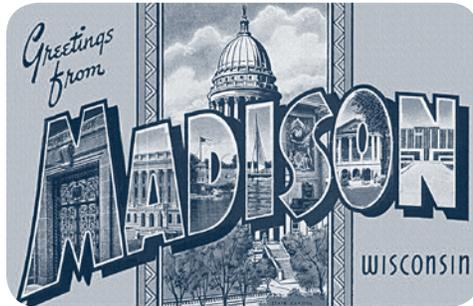




Varied presentations on tap for OHA in Madison, Wis.

By Kathryn Newfont and Natalie Fousekis, OHA Program Co-Chairs

THE 2014 ORAL HISTORY Association annual meeting, scheduled for Oct. 8-12 in Madison, Wis., will showcase a diverse array of plenary sessions. Featured presentations will approach the conference theme, “Oral History in Motion: Movements, Transformations, and the Power of Story,” from a variety of perspectives and will showcase a range of presentation techniques.



Uncivil Disobedience performance

A performance titled “Uncivil Disobedience” will highlight oral histories of a thunderous event in the Vietnam-era anti-war movement, the 1970 Sterling Hall bomb explosion on the campus of the University of Wisconsin. The Wisconsin

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History Channel-OHA partnership aims at oral history education

AN ESTIMATED 150,000 teachers and 300,000 History Channel Magazine subscribers will be the beneficiaries of a partnership between the Oral History Association and the History Channel that resulted in the publication of a guide for fourth through 12th grade teachers who want to use oral history in their classrooms.

Published in March, the guide, “Principles and Best Practices for Oral History Education (4-12)” was created by Debbie Ardemendo of the Apollo Theater Education Program and Katie Kuszmar of Notre Dame High School in San Jose, Calif. It is based on the OHA’s “Principles and Practices” document and summarizes critical pre-interview, interview and post-interview steps for classroom oral history projects.

The classroom guide defines oral history as “the recording in interview form of personal narratives from people with first-hand knowledge of historical events

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President's letter

By Stephen Sloan, Baylor University, Waco, Texas

WHAT AN AGE in which to be a member of the Oral History Association! As we near the 50th anniversary of the OHA, our organization can celebrate our storied past while we experience the impact of our diverse approaches upon new audiences and topics. Our future together is truly bright.

On Feb. 14 to 16, OHA Council held its midwinter business meeting in Madison, Wis., the outstanding venue for our upcoming annual gathering this October. Here, I will highlight a few items that were central in our work. One of our efforts in 2014 will be to create and disseminate an OHA statement on oral history as scholarship. This document will be useful to those assessing and describing the merits of oral history scholarship in an academic setting. A useful archetype in this work will be the "Tenure, Promotion and the Publicly Engaged Academic Historian" statement approved by the American Historical Association, National Council on Public History and the Organization of American Historians in 2010. This will be the first such pronouncement on the topic by the OHA.

Another outcome from midwinter was the charge of the new OHA Membership Committee, which will be active between now and the annual meeting. Council tasked this group with a variety of objectives regarding membership, including retention, pricing structure, institutional memberships, renewals and diversification. The recently completed strategic plan will be helpful in focusing the character of this work.

For 2014, we have also charged the Education Committee with focusing its efforts on expanding OHA's resources, network and points of contact with K-12 educators. This will include distributing and publicizing our recently completed principles and best practices document for that audience, gathering lesson plans that use oral history creatively and highlighting compelling teacher efforts with oral history in K-12 settings.

I'd like to take this opportunity to thank all those of you who contribute to the work of the OHA. Despite the impressive accomplishments of the team at our new executive office, our organization is dependent upon the contributions of passionate and skilled volunteers to fulfill our mission. The OHA now has nine standing and seven award committees; in total these include 68 members. This spring, we have standardized three-year terms of service for each award committee member for recognitions that are now all offered annually (with the Martha Ross Award and Post-Secondary Award alternating in odd and even years). Our greatest asset as an organization is the enthusiastic and dedicated service of our volunteers.

A landmark goal for the OHA in 2014 is the finalization and implementation of our new strategic plan. We have worked through the process for the past 14 months, and it has been an important practice for clarifying who we are and casting vision for what we aspire to as an organization. As an instrument of affirmation and inspiration, I'd like to close with our values as articulated in the new plan—the principles we stand for, work toward and champion.

Democracy—*We advocate for a practice of oral history which values and honors people, subjects and events that otherwise might not be included in the historical record.*

Inclusivity—*We insist that our membership, research and outreach encompass diverse practices, constituencies and perspectives.*

Quality—*We adhere to and promote high standards in the conduct, curation, dissemination and interpretation of oral history interviews.* ❖



Stephen Sloan, OHA president

Executive Director's report

By Cliff Kuhn

AS WE MOVE into the second year of the new (now not so new) OHA executive structure, we realize how much more can be done with two people instead of one in the executive office, working in tandem with Council members, meeting organizers, committee members and numerous other people both inside and outside of OHA. We also wonder how in the world Madelyn Campbell managed by herself for all those years!

Several matters occupied a lot of attention toward the end of 2013. As *Oral History Review* editor-in-chief Kathy Nasstrom will be going on a year's sabbatical, we conducted a search for an interim editor and are very pleased with the outcome. Stephanie Gilmore, who has extensive editorial experience with the *Journal of Women's History*, *Feminist Studies* and the newsletter of the AHA's Committee on Lesbian, Gay, Bisexual and Transgender History, is currently "shadowing" Kathy through production of the current issue and will step in as interim editor in July. Welcome, Stephanie!

