

Connecting Neighborhoods with their Past:
An Analysis of Local Historical Societies and the Value of Engaging Local Communities
through Public Programs

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Abstract

This thesis investigates how local historical societies in Philadelphia use public programs to engage their audiences and provide value for their neighborhood communities. Interviews with staff from six local historical societies associated with Philadelphia neighborhoods collected information about these institutions. Responses from participants include information on the content and historical narratives of the collections, the communities served, recent collaboration and partnership with community members or groups, examples of current public programs, and the types of value these activities produce for each historical society. Conclusions from the data collected reveal that while local historical societies use public programs as a one tool to better engage local communities with their institutions, these institutions perceive their value as generating from other aspects of their identity. Additionally, a reliance on partnerships or collaboration with similar cultural institutions or community groups on *community history initiatives* remains a valuable opportunity for these local historical societies.

Dedication

To my parents, who encouraged my love of museums and passion for history.

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Nomenclature

Community: Museums and similarly focused cultural institutions have often used the term “community” interchangeably with “the public,” to describe their audience as a whole. A community group can be defined by geography, cultural identity, or other common affiliations between members. For local history-based cultural institutions, a community implies some level of activity by this group, either through expressing interest or connection to the content, becoming involved in the institution’s activities, or working to better interpret the narratives preserved and presented through the collections.

Community History Initiatives: The data collected through the research study revealed that local historical societies lead projects, programs and events that can be distinguished from typical “public programs.” They vary for each local historical society based on their unique focus and history of their communities. These include projects, programs, and events that focus on the needs, interests, and issue relevant to the community served. Examples include programs for K-12 and college age students, oral history collecting projects, advocacy in public policy to civic groups and leaders, or genealogical services.

Historical narrative: These types of narratives characterize the story-like quality of memory and the past. For local historical societies, this involves their interpretation of the objects and artifacts in the collection, which embody and tell the stories of the community’s past.

Museum Collection: While historical societies typically hold collections of archival material consisting of mostly paper materials, some also collect three-dimensional objects. These non-archival objects make up a collection similar to those held by most museums, in that the objects are more likely to be put on exhibition.

Neighborhood: This term defines a geographic locality located within the city of Philadelphia that possesses a unique name used by city residents. These localities are often used as a connection between residents of a similar area in the city, in order to organize efforts toward managing community affairs.

Public Programs: Used interchangeably with “programs,” this describes specially scheduled activities led by a museum or historical society, which focus on the interests of an audience. This does not include more traditional activities of preservation and exhibition of a collection or facilitation of research. Examples of public programs include lectures, workshops, performances, and other events that enhance the narratives established by a collection.

List of Symbols and Abbreviations

CHHS- Chestnut Hill Historical Society

EFHS- East Falls Historical Society

GHS- Germantown Historical Society

HSF- Historical Society of Frankford

HSP- Historical Society of Pennsylvania

HST- Historical Society of Tacony

NAACP- National Association for the Advancement of Colored People

PHM- Philadelphia History Museum at the Atwater Kent

PPHT- Philadelphia Public History Truck

UCHS- University City Historical Society

Chapter I: Introduction

In the field of museum studies, “Community Engagement” has grown in popularity as a common initiative in recent years. It often takes the format of public programming as a more flexible and engaging interpretation tool that leads activities outside of the regular functions of a museum. While many museums preserve a collection with the intent to exhibit, most historical societies use their largely archival collections to aid researchers. Public programming functions as a strong tool that can help local historical societies to extend the reach of their collection and historical narratives to non-researchers and local communities.

Local history benefits individual residents and a community as a whole. Victor Hicken, a notable Professor of History at Western Illinois University, emphasizes the importance of this field of study, writing, “local history does not include all of those aspects of history considered to be worthless by others.”¹ Other historians and authors provide descriptions of the value of local history, such as encouraging civic engagement or pride, fostering understanding or awareness of history, or producing an economic asset to a neighborhood. The History Relevance Campaign (HRC) formed in 2012 as a working group of history professionals who advocate for the value of history through initiating conversations within professional networks, supported by historical societies, museums, and similar cultural institutions around the country. The HRC’s “Value Statement” defines the “Seven Ways” the study of History provides value, by developing the “Identity” and “Critical Skills” of an individual, creating “Vital Places to Live and Work” and “Economic Development” for communities, and fostering “Engaged Citizens,” “Leadership,”

¹ Victor Hicken. "The Continuing Significance of Local History." *Library Trends* 13, no. 2 (October 1964): 162.

² History Relevance Campaign. "The Value of History." History Relevance Campaign. Last modified

and a “Legacy” for the future.² These benefits range from physical resources produced for a community group to important perspectives on historical narratives presented by the institution. The data collected through the following research study reflected the general reality that local historical societies, as smaller cultural institutions, often lack the staffing and resources necessary to initiate projects and programs that bring these types of value to local communities.

The city of Philadelphia has become known as “A City of Neighborhoods” as a result of a rich history that has led to the dynamic development of numerous local communities and distinctly identified neighborhoods.³ This active identity of Philadelphia neighborhoods, with new communities emerging to this day, has brought an interesting perspective to the small collections of local history around the city. There remains a challenge for local historical societies to foster an engaging narrative on a local history that may feel irrelevant to modern community members in these diverse and changing neighborhoods. However, this task also reveals opportunities to better interpret the rich historical narratives of these neighborhoods, to engage local populations, to address issues vital to these communities, and to activate citizens to prepare for the future of their neighborhood.

Recent projects around the city led by large and small history-based institutions in Philadelphia have worked to make local history engaging to local communities. The Philadelphia History Museum’s locally focused collection and its *Community History Gallery*,⁴ Hidden City

² History Relevance Campaign. "The Value of History." History Relevance Campaign. Last modified 2014. Accessed May 19, 2015. <<http://www.historyrelevance.com/#!/value-statement/ca2m>>.

³ Linn Washington, Jr., "City of Neighborhoods," in *The Encyclopedia of Greater Philadelphia* (Camden, NJ: Mid-Atlantic Regional Center for the Humanities (MARCH), 2015), accessed September 26, 2015, <<http://philadelphiaencyclopedia.org/archive/city-of-neighborhoods/>>.

⁴ "Philadelphia Voices: The Community History Gallery," Philadelphia History Museum at the Atwater Kent, accessed November 11, 2015, <<http://www.philadelphiahistory.org/communityhistorygallery>>.

Philadelphia's presentation of architecture through a historical lens,⁵ and the Philadelphia Public History Truck's work in oral histories and community exhibitions⁶ all implement innovative programming while involving community organizations and individual partners. The Historical Society of Pennsylvania's (HSP) *History Affiliates* program created forums for dialogue between similar institutions and opened relationships for them to share resources and ideas.⁷ Additionally, HSP's *Hidden Collections Initiative for Pennsylvania Small Repositories* aids local historical societies, as repositories with limited resources and volunteer staff.⁸ These programs and initiatives provide useful models for smaller local historical societies to continue their existing efforts and interest in the city's local histories.

A problem persists for local historical societies to overcome the obstacles of minimal resources and lesser-known historical narratives in their efforts to engage their communities. This thesis will show that local historical societies in Philadelphia not only use public programs, but also *community history initiatives* and other aspects of their identity to engage their audiences and provide value for their neighborhood communities. This research study answers the following questions: 1. What narratives do the collections at local historical societies tell? 2. What communities are served by each historical society? 3. How are local historical societies engaging their communities through public programs? 4. How are these local historical societies valuable to the communities they serve? The researcher studied the following six historical

⁵ "About," Hidden City Philadelphia, accessed November 11, 2015, <<http://hiddencityphila.org/about-3/>>.

⁶ "About the Truck Project," Philadelphia Public History Truck, accessed November 11, 2015, <<https://phillyhistorytruck.wordpress.com/about/>>.

⁷ "History Affiliates of Southeastern Pennsylvania," Historical Society of Pennsylvania, accessed November 11, 2015, <<http://hsp.org/history-affiliates/about-history-affiliates>>.

⁸ "Hidden Collections Initiative for Pennsylvania Small Archival Repositories," Historical Society of Pennsylvania, accessed November 11, 2015, <<http://hsp.org/historical-heritage-organizations-0/hidden-collections-initiative-for-pennsylvania-small-archival-repositories>>.

societies: Chestnut Hill Historical Society, East Falls Historical Society, Historical Society of Frankford, Germantown Historical Society, Historical Society of Tacony, and University City Historical Society. Interviews with staff at these institutions collected information on their collections, the communities they serve, their interactions with the community, what their programs involve, and the types of value they plan or intend to generate for their audiences. These data reveal a desire shared by local historical societies to expand the reach of their collections to their communities, to partner with community organizations and larger local history-focused institutions, and to better provide engaging and valuable experiences to all audiences through their public programs and *community history initiatives*.

Chapter II: Literature Review

Changing Identity of Museums

Museums have followed a journey that has altered their mission and purpose within a continuum that ranges from operating as a facility for research for intellectual pursuits to a place for social and public gatherings. As early as the 1970s Duncan F. Cameron, then Director of the Brooklyn Museum, identified this concept as the distinction between a “temple” and a “forum.”⁹ Lois Silverman, a well-known author on social work in museums, tracks the development of a museum’s identity, emphasizing that from the beginning museums aimed to serve the public. However, Silverman writes that the definition of “museum” has changed over time, with ancient *museions* and cabinets of curiosities serving the intellectual elites and later museums shifting their focus to settlement house residents, the labor force, or area residents.¹⁰ The traditional activity of preserving a collection and displaying all or part in order to share knowledge has still remained definitive of museums. Changes during the last century have redefined the museum’s identity, opening up opportunities for broader audiences to engage with their collections.

Stephen Weil, notable author of essays on museum management, writes on the relationship between museums and the public, calling this new identity, “entrepreneurial,” in terms of the focus on providing “educational services” over “inward growth” through the study of a collection.¹¹ Weil attributes this to a general shift toward public service beginning after

⁹ Duncan F. Cameron. "The Museum, a Temple or the Forum." *Curator: The Museum Journal* 14, no. 1 (March 1971): 11-24.

¹⁰ Lois H. Silverman. *The Social Work of Museums*. (New York, NY: Routledge, 2010): 5-12.

¹¹ Stephen E. Weil. “From Being *About* Something, to Being *For* Somebody: The Ongoing Transformation of the American Museum.” *Daedalus* 128, no. 3. America’s Museums (Summer, 1999): 229-258. In *Reinventing the Museum*, edited by Gail Anderson. (Lanham, MD: AltaMira Press, 2012): 170-171.

World War II, when more museums gained tax-exempt status and the United States, as well as other Western countries in Europe initiated economic programs to fund public projects and institutions. Carol Scott, a museum consultant and author of literature on the impact of museums, reiterates this point, writing on the increasing necessity for museums to demonstrate their “long term social value” to funders and audience members alike.¹² In a few of the cases Scott presents, value can include personal development, social cohesion, or an economic benefit to the public. According to Scott, the benefits to personal development foster discussion or debate, explore personal and collective identity, address tolerance, and encourage a reflective experience.¹³ Scott continues, writing that social cohesion indicates a stronger bond between fellow visitors, while the economic benefit comes from the offer of a unique experience, including the returns from tourism. Scott concludes this analysis by emphasizing that “museums need to promote themselves as being agents capable of offering a value experience that has a social impact beyond the ephemeral and the transitory.”¹⁴ Both Scott and Weil highlight the museum’s expanded role in providing value to its public audience or community, spurred by economic need of the institution, and inspired by the opportunities to impact the personal, social, and economic identities of their communities they serve.

Neighborhood Museums

The neighborhood museum emerged as an institution that directly focuses on the needs of the local community. These community museums provide a unique opportunity for residents to

¹² Carol Scott. "Measuring Social Value." In *Museum Management and Marketing*, edited by Richard Sandell and Robert R. James (New York: Routledge, 2007), 181-183.

¹³ Ibid., 188-190.

¹⁴ Ibid., 192.

engage with collections outside of personal research, to explore their own identities and personal history, and in some cases to interpret this narrative. The Anacostia Neighborhood Museum in Washington D.C. serves as one example of this type of institution. Introduced in 1966 by the secretary of the Smithsonian Institution, Dr. Dillon Ripley, the ideas behind this museum sought to engage the local, predominantly African American residents in a project that brought Smithsonian exhibits to locations with accessibility similar to that of a storefront. Special exhibitions focused on relevant topics, such as dealing with rats while living in the city, achievements of the Jazz Age, and the Civil Rights Movement.¹⁵ Throughout his career, John R. Kinard, founding director of the museum, worked to find better ways to engage those community members who were not generally visiting museums, with a special concentration on better representing African American culture and history most relevant to this neighborhood. As a result of his experiences leading this museum, Kinard led the movement toward museums addressing “social change” and “public service,” speaking on the subject at the International Council of Museums meeting in 1971 and an AAM meeting of Museum Educators in 1977.¹⁶ In this case, the social change encouraged by Kinard involved working with community members to foster a personal relationship with this museum, creating opportunities to author and engage with content, and improving societal conditions through this creative and collaborative process.

Silverman also cites the Anacostia Neighborhood Museum as a strong example of actively involving the community in the development and operation of a museum. Many community members and local organizations came together to support this institution, which provided a space for these residents to address problems within their own community and the

¹⁵ Edward P. Alexander. *The Museum in America: Innovators and Pioneers*. (Walnut Creek, CA: AltaMira Press, 1997), 147-151.

¹⁶ Ibid., 152,154.

nation.¹⁷ However, in her studies on museums, heritage, and community as a senior lecturer at the University of Ulster, Elizabeth Crooke notes that the museum later changed its name, dropping the term “neighborhood” following a change in its mission and decreased involvement by the community.¹⁸ Still, Crooke highlights the museum as a notable example of the role of heritage in a community and the way in which museums can effectively engage the public by addressing their distinct relationship with local history and its interpretation.¹⁹ This concept of co-creation or cooperative authority of the narratives presented by local history collections functions as an important part of engaging audiences, particularly within the relationships between local cultural institutions and their communities.

The Value in Engaging the Community

As museums changed their focus to provide valuable experiences to a broader definition of their audience, the initiative of “Community Engagement” has simultaneously developed as crucial to the role of museums. While the mission of a museum can reflect this focus of the collection or knowledge base on the public, these changes coincide with the important role of educators and staff who facilitate public programs to foster the identity of a museum as a provider of value to the public.

Carol Scott’s study, previously cited, concludes by stressing the importance of the mission of a museum in producing value, as a statement of the institution’s purpose, vision and goals, carried out by staff through programming, exhibitions, and collections management. In the

¹⁷ Silverman, *The Social Work of Museums*, 13.

¹⁸ Elizabeth Crooke. *Museums and Community: Ideas, Issues and Challenges* (New York, NY: Routledge, 2007), 10.

¹⁹ Ibid., 10-11.

anthology *Museums and Public Value*, Ben Garcia, a museum educator and author on the relationship between schools and museums, names early 20th century museum educators such as John Cotton Dana of the Newark Museum and Library as the main force behind this move toward the “democratization of culture,” a term that directly evokes an emphasis on “the people.”²⁰ In an earlier article Garcia writes about the professionalization of museum education as a field. He calls this role a “progressive” force that moves museums toward more “democratized” informal learning, while stressing the necessity to remain aligned with formal education standards and expectations in considering the needs of a museum’s audience.²¹ Garcia’s point stresses that the use of techniques from both informal and formal education can open up learning experiences and effectively engage the public audience.

The American Association of Museums (AAM) Task Force on Museum Education addressed similar issues in their 1992 report, *Excellence and Equity: Education and the Public Dimension of Museums*. An earlier report published in 1984 by AAM’s Commission on Museums for a New Century guided *Excellence and Equity* through its analysis of a museum educator’s role in benefitting a “collective human experience” and carrying out a “public responsibility” to their visitors.²² Members of the Task Force, as educators and providers of public services, developed key ideas and principles as a reference in their efforts to achieve “excellence” and “equity” in engaging the public. Three key ideas guide the report: 1) education remains “central to the museum’s public service” and should appear in the museum’s mission

²⁰ Ben Garcia. "Creating Public Value through Museum Education." Cited in *Museums and Public Value: Creating Sustainable Futures*, edited by Carol Scott (Burlington, VT: Ashgate, 2013), 81.

²¹ Ben Garcia. “What We Do Best: Making the Case for the Museum Learning in its Own Right,” *Journal of Museum Education* Vol. 37, no. 2. (Summer, 2012) 47-48.

²² Ellen C. Hirzy. *Excellence and Equity: Education and the Public Dimension of Museums*. (Washington, D.C.: American Association of Museums (AAM), 1991), 4, 11.

and activities; 2) museums should address inclusivity in order to engage diverse audiences; 3) working with “dynamic” leaders within and outside of the museum can best fulfill a public service.²³ Additionally, participants in the Task Force developed the following ten principles:

- 1) Revise the museum’s mission to reflect education as central to public service.
- 2) Remain open and accessible to broad audiences
- 3) Expand learning opportunities offered
- 4) Encourage scholarship by enriching knowledge and understanding of content
- 5) Interpret with appreciation of diverse perspectives
- 6) Collaborate with other institutions
- 7) Assess current decision-making models
- 8) Encourage diversity among staff at all levels
- 9) Provide professional development for all staff
- 10) Commit resources to growing these facets of the museum’s identity.²⁴

This report provides an analysis of museums that considers the impact on the mission, goals and objectives of partnering institutions working on collaborative projects or programming, as well as the actions museums can take to achieve the important and recurring ideal of “democratization” of the museum experience for a broad audience.

Another recent study led by AAM’s *Center for the Future of Museums* examines the impact of the learning environment on the future of museum education. Gregg Behr, the Executive Director of the Grable Foundation, writes about opportunities for learning outside the classroom, presenting case studies from around the country of projects and programs that provide new learning experiences for students in the urban environment. These examples embody “community partnerships,” and joint projects that encourage “immersive” learning opportunities outside of the classroom.²⁵ As Behr writes,

²³ Ibid., 5.

²⁴ Ibid., 16-26.

²⁵ Center for the Future of Museums. *Building the Future of Education: Museums and the Learning Ecosystem*. (American Alliance of Museums, 2014), 31-32.

Although we can't predict the future, we understand that to meet the challenges of tomorrow, what takes place in traditional brick and mortar classrooms, time-honored exhibit halls and typical out-of-school spaces needs to change. We need to move from an industrial-era approach of one educator imparting information to many students, to one that allows students to place inquiry at the center of their own learning and be nurtured by caring adults.²⁶

Behr's statement marks the important shift toward self-initiated and engaged learning by the visitor supported by informal learning outside of the classroom. The projects he presents concentrate on preparing students for active roles as citizens, equipping them with problem-solving skills and fostering adaptability to different learning environments. Scott, Garcia, and the *Excellence and Equity* report all acknowledge the role of the mission in directing a museum's activities toward community engagement and a focus on the public, facilitated by professional educators and staff who balance formal and informal techniques in their programs. In regards to local history collections, this suggests their benefit of offering an education experience outside of the formal classroom and the greater potential for self-initiated engagement with the museum's collection, related to its surrounding population.

Self-initiated or active visitor participation is an important approach toward Community Engagement for museums. In her book, *The Participatory Museum*, Nina Simon, Executive Director of the Santa Cruz Museum of Art & History and author of the *Museum 2.0* blog, writes about making museums places for community interaction and visitor participation.²⁷ Simon highlights the Public Participation in Scientific Research (PPSR) project lead by Rick Bonney and the Center for Advancement of Informal Science Education (CAISE). Bonney determined three types of public participation roles, including "contribution, collaboration, and co-

²⁶ Ibid., 31.

²⁷ Nina Simon. *The Participatory Museum*. Santa Cruz, CA: Museum 2.0, 2010.

creation.”²⁸ Simon relates these roles to the actions visitors take to engage with the “public-facing content” of cultural institutions. Such actions include their contribution of objects, artifacts, or information, collaboration on institutionally developed programming, co-creation of projects with the institution, and hosting of projects or programs created by public groups.²⁹ Similarly, Ben Garcia and Carol Scott cite the public value model developed by Mark Moore, an author of literature on the relationship between non-profits and public value. The model addresses the active role of the public audience as a “recipient,” “informant,” or “producer” within the educational framework.³⁰ For local history institutions, activating visitor roles can enhance the connections these audiences already feel in relation to their family history or geographic affiliation.

Encouraging visitor participation remains an important effort in community engagement initiatives, as it dismantles some of the traditional boundaries between the audience and the museum, rooted in the museum’s beginnings in academic research and elite social constructs. Stephen Long, an Executive Director of the Children’s Museum of the East End (CMEE) in New York, addresses this obstacle for the audience by identifying the audience as “stakeholders” in the museum experience.³¹ Long points out a challenge in “reaching out to people who haven’t acknowledged they hold a stake in the museum,” emphasizing that efforts should be made by all staff to meet and interact with this community in order to identify their needs best served by the

²⁸ Ibid., 185-186.

²⁹ Ibid., 187.

³⁰ Garcia, "Creating Public Value through Museum Education," 87.

³¹ Stephen Long. “Practicing Civic Engagement: Making Your Museum Into a Community Living Room,” *Journal of Museum Education*. Vol. 38. (July 2013): 146.

museum.³² Graham Black, a faculty member in the Museum and Heritage Management track at Nottingham Trent University, presented his views on the relevance of community engagement and civil engagement to urban history museums. The author connects the term “civil” to ideas such as democracy and diversity within society, and describes a museum’s role in engaging communities with these ideals.³³ For the urban history museum, Black presents five principles that guide the identity of museums and their efforts to engage the community civilly, including: 1) their role in preserving memory, 2) guiding learning, 3) fostering social interaction, 4) promoting democracy, and 5) remaining responsive to any indications of change within the museum’s identity and activities.³⁴ Black continues to describe the various ways a museum can fulfill these principles, by including the memory or history of all community members, allowing for free-choice learning opportunities, accepting contributions and perspectives from the community in the narratives presented, encouraging democratic and responsible civil action, as well as remaining open to communication and responding to feedback from the community.³⁵ Simon, Long and Black bring up important considerations related to engaging audiences through a museum’s activities and public programming, in particular through activating visitor roles, fostering personal and community identification with the collection content, and remaining responsive to visitors’ issues.

Other authors and museum professionals identify the focus on public value with the role by museums to provide social services to their audiences or communities. Silverman describes

³² Ibid., 146-147.

³³ Graham Black. "Embedding Civil Engagement in Museums." In *Reinventing the Museum: The Evolving Conversations on the Paradigm Shift*, edited by Gail Anderson, 2nd ed. (Lanham, MD: AltaMira Press, 2012), 269.

³⁴ Ibid., 270.

³⁵ Ibid., 270-281.

the development of the museum identity through time, referring to “an essential tradition of museum social service that strongly pervades the present” and the actions of these institutions in addressing “social problems and social conditions” and pursuing “social change.”³⁶ The *Museums in the Life of a City* report, published in 1995, raised the question as to what extent the museum’s mission aligns with social work, the act of providing social services to a community. In the description of the preliminary meetings, the report notes the discussion on the focus of these projects and the goals for benefiting urban communities. One participant stated that museums should not assume the tasks of social work for the city; however, the research study directors ultimately redefined this role as “social agency.”³⁷ The report details efforts to engage diverse audiences in museum experiences in Philadelphia through supporting collaborative projects for the city’s cultural institutions. These viewpoints suggest that, while a museum cannot provide all of the services associated with social work, they do function as agents of social change and progress in a community, through facilitating opportunities for community members to take an active role, encouraging partnership and collaboration, and providing the resources to imagine, debate, and discuss important issues.

