The initial 2,500 copies of *Where the Mountain Stands Alone: Stories of Place in the Monadnock Region* sold out before Christmas, and a second edition is now available in area bookstores. According to John Clayton of the Manchester Union Leader, “the book is tangible evidence of the mission espoused by the Monadnock Institute… and includes essays from authoritative Cheshire County voices such as Dayton Duncan, Edie Clark and renowned novelist Ernest Hebert, whose contemporary piece called ‘Taxi’—recounting his days as a taxi driver in Keene—is as much a validation of place as is Marge Bruchac’s rich examination of the Abenaki traditions in the Monadnock region.”

**Fall Symposium 2007: Musical Traditions of the Monadnock Region**

On Saturday, September 29, join us for the Monadnock Institute’s annual symposium at Franklin Pierce College. Fritz Wetherbee, “the voice of New Hampshire,” will explore the musical traditions of the Monadnock Region. Various forms will be featured, including contra dance music with Bob McQuillen and Harvey Tolman, the town band tradition with Carlson Barrett, and regional folk music. Come listen, tap your feet, and swing your partner to the sounds of regional musicians.

**Monadnock Institute Receives Jane’s Trust Grant**

In partnership with the NH Heritage Project, the Monadnock Institute has secured funding of $150,000 over three years from Jane’s Trust, a Boston-based philanthropic foundation. The funding is supporting a project to collect, preserve, publish and celebrate the stories and recollections from communities in the North Country region of New Hampshire (See related story on page 4).

**Sales of “Where the Mountain Stands Alone” Exceed Expectations**

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**What’s Inside**

- Celebrating “Where the Mountain Stands Alone”
- Remarks from the 2006 annual conference held October 28
- Anthology Project Continues
- Article on the new North Country anthology project funded by Jane’s Trust
- Monadnock Institute Profiles
- Hear about the activities of Kay Morgan, Alex DiCicco, and Kirby Lecy
- Education and Research Updates
- Information on the new Monadnock Environmental Research Collaborative, place studies listserv, and Public History Program at FPC
- A Record of Participation
- 2006 conference registrants and Executive Committee and Advisory Board members.

“Winter Ice” by William Preston Phelps (1848-1923). Read more about the artist on Page 8.
Scott Russell Sanders, professor of English at Indiana University and author of a dozen books on the importance of place, gave the keynote address at the 2006 conference on Saturday, October 28. He began by acknowledging the efforts of the contributors to *Where the Mountain Stands Alone*: “Everyone who cares about the Monadnock region, everyone who cares about any region, should rejoice in the publication of this book.” As an outsider to the region, he proposed that his remarks might help create a larger context for appreciating the importance of sense of place. He began by suggesting why an increasing number of places seem to have so little sense of identity or character today. One large force antithetical to place is the mass media, which continually emphasizes individual satisfaction, the regimentation of life, and conformity in our desires for clothing, food and shelter. Television is another effective tool for advertisers, and as Scott acknowledged, “American children today spend more hours watching television than they do attending classes.” In addition, automobiles are responsible for eroding our sense of continuity with the landscape, and these losses in the natural world have helped to foster a withdrawal from civic life. Corporations urge us incessantly to take and buy and possess—all of which leads to greater loneliness, anxiety, and a decay of civic culture.

To counter these forces of homogenization and withdrawal, Scott attempted to sketch out some of the features and qualities that make and define an authentic distinctive place. In a real as opposed to a manufactured place, we feel a sense of belonging that grows out of a relationship with local materials, local foods, and local architecture. In real places there also exists a vigorous local economy, where money circulates in the community and taste is designed to serve the needs of the local people. “In distinctive places artists make their homes and write about or paint about local features,” according to Scott, and “elders pass on lore to the young.” In real places citizens honor the past without being trapped within it. People are mindful of both history and nature, and they realize that their actions matter to those who will inherit the place after they are gone.

Scott also emphasized the importance of visiting, maintaining and revitalizing places that we recognize have a distinctive character. Visiting a real place provides evidence of the shared wealth we all should strive towards. Constructive tourism to distinctive places like the Monadnock region can educate individuals to become better citizens in the community, help reinvigorate democracy, heal damaged land, and illustrate our civic responsibilities. “However, we must be cautious to visit distinctive places not as consumers but as observers and participants in the commonwealth of life.”

Scott Sanders concluded his remarks by calling attention to the fact that he is a recent grandfather, a change that has deepened his sense of conviction and responsibility for future generations. “I believe that a reinvigorated sense of devotion to our home places might help us turn towards a safer, kinder, more peaceful, more equitable world. That is the world I want for my granddaughter and for all children everywhere.”

