

The Oral History Educator

The Consortium of Oral History Educators

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Welcome to the
Consortium of Oral History Educators'
On-line Journal!



Breaking News in this Issue:

Dr. Kimberly Heikkila and Dr. Erin McCarthy Receive the Oral History Association's Postsecondary Teaching Award for 2006

Feature Article: Elementary and Secondary School Oral History Programs Flourish as a Result of Teaching American History Grants

AltaMira Press Publishes *Preparing the Next Generation of Oral Historians: An Anthology of Oral History Education*

In the Wake of the Hurricanes: Katrina Scholarship for the Oral History Educator By Alan Harris Stein

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Director's Message

Oral History Educators as Agents of Change

In 1968, the first conference on oral history education was held in Vermont under the direction of Charles Morrissey. Since that time, the concept of *change* has served as a predominate theme of the methodology. To dramatize this point, when Foxfire and other oral history projects first experimented with the use of oral history in the classroom, teachers were implementing interactive instruction and requiring authentic assessments a decade before it was embraced by the general educational community. Thus, oral history education was well ahead of its time and influenced productive change.

The application of technology in the classroom was another way in which the pioneers of this instructional approach captivated their students and demonstrated educational change. The cassette tape recorder and the early reel to reel video cameras, that recorded black and white images, mesmerized both student and educator alike. For the first time, students could use audio and visual equipment to capture local history accounts and then present the images back to the community in creative ways.

Fast forward almost four decades and oral history educators are still on the cutting edge of educational change. No longer are students using typewriters and cassette recorders. Instead, they are integrating sophisticated computer software and digital video equipment making video productions and power point presentations not even dreamed of a few short years ago. Such technology is revolutionizing how students present their oral history research. And educators are constantly being challenged to find new and exciting ways in which to use these “new fangled gadgets” to improve students’ cognitive and affective development.

Oral history educators have not only embraced technological advancements but have extended their reach throughout all educational levels. The conceptual constructs of oral history are continually being modified and expanded to meet the needs of contemporary students. Of note, the expansion of oral history into elementary school settings has demonstrated well that even very young children can benefit greatly when educators broaden the learning environment beyond the traditional walls of the classroom – and empower children to become active collectors of history.

As a proponent of change, the Consortium of Oral History Educators is fully engaged in a variety of endeavors to enhance oral history instruction for the student and the educator. Recent activities include:

- **COHE WEBSITE:** With 2007 comes the realization of a long standing dream – the launch of the official COHE website. While still in various stages of construction, additional graphics, photographs and color will be added throughout the spring and summer months. In-depth scholarly articles will address academic issues and they will be integrated along with articles that discuss pragmatic issues, such as project management. Because printing costs no longer restrict page length, the average COHE on-line journal will be about 25 pages and will be a more comprehensive resource for educators. The on-line journal can also be printed in a much more user-friendly format or can be read in a paper free way that is environmentally friendly.

- **CONFERENCE PROGRAMS:** Conference session proposals on oral history as an educational methodology are being developed by the leadership of COHE for national organizations such as the National Council of Social Studies. Regional conference presentations are also planned for the Southwest Oral History Association and for Oral History in the Mid-Atlantic Region. Both regional conference sessions will especially assist oral history educators who have limited travel budgets.

- **GRANT PARTICIPATION:** COHE is working with a variety of Teaching American History Grants who are incorporating oral history curricula. While currently serving as an organization to exchange ideas through the on-line journal, COHE is also involved with developing teleconferences that will link educators across the country. In fact, COHE presented the first video teleconference on oral history education in 2000 and is leading the way with this technology for the benefit of teachers enrolled in Teaching American History Grants and associated programs of professional development.

- **ORAL HISTORY ASSOCIATION:** COHE is also actively working with the Oral History Association in the planning of teleconferencing for teachers who cannot physically attend OHA’s annual conference. In many respects, this approach may be the prelude to a changing paradigm on how oral history curricula are delivered to conference “attendees”.

As an agent of change, COHE is taking the initiative to discuss not only the successes of classroom oral history but the challenges and difficulties encountered when using this pedagogy. One reoccurring theme that needs to be addressed is the constant constraint of classroom time and how to view this limitation as a call to be ever more efficient and creative in the delivery of instruction using oral history. Other issues such as qualitative and quantitative research, curricula for special education students and even content delivery for incarcerated student populations (see the enclosed article on Redemptive Justice™ and Redemptive Service™ -- An Oral History Program for “At Risk” Youth) must be discussed in an open forum and ideas shared in a cost-free environment to effectuate change and growth of oral history education.

Through active involvement in these professional endeavors, COHE is fulfilling its mission and continuing the tradition of change that began with the first pioneers in the field. To bring about change, your ideas and involvement are essential to the future of oral history education. Be “*A Link to the Past – A Part of the Future*”. Be an agent of change as an oral history educator!

Sincerely,

Laura M. Wendling, Ph.D.

Oral History Educators

A Link to the Past – A Part of the Future

"What we have learned from others becomes our own reflection."

Ralph Waldo Emerson



Dr. Kimberly Heikkila and Dr. Erin McCarthy
Receive the Oral History Association's Postsecondary
Teaching Award for 2006

Dr. Kimberly Heikkila and Dr. Erin McCarthy share the Oral History Association's Postsecondary Teaching Award this year. Both educators have earned the award for exemplary work in the postsecondary classroom to teach the principles and practice of oral history, to engage students with historical inquiry, and to create oral history projects of lasting value to the students and the communities with whose members they worked.

Dr. Heikkila is commended for her work with community college students at Anoka Ramsey Community College in Coon Rapids, Minnesota. Dr. Heikkila demonstrated confidence and courage in facilitating personal connections between Vietnam war veterans and her students. The oral histories collected under Dr. Heikkila's guidance have resulted in lasting contributions to the American Folklife Center's Veterans History Project. Dr. Heikkila has also demonstrated thorough and thoughtful scholarship, and her willingness to share her experience and insights with colleagues at last year's OHA conference further attests to the merit her work deserves.

