

Creating the International Federation for Public History

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Harnack-House, Berlin, Germany. Courtesy of Wikimedia Commons.

Harnack-House looks like many other buildings in Dahlem, a leafy suburb of Berlin that mainly escaped bomb damage experienced by the rest of the city at the end of World War II. Opened in 1929 to house activities of the Kaiser Wilhelm Institute (now Max Planck Society), it was intended “to overcome the isolation of German academia after the First World War and enable outstanding achievement through international cooperation.” For a few years Harnack-House served that purpose. Gatherings of the international scientific and cultural elite there gave way in 1933 to Nazi party functions, including Joseph Goebbels’ film archive, then in 1945 to an American army officers’ mess. The Max Planck Society has returned the house to its original purpose.¹

Last June Harnack-House was the location of an invitational conference on “Public History in Germany and the United States.” The meeting was convened to help historians working with the new public history program at Berlin’s

Free University to benefit from the American experience in designing and managing such efforts. During the course of the two days there, I was struck not only by the history of the place itself but also its resonance for the growing international dimension of public history and the need for public historians to find more frequent opportunities to come together and discuss their needs and concerns across national boundaries.

As luck would have it, I was scheduled to travel on to Rome for a meeting of a subcommittee of the International Congress of Historical Sciences. The ICHS or CISH, to use the more familiar French acronym, was also launched after the First World War to encourage international cooperation among scholars, in this case historians. It is basically a federation

of 53 national committees, 29 affiliated international organizations, and 12 internal commissions. Every five years it convenes an international meeting of 1,500 to 2,500 historians who present and discuss scholarship and professional issues. (For more information on CISH see <http://www.cish.org/>.)

At the Rome meeting one of the topics under discussion was how to improve the organization’s efforts by engaging historians from newer fields and encouraging more comparative work. We discussed various ways to do this, but one in particular started me thinking. CISH’s internal commissions afford the opportunity for self-selected international groups of organizations or individual scholars to meet under the auspices of the Congress and

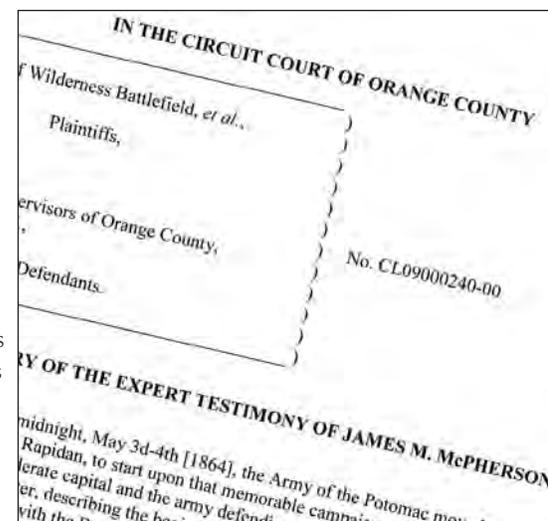
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The Historian’s Role as Expert Witness Introducing and Interpreting Facts-in-Evidence

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When faced with a legal matter requiring the understanding and presentation of a complex set of facts about past events, lawyers can employ a number of strategies. They can rely on the testimony of eyewitnesses—if such witnesses are still alive, have a good recollection of the events in question, and can present their inherently limited perspective of the events effectively within the context of other available evidence. Lawyers can present the story themselves, but in the end, arguments by advocates can raise questions of bias that obscure, rather than clarify the historical facts at issue.

Another less-utilized but viable strategy is to turn to professional historians. These witnesses can employ contextual knowledge and a disciplined approach to research and analysis to gather, synthesize and present the available evidence in a thorough and compelling manner. Of course



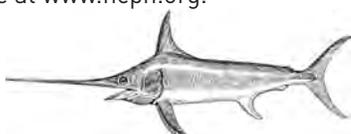
Civil War historian James McPherson’s volunteer expert witness testimony against construction of a Walmart Supercenter near the Wilderness Battlefield.

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Don’t get caught anywhere but Pensacola for the 2011 Annual Meeting!

April 6-9

Calls for Posters and Working Groups are at www.ncph.org.



Courtesy of Wikimedia Commons



Call for Proposals

Submissions for 2012 are due this February

2012 Joint NCPH/OAH Annual Meeting

April 19-22, 2012

Frontier Airlines Center

Milwaukee, Wisconsin

The theme for the 2012 OAH/NCPH Annual Meeting is “**Frontiers of Capitalism and Democracy.**” While we invite sessions on all aspects of U.S. history, we are especially eager to see those that stimulate reflection on tensions and/or interchanges between capitalism and democracy at “frontier” moments in the past.

The Program Committee is keen to encourage a wide variety of forms of conversation. Please feel free to submit such non-traditional proposals as poster-sessions; roundtables that home in on significant debates in sub-fields; discussions around a single artifact or text; serial panels organized around a thematic thread

that will run through the conference; working groups that tackle a common professional issue or challenge (see guidelines on the NCPH website, www.ncph.org); or workshops that develop professional skills in the documentation or interpretation of history.

We seek a program that includes the full diversity of the OAH and NCPH membership, so wherever possible proposals should include presenters of both sexes, members of racial and ethnic minorities, and historians who practice their craft in a wide variety of venues, including community colleges and pre-collegiate classrooms, consulting firms, museums, historical societies, and the National Park Service. We prefer to receive proposals for complete sessions, but will consider individual papers as well.

All participants are required to register for the Annual Meeting.

Proposals should be submitted electronically to the OAH Proposal System beginning October 1, 2010.

The deadline for proposals is **February 1, 2011.**



Be Seen in Pensacola

Six hundred public historians are expected to attend the 2011 NCPH Annual Meeting in Pensacola, Florida. NCPH invites you to raise your institution’s profile by reserving exhibit space, advertising in the *Conference Program*, or sponsoring an event. Each is an effective way to reach potential customers, partners, or students; promote the latest scholarship, forthcoming titles, and/or journals from your press; or otherwise celebrate the accomplishments of your organization. For more information, visit the 2011 Conference page on the NCPH website: <http://ncph.org/cms/conferences/2011-annual-meeting/>.

Courtesy of Flickr user Bonnie Woodson.

HISTORY supports the **NCPH** for promoting the value and significance of history every day.



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A Quarterly Publication of the
National Council on Public History



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2011 NCPH Annual Meeting

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Call for International Reviews and Reviewers

The Public Historian is seeking to increase its reviews of public history work taking place abroad. We are interested in identifying potential sites, publications, and gray literature from non-American sources for review. We would also like to update our database of potential reviewers for sites outside of North America. Please send your c.v. or your suggestions to Tory Inloes of the reviews office of *The Public Historian*: tswim@umail.ucsb.edu.

Join NCPH Today!

