

Making One's Own Way in Public History

Doria Lynch | doria_lynych@insd.uscourts.gov

The following story is presented as a paragon of entrepreneurial thinking. A graduate student steps back from her immediate assignments and imagines how else she might help the people and institution for whom she is working. She thereby translates an internship into a permanent and exciting job. We first heard Doria Lynch speak about her experience a year ago during the IUPUI Public History Program's annual workshop and later invited her to present during the inaugural NCPH-IUPUI Careers in History Symposium.



The U. S. Courthouse and Post Office in Indianapolis, as it appeared circa 1938. Courtesy of the Federal Judiciary Center website, from the National Archives.

Eight years ago, as I was finishing up my Bachelor's degree at Kalamazoo College, I was drawn to the field of public history because I felt it would allow me to explore a variety of careers and jobs. I feared a PhD would pigeonhole me (and take me too long to complete), so I decided to pursue a Master's degree at Indiana University Purdue University at Indianapolis. During the course of my studies, I made my way into a job at the United States District Court for the Southern District of Indiana. Five years later, my job has turned into a career that I love.

I first came to the court as a graduate student intern in 2004, working on special history projects. After ten months, I left to work on my thesis abroad. When I returned to the U. S., I brought my Irish fiancé with me

and undertook an internship at the Indiana Historical Society, but that was coming to a swift end. With my soon-to-be husband just getting settled in Indianapolis, the last thing I wanted to do was find a job elsewhere and uproot him from the little bit of stability that he had found. There wasn't much in the job market in Indianapolis at that point, though, and I was getting nervous. Then, I received a phone call— one of the judges of the Southern District had passed away, and the court wanted to know if I would put together a display chronicling his life and career. Naturally, I jumped at the opportunity. Then, an idea struck: the court could greatly benefit by having a historian on staff. Who could be better qualified than the person who, as an intern, had helped write the tour script, researched some of the judges and historical cases, created a names index for the court's first Order Book, and truly loved the courthouse?

As I began to work on the display for the deceased judge, I worked up some nerve and wrote a twelve page proposal to create a full-time job within the federal court. I pitched it to the Clerk of the Court, who listened patiently. She said the decision would rest with the Chief Judge, but she was unsure if he would approve the creation of such a position. I walked out of what had turned into a mini-job interview feeling good about myself, but not great about my chances of success.



The author standing with U. S. Supreme Court Chief Justice John G. Roberts after giving him a tour of the U.S. Courthouse in Indianapolis.

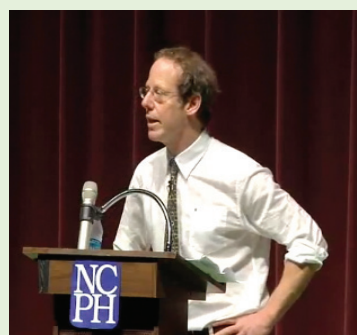
One can imagine my surprise, then, when my cell phone rang, two days before our wedding, as I was driving to the airport with my fiancé to pick up the best man. It was the Clerk of the Court calling to tell me I had the job. I nearly crashed the car on the expressway.

I started two months later. At first, the job was all history work. I created an educational outreach program after hosting research groups with educators at different grade levels. I arranged for items and files to be sent to the National Archives, gave tours, organized and executed swearing in ceremonies for new judges, created a video about the history of the courthouse... and started to get bored. I spent most days working on my own and felt lonely.

Once again, I spoke to the clerk, who had a great idea. The court was preparing to

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Tony Horwitz's NCPH Plenary on YouTube



Posted at NCPH.org in two 12-minute parts, Tony Horwitz's 2011 keynote presentation at the NCPH Annual Meeting raises intriguing questions for all public historians. Horwitz discusses how he writes about history as a former reporter and how that differs from those who are academically trained as historians. He also describes a trajectory from journalism to his experiential-based musings on history and memory (e.g., *A Voyage Long and Strange*, *Blue Latitudes*, and *Confederates in the Attic*) to his more scholarly and detached book, *Midnight Rising: John Brown and the Raid that Started the Civil War* (2011).

<http://www.youtube.com/watch?v=W-gMvBmnNkI>



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Making One's Own Way in Public History (cont. from page 1)

lose a historic courthouse in Terre Haute, and she asked me to attend the meetings about what would happen to the building. That project segued into attending meetings about the construction of the new courthouse, and suddenly I found myself on a new path. I am now the Administrative Specialist for the Southern District of Indiana, and also the space and facilities coordinator for the court. I oversee construction projects, public art issues, chambers redesigns, and currently, a \$74 million renovation of the historic federal courthouse in Indianapolis. I am also responsible for the court's emergency preparedness, public outreach and education, and special events.

Most importantly, I still attend to the historical needs of the court, and I especially enjoy

the overlap that my space and facilities responsibilities bring in terms of historic preservation. I learn new things about the history and function of the building every day, continue to give tours, and provide field trips for local schools. I also assist with archiving projects and serve as the secretary of the court's historical society.

