 2010.



Robert R. Weyeneth
Vice-President / President-Elect

A native of California, Bob Weyeneth is a professor of history at the University of South Carolina and the director of its graduate program in public history. Before joining the faculty at the University of South Carolina, he taught at the University of Hawaii and worked as an historical and environmental consultant in the Pacific Northwest. As a practicing public historian, he has explored the opportunities and challenges for remembering the problematical past, often through the enterprise of historic preservation. He received his PhD from the University of California at Berkeley.



Benjamin Filene
Board of Directors

Benjamin Filene is associate professor and director of Public History at the University of

North Carolina Greensboro. Filene received his PhD in American Studies from Yale University, and is author of *Romancing the Folk: Public Memory and American Roots Music*. Prior to UNCG, Filene was senior exhibit developer at the Minnesota Historical Society (1997-2006). He served as lead developer on *Open House: If These Walls Could Talk*, winner of a WOW Award for innovation and an Award of Merit by the American Association for State and Local History. Filene serves as contributing editor for the *Journal of American History's* exhibition review section.



Michelle A. Hamilton
Board of Directors

Michelle Hamilton is the director of the MA Public History program at The University of Western Ontario, Canada. Since 1993 she has also worked in various museums across Canada, most often with First Nations peoples. Her research focuses on historical and contemporary issues surrounding museums and heritage, social memory and commemoration,

cultural identity and issues of representation, usually in regards to Aboriginal peoples. Hamilton is also a member of the NCPH International Task Force.



Cynthia M. Koch
Board of Directors

Cynthia M. Koch is director of the Franklin D. Roosevelt Presidential Library and Museum in Hyde Park, New York. Previously, Koch was associate director of the Penn National Commission on Society, Culture and Community at the University of Pennsylvania, and executive director of the New Jersey Council for the Humanities. She holds a PhD and MA in American Civilization from the University of Pennsylvania and a BA in history from Pennsylvania State University.

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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. *Public History News* is published in March, June, September, and December. Individual membership orders, changes of address, and business and editorial correspondence should be addressed to National Council on Public History, 327 Cavanaugh Hall – IUPUI, 425 University Blvd., Indianapolis, IN 46202-5140. E-mail: ncph@iupui.edu. Tel: 317-274-2716. New members are welcome. Join online or renew at www.ncph.org. 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.

→ National Coalition for History Update



Lee White
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Senate Bill to “Preserve America’s Historical Record” Introduced

On April 19, Senators Orrin Hatch (R-UT) and Carl Levin (D-MI) introduced S. 3227, the “Preserving the American Historical Record Act” (PAHR), to establish a new federal program of formula grants to the states and territories to support archives and the preservation of historical records at the state and local level. The bill is identical to legislation (H.R. 2256) introduced last year in the House by Representatives Maurice Hinchey (D-NY-22) and John McHugh (R-NY-23). Nearly 60 Members of Congress have signed on as co-sponsors.

The Council of State Archivists, the Society of American Archivists (SAA), and the National Association of Government Archives and Records Administrators have been working for many years seeking the introduction and passage of the PAHR bill. To learn more about the PAHR effort, visit the SAA website, <http://www.archivists.org/pahr/>.

The National Coalition for History has endorsed the PAHR bill and urges you to contact your Senators and House members to ask that they co-sponsor the bills.

The National Archives and Records Administration (NARA) would administer the Preserving the American Historical Records program. The legislation authorizes \$50 million a year for five years for the initiative to preserve and provide access to historical records by supporting:

- The creation of a wide variety of access tools, including archival finding aids, documentary editions, indexes, and images of key records online;
- Preservation actions to protect historical records from harm, prolong their life, and preserve them for public use, including digitization projects, electronic records initiatives, and disaster preparedness and recovery;

- Initiatives to use historical records in new and creative ways to convey the importance of state, territorial, and community history, including the development of teaching materials for K-12 and college students, active participation in National History Day, and support for life-long learning opportunities; and

- Programs to provide education and training to archivists and others who care for historical records, ensuring that they have the necessary knowledge and skills to fulfill their important responsibilities.

Base funding would be provided to each state or territory, with the remainder of funding distributed using a population/area-based formula. A 50-percent match for any funding awards would be required of state and local partners.



Courtesy of Wikimedia Commons.

What is the Future of Teaching American History Grants?

In March the White House released “A Blueprint for Reform,” which details the Administration’s plans for reauthorizing the Elementary and Secondary Education Act (ESEA). The blueprint, however, provides little detail about the Administration’s plan to revamp federal funding for history education, specifically the future of Teaching American History grants.

President Obama’s fiscal year 2011 budget request to Congress for the Department of Education proposed consolidating 38 existing K-12 education programs into 11 new programs. Under the Administration’s budget request, the Teaching American History grants would become part of a new program call “Effective Teaching and Learning for a Well-Rounded Education.”



The administration is proposing \$265 million in funding for the new initiative. Funds would support competitive grants to states and “high-need school districts” to improve teaching and learning in the arts, foreign languages, civics and government, history, geography, economics and financial literacy. The \$265 million in proposed spending reflects a 17 percent increase over the total funding in the current fiscal year’s budget for all of the programs that would be consolidated into the “Well Rounded Education” initiative.

Lee White is the executive director of the National Coalition for History (NCH), a Washington, DC-based non-profit educational organization providing leadership in history-related advocacy. NCPH is a member of the coalition, which includes more than 70 organizations. NCH serves as the historical profession’s national voice in the United States and acts as a clearinghouse of news and information. Anyone may subscribe to the weekly NCH newsletter, The Washington Update, by visiting <http://historycoalition.org/subscribe/> or subscribe to the RSS feed by going to <http://feeds.feedburner.com/historycoalition>

See the 2011 Call for Proposals on the Back Cover. Submissions are due July 15, 2010.

President's Comments



Marty Blatt
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Embracing Diversity

On May 15, 2010, I attended the unveiling of a memorial to Prince Hall on the Cambridge Common. The sculptor Ted Clausen created a beautiful piece consisting of a circle of five panels of black granite. The outward facing surfaces of the stones present an overview of the biography of Prince Hall and feature quotes from African American leaders of the Revolutionary period. The inward facing stones present quotes from Prince Hall's own writings. I was involved in the artist selection process and in the selection and review of appropriate texts.

Who is Prince Hall and why is he deserving of such recognition? Prince Hall was the most influential black man during the period of the founding of the United States: patriot, civil rights leader, abolitionist, and a principal spokesman for blacks. In 1776, Hall was the main organizer of a black Masonic lodge in Boston, the forerunner of the largest, oldest, and most influential black fraternal organization in the United States, the Prince Hall Masons.

The driving force behind this memorial was Cambridge City Councilor Denise Simmons, an African American and lesbian. There are several memorials on Cambridge Common but Hall is the first African American to be recognized at this distinguished venue. The Prince Hall memorial sits immediately adjacent to a tribute to George Washington, who reviewed the troops of the fledgling Continental Army at this location when he took command in 1775 after the Battle of Bunker Hill. Other memorials include a statue of John Bridge, seventeenth century leader in Cambridge; a Civil War memorial featuring a Cambridge police officer wounded in the war and President Lincoln; and an Irish Famine memorial.

It was a moving experience to witness the unveiling. Prince Hall Masons from around the country gathered with their local colleagues and many

others from the public history community and the larger public. An integrated crowd of several hundred people celebrated both the specific recognition of Prince Hall on the Common and the fact that, with this unveiling the Common had been fundamentally transformed.

Sitting at the event, I reflected upon how the NCPH is perhaps analogous in some ways to the Cambridge Common. It is a distinguished meeting ground for public historians of all sorts to come together and join forces in the promotion of history outside the academy. However, just as the Cambridge Common was in need of serious reform, so is the NCPH.

I think that it is very important for the council to become more diverse, in terms of both our leadership and our membership. How many people of color have served as NCPH President or as members of our Board of Directors? We need to look inward at NCPH and also at the ranks of the public history profession. In this regard, I look forward to working with the 2010 working group on diversity (see its report on page 7) to take concrete steps to change what we do and who we are. I invite all of our members to join in this important endeavor. There are also other ways to seek diversity within our ranks. Can we do a better job of reaching out to public historians—such as those employed by the military, in private corporations, in state humanities councils, or in K-12 education—who presently may be underrepresented and/or underserved by our organization?

As we think about changing NCPH, I commend to you the words of Prince Hall, who summed up his inclusive philosophy in a speech he gave in Cambridge on June 17, 1797: "Give the right hand of affection and fellowship to whom it justly belongs; let their color and complexion be what it will, let their nation be what it may, for they are your brethren."