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

Members of NCPH gain access to:

- Publications—Print and online versions of *The Public Historian* and *Public History News*
- Professional Networking & Discussion Opportunities—At the annual meeting and in online communities
 - > “Off the Wall” Blog
 - > “NCPH” group on LinkedIn
 - > H-Public
 - > Public History Educators’ Listserv
- Discounts—On Annual Meeting registration and archival and library supplies
- Resources—Job Listings, professional development offerings, conferences, and call lists
- Advocacy—On behalf of the profession
- Online Resources—Tenure & Promotion guidelines; discounted subscription to ACLS Humanities E-book; and the *Guide to Public History Programs*.
- Leadership Opportunities—Shape the field by serving on committees and task forces

Membership Dues

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

NCPH will be changing the membership category “Sponsor” to “Partner” to eliminate confusion with “sponsors” of the annual meeting. In addition, effective February 1, 2011, membership dues for Patrons and Partners will increase to \$600 and \$400 respectively.

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



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. 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.

Creating the International Federation for Public History (from page 1)

make use of its established networks to promote international discussion in their fields. Beyond that, CISH imposes little structure on the internal commissions—which pay no dues—other than the hope that over the course of five years they will become full-fledged international affiliated organizations. Why not an internal commission on public history?

Why not, indeed? My initial conversations with members of the CISH governing board were encouraging, with more than one sharing with me the information that a public history program had just been inaugurated in his or her home institution. On returning home I contacted John Dichtl and was reminded that NCPH had recently established an international task force, which included members from several countries. Other colleagues provided yet more names of historians outside the United States likely to be interested. Karen Offen, the new U.S. representative to the CISH board and founder of the International Federation for Research in Women's History—now a thriving CISH affiliated international organization—provided critical advice about the application process, as did Patrick Harahan, general secretary of the International Commission of Military History. In the end we crafted a proposal for an International Federation for Public History under NCPH sponsorship and presented it to the CISH General Assembly at the 21st Annual International Congress of Historical Sciences in Amsterdam last August. It was unanimously approved.

So here we are. International Task Force Chair Anna Adamek's report (see page 8) provides information on the by-laws and structure of the federation and signals our intention to elect a formal steering committee at the upcoming NCPH meeting in Pensacola. To do that NCPH needs to hear from as many groups as possible—national associations of public historians, public history institutions with an international mission—as well as interested individuals. It is also not too early to begin thinking about the next CISH congress, to be held in Jinan, China, in 2015. In less than a year there will be a call for themes for that meeting. Public history should be among them.

Note

Max Planck Society's website for the Harnack-House, <http://www.harnackhaus-berlin.mpg.de/eng-index.htm> (accessed 11.4.2010).

In August 2010, Arnita A. Jones stepped down from her position as executive director of the American Historical Association, a position she held for eleven years. Prior to that she was executive director of the Organization of American Historians, a founding board member and chairman (1987-1988) of NCPH, a founder of the Society for History in the Federal Government, and the founding director of the National Coordinating Committee for the Promotion of History (now the National Coalition for History).

The Historian's Role as Expert Witness Introducing and Interpreting Facts-in-Evidence (from page 1)

these strategies are not mutually exclusive, but engaging an historian as an expert witness is still relatively uncommon. Nevertheless, we often encounter attorneys who wish they had considered using an historian as an expert witness in previous cases with a significant historical dimension.

Drawn from our experience, here are just a few reasons why:

Historians know how to find critical historical information. Professional historians use their training and experience to develop and execute a research plan informed by knowledge of the individual and institutional actors involved, the historical context of the events in question, and the information already gathered. By employing such a targeted research plan, they often find new information and—just as importantly—reduce the likelihood that opposing counsel will produce surprises later. When addressing more recent events, this research often points to additional participants who might provide eyewitness testimony. The documentation found can be crucial to placing eyewitness testimony in proper context and providing critical historical evidence upon which other technical experts base their testimony. In a Superfund matter involving a Cold War industrial plant, for instance, we identified a key 1960s supervisor through research into public sources, and then sat in with counsel to provide apt questions when the long-retired employee was located via pension directories.

Historians present authentic evidence.

Professional historians are trained to handle source materials and thoroughly document their research strategies and findings. At History Associates, our historians adapt this methodology to ensure that the records we collect can be presented to the court as authentic. We also have investigated how existing evidence was collected by others to help authenticate (or challenge) that material. In the past ten years, we have seen an uptick of engagements where historians must find defensible means of verifying, through provenance research, that a Web-based or electronic source is not only original but reliable.

Historians synthesize information into well-documented, compelling stories.

As professional researchers and informed interpreters—rather than advocates—historians weigh available sources to relate an accurate and defensible fact pattern. Here again an understanding of historical context helps historians piece together the story from an often-incomplete record and present an interpretation that is compelling because of its transparent and careful reliance on the facts in evidence. Because they are trained to convey their findings in plain language to general audiences, and yet defend those findings under close scrutiny by their peers, professional historians are well-qualified to serve as expert witnesses. Historians sensitive to the value of effective story and presentation can also help

lawyers and other experts to understand the nuances without losing the narrative—and hopefully dispositive—thread.

Lawyers, judges, arbitration panels, and mediators all rely heavily on credible third-party experts, whether testifying or consulting, to define, explain, and substantiate the evidence presented in legal matters. Utilizing a professional historian as an expert in these cases may be relatively rare, but this may be due to a general lack of awareness about what historians can offer, rather than an unwillingness to use them. We and our colleagues at History Associates have observed that attorneys who have employed an historian in the past are fully aware of the services such a partner can provide and will readily turn to the resource again when the circumstances warrant.

History Associates, Inc. has provided expert witnesses and historical consultants on a range of topics including industrial operations, environmental regulation and practice, government contracts, public health, water rights, land use, and Native American claims. Litigation Director Michael C. Reis manages a diverse range of litigation projects. Historian David Wiseman conducts historical and litigation research for History Associates. Mr. Wiseman previously worked as a trial attorney in complex civil litigation matters. For more information on History Associates' litigation services, please contact us.

Busing the Teachers: Learning History Onsite

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Students and teachers often have the perception that significant history happened somewhere else. I would love to dispel that notion and revive an interest in local and state history. Thanks to a series of Teaching American History Grants (TAHG) I have had the opportunity to try. Over the past several years I coordinated week-long bus tours to historic sites for groups of K-12 teachers.

The TAHG program is designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. history. Each year projects have offered professional development for participating classroom teachers in Kentucky. My role, representing the state historic preservation office—the Kentucky Heritage Council—was to highlight historic places that relate to and enhance the annual theme.



For example, the year we focused on migration we were able to visit Cumberland Gap, travel along the course of the Wilderness Trail, see McConnell Springs where one of Kentucky's first settlements began, and travel along the route of the Underground Railroad to the Ohio River and even crossing the river on a ferry.

The year we focused on Jacksonian America we traveled to a number of industrial sites dating from that time period, including a working mill and the salt peter mines in Mammoth Cave.

For the year we studied the impact of war on the homefront, we traveled to Fort Knox, rode a World War II-era passenger train, and saw Rubbertown in Louisville—a neighborhood that developed around the industries supporting the war effort.

Bus tours were popular with the teachers. They enjoyed the camaraderie of spending time together and genuinely enjoyed seeing the historic sites available in the state. They met the people preserving and interpreting the sites and interacted with them to work out getting additional resources for their students.

