

Improving Board Diversity and Succession

Eric Myers, Board President and Kayla Metzger, Historic Site Manager; Spring Hill Historic Home

Spring Hill Historic Home is a 501c3 nonprofit in Massillon that manages a 16-acre property with a long agricultural history and ties to the Underground Railroad. We highlight the lives of the Rotch and Wales families that occupied the property in 1811-1970, and how they contributed to the overall social, cultural, and economic progress of Massillon, Stark County, and the greater state of Ohio and the nation. With such diverse histories told through our organization, it is imperative for us to be cognizant about how we are engaging multiple perspectives and being inclusive of all members of the community when it comes to our interpretation of the site.

While the site was closed due to the COVID-19 pandemic from March 2020 to July 2021, our Board of Trustees took the time to conduct an internal review to improve organizational management - from tracking finances to board recruitment. The closure provided the time away from the bustle of programming and events to focus on ways to better foster community engagement and improve our overall sustainability for the future, which involved discussions on how to **diversify** our programs, income, and **leadership**.

Current Board President/Chair, Eric Myers, joined the Spring



Hill Board of Trustees in February 2019. Involved in the organization as a volunteer for certain programs and events over the years, Myers has a long history of knowledge and association with the site. He was elected Vice President in February 2020 and then President in 2021, when the sitting president voiced the need to step down from his long tenure. After his rise in board leadership, Myers' investment in the organization grew deeply as he and other board members worked towards a strong reopening. With the loss of four board members over a span of

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We had some wonderful sessions at the Ohio Local History Alliance Regional Meetings this past March and April. Our Regional Representatives are always trying to brainstorm ideas and topics to best serve our membership. Please know that we are here for you and we want to provide the information and guidance that will help your organization with whatever current challenge you may face.

Our Education Committee has been at work preparing our itinerary of sessions and speakers for the 2022 Annual Meeting taking place September 30-October 1, 2022. We look forward to seeing everyone for our in person event at the Quest Convention Center in Polaris this fall. It's always nice to have the opportunity to gather and network with our colleagues!

Our field is fortunate in that we are surrounded by colleagues who are always willing to share information and mentor those entering the field. We want to hear from you! What topics would best serve you and your goals as a professional and within your organization? We are always open to hearing ideas from our membership for future programming. Contact your Regional Representatives and share your ideas and successes so they can be implemented in future programming or shared through the Local Historian. We are here to represent and serve you and we want to hear your stories.

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six months for a variety of reasons, it was imperative that the board be expanded in a more sustainable and diverse fashion, which could include both established and fresh faces to the organization.

Remaining trustees were given the challenge to identify and approach potential nominees to the board who had expressed an interest in Spring Hill or historic preservation within the community. This may have been through prior engagement as a volunteer or participant in events, programs, and presentations, or even those who serve/have served other local heritage organizations. Trustees were not only tasked with identifying and approaching potential candidates, but also asked to take into consideration candidates with a variety of characteristics that did not match their own, including qualities such as age, gender, race, occupation, etc. We knew that we could not continue to do what “has always been done” and expect a different outcome - a more diverse board and sustainable succession plan. This new process was undertaken with the intent of reaching and engaging new audiences to become more invested in the organization through leadership roles. To better understand what was important to the greater community in which we serve, we felt that everyone was entitled to a seat at the decision-making table; an idea that was not always evident to our audience in the past, and something that will take time to foster over the next several years.

Implemented in late 2021, this recruit-

ment strategy expanded board membership from what has historically been white male businessmen between the ages of 55 to 80, to a group with a more even male-to-female ratio between the ages of 35 to 75, with the beginnings of diversity in both race and occupation. Individuals from corporate settings are still represented, but so too are city staff, retired teachers, museum professionals, and professors. Everyone brings a different skill set and perspective to approach the needs of the organization. With a wider age range of sitting trustees, it was also necessary for the board to be more flexible and accommodating for younger members who juggle employment and young families on top of volunteer service. This meant providing ways for trustees to attend meetings virtually, allowing for a greater amount of missed meetings or implementing more one-on-

one meetings, and enabling each trustee to be involved at a level that fit with their current lifestyle.

While there is still more work to be done in improving diversity, inclusion, and sustainability, we feel that we have made great strides in not only observable change but also a change in mindset within the organization through the implementation of this small but important method of board recruitment. While it may seem a relatively simple ask of the members of the organization, it certainly pushes people to think outside of the box, and to move outside of the comfort zone that many of us unintentionally tend to place ourselves in. This important work continues into 2022 as we begin to develop a strategic plan for the years to come.

