

And It Just Keeps Growing*by Kenneth J. Bindas, Kent State University, Trumbull Campus*

Morris Hill looked right into the camera and said “they hid it more than anything. They tried to keep the segregation out of the eyes of the public, but,” the people of Warren, Ohio knew it existed. The relative invisibility of small city northern segregation during the civil rights era is a fairly understudied historical situation. In the fall of 2002, Drs. Molly Merryman (Justice Studies) and Kenneth Bindas (History) taught a course we hoped would bring the story of a small town’s minority population out from the shadows so that the students (and later the larger community) could learn first hand the extent to which racial division and segregation dominated American society.

The people who were interviewed – informants – agreed with Norman Smith when he said that most people didn’t “realize the price we paid for freedom” in Warren, Ohio. And certainly that was the case for the 12 students enrolled that fall. And while Bindas and Merryman each had prior understandings of northern racism, neither of us was prepared for the power and significance that this classroom experience and oral history project would have for the class, the campus and the greater Warren community.

The Course

Both of us had integrated oral history or documentary interview techniques in prior classes and scholarly endeavors, but neither had combined pedagogy and scholarship in a manner that would empower undergraduate students to participate in a significant original research endeavor. Among the goals of this course was for us to offer an interdisciplinary approach in pedagogy and scholarship and thus introduce the students to the potentials of oral history and documentary digital video techniques while at the same time introducing them to historical research theory and methodology. On a larger level, we wanted to help give voice to a largely invisible urban population, which we hoped would serve the larger community by opening the dialogue concerning a shared past.

Bindas began the course by setting the historical. Drawing on secondary sources, he outlined the general history—national and local—of the Civil Rights struggle from Abolition through the 1964 Civil Rights Act. The students also read, discussed, and wrote critical essays concerning Stephen Meyers’ study of formal and informal residential segregation, *As Long As They Don’t Move Next Door* (Rowan & Littlefield, 2000). After finishing this section of the course, the students then began to research the local newspaper, the *Warren Tribune Chronicle*, for stories concerning race from 1945-1954. Each student was assigned a month during the nine year period and scanned the paper for any stories, pictures or advertisements dealing with the local African American population, which during this period represented nearly nine percent of the city’s 50,000 or so residents. The students were quickly frustrated by the assignment as they searched and scoured but could find very little about the local population, save those snippets published under the heading “For Our Colored Subscribers,” sports, religion, or crime. The paper’s editorial page regularly weighed in on other national issues like the Cold War, unions, politics and business, but the only mention of race and its local ramifications came in light of the 1954 *Brown v. Board of Education* ruling.

The next phase involved introducing the students to the theory and methodology of oral history, which would provide the students the necessary background to interview local African American residents who were young adults during the period 1954-1964. Merryman and I chose the period after 1954 because it corresponded with the emergence of the modern Civil Rights movement, many of those who lived through the era were still alive and cogent, and enough time had passed to allow for ‘honest’ responses. Bindas compiled a list of questions in the form of life narrative, which were supplemented with law enforcement questions developed by Merryman. The life narrative was divided into four sections. The first section focused on personal information like birth date and place, school attendance, date of first job, and other general biographical question. The second section asked questions related to family and lifestyle, such as where they lived and shopped, their roles within the household concerning discipline, and their understanding of the community. The third section focused on getting a living and how they interacted within the community. The final section asked questions specific to race and the connection to national events at the time.

The questions were designed in this manner because of two concern. First, we worried that the informant might be reluctant to discuss issues of race or other topics that might make them feel uncomfortable, so the language, structure, and technique of the questions sought to ease the respondent’s inhibitions by getting them to discuss autobiographical lives in order to make the

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Featured Article

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The *OAH Newsletter* is published twice a year by the Ohio Academy of History. The Academy assumes no responsibility for statements expressed by authors. The authors retain copyright.

Mail correspondence, manuscripts, and news to *OAH Newsletter*, Clarence Wunderlin, Production Editor, 305 Bowman Hall, Department of History, Kent State University, Kent, Ohio, 44242-0001. The *Newsletter* is also available online at the OAH website: www2.uakron.edu/OAH/.

**ACADEMIC YEAR 2007-2008
EXECUTIVE COUNCIL AND OFFICERS**

Officers

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Vivien Sandlund, Hiram College, Immediate Past President
Mary Ann Heiss, Kent State, Secretary-Treasurer

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Kevin Kern, University of Akron, 2009

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A. Martin Wainwright, University of Akron, Webmaster
Stuart Hobbs, The Ohio State University, Archivist
Clarence E. Wunderlin, Jr., Production Editor, *OAH Newsletter*

ACADEMY COMMITTEES

Distinguished Historian Award

Vivien Sandlund, Hiram, Chair
Thomas Taylor, Wittenberg University
Larry Wilcox, University of Toledo

Distinguished Service Award

Larry Wilcox, University of Toledo, Chair
John Douglass, Univ. of Cincinnati,
Raymond Walters College
Elizabeth MacLean, Otterbein College

Local Arrangements

Jacob Dorn, Wright State University

Nominating Committee

Vladimir Steffel, OSU Marion, Chair
David Fahey, Miami University
Molly Wood, Wittenberg University

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Kenneth Heineman, OU-Lancaster
Laura Hilton, Muskingham College
Mary Ann Heiss, Kent State (*ex-officio*)

Program Committee

Carol Engelhardt Herringer, Wright State University, Chair
Thomas Maroukis, Capital University
Julianne Phillips, Urbana University
Marsha Robinson, Otterbein College
George S. Vascik, Miami-Hamilton
Mary Ann Heiss, Kent State (*ex-officio*)
Larry Wilcox, Toledo (*ex-officio*)

Dissertation Award

Shelley Baranowski, Univ. of Akron, Chair
Charles Beatty-Medina, Univ. of Toledo
Jonathan Winkler, Wright State University

Public History

Tom Culbertson, Hayes Pres. Center, Chair
Donna DeBlasio, YSU
Stephen Gordon, McGuffey Museum, Miami
Frederic Krome, Univ. of Cincinnati-Clermont
James O'Donnell, Marietta College
Mark Tebeau, Cleveland State University