In the *Small Museum Toolkit*, another resource for museum professionals in smaller scaled institutions, the authors note the importance of “community service” within a museum’s mission and identity.³⁸ The authors expand upon this statement with important advice, writing,

Becoming a strong advocate within the local community is not just about promoting your small museum or historic site as an engaging venue; it is about

³⁶ Silverman, *The Social Work of Museums*, 5.

³⁷ Portia Hamilton-Sperr. *Museums in the Life of a City: Strategies for Community Partnerships*. Edited by Ellen Cochran Hirzy (Washington D.C.: American Association of Museums, 1995), 9.

³⁸ Cinnamon Catlin-Legutko and Stacy Klingler, eds. *Reaching and Responding to the Audience*. Small Museum Toolkit 4. (New York, NY: AltaMira Press, 2012), 75.

connecting the community and site in order to provide insight and inspiration to those who are seeking an experience that transcends the ordinary.³⁹

Many of the studies and reports already mentioned attempt to define engagement in terms of types of value produced, either directly involving the visitors in interpretation, or developed and facilitated by the museum itself, similar to Mark Moore's model with the recipient, informant and producer visitor roles. The statement above suggests the importance of a larger, connective experience for the community, less focused on tangible services and more focused on changing the social life of audience members.

In *The Promise of Cultural Institutions* David Carr, a notable author of literature on the value of cultural institutions, advocates for the importance of community spaces, presenting museums and libraries as pathways for engaging communities and providing opportunities for learning. Carr emphasizes that these cultural institutions remain intertwined with community when "the possibilities and satisfactions of learning are present and valued, and where the future is held ... in its understanding of the past."⁴⁰ He presents the community as intrinsic to the mission of a museum, as "*minding* the community" in presenting their collections or groups of knowledge as active, "continuous," or "unfinished" parts of community identity instead of irrelevant and fixed stories of the past.⁴¹ These cultural institutions provide a necessary space for community discussion, as a public "forum" for discussing the ideas and narratives presented.⁴² Carr maintains that these collections do not define a "static heritage," and thus remain in need of constant contemplation and reevaluation of their stories by those communities from which they

³⁹ Ibid., 75.

⁴⁰ David Carr. *The Promise of Cultural Institutions*. (New York, NY: AltaMira Press, 2003), 58.

⁴¹ Ibid., 59.

⁴² Ibid., 61.

were generated or to which they relate.⁴³ The author equates the importance of these activities and opportunities for the community as equal to the regular activities of museums and libraries, including collecting, preserving, and exhibiting a collection.

Changing Identity of Historical Societies

While historical societies share many characteristics with museums, their origin and development has resulted in a unique and dynamic identity. The Massachusetts Historical Society holds the title of the first historical society established in the country, founded in 1791. Upon its founding, it aimed to collect and preserve items related to the beginning of American history.⁴⁴ In her Doctoral Thesis at Columbia University on early American historical societies from 1790-1860, Leslie Dunlap notes the numerous historical societies in England and France as influential to the development of these institutions in the United States, as well as a growing interest in creating private and public libraries in the newly formed country.⁴⁵ Similarly, Barbara Franco, a director of the Gettysburg Seminary Ridge Museum and author on the development of historical societies, notes an influence from “the athenaeum model of early literary and scientific associations.”⁴⁶ The first historical societies shared the museum’s desire to collect and preserve a collection, but historical societies more often served researchers utilizing the collection, with a

⁴³ Ibid., 66.

⁴⁴ Massachusetts Historical Society. “History of the MHS.” *Massachusetts Historical Society*. Accessed July 13, 2015. <<http://www.masshist.org/about/history>>.

⁴⁵ Leslie Whittaker Dunlap, *American Historical Societies, 1790-1860*. (Columbia University, 1944): 4-5. <<https://archive.org/details/3704737>>.

⁴⁶ Barbara Franco. "Personal Connections to History: The Context for a Changing Historical Society." *Washington History* 7, no. 2 (Fall/Winter 1995/1996): 27. Accessed July 15, 2015. <<http://0-www.jstor.org.catalog.library.uarts.edu/stable/40073161>>.

devotion to publishing scholarly journal articles and reprinting manuscripts from the collection for their membership.⁴⁷

The late 19th century brought professionalization of the job of historians at these historical societies, leading to a focus on national history as a field of study rather than highlighting diverse and unique narratives on local history collections.⁴⁸ During the Progressive Era, many historical societies welcomed efforts toward using their collections for greater public education as a “social responsibility.”⁴⁹ By the late 20th century, Americans developed an increased interest in local history and the collections at smaller, regionally focused historical societies. This change in focus was influenced by World Wars, an influx of immigrants to urban areas, and the threat of losing historic architecture with building booms.⁵⁰ By the 1960s and 1970s, local historical societies became interested in better representing the stories of their current demographics as well as the larger population over the overwhelmingly “white man’s” American history.⁵¹ Franco, then Director of the Historical Society of Washington, described it as an effort to become “facilitators” rather than “experts.”⁵²

Ryan Schumacher, an associate editor of the *Southwestern Historical Quarterly*, reiterates descriptions of the changing identity of museums over the last century. Schumacher

⁴⁷ Sarah Lawrence. “History of Historical Societies in the U.S.” *Public History Resource Center*. (Public History Resource Center, January 23, 2003). Accessed June 5, 2015. <<http://www.publichistory.org/features/HistoricalSocietyHistory.html#1>>. Here citing Dunlap, 1944.

⁴⁸ Ibid.

⁴⁹ Franco, “Personal Connections to History,” 28.

⁵⁰ Lawrence, “History of Historical Societies in the U.S.,” 2003.

⁵¹ Ibid.

⁵² Barbara Franco, “In Urban History Museums and Historical Agencies,” in *Public History: Essays from the Field* ed. James B. Gardner and Peter S. LaPaglia (Malabar, Florida: Krieger Publishing Company, 1999), 318. Cited in Lawrence, “History of Historical Societies in the U.S.,” 2003.

notes that the 1960s and 1970s also brought increased government and private support for historical societies, encouraging these institutions to better serve tax-paying citizens, in addition to a further increase in professionalization of history.⁵³ However, Franco notes that “civic responsibility” has remained closely aligned to the mission of historical societies throughout their history, as institutions that work to preserve the historical narratives of a group of people, usually with the intent of keeping the story alive in the midst of a threat of loss.⁵⁴

Over time communities change as residents move into and out of neighborhoods, and new businesses or industries open and others close, leading to the development of historical societies with diverse identities. Franco makes an important point about the overarching function of these cultural institutions, writing that recent trends of an “information age” have changed the focus of historical societies from “warehousing” their collections, to better “communicating” the local and national historical narratives told by their collection.⁵⁵ Some of the trends in education and society that Franco stresses will effect the future development of historical societies include ownership or authorship of history, cultural patrimony, the importance of choice in consumerism, experiential learning, and diversity in narratives.⁵⁶ For her own institution, the Historical Society of Washington D.C., Franco emphasized the need to “forge a new relationship with the community that we serve,” working with public audiences to find meaning from the collection together, rather than the typical “expert” role of historical societies of the past, and

⁵³ Ryan Schumacher. "The Wisconsin Magazine of History: A Case Study in Scholarly and Popular Approaches to American State Historical Society Publishing, 1917-2000." *Journal of Scholarly Publishing* 44, no. 2 (January 2013): 116-117. Accessed July 14, 2015. <<http://0-web.a.ebscohost.com/catalog.library.uarts.edu>>.

⁵⁴ Franco, “Personal Connections to History,” 30.

⁵⁵ *Ibid.*, 30.

⁵⁶ *Ibid.*, 32-33.

defining the future of the city by understanding its past.⁵⁷ Although originating with different foci, museums on objects and historical societies on more archival, scholarly research materials, both cultural institutions show that they continue to work to adapt to the changing needs of public audiences, to better engage and serve these populations.

Value of Local History

While the activities of museums and historical societies provide their own types of public value, the local history collections held by these types of institutions provide value to the communities in the narratives they present and the timeless themes they preserve. Victor Hicken, in a 1964 journal article on “The Continuing Significance of Local History,” writes about the influence of specific historical events on the development of this type of history. The author points toward the Civil War and the popularity of news articles reporting on the events of the war as a main influence on the desire of Americans to preserve their local histories.⁵⁸ Interestingly, Hicken points out that the popularity of radio and later TV broadcasts during the later two World Wars further encouraged collecting the fewer paper records from that time period.⁵⁹ These points emphasize the impact historical events had on the collection of materials related to local history, affecting the way museum educators can interpret the historical narratives of a collection within their institution.

The History Relevance Campaign (HRC) makes a strong case for the value in studying and engaging with all types of history. This initiative began in 2012 as a general interest in sharing ideas and conversations about the status of history in education, and the recent disregard

⁵⁷ Ibid., 33-35.

⁵⁸ Hicken, "The Continuing Significance of Local History," 156-157.

⁵⁹ Ibid., 159.

for its importance in curricula.⁶⁰ After initial discussion at regional conferences and meeting sessions with members of the American Alliance of Museums (AAM), American Association for State and Local History (AASLH), National Council on Public History (NCPH), and the American Historical Association (AHA), the campaign assembled a general list of seven “value statements” on the ways history remains a crucial part of education and its benefits to an individual, to a community and to the future.⁶¹ The statements first advocate the opportunities that studying history presents for developing personal identity and fostering 21st century skills, including critical thinking and evaluation of sources. Next, the statements declare that history preserves important memories for a larger community, which nurture a strong bond between community members, as well as the economic benefits of a clearly identified community, with roots in the past. Finally, the statements address the future benefits of studying history, such as encouraging active citizenship, inspiring leaders, and providing a strong and clearly defined foundation on which to build.⁶² These points made by the HRC provide an outline to which state and local history institutions can refer in the development of their museums and collections, as well as public programming which could further engage community members with the local historical narratives presented in their collections. The Value Statement has been endorsed by various historical societies, as well as state and local historical organizations, such as AASLH, National History Day, and the Pennsylvania Historical and Museum Commission.⁶³

⁶⁰ History Relevance Campaign. "The Evolution of the History Relevance Campaign." History Relevance Campaign. (2014). Last modified 2014. Accessed May 19, 2015. <<http://www.historyrelevance.com/#!/value-statement/ca2m>>.

⁶¹ Ibid.

⁶² History Relevance Campaign. "The Value of History," 2014.

⁶³ History Relevance Campaign. "Endorsers of Value Statement." History Relevance Campaign. Last modified 2014. Accessed August 9, 2015. <<http://www.historyrelevance.com/#!/endorsers/c1012>>.

Carol Kammen, a professional historian, writes on local history and its significance to different groups of people throughout time. In particular, Kammen addresses an issue that impacts the common viewpoint on the relevance of history, as she points out the dominance of “patrician history” before 1870, or historical accounts limited to the point of view of the wealthy, higher ranking individuals, those who more aptly fell under the “professional class,” who had the time and means to write these historical accounts.⁶⁴ The author’s point emphasizes the lack of a common person’s history before this point, making it difficult for more modern citizens to relate to these historical narratives. Relevance remains one obstacle that local history collections must often overcome in order to better engage community members on an individual basis.

Additionally, a benefit to studying local history for the individual community member includes the creation of memorable “benchmarks” in the conceptualization of historical narratives.⁶⁵ Lewis Mumford, a city planner and author on the value of local history, explains that local history can act as a relatable reference point from which individuals can compare and relate to “more generalized and specialized kinds of history.”⁶⁶ Hicken continues in his description of the significance of local history, writing that as a field of study local history provides “down-to-earth understanding” of the other phases of history, larger and broader than the local level.⁶⁷ Many locally-based history organizations take this approach, connecting their narratives to the more well-known and memorable stories of the city or nation’s history. This can range from claiming the clichéd “George Washington Slept Here” tagline, to a more robust

⁶⁴ Carol Kammen. *On Doing Local History*. 3rd ed. (Lanham, MD: Rowman & Littlefield, 2014), 2-3.

⁶⁵ Carol Kammen, ed. *The Pursuit of Local History: Readings on Theory and Practice*. (Lanham, MD: AltaMira Press, 1996), 88.

⁶⁶ Ibid., 88.

⁶⁷ Hicken, “The Continuing Significance of Local History,” 160.

narrative connecting a period of the creation of new businesses to a post-war boom or the onset of Industrialization.

The study of local history also affects the community as a whole by encouraging civic engagement, often tied to values associated with democracy and good citizenship. As early as the turn of the 20th century, Arthur W. Dunn, in his speech to the Ohio Valley Historical Association in 1908 as the Director of Civics for Indianapolis public schools, remarked on the goals of civics lessons in using local history as a tool to foster these values within a young student. Dunn writes, “The aim of civics is to impress the child with a sense of what the community does for him, and how it does it, and with a sense of his own responsibility to the community as a participator in its benefits and obligations.”⁶⁸ Here Dunn claims that local history provides an important historical framework with which a student should remain familiar in order to better understand the history and contemporary structure of their community. The author declares that “good citizenship is nothing more nor less than efficient membership in the community,” enhanced by a study of local history for an insightful background into a community’s formation, traditions, and values.⁶⁹

Clara Herbert, as a librarian for the District of Columbia, writes about the relationship between local history and the Washington D.C. public library, emphasizing that the study of local history should also promote civic and community pride. Similar to other studies on the value generated by local history collections, Herbert points out the civic value and benefits of studying local history for the future of a community, writing, “It is through local records that the

⁶⁸ Arthur W. Dunn. "The Civic Value of Local History." *The Indiana Quarterly Magazine of History* 4, no. 4 (December 1908): 176.

⁶⁹ *Ibid.*, 176.

achievement and memories of the makers of the community are perpetuated.”⁷⁰ The author further describes some of the important uses of a local history collection, writing,

The value of these local collections is in facilitating the research of the historian and the investigations of serious students, supplying background data for newspaper writers, giving the citizens not only basic facts on current issues but the various points of view in regard to them as recorded in the press and in action taken by citizen and other local associations.⁷¹

Herbert continues to explain other types of value, writing, “Over and above is the development of knowledge and pride in the locality. The more this knowledge and pride can be fostered, the better will our communities be.”⁷² With these statements, Herbert concludes that most community members engage with local history collections first to conduct research. However, various forms of engagement foster the valuable civic pride produced through exploring and reinterpreting the narratives of the collection related to the community’s past.

Philadelphia Neighborhoods

The value of local history in Philadelphia is associated with the depth and diversity of neighborhoods and local communities. At the time of the Bicentennial in 1976, the Philadelphia City Planning Commission published a short work on Philadelphia neighborhoods and the Commission’s role in their development. By that year, the committee listed 109 neighborhoods, within Philadelphia County [See Appendix I].⁷³ The publication explains the history of residence

⁷⁰ Clara W. Herbert. "Local History and Public Libraries: With Special Reference to the Washingtoniana Division of the District of Columbia Public Library." *Records of the Columbia Historical Society, Washington, D.C.* 46/47 (1944/1945): 31.

⁷¹ *Ibid.*, 32.

⁷² *Ibid.*, 32.

⁷³ Philadelphia City Planning Commission. *Philadelphia: A City of Neighborhoods*. (Philadelphia, PA: Philadelphia City Planning Commission, 1976), 5-7.

in the city area, from the Lenni Lenape, to Swedish colonists, and later William Penn and his English comrades. The Commission notes the occurrence of “ethnic clustering” even before the American Revolution, and its influence on the development of distinct neighborhoods.⁷⁴

Additionally, the work discusses the history of row homes and rapid growth during the 19th and early 20th centuries as cause for the development of many, defined communities within the city.⁷⁵

The Commission advocated neighborhood level leadership by community members and the importance of local input on citywide projects.⁷⁶

Gentrification in the city of Philadelphia impacts the geography and residential identity of neighborhoods and remains a highly debated topic. The issue involves higher income, typically white property owners purchasing residences in long-standing neighborhoods from homeowners who have lived there most of their lives, refurbishing the homes, and raising property values in the area. This adversely affects remaining residents in these neighborhoods, as property taxes rise dramatically. An article on *The Atlantic*’s webpage, *City Lab*, discusses a study by a sociology doctoral student from Harvard University, Jaclyn Hwang, who collected data on perceptions of a gentrified South Philadelphia neighborhood. The study detected differences in perception of the neighborhood between long-time Black or Hispanic residents, and newer typically White residents.⁷⁷ Hwang interviewed a sample of residents about their perceptions of the neighborhood, and asked them to draw a map of this area. In one example mentioned in the article, “Alan, a 59-year-old, black, college-educated, longtime resident” drew his map to depict

⁷⁴ Ibid., 11.

⁷⁵ Ibid., 12, 17.

⁷⁶ Ibid., 23.

⁷⁷ Richard Florida, "How Gentrifiers Change the Definition of a Neighborhood," *The Atlantic*, March 6, 2015, n.p., accessed May 26, 2015, <<http://www.citylab.com/housing/2015/03/how-gentrifiers-change-the-definition-of-a-neighborhood/386986/>>.

major roads as boundaries, reflecting the “older identity” of South Philadelphia. Hwang noted that many non-white residents used the term “South Philly” to associate their neighborhood with this well-known name, while white residents used newer names, such as “Graduate Hospital,” “G-Ho,” and “South Rittenhouse.” Another resident of the neighborhood, “Melissa, a 30-year-old, college-educated, white resident” associated the boundaries of her map with areas of crime outside of the neighborhood.⁷⁸ The researcher’s conclusions indicate that white and non-white residents viewed the same area differently, in terms of boundaries and crime rates and without dependence on their length of residency or income. Hwang’s study emphasizes the personal identity a resident derives from their neighborhood, tied to ethnic and racial identity and on slightly impacted by duration of residency in terms of detecting the effects of gentrification.

The Temple University Metropolitan Philadelphia Indicators Project supports Hwang’s conclusions on personal identification. A study of city residents found most to be highly dedicated to their neighborhoods. Data showed that “Sixty-three percent of Philadelphians agree or strongly agree that ‘there is a strong sense of community in my neighborhood’ and 69% identify their neighborhood as ‘home, not just a place to live.’”⁷⁹ These levels of personal identification with a neighborhood also often appear as intense loyalty of neighborhood residents. Stuart M. Blumin, writing on “Residential Mobility,” within Davis and Haller’s *The Peoples of Philadelphia*, discusses how city residents turned to clubs and social groups focused around religion and other personal interests to fulfill the loss of the traditional “town” type of social relationship due to the rapid growth of urban residential areas in the 19th and early 20th centuries. These social relationships could not provide the necessary, “inclusive community

⁷⁸ Ibid.

⁷⁹ Richardson Dilworth, ed. *Social Capital in the City: Community and Civic Life in Philadelphia*. Philadelphia Voices, Philadelphia Visions. (Phila., PA: Temple University Press, 2006), 15.

growth,” due to their voluntary and informal nature.⁸⁰ As residents remained dedicated to improving their living conditions, geographic affiliation on a local or neighborhood level better connected community members than social activities. William Cutler, a Professor of History Emeritus at Temple University, and Howard Gillette, a Professor of History Emeritus at Rutgers University, co-authored *The Divided Metropolis: Social and Spatial Dimensions of Philadelphia*, which details the social dimensions of neighborhoods as regional areas often more divided than they appear. The editors cite the 1976 City Planning Commission’s list of 109 neighborhoods, claiming that residents often identify with even smaller neighborhood distinctions that never appear on a map.⁸¹ The neighborhood civic organizations appearing after the growth of residential area in the 19th and early 20th centuries reflect this type of loyalty and dedication of neighborhood residents, as well as the continual identification of new neighborhoods in the city.

More recently, in 2011 The Pew Charitable Trusts published a report on a research study led by the Philadelphia Research Initiative, which studied the changes in racial and ethnic demographics of Philadelphia between 1990 and 2010. The study showed that over this 20-year period the “Non-Hispanic White” population living in the city decreased from 52.1% to 36.9% of the city’s population, while the “African American” population rose from 39.3% to 42.2%.⁸² Percentages of other minority populations increased significantly, including “Hispanic or Latino”

⁸⁰ Allen F. Davis, and Mark H. Haller, eds. *The Peoples of Philadelphia: A History of Ethnic Groups, and Lower-class Life, 1790-1940*. Pennsylvania Paperbacks ed. (Philadelphia, PA: University of Pennsylvania Press, 1998), 48.

⁸¹ William W. Cutler, III and Howard Gillette, Jr., eds. *The Divided Metropolis: Social and Spatial Dimensions of Philadelphia, 1800-1975*. (Westpoint, CT: Greenwood Press, 1980), 270.

⁸² Philadelphia Research Initiative, *A City Transformed: The Racial and Ethnic Changes in Philadelphia Over the Last 20 Years* (Philadelphia, PA: The Pew Charitable Trusts, 2011), 4, accessed December 10, 2015, <<http://www.pewtrusts.org/en/research-and-analysis/reports/2011/06/01/a-city-transformed-the-racial-and-ethnic-changes-in-philadelphia-over-the-last-20-years>>.

from 5.6% to 12.3%, “Asian” from 2.7% to 6.3%, and “Other” from 0.3% to 2.3%.⁸³ The data presented by this study indicates an increase in immigration of minority populations to the city in the last two decades. During this same time period, the study also revealed trends in migration of populations within Philadelphia neighborhoods. For example, over two decades Hispanic populations increased in the Northeast and South Philadelphia neighborhoods, outside of “the traditional heart of Latino eastern North Philadelphia.”⁸⁴ The results of the Philadelphia Research Initiative study indicate that immigration to and migration within Philadelphia significantly changed and currently alters the demographic makeup of the city’s neighborhoods.

Shifts in the racial and ethnic demographics of Philadelphia neighborhoods greatly impact the relevance of local historical societies to current residents of these localities. While the story of immigration defines the history of neighborhoods, studies such as those led by the Philadelphia Research Initiative show that ethnic and racial groups continue to migrate to different areas of this city. Local historical societies face the challenge of engaging contemporary residents of their neighborhood with historical narratives related to the ethnicity of the residents present at the institution’s founding. Data published by the *Center for the Future of Museums* shows the past, present, and future trends in ethnic and racial demographics of the U.S. population and visitors to museums (See Figure 1). The info graphic in Figure 1 indicates that only 9% of the “core museum visitors” come from minority populations.⁸⁵ Considering the trends in the ethnic and racial demographics of Philadelphia, this raises a concern as to how local

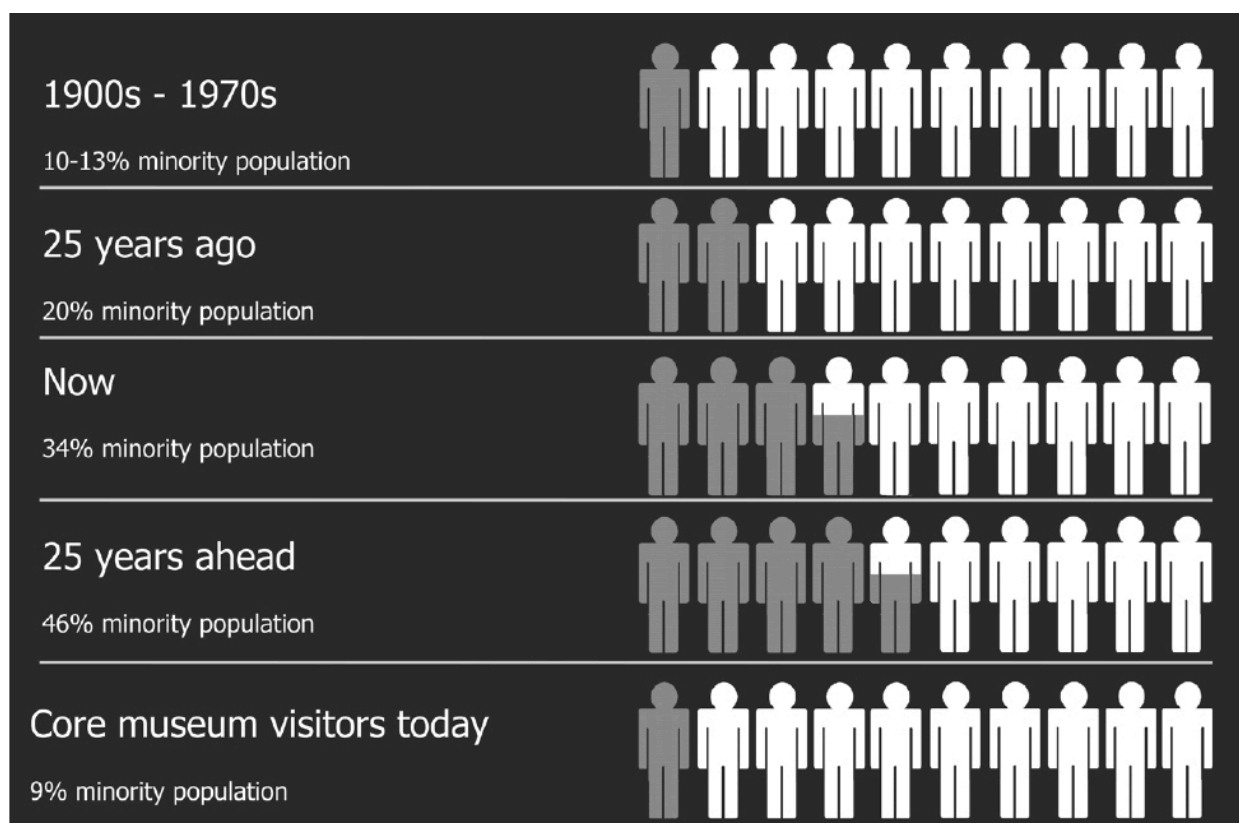
⁸³ Ibid.