New Board and Nominating Committee Members (from page 3)



Kathy Corbett
Nominating Committee

Kathy Corbett attended her first NCPH conference in 1982, shortly after joining the staff of the Missouri Historical Society. During 20 years at MHS, she was education director and later director of exhibit interpretation. Corbett also taught at local universities and published in St. Louis history, but working for and with the public has been the focus of her professional life. She twice served as local

arrangements chair, was a member of the board, and chaired the Awards Committee. In 2006 she shared G. Wesley Johnson Award with Dick Miller for their article in *The Public Historian* on the practice of public history.



Elizabeth Fraterrigo
Nominating Committee

Elizabeth Fraterrigo is assistant professor of history at Loyola University Chicago, where she specializes in twentieth-century U.S. history

and public history. From 2004-2009, she taught U.S. history and public history at the University of Nevada, Las Vegas. She is a graduate of Loyola's joint doctoral program in American history and public history.

→ Committees on the Go

NCPH is fortunate to have an active volunteer base. The reports presented here give a sampling of what the committees have been doing or what they are planning for the coming year. If you are interested in participating, please let us know at ncp@iupui.edu. The committees encourage your input. Contact information for committee chairs and members is listed on the NCPH website.

Consultants

In the past year, the Consultants' Committee has continued to facilitate the consultants' section in *Public History News*; however, the committee is working to broaden the column's appeal by soliciting article-length contributions on topics immediately relevant to public historians working in the private sector. At the 2010 Annual Meeting in Portland, the committee organized and hosted its second annual reception, which was very well attended. Once again, the committee secured some funding for the event and offered tickets at no cost to attendees. The committee is soliciting feedback from NCPH members about how NCPH can better advocate for and advance the goals of those doing consulting or contract work. – *Heather Miller, chair*

Curriculum and Training

The Curriculum and Training Committee continues to work on developing “best practices” recommendations for teaching public history. Several of these are now available on the NCPH website, and recommendations for the introductory course and graduate certificates should be completed this year. Our new initiative is to develop recommendations for readings, both for instructors and for students. Please be on the lookout for our queries to collect your favorite readings through the Public History Educator's listserv this summer and contribute your ideas! – *Ann McCleary, chair*

Development

At the March meeting in Portland, the Development Committee launched a planned giving “Legacy Circle” program, the focus of which is to obtain significant donations and pledges through a variety of charitable-giving instruments, such as annuities and estates. We anticipate that the majority of Legacy Circle

donors will be long-time NCPH members who wish to insure the organization's future. At the launch of the effort, the committee announced in-hand pledges totaling nearly \$150,000. With the major responsibility for the continuing success of the Legacy Circle reverting to the NCPH Board of Directors, the Development Committee is turning its primary attention to external, private fundraising. We have compiled an initial list of corporations sponsoring their own history programs as well as the name(s) of the individual(s) within the corporations responsible for those programs. Our intention is to meet in-person with these individuals, introduce them to NCPH and the benefits to their companies of supporting public history professionalism. Our goal is to gain additional NCPH patrons and sponsors. Our committee welcomes additional members who would like to join this and future development efforts. – *Shelley Bookspan, chair*

Ad Hoc Graduate Student

The committee has once again helped plan events for the annual conference, including the mentoring and “Speed-Networking” events. We worked on an FAQ list and tried to network as much as possible to reach out to attending graduate students to make them feel welcome and answer questions about how the conference works. We tried a new lunchtime dine-around this year, geared primarily at new professionals. The topic of the dine-around, “working for the man,” focused on issues of working for government agencies. We felt strongly that new professionals should have a place within the conference and committee. We decided to do a lunchtime event so that graduate students and new professionals would not feel like they had to choose between networking with potential advisers/employers and participating in a grad student/new professional event. Everyone agreed we would like to do another next year! In non-conference support capacity, Jeff Robinson has spearheaded an effort to have an H-Public type listserv for posting fellowships and funding opportunities for graduate students. We felt that, especially in this economic environment, that it was important to distribute as much information about funding opportunities for graduate students. – *Leah Nahmias, chair*

Membership

The Membership Committee helped to develop and host the New Members and First Time Participants Breakfast at the Portland conference. Nearly 50 people attended the breakfast, and many offered excellent suggestions for future meetings that the committee sent on to the board. The committee has begun efforts to publicize the Pensacola meeting and has offered a number of ideas to the board to add members to NCPH. We have added a number of new committee members to help carry out the board's charges. – *Jeff Brown, chair*

Outreach

The Outreach Committee continues to work on the promotional video for NCPH. The committee drafted an RFP for the competition which was presented in a session at the Portland conference. After including the suggestions and additions from the session, the document was provided to the executive director for further comment. Following this discussion, we re-examined the scope and purpose of the competition, and as a result the committee is exploring the idea of framing the competition around the 2011 conference in Pensacola. – *Priya Chhaya, chair*

Working Group on Evaluating Public History Scholarship

At work since 2007, the Working Group on Evaluating Public History Scholarship, a joint committee of the NCPH, American Historical Association (AHA), and the Organization of American Historians (OAH), has completed its charge: to create best practices for evaluating public history scholarship for tenure and promotion within the academy. See front page of this newsletter issue for details. – *John Dichtl*

Highlights from the Portland Working Groups

From a modest start of two in 2008, the NCPH conference working groups grew to nine in 2009 and fifteen this year. Facilitators who led discussions at the 2010 Annual Meeting in Portland have provided the updates below.

Connecting Academic Training with the Changing Marketplace

Brian Martin, History Associates Inc., and Michelle McClellan, University of Michigan

The underlying premise of “Preparing the Professional Historian: Connecting Academic Training with the Changing Marketplace” was a recognition by both teachers and practitioners that they have a shared responsibility to prepare professional historians to operate effectively in a variety of employment settings. From the outset we wanted to offer specific recommendations for improving the professional development of historians. Therefore, the following are three general observations and related recommendations drawn from our wide-ranging working group conversations.

- To prepare students grounded in the fundamental skills and experienced in the broad applications of history as a discipline, public history programs must become more integral to the broader academic history departments of which they are a part. Public historians must be historians first, and academic historians must see their role as more than simply reproducing themselves. Recommendation: NCPH should continue to support this integration within history departments, especially through its collaboration with the AHA and OAH, and by encouraging history departments to engage practitioners in various aspects of their curriculum development and execution.
- While it is crucial that public historians be grounded in the fundamentals of history, we recognize that the practice of public history is almost always an interdisciplinary activity requiring at least an understanding of and experience with the theory and practice that define allied professions such as archives, museum studies, archeology, or design and architecture. Recommendation: NCPH should consider ways of facilitating direct exchanges with professionals in allied disciplines such as joint conferences or mini-conferences.
- As a discipline encompassing both practitioners and teachers, history must develop opportunities for continuing education. The changes wrought by

evolving technology alone demand that historians master new skills and acquire additional experience throughout the arc of their careers. Recommendation: NCPH should examine the various approaches to continuing education adopted by other disciplines and begin to pilot the most promising approaches in ways that involve both teachers and practitioners.

Public History’s Outlaws

Amy Tyson, DePaul University, and Andy Urban, Emory University

What do public historians stand to gain when they take on histories of “illegal” or “illicit” behavior? This was the guiding question posed by “Public History’s Outlaws.” Participants’ case statements examined museum exhibits, documentary films, and public history programs that have successfully—and sometimes unsuccessfully—broached such histories. Some of the major discussion threads were:

- Public history’s relationship to public policy and on-the-ground advocacy and activism
- Museums and historic sites as “ethical” spaces—especially those whose missions claim to promote tolerance and social justice
- Challenges that museums and historic sites face when interpreting histories of the illegal/illicit (especially regarding uncomfortable and controversial subject matter)—while at the same time relying on public and private financial support



Courtesy of the U.S. Customs and Border Protection.

Our working group served as the foundation for planning an upcoming issue of the *Radical History Review*. We will be editing an issue on “Calling the Law into Question: Confronting the Illegal and Illicit in Public Arenas.” We encourage everyone who attended and

participated in the working group to keep an eye open for the CFP, and to submit an abstract on topics and themes that will continue this discussion. (The CFP appeared on H-Public on June 1 and can be found in the Discussion Logs at <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=lm&list=H-Public>.)

