



Call for Working Group Discussants
NCPH-UHS Annual Meeting
April 10-13, 2024
Salt Lake City, Utah

What are NCPH Working Groups?

Working groups, involving up to six facilitators and up to twelve discussants, allow conferees to explore in depth a subject of shared concern before and during the annual meeting. In these seminar-like conversations, participants have a chance to discuss questions raised by specific programs, problems, or initiatives in their own public history practice with peers grappling with similar issues. Working groups articulate a purpose they are working toward or a problem they are actively trying to solve. They aim to create an end product(s), such as a report, article, website, or exhibition.

2024 Working Groups

For 2024, eleven working groups are seeking discussants:

1. A Circle of Care for Black Women Working at Sites of Trauma
2. AAPI Public History Working Group: Opportunities and Partnerships to Grow the Field
3. Best Practices for Creating Sustainable Public History Class Projects
4. Beyond Tunnel Vision: Recovering the Hidden Stories of the Transcontinental Railroad
5. Creating a Teaching Tool for Community-Engaged Work
6. Empowering the Public History Workplace, Part Two: Resources, Organizing, and Pedagogy
7. Innovation and Reinvention: Doing Public History in Postindustrial Communities
8. Leadership From Below: Strategies, Best Practices, and Resources
9. Rethinking Black Museums in the Age of Black Lives Matter
10. Women in Public History Working Group
11. The World War II Home Front, Part Three

To apply to join one of these working groups, please [fill out the form](#) describing the issues you wish to raise with your peers, together with a one-page resume, CV, or biographical statement, by **November 15, 2023**. We welcome submissions from individuals across a range of professions and career stages. Please see the specific working group descriptions below. Individuals who are selected will be listed as working group discussants in the conference *Program* and will participate in the working group session at the annual meeting.

Expectations

This fall the group facilitators will ask discussants to contribute a 500-1,000-word case statement. The case statement will describe a discussant's particular experience, define the issues this experience raises, and suggest strategies and/or goals for resolution. Case statements will be circulated among participants and posted to the NCPH website. Discussants are expected to read and provide written comments on one another's case statements well before the conference date. Some working groups may also have additional shared background reading materials identified by their facilitators or may choose to open case statements for wider public input. Discussants are expected to meet in person next April at the National Council on Public History and Utah Historical Society's joint meeting in Salt Lake City, Utah.

To apply

Please fill out the [discussant application form](#), making sure to select which working group you are applying to join. (You may apply to participate in a working group whether or not you have submitted another presentation or session proposal. You may apply for only one working group.) All working group discussants are expected to register and pay for the annual meeting within six weeks of acceptance.

Apply at <http://ncph.org/conference/working-group-discussant-application/>

About the 2024 Working Groups

A Circle of Care for Black Women Working at Sites of Trauma

Facilitators: Amber Mitchell, The Henry Ford
Hannah Scruggs, Smithsonian National Museum of African American History & Culture
Ariel Seay-Howard, North Carolina State University

Plantation sites and other sites of slavery and trauma are widely understood as being sites of “difficult history” and trauma. Black women and femmes have long worked at sites of slavery, in roles as diverse as first-person interpretation to being managers and directors of these sites. Many of us feel or felt the weighty responsibility to those who were enslaved there to make sure their lives are remembered. However, working there can be a challenging experience, heightened by histories of violence that occurred in the places where we work that directly intersect with our lived experiences. We would like to create a network of support for people who work or have worked in these spaces, potentially culminating in a series of blog posts or edited volume about these experiences (though we would like the final form to be determined by the group). We seek the participation of Black Women and femmes due to the unique types of misogynoir we face in this work and the type of sexual and physical violence faced by enslaved Black women.

This working group hopes to create some kind of written piece—articles, white paper, or edited volume—at some point. However, the main idea is to create space and room for specific discussions about Black women’s experiences in this work and a network of support.

AAPI Public History Working Group: Opportunities and Partnerships to Grow the Field

Facilitators: Renae Campbell, Asian American Comparative Collection, University of Idaho
Kristen Hayashi, Japanese American National Museum
Eric Hung, Music of Asian America Research Center
Selena Moon, Independent Historian
Lily Anne Yumi Tamai, California State University Sacramento
Michael Yee, San Diego Miramar College, Cal State San Marcos, and San Diego Chinese Historical Museum

This working group will discuss the state and future of AAPI public history, with an emphasis on identifying ideas and opportunities to expand the field and strengthening connections between AAPI

public history practitioners. Professionals in the AAPI public history field are not well connected within NCPH and the public history field. This working group would build to the future by improving communication and potential collaborations. The rise of Asian American Studies and Ethnic Studies within secondary and college curriculums offer opportunities for public history professionals to better serve the educational needs of the community.

