



s103 | Building the Plane While It's Flying:  
Moving an Oral History Program Forward while  
Creating an Oral History Program

MOVING ARCHIVES FORWARD  
Midwest Archives Conference annual meeting  
May 5-7, 2022  
Madison, Wisconsin



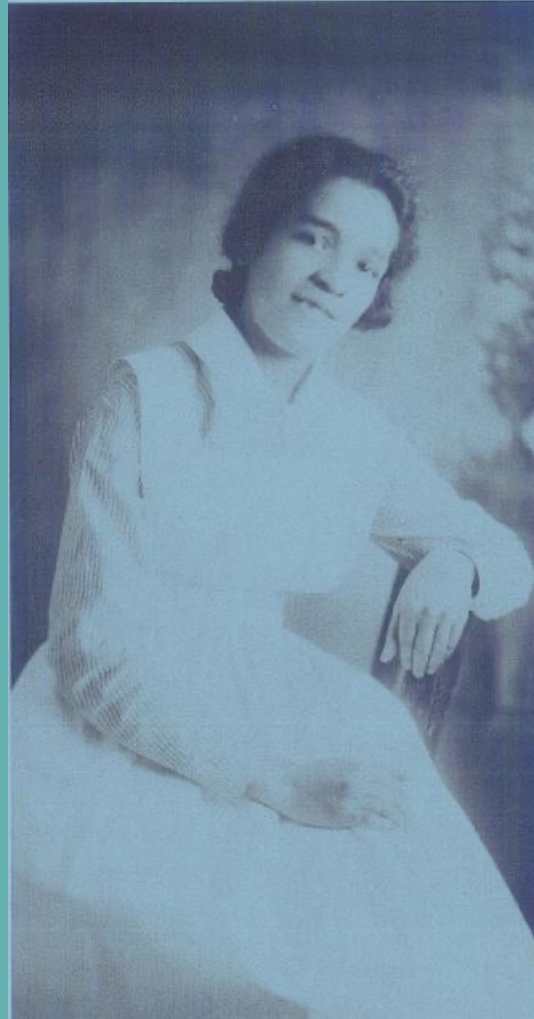
# **THE SALVATION ARMY CENTRAL TERRITORY MUSEUM**

Building the Plane While It's Flying:  
Moving an Oral History Program Forward  
While Creating an Oral History Program



# MABEL BROOME

Salvation Army officer (Pastor)



Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program

# ABOUT US

- Corporate Museum
- 2600 linear feet of collections
- Six Hallway Galleries
- One 1200 sq ft Museum Space
- Formally operated by Salvation Army officers
- Museum Professionals began in 2012
- Two staff members- Director and Curator



The Salvation Army is a religious organization and considers itself to be an Army of God.

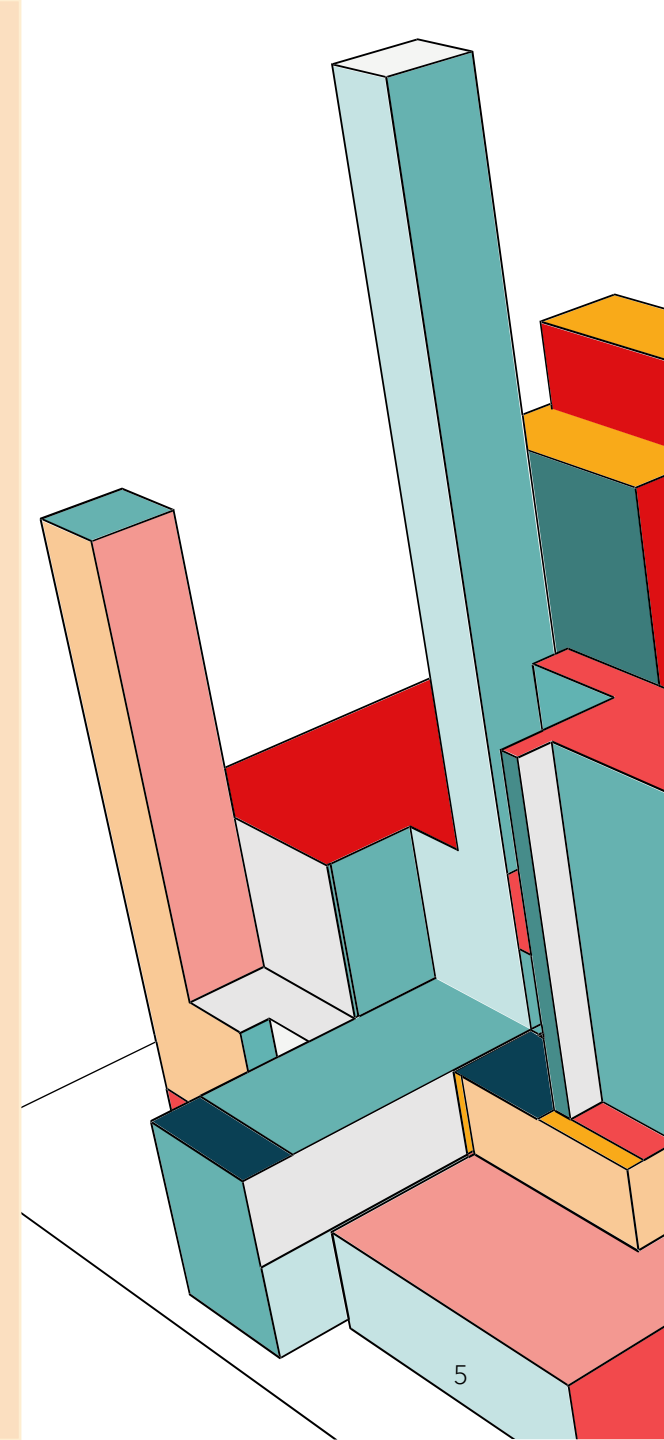
Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program

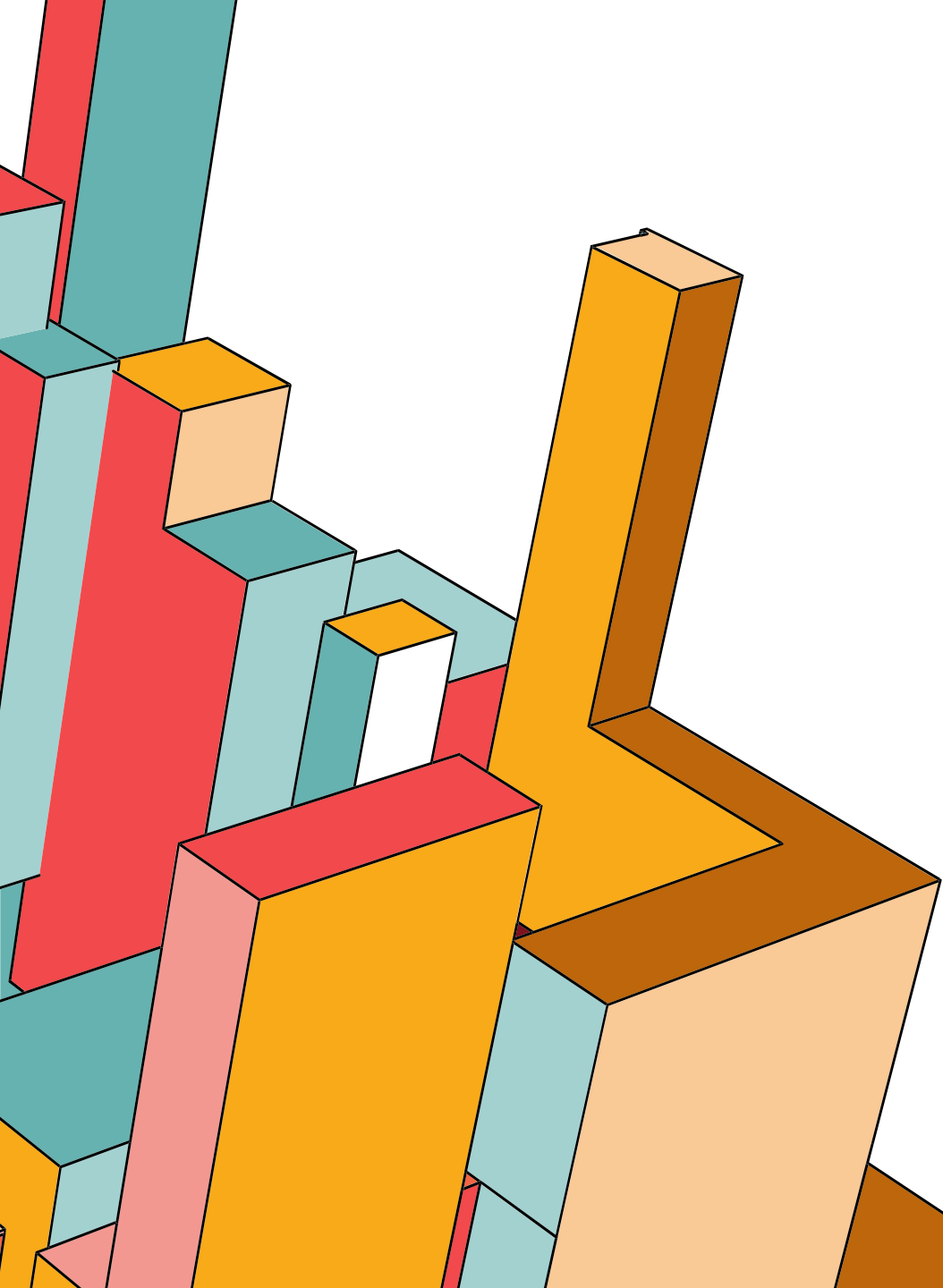
# REQUEST

July 2020

An exhibition that focuses and provides representation for Black, Indigenous, People of Color.