Dr. Erin McCarthy is commended for work with students at Columbia College Chicago and members of the Greek American community. Dr. McCarthy fostered creative use of multimedia technologies, and her students' work contributed significantly to the archives of the Hellenic Museum and Cultural Center in Chicago. Dr. McCarthy has also demonstrated commendable scholarship and willingness to share her experience and insights with colleagues at the OHA conference.



Feature Article

Elementary and Secondary School Oral History Programs Flourish as a Result of Teaching American History Grants

Reflections on Oral History

**Overlook Elementary School, Anne Arundle County Public Schools
Denise Faidley, Teacher and Program Director
Lansdowne, Maryland**

Last summer, I took part in the Teaching American History (TAH) program as a way to grow professionally and expand upon the lessons I taught in fifth grade in relation to the American Revolution. What I didn't realize at the time was it was one of the best experiences of my career. Not only was I able to gain the knowledge I sought, but I gained leadership experience and networking that has been a benefit to me in my professional growth.

Through TAH, I decided to embark on an opportunity that presented itself during a summer workshop relating to the concept of oral history as a way to teach social studies. I was immediately excited about this prospect and had several ideas about how to go about it. I contacted Dr. Lanman, Instructional Director TAH, about assisting me with an Oral History project that went along with my "Cooperation and Competition" unit for Reading. That begun the process. Next, I discussed the concept with my principal and teammate and both were as eager to allow the fifth grade to encounter this opportunity. I developed a timeline for completion of activities along the way. This initial program consisted of: An introduction to Oral History- where I presented information to the fifth grade about the assignment, how to write good questions for the interviews and other preparatory knowledge. Dr. Lanman came to our school to present to the students- he helped shape the program and show the students how to interview and allowed them to practice with him, then the students had a series of assignments.

They had approximately two weeks to find someone they wanted to interview. Once they selected the interviewee, they had to develop their questions. The questions needed to be approved by me before they could conduct their interview. I spent time in class developing questions, we came up with common questions all students would use, and even the reading specialist met with struggling students to assist them on the right path. From that point, students conducted their interviews. They were given guidelines; we discussed proper conduct during the interview, and discussed recording the interview session.

Once the students experienced the interview, they became excited and I feel a lot of them really began to take ownership of the project at this point. Students were eager to tell me about their interviews and several carried their tapes with them for weeks. Dr. Lanman came back to talk with my students when we were stuck and needed assistance with the analysis and interpretation of the interview material.

Once all the interviews were finished, we began the work of documenting the oral history interviews. Students were given guidelines about a written paper that was due along with a visual that would be used for an oral presentation. Through the oral and written presentations, the students demonstrated remarkable skills and were able to relate their information to the central themes of “Cooperation and Competition”. At the end of the program, the students received certificates from the Martha Ross Center for Oral History, University of Maryland, Baltimore County.

For me, the project took an unexpected turn when I was contacted about presenting a summary of the project to fellow TAH participants for the Spring Workshop. I developed a presentation to share with elementary, middle and high school teachers. I also selected and video taped several students discussing their feelings about the process of learning through oral history. Mary Davis, a social studies resource for Anne Arundle County Public Schools, assisted in taping and interviewing the students. She also helped me assemble a packet of instructional materials and suggestions to share during the workshop. I think everyone was surprised at the quality work that fifth grade students were capable of producing. Towards the end of the year, Dr. Lanman and I attempted to have some students complete another project. However, the scheduling was just a bit too complicated as fifth grade has a lot of end of the year activities and testing that take up so much of their time.

The oral history experience helped me grow as a leader and opened another pathway to write Social Studies curriculum this summer, which all helped me to get a job as a Reading Teacher in the county for this next school year. In addition, the friendships I gained through TAH are invaluable. What began as a thought turned into an exciting adventure for me. I hope to encourage others to participate in oral history projects in my new role as a reading teacher.

Note: Ms. Denise Faidley took part in the Teaching American History Grant Program through the Anne Arundle County Public Schools in conjunction with the University of Maryland, Baltimore County.



“Can I Be Your Witness: Documenting History through the Eyes of our Elders”

Teacher and Project Director: Kaye Wise

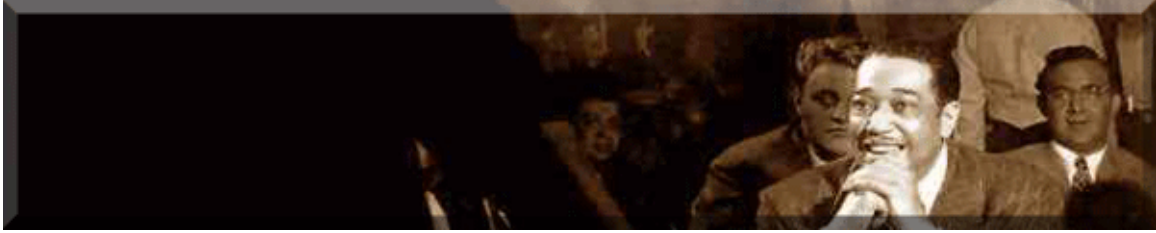
**West Baltimore Middle School, Baltimore City Public Schools
Baltimore City, Maryland**

With a population of close to 1300 students, West Baltimore Middle School, a predominantly African-American, Title I school, services five different communities and is considered to be the largest middle school in Baltimore City. Because of its size, the school effectively models the “school within a school” concept and houses an alternative school. The school also services the needs of special needs students on both levels of the spectrum (from those who are below grade level to those who exceed grade level).

