

Interviews at NMAH, Day 1, 31 May 2006:

1. Larry Bird, Jefferson Desk:

- a. Description of desk – 1:00:00-4:35
- b. Uses—social, functional, traveling companion, insight into Jefferson's traveling methods, etc—5:00-5:40
- c. Jefferson as designer (chair, "penagraph"): 6:00-6:57
- d. What should visitors learn? (How people saved things, imaginary value of superstitious images, first national object, primary artifact in national museum) 7:10-8:35
- e. How did the Smithsonian gain possession? 8:45, 9:07-11:24
- f. What things would you like to display with this desk? 11:45-12:40 (Displayed with presidents, copy of declaration, manuscript fragment, relic of revolution)
- g. Misconceptions of desk? Declaration? 12:59-13:57, (Newsprint copies of declaration)
- h. Scholarship on drafting of declaration, thoughts on Jefferson's role in forming declaration? Thoughts on notes affixed to desk? 15:00-16:44, 16:48- (William Penn, 1820s, interest in declaration as people desire to celebrate, chair that belonged to Penn, Elm Tree, desk becomes revolutionary relic)
- i. Other famous docs, penned on desk? 18:10-19:01 (took this with him his entire life as diplomat, etc. Declaration among first docs on desk and affidavit at the end)
- j. Had it made for travel? 19:02-52 (Used as book rest in travels, hard to imagine writing when traveling, multi-purpose box, referred to as "the desk.")
- k. Other things about the desk? 20:00-52 (wish could display publicly open as people would have used it, display problems, can show with drawer open,)
- l. What should we take away, Jefferson as a person? 21:00-21:49 (Jefferson inventive mind)
- m. What would stand out to a 17 year old about this desk? 22:12-23:29 (Human presence by displaying it open, with manuscript, quill and ink well, this makes it lively, illustrated, nothing is like seeing, operating features, pretty interesting and smart guys)
- n. Size and weight? 23:40-25:11 (Size of thick laptop)
- o. Made in Philadelphia, 25:25-47
- p. Details they can see? 26:55-
- q. Did he use it? 28-30-29:41 (No, in great condition, Randolph understood as relic, rarely left museum, at various state occasions in DC)
- r. Grandson, Writing back to Jefferson: 30:03- 30:46
- s. Human object: 31:30
- t. Many copies made: 31:40-33:07, 33:10-34:14

2. Barbara Clark Smith, MTL Dress:

- a. Slowly describe the dress, 2:01:18-4:03 (Skirt made of different panels, two different bodices, $\frac{3}{4}$ sleeves and no-sleeves, a dress made to wear more than

once, “riot of ornament,” evening bodice—lace, channel hanging caterpillars—lace collar w/shawl, fan accompany and hat with plume, person upholstered; many layers of different laces, all noted by the press of the time (Harpers Weekly)

- b. When did she have it made? 2:04:10, 4:22-27 (61-64, reception at White House)
- c. Making of the dress, 4:48-8:24-9:37 (Elizabeth Keckly or not? Smithsonian got dress in teens from son of MTL’s cousin, they said it was made by MTL favorite dress maker, named “Ann”)
- d. What is the most interesting thing about this dress? 9:40-16:53 (Represents a relationship, raises a whole host of questions about the 19th and 20th century, who we see, what we see, what we don’t see, most valuable to learn interesting things about the past, think about what we see and what we don’t see, the most interesting thing about the 19th c, is relationship between 1st lady who has to keep up appearances and working woman behind the scenes who helps her do that, represents MTL—very fixated on her appearance, great deal of time and money on herself—fashionable ornaments and fabrics, this is partly her personality and partly from tragedy in her first life, Todd’s take confederate side, tries to represent the nation (the Queen of the US—writers of the press), represents not just her vulnerability but also anxieties of the moment, elite Americans regret for having lost royalty, even today people are obsessed with royalty, 13:49- represents her anxiety about her role, regional tension (also east/west divide), concern about her looks drives her into debt, partly b/c she feels she needs to dress to the role, she starts accepting credit (gets in over her head), accepts gifts and credit from various stores \$27K 1864!, women working at treasury dept would make \$50/wk, interesting artifact in representing something of tremendous importance to her and something she is trying to attain, also a scandal to her, very much in debt, 15:55 other angle—Elizabeth Keckly her way as A-A her way out of slavery, development of skills as dress maker, let her purchase her own freedom and reach pinnacle of success in sowing for the first lady, prop to social/public life, representation of another woman’s skill and entrée into public life and freedom)
- e. Relationship between MTL and Elizabeth Keckly (EK)? 17:00-23:51 (“Behind the Scenes” written by EK, additional letters, tracking down birth records, freedom records of EK, combining two, tricky relationship, MTL describes EK as her “best friend,” not sure it is mutual, impression EK over at White House fitting MTL, chatting, clearly become close in important ways, when AL dies EK nurses MTL for next 6 weeks, reasons for closeness, both born in 1818, 18:51—(starts again), complicated, EK confident of MTL, while fittings were going on MTL poured out her troubles to EK, not other way around, complicated unequal relationships, go across but stay within the bounds of class and race, many American woman have been on one or the other side of this relationship, had a lot in common, both in south, both grow up in slavery, both lose a child, interesting relationship in way it worked for both of them, MTL got sympathetic listener and skilled dressmaker, EK got good customers and hottest dress maker in town, could also use contacts with well-to-do Republicans as a result of MTL association, A-A’s in EK’s church in DC organized early in the war to gather

money for relief money for refugees (slaves) in DC from South, EK got MTL to donate money to this, hard to get at emotional tenure, reliance of MTL on EK.

- f. Something in particular that the dress reveals about slavery and free communities? 24:58-30:50 (EK story amazing, VA 1818 born into slavery, Armistead Burl, land holder, 70 slaves, he's her biological father, house slave, learns to sow and to read and write in 1820s, has incredibly complicated and difficult experiences, abused, moves to St. Louis, EK did well there, connected to free black community and elite ladies community, made much of the money that supported the white family, gained her freedom as a result of that, purchased her freedom b/c white ladies lent her the money, pays off these ladies and then travels to Baltimore and then DC, she chooses cities that have large free A-As, wants to sow for the ladies of DC and for the first lady, has a little trouble getting started, sows a dress for Mrs. Robert E. Lee also for Mrs. Jefferson Davis, this makes her popular, later she says Mrs. Jefferson Davis asks her to go South when they succeeded, reminds us how much for granted people took slavery for granted, eventually sows for first lady, worked like crazy and accommodated every whim of MTL)
- g. As a curator in the 21st c, what would you display this with? 31:10-34:05 (Dress originally displayed with ornaments, purpose was to show MTL taste, not the interesting thing, I want artifacts that capture EK life and A-A lives in DC, start with dress, realize it exists between two women's, other artifacts representing MTL, very little we have of EK, many images of DC at that time, exhibit move out from each women's bio to world they operated in, elite DC and working A-A area of overlap, image of celebration of emancipation, go back and look at that event, and Lincolns inauguration and realize many different eyes looking at this, this event is meaningful in different ways for whites and A-A, that duality, presence of different perspectives is key insight should be available to people)
- h. Connected to dress? 34:17-38:40 (working on exhibit with group of people looking for artifacts that told different stories, different ways to look at the same artifact, this artifact struck as interesting for that reason, makes us aware of what we normally see when we see these first ladies gowns, how they were collected, what was seen, can read in Smithsonian record, ideas about American women's style very important in 1920s, teach people fine American taste, lesson in 20s for immigrants, American ideal, represented an emphasis on famous women who were famous b/c of who they married, not the most exciting women, display was about public persona, focus on bodies, etc. redone exhibit to focus on what these women have done, what their roles were, etc. more broadly about women's history, shift in 1970s and 80s, kept distance, 38:00—looking at dress again, finding more, why don't we see all the people who made these dresses, generalized that, when we look at certain artifacts why do we see the people who used them and not who made them)
- i. Juxtapose the dress with something else; what would you put it with? 39:00-40:38 (interested in juxtapose it with ordinary artifact, compare with costume or clothing worn by others of the time, fashion for middling women, contextualize it with other people's things? No, gets at our desire to see this as a relic, when see

AL's hat a little awestruck, great to learn he was a normal person who wore a hat, contextualize with ordinary things to shift the way we think)