It is a very full and rewarding career, one which has been made possible through my undergraduate liberal arts training and my public history graduate studies. Without such an educational background, I am unsure if I would have had the flexibility to take on the projects for which I am now responsible; projects, I am sure, that will lead to even more opportunities.

Welcome New Members!

Jamie Martin Alter
Austin, TX

Patricia Biggs
Scottsdale, AZ

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THE NATIONAL COUNCIL ON PUBLIC HISTORY

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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.

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Using Centers to Teach Public History and Engage Community Partners

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This is the third of three reports on working groups that took place during the 2011 NCPH Annual Meeting in Pensacola. Calls for discussants for the 2012 working groups at the joint NCPH-OAH Annual Meeting next April in Milwaukee will be issued in September and October. The groups are seminar-like conversations of 10-15 people that explore, in-depth, a subject of shared concern and that work toward a purpose or actively solve a problem. Discussants share brief case statements and begin their conversation by email prior to the conference. Details about the format are at <http://ncph.org/cms/conferences/working-groups/>.



Community members participating in the opening of the Brown University Public Humanities program's Fox Point neighborhood exhibit. Courtesy of Steve Lubar.

At the spring NCPH conference, a group of public history educators gathered as a working group to discuss the challenges and opportunities of operating “centers” as part of their public history programs. Educators often talk about the importance of providing hands-on work experience for their students. Centers, usually associated with a university, provide just that, undertaking projects that connect the university to the community.

First, we learned how different centers can be. Some report to the history department chair, some are supported by deans or provosts, others are associated with libraries, archives, or independent and sometimes interdisciplinary research institutes. Institutional support varies significantly. It appeared that most centers received limited funding from their institutions—but that funding is never assured as recent rounds of budget cuts hit our campuses. Often the support is in-kind services, including office space and access to equipment and IT support. Some universities provide funding for graduate and sometimes undergraduate assistants, though this seems to be becoming rarer.



University of West Georgia graduate student Shanda Davidson presenting architectural survey reports for the City of Villa Rica which she helped to prepare to Terri Lotti, vice-chair of the Villa Rica Preservation Council. Terri Lotti is also an alumna of the UWG program. Courtesy of Ann McCleary.

What do the universities get for their money? Most participants agreed that it is important to make the case that our work provides training that our students need, and also that they connect the university to the community. But these goals don't always work well together. Centers struggle with how to balance student learning and the quality of the final product; it is not unusual for the faculty director to come in and “clean up” the final version of a product so it is ready to go. All agreed that the projects require a significant amount of oversight from faculty members and that such projects are very labor intensive. Scheduling can pose challenges as well, especially when working with other institutions which are not on an academic calendar. Multi-semester projects, whenever possible, seem to be the best option but are still challenging. Participants also raised the question of when projects could be done by a class and when they might be completed by a group of paid students working through the center.

Centers formed in departments or academic units saw student training as particularly important, while centers in other parts of the universities often wished they could have more engagement with students in their



University of West Georgia graduate student with an archaeologist from the Georgia Department of Transportation outside Bartow County City Hall after making a public presentation to the City Council. Courtesy of Ann McCleary.

work. Participants in our working group recognized the importance of paying students for the work they do, although not all have funds available to do so. By paying students, we recognize the value of public history work as a financially viable endeavor. Some centers use graduate assistantships from the institution. Others include student funding in their project proposals submitted to funders. Most utilize interns, both paid and unpaid, whenever possible.

Raising funds seems to be a perennial activity for our centers. Most centers mix institutional funding with various forms of outside funding. Some participants said that they raise most of their own money to operate from a variety of places: from national and state humanities and arts programs, through cooperative agreements with the National Park Service or the Cooperative Ecosystem Study Units (CESUs), and through partnerships with community and regional organizations. Only a few had any type of endowments. Most centers are scrambling to raise money throughout the year, adding fundraising to the role of the directors, who are often full-time faculty members. One participant asked if anyone had considered developing a friends group or advisory board with community members to assist with development activities.

The last major topic we explored was the personal and professional challenges to the center faculty. How do they balance their academic work with public work at their centers? A major theme that emerged is that center directors need leadership skills, which are not taught in our academic programs and which as one participant noted, are often “learned on the fly.” At the same time, it is important that we teach and mentor these essential managerial and leadership skills in our classes and projects so our students can be prepared. Most faculty members directing centers do not have any course relief for this work, so they add these projects to their professional development activities. Very few have administrative assistants, meaning that the majority of the work for operating the centers falls on their shoulders. The question arose as to how these centers, often built on the personality and reputation of the current directors, will sustain themselves when these individuals retire or move on to other positions.

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Several key questions arose during the discussion. Should centers always charge for their services? Should centers take on unfunded projects if they are good for the community, especially if the local organization would not have the resources to pay? Some expressed concern that centers were competing against private consultants, some of whom might be our own students. By drawing on in-kind support and student stipends, these centers can bid much lower than consultants would.