We found and implemented a new conference management system that will make it immeasurably easier for planners of the annual meeting to put together a truly stellar conference. We look forward to seeing you all in Madison! In conjunction with the History Channel, we also completed a "Best Practices" document designed for teachers and students in grades 4-12, and authored by Education Committee members Debbie Ardemento and Katie Kuszmar.

At its midwinter meeting, the OHA Council made a number of important decisions that reflect the dynamic state of the association. Recognizing that as the OHA becomes more

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Cliff Kuhn, OHA executive director

PHOTO: MICHELLE LACOSS

Strategic plan to guide OHA initiatives

TWO YEARS OF meetings, conference calls, memos, drafts and more meetings resulted in an Oral History Association strategic plan that was approved at the mid-winter Council meeting to guide the organization in the coming years.

“This is our statement about who we are and where we’re going,” Executive Director Cliff Kuhn said. “It’s a blueprint for action.”

The document describes the OHA as “a dynamic cross-roads of the many paths to and from oral history,” including education, community practice, advocacy and stewardship of oral history. It lists OHA’s values as democracy, inclusivity and high standards of quality in the practice of oral history.

The strategic plan was crafted with the assistance of consultant Janet Rechtman, who met with interested members at the fall 2013 conference and whose long involvement with the Foxfire Fund made her particularly astute at understanding the OHA, Kuhn said.

Because OHA council members come and go over the years, the strategic plan will help guide the work of council, committees and meeting planners in a coherent fashion, he said.

The strategic plan highlights the importance of the annual meeting, the need to generate new sources of revenue, the importance of leadership development and membership development with an emphasis on diversity and prospects for building partnerships with organizations that have shared interests.

Kuhn noted that the strategic plan comes at a time when a five-year membership decline has been reversed, with an 11 percent increase last year. The challenge, he said, is “how do we keep it up?”

The strategic plan articulates a vision for the OHA and sets forth its values, he noted, but balancing priorities, generating revenue without jeopardizing people’s ability to participate, and assuring buy-in from volunteers in a diverse oral history community will remain ongoing challenges. ❖

Council’s immediate strategic plan priorities

- Charter a membership committee to address various membership issues.
- Empower a task force to organize and coordinate the OHA’s 50th anniversary celebration in 2016.
- Increase investment revenue by implementing a long-term investment strategy.
- Use technology and social networking to record and rebroadcast selected elements of the annual meeting, as releases permit.
- Create a mentoring program to partner veteran members with newcomers at annual meetings.
- Expand support for members with concerns about Institutional Review Board issues, professional advancement and job searches.
- Establish a systematic process for choosing partnerships with other groups, taking into account rewards and risks, financial implications and a structured evaluation mechanism.

Summer workshops offer training opportunities

A VARIETY OF summer workshops offer people interested in learning more about oral history several chances to get their fill.

Kenyon College, Gambier, Ohio

You could start at Kenyon College in Gambier, Ohio, with the June 3-5 Oral History Institute sponsored by the Ohio Humanities Council and the college’s Rural Life Center. The hands-on program includes sessions on interviewing techniques, transcribing and archiving, devising public programs based on oral history, using technology, fundraising and civic tourism. People associated with local history groups, libraries and schools are encouraged to apply, as are those from other backgrounds that might use oral history in their work.

For more information, contact James Calder at jimc@ohio-humanities.org.

Columbia University, New York, New York

Next on the schedule is the Columbia University Center for Oral History Research’s Oral History Summer Institute, June 16-27 at Columbia University in New York City. The

institute is co-sponsored by the Interdisciplinary Center for Innovative Theory and Empirics (INCITE). Theme of this year’s institute is Second Generation and Stories. Participants will explore ways in which memories are formed and transmitted through family, cultural and political frames and experiences.

For more information, visit: <http://incite.columbia.edu/summer-institute-ccohr/>

University of California, Berkeley

And if you’re closer to the West Coast, consider the Aug. 11-15 Advanced Oral History Summer Institute sponsored by the University of California Berkeley’s Regional Oral History Office. The theme of this year’s institute is the life-cycle of an interview, with each day focusing on a different stage of the oral history interview and project process. The keynote speaker will be Robin Nagle, anthropologist-in-residence at New York City’s sanitation department and author of *Picking Up: On the Streets and Behind the Trucks with the Sanitation Workers of New York City*.

For more information, contact Shanna Farrell at sfarrell@library.berkeley.edu. ❖

Executive Director's report

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organizationally capable and active, it will be presented with more opportunities to undertake new initiatives, Council approved guidelines for evaluating partnership and special project opportunities. Culminating a process that began at the 2012 annual meeting, we also approved the OHA strategic plan and set priorities for implementation. This will provide the basic blueprint for where we're headed over the next four

years. A tremendous shout-out to Council members, the OHA committees and everyone else who had input into this process, as well as to Janet Rechtman, our planning consultant.

Finally, our heart goes out to the family, friends and colleagues of Kim Lacy Rogers, who unexpectedly died in February. Kim was an enormously influential person in oral history and within OHA. She will be missed tremendously. ❖

Feminist historian to serve as interim editor of *Oral History Review*

A HISTORIAN WITH experience in oral history and journal editing will serve as interim editor of the *Oral History Review* while editor Kathy Nasstrom is on sabbatical for a year to work on a book project.