Frequently the sites were not ones the teachers could take their students to, but the information the teachers collected certainly supplemented their own understanding and was shared in their classrooms.

I wanted teachers to see places that survive but perhaps are not yet restored. After visiting an abandoned stone building relating to Native American education located now on a private farm, one of the teachers wrote—“*Today I learned that not all historic sites have a gift shop.*” By showing teachers historic sites throughout the landscape, with a variety of owners and uses, they can begin to see their own community in a different light.

Incorporated in the daily agendas of the bus tours were speakers adding insight and personal information related to the theme. These included a Vietnam veteran, an actor in character of Frederick Douglass, a university professor, and even a sculptor who met us on site of a new statue of Abraham Lincoln to discuss how he “did history” to create a work of art. We included music, too, when possible. At Shaker Village singers shared renditions of Shaker hymnody. In Louisville we had a 1940s-era swing band and volunteers revive the USO dances in a room at the Brown Hotel that was used as a USO dance hall.



Helpful hints for Planning a Learning Bus Tour:

“**Teachers as learners**” is a good premise to start from. Include daily reflection and feedback as part of the experience. We gave teachers writing prompts and read excerpts from the most insightful or humorous on the bus each morning to encourage and remind them to be thoughtful travelers. Assignments to be completed after the bus trip provided for more reflective responses and for relating to the theme to their own community.

Identification of Sites: Contact the State Historic Preservation Office to solicit their assistance in identifying sites in your area

that relate to the theme. You can also look at the online database created by the National Register of Historic Places. Historic sites that are currently used for restaurants and lodging will also enhance the experience of history.



Snacks: We had a minivan following the bus. It became the snack wagon with coolers and treats when we stopped between meals. It was useful to have a second vehicle during the week.

Time Considerations: Although these trips were popular, they also became known for their grueling schedules of early departures and multiple stops daily. Don't put too much into each day or balance a busy day with a more relaxed one.

Bathrooms and Parking: If possible make onsite visits in advance. Know the best routes, where and how many bathrooms are available and where the large bus can park, and turn around. Churches and theaters along the route may be viable options.

Be prepared for varied interpretations: Make sure the local contacts onsite know the theme. Variations in how history is understood, presented, interpreted, and marketed by and for different audiences can be discussed. A property owner restoring a historic house will tell a different story than a college professor, a mayor, or a volunteer tour guide.

Becky Shipp is now retired from the Kentucky Heritage Council and works at Liberty Hall Historic Site in Frankfort, Kentucky. The funded TAHG projects referenced in this article are located primarily in eastern Kentucky and partners include the Kentucky Historical Society, the University of Kentucky, Berea College, a couple of phenomenal master teachers, and a number of visiting scholars.

Digital History Across the Curriculum

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New York University (NYU) has offered graduate-level certificates in archives and public history since 1977 and 1981 respectively, but several factors prompted us to take a fresh look at our curriculum as we combined these programs into a new MA in 2007. Most critically, digital technology has fundamentally altered the archives and public history landscape. New media has, in many ways, promoted a convergence of these fields. Archivists and public historians face increasing demands to make analog resources



Washington Square Park, the heart of the NYU campus. Courtesy of Trina Hogg.

available online, as well as to manage and preserve born-digital materials. Public history professionals routinely integrate technology into their daily operations, work collaboratively and effectively with information technology staff without allowing support services to drive programs, and master techniques for educating and serving users remotely through web-based delivery systems.

Though some public historians, most notably those associated with the Center for History and New Media (CHNM) at George Mason University, have embraced technological change, many graduate programs have not kept pace. It seems especially important for public historians to assume a leadership role in this area, since so much popular history-making, education, and commemoration occurs in online settings.

In 2007, NYU applied received a grant from the National Historical Publications and Records Commission (NHPRC) to undertake curriculum

reform. We hired a digital humanities specialist for one year to help us reconfigure existing courses, create some new offerings, structure digital-based internships, and integrate new media issues more effectively into our courses. Several significant changes resulted. All students are now required to take one new course, “Creating Digital History,” during their first semester. Students in this class use Omeka (<http://omeka.org/>) as a platform for building small digital archives collections, creating online exhibits, and implementing basic metadata standards. Various plugins allow them to incorporate social networking technologies

and data migration tools

on their sites, and there is an opportunity to learn some modest programming skills. Since Omeka has been adopted widely by many cultural organizations, this choice both exposes students to software they will likely encounter in public history venues and also provides a vehicle for thinking about broader issues in the field. A new elective course, “History in the New Media” builds

on these skills and students produce a grant proposal using National Endowment for the Humanities guidelines as their final product.

Silo courses, however, could not effectively provide adequate depth to the curriculum. Digital issues and training have become integrated throughout all graduate classes. The preservation and reformatting course, for example, includes a much stronger component concerning data migration, scanning standards, and digital preservation. An institutional archives class now focuses more intensely on electronic records management concerns. Historical editing has been completely transformed and primarily addresses digital editions. Interestingly, many students have elected to undertake capstone projects with a digital emphasis. Some have experimented with historical blogs, others have developed online documentary mini-editions, and a few have prepared article-length theses that examine current issues in the field. The project has

created a cultural change within the program whereby students expect to engage theoretically and practically with new media throughout their academic careers.

Digital curriculum reform did produce several unanticipated challenges. First, it remains difficult to teach the technological skills necessary for historians to function in a digital world without sacrificing historical content and methodology. Students need to learn how to “look under the hood” of digital history projects, require some basic understanding of programming languages and possibilities, and must master a series of standards and practices that seem in constant flux. They also should think critically and theoretically about technological change, all within the confines of a brief two-year master’s program. Second, sustainability depends on building effective relationships within your own institution. The grant forced faculty to work more effectively with NYU’s Information Technology Services area, as well as with the Digital Library Team. Collaboration, however, is a time-consuming and ongoing activity often difficult to nurture over the course of the semester given the pressure of other projects.

Finally, each graduate program operates within its own unique culture. Individual support levels, faculty networks and interests, student expectations, and geography will determine the ability to implement curriculum change. Though the basic principles underlying this project can be adapted to other programs, the digital humanities field itself remains in a formative stage, and ripe for new experimental models. The complete project results can be viewed on our website at the following URL: <http://aphdigital.org/program/digital-history-across-the-curriculum-grant/>, and the general program with links to individual course syllabi can be accessed at <http://aphdigital.org>.

*Peter J. Wosh is the director of the Archives and Public History Program at New York University, chair of the NCPH Book Award Committee, author of several works including *Covenant House: Journey of a Faith-based Charity* (University of Pennsylvania Press) and *Spreading the Word: The Bible Business in Nineteenth-Century America* (Cornell University Press), and co-editor with Menzi L. Behrnd-Klodt of *Privacy & Confidentiality Perspectives: Archivists & Archival Records*, (Chicago: Society of American Archivists).*



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Long Range Planning— Please Get Involved

Every five years or so, the NCPH Board of Directors has asked a committee to prepare a strategic plan. Past President Marianne Babal chairs our current Long Range Planning Committee, which includes a diverse group of members (please visit the website to see the committee composition). NCPH has changed a lot since the plan now in place was created in 2006-2007. The organization is stronger, with more members, better attendance and more activity at the annual meetings, a growing endowment fund, numerous and active committees, and more programs and services for members. This is an exciting time for public history and NCPH. With the help of this committee and the active participation of as many members as possible, we can devise still better ways to serve our membership and the larger public history community.