The second speaker of the morning, Howard Mansfield, author of five books on New Hampshire history and editor of *Where the Mountain Stands Alone*, attempted to answer the question of what we might learn by creating a book focused on one small corner of one small state. Howard alluded to Lord James Bryce, a nineteenth century British writer, who found American cities dreary and American places uniformly dull. Bryce, like so many Europeans, failed to appreciate the spirit of optimism in America for rapidly unifying and standardizing an overabundance of local places. Our national project centered on a desire to create one people, one national market, a shining and relentless sameness, according to Howard. For example, “American cheese, which tastes the same wherever it is purchased and no matter how far it is shipped, is really about the triumph of shipping and uniformity and not about taste.”

Although the Monadnock region attempted repeatedly to merge with America’s desire for national uniformity, it repeatedly failed. As *Where the Mountain Stands Alone* again and again
documents, what remains today is the legacy of those repeated failures. Our region became a refuge, a shelter from time and the pressures to conform. According to Howard, “failure bestowed a second chance, for in failure there is opportunity.” What we treasure and what remains most special in our region is, as Scott Sanders earlier warned, under assault by global forces of consumerism and uniformity. As a final response to the question of what we might learn, Howard recalled a walk with Tom Wessels, an Antioch professor and reader of landscape clues. Atop Mount Monadnock Tom pointed out some spruce trees that had suffered from DDT poisoning. DDT is no longer manufactured in the US, and the toxin that harmed these trees had drifted in from Asia. “No place is isolated, and we exist in a mountain island no more.”

“Where the Mountain Stands Alone” Contributors Read their Work

Following lunch, symposium registrants were encouraged to attend their choice of afternoon panel discussions composed of many of the contributors to the anthology, who read from their essays. The following authors participated:

**Staying Put Over Time**
Gerald Burns
Elizabeth Getchell
Richard Ober

**Artists and Summer People**
Edie Clark
Nancy Hayden
Roger Swain

**The Working Life**
Robert Goodby
Ronald Jager
Alan Rumrill

**The New England Yankee**
Ernest Hebert
Paul Hertneky
Janisse Ray
Anthology Updates

"Where the Mountain Stands Alone" well received in region

As anticipated, the Monadnock Institute’s regional stories anthology *Where the Mountain Stands Alone* has been very well received in the Monadnock region and beyond. University Press of New England sold an initial 2,500 softcover copies in five months, and has since reprinted another 2,000 copies, which are now available in area bookstores. Reviews of the anthology have appeared in the Boston Globe, the Concord Monitor, and the Manchester Union Leader. In addition, the Kene Sentinel published anthology excerpts over a six week period this past summer.

The Monadnock Institute, with the support of the NH Humanities Council, has also conducted essay discussions as well as an anthology site tour to selected sites described in the volume. To listen to *Where the Mountain Stands Alone* contributors Robert Goodby, Kevin Gardner and Tom Wessels describe walks to a Swanzey Native American site, an economic utopia in East Rindge, and a trail up Gap Mountain in Troy, visit our electronic anthology at www.monadnockstories.org.

North Country Anthology Project

The Institute has undertaken a significant new stories-gathering project in the North Country region of New Hampshire. Based on the success of *Where the Mountain Stands Alone*, and working in partnership with the NH Heritage Project, the NH Humanities Council, Plymouth State University, the Northern Forest Center and the Arts Alliance of Northern New Hampshire, the Monadnock Institute will spend the next three years collecting stories, researching historical archives, training secondary school teachers and students, sponsoring heritage fairs, and encouraging North Country writers to develop essays and recollections which have “dirt under their fingernails.” A grant of $150,000 from Jane’s Trust, a Boston-based philanthropic foundation, will allow the process of collecting stories to begin in July 2007. In addition to Jane’s Trust, the Institute hopes to secure additional grants from the Tillotson Fund, the NH Charitable Foundation, and the NH Humanities Council to carry out this story-gathering effort.

Year One of the North Country project will involve recruitment of an editor, identification of interested writers and contributors, coordination of community asset seminars and sponsorship of teacher training and writing workshops. The key person on the ground will be Kay Morgan, Director of the New Hampshire Heritage Project and recipient of the first Krista MacAuliffe sabbatical for a year of research in the North Country (See related profile on page 5). Kay will design summer week-long workshops and academic seminars in three hub locations – Conway, Berlin and Littleton – for the teacher preparation and coordinate efforts to research historical archives and assess community recollections.

In Year Two the Institute will design an electronic anthology to publish collected stories, and teachers will coach high school students in writing essays about their community, heritage and culture. Local newspapers will publish the teen’s efforts and the best stories will be used in the anthology. The second year will also feature heritage fairs and stories circles in five North Country communities.

During Year Three, the North Country editor will work with recognized New England writers like Jane Brox and Paul Hertneky to edit the collected manuscripts into a coherent and publishable anthology. The editor for the North Country stories, like Howard Mansfield who headed up *Where the Mountain Stands Alone*, will be someone immersed in North Country culture and lore. The ultimate goal of the North Country project is the print publication of an anthology that will inspire preservation by helping this and future generations appreciate the symbiosis of nature, place and culture in northern New Hampshire.