Racial and Ethnic Diversity

Calinda Lee, Emory University, and Modupe Labode, Indiana University Purdue University Indianapolis

At the 2010 NCPH conference, the working group “How Do We Get There? Racial and Ethnic Diversity within the Public History Professions,” was convened for a second consecutive year. Participants representing faculty, graduate students, museum professionals, preservationists, and NCPH staff and officers shared case statements regarding “best practices” as well as issues of central concern in achieving diversity. After two years of fruitful discussion, the group determined to petition the NCPH board to create a task force to advance discussion and action and to draft a diversity-interested resolution. Task force members, including 2009 and 2010 working group participants will continue to dialogue via an online classroom and, at a later point, facilitators would like to create a more public blog on the NCPH website to discuss related concerns, share best practices and offer substantive advice for diversifying the pipeline of candidates into public history jobs and retaining students and professionals once recruited.

Jump Start Your Digital Project in Public History

Sheila A. Brennan, Sharon Leon, and Tom Scheinfeldt, Center for History and New Media, George Mason University

The Digital-Jump Start working group enjoyed a lively un-conference style of discussion and learning during the NCPH meeting. Prior to the conference, we asked all registered participants

to think about their goals for reaching audiences with digital media by building a

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Highlights from the Portland Working Groups (from page 7)

collaborative wiki and adding discussion topics, asking questions, and sharing lessons learned and resources. We started the conference session by creating small groups that each addressed topics and questions from the initial wiki list. Discussion then was driven by all of the participants—pre-registered discussants, plus an additional twenty public historians who joined us for the conversation. Each group brainstormed ideas for solving problems and offered suggestions for using tools and moving digital projects forward to implementation stages, such as choosing content management systems; using social media for project outreach; mapping historical content; and implementing metadata standards. One challenge continued to surface: how can historians respect and manage institutional barriers that often prevent experimentation with emerging technologies and free tools, particularly open source software? After the two small group sessions, we brought everyone together to talk through issues we all face: funding and training. Much of our work is available on the Digital-Jump Start wiki, <http://digital-jumpstart.org>. We designed the site to be an open and growing resource. We also used the wiki for the American Association of Museums (May 23) conference, making the site a good place to connect with other cultural heritage professionals who might be pursuing similar projects.



Courtesy of the National Archives and Records Administration's "Documerica," the EPA program that documented subjects of environmental concern in the 1970s.

Exploring the Concept of "Environmental Sites of Conscience"

Erika Gee, International Coalition of Sites of Conscience, and Morgan Smith, John Muir National Historic Site, National Park Service

What role can historic sites play in promoting a "green" world? This past March, a first working group of site directors, environmental education experts, and environmental historians explored the concept of "Environmental Sites of Conscience" at the National Council of Public History's annual conference. Working

group participants engaged in a preliminary discussion on the role of historic sites in addressing environmental issues such as climate change, labor and environmental policies, and water issues. Learning about programs such as EcoPeace/ Friends of the Earth Middle East (FoEME) and the Marsh-Billings Rockefeller National Historic Park in Vermont, USA, which remembers George Marsh's discovery of the effects of deforestation and his successful campaign for reforestation to restore environmental balance, the group came up with strategies of how sites that remember human impact on our environment over time—whether positive or negative—can be harnessed to engage people in the environmental issues we face today.

Working Nine to Five while Practicing History

Scott Hoffman, KLRU-TV, Austin PBS, and Lynn Kronzek, Lynn C. Kronzek & Associates

Purposefully intimate, the working group nevertheless attracted an array of writers, cultural resource managers, volunteers, academicians, administrators, independent scholars, and interpreters. Most had attained financial sustainability in the current "down" economy, but shared the desire for increasing creative and professional impact. Even if employed full-time in history, we also realized that substantial changes probably would be achieved independent of our "day jobs."

Participants summarized the experience:

- Lisa M. Christopher, LMChristopher & Associates: These professional gatherings help you realize you aren't alone, floating in a sea without a sail. There are others in the same boat and, when we collaborate and commiserate...it helps us find a navigable course...together.
- Susan Ferentinos, Organization of American Historians: I found it helpful simply getting confirmation that this is a struggle for other public historians as well, and getting tips on how I might fit research into an already hectic schedule.
- Erica Risberg, PhD, HDR Engineering, Inc.: I found the discussion to be very helpful and encouraging for people holding full time jobs. I took extensive notes, and enjoyed meeting the panelists and participants.
- Lori Vermaas: Author and Independent Scholar: I particularly liked how you

started off having each panelist telling the story of where they are professionally and how they are attempting to balance job and scholarship.

The broad range of backgrounds—but common aspiration—provided both energy and cohesion. We have exchanged information (and good news!) since.

Interns to the Rescue! Public History-University Partnerships in Financial Crisis

Aaron Cowan, Slippery Rock University, and Turkiya Lowe, National Park Service

This group discussed the sometimes problematical issues that arise when financially struggling public history institutions rely upon unpaid student interns rather than hiring professional staff. While the conversation touched on a variety of points, group members agreed upon a few basic strategies for avoiding intern abuse:

- Careful placement: Internship placements generally should not be made if the partner organization does not have professional staff able to provide the guidance and mentorship necessary to distinguish an intern from mere unpaid labor.
- Defined terms: Faculty and public history staff should work together to establish a specific set of skills or concepts which a student will master within an internship and, as much as possible, define specific tasks to be accomplished by the intern.
- Education: Students should be educated on the purpose of an internship, and understand they are not required to work beyond the hours agreed upon. Local public history partners may quite innocently view interns as "free labor" without understanding their responsibility to contribute to the students' educational development, and thus should also be made aware of the larger goal behind an internship experience.

This only scratches the surface. A recent, widely-cited *New York Times* article ("The Unpaid Intern, Legal or Not", 4/2/10) indicates that this issue continues to have timely relevance. After a brief post-conference lull, the working group facilitators are moving to establish a group blog to continue dialogue, and further distinguish how the recent decline in funding for historical sites may redefine the student internship in the future.

Toward a New Textbook for Undergraduates in Public History

Cherstin Lyon, California State University, San Bernardino, and Rebecca Shrum, University of Wisconsin, Whitewater

The textbook group brought together faculty from diverse programs, all of whom agreed that there is a serious need for a textbook designed specifically with undergraduate students in mind to meet the needs of the increasing number of departments with undergraduate public history offerings. Such a book should provide a predictable rhythm to the class and provide students with a core set of both primary and secondary source readings to aid students with comprehension of the field and to aid faculty with their assessment of student learning. The working group explored the idea that such a book should be less career focused and more concentrated on engaging students with history as a field of interpretation while exposing students to concrete, engaging case studies in public history. Finally, short hands-on exercises, online components, and links to websites would be welcome. The ideas that emerged from this working group were as diverse as the needs of the students we serve. The possibilities are endless and several different kinds of textbooks certainly could develop from this discussion. Cherstin Lyon and Rebecca Shrum, conveners of this working group and members of the NCPH Curriculum and Training Committee, will be in touch with participants this summer to discuss next steps in the creation of a textbook.

Consultants Working Group

Matthew Godfrey, Historical Research Associates, Inc., and Edward Salo, Brockington and Associates

Much of the discussion focused on the ethical and logistical questions that arise when a consultant is producing a history in which the client has a vested interest. Our participants had concrete examples of how they have dealt with such projects in the past and how they were dealing with them currently. The working group also considered the question of why historians often do not receive compensation when asked to participate in professional documentaries or shows. The group decided that this was an issue that the consultant's committee could consider and bring to the attention of the NCPH as a whole, in the hope of getting such a practice overturned.



Courtesy of Flickr user Stevecadman.

History Display “Off the Wall”

Cathy Stanton | cstanton@tiac.net

NCPH's Digital Media Group will be presenting a new digital venture early this summer: a blog called “Off the Wall: Critical Reviews of History Exhibit Practice in an Age of Ubiquitous Display.”



There is of course a well-developed set of conventions for reviewing print media, and public historians have also become adept at critically assessing museum exhibits, public art, film, and newer media like websites. But the universe of history-related display continues to expand in many directions, and this blog aims to try to catch up with some of it and to think about how it all relates to public history practice. What are we to make of a new mall design that mimics a small-town American Main Street? Can street art be considered as public history if it invokes history in some way? Should we incorporate things like vernacular memorials, advertising campaigns, and cell phone apps more fully into our professional dialogue about exhibits and publicness? “Off the Wall” aims to pose those kinds of questions.

Reviewers will include new and experienced practitioners from across the field of public history and some of its adjacent and related disciplines. We hope the blog format will allow for a good deal of response and discussion that will push the conversation about what a history exhibit is, what it might be, and how historians per se can participate most productively in all of that. Stay tuned to the H-Public listserv (www.h-net.org/~public), NCPH's Facebook page, and the NCPH website (www.npch.org) for the official launch date of the blog!

Cathy Stanton is co-editor of H-Public, chair of NCPH's Digital Media Group, and a member of the NCPH Board of Directors.