At our fall board meeting in Chicago in October, we spent a day discussing core issues and potential opportunities and threats facing the organization and the profession of public history. It was an invigorating and enlightening

process and I want to share some of our conversation with you. I do so not to prescribe a path for the committee and NCPH but rather in the hope of stimulating members to get in touch with the committee, the Executive Office, or myself with your ideas and input. We are formulating a plan for our collective future so please get involved.

We spent considerable time redrafting NCPH's mission statement. Our current statement reads as follows:

"Given the essential value of historical understanding, the NCPH promotes professionalism among history practitioners and their engagement with the public." After lengthy deliberation, Board members created the following draft:

NCPH supports and inspires [or advances or embraces] public engagement with the past by serving the needs of practitioners through:

- Building community among historians
- Cultivating [or fostering or encouraging] critical reflection on their practices; and
- Advocating for the value of putting history to work in the world.

The board has asked the committee to improve upon this draft statement. I would pose the same questions to you that we posed to them. Does this draft mission statement

- Specify the truly fundamental reason(s) for why NCPH exists?
- Identify NCPH's unique characteristics?

- Provide a consistent message to all of our varied constituents?
- Provide overall policy direction for the organization?

To provide you with a bit more context, the board identified four major goals for the organization. In the final planning document, each goal (those that follow or better alternatives) will have accompanying objectives, specific ways that NCPH can implement the broad goal. Here is what we came up with:

- I. Provide more benefits and services for members at different stages of their careers
- II. Engage a broader membership/Build a more inclusive membership
- III. Raise the profile of NCPH
- IV. Increase financial capacity to launch new programs and deal with contingencies

The Long Range Planning Committee was appointed last summer and can be reached at NCPH@iupui.edu. Over a two-year period the committee members will engage in a process that will result in the production of our organization's new strategic plan. Recently I have engaged in a very similar process with the Central Square Theater in Cambridge, MA, where I also serve as President. I find that in stepping back from the temporal challenges and taking a longer view, I am re-energized and able to imagine how we can do things very differently. I look forward to working with you in this endeavor.

NCPH Board of Directors Fall Meeting

On Friday and Saturday, October 1-2, 2010, the NCPH Board of Directors met at the Chicago History Museum and did the following:

- Thanked Russell Lewis, Executive Vice President and Chief Curator of the Chicago History Museum, for his generosity in providing meeting space for the board.
- Approved the Minutes of the Spring 2010 Board Meeting in Portland, Oregon.
- Changed the name of the membership category "Sponsor" to "Partner" to avoid confusion with use of the term "sponsor" by individuals and institutions who underwrite components of the NCPH Annual Meeting.
- Increased the membership fee for Patrons from the current level of \$500 to \$600 (it had not been increased since 2001), and increased the fee for Sponsors (now "Partners") from the current level of \$300 to \$400 (it had not been increased since 2005).
- Gave conceptual approval for the 2011 Budget as proposed, contingent upon further discussion with the Finance Committee and more exploration of increasing revenue earned from the annual meeting. (The budget was subsequently approved by email vote on October 29, 2010.)
- Approved changing the Bylaws to create a Secretary-Treasurer-Elect position in the interest of greater continuity between individuals who serve as Secretary-Treasurer. The Secretary-Treasurer-Elect would be elected the year prior to the expiration of the Secretary-Treasurer's (three-year) term.

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→ Committees on the Go

The reports presented here give a sampling of what NCPH volunteers are up to. If you are interested in participating, please let us know at ncp@iupui.edu. The committees encourage your input. Committees meetings during the annual meeting are open to all members. Contact information for committee chairs and members is listed on the NCPH website.

Professional Development Committee

At its recent fall meeting, the NCPH Board of Directors created this new committee, which has been tasked with reviewing successful past workshops and creating new ones for the annual conference in Pensacola and in future years. This proactive approach will ensure we meet the varied needs and career paths of the diverse NCPH membership. Beyond ensuring a broad selection of workshops at annual meetings, the committee will also begin to facilitate professional development opportunities to be available at other times throughout the year and in locations outside of the conference host cities. These opportunities could include workshops at other conferences, summer field schools, online skills-based courses, webinars, or video-conferences. If members have ideas for new and creative professional development opportunities, the chair would be pleased to hear suggestions at mhamilt3@uwo.ca.

– Michelle Hamilton, chair

Membership Committee

The Membership Committee led the Portland Conference New Members and First Time Participants breakfast, where more than fifty members were able to meet each other and learn about NCPH. The committee also had a planning meeting in Portland, where we discussed the development of a former members survey that would determine why they did not renew their memberships. We also discussed asking members to tell us why they found NCPH membership beneficial. During the summer, John Dichtl asked the committee to write to both prospective and former members, and John distributed mailing lists that his staff had developed for a number of states. Our committee was also asked to collect testimonials from members that could be placed on the NCPH website or in publications, to review the benefits of membership, and to plan for a New Members and First Time Participants breakfast at the 2011 Pensacola meeting. We will hold telephone and Skype conversations

during the next two months to plan for Pensacola, to develop a process for seeking testimonials, and to begin planning for the Milwaukee, Ottawa, Monterey, and Nashville meetings.

– Jeffrey Brown, chair

Development Committee

The Development Committee reconvened by conference call and identified two priorities for its work this year. One is to obtain written commitments from individuals who are incorporating gifts to NCPH in their charitable giving and in their estate planning. It is our intention to award the first Legacy Circle pins to those whose commitments meet the generous standards set last year by the Board of Directors. The second priority is to pursue donations from potential corporate sponsors. To this end, we have identified a preliminary list of US corporations that have demonstrated an interest in history through their own internal programs archives or museum programs. The committee is at present drafting a case statement that will introduce both the merits of public history and of NCPH sponsorship to these corporate entities. The next steps will include making contact with appropriate individuals in these organizations and presenting ways in which NCPH support could in turn benefit them. The committee welcomes participation from any NCPH members who have current associations with any prospective corporate donors.

– Shelley Bookspan, chair

International Task Force

The NCPH International Task Force worked this summer on creating an internal commission as part of the International Committee of Historical Sciences/Comité International des Sciences Historiques (ICHS/CISH). Arnita Jones, former executive director of the American Historical Association was instrumental in this process. Arnita prepared the application and presented it at the CISH Congress in Amsterdam. The internal commission has been formally named the International Federation for Public History and is led by a steering committee. NCPH has been designated the permanent address of the steering committee. English and French are the official languages of the federation. National committees representing individuals, societies, institutes, programs or other organizations concerned primarily with public history activities may become members of the federation.

