

## PRESIDENT'S COMMENTS // 2016: A YEAR OF CELEBRATION



PATRICK MOORE  
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For public historians, 2016 is set to be a year filled with anniversary celebrations and associated opportunities for meaningful outreach and projects that connect history to the public.

Perhaps the most momentous of these commemorations is the centennial of the U.S. National Park Service (NPS). With a significant percentage of our members working directly for the agency, and another segment involved with projects connected to American National Parks, Monuments, and Recreation Areas, the NPS's "Find Your Park" program (<http://findyourpark.com>) creates an unprecedented forum to engage with multiple audiences about the value of the country's national lands and heritage.

Beyond the obvious goal of encouraging millennials to discover the treasures that exist within the 409 individual units in the National Park System, there are broader possibilities for initiating public conversations. In an effort to

stimulate these discussions, on the first day of our annual meeting in Baltimore, the NPS and the Smithsonian Institution have graciously sponsored a symposium entitled *Challenging the Exclusive Past: Can Federal Agencies Help Re-Orient and Diversify Public Culture in the 21st Century?* Presenters from around the country, who embody the rich expertise of our organization, will share their insights on how the preservation and interpretation of federal properties have created a particular national narrative, and how new methods and programs can stimulate fresh perspectives. This will undoubtedly be a highlight of an already impressive meeting, and well worth the nominal \$10 ticket to participate, so be sure to reserve your place in advance.

From a national perspective down to the local level, 2016 also marks the fiftieth anniversary of the National Historic Preservation Act. While these two significant commemorations create a double challenge for our NPS colleagues, as they oversee a multitude of national historic landmarks, this celebration affords each of us the opportunity to have a conversation about the need for historic preservation at the community level. The Preservation50 coalition is a focal point of this nationwide celebration. Through their



dynamic interactive website (<http://preservation50.org>) and working together with dozens of federal agencies, state historic preservation offices, local associations, tribal entities, professional organizations (including the NCPH), and others, this year-long initiative tells the challenging and complicated evolution of historic preservation in the United States at the grassroots level. Although there are thousands of connected preservation professionals actively working across the country, there are millions more who recognize the importance of preservation but are unassociated with any formal entity. Through this movement, our members can go beyond communicating the importance of preservation, to actively get individuals involved in protecting their local history.

The NCPH and its members have long served a range of audiences through our professional activities. Although our efforts may go unnoticed by the broader public, 2016's multiple commemorations afford public historians a fresh new set of opportunities to change the conversation and lead the entire history field into the future. Let's make the most of this remarkable year!

## CONGRESS RESTORES FUNDING FOR K-12 HISTORY EDUCATION

LEE WHITE / [LWHITE@HISTORYCOALITION.ORG](mailto:LWHITE@HISTORYCOALITION.ORG)



President Barack Obama signs Every Student Succeeds Act (ESSA), courtesy The White House.

After nearly a decade of false starts, President Obama has signed a new education law (Public Law 114-95) to replace the controversial

No Child Left Behind Act that was passed in 2001. On December 9, the US Senate voted 85-12 to approve the conference report to a bill (S. 1177) to reauthorize the Elementary and Secondary Education Act. On December 2, the House had approved the report by a vote of 359-64.

Most importantly for the historical community, the new law—the Every Student Succeeds Act (ESSA)—restores targeted federal funding for K-12 history and civics education. The National Coalition for History (NCH) and the coalition's member organizations have engaged in advocacy efforts for nearly five years to achieve this goal. Given the retrenchment of federal funding for a host of

## NEW TO NCPH'S ANNUAL MEETING?

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Students at NCPH 2015 Grad Student Social, Nashville, Tennessee



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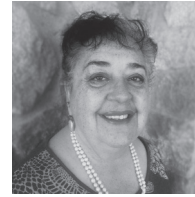
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# CONGRESS RESTORES FUNDING FOR K-12 HISTORY EDUCATION

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programs in the bill, restoration of funding for history education is a major accomplishment.

In fiscal year (FY) 2012, Congress terminated funding for the Teaching American History (TAH) grants program at the Department of Education. The move also eliminated appropriations earmarked for civics education and federal funding for National History Day, a nationally recognized program that increases student participation in historical studies across the country. As a result, starting in FY '12 there has been no federal funding provided for history or civics education.

ESSA includes four sections that provide funding streams for K–12 history and civics education. Two sections are specifically earmarked for those subjects, and two sections establish grant programs in which the subjects are eligible for competitive funding.

