



Feature Issue: Inside the OHA Conference

Rocky Mountains set backdrop for oral history gathering

MORE THAN 400 oral historians gathered in the shadow of the Rocky Mountains for the 45th annual Oral History Association meeting in Denver Oct. 12-16.

A disparate array of events focused on everything from the history of Kentucky bourbon distilling, to Sept. 11, 2001, to tales of Tibetan elders' experiences, to documentation of Arctic climate, to environmental oral history in federal agencies, to...well, the list is almost endless, with 90 scheduled sessions plus an array of workshops in the five-day conference.

Also endless and rewarding were opportunities for oral historians from around the world and close to home to compare notes and share ideas, learning more about subjects they already were familiar with as well as exploring ideas they'd never thought about.

This edition of the *OHA Newsletter* includes accounts about a number of the conference programs and presentations. If what you see here strikes your fancy, plan to attend the 2012 OHA annual meeting in Cleveland, which is sure to offer an equally intriguing buffet for curious oral historians' mental enrichment. ❖

OHA thanks conference supporters

The Oral History Association deeply appreciates support for the 2011 OHA conference from the following:

- Airshow Mastering
- Blair-Caldwell African American Research Library
- Boulder Carnegie Library for Local History
- Center for Oral and Public History, California State University, Fullerton
- Colorado Humanities
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- Louie B. Nunn Center for Oral History, University of Kentucky
- Oklahoma Oral History Research Program, Oklahoma State University
- Oxford University Press
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- Preservation Technologies
- Samuel Proctor Oral History Program, University of Florida
- Society of Rocky Mountain Archivists
- T. Harry Williams Center for Oral History, Louisiana State University
- University of Colorado Denver, Department of History
- University of Wisconsin-Madison Libraries
- University Products
- Voice Preserve
- In memoriam: Godofredo L. Roque Bolanos (1917-2010)

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News from OHA Leadership

By Rina Benmayor and Mary Larson

The Transition

THE ORAL HISTORY Association is on the move, seeking a new home for our Executive Office. Our contract with our current host, Dickinson College, is set to expire in December 2012, and economic factors stand in the way of its renewal. Nevertheless, Council and leadership are approaching this change as an opportunity to advance the association and strengthen its contributions to the field by hiring our first executive director.

Last summer Council named a Transition Committee to shepherd the two searches: immediate past president Rina Benmayor and former OHA president Linda Shopes serve as co-chairs of the committee. They are joined by former president Laurie Mercier, Finance Committee chair Roger Horowitz and current OHA Executive Secretary Madelyn Campbell (ex officio). In August, with Council approval, the Transition Committee issued a three-page Request for Proposals (RFP), which was posted on the OHA website (www.oralhist.org) and sent to our entire membership, to H-Oralhist, to our state and regional associations and to listservs of sister associations in the humanities and social sciences.

The search for the Executive Office is underway, and the committee received a number of serious letters of interest by the Nov. 1 deadline. The deadline for the full proposal is March 1. By May or June, we hope to have signed a five-year contract with a new institution.

Once we know where we will be located, we will initiate the search for an executive director expected to take place over the summer, with a final decision made at or shortly after the 2012 annual meeting in Cleveland. The executive director will assume duties in the new location on or about Jan. 1, 2013.

We have received many letters of interest, with numerous institutions recognizing how affiliation with OHA can advance their own mission while also serving the association. Bringing on an executive director opens up possibilities for OHA to participate in discussions with executive directors of other national associations in the humanities and social sciences and to design new initiatives that will advance both OHA and oral history. These opportunities, in turn, enhance OHA's prospects for developing new sources of support.

There is a personal and human downside to leaving Dickinson, and that is that we will lose Madelyn Campbell, our executive secretary, who has served the association so ably for 12 years. Though Madelyn is on the cusp of retirement, she will be working into 2013 to train the new staff and close out the books. We hope, however, that she will assume new roles within OHA. Council voted to give her a lifetime membership and complimentary registration at all future OHA meetings, so we hope to continue to see her among us.

New Development Committee

In tandem with the transition of the office and executive position, OHA Council approved the formation of a new Development Committee, tasked with raising substantial funds for the association. An initial group met in Denver and is pre-

COUNCIL AND LEADERSHIP ARE APPROACHING ... CHANGE AS AN OPPORTUNITY TO ADVANCE THE ASSOCIATION AND STRENGTHEN ITS CONTRIBUTIONS TO THE FIELD.

paring to launch a major campaign to raise \$100,000 by 2016, our 50th anniversary year. Those at the first meeting included Don Ritchie, Mike Frisch, Cliff Kuhn, Stephen Sloan, Linda Shopes, Laurie Mercier and Rina Benmayor. Others will be joining the effort and an open call for volunteers has been placed on the OHA website. A number of fundraising strategies are under discussion. Please consider joining.

IRB and Proposed Federal Rules Revisions

As members may be aware, the U.S. government has proposed changes to the Common Rule, the document that regulates federal review of human subjects research. Throughout the summer and fall, OHA President Rina Benmayor and Past-President Linda Shopes were in conversation with other professional organizations, including the American Historical Association (AHA) and the Organization of American Historians (OAH), discussing the possible implications of these proposed modifications for history and oral history.

Most promising was the fact that the way in which history is categorized by Institutional Review Boards (IRBs) may be altered. The document hints at two possibilities, the first being that history, among other fields, could be removed from IRB purview on the grounds that the results of historical research do not constitute generalizable data and are best covered by ethical principles other than the Common Rule. The other possible outcome is that interviewing, along with other low-risk modes, may be placed in the new "excused" category, which would lessen initial IRB oversight of research but would place greater emphasis on controlling "information risk" later in the process. (That is, there may be more control exerted over historical materials once they have been collected and are placed in archival repositories.)

Managers of oral history collections and historical archives were particularly concerned about the various proposals related to "information risk," including the possible application of HIPAA regulations to all data—medical or otherwise—and the potential requirement for additional consent forms for each new use of data.