Standards

John Jordan, Worthington Kilbourne High School, Chair
Michael Carrafiello, Miami-Hamilton
Scott Martin, Bowling Green State Univ.
Thomas Sosnowski, Kent State-Stark
E. Sue Wamsley, Kent State-Salem

Teaching Award

Sarah Fatherly, Otterbein College, Chair
Benita Blessing, Ohio University
Gregory Wilson, University of Akron

Book Exhibit

David Hogan, Heidelberg

OAH Annual Meeting and Luncheon

Program in Brief

Friday, 11 April 2008

Executive Council Meeting	1:00-3:30 p.m.
Registration	3:30-4:00 p.m.
Friday Afternoon Sessions	4:00-5:30 p.m.
Islam and Nationalism in the Middle East	
Politics and Politicians in the Modern Era: Successes and Failures	
Race, Racism, and Popular Culture in 20th-Century America	
Round Table: New Directions in Education in Ohio: Opportunities for History Departments	

Distinguished Historian Address	7:30-9:00 p.m.
Kenneth Davison, Heidelberg College, "Homemade Biography: Who Are We? The Remarkable People We Never Knew"	

Reception	9:00 p.m.
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Saturday, 12 April 2008

Registration and Refreshments	8:00-11:00 a.m.
Book Exhibit and Sale	8:00 a.m.-3:00 p.m.

Session I

The Individual and Society in 20th-Century Ohio
Cultural Conflicts in Africa and Iraq
Race, Civil Rights, and Education in the U.S.
The History of Antioch College

9:15-10:45 a.m.

Session II

Testing the Limits: Religion and Politics in 18th and 19th Century America
Violence in America
Anglo-American Women's History
Planning for War and Peace in Transition
Round Table: Teaching about 21st Century Racism, Classism, and Violence in America

11:00 a.m.-12:15 p.m.

Luncheon, Business Meeting, and Presidential Address

Buffet Luncheon (admission by ticket only)	12:45-1:45 p.m.
Business Meeting	1:45 p.m.

Presidential Address by John E. Douglass, Raymond Walters College, University of Cincinnati

"Publishing the *Federalist Papers*: From Text to Ur-Text"

NOMINEES FOR OHIO ACADEMY OF HISTORY 2008

Vice President – President Elect: David Gerard Hogan is a Professor of History at Heidelberg College. He specializes in modern American social history. His publications include *Selling 'em by the Sack: White Castle and the Creation of American Food* and "College for the Common Folk: Heidelberg College at 150," in *Cradles of Conscience: Contributions and Changes in Ohio's Private Colleges*, ed. James Hodges. He received his Doctor of Arts from Carnegie Mellon University.

Secretary-Treasurer: Kevin F. Kern is an Associate Professor of History and Director of Graduate Studies at The University of Akron. His scholarly interests include American cultural history and anthropology. His publications include "T. Wingate Todd: Pioneer of Modern American Physical Anthropology" in *Kirtlandia*, "Franz Boas, Margaret Mead, . . . and J. D. Rockefeller?: The Role of The Rockefeller Foundation in Early Twentieth-Century American Anthropology" in *The American Association of the Behavioral and Social Sciences Journal*, and "It is by Industry or Extinction that the Problem of their Destiny Must be Solved": The Wyandots and Removal to Kansas" in *Northwest Ohio History*. He received his PhD from Bowling Green State University.

NOMINEES FOR EXECUTIVE COUNCIL FROM PUBLIC UNIVERSITIES

1. **Beth A. Greich-Pollele** is an Associate Professor of History at Bowling Green State University. She specializes in Modern European history with emphasis on the Holocaust, resistance to Nazism, and women's history. Her publications include *German Catholicism and National Socialism* and "The Impact of the Spanish Civil War on the German Roman Catholic Clergy" in *Antisemitism, Christian Ambivalence, and the Holocaust*, edited by Kevin P. Spicer. She received her PhD from Rutgers University.

2. **Jonathan Reed Winkler** is an assistant professor of History at Wright State University. He specializes in U.S. foreign relations, military and naval history, and international affairs in the modern era. His publications include "From the Archives: Early Corporate Espionage Amid World War One Censorship" in *Cryptologia*, and forthcoming *Nexus: Strategic Communications and American Security in World War I*, and "Information Warfare in World War I" in *The Journal of Military History*. He received his PhD from Yale.

NOMINEES FOR EXECUTIVE COUNCIL FROM REGIONAL CAMPUS INSTITUTIONS

1. **Kenneth J. Heineman** is a Professor of History at Ohio University-Lancaster. He specializes in Twentieth-Century American political, religious, and social movements. His publications include *A Catholic New Deal: Religion and Reform in Depression Pittsburgh*, *God Is a Conservative: Religion, Politics, and Morality in Contemporary America*, and *Campus Wars: The Peace Movement at American State Universities in the Vietnam Era*. He received his PhD from the University of Pittsburgh.

2. **Thomas C. Sosnowski** is an Associate Professor of History at Kent State University – Stark Campus. He specializes in the French Revolution and in Ohio history. His publications include chapters on French émigrés during French Revolution in *French History and Civilization Papers from the George Rude Seminar* and in *The French Emigres in Europe and the Struggle against Revolution, 1789-1814*, edited by Kirsty Carpenter and Philip Mansel, and a chapter on Warren G. Harding in *Buckeye Presidents: Ohioans in the White House*, edited by Philip Weeks. He received his PhD from Kent State University.



LODGING

Blocks of rooms have been reserved at two local hotels:

Holiday Inn

2800 Presidential Drive
Fairborn, OH 45324
(937) 426-7800
(800) 465-4329

Red Roof Inn

2580 Colonel Glenn Hwy.
Fairborn, OH 45324
(937) 426-6116
(800) 733-7663

SPRING 2008 MEETING

DIRECTIONS TO WRIGHT STATE UNIVERSITY

From the NORTH (Toledo area), I-75 south to I-70 east; I-70 east to I-675 south; I-675 south to North Fairfield Rd. (Exit 17); turn right on North Fairfield Rd., travel 1/2 mile to Colonel Glenn Highway; turn left on Glenn Highway; turn right at second traffic light onto University Blvd.; follow signs to Visitor's Parking Lot.