The federation will offer a venue for public historians from around the world to:

- create an international network of public history programs and scholars to facilitate the international exchange of information on teaching and research
- share recommended professional and academic best practices, including standards for evaluating public history scholarship
- foster participation of public historians and their organizations in international congresses and other meetings of scholars in the field
- encourage the formation of national committees of historians working in the field of public history

As an internal commission, the International Federation for Public History will have an opportunity to organize a public history session for the 22nd congress of the CISH, which will take place in Jinan, China, in 2015. The NCPH International Task Force will meet in Pensacola to elect the steering committee and discuss the work of this newly formed forum for international cooperation. Interested members are invited to participate.

– Anna Adamek, chair

Curriculum and Training Committee

The committee has almost doubled in size in the past year and will be tackling a growing number of projects. We will finish developing “best practices” documents for public history faculty and programs, including a reading list of books and articles most recommended for public history training. The committee is urging directors of public history programs to list their program in the online NCPH Guide to Public History Programs. For the 2011 Annual Meeting, the group will sponsor the Public History Educators Breakfast and two associated roundtables: “The Public History Introductory Course” and “Teaching the Practicum Course: Building Communities of Learners.”

– Ann McCleary, chair

Graduate Student Ad Hoc Committee

The committee worked on developing and implementing their goals for this upcoming year, including utilizing social media to enhance communication and encourage the exchange of ideas between graduate students and new professionals; providing resources to graduate



John Dichtl
jdichtl@iupui.edu

A Portable Event

On a recent Friday, NCPH, its host history department, and the department's graduate student history association drew 140 people to a "Careers in History Symposium." The Indiana University Purdue University Indianapolis (IUPUI) Public History Program had last offered such an event about a decade ago. NCPH program director Carrie Dowdy and I revived the idea to promote public history and NCPH while strengthening the organization's ties with IUPUI. We agreed to lead the effort from the NCPH office.

In describing the symposium, what we expected, and what we got, I hope to offer a model that might be replicated elsewhere. A career workshop or conference is not a new idea, but one infused with public history and organized by public history graduate programs, especially at a time when the humanities are perceived to produce graduates who are unable to compete in a competitive job market, has the potential to accomplish several interesting goals. At the very least, an event like this is an opportunity for public historians to help departments of history and their deans answer the question, "What is a history or liberal arts or humanities degree good for?" Public history faculty members already have the connections to gainfully

employed public history practitioners who can actually demonstrate an answer. A career event showcases these ties, and, in turn, strengthens the local or regional history practitioners' relationships with the college or university in new ways, such as creating future internships and mentoring opportunities, facilitating mock or "informational" interviews, and revitalizing alumni networks.

Career guidance with a public history twist was our pitch, and the students and faculty members from other institutions were ready. We had undergraduate and graduate students from large and small institutions across Indiana, as well as students and faculty from Ohio and Kentucky. There may be even greater need out there. Ultimately, 20 percent of the attendees traveled more than two hours, which suggests a healthy demand within a large driving radius of our city.

The symposium lasted from 9:15 a.m. (intentionally a bit late in the morning so people could drive in from afar) until 3:00 p.m. (a bit early, so they could drive home before rush hour). At lunchtime we turned the attendees loose for an hour and fifteen minutes to explore the area. We charged \$10 for registration to cover the travel expenses of our keynote speaker, the morning coffee break, supplies and printing, as well as for a lunch for several of the morning panelists and a few key invited guests. The fee also helped ensure that students who registered would be more likely to show up, and it sent the implicit message that the symposium was an experience that had value. Each of the sessions, other than the keynote presentation, was moderated by

an IUPUI Public History graduate student. The Graduate Student History Association also organized volunteers who helped with registration and other logistics.



Jamil Zainaldin.

Jamil Zainaldin, the president of the Georgia Humanities Council, started the day off as our keynote speaker. His role, which he filled admirably, was to inspire and to make the argument for the importance of history, historical thinking, and history practitioners. The second session of the morning was a roundtable titled, "History in Expected and Unexpected Places." It included Ed Roach, a National Park Service historian at Dayton Aviation Heritage National Historical Park; Eloise Scroggins, the director of exhibitions research and development at the Indiana Historical Society; Doria Lynch, the deputy clerk and historian for the U.S. District Court,

continued on page 11 →

Committees on the Go

students and new professionals outside the conference realm; and, providing continuity and sustainability to our committee. In addition to working on annual meeting programs, such as Mentoring, Speed Networking, and Conference FAQs, the committee has new initiatives:

The Social Networking Subcommittee is working on creating a blog for public history graduate students and new professionals. They are brainstorming ideas about the function and form this will take: fostering network-building between public history programs, providing job search tips and resources for new professionals, and inviting guest blog posts about career opportunities

and public history projects by graduate students and new professionals.

The Membership Subcommittee is devising ways that NCPH can better serve graduate students and new professionals, with a focus on increasing membership and participation in the organization. Toward these ends, the subcommittee plans to utilize past surveys and conduct new ones. They will compile their findings in a report to the NCPH Board of Directors and the Membership Committee.

The Non-Conference Support Subcommittee is continuing to develop a

protocol that utilizes the H-Public Listserv to communicate various funding opportunities for public history graduate students. The subcommittee is also investigating ways this committee can provide support for new professionals entering the field.

The Graduate Student Committee looks forward to working together on these tasks and sharing some of our work with the public history community in the spring. We welcome questions and comments.

— *Laura Miller* (lamill@history.umass.edu) and *Jeff Robinson* (Jeffrey.Robinson@massart.edu), co-chairs

Boomers Begin Turning 65 in Less Than a Month

On January 1, 2011, the first of the Baby Boom generation begins reaching retirement age. How will history museums, contract work, the public history job market, heritage tourism, community and civic involvement, financial support for nonprofits, and the pool of available volunteers be affected? A handy overview of impending demographic shifts, with implications for all history practitioners, is "Museums & Society 2034: Trends and Potential Futures." The report is available from the Center for The Future of Museums at <http://futureofmuseums.org/reading/publications/2008.cfm>.

Upcoming NCPH Conferences

- 2011 Pensacola, Florida
Historic Pensacola Village and the Crowne Plaza Hotel, April 6-9
- 2012 Milwaukee, Wisconsin
Joint meeting with the Organization of American Historians, April 19-22
- 2013 Ottawa, Ontario
- 2014 Monterey, California
- 2015 Nashville, Tennessee



New Benefits of Membership

In the past year, NCPH has begun offering two new benefits of membership.

Library and Archival Supply Discount

Gaylord Bros., a library supplies, furniture, and archival solutions company, will extend to NCPH members a 15% discount on library and archival supplies, a 10% discount on furniture, and free shipping (on any library and archival order over \$200) to the lower 48 states. Members may contact the NCPH office for the discount code. www.gaylord.com

ACLS E-Book Subscription

The American Council of Learned Societies offers NCPH members individual subscriptions for \$35 to the Humanities E-Book list of more than 3,500 full-text, cross-searchable titles across the humanities and social sciences, from the 1880s through the present. Titles have been selected and peer reviewed by ACLS constituent learned societies for their continued value in teaching and research, and approximately 500 are being added each year. Check to see if an institution near you already subscribes: <http://www.humanitiesebook.org/subscribinginsts.html>.