All photos courtesy of Spring Hill Historic Home.



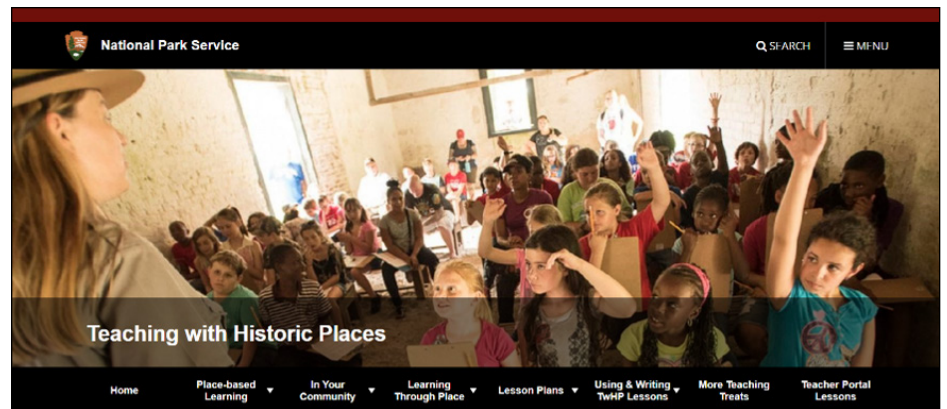
RAISING NEW QUESTIONS:

Reframing the Semiquincentennial with Resources for Educators

Alison Russell is a PhD student at the University of Massachusetts, Amherst, studying culture and politics in the Early Republic. She taught middle and high school social studies for 10 years and, this past summer, she interned at NPS's Cultural Resources Office of Interpretation and Education. Twitter Handle: @MsRussellSays

Planning for the 250th anniversary (or Semiquincentennial) of the American Revolution, coming up in 2026, has already started for many historians and history institutions. The [U.S. Semiquincentennial Commission](#) announced that efforts to make this the most “comprehensive and inclusive celebration in our country’s history” began in 2020. The American Association of State and Local History (AASLH) released their [field guide](#) and the National Park Service (NPS) [plan is forthcoming](#). While historians prepare, many K–12 educators remain unaware of this anniversary. The [emphasis on grassroots](#) commemorations may mean schools will not engage until activities are underway. Public historians should have flexible resources ready to meet educators’ needs for teaching the Semiquincentennial, strengthening the relationship between history institutions and classrooms. Rather than putting our effort toward new resources tailored to the commemoration alone, we should focus on reframing our existing resources to support teachers over the long term. The diversity of curricula across the country makes providing broad themes and questions essential for engaging teachers in the Semiquincentennial and beyond.

My recent work for NPS demonstrates an example of the type of tool—broad enough to accommodate varied classrooms while still tied to recognizable themes of the commemoration—public



Teaching with Historic Places is a rich repository of resources. Screenshot from the [landing page](#) of Teaching with Historic Places. Screenshot by Alison Russell.

history organizations can offer educators for this anniversary. This summer, I helped design “Teaching the 250th with Historic Places,” a guide for teachers meant to highlight existing resources in the context of questions raised by the Semiquincentennial. The foundation of this guide, NPS’s [Teaching with Historic Places \(TwHP\)](#), is a digital project that hosts a rich collection of lesson plans. But the TwHP team knows our reach could be wider. The Semiquincentennial is an opportunity to conduct some of this outreach by pointing teachers toward lessons that can be used for this historical moment and then reused in future years. We hope that the new guide is a gateway to stronger engagement with our site.

“Teaching the 250th with Historic Places” is organized around four themes inspired by the American Revolution and its commemoration: Liberty, Equality, Belonging, and Memory. Accompanying each theme are questions to help frame students’ learning and employ critical thinking. The guide directs teachers to existing TwHP materials on topics throughout U.S. history, instead of new, commemoration-specific lessons. This

models what I hope teachers will do in their classrooms: rather than wedge in the commemoration, unmoored from the rest of the curriculum, or completely overhaul their lesson plans, teachers can use the guide to show how studying the Revolution raises questions that apply to all of American history. Linking to existing resources will also encourage teachers to see TwHP as a flexible tool for lesson planning beyond the commemoration.