From the NORTHEAST (Cleveland/Akron area), I-71 south to I-270 west; I-270 west to I-70 west; I-70 west to I-675 south; I-675 south to North Fairfield Rd. (Exit 17); turn right on North Fairfield Rd., travel 1/2 mile to Colonel Glenn Highway; turn left on Glenn Highway; turn right at second traffic light onto University Blvd.; follow signs to Visitor's Parking Lot.

From the SOUTH, I-75 north to I-675 north; I-675 north to North Fairfield Rd. (Exit 17); turn left on North Fairfield Rd., travel 1/2 mile to Colonel Glenn Highway; turn left on Glenn Highway; turn right at second traffic light onto University Blvd.; follow signs to Visitor's Parking Lot.

From the EAST or WEST, I-70 to I-675 south; I-675 south to North Fairfield Rd. (Exit 17); turn right on North Fairfield Rd., travel 1/2 mile to Colonel Glenn Highway; turn left on Glenn Highway; turn right at second traffic light onto University Blvd.; follow signs to Visitor's Parking Lot.

PARKING: All lots are open to visitors after 4 p.m. on Friday and all day Saturday.

A map of campus is available on the following website:
<http://www.wright.edu/aboutwsu/maps/>

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interview seem less invasive. Second, because most of the interviewers were young white students, there was concern about trust and openness. The life narrative approach helped to soften the interview and develop trust by saving the more emotional questions concerning race and America after a comfortable relationship developed.

The sections worked quite well and the relationship between the students and African American respondents allowed for greater liberty for both. The mostly white interviewers (two of the twelve were African American) found space to ask direct questions, and the informant felt free to answer without trying to sugar-coat or hide information that might make the other feel uncomfortable.

The next stage in the classroom experience was the introduction of digital video methodology and techniques. Merryman's background in digital video documentary development and film scholarship suggested that the integration of digital video into the oral history methodology would engage students in active problem-solving, empower them and the disenfranchised subjects, give the research a service component to benefit the community, and shift the dynamics of the classroom to allow space for more open learning experience. Because digital video work engages students and faculty in an apprenticeship-type experience, often with faculty and students learning or enhancing technological skills together, this learning method involves the transmission of thinking skills through applications both of functional and applied research. What this means is that digital video can be engaged by faculty not simply as an exercise for students to learn and display this particular technology, but as a learning strategy in and of itself. Because of the difference in medium, students are challenged to think through the elements of research and of telling their story; unlike in paper writing where many students plug-in the elements of completing a course requirement, and encourages the students to consider their subject. In the end, it's the students' who become responsible for the learning activities as they become actively involved in solving the issues of connecting the interview in a narrative and informative manner, which becomes the student re-telling the story that the informant has already told them.

Video gives voice to its interview subjects, an experience that can be extremely empowering for subject and student both. In addition, for minority students, digital video can provide a means of expression, of representing subject material that isn't easily accessible to students using the written word.

The subjectivity of voice became a powerful element in the course. Digital video allowed the students to explore their subject and give them greater voice. With our course, the integration of minority subjects as the primary component for student filmmaking was particularly important as the class was mainly of white, middle-class, and heterosexual students. As student Holly Davis said, "the community I come from, we don't have any African Americans. We had three and they were all from the same family." For her, and many of the other students, this video interview exercise would be their introduction to another aspect of American life.

Most classroom situations privilege the experiences of white and middle-class students, and technology also has similar limitations connected to access and experience. However, in this course, the structure of the class and the use of digital video technology became mechanisms to address issues of discrimination and/or privilege. As a consequence, the white students struggled as outsiders; they did not have familiarity with the community or its issues. African American students, on the other hand, had the conceptual and experiential knowledge of where to locate subjects and how to differentiate the validity of the topics addressed. They were the class experts, with more knowledge on these local topics than the faculty. This shift empowered the minority students and destabilized the power of white students, which in turn led many of them to question insightfully the privilege accorded to their whiteness within the university setting. Students placed library/textual material on the same table with the spoken histories of African American subjects, thus recognizing the artificial (and typically racialized, patriarchal and class-based) privileging of knowledge.

Another advantage that digital video non-linear editing technology has in terms of subjectivity is that it allows for video to be easily edited, with interviews added or removed at any point in the timeline. In our project, what this meant was that students screened their complete interviews with their individual informants, thus obtaining feedback to make sure that the contexts of interviews are correct. Furthermore, it empowered subjects to have voice even in the production phase, thus including informants as expert witnesses.

This classroom experience yielded many interesting results. On a pedagogical level, the creation of a student-centered course and project empowered and allowed them to engage in basic problem-based learning. They were responsible for the interview, the camera, and engaging the other. Our job was to facilitate by providing them with enough background and contextual information so that they felt prepared for their own project. As a result, the finished product was very much theirs and the pride they took in completing and succeeding was a true life-learning experience. The students saw it as a privilege to hear what the informants had to say and empowered to witness the effect history had on ordinary people—white and black. Through the interviews, the students were able to see the historical and the experiential and draw from it the basic lessons and meaning of oral history. Those white students who interviewed black informants took from the experience a better understanding of what it might have been like to be invisible, something they had not considered at the start of the course. But after reading Meyer, combing through the local newspaper, and talking to people who experienced the era, they understood how racism operated at the very local and social level in America. Nearly all of them came to have tremendous respect for those they interviewed. Furthermore, the students came to see the Civil Rights era not as some abstraction, or something that happened somewhere else, but something that affected real people near their home.

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OAH EXECUTIVE COUNCIL MINUTES

Friday, 12 October 2007, University of Toledo

Call to Order

Present: John Douglass, Sarah Fatherly, John Jordan, Kevin Kern, Betsy Maclean, Vivien Sandlund, Vldy Steffel, Martin Wainwright, Larry Wilcox

officers' reports

President—OAH President Larry Wilcox informed the committee that Vldy Steffel and the Nominating Committee are hard at work seeking a replacement for OAH Secretary-Treasurer Ann Heiss, and he requested that any recommendations be submitted to Vldy Steffel as soon as possible. He also expressed concern about the lack of support for the OAH at major universities and asked for suggestions on how we can involve more of our History colleagues at those institutions more fully in our organization.