Questions we may consider:

- What are the trends, opportunities, and challenges in AAPI public history? How does your work support those trends?
- What collaborations and partnerships surrounding AAPI public history and AAPI historic preservation efforts are possible?
- How can resources within AAPI public history resources, museums, historical societies, and historic sites can be utilized by secondary and college educators?
- In the fields of public history, what are the opportunities to connect with and draw support from AAPI communities?
- What are the opportunities and challenges in connecting with distinct AAPI communities and histories as well as Pan-AAPI audiences?
- How does AAPI public history grow within the fields of Asian American history, Asian American Studies and Ethnic Studies?

This group will meet before the annual meeting to refine our questions and working group goals and deliverable(s). At the annual meeting the working group will convene and input from meeting attendees is expected to add depth and expertise to the group. This group may propose participating in the 2024 NCPH Virtual conference as a virtual meeting to complete goals proposed and close out this working group.

Discussants should come from a wide range of AAPI specialties and experiences. We hope they will include the following:

- Museum and historic site professionals with AAPI public history expertise
- Public history faculty incorporating AAPI public history resources into their curriculum and research.
- Academic and community public historians with expertise in AAPI history and communities

Best Practices for Creating Sustainable Public History Class Projects

Facilitators: Rebecca Anderson, Utah State University

Brittany Bertazon, Utah State University

Many public history educators promote experiential learning in their classes by having students participate in a public-facing class project. But what constitutes best practices for these projects? What types of external support do public history instructors need to ensure the quality of both the project and learning experience? What about more practical matters—how should student work, which will be seen and experienced by public audience, be evaluated and graded? Students often expect a learning

experience to be well-scaffolded and organized. Yet public history projects often come with an element of creative chaos. How can we help students prepare to embrace this aspect of public history practice?

The central questions this working group will work on include:

- How can instructors best identify and plan for an authentic public history class project that can be easily completed within a semester of study? What are the ingredients that make for a strong class project?
- What external support is helpful, even needed for student projects to achieve a professional level of quality?
- How should student work be evaluated or graded?

It is hoped that discussants will have strong experience teaching public history, both on the graduate and undergraduate level, and will be able to bring to the table examples of projects their classes completed that both worked--and maybe those that didn't work so well. Hearing this kind of experience would be immensely helpful to instructors who are just starting out their career as public history educators.

[Beyond Tunnel Vision: Recovering the Hidden Stories of the Transcontinental Railroad](#)

Facilitators: Laura Dominguez, American Conservation Experience
Jonathan Fairchild, National Park Service

The National Park Service (NPS) is reimagining how the agency tells the story of the Transcontinental Railroad (TCRR) at Golden Spike National Historical Park and other historic sites in the American West. Responding to longstanding absences, the project team seeks innovative ways of documenting, preserving, and interpreting labor, environmental, and Indigenous histories of the TCRR. The working group will convene subject experts and project partners to respond to the team's in-progress work plan and to discuss ideas for presenting new historical scholarship to the public.

The proposed working group will play a vital role in advancing the goals of the NPS's "New Perspectives in Transcontinental Railroad History," a project of the NPS Mellon Humanities Postdoctoral Fellowship (2023-2025). The effort brings together three distinct NPS programs in the Intermountain Regional Office, including the Park History Program, the Interpretation and Education Program, and Heritage Partnerships Program – ensuring that the outcomes meet the agency's highest standards for the public humanities. While the NPS's narratives surrounding the TCRR have long emphasized technical innovation and the ingenuity of its builders, recent historiographical trends redirect our attention to the lives and experiences of railroad workers (including Chinese immigrants and African Americans), the environmental impacts of the railroad across the American West, and the enduring consequences of the railroad's construction on Native American sovereignty. In Year 1, the postdoctoral fellow will assess the current state of TCRR preservation and interpretation and identify opportunities to elevate marginalized histories through historic site designations, digital history projects, and other public history efforts. In Year 2, the fellow will propose and implement a public humanities project based on the previous year's research.