Employing questions as a framing device allows users to expand the scope of the commemoration temporally and geographically. Starting with the theme Liberty, for instance, we ask, “What does liberty mean to different people at different times?” The question comes from ideas expressed during the Revolutionary War. It is also one historians, especially of early America, ask themselves. But potential answers can stretch beyond the Revolutionary War. To help teachers and students think about this question, we included links to lesson plans on [Frank McWhorter](#) and [women who served on Floyd Bennett Field Naval Base](#). These two lessons demonstrate

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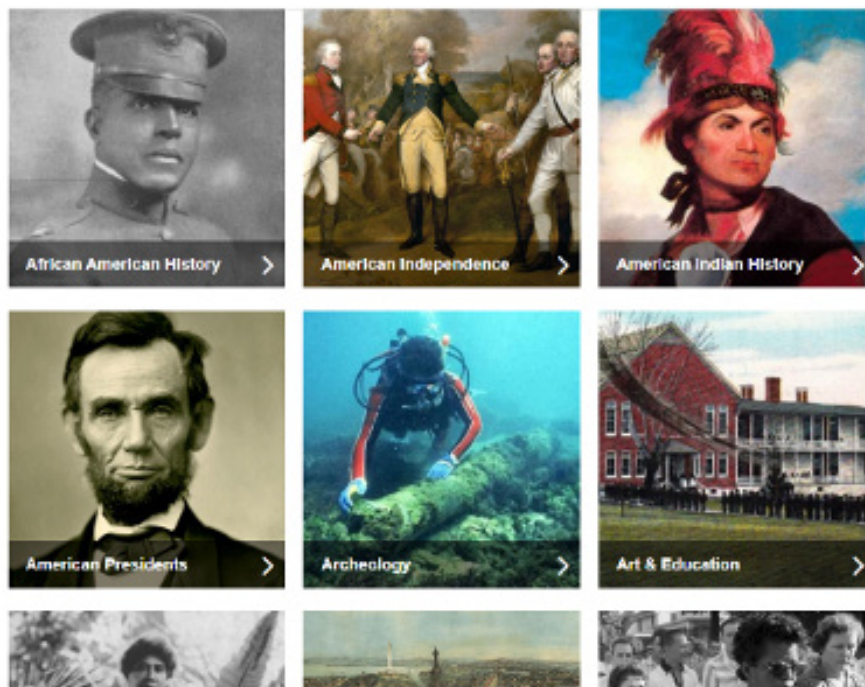
different ways of defining and fighting for liberty. McWhorter, a formerly enslaved African American, worked to free himself and his family before founding Philadelphia, Ohio, for other self-emancipated people. McWhorter's story uses [place-based education](#) to help anchor abstract concepts like liberty in the physical spaces people carved out for themselves. The Women Accepted for Volunteer Exceptional Service (WAVES) at Floyd Bennet Field fought for ideas of democracy in World War II as well as their own economic independence, contributing to the war effort in non-combatant roles while filling jobs that were previously open only to men. Liberty is a contested concept, historically and today, and these lessons frame this debate in different periods, tailored to various teachers' curricula.

The questions in "Teaching the 250th with Historic Places" also incorporate diverse viewpoints and critical perspectives of history into classroom conversations. The guide probes the Revolution's influence on the type of nation we are and whether we are living up to values articulated in founding rhetoric. The guide reframes sentiments such as "all men are created equal" from the Declaration of Independence into questions like "How have Americans addressed inequalities at different points in our history?" One lesson under the Equality theme demonstrates an approach to this question by introducing [Dr. Mabel Ping-Hua Lee](#), an ardent suffragist whose status as a Chinese immigrant made her ineligible to vote even after the 19th Amendment passed. Her struggle demonstrates the complexities in the fight to gain suffrage along gender and racial lines.

Despite [recent pushback from some state legislatures](#), discussions of racial, gender, and class divisions help students better understand U.S. history and should be brought into the classroom. The delicate balance teachers navigate

Lesson Plans by Theme

Find lesson plans based on themes in American history.



The Teaching the 250th Guide pulls lessons on diverse historic events and people and reframes them with critical questions. Screenshot of "Lesson Plans by Theme" on Teaching with Historic Places Page.

between addressing critical historical themes and following state guidelines can be addressed with more flexible and open resources from history institutions (["A 'Roadmap' for Teaching Civics and History is Coming"](#), 2019). Public history institutions offer updated scholarly practices. By directing teachers to resources that promote historical thinking skills, Semiquincentennial guides can support teachers of these materials throughout their academic year.