Within this environment and after studying how effective oral history projects are for teaching writing, communication, and research skills, etc, Ms. Wise introduced the "Can I Be Your Witness: Documenting History through the Eyes of our Elders" project. The goals of the project are to teach students to document history and to help them understand that history, as both a field and as a subject, is alive, real, important and significant in their lives. The program is also designed to give students a greater appreciation for their own history by encouraging them to interview someone who is over forty years of age and related to them.

Since the project requires extensive written work, students are provided with oral history folders and are required to place all of their work into the folder over the five month project. The scope of the assignment includes background research, a character sketch of the interviewee, an historical contextualization assignment, rough drafts, interviewing practice and modeling, and the oral history interview. For each step of the project, modifications are made for students with handicapping conditions. Enrichment activities are also made for advanced students.

At the conclusion of the project, students are graded on the interview/portfolio and the student’s personal critique/reflection. The later grade takes into account what the student learned and his/her analysis of the project’s strengths and weaknesses. For some special education students, the assignment is modified to incorporate an oral presentation of the project. In either format, the students demonstrate what they learned about the historical theme under investigation. They also demonstrate what skills they learned, what they learned about the interviewee and what they learned about themselves as a result of the oral history project



**Oral History Project: “The Fabric of Our Community”
Dundalk Elementary School, Baltimore County Public Schools
Charla Helmers, Teacher and Program Director
Dundalk, Maryland**

Dundalk Elementary School is comprised of grades K-5 with a racially diverse population of 700 students. While the school’s socio-economic composition is also diverse, a majority of the student body qualifies for free and reduced lunch and the school receives Title I funding. To provide motivational instruction as well as to engage the students in an interactive study of their local community, Charla Helmers developed an oral history research project. The focus of the research centered on the predominately African-American enclave of Turners Station.

Based on her previous experience and the training she received as a participant in the Teaching American History in Maryland Program, Helmers utilized her skills relating to oral history as an educational methodology and developed her grade five elementary school project. The teacher also enlisted the assistance of the community historical society and the help of the Martha Ross Center for Oral History at the University of Maryland, Baltimore County (UMBC).

The students were challenged to select a topic that was of interest to them. After forming groups based on their selections, intensive instruction concerning local history, methods of research and oral history took place. Examples of research themes ranged from workers in local manufacturing plants to a prominent African-American doctor. Landmarks such as the old community theater were also a focus of student projects. One group even found an interviewee that grew up in the Turners Station area and is now the voice of “Elmo”.

Through the integration of history, geography, language arts and technology standards, the students created written and multi-media presentations from their oral history research. Helmers seized an opportunity to have professor Lanman, from UMBC, mentor the research groups. Through a bond that developed, the students realized the value of their work and were motivated to revise and re-revise their projects until they produced high quality research portfolios. Mrs. Helmers stated that “the connection to a professional who is actually working with oral history and is publishing added credibility to the task. Putting it simply, the work becomes important because someone who does it for a living wants to see it!”

For students with learning disabilities, several modifications were made. A student with a speech and language IEP received modifications with spelling and was given a PowerPoint assignment that strengthened her skills while documenting her interviewee’s story. Other special education students and some of the struggling students

without special education support, received written language modifications and help from peer editors and student “experts” in technology. The teacher also provided academic technological enrichment for a “gifted and talented” student who prepared his own website presentation.

When completed, the students work was then displayed and disseminated in a variety of ways and the project was concluded with an awards ceremony sponsored by The Martha Ross Center for Oral History. While the delivery of content and the meeting of state standards were the primary rationale for the oral history project, other benefits of the program were realized such as student motivation, the building of self-esteem and the pride in completing work of academic merit.

Oral history engages students actively in learning history and makes learning skills in writing, researching and technology fun. It is a vehicle for building self-esteem and community connections. The teacher begins as the center of the project, and then over time, releases the project to his or her students.

Students come in contact with professional historians which begins laying the foundation for setting their goals for higher education. At every level, people and students celebrate the “Fabric of Our Community.”

**Charla Helmers
“The Fabric of Our Community”
Dundalk Elementary School
Baltimore County Public Schools
Dundalk, Maryland**

Example Narratives from Oral History Projects

“The Fabric of Our Community”

Grade Four Students, Dundalk Elementary School

Baltimore County Public Schools

My Yiayia!

By: Alexander Pappas

My Yiayia’s name is Eleni Karas. Yiayia is a Greek word if you translate into English it means grandma. My Yiayia was born in Athens Greece on March 20, 1930. Her mom’s name was Stellianie, and her dad’s name was Alexandros. She had five brothers and sisters named Katherine and Chrissy.

When she was 14-15 years old she went to an Athens business high school for girls. When she was 15 1/2 she came to America. When she came to America she didn't know any English. Though, she quickly learned English at night school.

She met someone named Stamati Karakatsanis at a Greek dance. Then on September 23, 1956 (the same day Humphrey Bogart died) they got married. Later they changed their last name to Karas.

In 1960 they started a Greek food market called Atlantic Foods. They had three children, first Anastazia (my mom), then George, and last Alex. At Atlantic Foods they had a lot of funny stories. One time, since my papou (grandpa) thought the baker was getting old and since he wouldn't tell the recipe of the bread he made to anyone, my papou sent Alex back to see what the recipe was. The baker was drunk and he thought my papou was going to fire him so he put too much or too little of something in the bread. For example, he would purposely put too much salt or water in it, so no one else knew the recipe. This happened several times.

My Yiayia retired in 1991. She is 75 years old and is happily living in Dulaney Towers.

My Grandpa

By: Obinna Ewulum

My Grandpa's name is Sir Daniel Ewulum. He was born in Nigeria in 1920. As a young boy he went to Elementary school and there after he went to high school. He grew up in the days where only a few people in his community went to school. He accomplished that because he loved learning. He became the only educated person in his family at that time.

He became a school teacher in 1942. Then he got married to my Grandmother Mrs. Anna Ewulum in 1945, and God blessed them with eight children my Father being the sixth child.

