



The two people were soon in conflict again. In 1754, they would be killed by soldiers who attacked at night and saw the Native people struggle to in some local place names still reflect the Algonquian. In Hampshire became a mix of English, Scots-Irish, & traditions, forming the place we know as New Ham

Students visit the *Discovering New Hampshire* exhibition, where objects help illustrate the history of the colonial fur trade. The Society's education program serves more than 10,000 New Hampshire students annually, including 70 percent of the state's fourth graders.

## CLOSING THE HISTORY DEFICIT FOR NEW HAMPSHIRE STUDENTS

On both the national and state levels, there is alarming and widespread evidence of what is being dubbed a "history deficit," caused, at least in part, by a decrease in instructional time spent on social studies in American schools. Such a deficit, with a corresponding drop in civics awareness, threatens dire consequences for American ideals and democratic self-government. To paraphrase Thomas Jefferson, ignorance and democracy cannot long coexist.

Museum teachers in the New Hampshire Historical Society's education program, which provides instruction to 70 percent of the state's fourth graders, have seen evidence of this history deficit among visiting students, more than 10,000 of whom participate in the Society's programs annually. In response, the Society has simplified programs and even suspended one outreach program because students no longer have the requisite basic knowledge of American or state history to benefit from the lesson in a meaningful way. The Society's experience mirrors statewide and national trends.

The Society aims to address this decline in civics, social studies, and history literacy among the state's students by creating innovative opportunities for children to more actively engage with state history, both in school and outside of school. Increased engagement comes in many forms, from updated curricula for New Hampshire educators to activities and programs that keep history interesting for young visitors to the Society's historic building and exhibitions. These efforts don't just educate children—they also instill pride in the Granite State and inspire students through the many people and events that have shaped not only state history but also national history. Because New Hampshire history relates so closely to national developments, the Society's offerings also serve as a foundation for subsequent instruction in American history, introducing students to important concepts that continue to define American society today.

No other institution, public or private, has demonstrated a greater commitment to and investment in history education in the Granite State than the New

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NEW HAMPSHIRE  
**HISTORICAL**  
 SOCIETY FOUNDED 1823

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**Newsletter**

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## PAPERS PROVIDE INSIGHT INTO LEGAL MIND

A donation from the family of New Hampshire Supreme Court Chief Justice Frank R. Kenison has enabled the Society to accelerate the work of digitizing his papers. Born in North Conway, Kenison served his county and state in the following positions during his legal career: county solicitor for Carroll County, New Hampshire assistant attorney general, New Hampshire attorney general, and associate justice and chief justice of the New Hampshire Supreme Court.

Kenison's papers, which were donated to the Society in two parts in 1981 and 1987, include documents related to the thousands of Supreme Court cases argued before him. The papers include briefs, memos, and correspondence, many of which Kenison personally annotated. To make decisions about how to prioritize digitization for the large number of case files in the collection, the Society consulted New Hampshire attorney Jack B. Middleton, who identified 23 key cases on which to focus the Society's efforts. This is not the first time that the Society has collaborated with the legal community in processing the Kenison papers, as members of the New Hampshire legal community, together with the Oleonda Jameson Trust, helped fund the initial processing of the collection.

All of the Supreme Court case files selected by Middleton have been digitized, and these key legal documents are now available for viewing on the Society's website. With this work complete, the Society has commenced digitization of correspondence and other papers related to Kenison's professional activities from 1941 to 1978. The documents include recommendations to the U.S. Supreme Court, invitations to events, book recommendations, clarification of court procedures, appointments, and court cases. Together, Kenison's professional correspondence and case files provide researchers with an insider's view of the New Hampshire Supreme Court and the judicial decision-making process. The Society is pleased to be able to give broader access to the papers of the longest-serving New Hampshire Supreme Court justice.