⁸⁴ Ibid., 10.

⁸⁵ Betty Farrell and Maria Medvedeva, “Demographic Transformation and the Future of Museums,” *Center for the Future of Museums* (Washington D.C.: The AAM Press, American Association of Museums, 2010), 5.

historical societies, as similar institutions to museums, can better serve their changing neighborhoods, with the recent increase in minority populations living in the city.

Figure 1: Minority Population Trends in the U.S. and Museums



Source: Reach advisors analysis of census data and survey data.⁸⁶

Conclusion

Community engagement and active visitor participation have become crucial to the development and progress of museums, historical societies, and related cultural institutions. While the collection or content can captivate an audience, programs and activities further engage

⁸⁶ Farrell and Medvedeva, 5.

visitors as individuals or a group when their interests are engaged and active role pursued. Local history collections in themselves possess a unique set of narratives that many local residents of a city or area may find particularly interesting. Those who study local history and interpret these types of narratives in museums, historical societies and other cultural institutions have noted the impact or value such interpretation and engagement can provide for local communities.

Philadelphia has a particularly diverse and unique set of local histories and communities or neighborhoods, most recently impacted by the changing ethnic and racial demographics of neighborhoods. Active local historical societies have the opportunity to use their collections and institutions to provide meaningful interpretation of their collection for local residents and to activate participation by these communities. In this way they can make the historical narratives relevant to modern audiences and help to facilitate the resident's active role in defining the future identity and progress of their communities.

Chapter III: Current Approaches to Local History in Philadelphia

The following sections provide an overview of current and more recent projects and programs led by museums and cultural institutions around Philadelphia. Their efforts toward interpreting local history of city residents exemplify the importance of these historical narratives and the efforts at a larger scale to preserve their valuable significance to their associated communities. Several of the programs and projects described worked with some of the local historical societies studied in this thesis, emphasizing the importance of partnership in this field.

Historical Society of Pennsylvania (HSP)

HSP serves as one of the city's main historic repositories. Located in a region central to the story of the nation's beginnings, it also holds material related to American history as a whole. Founded in 1824 as one of the earliest such societies on the East Coast, HSP boasts over 21 million items in its collection with a mission that "inspires people to create a better future through historical understanding."⁸⁷ Similar to the Massachusetts Historical Society and other early historical societies, HSP originated as a scholarly research repository. Today the historical society hosts an extensive family history library used by many genealogists, a research library collection, and museum collection (the latter now at the Philadelphia History Museum). It has increased efforts to develop engaging public programs and interaction with the Philadelphia community through events for its membership, school groups, and the public.

As the city's most broadly focused historical society due to its size and breadth of the collection, HSP has become a leader and model for area historical societies and history-based

⁸⁷ Historical Society of Pennsylvania, "About Us." Historical Society of Pennsylvania. Accessed August 7, 2015. <<http://hsp.org/about-us>>.

cultural institutions. The Historical Society's 2009 strategic plan advocated for a "focus less on its collection and much more on people and audience it serves."⁸⁸ With a new vision and threats of funding loss due to the economic troubles of 2008, the Historical Society recognized the need to reach out to smaller and more local organizations that depend on volunteer or minimal staffing and resources. The Barra Foundation provided a two-year grant helping HSP institute the History Affiliates program, creating a consortium of members who came together to discuss common issues and to share solutions and resources for common problems.⁸⁹ The initiative involved preliminary research, meetings with the larger cultural sector leaders, such as the Greater Philadelphia Cultural Alliance and the Pennsylvania Museums and History Commission, and sessions with smaller organizations to evaluate the need and interest local history institutions. A preliminary research report by Calista Cleary and Kim Sajet revealed that these smaller organizations felt they could benefit from the History Affiliates program, most could participate within a membership structure of varying costs, fellow cultural organizations supported the cause, and survey participants showed interest in an online forum for communicating with other members.⁹⁰ Active through 2013, the History Affiliates program marked HSP's strength as a leader in fostering better relationships with public audiences and local communities.

A current program led by HSP provides support for archival collections at smaller institutions, including participants in History Affiliates as well as institutions from just outside the Philadelphia area. The Hidden Collections Initiative for Pennsylvania Small Archival

⁸⁸ Calista Cleary and Kim Sajet. *Establishing a History Affiliates Program: For History and Heritage Programs in the Greater Philadelphia Region*. (Philadelphia, PA: Historical Society of Pennsylvania, 2011) 4. Accessed August 7, 2015. <<http://hsp.org/history-affiliates/resources-1>>.

⁸⁹ "History Affiliates of Southeastern PA," Historical Society of Pennsylvania, accessed June 15, 2015, <<http://hsp.org/history-affiliates/public>>.

⁹⁰ Cleary and Sajet. *Establishing a History Affiliates Program: For History and Heritage Programs in the Greater Philadelphia Region*, 3.

Repositories (HCI-PSAR), a multi-year project funded by the Andrew W. Mellon Foundation, works to “make better known and more accessible the largely hidden collections at small archival repositories in the five-country Philadelphia region.”⁹¹ HSP archivists work with smaller institutions to process their archival materials, produce finding aids for use by local researchers, and publish the results on the Philadelphia Area Consortium of Special Collections Libraries (PACSCL) website for searchable access by a larger population. Project leaders also offer training sessions and workshops to participating organizations in order to better equip these smaller institutions to utilize their collections in best serving their audiences.⁹² The HCI-PSAR project furthers the recent goals of HSP’s strategic plan and mission to better engage the public with their own collection as well as the numerous smaller collections around the city.

The Historical Society also received funding from the National Endowment for the Humanities (NEH) and Institute for Museum and Library Services (IMLS) to create the PhilaPlace website, which “connects stories to places across time in Philadelphia’s neighborhoods.”⁹³ The project models their previously offered “neighborhood history tours,” which helped to bridge the knowledge of local residents with historical research. HSP expanded upon this model with an interactive website, using various multimedia formats and creating

⁹¹ "Hidden Collections Initiative for Pennsylvania Small Archival Repositories." Historical Society of Pennsylvania. Accessed August 8, 2015. <<https://hsp.org/historical-heritage-organizations-0/hidden-collections-initiative-for-pennsylvania-small-archival-repositories>>.

⁹² Jack McCarthy, Celia Caust-Ellenbogen, and Sarah Leu. "Bringing Hidden Collections to Light: Building an Inclusive Community of Archival Practice with the Historical Society of Pennsylvania's Hidden Collections Initiative for Pennsylvania Small Archival Repositories." *Archival Outlook*, May/June 2015, 4-5; 24.

⁹³ Historical Society of Pennsylvania, "About PhilaPlace." PhilaPlace. Last modified December 2009. Accessed August 4, 2015. <<http://www.philaplace.org/about/>>.

accompanying public programs, such as workshops, trolley tours, as well as publications.⁹⁴

Community members are encouraged to add their own stories appearing as pins on a map, which link together a specific memory or story accompanied by pictures, videos, or audio clips, the latter facilitating an oral history-type of experience. The overarching goal strives to identify and preserve the “layers” of stories that accumulate over time related to a particular place, as each community or group of residents reinterprets a geographic locality as they migrate around the city.⁹⁵ Despite the support and efforts made by HSP, the launch of the website experienced obstacles that have held PhilaPlace back from its full potential as a resource for local residents. After the grant ceased in 2010, HSP experienced difficulty in maintaining staff and continuing to facilitate both the website and programming, resulting in the current inactivity on the site and a loss of major updates.⁹⁶ During the Summer of 2015 while the researcher was an intern for the Program and Services Department, several other fellow interns produced blog entries for the website, suggesting an increase in efforts to update and reintroduce PhilaPlace.

Philadelphia History Museum at the Atwater Kent (PHM)

Founded by Philadelphia businessman Atwater Kent, this museum strives to “reflect Philadelphia’s rich history and the diversity of its people and their neighborhoods.”⁹⁷ PHM takes the perspective of the Philadelphia citizen by interpreting city history outside of the scope of the traditional connection to the origin of the nation’s history and the Colonial world. The collection

⁹⁴ Ibid.

⁹⁵ Ibid..

⁹⁶ Kim Sajet. *White Paper on Creation of PhilaPlace*. (Philadelphia, PA: Historical Society of Pennsylvania, 2011). Accessed August 4, 2015. <http://www.philaplace.org/pdf/NEH_white_paper.pdf>.

⁹⁷ Philadelphia History Museum at the Atwater Kent, "About," Philadelphia History Museum at the Atwater Kent, accessed August 27, 2015, <<http://www.philadelphiahistory.org/about>>.

includes both artifacts of historic importance and objects of the everyday man that represent a significant aspect of city history to locals and non-local visitors. In particular, the museum strives to work with local residents through their *Community History Gallery*. This changing exhibition highlights unique stories of “neighborhood organizations” and works “to give Philadelphians an active voice in presenting the city’s history.”⁹⁸ Education and public program events further engage audiences with the locally focused collection and exhibitions. Bus tours and Trolley tours of areas in the city, narrated by an historian or knowledgeable scholar, function as active experiences to engage city residents with their local history. The museum’s website also features History Making Productions’ “Philadelphia History Channel,” which produces documentary films that bring stories of local history to viewers.

Preservation Alliance for Greater Philadelphia (Preservation Alliance)

As an organization devoted to the preservation of historic buildings, landmarks, and places, the Preservation Alliance reflects their special focus on local preservation in a 2011 publication, “How to Look at Your Neighborhood: A Guide for Community Organizations.” This report guides residents and local organizations in the identification of significant characteristics of their neighborhoods, processing this information for a Preservation Alliance grant application, and preparing for better communication with City Planning committees.⁹⁹ While the Preservation Alliance’s activities focus on historic architecture, this report encourages the participation and active role of both community organizations and individual local residents,

⁹⁸ “Call for Proposals! Philadelphia Voices: The Community History Gallery,” Philadelphia History Museum at the Atwater Kent, last modified March 29, 2012, accessed August 27, 2015, <<http://www.philadelphiahistory.org/communityhistorygallery>>.

⁹⁹ Preservation Alliance for Greater Philadelphia. “How to Look at Your Neighborhood: A Guide for Community Organizations.” *Preservation Alliance for Greater Philadelphia*, 2011: 4-6. Accessed August 8, 2015. <<http://www.preservationalliance.com/explore-philadelphia/philadelphia-neighborhoods/>>.

engaging them with the history of the geography and physical neighborhood, and encouraging civic involvement.

Hidden City Philadelphia (Hidden City)

Other organizations have attempted to engage city residents by emphasizing themes of uncovering or finding hidden historical treasures in these stories. Hidden City works to engage city residents in discovering the history of unique places in the city and exploring them with a new lens, often through the work of contemporary artists installed in these locations. Founded as Peregrine Arts in 2005, over the first four years the organization planned for a city-wide festival, thereafter taking on the name Hidden City Philadelphia.¹⁰⁰ First hosted in 2009, this festival includes several sites in various communities around the city, in which contemporary artists install artwork and dynamic pieces into often aged, historic, or neglected buildings. This project mixes historic and unique architecture with a modern artwork, fostering engagement of city residents and community members in sharing their communities. Today Hidden City hosts a web publication, *Hidden City Daily*, in which various authors post short articles about architectural finds and lesser known historic buildings found around the city, as well as other important issues relating to city planning and the arts and culture sector of the city. The festival continues to be held every few years, in addition to other programs include walking tours, with names such as “Forgotten Chestnut Street,” focusing on the architecture present on these streets.¹⁰¹ The vision for the organization intends that “Philadelphia’s dormant and hidden places become locations of increased cultural, educational, commercial, and civic activity, and contribute substantially to the

¹⁰⁰ Hidden City Philadelphia. "About." Hidden City Philadelphia. Last modified 2014. Accessed August 3, 2015. <<http://hiddencityphila.org/about-3/>>.

¹⁰¹ Hidden City Philadelphia. "Tours & Events." Hidden City Philadelphia. Last modified 2014. Accessed August 3, 2015. <<http://hcp.memberlodge.com/events?refreshed>

development of community and the health of our neighborhoods.”¹⁰² Through their unique programming and engaging festivals, Hidden City Philadelphia combines the local historical narratives related to buildings and architecture with modern art, in an effort to increase civic interest and involvement in issues related to Philadelphia residents and communities.

Philadelphia Public History Truck (PPHT)

The idea of user-generated projects, or those that encourage community participation, have increased in activity, such as the efforts of the Philadelphia Public History Truck (PPHT). This “mobile museum” works with communities in Philadelphia to discover and preserve their local history through collecting oral histories, conducting archival research, and collaborating with community artists to create exhibitions.¹⁰³ The project follows a ten-step exhibition cycle process through which the PPHT aims to create a welcoming and encouraging experience for community members, facilitating their ownership over the exhibition and historical narratives from the onset. This leaves participating community members with the skills to continue creating and collecting their local histories, as well as emphasizing its importance for the whole community.

¹⁰² Hidden City Philadelphia. "About."

¹⁰³ Philadelphia Public History Truck, "About the Truck Project." Philadelphia Public History Truck. Last modified 2015. Accessed August 4, 2015. <<https://phillyhistorytruck.wordpress.com/about/>>.

Chapter IV- Methodology

Introduction

Local historical societies remain challenged to make their collection and narrative more relevant and more valuable to modern community members with the limited staffing and resources available to them. The literature and the examples of city-wide projects and programs in Philadelphia show that public programming functions as a tool that local historical societies can use in their efforts to better engage their community audience and increase the impact of their collection and historical narrative. The researcher initially hypothesized that public programs would function as the main tool that local historical societies use to engage audiences and bring value to these communities. A research study was developed in order to better understand how local historical societies in Philadelphia currently use public programs to engage their communities and the intended impact of their current public programming. The following research questions guided this study:

1. What narratives do the collections at local historical societies tell?
2. What communities are served by each historical society?
3. How are local historical societies engaging their communities through public programs?
4. How are these local historical societies valuable to the communities they serve?

The methodology consisted of interviews conducted with staff at six local historical societies in the city of Philadelphia with currently active programs. The researcher created a 14-question survey that guided the interviews. Open-ended questions provided an abundance of qualitative information on current community engagement efforts at local historical societies.

Data collected includes information on what types of material and content makes up their collections, what their public programs involve, what communities or groups of people they serve, and the value they plan or intend to generate for their audience. The researcher presents the data collected first in a narrative form as a case study of each historical society. The data are also analyzed as a whole in order to answer the guiding research questions. The results of this study can function as a resource for planning and self-evaluation of programming for professionals involved with local history collections at a variety of institutions.

Setting

This research study was conducted between the months of July through August 2015. Participants from the local historical societies studied took part in interviews conducted by the researcher in person or over the phone. In-person interviews were conducted in quiet spaces at the historical society studied, as well as at one participant's place of employment.

Participants

The researcher used purposive sampling¹⁰⁴ for this qualitative study. Participants were limited to staff from historical societies associated with a local neighborhood. Citizens and researchers have documented the number of neighborhoods in Philadelphia and names of these localities. However, the boundaries, names, and identities of these local communities are often disputed and constantly change. As a result, the researcher cross-referenced multiple lists of Philadelphia neighborhoods in order to identify those that may host a historical society. The Philadelphia City Planning Commission's short celebratory Bicentennial publication,

¹⁰⁴ A selective, non-probability sampling technique. The researcher chooses participants based on specific criteria.

Philadelphia: A City of Neighborhoods, provided a fairly comprehensive list of 109 neighborhoods and a map of the city showing each neighborhood location.¹⁰⁵

Next, the list of participants from the History Affiliates Program and the Hidden Collections Initiative (HCI-PSAR) project at the Historical Society of Pennsylvania (HSP) provided names and contact information for potential interview candidates. After preliminary research and conversations with two members of the HCI-PSAR project staff, the researcher created a list of historical societies associated with Philadelphia neighborhoods and confirmed to be active. The researcher successfully contacted six historical societies that expressed interest in participating in the study. They include Chestnut Hill Historical Society, East Falls Historical Society, Historical Society of Frankford, Germantown Historical Society, Historical Society of Tacony, and University City Historical Society.

In total the researcher conducted eight interviews with participants from these historical societies. One staff person each from Chestnut Hill Historical Society, East Falls Historical Society, Germantown Historical Society, and Historical Society of Tacony took part in an interview. Two active staff from the Historical Society of Frankford took part in the study, as well as one inactive, former staff member of this historical society. An interview conducted with the University City Historical Society took the form of a group interview with eight board members at a regular board meeting. Among the other historical societies studied, five participants identified themselves as active or past board members and two work as paid staff. While all participants in the research study remain involved with the programming at their institution in some capacity, only three participants identified their main role as planning and managing programs, education, or events.

¹⁰⁵ See Appendix I for list of neighborhoods and map.

Instruments

The researcher created a 14-question survey instrument to collect information from interviews conducted with participants from local historical societies.¹⁰⁶ During the interviews, the researcher used the survey instrument as a script and recorded notes on a printed survey instrument. A recording device was used to record audio from four interviews conducted over the phone and three interviews conducted in person.

Procedure and Measures

An initial email was sent to program or education staff at each historical society or to the general email address if no staff were named on their website. The email provided a short description of the research, explained the interview process, and inquired about interest and availability. After responding with their interest, the potential interviewee was informed in a second email that the interview would be recorded. Subsequent emails informed the interviewee that they would be asked about programs and community partners.

Interviews lasted between 38 minutes and 75 minutes. Four interviews were conducted over the phone, and three occurred in person. One interview took place at a regular board meeting, where those in attendance answered selected questions from the original interview.¹⁰⁷ Before the interviews, each participant was informed that the conversation would be recorded. Each interview began with an introduction, identification of the researcher, and a request for permission to record and transcribe the interview for this research study. Participants were asked to state their name and response if they agreed to have the interview recorded. At the conclusion

¹⁰⁶ See Appendix II for Interview Script.

¹⁰⁷ See Appendix III for special interview questions for the University City Historical Society.

of the interview participants were asked for permission to use their name in this thesis paper and to attribute their name to quotes from the interview used in the thesis paper. After completion of each interview, the researcher transcribed and coded the narratives of each audio recording. Each interviewee reviewed the case study narrative of their local historical society for accuracy.

Data Analysis

The data collected through this research study has first been analyzed as individual case studies. Responses from interviews with affiliated staff at each historical society appear in a narrative form. In order to effectively analyze the individual case studies, questions from the interviews have been grouped into related topics as follows:

Background: This includes information collected on the geographic boundaries or limits of the neighborhood or locality the historical society addresses, historic nature of the historical society's building or location, the contents of the archival and museum collections, and the primary audiences of the organizations. The researcher also asked the interview participant to identify their title or role within their historical society and how long they have been involved with this institution, in this role or as a member.

Neighborhood Profile: This section includes demographic data from the zip codes associated with the neighborhood of each historical society studied. Data come from the 2010 United States Census and 2013 American Community Survey.¹⁰⁸

Activities & Programs: This includes responses about the typical public programming each historical society offers, the staffing dedicated to these programs, the types of community

¹⁰⁸ U.S. Census Bureau. *2010 Census*. (Washington D.C.: U.S. Census Bureau, 2010). <<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>>; U.S. Census Bureau. *2009-2013 5-Year American Community Survey*. (Washington D.C.: U.S. Census Bureau's American Community Survey Office, 2013). <<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>>.

partners, such as organizations and businesses with which they collaborate on programs, any individual community members who work with these societies on programs, and whether or not they collect evaluation or feedback from program participants. The interviews also generate information on general projects or activities of the historical societies, as well as community partners or individual community members who work with a historical society on projects other than public programs.

Value: Interview participants provided information and statements on the value their institution brings to the community it serves. Most participants listed the different ways their historical society brought value to its community, in some cases differentiating between the types of programs or activities each historical society hosts.

Next, the data have been analyzed as a whole, in order to define the trends and current state of programming and community engagement for the historical societies studied. After interviews were transcribed, the researcher coded responses into categories related to each research question. Additionally, responses on the value of these local historical societies have been analyzed in terms of the History Relevance Campaign's "Value Statements" (See page 19), which include seven ways that history remains essential.¹⁰⁹ The data provide meaningful information on the types of collections at each historical society, the development of public programming, the current or potential relationships between the historical society and local community, the role of local historical societies in providing value to a local community and the types of value planned or generated through examples of public programming.

¹⁰⁹ History Relevance Campaign. "The Value of History," 2014.

Chapter V- Data Analysis

Case Study Narratives

The following section includes data collected through interviews with participants from each of the six historical societies studied, presented in the form of a narrative. For each historical society the researcher presents special notes on Methodology, information on the Background of each institution, details on Activities & Programs, and the interviewee's statements on Value. Meaningful quotes were pulled from interview transcriptions in order to better describe the data.

The researcher has also incorporated demographic data from the zip codes associated with each neighborhood associated with the historical societies studied. Information for each neighborhood profile comes from the 2010 United States Census and 2013 American Community Survey, available through American Fact Finder.¹¹⁰ This information provides a broad perspective on the local community, including the total population living in each zip code, the racial and ethnic identity of residents, and the most frequent duration of residency reported. As the studies cited led by Jaclyn Hwang, The Philadelphia Research Initiative, and the *Center for the Future of Museums* showed, racial or ethnic identity influenced a community member's perception of their neighborhood.¹¹¹ Understanding the identity of the community remains an important consideration for each local historical society studied, in terms of the impact of this information on community engagement efforts.

¹¹⁰ U.S. Census Bureau. *2010 Census*; U.S. Census Bureau. *2009-2013 5-Year American Community Survey*.

¹¹¹ Florida, "How Gentrifiers Change the Definition of a Neighborhood;" Philadelphia Research Initiative, *A City Transformed: The Racial and Ethnic Changes in Philadelphia Over the Last 20 Years*; Farrell and Medvedeva, "Demographic Transformation and the Future of Museums."