Stephanie Gilmore, who earned a Ph.D. at Ohio State University in 2005, is the editor of the Committee on Lesbian, Gay, Bisexual and Transgender History's twice-yearly newsletter, which is distributed to more than 400 individual and institutional members worldwide.

From 2004-2012 she served as an editorial consultant to the journal *Feminist Studies* and currently works in collaboration with an editorial team that solicits manuscript reviews and works with authors to polish the writing, content and tone of journal articles. From 2000-2004, Gilmore was managing editor of the *Journal of Women's History*, overseeing

details of the entire production process, including manuscript review, copy editing and reading page proofs.

Gilmore also is author of the 2013 book *Groundswell: Grassroots Feminist Activism in Postwar America* and editor of *Feminist Coalitions*, both of which relied on oral history as well as archival research.

Gilmore said she is working on two projects, both of which depend heavily on oral history. One is a history of the single day of the Miss America pageant protest in 1968, and the other is a history of sexual assault and protest on college campuses.

Nasstrom will transfer editorial duties to Gilmore July 1. ❖



Stephanie Gilmore

Oral History Review seeks short-form articles

THE EDITORIAL STAFF of the *Oral History Review* is now actively seeking submission of short-form articles. The anticipated length of such pieces is 3,000-4,000 words, but they may be somewhat shorter or longer. (By contrast, the typical *OHR* articles, which tend to be long-form pieces, range anywhere from 8,000 to 12,000 words.) These short-form pieces might address any aspect of oral history—theory, practice, methodology, pedagogy, uses/applications of oral history, editing and writing oral history. Experimental forms and multimedia dimensions are welcome.

In considering these pieces for publication, the editorial staff is guided by the journal's mission statement (below). That is, we are seeking work that provides new insights, makes an original contribution and advances our collective understanding of the field. That said, the short-form article is also an ideal format for presenting work-in-progress, work that constitutes a "thought piece" about some aspect of oral history, work that is suggestive rather than definitive, and work that raises important questions without fully answering them. In short, we are seeking a substantial (if smaller) piece of work that aims to make or raise an innovative point.

Mission Statement for the *Oral History Review*

The *Oral History Review*, published by the Oral History Association, is the U.S. journal of record for the theory and practice of oral history and related fields. The journal's primary mission is to explore the nature and significance of oral history and advance understanding of the field among scholars, educators, practitioners and the general public. The *Review* publishes narrative and analytical articles and reviews, in print and multimedia formats, that present and use oral history in unique and significant ways and that contribute to the understanding of the nature of oral history and memory. It seeks previously unpublished works that demonstrate high-quality research and that offer new insight into oral history practice, methodology, theory and pedagogy. Work published in the journal arises from many fields and disciplines, reflecting the interdisciplinary nature of oral history. While based in the U.S., the *Review* reflects the international scope of the field and encourages work from international authors and about international topics.

Inquiries about and submissions of short-form articles can be directed to:

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Memory-makers rewrite history: Rural schools and the identity of Germans from Russia

By Jessica Clark, Assistant Professor, Western Wyoming Community College

IN THEIR ORAL HISTORIES, narrators of the Dakota Memories Oral History Project (henceforth Dakota Memories) reminisce about a variety of topics related to education, such as schoolhouses, teachers, curriculum, recess and noon hour. Furthermore, narrators of the Dakota Memories acknowledge that schools were agents of acculturation; they insist schools promoted nationalism. In America, schools were designed to Americanize children, and in Canada, schools were designed to Canadianize them. The reality, however, was much more complex. As the Dakota Memories narrations reveal, these one-room country schools in many ways reinforced their ethnic identity. While there were restrictions set in place to transform the identity of immigrant children, schools in the isolated, rural German-Russian communities actually brought immigrant children together in a homogenous group, allowing them to retain their ethnic identity.

The history of Germans from Russia began when thousands of Germans immigrated to Russia. According to Renate Bridenthal, author of “Reaching Out: The Double Diaspora of Germans from Russia,” these Germans “were land-hungry farmers who, in 1763, accepted the Enlightenment-influenced invitation of the German-born Tsarina Catherine the Great of Russia to settle hitherto uncultivated land and to model modern agricultural techniques to the surrounding Russian peasants.” To entice immigration the tsarina promised that German immigrants could maintain their ethnic identity. Under Alexander II and Alexander III, however, the Russian government reneged on Catherine the Great’s promises and implemented a policy of Russification. Therefore, in the late 1800s, thousands of Germans left Russia and immigrated to the United States.

THE MEMORIES OF GERMAN-RUSSIANS WHO PARTICIPATED IN THE DAKOTA MEMORIES PROJECT REVEAL THAT IN MANY WAYS ETHNIC CHILDREN IN HOMOGENOUS COMMUNITIES RESISTED THE IDEA OF LOSING THEMSELVES IN MAINSTREAM SOCIETY BY REFUSING TO ABANDON THEIR LANGUAGE. THEY BANDED TOGETHER AT AN INSTITUTION DESIGNED FOR ASSIMILATION, AND AS A RESULT CREATED AN ETHNIC NETWORK OF RESILIENCE.

This “double diaspora,” a term coined by Bridenthal, created a new ethnic group—Germans from Russia.

After entering the United States, a good number of Germans from Russia headed west and took up homesteads on the Northern Plains. In 2005, Tom Isern, Michael M. Miller and myself launched the Dakota Memories project to preserve the childhood memories of Germans from Russia born on the Northern Plains—the second and third generations. The 199 oral histories collected for this project document myriad childhood experiences—including memories of attending school in homogenous rural communities.