- j. Historic Themes you associate with dress? 41:00–42:43 (Consumption growth during this time and women's roles in it in the 19th c, connects with business history and grand emporiums growing up at this time, history of credit, debt due to credit, connected with history of consumption with way it is described in press (Harpers Weekly), frequently precise details published, public interest in what women were wearing, everyone should know what the style is, notion that everyone should always be in style is new)
- k. Keeping up with European style? 43:00–44:00 (wanted to be like other royalty, MTL thought of her role as helping to make a political statement in order to garner European support)

3. Larry Bird, Voting Machine:

- a. Description—move from general to specific—3:01:08–6:58 (Larger machine has range of patents from 1820s, last is 1890s, continuously in development, developed by lock smith, dominant metaphor—political machine, Tammany Machine—how do you fight political corruption? Developed voting machines, remarkable features, very heavy, complexity of mechanism, couldn't be stolen, also disadvantage, hard to service and maintain, machine in collection, takes form of Australian blanket ballet renders in steel, electors organized in rows by party, also slide in write in slots, close machine, while curtain is closed you may move the levers when open they are locked and the counters are moved ahead one, combines features of closeted curtained voting booths and actual business of machine, this machine is first to combine all these elements, still familiar today, same three steps, close curtain, unlock levers, move levers, satisfied, open curtain, end of voting, the backs of the machines are opened and the counters are visible and physically counted up, then machines are sealed and not reset till next election, only flaw would have to check for 999—this meant the trip was not rolling over from 999 to 1000, other problem was large size of the machine, in its day, those machines were symbols of progressive reform, single machine could service an entire election precinct and more, advantages to these, this was the forward looking thinking, local govt., looked to machine as symbol)
- b. Who are constituents, involved people? 7:12–8:21 (Each state has official overseeing, each county has supervisor, roll out machines, etc., no federal laws mandating how to record votes, this is left up to the state, each state uses its own technology, any number of voting systems, thousands of districts can use different, local decision)
- c. Created in NY and response to? What were these discrepancies? 8:47–10:56 (What is replaced was a system of paper ballots, going back to mid-19c, would have been a slip of paper with candidate names printed on it (ticket) distributed by parties or candidates, so pick up ticket and put it in the ballot box, hand-counted physically at end of voting, there were possible potentials for fraud, instances in San Fran a ballot box was discovered with a false bottom with hidden ballots, all kinds of inventive ways to get around)

- d. Certain populations that were advantaged or disadvantaged as a result of this? 11:00-14:40 (Reform that replaced these slips, Australian or blanket ballot, removed distribution from parties to the local government, blanket ballot covered all of the candidates and offices, marked and left at polling place, typically rather large, sometimes as large as a full page newspaper sheet, they could be printed in English, German, etc., laid out in columns and rows, candidates listed under respective parties with offices top of party columns, often added symbols, democratic symbol (rooster), republican (hammer), another symbol an eagle, functional literate could therefore vote, some districts would print ballots w/o symbols, this was used as a discriminatory practice, b/c this ruled out people who could not read, another device used was that stray marks were used to disqualify a ballot, over-voting could also disqualify, advent of machines eliminated the possibility of over-voting,)
- e. Controversy? 14:45-15:42 (historically there have been, but self-serving controversies, manufactures would sue, etc., marketed and sold as machines for all times)
- f. Campaign against them? 15:45- (No)
- g. Look at this machine, particular themes you draw out of it? 16:10-17:35 (Generalization, people in our country speaks to a certain mindset can fix a political problem with a machine, there is a mechanical solution to problems, gets at principles of one man/woman one vote, you could make a case that these machines are aimed at producing and protecting this democratic principle)
- h. 1890s, who is voting population? 17:49-19:15 (Who's actually voting? Not women, until turn of century, the doubling of the electorate with 19th amendment, something that handled with machines, expensive of machine, never used in lightly populated areas, used in cities)
- i. What is the rural south using? 19:20-19:46
- j. Center an exhibit around a voting machine, what would you put with it? 19:50- (Different kinds of machines, punch card to optical scan, ballots, simple boxes, represent historically all the different ways you could vote in the United States and still being used today, country is still an exhibit itself, only thing we don't do is sit on the courthouse steps and don't vote in voice, 21:01—some places never did, but others did)
- k. Interpretation has changed? 21:19-23:57 (Didn't fully appreciate the way that the machines are developed and marketed, its not enough to come up with an idea or machine, there has to be a pressing need for it so that it can be sold, so that it can be adopted successfully, seems that each technology was built upon the thing that preceded it, for example, the paper ballot was replaced by blanket ballot, the gear lever machine took that arrangement and displaced that and in the 1960s displaced by punch cards, other types of objects used, all of those devices were based upon what was preceded by it, the real genius of it is that simple column ballot)
- l. How did the 1890s machine come into the collection? 24:43-24:26 (company records, still had collection, parted with 2 of them, gave them in early 1960s, Rochester)

- m. How did you come to be interested in it? 24:26-27:37 (Collect presidential campaigns with Harry Rubenstein, collect something from them and their collections, got specifically interested in 2000 election, went down to Florida and collected things people were making, were wearing, saw county and ways people were working, things invented on the spot, responding to a crisis, asked voter official for materials, a year later went back and collected a vote-a-matic from FL)
- n. Talk about voting machine and pin together. What would the two show you together? 28:00-29:21 (Interesting juxtaposition is important, pin is in a class by itself, personal expression, something that you wear, identity, going in a closing the curtain is also a way to identify yourself as what is important and what your responsibility is as a citizen, something you do and something that is recorded, accurately and fairly, aspirations, not perfect, but something we try to do right)
- o. If you went into an exhibit where this machine is, what would you point out to them? 30:00-34:37 (Close up on machines, facsimile machine used to acquaint voters with actual machine, 32:07—done voting, 32:33—salesmen sample from 1960s, 33:12 retake)
- p. Voting machines today/ discrimination tied to technology? 35:00
- q. Most interesting thing about this object? 37:08—37:40 (How deliberately it uses the previous method and just puts it in steel)
- r. What other objects would you put with display? 37:50-39:45 (Literature would often be sent previous to election to help voters u/s what they would be looking at in the voting machine, kinds of conditions you would find would come via candidate literature)
- s. Where did they make these? 40:30-42:18 (NY, Rochester, NY state has a populous that is ready to be counted in this way, Chicago another area where they found a ready electorate, 1960s first voting districts to go vote-a-matic, Los Angeles, Orange County and West Coast as well as Georgia, patchwork technology spread out)
- t. Floor map in the display? 42:25-43:40 (Reproduced as a floor graphic, a large map of the United States, every one of them drawn up to date and accurate color-coded to kind of voting technology used in that district, amazement to people who would come and realize what types of voting technology was used elsewhere)
- u. Did this technology win out over other technologies? 43:55-44:41 (when patents ran out, there were rival manufacturers, that were based on original patents two main that went head to head, until 1960s when vote-a-matic came into prominence)
- v. Election commissioners run for office? 45:00-45:45 (Typically chosen by elected officials, local decision, long term commitment, serious decision to commit to a particular technology)
- w. 45:55-47:00 (In treatise on patents running out on lever machine patents ran out of vote-a-matic, and rivals made knock-off vote-a-matics, not as well made, contributed to poor reputation of punch card machines and then Florida election sealed their fate)
- x. Evolutions of voting machines/ technology have something to say about changes in American democracy? 47:00-51:00 (Love/ hate relationships with machines,

ambivalence in American history towards technology, towards machines, people bring their attitudes about machines into voting places, certain chip on shoulder, when you are wondering did this really go anywhere, system of electronic voting, dirty little secret of American elections—don't like a lot of paper, paperless trail is where they all go, 49:00 portion of map for touch screen voting systems, ordered them w/o printers, except for the state of Nevada, ambivalence, love/ hate about machines that you bring with you to the poll place, latest experience with telephone or ATM or computer, you bring that with you to the polling place, most people trust credit cards, etc, so how does that translate into polling and voting? If you count on being billed you can count on having your vote counted, comes down to trust)

- y. 51:00- Retake of looking at voter machine and talking about what happens when someone votes.