Council met at the annual conference to review all aspects of the issue and to prepare an official response from the association. Working from a document crafted by the AHA, Council placed a statement and a list of talking points on the OHA webpage at www.oralhistory.org and encouraged members to submit their own comments on the plan. Based on an online review of public submissions, almost 12 percent of the 1,108 comments on this particular docket referenced oral history, so it would seem that practitioners took the time to make their views on the subject known. ❖

Inside the 2011 OHA Conference

OHA presents awards for book, nonprint media, teaching

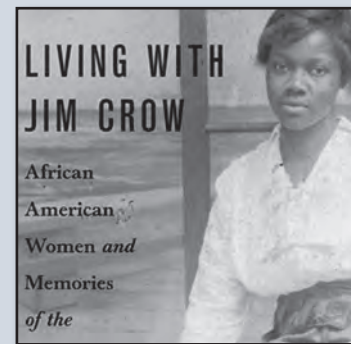
THE ORAL HISTORY Association annual awards banquet featured introduction of the 2011 award winners for outstanding use of oral history in a book and in nonprint media, as well as the Martha Ross Teaching Award and the Stetson Kennedy Vox Populi Award. The winners are:

- **Book Award** to *Living with Jim Crow: African American Women and Memories of the Segregated South*, by Leslie Brown and Anne Valk. The book is based on interviews with 50 women living in the Deep South in the age of legal segregation. Valk said it grew out of the 2006 OHA meeting, which included a session on publishing oral history books.
- **Nonprint Media Award** to Michal Goldman for *At Home in Utopia*, a film profiling a Bronx apartment complex built by immigrant Jewish workers in the 1920s.
- **Nonprint Media Honorable Mention** to *Quest for the Perfect Bourbon: Voices of the Buffalo Trace Distillery*, by Joanna Hay and Doug Boyd. The film—and accompanying bourbon tasting—was featured at the conference’s Wednesday evening opening event.
- **Martha Ross Teaching Award** to Rosalie Uyola, a high school business and technology teacher in Edison, N.J., for a project in which her students interviewed their grandparents. Uyola grew up in Russia where she was raised by her grandmother and learned that “storytelling is an important part of our shared existence.” Uyola also is pursuing a doctorate in American studies at Rutgers University, Newark.
- **Stetson Kennedy Vox Populi Award** to the Nakba Archive, which interviews first-generation Palestinian refugees living in Lebanon who were displaced in the 1948 war with Israel. The project is jointly run by Palestinian researchers in Lebanon and by scholars in the United Kingdom and at Harvard University.

The Vox Populi Award was created last year and endowed by legendary folklorist and oral historian Stetson Kennedy, who died Aug. 27 at age 94. The award recognizes oral history activism aimed at bringing about a more democratic, just, peaceful and harmonious world. Paul Ortiz of the University of Florida, presenting a remembrance of Kennedy, highlighted the pioneering oral historian’s “incessant demand for human rights.”

Also announced was the **OHA Emerging Crises Research Award**, which went to Rhana Natour and Tamara Shogaolu of Brooklyn, N.Y., for their project “Sawt: Voices from the Arab Spring,” which aimed to document the life of Egyptian women across the political and social spectrum in the political upheaval earlier this year.

The \$3,000 Emerging Crises Research Award is intended to provide timely financial assistance to oral history projects relating to rapidly emerging political, social, natural or other phenomena of crisis proportions. The application deadline for the 2012 award is April 1, 2012. For more information, contact chairman Mark Cave at mark@hnoc.org. The awards committee will make its decisions by May 1, 2012. ❖



Winner of the Book Award.



Winner of the Nonprint Media Award.



Nonprint Media Honorable Mention winner.



Winner of the OHA Emerging Crises Research Award.

The **2012 OHA conference** will feature awards for outstanding use of oral history in an article, the **Elizabeth B. Mason Project Awards** for both small and major projects and the **Postsecondary Teaching Award**.

The deadline for award nominations is April 15, 2012. See the OHA website, www.oralhistory.org, for details.

Inside OHA/2011 Conference

OHA annual meeting highlights search for new home, anniversary endowment goals

The Oral History Association remains on firm financial footing in its search for a new headquarters, members were told at the Sunday morning business meeting.

OHA President Rina Benmayor said a transition committee consisting of herself and other longtime members Linda Shopes, Laurie Mercier and Roger Horowitz will review the letters of interest to replace Dickinson College as the OHA's home institution. Dickinson declined to renew its contract after 12 years of hosting the organization.

Benmayor said the number of institutions submitting letters of interest was "in the double digits," creating ample choices. Full proposals will be due March 1, 2012, with a signed contract expected by June, she said.

The transition committee then will publish a call for applications for a new executive director and hopes to interview a short list of candidates at next year's conference in Cleveland, she said.

Executive Secretary Madelyn Campbell of Dickinson College plans to retire. The OHA council awarded her a lifetime membership and complimentary registration at all future meetings in recognition of her 12 years of service.

Campbell thanked OHA profusely and also reported that the 2011 year-end reserve is expected to be about the same as the 2010 reserve of \$151,000. The OHA endowment fund has about \$220,000.

Benmayor reported that the OHA development committee has been charged with a goal of raising \$100,000 by 2016 in commemoration of OHA's 50th anniversary. In other committee reports, OHA members learned:

- 21 presenters received scholarships totaling \$7,800 to attend the Denver conference;
- the ongoing effort to discuss oral history principles and standards will be moved to LinkedIn because the discussion feature of the OHA website didn't work well;
- a pamphlet on oral history in education is expected to be published in time for next year's fall conference.



OHA elects new leaders

Stephen Sloan Of the Baylor Institute for Oral History was elected **first vice president of OHA**. He will be joined on the council by newly elected **Daniel Kerr** of American University.

Elected to the nominating committee were: **Lois Myers** of Baylor University, **Ruth Hill** of the Radcliffe Institute for Advanced Study and **Teresa Bergen**, independent oral historian. **Lu Ann Jones** of the National Park Service will chair the nominating committee.

Mark Your Calendar!



The 2012 Oral History Association Annual Meeting is schedule for **October 10 – 14, 2012**, at the Cleveland Marriott Downtown at Key Center, Cleveland, Ohio.

Independent oral historians share successes, travails

FIRST, THERE'S THE challenge of making a living. And being taken seriously. But you can also derive intense satisfaction from being an independent oral historian, a panel of oral history entrepreneurs at the OHA conference agreed.

At a roundtable discussion organized by Keith Ludden, an independent oral historian affiliated with the Maine Arts Commission, the panelists shared their frustrations and triumphs in a pursuit that they said requires creativity and ever-present hard work.

For Tisa Anders of Golden, Colo., being an independent oral historian requires her to do research and write grants as a way to make a living. And she chooses oral history topics that are geographically close. Her current project is a long-term one, documenting Mexican-American sugar beet field workers in western Nebraska.

Joanna Hay of Frankfort, Ky., an independent video producer, said she writes grants to pull in partners to generate support for projects she wants to do. Oral history grant rules

in Kentucky require applicants to connect with a repository, which encourages collaboration, she said.

Anders told the roughly two dozen audience members that membership in the National Coalition of Independent Scholars can be important for oral historians working alone because the association will serve as a fiscal agent for individual scholars, easing the process of finding an organization willing to partner with you to receive grant funding.

Nancy Dewey of the Deer Isle-Stonington Oral History Project in Deer Isle, Maine, said she sees challenges in her role as a volunteer oral historian in a small, geographically isolated area. Negotiating relationships with interviewees when you're an insider can involve walking some fine lines, she said. It also means she doesn't call herself a scholar; doing so would set her apart from community members whose cooperation she wants to encourage.

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OHA pays tribute to Chicago's Timuel Black

CHICAGO TEACHER, AUTHOR, community activist, social justice advocate, oral historian. If you're nearly 93 years old and your name is Timuel Black and you've been coming to Oral History Association conferences for many years, people know you by many different titles.