Responding to shifts in heritage conservation over the last decade, the TCRR History Project amplifies important conversations about preservation diversity, equity, and inclusion in rural settings in the

American West. Our guiding questions include:

- What places in the Intermountain West are essential to telling a more expansive story of the TCRR? When you think of western railroad history and heritage, what kinds of stories, places, images, and people come to mind?
- Identify 2-3 recent historical studies of the TCRR that shape your understanding of its complicated history and significance, as well as some broad takeaways from that literature. How might you convey those key points to park visitors?
- Visitors to Golden Spike (GOSP) are often drawn to stories and objects that interpret the railroad's feats of engineering and may be unfamiliar with the darker themes in the TCRR's history. How might the NPS acknowledge the power these narratives hold in the minds of existing audiences while elevating under-acknowledged truths about racial violence, labor exploitation, land theft, displacement, corruption, and environmental destruction? What public history methods might be most effective in communicating that information? And how might the agency steward these places in ways that are culturally responsive and sensitive to affected groups?
- TCRR heritage includes the built environment, cultural landscapes and objects, and archaeological resources – original and reconstructed. For reasons ranging from violence to worker transience to redevelopment, many important sites have been lost or exist intact below ground and therefore out-of-sight. How might the agency interpret the TCRR's ephemeral heritage (like worker camps) or archaeological sites (like Evanston and Rock Springs, WY) for wider audiences?
- Lastly, how might the agency approach commemorating and interpreting the TCRR as a whole (e.g. a network of historic sites, heritage trail, digital mapping projects, historic designations, curriculum, school programs, etc.)? What kinds of educational programs or products will effectively deliver information about GOSP and other historic sites to those living outside the region? And how are organizations and communities outside the NPS telling stories about the TCRR?

The working group's activities will likely form the basis of a TCRR thematic study, which in turn will inform preservation and interpretation efforts at associated historic sites. Potential discussants include experts in cultural resources management (including archaeologists, architectural historians, and cultural landscapes specialists), tribal stakeholders, historic site interpreters, social studies educators, environmental conservationists, and other subject area specialists (including, but not limited to, historians of the American West, Native Americans, Chinese Americans, Mormons, labor, immigration, and the environment). We encourage community-based practitioners and experts to join us. The working group will meet before the conference to refine our questions, goals, and deliverable(s).

Creating a Teaching Tool for Community-Engaged Work

Facilitators: Erin Aoyama, Brown University
Maggie Goddard, Virginia Commonwealth University

This working group will bring together practitioners, scholars, and community members to collaboratively create a digital booklet showcasing public humanities projects that foreground urgent histories, memory work, and community engagement. As a buildable syllabus, the booklet will include scalable readings, classroom activities, and discussion questions. Participants will share about their own

projects, in different phases, to think across our collective work and position our research as case studies. These case studies will demonstrate different strategies for community collaborations. Through these examples, we will create a pedagogical tool for teaching publicly engaged research methods and strategies for centering ethics in community engagement.

We are looking for practitioners, scholars, and community members who engage in public work. We invite each discussant to share their own public humanities project that foregrounds urgent histories, memory work, and community engagement. Building on existing projects, we aim to pull together case studies that demonstrate different strategies for community collaborations.

Centrally, we will foreground strategies for ethical engagement within the context of particular projects. We are particularly interested in asking: what happens when we label histories as urgent? How does this framing serve as both an impetus for this work but also allows for the perpetuation of different kinds of harm? What happens to a project when it's "done"?

[Empowering the Public History Workplace, Part Two: Resources, Organizing, and Pedagogy](#)

Facilitators: John Fulton, Minnesota Historical Society
Alena Pirok, Georgia Southern University
Andrew Urban, Rutgers University, New Brunswick
Lacey Wilson, Albany Institute of History and Art

Part two of this working group builds on the discussions and plans put into motion at the working group's first meeting in Atlanta in 2023. There, participants emphasized two priorities: 1) the need to develop resources, tools, and networks for practitioners and scholars that will assist in efforts to advocate for their value in the workplace; and 2) the need to promote pedagogy and research focusing on the political economy of public history. In Salt Lake City, we will develop plans and programs to address these goals through the mediums, forums, and audiences that the NCPH provides. The working group will also publicize a special issue of *The Public Historian* examining labor and public history that will further explore these subjects.

In Atlanta, breakout groups dove into key issues affecting public history practitioners. These breakout discussions focused on how to develop and best disseminate resources that public history workers and scholars could then use to educate coworkers, visitors, and management, about workplace issues. Participants concluded that new research agendas are needed to support such efforts, to answer larger questions concerning what constitutes a fair wage and working conditions in public history, and to grapple with historical exclusions from public history jobs, intersecting with race and class, that a reliance on underpaid and unpaid workers has created.