Before approving the minutes of the previous Executive Council meeting, the following amendments were approved by the Executive Council: At the request of Sarah Fatherly, in the section entitled "Members Present," her name was added to reflect her presence; and, at the request of Kevin Kern, in the section entitled "Publication Award Committee," all words after "submissions" were stricken to indicate that the winner was not unanimous.

Larry Wilcox indicated that he has made much progress in identifying committee chairs and members for the upcoming year, despite some disappointing refusals, and he noted that a few places on committees remain available. He reported that the following committee positions have been filled in consultation with OAH President-Elect John Douglass, as part of our continuing attempt to restructure committee terms and identify subsequent chairs for the following year. Jonathan Winkler of Wright State University has been appointed to serve a two year term as Chair of the Dissertation Award Committee; Tom Culbertson of the Hayes Presidential Center has been appointed to serve a two year term as Chair of the Public History Committee; and Scott Martin of BGSU has agreed to serve a continuing term on the Standards Committee. The Executive Council approved the distributed list of the 2007-2008 committee memberships with encouragement for anyone to suggest appropriate additions.

Larry Wilcox reported to the Executive Council that he has, with the authority granted to him by the OAH Constitution, created an *ad hoc* Committee for Membership and noted that during "New Business" he would seek the Executive Council's approval to amend the OAH Constitution to make this a permanent committee.

Vice President—Vice President / President Elect John Douglass reported that the 2009 Spring Conference of the OAH will be hosted by the University of Akron. He noted that the History Department at Akron had responded very positively to OAH's request, illustrating the continuing strong support for the OAH at that institution. He also noted that he is beginning to examine the logistics of creating three-year terms of appointment and rotating chairs for all permanent committees.

Immediate Past President—Vivian Sandlund reported that she had tentatively set up a meeting on Wednesday, November 16 at 1 PM with Chancellor Eric Fingerhut. She noted that she would email all members of the Executive Council to invite them to attend. [Her report of this meeting, actually held on December 5, was emailed to all members of the Executive Council.]

Secretary-Treasurer—Ann Heiss's distributed report indicated that the OAH remains solvent.

Webmaster—Martin Wainwright reported that the website was currently up-to-date and noted that it will undoubtedly play an increasing role in any upcoming membership drive.

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officers' reports (continued from page 7)

Proceedings Editor—OAH *Proceedings* editor Vldy Steffel reported that the papers to be included in the 2005 edition have been distributed to readers; and he noted that he is behind in the publication process as a consequence of his participation in the Semester at Sea program. He expressed uncertainty that the current system of relying on the Chair of the Program Committee to collect papers for inclusion in the *Proceedings* is working well. Elizabeth MacLean questioned whether the session chairs understand their responsibility to provide copies of papers that may be worthy of inclusion and expressed her belief that this responsibility needs to be emphasized to the session chairs as part of a general clarifying and coordinating of the program and publication process. She suggested that this process be spelled out more clearly in the handbook. Sarah Fatherly seconded this suggestion. Vldy Steffel added that the mailing addresses of all conference session participants should be shared with the *Proceedings* editor in order to facilitate communication between the editor and authors whose papers are being considered for publication.

committee reports

Program and Conference Committees—plans proceeding for the 2008 Spring Conference to be held at Wright State University.

Nominating Committee—Chair Vldy Steffel reported that no candidate has expressed interest in the position of OAH Secretary-Treasurer, and he sought suggestions from the Executive Council. Larry Wilcox suggested that this position should entail a three-year commitment, and Past President Sandlund added that the committee should be very up-front with any candidate about the volume of work involved. Larry Wilcox expressed hope that the revived position of OAH Archivist could relieve the Secretary-Treasurer of some of his/her workload. John Douglass requested that the Secretary-Treasurer provide a list or summary of all of the tasks and functions involved in the position of Secretary-Treasurer.

Vldy Steffel noted that responsibilities of the OAH Archivist should include the transfer of OAH documents to the Ohio Historical Society for preservation because OHS serves as the repository for OAH documents. Betsy MacLean added that the OAH Archivist should preserve the comments of award winners and conference plenary session presenters and assist with their publication on the OAH website.

Standards Committee—Chair John Jordan reported that since the beginning of the 2007-08 school year, he has been collecting information about public lectures and events being hosted by Ohio's universities and public history institutions. He has been compiling this information into monthly reports that are sent to contacts in approximately half of Ohio's school districts, with the agreement that these reports will be forwarded to secondary social studies teachers in the district. He has created and distributed a documentation instrument that he calls an "OAH Professional Development Passport," on which secondary teachers who attend the sponsored lectures and events can collect a confirmation number from the event host. When an individual teacher has attended five such lectures or events, the "Passport" may be submitted to the Standards Committee in exchange for a certificate of participation in the program. This certificate may be used as evidence of participation in professional development when the teacher applies for renewal of licensure.

John Jordan sought the Executive Council's advice on how to screen submitted lectures and events, and he provided an example of one of his monthly reports for the committee's consideration. Questions were raised about the scholarly and/or interpretive value of certain exhibits included in the report. The Executive Council advised that the Chair of the Standards Committee review all submitted lectures and events and, according to his/her professional judgment in consultation with the Chair of the Public History Committee, request the credentials of the lecturer or a published guide to any exhibit whose scholarly or interpretive value may not rise to the standards of the OAH. Upon review of the requested materials, the Chair of Standards Committee, in consultation with the Chair of the Public History Committee, may decide whether to include the event in question as part of the OAH monthly report and "Professional Development Passport" program.

old business

Vldy Steffel noted that the OAH roster is being updated, but the process is slow. Betsy MacLean suggested that since the OAH President and Secretary-Treasurer are overwhelmed as it is, this task should become a responsibility of the new Membership Committee. Larry Wilcox and John Douglass reported that they will continue to work together over the next year to examine terms of appointment to committees as well as the concept of rotating chairs.