For more on questions of fairness and competition, see the “Forum on Consulting” in the September 2010 issue of *Public History News*, at <http://ncph.org/cms/wp-content/uploads/2010/08/2010-September-Newsletter-Compressed.pdf>.

Center work also raises ethical questions. Oftentimes, our center projects thrust us into being mediators between and require

us to collaborate and build relationships with a variety of community interests. One participant asked whether it was ethical for a faculty member to “hang out a shingle” without sufficient institutional backing or the necessary business and management expertise to establish a sustainable center.

Most significantly for all participants, we learned what others do at their institutions which will help us develop our own centers. We all agreed that these were vital to our programs, but we recognized the somewhat fragile conditions in which we work. Creating a center can be a viable option for public history programs—it teaches the key public history skills of collaboration and relationship building through hands-on, practical work—but those who seek to begin such endeavors should realize the challenges ahead of them. The session demonstrated that we can learn from each other, building on the hard-earned experience of existing centers.



A sampling from the Center for Popular Music at Middle Tennessee State University. Courtesy of T. DeWayne Moore.

Ann McCleary is director of the University of West Georgia Public History Program and recently completed a term as chair of the NCPH Curriculum & Training Committee. Steve Lubar directs the Public Humanities Program at Brown University and is director of the university's John Nicholas Brown Center for Public Humanities and Cultural Heritage.

Building a Public History Community in Philadelphia

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Robert Kodosky

Over the past year, a consortium has been taking shape among public history educators, students, and professionals in the Philadelphia region. In the spirit of the collaboration, these developments are related here by three of the participants.

Charlene Mires: The Philadelphia area is rich in public history as well as public history graduate programs. Although we seem to have an ever-growing number of programs designed to train the next generation of professionals in public history, historic preservation, and museum studies, until this year we had never met to consider ways that we might collaborate.

Becoming director of the Mid-Atlantic Regional Center for the Humanities (MARCH) in the fall of 2010 gave me the opportunity to arrange an informal lunch among public history educators in the Philadelphia area, which extends from southeastern Pennsylvania into South Jersey and northern Delaware. Seth Bruggeman of Temple University joined me in issuing the invitation, and about a dozen of our colleagues in the region responded.

At the lunch in December, many of us met for the first time. We gained a new understanding of our various programs and resolved to create an online bulletin board to stay in touch. Toward the end, Bob Kodosky came up with the idea of a graduate student showcase, and that moved us to the next stage of collaboration.

Robert Kodosky: “Whoosh.” The subject title of Charlene’s email aptly described January’s passing. Our meeting in December had become a memory as distant as the season’s first snow. A month ago, the idea for area graduate students to showcase their work seemed promising. Now, with a new semester looming, actually pulling it off appeared to be an ominous task. Somewhat daunted, we forged ahead.

With Seth’s promise of lunch at Temple’s swanky faculty club, Charlene and I agreed to meet with him in early February. The unusually warm day served as a subtle reminder that time was short. No matter. Collaborating came easily. Fueled by the faculty club’s buffet, our planning proceeded swiftly.

We quickly decided to keep the event simple, interactive, and informal. We wanted discussions, not presentations. Roundtables struck us as the way to go. Participants could engage one another directly. Faculty, graduate students and professionals could learn from one another. They could problem solve together. They could initiate the kind of conversation that spawns a community. It all could begin with guided tours of city neighborhoods and museums. This way, the talking would start even before everybody sat down.



Courtesy of Seth Bruggeman.

Heady stuff, perhaps, but we had sufficient cause for optimism. Hatched and shaped, our idea quickly received a name and a place of its own. The Public History Community Forum (soon dubbed PubComm 2011), would take place in the heart of Philadelphia, at Temple’s easily accessible Center City campus. Both name and place conveyed well the sense of community we sought. Others agreed. Registration skyrocketed. The tours—behind the scenes at the Philadelphia History Museum and a walking tour of nineteenth-century Philadelphia—filled. PubComm was a hit. Now, we only had to pull it off.

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Building a Public History Community in Philadelphia (cont. from page 5)

Seth Bruggeman: The PubComm roundtables kicked off at 3:30 on Friday afternoon, April 29. Conversation was brisk and lively from the outset. Our first thirty-minute session introduced cutting-edge projects underway throughout the region. At one table, for instance, archivist Holly Mengel discussed the *Hidden Collections* consortial processing and cataloging initiative. At another, documentary filmmaker Jude Ray described ongoing efforts to confront the legacy of slavery at Cliveden, a National Trust historic house museum in Philadelphia's Germantown section.

A second session showcased regional professionals whose career insights helped graduate students consider today's job prospects. Seven presenters covered a range of expertise. Some, like Deborah Boyer, who manages digital projects such as Phillyhistory.org for the Azavea software firm, represented emergent career paths. Others, like the National Archives Mid Atlantic Region's education specialist, Andrea Reidell, demonstrated how the most able public historians wear many hats.