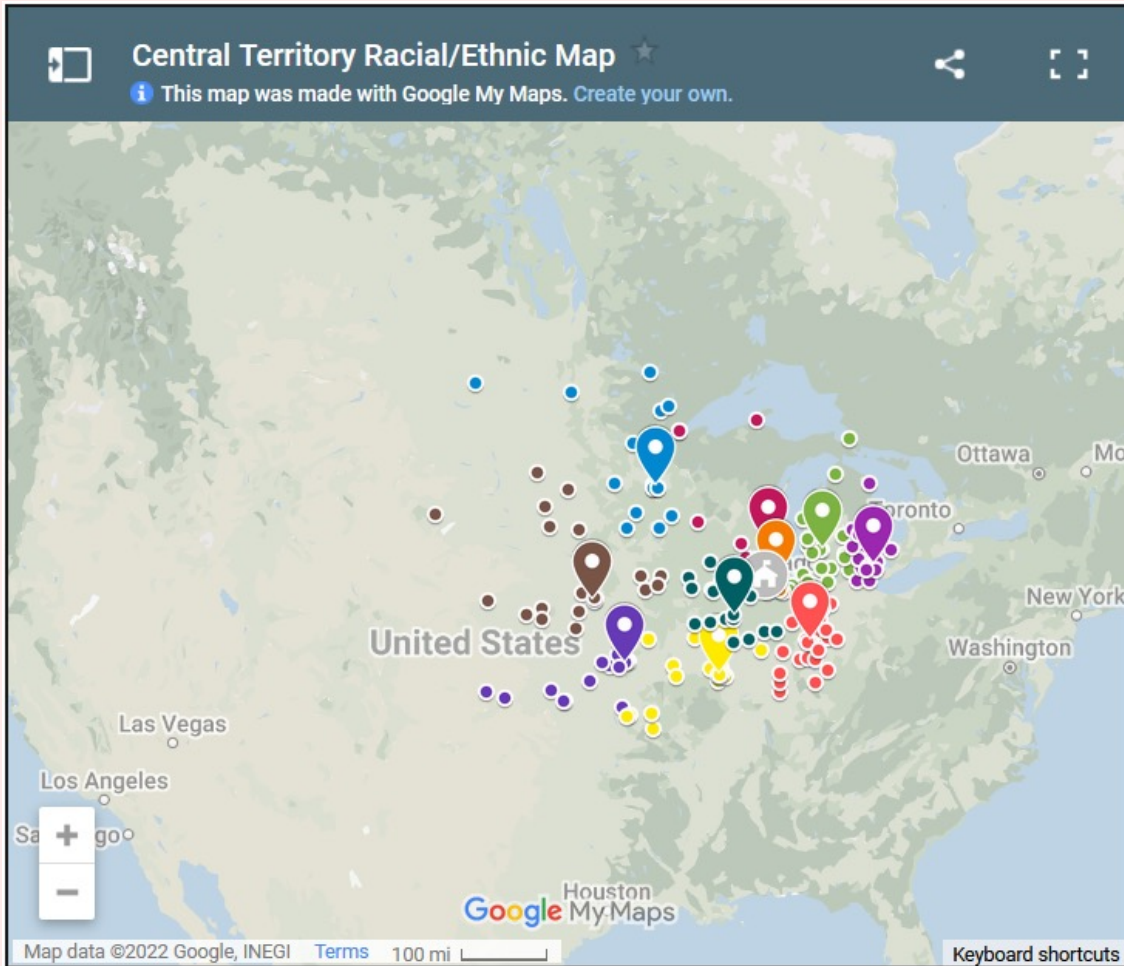
Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program





# WHAT?

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program



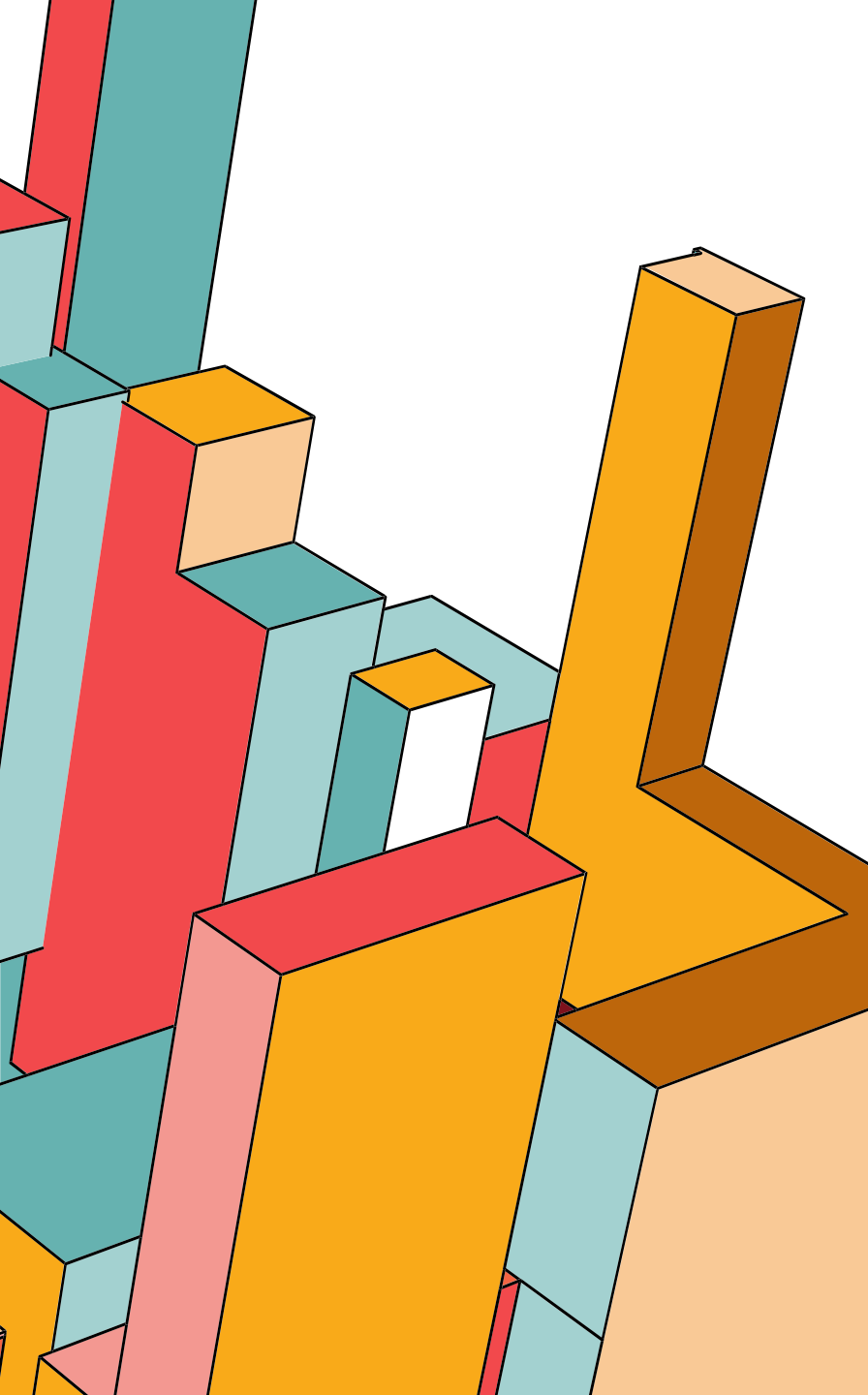
## 2016 Intercultural Ministries Map

courtesy of TSA Intercultural Ministries Department and

# Intercultural Ministries Map

The map represented 78% of the whole territory.

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program



For Educational Equity, Excellence and Research

# Brown Foundation

[Home](#) | [Brown Foundation](#) | [Educational Resources](#) | [About Brown v. Board](#) | [Speakers Bureau](#) | [Pressroom](#) | [Contact Us](#)

## Books for Kids

The Brown Foundation's *Books For Kids* program is designed to bring books and other educational resources to children from low-income families. The Foundation, together with other interested partners, has established children's libraries onsite in public housing complexes and community centers. Each library also includes a parent section with books and resources about parenting.

Images courtesy of the Brown Foundation and NTHP websites



National Trust *for*  
Historic Preservation®  
*Save the past. Enrich the future.*