Chestnut Hill Historical Society (CHHS)

The researcher conducted an interview over the phone with Mandi Rush, the Development and Education Coordinator of the Chestnut Hill Historical Society (CHHS). All information comes from this interview, unless otherwise noted. The study of this institution was enhanced by a conversation with Alex Bartlett, the archivist for this historical society.¹¹²

Background

Founded in 1967, the CHHS not only concentrates on facilitating historical research within their collection, but also holds a unique function in its work to protect the physical spaces and environment of this neighborhood. In 1985, Chestnut Hill received National Register Historic District status, making the larger neighborhood more notable for its historic characteristics. The building that houses the Society and its collection dates to the 1850s and once belonged to a nearby church. This historical society also works with the Friends of the Wissahickon¹¹³ to assist community members to attain open space and façade easements for their properties, a type of legal action taken to protect and preserve historic properties. The Native Plant Demonstration Garden mentioned on CHHS's website hosts specimens explored and some discovered by John and William Bartram,¹¹⁴ while also advocating for the use of native plants by

¹¹² Alex Bartlett is also the archivist for the Germantown Historical Society.

¹¹³ "Friends of the Wissahickon," Friends of the Wissahickon, last modified 2015, accessed October 13, 2015, <<http://www.fow.org>>. The Friends of the strives to preserve the Wissahickon Valley Park in Chestnut Hill, through their efforts toward Conservation and Restoration, while educating the community on these ideals.

¹¹⁴ John (1699-1777) and William (1739-1823) Bartram, brothers and naturalists from Philadelphia, traveled the country in the 18th century, collecting specimens representative of North American nature.

community members to minimize the impact on the natural environment.¹¹⁵ Such efforts add to the Historical Society's mission of preserving the neighborhood's environment as part of its historic identity and for the future benefit of these natural spaces.

Table 1: Chestnut Hill Neighborhood Profile

Zip Codes	19118
Population (2010) ¹¹⁶	9, 808
Ethnic Breakdown (2010) ¹¹⁷	White: 77.2% Black or African American: 16.4% Asian: 3.2% Hispanic: 3.3%
Year largest group of residents moved to area (2013) ¹¹⁸	Moved in 2000 to 2009: 43.6%

Rush and Bartlett both describe the area the Historical Society serves as the zip code for Chestnut Hill, including small parts of neighboring Mt. Airy, as well as Wyndmoor and Erdenheim in Montgomery County [See Figure 1]. Demographic data from this zip code show that a majority (77.2%) of the population living in this area identify as White. As of 2013, the largest groups of residents (42.6%) moved to this area from 2000 to 2009. This indicates that this percentage of the population had resided in the area for four to 13 years.

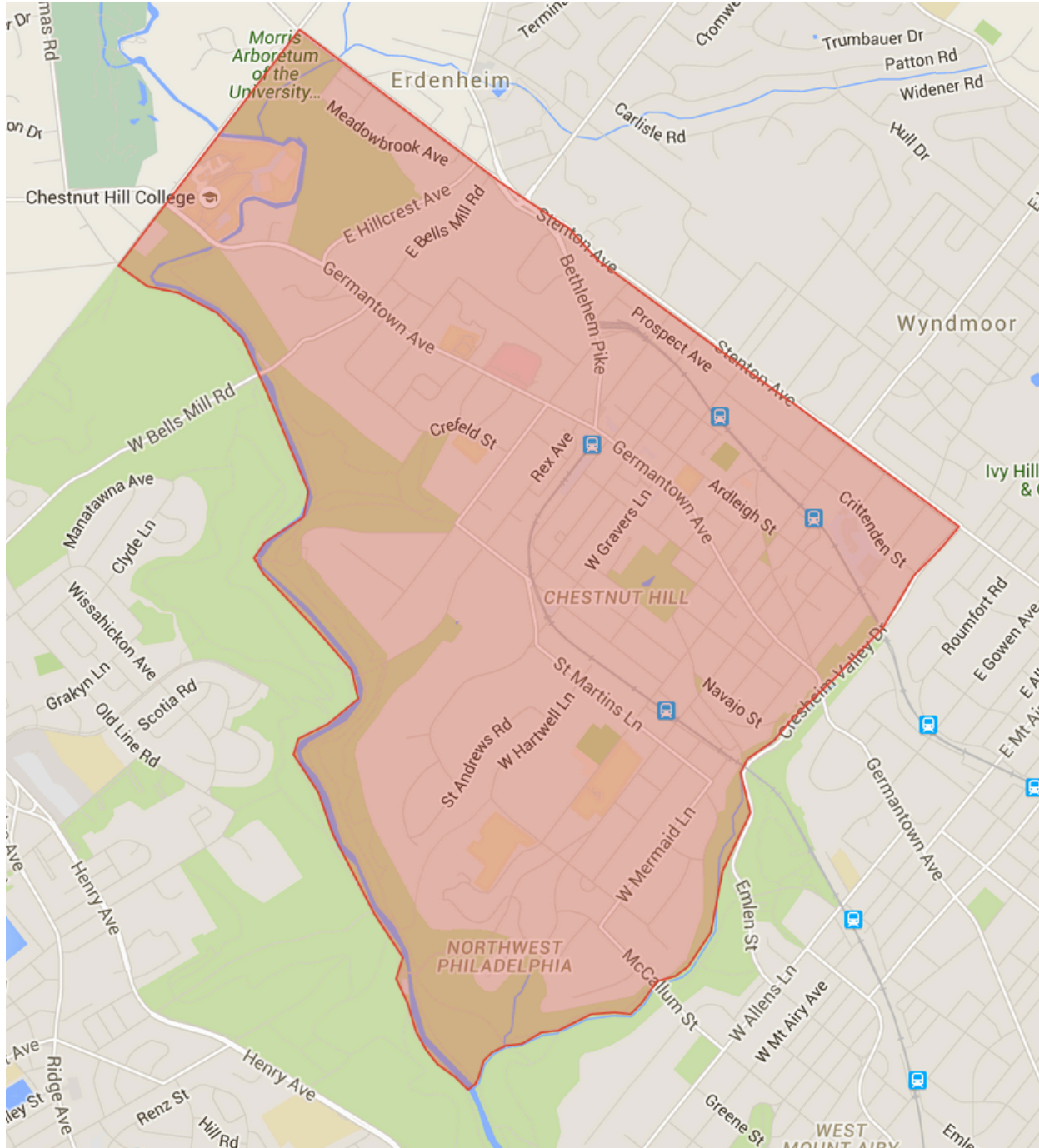
¹¹⁵ Chestnut Hill Historical Society. "Welcome to the Historical Society's Native Plant Demonstration Garden." Native Plant Demonstration Garden. Accessed August 7, 2015.
<<http://www.chhist.org/garden/index.htm>>.

¹¹⁶ U.S. Census Bureau. "General Population and Housing Characteristics." *2010 Census* (Washington D.C.: U.S. Census Bureau, 2010),
<http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml>.

¹¹⁷ U.S. Census Bureau. "Race and Hispanic or Latino Origin." *2010 Census*.

¹¹⁸ U.S. Census Bureau. "Selected Housing Characteristics." *2009-2013 5-Year American Community Survey*.

Figure 2: Map of Chestnut Hill



This map shows the boundaries of the Chestnut Hill neighborhood served by the Historical Society, as described by Mandi Rush and Alex Bartlett (2015). Map Data ©2015 Google.

While the neighborhood receives visitation from surrounding neighborhoods, the Historical Society primarily serves the community of the Chestnut Hill neighborhood. The

Society's membership mainly consists of local residents from Chestnut Hill and Mt. Airy. Researchers often come to utilize the archival collections to research their homes, families, or other interests in local history. Program participants include local residents and those from surrounding neighborhoods, who hold a specific interest in the program topic. Rush describes the current audience as individuals in their 40s and 50s, with families, adding that the Historical Society hopes to expand their audiences.

This historical society's collection consists of archival materials and a museum collection, the latter made up of three-dimensional objects. The archives include photographs, deeds, newspapers, ephemera, scrapbooks, old issues of the *Chestnut Hill Local* newspaper, atlases dating to the 1800s, as well as manuscript collections, architectural drawings, building records, books, and taped and transcribed oral histories. They also manage the archives of the Friends of the Wissahickon, as a strong community partner, and the records of the Philadelphia Cricket Club.¹¹⁹ Examples of objects in the museum collection include wedding dresses, clothing and garments, and dollhouses.¹²⁰ A recently opened exhibition on the past 300 years of Chestnut Hill history, titled *Discovering Chestnut Hill*, displays some of these objects, serving as an orientation to the area's history for local and out-of-town visitors.¹²¹

¹¹⁹ The Philadelphia Cricket Club is one of the oldest country clubs in Philadelphia.

¹²⁰ Historical Society of Pennsylvania. "Chestnut Hill Historical Society." History Affiliates. Last modified 2015. Accessed August 7, 2015.
<<https://hsp.org/history-affiliates/affiliates-membership/chestnut-hill-historical-society>>.

¹²¹ *Chestnut Hill Local* (Philadelphia, PA). "300 years of Chestnut Hill exhibit opens May 28 at Chestnut Hill Historical Society." May 20, 2015. Accessed August 7, 2015.
<<http://www.chestnuthilllocal.com/2015/05/20/300-years-of-chestnut-hill-exhibit-opens-may-28-at-chestnut-hill-historical-society/>>.

Activities and Programs

The CHHS offers regular programming for its audiences, which includes a series of lectures and walking tours on topics related to the history and architecture of the neighborhood. Walking tours have focused on houses of worship, the innovative attached housing found in East Chestnut Hill, in addition to an upcoming tour that will highlight a Water Tower, opening up a conversation on the social history of the area. Additionally, salon talks offer a chance for discussion on topics such as the local impact of the English Garden Suburb Movement.¹²² CHHS also regularly hosts two fundraisers, including a Garden Party event known as the Perennial Fete, as well as Preservation Celebration, which features a historic house tour and this year incorporates an Architectural Hall of Fame that recognizes important buildings and structures in the community. The Executive Director, Lori Salganicoff, and the Programs and Outreach committee of the Board work on developing program ideas, while Rush helps plan some of the finer details of these events.

Business and individual partners from the community remain important to the success of this historical society. This historical society closely partners with the Friends of the Wissahickon, managing their archives and sharing office space. This partnership allows the Historical Society to better fulfill its mission through facilitating positive collaborations on projects and programs focused on preserving the environment of the neighborhood. The Society also actively works with members of the Chestnut Hill Business Association, a membership organization that makes area businesses aware of events and opportunities for partnership. Working together with this organization, the Historical Society has just completed “Windows of the Past,” a project that places historic photographs from CHHS’s collection into the windows of

¹²² This garden movement characterizes a style of architectural and landscape design popular in the early 20th century in Chestnut Hill, preserving planned green space as a haven from the city.

empty storefronts to paint a picture of the past where other businesses once stood. Additionally, Rush mentioned that the Society worked with Quanta Panels, a local business that installed interior storm window panels in their building, which now help to better protect the collections inside and function as an example of quality interior storm windows for other historic home owners. In the future, the Historical Society plans to partner with the Questers organization to host events that explore open space and conservation. Another potential partnership the Society hopes to explore involves collaborating on some lectures and events with the Free Library branch across the street, to better connect the resources held at each institution.

Board members make up most of the individual community partners involved with this historical society, providing support by volunteering to facilitate programs and events outside of regular administrative duties. Another small group of volunteers works on managing photographs in the archives or scanning issues of the *Chestnut Hill Local* newspaper for the online database. Rush hopes to secure a core group of volunteers to help with programming and events, as currently the Board devotes a large portion of their time to these activities. While Rush recognizes the need and importance of developing more formal methods of evaluation in the future, currently the Board collects most of the informal, anecdotal information from participants at events. Overall their programs receive very positive feedback, and they have received a few suggestions for programs, such as a proposal for a traveling lecture series to nearby retirement communities.

Value

Rush identifies the value that this historical society provides as an “understanding” of the past for the community. She explains that Chestnut Hill remains a very progressive

neighborhood, particularly in terms of conserving the local environment and preserving open spaces, as a local movement introduced before conservation initiatives in the early 20th century.

Their programming and collections depict important historical narratives, as Rush states

[They act as] example to other communities and other suburban communities on how one can live with the environment.

She also explains that this brings a sense of pride to the community, teaches lessons on active citizenship, provides opportunities for community members to become involved. In terms of the community's future, Rush emphasized the Society's main goals, saying,

We're working to manage change as it comes. So, we want people to understand that we're here and we care about instilling this historic quality in preserving it. But we don't want to halt change, we just want to make it environmentally and historically minded.

East Falls Historical Society (EFHS)

The researcher conducted an interview over the phone with Ellen Sheehan, a co-founder and past President of the East Falls Historical Society. Currently, Ellen works as a Board member on programs and events, and acts as the Committee head for Archiving and Reference.¹²³ All information in this case study came from Ellen Sheehan's interview unless otherwise noted.

Background

The East Falls Historical Society (EFHS) was founded in 2004 by Ellen Sheehan, Wendy Moody, and Katie Hine as a "depository" for material related to local history. Previous to the Historical Society's founding, the Falls of the Schuylkill branch of the Free Library of Philadelphia acted as the main repository for historic material. Today, the Society has acquired office and storage space at the East Falls Development Corporation's building. However, they still use the library for a meeting location with researchers, and recently opened a small gallery space at the Falls Center.¹²⁴

¹²³ "Officers." East Falls Historical Society. Last modified 2015. Accessed August 5, 2015. <<http://eastfallshistoricalsociety.com/officers/>>.

¹²⁴ The Falls Center serves a variety of organizations as a residential, educational, and business complex of buildings, located on a 12 acres campus in the East Falls neighborhood.

Table 2: East Falls Neighborhood Profile

Zip Code	19129
Population (2010) ¹²⁵	10,975
Ethnic Breakdown (2010) ¹²⁶	White: 57.5% Black or African American: 35.9% Asian: 3.2% Hispanic: 3.7%
Year largest group of residents moved to area (2013) ¹²⁷	Moved in 2000 to 2009: 44.8%

Sheehan describes the neighborhood served as “defined by the rivers,” bounded by the Schuylkill River and Wissahickon Creek [See Figure 2]. The 19129 zip code encompasses most of this area. Demographic data collected from this zip code show that a majority (57.5%) of the population identifies as White, while the next largest percentage (35.9%) identify as Black or African American. As of 2013 the largest percentage of residents (44.9%) have lived in the area for four to 13 years, moving this this zip code in between 2000 and 2009.

Sheehan describes the primary audience served by this local historical society as researchers utilizing the collection. However, due to the widespread fame of actress and princess Grace Kelly, who grew up in this neighborhood, the Historical Society often receives research requests and visits to the area from researchers from around the country and the world. Sheehan notes that young couples and new local homeowners looking to refurbish their homes often use the photograph collections for inspiration. She also emphasizes that this local population

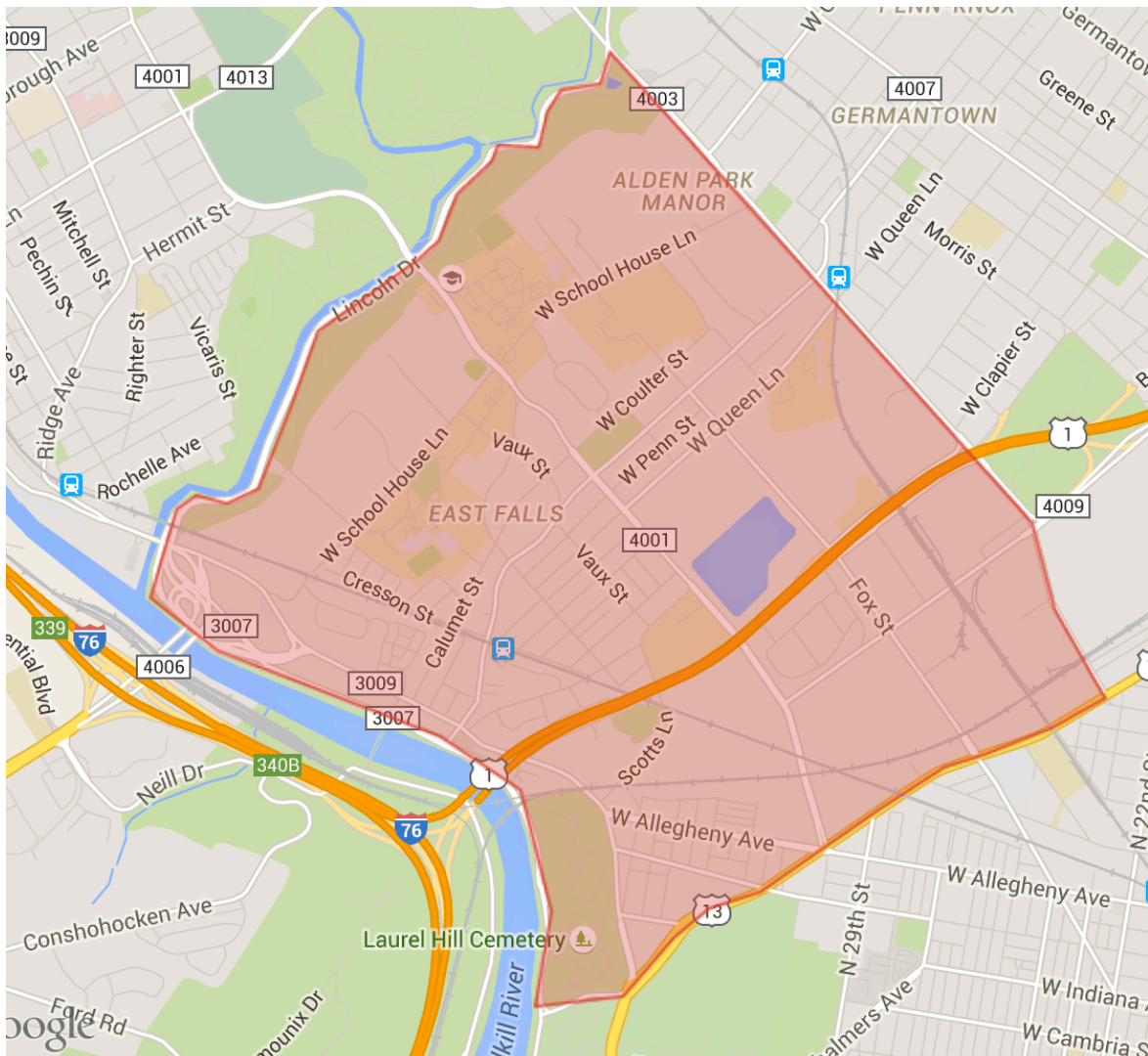
¹²⁵ U.S. Census Bureau. “General Population and Housing Characteristics.” *2010 Census*.

¹²⁶ U.S. Census Bureau. “Race and Hispanic or Latino Origin.” *2010 Census*.

¹²⁷ U.S. Census Bureau. “Selected Housing Characteristics.” *2009-2013 5-Year American Community Survey*.

generally includes individuals very interested in history, in particular due to the presence of many politicians and governing officials for the city and state residing in this area.

Figure 3: Map of East Falls



This map shows the boundaries of the East Falls neighborhood served by the Historical Society, as described by Ellen Sheehan. Map Data ©2015 Google.

The EFHS's collection includes a significant amount of material related to Grace Kelly, as the Society recently received a donation of Kelly memorabilia and other items from personal fan collections, which are exhibited at the Falls Center exhibition space. The original collection

located at the Falls of the Schuylkill library included around 250 historic photographs. Additionally, the A.J. Chadwick papers remain an important source for researchers with over 60 volumes of scrapbooks, letters, and related newspaper articles saved by Chadwick, an editor of the local newspaper, *Suburban Press*. The Society also holds a number of deeds from area estates, and a large collection of books, such as the *300 years of East Falls History*, a main reference source. Additionally, Sheehan pointed out that information and materials collected from oral history interviews led by the Historical Society are included in the collection.

Activities and Programs

A main component of the Society's regular programming includes walking tours of the neighborhood, focused on architecture and typically ending with a social gathering at a local café. Other types of regular programming include lectures and workshops held at the Falls of the Schuylkill library branch, usually with topics of general historical interest. Past program topics have focused on maps in the collection, advice about researching historic homes, and the research on local historic buildings by Philadelphia University professors. Special programs include an event on breweries during Beer Week in the city, a House Party to view a newly refurbished home, and performances by Harry Prime, a popular singer in the 1940 and 1950s. The Society also hosted a few special events for the opening of the new exhibition on Grace Kelly, such as a "High Society Tea" and an upcoming program on Kelly's bridal gown. Sheehan noted that the Society strives to include social activities at these special programs. While Sheehan has assisted in the past, Patty Cheek currently organizes programs and special events.

As an activity that builds their collection, the EFHS collects oral histories from local residents. Volunteers typically facilitate these interviews with elderly residents, several World

War II veterans, as well as other organizational and business leaders in the community. For this activity, the Society works with one of its strongest community partners, students from Philadelphia University. Students have helped with collecting oral histories, as well as working as interns on archival work, marketing and website development, and graphic design work for the Society. Sheehan emphasizes that this relationship benefits both parties, as students gain expertise in the field based on the projects they complete to assist the Historical Society.

The Society formerly shared office space with the East Falls Development Corporation (EFDC), making for easy communication and collaboration. Sheehan represented the EFHS on a committee for the EFDC, on projects such as turning the Bathey House into the Trolley Car Diner, facilitating the creation of the nearby murals on the pillars below the Roosevelt Expressway with the Mural Arts Program, and developing the directional signage around the neighborhood. As Sheehan noted,

Usually they just invite us to join this committee to look at things from the historical point of view in East Falls.

The EFHS remains highly involved with a variety of community organizations, including the Friends of McMichael Park, Friends of the Falls of the Schuylkill library, the Tree Tenders, and the Sports Association. Recently the Society worked with the Friends of McMichael Park to install a historic marker at the Kelly Family's home, cleaning up the area and holding a ceremony. According to Sheehan, this activity achieved the Historical Society's goals to preserve and recognize historic places. For special events and programs, the Society attempts to make use of local businesses, using these resources for catering, floral arrangements, and other supplies.

In terms of individual community partners, the Board includes officers and committee members, creating a strong network of volunteer staff with opportunities for different levels of participation. The committee structure appears rather variable, with members changing every

few years. The Society also often engages with local historians and authors, such as Joe Minardi, who published several books on the history of neighborhoods around the city.¹²⁸ Around four years ago, while working on *Historic Architecture in Philadelphia: East Falls, Manayunk, and Roxborough*,¹²⁹ Minardi worked with the EFHS to find photographs to include, in addition to taking his own of the area's history.

In regards to collecting feedback from program participants, in the past the EFHS used a printed sheet asking a few questions about the experience. Currently, the Society relies on more informal methods, through conversation with program attendees and community members.

Value

When asked about the value this historical society provides for its community, Sheehan emphasized that a majority of the community holds an interest in history. In particular this includes young couples who may be researching and refurbishing their historic homes, or older residents and the politically active and public officials living in the area. Sheehan adds that the variety of housing in the area leads to a diverse community of students, young families, and lifelong residents. This also preserves an opportunity for community members to stay, move into different houses, and grow their families and futures in East Falls, supported by the fact that Sheehan points out that many families remain here generation after generation. She also pointed out that technology has piqued an interest in history, with local residents connecting on Facebook to reminisce, share photographs, and connect their stories.

¹²⁸ Joe Minardi also serves as a Board Member of the University City Historical Society and appears in that case study.

¹²⁹ Joseph Minardi, *Historic Architecture in Philadelphia: East Falls, Manayunk, and Roxborough* (Atglen, PA: Schiffer Publishing, 2014).

Historical Society of Frankford (HSF)

The researcher conducted interviews in person and over the phone with three representatives from the Historical Society of Frankford (HSF). They included Patricia Coyne, a Board member and past Secretary, Jim Young, the current President of the Board, and Debbie Klak, a past President and Board Member as recently as five years ago. Information gathered from these interviews has been presented together in order to present a complete picture of the data collected on this historical society.