After a short break, we regrouped to discuss the challenges of doing public history in Philadelphia. Each group identified concerns and we culled together the top ten, which included:

Scarce project funding;

- Obstacles to collaboration and interdisciplinarity;
- Defining what public history is;
- Escaping the America Revolution's long shadow;
- Competing with peers for resources;
- Educating boards of trustees;
- Using new media;
- Doing inclusive and relevant history;
- Cultivating diversity in staffs and audiences; and,
- Catering simultaneously to local and tourist needs.

With these in mind, PubComm ended with the question that inspired it: How can we solve common problems by working together? Responses reflected a generational dynamic. Students wanted skills training and more internship opportunities. Senior professionals responded that young folks ought to worry less about credentials and more about creative entrepreneurship.

A post-event online survey focused these concerns. Most respondents favored three possibilities for collaboration: a public history community message board, cross-intuitional internship standardization, and focused skills training. On the latter, grant writing and new media easily beat out entrepreneurship, historical research, and oral history. About half of respondents considered noncredit skills workshops more appealing than semester-long courses, internships, or short intersession courses.

Where do we go next? If we learned anything from this year's event, it's that Philadelphia needs more PubComms. Even veteran public historians had no idea how many relevant graduate programs serve Philadelphia. Discovering the common work we do is an essential first step toward understanding our student's anxieties and the profession they stand to inherit. Perhaps it's precisely because Philadelphia's public history resources are so abundant that they haven't been better at working together. Our hope is that PubComm will help this city of public historians recognize the community of public historians within it.

Charlene Mires is associate professor of history and director of the Mid-Atlantic Regional Center for the Humanities (MARCH) at Rutgers-Camden. Seth Bruggeman is assistant professor of history and director of the Center for Public History at Temple University. Robert Kodosky is assistant professor of history at West Chester University.

NCPH Cosponsors Inaugural Poster Session at the Berkshire Conference

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This year, for the first time, organizers of the Berkshire Conference on the History of Women (the "Big Berks") decided to include a poster session on the conference program. Everyone involved in the conference planning was thrilled that NCPH graciously cosponsored the accompanying reception, which undoubtedly helped contribute to the large audience that the posters attracted.

The Berkshire Conference is named for the mountainous region in Western Massachusetts where a small number of women historians who felt isolated in the profession launched an annual weekend retreat in 1930. Though that small annual meeting, the "Little Berks," continues to this day, interest in women's history blossomed beginning in the 1960s, and another event, the "Big Berks" was launched to provide a forum for that research. Since 1972, every three years the "Big Berks" convenes, typically

drawing more than 1,200 participants from all over the world.

Public History has had an increasing presence at the Big Berks, thanks in part to the active interest of organizations like the National Collaborative of Women's History Sites (NCWHS), which offered special tours and sessions at both the 2008 and 2011 Berks. Given that the 2011 meeting would unfold on the campus of the University of Massachusetts Amherst, home to a thriving public history program, special effort was made to expand public history's presence at the meeting. In addition to several traditional tours, a "digital history lab" showcased the best of women's history and new media, and workshops invited participants to build skills in historic preservation and public engagement. A special pre-conference workshop, "Integrating Women's History into Historic Sites," was offered by the NCWHS in partnership with the National Park Service. It was so exciting to add to this mix the Berks'

first-ever poster session, too, introduced to widen the range of both presenters and audience members.

In the crowded session at the top of the UMass Campus Center, thirty-six emerging and established scholars offered thirty-one posters that explored wide ranging topics from the family in twelfth-century England to American female pilots in the 1920s and 30s. Many of the posters showcased more non-traditional types of scholarship. For example, one Poster, entitled "A Midwife's Tale in the Digital Age: Text Mining the Diary of Martha Ballard," displayed data-visualizations created from the text of the diary of Martha Ballard, a woman who lived in rural Maine in the late eighteenth century. The poster displayed the complex world that Martha Ballard was a part of, showing that even in the eighteenth century, women created and maintained strong and far-reaching social networks.

→ Worth Another Look

Gathered here are some items of interest to public historians taken from blog postings, articles, and other updates that have spiraled through the Internet during the past few months. Special thanks to the American Association of Museums “Dispatches from the Future of Museums” <http://www.futureofmuseums.org/reading/dispatches.cfm>, the public history blogs listed on NCPH’s “Off the Wall” blog at <http://ncphoffthewall.blogspot.com/p/other-public-history-blogs.html>, the National Trust for Historic Preservation’s “PreservationNation” blog, and the American Historical Association’s “AHA Today” blog at <http://blog.historians.org/>

What to Do in the Next Economic Crisis

According to Susan Raymond’s 2010 book, *Nonprofit Finance for Hard Times*, it’s important to react fast, engage supporters, engage and expand the board, communicate more, look for opportunities to collaborate, and position the organization for the climb out. <http://bit.ly/axAf4G>

In Case of Fire, Call a Historian

Patricia Limerick argues for applying the “skills, talents, and approaches” of historians and bringing their historical perspective to bear on current dilemmas. Check out “Fire Alarm: Historians, and Thorstein Veblen, to the Rescue,” in a past issue of *Forest History Today*. <http://bit.ly/rukP1V>

Are Our Built and Cultural Resources Ready for Climate Change?