4. David Shayt, Gold Nugget:

- a. Describe the Gold Nugget 4:00:46-1:40 (Description, might not even see it as gold, fleck o gold, whisper, symbol of California Gold Rush, reminder that museum artifacts come in many sizes)
- b. What do you want people to see? Has it been on display? 4:01-57, 2:14 (Been on display as aspect of Western history or CA history)
- c. How did it come? 2:30-3:05 (Been here for a long time, letter of transmittal)
- d. Found? 3:15-28 (Desc of where found)
- e. Discovery of gold? 3:30-6:24 (Simple, yet complex story, story of first mine, James Marshall, John Sutter employs Marshal to build on his land, cry kicks off gold rush)
- f. Who comes and participated in the Gold Rush? 6:30-8:15 (If there was, it was a man or woman who up and left for CA, to find gold, in belief that they could transform their lives, very personal journey, typical person could have been a banker, clerk, sailor, seamstress, etc., took off over land, by train, stage coast, by ship, traveled many weeks, they were lusting for personal transformation)
- g. Do they get what they want? 8:20-9:04 (Many people became rich, many failed, many never made it, Gold Rush was a real Gold Rush, many of late 19th c business came out of this)
- h. Industries that arise? 9:05-10:00 (Levi Jeans Levi Strauss comes out of this, he created tough pants for those coming, made jeans out of old abandoned sail cloth, immigrant Jew from Europe equipment makers from water wheels to small engines)
- i. Immigrants? 10:12-10:41 (Gold Rush international in every way, no group was exempted from the Gold fever, initially all welcomed into the field, CA become global place)
- j. Happening when we are having increasing sectional conflict? North/ South play into this? 11:00- (Played a central role in N/S divisions, CA statehood, slave state or free state, banned slavery, that question was crucial)

- k. Ambiguity of control over CA-Contributes to success of Gold Rush? 12:24-13:24 (CA/ West was unknown, good thing that it wasn't a full part of the states, contributed to wonder, exoticism, feeds into Manifest Destiny. Are Americans destined to head west and to rule from coast to coast? Fulfillment of some dream)
- l. How does news spread? Reaction in East? 13:38-15:00 (Communication is a big story in the Gold Rush, Gold appeared in January 1848, Rush of 49ers shows how long it took for news to spread, East coasters looked with chagrin, unsure of how true it was, 14:30, piece of gold was part of a shipment brought to East Coast, DC, as evidence of Gold found, President Polk was presented with this piece and verified to congress that there was Gold found)
- m. Impact of discovery, on land, on people? Before and after picture? 15:23-16:40 (Size pales in what happened. Transformed land environmentally. Difficult story to tell, only imagine through photos, gold was found in certain soils, created by rivers and creeks, Northern CA is filled with these, miners headed with stream beds, with hammers, picks, shovels, dynamite, thousands of people trashed the land, looking for gold, quite an impact)
- n. Create a display, what would you put with it? 16:55-18:00 (Hard hats, 17:12—been here since 1860s, best way would be in a dark case with gold all by itself, tendency here to tell stories, but here you need to abstract it in the moment, it easily can get overwhelmed by miners hat, pick, photographs, nugget deserves to sit by itself)
- o. Took back to CA? 18:24-19:31 (1998, 150th Anniversary of first find, they lent nugget to site of its discovery, kept in special case, then moved to huge display case at CA State Museum)
- p. Competing claims? 19:40-20:28 (Always a contender, immaculate paper record of nuggets history, however there are other nuggets, many pieces were found after Marshall found this)
- q. What would a high school student find interesting about this? 20:56-22:16 (Reminder that really big stories come in small packages, don't judge something by just looking at it, looking through the gold there is a whole world, the world of CA, Americans trying to surpass their meager lives, young men and young women were regarded as young adults, more than a few teenagers left as miners, transformation can occur at many levels, improve or destroy your life based on emotions, this story is a story of emotions)
- r. Mormon involvement? 22:39-23:53 (Mormons. CA became a United Nations in many ways, Mormon were recent arrivals, mid-19th c Brigham Young led his followers to Utah, some went further, many good craftsmen, found work with men like Sutter)
- s. Say something about how your process of research works? 24:08-25:41 (Driven by agendas, research of, 24:24—research topics, exhibit needs, etc, sustained research tucked in among other things, Gold Nugget story slow study, read enough books and followed enough letters to become knowledgeable, realized no one had really done this before, just had trusted the story, what more do you need, there is a lot more to learn, it takes action, commitment, to learn)

- t. If you were faced with a group of visitors, what are the historical themes that you would like them to focus on? 26:00-27:56 (Layers of meaning, typically 5 or 6 for hat or chair, earring, etc. Gold Nugget—stark themes, gold is a metal, why is it precious, what are its properties, what about antiquity, allows teenagers, people, to start thinking about why does Gold matter? Gold certainly is not the most useful—talk about gold, its distinction across time. Gold Rush—so many stories, CA, American, United States, success/ failure)
- u. Manifest Destiny? How pervasive was this theory among the common men/ women who were coming? 28:24-30:15 (Plenty of people who had good reasons to send people to CA, Manifest Destiny was a personal calling and a national creed, strong feeling that people should be out seeking their personal fortunes, from news accounts and advertising there was a national responsibility to civilize it, important time, 1845—Manifest Destiny emerges, but Gold Rush makes it more prominent, President Reagan kept it alive, somehow ordained to manage this land, is undying)
- v. Self-reflexive thoughts about Natives? 30:32-32:24 (Later years reflections about what the Gold Rush did, but they do not talk about Natives, subjected to various levels of cruelty and abuse, Missions helped before, but when they broke up caused more trauma, Natives—who could they believe in and trust? Could not understand the Gold Rush. Dislocation continued, sad consequences.)
- w. Mining town culture? 32:32-33:29 (Mining tents emerged as settlements where miners would get together share supplies, etc, emerged as small towns, unruly, unregulated, eventually merged as communities, little towns that hardly existed before gradually became centers for miners, makings of civilization)
- x. Interpretation changed over time? 34:06-35:00 (Gold Nugget hits people different ways, visitors average 2 seconds in front of objects, thought more about, over the years, see new things, bite marks in the side of it, something hit it, evidence of its testing by Marshal and Sutter, what we have is evidence of its malleability, best evidence you can find, with enough effort we could find James Marshal resting pace and match his teeth molds with the marks)
- y. 36:20—We don't assign value to this. This one. Priceless.
- z. Large display that you would put with this? 36:52-38:30 (Gold Mining apparatus would be natural instinct, I would want to find something that had to do with its antithesis, what would lack of Gold mean? Many went and found nothing, what would it be? Profit or ripped up steamer ticket, sense of loss. Gold nugget is powerful enough to stand on its own, what is the other thing that represents everything else. Debtors note, sorrowful letters sent back home.)

Interviews at NMAH, Day 2, 1 June 2006:

6. Magdalena Mieri, Chavez Jacket/ Short Handled Hoe:

- a. Can you tell us about the jacket, what is interesting about it? 6:00:00-1:43 (Black, symbol of united farm workers, eagle, other side embroidered name. Fact that he wore it, important. Looks like regular jacket. What gives it meaning, fact that he owned it.)
- b. Other family members wore it? 1:43-3:10 (Yes, others did wear it. Chose symbol of eagle. Cesar designed it. Made it easy to copy.)
- c. 3:10-4:47: Family after death.
- d. How Chavez got involved in labor? 5:23-8:28 (Father farm worker, saw injustices, going to school, 34 different schools, graduated from 8th grade, Navy for a few years, came back, admired Father MacDonald, got very involved in farm labor rights, organizing, founded org with another man, came together in 1962 United Farm Workers of America, running workers, farm workers had no rights, worked in slavery conditions, worked from dawn to sunset no bathrooms, work conditions miserable, for him to be a farm worker and witness conditions, advocated for rights, influenced by MLK and Kennedy, nonviolence, peaceful, 7:50-1965 managed to secure first contract with workers and continued to go and really forceful in negotiating, insurance retirement first credit union)
- e. Workers organizing? Migrant workers? Bracero program? 8:40-9:16 (Bracero ends in 55, workers came through Bracero and decided to stay on, combo of legal and non-legal, mostly for legal status)
- f. Father MacDowell, 9:25-9:36
- g. Tell us about the great boycott and the scope how communicated, his presence? 9:40-12:03 (Lasted 5 years, grapes and lettuce, organized, march is historic, hundreds of people, powerful experience, lasted a few days, led march, many creative people participated, another org created, founded, magazine produced, music group, promote work, after 1st year of boycott accomplished first agreement, similar contracts after that, last fast brought attention to farm workers, one lasted 36 days, 1988, protest against pesticides, last fast that he did)
- h. When you think about visitors encountering jacket, on display now? 12:20-13:54 (After he passed away, small, then big show, 15th anniversary of Smithsonian, traveling exhibition to California, family then donated hoe, recently on display with 13:00--Hispanic heritage foundation, small case commemorating the strike, flag there no jacket, when visitors come to the museum and see jacket on display, hope they will reflect on Chavez as hero, reflect on conditions of worker and what he fought for.)
- i. Hispanic heritage case? 14:00-44 (Designed by Dominican designer, 14:29-different combos from collection, some things from Bracero history)
- j. Spend a couple of minutes talking about what Chavez's life as a teenager looked like? 15:18-16:44 (Chavez lived in different places, Born in Uma, moved to where jobs were, after graduated when right into farm work, he and brothers started working farms to support family, met wife 20, moved to CA, teens trying to juggle school and work, suffer injustice in schools, not allowed to speak Spanish, saw injustices re: black and Hispanics, not allowed in certain places, very tough time for him, 17:07—very sad, no free time, kid