Bringing Global Public History Closer

Anna Adamek, Canada Science and Technology Museum

The global public history working group met in Portland for a stimulating discussion. Sixteen members of the group and the NCPH International Task Force—representing North America, Europe, and Asia—attended this lively meeting. The working group agreed that there is definitely an interest in international cooperation, especially on transnational issues and in public history education. At the same time there are not enough established public history organizations around the world to create a formal international institution. An international public history organization would be expensive and difficult to sustain, and an international journal of public history could not exist without strong institutional support. The working group looked at some of the existing venues such as the UNESCO's World Heritage Centre, the International Coalition of Sites of Conscience, Bridging Ages, and the International Congress of Historical Sciences that could provide a platform for global communication. *The Public Historian* is already international in content. The members discussed at length collaboration in public history education and came up with a list of means by which this cooperation

continued on page 10 →

Highlights from the Portland Working Groups (from page 9)

could be improved. We suggested, among many other ideas, international internships, guest professor programs, and exchange of curricula. The discussion continues, and the group now explores the International Congress of Historical Sciences as a possible venue for advancing the International cooperation among public historians.

Recycling Buildings?

Leah S. Glaser, Central Connecticut State University, and Henry Kunowski, Architectural Historian/CRM Consulting

One consideration to meet the need for greater environmental integration of historic preservation into other design/development disciplines is to consider the reinforcement of community place(s) with that of energy conservation. At the conference, we had a wide swath of preservation professionals in attendance ranging from SHPOs to academics and consultants.

- We agreed upon the need to make historic preservation more interdisciplinary in our training of professionals in the academy by cross-listing courses with other departments, but also in how we work and communicate with and educate our non-public historian colleagues out there now such as architects, planners, and even the DECON movement. It seems like we might have a booth or some kind of material/ presence at other professional conferences.
- We discussed the need to educate the public about the value of history and historic buildings. Such education needs to happen

early (K-12), and at the local and state level through accessible publicity, workshops and outreach to real estate agents, developers, contractors, home buyers, as well as publicizing tax incentives or promoting other types of incentives for people to invest in older homes, buildings, communities.

- As a vehicle for doing all this, we will propose to the NCPH Board of Directors that it create a Sustainability Subcommittee (ASEH recently formed one) that might draft policies, and/or provide educational/informational materials for other disciplines, SHPOs, towns, real estate offices, etc. for use on the local level.

Public History for Undergraduates

Eleanor Mahoney, Friends of Chesapeake Gateways, and Ivan Steen, University at Albany, SUNY

Discussion in Portland centered on three questions that the facilitators had asked participants to consider prior to the meeting.

Why teach public history to undergraduates? It aids the ability to market history and history courses to undergraduate students and demonstrates career tracks associated with a history major or minor; attracts different type of student to history courses; connects students to the broader community, especially through internships, but also through presentations by invited guests; encourages service learning; provides an opportunity to see the historical method in practice—students ask

IUPUI

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

IUPUI Graduate Program in Public History

Established in 1984, the Indiana University-Purdue University at Indianapolis (IUPUI) Graduate Program in Public History provides training in the research, analytical, and communications skills that are common to all historians. Students benefit from a combination of classroom instruction and practical experience applying these skills in the public arena.

Program highlights include:

- Paid internships (with tuition remission) in historical societies, museums, historic preservation organizations, libraries and archives, documentary editions, and other public history institutions.
- The opportunity for students to earn a Master of Library Science degree, a Master of Philanthropic Studies degree, a Museum Studies Certificate, or a Certificate in Documentary Editing in conjunction with the MA in History.
- A centrally located campus situated within walking distance of Historic Landmarks Foundation of Indiana, Indiana State Library, Indiana State Museum, Indiana Historical Society, and several other museums.
- Access to digital collections through the University Archives that includes Sanborn maps and Indianapolis city directories.

Graduate public history courses include:

- Historical Administration
- Historic Preservation
- Historic Site Interpretation
- Introduction to Archival Practice
- Local and Community History

For more information, contact Dr. Philip V. Scarpino, Director of Public History:
(317) 274-5983 or pscarpin@iupui.edu

<http://liberalarts.iupui.edu/history/index.php/public/>



research questions and then must pursue them; puts critical thinking skills to the test in a different manner than a traditional paper; allows for exposure to visual and photographic evidence; local history, including history of college or university, comes alive in new ways; and provides experience working on team projects. The group identified the following particular challenges: there is not enough time to do in-depth research and a project, especially on quarter system, and it's tough to find time for field trips; students with different experiences can have trouble working together/completing projects—some students have no research training, others have trouble with long research assignments; and, there is a potential for clash with other departments, who see public history as an encroachment on their students.

How much training in public history is appropriate at the undergraduate level? A basic introductory course is essential, but can be challenging to integrate all material; there is a strong need to introduce students to different general career paths through hands-on assignments; internships are essential and need to be supervised, perhaps with discussion time among students; there is potential for a second, more advanced public history course to build on introduction, and it could address subject areas in more depth, especially for majors/minors. The group identified the following challenges: it is not clear where to place it in the curriculum; before or after historiography, or if it should only be for majors; there is a need to ensure that students have the historical method down first before delving too deeply into public history; it is not clear what a second course would entail—only a few schools offer such an advanced level; try to figure out what interdisciplinary options might be available, in anthropology for example; and, faculty should build public history into other history courses, to make it part of the department's culture.

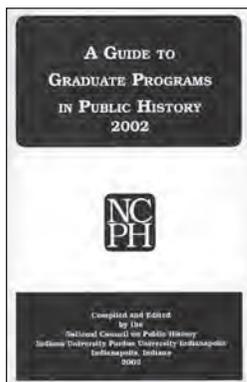
How does public history fit in with history education more generally at the undergraduate level? It brings history alive, puts subjects into a real world context; encourages non-majors to pursue history courses; offers opportunity to test out historical method; combines research and writing for varied audiences, since it's not all about the professor. The group identified the following challenges: there is not enough time to do in-depth research and a project, especially on quarter system; and students with different experiences can have trouble working together/completing projects; some students have no research training, others have trouble with long research assignments.

The Role of Public Historians in Commemorating the American Civil War Sesquicentennial

Donna Neary, Kentucky Historical Society, and Carroll Van West, MTSU Center for Historic Preservation and Tennessee Civil War National Heritage Area

The Sesquicentennial working group convened for a conference call in February to discuss the salient issues for planning a Sesquicentennial commemoration. Discussants emailed the facilitators and one another following the conference call and prior to the conference, and met for breakfast on Saturday morning prior to the working group session. Approximately 35 conference attendees observed the working group in the gallery provided.

The group began the conference discussion by asking if there is a greater need to craft a national narrative or to focus on regional stories. The group suggested an approach that roots national ideas into each state story. The Sesquicentennial can focus on migration, definitions of citizenship, and freedom. The group promoted the belief that public historians must work as informed facilitators during the sesquicentennial, and help frame the conversations. Among the topics discussed were the importance of place to commemoration of the civil war. That included addressing memories of the Civil War carried to other places, such as Arizona and the rest of the southwest, and considering monuments and how objects tell stories. Members emphasized the need to promote the use of primary sources and documenting stories. Discussion focused on strategies for commemorating the 150th, and the proposed legacies of the 150th, and the group drafted a list objectives to provide lasting value for the commemoration including: articles for the NCPH's *Public History News*; submitting articles about the Civil War in America and the Sesquicentennial to *The Public Historian*; recommending keynote speakers on Civil War or commemoration topics at annual conferences; continuing a Sesquicentennial Working Group throughout the commemoration; and holding working groups at a historic site related to the Civil War, commemoration, or memory.



The new, online *Guide* replaces the print version, last published in 2002.

A New *Guide to Public History Programs*

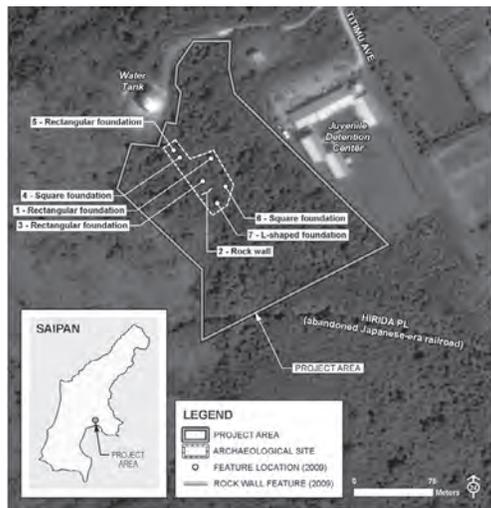
This summer, NCPH will launch a new *Guide to Public History Programs*, a free, comprehensive resource for prospective students, public history faculty, and anyone interested the shape of public history education today. NCPH staff are in the process of collecting data via a questionnaire located at the following link: <http://www.surveymonkey.com/s/ncphGuide>. You are invited to complete the questionnaire if you have a graduate or undergraduate public history or related program and to help spread the word about the *Guide*, which will be available exclusively online, to others.