But at a presidential reception tribute to the longtime OHA member at Denver's Blair-Caldwell African American Research Library, people mostly called him their inspiration. "He is the model of what I would like to be when I grow up," said Alphine W. Jefferson, OHA past president and master of ceremonies for the event.

Black, in turn, was quick to say *his* inspiration for a life dedicated to making his community a better place was his grandmother, who had been a slave and who taught him the power of stories and the power of a determined spirit.

Black recalled his sister once asked their grandma what slavery was like, and grandma started crying.

"I didn't need to go to no statistical data to know that slavery was bad," he said.

The Birmingham, Ala., native came to Chicago as an infant, his family part of the first great migration of African Americans to the city, which he chronicled in his book *Bridges of Memory: Chicago's First Wave of Great Migration*. Interviews he conducted for the book "tell the story of Chicago much more deeply than the academics," he said.

It was his grandma and her contemporaries who conveyed "messages from their history" when he was just a child.

They "gave me information and inspiration," Black said, crediting his grandma also with giving him impetus "to keep on keeping on."

And grandma also taught him about the right way to behave. She would say: "Boy, I can't hear what you said 'cause what you're doing talk so loud," Black recalled.

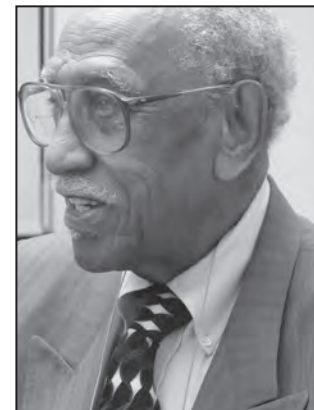
As a soldier training in the South in World War II, Black described the peculiar requirement of having to stand in line behind white people "in my soldier suit," asking himself: "I'm going to give my life so he can keep me sitting in the back of the bus?"

The young soldier knew it was wrong. But later, in Europe, he chafed at British and French troops who asked why the black troops were commanded by white officers. "That's none of your goddamned business," Black recalled saying. "We'll settle that when we get back home."

And so they embarked on a new battle that, in Black's case, led to a life dedicated to fighting for equality, education and social justice.

Black said that in writing his two *Bridges of Memory* volumes he hoped to transfer the inspiration reflected by those early African Americans in Chicago to enrich and enlarge other generations.

Young people, he said, need to ask themselves: "What kind of world do I want this to be?" ❖



Timuel Black

Columbine mom recounts power of story

IT WAS 12 years ago in April when Columbine High School in Littleton, Colo., entered the roster of deadliest school shootings in the nation. And it was stories that helped the community "put our world back together," Columbine mom Carolyn Mears told OHA members attending the awards banquet.

The self-described "naïve mom," whose son was among the students trapped by the two Columbine shooters, enrolled in a Ph.D. program after the rampage to conduct research on the impact of tragedy on schools and families by interviewing people affected by it.

What she learned led to her award-winning dissertation, another forthcoming book, *Reclaiming School in the Aftermath of Trauma*, and to her role as a speaker and consultant on trauma response and recovery, safe school environments and leadership in times of crisis.

She said her research led her to understand that such crises are "merely the marking of the start of a new world" for everyone affected.

Moreover, victims of such events experience "loss of language" in an inability to communicate with others who did not share the experience, she said.

Teachers' narratives in the aftermath of the shootings reflected a sense of isolation and separation. "We no longer feel connected to anyone outside the event," teachers told

her. Mears said they had "lost connection with the world they knew."

And the high school students themselves struggled with their own disbelief. One high school junior insisted: "Nothing bad ever happens in Littleton, Colorado. It's safe here."

In the aftermath, the period Mears described as between the event and the resolution of it, Littleton families experienced increases in divorce, suicide and risk-taking behavior. Victims are never "over it," she said. "That's like asking: Are you over being short?"

Mears said that in the school community's efforts to put itself back together, it was a Holocaust survivor who gave them hope. "She was a living model," Mears said.

The educator, who has spoken widely in the United States, Europe and Australia on issues related to community-wide trauma, is convinced Columbine families are not alone.

"We are all Columbine," she said, adding that by telling their stories, people swept up in the tragedy were able to come to a better understanding of their experiences.

The take-away for oral historians? "What you do helps in mending those broken places," Mears said. ❖



Carolyn Mears

Inside the 2011 OHA Conference

Independent oral historians

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But scholar or not, Dewey said she takes great satisfaction in making interviews accessible to others in the community.

Jean Kilheffer Hess of Lancaster, Pa., who uses oral history to help clients tell their stories through her StoryShare business, told the roundtable participants that being an entrepreneur can be exciting. She counts it a major accomplishment to have built a sustainable business “in a really crummy economy.”

But the non-stop work that goes along with it also can be “hazardous to your significant relationships,” she said, drawing chuckles from fellow panelists and the audience.

Hay expressed a similar sentiment. As an independent oral historian, you can make your own schedule, travel, choose your own collaborators and work from home. But the disadvantage? “I work all the time” Hay said.

Rosie Moosnick of Lexington, Ky., who recently completed a project on Arab and Jewish women in Kentucky, said independent scholars need to be disciplined and comfortable working in isolation.

Moosnick said that while she has sometimes wished she were affiliated with an institution for the credibility it would

lend, she knows herself well enough to know that not being affiliated with an institution is actually an advantage for her. “I don’t have an institution personality,” she said.

Hess also said she sees her independence as an advantage. “I’m responsible for my own successes and failures,” she said. “And I don’t have to put up with the crap of being in an organization.”

The roundtable panelists all agreed that independent oral historians need to conform to the same professional standards articulated by the Oral History Association as oral historians affiliated with academic or other institutions. Adhering to accepted standards is part of what makes independent oral historians credible, Anders noted.

Moosnick said the ultimate reward of being an independent scholar is the personal satisfaction of turning her work into a book, and the treasured new relationships that grew out of her project.

“Here I am, this Jewish woman, and now I’m hanging out with Muslim women,” she said. And one of her new Muslim friends “ends every conversation with ‘love ya.’” ❖

Boyd describes efforts to develop best digital practices for oral history



Doug Boyd

DOUG BOYD, DIRECTOR of the Louie B. Nunn Center for Oral History at the University of Kentucky Libraries, is known to Oral History Association members as one of the go-to guys on digital technology issues.

And in his role as manager of a federal Institute of Museum and Library Services-funded project, Oral History in the Digital Age, Boyd told an OHA luncheon audience that the multi-institutional project aims to arrive at consensus on “super awesome practices that we hope you emulate.”

The project is a collaboration of Michigan State University’s MATRIX, the Library of Congress, American Folklore Society, Smithsonian Institution and the OHA.

Boyd said the project aims to “create a basic question tree” to help people determine what technology they need for a particular project. The focus, he said, is on collecting, curating and disseminating oral history. Standards, however, need to be flexible because project budgets vary widely.

