



Examples of Successful History@Work Pitches, Used with Permission of the Authors, originally sent as part of an email to Editors

1-Final Post: Jade Ryerson and Katherine Crawford-Lackey, “Quar-interning’: choosing and managing a productive digital internship during COVID-19,” *History@Work*, September 1, 2020, <https://ncph.org/history-at-work/quar-interning-during-covid-19/>.

“...I am currently with the National Park Service working on the heritage travel and heritage education programs. It would be interesting to co-author a piece with one of our spectacular interns, Jade Ryerson, a public history student at DePaul University. Jade and I have had an interesting work experience - we've developed a strong mentor-mentee relationship even though the entire experience has been digital. We are currently collaborating on a project to identify historic sites associated with underrepresented communities- all of which has to be done online due to the pandemic. While our work is very much about research and community collaboration, Covid-19 has changed our approach. The pandemic has also changed the trajectory of our working relationship as Jade was unable to relocate to DC for the internship.

Some of the questions we'd like to explore and address include: How can cultural institutions offer robust, meaningful experiences to potential interns during Covid-19? What kind of projects can mentors plan if interns and other staff cannot conduct in-person research



or community outreach? How can interns take advantage of these professional experiences if they are social distancing and unable to access outside resources? What strategies can mentors adopt to make interns feel valued and included?

As the pandemic continues to change the landscape of the field, finding ways for practitioners to connect and mentor future public historians is absolutely crucial. Jade and I hope to engage fellow public historians in a conversation about how we can effectively continue to do our work and train a new generation of scholars during these unprecedented times...”

2-Final Post, Danielle Lehr Schagrin, “A Public Historian in Publishing: Lessons from Working Outside the Field,” History@Work, February 11, 2021, <https://ncph.org/history-at-work/a-public-historian-working-in-publishing/>.

“...Two years ago, my husband and I agreed to move so he could accept a job opportunity. I left my position as education program coordinator for a historic house museum—a job I had held for four years. While I searched in vain for public history opportunities in my new home, I came across a job ad that piqued my interested—an editorial assistant for a small publishing company. The job, which entailed writing and editing for two woodworking magazines, was not exactly the upward career move I wanted to make; but it was an opportunity that allowed me to use my research, writing, and oral history skills while filling a few hard skill gaps (Adobe InDesign, WordPress, social media). Now, I am



happily employed as a development writer and researcher with two historic house museums.

As we all grapple with the fallout of the COVID-19 crisis, I empathize with my fellow museum professionals and public historians who are experiencing layoffs and staff reductions. I know many of them will have to look for work outside of the public history field. I understand the fear and disappointment that comes with making that choice. As I pondered this, I realized I could offer some encouragement and advice that I learned in my own time away from the field.

I'd like to write about a few of those lessons: 1) Work on hard skills 2) Use your public history skills where you are 3) Keep reading 4) Don't sell yourself short if/when you return to the field. This blog post would also address what it means to be a public historian. Do you have to be employed in the field in order to use that title? How can public historians put their skills to work in other fields? How can we better recognize the work public historians do outside of the history field?