new business

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Larry Wilcox shared a written position paper entitled "The Ohio Academy of History's Future – and its Past?" which he requested that all members of the Executive Council read and share any comments or suggestions. The position paper emphasized the necessity of building OAH membership through the establishment of a permanent Membership Committee, and the preservation of OAH documents through the revival of the position of OAH Archivist. It also outlined actions that he has already taken: first, the creation of an *ad hoc* Membership Committee to be chaired by David Hogan; second, the appointment of Betsy MacLean as OAH Archivist, according to the terms of OAH Constitution Article VI, Section 6. In commenting on his position paper and his actions as president, Larry Wilcox expressed his intent to focus his efforts during this year on expanding OAH membership through both publicity efforts and personal contact with non-members (both colleague-to-colleague and department chair-to-new colleague). Vlady Steffel noted that such an effort has been made in the past, but the follow-through was poor. He emphasized that a long term commitment must be made for this initiative to work, a point with which everyone agreed. Larry Wilcox also noted that the revived position of Archivist might be complemented by the creation of a new and permanent Archival Committee that would both secure the documents of the OAH and serve as OAH's official representative to the Ohio Historical Society.

Kevin Kern moved that the Executive Council instruct the president to draft the following constitutional amendments for the OAH membership's consideration at the Spring 2008 Conference of the OAH:

- (1) an amendment to Article VI, Section 6, expressly establishing a permanent OAH Archivist;

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Report from Mary Ann Heiss

Secretary-Treasurer

Ohio Academy of History Financial Report Spring 2008

Register Balance, 10/11/2007 \$9,381.40

INCOME

Memberships	\$1,260.00
Gifts	4,210.00
Registrations	832.00
Extra Lunches	<u>66.00</u>
	\$6,368.00

EXPENSES

Spring Mailing Printing	311.18
Spring Mailing Postage	386.23
Fall <i>Newsletter</i> Printing	296.00
Fall Mailing Postage	<u>220.28</u>
	\$1,213.69

Register Balance, 3/20/2008 \$14,535.71

Endowment

10/11/2007	\$13,128.70
2007 interest	<u>526.50</u>
1/15/2008	\$13,655.20

2008 Submissions for OAH Publication Award

Bindas, Kenneth J. (Kent State University, Trumbull). *Remembering the Great Depression in the Rural South.* University Press of Florida, 2007.

Ken Bindas collected over 600 oral histories in the late 1980s and early 1990s from individuals recalling the Great Depression in the rural south. Through their personal stories the reader is introduced to the despair, hope, struggles and determination people displayed during and after the Depression. Through these sources such topics as race, class and gender are also explored. The oral testimonies are seamlessly woven with historical context and data to create a full picture of this time and people.

Blessing, Benita (Ohio University). *The Antifascist Classroom, Denazification in Soviet-Occupied Germany, 1945-1949.* Palgrave/Macmillan, 2007.

Professor Blessing examines the educational developments in the post-World War II era and how this "new school" helped to disseminate anti-fascist ideas to young people living in the Soviet zone. The book relies on primary sources and analyzes them to show how educational decisions affected the future of East Germany.

Cave, Alfred A. (University of Toledo). *Prophets of the Great Spirit.* University of Nebraska Press, 2006.

Professor Cave offers a synthesis of recent scholarship as well as new insights into Native American revitalization movements in the eastern United States before Indian removal. The resulting text is interdisciplinary and provides historical context for each of the prophets discussed. The common themes and individual differences between the prophets voices is a key success of the book.

Kiple, Kenneth (Bowling Green State University). *A Movable Feast, Ten Millennia of Food Globalization.* Cambridge University Press, 2007.

This history of food is based largely on the *Cambridge World History of Food*. Professor Kiple uses that information and format to take the reader on a journey "from the days of the hunter-gatherers to present day genetically modified plants and animals." While not an in-depth look at any one period Kiple provides an overview of such events as the Columbian Exchange and the effects of industrialization on food production.

Schocket, Andrew M. (Bowling Green State University). *Founding Corporate Power in Early National Philadelphia.* Northern Illinois University Press, 2007.

Andrew Shockett, has written a text that offers "fresh insight" to a time in American History that many do not fully understand. The question he examines is why "economic democracy failed to materialize" even though political democracy gained support. He probes the choices that are made and not made to discover why. One of the important keys is understanding the individuals involved.

2008 Nominees for OAH Dissertation Award

Bernard L. Jim, Case Western Reserve University, "Ephemeral Containers: A Cultural and Technological History of Building Demolition, 1893-1993."

"Ephemeral Containers" examines the practice and discourse of building demolition of tracing wreckers, their tools, and the product of their labor (the buildings they demolished) from the last decade of the nineteenth century to the final decade of the twentieth. This dissertation identifies two distinct periods in the practice of demolition, the era of "creative destruction" between the 1890s and 1940 and the era of urban renewal after World War II. During the first, the wrecking ball enabled a discourse of boyish wreckers who were directly engaged in naturalizing the

destructive side of capitalism. During the second however, demolition as mass spectacle became preeminent. As a history of urban renewal in the United States, "Ephemeral Containers" weaves the history of technology and discourse analysis.

Bradley S. Keefer, Kent State University,
 "Constructing Memories of the 'River of Death':
 Conflict, Landscape, and the Impact of the Spanish-
 American War on the Chickamauga and Chattanooga
 National Military Park."

"Constructing Memories" analyzes the origins and development of the national park at the site of one of the bloodiest battles of the Civil War. Employing theories of collective memory, especially those that emphasize sites of memory as contested space, this dissertation discusses the Battle of Chickamauga itself, the creation of the park, which thanks to the veterans who fought on both sides came to fruition in the mid-1890s, and the reassertion of those veterans' memories after the Spanish-American War. Because this particular site became both a memorial and a military training ground, the Chickamauga and Chattanooga National Military Park produced conflicts over its meaning as "sacred ground" and the mundane, here-and-now experiences of Spanish-American War volunteers. Intended as a contribution to Civil War history and the history of the Spanish-American war, "Constructing Memories" is relevant to the broader inquiry of memory construction.