Other participants explored what positive working conditions look like, and how unionization and other organizing efforts might be supported by colleges and universities training public historians. Another breakout discussion examined the emotional labor that public historians perform, and how the virtue of doing non-profit work that benefits the public good, can be weaponized against public history workers. Exploration of these issues raised larger questions about what it means to hold non-profit status, and how management seeks to separate public history workplaces from the larger capitalist economies in which they operate.

Energized by the first convening of the working group, we believe even more strongly that public history labor remains a largely understudied subject within the classrooms and profession of public history. In addition, many curriculums fail to pose questions about the political economy of public history, leaving undergraduate and graduate students underprepared to think about what constitutes fair working conditions, pay, and opportunity as public history professionals. Our exploration of pedagogy seeks to both ask questions about how faculty members and graduate students can be better prepared to take on labor as a subject of teaching and research, what practitioners think should inform classroom lessons, and what discussions of labor and public history need to address.

For this year's working group, we hope to elicit case statements and engage in subsequent discussions that address the following themes: how do unpaid internships, student-provided labor, and volunteer labor shape the job market for public history, and counteract broader efforts at making the field of public history more inclusive? How are specific case studies involving unionization and other efforts to improve public history working conditions taught (or not taught) in public history classrooms? How might labor issues be presented in standard Introduction to Public History courses? How do public history institutions' reliance on corporate donors shape labor conditions and management attitudes? How do siloed workforces communicate about and organize unions in workplaces defined by presumed powerlessness and uncertainty? This working group acknowledges that different workplaces need different methods of advocacy to fix labor problems, and that the best way to find solutions is to map out the complexity of what it means to labor in public history. We invite new and returning discussants from all walks of public history, academia, historic preservation, oral history, museum studies, independent practice, and from any other related fields to submit case studies that connect to what is covered above, or to introduce subjects not identified here.

Innovation and Reinvention: Doing Public History in Postindustrial Communities

Facilitator: Martin V. Minner, Dimension History

The postindustrial economy compels many communities to face a turning point in the way they interpret their history and reimagine their civic identity. Although some communities have made progress in addressing this urgent need, celebratory portrayals of the industrial past often pay inadequate attention to deindustrialization and its social consequences. The role of women and minorities in the industrial past is frequently underrepresented. Communities' attempts to redefine themselves in the new economy often are not adequately rooted in an understanding of the broad historical arc of industrialization and deindustrialization. This working group will examine these issues and produce a best practices manual for public historical practice in postindustrial communities.

Questions to be considered:

- How can communities move past a view of history that celebrates the industrial past but pays minimal attention to deindustrialization? How can they foreground the experience of women and minorities in the industrial past as well as in the period of deindustrialization?
- How can historic sites, museums, historic preservation efforts, and adaptive reuse projects make the history of industry and deindustrialization engaging for public audiences?

- How can an effective historical interpretation of industrialization and deindustrialization inform communities' attempts to reinvent themselves as technology hubs or as centers for service industries?
- How can recent research on the historical needs of Generation Z advance efforts to make the local history of industry and deindustrialization engaging for that audience? In particular, how can communities seeking to redefine themselves as sites of technological innovation make their history appealing for young technology professionals who may have little civic attachment to the community?
- How can living museums or live labs on historic industrial practices engage members of the "maker" culture? How can these interpretive methods be used in collaboration with programs in science, technology, engineering, and mathematics (STEM)?
- Should public historians problematize the term "postindustrial," which some communities reject as implying death and finality?
- How can public history engage with visions of a postindustrial "creative class" or knowledge economy that may represent challenges to inclusivity and equity?

This working group seeks discussants with a wide variety of experience in interpreting the history of postindustrial communities. This group's goal will be to produce a best practices guide for postindustrial communities seeking to more effectively interpret their history of industrialization and deindustrialization and to historically inform their present-day efforts toward civic reinvention.