He retired from school teaching in 1970 and became a church teacher in the Roman Catholic Church. He was a church teacher for many years and became a Roman Catholic knight, knight of St. Mulumba. He worked in the church till the year 2000 when he developed some ill health. He died in May, 2003.

Moral: I learned that he was a hardworking man and I also learned that he named me Obinna Santus Ewulum.

*"Knowledge is of two kinds. We know a subject ourselves,
or we know where we can find information upon it."*

from Boswell's *Life of Johnson* (Samuel)



Redemptive Justice™ and Redemptive Service™ An Oral History Program for “At Risk” Youth

**Mike Lewis, Principal for the Maryland Department
of Juvenile Services Youth Centers
Dan Whetzel, Master Teacher at Allegany High School,
Cumberland, Maryland**

One of the most unique and progressive programs of oral history education has been developed by Mike Lewis and Dan Whetzel. Located in Western Maryland, Lewis is a recognized expert in leadership development, education, and working with at-risk youth and Whetzel is a Master Teacher at Allegany High School, Cumberland, Maryland. In addition to this credential, he is also a recognized leader in oral history education and industrial history. Together, their program for “at-risk” youth is having a major impact on the social and the educational development of this underserved population. While the program and project vignettes have generally been summarized by the editors, this vignette must be heard in the first person voices of its authors:

“In education, as in the corporate world, leadership is always looking for that one *recipe* that will lead their community from mediocrity. However, as often is the case, leadership forgets that more important than the recipe is the *passion* of the baker. Without this passion, even the simplest of recipes fall flat. Therefore, the oral history process provides not only the recipe, but more importantly, it provides the model to develop the baker’s passion creating an agent of change - arguably the critical attitude in what John Dewey referred to as a ‘democratic disposition.’

Furthermore, we have developed the concepts of Redemptive Justice and Redemptive Service. Redemptive Justice is a set of successful constructs that create the opportunities for fundamental personal change – redemption. Redemptive Service is the teaching methodology that provides structured opportunities for students to serve individuals and/or communities to elicit personal transformation. Finally, one of our most successful methodologies to provide authentic and meaningful opportunities for service is the oral history process. For example, presently, we are working on two oral history projects: (1) Racial Integration in Allegany County, Maryland; and (2) The Gortner Amish, Garrett County, Maryland.

First, one of the underdeveloped attitudes of most at-risk/troubled students is their lack of empathy. As a result of their incarceration and several other reasons, many of our students feel they are the victims. Therefore, for the Racial Integration in Allegany County Project, we wanted to enhance our students’ victim awareness as a major goal. Thus, after reading the stories of segregation, seeing the photographs of hate and separation, our students began to understand the psychosis of this great nation. However, the curriculum leaves it as “history” because it stays on the page. Oral history bridges the gap from the textbook to the heart. At that moment, sitting eye to eye, knee to knee, learning becomes alive and our students ache when they learn the true meaning of victimization based solely on the color of one’s skin. These men and women are humble, unassuming, authentic heroes -- everything their urban culture is not - flash, bravado, temporary. If ever there were a group of people to be forever angry and bitter, it is our interviewees. However, they are not because they stated that even justifiable anger is corruptible and corrosive and they were not going to allow others to determine their existence any longer. Just two generations from slavery, living through Jim Crow Laws, they made an incredible statement as to the indelible human spirit. Our students learned more about humanity, empathy and history from the oral history process than a textbook could ever convey.

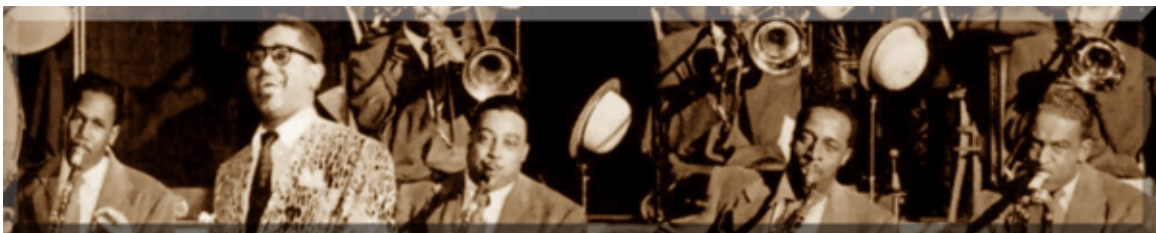
In addition, on any given school day, anywhere between one-third and one-half of our students receive special education services. The majority of our students need support for specific learning disabilities and/or the language arts. However, regardless of the disability, the oral history process offers ample opportunities for full participation in the project. In fact, we have discovered that many of our special education students have performed well in this fully inclusive environment. Personally, I believe it has a great deal to do with the fact that they can rely on their strong verbal skills which they have polished for years to compensate for their disabilities. Without question, the oral history process provides a fully inclusive academic environment where every student can enjoy success.

Second, we have begun work with the Gortner Amish in Garrett County, Maryland. It is ironic to bring our two communities together: one with the lowest crime

rate in the country and the other with one of the highest; one from a completely homogeneous community and one from a very heterogeneous community. Without question, working with the Amish students, interviewing their community members, completing primary and secondary research, our students and their community will learn a tremendous amount about one another. It will serve as an exemplary model of the oral history process and how it can facilitate cultural diversity and open dialogue.