# EUREKA!

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program





# Hope Children's Library

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program





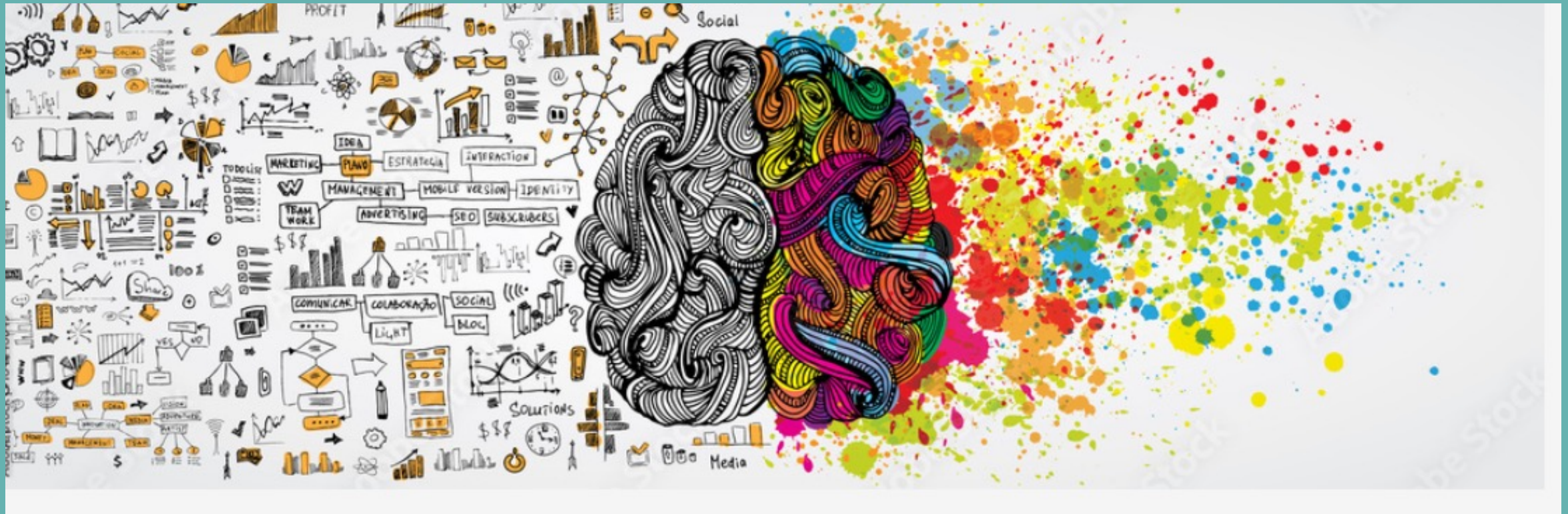
Salina, KS



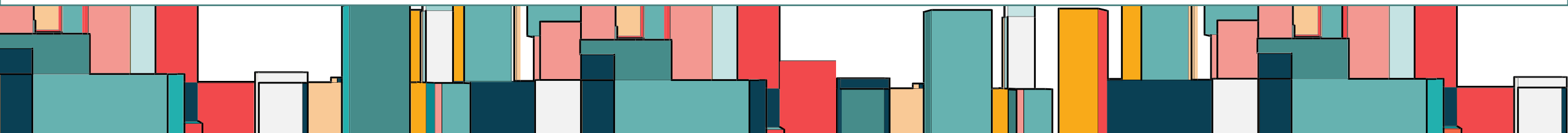
Topeka, KS

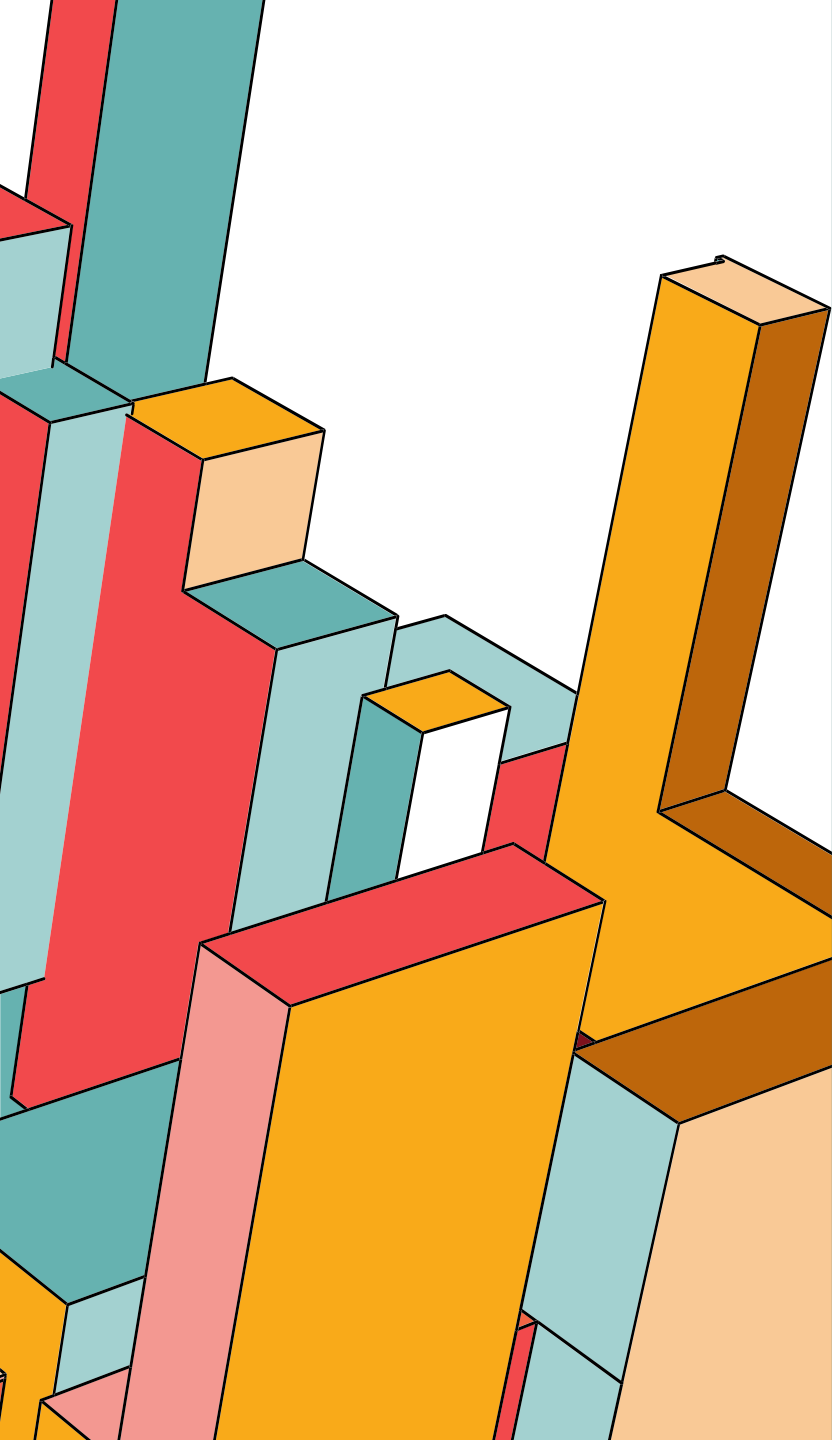
Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program





Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program





# STARTING A PROGRAM

Don't be afraid!

Ask for help!

Ask for Interviews!

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program

# METHODOLOGY

1

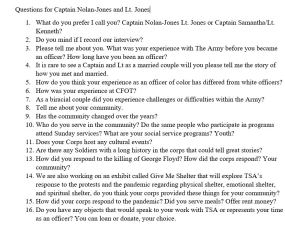
Schedule Interview



I made myself available to them.

2

Create Questions



Same ten questions for everyone.

3

Travel to Interviews



I traveled to their location for their comfort.

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program

# METHODOLOGY

**4**

**Equipment**

Audio and Video

**5**

**Conducting Interview**

Listening

**6**

**Summarize**

Write summary of interview

Building the Plane While its Flying:

Moving an Oral History Program Forward While Creating an Oral History Program

# OUTCOMES



A pattern revealed itself.

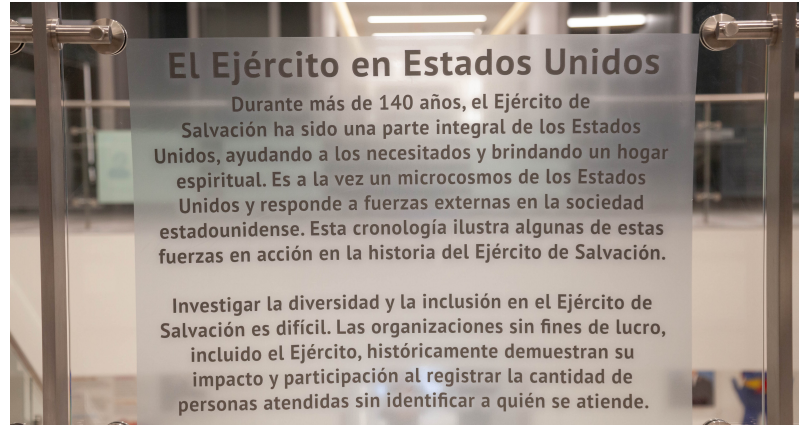


The exhibit would now focus on the officers, soldiers and employees, and the community.



Officers donated and loaned objects for the exhibit.

## 24 Interviews to include in the new Oral History Program



# EXHIBIT PHOTOS

(Benefits of Oral History Program)



# WHAT WE LEARNED

## How to use video equipment properly

I recorded two officers perfectly on camera.- the audio on the microphone was turned off.

## Use external hard drives!

We lost several hours of video transferring large files to the cloud.

## Consent Forms

Use them

Be specific- who will have access to the oral histories? How will they be used.

## Allow room for emotion (a lot of room)

Anger

Gratitude

Tears

Joy

Hugs

Accomplishment

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program



# MOVING FORWARD

We now have an oral history program!