A contributor to The National Trust’s PreservationNation blog finds few examples of climate change adaptation action plans. <http://bit.ly/q6fiYS>

An Aptly Named Book: *American History Now*

The American Historical Association, through Temple University Press, has published a follow up to *The New American History*, an examination of the current state of American historiography. It edits out specializations that have fallen out of favor and emphasizes emerging historiographic trends. Edited by Eric Foner and Lisa McGirr. <http://bit.ly/ogjM28>

Letting Go? Sharing Historical Authority in a User-Generated World

Edited by Bill Adair, Benjamin Filene, and Laura Koloski, *Letting Go?*, according to its publisher, Left Coast Press, “investigates path-breaking public history practices at a time when the traditional expertise of museums seems challenged at every turn—by the Web and digital media, by community-based programming, by new trends in oral history and by contemporary art.” <http://bit.ly/njrVrh>

More Crowdsourced Scholarship: Citizen History at the U.S. Holocaust Museum

This essay on the AAM website highlights an experiment in trusting visitors “to bring their diverse perspectives and boundless

enthusiasm into the research work of the museum and share our authority.” <http://bit.ly/nmlOuj>

Why Crowdsourcing? Why Scripto?

The Center for History and New Media has launched Scripto, an open source tool that allows thousands of interested volunteers—historians, students, genealogists, teachers—to contribute transcriptions to online documentary projects. <http://scripto.org/?p=77>

Historypin Compares the World Today to How It Used to Look

A British nonprofit’s Google-supported site, Historypin, allows people to link old photos and stories to a location on Google Maps. The map can be searched by place or time. <http://www.historypin.com/>

Visualizing U.S. Expansion through Post Offices

Given the U.S. Postal Service’s recent decision to consider closing 3,700 of its branches, this next item is particularly interesting. An intrepid geographer has plotted all post offices established from 1700 to 1900 on dynamic, animated map, which you can view as a movie of U.S. territorial expansion across North America. <http://bit.ly/qTGpSr>

Visualizing U.S. Expansion through Newspapers

Stanford’s Rural West Initiative has done the same with 140,000 newspapers published over three centuries in the United States. The data comes from the Library of Congress’s “Chronicling America” project, which maintains a regularly updated directory of newspapers. (See next item.) <http://bit.ly/q8dsUD>

Thousands of Historic Newspapers at Your Fingertips

Search America’s historic newspapers pages from 1836-1922 or use the U.S. Newspaper Directory to find information about American newspapers published between 1690-present. Chronicling America is sponsored jointly by the National Endowment for the Humanities and the Library of Congress. <http://chroniclingamerica.loc.gov/>



New York Public Library. Courtesy of Flickr user melanzane1013.

What big media can learn from the New York Public Library

The *Atlantic Monthly* examines why the New York Public Library is flourishing, putting out some of the most innovative online projects in the country. “On the stuff you can measure—library visitors, website visitors, digital gallery images viewed—the numbers are up across the board compared with five years ago. On the stuff you can’t, like conceptual leadership, the NYPL is killing it.” <http://bit.ly/miaJln>

Five Strategies to Revive Civic Communication

CIRCLE, the Center for Information and Research on Civic Learning and Engagement at Tufts University, has released a new policy paper. It calls on community and elected leaders to adopt sensible strategies to strengthen civic communication and citizen engagement. <http://bit.ly/imKkEG>

4Humanities

This Canadian website offers various resources, such as digital tools, collaboration methods, and best practices, to “provide support for humanists and others who would like to participate in creating effective advocacy for the humanities.” <http://humanistica.ualberta.ca/>

Future of Libraries ‘Confronted’ in New Report

The American Library Association’s latest policy brief explores how emerging technologies combined with challenges, such as financial constraints as well as shifts in the nature and needs of library users, require

continued on next page →

President's Comments



Marty Blatt
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Planning and Capacity

The NCPH Long Range Planning Committee has been hard at work developing a draft strategic plan and subsequently soliciting input regarding the draft from a wide array of public historians. The draft plan defines an exciting vision for our organization: NCPH will be the “go to” organization for public history that professionals turn to daily, annually, throughout their careers – an organization that expands the public history community, supports innovative professional practice, invites reflection, and advocates for history in the wider world.