Background

Founded in 1905 as a museum and library, the Historical Society of Frankford began as a more traditional historical society, with membership of mostly wealthy residents or members of notable families having lived in Frankford for generations, pursuing research on their neighborhood history. Jim Young mentions that many of these early members presented their research or topics of interest as lectures, with the papers saved and bounded into volumes. These events typically occurred at a town hall or public community space until 1930 when the Historical Society constructed their current building for the purposes of hosting the Society and holding their museum and library collections. This building could hold and display the collection, but also provided a much needed and highly used meeting space, as Patricia Coyne points out,

...There was a deliberate, intentional creation of a meeting space, an auditorium, with a stage, so that history would come alive, and the issues that were raised, and that there would be a dynamic that would encourage the community to come in and share and learn.

Table 3: Frankford Neighborhood Profile

Zip Codes	19124
Population (2010)¹³⁰	66,691
Ethnic Breakdown (2010)¹³¹	White: 30.8% Black or African American: 41.6% Asian: 4.8% Hispanic: 33.2%
Year largest group of residents moved to area (2013)¹³²	Moved in 2000 to 2009: 49.5%

Interviewees all pointed out that while the Society's name is defined by Frankford, this neighborhood started as its own town, and became a "gateway" for other towns and residential developments located in northeast section of the city of Philadelphia. Therefore, the Historical Society's collection and activities represent primarily Frankford and neighboring Northwood, as well as history related to the larger Northeast Philadelphia area [See Figure 3]. Demographic data collected from the 19124 zip code, which encompasses much of the Frankford neighborhood, show that most of the population (41.6%) identifies as Black or African American, while the next largest percentage (30.8%) includes those identifying as White. As of 2013, the largest percentage (49.5%) of resident moved to this area between 2000 and 2009, having lived in Frankford for four to 13 years.

A primary audience of the HSF includes the membership of this historical society. A select group of residents guided the formation of this historical society in early 20th century, including those interested in the neighborhood's history, possessing the resources to support this new institution. Today membership still includes those interested in the area's history, typically

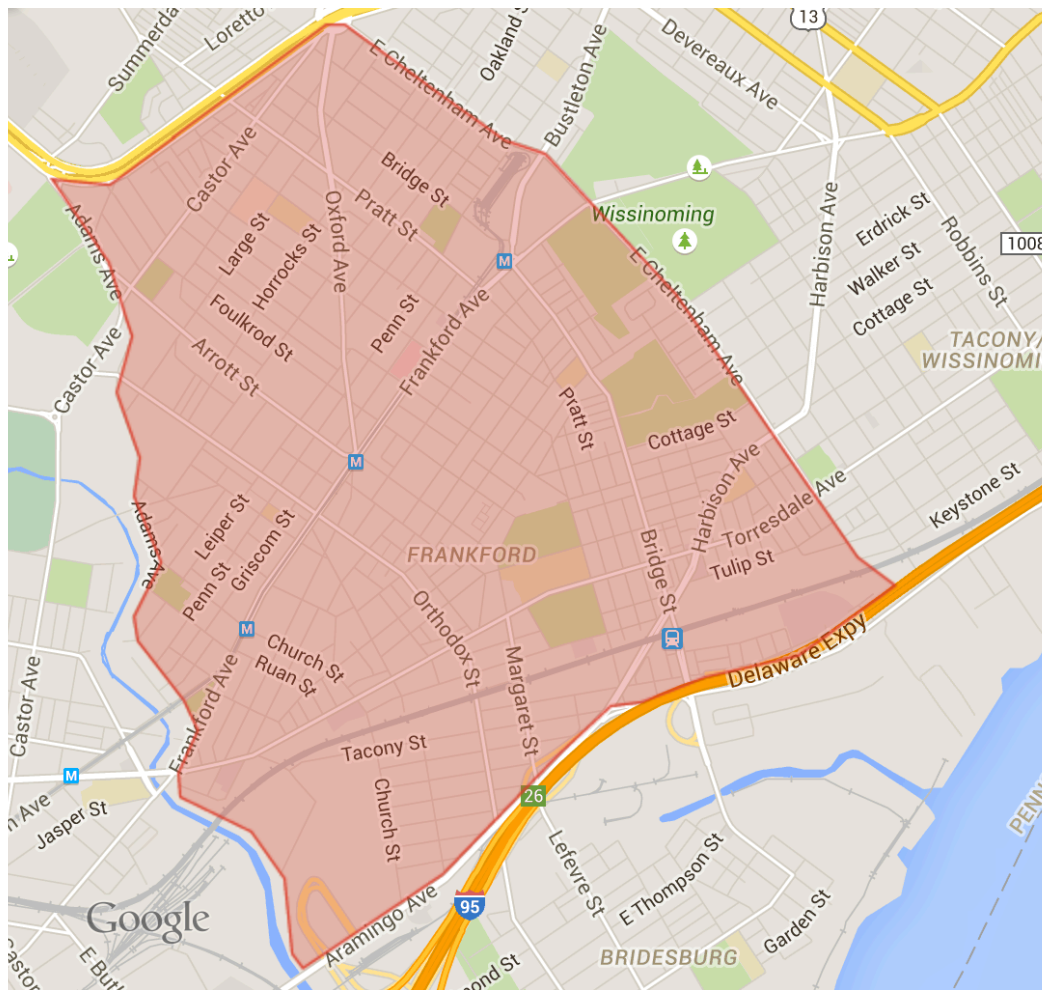
¹³⁰ U.S. Census Bureau. "General Population and Housing Characteristics." *2010 Census*.

¹³¹ U.S. Census Bureau. "Race and Hispanic or Latino Origin." *2010 Census*.

¹³² U.S. Census Bureau. "Selected Housing Characteristics." *2009-2013 5-Year American Community Survey*.

current or past residents of Frankford and Northwood, while also attracting other residents within the state and around the country. Identified by Debbie Klak as the “nostalgic,” this group includes empty nesters over age 50. New audiences have recently visited the Society, such as younger people, or residents of other neighborhoods, for some programs. Past programs have collaborated with the Frankford Friends School students to engage this group with local history. The current Board members interviewed hope to continue to create engaging programs and a welcoming environment for potential audiences of non-member, local community members.

Figure 4: Map of Frankford



This map shows the boundaries of the Frankford neighborhood served by the Historical Society, informed by the boundaries of the 19124 zip code. Map Data ©2015 Google.

The Historical Society's collection includes material dating from Frankford's Pre-colonial history, with items from the original Native American residents, up through the Colonial period and Civil War, and into the last century and present day. Coyne points out that around the beginning of the 20th century it became popular for many "Frankfordians" to leave their personal papers or belongings to the Society, resulting in a significant amount of Victorian and Edwardian material. A mix of personal collections and archival material from community businesses and related to historic events has left the HSF with an eclectic mix of material, interesting for both the researcher and the visitor. According to the three interviewees, the museum collection includes items such as Victorian Glass Domes,¹³³ artifacts from the early Native American residents and the manufacturing mills along the Frankford Creek, features from buildings such as a weather vane or stained glass window, fire memorabilia, helmets and horns, over 10,000 photographs, approximately 2,500 glass lantern slides, and everyday objects such as glass, crockery, furniture, and toys. The archival collection and library hold newspapers, maps of the area, deeds from as early as 1710, scrapbook collections of lectures by society members as well as personal scrapbooks, archival records of the first volunteer fire companies, records from neighborhood financial institutions, and many books of a historic nature. As Coyne points out, while the collection in one sense includes "everything out of the attics of early Frankfordians," the Society also holds the unique J. Friend Lodge Collection of Civil War material, which includes unique material on the life of Abraham Lincoln and the events of the Civil War.

¹³³ Typical of the Victorian Era, these involve small displays of taxidermied animals, usually birds, in a natural arrangement, under a glass enclosure.

Activities and Programs

The HSF offers and advertises annual programs to its membership, and also welcomes non-members to these events. This includes an annual series of eight presentations or lectures on various topics related to Frankford, Philadelphia, and histories of the larger region. Currently, Patricia Coyne works on organizing and hosting these programs, as well as other special events. Besides these core programs, the HSF has led other special programs at the Historical Society. Recent examples include a genealogy workshop, a flea market, a piano recital and other music performances, the history of volunteer fire companies with the Fireman's Hall Museum in downtown Philadelphia, a feature on the Magna Carta for its 800th Anniversary. In 2013, the HSF received an extreme boost in visitation by taking part in the Hidden City Festival, installing the work of a contemporary artist in their museum. Coyne estimates that nearly three times the annual number of visitors came to the HSF in one week. Jim Young hopes to use the large group of lantern slides or the bound papers presented by early society members for new programs that connect the collection to Frankford history.

The Society has also offered outreach programs in the past. Debbie Klak explains that during her time at the Society they worked closely with the history program for students at the Frankford Friends School across the street, which brought students out to other historic sites in the community, such as the HSF, the Grand Army Republic (GAR) Museum and a local African Methodist Episcopal (AME) Church. Additionally, Klak mentions that they provided some traveling presentations to groups such as the Daughters of the American Revolution (DAR) or the Rotary Club.

Facilitating programs has allowed the HSF to develop collaborative partnerships with many area cultural institutions, businesses and organizations. The HSF has offered the building

as a meeting space for events such as the Frankford Merchants' Christmas Party, a Frankford Friends School Fundraiser, and a recent presentation by the Tookany/Tacony-Frankford Watershed Partnership, Inc. Other cultural institutions the HSF often works with on programming include the GAR Museum, the Fireman's Hall Museum, the local AME Church and the Frankford Friends School. In terms of broader community activities, the HSF has taken a fairly active role. Debbie Klak pointed out that the Historical Society made a point of being present at any community meetings, especially those civic meetings on zoning issues, while Patricia Coyne noted that they also welcome community representatives to the Society's membership meetings to advertise events. Collaborating with Holy Family University and other local history institutions, the HFS is one of the sponsors of the Northeast Hall of Fame, which honors notable citizens of the area. LaSalle University has also sent marketing students to work with the Society to set up a Facebook page and other marketing communication.

In the past the HSF has worked closely with the Frankford Community Development Corporation on issues of vacant land use and specific projects, such as the proposal to host the 2013 Hidden City event. The HSF has also supported some businesses and churches threatened by closing. While Jim Young calls the HSF "not a community action group, per se," he explains efforts of support as a regular presence at community meetings, saying,

We have no political agenda...If we can add substance to the debate our opinions will be heard.

The HSF has also worked to recognize the historic buildings in the neighborhood. Patricia Coyne led efforts to secure designation on the Philadelphia Historic Register for the oldest home in Frankford, through a grant funded by the Preservation Alliance. The Historical Society maintains a list of potential projects to be funded through grants from a local legislator. Young recognizes the challenges in securing funding and resources for historic designation,

Although it requires a tremendous amount of effort to have a building placed on the Registry, there is no guarantee that the property will continue to be adequately maintained and preserved. Many buildings in Frankford show signs of neglect and could soon become irreparable...Although most are not historic, they could become assets to the community if action is taken in a timely manner.

Young explains that in response to these challenges HSF is developing an internal program that recognizes homeowners for their private rehabilitation efforts with a plaque or other recognition.

A desire to better involve local residents with the Historical Society is a recurring sentiment among the interviewees. Klak and Coyne pointed out that the lack of volunteers threatens the health of the Historical Society, as Coyne states,

it's like a three- legged stool with just two legs. We don't have the volunteers...we just have the Board of Directors and the membership, so it's a very wobbly stool.

The Historical Society has assisted a few individual project leaders who used the collection as a resource and inspiration for their work in film or Murals Arts projects. The three interviewees all expressed that getting the local community to come in the doors remains a difficult task, and many who visit for the first time do not even realize the purpose of the building. As a community of working-class people, it remains challenging to find time to host programs that work for the schedules of these families, as well as balancing accessibility to the building during the week. In terms of collecting feedback and ideas from program participants, this mainly happens through informal conversation with those in attendance.

Value

The HSF's role as a repository and tool for preserving both the history and traditions of the area make it a valuable asset to the community. Preserving the local history helps residents identify with the community, as well as plan for the future. On becoming more valuable, the

interviewees suggest acquiring more volunteers, hiring staff that can open up the building more often, and continuing their efforts to remain visible and active in the community. Debbie Klak, makes a compelling statement on the importance of engaging community members to a historical society's success, saying,

.... You have to get out of your building and into the community, and then they're more likely to come over when you have an event.... if a historical society is active in the neighborhood, then the neighborhood respects what it has, so they won't tear it down and build a strip mall, or, you know, they'll be more apt to protect what's in their neighborhood. So that's the role that they're supposed to play.

Germantown Historical Society

The researcher conducted interviews in person with Nina Coffin, the Programs and Communications Coordinator at Historic Germantown. All information comes from this interview, unless otherwise noted. Conversations with Alex Bartlett, an archivist for the Historical Society also enhanced the study of this historical society.

Background

The Germantown Historical Society operates as a part of Historic Germantown, a consortium of 16 historic and cultural attractions in the Germantown neighborhood.¹³⁴ Historic Germantown strives to preserve the history of this neighborhood and interpret these historical narratives for the public and their local community through supporting smaller historic sites. Officially formed in 2012, the vision of Historic Germantown speaks to its focus on the local community, declaring “Historic Germantown will be a leader in enhancing the economic and cultural development of our community through the collective voice of its member sites.”¹³⁵ Germantown Historical Society and Historic Germantown share many of the same goals, as the Society’s building functions as the headquarters for the consortium. It houses the offices of the organization’s administrators who act as leaders of this support system for the member sites.

The building itself is historic to the neighborhood, located directly on Germantown Avenue and on Market Square, an original thoroughfare for the neighborhood. Redone in a

¹³⁴ Member sites of Historic Germantown include: ACES Museum, Awbury Arboretum, Cliveden of the National Trust, Concord School & Upper Burial Ground, Ebenezer Maxwell Mansion, Germantown Historical Society, Germantown Mennonite Historic Trust, Germantown’s White House, Grumblethorpe (historic house), Historic Fair Hill, Historic Rittenhouse, Hood Cemetery, Johnson House, LaSalle University Art Museum, Stenton (historic house), and Wyck (historic house).

¹³⁵ “About Us.” *Historic Germantown: Freedom’s Backyard*. Historic Germantown, 2015. Accessed September 27, 2015. <<http://www.freedomsbackyard.com/about/e>>.

Colonial Revival style in the 20th century, the building has preserved its historic look. This building also acts as a “Visitor’s Center” for the rest of the Historic Germantown partners, with an exhibition room at the front of the building serving as an orientation to the local history, developed with the help of community members who provided their interpretation of the collection. Another room serves as a meeting space, with objects lining the edges in cases, while other rooms hold office space and storage for most for the collection.

Table 4: Germantown Neighborhood Profile

Zip Codes	19144	19138
Population (2010) ¹³⁶	43,129	32,273
Ethnic Breakdown (2010) ¹³⁷		
White	14.6%	3.1%
Black or African American	79.6%	93.7%
Asian	1.5%	0.2%
Hispanic	3.3%	2.3%
Year largest group of residents moved to area (2013) ¹³⁸	43.6%	30.6%
Moved in 2000 to 2009		

Founded in 1901,¹³⁹ this historical society preserves the historical narratives of the old German Township, which included Germantown, Mt. Airy, and Chestnut Hill. Coffin explains this relationship, saying,

We serve Germantown as our target in terms of being relevant to our immediate geographic area, but we definitely have long historical relationships with Chestnut

¹³⁶ U.S. Census Bureau. “General Population and Housing Characteristics.” *2010 Census*.

¹³⁷ U.S. Census Bureau. “Race and Hispanic or Latino Origin.” *2010 Census*.

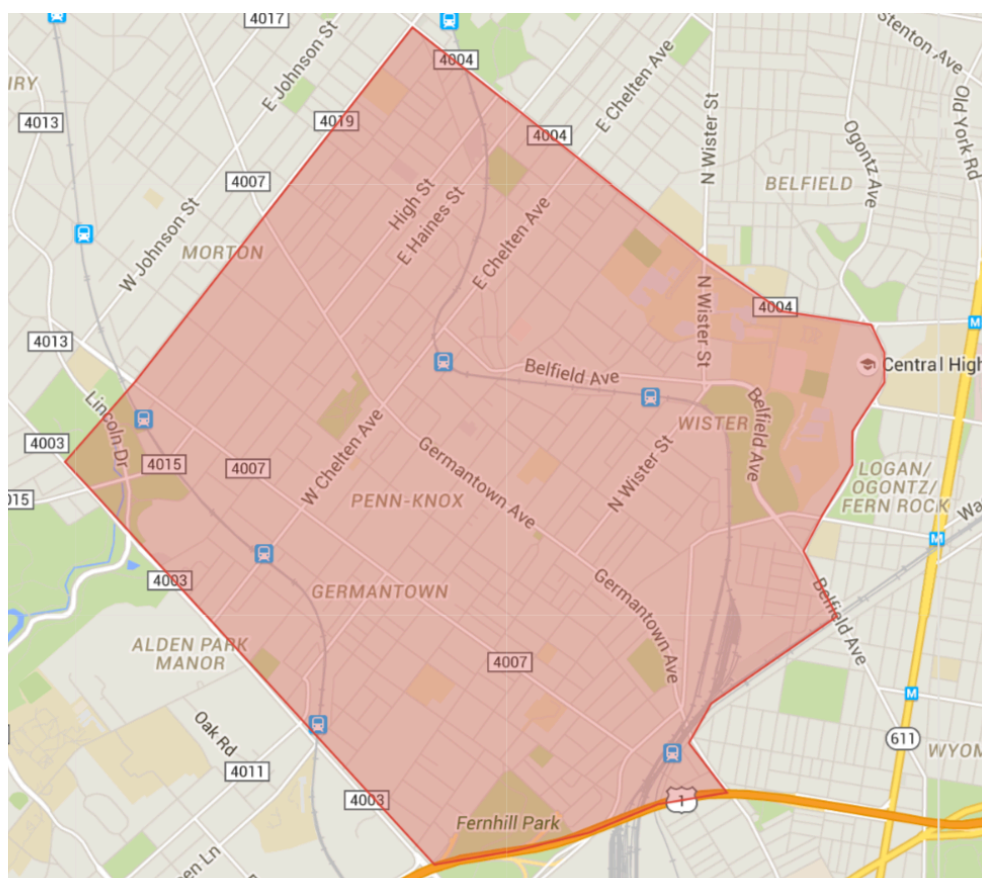
¹³⁸ U.S. Census Bureau. “Selected Housing Characteristics.” *2009-2013 5-Year American Community Survey*.

¹³⁹ Historical Society of Pennsylvania. “Germantown Historical Society.” History Affiliates. Accessed August 6, 2015. <<http://hsp.org/history-affiliates/affiliates-membership/germantown-historical-society>>.

Hill and Mt. Airy, and we certainly find some of our funding and resources coming from those communities as well.

While the history involves these three neighborhoods, the Historical Society concentrates its efforts on the Germantown community through their partnership with 15 other cultural institutions involved in Historic Germantown and located in their surrounding neighborhood [See Figure 4]. Demographic data collected from the 19144 and 19139 zip codes, which includes most of the Germantown neighborhood, show that a majority (79.6%; 93.7%) of residents identify as Black or African American. As of 2013, the largest percentage (43.6%; 30.6%) of residents lived in this area for four to 13 years, moving in between 2000 and 2009.

Figure 5: Map of Germantown



This map shows the boundaries of the Germantown neighborhood served by the Historical Society, informed by the boundaries of the 19144 and 19138 zip codes. Map Data ©2015 Google.

The Germantown Historical Society and Historic Germantown serve similar audiences and Coffin notes that the organization currently seeks to expand its main audience. The archival collection at the Historical Society serves genealogists, academic researchers, and homeowners researching the history of their homes. These groups mainly consist of the traditional membership, those who pay annual fees and receive member benefits to use the collections and attend events. Any visitors interested in finding out how to explore this history at the 16 sites, both local and international, remain important audiences for the historical society as a headquarters and orientation feature for Historic Germantown. As Coffin explains,

We seek pretty much anybody as a potential audience, whether they're local Philadelphia, local Germantown, East Coast, and again we get visitors internationally.

Those attending the World Mennonite Conference, the NAACP Conference, as well as other international, predominately German tourists, have recently visited the Historical Society.

Current efforts work to expand the audience and engage a more diverse group of community members. As a consortium, Historic Germantown first hopes to serve the local residents, which the Historical Society also pursues as a member of the consortium. As Coffin explained, the demographics of the community changed greatly after WWII, when many White and Jewish residents moved out of Germantown to the suburbs, while predominantly Black migrant workers from the Southern United States moved into the neighborhood to serve the industrial boom during the war. Economic downturns and a high presence of drugs in the area during the 1980s created the still persistent negative perception of this neighborhood by the rest of the city. This reputation remains an obstacle Coffin and Historic Germantown staff hope to overcome through innovative and new programming that engages the Germantown community.

The collection of this historical society includes both archival and museum collections. Types of objects Coffin mentioned include industrial artifacts, decorative arts, works on paper, oil paintings, textiles, costumes, toys, sports equipment, musical instruments, a pump from a fire truck, as well as examples of furniture from various time periods and styles. The archival collection includes a larger number of photographs, both paper prints and glass plate negatives, many of which have been digitized. The Society also has a few moving pictures, in addition to materials collected from oral histories. An archivist on staff for the Historical Society works with the archival collections, but Coffin expressed that management of the museum collections remains difficult without a curator. She echoed difficulties experienced by other historical societies in taking care of their collections, saying,

...sometimes all you can do to meet that stewardship requirement is... keep the roof from leaking... keep people from breaking in, and keep them out of the light.

While speaking with Coffin, she also mentioned several ideas to highlight interesting parts of the collection involving the community in the interpretation of these materials. She hopes to create a few interesting exhibitions with the numerous wedding dresses or hats in the collection. One idea included setting out some of the many hand tools the Society has and to invite general contractors in to help identify some of the objects. This would hopefully produce a more accurate record of what these tools were used for, as well as an interpretation by the community themselves.

Activities and Programs

Each of the 16 sites within Historic Germantown has its own focus and offers different programming, ranging from lectures or scholarly events to school-age programming or a

theatrical performance. Therefore, they interpret their historical narratives for different audiences, such as 4th and 5th grade students participating in the *History Hunters* program at Stenton School House, or tours of these historic sites for Questers, a group which typically includes older adults interested in preservation and restoration. Programmatically, there has been an emphasis on developing more educational programming at different sites in the Historic Germantown consortium for the K-12 audience. Coffin suggests that these efforts are part of a larger goal to “nurture people who will continue to support these organizations.” As she explains,

we can’t assume that our work is going to benefit us directly, but just in terms of creating a larger appreciation for historic assets and historical stories, it’s all an investment.

Regular programs and events at the other sites range from weekly Farmer’s Markets at the gardens at the Grumblethorpe and Wyck homes, a Victorian Theater performance at the Ebenezer Maxwell mansion, Summer and Day Camps at various sites, Ghost Tours and an annual Historic House tour of the area.¹⁴⁰

Two new grant-funded opportunities open up the possibility for community engagement. The Pew Center for Arts & Heritage supports *Elephants on the Avenue*, which explores the issues of Race and Class within Germantown through collaboration between historians and artists.¹⁴¹ The Samuel S. Fels Foundation has agreed to support the *Engage, Envision, Experience* program, happening throughout September 2015. Each event focuses on exploring history through poetry, photography, and music, with a leading artists and the opportunity for community participation, if they choose to bring their own literary work, photographs, or musical

¹⁴⁰ *Historic Germantown: Freedom’s Backyard*. Historic Germantown, 2015. Accessed 27 September 2015. <<http://www.freedomsbackyard.com>>. More information about each member site and its program is available on Historic Germantown’s website.