The NCPH homepage will announce the official launch of the *Guide*.

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.

Evaluating World War II-era Resources in Saipan



Seven resources documented during the archaeological survey of the Kagman Peninsula. Courtesy of the Saipan Historic Preservation Office.



Rock wall, resource #2 on aerial overlay.

Southeastern Archaeological Research, Inc.'s (SEARCH) Architectural History Division recently completed a survey of World War II-era resources on approximately 3.5 hectares on the Kagman Peninsula of Saipan, one of 15 islands comprising the Mariana Archipelago. The survey was completed for the Commonwealth of the Northern Mariana Islands, Department of Community and Cultural Affairs, Division of Historic Preservation (DHP). The purpose of the project was to identify and document building remains in the jungle of the Kagman Peninsula.

Saipan was the scene of intense fighting between the Japanese and the United States during the Battle for Saipan (June-July 1944). On top of the physical ruin of war, American forces constructed roads, airfields, communications, barracks, and other installations on Saipan in support of further actions in the Pacific. The conclusion of the war signaled a drawdown of military activity on the island, and unidentified building remains are scattered across the island due to military downsizing. Remains of pre-war Japanese farmsteads, a post-invasion American airstrip, and many water management features from the Japanese period remain in the Kagman area. Shortly after the war, the Kagman Peninsula officially was closed to non-military personnel in 1952 when the US Navy constructed the Navy Technical Training Unit for the Central Intelligence Agency (CIA), which began operations related to the training of foreign allies in counter-intelligence and guerilla warfare tactics. The CIA operations ended in the 1960s, and the Kagman Peninsula was subsequently returned to the Trust Territory of the Pacific Islands government in the 1970s. The DHP is inventorying both American and Japanese resources in an effort to effectively manage, interpret, and promote this important legacy.

SEARCH began the documentation project by researching records across the globe, beginning at the National Archives in Washington, DC; traveling then to the University of Hawaii at Manoa; flying to the Micronesian Area Research Center (MARC) at the University of Guam; and ending with the DHP records in Saipan. Scott Russell, acting executive director and program officer for the Northern Mariana Islands Council for the Humanities and Genevieve Cabrera, former HPO historian and Saipan cultural expert were interviewed for their knowledge of the Kagman Peninsula.

During the fieldwork, SEARCH documented the remains of five buildings and two rock walls. Each feature was documented with measured CAD drawings and recorded with sub-meter capable GPS equipment. Geo-referenced 1920s and 1930s Japanese maps, pre-invasion American bombing target run surveillance aeriels, and post-invasion American aeriels aided in identifying construction and demolition dates for the resources. Coupled with ethnographic knowledge regarding construction techniques that distinguished Japanese buildings from their American counterparts, the SEARCH team collected

architectural data in the field and concluded all buildings were of American origin, were in existence by 1945 and torn down by 1947. Two rock walls were determined to be of Japanese origin. This project was funded by the Commonwealth of the Northern Mariana Islands DHP in Partnership with the National Park Service, Department of the Interior.

— Geoffrey Mohlman, Senior Architectural Historian

Change in HRA Leadership

Historical Research Associates, Inc., congratulates Matthew C. Godfrey on his new position with the LDS Church Historical Department in Salt Lake City, Utah. Matt, who has been serving as HRA's president/CEO since 2008, will be a volume editor for the ongoing Joseph Smith Papers Project. During nearly nine years with HRA, Matt completed a wide range of projects for the U.S. Army Corps of Engineers, the National Park Service, U.S. Bureau of Reclamation, U.S. Department of Justice, and many other clients. Upon Matt's departure, Bradley Bowden will become HRA's interim president and CEO. We thank Matt for his contributions to HRA and wish him the best in his new job.



Independent Historians

History News Network has inaugurated a new feature: profiles of historians who are unaffiliated with a particular college or university. Some of the scholars to be highlighted are consultants, others work within the publishing industry, and still others are involved in new media projects. HNN is trying to raise the profile of nonacademic career paths within the historical profession, especially in light of the current job crisis. To paraphrase Georges Clemenceau, history is too important to be left only to the professors! We would welcome nominations of independent historians to profile. Contact HNN with your suggestions: editor@hnn.us. The Independent Historians page on the HNN website is at <http://hnn.us/roundup/80.html>.

— David Walsh, Assistant Editor HNN

In Memoriam: Peter A. Kraemer

His many friends and colleagues are saddened to announce the premature passing of Peter Andrew Kraemer on April 7, 2010. Only a few weeks earlier, he had served on a panel at the 2010 NCPH Annual Meeting in Portland, “Historians Look to the Future: Embarking on a New Chapter in NCPH’s History.”

Kraemer, a historian with the U.S. Department of State, was both a gifted scholar and a cherished friend. Kraemer completed his PhD in History and American Studies at Indiana University in 2004, where he wrote a dissertation entitled, “Germany is Whose Problem?: American Philanthropy and the German Question, 1944-1964.” At the end of that summer, he joined the Office of the Historian. Over the course of his five and a half years at the State Department, he produced volumes in the Foreign Relations of the United States series, the official documentary history of U.S. foreign policy, and worked on volumes on South Asia, Eastern Europe, and national security policy. In addition to his FRUS work, he took part in multiple endeavors to advance the overall mission of the Department, including regularly lecturing in the Foreign Service Institute’s A-100 orientation course for Foreign Service Officers, making a video appearance on the Department’s DipNote blog, where he spoke about the rise and fall of the Berlin Wall, and participating in an

on-the-ground lessons learned project in Iraq, conducting oral history interviews on the nature of civil-military cooperation.

Kraemer was an active member of the larger historical profession. He was a gifted educator, teaching a graduate course on the political, social, and cultural techniques that create historical narratives at The George Washington University, and challenging the ways his students thought about and utilized history in their academic careers. In years past, he taught History and American Studies at Indiana University and Indiana University-Humboldt-Universität zu Berlin; served as an editorial assistant at the *Journal of American History*; and worked as an oral historian at Indiana University’s Oral History Research Center and the U.S. Holocaust Memorial Museum. He was also an active participant in a number of professional organizations, including the National Council on Public History, American Historical Association, Organization of American Historians, Society for Historians of American Foreign Relations, and Society for History in the Federal Government.

Kraemer’s extensive professional accomplishments are matched only by the mark that he left through his personal connections with those around him. Peter was an exceptionally generous friend whose wit and



sense of humor greatly enriched the lives of those who were fortunate enough to know him. He will be forever remembered for his ability to turn even the most mundane of occurrences into the most hilarious of encounters, his cooking, his crazy sock collection, his love of German techno-music and all things orange, and the unending love and loyalty he gave to his family and friends.

The world has lost a good man, a generous soul, a stunning intellect, and a dear friend. He will be forever missed.

— Keri Lewis, Office of Records and Access Management, National Security Council

— Evan Dawley, Office of the Historian, U.S. Department of State

— Mandy Chalou, Office of the Historian, U.S. Department of State

BEST IN PUBLIC HISTORY

2011 Awards – Call for Nominations

NCPH awards recognize excellence in the diverse ways public historians apply their skills to the world around us. We invite you to nominate a colleague or submit your own work.

Excellence in Consulting Award — Up to two \$300 awards recognize outstanding work and contributions by consultants or contractors.

Outstanding Public History Project Award — \$1,000 recognizing a project that contributes to a broader public reflection and appreciation of the past or that serves as a model of professional public history practice.

Graduate Student Travel Award — Five travel grants of up to \$300 each for graduate students presenting (session or poster session) at the 2011 Annual Meeting.

NCPH Book Award — A \$1,000 award for the best book about or “growing out of” public history published within the previous two calendar years (2009 and 2010).

New Professional Award — Two \$500 travel grants to encourage new professionals, practicing public history for no more than three years, to attend the 2011 Annual Meeting.

Student Project Award — A \$500 travel grant to attend the 2011 Annual Meeting recognizes the contributions of student work to the field of public history.

Michael C. Robinson Prize for Historical Analysis — A \$500 award recognizing historical studies that contribute directly to the formation of public policy.

Nominations for the NCPH Book Award are due November 1, 2010. All other award nominations are due by December 1, 2010. Questions? (317) 274-2716; <http://ncph.org/cms/awards/>; ncph@iupui.edu

NCPH New Professional Travel Award Winner

Laura McDowell | w.laura.mcdowell@gmail.com



Courtesy of the author.