2008 Public History Award Nominees

Invisible Struggles: Stories of Northern Segregation

In 2001 students at Kent State University, Trumbull conducted oral history interviews of African American residents of Warren, Ohio. The interviews, directed by Kenneth Bindas and Molly Merryman, focused on struggles and hardships endured due to race in the 1950s and 1960s. The interview were edited and made into a documentary that aired on PBS affiliates WNEO (Kent) and WEAO (Akron) on February 5, 6, and 11, 2007. On February 1, 2007 the documentary was presented as part of a community-wide discussion on race at the Packard Music Hall in Warren, Ohio. The documentary was also distributed to area libraries and

schools. Project personnel worked with area high schools to create a curriculum to accompany the videos.

Youngstown State University: Celebrating a Century of Service

Youngstown State University students, archivists, and historians collaborated with media professionals to create a series of sixty-second public service announcements (PSAs) and a twelve minute video commemorating the 100 anniversary of the University. Dr. William Jenkins taught students in a public history class to conduct research, gather images, and write text for the videos. The videos trace evolution of its origins as a YMCA night school to an independent college to a state university. The PSAs highlight various economic, cultural, athletic, and civic achievements of the University and its students, alumni, faculty, and staff.

Newark Earthworks Center

Creation of the Newark Earthworks Center at The Ohio State University – Newark, is the culmination of seven years of work led by Professors Lucy Murphy and Richard Shiels. The Center, established in December 2006, is an interdisciplinary academic entity with the mission of studying and teaching about the Ohio earthworks and Native American Indian history and life in Ohio. Professors Murphy and Shiels have collaborated with archaeologists, educators, Native Americans, the Ohio Historical Society, and the National Park Service to create public programs and research projects. These include Native American oral histories, two Newark Earthwork Days (2005 and 2006), 2005 CIC American Indian Studies Consortium national conference, and a *Public Symposium on Ohio's Ancient Earthworks*. More Newark Earthwork Days and symposia are planned for the future. The Newark Earthworks Center archives will be located in the new library on the OSU-Newark campus when it opens in July 2008.

member news

University of Akron

Constance Bouchard was keynote speaker at California University of Pennsylvania at a conference commemorating the 700th anniversary of the Trial of the Templars. Her 1998 book from Cornell, *Strong of Body, Brave and Noble: Chivalry and Society in Medieval France*, has just appeared in a Korean translation. Bouchard also published, "The Carolingian Creation of a Model of Patrilineage," in *Paradigms and Methods in Early Medieval Studies*, ed. Celia Chazelle and Felice Lifshitz (New York: Palgrave Macmillan, 2007), 135-51.

Walter L. Hixson's *The Myth of American Diplomacy: National Identity and U.S. Foreign Policy* (2008) has been published by Yale University Press.

Janet Klein published "Conflict and Collaboration: Rethinking Kurdish-Armenian Relations in the Hamidian Period (1876-1909)," *International Journal of Turkish Studies*, Nos. 1, 2 (July, 2007), 153-66, also published in *Identity and Identity Formation in the Ottoman Middle East and the Balkans: A Volume of Essays in Honor of Norman Itzkowitz*, edited by Karl Barbir and Baki Tezcan (Madison: University of Wisconsin-Madison Center of Turkish Studies Publications Series, 2008), 153-66. She presented "Turkish Responses to Kurdish Identity Politics: Recent Events in Historical Perspective," at Chatham House (Royal Institute for International Affairs) conference on The Kurds in International Affairs, London, Dec. 19, 2007, and "Tribal Militias from the Wild West to the Wild East: U.S.-Ottoman Frontier Projects in the Late-Nineteenth and Early Twentieth Centuries," presented on the panel titled "Rethinking the Ottoman Military, 1876-1922," Middle East Studies Association Annual Conference, Montreal, Canada, Nov. 2007, and "Whither the Failure of Kurdish Nationalism?" presentation for discussion in the thematic conversation titled "Majorities and Minorities in the Middle East and North Africa," Middle East Studies Association Annual Conference, Montreal, Canada, Nov. 2007.

Michael Levin co-authored with Jeffrey Adler, Ryan Fuoss, and Amanda Youell. "Reading Encrypted Diplomatic Correspondence: An Undergraduate Project." *Cryptologia* 32:1 (2008), pp. 1-12.

Martin Wainwright published *'The Better Class' of Indians: Social Rank, Imperial Identity and South Asians in Britain, 1858-1914*. Manchester, U.K.: Manchester University Press, 2008.

Miami University

Sheldon Anderson published (with Jeanne Hey, Mark Allen Peterson, Stanley W. Toops) *International Studies: An Interdisciplinary Approach to Global Issues* (Westview Press, 2008) and *Condemned to Repeat It: Lessons of History and the Making of U.S. Cold War Containment Policy* (Lexington Books, 2007).

Professor Emeritus **Jay W. Baird** published *Hitler's War Poets: Literature and Politics in the Third Reich* (Cambridge University Press, 2007).

Michael Carrafiello, with George Vascik and Martin Johnson, Miami University Hamilton Campus, have received several grants from the U.S. Department of Education, including a Teaching American History Grant: "The Beacon of Liberty"; a Congressional Academies in History and Civics Grant: "Journey to Freedom—A History and Civics Summer Academy"; and a Teaching American History Grant: "America's Journey—The Quest for Freedom, 1492-1836."

Daniel Cobb edited (with Loretta Fowler) *Beyond Red Power: American Indian Politics and Activism since 1900* (Global Indigenous Politics Series, School for Advanced Research, 2007) and published "Devils in Disguise: The Carnegie Project, the Cherokee Nation, and the 1960s," *American Indian Quarterly*, Vol. 31, No. 3 (2007).

Mary Frederickson published "A Place to Speak Our Minds: Locating Women's Activism Where North Meets South," *Journal of Developing Societies*, Vol. 23 (2007).

Yihong Pan published "Zhao Ruiqin: A Peasant Woman in Gansu and Domestic Worker in Beijing" in *The Human Tradition in Modern China*, ed. Kenneth J. Hammond and Kristin Stapleton (Rowman and Littlefield, 2008).

Daniel Prior has received a Miami University 2008 Summer Research Appointment for his project "History of the Northern Kirghiz Chieftains, 1800-1935."