- working under hot sun, imagine it was all about working, didn't have a good time in school, later on strong advocate for teaching and education, taught farm workers how to read and write, saw what education could lead to, 18:02—repeat beginning, born, father, farm work, property lost, went to different schools, father passed away just graduated from 8th grade, went into farm work with brother to support mother, later moved to CA)
- k. Do you think, Jacket's been in collection since 1993, importance of jacket changed? 19:03-19:51 (Not sure it has changed, certainly as we know more about conditions of farm workers, a lot of progress has been accomplished by Cesar's work, when we know conditions are still bad, high percentage of injury and death, not everything is nice or pretty with pesticides, it really has strong meaning)
 - l. Jacket on display, do you find an increased interest in these issues over the last few years? 20:11-22—21:18 (Latino representation has improved a lot at Smithsonian, more funding available, more exhibitions, positive change, this program started last year at museum, interested in translating, language, big exhibitions translated into Spanish, work on focus groups, those who would like to know about American history)
 - m. How did jacket come? 21:20-22:47 (Rubenstein had conversations, museum interested in having something from Chavez, wife donated jacket, along with that sent others related to United Farm Workers, pins, bumper stickers, flags, round table conversation last year, all documented, created webpage where some objects are)
 - n. Statement about Chavez's relationship to non-violence? 23:0-24:14 (Father MacDonald influenced, Gandhi, MLK, saw their work, how nonviolence accomplishes so much more, he really advocated for that, part of the UFW's, related to strong spirituality and religion, Catholic church was very involved, he was very involved, values also promoted by the church, everyone followed)
 - o. How would Chavez organize? 24:30-25:19, 26:03 (Go onto the field, yelling, calling the workers, gathering them around, telling them of the work of UFW, unionize, go through rows, flyers, distribute materials, encourage tell others, one on one type work, 25:29—UFW important things he did was to start radio, wonderful way to get the word out)
 - p. Exhibiting, put jacket on display now, what other things would you put with it? 26:55-28:39 (It's important to have books, diversity of books, nonviolence, to have on display, awarded the medal of honor, presidential honor, 27:24—medal of freedom, awarded to him, pictures, art created around this time, UFW spearheading Chicano movement, visual artists creating artwork about, object related to what is going on with Civil Rights, MLK, personal objects, side by side speeches)
 - q. Folklore songs, 28:47- (Lyrics, specifics about lines)
 - r. As a curator you see things coming into the museum. Filled with expensive high-end objects, Chavez's jacket, what he did, not what he owned, can you speak to that? 30:20-39-31:44 (It's not the object itself it's what it means, 31:55—with black nylon object, many people have objects like that, he owned

- it, he put it on, he sweated it while marching, big persona, to know that this belonged to him, museum collects important things b/c of how they look, everyday people, this object speaks to commonality to human beings, purpose of it)
- s. How did he still work and organize? 33:21-34:34 (Chavez down to earth leader, he worked alongside many farm workers, while spreading the word of unionizing, endless worker, endless reader, wrote all his own speeches, whatever came to him he said, many of his papers in CA, quite interesting to go through those materials, way he could express himself, being a farm worker he knew how to communicate)
 - t. Does his family continue his work? 34:40-35:48 (Absolutely, worked with family, family affair, sons and daughters follow his work, active, even his grandchildren still involved)
 - u. Current events, encounter today, add special significance? 36:05-36:33, 50-37:38 (Hope they realize that came from migrant family, working for immigrants, how important it is to continue immigration, 36:40—came from a family that immigrated, still many farm workers families working in this country, bringing food to our tables, documented conditions of workers, still families doing this work)
 - v. 38:50-39:48 (Introducing herself and her work in Spanish)
 - w. 40:02-41:03 (Speaking in Spanish about the jacket and why its important)

7. Peter, Short Handled Hoe, Chavez Jacket:

- a. Tell us about the object, what is interesting about it? 7:00:1:21-2:20 (Short handled hoe, special b/c owned by Chavez's father and used by many different members of the family, short handled hoe is sad chapter in American history, piece of innocent technology that has a story about it and much broader story)
- b. Significance of short handle? 2:20-4:43 (Hoes used for cultivation, SHH is interesting story, usually handle has 4 or five feet long, 18 inch long handle, started to arrive in US around 1880 90, possibly coming into CA with Chinese agricultural workers, in terms of American history, importance as tool of oppression, row crops—would demand that their workers use this, stoop over work, bending back, closer to plants be more accurate, it pretty clearly was a means of exercising control, tradition, who has the power to break tradition, Not in use all across the country, not in East or South, or North, even for same crops elsewhere, only in CA)
- c. What do you want visitors to notice? 4:48-6:19 (See hoe and how it is used, want to connect a story of people, some objects are about function some are iconic, this is iconic, what it means to be an agricultural worker, to be on a migrant trail, connected to specific individuals, Spanish el cortito, not a term of endearment, people angry about it, Latino community, symbol around which UFW gathered, this was where they fought to control their own destiny, workers who used were debilitated by age 50, spine wounded)

- d. Bracero Program? 6:31-9:21 (Bracero workers are interesting group of people, short period of American history, Mexican Nationalists could come work in US on short term labor contracts, initiated during WWII as workers needed, program continued, attractive to growers to people in Mexico, over lifetime of Bracero Program its estimated 4.5 contracts were let, 2 million different people came to work in US as guest workers, many stayed, learned and had connections, others went back, represents a chapter in American history, bittersweet story, created opportunity for impoverished people, coming North they could make huge money and build houses, feed their families, buy agricultural equipment, radios, clothing, exploited, paid low wages, put in substandard housing, poor food, segregated, treated unfairly, difficult to understand, look at as important, not all bad, not all good, like all American history it becomes troubling)
- e. Who used? 9:38-10:56 (Used primarily by people in CA, AZ, used for crops where you need to do cultivation sugar beats, cotton doesn't need same degree of cultivation, fruit and citrus not needed, variety of different tools for different areas, machete used to bring in broccoli, knife for grapes, hundreds of thousands worked in row crops, SHH started to have iconic status that made it a symbol for their experience)
- f. How did museum get hoe? 11:00-12:38 (Museum acquires in different ways, sometimes attractive target, Museum needs to be public to let good things happen, Smithsonian sponsored big traveling exhibit, as exhibit traveled the country, traveled to CA, Chavez saw the exhibit and thought it was important that the family heirloom should be included with Jefferson's desk, SSB, important to have hoe, while Sec of Smithsonian was in CA they contacted and made presentation, collections became stronger, got honor they should receive)
- g. Does SHH mean different things to different people? 12:57-16:41 (Notion that artifacts are perceived differently is really a smart question, historians should ask that question, how do different people as about this, when we "know" we are usually wrong, history is about complexity, same thing is known to be true in different ways to different people at the same time, SHH good example, in Latino community seen as symbol of oppression, in terms of growers, the reaction would be very different, growers would see that they are just trying to do a great job, their understanding of growth required a certain type of cultivation, not trying to enslave, red-flag of unfair attack on them, haven't talked to any growers, would be an interesting point, in terms of political history, significance, became part of an important legal case, California Rural Legal Assistance led move to take hoe out of arsenal of tools used, had to use narrow interpretation of law, had to prove that this was an unsafe tool, required sophisticated campaign, group of poor people, poorly funded people against affluent lawyers, compiling statistics, led to suit, CA safety board initially turned down case, appealed to Supreme Court of CA, ruled to be unsafe and eventually forbidden from use, from industrial history different story)