An important message is getting oral historians to understand that they can no longer consider themselves “just” collectors, he said. Rather, oral historians become digital curators the moment they record an interview and need to understand the complexities of curating digital files, which are more fragile than analog tape, he said.

“Our focus is on the stories, but ultimately the stories are ones and zeroes,” he said. “If we don’t care for the ones and zeros, we’re out of luck.”

Digital video presents additional complexities, he said, adding:

“We’ve made very little headway in making sure that in 25 years we’ll be able to play this stuff.”

Boyd also raised a number of issues relating to access of digital materials, noting that “we’re raising a culture that’s expecting everything online instantaneously.”

- He noted the increasing online publication of interviews that are key-word searchable, but noted that a narrator can talk for three hours about segregation without once using the word segregation.
- Automatic speech recognition is seen as a possible coming boon for oral historians, but how would such systems deal with pronounced accents in narrators from Harlan County, Ky., for example?
- What about compatibility issues in making oral history materials available on mobile devices?
- “Maybe not everything should go online.... There’s numerous instances of interviews that maybe shouldn’t be out there.”

Boyd suggested oral historians dealing with the digital revolution would do well to recall the observation of 19th century Frenchman Alexis de Tocqueville: “In a revolution, as in a novel, the most difficult part to invent is the end.” ❖

Not quite speed dating: Oral history in the classroom

TEACHERS HAD A chance at a Friday morning conference session to glean information from an array of presenters on techniques for using oral history in pre-collegiate classrooms.



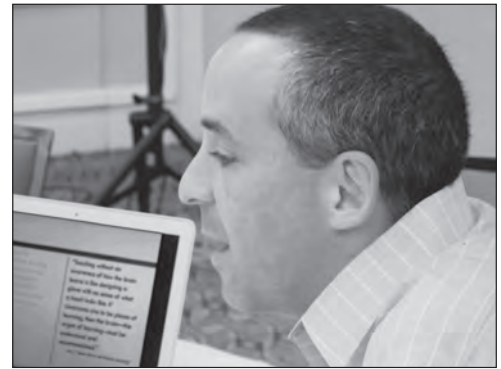
Anne Valk of Brown University shares her experiences with getting graduate students involved in elementary school oral history projects.

In a session organized by Glenn Whitman, whose students at St. Andrews Episcopal School in Potomac, Md., have contributed 900 interviews to an oral history archive during the past 14 years, teachers moved among mini-roundtable discussions, prompted by whistle-blowing commentator Kathryn Nasstrom of the University of San Francisco.

“It’s about the kids,” Whitman said, emphasizing the value of oral history in the classroom. “It’s about empowering kids in the ways we know they learn best: by doing something.”

In a general discussion that followed the mini-roundtables, participants pinpointed several concerns.

Anne Valk of Brown University said teachers who want to use oral history need good models for evaluating oral history programs. “How do we know what’s a good project or not?” she asked.



Glenn Whitman of St. Andrew’s Episcopal School in Potomac, Md., explains the neurodevelopmental aspects of engaging students with oral history.

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Paul Sutter

Oral historians face challenge of learning language of natural world

ORAL HISTORIANS WOULD do well to learn the language of the natural world if they hope to apply the tools of oral history to environmental history, conference attendees were advised at a Friday morning plenary session.

“A lot of people today don’t know how to find joy in the natural world,” said moderator

Paul Sutter of the University of Colorado at Boulder.

Presenter Kathryn Newfont of Mars Hill College told the audience. “Spend time outside...pay attention to the natural world.”

And if you don’t happen to live near the soaring mountains, pristine lakes or old-growth forests, that’s OK. The natural world is everywhere.

“Look at the fall leaf on your sidewalk in New York City,” advised Hannah Nyala West, environmental historian and anthropologist at California’s Joshua Tree National Park. People can become literate in the language of the natural world “by being there and sitting there and watching it,” she said.

If people do that, they might become more like the narrators Debbie Lee of Washington State University described in her presentation about the Selway-Bitterroot Wilderness History Project.

The Selway-Bitterroot Wilderness is a roadless, 1.3 million-acre tract along the Idaho-Montana border managed

by the U.S. Forest Service where people connected to the land routinely describe wild animal encounters with cougars, bears, wolves, coyotes, rattlesnakes, elk and deer, Lee said. While wild animals have gradually disappeared from the environment, narrators participating in the oral history project give voice to the animals they have encountered, she said, playing excerpts from several interviews.

Eighty-year-old outfitter Jim Renshaw: “I’m an elk hunter. Elk made my living for me.” He described tracking one particular bull elk. “It was an intelligent animal,” he said, recalling its efforts to elude the tracker.

Nez Perce tribal elder Elizabeth Wilson, interviewed in the 1970s, tells stories about what she calls “legend days,” mimicking the voices of animals whose behaviors conveyed important lessons.

Newfont described her work in the southern Appalachian Mountains, where local people have fought oil development and clear-cutting in the world’s richest temperate forest. She urged oral historians not to separate the environment from other social justice issues they’ve historically cared about.

West, describing her oral history work with American Indians at Joshua Tree, said conducting oral histories and trying to incorporate information into park interpretive efforts “is no terrain for the timid.”

Oral history interviews have documented the fact that Indians, in fact, lived in the area that is now Joshua Tree and were not just prehistoric people who passed through, contradicting customary views, she said.

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Inside the 2011 OHA Conference

Language of the natural world

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Lu Ann Jones

West said environmental historians need to pay more systematic attention to standard oral history methods, including giving consideration to where the oral history information will be held and whether it will be publicly accessible. Park staff members need access to the information to improve park interpretive efforts.

Lu Ann Jones, staff historian with the National Park Service's park history program,

agreed. "Personal stories are fundamental to our understanding of public lands," she said.

Jones said that she began in 2009 to compile a directory of park oral history programs and discovered thousands of interviews had been done with a disparate array of narrators. Collections at various parks deal with firefighters, Native

elders, miners, trappers, mountain climbers, farmers, hunting lodge managers and beach vacationers.

What was often lacking, however, was adequate training. So Jones said she created a week-long training course that attempts to insure that park service oral histories follow OHA standards.

West noted that programs like oral history usually are funded by "soft money" that is easy to cut and that such programs also suffer from lack of continuity as administrators come and go with their own priorities that might not include oral history. To avoid such pitfalls, public lands oral historians need to collaborate with others who can help keep programs going.

Newfont endorsed the importance of collaboration, noting that the U.S. Forest Service, for example, is a land management agency and is not particularly interested in documenting the history of the tracts it manages.

In fact, Sutter noted, stories about the land have effectively been erased from many federal lands that are wrongly seen as uninhabited wilderness.

"Stories are going to help us understand...that all landscapes are historical and we need to recognize that," he said. ❖

Oral history in the classroom

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Vickie G. Malone, a teacher at Mississippi's McComb High School, said teachers who want to use oral history face the challenge of finding "real data" to support the transformations they see in their students who engage with oral history.