Within ESSA, Subpart 3: American History and Civics Education authorizes an allocation of 1.4 percent of the amount appropriated for all national activities relating to preparing, training, and recruiting high-quality teachers, principals, and other school leaders for each fiscal year the act is in effect (FY '17 through FY '20). It is important to note that these amounts will still need to be funded through the annual appropriations process. The maximum allowable allocations are \$6,564,000 each for FY '17 and FY '18, \$6,568,000 for FY '19, and \$6,848,000 for FY '20. (These funding amounts are provided by the Committee for Education Funding.)

Two programs stand to benefit substantially from Subpart 3. Presidential and Congressional Academies for American History and Civics (section 2232) would receive not less than 26 percent of the amount available, and other National Activities (section 2233) would receive up to 74 percent.

**Section 2232: Presidential and Congressional Academies for American History and Civics**—This section establishes intensive academies for teachers and students to learn more about history and civics. The secretary of education shall award up to 12 grants annually on a competitive basis to fund the academies.

1. Presidential Academy—Each year, the Presidential Academy shall select between 50 and 300 teachers of American history and civics from public or private elementary schools and secondary schools to attend a seminar or institute that provides intensive professional development opportunities. The program will be led by a team of primary scholars and core teachers who are accomplished in the field of American history and civics. It will be conducted during the summer or other appropriate

time and will be between two and six weeks in duration. Teachers will receive a stipend to attend the seminar or institute.

2. Congressional Academy—Each year the Congressional Academy shall select between 100 and 300 outstanding students of American history and civics to attend a seminar or institute. To be eligible to attend, a student must be recommended by his or her secondary school principal or other school leader. The student must be a secondary school junior or senior in the academic year following attendance at the seminar or institute. The program will be conducted during the summer or other appropriate time and will be between two and six weeks in duration. Students will receive a stipend to attend the seminar or institute.

Entities eligible to conduct the Presidential and Congressional Academies include institutions of higher education, nonprofit educational organizations, museums, libraries, and research centers with demonstrated expertise in historical methodology or the teaching of American history and civics. Eligible entities must provide matching funds equal to 100 percent of the amount of the grant.

**Section 2233: National Activities**—The purpose of this section is to promote new and existing evidence-based strategies to encourage innovative instruction in American history, civics and government, and geography; learning strategies; and professional development activities and programs for teachers, principals, and other school leaders. The grants emphasize instruction, strategies, activities, and programs that benefit low-income students and underserved populations.

ESSA authorizes the secretary of education to award competitive grants to eligible entities (such as institutions of higher education and nonprofit or for-profit organizations) with demonstrated expertise in the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, and geography. Grants will be awarded for developing, implementing, and disseminating for voluntary use inventive, evidence-based approaches to American history and civic learning that demonstrate innovation, scalability, and accountability. Grants may be for professional development. Grants are for a three-year period with the opportunity for a one-time two-year renewal.

There are two other potential funding streams for history and civics. The law provides funding to the states to make grants to local education agencies (LEAs) for a broad range of programs.

**Section 4107: Well-Rounded Educational Opportunities**—This section provides

competitive funding to local education agencies (LEAs) to develop and implement programs that provide students with a “well-rounded education.” One allowable use of grant funds is for “activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education.” LEAs may partner with other LEAs, institutions of higher education, nonprofit organizations, community-based organizations, and businesses in developing these programs.

**Section 4611: Education Innovation and Research**—This section creates a new research and innovation fund that allows LEAs, in conjunction with nonprofit organizations, to apply for funding to create, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students. Innovations in teaching civics, history, and social studies are eligible for grants. This could be the source of much-needed funding for the evaluation of programs.

So what happens next?

First, the programs authorized in the law have to be funded by the appropriations committees in the House and Senate. The NCH will be sending alerts in February, when the FY '17 appropriations process begins, asking everyone who cares about history, civics, and social studies to contact their senators and representatives to urge full funding for these programs created as part of the ESSA legislation. Despite the fact that the grant programs now exist, we still must push to have them fully funded.

Second, over the course of 2016, the Department of Education will prepare program guidelines and competitive criteria for the grant programs outlined in ESSA. That way, once the funding is made available, the department will be ready to issue calls for proposals.

Finally, the competitive funding awards will likely be made, and moneys distributed, for the first time in the second half of calendar year 2017. The change in administrations in January may push the timetable further back.