Welcome New Members!

Wayne Abrahamson Cantonment, FL	Tonya Chandler Pensacola, FL	Alix Green Hertfordshire, United Kingdom	Brittany Keating Marion, NC	Elizabeth McMullen Morgantown, WV	Jim Ricker Guthrie, OK	Jennifer Traverse Witkov Evanston, IL
Theresa Altieri Philadelphia, PA	Erik Christiansen Providence, RI	Rachel Greer Brooklyn, NY	Diana K. Kelly Poway, CA	Wesley Meiss Milton, FL	Jacinta Rivera Austin, TX	Michelle Trevino Austin, TX
Niles Anderegg Washington, DC	William Chrystal Charlotte, VA	James Hansen Auburn, AL	Polly Kienle Lexington, MA	Sarah Melton Decatur, GA	Nicola Robb New York, NY	Catherine Vale Tempe, AZ
April Anderson Orlando, FL	Bell Clement Washington, DC	Alan Hanson Ripon, WI	Katharine Klein Columbia, SC	Heidi Murrin Milton, FL	Aaron Robinson Menands, NY	Niklaas Waller Yorktown, VA
David Anderson Stanton, CA	Sarah Conlon Columbia, SC	Kaelynn Hayes Indianapolis, IN	Daniel Klug Pensacola, FL	James Nelson Washington, DC	Lou Robinson Richmond Heights, MO	Colleen Walter Halethorpe, MD
Benjamin Badgley Spiceland, IN	Andrew Cserr Natrona Heights, PA	Siera Heavner Chicago, IL	Michelle Kvasnicka Colonial Heights, VA	Lindsey Noyes Huntington Beach, CA	Jacqueline Rodgers Pensacola, FL	Megan Warden Pensacola, FL
Allison Baker West Columbia, SC	Margaret Devore Saint Augustine, FL	Thomas Henthorn Flint, MI	Gabriela Landeros Sacramento, CA	Maureen O'Brien St. Cloud, MN	Kellie Saunders Brighton, MA	Emily Weisner Santa Claus, IN
Eric Barr Maryland Heights, MO	Jose Diaz Columbus, OH	Kelly Herold Atma, WI	Danielle Lapresta Morgantown, WV	Ryan O'Connell San Bernardino, CA	Cynthia Savage Pocasset, OK	Elyse Werling Pendleton, IN
Debby Bartley Avon, IN	Jacob Dinkelaker Cincinnati, OH	Molly Holz Helena, MT	Amy Leiser Stroudsburg, PA	David Ogden Gulf Breeze, FL	Megan Shockley Clemson, SC	Richard Whaley Fond Du Lac, WI
Derrick Birdsall Farmers Branch, TX	Jamie Dunn Indianapolis, IN	Sarah Hooker Pensacola, FL	Amber Levy Ardmore, PA	Jacquelyn Orchard- Hays Pensacola, FL	Rebecca St. Cyr Milton, FL	Claire White Columbia, SC
John Blythe Chapel Hill, NC	Regina Faden St. Marys City, MD	Aaron Hoppenstedt Naples, FL	Michelle Lorimer Fontana, CA	Shane Pacey Stittsville, ON	Chris Stenftenagel Austin, TX	Jeri Wieringa New Haven, CT
Mark Boelter North Hollywood, CA	Meghan Fall Nashville, TN	Kathleen Hurley Montpelier, VT	Teila Luchterhand Spencer, WI	Jenny Pachucki New York, NY	Carrie Streeter Trade, TN	Gina Williams Indianapolis, IN
Jane E. Boyd Philadelphia, PA	Paula Fortier New Orleans, LA	Susan Irwin Gilbert, AZ	James W. Marcum Towaco, NJ	Bill Peterson Sheridan, MT	Malina Suity Pensacola, FL	Luke Williams Stillwater, OK
Caitlin Buxton Boone, NC	Andrew Froberg Indianapolis, IN	Linda Ivey Hayward, CA	Jay Martin Mount Pleasant, MI	Lauren Poche Maurepas, LA	Bridget Sullivan Washington, DC	Susan Wood Glendora, CA
Heidi Campbell-Shoaf Burkittsville, MD	Jesse Gagnon Newark, DE	Jessica Jenkins Hartford, CT	Stephanie McBride- Schreiner Scottsdale, AZ	Caitlin Podas Lexington, SC	Stacey Swigart Philadelphia, PA	Keith Zahniser Washington, DC
Sara Cantrell Collierville, TN	Francesca Gamber Baltimore, MD	Laura Johns Portland, MI	Erin Mcleary Philadelphia, PA	Stephanie Powell Pensacola, FL	Jaimie Timm Boone, NC	Joann Zeise Irmo, SC
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Cynthia Catellier Gulf Breeze, FL	Heidi Glatfelter Timonium, MD					

From the Executive Director (from page 9)



"History in Expected and Unexpected Places" panel.

Southern District of Indiana (a job she helped create for herself by submitting a 15-page proposal to the clerk and chief judge upon finishing an internship at the court); and Dan Miller, president of Historical Solutions, LLC, a firm that uses history to provide leadership development and other services to corporations and corporate executives. Comments on the evaluation survey afterward show that people really liked the range from "expected" to "unexpected" on this panel.

While the attendees scattered for lunch, I used the time to bring together the morning speakers, the chair of the history department, the president of the Indiana Humanities Council, and a couple of other dignitaries. The lunch was extremely useful in cementing the new connections already created by the symposium between practicing public historians, the department, the NCPH office, and our state humanities council.

At 12:45 p.m. the symposium reconvened for a session we titled, "Coast to Coast and Public to Private, Finding Your Place in History." Cynthia Koch, the director of the FDR Presidential Library and Museum at Hyde Park, and Marianne Babal, corporate historian and assistant vice president with Wells Fargo and Company in San Francisco, headlined the session from a thousand miles away each. We beamed them in via a video-conferencing connection. Modupe Labode, IUPUI assistant professor of history and museums studies, led the session and together with a graduate student posed questions to both participants. Koch and Babal, laid out job functions that most in the room had probably never considered, from meeting with major donors and managing staffs, to working with corporate marketing teams. The audience welcomed seeing two historians speaking from their actual offices, and the digital reached helped students imagine job

prospects far outside the bounds of our state and region.

By 2:00 the audience was ready for another change of pace. Attendees had the choice of two breakout panels covering the same topic: "Making the Leap: Getting Yourself Employed in History." Populating the panels were younger public historians who discussed the practical aspects of graduate school, the job search, and career decisions made to date. Several emphasized the importance of internships. Excellent advice offered by Erin Kelley, public programs coordinator at the Indiana Historical Society, was to "treat every day of an internship as if it's an extended job interview." We ended at 3:00, sending about 40 people on two optional behind-the-scenes tours at the Indiana Historical Society and the Eiteljorg Museum of American Indians and Western Art.