"We all know that oral history really does do it for the kids," she said, "if we could somehow prove it."

Others at the session nodded in agreement when she said, "Everything we do in our school is data driven."

She said that to satisfy school administrators, the research question that needs to be answered is: How has participation in oral history changed the test data?



Traci Morgan, a teacher from Mars Hill, N.C., listens thoughtfully to a presentation by Martha Norkunas of Middle Tennessee State University. Norkunas focused on strategies for teaching oral history students how to be nuanced listeners.

Nasstrom suggested that state humanities councils might be a resource for answering such a question because they are accustomed to dealing with qualitative data. Others noted that considerable data might already exist in relation to the federal Teaching American History grants that have often included an oral history component.

Whitman said the discussion contained the seeds for some graduate student's thesis or dissertation.

An important theme that emerged from the morning's discussion, Nasstrom said, is that teachers are using oral history to teach their students skills they need "to be engaged, global citizens in the 21st century." ❖



Teacher Christine Lumley listens as James Fogerty of the Minnesota Historical Society describes the podcasts and other features of the society's immigrant oral history project, *Becoming Minnesotan*. The project includes extensive resources for teachers to use related to oral histories of Asian Indians, Hmong, Khmer, Tibetans and Somali immigrants who now call Minnesota home. Learn more at: <http://education.mnhs.org/immigration/>

Indian scholars emphasize value of oral traditions, oral history

AMERICAN INDIAN CULTURES, steeped in oral tradition, are finding new ways to explore and document tribal history, two Indian scholars told an OHA audience at a panel session sponsored by the Southwest Oral History Association.

Stewart Bruce Koyiyumtewa, tribal archivist at the Hopi Cultural Preservation Office in northeastern Arizona, described a project funded by the National Historical Publications and Records Commission as a collaboration between the Hopi tribe and the University of Arizona that involves efforts to use oral traditions, historical records and archaeological evidence to document the early history of the Hopi tribe and its encounters with Spanish missionaries.

THE PROJECT PLANS TO PUBLISH AN UNABRIDGED VOLUME OF ALL THE DOCUMENTS AND THE HOPI INTERVIEWS AND CREATE A CURRICULUM FOR HOPI STUDENTS

To many Hopis, the relationship with the missionaries was always problematic, he indicated, playing a recording by a tribal elder who described hardships in the Hopi pueblos and the confusion many felt because the philosophy of Christianity didn't seem to mesh with the pain and hardship the missionaries were imposing.

Koyiyumtewa said the collaborative research started with University of Arizona scholars' efforts to find documents in Mexico and Spain pertaining to Spaniards' encounters with the Hopis. The documents, military and governmental as well as church records dating from the 1600s, are extraordinarily difficult to decipher, he said, noting that sometimes scholars "had trouble figuring out if the documents were right side up or upside down."

In addition to deciphering the documents, tribal scholars interviewed 10 Hopi people who knew oral traditions about early contact with the Spaniards. Just as the centuries-old documents are sometimes nearly indecipherable, so, too, was there a "translation gap" for the two Hopi speakers who translated the interviews into English. As with many native languages, Koyiyumtewa noted, "you can't get it quite right."

Comparing the written and oral sources with archaeological evidence has also enabled the Hopis to identify the site of a village the Spanish destroyed and to identify the location of the old Spanish mission.

How evidence from various sources complements each other is sometimes striking.

Koyiyumtewa described an early Spanish documentary account of an investigation of a priest who whipped a Hopi person in public and then poured turpentine on him. The document said the person, referred to as Sixto, was punished for having hidden idols. Hopi oral tradition relates a similar

account in which a Spanish priest tried to set on fire a person named Sitkoyma.

Koyiyumtewa said the project plans to publish an unabridged volume of all the documents and the Hopi interviews and create a curriculum for Hopi students.

The tribe, he noted, has attracted more researchers over the years than nearly any other native people. "Hopi people are kind of sick of research," he said.

But presentations about the project in Hopi villages suggest that some tribal youth are taking an interest in their history. "They're ready to learn," he said.

Clarena Brockie, who is dean of students at the Aaniih Nakoda College on the Fort Belknap Indian Reservation in Montana and who has spent 30 years in Indian higher education, concurred.

Her tribe, the Gros Ventre, has reclaimed its original name, Ah ani nin, which means People of the White Clay, and has made a determined effort to restore its language and cultural traditions.

In the 1970s, Brockie said, only 11 tribal members could speak their native language fluently. So the tribe started an immersion school, with considerable success, she said.

"We know students learn better when they know who they are and where they're coming from," she said, adding: "We start teaching them when they're little."

Brockie said she came to appreciate the history of her people through stories passed down by her mother, who was raised by her great-grandmother until she was 9 years old.

She highlighted several factors that she said contributed to loss or dilution of tribal traditions over the years.

- Many people who have interviewed tribal members insist on romanticizing stories, thus altering their essential character and meaning.
- Some elders say tribal people deliberately leave things out of the old stories because there's no reason for other people to know it.
- Understanding women's roles in the community diminished after tribal involvement with non-Indians, who would only talk to the men.

Moreover, Brockie said, by 1905, the tribe's population had diminished to just 300 people. They quit practicing many of the traditional ceremonies that sustained the tribe's oral traditions because they were just trying to survive.

Brockie said that in addition to efforts to document the tribe's oral traditions, she is also trying to conduct life history interviews with her family members.

Koyiyumtewa said he, too, is focused on documenting oral traditions as well as life histories, especially of elders, for which their families are especially thankful. ❖



Stewart Bruce Koyiyumtewa

Inside the 2011 OHA Conference

Stories of drought, fire resonate around world

FARMERS IN SOUTHEAST Australia's dryland farming region and Coloradans whose town and homes were threatened by wildfire exhibit a common sense of fortitude in the face of disasters they cannot control.

That was one of the observations to grow out of a Sunday morning panel focused on oral history projects involving drought and fire.

Deb Anderson of the University of Melbourne described a longitudinal study of farmers and townfolk in Australia's wheat belt, where dryland crops grow on an average 8 to 12 inches of annual rainfall and a boom and bust cycle is the norm. There, she found, drought has more to do with a sense of endurance than with actual rain.

In mid-2005, the area was suffering from one of its worst droughts in history, Anderson said. When she conducted interviews the following year, people were talking about the

impact of climate change. Some dismissed the notion while others tried to reconcile the current weather with their own families' histories of surviving earlier cycles of drought, expressing the belief that they can adapt through climate change.

Anderson said that what she heard were "talks of optimism amid hardship."

Such was also the experience of Mary Ann Williamson, an independent Colorado filmmaker whose short film "Packed: A Film About People, Fire, and Possessions" was based on interviews with people forced to evacuate their mountain homes in the Fourmile Canyon Fire and what they chose to take with them.