I would like to begin by thanking NCPH for selecting me as a recipient of the New Professional Award for 2010. When I applied for the award, I was working three part-time jobs in the public history field. Without the travel assistance provided by this award, I would have been unable to attend the 2010 NCPH conference, at which I gained many valuable lessons about my career in museums.

You read right—three part-time jobs! Juggling was stressful at times, but also incredibly rewarding. One of the highlights for me of this year's conference was having the opportunity, as a discussant in the working group on Employment and Experience Opportunities for Recent

Graduates and New Professionals, to talk about my efforts to remain in the public history field in these difficult economic times. Multiple part-time jobs are becoming more and more common in the museum field as it has become increasingly competitive and as full-time jobs are hard to come by in this economy.

Being determined enough to stay in the field has led to many professional opportunities for me, and I used my time in the working group focusing on finding ways to encourage graduate students to seek out-of-class work experiences and ensuring that new public history professionals stay in the field despite a difficult job search. The working group was very enthusiastic and discussed some exciting ideas for professional development that will hopefully serve to keep graduate students and new professionals engaged public history.

One month before the NCPH conference I was offered a full-time job as assistant curator of collections at the Mitchell Museum of the American Indian (located in Evanston, Illinois) where I had been working part-time for nine months since finishing graduate school. Initially hired as a part-time resource and development coordinator, I am now responsible for curating exhibits and for the museum's 10,000-piece collection of Native American art and material

culture from throughout the United States and Canada.

Attending the NCPH conference in my new full-time position at the Mitchell Museum, I found many of the sessions professionally beneficial. As a non-Native person working in a Native history museum, the session, "Critical Engagements: Native/Non-Native Partnerships and the Politics of Public Memory in the Pacific Northwest," provided me with very useful insights about how to build upon current partnerships and craft new partnerships at the Mitchell. I experienced the Northwest Coast's rich Native history and culture outside of the conference as well while viewing the beautiful artifacts and exhibits at the Portland Art Museum and the Oregon Historical Society. All of this came at the perfect time, as I had recently curated an exhibit highlighting the best of the Mitchell Museum's Northwest Coast collection.

The 2010 NCPH conference was the third I have attended, but all of the experiences I had and opportunities to learn more about my profession made Portland's "Currents of Change" conference the best.

Laura McDowell is the assistant curator of collections at the Mitchell Museum of the American Indian in Evanston, Illinois.

HRA New Professional Travel Award Winner

NCPH acknowledges the generous support of Historical Research Associates, Inc., for underwriting this award each year.

Alisha Cromwell | alisha@livingcitypreservation.com



Courtesy of Stephanie Roche.

As a New Professional Award Winner at the 2010 NCPH conference, I had the opportunity to attend excellent sessions and to meet interesting people. I arrived in Portland with the goals of having fun, meeting my peers, and asking questions about working as a consultant. At the Speed Networking event, I spoke to Donna Neary about National Register Nominations and the responsibilities of the SHPO, I talked about being self-employed with Christopher Clarke, and I discussed getting a PhD with Donna Sinclair. I was paired with Jaime Bradley, an archivist at Berea College in Kentucky, and we both enjoyed talking with professionals in our perspective fields.

I was also fortunate to tour Fort Vancouver and to visit the Cathlapotle Plankhouse. We not only had a good lunch but were shown two places that have incorporated a very candid approach in their presentations to the public. At the fort, the park rangers and archaeologists gave us a tour and asked our opinions as professionals on the visitor experience. We also had the honor of sitting in a beautiful reproduction of an historic Native American plankhouse. Through the use of primary source materials, like diaries and maps, the Cathlapotle were able find a suitable location to build a replica of their sacred site for ceremonies and educational programs.

The conference sessions allowed me to choose from many different topics in addition to subjects from the American Society for Environmental History. I went to the ASEH panel, *Shaping Southern Landscapes and Minds*, and listened to several talks, including an important discussion about the representation of African Americans in children's literature. The most useful and engaging NCPH panel for me was *Telling the Story, Engaging the Public: Some New Approaches*, with Tomas Ancona, a museum designer and businessman, Brian Horrigan, an exhibits

curator at the Minnesota Historical Society, and Michael Lansing, a professor at Portland State University. Each outlined a unique way for public historians to contribute to the public's broader understanding of the past. The session encouraged me to look at alternative ways to develop my business.

Attending the awards luncheon was a great privilege. The words of the president, Marianne Babal, made me appreciate belonging to the NCPH. Since I have arrived home, I have accepted an offer to enter the PhD program in history at the University of Georgia; however, I am determined to remain active in the field of public history. I have also been nominated to the Athens-Clarke Heritage Foundation's Board of Trustees, and I have been working with a local family business on a National Register Nomination for one of their special event properties. I enjoyed my time at the 2010 Annual Meeting so much that I hope to visit again next year.

2010 NCPH Student Project Award Winners

Rachael Binning, Elizabeth Manekin, and Aliza Schiff

As new professionals entering the field after graduating from Brown University's Public Humanities Masters Program, we were honored to attend the 2010 NCPH meeting and accept the Student Project Award for our community history project "Faces of Fox Point." The conference theme, "Currents of Change," offered a productive lens through which to revisit and assess our project and to catch up with our former professor on how the project has been sustained since our graduation. The conference was also a valuable opportunity to network with and learn from colleagues across the country. Between the three of us, we attended a wide variety of sessions and workshops and talked to people in many stages of their careers.



The authors and John Costa and Michael Costa in Lou Costa's basement. Courtesy of the authors.

During our first year of graduate school, we conducted oral histories in Providence's Fox Point neighborhood as part of Professor Anne Valk's course, Oral History & Community Memory. As we met and built relationships with past and current residents of Fox Point, we thought it important to make the rich history we were collecting truly accessible to the public, especially the people who had shared their stories with us. Inspired by the interviewing process and community engagement it entailed, we developed an extensive community history project the following year.

We collaborated with local historian Lou Costa to make his collection of 9,000-plus historic photographs of the neighborhood and its families accessible to the public via Flickr. Through many photo-sharing sessions, we gathered information and stories from past residents, creating metadata for the photos.

We used Lou's photographs and excerpts from our class's interviews to create an exhibit at Fox Point's elementary school. The exhibit focused on immigration, neighborhood life, and childhood, highlighting topics that resonated with Fox Point interviewees, the elementary school students, and the larger community. We also developed a curriculum that tied public history to English and Social Studies classes and taught this five-part oral history and photography workshop to the school's sixth graders. The sixth-grade students documented their own lives, taking photographs and writing captions that we enlarged, mounted, and installed as a section of the exhibit. At the grand opening, more than 300 community members and neighborhood residents came to view the exhibit, reconnect with each other, and take tours of the exhibit led by the school's sixth graders, whom we had trained as docents. The exhibit "Faces of Fox Point" remains on display at the school today.

We also assisted and advised the school's Parent Teacher Organization on an intergenerational oral history and theater project. We worked in the 4th, 5th, and 6th grade classrooms to assist the students in conducting oral histories. With a writer-in-residence and a group of playwrights, the students later turned their interviews into a play, which they performed for the school and community in June of 2009.



Fox Point Elementary sixth-graders. Courtesy of the authors.

We documented our work on our website www.facesoffoxpoint.com, hoping to provide a model for collaborative public history projects that engage students with their community's past. We thank NCPH for this award and for allowing us the chance to attend this year's conference in Portland. We each look forward to reconvening at next year's meeting in Pensacola.

Bulletin

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

AWARDS, GRANTS, & INTERNSHIPS

New York State Office of Parks Recreation and Historic Preservation seeks a **Historical Document/Photo Archiving Intern**. Candidate will work with members of the Allegany Historical Society and regional staff in establishing protocols and procedures for documentation and access to the files. Open until September 30, 2010. Send a letter of interest and a resume with a listing of course work completed or expected to be completed by June 2010 to the contact information to Lynn LeFeber, lynn.lefeber@oprhp.state.ny.us, 2372 ASP Rte. #1, Allegany State Park, Salamanca, NY 14779. <http://ncph.org/cms/wp-content/uploads/2009/12/NYS-Office-of-Parks-Recreation-and-Historic-Preservation.pdf>

Weeksville Heritage Center in Brooklyn, NY, seeks a **Historic Preservation** intern to assist with a field survey on the architectural resources. Applicants should have an academic background in a relevant discipline; the ability to work independently; excellent organizational, research, and communication skills; be able to work with individuals from diverse backgrounds and interests; have knowledge of MS Office, Photoshop, and Adobe Acrobat. Send cover letter and resume electronically to Veronica Gallardo, Preservation Manager at vgallardo@weeksvillesociety.org. <<http://www.preservationdirectory.org/PreservationBlogs/ArticleDetail.aspx?id=1979&catid=3>>

National Zoo. Courtesy of Library of Congress, LC-USZ6-1668.