## EXPERTS

## PRESERVATION PLAN

## ARCHIVES

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program



# WE HAVE AN ORAL HISTORY PROGRAM



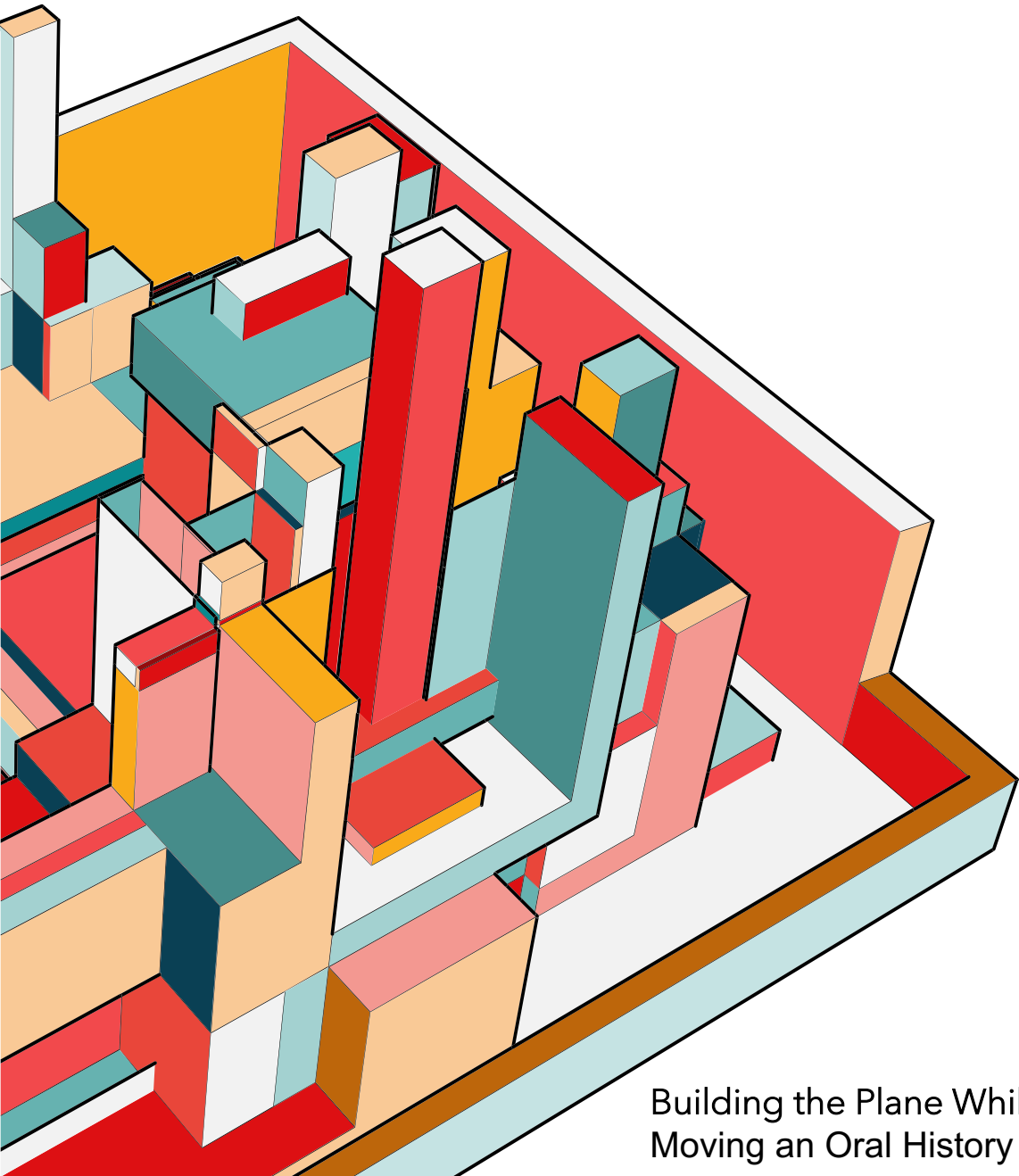
Envoy Artee Lewis  
Detroit, MI



Maj. Dale Simmons  
Michigan City, IN



Col. David Harvey  
Retired Officer



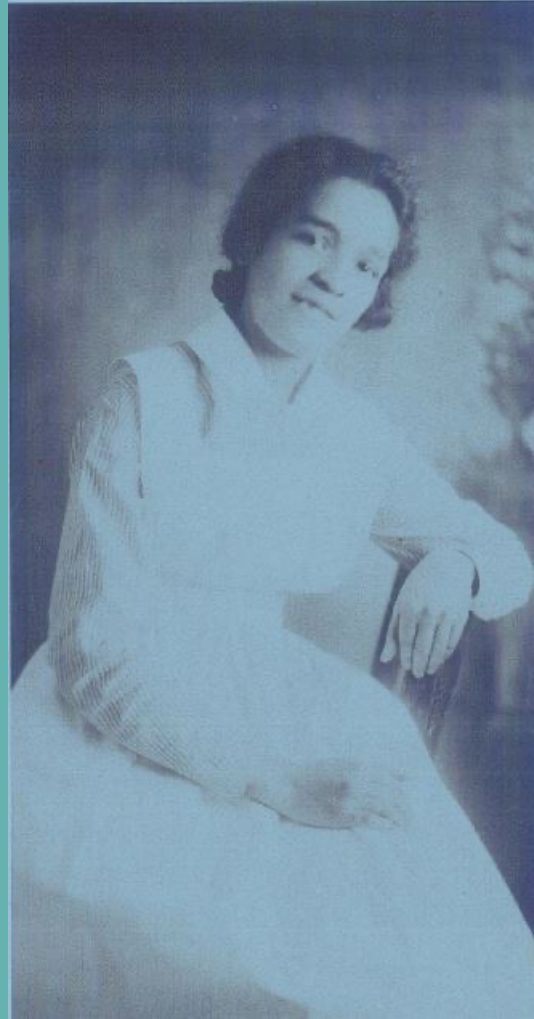
# SUMMARY

- DON'T BE AFRAID
- DON'T BE AFRAID (AGAIN)
- YOU KNOW THE BASICS
- ALLOW FOR MISTAKES
- HAVE FUN!

Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program

# MABEL BROOME

Salvation Army officer (Pastor)



Building the Plane While its Flying:  
Moving an Oral History Program Forward While Creating an Oral History Program

# THANK YOU

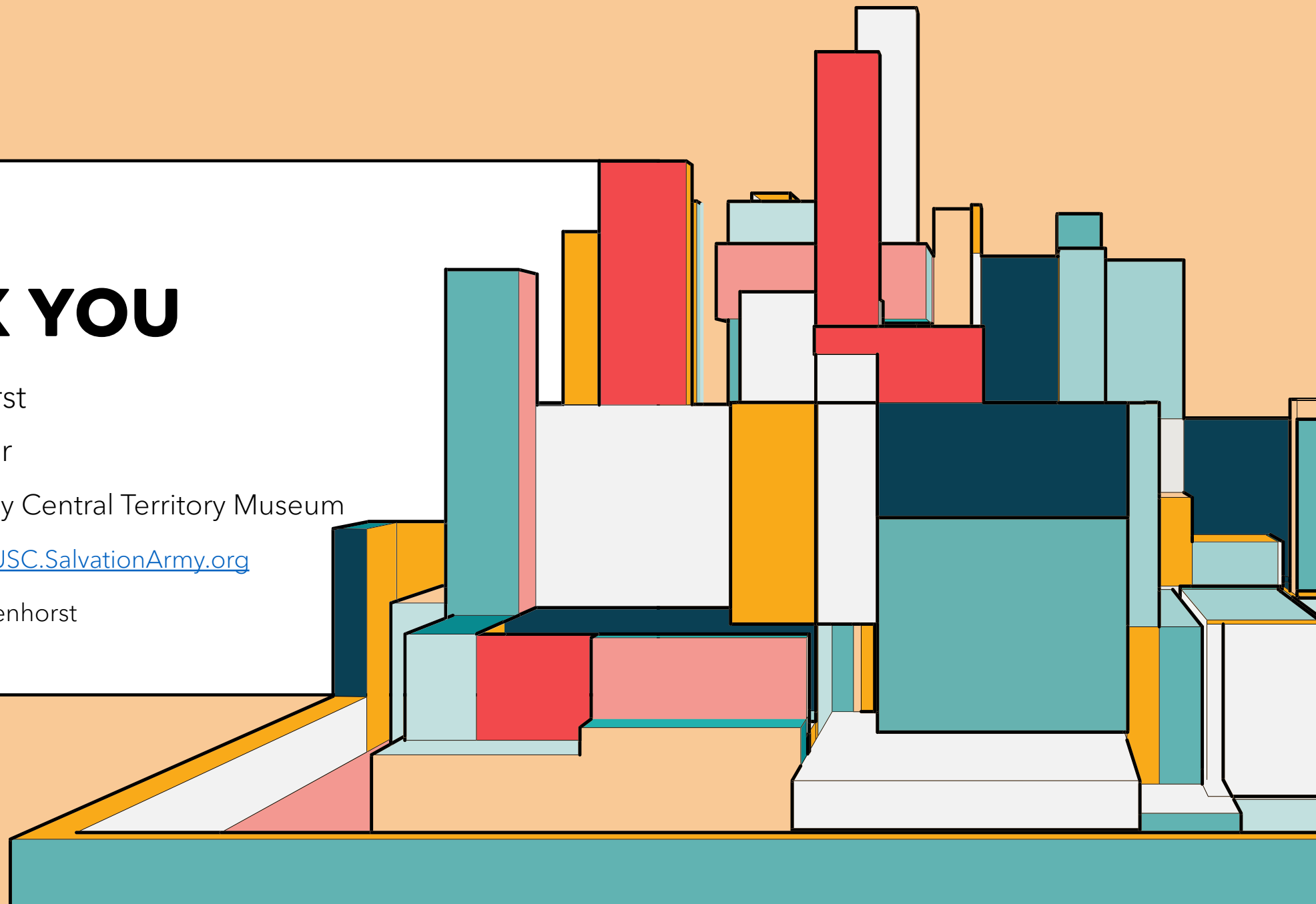
Jolie Diepenhorst

Museum Curator

The Salvation Army Central Territory Museum

[Jolie.Diepenhorst@USC.SalvationArmy.org](mailto:Jolie.Diepenhorst@USC.SalvationArmy.org)

Linkedin: Jolie Diepenhorst



# CREATING THE ORAL HISTORY PROGRAM AT EASTERN MICHIGAN UNIVERSITY



Image Courtesy BYU Digital Collections

# The EMU Oral History Program



EMU Archives Oral History 'Memory Swap' Kit



Share to Maximize  
IMPACT





# EMU ARCHIVES + ORAL HISTORY = RIGHT PLACE, RIGHT TIME

- University Archivist with a strong commitment to mentorship combined with a belief in self-directed learning.
- An academic archive functioning as learning laboratory.
- The currency of the EMU Archives is trust and the relationships we foster with donors and campus/community members.



# COMING TO CLASS - ORAL HISTORY TECHNIQUES



EMU Historic Preservation Program is with Matt Jones.

December 10, 2020 · 🌐

🔔 WINTER CLASS ALERT! 🔔

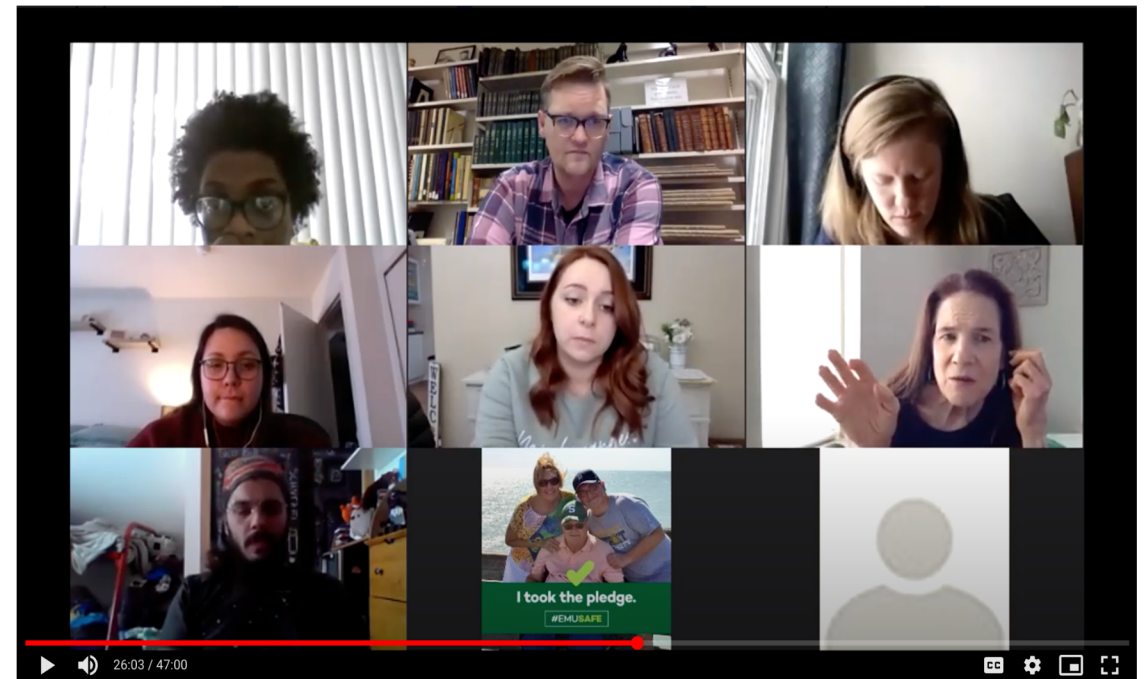
Do you want to record your community's stories and preserve the wisdom of your elders?  
Does the thought of talking to people on tape TERRIFY you?