Narrators reminisce at great length about attending school with children from within their ethnic communities. Many, in fact, recall mostly German-Russian children attending these rural schools. The homogeneity transcended the student population, as many narrators insist their teachers were of the same ethnic heritage. They found teachers who were of German-Russian ancestry easier to get along with, as they could relate to them and vice versa.

Most narrators of the Dakota Memories recall starting school without speaking a word of English, as German was typically the predominant language in German-Russian communities. Upon entering school, however, teachers expected students to abandon their native tongue for the nation’s official language. During interviews, some narrators reveal their covert resistance to this so-called forced transition to English. For instance, many spoke German during recess or noon hour and when they played games or partook in social activities. The memories of German-Russians who participated in the Dakota Memories project reveal that in many ways ethnic children in homogenous communities resisted the idea of losing themselves in mainstream society by refusing to abandon their language. They banded together at an institution designed for assimilation, and as a result created an ethnic network of resilience.



Alamo country school students hitching a wagon ride home from school—the place where many of them socialized with others from the same ethnic background.

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OHMAR presents 2014 Forrest Pogue award to Arlington, Va., librarian Judith Knudsen

ORAL HISTORY IN the Mid-Atlantic Region (OHMAR) will present its annual Forrest Pogue award to Judith Knudsen at its spring annual meeting, April 24 and 25, at the Chemical Heritage Foundation in Philadelphia. The Pogue award recognizes lifetime achievement in the field of oral history. It is named after Forrest C. Pogue, an oral history pioneer among whose many contributions were conducting interviews with soldiers during the Allied invasion of Normandy in 1944.

For 19 years Knudsen has been manager of special collections at the Arlington Public Library, formerly called the Virginia Room, and now named the Center for Local History. In that role she has overseen an extensive oral history program, including management of oral interviewers, arranging for transcriptions and processing, as well as conducting many of the interviews herself.

Through her efforts more than 400 interview transcripts are available for researchers. The projects she has organized and arranged include interviews

relating to the county's Jamestown celebration and another, Arlington Remembers 9/11, that includes 30 interviews with firefighters, police officers and other citizens five years after that memorable and traumatic event in Arlington. Her oral history collections include interviews with many county elected and appointed officials, civic activists, educators, planners, developers and ordinary residents.

An especially notable achievement has been securing oral interviews with business and civic leaders in Arlington's long-standing African-American community where there is a dearth of written and documentary history. A particularly important video interview took place with Dr. Leonard Muse, now in his 90s, who has operated a pharmacy in the historically black Green Valley neighborhood for many decades. She also secured an interview with a former resident – now more than 100 years old—who was brought to Arlington as a role model and principal of the area's segregated black high school and who currently lives in Oklahoma.

Knudsen is also leading the transition to the digital age for the Center for Local History. Fifty-two of the interviews are now digitized and the collection is being expanded to include a Digital Projects Lab. Under Knudsen's planning and management it will open in the summer of 2014 and provide a space and resources where residents can share family photographs with the center and record oral histories.

Knudsen is a former president and executive board member of OHMAR. Founded in 1974, the organization is a regional affiliate of the Oral History Association. Its members include librarians, archivists, independent businesspeople and scholars who are engaged in oral history research. It holds an annual spring conference and offers fall workshops in locations within its region, which stretches from Virginia to New York State.

For more information contact David J. Caruso, Chemical Heritage Foundation, 315 Chestnut Street, Philadelphia, PA 19106; dcaruso@chemheritage.org. ❖

OHA in Madison, Wisc.

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Story Project, in partnership with the Oral History Program at the University of Wisconsin, developed the performance after years of collecting oral histories from people who were there and from people whose lives were profoundly changed by the event and its aftermath. The bomb, intended to destroy the Army Mathematics Research center, killed physics researcher Robert Fassnacht, injured three other people, caused tremendous damage to the building, and sent aftershocks through both pro- and anti-war America.

Private Violence film screening

A public film screening of the documentary *Private Violence*, featured at the Sundance Film Festival and scheduled to be aired on HBO in the fall 2014, will be hosted by Southern Oral History Program Director Malinda Maynor Lowery, associate producer. The film follows two women through struggles with domestic violence, and uses oral history as a means of exploring this difficult, complicated and often misunderstood subject. Lowery will introduce the film and answer questions following the documentary.

Music of John Handcox, performative oral history presentation

Oral historian Michael Honey and music educator Pat Krueger will present a mix of songs performed by themselves and, through

several short digital presentations, by John Handcox (1904-1992). Deemed the poet laureate of the interracial Southern Tenant Farmers Union, Handcox was hailed by Pete Seeger as a "people's songwriter," and his music was influential in African-American and labor struggles through much of the 20th century.

Academics as activists panel

A plenary panel will explore the experiences of academics working as political activists and public intellectuals. In several nationally significant political movements in recent years, including major showdowns in Wisconsin and North Carolina, academics have played crucial roles. The panel will feature oral historians and other scholars who have stepped into active political leadership roles.