- h. As a curator, how did you become interested in collecting this? 16:44-18:04 (As a history of technology, I am interested in how stuff of history interacts with people of history, need to understand how people use stuff. Look for objects and things like simple things like hoe that still have a context of use where we can understand folks that use them, hear about their life, about their relationship to their families, much more exciting interpretation)
- i. What would you put with this in exhibition? 18:04-19:20 (Good exercise, one could do bio of Chavez, interesting and dimensional personality, one could do agricultural traditions, one could do immigration and migration, Latino's in US, list of possible exhibitions and stories is great, curator wants to collect objects that can be used in many different ways)
- j. Other hoe has been in exhibition? 19:30-20:13 (Chavez Hoe in exhibit before with jacket, 2nd hoe not in exhibition yet, look forward to sharing, seek to share objects)
- k. As a curator, what is your research process like? 20:30-22:06 (Lot of different research one does around an object. Different fundamental questions: how does it work? In this case easy. How it was developed? Where it came from? While donors are very well intentioned, they are not always correct, really important to listen to donors and respect them, equally important to double check the stories, best apocryphal stories often come from donors. Requires very serious kinds of research. Talk to other people. Many different kinds of things you have to do.)
- l. If you had a group of teenagers and they had seen the hoe what would you want them to take away about it? 22:25-24:35 (Different reactions for teens. I would suspect, that there are two different areas that would be important. One, Chicano history or Latino history, good symbol of Latino history in US. Think about immigrants and identity. Beyond that, another important story is fairness. Teens are very interested in this concept. Time in life dealing with peers, word seems unfair, teens are very understanding of injustice and can identify with injustice. SHH is a symbol of injustice. Adults sometimes see this in more abstract terms. Teens its more personal. It's about what happens to them everyday.
- m. Tell more about campaign? 25:00-28:36 (Hoe is unquestionably to agricultural workers horrible thing, tore their bodies apart. But it was not the people who were likely to make a change personally. Couldn't vote, not citizens, not powerful in political sense, little money, etc. Fight is all about finding people to fight the cause for them. This is often the case in history. No end of problems and issues that needs to be solved, finding the people and convincing them to work on it for you. In this particular case, many people interested in ending use, as well as preserving. For those wanting to end, Chavez and UFW strong group. Chavez strong in raising conditions of agricultural workers. Trying to free them from pesticides, fair wages, physically not abused (hoe part of this), so, as the farm worker union became stronger the pressure not to use the hoe became stronger. Some of this pressure, pushed onto the legal system, pro-bono systems, they had to use a wide group of votes to help them. Testimony from thousands of workers, dr's that would testify that it

- would cause back injury. Statistically in reports workers who used hoe were much more prone to back problems, etc. University prof did a real survey, one more piece in arsenal. Wide spread movement.)
- n. What is the attraction of the Bracero program? 29:24-33:37 (As historians, good historians should not be contemporary political activists, but doesn't mean that it shouldn't inform contemporary politics, really good at looking at the past and see how past might inform the public about the future. Bracero program no better example, to inform our question about immigration about corporate politics. Involved in a huge number of people, great concern in the very late 40s about illegal immigration. At one point, choice was made by US Govt, to increase the number of apprehensions at border at same time make path for legal contractual work much easier. Regularize Bracero program. Degree of control. It seems attractive, but eventually Bracero Program terminated, b/c while it was doing a good job of opportunity and low cost labor, high degree of exploitation. Cheat on pay, on housing, etc. Enforcement on those who were running the farms and workers was not great enough, became highly exploitative system. Complicated by huge number of workers doing to native workers. Depressing wages? Adversely affecting American workers. American Labor Movement usually approved to guest worker programs, opens up borders and gives them less of a bargain situation. Benefit today by looking at yesterday.)
 - o. Ends in 64 related to Immigration law? 33:45-36:11 (Unaware of immigration reform and Bracero program. But interesting concept to explore, need to look at more. Other factors more closely related to. Couple big factors: Lead up to termination, coming as Civil Rights desires increase in US, pressures to terminate increase, cause there is no question that rights of Mexicans are being denied. Civil Rights campaigns most often think of as affecting A-A in South, does extend to Braceros in West. Also tied up in Cold War ideology, Bracero program lasts for many years, to an extent because of Cold War concerns. Control of work force, dangers of communism, role of government. By mid-60s Cold War Power started to end, so some of these things keeping Bracero in place stop. Automation, growers start to see handwriting on wall. Look to have machines to what was once done by hand. Increasing use of machines, less workers needed.
 - p. Was it easier to enter US as Bracero? IF you were a Mexican national and wanted to enter US how easy? 37:09-40:15 (Always fairly easy to enter and work. Both involve certain hardships or sacrifices. Neither particularly difficult. To be Bracero, were certain things you had to do. Restricted to people from rural areas in Mexico. Prove that you were a rural worker, processing Centers had to show hands (calluses). Had to come with recommendations from police chief, mayor and priest from village. Then needed to sign up and go through screening process. Could be accomplished but needed bribes often. People needed to borrow money to qualify. Had to travel long distances by foot. On other hand, to come to US as illegal immigrant, difficult too. Early on crossing relatively easy. As times passes the border becomes tougher and tougher to cross. As Bracero guaranteed certain rights, specific wages,

- certain number of hours, living conditions. Mexican counsel would support you. Legal Bracero's at times chose to become undocumented.
- q. Did growers provide hoe or did farmers provide? 40:25- (Didn't know what tools were being provided and what were not. Fight to end hoe, growers were struggling for last reasons. Argued there were not enough long hoes available. In other areas, migrant workers are not always in the same crop. Working lettuce and then grapes, migrant workers carried pretty light materials. Individuals did have their own tools—Chavez hoe as example.)
 - r. 42:19-43:14—Other products, asparagus knives, harvested by Philipino's. Looks different than other asparagus knives and has one in collection. Garment work—Asian garment workers used sheers different than those used by Western workers. Who does make the tools does sometimes have bearing on the group using the tool. Innocuous. Handles meant to be short.
 - s. Seeing through object, what was it like to be in field with hoe? Describe images? 43: 15—(really important to humanize artifact. Not think about it as something in storage cabinet, but as owned by a real person and what that might mean. Hoe is good example, sweaty, handle would be sweat stained and dirt on it. Typically they would put in belt and carry around. Hoes also need to be sharp, need to be sharpened. Once out watching workers in field and they were harvesting asparagus, working down a long row, and came to a road asphalt road, rubbed knives against asphalt to give it more edge. Can imagine doing that to hoe. Sharpened edge to keep it effective as tool.)
 - t. Used it? 46:00-47:30 (Tremendous about of skill here. Those who know how to use it are really good. Requires a lot of experience and skill.)
 - u. How young were they when they started using that hoe? 47:30-48 (Only opened to adults and men, child labor an issue with agricultural work. Distinctly possible that very young children could use this.)

8. Bill Yeingst, Lunch counter:

- a. Describe physically what is important about the lunch counter? 8:01:18-2:25 (Help museum form permanent material record of the past by collecting materials, guided by museum's mission. Important responsibility, gives us the power to remember or forget people's history, choices we make are really important, look for things to give us broad representation and to give meaning to historical records.)
- b. Role of curator in collecting lunch counter? 2:25-4:16-7:32 (One thing that interested me was the role of youth in history. Lunch counter. FW Woolrich store. A-A youth remained seated inspite of being refused service. Went on for 6 months. Economic impact caused Woolrich to desegregate. Racial segregation pervaded American society. 4:20—preface to collecting repeated. Collecting objects from everyday life. Broad representation that allows us to tell many stories of American life. We have power to select objects, tell stories, and offer interpretations that in effect tell our National story. Pretty daunting responsibility, but one we enjoy and try to use openly with our community and audiences. 5:46—Something that has interested me has been the role of