Rob Schorman, Miami University Middletown Campus, received the 2007-08 Teaching Excellence Award from Miami University's Center for the Enhancement of Learning and Teaching.

Judith P. Zinsser published "Mentors, the Marquise Du Châtelet and Historical Memory," *Notes & Records of the Royal Society*, vol. 61 (2007).

The Ohio State University Publications

Nick Breyfogle co-edited *Peopling the Russian Periphery: Borderland Colonization in Eurasian History* (Routledge, 2007, in the BASEES/Routledge Series in Russian and East European Studies).

John Burnham published Chinese translation of *How Superstition Won and Science Lost: Popularizing Science and Health in the United States*, (Shanghai: Shanghai Scientific & Technological Education Publishing House [reprint Rutgers University Press]).

David Cressy published *England on Edge: Crisis and Revolution 1640-1642* (Oxford University Press, 2007), first paperback edition, and *Coming Over: Migration and Communication between England and New England in the*

Seventeenth Century (Cambridge University Press, October 2007) re-issued in paperback.

Robert Davis published a pocket book French translation of his 2003 book *Christian Slaves, Muslim Masters* (Babel, 2007).

Alan Gallay published a paperback edition, with a new preface, of *The Formation of a Planter Elite: Jonathan Bryan and the Southern Colonial Frontier* (The University of Georgia Press, 2007).

Harvey J. Graff edited *Literacy and Historical Development: A Reader* (Southern Illinois University Press, 2007).

Lyn Hegarty published *Victory Girls, Khaki-Wackies, and Patriotutes: The Regulation of Female Sexuality During World War II* (New York University Press, 2008).

Stephen Kern published a fourth edition of the Italian translation of *The Culture of Time and Space* with the new preface (Bologna, il Mulino, 2007).

Robert McMahon published the fourth revised edition of *Major Problems in the History of the Vietnam War* (Houghton Mifflin Publishers, 2007),

Allan Millett published *The Korean War* (Potomac Books, 2007).

Lucy Eldersveld Murphy co-edited *Native Women's History in Eastern North America before 1900: A Guide to Research and Writing* (University of Nebraska Press).

Geoffrey Parker published an Estonian translation of *Compact History of the World* (TEA publishers of Tallinn) and a Turkish edition of *Military Revolution* (Küre Yayinlari a Press, 2007)

David Steigerwald's *Debating the 1960s: Liberal, Conservative, and Radical Perspectives* (co-authored with Michael Flamm) has appeared as part of Rowman & Littlefield's *Debating History* series.

The Ohio State University Awards

Philip Brown received a three-year Scholar's Award from The National Science Foundation to support his research project, "Coping with Natural Hazard Risk: Civil Engineering, Floods and Landslides in the Modernization of Japan." He was also awarded a Fellowship for Advanced Social Science Research on Japan from the National Endowment for the Humanities and the Japan-U.S. Friendship Commission.

John Burnham's Chinese edition of *How Superstition Won and Science Lost: Popularizing Science and Health in the United States* (translated by Professor Niu Wei-Xing), has won recognition as one of the Top Ten in the National Library of China Wenjin Book Awards.

David Cressy has been awarded a Bogliasco Foundation Fellowship for residency at the Liguria Study Center, Italy, in February-March 2008.

Theodora Dragostinova received the 2007 John O. Latrides Prize from the Modern Greek Studies Association, awarded on a biennial schedule for the best English-language dissertation on a Greek subject.

Timothy Gregory was awarded a Packard Humanities Institute grant in support of the excavations at Isthmia's project to study and write the proposal for options to protect the ancient Roman baths at Isthmia.

Birgitte Søland has been elected a member of the Social Science History Association Executive Committee for a three-year term (2007-2010) and invited to join the Editorial Board of the *Journal of the History of Childhood and Youth* for a two year term (2007-2009).

David Stebenne has been awarded a Research Enhancement Grant from the College of Humanities to support research on his new book project, a political history of the United States from the 1930's through the 1960's.

Judy Tzu-Chun Wu has been selected as a "Top Young Historian" by the History News Network <http://hnn.us>.

New Business Reports (*continued from p. 9*)

- (2) an amendment to add Section 12 to Article VI, establishing a permanent OAH Membership Committee;
- (3) an amendment to add Section 13 to Article VI, establishing a permanent OAH Archival Committee.

Sarah Fatherly seconded the motion, and the motion was approved by voice vote of the Executive Council.

Larry Wilcox reported that John Burnham of Ohio State University has raised concerns about recent developments at the Ohio Historical Society, including the lack of any History Ph.D.s on the OHS staff. Larry Wilcox has talked with Betsy MacLean about how we can improve our connections with the Ohio Historical Society.

As a final item of new business, Larry Wilcox noted that it has been suggested that the Fall Conference and Executive Council meeting be eliminated in favor of an electronic conference. The idea was roundly rejected by the Executive Council because most agreed that face-to-face discussions still have a place in any organization such as the OAH.

[These minutes are based on the notes taken by John Jordan as our substitute secretary for this Executive Council meeting.]

The Documentary

Among the goals we had for this course was that the interview footage gathered by the undergraduate students would be used in the creation of a broadcast documentary. We were not certain how feasible this goal was given that none of the students had backgrounds or experience in the use of digital video. However, we were able to convince our campus dean to purchase a low-end broadcast-quality camera to allow us to attempt this.

The students conducted their interviews in a controlled environment after receiving preliminary training on camera techniques. Merryman had hoped that at least half of the interviews would be useable in the final video, but because of the care and value the students placed on this project, all of them excelled, carefully followed the instructions they learned in class, and thus every interview was of high enough quality to be included in the final broadcast documentary.

In order to complete the documentary, two more interviews were collected, and photographic and video footage of Warren's neighborhoods and businesses were gathered and videotaped. We decided that we wanted to maintain the involvement of students throughout the creation of the documentary, so students were invited to continue their participation.