[Leadership From Below: Strategies, Best Practices, and Resources](#)

Facilitators: Victoria Dey, Northeastern University
 Jasmin Elizalde, University of South Carolina Upstate
 Araceli Hernandez-Laroche, University of South Carolina Upstate
 Asia Potts, Northeastern University
 Cassie Tanks, Northeastern University

Public History practitioners who are motivated to do work for communities that often intersect with *their* communities can find themselves caught between showing leadership by speaking up and navigating institutional power dynamics. This raises a critical question, "How can one be a leader "from below?" The "Leadership from Below" working group aims to address these power issues and create an online repository of resources, advice, and other information to provide guidance and support for fellow public historians. By drawing on the experience of workers, students, and leaders from diverse cultural and socio-economic backgrounds, we can support "leadership from below."

Public history challenges, defies, and redraws the arbitrary containers and uncritical narratives of history. Public historians do this by breaking history out of an ivory cage of academe and putting history to work for the betterment of the people. And, for many practitioners, "the people" includes "my people," those in our given and chosen communities who we want to empower and whose traditionally undervalued histories we work to uplift. However, public historians doing this type of work can find themselves caught between difficult power dynamics that result from doing the work *for* community, while also needing to satisfy institutional expectations or motivations in order to continue doing this work for career, financial, or other securities. These issues of power have perhaps been exacerbated in the DEIB (Diversity, Equity, Inclusion, and Belonging) era, where power toxicity can hide behind buzz

words, initiatives, and written statements. This power dynamic, coupled with professional motivations to do work for the people—often *our* people—can leave public historians who are not in positions of authority feeling disempowered to speak up, take a step outside of their position’s authority, or exhibit leadership when needed. This can raise serious questions, including:

- How does a public historian who identifies with “the people” navigate raising concerns to those in positions of authority?
- How do we balance community (*our* people’s) advocacy with the demands of institutions?
- How can one be a leader “from below?”
- How can a “leader from below” navigate institutional politics and identify sources of support?

The “Leadership from Below” working group aims to dive into these questions to seek meaningful and practical answers to these thorny situations many are left on their own to navigate. We seek the input and experience of public historians from diverse stages of their careers and intersectional cultural and socio-economic backgrounds. As a result of our collective experiences and joint work, the goal is to develop an online open-access repository of best practices, case-studies, white-papers, resource lists, and/or guides that will (hopefully) support colleagues who may be unknown but are facing many of the same challenges. This online repository will draw inspiration from efforts in other parallel, and often intersecting, disciplines that assess the state of the field from “below” while providing meaningful resources, such as [In the Library with a Lead Pipe](#), [“Black Digital Humanities,”](#) and [“Facing History & Ourselves.”](#)

Rethinking Black Museums in the Age of Black Lives Matter

Facilitators: Ashley Bouknight-Claybrooks

Yvonne Therese Casillas Holden, Telos Group

Jennifer Scott, Urban Civil Rights Museum

Janera Solomon, Independent Scholar

Considering their powerful grassroots and activist histories, how can we think about Black museums in the era of Black Lives Matter and in the age of a national Black museum? Is it possible to situate Black museums historically and uniquely “in their own right,” and not as past “rehearsals” for a larger national museum? In the age of DEAL, where museums nationally and globally are being called to task for failing in areas that Black museums addressed more than 60 years ago, how do we recognize and advance the work that Black museums already have done in these areas? What can we learn from the tremendous history of community engagement of Black museums as to what is possible for them and for all museums?

The facilitators have collectively worked almost 40 years with a range of Black museums, from historic houses to art museums to historic plantation sites in a variety of cities and states across the Midwest, West Coast, Southern states, and Northeast regions. Some of these institutions were start-ups, while others were more established or beginning to go through a strategic planning process and other major transformations to refine their missions and structures. We have worked with these museums in a variety of roles, as directors, curators, educators, interpreters, fundraisers, consultants, advocates, volunteers and more.

Our intention is to build upon our extensive professional experience and theoretical knowledge with other colleagues who are grappling with similar issues. We want to connect with those who are attempting to re-imagine Black museums and to realize their possibilities in the present moment and in

future, while considering their long historic pasts of community engagement, activism, and grassroots organizing.

Working group goals are:

- To bring together Black museum scholars and practitioners to collectively explore the history of black museums and help to situate them in relationship to the current era of Black Lives Matter, DEAI, and the opening of a Black national museum and other new Black history sites;
- To create case statements and an online public discussion prior to the 2024 conference using the NCPH format/tool;
- To host at least one zoom brainstorming meeting among working group members to plan for 2024 conference meeting and discussion;
- To host an in-person discussion at the 2024 conference with working group members that present and discuss various (and often overshadowed) case studies which engage both the histories and the futures of black museums, identifying prominent themes and making links across studies to think about the possibilities of the future;
- To create a blog with edited case studies and analyses of specific Black history museums in relationship to the present time and future goals.
- We would also like to consider, depending upon capacity, an ongoing discussion on this topic through a podcast, but we plan to begin with a blog.