"Oral History and the Black Vernacular" interview/performance

We will feature two sessions with Richard Davis, recently named a jazz master by the National Endowment for the Arts. Davis is an award-winning jazz bassist and faculty member in the Music Department at the University of Wisconsin at Madison. Davis will perform with his student bass choir immediately after the presidential reception on Thursday evening. A public interview session with Davis will be the featured event after the Saturday night awards dinner. ❖

Interest groups use conference gatherings to share mutual concerns

THE ORAL HISTORY ASSOCIATION is an important resource for oral historians not affiliated with academia, but it could also expand ways to help them.

That was one takeaway from discussions by the community oral history and independent researchers interest groups that engaged in open-ended sessions during the 2013 OHA conference. In a conference first, attendees at the Oklahoma City meeting were invited to informal interest group meetings to connect with like-minded oral historians.

About 15 people attended the community oral history interest group discussion and described a wide variety of community projects. Participants also offered suggestions to one another on community outreach, funding sources, identifying narrators and working with stakeholders to emphasize ethical standards for oral history. Group members also exchanged ideas about ways to use oral history collections, including partnering with archives and teachers to explore oral history content related to curriculum topics.

Facilitated by Donna Sinclair of Washington State University Vancouver, the community oral historians also

suggested that OHA could help them by making available a list of speakers and workshop leaders who can do oral history training. They also suggested online conferencing and training that would improve outreach and offer more skills to community historians.

The independent researchers interest group also suggested OHA could explore ways to publicize linkages among various groups that employ oral history, such as museums and historical organizations.

Independent historian Jo Blatti of Little Rock, Ark., facilitated the discussion, which also focused on practical aspects of building an oral history consulting business.

Like the community oral historians, the independents also focused on expanding awareness of grants and other resources to fund oral history work.

Other interest groups that met during the Oklahoma City conference focused on: K-12 education, military history, archives, digital humanities, social change and government.

Similar interest groups will have the opportunity to meet during the 2014 meeting in Madison, Wis. ❖

Mouth-watering plenary session focuses on food

PEOPLE LIKE TO eat. And they like to talk about food. And oral historians increasingly are at the table—and the kitchen counter—documenting foodways in regions throughout the country. A 2013 OHA plenary session explored some of those efforts.

Rebecca Sharpless of Texas Christian University, who moderated the session, said that using interviews to document food traditions was a project of the Works Progress Administration in the 1930s. That project, called *America Eats*, documented food at festivals, fairs and rodeos around the country. The work was never published, she said, but more recently, numerous regional and state foodways organizations have arisen that use oral history interviews to document and celebrate the history and evolution of foods and food-related traditions.

Plenary session presenters described oral history projects that focused on the evolution of the food industry in California, barbecue in central Texas and the work of the Southern Foodways Alliance based at the University of Mississippi.

Allison Varzally of California State University, Fullerton described the evolution of Southern California's food culture that influenced how the nation eats. She directs an oral history project at the university's Center for Oral and Public History that originated when the family of Carl Karcher, who started Carl's Jr. restaurants, wanted to donate the Karcher archives and have key family members interviewed.

Varzally said the project was expanded to include interviews with founders, employees and customers of other Southern California food purveyors. With 45 interviews it has documented the amalgamation of disparate elements that gave rise to the fast-food industry that is criticized for promoting homogeneity, poor health and bad labor practices. At the same time, the region also is noted for sparking the movement toward healthy eating. Above all, she indicated, the project documents American capitalism.



Federal Writer's Project photographs for the "America Eats" project. Oysters and a political rally, No. 1, ca. 1930-1941.

PHOTO CREDIT: ANTHONY V. RAGUSIN, PRINTS & PHOTOGRAPHS DIVISION, WPA TRANSFER (199A2C)

While the Southern California oral history project focused on the evolution of an industry, Amy C. Evans of the Southern Foodways Alliance in Oxford, Miss., said her group also sees food as a cultural lens through which other aspects of life, like race and gender, can be explored. Evans is the lead oral historian for a documentation effort that has resulted in nearly 800 oral history interviews, about 40 short documentaries and films, postcards, podcasts, photos, transcripts, audio slideshows and food trails like the Mississippi Delta Hot Tamale Trail, aimed at boosting tourism in the region.

Interviews about barbecue in central Texas also were briefly described. Presenter Elizabeth Englehardt of the University of Texas at Austin was unable to attend, but the interviews she and her graduate students conducted documented the Texas barbecue passion and led to publication of "Republic of Barbecue: Stories Beyond the Brisket" and helped spark the formation of Foodways Texas, a group that aims to document the diverse food cultures of the Lone Star state. ❖

Oral history collections reflect 50 shades of gray

USING THE TITLE of a best-selling erotic novel might have helped attract an eager audience to a 2013 OHA conference roundtable on dealing with the murky legal and ethical issues associated with oral history collections that lack appropriate deeds of gifts and release forms.

Such collections, indeed, live in a world colored by shades of gray, sitting on shelves as orphan works with no documentation of copyright holder and no way to find out, said panel moderator John Neuenschwander, Carthage College professor emeritus. It's a significant issue for archivists to address because such collections may have commercial value.

The Kentucky Oral History Commission's Sarah Milligan recalled having temper tantrums over the number of interviews without documentation in its collection.

And Sarah-Jane M. Poindexter, co-director of the University of Louisville's Oral History Center, said she couldn't help asking, "What's the point of keeping these materials if they can't be used?"

So as part of a project to inventory all the oral history interviews in various repositories around the state, Milligan invited 15 Kentucky archivists to a meeting with Neuenschwander to figure out how to deal with orphan interviews and those with unrealistic restrictions, along the lines of "my mom can hear it but my kids can't."