Williamson interviewed 35 people, three of whom ended up losing their homes in the wildfire west of Boulder, Colo.,
(continued on page 12)

Oklahoma oral histories document Dust Bowl

"WE HAD ENOUGH food; we never was hungry."

"The thing I miss is the sand plums we used to have down there."

"We made our own fun."

"We'd dance till 5 o'clock and then come home and milk the cows and go to bed."

"Some of 'em (hobos) were educated people who could just not find jobs."

"My dad said, 'I'm not leaving because it's not always going to be like this.'"

"Everybody has one another."

Steven Knoche Kite of the University of Arkansas Fort Smith and Shelly L. Lemons of McKendree University in Lebanon, Ill., shared excerpts from interviews they conducted as graduate students with Dust Bowl survivors in western Oklahoma, which transported listeners into a starkly different time and place.

What was remarkable about the interviews, Lemons said, was seeing that "the Dust Bowl and Depression happened *around* them and not *to* them."

Kite said the interviewees conveyed a sense of joy and an optimistic outlook. "I think about it all the time," he said. "I call back these women to give me strength."

That sense also emerges in a collection of Oklahoma State University interviews with 140 women and a handful of men recalling their Dust Bowl experiences, said Latasha Wilson of OSU.

Some of the narrators recalled heading to California because they heard rumors jobs were available. It turns out they were, sort of. The men got jobs in steel mills or packing apricots, one narrator recalled, but they were generally unwelcome. "They were really against the Okies," she recalled. "We did not like California; we only stayed one year."

Wilson described the OSU project's effort to update its collection and make it accessible. The audio was digitized, photos were scanned and staff worked to identify people in the

pictures, often by going to senior citizen centers and asking if people recognized anyone in the photos. Project staff also created a website that is searchable by name and topic.

WHAT WAS REMARKABLE ABOUT THE INTERVIEWS, LEMONS SAID, WAS SEEING THAT 'THE DUST BOWL AND DEPRESSION HAPPENED *around* THEM AND NOT *to* THEM.'

Wilson advised project planners to learn from the glitches the OSU staff encountered:

- Always label photos
- Gather complete contact information and biographical data, like birth dates, names of spouses, hometowns and the like
- Always get all needed signatures on release forms.

Wilson said the OSU Dust Bowl collection has enjoyed renewed interest because of the current drought plaguing the region. Interviews from the collection have been used for a "Then and Now" weekly radio segment on the local public radio station.

Excerpts from the interviews have been used as part of a Smithsonian exhibit, "1934—A New Deal for Artists," displayed at the Oklahoma City Museum of Art, where art exhibit visitors were invited to schedule interviews to share their experiences growing up in Oklahoma, thus adding to the oral history collection.

Juliana Nykolaiszyn of OSU, who chaired and commented on the session, noted that the Dust Bowl projects experiences illustrate the importance of project organizers thinking about end products and access to a collection and planning accordingly from the outset. ❖

9/11 collections create new teaching tools

WHEN COLUMBIA UNIVERSITY oral historians began an oral history project the week after New York City's Twin Towers collapsed in the Sept. 11, 2001, terrorist attack, they were engaging in a longstanding tradition of capturing "history while it's hot," Senate Historian Donald A. Ritchie told an OHA plenary session.

Pioneering oral historian Forrest Pogue used that phrase to describe his interviews on an American hospital ship after D-Day, Ritchie noted. And while most oral history projects have been done years or even decades after the events happened, "history while it's hot goes back to the very beginning of oral history," he said.

THE QUESTION NOW IS HOW TO TEACH STUDENTS ABOUT 9/11 WITHOUT OVERWHELMING THEM WITH THE AMOUNT OF INFORMATION AVAILABLE.

The Columbia Center for Oral History sought to capture those hot memories in part as a way to see whether and how memories changed over time and in part to record a multiplicity of voices that might otherwise get lost in the larger public narrative, people other than the mayor police chief and fire chief. The challenge now, Ritchie said, is to make sure those interviews get back to the community.

Mary Marshall Clark, director of Columbia's oral history center, appearing in a pre-recorded video played for the audience, said the university's effort yielded 1,000 hours of interviews with 600 interviewees, some 440 in the first year alone. In 2003, interviewers went back to 200 of the original interviewees to record their memories again.

The question now, Clark said, is how to teach students about 9/11 without overwhelming them with the amount of information available. Fortunately, she said, a multiplicity of sources and digital tools with which to explore them make it possible for students to create their own context in which to understand the life-altering day and its aftermath.

Mark Phillipson, senior program specialist at the Columbia Center for New Media Teaching and Learning, described and demonstrated Media Thread, an open-source image and video analysis tool created at Columbia, as a way students can find and capture segments from interviews and other material from disparate sources and embed them in a writing assignment, for example.

Commenting on Phillipson's presentation, Ritchie noted how much the technology associated with oral history has changed. "The first oral history meeting I went to people were discussing whether it was OK to use cassette tapes rather than reel-to-reel," he recalled.

OHA past president Michael Frisch challenged the audience to stop focusing on Sept. 11 as "our tragedy" at the expense of seeing it in a global context. Americans, he said, need to "get outside of our 9/11."

(continued on page 12)



The final proposed design for the rebuilding of the World Trade Center. The September 11th Memorial is in the park in the foreground.

“Due to the circumstances of today...”

THAT'S HOW THE Congressional Record explained the emergency recess of the U.S. House of Representatives at 9:20 a.m. on Sept. 11, 2011. And it's also how the Office of the House Historian headlines its online oral history collection marking the 10th anniversary of the event that changed lives for the men and women working on Capitol Hill.

The website features audio and video excerpts of interviews with 30 people who were there that day and who recorded their memories earlier this year, as well as a photo gallery and timeline of the day's events, beginning when American Airlines Flight 11 took off from Boston's Logan International Airport at 7:59 a.m. and ending at 7:15 p.m. when 150 members of Congress gathered on the steps at the east front of the Capitol for a press conference and spontaneously sang "God Bless America."

That was an affirming moment, letting the American people know that Congress would not be terrorized, one interviewee recalled.

The interviewees include a wide array of Capitol Hill workers, including the chief of the U.S. Capitol Police, congressional pages, a nurse from the Office of the

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Inside the 2011 OHA Conference

Stories of drought, fire

continued from page 10

in September 2010. She said she learned four important lessons from the interview process:

- “People process trauma very differently.” Some were eager talkers while others could barely articulate a single thought.
- Some of the talkers couldn’t seem to stop. “They were telling their stories repeatedly in order to make sense of it.”
- Hearing their stories was a gift and
- “I learned to shut up and listen.”

That same fire was also the subject of oral history interviews about the successful efforts to save the town of Gold Hill, Colo., where the persistent threat of fire ties the community together and to its standing as a National Historic District, said Caitlin McKenna of the Maria Rogers Oral History Program at the Boulder Public Library.