To implement this vision, the proposed goals for NCPH from 2012-2017 are to

- I. Build a more inclusive membership and public history community.
- II. Engage and sustain members at different stages of their careers.
- III. Encourage collective conversation/taking stock of boundaries and future directions of the field.
- IV. Be a strong voice for the interests of public history practitioners and an advocate for applying/connecting history to contemporary issues.

The fifth goal is critical to the success of the first four:

- V. Increase NCPH's financial capacity to pursue its goals.

Without sufficient capacity, it will not be possible to realize the goals that we establish for ourselves. Now capacity can and does mean drawing on the labor, creativity, and energy of hundreds of our members. Capacity, however, also means additional financial resources. So, this fall you will be receiving the annual appeal for funds under my signature as your president. Please respond as generously as you possibly can.

So that you can think about exactly what your contribution will be paying for as NCPH moves forward into the future, please take

a moment to consider some of what is involved in implementing each of the first four goals. Clearly, our collective determination and imagination and efforts will be critical in the realization of this plan. However, a significant amount of this activity requires financial resources to be successful.

Goal I –

- Bringing together practitioners, scholars, and public audiences;
- Meeting the needs of newcomers in the field, early, mid-, and advanced career professionals alike;
- Creating a thriving social network that operates year-round – in person through annual meetings and regional gatherings and virtually through digital media.

Goal II –

- Sharing best practices and building skill sets that enable professional success;
- Encouraging experimentation and the incubation of new ideas that reinvent public history practice;
- Transcending disciplinary boundaries to demonstrate the power of the past in public life.

Goal III –

- Exploring historical precedents, present-day dilemmas, and future directions;
- Prizing open-ended questions, conversation, and debate;
- Resisting easy answers and, while prizing tradition, embracing the uncertainty of the new.

Goal IV –

- Encouraging connections between issues from the past and contemporary questions;
- Opening conversations among policy-makers, strategists, and historians to discuss paths to the future;
- Urging that historical resources be safely preserved and publicly accessible;
- Mobilizing support for funding history museums, historic sites, and history education.

We will be presenting a new draft of the plan to NCPH members for comment later this fall. Please let us know what you think.

Worth Another Look (cont. from page 7)

libraries to evolve rapidly and make strategic decisions today that will influence their future for decades to come.

<http://bit.ly/kNod3w>

Getting Free of the IRB: A Call to Action for Oral History

As AHA's Robert Townsend explains, the Department of Health and Human Services is reevaluating rules governing human-subject research and may be softening the strictness of institutional review boards which have been the bane of many oral historians.

<http://bit.ly/po8ldp>

U.S. State and Territory Online Encyclopedias

The National Endowment for the Humanities EDSITEment website offers a “collection of free, authoritative source information about the history, politics, geography, and culture of the states of Alabama, Arkansas, Connecticut, Georgia, Louisiana, Maryland, Nevada, Oregon, Texas, Virginia and West Virginia and the territories of Puerto Rico and Guam; updated regularly to ensure that they are accurate and accessible. New states and territories will be added when they become available.” <http://1.usa.gov/IXylCn>

The Historical Thinking Project

“Promoting critical historical literacy for the 21st century...”, this initiative of the University of British Columbia's Centre for the Study of Historical Consciousness, was launched in partnership with the Historical Foundation, and has received support from the Canadian Council on Learning, and the Canadian Studies Program, Department of Canadian Heritage.

<http://www.historicalthinking.ca/>

→ What's Up at the NCPH

@NCPHConsultants



Follow the NCPH Consultants Committee on Twitter: @NCPHConsultants. If you don't Tweet, you can still view the page by visiting <http://twitter.com/NCPHconsultants>.

Recommended Readings in Public History

NCPH's Curriculum & Training Committee has compiled the first three of its annotated bibliographies in the series, Recommended Readings for Public History Courses. The inaugural lists provide suggestions for teaching about public history controversies as well as oral history and about using case studies. <http://ncph.org/cms/education/graduate-and-undergraduate/>

Guide Breaks 100

NCPH's free guide to public history programs now includes 100 history departments in the U.S. and beyond. Another 70 are listed but have not yet submitted an entry. If you would like to complete an entry or know of a program not on our list, please contact us at ncph@iupui.edu.



The guide reflects the expansion of the public history field: 70 of the 100 departments with entries are graduate public history programs, while we have estimated that there are another

50 or more graduate programs out there. The 2002 edition of the guide, which was the last print version, included 51 graduate programs. <http://ncph.org/cms/education/graduate-and-undergraduate/guide-to-public-history-programs/>

2012 Milwaukee—Working Groups, Posters, and Lightning Talks



If you missed out on a session proposal for the next NCPH annual meeting, never fear, there are more opportunities to participate.

In September and October, NCPH members will see calls for three additional ways to join the program for the conference in Milwaukee.

1. Working Group leaders will be seeking discussants. The working group setting allows in-depth problem solving. Participants circulate brief case statements and facilitators highlight the key issues in the weeks prior to the conference. This year's several working groups will cover issues ranging from historic roadway preservation to measuring success in public history work, and from public history and sustainability to launching a national inventory of New Deal art and public works.