The Semiquincentennial, like the U.S. Bicentennial in 1976, should be viewed as an opportunity for public history institutions to think creatively about how to expand critical conversations about history to the larger community ([Marks](#), 2021). Teachers can be our allies. They facilitate discussions in the classroom

and help frame students' learning. We need to support these efforts with usable, relevant resources. While for some institutions that may mean creating new, commemoration-specific materials, the most important focus should be on providing critical, broad-ranging materials that ask bigger questions. These are the resources that are most useful to teachers in 2026. And these are the resources that will create a long-lasting relationship between teachers and public history institutions moving forward.

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Preserved Bread for Display

by Jennifer Rounds, Fabrication Coordinator, Ohio Village, Ohio History Connection

A Swiss proverb reminds us to “avoid those who don’t like bread and children.” Here at Ohio History Connection, we like both! And as part of the 2021 season, Ohio Village (a recreated 1890s town that is part of the Ohio History Connection’s Columbus campus) added a Jewish bakery. We wanted to showcase Ohio’s Jewish heritage, while adding an interesting and hands-on new experience. As part of the bakery interpretation, we wanted to have a full range of baked goods on display. Research into bakeries of the 1890s, and the size of our interpretive space, made us realize that we were going to need 40 plus loaves of bread, rolls, crackers, cookies and soft pretzels. We wanted to make sure we represented the full range of baked goods available in this time period, including Jewish baked goods, like Challah bread.

As the Fabrication Coordinator for Ohio Village, it is my job to find, make or purchase all the props, costume and other items needed for interpretation in the village. I was able to find several companies that sell a wide variety of artificial bread, but they were much more expensive than I had anticipated, with a good quality loaf costing between \$20-90. I was working on a very limited budget, and I know purchasing the number of loaves I wanted was going to be completely out of my budget!

After some online research, I found a better, and cheaper, solution: dry and varnish your own loaves! Using our historical research, I identified what types and styles of bread were being sold in bakeries, and then the found and purchased similar loaves. These loaves ranged in price from \$2-6, so altogether we bought 20 loaves of bread for the price of 1 artificial loaf.

This was a fun project that I was able to finish in only 3 days, at my own house, using some “work from home” days. The total cost of the project, including all the bread and varnish was \$110. This project was very economical, and anyone with an oven, a well-ventilated workspace, and some time can achieve great results. Bread that is preserved this way will last for months or years, depending on how you display and store it.

To dry and varnish the bread:

Needs:

- Loaf of bread
- Oven
- Newspaper
- Spray or paint-on varnish
 - Acrylic varnish is best
 - Krylon and Rust-oleum are both good brands
- Paint brush (if using paint-on)



A treated loaf of Challah bread on a table set for a Hanukkah celebration meal in Ohio Village during the Dickens of a Christmas events, December 2021. Photo courtesy of Ohio History Connection.

Instructions:

1. Pre-heat the oven to 200 degrees Fahrenheit. Place bread directly on the oven rack.
2. Bake bread for at least 2 hours, checking every 15-20 minutes to make sure it isn’t browning too much.
3. As the moisture is removed, the dried bread will become lighter, harder and more brittle, but will retain the appearance of fresh baked bread.
4. After 2 hours, carefully remove the bread (it will be hot) and knock on the bottom of the loaf. If it sounds hollow the bread is done. If it still has some moisture, continue baking, checking it every 15-20 minutes.
5. Remove bread from oven and let cool completely.
6. Cover a workspace with newspapers to protect it from the varnish. Be sure this area is well ventilated. Place the bread on the newspaper, right-side up.
7. I found spray varnish covered best, but paint-on varnish will work. Apply first coat of varnish, and let dry following the product instructions. Turn the bread over and apply a coat to the bottom and allow to dry.
8. Repeat the process, applying 4-5 coats of varnish, allowing each to dry completely before proceeding.
9. Once the varnish is completely cured, and not tacky to the touch, it is ready to be displayed.

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Tips

- Do not cover or wrap the varnished bread, display it openly.
- Do not use breads with any kind of fruit, nuts, frosting or filling. These will not dry all the way, and the bread will mold.
- Sliced bread will work, but the rough texture requires more varnish, be sure to cover the surface completely.
- Dust the bread regularly, and check for any signs of flaking or cracking. This could allow moisture into the bread. Apply another coat of varnish if needed.
- When displaying varnished bread, be aware that it will discolor in direct sunlight, and may need to be replaced more often. When the bread becomes too discolored or damaged, replace it with new.
- This bread is for display purposes only, and should be kept

out of the reach of children. The bread is brittle and may break if dropped.