- young people in effecting cultural change in ordinary life. Ordinary people, like us, that shape history and are shaped by history. Feb. 1, 1960 4 boys walked in and sat down at a lunch counter. Ordinary act that for many was their right to do. A-A not welcomed to sit down at lunch counter. These four students, were saying to American, live up to your ideals of Democracy, citizenship, promises of equality.)
- c. Collecting story? 7:44-12:00 (As curators we often have a list of things we want. Things that help us form records of American life. Guided by Museum's mission and intellectual framework, a lot of it comes down to individual curators, collecting plans, etc. The 8:30—October 1993, 9:02—One evening in October 1993, listening to evening business report. Woolworth was downsizing and closing stores. Had this idea that perhaps the Greensboro store was one of those. He said they were closing store. Curators here began to proceed. Manager of Greensboro directed him to Director of Public Relations. They were interested in possibly donating this object. He would only agree to this if Smithsonian had the support of the community. Met with people in Greensboro. Asked for a few parts of the counter, soda fountain, etc. Reached an agreement that part of the store would become part of Smithsonian collections. Worked with union to transport. Arrived here and prepared for a small exhibition. Feb 1. 1994, 34 years after initial sit-in. Museum signed deed of gift.)
 - d. Can you tell us about the first exhibition? 12:20-15:39 (First looked at lunch counter, exposed to food for decades, dirty. Challenging undertaking, take it apart, get it cleaned up, ship to Washington. 13:00—Curators really detectives. Look at objects as part of story. How did it fit into history? 13:22—Underside of counter shelf where people could put their packages when they had gone shopping. Social dynamic of small community, where people would gather for lunch, exchange stories, if you were white. If you were A-A you didn't have that experience until after. Each stool has a little hook, holes there, looked at photographs, see hooks with people's hats hanging on the hooks, small details give you context of broader understanding of this objects role in small southern town, talk about Woolworth corp, American business history, A-A civil rights movement. 14:59--Why was it pivotal? 4 students who stepped into history, thousands of people supported them previously helped bring about cultural change in American history and life. Ignited student led protest mission.)
 - e. Connections between objects through history—Jefferson Desk and Woolworth counter? 16:12—17:12 (Many view protest as unpatriotic. This is a tradition Americans used for centuries. TJ said to Americans, When govt no longer meets the needs of people it is the right and responsibility of people to change that government. People were seeking justice at the counter, seeking equality.)
 - f. Take the lunch counter and set up exhibit around it? What would you put with it? 17:26-19:50 (Decided needed to exhibit quickly. Really didn't have the financial resources to do a large exhibit about Civil Rights History or A-A history. Took counter, four stools, few mirrors and put it within viewing

- distance of Star Spangled Banner. Why important? Because a lot of people who come here should see their history represented here. And it was a conscious decision to put within viewing distance of one of the great icons of American history. That proximity said to many A-A, our history is here at the museum. One when people would walk up to the counter, they saw it as a familiar and comforting object. Enjoyed milk-shakes, there, etc. The first thing when you saw when you walked up, in 1960 as A-A, you were not welcome here. Look up and see rose colored mirror, and you put yourself in the place of A-A, were you the A-A turned away, were you the white allowed to sit down?)
- g. Folks standing behind the lunch counter? 20:10-21:40 (Over 30 A-A employees worked at the store in kitchen and as servers at the lunch counter. For centuries, A-A had prepared and served food. Act of sitting down and breaking bread that was essentially a forbidden practice. When the store desegregated, the first people that were served were several A-A employees. The manager was in an awkward position in that the corporate officials had left the decision to desegregate to him. It wasn't the law that determined serving or not it was social custom.)
 - h. What is most interesting? 21:49-22:16 (Terrific way to showcase how ordinary people help shape and are shaped by history. Ignited national mass movement. Brought about highly important change.)
 - i. Exhibit, other things that are not in the collection that you would like to put it with? What would you put with it now? 23:03-8:24 (One of the challenges is finding ways to connect objects with people. It's the stories that interest most people. We are a museum of stuff. Actions of people are interesting and compelling. If I were to take the LC today, I would want to use film footage, photographs of the protest, protest signs, things that give it that context. Visually very compelling object that leads you to food, community, it doesn't immediately lead you to CR. Layered on to the history of this object. IN this case common lunch counter, part of the WW store. First it was a lunch counter, second it was a symbol, symbol of flash point, ignited student led challenge. Countless other layers of meanings, peeling back layers of object.
 - j. What does it look like? 8:24-27:08 (Woolworth stores occupied block. 14 windows beckoning people to come in. Lunch counter ran entire length of the store. When you walked up to the counter saw enviting, looked into rose colored mirrors, chrome trim, black glass counter chrome, African maple wood veneer, torozo floor, marble, high end inviting environment, place for people to sit.)
 - k. Covering on the seat is not original? Change? 27:25-28:40 (Called manager of the store in October 93, he confirmed that much of the lunch counter was in tact, some had changed slightly, increased seating, they changed the seats. Evidence of change. We won't get rid of it, b/c history is all about change. As curators, this is evidence of how objects change over time. If we are creative and look at this evidence, it can help us understand change.)
 - l. Approach the lunch counter. What is the most important thing for them to take away? 29:38-30:50 (Importance is not immediately recognizable, it takes

words, as public historians our role is to take stuff and combine with narrative and pictures to tell stories. In case of lunch counter, its foremost lunch counter as an object. This is what it is. Place where they prepared and served food. It takes historical record, visual, film, personal stories, oral histories, etc to give this object its true and foremost important meaning, an icon of A-A civil Rights movement.)

9. Fath Davis Ruffins, Lunch Counter:

- a. What do you think when people encounter the lunch counter, what do they miss? Is there a message visitors might not get? 9:01:00-4:37 (Some objects are very evocative in the form itself, the lunch counter is not one of those objects. You see a counter of a particular time, you just see that lunch counter and you may wonder, why is it here? You need to see a photo or a film. Other kinds of contextual information, seeing objects in context adds so much information to why this is important. An ironic aspect such as with these objects, is that the objects themselves can seem very tame, its very difficult to understand if you are ten or fifteen years old, what about this generated such intense feelings, why were people willing to risk humiliation and why were other people willing to hurt and humiliate over such ordinary objects, the LC, a water fountain, a school door, many objects like that from CR, what about this was so important that some were willing to die and others willing to kill over this? You can't tell this from the object. Even words fail. Photos and film are better replicators of intensity. Scenes of people huddled around what were initially four students, the crowds of people, yelling and screaming at them, why were people willing to do that. What about that was so intense. This is one of the complex aspects of present history.)
- b. Why Greensboro? Community from where these young men came? 4:57-9:40- (It could have happened almost anywhere that had a black college. One of the important things of Greensboro was the black college. Black colleges of the South represented nodes of aspiration and achievement. It is different when you look across the landscape, places that have black colleges are different from places that didn't. Not a well-known college across the US, but known in A-A circles, near top tier (A and T), had many grads from across the country. Students who went there saw themselves as part of the tradition. Had great pride in the school, saw themselves as potentially community leaders. Most A-A then didn't attend college. Among many Americans college attendance was still less than 50%. So, to go to college meant you were part of a bigger, upper class, professional jobs, leaders in community. You see four young men on this trajectory towards leadership, who represent aspirations of their families. Who see themselves as the future. People who were just older than the baby boom. People who remember WWII and seen families fortunes rise or not after WWII. See new opportunities for A-A in US. All of these factors coming together, then you add the youth part, the notion that young people felt that change was possible. They didn't have to put up with what their parents or grandparents had put up with. They could stand up

- and resist and take risks which their parents, who might have lost their jobs, property, etc. They were freer to take risks. In many cases, the parents of these students were appalled. They felt their kids were risking their futures. A reasonable fine upstanding person didn't get arrested, so risking arrest was risking your future. In addition to making a statement about CR, making a generational statement.)
- c. Consequences? 10:02-16:25 (Immediate consequences—first they close and then they reopen integrated. In limited sense, they win that battle. In the near term future, after this event, this event sparks other sit-ins, mostly by college students in other parts of the South. Spark a variety of sit-ins. In recognizing that there are all of these people who are moved to do similar things, the SCLC and other Baptist Ministers decide they are going to hold a conference—an aspect of CR movement that people don't get. Hold these conferences that are a lot like church retreats. They used the social form. Call a meeting many of these students come to this meeting and a new org is formed—SNCC. Out of the sit-in movement, a different youth led CR org emerges. Very quickly, w/ a few months. A new factor enters the landscape of the CR movement. Not church based, not primarily focused on legal challenges, and one that committed to direct action. Non-violent resistance to segregation laws. Boycotts, sit-ins, demonstrations, voter registration. What makes it as such a burgeoning, youth led social movements, the SNCC is one of the first, if not eh first of this time. Because its led by college students, starts out as, led by highly educated, reading philosophy, debating with parents and faculty, not popular among faculty of these students are forced to leave school, b/c admin felt they were endangering the school itself. NC A and T, public school, rightly feared the government of NC would not continue support. Puts these students in opposition to a lot of the adults in their environment, church leaders, teachers, parents. Surge forward and become part of a tremendous change in American life. 15:03—Legal segregation ends with Voting Rights Act, Amendments, social de facto social segregation lingers into 70s. Some argue its segregated today. Certainly true that it was years before the most egregious aspects of segregation ended. Immediate and long term outcome. Those people, people in their 60s, 70s, many went on to life long careers of activism. These times tremendously important to them. Whole lives were different as a result of their participation.)
- d. What would you put with lunch counter exhibit? 16:42-22:58 (Put together CR exhibits. One of the interesting things, about modern CR movement. So far there is not a lot of material culture available. When people went to a demonstration and brought hand-made signs, no one could collect them. Many of the clothes were ordinary clothes. No special union garment or hat. Often wearing clothes that they might have worn to class. Well dressed, appropriately dressed to attend a college classroom. Women wearing dresses, young men wearing coats and ties. Later as the movement progresses they become more involved in rural communities, more wearing jeans, work shirts. Most wore them till they wore out. One of the aspects of doing an exhibition. Often fall back on photographs and film. Which makes it