Bronze statue of The Fonz in Milwaukee. Courtesy of VISIT Milwaukee.

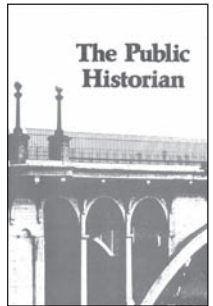
2. Poster Session. We'll be looking for approximately 30 poster presenters. This is a format for public history presentations about projects that use visual evidence. It offers an alternative for presenters eager to share their work through one-on-one discussion, can be especially useful for work-in-progress, and may be a particularly appropriate format for presentations where visual or material evidence represents a central component of the project.

3. Lightning Talks are a new addition for Milwaukee. You can sign up in advance to get up and tell about your digital project in a 2- or 3-minute slot (or just show up the day of, "open mic"). These are not quite in the pecha kucha format, but the aim is to have a high energy, participatory event which covers a broad range of what public historians are doing in the digital realm

Watch for the calls for all three, coming by email, or visit the 2012 NCPH Annual Meeting web page for more information.

Membership in NCPH Comes with Access to All *TPH* Back Issues

It's old news but bears repeating. An individual NCPH membership now provides digital access to all back issues of *The Public Historian*. Earlier this year, the University of California Press and JSTOR, the not-for-profit archive, launched the Current Scholarship Project "to make current and historical scholarly content available on a single, integrated platform." Previously, NCPH members received digital access only to the current issue and the past three years of the journal. To read or search older issues, one had to be at an institution, such as a college or university library, which held a major JSTOR subscription. Now you can access *TPH* directly on your own! (Register your MyJSTOR account at jstor.org. Call UC Press toll free at 877-262-4226 with questions.)



And institutional subscribers, such as libraries, museums, government offices, nonprofits, and for-profit corporations, can now subscribe to *TPH* and receive JSTOR's complete back run of digital *TPH* issues without having to pay for a subscription to JSTOR's entire Arts & Sciences VII Collection. If you have been wanting your institution to get back issues of *The Public Historian*, it is now possible and very affordable.

<http://about.jstor.org/participate-jstor/libraries/current-scholarship-program>



Jobs

Searching for or posting a public history job or internship on the NCPH website is free!

<http://ncph.org/cms/careers-training/jobs/>

→ National Coalition for History Update



Lee White
lwhite@historycoalition.org

Judge Orders Release of Nixon's Watergate Grand Jury Testimony

A federal judge has ordered the release of nearly 300 hundred pages of President Richard M. Nixon's 1975 testimony before a Watergate grand jury. Judge, Royce C. Lamberth III of the Federal District Court for the District of Columbia, wrote, "The special circumstances presented here—namely, undisputed historical interest in the requested records—far outweigh the need to maintain the secrecy of the records."



Nixon's farewell to his cabinet and members of the White House staff, August 9, 1974. Courtesy of the National Archives.

The Obama administration had opposed unsealing the records based on privacy concerns for those named in the testimony and their families. The grand jury records will not be released immediately. The Justice Department is reviewing Judge Lamberth's ruling and will decide whether to appeal.

Watergate historian Stanley I. Kutler, the American Historical Association, the American Society for Legal History, the Organization of American Historians, and the Society of American Archivists had filed a suit asking the federal court to unseal the transcript of President Richard M. Nixon's grand jury testimony from June 23 and 24, 1975. Nixon testified in California for eleven hours before two members of the grand jury and attorneys. The full transcript was later read to the remaining members of the grand jury back in Washington, D.C. Since Nixon had been pardoned by President Gerald Ford

in 1974, he could not have been prosecuted by the grand jury for any conduct related to the Watergate break-in and cover up. Nixon could have been indicted on perjury charges, however, if he had lied to the grand jury under oath.

HHS Proposes Changes to Rules Governing Human Subject Research

The U.S. Department of Health and Human Services recently announced that the federal government is contemplating changes to the regulations overseeing research on human subjects. Of particular interest to the historical community is the impact the proposed rules might have on the operations of institutional review boards.



Photo by Patsy Lynch, FEMA. Courtesy of the National Archives.

Before making changes to the regulations—which have been in place since 1991 and are often referred to as the Common Rule—the government is seeking public input on an array of issues related to the ethics, safety, and oversight of human research. The changes under consideration can be found in an *Advance Notice of Proposed Rulemaking (ANPRM), Human Subjects Research Protections: Enhancing Protections for Research Subjects and Reducing Burden, Delay, and Ambiguity for Investigators*, published in the July 26 Federal Register. **The deadline for submitting comments is September 26, 2011.**

For how the ANPRM might affect the historical community, especially the intrusion of institutional review boards (IRBs) into history work, read the analysis by Robert Townsend, Deputy Director of the American Historical Association, at <http://blog.historians.org/news/1382/getting-free-of-the-irb-a-call-to-action>.