Our symposium, at least in this first iteration, focused on public history careers. Another approach would be to include information about becoming a precollegiate teacher or even using a history major, Masters, or PhD to enter other professions, such as the law, business, banking, advertising, etc. The latter approach would be quite productive. I myself take a holistic view and would be comfortable with the broader approach of doing anything that promotes the history major and history or public history graduate degrees, whether or not the final job is history-related. After all, more and happier recipients of history degrees should result in even greater demand for popular and public history, wider support for public history institutions (e.g., future donors, willingness to pay taxes that support the humanities, etc.), and greater understanding of why history is important (e.g., in setting legislative priorities, forming government policy, etc.). All of the above benefit public historians.

Before closing shop for the day, Carrie and I sent an email to all registrants with a link to an evaluation form we had placed on SurveyMonkey.com. The comments have been specific and helpful. The critical ones give us a lot to think about next time, but 93 percent of respondents report being "satisfied" or "very satisfied" with the symposium.

What I would change next time:

Simplify. Students would have been happy with one less panel, replaced perhaps by time for small group discussion or more networking. Some of the panels could have had three presenters instead of four, which would allow more depth and time for questions.

More networking. We encouraged students to use the breaks to talk to each other and the presenters, but the students really needed some structure that demonstrates and facilitates networking, perhaps even a session on networking, setting up informational interviews, etc. A spinoff of the NCPH's Annual Meeting Speed Networking event might work.

Address the gap. Our symposium attracted graduate students and undergraduates. It might have been productive to offer a workshop at the end, which grad students could skip, on applying to graduate school, the differences between a traditional and public history masters degree, museum studies, library and archives, etc.

To find out more about the symposium, visit <http://ncph.org/cms/conferences/careers-in-history-symposium/>.



Modupe Labode and Erik Peterson talk with Babal and Koch onscreen.

NCPH Board of Directors Fall Meeting (from page 7)

- Heard the final report of the board's Socially Responsible Investment Committee (Martha Norkunas and Cathy Stanton) and voted unanimously to move 20 percent (approximately \$80,000) of the NCPH's current investment portfolio (approximately \$400,000) to the Vanguard FTSE Social Index fund (VFTSX) by the date of the 2011 Annual Meeting.
- Considered several proposals for future NCPH Annual Meeting sites and made the following selections: Ottawa, Canada, in 2013; Monterey, California, in 2014; and Nashville, Tennessee, in 2015.
- Created a Professional Development Committee to provide continuing education and professional development opportunities for NCPH members and nonmembers, through annual meeting workshops and other means.
- On Saturday, the board discussed major strategic goals and the mission statement of NCPH. The Long Range Planning Committee, chaired by Past President Marianne Babal, will receive this set of recommendations from the board to use as its starting point in the strategic planning process.

Between the Spring 2010 and Fall 2010 Board Meetings, the board did the following:

- Approved the appointment of Michel Gates Moresi to the Executive Committee.
- Approved the University of California Press's proposed 9-percent increase in institutional (i.e., library) subscription rates for *The Public Historian* for 2010 and encouraged the press to keep future increases in subscription costs as low as practicable.
- Approved the joint Working Group on Evaluating Public History Scholarship's final report, "Tenure, Promotion, and the Publicly Engaged Academic Historian." The Organization of American Historians (OAH) approved the report on April 8; NCPH approved it on June 3; and the American Historical Association (AHA) approved it on June 5. The three organizations have sent print copies to history chairs and their deans across the United States.
- Through the Executive Committee, agreed to sign an open letter from the National Trust for Historic Preservation to request funding

from Congress at the FY 2010 level for key historic preservation programs (Save America's Treasures, Preserve America Grants, and National Heritage Areas), which had been eliminated or cut in the administration's FY 2011 proposed budget.

- Through the Executive Committee, agreed that the National Coalition for History (of which NCPH is a member) and the NCPH should sign a letter drafted by the Civil War Preservation Trust (CWPT) to the Pennsylvania Gaming Control Board in opposition to a proposal to license a casino located one-half mile from the Gettysburg National Military Park.
- Through the Executive Committee, approved signing a letter from the Coalition for the Civil War Sesquicentennial (of which NCPH is a member), to the Committee on Energy & Natural Resources. The letter requested that the committee favorably report S. 1838, the Civil War Sesquicentennial Commission Act, as modified and send it to the full Senate for action. The act directed the Secretary of the Interior to establish a Civil War Sesquicentennial Commemoration Commission to plan, develop, and carry out programs and activities appropriate to commemorate the sesquicentennial of the Civil War, and to carry out other specified duties. It also directed the National Endowment for the Humanities to award grants for appropriate activities relating to the Civil War sesquicentennial.
- Through the Executive Committee, voted in favor of sending a letter to New York Governor David Paterson in support of a bill (A. 9928/S. 6847) passed by the New York State Legislature that would ensure the preservation of New York governors' records.
- Through the Executive Committee, voted in favor of joining the "well-rounded education" coalition and signing onto a statement to Congress and the Administration calling for the continued robust funding of core academic subjects including history. The coalition's intention was to protect the Teaching American History (TAH) grant program by bundling it with funding programs for other disciplines while maintaining discrete funding streams for each discipline so that the various disciplines will not have to struggle against each other, but that competitive grants would occur within the disciplines.
- Approved the conflict of interest statement proposed during and redrafted after the spring board meeting in Portland. Beginning in fall 2010, board members were asked to sign the statement at the start of their term of service.

The Serendipity of Connection

NCPH encourages members to use the NCPH "group" on LinkedIn.com as a membership directory. More than 400 have already joined. When you sign up for a free LinkedIn account, not only can you build a profile with as much or as little profession-related information about yourself as you like, you can also connect to other professionals of your choosing. Participation in the NCPH group is open only to current NCPH members. It's a quick way to reach other public history practitioners and benefit from their job experience and connections. People have reported using the NCPH LinkedIn group to find consultants, direct students to career information, find panelists for sessions, locate partners for collaborative projects, and explore job opportunities.





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of History
- University of Wisconsin, Eau Claire,
Department of History
- University of Wisconsin, Milwaukee,
Department of History
- Ursuline College, Historic Preservation
Program
- West Virginia University, Department of
History
- Western Michigan University,
Department of History
- Wichita State University, Department of
History



Introducing the NCPH Graduate Intern

Meira Osness joined the NCPH executive office in August. A native of Iowa, she is pursuing an MA in Public History at IUPUI. In May 2010, Meira graduated from the University of Northern Iowa with a degree in History and a minor in Criminology. She credits an internship with Living History Farms as the point when she discovered her passion for public history. Her duties at NCPH include research, helping to organize the Careers in History Symposium, regularly contributing to H-Public, updating the website, and assisting with planning for the annual meeting.

→ 2011 NCPH Annual Meeting

Some Highlights of the Upcoming Conference

Registration

Early registration for the conference is available December 15 through March 11, online or by printing and mailing or faxing the form on the website. A digital version of the *Program* will be available in January on the NCPH website. And don't forget to make your reservation at the Crowne Plaza Pensacola Grand Hotel soon!