North Country Writers’ Workshop at Highland Center with Jane Brox

From November 4-9, 2007 author Jane Brox will lead an introductory workshop for North Country writers focused on the themes of place, community memory and regional identity. Workshop participants, to be selected on the basis of recommendations and writing samples, will have numerous opportunities to share North Country recollections which address local themes. If you are interested in applying to participate, please email harrisjr@fpc.edu before October 1, 2007.
Kay Morgan, North Country Anthology Project Director

Kay Morgan, English teacher and writer, has developed an abiding interest in cultural and environmental heritage in New Hampshire. Moving to the state in 1970, Kay lived and worked in the North Country for thirteen years, and since 1983 has lived in the seacoast.

An English and American Studies teacher at Oyster River High School, Kay has a particular passion for interdisciplinary teaching and the integration of arts in the curriculum. She won the Treat Award for Excellence in the Teaching of the Humanities from the NH Humanities Council in October, 2001. While at Oyster River, she helped plan and coordinate seven arts residencies and has coordinated a spring Arts Fair Day, which brings 40 artists to the campus to provide workshops for students.

In January, 2002, inspired by the Montana Heritage Project, Kay designed the New Hampshire Heritage Project and submitted a proposal to the Christa McAuliffe Sabbatical Year program of the New Hampshire Charitable Trust. She was selected as the recipient of the Christa McAuliffe fellowship, and began to lay the groundwork for a curriculum project with teachers in North Country communities. In her New Hampshire Heritage Project work, Kay offers workshops to teachers and direct instruction to students in the areas of project design, place-based writing, using primary sources in the classroom, gathering oral history and project assessment and evaluation.

In addition to teaching, Kay presents at national and international conferences on education, and speaks locally about working with family papers and her book, My Ever Dear Daughter, My Own Dear Mother: The Correspondence of Julia Stone Towne & Mary Julia Towne, 1868-1882 (University of Iowa Press, 1996). In collaboration with two other teachers, Kay has been a contributing co-editor of the book Writing Process Revisited: Sharing Our Stories (NCTE, 1997).

In 2004 Kay began a collaboration with the Monadnock Institute to offer a summer institute to teachers and historical society personnel from the North Country, the Seacoast and the Monadnock Region. “Heritage Studies and the Nature of Place” brought 21 participants to Franklin Pierce College for two and a half days of intensive work in the theory and practical application of place-based education. Participants returned to their home regions to apply concepts and develop curriculum. Beginning in July 2007 Kay plans to work on a full-time basis with North Country educators collecting, writing and celebrating the history and heritage of northern New Hampshire.

Alex DiCicco & Kirby Lecy, Former MINPC Place Scholars

Alex DiCicco

Currently, I am working as a high school teacher at Darrow School, an independent boarding school in New Lebanon, NY. We serve a diverse population of students, both in regards to background and ability. My responsibilities include teaching Geometry, Music Theory and an instrumental ensemble. In addition, teachers here are expected to tutor several students, supervise a dormitory, coach a sport and advise students. It is a busy place with much opportunity for learning and growth for all members of the community. It has been a learning experience to transition from being a student to a teacher. After spending time in the classroom presenting and explaining concepts, I feel more confident when I approach new material.

This coming summer I plan to join Professor Harris and several other interns conducting research into the life and heritage of the North Country of New Hampshire. We will search for regional themes by visiting libraries and historical societies, reading town histories and conducting interviews. This material I collect will eventually take the form of a print anthology on regional culture and sense of place. I was attracted to this project after my experience in Professor Harris’ Freshman Seminar and my work as a Monadnock Institute scholar. The Seminar opened the door for my exploration of the land surrounding Franklin Pierce College, and the scholarship allowed me to compose music about that same land. I find the study and experience of place very exciting and look forward to pursuing similar work in the North Country region of the state.

Kirby Lecy

Currently, I am working as the Assistant Director of the YMCA office in Athol, Massachusetts. My responsibilities include teaching classes to adult learners, supervising after-school and summer programs for area youth, and developing activities that focus on healthy and local food choices. I have been able to use my training in theater and environmental science at Franklin Pierce in my work. It has been a wonderful experience to be able to contribute to the basic needs of my local community in this capacity.