Sign up NOW for Oral History Techniques (GHPR 527 and HIST 591) with Matt Jones ! ... See more



👍❤️ Ashley Wimbrough, Nancy Bryk and 18 others

9 Comments



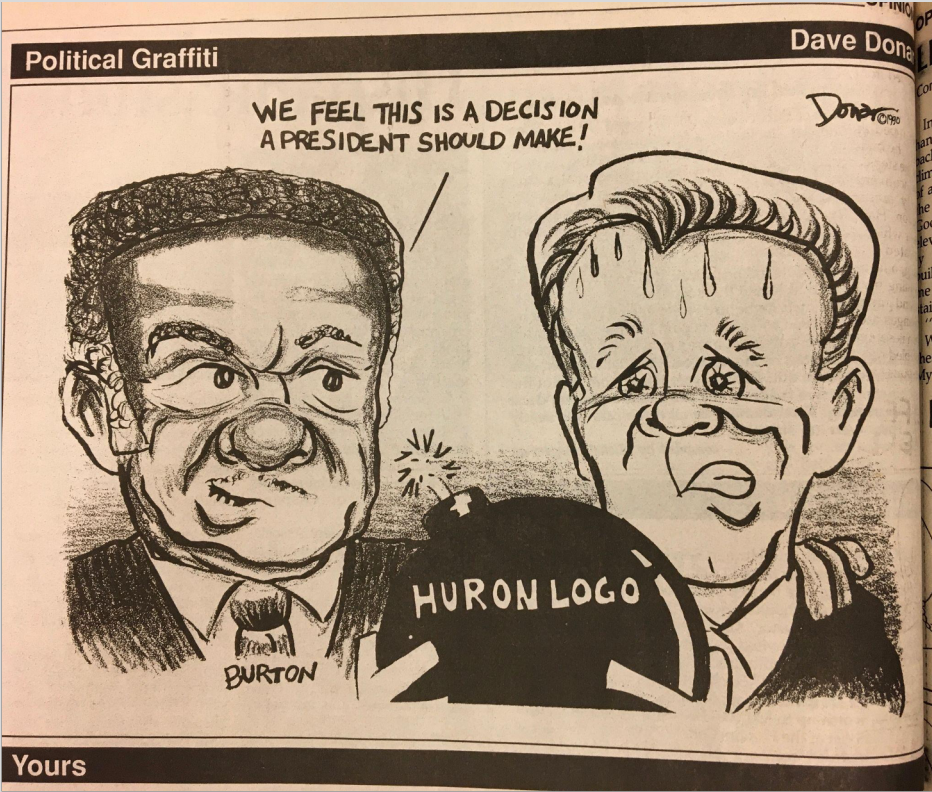
# **MATT'S FOUR (BIGGEST) FEARS**

1. Investigating a controversial topic could rile up the University.
2. Keeping students engaged when the world was seemingly falling apart.
3. Getting students the appropriate amount of background research material.
4. Is oral history Zoom friendly?

# FEAR #1: NAVIGATING A CONTROVERSIAL TOPIC



EMU's Huron logo was dropped earlier this year; a new logo — an eagle — is in the design stage.



@emich.edu>

Wed, Dec 2, 2020, 4:00 PM

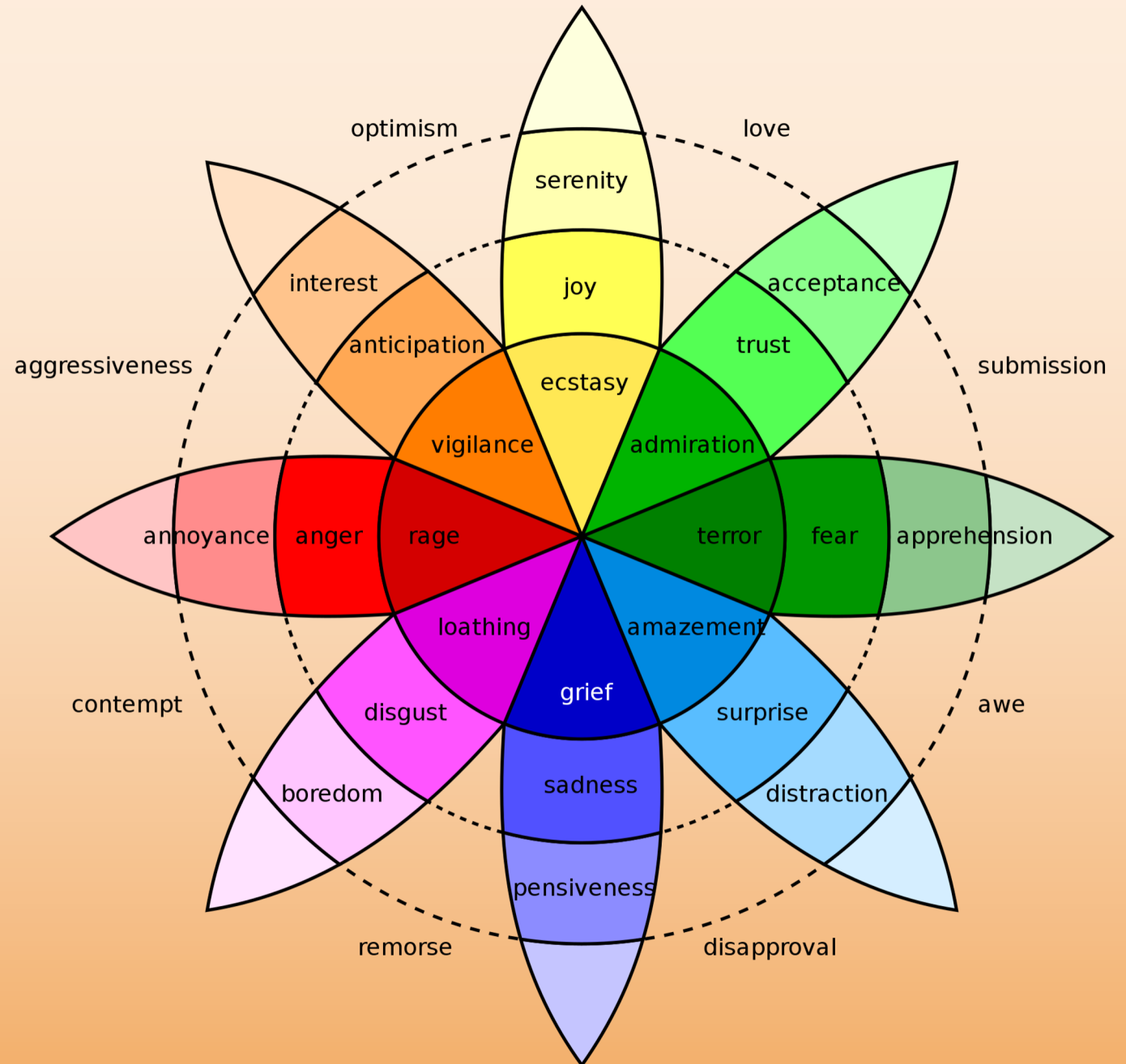


to me ▾

No. Drop the logo. You could be in the cross hairs and it could prevent you from moving forward with anything more substantial here. It's not worth it.

Range of emotions to class being offered:

- Excitement
  - FINALLY a chance at oral history
- Anxiety
  - Can I do this?
- Panic
  - ONLY Indigenous student
  - Controversial beliefs amongst peers?
- Relief
  - Inclusive & thoughtful instructor
  - No racist peers
- Exhilaration
  - I CAN do this!





# Photo



**katedelahoyde**  
Ypsilanti, Michigan



Liked by **mssarahmatchette** and **32 others**

**katedelahoyde** #OnThisDay in 1991, President William E. Shelton recommended that Eastern Michigan University discontinue use of the Huron name and logo and seek a new symbol. 🦅

•

"I recommend that Eastern change the Huron logo and name to symbols more compatible with our own institutional values and goals, now and in the future. Symbols promote and perpetuate values, defining those who use them, creating their future as well as reflecting their past. As an educational institution, Eastern Michigan University cannot justify the continued use of symbols which we now know offend and denigrate, however unintentionally, members of our community."

– President Shelton's statement to the Board of Regents

•

Excited to learn more about this in the class I can't name in the program I can't tag, because it's still so contentious. 😞

•

•

•

•

•

#TRUEMU #easternmichiganuniversity  
#notyourmascot

View all 7 comments

# FEAR #2: BRINGING THE ARCHIVES TO THE STUDENTS

Folders

Name ↑

Board of Regents Meeting Minut...

Confirmed Interviewees

Huron Restoration Alumni Chapter

Logo Committee Materials

Press

My Drive > ... > Press > 1991 January - June

Monday, February 4, 1991 • East

## Reacts to logo decision

...I fully support the president and the board's decision despite the fact that it was a victory...

In respect to minorities in the city, I'm glad to see it changed.

Sue Howmeyer  
Ypsilanti City Council Representative

PDF 1991\_February\_4\_9.pdf

on explains logo decision in speech to board

...I believe the committee did a good job...

PDF 1991\_February\_11\_4.pdf

ties express joy, sorrow at logo

...I am certainly not a racist...

PDF 1991\_February\_13\_2.pdf

Lary people would be offended

...The Huron, Huron, where will it end?

PDF 1991\_February\_13\_4.pdf

reacts to logo c

...The Indian head logo might be considered offensive...

PDF 1991\_February\_15\_2.pdf

name AMC Jeep/Eagle uses for

...I've lived in the community all of my life...