Fire is a fact of life in Front Range communities, McKenna said, and it has been a constant in the old mining town’s efforts to preserve and convey its more than 150-year his-

tory. Residents have a long history of uniting against common attacks, like periodic proposals to pave roads, modernize local architecture and close the Gold Hill school in addition to the ever-present threat of wildfire, she said.

Historic wildfires threatened the community in 1860, 1894, 1989 and 2010. And in the 2010 fire, like the others, response to the fire in the first few hours depended entirely on rural, volunteer firefighters.

It is a source of considerable pride that firefighters managed to save historic structures, including the church and school, playing out a longstanding belief in the notion of neighbor helping neighbor, McKenna said, adding that the Fourmile fire has now become part of the town’s historical narrative.

Panel chair and commentator Susan Becker of the Maria Rogers Oral History Program noted that whether in Australia’s dryland farming belt or Colorado’s mountains, living in communities that face likely disaster shapes people’s lives. ❖

9/11 collections

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The pain of that day in New York or Washington or Shanksville, Pa., is no greater or no lesser than being in Jerusalem and being blown up in a pizza parlor, he said.

“The issue of living with terrorism...is not uniquely ours, not uniquely 9/11,” he said, adding that the goal of teaching about the event should be to help Americans connect with the larger story in Norway, Afghanistan, Iraq, the West Bank, Jerusalem and numerous other places around the globe.

Frisch noted that some people outside the United States reacted to 9/11 quite differently than did many Americans, saying, in essence, “At last you know what we’re talking about.”

Until we find ways to connect students with the fact that acts of terrorism occur daily around the world, he said, “there are limits to what we’ve learned from what we’ve been through.” ❖

“Due to ...”

continued from page 12

Attending Physician, Congressmen, congressional press secretaries, the House chaplain, a tour guide, a journalist and congressional committee staff members.

House Parliamentarian Charles W. Johnson recalled that it was at 9:52 a.m. when the House was declared in indefinite emergency recess.

Journal clerk Eve Butler-Gee described the calm atmosphere of the evacuation: “Everybody was very calm, and you could see people coming from everywhere just converging onto the Mall....And all of us trying to get on our cell phones. And none of our cell phones worked. We wanted to let our families know that we were evacuating and that we were going to be fine. And we believed we would be.”

Several congressional staff members described being taken to an offsite, secure location, “your basic 1950s bomb shelter,” one said. They returned by helicopter to the Capitol lawn, with smoke still visible from the Pentagon just across the Potomac River, to a place that looked more like a fortress than a seat of government.

Steve Elmendorf, chief of staff for then-Rep. Richard A. Gephardt, D-Mo., remembered: “We landed and there were all sorts of people with, with automatic weapons and SWAT gear surrounding us, surrounding the helicopters, guarding the Members when we were on the steps...there was just, there was a real feeling—it was dusk, you could see the smoke coming out of the Pentagon. There was a real feeling of, ‘Boy this is something new and different that we’ve never been through before.’”

Rep. Michael Ferguson, whose New Jersey congressional district was home to many constituents who worked in New York’s financial district, recalled how he worried about his friends and neighbors.

A House page remarked on how the events of the day stood in stark contrast to the beautiful sunny morning. “It’s going to be a great day; look at this beautiful weather,” she recalled telling a friend as they walked from class to the Capitol early that morning.

(continued on page 13)

“Due to ...”

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Nurse Francesca J. Flynn said one ongoing result of the day's events was a bigger role for nurses from the Office of the Attending Physician when it comes to emergency planning related to the Capitol. They were no longer considered just the dispenser of bandages and fixer-uppers of cuts, she said.

Several interviewees were struck by the fact that the passengers aboard United Airlines Flight 93 who forced the plane to a crash landing in a field near Shanksville, Pa., likely saved their lives.

Parliamentarian Johnson: “I can't remember when I actually learned of that fourth plane. Certainly didn't assume,

necessarily, that it was headed toward the Capitol, but all indications are that it was. So it was—there was a numbness, an unawareness, which gradually gave way to a sense, an apprehension, a personal relief. I mean, from that point on, every day I sat in my office for the next three years, there wasn't a day that went by that I didn't think of those people in the plane that had been taken down in Pennsylvania who were true heroes, and certainly saved a lot of lives in the Capitol itself.”

To learn more about the House 9/11 oral history project, go to: www.oralhistory.clerk.house.gov. ❖

Scientists turn to oral history to enrich understanding of past and present

YOU DON'T HAVE to tell people who live in the Arctic about global warming. The North Baffin Inuit people have a word to describe what's happened to the weather in their far northern communities in Nunavut, Canada. They say it is “uggianaqtuq.” That means it is behaving in an unexpected way.

Documenting their knowledge—the details of what they say they've never before seen—is another way scientists are learning from Arctic people whose harsh, fragile climate has shaped their culture for generations.

To indigenous people, science is not a series of equations, formulas and numbers; rather, it's knowledge needed to survive that's been passed down through generations, Heidi McCann of the University of Colorado, Boulder, told an OHA panel session.

McCann described the Exchange for Local Observations and Knowledge of the Arctic (ELOKA), one of three disparate projects in which scientists are using oral history to document aspects of their work. In addition to ELOKA, a project of the National Snow and Ice Data Center in Boulder, the other projects featured on the panel were conducted by the National Center for Atmospheric Research and the MD Anderson Cancer Center at the University of Texas.

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KATE LEGG, archivist for the **National Center for Atmospheric Research**, described her efforts to preserve a collection of some 200 cassette tapes stored in boxes in a basement “that's built into a mountain.”

The tapes, some of which date from the 1980s, are being digitized and catalogued for preservation and improved access to oral history interviews that document the history of the American Meteorological Society and NCAR.

The interviews, she said, reflect the social, cultural and political forces at play in the evolution of scientific ideas and open a window to understanding the role of science in society.

Legg noted that interviews going back to the 1980s discuss climate change. But some scientists now are reluctant to make interviews accessible online because of concerns sparked by “Climategate” that information might be taken out of context, she said, referring to the 2009 theft of emails by climate scientists at the University of East Anglia. Climate science skeptics claimed the stolen emails cast doubt on the scientists' motives.

“Climategate cast a chilling effect on scientists' willingness to share” in oral histories, she said.

JOSE JAVIER FRANCO GARZA of the **MD Anderson Cancer Center** also described an effort to digitize and process nearly 90 oral history tapes, including transcribing some that hadn't been transcribed and publishing some of them online.

“We took a hidden collection in a box on the shelf and put it online,” he said.

The interviews are primarily with notable MD Anderson researchers and administrators and necessarily deal with considerable medical information, including some dealing with patients. An interview with Dr. Charles LeMaistre, the cancer center's second director, included a discussion of his own wife's breast cancer, for example.

The project's steering committee was “very sensitive to interview content” in determining what information would be redacted from the interview transcripts, Garza said. When information was removed, a tone was inserted into the audio file to indicate material had been edited out.