The University of Kentucky's Doug Boyd cited one interview restriction sure to leave archivists in a quandary. The interview, conducted in the 1980s, is restricted "until the political situation in Haiti stabilizes."

The issue of undocumented or legacy interviews is particularly salient in Kentucky because of a law there that makes oral history interviews held in public institutions subject to public records requests except for interviews with archival restrictions.

The panelists reported that the upshot of the archivists' gathering was creation of a decision tree Kentucky archivists can use, not as a substitute for legal advice, but as a way think through different levels of accessibility for oral history interviews for which documentation is incomplete.

Poindexter walked the session attendees through the decision tree she created, "Pathways to Access," which accompanies this article (p.9). While the decision tree is specific to Kentucky archivists, it outlines a process useful for everyone

THE ISSUE OF UNDOCUMENTED OR LEGACY INTERVIEWS IS PARTICULARLY SALIENT IN KENTUCKY BECAUSE OF A LAW THERE THAT MAKES ORAL HISTORY INTERVIEWS HELD IN PUBLIC INSTITUTIONS SUBJECT TO PUBLIC RECORDS REQUESTS EXCEPT FOR INTERVIEWS WITH ARCHIVAL RESTRICTIONS.

concerned about balancing ethical as well as legal issues associated with interviews that lack clear assignment of copyright.

It is predicated on the idea that the legal doctrine known as fair use makes it possible for archivists to establish different levels of access depending on the particulars of a given interview. Poindexter's "Pathways to Access" suggest four possible levels of access: regulated, permission with caveats, copy and dissemination, and completely open, online access.

Neuenschwander, an attorney and retired municipal judge as well as historian, cautioned oral historians not to try to define "fair use."

"You have to kind of tip-toe around it," he said. Using less than 10 percent of a work is probably fair use, but rigorous quantification doesn't make sense and should be avoided, he said.

In any case, he suggested, keepers of oral history collections always have to engage in a balancing act, factoring in unique concerns associated with vulnerable populations as well as the valid interests of researchers and interviewers, who are joint authors of an oral history interview.

Poindexter said archivists sometimes struggle with determining just what constitutes making a good-faith effort to track down heirs of deceased interviewees to seek permission to release an interview.

Neuenschwander suggested using next-of-kin searches, which lawyers do frequently, and if no one turns up, it would empower the archivist to say heirs couldn't be found.

In addition to Poindexter's "Pathways to Access," oral historians can find online aids dealing with copyright and fair use on "Oral History in the Digital Age," and websites of Cornell University and the University of Texas Libraries. ❖

History Channel—OHA partnership

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or current events." It suggests various reasons why teachers should integrate oral history into their classroom activities, including the ability to meet state and national standards using oral history methodology, personalizing the study of history, promoting intergenerational appreciation and developing communication and social skills, among other benefits.

The classroom guide advises teachers to determine their objectives and goals before embarking on an oral history project and emphasizes that the document is not intended to provide comprehensive oral history instruction, but to serve as an overview of key points. Among other highlights, the guide emphasizes training, research, narrator rights and release forms, equipment considerations, preservation and dissemination. The colorful three-page document includes the OHA logo as well as the History Channel's logo.

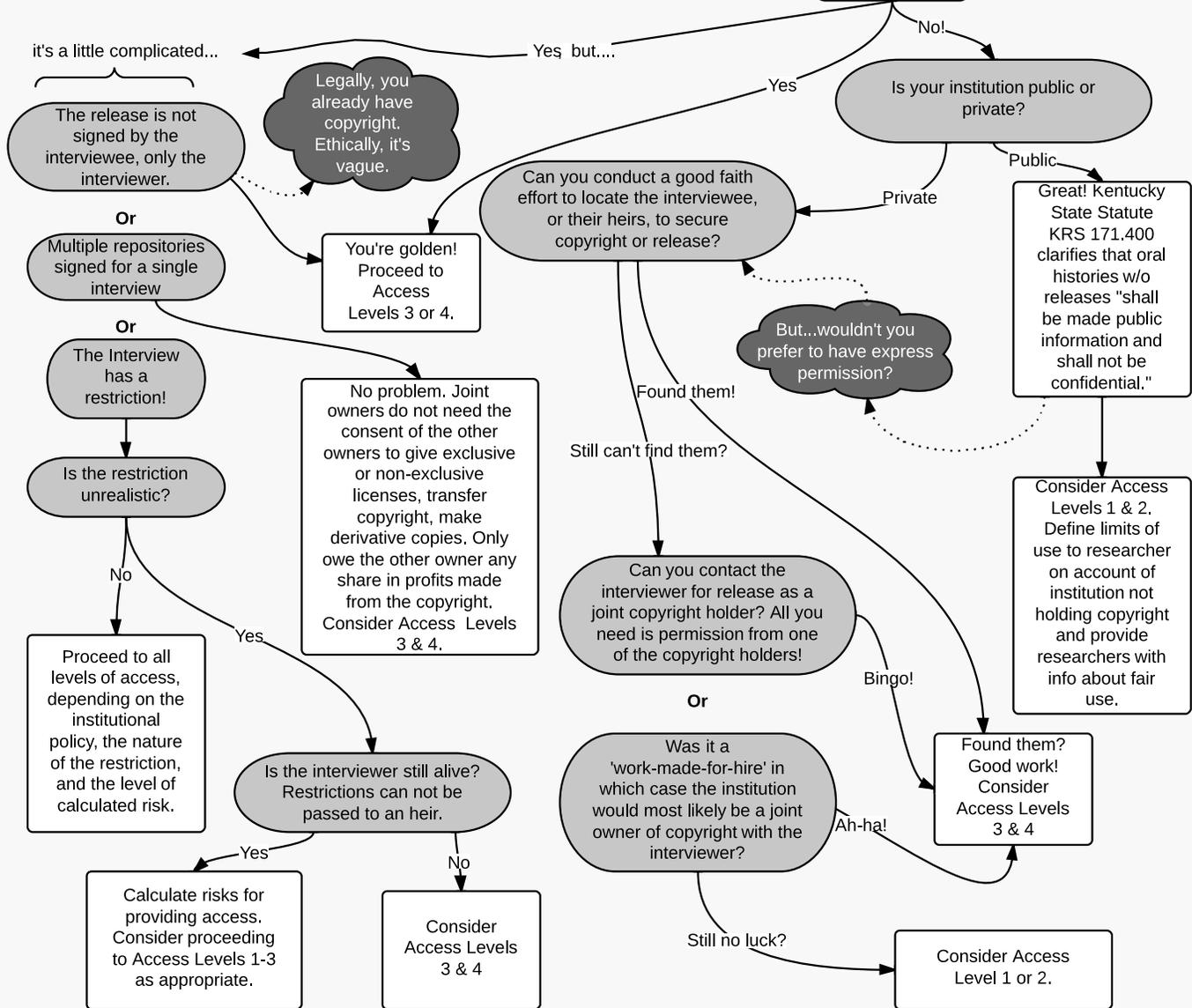
OHA Executive Director Cliff Kuhn said the History Channel partnership that resulted in the classroom guide benefits the OHA financially. And the History Channel's resident historian has expressed delight at working with the OHA, he said. On the drawing board are plans to develop oral history classroom activities related to the 50th anniversary of key civil rights legislation.