Dear Judge:

Now that I have discovered you are a trout fisherman, I think it is high time you were overtaken by the Atlantic salmon-fishing bug. Therefore, in order to hasten the progress of this ailment I have taken out a membership in your name in The Atlantic Salmon Association and you will be receiving their ATLANTIC SALMON JOURNAL shortly. After you have read a few of those I will be able to explain that far-away look in your eyes as you sit on the bench, even if counsel for opposing sides do not understand it!

An excerpt from a 1971 note to New Hampshire Supreme Court Chief Justice Frank R. Kenison (1907–80) from William Loeb (1905–81), president and publisher of the *Union Leader*, illustrates how the Society's newly digitized collection items can shed light on the justice's personal and professional relationships. Frank R. Kenison Papers, 1941–78, New Hampshire Historical Society, gift of Mrs. Frank R. Kenison.

## VOLUNTEER OF THE YEAR

Alice J. Noyes of Epsom began her volunteer career at the Society in 1995 as a member of the first group of museum docents. A former high school and college math teacher, Alice then joined the staff as a member of the finance department, crunching numbers for the Society until 2003. She returned to the Society as a museum receptionist in December 2005 and advanced to the position of museum store manager, remaining in that role until her retirement in October 2014.

Since retiring, Alice has pursued her interests in sewing, reading, and traveling to local museums and galleries, while managing a busy home life. We are grateful that she also has continued to volunteer in the library as the final reviewer in the process of transcribing manuscripts in connection with the Society's digitization efforts. Alice diligently spends her Fridays sitting at a computer in the reading room ensuring that all transcriptions follow the Society's guidelines. She has created a custom checklist to standardize the process—just one example of her thoroughness and dedication.

Alice's attention to detail, along with her ability to decipher the mysteries of the past, make her an



At the annual meeting on May 6, Alice J. Noyes of Epsom was named the Society's 2017 Volunteer of the Year.

invaluable member of the volunteer staff. In addition to her volunteer support, Alice has been a member of the Society for 22 years and became a life member in 2016.

In recognition of Alice's long commitment to the Society, it is with great appreciation that we honor her as the 2017 Volunteer of the Year. Please join us in thanking Alice for her dedication and fine work.

## HISTORY DEFICIT continued from page 1

Hampshire Historical Society. In 1989 the Society made its commitment to history education in New Hampshire schools the keystone of its strategic plan, designed to ensure that teachers would have the resources and training to effectively teach state history. In response to a series of forums held with state educators, the Society undertook a ten-year, multifaceted effort to address teachers' needs, including the publication of the first-ever *New Hampshire History Curriculum* for grades K through 12. Throughout these endeavors, the Society has worked closely with public agencies and private organizations, as well as with teachers throughout the state, in a demonstration of the kind of public-private partnership that is essential to enacting real and meaningful progress.

Starting with the passage of "No Child Left Behind" in 2003, however, profound changes in the educational landscape have had a devastating impact on social studies education. A heightened emphasis on

standardized tests (which do not incorporate social studies) has diminished the role of social studies instruction throughout both the state and the nation. Many schools have curtailed or even eliminated social studies instruction, and without this foundation in the formative years of childhood, Americans seem less cognizant of their history and less knowledgeable about American democracy than ever before.

The consequences of this trend over the last ten years have become apparent in the quality of education our students receive and the knowledge and skills they have at graduation, which at this point include very little understanding of our state and national history or the development of representative self-government. It is this imbalance—this history deficit—that the New Hampshire Historical Society seeks to redress by strengthening its slate of resources, activities, and programs affirming the fundamental importance of state and local history in preserving American values.

The independent nonprofit that saves, preserves, and shares New Hampshire history.



The Society recently purchased this hand-drawn, colored map, now one of the finest examples of schoolgirl art in the collection. Sally Orono Robbins (1809–76) of Dunstable (now Nashua) created the map in 1823 when she was 14 years old and was likely attending a local private academy that instructed young women in painting, needlework, and the projection of maps. The map has been digitized and is one of thousands of images that can be viewed via the Society’s online collections catalog at [nhhistory.org](http://nhhistory.org).