- somewhat different from traditional curatorial role of 3-D objects. Personally, this is a false division. All are objects. All exist as material things. Often CR exhibitions are largely photographic. Interpretive point that is crucial is that the visuals, through medium of TV is absolutely central. The fact that live TV, or short delays, something could happen in Greensboro and later that day people all over the country could see it on the TV networks, made the possibility of social response far more immediate. Something could happen in the morning and see it on the evening news and could send funds, responds, volunteer and possibly change. Different from CR earlier in the century. Person might be alone and have a court case. Put around the lunch counter? Photographs, footage. Important to show its part of a historical process— involving documents, books, court cases, artifacts, rooms, tables, desks that people used, clothes that a lawyer might have worn, all of these types of things, the traditional notion of everything material surrounding the object in its original context to demonstrate what went on. I would want to show the notion of sit-ins are not new. Its not new for young people to be involved to have resistance. But this movemebt succeeds in ending legal segregation. Would want to show the path way that led up to it and also the complexity of the movement itself. While some are sit-in, others are demonstrating, others are legal cases.)
- e. Difficulty in interpretive presentation? 23:18-28:40 (Problems cause can't read why the object is important. So have to use a lot of words, esp. if you don't have photographs and film footage. In this case, the object is not as evocative of why we think its important. Something it does evoke, is the ordinariness of the setting. Nice setting, but having a hamburger was not the apogee of eating at the US at this time. Ordinary activity that you would be downtown shopping, but needed some fabric or thread. The Woolworth stores— evocative of moment in consumer culture, culture of shopping and eating. Eat at caffeteria counter and have a humble ordinary meal, hamburger, French fries, ordinary American life. The stuff of everyday life. In a way this is very useful in conveying significance of CR movement. So ordinary, could be the subject of such protection. Yet denied A-A, simply by what they looked like. Before and after pictures. What like before? Many WW counters, people who worked were black. So, black are present in environment but only as servants, cannot be consumers. Partially what is at stake is for black people to move from the role only of servant to the role of consumer. Commercial aspects of CR movement, way in which it stood in the way of economics, is one reason it succeeded. Collapsed b/c of economic issues. MBB preceeded the LC sit-ins b/c it turns out that many ride buses in Montgomery. Those kinds of differences, fact that there was a direct commercial impact.
 - f. How got interested in these subjects, day to day activities? 29:44 -36:38 (One of the interesting things about being a public historian, interacting with the general public. Not the same as university. When in museum, large museum, free. You run the spectrum of people, from grandmothers to little children, ethnic backgrounds, etc. Rich diverse group of people to interact with to interact with about culture. You can potentially speak to everyone, but also to

- different niches of people at the same time. 30:52—What is interesting about working with material culture? Intellectually, while there are interesting things to learn about the unusual person, there are lots of interesting things to learn about the ordinary person. One thing about material culture, one of the larger mission of Smithsonian to document the lives of ordinary people in American past. Life in America at time of Rev—in looking at the stuff of people's lives, the things they wear, take for granted, save, some unusual person save, etc. in looking at stuff of life, you learn many things that you cannot learn from just reading. Everybody lives in and generates actual stuff, but only a few people actually paint paintings, record their thoughts, etc. Yes, we want BF telescope we also want to see how early telescope or telegraph machine looked like in its context. Ordinary context of life at that time. Many people find it easier to imagine what the past was like by having the stuff of life rather than just reading it in a book. Historians can get a lot of information by reading. Reading is only one way of learning something. All of the other people by seeing things or hearing things. It's not the 3-D object, but the frame, the sounds, and images, that is more accurate presentation of the past. So, the role of the curator is negotiating this very complex process, cause you can't save everything. It's not physically possible. Constantly making choices about what and what not to save. Different schools of thought. Some like to collect from collectors some from ordinary people. You can do both. The point is, one is always asking, What about this particular object or group is evocative enough that it is meaningful to the people who used and it will also speak to people in the future who may or may not use this in the future? Does it communicate something meaningful about the lives of people who use it? You're constantly making judgments about what is worthy enough to save. Some people think only worth saving things about famous people. Not only kinds of people who matter. Ordinary people matter too. As much to know about the dialogue or conversation of objects that range from the extraordinary object owned by extraordinary person, to ordinary. Key is to pick important moments and find objects that represent that particular moment.
- g. When you approach lunch counter is there a detail you see that is unique to you? 37:25-38:40 (Reminds me about my childhood. When I go up to the lunch counter, thing I am always struck with, it looks the way lunch counters look when I was a child. I went to places just like this. Evokes familiar. Literally the material culture of childhood. Brings back that world. Rack tells you what is for sale. All of that makes me think of the early 60s. 6 years old when I sat in.)
 - h. How does it hit a teen today? 38:50- (LC like that don't exist today. Now people go to Ikea or Starbucks or Borders. So it doesn't look like that. But people are still doing that activity, going about their ordinary day. So has the power to evoke to feeling of familiarity.)
 - i. If you think about the lunch counter, set of specific historical themes associated with it? 41:22- (One historical theme, most obvious, is CR Movement and what it changed. Part of what it changed was ordinary life in America. Lofty spiritual, philosophical, legal. Multidimensional, true social

change. Very little that happens today is exactly like in 1959. Still problems, but not like that. So, that's one set of changes. Another thing I think about, business history, consumption. How shopping has changed, how eating and consuming in a commercial environment has really changed a lot. Starbucks and Ikea look very different and fit into someones life very differently.

Architectural changes in city scape. Pics of WW and how it fit into the city scape of Greensboro at that time. Few cars. Lots of little stores. Many people walking. Very little neon billboards. Theme of how architectural, US has changed visually and architecturally changed. To a lesser degree, family life has changed. Women and children would go to the cafeteria. Men would often go on their lunch break look at lunch pics of WW counter, how work life, family life, lunch fit into that life in a very different way. Today lots more fast food. WW type of fast food and had a type of brand like McD or BK. Wasn't just food, food just one element to WW. Those other themes not as important if we were going to document those other themes. If we were going to doc other themes, might not have needed Greensboro. Greensboro has to do with CR movement.

- j. Approach counter with teenagers. What should they take away? 45:39-46:18 (Young people can make a difference. Out of their own experience, they don't have to plan it for a 100 years. Young people can use their enthusiasim, experiences, that do something that spark a change far bigger than themselves.)
- k. What questions the lunch counter raises? 46:33-51:30 (One of the interesting questions it raises is how we assign value to objects. Any WW counter might demonstrate things we have talked about, consumption, etc. but this particular WW counter is valuable b/c it's an icon of CR movement. Because it doesn't say CR on it, WW counter is a large thing, more like the short handled hoe, its iconic b.c of what we know about it. Its not in and of itself an iconic object. The questions that it raises, has a lot to do about how does one convey the iconic value that this WW counter plays for people who are old enough to remember this experience? How do we convey this to people who weren't involved right now? Crucial issues. We make big efforts to address by how we exhibit it and what we show around dit. This reaches to, points to questions about the continueing value of the past anyway. The past is always there, at different moments, different parts of the past are important to present people. Over the course of decades, what will be the up and down fortunes of this kind of an object. In 20 years will people not be interested? Is there something happening now that causes something else to be more important? Exhibit and cultural production changes. The issue is to forge a relationship between something in the past and people in the present and that relationship changes over time. I will be very interested to see how an object like this, what its history of use in a museum will be over the course of the next 25 years. It would be wonderful to live long enough to see a longer trajectory. We see in memorials for example, they are often important to people who live thorough an experience, that memorial may or may not ocnitnue to be