WORKSHOPS

The Center for Curatorial Leadership seeks curators who are currently employed at American art museums where they are charged with the care, display, and interpretation of objects as well as the organization of temporary exhibitions to fill **fellowship** positions. Applicants should be proven scholars and leaders in their field. They should also have demonstrated some leadership initiative, either in their museums or in other aspects of their lives. Open to people at all levels of the curatorial profession. Deadline is July, 30, 2010. <<http://www.curatorialleadership.org/>>



Washington, DC. Courtesy of Library of Congress, LC-USZ62-49038.

CALLS FOR PAPERS, ARTICLES, PROPOSALS, & PRESENTATIONS

Collections Camp: Textiles. July 28-30, 2010, Carson City, NV. This three-day workshop will focus on the care and conservation of textiles in museum collections. Spend time working with conservators and textile experts to learn how to be a better steward of your textile collection. <<http://www.aaslh.org/CollectionsCampTextiles.htm>>

XIII International Workshop MINOM/ICOM, "Museums, Participation & Society: A Dialogue between European Practices," June 28-30, 2010, Amsterdam, Netherlands, will discuss the social role of museum, participation and the democratization of museum tools and processes have become a priority in many countries. <<http://www.minom-icom.net>>

Maryland Historical Magazine seeks article submissions about the Civil War for a special anniversary issue. All topics that relate to Civil War in Maryland or the Chesapeake will be considered, but of special interest are those that examine the social and cultural history of the War and the lived experience of people. Deadline is October 1, 2010. Send to Editors, *Maryland Historical Magazine*, 201 W. Monument St., Baltimore, MD 21201. Questions to Matt Hetrick at mhetrick@mdhms.org.

The **California Association of Museums** invites session and workshop proposals that explore strategies, resources, and ideas for strengthening museums and communities

for its next conference, which will take place in Pasadena, CA, **March 2-4, 2011**. Deadline is June 18, 2010. <<http://calmuseums.org/index.cfm?fuseaction=Page.ViewPage&pageId=532>>

The Pioneer America Society is now accepting paper proposals for its 42nd annual conference held at Castleton State College in Castleton, Vermont, on October 13-16, 2010; abstracts should be no longer than 300 words. Deadline is September 17, 2010. <<http://www.pioneeramerica.org/annualmeeting2010call.html>>

The conference "**Forms and Functions of Social Memories—Perspectives from Social and Cultural Sciences,**" hosted by the **Institute for Sociology of the University of Erlangen**, December 10-12, 2010, Erlangen, Germany, is now accepting proposals. Send 500-word proposal for a 30-minute paper to: info@soziale-erinnerung.de. Deadline is September 30, 2010. <<http://www.soziale-erinnerung.de>>

Future Anterior seeks papers from scholars in preservation and its allied fields that explore the histories of globalization in a variety of geopolitical contexts and timeframes, and that highlight the role of various preservationist enterprises. Papers should not only present rigorous historical research but also outline a critical analysis of the politics of preservation. Articles for peer review should be no more than 4000 words, with up to five illustrations. Text must be formatted in accordance with the *Chicago Manual of Style*, 15th Edition. All articles must be submitted in English, and spelling should follow American convention. Deadline is September 15, 2010. <http://www.upress.umdn.edu/journals/futureanterior/fa_msguidelines.html>

JOBS & POSITIONS AVAILABLE

Edsel & Eleanor Ford House seeks a **Program Coordinator** to assist the Director of Interpretation and Programs in conceptualizing and implementing a variety of programs, special events, lectures, exhibits, tours, and other programmatic offerings that fulfill Ford House's educational mission and reach a broad and diverse audience. The position requires a BA in History, Museum Studies, American Studies or closely related field (MA preferred) plus two to three years of professional work experience. Email a letter of interest and a resume to Deborah Griffith at: dgriffith@fordhouse.org. <<http://www.fordhouse.org/Employment.html>>

Five **Andrew W. Mellon Postdoctoral Fellowships in the Humanities** are available for the 2011-2012 academic year from the **Penn Humanities Forum of the University of Pennsylvania** for untenured junior scholars who are no more than eight years out of their doctorate. Candidates from all humanistic disciplines are eligible. Apply by October 15, 2010. <<http://www.phf.upenn.edu/applications/postdoc/cfa.shtml>>

The Texas Historical Commission seeks a **Program Specialist/Site Manager** for the **Starr Family Home State Historic Site**. Responsible for effective administration, management and operation of the site. Candidates should have a BA or MA in History, American Studies, Museum Studies or a closely related field, including course work in museum studies and two to three

years of administrative experience in directing a museum or historic site. <http://www.thc.state.tx.us/jobs/jb10_1700_18.shtml>

The **Museum of Jewish Heritage: A Living Memorial to the Holocaust** seeks an **Assistant Curator**. The candidate must have a BA or MA degree in a related field, and be conversant in issues pertaining to modern Jewish history and museum work. Send resume and letter of interest, including salary requirements, to: Human Resources, Museum of Jewish Heritage, 36 Battery Place, New York, NY 10280; fax: (646) 437-4250; email: humanresources@mjhny.org. Deadline July 4, 2010. <http://www.mjhnyc.org/museum_jobopportunities.htm>

Wapsi Valley Archaeology, Inc., a medium-sized ACRA-member firm based in Anamosa, Iowa, seeks an **Architectural Historian** to join their growing company. The applicant should have Midwestern experience completing historic/architectural Phase I reconnaissance surveys including historic structures and survey reports, Phase II intensive surveys and determinations of eligibility, and successful nominations to the National Register of Historic Places. Email or send a letter of interest, curriculum vitae, and list of three references to Nurit Finn at: nfynn@cedar-rapids.net or at: President, Wapsi Valley Archaeology, Inc., P.O. Box 244, Anamosa, IA 52205. <<http://www.wapsivalleyarch.com/news.htm>>

The Morris Museum seeks an **Executive Director** who is expected to develop an encompassing vision for the Museum (along with the Board of Trustees and staff), oversee strategic planning, and lead the implementation of the resulting plan. Other position priorities include sustaining the Museum's programmatic excellence, including fundraising strategies; overseeing staffing, budgeting, marketing, operations and general administration. Integral to the success of the <<http://www.morrismuseum.org/about/employment.html>>

The National Mississippi River Museum and Aquarium seeks a **Historical Curator** to lead historical interpretation, curation, and preservation at their ten-acre river museum campus, two historic sites, and river and local history archive. Strong writing, research, and project management skills required as well as MA in museum studies and five-plus years of relevant museum experience in collections management and engaging interpretative exhibits is expected. Send resume and references to: Search Committee, 350 E. 3rd Street, Dubuque, Iowa 52001. <<http://www.rivermuseum.com/employment.cfm>>

Ball State University Libraries seek an **Archivist** with experience working in an academic library and university archives/special collections setting with manuscript collections, photographs, audio, film, video, and electronic formats. Minimum qualifications include a MLS/MLIS/MIS



Taos, NM, 1940. Courtesy of Library of Congress, LC-USF33-012870-M5.

degree from an ALA accredited program with coursework or equivalent experience in archives and/or manuscripts at time of appointment and experience with information technology applications in an archives and/or library environment, including imaging technology and electronic databases. <<http://www.bsu.edu/hrs/article/0,,64207--,00.html>>



Introducing the Legacy Circle

While NCPH continues to grow as young historians bring their vision to the field, the first and second generations of public historians are retiring or entering the mature years of their professional lives. Many of the latter have experienced significant professional success and have benefitted from the consolidation of purpose the NCPH provides.

Joining the Legacy Circle of the NCPH returns the gift of permanency to an organization that has not only provided an intellectual foundation for professional development, but also a home for public history practitioners.

Joining the Legacy Circle now is timely. Having seen budget cuts in state governments across the country, we know we can do more to guarantee support for the editorial and executive offices. Also, NCPH is growing and will require more administrative support, not less.

The Legacy Circle invites donors who will pledge significant in-hand or deferred donations. NCPH already has received pledges totaling nearly \$150,000 in deferred gifts. More are needed to ensure the organization can continue to serve public historians for decades to come.

Please contact the executive director [(317) 274-2716 or jdichtl@iupui.edu] or see the NCPH website for information about supplying NCPH with a letter of intent or to learn more about the Legacy Circle giving levels and their benefits.



How Does Membership in NCPH Benefit You?