In conclusion, we have become tolerant of hate and co-exist with the banality of evil because we live lives of anonymity and disassociation from family, friends, nature and spirit. The time we could spend caring for one another and/or ourselves, we spend at work or getting to work - listening to self-help tapes, yearning to fill the void of true relationships and warm caring company. We have lost our ability to think philosophically, to read between the lines, to speak powerfully, and most importantly, to feel passionately. And so we drive on, complaining at the water cooler and in the lunch room, and with each passing day, we become less and less the person of creation and action we were just yesterday as we create artificial communities through consumerism, drugs, sex, religion, violence, etc.. But artificial accelerants can not elicit transcendence - only honest relationships can. The oral history process breaks down the artificial barriers that separate us from one another. It connects us in a time and place that we would not have experienced otherwise and in that we are changed forever. Oral history lets us introduce our students to new relationships; to high standards without standardization; to NCLB *and* creativity; and the wonderful reality behind the age-old adage, 'the truth is in asking the correct question.' Thus, the oral history process is not a panacea but without hesitation, I guarantee it will change you and your students forever."

Mike Lewis and Dan Whetzel



In the Wake of the Hurricanes: Katrina Scholarship for the Oral History Educator

By Alan Harris Stein

Editors Note: A more extensive article on this theme will appear in the Spring, 2007 on-line journal.

This article is adapted from a chapter I co-authored with Gene B. Preuss entitled “Oral History, Folklore, and Katrina,” assembled for the forthcoming Rutledge Press anthology *There is No Such Thing as a Natural Disaster*. The anthology (edited by Chester Hartman and Greg Squires) delineates the population groups - racial minorities, low-income communities, women, and the elderly - who were most adversely affected by the storms. It also examines the impact on key institutions in the region including public schools, health care providers, and private industry.

A year ago (on August 27, 2005) I left work at New Orleans Public Library, expecting Katrina to dodge the Crescent City as Ivan did the year before. Occasioned by Mayor Nagin’s mandatory evacuation order, my own evacuation was prompted by the sheer size and force of the storm. As I caught one of the last taxis from the CBD on August 28th - passing the Superdome - I caught a glimpse of the first victims of the slow motion disaster. At the same time Professor Douglas Brinkley did what he called a “vertical evacuation” with his family, and stayed through the hurricane in a high rise hotel, watching the Mississippi reverse course; something he called a “Ripley’s Believe it Or Not” moment in the introduction to his book, *The Great Deluge: Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast*. It is considered to be the first history “out of the gates” in what Brinkley says “may serve as an opening effort in Katrina scholarship, with hundreds of other popular books and scholarly articles following suit.”

This article documents some of the ongoing efforts (using oral history) to preserve and interpret Katrina, Rita, and Wilma. One particular project (the Hurricane Digital Memory Bank) is available online for oral history educators; others that came out of the floodgates are works-in-progress. While we assembled research, read stories and shared chapter drafts, the realization grew that the volume of Katrina projects was astounding, almost overwhelming. Witness the emotional and evocative discussions about Katrina oral history projects that became one of last year’s leading discussions on H-ORALHIST,

an H-NET discussion list [www.h-net.org/~oralhist/], with historians divided in their opinion. The subsequent discussion begged the question we as oral history educators need to ask: When do current events become history?

The increases in recent disasters and tragedies have forced oral historians to reevaluate the timely collection and interpretation of “urgent” interviews. Scholars conducting oral history research on these types of projects often begin interviewing informants within weeks or months of the crisis or even while the crisis event is unfolding. Obtaining funding for such research is generally difficult, because of the extended application time schedule of most funding organizations - a fact recognized by the Open Society Institute - funded by the George Soros Foundation - in creating the “Katrina Media Fellowship” this year.

The Oral History Association recognized the importance of emerging crises in oral history research by creating an Emerging Crises Oral History Research Fund in 2006 - designed to provide a more expedient source of funding and a quick turnaround time for oral historians to undertake “crisis research” as well as field work in the United States and internationally. We hope that educators will take advantage of applying to the annual fund [http://www.dickinson.edu/oha/org_aw_ecoh.html]



The Consortium of Oral History Educators

Announces the 2007

Betty Key Oral History Educator Award

The Consortium of Oral History Educators has announced the 2007 Betty Key Oral History Educator Award. The Annual award will honor the individual and/or the project that best represents the exemplary use of oral history as an educational methodology.

As director of the Maryland Historical Society's Oral History Program, a founding member of OHMAR and a leader in OHA, Mrs. Francis Scott Key maintained a clear vision with regard to the importance of teaching individuals the proper oral history methodologies, procedures and interviewing techniques. Mrs. Key inspired and supported educators in their use of classroom oral history for over a quarter of a century. Thus, Mrs. Key deserves to have COHE's educational award named in her honor.

Who may apply: Individual educators, and/or programs and projects may apply. Educational levels from K-12, community colleges, colleges, universities, and specialized educational programs (such as the Girl Scouts, The Boys and Girls Club, etc.) are eligible for the award.

The criteria for the award: The winner will demonstrate the highest standards and ethics of oral history as a process, the innovative nature of the oral history curricula, the merit of the oral history products developed, the educational benefits and/or the educational merits of the applicant's career or project/program. Oral history education conducted in the last three years will receive a majority of the consideration by the review panel.

Applications should include: The applicant's name, address, educational institution, telephone, fax and email numbers. The applicant's resume or educational vita, a one to three pages essay that addresses the above criteria. Three letters of recommendation must be included. Supporting examples are optional.

Application dates: Applications will be accepted between December 15, 2006 and June 15, 2007.

The award will be conferred in the fall of 2007

The winner will receive: The winner will receive COHE's honorific award and the title of "Oral History Educator of the Year", a letter of merit, a framed certificate, and a seat on the selection committee for the next award.

For Information Contact: Barry A. Lanman
Oralhistory@comcast.net 410-747-1257

All applications must be postmarked no later than June 15, 2007!