PDF 1991\_February\_22\_4.pdf

My Drive > ... > Board of Regents Meeting Minutes > BRM\_5\_22\_1991

BRM\_5\_22\_1991.pdf

scan.pdf

scan001.pdf

scan002.pdf

scan003.pdf

scan004.pdf



**JUANITA REID, CA.  
1982**

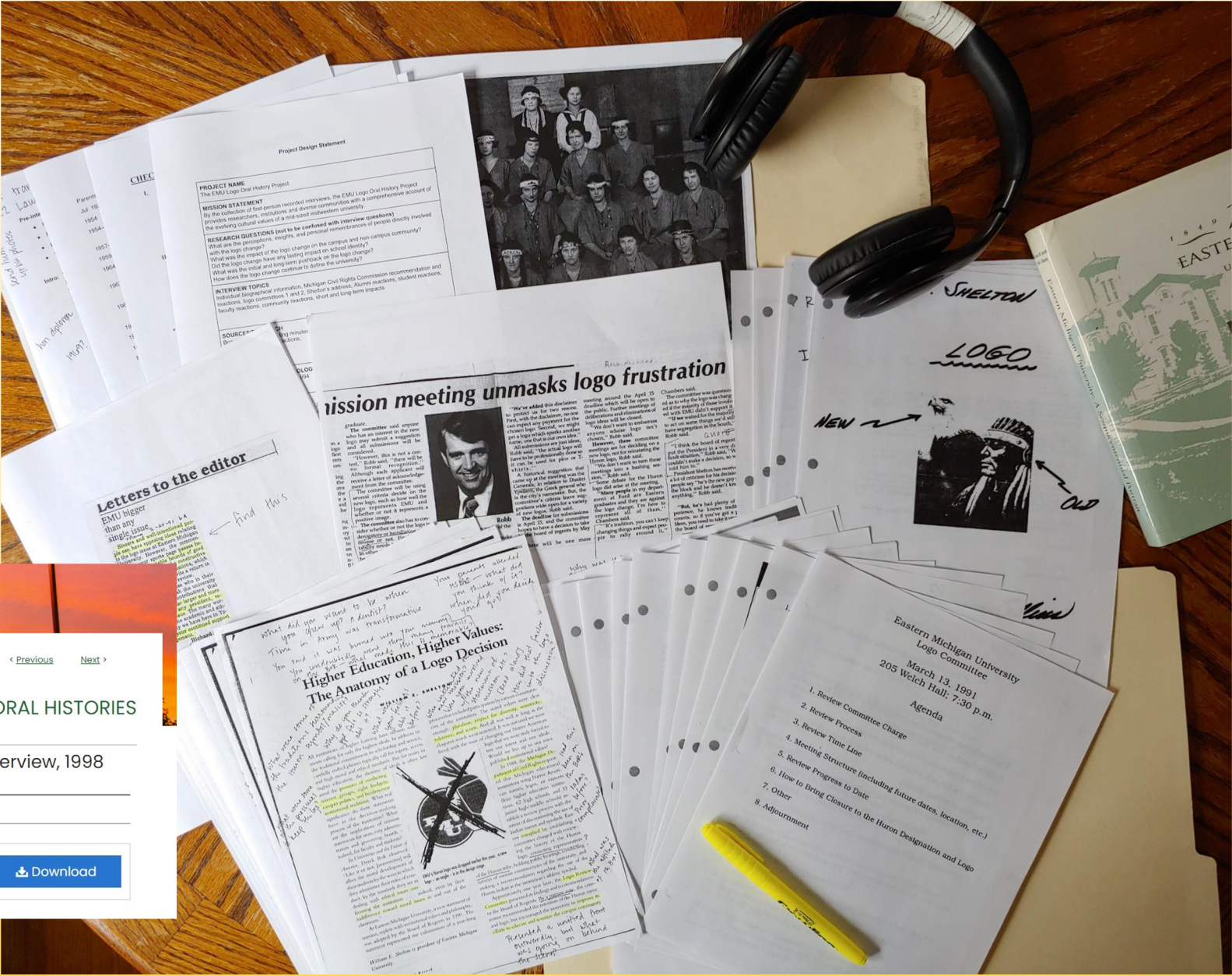
### Undergraduate Archival Experience:

- Bentley Historical Library 2018
- Undergraduate Research
  - Archivist pulled material for me

### Graduate Archival Experience:

- Pandemic Archive Experience: Online Archive Experience
- Restricted Access
- Not digitized
- Matt's Oral History Project
  - Success!





# DIGITAL COMMONS @ EMU

Home > University Archives > Sound Recordings > Oral Histories > 19

[Previous](#) [Next](#)

**ORAL HISTORIES**

**Richard Robb Oral History Interview, 1998**  
June 3

[Laurence Smith](#), Eastern Michigan University

**Transcript (1.3 MB)** [Download](#)

**Search**

Enter search terms:

in this collection

Advanced Search

Notify me via email or [RSS](#)

**Links**

EMU Library

Eastern Michigan University

**Browse**

# DIGITAL COMMONS @ EMU

Home > University Archives > Sound Recordings > Oral Histories > 19

[Previous](#) [Next](#)

**Search**

Enter search terms:

in this collection

Advanced Search

Notify me via email or [RSS](#)

- Links**
- EMU Library
  - Eastern Michigan University

**Browse**



**Richard Robb Oral History Interview, 1998**  
June 3

[Laurence Smith](#), Eastern Michigan University

**Transcript (1.3 MB)** [Download](#)

*Handwritten notes on newspaper clipping:*

What did you value to be when you joined the Army was transformative. You found it was based on your own... You understand... The Anatomy of a Logo Decision

*Other notes:* You parents would... you think of... find a system... Each...

- Eastern Michigan University  
Logo Committee  
March 13, 1991  
205 Welch Hall: 7:30 p.m.
- Agenda
1. Review Committee Charge
  2. Review Process
  3. Review Time Line
  4. Meeting Structure (including future dates, location, etc.)
  5. Review Progress to Date
  6. How to Bring Closure to the Huron Designation and Logo
  7. Other
  8. Adjournment

# FEAR #3: MAINTAINING STUDENT INTEREST AND ENGAGEMENT

- Utilize as much digital archival material as possible.
- Pages of feedback
- Incessant communication. They were sick of me.
- Filtering out the noise

2/6 Memory and Bias in Oral History	
📎	Abrams Chapter 5.pdf
📎	Prospecting For Truth In the Ore Of Memory.docx
📎	Robertson, In Pursuit of Life Histories.pdf
📎	Polishuk, Secrets, Lies and Misrememberings.pdf
🗣️	Listen/Discuss: Interview with Bob Dylan
2/13 The Art of the Interview: Question Formulation and Preparation	
🗣️	The Oral History Manual, Chapter 7
📎	Doing_Oral_History_A_Practical_Guide_----_(3_Conducting_Interviews).pdf
📎	Freund, Toward an Ethics of Silence.pdf
📎	Interview Tips
2/20 Ethical and Legal Considerations	

📎	Interview Tips.pdf	Nov 29, 2020	Nov 29, 2020	David Jo...	179 KB	✓
📄	Introduction sheet.docx	Feb 12, 2021	Feb 12, 2021	David Jo...	146 KB	✓
📎	Kauffman - Oral History in the Video Age.pdf	Jan 4, 2021	Jan 4, 2021	David Jo...	333 KB	✓
📁	Linda Yohn	Feb 5, 2021		--	--	✓
🖼️	Logo post-1970.JPG	Jan 25, 2021	Jan 25, 2021	David Jo...	2.7 MB	✓
🖼️	Logo Pre-1970.JPG	Jan 25, 2021	Jan 25, 2021	David Jo...	2.3 MB	✓
📄	Lois Cook - A.P. Marshall African American Oral History Archive.html	Nov 29, 2020	Nov 29, 2020	David Jo...	30 KB	✓
📎	Marcus, Oral History in the Documentation of Historic Sites.pdf	Dec 21, 2020	Dec 21, 2020	David Jo...	127 KB	✓
📄	Mission Statement Worksheet.docx	Jan 28, 2021	Jan 28, 2021	David Jo...	7 KB	✓
📎	Neuenschwander - Oral History Leads to Libel Suit.pdf	Nov 29, 2020	Nov 29, 2020	David Jo...	3.2 MB	✓
📎	Neuenschwander Chapter 1.pdf	Nov 30, 2020	Nov 30, 2020	David Jo...	510 KB	✓
📎	Neuenschwander Chapter 2.pdf	Nov 30, 2020	Nov 30, 2020	David Jo...	4 MB	✓

- Pages of feedback
- Daily & Weekly communication
- Weekly Audio Assignment

## Biggest Takeaway!

- “White Savior” mentality
- Interviewee/ Interviewer setting

First of all, on a format note- your transcript Open with ▾ to my...eyes? I love doing a quick, cursory survey of a transcript and seeing loooooonnnng answers from the interviewee and shorter questions from the interviewer. That means the interview went the way it was intended to go.

You have said so much here. Let me first say, Cheyenne, it has been absolutely wonderful having you in class. I've been raving nonstop about my students for months now, and you are a vital part of what made this class so important and so relevant. Thank you for all of your work.

And thank you for not calling me out in your process journal for interrupting Juanita several times with overexcited questions of my own. When she turned out to be so communicative, so articulate, and so direct, I felt this huge weight lift, and I knew that you were in for a great interviewing experience. I have a tendency to get excited and go totally bull-in-china-shop.

You did an extremely conscientious job of managing Juanita's time. You didn't waste much time warming up to the logo conversation, and you noticed her checking her watch like I did. She gave you those book ends, timewise, and you appropriately fit everything you needed to into the prescribed time limit without anyone getting fatigued, bored, or confused. This was a really, **really** good interview. All semester, you latched onto my advice, you internalized it, and brought back an improved version of yourself-as-interviewer to each assignment. That is what school is for- making mistakes and learning from them. And then capitalizing on the new knowledge that you. You've done a great job at this. Actually, even Alexis said that her conversation with you about Wittke was amazing and that even in that setting, your interview skills were fully on display! I quote Alexis: "I met with Cheyenne today! My goodness she is just *lovely* to speak with!"