For thirty years, NCPH has been the leading advocate for history at work in the world. Through its awards, programs, publications, meetings, and other forms of professional development, NCPH recognizes and supports the work of individuals, like you, and the diverse institutions and organizations involved in public history.

Members of NCPH gain access to:

- Publications—Both print and online versions of *The Public Historian* and *Public History News*
- Professional Networking Opportunities—At the annual meeting and online communities
- Discounts—On Annual Meeting registration
- Resources—Job Listings, professional development offerings, conferences, and call lists
- Advocacy—On behalf of the profession
- Leadership Opportunities—Shape the field by serving on committees and task forces

Membership Dues

Patron: \$500	Individual: \$70
Sponsor: \$300	New Professional: \$40
Sustaining: \$125	Student: \$30

Institutional subscriptions are available through University of California Press. Join or renew online at www.ncph.org.

Welcome New Members!

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Going Gray

The Public Historian is committed to reviewing the most important and relevant literature for public history practitioners, educators, and others in the field. This includes not only formally published works geared toward public and/or academic historians, but also writing done by public historians in the course of their work that is not necessarily meant for a broader audience. Such material may take the form of internal reports or research, institutional histories, best practices guidelines, or studies commissioned by clients. Review in a journal like *The Public Historian* can often assist historians negotiating with their agencies, boards of directors, etc., as they are lobbying for resources that will help them in their work. Such reviews are also useful to teachers of public history, as they serve to highlight some of the new and most interesting work being done in our field.

We ask for your help in identifying work of this type (sometimes referred to as “gray literature”) deserving of review in the journal. Please send us your suggestions for exemplary work from the various public history sectors that you would like to see reviewed in our pages. Or, if you have just completed a project you would like to be reviewed, please send a copy to the address below. We also welcome comments about the kinds of work that should be reviewed and the ways in which such reviews will benefit our readership. Review copies may be sent to: Stacy Blackburn, Asst. Book Reviews Editor; *The Public Historian*; Department of History; University of California; Santa Barbara, CA 93106-9410, or sablackburn@umail.ucsb.edu.

Texas Adopts Controversial Social Studies Standards

Carrie Dowdy | dowdyc@iupui.edu

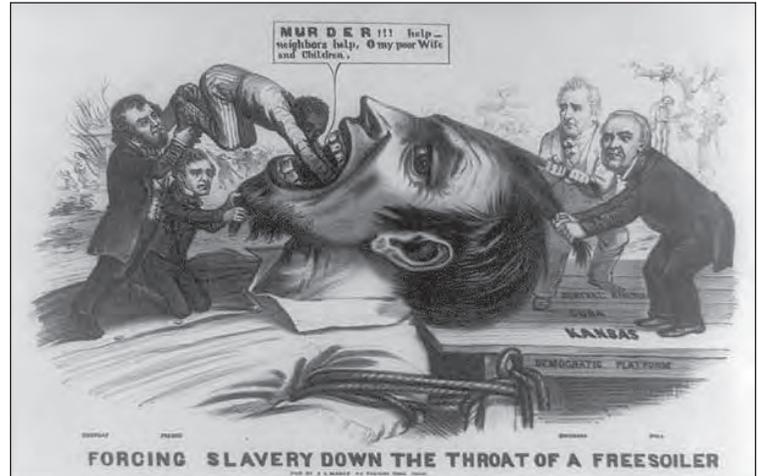
Months of debate and pleas from historians, civic leaders, and members of the public to delay a decision were not enough. On May 21, the Texas State Board of Education (TSBOE) voted to change the Texas Essential Knowledge and Skills (TEKS) state social studies standards. The 9-5 vote was split along party lines, with Republicans in the majority. Among those who testified at a public hearing on May 19 urging the board to delay the vote were NAACP President Ben Jealous and former U.S. Secretary of Education Rod Paige. The TEKS standards, signed into law in 1998, provide a curricular framework for the nearly five million K-12 students in Texas.

In January 2009, the process began to update the TEKS social studies standards for the first time. Panels of subject review committees, comprised of teachers and school board representatives, who suggested changes to the 1998 TEKS standards, and a panel of expert reviewers (four professors, one minister, and the founder of WallBuilders™), presented recommendations to the TSBOE in the fall of 2009. By January 2010, the board, which has the ultimate authority to change and approve the standards, began moving beyond the recommendations of the review committees with amendments of its own.



Historians and other educators from across the state of Texas created TEKSWatch (<https://organizations.utep.edu/Default.aspx?tabid=64604>), a network of volunteers, to fight the adoption of the new standards. NCPH member Keith Erikson, who is assistant professor of history at the University of Texas at El Paso, is the organization's director. TEKSWatch and other critics accuse the TSBOE of whitewashing U.S. history, glorifying the founding fathers and ignoring or giving little attention to the more difficult aspects, such as the European conquest of Native Americans, slavery, and the Civil Rights movement, of the nation's past. They also decry the downplay of the concept of the separation of church and state and the omission or underrepresentation of minorities. Additionally, critics call the standards a "laundry list" of facts and figures that do not encourage historical or critical thinking skills.

Prior to the TSBOE vote, numerous historical organizations released statements requesting a delay on the vote until further review and changes are made. In a May 11, 2010, statement, the Organization of American Historians declared that, "These amendments promote politically sectarian perspectives and thereby diminish the capacity of teachers to present students with an understanding of the past that conveys the best, most professional historical research available." The American Historical Association issued a similar statement on May 18, urging the TSBOE "to take up a further review" of the standards while "incorporating the wisdom already at the center of



Courtesy of Library of Congress, LC-USZ62-92043.

the Texas History Curriculum and World History Curriculum" and "reinstating the consistency in these matters that an older generation owes to a younger generation." Over 1200 historians from across the nation signed a petition opposing the new standards. Six of the nine members of the curriculum review panel that wrote the high school U.S. History standards released a statement expressing their "collective disgust...at the distorted culmination of our work" by the board's amendments.

It is not clear if the reach of these standards will extend far beyond the Lone Star State. Although Texas has a large share of the nation's textbook sales (second only to California), and publishers in the past were inclined to align textbooks sold to smaller states with the TEKS standards, that is less often the practice today.



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Call for Proposals

2011 Annual Meeting

National Council on Public History

April 6-10, 2011

Historic Pensacola Village and the Crowne Plaza Hotel, Pensacola, Florida

The 2011 Program Committee invites panel, roundtable, workshop, working group, paper, and poster proposals for the NCPH conference at Historic Pensacola Village and the Crowne Plaza Hotel in Pensacola, Florida next spring.

Located on the Gulf of Mexico in western Florida, Pensacola, has long been identified with numerous cultures and diverse populations. Since 1559, Pensacola has been ruled by Spain, France, England, the Confederacy, and the United States, and the cultural diversity accruing to the city's architecture, cuisine, holidays, and varied races and social perspectives is everywhere apparent. At once a post-colonial city, a technological powerhouse, and a tourist destination Pensacola is an ideal place to consider issues and ideas structured around the theme of **"Crossing Borders/Building Communities—Real and Imagined."** These include the movement of peoples, ideas, technologies, and institutions across national boundaries; the interrelationships of divergent peoples, cultures, races, and ethnic groups one to another; and the memory of these themes in

many societies and nations. One area we wish to explore is intersectional identities and the ability to inhabit multiple communities.

Our intention is to broaden the discussion beyond the borders of the nation state to other kinds of borders and boundaries. We take as a starting point the statement of Darryl McIntyre and Kirsten Wehner in their introduction to *National Museums: Negotiating Histories* (2001)—that museums need to embrace "different geographics of reference" that "contest and shape the imagination." This theme recognizes that our frames of references are just as political as they are historical and sessions relating this current concerns, but with an historical focus, are also welcome.

Proposals may address any area of public history, but we especially welcome submissions which illustrate or explicate the theme of "Crossing Borders/Building Communities—Real and Imagined." The program committee prefers complete session proposals but will try to construct sessions from individual proposals. Sessions will be scheduled for 1.5 hours; significant time for audience discussion should be included in every session. The committee invites proposals for sessions in formats beyond the usual paper session, and encourages presenters in more traditional

sessions to dispense with the reading of papers. Participants may give only one formal presentation at the conference, but they may also engage in roundtable, chairing, or commenting duties. See the NCPH website at www.ncph.org for details about submitting your proposal. Proposals are due by **July 15, 2010**.

Some Program Committee funds may be available to assist participants, such as individuals from outside the United States, who might not normally attend a public history conference and whose presence would increase the diversity of the program. Proposals must indicate if anyone on the panel will be requesting NCPH assistance from the committee.

Pensacola Beach, Florida
Courtesy of the Pensacola Bay Area CVB