"We're delighted to be in this partnership," Kuhn said, noting that other organizations have also reached out to the OHA for possible collaborations, including the National Endowment for the Humanities, which is considering an oral history component for its 50th anniversary commemoration. The OHA also will be more actively engaged with the Library of Congress' Veterans History Project, sharing workshop responsibilities with the American Folklore Society. ❖

Pathways to Access

Start here!

Do you have a written or verbal release?



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Interviews may be placed on-line (in context to the institution) and be available to anyone who is searching the web.

Created by Sarah-Jane Poindexter, University of Louisville Oral History Center

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The newest collection of narratives from the Dakota Memories Oral History Project recalls the recess games, language barriers, and one-room schoolhouses of yesteryear.

Countless Dakota Memories narrators attest to the difficulties of starting school completely ignorant of the English language. Narrators reminisce about teachers prohibiting children from speaking German during not only school lessons, but also school activities. Nonetheless, a number of narrators credit their teachers' diligence and English-only policy for their successful transition from the German language to the English language. In the end, most have absolutely no resentment toward their teachers for this so-called forced transition.

Teaching children to speak the English language was only part of the curriculum. "The three Rs" or "reading, writing and "rithmetic" are undoubtedly two of the most common phrases in the Dakota Memories narrations. While some narrators stop there, claiming either that was all they learned or that they do not remember the other subjects, other narrators elaborate on the subjects they learned while attending grade school in rural areas across the Northern Plains.

Country schools were more than simple institutions designed for educating children in the basics and acculturating or assimilating them into mainstream society. They were also institutions that fostered community development and socialization. Schools provided rural farm children with opportunities to leave the farm and make friends with other children from similar backgrounds. For German-Russian children this usually meant meeting other children from their ethnic group. While schoolteachers spent most of the day teaching curriculum designed for acculturation and assimilation, recesses and noon hour provided students free time for children's play. During this time, as the Dakota Memories narrators attest, children formed close relationships. Furthermore, it was during recesses and noon hours when children planned their organized or not so organized resistance.

These institutions played an integral role in community building and socialization on many levels, as well. On a daily basis, schools brought children together in homogenous groups; and on special occasions, they brought these homogenous families and communities together for social activities and celebrations. The second- and third-

generation Germans from Russia who participated in the Dakota Memories fondly remember the public programs hosted by their country schools. Most narrators reminisce at great length about the Christmas program. Some also share memories of plays, picnics, pie socials and community days. Regardless, schools brought German-Russian families together for cohesive community celebrations.

Growing up in the era of compulsory education, narrators attended grade school, and most usually completed the eighth grade. Thus, the role of this institution in the lives of German-Russian children is momentous. Schools brought together a homogenous group of young Germans from Russia. During their oral histories, narrators reminisce about a variety of educational topics, including country schools, towns schools, teachers, curriculum, exams, free time, lunches, attendance, school programs and perceptions. While they acknowledge the efforts of school boards and teachers to assimilate German-Russian descendants into mainstream society, most narrators also bring to light children's refusal to abandon their identity. A process of cultural diffusion took place, rather than assimilation or acculturation. They chose to accept certain elements of their new culture, blending them with their ethnic identity.