Around this same time, we began seeking grants for the editing hardware and software we would need to complete a broadcast documentary. This process would take a year, but we did succeed in obtaining nearly \$5,000 in support. Editing for the project began in the summer of 2004. Because Merryman had no experience with the specific digital editing system they'd purchased (FinalCutPro), the initial months were spent with her learning the system. The first cut of the documentary was 30 minutes long, but we decided we had enough solid interview content to extend the documentary to a broadcast hour, which would increase the options for having it televised.

The following summer, Merryman worked with student Paula Johnson to gather photographs of local African American families. One of the difficulties encountered in this project was the paucity of visual representations of African Americans in Warren during the civil rights era: yet another startling example of the racial segregation of the local newspaper, community facilities and the local chamber of commerce. We also decided that we wanted to involve Ms Johnson as a co-writer and narrator for the documentary. Both her mother and father were civil rights activists in Warren and were featured in the interviews. In fact, Ms Johnson had heard about the course the year before it was scheduled because we were contacting African-American community leaders and churches to solicit interview subjects and feedback for our oral history project. She called us the summer before the course started and asked if she could enroll, explaining that she grew up in a household of civil rights activism. It seemed natural that the narrative voice of the documentary would be hers, so in the summer of 2004, Johnson and Merryman wrote and recorded the narration.

From 2005-2006, Merryman edited the interviews, visual images and narration into a cohesive whole. However, because of the lower-grade of the camera and the use of amateur camera operators, extension video and audio sweetening (treatment) would be necessary in order for the documentary to meet minimum broadcast standards. This level of technological sophistication was greater than Merryman's experience with FinalCutPro, so we realized we would need a finish editor. What we didn't realize was that in doing so we would find our third producing and directing partner.

In the summer of 2006, Merryman approached a Kent State Journalism/Mass Communication faculty member, Dr. Joe Murray, to get advice on the final edit. We included him as a co-producer and co-director, because he contributed substantially to montage sections of the piece, as well as handling the finish edit. Murray suggested that Merryman take the rough cut to PBS 45 & 49, a broadcast affiliate that reaches 4.3 million people in northeast Ohio and western Pennsylvania. We were stunned when several days later Don Freeman, the chief operating officer of PBS, contacted us and said the station wanted to air our documentary.

We met with the PBS staff and requested that our documentary air in February, which would allow us to connect in with Black History Month and involve the community in its screening. The network requested that we air the documentary three times in February 2007. We requested that they also air a town forum that would discuss contemporary racial issues in Warren. We did this because we wanted to explain to such a large viewing audience what the status of racial concerns in Warren was today, since the documentary only addressed the civil rights era. Our rationale for this is our belief that many white Americans believe racial segregation and discrimination to be products of the past, and we wanted to take this broadcast opportunity to maintain our educational mission.

As Murray finished the editing, Bindas and Merryman worked with university and community leaders to obtain funding to hold the town forum. We decided that we wanted to rent a large venue, Packard Music Hall, so that the event could be open to the public rather than limited to a select audience. We contacted leaders from the local African American, business and political communities of Warren and selected panelists who could deal with various facets of contemporary racial concerns.

We decided as well to use the event to raise money for an endowed scholarship for minority students and students enrolled in diversity-oriented minor programs at our campus. The Packard Museum donated its facilities for this event, and Kent State University President Lester Lefton hosted the event and covered the costs of the catering.

The finished cut of the documentary, titled *Invisible Struggles: Stories of Northern Segregation* screened at Packard Music Hall the evening of February 1, 2007. Most of the course students and informants were in attendance, along with their families. Their excitement and joy was contagious. Many shared with us their disbelief that this was happening: that their stories were going to be shared with so many. We screened *Invisible Struggles* to the audience and followed that with the town forum discussion. Dr. Murray led a talented crew comprised of both broadcast professionals and undergraduate Journalism students who taped the event for broadcast. This gave even more undergraduate students the opportunity to learn from this project. After the event, we were surrounded by informants and students, and all of us were greeted by Warren community people—white and black—who congratulated us, shed a few tears, shared more stories, and developed new memories.

Conclusion

What we have most learned from this type of project is the multivariate nature of the results and the intersection of disciplines it encourages. What began as a course designed to introduce students to local history, race relations, civil rights history, oral history theory and methodology, digital camera technology, and computer documentary film editing grew into a community event that will continue to influence and impact the Warren area, a consciousness changing experience for most of the students, and an opportunity for the faculty involved to create a broadcast quality documentary. But it also exposed the importance a service learning project could have on a campus and its partnering community, how classrooms can be made to be student-centered, and how faculty can grow beyond the original syllabus and encourage the project to blossom into something that just keeps growing.

The impact of this project is immeasurable. However, one measure of its value is best summed up by informant Frederick Harris. During the course of his interview, he said: "When I die, I'm no longer here, I'm the last of my group—we was the last group that actually faced legal discrimination, so when we're no longer here, our children, our grandchildren, they have no idea what we went through. My son doesn't know—he's never heard this, 'cause I've never told him." Because of the *Invisible Struggles* project, programs and documentary, Frederick Harris' son finally heard his father speak his life history. His story, the stories of the other informants and the collective memories of Warren's civil rights activists have been and will continue to be heard.

(Editor's note: due to space limitations, this article appears in abbreviated form, without end notes.)

Pre-Registration and Membership Renewal

Annual Meeting and Luncheon of the Ohio Academy of History, 11-12 April 2008
Wright State University, Dayton, Ohio



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_____**Pre-Registration** (Includes Registration, Continental Breakfast, and Luncheon)*Pre-Registration rates only effective until 4 April. After that date, a \$10.00 surcharge will be added to all fees below.*

Member, Professional	(\$32)	_____
Member, Student	(\$25)	_____
Non-Member, Professional	(\$42)	_____
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Additional Luncheon Ticket(s) (\$22) _____
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Membership Renewal

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TOTAL AMOUNT ENCLOSED \$ _____

____ I will attend the Friday evening reception.

On-Site Registration** will be available for an additional \$10.00 fee. Buffet Luncheon possible strictly according to space available.YOU WILL RECEIVE YOUR REGISTRATION PACKET AT THE REGISTRATION TABLE AT THE CONFERENCE**

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***CANCELLATION POLICY:** No refunds are available for cancellations received after 4 April.**Program participants who fail to register will be billed for registration.*

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