Next fall, I plan to enter graduate school at Antioch University New England. I would like to pursue a Masters degree in Environmental Studies or Resource Management while I continue to work in my current position at the YMCA.
M

embers of the Monadnock Institute’s Executive Committee, in collaboration with Keene State College faculty and the Ashuelot Valley Environmental Observatory, have recently developed a grassroots program focusing on environmental research, education, and outreach. The Monadnock Environmental Research Collaborative (MERC) represents a model of cooperation and resource-sharing between higher education institutions and community groups with a stake in environmental protection. Our goal is to engage students, teachers and volunteer “citizen scientists” in scientific data collection, to help them understand how this information can be used in land management, and to foster an ethic of land stewardship. The partnership will demonstrate how, by working together, small schools, environmental groups and government agencies can empower people to take an active role in conservation of our natural resources.

The first project for MERC will focus on Pisgah State Park, the largest state park in southwest NH with over 13,000-acres. Pisgah, which has not seen any timber harvest for over 70 years, has a number of old growth stands, and has been identified in several studies as one of the largest unfragmented blocks of forest in New Hampshire. Recently, state land managers have shown an interest in generating revenue for the state and managing for diversity of successional stages by harvesting timber in the park. In this demonstration project, MERC will work with state natural resource agencies and non-profit organizations to gather baseline ecological data which will be used to inform a sustainable forest management plan for Pisgah. Students, teachers, and local citizens of all ages will study land use issues, present their findings to managers and the general public, and will see firsthand how decisions about public land management are made.

Subscribe to the New Place Studies E-mail Discussion List

The Place Studies discussion list promotes conversation and information-sharing amongst and between those interested in teaching, learning, cultural programming, and research, scholarly, and creative activities around the idea of “place.” We take a broad view of “place” and are interested in exploring ways in which the natural, built, social, and cultural worlds interact and interrelate to create “place.” To that end, we hope to bring together through this list not only individuals seeking a discussion community, but also organizations throughout the country (and across the world) that are dedicated to place, in large ways or small, and that wish to provide mutual support and shared information. These could be scholarly, educational, nonprofit, or cultural organizations focused on such areas as regional studies, environmental studies or activism, or place-based education, and they could be at any educational level or emphasis — K-12, college or university, community education, etc.

The Place Studies discussion list was founded by the Iowa Project on Place Studies at The University of Iowa, Midland Roots Regional Culture Initiative in Iowa City, IA, The Standing By Words Center in North Liberty, IA, and the Monadnock Institute of Nature, Place and Culture at Franklin Pierce College in Rindge, NH.

You can subscribe to the Place Studies discussion list in one of three ways:

2. Send email to majordomo@interversity.org and in the message body put: subscribe placestudies
3. Write to Eric Crump at ecrump@interversity.org and ask to be added to the list.

If you have any questions, please contact Thomas Dean at thomas-k-dean@uiowa.edu.
New Public History Program at FPC

In the fall of 2006, Franklin Pierce welcomed a new faculty member in the History Department, Dr. Melinda Marie Jetté. Dr. Jetté was hired to teach courses in the existing History Major, as well as develop a new program in public history. She received her Ph.D. in history from the University of British Columbia in Vancouver in 2004 and later taught at Portland State University and Western Oregon University before coming to Franklin Pierce. In addition to formal training in historical research, Dr. Jetté has a background in Native claims research, historical consulting, museum studies, history education, and oral history. She has directed focused oral history projects, including extensive oral interviews with the Jette family elders in the 1990s. Last spring, she taught a Family History course at Western Oregon University and guided students in focused family oral history projects involving interviews with family elders.

The Franklin Pierce College Minor in Public History seeks to provide students with opportunities to enhance their intellectual and professional skills in the field of public history. The program stresses the importance of developing collaborative relationships between members of the academy and the general public. Through a diverse set of courses, activities, and projects, students will attain a familiarity with community-based research methods and professional standards, ethics, and practices and also gain valuable professional experience as public scholars. On an institutional level, the Minor in Public History will also assist with the institutional history and with the records management and archival needs of the future Franklin Pierce University.

The public history program debuted this spring with the Introduction to Public History course. Within the context of the course, students worked in teams to develop projects on the history of the “White House” on the FPC campus, the photographic history of the college, and the history of the relationship between the Presidency and the Press. At the 2007 Fitzwater Center Honors held in Manchester on April 13, students from the public history class interviewed former White House press secretary Marlin Fitzwater, and Steve Scully, co-founder of C-SPAN. Since one of the aims of the public history program is to have students work collaboratively with campus partners, an oral history course scheduled for 2008 will provide a venue for students interested in working on the Monadnock Institute’s North Country project to acquire the skills of the oral historian.
William Preston Phelps (1848-1923)

Often referred to as “the painter of Monadnock,” William Preston Phelps was born in Chesham, New Hampshire and trained as an artist in both Boston and Europe. With his wife Anna Marie Jeduthan, Phelps settled on the family homestead beginning in 1890. According to Edie Clark, who tells the story of Phelps’ artistic success and tragic end in Where the Mountain Stands Alone, “he often chose dark, moody days on which to paint. His skies are the color of tarnished silver and snow appears more often than green grass.”