Send all applications to:

**Dr. Barry A. Lanman
The Martha Ross Center for Oral History
Department of History
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, Maryland 21250**



Events

March 15 -18, 2007

**Florida Conference of Historians
Orlando, Florida, United States**

March 29 - April 1, 2007

**Organization of American Historians Annual Meeting
Minneapolis, Minnesota**

April 12 - 15, 2007

**National Council on Public History Annual Meeting
Santa Fe, New Mexico**

April 20 - 22, 2007

**Southwest Oral History Association
California State University, Fullerton
Fullerton, California**

June 15, 2007

**Consortium of Oral History Educators
The Betty Key Oral History Educator Award Applications are due**

October 24 - 28, 2007

**Oral History Association Annual Conference
Oakland, California**

September 23 - 26, 2008

**International Oral History Association Conference
Guadalajara, Mexico**

November 27 – December 2, 2007

**National Council of Social Studies
San Diego - California**



The Consortium of Oral History Educators

Mission:

The Consortium of Oral History Educators is a professional organization dedicated to the effective implementation of oral history as an educational methodology.

Goals:

1. To promote the development and the implementation of professional standards and ethics for student oral history research.
2. To stimulate the acquisition of quality student oral history research.
3. To provide opportunities for educators to meet and exchange educational strategies, information, and ideas.
4. To promote research in the field of oral history as an educational methodology.
5. To promote and assist the production of oral history curricula, publications, educational materials, and computer software.
6. To provide educators with assistance in the acquisition of project funding and resource management.
7. To recognize the accomplishments of, and present awards to, educators implementing exemplary oral history instruction.

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Webmaster:	David Sidwell	Utah
Headquarters:	The Martha Ross Center for Oral History	Department of History University of Maryland, Baltimore County Administration Building, 7th Floor 1000 Hilltop Circle Baltimore, Maryland 21250 (410) 455-2312 Lanman@umbc.edu

Note: Each member of the Board of Directors is appointed for a three-year term. All members of the Board may be re-appointed for additional terms. Members of the Board of Directors also serve as Regional Directors.

Contact information:

Laura Wendling: wendling@csusm.edu

Barry A. Lanman: oralhistory@comcast.net

Cathy Guy: catherinelguy@earthlink.net

Fran Chadwick: fchadwic@csusm.edu



Regional Centers

The strength of any consortium lies in the close professional working relationship of its members. To that end, COHE is in the process of establishing Regional Centers throughout the United States.

To help support the overall mission and goals of COHE, the Regional Centers will be engaged in the following suggested professional endeavors:

1. Expand the effective use of oral history in regional classrooms
2. Promote K-12 and college/university oral history
3. Promote COHE membership
4. Provide mentorship for novice oral history educators
5. Provide consulting on issues such as curricula, technology, etc.
6. Establish a regional network
7. Conduct regional seminars and programs (when and where appropriate)
8. Develop partnerships between schools, universities and community organizations
9. Nominate candidates for the Betty Key Oral History Educator Award
10. Provide news for the COHE on-line newsletter

Notes: While each region will support the general goals of COHE, the centers are encouraged to accomplish COHE's goals in a manner that best suits the talents of the Regional Director and the region's constituents. Thus, flexibility and creativity will be promoted.

1. Regional Directors will provide leadership within their region and will be affiliated with a sponsoring educational institution or professional organization. In keeping with the "no dues" policy, most communications will be accomplished on-line.
2. The sponsoring institution will not be required to make a financial commitment to COHE or to the region. Most activities will take place under the professional endeavors already established by the regional director.
3. A memorandum of understanding, from the sponsoring institution and the Regional Director will be requested.
4. In addition to regional leadership, the Regional Directors will also serve on the Board of Directors for COHE.
5. The position of Regional Director will promote professional development and leadership within the field of oral history. Publication opportunities will be available.
6. The Regional Center will promote organization visibility on a regional and a national level. Most endeavors will support university mission statements relating to community involvement, interactive student learning experiences and academic partnerships.

Current and Proposed Regional Centers

<u>Region / State</u>	<u>Regional Director / Organization</u>	<u>Status</u>
Mid-Atlantic	Barry A. Lanman The Martha Ross Center for Oral History University of Maryland Baltimore County AOHELanman@aol.com <i>Area of expertise: History / Education</i>	Approved
New England	Lisa Krissoff Boehm Worcester State College Worcester, Massachusetts lboehm@worcester.edu <i>Area of expertise: Urban Studies</i>	Approved
South	Alan Stein Goldring Woldenberg Institute of Southern Life Jackson, Mississippi stein@msje.org or astein@earthlink.net <i>Area of expertise: Research / Museums</i>	Approved
Texas	Maggie Rivas-Rodriguez University of Texas, Austin Austin, Texas mrivas@mail.utexas.edu <i>Area of expertise: Journalism / History</i>	Proposed
North Dakota	Kim Porter< University of North Dakota Grand Forks, North Dakota Kimberly_porter@und.nodak.edu <i>Area of expertise: History</i>	Approved
Michigan	Toby Daspit Western Michigan University Kalamazoo, Michigan Toby.daspit@wmich.edu <i>Area of expertise: History / Education</i>	Proposed
Utah	David Sidwell Utah State University Logan, Utah dsidwell@hass.usu.edu <i>Area of expertise: Language Arts / History</i>	Approved
California	Laura Wendling California State University San Marcos San Marcos, California wendling@csusm.edu <i>Area of expertise: Elementary Education / Social studies</i>	Approved
Pacific Northwest		Vacant

Benefits of a Consortium:

1. The mission and the goals of AOHE can be accomplished in a more productive and cost effective manner by COHE.
2. A board of directors will be established with three-year terms. Thus, the leadership structure will provide the necessary continuity for a professional organization of this type.
3. University of Maryland Baltimore County (UMBC) will serve as the headquarters for COHE. The consortium will reside under the auspices of the Martha Ross Center for Oral History, Department of History, UMBC.
4. Regional centers and regional directors will be established. Examples of the regional centers are: University of California, San Marcos (Dr. Laura Wendling) and Utah State University (Dr. David Sidwell.) By doing so, the academic support of these major organizations will provide professional credibility and financial stability.
5. Academic support from participating schools, colleges, universities and organizations will provide additional structure and support for the mission and goals of COHE.
6. An expanded website will be developed and maintained through COHE headquarters at the University of Maryland, Baltimore County.
7. Through the consortium structure, COHE can develop a rotating series of workshops, student exchanges and programs that link the supporting organizations together. With shrinking educational budgets, this will be a creative way in which to develop new and exciting programs for students. COHE can also assist in the establishment of K-12 and college/university programs and experiences.
8. A consortium structure will promote the development of a mentoring program. This necessary component will be accomplished by the regions and over the web.
9. Professional dues will not be charged. However, grants, donations and contributions will be sought.
10. The newsletter will be published electronically. Depending on the membership, the electronic newsletter will be posted on the website and/or it will be mailed through a list serve of members.
11. Because fund raising and monetary issues will not be a major concern, COHE will be able to focus its attention and direction on matters directly relating to the development of publications and electronic materials that will benefit oral history educators.
12. COHE will endeavor to establish a collegial working relationship with associated organizations specializing in the advancement of educational methodologies, educational technology and oral history. Thus, mutual goals can be supported and accomplished for the advancement of oral history education.

How to Become or Continue to Be a Member of the Consortium of Oral History Educators

Memberships are organized into two categories:

1. Institutional Members
2. Individual Oral History Educators

No professional dues are required!

Please complete the following Information Sheet so that COHE has your current information.

You may copy and email your Information Sheet to our Executive Secretary, Cathy Guy at catherinelguy@earthlink.net

You may also print and snail mail your Information Sheet to:

The Consortium of Oral History Educators
The Martha Ross Center for Oral History,
Department of History, Administration Building, 7th Floor,
University of Maryland, Baltimore County, 1000 Hilltop Circle,
Baltimore, Maryland 21250

In addition to the Information Sheet, please contact COHE:

1. if your email address changes
2. if you would like to serve on the Board of Directors
3. if you have creative suggestions and ideas and/or want to assist in the development of COHE

You will remain a member until COHE receives written notice to the contrary.

Executive Secretary's Message

Update your COHE Membership Data

We are currently making an effort to update our records and build a strong and efficient database of members. With a complete database, we will be able to effectively communicate across the membership and share our wonderful oral history experiences with each other. Additionally, the executive board of COHE has exciting opportunities planned for the future which include: an interactive website, our continuing on-line journal, monthly teaching tips, and opportunities to share oral history projects with each other? so please help us keep in touch with you!

Kindly complete the membership form enclosed in the journal and email it to:

catherinelguy@earthlink.net

Sincerely,

Cathy Guy



Consortium of Oral History Educators

Membership Information Sheet

Please send the following information to COHE to facilitate accurate records.

COHE will need your email address in order to send electronic publications.

Please cut and paste the information below and email to: Cathy Guy:
catherinelguy@earthlink.net

Type of membership:

_____ Institutional Member

_____ Individual Oral History Educator

Name:	
Organization:	
Email:	
Street Address:	
City, State & Zip code:	
Home Telephone:	
Work Telephone:	
Fax:	
The ways in which I use oral history in my classroom:	
The ways in which COHE can assist me:	

AltaMira Press Publishes
Preparing the Next Generation of
Oral Historians:
An Anthology of Oral History Education

Preparing the Next Generation of Oral Historians is an invaluable resource to educators seeking to bring history alive for students at all levels. The anthology opens with chapters on the fundamentals of oral history and its place in the classroom, but its heart lies in nearly two dozen insightful personal essays by educators who have successfully incorporated oral history into their own teaching. Filled with step by step descriptions and positive student feedback, these chapters offers practical suggestions on creating curricula, engaging students, gathering community support, and meeting educational standards.

Lanman and Wendling open each chapter with thoughtful questions that guide readers, whether unfamiliar with oral history or seeking to refine their approach, in applying the examples to their own classrooms. The bibliography of further resources at the anthology's close provides interested educators with all the information necessary to transform their lessons and show their students' history's power as a living force within their own lives and communities.

List of Contributors

Lisa Krissoff Boehm, Michael Brooks, Patrick W. Carlton, Fran Chadwick, Margaret Smith Crocco, Jennifer Braithwait Darrow, Toby Daspit, Joseph DeFilippo, Susan Douglass, David King Dunaway, Sandy Eades, The Foxfire Fund, Inc., Amy S. Green, Ronald J. Grele, M. Gail Hickey, Cliff Kuhn, Barry A. Lanman , Erin McCarthy, Marjorie L. McLellan, Susan Moon, Charles Morrissey, John A. Neuenschwander, Rich Nixon, Irma M. Olmedo, Sandy Polishuk, Alessandro Portelli, Kimberly K. Porter, Troy Reeves, Donald A. Ritchie, Marie Scatena, David Sidwell, Ronald Simon, Alan Stein, Debra Sutphen, Kathryn Walbert, Laura M. Wendling, Glenn Whitman, John D. Willard, 5th, and Linda P. Wood

About the Authors

Barry A. Lanman is the Director of the Martha Ross Center for Oral History and a professor at the University of Maryland Baltimore County. Concurrently, he serves as an oral history consultant/interviewer and specializes in the field of oral history as an educational methodology. Barry A. Lanman received his doctorate from Temple University and has taught United States history, social science courses and oral history at various levels from middle school to graduate school for more than thirty years. In conjunction with the Discovery Channel, he wrote an educational component for the television series *The Promised Land* and his latest publication is *Maryland Aloft: A Celebration of Aviators, Airfields and Aerospace*. He is currently writing a local Maryland history of the Halethorpe Community and is conducting research leading to a publication on the Distinguished Flying Cross.

Dr. Lanman is a founder and a past-president of Oral History in the Mid-Atlantic Region (OHMAR) and served as the first chair of the Oral History Association's Committee on Education. He is also a founder and a past director of the Consortium of Oral History Educators. The Former Members of Congress named Dr. Lanman as its Educator-Historian for 1984. He has also received the Judith Ruchkin Research Award and OHMAR's Forrest C. Pogue Award for significant contributions to the field of oral history.