Women in Public History Working Group

Facilitators: Sarah Case, University of California, Santa Barbara
G. Samantha Rosenthal, Roanoke College
Angela Tate, National Museum of African American History and Culture
Leandra Zarnow, University of Houston

This working group addresses two distinct yet connected action areas: women in public history and women's public history. It grows out of a robustly attended, intergenerational 2023 NCPH session and subsequent virtual meetups considering the state of women's public history (we define "woman" as broadly inclusive and non-binary) along the threads of professional, political, and historical. We place women's public history as a site of innovation at the forefront of intersectional, community-engaged thinking, while strategizing how women practitioners can respond to an increasingly hostile and precarious labor market and political climate.

This working group originated in a 2023 NCPH state of the field roundtable that explored women in public history and women's public history, along the axis of the professional, the political, and the historical. Intergenerational panelists reflected on their experience and launched into a robust and interactive conversation with a packed audience of nearly fifty. These attendees exhibited diversity across age—from graduate students to senior notables of the field; identity—sizable participation of women with race/ethnicity and LGBTQ+ diversity; and areas of employment and expertise—including local historical societies, individually owned businesses, universities, and federal agencies. Using sticky notes, panelists wrote their own reflections, which were affixed to the walls and read aloud. At the end of this session, a majority of the participants voiced a need for a working group to continue the discussion.

This group strives for greater visibility and support for women in the public history profession. Recently, the Women's Caucus of the Alliance has been reconstituted, recognizing that although women are 46.7 percent of the museum field, there remains a pay gap and leadership gap. This working group calls for work of this kind to begin for NCPH, seeking both a space for reflection on the contributions and history of women public historians and a space for action to ensure more inclusiveness and visibility in work and scholarship. One example: *The Public Historian* has not yet had a full special issue on women's public history.

We seek interested discussants to contribute to this newly formed working group. There is considerable synergy with this effort and the purposes of the NCPH board-led Subcommittee on Gender Discrimination and Sexual Harassment. Aspects of the NCPH long-range plan focused on embracing a more diverse and inclusive organization also speak to this working group's purpose and concerns. We hope the result of the working group will be concrete next steps to address through the areas of policy, programming, and practice.

[The World War II Home Front, Part Three](#)

Facilitators:

Suzanne Fischer, Exhibit Coach LLC

Leslie Przybylek, Heinz History Center

Many National Park Service (NPS) and other historic sites tell stories of the American World War II home front, stories that include those of the new industrial workers who made wartime production possible, the building of the atomic bomb, and the Japanese American incarceration experience. As the home front experience passes out of living memory, what new opportunities open for interpretation? What challenges could these new interpretive opportunities present for NPS and other historic sites? What interpretive techniques could help tell these expanded stories? As part of a suite of projects dedicated to the home front, the National Council on Public History invites you to join a diverse set of individuals coming from NPS sites, academic institutions, and other museum and interpretive professionals in a working group to discuss new opportunities for helping the public engage with these familiar and not-so-familiar stories. This working group is entering its third year of collaboration and discussion, and the results of our first year together can be found in the summary on page 6 of the September 2023 issue of *Public History News*.

In the third year of our working group, we want to focus our attention on building the network of practitioners and the network of sites engaged in interpretive work of WWII home fronts. We will hold three to four virtual meetings in advance of our meeting during the NCPH conference. In each of these meetings, we will build toward our tangible goals of putting professional infrastructure into place for home front interpretation practitioners, with a focus on areas of urgent interpretive need at particular sites.

If you are interested in collaborating and thinking with others during focused meetings, we would love to have you join us. We ask that participants have the capacity to:

- Write a case statement about why you would like to participate in this working group. In particular, we would like you to focus on the biggest challenges or needs facing WWII Home Front interpretation within your area of focus. If you had to select one aspect of especially urgent need, what would that be and why?
- If selected to participate, read colleagues' case statements; and

- Show up to our virtual meetings ready to engage and discuss those statements.

In this final year of a three-year working group, we are delighted to welcome back all current participants and to welcome in new participants with different perspectives. We are excited to continue our discussions and are looking forward to hearing from multiple voices from multiple sites.