¹⁴¹ “Elephants on the Avenue: Race, Class and Community in Historic Germantown.” *Historic Germantown: Freedom’s Backyard*. Historic Germantown, 2015. Accessed 27 September 2015. <<http://www.freedomsbackyard.com/programs-events/elephants-on-the-avenue>>.

talents.¹⁴² Through these new programs, in addition to initiatives such as better advertising of open sites on Second Saturdays, Historic Germantown and the Historical Society share similar goals, to bring in new audiences, primarily local residents, who have never experienced these sites before.

In terms of her role with Historic Germantown at the Germantown Historical Society, Coffin coordinates the marketing of all member programs and supports programming occurring at multiple sites. Most recently, this has included responding to tour groups who would like to visit more than one site, and working with the educators and each site to best serve each audience. As a collaborative organization, the educators from each partner site meet regularly to share news, events, and ideas. This occurs in a similar way at a higher level with the Executive Directors and leading staff. While some of the grant-funded programs come with requirements for evaluating programs, Coffin hopes to create a more formal collection method of feedback to inform program development, as currently feedback comes to staff anecdotally.

The Historical Society and other Historic Germantown sites collaborate often with various community partners. These include the Germantown United Community Development Corporation (CDC), the Germantown Restoration CDC, and the Germantown Life Enrichment Center (GLEC), Baynton Hill Neighbors, the Ready Willing and Able group, and the Germantown Special Services District. The Executive Director, Trapeta Mayson, fosters relationships with area artist communities that collaborate with Historic Germantown on programs and events. Greater engagement embodies much of their efforts, as Coffin explained,

...it's important to us to dissolve that barrier between this old space with a big fence and our community members.

¹⁴² "Engage Envision Experience: Community Art and History in Historic Germantown." *Historic Germantown: Freedom's Backyard*. Historic Germantown, 2015. Accessed 27 September 2015. <<http://www.freedombackyard.com/programs-events/engage-envision-experience-community-art-and-history-in-historic-> s

This happens through collaboration with community partners, either in providing a meeting space at the Historical Society, cleaning up outdoor spaces for programs or events, or working to open up conversations about social issues that affect the whole community.

On the level of individual community members, the Historical Society hopes to work with more interns and volunteers, though they do not provide regular opportunities or assignments. This happens more often on an as-needed basis, such as bringing in volunteers for crowd control on the Revolutionary War battle reenactment day, or initiating a cleanup of Market Square with local middle school students for a required service project.

Value

When asked about the value the Historical Society and Historic Germantown bring to the communities they serve, Coffin noted their ability to store and preserve an important collection and historical narrative. She also emphasizes that while preserving the collection safeguards some historical and social threads for the community, the building represents this visually, and if torn down would threaten the community's well-being. They also function as an important "ally" to other community organizations, in facilitating a more engaged and unified community. Coffin expressed the hope of this organization to be relevant to their surrounding community, which she notes can only happen if they remain "visible." Visibility is maintained through hosting programs and events, inviting the community behind an intimidating historic façade into the building and cleaning up the park where people can see the difference. However, Coffin describes it as a very active process and that, "there's no single story about what's relevant," meaning new and innovative programming should be created to keep engaging and maintaining the community as a new audience.

Historical Society of Tacony (HST)

The researcher conducted an interview over the phone with Lou Iatarola, Jr., a co-founder and Board member for the Historical Society of Tacony. This interview has been supplemented by notes taken by the researcher, as well as other sources on the Internet about this historical society. All information comes from the interview with Lou Iatarola, Jr., unless otherwise noted.

Background

Founded in 1990, the Historical Society of Tacony has remained very active in its 25-year lifetime. Iatarola's father, Lou Sr., acquired the building around 1988, when the Historical Society and the Tacony Civic Association occupied joint offices there.¹⁴³ They soon studied and found out the interesting history of their building, as the Tacony Music Hall, built in 1885 and once a venue for not only performances, but also housing the Disston Library and Free Reading Room.¹⁴⁴ The Hall was the main social venue and meeting place for Tacony residents, with meeting and lecture rooms, as well an auditorium space. Today the building serves as home to a variety of businesses, as well as hosting the Historical Society office.

¹⁴³ Iatarola, Louis M., Jr. "The Tacony Music Hall." Historical Society of Tacony. Last modified June 8, 2009. Accessed August 6, 2015. <<http://historictacony.blogspot.com/2009/06/tacony-music-hall.html>>.

¹⁴⁴ Ibid..

Table 5: Tacony Neighborhood Profile

Zip Codes	19135
Population (2010) ¹⁴⁵	33,091
Ethnic Breakdown (2010) ¹⁴⁶	White: 66.8% Black or African American: 18.7% Asian: 2.6% Hispanic: 16.2%
Year largest group of residents moved to area (2013) ¹⁴⁷	Moved in 2000 to 2009: 47.4%

This historical society serves the Tacony neighborhood, but its collection and narratives cover Northeast Philadelphia as a whole [See Figure 5]. Demographic data collected from this area show that a majority (66.8%) of local residents identify as White. As of 2013, the largest percentage (47.4%) of residents moved to the area between 2000 and 2009, having resided in this area for four to 13 years.

Iatarola describes the main audience as researchers using the collection and a membership consisting of local residents, as well as those who have moved away and keep a fondness for the neighborhood. Until 2012, the Historical Society had hosted an annual History Day celebration, which included a community festival and parade, celebrating local history and local cultural institutions and businesses. This event served a much wider audience, as a large event happening outside of the Historical Society and in the neighborhood. With the end of this festival due to a lack of volunteer support and resources, the focus of the Historical Society has shifted to securing recognition as a National Historic District.

¹⁴⁵ U.S. Census Bureau. "General Population and Housing Characteristics." *2010 Census* .

¹⁴⁶ U.S. Census Bureau. "Race and Hispanic or Latino Origin." *2010 Census*.

¹⁴⁷ U.S. Census Bureau. "Selected Housing Characteristics." *2009-2013 5-Year American Community Survey*.

Figure 6: Map of Tacony



This map shows the boundaries of the Tacony neighborhood served by the Historical Society, informed by the boundaries of the 19135 zip code. Map Data ©2015 Google.

The Society's collection includes images and photographs from around as early as 1875 to the present, brochures and other ephemera, archival material related to local sports organizations, graduations from local schools, and a few special collections. One of these special collections includes material related to the Disston Saw Works, a major industrial business for the neighborhood and the driving force behind its founding and development. These include a stone from one of the original buildings, company souvenirs and memorabilia, as well as saws and tools used in this business. Another unique collection includes material related to Frank Shuman, a developer of solar power in the early 20th century. Shuman worked on his invention in

Tacony and later implemented the technology in Egypt. The collection includes secondary sources on this event and photographs of this solar power plant. Additionally, the Society holds the papers of Thomas South, a notable city official, real estate developer and judge, and relative to the Disston family. An important and unique resource for researchers and genealogists includes the records of Dr. David Umstead who recorded detailed information on each baby he delivered, as well as their parents, during the late 19th and turn of the 20th centuries.

Activities and Programs

Regular programming hosted by the Historical Society of Tacony includes semi-annual meetings for members, which typically feature historians, authors, or other presenters on historical topics related to Tacony. Up until 2012, the History Day event took up most of the Historical Society's time and efforts, as a significant annual event for the community. Iatarola described the event as very effective at engaging the larger community to come out and celebrate together. The event involved a festival with tables for organizations and businesses, including a history exhibit of collection material by the Historical Society. Rides and carnival activities were also provided for families and a parade through the main street. The festival ended due to a lack of volunteers and funding, as well as a strain on time and resources Iatarola experienced as the main organizer.

The HST's main activities also involve work outside of programming and special events. For most of its existence, the Historical Society joined forces with the Tacony Civic Association to challenge one business that wished to sell alcohol. This violated the original and still active deed restriction imposed by Henry Disston, which prohibited the manufacture and sale of alcoholic beverages in this neighborhood as a measure to improve the life of the Disston Saw

Works workers living there. Most of the funding raised by the History Day event funded the legal activity taken to uphold this deed restriction, with successful results in favor of the deed.

The Historical Society also regularly creates a small exhibition of collection material in a display space at the Tacony Library, as well as attending the Summer and Winter Festivals at the library, and leading trolley tours of the neighborhood. Since 2012, Iatarola has also led a project to create a house plaque program, which covers half the cost of the plaque and research for a home. Homeowners can place this plaque on their home, distinguishing the residence as part of the Historic Disston Estate. This activity was funded by the Preservation Alliance and currently functions with annual funds from the Recreation Department for the city. It complements the current efforts of the Historical Society towards recognition as a National Historic District. While the Historical Society does not collect formal feedback, they collect anecdotal information on the quality of programs from participants. Due to an interest of some members and community residents, Iatarola hopes to develop walking tours of the neighborhood for the spring.

In terms of community partners, many of the relationships the Historical Society has fostered with these organizations and businesses developed through their work together for the History Day event. Partners include the Tacony Civic Association, with whom they share an office space, and the Tacony Community Development Corporation, who supports their process towards the historic district nomination by funding research on the local commercial corridor and local properties. The Historical Society also participates in events hosted by the Tacony Civic Association and local elected officials, and has exchanged exhibits with the Palmyra Cove Nature Center in New Jersey, strengthening their relationship through the Tacony-Palmyra area.

Individual community partners mainly include Board members who work with the Historical Society. Jack McCarthy and Fred Moore, both members of the Friends of Northeast

Philadelphia History have also provided support to the HST, through conducting research for an upcoming book on Pre-Disston history in Tacony and presenting to the members on Thomas Holme and related history. McCarthy has also assisted as a consulting archivist, doing a significant amount of research for this historical society. Iatarola and McCarthy both take part in selecting nominees for the Northeast Philadelphia Hall of Fame, run through Holy Family University. Similar to the Historical Society of Frankford, this historical society also worked with an artist from the Mural Arts Program¹⁴⁸ to provide pictures as inspiration for a community mural located on the wall of a building in a small area of land that the Society owns.

Value

The Historical Society of Tacony has led some important programs and events for their community, but Iatarola feels that the greatest value they bring to the community is a sense of positivity about the community. As Iatarola explains,

I think one of the things we help with is to try and keep a sense of optimism about the community, with what we're doing about the historic district and the events that we do that...enlighten people about the history. I think there's definitely some value there, and I would see it first hand when we would have this event once a year, and now I don't see it as much.

The efforts towards historic district nomination hold a promise for future development for a community of mixed occupations and socio-economic levels. However, Iatarola expresses concern regarding the end of History Day, as a significant community-wide event led by the Historical Society. In particular, Iatarola notes that the efforts of the Society remain important because they help inform new residents to the area about the unique history of Tacony.

¹⁴⁸ The Mural Arts Program in Philadelphia, originally developed as an anti-graffiti initiative, today creates murals around the city, facilitating collaboration between artists and local communities.

University City Historical Society (UCHS)

The researcher met with Board members at a regular meeting on August 12, 2015, asking select questions in person to members present.¹⁴⁹ In attendance at this meeting were Elizabeth Stegner, Board President, Jo Minardi, Board Vice-President, Ellie Cernansky, Mary Beth Murphy, George Poulin, Lizzie Hessmiller, Brian Spooner, and Mark Silber. All of the information in this case study came from this meeting unless otherwise noted.

Background

The University City Historical Society (UCHS) was founded during a time of “urban renewal” in that local region during the 1960s, as the neighboring universities¹⁵⁰ began expanding, threatening to displace the residents and historic structures. Due to this factor, the UCHS’s focus varies from the typical structure of other historical societies in Philadelphia. The UCHS does not have a significant collection, and instead concentrates its activities on assisting homeowners and community members in securing historic recognition for their homes and sharing resources and information on maintaining these properties. As the buildings began to be demolished, UCHS members would collect features and remnants of these structures. This collection was diminished around 15 years ago due to a loss of storage space, which led the Board to sell a majority of collection pieces to society members.

¹⁴⁹ See Appendix III for select interview questions for the University City Historical Society.

¹⁵⁰ Neighboring universities include the University of Pennsylvania, Drexel University, and University of the Sciences.

Table 6: University City Neighborhood Profile

Zip Codes	19104	19139	19143
Population (2010) ¹⁵¹	51,808	41, 271	64,849
Ethnic Breakdown (2010) ¹⁵²			
White	37.6 %	57.5%	10.6%
Black or African American	41.5%	35.9%	84.3%
Asian	16.4%	3.2%	1.6%
Hispanic	3.9%	3.7%	2.5%
Year largest group of residents moved to area (2013) ¹⁵³	46.1%	41.0%	46.8%
Moved in 2000 to 2009			

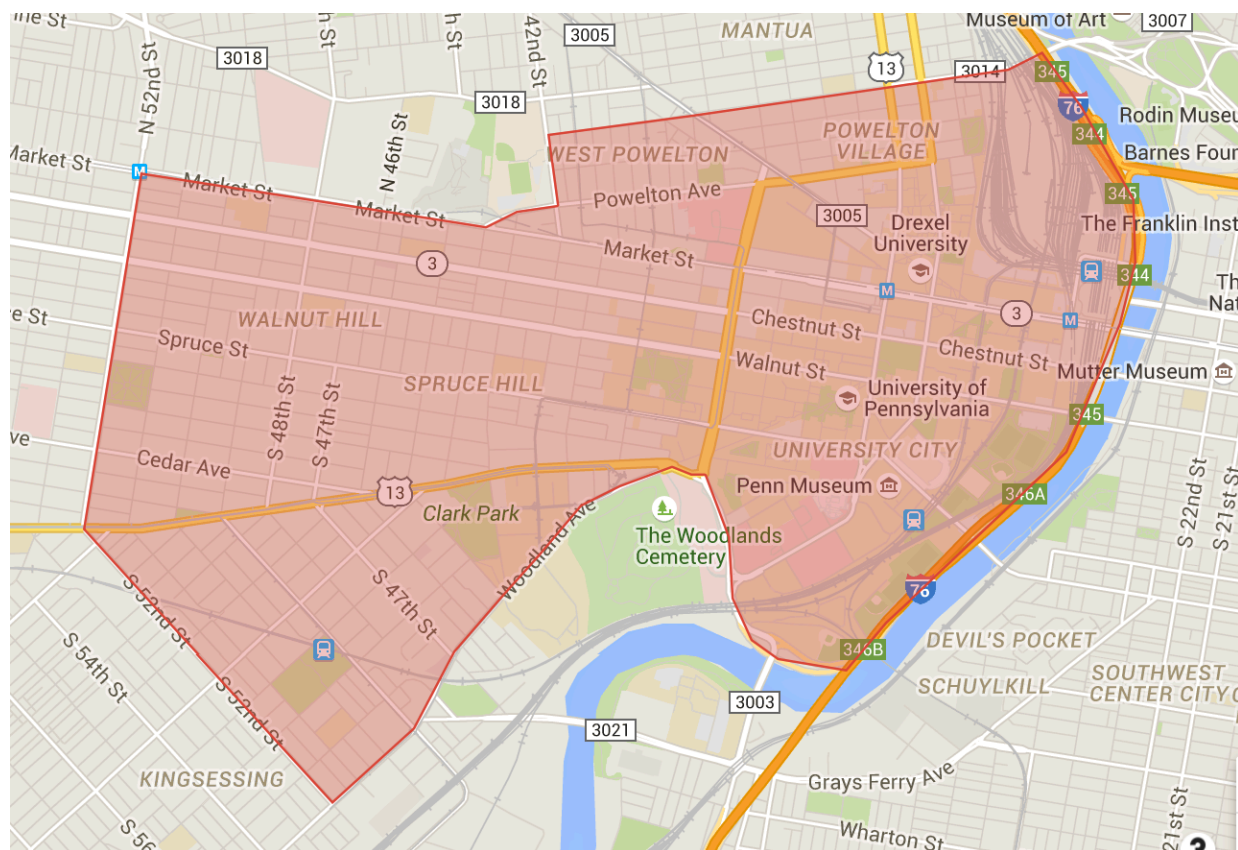
Demographic data collected from the three zip codes within the University City neighborhood [See Figure 6] show that in 19104 and 19143 zip codes most (41.5%; 84.3%) of residents identify as Black or African American. The next largest percentage of the population living in this area, 57.5% for the 1939 zip code, identifies as White. Considering household residents in this area, the largest percentage of this population for all three zip codes has lived in this neighborhood for seven to 10 years, moving in between 20000 and 2009.

¹⁵¹ U.S. Census Bureau. "General Population and Housing Characteristics." *2010 Census*.

¹⁵² U.S. Census Bureau. "Race and Hispanic or Latino Origin." *2010 Census*.

¹⁵³ U.S. Census Bureau. "Selected Housing Characteristics." *2009-2013 5-Year American Community Survey*.

Figure 7: Map of University City



This map shows the boundaries of the University City neighborhood based on descriptions by UCHS interviewees and informed by the boundaries of the 19104, 19139, and 19143 zip codes. Map Data ©2015 Google.

In terms of the community that they serve, UCHS Board members identified their activities as an advocacy on behalf of the community. While University City is a more contemporary name for this area of the city, it is frequently used to describe the smaller historic areas of West Philadelphia taken over by area universities, in particular the University of Pennsylvania. The newsletter, *On the West Side*, keeps both members and local residents aware of the UCHS's activities, accomplishments in historic preservation of local buildings, and other local issues. The UCHS also provides resources for those community members looking to investigate area homes, or those looking for resources to accurately refurbish their own

properties. Additionally, the Society's work on achieving historic designations and nominations for the neighborhood serves the field of historic preservation.

Activities and Programs

The UCHS holds walking tours throughout the year that highlight their focus on historic preservation and historic architecture of the area. Another regular special event includes a Valentine's Day tea, which functions as a gathering for members and an awards ceremony for recognizing community members who have made significant improvements to their properties. Other special events happening throughout the year provide meeting events for members, such as a few themed dinners, and a recent workshop on conducting research on local homes, the latter a joint program hosted with The Woodlands.¹⁵⁴ Each of the Board members contributes ideas and organizing efforts toward these programs and events.

The UCHS works with community partners, including area businesses and other neighborhood associations and cultural institutions. They sometimes receive interns and volunteers from area universities and they participate in the Dollar Stroll event led by the Baltimore Avenue Business Association, during which area businesses and organizations can set up a table and provide information to visitors, typically area residents. Relationships exist between the Historical Society and the different neighbors' associations in the area, such as Cedar Park, Spruce Hill, Walnut Hill, and Powelton Village. In particular, the Historical Society has addressed zoning issues for the community with these associations. The Society also rents a meeting space from the Calvary Center for Culture and Community, which hosts many community organizations.

¹⁵⁴ The Woodlands is an historic site in Philadelphia, including the 18th century mansion of William Hamilton and the rural cemetery created there in the 19th century.

Value

The main value this historical society provides for the University City community is providing support for those homeowners who would like to restore their homes with historical accuracy, not only assisting with research but also directing them to local resources for the restoration work. The house tours they coordinate also provide inspiration and awareness of such work in the community. More broadly, Board members emphasize that the Society facilitates the “social fabric of the community,” encouraging a desire to preserve and protect the historic buildings in this neighborhood. Their newsletter helps notify members and the community of related issues, in this way, actively advocating for historic preservation in the area.

Analysis of the Data as a Whole

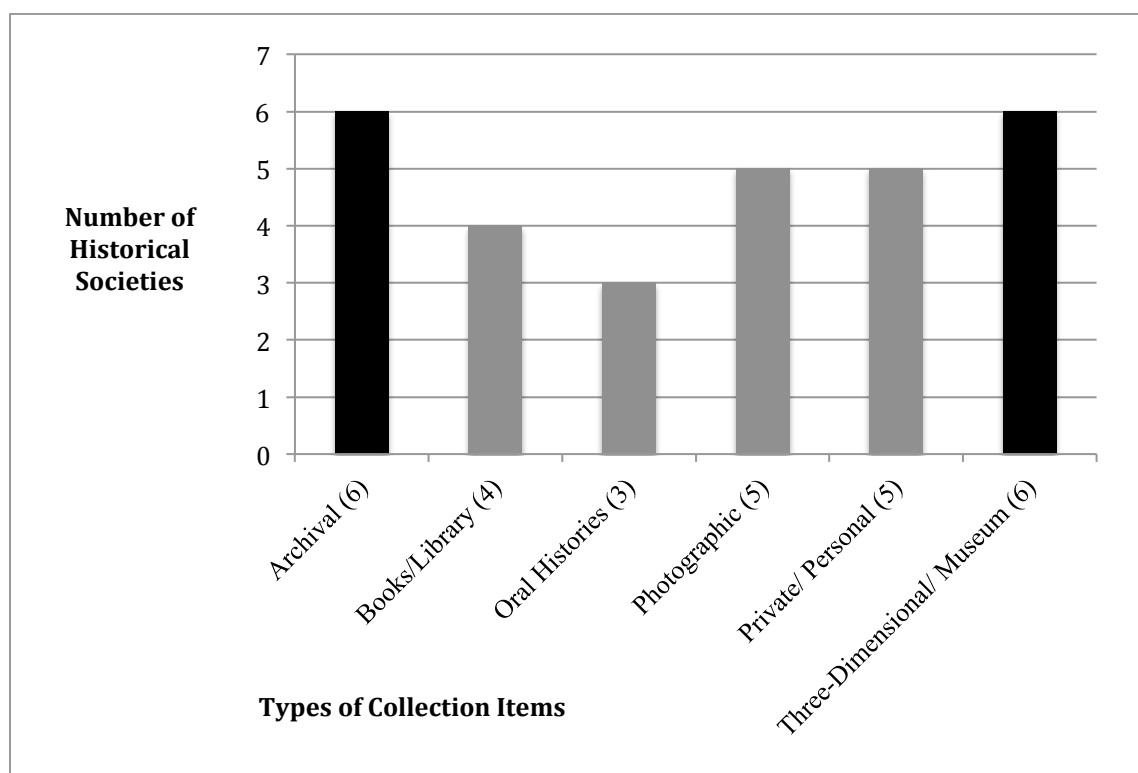
The following analysis of the data collected from the six historical societies studied brings understanding to the trends in the community engagement by local historical societies.

The following section analyzes the data in terms of the research questions: 1. What narratives do the collections at local historical societies tell? 2. How are local historical societies engaging their communities through public programs? 3. What communities are served by each historical society? 4. How are these local historical societies valuable to the communities they serve?

The researcher transcribed the recorded interviews and coded data collected from the responses to detect common trends among the historical societies studied. Data collected include information on collection contents, communities served, community partners, involvement of individual community members, public programs offered, and types of value generated. The results present a picture of the most common responses offered by interviewed participants. Examples from the preceding case study narratives provide a fuller perspective of projects and programs at each historical society.

What narratives do the collections at local historical societies tell?

The first research question seeks to identify what narratives the collections at the local historical societies tell based on the unique materials held by each institution. The data collected on contents of each collection provide a better understanding of the focus of each local historical society, the potential interpretation of the collection, and the resources available that can be used in public programs.