The restitution of federal funding for K–12 history and civics education is reason to cheer, and we should recognize the important role that advocacy played in ensuring that K–12 history continues to play an important role in our children's education.

*Lee White is executive director of the National Coalition for History.*



In 2015, you gave a total of \$11,994 for the Annual Fund, \$3,976 for the Endowment, and \$4,456 for the Digital Integration Fund. Thank you all!

NCPH is also deeply grateful for the many sponsors of the annual meeting, as well as the Patron, Partner, and Sustaining members who provide additional support for the organization.

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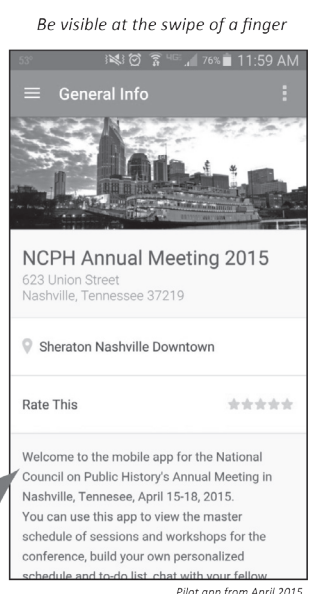
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## TAKING ACTION IN SECURING IRB EXEMPTION FOR HISTORICAL RESEARCH

CLIFFORD KUHN &amp; LEE WHITE / LWHITE@NATIONALCOALITION.ORG

In welcome news for oral historians, the US Department of Health and Human Services (HHS) and 15 other federal departments and agencies have announced proposed revisions to the regulations for protection of human subjects in research. A Notice of Proposed Rulemaking (NPRM) was published in the *Federal Register* on September 8, 2015, with the provision of a 90-day comment period. A summary of the issue and the proposed rule itself is available on the HHS web page at [www.hhs.gov/ohrp/humansubjects/regulations/nprmhome.html](http://www.hhs.gov/ohrp/humansubjects/regulations/nprmhome.html).



Bill Smith of KOAC with portable tape recorder, courtesy OSU Special Collections & Archives via Flickr Commons.

The new recommendations for human subject research protection specifically state that “oral history, journalism, biography, and historical scholarship activities that focus directly on the specific individuals about whom the information is collected” be explicitly excluded from “the scope of the Common Rule” (explained below). Moreover, the recommendations acknowledge the importance and value within oral history, and historical studies more generally, of identifying individual actors in history. The recommendations also recognize that discipline-specific codes of ethical conduct already exist. This presents a marked shift in both tone and content from previous iterations.

Since the Oral History Association (OHA) has a great deal of expertise in the issue, it took the lead in preparing comments on the proposed rule. The National Coalition for History (NCH) issued a statement on the matter, originally submitted to HHS in October.<sup>1</sup> Fifteen NCH member organizations, including NCPH, signed a joint statement endorsing the proposed changes.

It is important to note that a final rule is far from imminent, given the number of federal agencies involved in the process and the complexity of the issue. In fact, it will be not a matter of months but likely a year or more before HHS issues the revised regulations.

### THE COMMON RULE AND ORAL HISTORY

Beginning in the mid-1990s, college and university students, faculty, and staff who

conducted oral history interviews increasingly found their interviewing protocols subject to review by their local Institutional Review Board (IRB), a body charged by the federal government with the protection of human subjects in research. Human subject risk regulation had its roots in the explosion of government-funded medical research after World War II as well as with the revelation of glaring medical abuses, including Nazi doctors’ experiments on Holocaust victims and the Tuskegee syphilis study. History and other humanities disciplines were never originally intended to fall within the purview of the regulation, generally known as the Common Rule, which addressed biomedical and behavioral research.

The growing inclusion of oral history under IRB review began an often contentious, confusing, and chaotic process. Was oral history—or were historical studies more generally—the type of “generalizable” research covered by the Common Rule? What about research that clearly manifested no or minimal human risk? How could oral history be properly evaluated within a framework originally designed to regulate medical and biological science? The ensuing years witnessed numerous examples of IRBs overreaching with regard to oral history, often with damaging results and chilling effects. The list includes class projects that had to be jettisoned, IRBs limiting or rejecting projects citing largely nonexistent risks, and researchers who were asked to submit their questions in advance, guarantee anonymity of the people they interviewed, or even destroy their tapes and transcripts.