While personal medical information was tricky enough to deal with, he said the biggest challenge was determining how to deal with “what administrators said about other administrators.”

Inside the 2011 OHA Conference

Scientists turn to oral history

continued from page 13

McCann said ELOKA offers a ways for various communities to collaborate in collecting and sharing local and traditional knowledge as well as documenting quantitative data like temperature, snow thickness, wind patterns and the like.

In one ELOKA project, interviews with hunters have helped document sea ice conditions in Hudson Bay, where water currents have become destabilized and unreliable.

Another project has involved interviews about narwhals with elders and hunters in Inuit communities in Canada and Greenland. The tusked whales live under Arctic ice and are

more threatened than polar bears by the effects of global warming.

McCann noted that scientists who work in the Arctic previously have relied on satellite data to understand the effects of global warming, but they are particularly interested in and respect the information that emerges from the interviews with Inuit people.

For the world's northernmost inhabitants, climate change is not a recent phenomenon, she said, but "a disaster that has real and serious implications for Inuit life." ❖

OHA Conference at a Glance



▲ OHA President Rina Benmayor browses the potpourri of books available at the traditional Friday afternoon oral history book fair.



▲ Books galore make the OHA annual conference a favorite for bibliophiles.



◀◀ John Wolford, Oral History Review book review editor, and Kim Porter, who just retired as editor of the Oral History Review, encourage OHA conference attendees to take a book to review for the twice-yearly publication.

2012 Annual Meeting Call for Papers

Sing It Out, Shout It Out, Say It Out Loud: Giving Voice through Oral History

2012 OHA Annual Meeting, Oct. 10-14, 2012 • Cleveland Marriot, Downtown Cleveland, Ohio

Voices raised in song, in anger, in celebration, in protest, in joy, in memoriam—all have been gathered by oral historians in the course of their work. Over the years the methodology of oral history has given voice to many different individuals from diverse communities and locations around the globe. They have had microphones set in front of them, and they have been given a chance to have their say, say their piece, speak their minds, and put in their two cents' worth. In some instances the chroniclers have been interviewed before, by journalists or other members of the media, but in other cases, an oral history interview was the first time anyone outside a narrator's circle of family or friends had asked for his or her perspective.

Oral history makes a difference by gathering up all of these disparate voices and making them accessible as a larger chorus, whether through traditional archives, online databases, books, museum exhibits, theater performances, documentaries, radio broadcasts, podcasts or blogs. **The 2012 OHA meeting will focus not only on the many ways that people express themselves within oral histories, but also the ways in which people craft existing oral histories into other means of expression.**

Host city Cleveland represents so many facets of the conference theme. Cleveland is an industrialized, working-class city, with the region surrounding it encompassing everything from other urban areas to rural mining and farming communities, and all have seen their share of protests (civil rights, anti-war, and labor). And just as there is a tradition of

protest, there is also an equally strong—and very often intertwined—tradition of music and performance, with Appalachian music from one direction, eastern European music from another, and the Rock and Roll Hall of Fame standing firmly on the shores of Lake Erie. In addition, oral history practitioners in the area are finding new and interesting ways to make their interviews accessible to a broader public audience. We welcome and encourage the oral historians in Cleveland and the surrounding area to submit papers and proposals, regardless of how directly their projects align with this year's theme.

As with all previous OHA meetings, the Program Committee welcomes broad and diverse interpretations of the conference theme as reflected in proposals for panels, individual papers, performances, exhibits, and roundtables. In the spirit of the theme, we especially encourage presenters to think about nontraditional delivery models, such as interactive sessions, dialogic formats that engage audiences, and use of digital media.

Presenters are reminded to incorporate voice and image in their presentations. OHA is open to proposals from the variety of fields traditionally represented in our meetings, including, but not limited to, history, folklore, literature, sociology, anthropology, American and ethnic studies, cultural studies, gender studies, political science, information science and technology, communications, and urban studies.

In recognition of the important work occurring outside the United States, we also hope to have a significant international presence at the

meeting. And, as always, OHA welcomes proposals from independent scholars, community activists and organizers, archivists, librarians, museum curators, web designers, documentary producers, media artists, ethnographers, public historians, and all practitioners whose work is relevant to this meeting's focus on giving voice.

If accepted, international presenters may apply for partial scholarships, made available by OHA in support of international presentations. Please note that OHA's resources allow for limited support. Small scholarships are also available for accepted presenters or others who attend the meeting.

Proposal format: For full sessions, submit a title, a session abstract of not more than two pages, and a one-page vita or resume for each participant. For individual proposals, submit a one-page abstract and a one-page vita or resume of the presenter.

Proposal queries may be directed to:

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Each submission can be entered on the web at:

<http://forms.oralhistory.org/proposal/login.cfm>, which will be available Nov. 15, 2011.

The deadline for submission of all proposals is January 20, 2012.

The Oral History Association Newsletter (ISSN: 0474-3253) is published three times yearly by the Oral History Association for its members. Copy deadlines are: **March 1, July 1 and Nov. 1.**

Submit stories to **Editor Mary Kay Quinlan**, 7524 S. 35th St., Lincoln, NE 68516, or via e-mail at ohaeditor@aol.com

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News & Notes ...

International oral historians to gather in Buenos Aires

Argentina's capital will be the site of the 17th International Oral History Association's conference Sept. 4-7, 2012. Theme of the conference is The Challenges of Oral History in the 21st Century: Diversity, Inequality and Identity Construction. Hundreds of oral historians from around the world attend the IOHA conferences held every two years. For more information, go to: www.baires2012.org.

Centennials provide backdrop for SOHA conference

Statehood centennial celebrations in New Mexico and Arizona set the theme for the Southwest Oral History Association annual conference April 12-14, 2012, at the Old

Town Hotel in Albuquerque, N.M. The conference will address the question: Celebration, Remembrance and Commemoration: Who Tells the Story?

In addition to Arizona and New Mexico, the SOHA region includes Southern California and Nevada, but oral historians from everywhere are welcome to attend. Undergraduates and graduate students involved in oral history are particularly urged to participate. For more information, contact Rose Diaz at rosediaz013@gmail.com.

Alice Springs, Australia, to draw museum women

Oral historians who are part of the museum world might want to make plans to participate in the fourth International Congress of Women's Museums at the National Pioneer

Women's Hall of Fame in Alice Springs, Australia, May 18-21, 2012. The conference is sponsored by the Network of Women's Museums, an international coalition of nearly four dozen museums in more than 30 countries around the world.

For more information, check out: www.womeninmuseum.net.

Advance planner? Mark your calendar for 2013 the OHA conference

If you're one of those people who like to plan ahead, mark your calendars now for the **2013 OHA conference in Oklahoma City**. The meeting will be held at the recently restored, historic Skirvin Hilton Hotel in downtown Oklahoma City **Oct. 9-13, 2013**.



Visit www.oralhistory.org for more information