By using the methodology of oral history, historians can delve into topics that scholars have previously overlooked, such as the role of schools and children in altering ethnic identities. Much of the current historiography only provides a cursory analysis of the cultural diffusion that takes place in school with children. The exception, of course, is the literature available on the role of boarding schools on Native American (or aboriginal) identity. This new research on German-Russian identity and rural education uses the works of the established scholars as a foundation for new discoveries and, as a result, reveals that immigrant children took an active role in the formation and reconstruction of their ethnic identity. ❖

Candidates for OHA elections

FIRST VICE PRESIDENT

Doug Boyd, *Nunn Center for Oral History, University of Kentucky Libraries*

OHA COUNCIL

Teresa Barnett, *UCLA Center for Oral History Research*

Kristine Navarro-McElhaney, *Institute of Oral History, The University of Texas - El Paso*

NOMINATING COMMITTEE

Rebecca Sharpless, *Texas Christian University* vs.
Charlie Hardy, *West Chester University*

Jeff Corrigan, *State Historical Society of Missouri* vs.
Joanna Hay, *independent artist, Kentucky*

Mimi Lok, *Voice of Witness Oral History Project* vs.
Rosie Uyola, *Rutgers University Newark*

Kim Lacy Rogers

By Cliff Kuhn, OHA Executive Director



KIM LACY ROGERS, a leading figure in oral history, died unexpectedly on Feb. 21, at her home in Carlisle, Pa., where she was professor of history and American studies at Dickinson College. Although she continued to teach, Rogers had been in declining health. She was a few days shy of her 63rd birthday.

Soon after receiving her Ph.D. from the University of Minnesota in 1983, Kim Rogers began writing what would become an extremely influential collection of oral history-related books and articles. Much of her research involved African-American communities in the

Deep South, particularly in New Orleans and the Mississippi Delta. Along with professor Jerry Ward of Tougaloo College, she directed the Delta Oral History Project, conducting oral history interviews from 1995 through 1998.

Rogers's work was marked by insight, depth and capaciousness. Her numerous publications include *Righteous Lives: Narratives of the New Orleans Civil Rights Movement* (1993); *Interactive Oral History Interviewing* (co-edited with Eva McMahan) (1994); *Trauma and Life Stories: International Perspectives* (co-edited with Selma Leydesdorff, 1999) and *Life and Death in the Delta: African American Narratives of Violence, Resilience, and Social Change* (2006), which won the



2007 Oral History Association Book Award as well as the 2008 National Council on Public History Book Award.

Following her interest in Eastern religions, at the time of her death she was researching contemporary religious pluralism in the American Southwest.

Rogers joined the faculty of Dickinson College in 1983, where she taught courses centered on recent American history, urban history and gender and family history. Along with her colleagues Jeremy Ball and Amy Wlodarski, she was the 2010 recipient of the OHA Postsecondary Teaching Award for the series of courses titled "Black Liberation Mosaic: South Africa and Mississippi." She also served as director of Dickinson's Community Studies Center, which she was instrumental in founding.

In addition, Rogers played a leading role in the Oral History Association. She chaired the Publications Committee and served on the OHA Council in the late 1990s and then again as an officer, including as OHA president in 2004-2005. It was because of her efforts that the OHA had its executive office at Dickinson College from 1999 through 2012.

We will miss her. ❖

Eleanor H. Stoddard

ELEANOR H. STODDARD, a longtime member of the Oral History Association and Oral History in the Mid-Atlantic Region, who created a second career as an oral historian after many years as a writer and editor, died Jan. 7 in Chevy Chase, Md. She was 92.

Stoddard, who had no immediate survivors, generously named the OHA as a beneficiary in her will.

A New Jersey native, Stoddard graduated from Vassar College in 1942 as senior class president with a major in economics. She was a writer at Time magazine and wrote advertising copy for U.S. News and World Report before becoming a National Science Foundation editor in 1955.

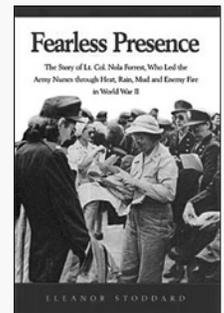
Stoddard, whose grandfather William O. Stoddard was one of President Abraham Lincoln's White House secretaries, was passionate about history, particularly the history of women and their roles in the U.S. military.

Stoddard retired from government service in 1983 and several years later enrolled in a graduate-level oral history course at the University of Maryland taught by then-OHA

president Martha Ross. The course laid the groundwork for an independent project in which Stoddard interviewed women who served in all branches of the military and in the Red Cross during World War II. She deposited the tapes and transcripts from her 16 years of interviewing at California State University, Long Beach.

Interviews with one of her narrators ultimately led to Stoddard's 2006 book, *Fearless Presence: The Story of Lt. Col. Nola Forrest, Who Led the Army Nurses Through Heat, Rain, Mud and Enemy Fire in World War II*. Forrest was a 20-year veteran of the U.S. Army Nurse Corps and was director of Army nurses in the Southwest Pacific during the war. She was credited with rescuing 67 nurses from a Japanese internment camp in Manila.

In addition to Stoddard's involvement with oral history organizations, she also was a member of the Potomac Appalachian Trail Club and tutored inner-city youth and adults in Washington, D.C. ❖



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Do you have colleagues who use oral history in their classrooms? Or in their ongoing research projects?

Do you know of community groups exploring the use of oral history to document their work? Or local museums eager to engage area residents?

Chances are you do. And there's also a chance those people are not members of the Oral History Association. But you can fix that. Share this **Newsletter** with them. Brag about the *Oral History Review* online. Tell them about the workshops and thought-provoking sessions and like-minded new friends they'll find at an OHA conference.

And then encourage them to join OHA. They'll be glad they did.

Visit www.oralhistory.org for more information