Public Plenary Address

Tony Horwitz

Saturday, April 9, 11:00 a.m. – 12:30 p.m.
Pensacola Little Theatre

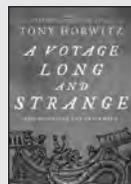
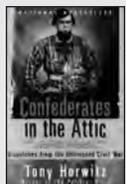


Tony Horwitz.

Pulitzer-prize winning writer Tony Horwitz will speak about history and remembrance, and how journalism informs his approach to the past. His current book project, on John Brown and his 1859 raid, appropriately for 2011, falls at the intersection of efforts to mark the Sesquicentennial of the Civil War and the tenth anniversary of 9/11. Horwitz is the author of several bestselling books including *Confederates in the Attic: Dispatches from the Unfinished Civil War* (1998) and *A Voyage Long and Strange: On the Trail of Vikings, Conquistadors, Lost Colonists, and Other Adventurers in Early America* (2008).

He worked for many years as a reporter, first in Indiana and then during a decade overseas in Australia, Europe, Africa,

and the Middle East, mostly covering wars and conflicts as a foreign correspondent for *The Wall Street Journal*. He worked as a staff writer for *The New Yorker* before becoming a full-time author.



Entrepreneurship and the Practice of History

A 2011 NCPH Annual Meeting Workshop in Pensacola
Wednesday, April 6

As an experiment in continuing education for practicing or teaching historians who seek to expand professional horizons and explore new ways to do history, NCPH is offering an entrepreneurship workshop next April in Pensacola. Entrepreneurs are often held up as the iconic embodiment of the innovation, creativity, drive, and passion undergirding the American economy. Many businesses and professions view entrepreneurs as paving the pathways to the future. But what really defines entrepreneurship or intrapreneurship (its related practice in established organizations)? What skills are involved? How might the practice of entrepreneurship expand the range of opportunities available to professional historians and redefine the future of our profession? This workshop is an outgrowth of the 2010 working group on connecting academic training with the changing marketplace, which recommended among other things that NCPH 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.

Brian Martin, *History Associates, Inc.*; Michelle McClellan, *University of Michigan*; Darlene Roth, *Public History Entrepreneur*; and workshop facilitator, Phil Borden, *Essergy Consulting*.

Working Groups

Involving up to twelve participants, these seminar-like conversations allow conferees to explore a subject of shared concern. Discussants submitted brief applications in October and will be reviewing each other's case statements and a common set of readings before they gather in Pensacola. Working groups this year include the following:

1. The Choices We Make: Public Historians' Role in the Commemorations of the Sesquicentennial of the American Civil War
2. Public History and Gentrification: A Contentious Relationship
3. Using "Centers" to Teach Public History and Engage Community Partners

Conference Connection—Mentoring

During the Pensacola conference NCPH will match students and new professionals with experienced public historians. If you are interested, let us know by checking the box on the annual meeting registration form. We are looking both for mentors and mentees. Mentors and mentees contact each other by email prior to the conference to agree on a place and time to meet, such as the Opening Reception or some other event both are planning to attend early in the conference. During the conference, mentors share lessons about their own career path and try to introduce their mentee to other public history practitioners. The point is to build networks and share information to maximize the conference experience. Mentors also can give advice about selecting sessions and tours to attend, or making the rounds in a reception, the exhibit hall, or the Poster Session. How do you use this or any conference as a source of professional development, new projects, and new ideas?

Become a Conference Volunteer

NCPH soon will be seeking student volunteers to help with the 2011 Annual Meeting. Student volunteers receive a free registration in return for a four- to five-hour shift of helping with registration, the exhibit hall, tours, special events, and other tasks. Volunteers must fill out a brief application and be a member of NCPH, a graduate student, and at least 21 years of age. After selection, those who have already registered will be reimbursed; those who have not yet registered must fill out the registration form and omit payment for the registration fee (but include any other fees, such as meal events, etc.) Watch the NCPH website in January for news about the volunteering schedule and applications.

Speed Networking III

For the third year in a row, NCPH will offer a professional twist on "speed dating." Speed Networking participants sign up to talk and network with seasoned professionals over the course of five fifteen-minute rotations. Graduate students have the chance to connect with public history professionals and to learn about the variety of careers available to public historians. New professionals can network with established practitioners and make valuable contacts for potential collaboration on future projects. Prepare some questions in advance, bring your business cards, and expect to talk and listen a lot!

April 6-9, Pensacola, Florida



Courtesy of West Florida Historic Preservation Inc.

Tours

The following are among the dozen or more tours that the Local Arrangements Committee is organizing for next April. Full descriptions will appear in the *Program* and on the NCPH website starting in December.

- Spanish and British Colonial Archaeology of Downtown Pensacola
- Local Food Cooking Demonstration
- Nautical Archaeology
- Naval Live Oaks and Fort Pickens, Antebellum Era to the Civil War
- Historic Pensacola Waterfront
- Florida's Logging Heritage
- Montgomery, Alabama, Civil Rights
- Historic Shipwreck Dive

Legacy Circle



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. 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.



Late 19th-century view of Pensacola Beach. Courtesy of Pensacola Historical Society.

The Annual Meeting *Program* and registration are available at nph.org starting this month.

NPS Historian Paul Weinbaum Retires



Historians Sean Wilentz, Jonathan Earle, Reeve Huston, and Paul Weinbaum during a site review of the interpretive themes at Martin Van Buren National Historical Park. Courtesy National Park Service

Dr. Paul O. Weinbaum recently retired after a distinguished thirty-seven year career in the Northeast Region of the National Park Service. His early career as Chief of Museum Services at Statue of Liberty National Monument and Historian at Boston National Historical Park resulted in exhibits on immigration and Old South Meeting House and studies on the Statue of Liberty and foreign trade in Boston harbor. As Northeast Region History Program Manager, Weinbaum used professional associations and universities to complete studies and site visits for national parks from Maine to Virginia. Studies included *The Changing Face of the Statue of Liberty* (John Bodnar et al.); *A Return To His Native Town: Martin Van Buren's Life At Lindenwald, 1839-1862* (Leonard L. Richards, Marla R. Miller, and Erik Gilg); and *Here, George Washington Was Born: Memory, Material Culture, and the Public History of a National Monument* (Seth Bruggeman). Organization of American Historians coordinated site visits included David Glassberg (Statue of Liberty National Monument), Michael Kammen (John F. Kennedy National Historic Site), Gary Nash (Minute Man National Historical Park), and Sean Wilentz (Martin Van Buren National Historical Site). Weinbaum also managed National Register documentation and served as an advisor for cultural resource planning and management for multiple parks. Dr. Weinbaum can be reached at pw4512@verizon.net.

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ncphoffthewall.blogspot.com



This guide is a free, international resource for prospective students, public history faculty, and anyone interested in the shape of public history education today. It offers basic information, in a standardized format, about the growing number of public history programs. NCPH also intends the guide for public history institutions, government agencies, schools, businesses, and community groups wanting to identify potential partners in their area.

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