Figure 8: Collections at Local Historical Societies

Source: Interviews with local historical society staff

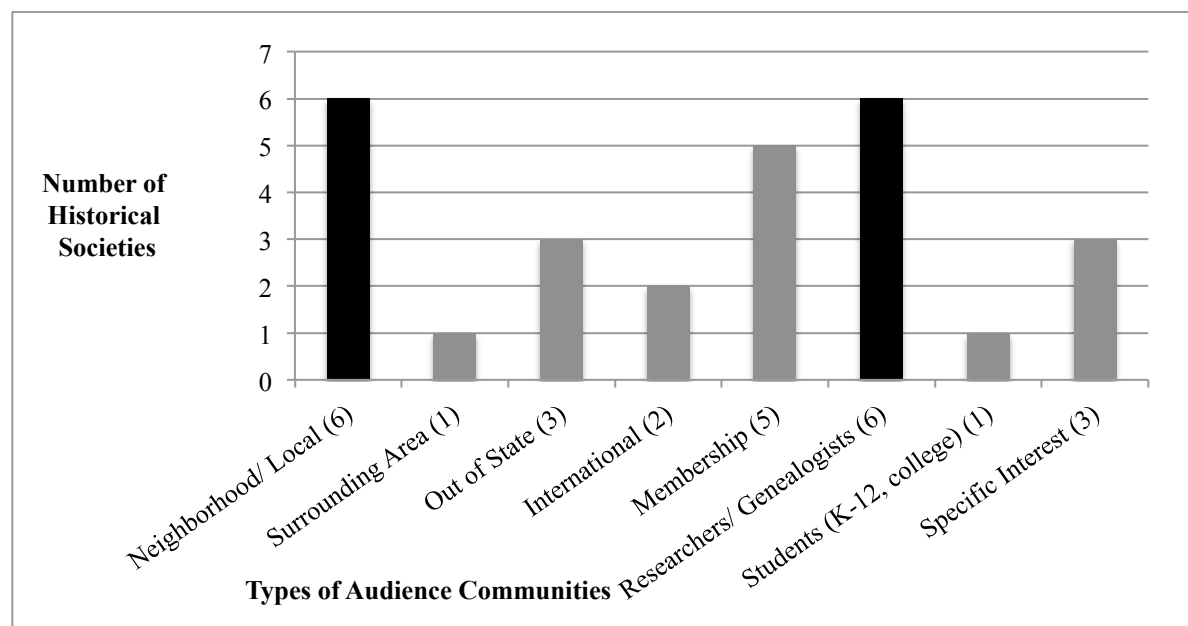
Responses from the interviews that provided information on types of materials in each historical society's collections were coded into six categories: Archival, Books/ Library, Oral Histories, Photographic, Private/ Personal, and Three-Dimensional/ Museum collections. Out of the six historical societies studied, five had significant collections while one, the University City Historical Society (UCHS), identified their collection as small and fragmented, yet containing both archival and three-dimensional or museum type material. As remains typical of most historical societies, the other five institutions also hold archival material in their collections, which includes the archives of local businesses, newspapers, maps, deeds, scrapbooks, architectural or building records, manuscripts, and the historical society's records. Additionally, the other five also hold items described as three-dimensional or museum collections. The types of collections appearing in five institutions include private or personal collections and

photographic collections. Four historical societies hold books or a library collection, while only three historical societies identify oral histories as part of their collection.

Making a collection interesting to more than just researchers remains one obstacle to achieving relevance for a historical society. While the historical societies studied all preserve archival material, the other collection items mentioned, such as three-dimensional objects, photographs and books have their own attractive qualities in terms of utilizing a unique collection for engaging audiences. Only a few conduct oral history interviews and three local historical societies include these in their collection. The focus of oral histories on telling the personal narratives of community members creates the opportunity to relate history to modern residents and to engage the community in actively creating and preserving their own history.

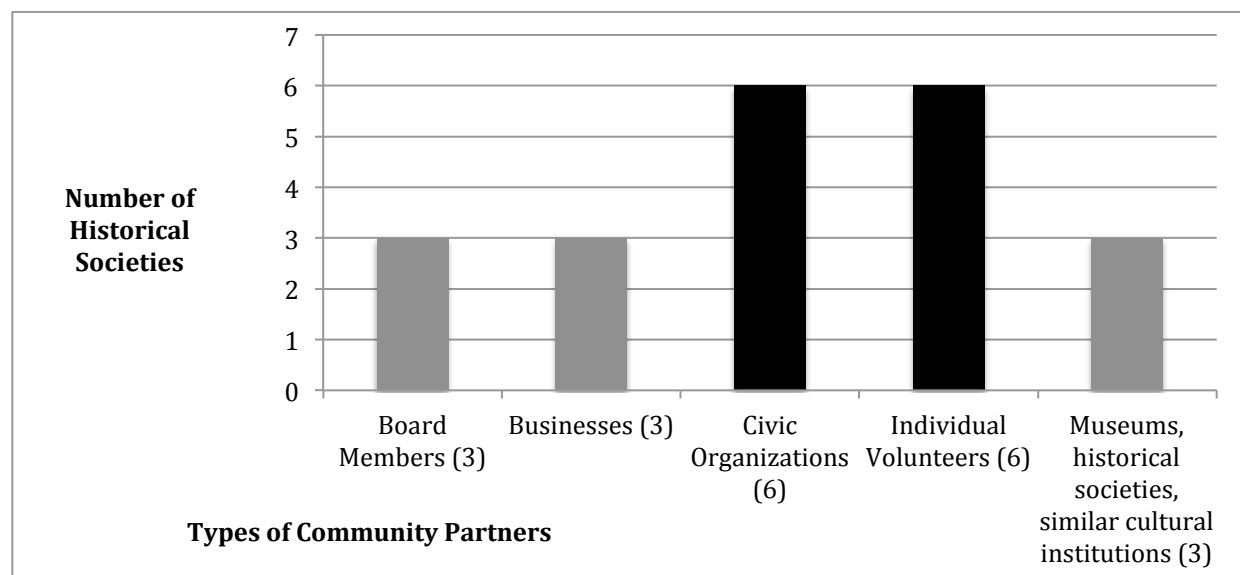
What communities are served by each historical society?

The second research question asked what communities each historical society serves through their current activities. Data collected related to this research question reveal the local historical societies' perspectives on whom they serve according to their mission in addition to descriptions of partnerships and collaboration with community members or groups. This information on audiences and partners provides insight into the relationships these local historical societies maintain with the community or other cultural groups. Additionally, analysis of this data provides perspectives on the efforts made to best serve specific communities.

Figure 9: Communities Served by Local Historical Societies

Source: Interviews with local historical society staff

Information from responses by participants on the primary audiences served by their historical society were coded into the following categories: Neighborhood/ Local, Surrounding Area, Out of State, International, Membership, Researchers/ Genealogists, Students (K-12, college), and Specific Interest. These categories describe types of communities as well as their affiliation by location. All six historical societies identify the local community as a primary audience, as well as researchers or genealogists, the latter of which remain typical audiences at historical societies. Five historical societies serve their membership and three serve those with interest in a specific topic. Three serve out-of-state audiences, two serve international audiences, and one serves residents of surrounding areas/neighborhoods, indicating these communities as a secondary focus. The data show these historical societies most often serve local community members, society members, and researchers or genealogists as their primary audience. One historical society described serving K-12 students, indicating opportunities for engaging this audience at the other historical societies.

Figure 10: Community Partners (Group and Individual)

Source: Interviews with local historical society staff

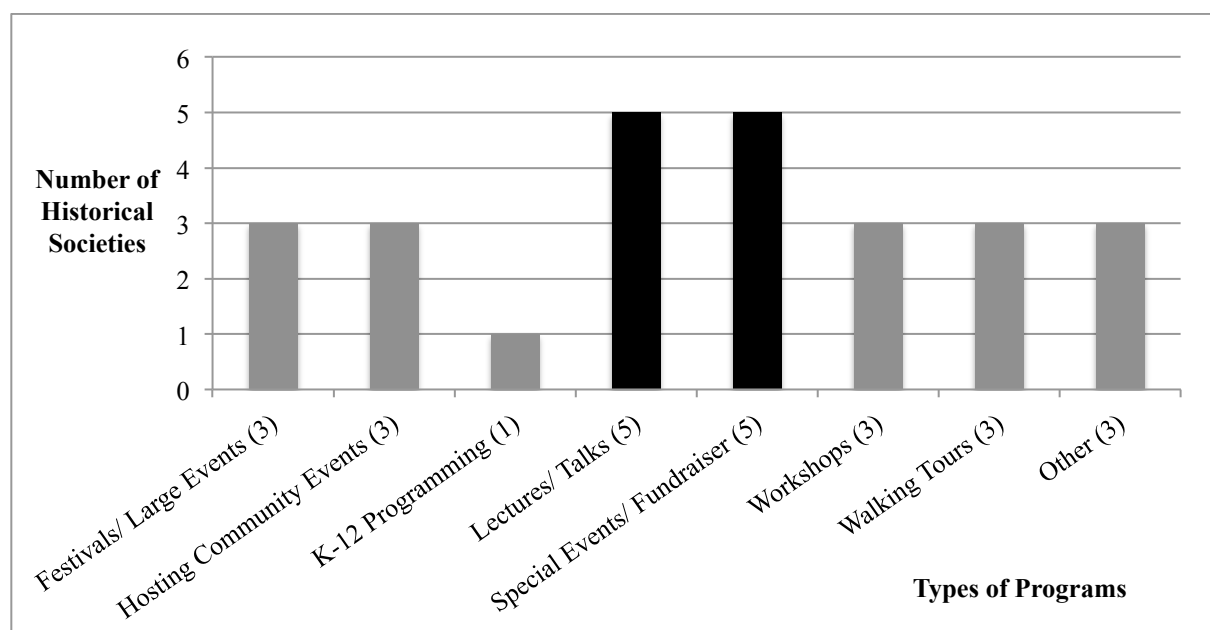
Data from responses describing how local historical societies work with community partners on their programs, either local groups or individual residents, were coded into five categories: Board Members, Businesses, Civic Organizations, Individual Volunteers, and Museums/ historical societies/ similar cultural institutions. The data collected includes names of community partners, types of individual volunteers, and their tasks in working on programs or other initiatives with the historical society. All six historical societies work with civic organizations, but the degree to which these interactions occur differs for each society. For example, the East Falls Historical Society serves on a committee for the East Falls Development Corporation, making decisions on changes to historic structures in the neighborhood. However, the University City Historical Society communicates with neighbors groups and attends a community event run by the Baltimore Avenue Business Association, hosting an informational table. Three of the historical societies work with museums, other historical societies, or similar cultural institutions. Some examples include the Historical Society of Frankford's work with

Hidden City Philadelphia or the Historical Society of Tacony's work with the Northeast Philadelphia History Network, and the use of interns from area universities by East Falls and Frankford's historical societies. Additionally, three historical societies describe working with area business as a community partner.

All six historical societies also rely on individual volunteers, consisting of students, community members, and interns. "Other" responses, include two that worked with artists from the Mural Arts program and another that collaborated with groups of local artists. While all of the historical societies studied have a board of trustees, only three historical societies described these board members as individual partners through their work as volunteers for each historical society. These historical societies expressed their reliance on the Board as volunteers, indicating an opportunity to better advertise these opportunities to the community and fulfill this need externally. These data show that local historical societies make the local community an important focus through their work with individual residents and local groups.

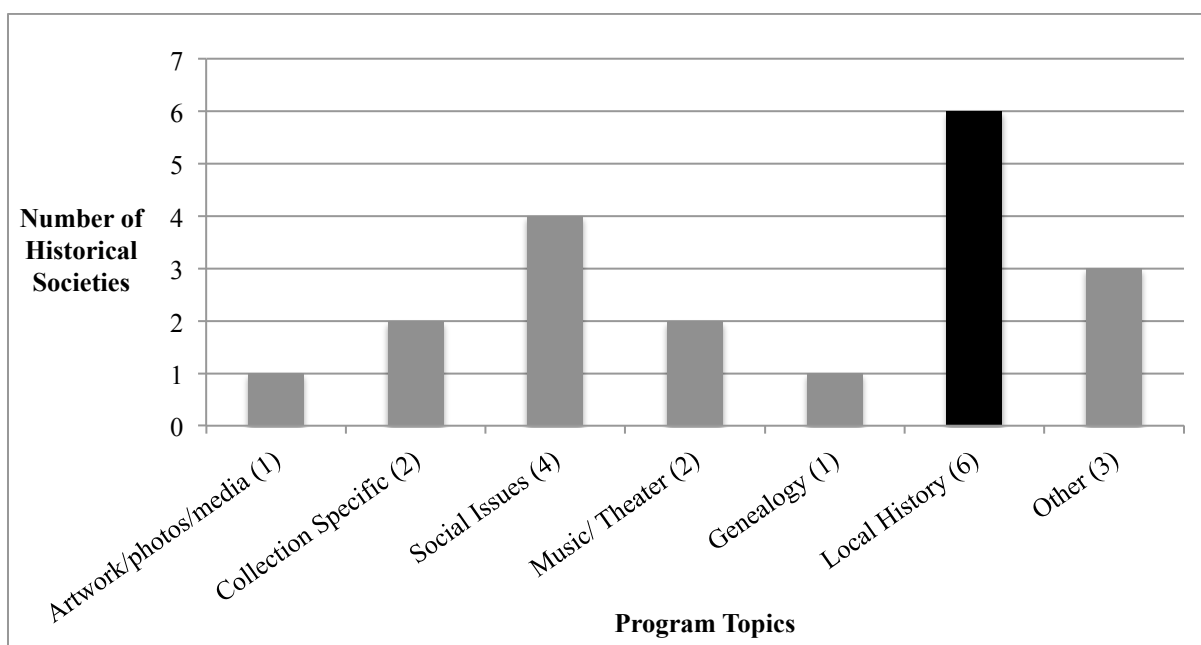
How are local historical societies engaging their communities through public programs?

The third research question asked how local historical societies engage their communities through public programming. The researcher collected data on types of programs currently or recently led by the historical societies studied, as well as the topic or focus of these programs. Analysis of the data collected provides understanding of how the local historical societies bring the community into focus and serve this group's needs through the public programs they create.

Figure 11: Programs Offered by Local Historical Societies

Source: Interviews with local historical society staff

Responses that described what programs each local historical society offers were coded first into eight categories describing types of programs: Festivals/ Large Events, Hosting Community Events, K-12 Programming, Lectures/ Talks, Special Events/ Fundraiser, Workshops, Walking Tours, and Other. Five out of six historical societies offer lecture programs and special events or fundraisers to their audiences. The latter include specially scheduled events such as the piano recital at the Historical Society of Frankford, fundraisers at the Chestnut Hill Historical Society, or the Beer Week event hosted by the East Falls Historical Society. Three out of six historical societies offered workshops, walking tours, festivals or large events, or hosted other organizations' events at their location. While the Historical Society of Frankford previously worked with an area school on regular programs, only the Germantown Historical Society currently hosts K-12 programming through the Historic Germantown consortium.

Figure 12: Program Topics Offered by Local Historical Societies

Source: Interviews with local historical society staff

The responses on types of programs were also coded into categories describing the topic or focus of programs: Artwork/ photos/ media, Collection Specific, Social Issues, Music/Theater, Genealogy, History (Local), and Other. All of the historical societies offer program topics related to the local history of their neighborhood. Four out of six historical societies address social issues relevant to the community, either through their programs or hosting events for other organizations. For example, the Chestnut Hill Historical Society offers lectures on environmental preservation, as an important issue related to their neighborhood's development and history. Three historical societies provide Other topics, focused on recognizing house owners with awards or plaques for restoration work, as well as workshops on house restoration. Only a few historical societies offer programming about their collection, involving musical and theatrical performances, host genealogy programs, or feature artists and their creative works.

Responses reveal that a majority of the programs offered by these historical societies

engage communities with lectures or other special events focused on local history. This type of program highlights the traditional role or focus of historical societies. Another frequently offered topic includes social issues directly related to the community. This indicates a current effort by the historical society to make themselves relevant to the needs of the local community. A fairly even distribution of historical societies offer walking tours, community events, or hosted community events at their location. Programs that occur around the neighborhood or work with community groups can bring visibility to a local historical society.

K-12 programming remains very infrequently utilized type of programming, indicating a strong opportunity for expanding this audience by creating programs that can be utilized by area schools, colleges, and universities. Due to the open-ended nature of these questions, interview participants also responded with Other activities or projects, such as the East Falls Historical Society's collection of oral histories, and the Historical Society of Tacony House Plaque initiative to recognize efforts towards preservation. While these do not involve public programs, they emphasize a focus on authorizing the community member, through collecting their personal history or recognizing their preservation work. In order to distinguish these activities from typical public programs, the researcher defines these projects, programs, and events as *community history initiatives* due to their focus on engaging the needs, interests and issues relevant to the community served.

How are these local historical societies valuable to the communities they serve?

The fourth research question asked how local historical societies are valuable to the communities they serve. The interview participants provided statements on the types value their

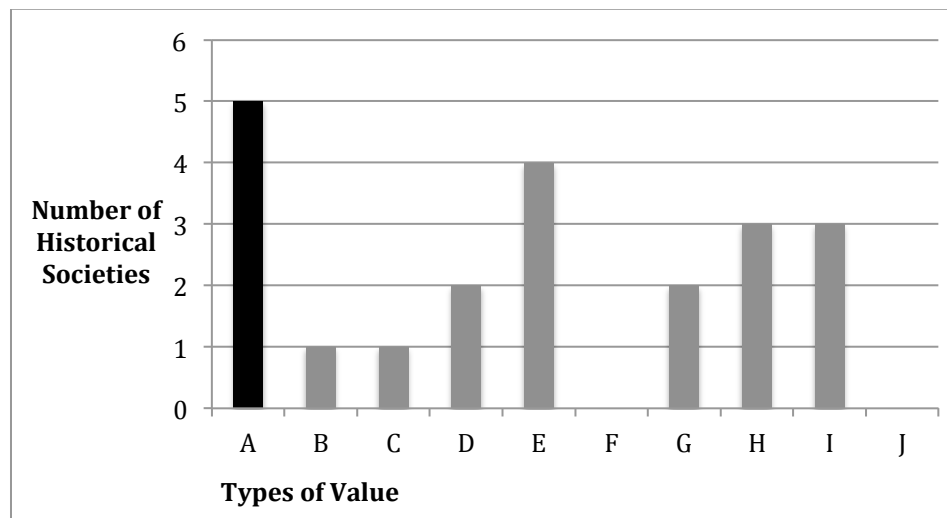
historical society provides for audiences or communities. Analysis of the data provides interesting insights into the perspective of local historical societies on their value to the local community. Perception of value can be highly variable and in many cases participants derived this from examples of programs and activities led by the historical society.

Table 7: Types of Value

Brings awareness/ understanding of history/ advocacy	A	5
Economic asset	B	1
Encourages self discovery	C	1
Fosters interest in history, research, special topics	D	2
Generates active citizenship/ pride	E	4
Learning experiences/ Education	F	0
Provides community space, resources	G	2
Preserves history, narrative, collection	H	3
Visibility/ Accessibility	I	3
Other	J	0

Source: Interviews with local historical society staff

Figure 13: Value of Local Historical Societies



Source: Interviews with local historical society staff

The responses from local historical societies on their descriptions of what value each provides for the communities they serve were coded the responses into ten categories [See Table 7 for coding]. The researcher coded the responses based on the different types of value and

benefits of local history described by those authors and works appearing in the literature review of this thesis. Open-ended responses produced specific answers, such as Chestnut Hill Historical Society's advocacy for preserving the environment, as well as answers with less definition, including fostering pride in the community. Five out of six historical societies identify their work bringing awareness of local history, providing an understanding of history, or advocacy to the community as valuable. Answers in this category include the Germantown Historical Society's focus on the social fabric of the neighborhood, the Chestnut Hill Historical Society's advocacy for environmental and historic preservation, and the Historical Society of Tacony's work keeping new residents informed about local history.

Four out of six historical societies identified types of value that embody fostering active citizenship or community pride. Those answering this way either used the words "pride" or "citizen," or commented on their ability to help communities plan for the future, fostering progressive goals and bringing a sense of optimism to the current community. Three out of six historical societies described their ability to preserve history, a narrative, or their collection, such as the University City Historical Society's use of the term "repository," or the work of multiple historical societies on historic preservation of community buildings. Three out of six historical societies also commented on the visibility or accessibility of their institution as encouraging active participation, providing opportunities to engage, or using the Internet to pique the interest of a community already highly interested in history.

Only two out of six historical societies note that fostering interest in history, research, or similar topics makes them valuable. Two historical societies indicate the resources and space they provide to communities as valuable. For example, the Historical Society of Frankford hosts numerous events for area businesses and organizations due to the asset of having an auditorium

space in their building. One participant, the Historical Society of Tacony, describes the value of their work on designating the neighborhood as an historic district, benefitting the economic future of the community. No historical societies described their value as generating from the educational experiences, despite at least one, Germantown Historical Society, that currently hosts K-12 programming through Historic Germantown.

Table 8: Correlation to HRC Value Statements

Category	Frequency	HRC Value Statements
Brings awareness/ understanding of history, issue advocacy	5	Legacy, Vital Places to Live and Work
Generates active citizenship/ community pride	4	Engaged Citizens, Leadership, Vital Places to Live and Work
Preserves history, narrative, collection	3	Legacy
Visibility/ Accessibility	3	Engaged Citizens, Vital Places to Live and Work
Provides community space, resources	2	Vital Places to Live and Work
Fosters interest in history, research, topics	2	Critical Skills, Legacy
Encourage self-discovery	1	Identity
Economic Asset	1	Economic Development

The information the historical societies provided on value addressed many of the same aspects in HRC's seven "Value Statements," which include: 1) Identity, 2) Critical Skills, 3) Vital Places to Live and Work, 4) Economic Development, 5) Engage Citizens, 6) Legacy, and 7) Leadership.¹⁵⁵ Table 8 shows the coded responses from Figure 12 ranked from highest to lowest frequency and correlated to related "Value Statements." The two most frequently mentioned value types include "Vital Places to Live and Work," "Legacy," and "Engaged Citizens." Other responses correlated less frequently to the Value Statements on "Critical Skills," "Economic Development," "Identity," and "Leadership."

¹⁵⁵ History Relevance Campaign. "The Value of History," 2014.

Chapter VI- Conclusion

This thesis investigates how local historical societies use public programs to engage their audiences and what types of value they intend to bring to these communities. Research was conducted in the form of interviews with staff at local historical societies associated with neighborhoods in Philadelphia. The data collected through this study intended to answer the following questions: 1. What narratives do the collections at local historical societies tell? 2. What communities are served by each historical society? 3. How are local historical societies engaging their communities through public programs? 4. How are these local historical societies valuable to the communities they serve? The researcher hypothesized that public programs would function as the main tool used by local historical societies in their efforts toward community engagement. Data collected from this research study further clarified the role of public programs and produced interesting information on collections, communities served by these institutions, types and focus of programs offered, and descriptions of types of value.

The researcher concludes that local historical societies use public programs as one tool to engage their communities and bring value to these audiences. While public programs enhance the value of local history through engaging and relevant experiences, local historical societies recognize other aspects of their identity as valuable. The researcher defines some of these other aspects as *community history initiatives*, which include projects, programs, and events that address the needs, interests, and issues relevant to a community. This can include programs for K-12 and college students in partnership with area schools, oral history collecting projects, advocacy in public policy to civic groups and leaders, or genealogical services. Additionally, the study shows that local historical societies recognize characteristics of their identity as valuable, such as their role as a repository or their work to bring awareness to a particular historical

narrative. If local historical societies can recognize the different opportunities available to provide value, these institutions can better serve and engage their local community audiences.

Collections As A Resource for Engagement

As currently existing resources at historical societies, the collection not only frames the historical narratives, but also provides physical objects with which visitors can actively engage. The data describing the collections of the local historical societies supports the traditional identity of these institutions as research institutions and repositories for archival material.¹⁵⁶ Those historical societies with three-dimensional or museum type artifacts express interest in using these collections for engagement. For example, the Historical Society of Frankford currently concentrates its efforts on better organizing and preserving a large library of books, photographs, and glass lantern slides in their collection in the hopes of featuring these objects in future programs. While only two historical societies describe current programs that use the collection, a common interest exists among the historical societies studied to develop more regular programs featuring these types of collections. This indicates an opportunity to make the collections more relevant, using these dynamic objects as physical remnants of the past to better engage the community's interest in the historical narratives.