Recognizing the disconnect between actual oral history practice and the way IRBs frequently treated oral history, federal authorities have periodically attempted to introduce clarifying language. At times the federal Office of Human Research Protections (OHRP) has recommended that most oral history be placed in the “expedited” category before IRBs, at other times that oral history as a rule be “exempt.” In 2003, Michael Carome, the associate director for regulatory affairs at OHRP, concurred that oral history interviewing activities “in general” fell outside the federal definition of research requiring IRB review. Yet such language did not serve to clarify or stop undue regulation. Instead, we continued to have what AHA executive director James Grossman has termed “the hodgepodge of rules and regulations governing oral history research at the various colleges and universities in the United States,” and complaints about oral history oversight by IRBs persisted.

In 2011, HHS called for public comment in response to proposed regulatory changes aimed

at “enhancing protection for research subjects and reducing burden, delay, and ambiguity for investigators.”<sup>2</sup> The OHA, the AHA, the Organization of American Historians, and many other individuals and entities commented about oral history in particular. Their remarks centered around a number of points: that oral history interview practice is inherently open-ended and not bound by a set of preexisting interview questions; that in its focus on particular individuals, oral history fell outside the “generalizable” research targeted by the Common Rule; that requiring the anonymity of subjects was antithetical to oral history, and to the discipline of history more generally; that oral historians already operated under a code of ethics, including the principle of informed consent; and that efforts to force oral history and historical inquiry into a regulatory framework designed for scientific research caused harm, confusion, and undue burden. Therefore, we feel strongly that oral history should be excluded altogether from IRB review.

Again, the proposed HHS rule changes are a very positive development, but until the rule is changed, oral historians must continue to seek IRB approval for their projects.

*Clifford Kuhn passed away November 8. He was executive director of the Oral History Association and associate professor of history at Georgia State University. Lee White is executive director of the National Coalition for History. Passages from this article originally appeared at <http://bit.ly/1RQW5k4>*

### NOTES

1. Lee White, National Coalition for History, letter to US Department of Health and Human Services, October 30, 2015, <http://historycoalition.org/wp-content/uploads/2015/10/NCH-HHS-Human-Subjects-Proposed-Rule-10-30-15.pdf>.

2. “ANPRM for Revision to Common Rule,” US Department of Health and Human Services, <http://www.hhs.gov/ohrp/humansubjects/anprm2011page.html>.



### 2017 National Council on Public History Annual Meeting

Join us April 19-22, 2017 in Indianapolis, Indiana to explore:  
**“The Middle: Where did we come from? Where are we going?”**

The full call for proposals will be posted and the online proposal system will be open in April; proposals are due by **July 15, 2016**.

Car on Bridge, Department of Agriculture, Forest Service, National Archives and Records Administration.

# NCPH AWARD WINNERS FOR 2016



Please join us in congratulating the recipients of this year's awards for outstanding achievement in a variety of public history formats. Full details about the award winners' projects will be released in conjunction with the NCPH Annual Meeting in Baltimore next month. We hope you will celebrate with us at the Awards Breakfast on Saturday, March 19, at the Renaissance Baltimore Harborplace Hotel, 8:00 am – 10:00 am.

## NCPH FOUNDERS AWARD

The NCPH Council of Past Presidents developed the Founders Award in 2015 to recognize those individuals who were present at the creation of NCPH and who played critical roles in the organization's success.

**Philip L. Cantelon**, History Associates, Inc.

**Arnita A. Jones**, Retired, American Historical Association

## ROBERT KELLEY MEMORIAL AWARD



For distinguished service to the field of public history.

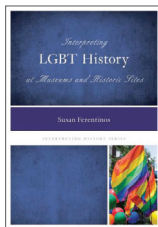
**Donald A. Ritchie**, Retired, U.S. Senate Historical Office

## OUTSTANDING PUBLIC HISTORY PROJECT AWARD

NCPH acknowledges the generous support of Stevie and Ted Wolf that makes this award possible.