I am so glad to hear the ways in which this project connected with you as an indigenous woman, and I think that the University would benefit by hearing you say that as a Lakota woman, you would vouch for EMU based on their obvious commitment to diversity. Of course, every institution is going to fall short on this work, but EMU was indeed way out front on this issue. Thing is, most people attribute that to President Shelton. Yes, he had years of

Delahoyde, Katie  
Interview #1, Family/Friend Interview  
3/1/2021

#### Intro/questions

- First, great job splitting the questions into sub-stories (childhood, Grampy, Grammy, wrapping up). This kind of roadmap helps everyone stay focused and on track. Always useful, and I do the same in my interviews.
- I love this introduction. You give a date, identify yourself and your program/relationship to EMU. You identify your interviewee and the medium of communication. Your introductory background info is a really good skeleton of who she is, and it isn't without a little style- something I always condone: no one wants to read or listen to a robot, and your personality peeks out through the lines- a welcome addition to oral history. You covered all of your bases here. Some might criticize the intro for its length, but it isn't boring and every line says something about the interviewee.
- **"Tell me about your childhood."**  
I want more from this question. It is a little too broad and I can imagine some interviewees immediately thinking "Oh shit. What part of my childhood? What aspect? What era? What age?" You have to narrow it down a little bit or at least add some context clues on the end of it, say, "Tell me about your upbringing: who your parents were, what they did for a living, where you grew up." This usually leads to way more description than you asked for, much of which is generally useful to build context.
- I love the second question, "How would you describe yourself as a child?" and it's one that I have never asked anyone before. I will definitely be stealing it.
- Again, a question like "What are your earliest memories" can be a little anxiety-inducing. The answer could be so sprawling that sometimes, the interviewee worries about what answer you might be looking for instead of just speaking for themselves. Give them a little guidance- some loose parameters. It could actually be a useful follow up question, perhaps after asking about their childhood. If they tell you about a certain sibling, then, "What are your earliest memories of Sibling X?" If they talk about their father's shop, then, "What are your earliest memories of your father's shop?" **We are always looking for ways to chip through that wall of generalities and get at the specifics.** Your grandpa's specific shop, that specific sibling. You do this wonderfully later in the interview.
- Your third question (Grammy's early life) is a great question because, like we've talked about in class, you make a statement of fact before questioning that statement of fact. I love it. BUT- there are too many questions in this question. Many people will not be able to keep all of the question parts straight, and you will inevitably lose one or two, never to return to them. I suggest something more like:
  - I want to ask how you think the following series of events affected Grammy's life. Growing up in Apache Junction? [answer]; her father's illness and suicide? [answer] and so on.

- I always make the mistake of combining questions into one, and many times, it confuses the interviewee, and something invariably gets lost in the subsequent answer. But really- I love the individual questions themselves. You are, as Troy Reeves put it, "asking open-ended yet specific questions," something not particularly easy for everyone to grasp. Excellent work.
- Questions 4 and 5 from the Grammy section are great. All open-ended and broad enough to elicit follow up questions.
- Questions 1 through 5 in the Grampy section work well. I worry a little about the number of questions in each question. You may want to have one central question, and save the others for possible follow ups, or just separate questions altogether and treat them all as their own.
- When you ask "what did you think of that while you were growing up," I was unsure what you were referencing- his lack of education or his possible learning disability?
- Again, I would preface this whole part of your questioning with something that lets her know that it is it's own subset.
  - "I would like to ask you a few questions regarding Grampy's possible learning disability."
    - What did you think of it, growing up? Etc etc etc.
- **In all, this is really good. You definitely have a solid idea of what I am looking for in a questionnaire.**

#### Process journal

- "It was pretty rote. I just listened though...eventually she set me up to ask her..."
  - Music to my ears. Well done. Just listen. Many times, when people are "rotating" along, I am almost exclusively looking for places for follow up questions, just to get them out of their script. It sounds like you did exactly that.
- Yes- it becomes clear pretty quickly that talking to your mother is one thing, and talking to a complete stranger about something really important to them is a whole other thing. **All you have to rely on is your research.**
  - I'm glad you got a chance to experience "fork in the road syndrome," or at least that's what I'm going to call it. Sometimes it's overwhelming, knowing that you could have taken the conversation in 1000 different directions, and, because it's your mom, you would have been interested in all of them. But you did the right thing sticking to the purpose of your interview- family dynamics. It's not easy to stay on course, but it is vital.
  - I don't think that you should have given her a choice in topics. Troy Reeves said it was *her* interview, but he did not mean in terms of topics. He meant in terms of the story she tells about the topics you choose.
  - LOL. Your thing about looking into your mom's eyes. Yeah! It's tough! I could look into a stranger's eyes so much easier than into my mom's eyes. I feel like when I look into my mom's eyes, she can see everything I've ever done that she would have hated. She sees me smoking outside the middle school, sees me hanging from scaffolding 20 floors in the air in NYC, sees me reenacting my birth on NYE, 2000 (I still the subject of an oral history I'm sure). Being honest, I think that oral historians are still figuring out how to

make these connections via Zoom. In person is easy. Usually, the interviewee is waxing on and on and it's *them* who doesn't make eye contact- you just have to be there with yours if they decide to check in with a look. But Zoom- yeah, still figuring out how to connect physically in a meaningful way. Note taking is fine: I actually take notes without looking at my paper at all. I don't use a keyboard to take notes and never will. But yeah- if you are noticing yourself looking off to the side, make an effort to curb that. Look at their face.

- Pretty much exactly what I'm looking for in a process journal entry. Thanks for this.

#### Transcript

- The only thing I would change about your transcript is the same thing I'm telling everyone, and the same thing I had to learn myself: you don't have to type every single random utterance or false start. "Um," "uh," "like"- these things can stay only lightly. Researchers will read these transcripts because they are looking for historical data that is useful, and, similarly, your descendants will read the transcripts looking for ways to relate to the people represented- what they were like, what they enjoyed, what they didn't. They won't learn much from random utterances, and they are pain in the ass to transcribe, so just get the main point across. For example:
  - "Um, I don't think... I don't think Dad would have treated him differently, but, being around, you know, Mom, probably, I think. And I don't, well, if- and whether Marylee was, you know, blowing smoke, too- I don't know why she would think that." **Instead, the transcript could read more like:**
    - "I don't think Dad would have treated him differently, but Mom, probably, I think. And I don't know if Marylee was blowing smoke too- I don't know why she would think that."
    - All of those gorgeous, personal inflections and stutters and false starts and verbal expressions of insecurities- they'll be on full display in the audio recording but they don't have to be in the script.

#### Interview

- I really like that you ask her if the intro was accurate. It's the small things that make the whole thing work, and you have to give your interviewee some agency to make changes in case something is inaccurate.
- Whenever your interviewee gives you an insight into what she and others were feeling, get after it in follow up questions. Your mom said that neither she nor her siblings were emotionally ready to give up the house yet. That's when my eyes/ears light up.
  - "What are the conversations like between the siblings, concerning the selling of the house?"
  - "Do you think your parents would have wanted you to sell the house? What would they think of your reluctance?"
- Your mom's description of her childhood is excellent, a testament to how comfortable she is with you. Also, you might think it's rote, but to the rest of us, it's oral history gold. She is telling you about her childhood AND telling us directly how it contributed to who she is as an adult and mother (the mom and pop

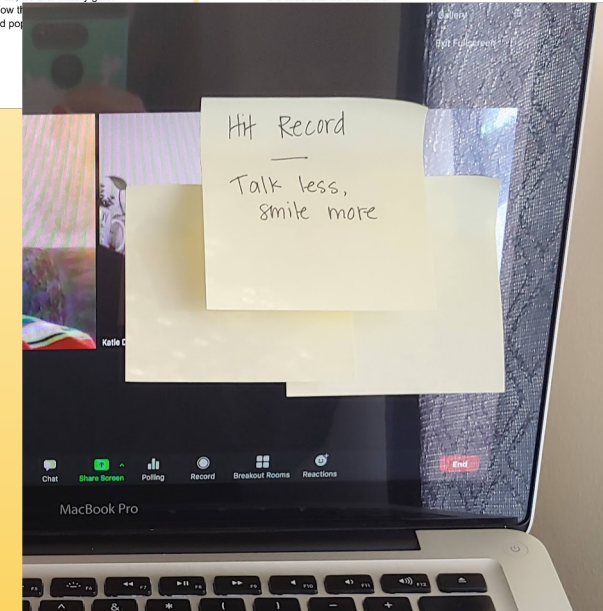
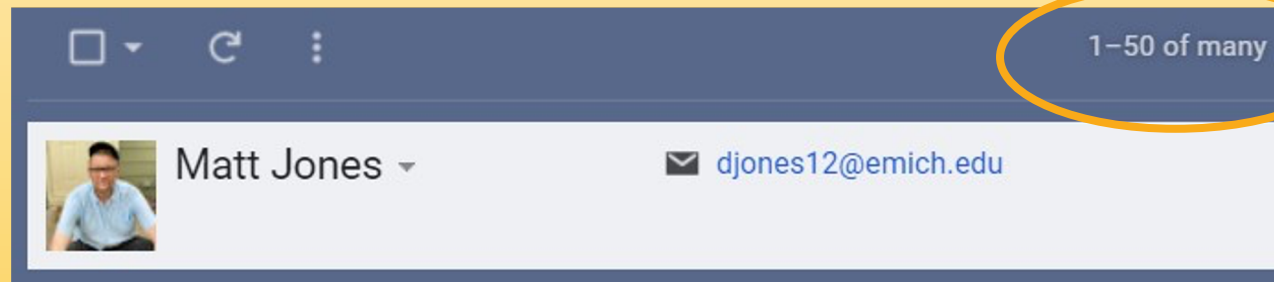
pleasure of drinking hose water). That's what you want- the stories, and the implications for the adult as a result of the stories.