Similar to using dynamic objects, the collection of oral histories provides an experience with history for actively participating community members. The East Falls Historical Society described their oral histories as part of the collection and as a current program. In this way, the local historical society can engage community members as either participants or volunteers who conduct the interviews. These less traditional types of objects in the collections define the unique

¹⁵⁶ Dunlap, *American Historical Societies, 1790-1860*, 4-5; Franco. "Personal Connections to History," 27.

activities of these local historical societies and the ways they engage the community. The Philadelphia Public History Truck and the PhilaPlace project serve as models for using oral history collections and user-generated narratives to engage the community.¹⁵⁷

Better Engaging Local Communities and New Audiences

Identifying and understanding the interests and characteristics of a community can help local historical societies to best engage this audience. All or most of the historical societies recognized the local community, their membership, and researchers or genealogists as their primary audiences. Membership and use of the collection as a researcher or genealogist indicates some level of interest and dedicated activity within an institution. While most local historical societies recognize local communities as their primary audience, this does not always indicate high dedication to the institution by this group. These data indicate an opportunity to better engage local populations, in the hopes of increasing their dedication to the institution.

A common desire expressed by the local historical societies studied to better serve local audiences indicates the challenges faced by local historical societies to engage this audience, in part due to the changing demographics of Philadelphia neighborhoods. Jaclyn Hwang's study on gentrification highlights the significance of racial identity to perceptions of a neighborhood, while data presented by the Philadelphia Research Initiative on the impact of immigration and migration in Philadelphia reveals the shifts in neighborhood demographics and the significant increase in minority populations living in the city over the past 20 years.¹⁵⁸ Considering that minority populations make up only 9% of core museum visitors according to the *Center for the*

¹⁵⁷ Philadelphia Public History Truck. "About the Truck Project;" Sajet. *White Paper on Creation of PhilaPlace*.

¹⁵⁸ Florida, "How Gentrifiers Change the Definition of a Neighborhood;" Philadelphia Research Initiative, *A City Transformed: The Racial and Ethnic Changes in Philadelphia Over the Last 20 Years*.

Future of Museums,¹⁵⁹ the researcher encourages this desire among local historical societies to better engage local communities made up of increasingly minority populations.

While only one historical society named the surrounding area as an audience focus, when considering the geographic region served, several of these institutions include immediately surrounding neighborhoods in the description of their boundaries. For example, Germantown Historical Society serves the Germantown neighborhood, but their historical focus remains on German Township, which also included the Mt. Airy and Chestnut Hill neighborhoods. A few have also attracted visitation from out-of-state visitors, international tourists, and K-12 audiences. In particular, several historical societies expressed interest in finding new ways to engage K-12 student audiences. The researcher recommends partnering with area schools, colleges, and universities on regular projects or programs to better reach these audiences.

Partnership and collaboration with individual community members and groups can foster a historical society's awareness of community needs and allows for sharing of minimal resources. The data show that all of the historical societies work with individual community members or groups in some capacity. Many of the local historical societies described their work with civic organizations. Partnership with these types of institutions allows an historical society to recognize and advocate for community issues, in particular from a perspective of the neighborhood's history. While most historical societies work with individual volunteers, the relationships relate to archival work and assistance with staffing rather than in development of programs, besides providing anecdotal feedback on quality or proposing ideas. A reliance on partnership and volunteer help indicates the lack of dedicated staffing and resources, which they have attempted to ameliorate through collaboration and assistance from community partners.

¹⁵⁹ Farrell and Medvedeva, "Demographic Transformation and the Future of Museums."

Examples described in the case study narratives show that local historical societies recognize the benefits of collaborating, as suggested in studies such as *Excellence and Equity*.¹⁶⁰ Historic Germantown remains a strong example of the power of partnership, in their creation of a consortium of 16 historic sites in the Germantown neighborhood through which member sites can plan programs and events together to better utilize their strengths for serving the community. The History Affiliates program and the Hidden Collections Initiative through the Historical Society of Pennsylvania also function as helpful models on creating partnership and consortiums for sharing resources based on the needs of these smaller historical societies. These references, models, and the interest of local historical societies in collaborating indicate the potential for future partnership in programs and administration of local historical societies.

Public Programs and Community History Initiatives as Tools for Engagement

Contents of the collection and communities served can influence the types of public programs a local historical society host. The data show that programs remain a common tool used by historical societies to engage their community audiences. A majority of the programs offered by these historical societies include history-based lectures or talks, which often characterize these institutions. Evidence of several of these institutions addressing social issues important or directly related to the community indicates an effort to create relevant and engaging programs. Examples include the work of Historic Germantown's grant-funded programming, which allow attendees to interact with community artists, as well as Chestnut Hill Historical Society's focus on environmental preservation. A low distribution of historical societies offered

¹⁶⁰ Hirzy, *Excellence and Equity*.

walking tours, workshops, community-wide events, or hosted community meetings at their location, while only one offers programs for the K-12 and college students.

Analysis of the data revealed that the public programs described by the local historical societies studied can be distinguished between more traditional types of public programs and *community history initiatives*, which vary depending on the focus and history of each neighborhood. The researcher defines the term *community history initiatives* as projects, programs, and events that focus on the unique needs, interests, and issues most valuable to the community served. The data show that while historical societies primarily utilize traditional lecture-type and history-based public programs, several of those interviewed pursue new types of programs and topics with the assistance of grant funding and collaborative partnerships. New programs developed through collaboration and partnership with similar cultural institutions and community groups or individuals would fall under the category of *community history initiatives*. Examples from the data collected of non-traditional programs include The Historical Society of Frankford's work with an artist installation in their building through Hidden City Philadelphia and the concerts by singer Harry Prime held by the East Falls Historical Society. Models for creating programs through partnership and collaboration include the work of Hidden City Philadelphia's festival, grant opportunities from the Preservation Alliance, and Historic Germantown's work to create programs on social issues relevant to the community.

Defining the Value of Local Historical Societies

When asked about the value generated through serving their communities, respondents offered both specific examples and more broad answers. Most respondents identified their value in bringing awareness and understanding of history, as well as advocating for the community.

These responses correlate most often to the HRC's value statement on "Vital Places to Live and Work," which states,

History lays the groundwork for strong, resilient communities. No place really becomes a community until it is wrapped in human memory: family stories, tribal traditions, and civic commemorations. No place is a community until it has awareness of its history. Our connections and commitment to one another are strengthened when we share stories and experiences.¹⁶¹

Using history to strengthen communities through engagement in experiences that foster better understanding of the past remains a highly valuable product of local historical societies. Other common responses included the more traditional care and preservation of a collection and its historical narratives as a "repository," remaining accessible to the public, as well as civic engagement of community audiences. These responses on preserving a collection or narrative, remaining accessible, and fostering civil and civic engagement of community audiences relate directly to the writings of Arthur Dunn and Graham Black on the value of local history.¹⁶² No historical societies describe "Learning Experiences/ Education" as valuable, despite at least one institution currently facilitating programs for K-12 and college student audiences. Due to the common interest expressed by study participants in better engaging these audiences, the research strongly recommends that local historical societies pursue opportunities to collaborate and partner with area schools, colleges, and universities, to create dedicated programs and opportunities for engaging these audiences.

¹⁶¹ History Relevance Campaign. "The Value of History," 2014.

¹⁶² Dunn, "The Civic Value of Local History," 176; Black, "Embedding Civil Engagement in Museums," 269.

Final Conclusions

The researcher originally hypothesized that public programs function as the main tool that local historical societies use to engage their audiences and provide value to their communities. Data collected from this research study indicate that public programs remain only one tool that enhances the value of local history by creating opportunities for the community to engage with local history. These engaging programs extend the benefits of studying local history by making the value of these historical narratives more relevant to the community served.

However, public programs remain only one tool used by local historical societies to create relevant experiences with history for community audiences. Analysis of data from responses collected through the research study reveals that local historical societies recognize other aspects of their identity as valuable. These can include project, programs, and events distinguished from public programs and defined by the researcher as *community history initiatives*. It follows that recognizing the resources available to these smaller institutions, including public programs, *community history* initiatives, and collaboration and partnership, allows local historical societies to effectively plan to bring value through community engagement. Valuable interactions between the audience and the local historical society encourage dedication and concern among community members for the preservation of the collection and institution as a repository, ensuring its care for the future neighborhood.

Applicability to the Museum Field

The literature review presents pertinent writings and research on topics such as the initiatives of community engagement in museums, public programming as a tool for history institutions, the benefits of active visitor participation, and the value historical societies and local history provide for communities. This research study determined that local historical societies use public programs as one tool to engage communities and thereby generate value for these populations through expanding the reach and relevance of the collection and narratives on local history they possess. The *community history initiatives* and other aspects of the identity of these institutions also provide value to the communities served by each local historical society. The conclusions from this study can help museums and historical societies better understand the role of public programming in their own institutions, as well as aid planning and development of community engagement efforts that strive to produce specific types of value. Connections to the HRC's Value Statements are applied as reference tools to this research, producing information applicable to these standards for history museums and similar institutions.

Information collected and analyzed from this research study provides helpful perspectives and considerations for Philadelphia historical societies and museums. The qualitative data provide specific examples of the issues investigated, capturing the current efforts of local historical societies to better engage the communities. Chapter III describes recent examples of projects and programs that address local history in Philadelphia, including the Historical Society of Pennsylvania's History Affiliates program, Hidden Collections Initiative, and PhilaPlace website, the Philadelphia History Museum's collection and *Community History Gallery*, the Preservation Alliance's publications on historic structures, Hidden City Philadelphia's bridging of art, architecture, and history, and the Philadelphia Public History Truck's oral history project.

These examples provide helpful models for local historical societies to consider in the development of their own public programs and community engagement. Several of these programs at one time worked with the some of the local historical societies studied, developing specific programs or leading a larger effort to assist the administrative activities of smaller historical societies.

The consortium nature of the Historical Society of Pennsylvania's History Affiliates program facilitated collaboration between these smaller history based institutions around the city. While History Affiliates concentrated on providing funding and administrative resources, similar types of programs that foster collaboration and partnership could be developed that concentrate on issues relevant to but lacking for local historical societies or similar institutions. The Germantown Historical Society's relationship within the Historic Germantown consortium presents a similar example of a successful partnership with the community, in their more recent programs and projects focused on issues that impact this group. Conclusions from this research study help to identify areas of need that could be addressed through these initiatives, such as using museum collections to engage community audiences, identifying and defining communities served, developing and securing funding for public programs, or strategically planning at an institutional level for the types of value produced by these activities.

During the interviews conducted through this research study, the staff participants revealed that these local historical societies face obstacles in engaging audiences through public programs. This occurs in part due to a general lack of resources, preventing these institutions from leading public programs and *community history initiatives* outside of the regular care and preservation of the collection. Partnerships and collaboration with the local community fosters strong relationships between these local audiences and their historical society or museum,

allowing for greater awareness, understanding and dialogue about needs or issues important to this group. Collaboration and partnership between local historical societies and museums or larger historical societies can help these groups to produce engaging and meaningful experiences for the communities they serve. Such relationships remain a strong way to share ideas and resources with similarly focused institutions.

A common piece of feedback received from staff interviewed in this research study involved a desire to follow up with the conclusions from the study. Several interviewees asked to read the final conclusions in order to learn more about what other local historical societies currently do to engage their communities. This indicates that these smaller institutions do not have the opportunity to communicate and share ideas with similarly focused institutions. While each neighborhood holds a unique history related to the development of their community, a shared city history exists through which these historical societies could develop partnerships for creating common initiatives or new programs. The data presented in this thesis also acts as a reference for participating historical societies, as well as potential partners, such as museums, cultural institutions, or community groups.

Chapter VII- Implications for Further Research

While this research provides important conclusions and considerations for the local historical societies studied, much more can be done to tell the story of local history and its value to local communities. As value varies for each institution and community, research studies conducted on individual historical societies can best depict the variety of ways to engage audiences. The data not only provide details on the programs and efforts currently undertaken, but also describe the value generated from the perspective of the local historical societies.

Further research that explores the value and impact of public programs and efforts toward community engagement as described by the community members themselves could significantly enhance the results of this research study. The sample for such a study could include all program participants or a census style study of all residents of a neighborhood. Data collected from this study on intended or planned value generated by local historical societies can be compared with future research on these communities in order to enhance the understanding of similarities or differences detected between value or impact on community members from the perspective of these individuals versus that of the local historical society. Recent studies led by the Philadelphia Research Initiative reveal an increase in immigration by minority populations and their migration within the city over the past 20 years.¹⁶³ Additionally, a study conducted by *Center for the Future of Museums* maintains that minority populations make up only 9% of the “core museum visitors.”¹⁶⁴ These research findings indicate the importance of further study of the local community’s perspective on the value of local historical societies, as audiences of shifting ethnic and racial demographics.

¹⁶³ Philadelphia Research Initiative, *A City Transformed: The Racial and Ethnic Changes in Philadelphia Over the Last 20 Years*.

¹⁶⁴ Farrell and Medvedeva, “Demographic Transformation and the Future of Museums.”

Additional exploration of specific topics addressed in this research study, such as audiences, programs, or partnerships with the community could further refine the research. Follow-up studies conducted on specific programs framed around value and impact could also provide helpful conclusions on effectively engaging all or part of a community. This evaluation of specific programs would aid in the development of future programs and community engagement, providing an evaluation of previous efforts. Since community engagement has become a universally sought-after initiative for most museums, this research can also provide helpful considerations for other museums developing their own engagement efforts.

The History Relevance Campaign currently conducts study on the impact of history-focused cultural institutions. *The Impact Project* collects information on current programs led by history organizations that have made an impact on the community and have evaluated this project in the last ten years. The purpose of the study hopes history organizations can “learn from each other about best practices in making an impact in their community.”¹⁶⁵ Professionals in the field are encouraged to recommend potential interviewees for the study, as well as to conduct the interview themselves with a questionnaire available for download on their website.¹⁶⁶ This is a more comprehensive study than the research for this thesis, asking for information on annual budget, total staffing, and details on planning or development of the project. However, collecting information from the last ten years could provide helpful perspectives on the most recent changes in this field. Local historical societies participating in this thesis research study could not participate in *The Impact Project*, but the results of the project could provide a helpful example and reference to these smaller institutions, as well as a comparison for future studies.

¹⁶⁵ "The Impact Project," HRC: History Relevance Campaign, last modified 2014, accessed September 27, 2015, <<http://www.historyrelevance.com/#!projects/c1gfn>>.

¹⁶⁶ "Questionnaire for Interview," HRC: History Relevance Campaign, last modified 2014, accessed September 27, 2015, <<http://www.historyrelevance.com/#!projects/c1gfn>>.

Finally, further research should pursue comparisons between this research study and studies conducted on local historical societies located in other metropolitan areas similar to Philadelphia, such as New York City, New York or Boston, Massachusetts. As an out-of-state example, the Ohio History Connection involves a state-level collaboration of more than 50 historic sites and museums.¹⁶⁷ Research and evaluation of this organization, as well as their member sites, could provide helpful information on the formation and organization of a larger collaboration of local historical societies. Similar to the History Affiliates program in its breadth, led by the Historical Society of Pennsylvania, the results of such a study could provide helpful information for the creation of a similar initiative, at a city-wide level in Philadelphia, or with a smaller network of these local historical societies.

¹⁶⁷ "About Us," Ohio History Connection, last modified 2015, accessed September 27, 2015, <<https://www.ohiohistory.org/about-us>>.

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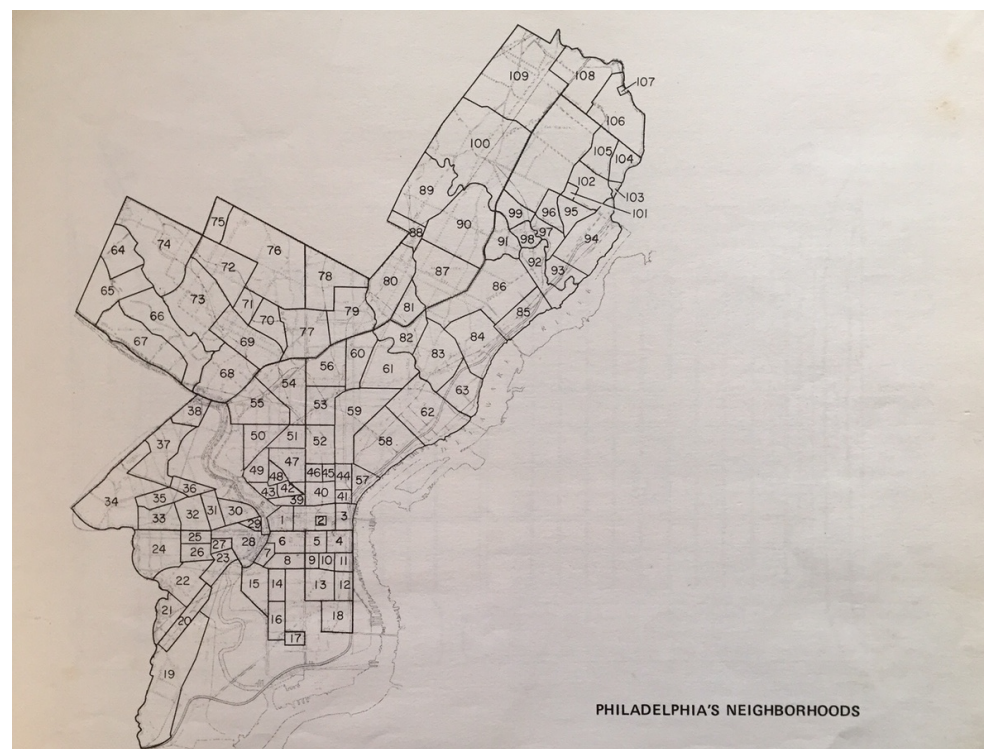
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Appendix I- List of Neighborhood Names and Corresponding Map

Philadelphia City Planning Commission. *Philadelphia: A City of Neighborhoods*. Philadelphia, PA: Philadelphia City Planning Commission, 1976. Pp. 6-7

PHILADELPHIA'S NEIGHBORHOODS		
1. Logan Circle	37. Wynnefield	73. West Mt. Airy
2. Chinatown	38. Wynnefield Heights	74. Chestnut Hill
3. Old City	39. Spring Garden	75. Cedarbrook
4. Society Hill	40. Poplar	76. West Oak Lane
5. Washington Square	41. Northern Liberties	77. Logan
6. Rittenhouse	42. Francisville	78. East Oak Lane
7. Schuylkill	43. Fairmount	79. Olney
8. Southwest Center City	44. Olde Kensington	80. Lawncrest
9. Hawthorne	45. Ludlow	81. Summerdale
10. Bell Vista	46. Yorktown	82. Northwood
11. Queen Village	47. North Central	83. Frankford
12. Pennsport	48. Sharswood	84. Wissinoming
13. Wharton	49. Brewerytown	85. Tacony
14. Point Breeze	50. Strawberry Mansion	86. Mayfair
15. Grays Ferry	51. Stanton	87. Oxford Circle
16. Girard Estate	52. Hartranft	88. Burholme
17. Packer Park	53. Franklinville	89. Fox Chase
18. Whitman	54. Nicetown-Tioga	90. Rhawnhurst
19. Eastwick	55. Allegheny West	91. Lexington Park
20. Elmwood	56. Hunting Park	92. Holmesburg
21. Paschall	57. Fishtown	93. Upper Holmesburg
22. Kingessing	58. Kensington	94. Torresdale
23. Southwest Schuylkill	59. West Kensington	95. Academy Gardens
24. Cobbs Creek	60. Feltonville	96. Ashton-Woodenbridge
25. Garden Court	61. Juniata	97. Pennypack Woods
26. Cedar Park	62. Richmond	98. Winchester Park
27. Spruce Hill	63. Bridesburg	99. Pennypack
28. University City	64. Andorra	100. Bustleton
29. Powelton	65. Upper Roxborough	101. West Torresdale
30. Mantua	66. Roxborough	102. Morrell Park
31. Belmont	67. Manayunk	103. Crestmont Farms
32. Mill Creek	68. East Falls	104. Millbrook
33. Haddington	69. Germantown	105. Modena Park
34. Overbrook	70. Wister	106. Parkwood Manor
35. Carroll Park	71. Morton	107. Mechanicsville
36. Parkside	72. East Mt. Airy	108. Byberry
		109. Somerton



PHILADELPHIA'S NEIGHBORHOODS

Appendix II-Interview Script

My name is Beth Potens and I will be interviewing you today about your experience at a local historical society. This interview will take around 30 minutes and will be recorded. Do I have you permission to record and transcribe this interview for the purposes of this research project? Please state your name and response.

1. What is your role or title within this institution? _____

2. How long have you worked with this organization? _____

3. Is your cultural institution associated with a specific neighborhood or a community linked to a geographic locality? If yes, please describe:

4. Is the building or space that holds your collection historic to the neighborhood/ locality?

YES _____ NO _____

5. What does your local history collection include?

a. Archival material

e. Photographic collection

b. Private Collection

f. books/ library

c. Museum/ three-dimensional

g. Other: _____

d. Oral histories

6. Who are the primary audiences served by your institution?

a. Neighborhood/ Local residents

f. Researchers/ Genealogists

b. Residents from surrounding areas

g. Students (K-12, college)

c. Out of state

h. Specific interest in topic

d. International

i. Other: _____

e. Members

7. What typical public programming does your institution offer?

- | | |
|-------------------------------------|--------------------------------------|
| a. Lectures/ Talks | h. Topic on history |
| b. Workshops | i. Genealogy related |
| c. Walking Tours | j. Collection specific focus |
| d. Festivals/ Community wide events | k. Artists (art, photographs, other) |
| e. K-12 programming | l. Concerts/ musicians, theaters |
| f. Special events, fundraisers | m. Other: _____ |
| g. Hosting community events | _____ |

8. Is there a staff person dedicated to education, special events or public programming? Please briefly describe their duties.

9. How does your historical society work with any community partners (institutions, organizations, associations, businesses)?

- a. Civic associations (CDC, other)
 - b. Businesses
 - c. Museums, other historical societies, similar institutions
 - d. Involved in initial creation and development of program, as a partner.
 - e. Provided resources for execution of program (location or supplies).
 - f. Contribute ideas or feedback in development and/or execution of program.
 - g. Other: _____
-

10. How are individual community members involved in the planning, development, and facilitation of any of these programs?

- a. Individual volunteers
 - b. Board members
 - c. Involved in initial creation and development of program, as a partner.
 - d. Provided resources for execution of program (location or supplies).
 - e. Contribute ideas or feedback in development and/or execution of program
 - f. Other: _____
-

11. Does your cultural institution collect information on the impact of programs on participants?

YES _____

NO _____

If yes, please explain:

12. What value does your institution and its programming bring to the communities they serve?

a. Fosters interest in history, research, topics

b. Generates active citizenship/ pride

c. Provides community space, resources

d. Economic asset

e. Preserves history/ narrative/ collection

f. Learning experience/ education

g. Encourages self-discovery

h. Achieves relevance

i. Brings awareness/ understanding of history/ advocacy

j. Other: _____

13. May I publish your name and title in my thesis? YES _____ NO _____

14. May I use quotes from your interview today, with reference to your name and title?

YES, with name _____ YES, anonymously _____ NO _____

Thank you for your time in participating in this interview. Your answers will help inform this study on local history collections and the impact of their public programs.

NOTES

Appendix III- Select Interview Questions for the University City Historical Society

My name is Beth Potens and I will be asking you some question today about your experience with this local historical society.

1. Is there a collection associated with this historical society?

YES _____ NO _____

If YES, what does your local history collection include?

2. Who are the primary audiences served by your institution?

3. What typical public programming does your institution offer?

4. How does your historical society work with any community partners (institutions, organizations, associations, businesses)?

5. What value does your institution and its programming bring to the communities they serve?