*The Philadelphia Public History Truck*, **Erin Bernard**, and **Temple University Center for Public History**

## NCPH BOOK AWARD



**Susan Ferentinos**, Independent Scholar, *Interpreting LGBT History at Museums and Historic Sites* (Rowman & Littlefield Publishers, 2014)

## HONORABLE MENTION

**Jessie Swigger**, Western Carolina University, *"History is Bunk": Assembling the Past at Henry Ford's Greenfield Village* (University of Massachusetts Press, 2014)

## G. WESLEY JOHNSON AWARD

For the best article in *The Public Historian*

**Patrick Grossi**, Preservation Alliance for Greater Philadelphia, for "Plan or Be Planned For: Temple Contemporary's Funeral for a Home and the Politics of Engagement," *The Public Historian* Vol 37, No 2

## HONORABLE MENTION

**Lara Rutherford-Morrison**, Concordia University, for "Playing Victorian: Heritage, Authenticity, and Make-Believe in Blists Hill Victorian Town, the Ironbridge Gorge," *The Public Historian* Vol 37, No 3

## EXCELLENCE IN CONSULTING AWARD GROUP AWARD

**Eric John Abrahamson** and **Lois Facer**, Vantage Point History, *Rockefeller Centennial Series*

## INDIVIDUAL AWARD

**Morgen Young**, Adler, LLC, "Uprooted: Japanese American Farm Labor Camps During WWII"

## STUDENT PROJECT AWARD

*Wearing Gay History*, **Eric Nolan Gonzaba**, George Mason University

## HONORABLE MENTION

*Black at Bryn Mawr*, **Emma Kioko** and **Grace Pusey**, Bryn Mawr College

## NEW PROFESSIONAL TRAVEL AWARDS

### HRA NEW PROFESSIONAL TRAVEL AWARD

**Erendina A. Delgadillo**, LA Plaza de Cultura y Artes

### NCPH NEW PROFESSIONAL TRAVEL AWARD

**William F. Stoutamire**, The Frank House, University of Nebraska at Kearney

## HONORABLE MENTION

**Angela Sirna**, Middle Tennessee State University

## GRADUATE STUDENT TRAVEL AWARDS

**Pamela Y. Curtin**, West Virginia University; **Hannah Givens**, University of West Georgia; **Julie Peterson**, University of Massachusetts Amherst; **Kristen Rund**, Arizona State University; and **Cane West**, University of South Carolina

## NEW TO NCPH'S ANNUAL MEETING? // CONT. FROM PAGE 1

Our Conference **Mentoring Program** is an indispensable resource. New attendees are paired with experienced conference-goers before the meeting. Mentors will meet with mentees early in the conference and may give tips on interesting sessions or tours, networking, and making the most of your first conference. When I attended NCPH for the first time, I participated in the mentoring program and found it a very rewarding experience.

Even if you don't sign up as a mentee, you should join us for Wednesday's First Time Attendee and **Mentor/Mentee Pre-Reception**. Included with a ticket to the Opening Reception, this is a great way to meet a few new faces before the bigger Opening Reception, which immediately follows.

**Out to Lunch**, a new event launching in Baltimore, is an excellent opportunity to meet public history colleagues. After signing up beforehand (or on site), attendees will be placed in groups of 4-5 who then select a lunch spot together. Dine Arounds are another fun way to meet public historians. **Dine Arounds** facilitate small group discussions on pre-determined topics over dinner at local restaurants.

Workshops are a fantastic way to gain hands-on experience. Note that workshops require additional fees and are generally longer than a

conference session. One workshop, **THATCamp NCPH Boot Camp**, which introduces digital tools for historians, is always an attendee favorite. Other workshops that may be of interest include **Teaching Public History** and **Daring to Speak Its Name: Interpreting LGBTQ Pasts at Historic Sites with 2016 book award winner Susan Ferentinos**.

**Tours** are an easy way to experience Baltimore outside of the conference hotel. When I attended NCPH's 2014 Annual Meeting, I participated in the Cannery Row Walking Tour. This was a fun way to learn about Monterey's history and get to know other attendees. Some of the Baltimore tour opportunities include bus tours of the Hampton National Historical Site, sites central to Baltimore's African American history, and walking tours that cover literary, LGBT, and civil rights history. Like workshops, tours require additional fees and fill up quickly.

I hope that this brief overview helps first-time attendees at this year's conference, which is a great opportunity to grow as a public history professional. For more information about these events, or to sign up, visit [bit.ly/nph2016](http://bit.ly/nph2016). I look forward to meeting everyone in Baltimore. I'll be at the registration desk.

*Nicholas K. Johnson is a third-year graduate student in IUPUI's public history program and the current graduate intern in the NCPH executive office.*

# PUBLIC HISTORY NEWS

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— Indianapolis 2017, Las Vegas 2018

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## 2017 NCPH Annual Meeting

Indianapolis, Indiana

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April 19-22, 2017