Laura M. Wendling is a Professor in the College of Education at California State University San Marcos where she teaches courses in elementary social studies, foundations of education, and museum and art education. She earned her doctorate in Social Studies Curriculum and Instruction from the University of Washington in 1991. After receiving her doctorate, Wendling lived for six years in Brussels, Belgium where she worked as a museum educator.

As the current national director of the Consortium of Oral History Educators, Laura Wendling strives to promote oral history methods generally but most especially in the elementary classroom. She has made numerous conference presentations and has written widely in the areas of oral history education, critical thinking, service learning, and education in "free choice" environments such as museums.

Laura Wendling has also served on the Executive Board of the California Council for the Social Studies and on the Archives Committee for the National Council for the Social Studies. And she was honored with California State University San Marcos' Distinguished Professor award in 2000.



Recent Publication from AltaMira Press

Dialogue with the Past : Engaging Students and Meeting Standards Through Oral History

By Glenn Whitman

Oral history is a marvelous force for empowering young people with a love of history. But educators today may wonder how they might use it to inspire their students while still teaching the necessary curriculum and meeting standards. In *Dialogue with the Past*, Glenn Whitman addresses these concerns from his own rich experience and that of many other teachers and students. He helps readers understand the background and methodology of oral history, guides them in creating and conducting an oral history project in the classroom, and directly addresses the issue of meeting standards. Peppared with useful tips, examples from students and teachers, and reproducible forms, along with a comprehensive bibliography, this book will be a vital and inspirational tool for anyone working with secondary students. Forms are included in reproducible format and the book has lay flat binding for ease of use. Sample student interviews in chapter eight are accompanied by the author's detailed comments on technique and methodology. There is an author's website that supports book content and use.

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The Oral History Association's Martha Ross Teaching Award

In 1993 the Oral History Association established an honorific award to recognize a distinguished primary or secondary school teacher or professional involved in educational outreach at the pre-collegiate level who has incorporated the practice of oral history in the classroom in an exemplary way. The Pre-collegiate Teaching Award is presented biannually in odd-numbered years. The next award will be made at the OHA's 2007 annual meeting to be held October 24 - 28, 2007 in Oakland, CA.

The award-winning teacher will receive a framed award certificate, a one-year membership in the OHA, an honorarium, and complimentary registration to the annual meeting.

Criteria for the award are:

- The teacher has developed an innovative philosophy or strategy for the use of oral history; and/or successfully implemented an existing strategy for doing oral history with students; and/or used oral history in print or other format to enhance learning.
- The teacher's work or approach is a model for the use of oral history in education.
- The teacher has demonstrated familiarity with both oral history scholarship and the literature relating oral history to educational practice.
- The project or curriculum reflects appropriate standards for historical research and interpretation, oral history interviewing, preservation of completed tapes (and transcripts, where applicable), and presentation.
- The oral history project or curriculum has a civic or community component.

To nominate a teacher or education professional for this award:

Submit one copy of each of the following materials to each member of the teaching awards committee below:

- A two- or three-page statement describing both the teacher's philosophy or goals relating to the use of oral history in an educational setting and the details of the oral history project or curriculum the teacher has developed
- Supporting materials such as syllabi, assignments, transcripts, press releases and other pro-motional material, publications, media productions, et cetera
- A nominating or supporting letter describing both the educator's use of oral history and the rationale for nomination.

Nominations may come from teachers themselves or from colleagues, students, administrators, or community members who recognize the accomplishments of a teacher in using oral history to enhance education. In all cases, nominations must be for work completed between April 1, 2005 and March 31, 2007.

Additional questions may be directed to the committee chair.

Charles Lee
Department of History
University of Wisconsin-La Crosse
La Crosse, WI 54601

Jessica Roseberry
Duke University Medical Center Archives
DUMC 3702
Durham, NC 27710

Ken Woodard
Connelly School of the Holy Child
9029 Bradley Blvd.
Potomac, MD 20854

Submissions must be postmarked by April 15, 2007



Are You An OHE? (Oral History Educator)

Websites and Email Addresses for OHE's

Oral History Organizations

Consortium of Oral History Educators (COHE) -----Oralhistory@comcast.net
H-Oralhist ----- <http://www.h-net.msu.edu/~oralhist/>
International Association of Oral History ----- A.R.Redfern@mmu.AC.UK
Oral History Association (OHA) ----- OHA@dickinson.edu
Oral history Association Newsletter ----- OHAeditor@aol.com

Oral History Related Organizations

American Historical Association ----- www.historians.org
The Discovery Channel ----- www.discovery.com and www.discoveryschool.com
Internet Resources for History ----- www.lib.muohio.edu/~santucle/soc.html
National Council on Public History----- www.NCPH.org
National Council of Social Studies (NCSS) -----
www.socialstudies.org
NCSS related organizations can be accessed from ----- Webmaster@ncss.org
 National Social Studies Supervisors Association (NSSSA)
 College and University Faculty Assembly (CUFA)
 Council of State Social Studies Specialists (CS4)
National History Day (NHD) ----- www.nara.gov/education/historyday/history.html
Smithsonian Institution ----- <http://www.sirs.si.edu>

Send COHE Your Favorite Internet Site

In Our Next Edition of COHE's On-line Journal

**In the Wake of the Hurricanes: Katrina Scholarship
for the Oral History Educator**

An in-depth report by Alan Harris Stein

**Preserving the Past and Answering
to the Future through Oral History at
Martin Luther King High School**

By Tamara Kerr

**More Oral History Syllabi (send yours to COHE to be included in the
next issue!)**

Webmaster: David Sidwell (email: dsidwell@hass.usu.edu)