Jim Gardner Named to Senior Post at National Archives

Archivist of the United States David S. Ferriero recently announced the appointment of James Gardner as the Executive for Legislative Archives, Presidential Libraries, and Museum Services effective August 15,

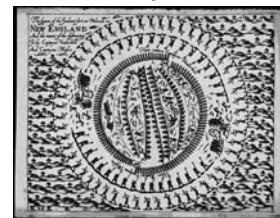
2011; and Donna Garland as the National Archives Chief Strategy and Communications Officer effective September 26, 2011.

As the Executive for Legislative Archives, Presidential Libraries, and Museum Services, Dr. Gardner will provide executive direction, guidance, strategic coordination, and evaluation of NARA's national education and exhibits programs, the Center for Legislative Archives and the Presidential Libraries system.

In his most recent position, Gardner spent more than 12 years working at the Smithsonian Institution's National Museum of American History (NMAH). Prior to his appointment at the museum, Gardner served as Deputy Executive Director of the American Historical Association.

National Park Service Awards \$1.2 Million in Battlefield Protection Grants

The National Park Service recently announced the award of more than \$1.2 million in grants to help preserve and protect America's significant battlefield lands. The funding from the National Park Service's American Battlefield Protection Program (ABPP) will support 25 projects at more than 76 battlefields nationwide.



1638 engraving by John Underhill of attack on Pequot fort. Courtesy of Wikimedia Commons.

This year's grants provide funding for projects at endangered battlefields from the Pequot War, King Philip's War, Revolutionary War, War of 1812, Civil War, World War II and various Indian Wars. Awards were given to projects in 24 states or territories entailing archeology, mapping, cultural resource survey work, documentation, planning, education and interpretation.

NCPH is a member of the National Coalition for History (NCH), a Washington, DC-based nonprofit educational organization providing leadership in history-related advocacy. Consisting of more than 60 organizations, NCH serves as the historical profession's national voice in the United States and acts as a clearinghouse of news and information. Anyone may subscribe to the weekly NCH newsletter, *The Washington Update*, by visiting <http://historycoalition.org/subscribe/>.

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 \$200,000 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.

NCPH Cosponsors Inaugural Poster Session at the Berkshire Conference (cont. from page 6)



This year's Big Berks t-shirt. Courtesy of Marla Miller.

The event attracted an audience of women's historians of all levels, from graduate students to some of the most eminent scholars in the field. This open format gave presenters a chance to share their insights and discoveries in one-on-one conversations with other conference participants, often enabling those invaluable in-depth conversations that are just not possible in more traditional panel formats. In this respect, the poster session helped to bring the spirit of shared historical inquiry long celebrated by members of NCPH to a new audience of historians. As a devoted member of both organizations, it was just wonderful

to see the spirit of NCPH blending with the spirit of the Berks in this way. I hope that the success of the poster session will be the start of a long collaboration between the Berks and the NCPH.

Kate Freedman is a PhD student at the University of Massachusetts Amherst and has been a member of the NCPH Digital Media Group since 2008.



Berks participants take in some performance art on the way to a preview of selections from *Truth*, a folk opera based on the life of Sojourner Truth. Courtesy of Marla Miller.

2012 Awards - Call for Nominations

NCPH awards recognize excellence in the diverse ways public historians apply their skills to the world around us. We invite you to nominate a colleague or submit your own work and join us at the 2012 award breakfast in Milwaukee, Wisconsin, during the joint annual meeting of NCPH and the Organization of American Historians.

Excellence in Consulting Award—Two \$500 awards recognize outstanding work and contributions by consultants or contractors.

Graduate Student Travel Award—Five travel grants of up to \$300 each for graduate students presenting (session or poster session) at the 2012 Annual Meeting.

NCPH Book Award—A \$1,000 award for the best book about or “growing out of” public history published within the previous two calendar years (2010 and 2011).

New Professional Award—Two \$500 travel grants to encourage new professionals, practicing public history for no more than three years, to attend the 2012 Annual Meeting.

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

Robert Kelley Memorial Award—This \$500 award honors distinguished achievements by individuals, institutions, or nonprofit or corporate entities for making history relevant to individual lives of ordinary people outside of academia.

Student Project Award—A \$500 travel grant to attend the 2012 Annual Meeting recognizes the contributions of student work to the field of public history.

NCPH Book Award nominations must be received by November 1, 2011. All other nominations must be received by December 1, 2011.

Questions? (317) 274-2716; <http://www.ncph.org>; ncph@iupui.edu



Courtesy of Library of Congress, DIG-fsac-1a34201.

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2012 NCPH/OAH Annual Meeting

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Members of NCPH gain access to:

- **Publications**—*Public History News* and *The Public Historian* (Members have free digital access to 30 years of back issues.)
- **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 > International Federation for Public History
- **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

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