- **Great** job holding that silence at the end of her first answer.
- I see what you mean by awkwardness of taking notes. I think you are taking notes in your lap? Or between you and the keyboard? I think a better way to do this is to put the notepad as close as you can to the display, so that your eyes have to move the absolute minimum between the screen and your pad.
- I really appreciate the effort you put into maintaining a straight face. I can tell that you're really trying to stay straight even though it is clear your conversations with your mom are usually anything but formal.
- At one point, when your mom is trying to remember a synonym for "sexist," you suggest the word "patriarchal." Again, your relationship with your mom is enviable and seems super fun, but there are some words that we can't put into our interviewee's mouths. If someone is expressing a firm belief, especially one of a political nature, just let them figure that out unassisted. They will, and you won't be seen as biased in one direction or another.
- Your mom is right! It is a psychological analysis! Good oral historians are part psychoanalysts, part social scientists, part historians.
- I like that after you ask a question, you wait for the answer. You let her think about what she wants to say. Many people jump in immediately because it seems like, if they don't answer right away, then we must not have asked the question right. We jump in and try to clarify when they are the only trying to figure out what to say.
- **Remember to ask at the end "Is there anything else you'd like to say for the record?" This usually leads to the interviewee finally saying that thing they've been thinking about saying the whole time but didn't have the guts.**

#### Overall

Katie- this interview is really valuable and you should hold onto it at all costs, AND transcribe it in full for permanent preservation. I saw very little wrong with where you focused your attention. This was a two-hour interview; of course fatigue will be a thing. But you did extremely well, keeping your attention on your mom and, considering this interview was so long, you kept a straight face longer than I could have. I can't really hold your familiarity and informality with your mom against you. She is a strong, amazing personality. I want to make sure that you know that your interview with me, and especially your interview with Dick Robb, will not be as free and easy. You have your mom's trust and familiarity already. You'll have to create these things with Robb in a very short amount of time and I think you know already that the only way you can do this is by thorough research and preparation. Dr. Robb is very gentlemanly and earnest and funny, but he's also going to be talking to you about one of the touchstones of his life.

sions that, again, were inging, warm-up

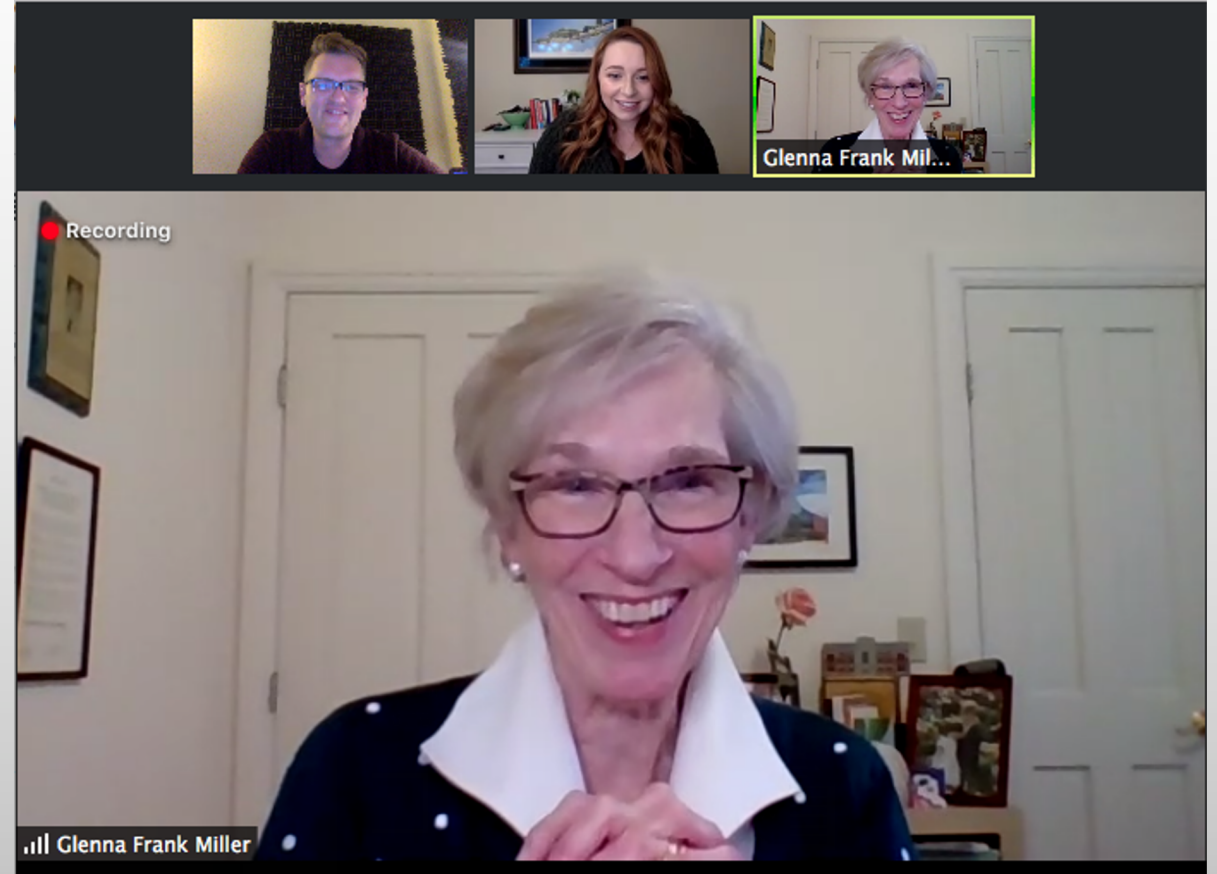


# FEAR #4: ACCEPTING ZOOM INTERVIEWS

- No good solutions here: desperate times etc.
- Subpar video quality
- Questionable audio quality
- No control over the environment
- Distracting backgrounds

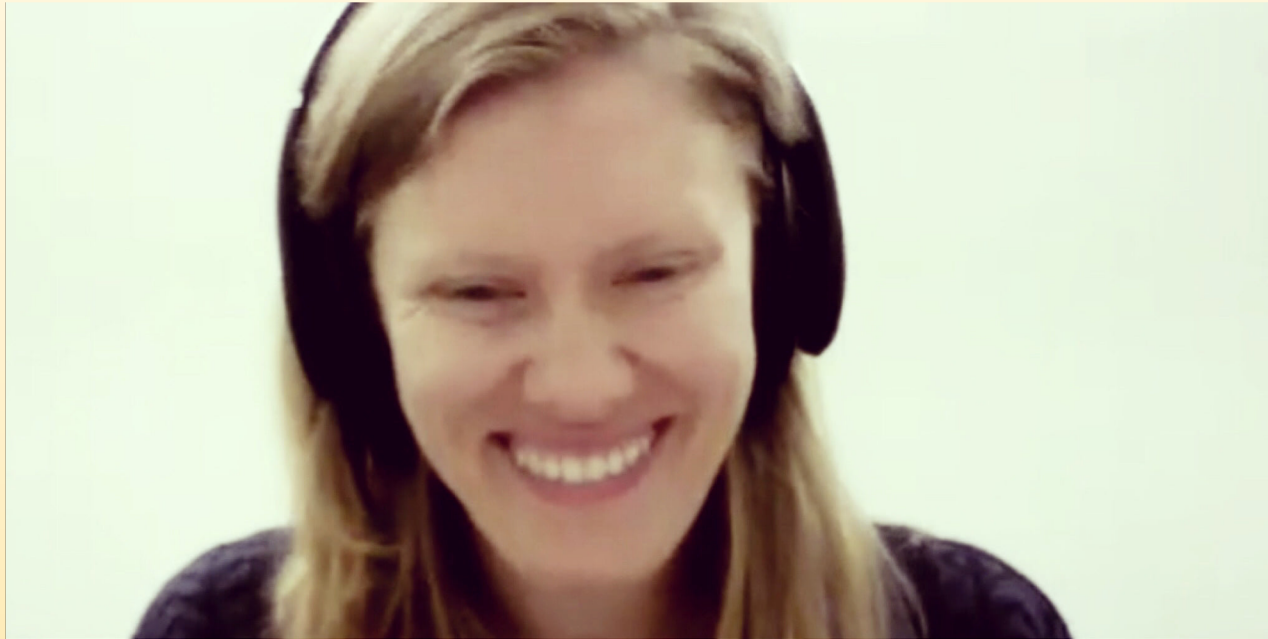
This is 100% accurate.

It was hard but we made it.





- Virtual Reality – Were there silver linings?
  - YES! (Sigh of relief)
- Phone calls vs. Zoom Interactions
  - Glimpse into our own environment
- Sense of Reward
  - Successful end result



- Some anticipated challenges ended up not being a big deal
- Zoom opened up new opportunities
- Is it the same as an in-person interview? Probably not.
- Can you still build a genuine connection virtually? Yes!

# ORAL HISTORY MOVING FORWARD: OUTCOMES & TAKEAWAYS

“Good oral historians are part psychoanalysts, part social scientists, part historians.”

– Matt Jones, 1st interview evaluation

“We are good stewards of the stories we hear by **listening, being curious, affirming, and believing people** when they tell us how they experienced something.”

– Brené Brown, *Atlas of the Heart* (2021)

- Using oral history in historic preservation
- Not only academic skills but life skills



Oral History & its effects on other academic fields:

- Historically “discredited” in fields of academia like history
- Moving towards more decolonized higher education in future research

Questioning who should have access to sacred/personal stories?

- Internalized conflict of personal position in separate communities
- Mental and emotional toll
  - Make or break future research?



Juanita Reid

Interview with Juanita Reid by EMU Graduate Student Cheyenne Travioli

[Listen Here](#)



Richard Robb

Interview with Richard Robb by EMU Graduate Student Katie Delahoyde

[Listen Here](#)



Regent Anthony Derezinski

Interview with Regent Anthony Derezinski

ve American  
ir decision  
der more e

Deisha Myles

Interview with Deisha Myles by EMU



Glenna Frank Miller

Interview with Glenna Frank Miller by



CARMEN CHENG

Connor K. Ashley, a grad student in history who works in the EMU Archives, refers to the EMU Archives as one of the most accessible university archives to students.

7:21 AM

Conducting an oral history interview today, and I just wanted to say again how grateful I am to have been able to take your class. It's been so helpful! And I lowkey love preparing to do interviews now.

# CONTACT INFORMATION

A photograph of a small, brightly lit room, possibly a dorm room or a small apartment. The room features a dining table with a lamp, a desk with a computer monitor, and patterned wallpaper. The room is well-lit, with a lamp on the table and a window in the background. The floor is covered with a patterned rug. The walls are decorated with framed pictures and a mirror. The overall atmosphere is clean and organized.

MATT JONES: [DJONEST2@EMICH.EDU](mailto:djonest2@emich.edu)

KATIE DELAHOYDE: [KATIEDELAHOYDE@GMAIL.COM](mailto:katieDelahoyde@gmail.com)

CHEYENNE TRAVIOLI: [CHEYENNETRAVIOLI@GMAIL.COM](mailto:CheyenneTravioli@gmail.com)

**QUESTIONS?**