- important. At the same time there are memorials from the Rev or Civil war that are still just as important today as they were during their own times.)
- l. Comparative value of lunch counter? Cultural significance. 51:59-54:33 (Hard to put meaning value on different objects. Because something like the Hope Diamond is the biggest, rarest things of its type. It's a large blue diamond that is not ordinary, extraordinary. LC ordinary made extraordinary by what was done on it. So different quality of value. Some people think hope diamond will always be more valuable, b/c of monetary value. This is a problem when talking to people who are interested in donating their materials. Many things of historical value have no market value. Value is a slippery concept. What I would say about the WW counter is that it is valuable, just like other things that are the elements of extraordinary events. Different kind of a value than something that may be the rarest of its type. The ordinariness in the middle of the event. Kinds of value to think about.
 - m. Exhibition: 55:00-57:00 (Sound is evocative. Music of 1960 is really changing. Music that college students are hearing, that music really is evocative of this period. For the first time you have big cross over audiences. Not black listening to black. Young white and blacks evolving music. Some called RnB, Rock and Roll, wave of musical creativity. Films about this time, that music is used to set the mood and the place. Of great example is the songs of the movement. Some of those songs, derive from church music and spirituals. Changed to pop-songs, that become sit-in songs. Music really shows complexity of what is going on in American culture. Pathway in the direction of an integrated society. With radio and broadcast music, many people could listen to radio and hear what you wanted to hear. Could take record player and go to the beach or camping. Music was produced by young people. Same kinds of young people who were in the sit-in movement. Evocative way to communicate mood of this time.)

10. Lisa Kathleen, Pin:

- a. Describe the pin? 10:02:22-3:50 (Silver, small, heart shaped pad-lock, based on pin given to English suffragette. Alice Paul, some of the other suffrage leaders brought back info from English leaders. Pin given to the women who were jailed. 3:34—given to women who were jailed.)
- b. Women involved? 4:00-4:43 (Educated women, immigrant women who were factory workers, middle class wives and mothers, active in the cause, many who had parents active in the cause, attracts more and more women, as the need to vote and impact American politics grew.)
- c. What is the symbolic thing about it? 4:56-5:56 (Jail is evocative image. Symbol against oppression. Immediate idea that women were prisoned for this. We take this for granted today. Women were imprisoned for protesting in front of the white house. Women were the first to pickitt in front of the White House. Arrested and sentenced for “obstructing traffic.”)
- d. Motivation for the protest? Set the scene. 6:10-8:55 (1870s movement picked up steam, two factions in this party. Working state by state, then national

- movement more radical wing. Held huge parade. Nothing has come of it. Congress is not seriously considering amendment, can't get Wilson to consider it. Heading into a war, feeling like things are stalled. Met with Wilson. Perpetual delegation was assigned to march out in front of the White House. Began in January. Silent delegation in front of the White House. Greeted at first by Wilson with amusement. Then got irritated. Then as Americans enter war, this starts to be considered unpatriotic. Support the president in time of war, bring democracy to Europe and not here. To suffragettes sounds absurd.
- e. Say to youth? 9:00-9:40 (Individuals who made a difference. Knew they would be arrested. Knew but had bravery, Had courage of their convictions. All these individuals coming together. Quite young. Protesting and being jailed. Can't be too young.)
 - f. What would you show with this? 9:45-10:42 (Display with suffrage material, 1960 CR material, show continuum of Civil Rights. Protests made by women were then used by protesters in 60s. Place with other protest materials. First people to pickett the White House.)
 - g. Gift? 10:45-11:14 (Yes. Awarded to women who were jailed. Meeting and great fanfare. Ceremony all marched down the isle and awarded pins.)
 - h. How did it get here? 11:24-12:41 (Not sure how it got here? She contacted musum in 1950s. Woman gave her background. Arrested on Bastile Day, carrying a banner. Sentenced to jail. No reason why she decided to donate. Suffrage movement knew it was important and wanted it in the museum soon after the amendment was passed. Soon after they contacted the museum. 1919-20, inquiry. The suffragettes wanted it here.)
 - i. Materials with it? 12:53-13:23 (Susan B. Anthony Shaw, very well known for. Other iconic pieces related to her life. Collection about great women and her things. Beginning of great women.)
 - j. Unique? 13:23-14:02 (Given to specific women for her action. Interesting that it carries over in time, feeling, used in 1970s as feminist jewelry.)
 - k. Has your interpretation changed over time? 14:23-15:17 (Jailed for Freedom Pin one of the first things worked with here. So has special significance. Researched more about it. Didn't know all that was in collection. Interesting to read more about it, to find out more about it. To structure interpretations. Closely related to work as become curator of women's history.)
 - l. How did you back into this work? 16:14-17:24 (I was interested in political/ intellectual history. Assigned to work in political history, processing materials, because I was interested, became more enmeshed in women's history, when Edy retired moved into division full-time to continue to work in these materials. Took over full responsibility, Pin is near and dear b/c its my touch stone in the clection.)
 - m. Small object not immediately apparent. What kinds of questions does it raise? 17:35-19:22 (What is this? Why is it shaped like a jail door? There is a symbolism apparent to this. What is it? What happened to this woman? What's interesting is that the pin itself is only mentioned in two books. Material culture doesn't always end up in books. Somewhat separate from academic history. Digging around in other materials. Copies of suffragetist

- journal, you can find the article where they talk about the reception that was held and how these women gained these pins. Something that students need to learn, they have much more fun going through primary sources. Not just the textbook. Definitely most the creative way to learn history.)
- n. Historical themes, other objects, full list desk, voting machine, lunch counter, any thoughts about the pin in relation to other objects in collection that it might not normally be associated with? 19:56-20:57 (The idea of freedom in its varying forms and continual striving for it. Free yourself from England, non-unionized labor, to gaining vote, to gaining equal rights. Every object has something to do with American freedom. Struggle for freedom, struggle for self-actualization.)
 - o. What kinds of things do these objects conceal? What would not normally get that you would need other supports to help reveal this object? 21:42-23:09 (People need to understand the context, the time period, heightened emotional time. Country may or may not be headed to war. Continuing emotional frustration amongst group of women, going on since 1840. Frustrations mounting. Militating tactics.)
 - p. Women's history? 23:47-24:55 (Women's history learning to bring other issues into play. Different things affect women and how women operate feel things, the needs they have, different perspective just because of the role they have played in history. Not separate, not different, but just different way to look at it. Just doesn't always have a special name in department of college. Ways of looking at history from different perspectives.)
 - q. Challenges to presenting women's history? 25:06-25:27 (Thinking of women's history beyond First Lady Gallery. Continuing fight over floorspace.)
 - r. Does the object mean different things to different people? 26:20-27:27 (Use this a lot with girl scouts. Girl Scout day. Link this to current politics. Women's org can make a difference. For this you have to explain what this pin is and what it is about? Never worked with a group of adults to discuss this. I would think that for women who were active in the 70s that they relate it to the other pieces that were made then, second layer of meaning.)
 - s. Different things to different people in historical meaning? 27:39-28:28 (Resonated at the time as metal. Saw themselves as warriors for this cause. Intense emotional meaning. For us its symbolic and inspirational. Not visceral.)
 - t. Those who opposition? 28:49-10:03-4 (Always older men come by and tease, but can't really imagine. Opposition to ERA, idea of changing status-quo frightens people. Idea of women's role angers or scares people. Some women didn't understand why they needed the vote. Some felt this would take away some of their protections. Protected class. Business opposition to the idea of women voting. Women will come in and demand... Concessions for labor and child workers.)
 - u. Connection with 1970? 10:04-05 (Alice author of ERA in 20s, nice that pin is used again. Fear of changing status of women. Will women become unprotected class. Will women be able to be in the Army. Unisex bathrooms. But there are still people who...)

- v. Voting in this issue. Why heightened issue? 10:06-29-8:15 (Many cut their teeth in abolition movement. One of the first places where women could speak, take leadership roles. Inability to participate at political meetings cause frustration where women are working for Seneca Falls, Declaration of Sentiments. Early women's movement gives opportunity to speak. At Seneca Falls ask husband to take chair, b/c they have no experience. Then woman takes chair and learns party structure and committee. This is where they learn to debate, etc. This group of women and daughters.)