The bread I created lasted without any damage or flaking for the full season, and beyond. The only bread that needed to be replaced were the loaves displayed in the Bakery's front windows. The sun faded and discolored them, so we will replace them before the 2022 season.

This technique worked just as well for rolls, breadsticks and soft pretzels. In fact, a visitor took one of our pretzels thinking it was edible! We were also able to dry and varnish several types of cookies including madeleines, shortbread, and sugar cookies. I am happy to share this project in the hopes that other sites can use these instructions and personalize it to your site and needs. Inspiration is often found where you least expect it. Stop loafing around, rise to the occasion, and always remember the best is yet to crumb!

PEOPLE IN THE NEWS

New Ohio Commission to Help Spotlight Ohio History Leading Up to Nation's 250th

A new Ohio Commission for the U.S. Semiquincentennial (250th) was launched March 1st at this year's annual Statehood Day event at the Ohio Statehouse. Todd Kleismit, who has served for 17 years as the director of community and government relations for the Ohio History Connection, was appointed as the executive director.

The new Commission will consist of 29 members from across the state and is co-chaired by Doug Preisse, a Republican political consultant, and the former Democratic mayor of Columbus Michael Coleman, now a partner at IceMiller law firm.

The Commission is charged with planning, encouraging, developing, and coordinating the commemoration of the 250th anniversary of the founding of the United States (July 4, 2026) and the impact of Ohioans on the nation's past, present, and future.

Kleismit said he is honored to serve in this role for Ohio and is excited to involve Ohioans and communities to participate in the events leading up to 2026.



Engaging Student Field Trips: a Win-Win for Youth and Your Museum

THE FIRST IN 6-PART SERIES ON STUDENT FIELD TRIPS.

Claudia Bartow is an Ohio middle school Social Studies teacher, military veteran, and author. She has orchestrated many field trips with her students at locations around Ohio, Pennsylvania and in Washington, D.C. Claudia loves to create effective and customizable tools to help small to medium-sized museums and historic sites increase engagement with their local schools and teachers. Her latest offering, "Field Trip Kickstart Kit", features the downloads in these articles and much more. She can be reached at 78ssteacher@gmail.com.

As the United States, the world and likely your historic site get back to "normal" thanks to COVID improving, you may be thinking about how you can best start school field trips back up at your site. Or maybe your location didn't offer much to teachers and schools before the pandemic, and you are looking to improve and reinvigorate your relationship with them.

"That was so much fun! That was an awesome field trip!" These are the statements you want to hear from students after a field trip. As a twenty-year veteran teacher who has escorted young people on dozens of field trips, I can tell you that they are often one of the best memories of the whole school year for students, especially after not having any for two years! It is a day that they look forward to with anticipation, and often remember long after they get home. It is a day away from the ho-hum routine of school, a day with their friends and a day to see and learn new things many have never experienced before. For teachers, a great field trip is a delicate balance between connecting with the curriculum, making it enjoyable for the students, and handling the unique logistics and behavior challenges that come with being off the school property.

All historic sites have at their core a desire to educate the public about whatever specific area they showcase. Having a school group visit is an awesome opportunity to contribute your specific brand of knowledge and education to our future. Additionally, bringing school groups in gives sites a nice boost in ticket sales. And if the experience you provide those students is remarkable, you can bet they will be back with their families to visit!

How can you as historic site professionals make it easy for teachers to provide a memorable, interesting, and educational trip to their students?

This article is the first in a series of six which will deep-dive into how you can turn your site into the "must-do" annual field trip for local youth. While this article gets the ball rolling and provides tips for how to connect with local schools, homeschool

associations, and local youth groups like scouts, the other five articles will focus on:

- How to make it easy for groups to schedule a field trip with you.
- How to create a comprehensive "before you come" packet for teachers, which will make their life and yours easier during the visit.
- How to organize visits so they are memorable and get kids connecting with your exhibits and displays.
- How to easily create materials for teachers to use during and just after their visit with you that will keep kids engaged and students happy.
- What to do to keep kids and teachers thinking about their visit, including subtle marketing tools to get them to visit again.

Each newsletter segment will feature a complimentary and editable digital download for you to use at your site.

This installment will focus on connecting with your local schools and youth groups. When was the last time you reached out to them? Likely, due to COVID restrictions and either you not being able to host groups or them not being able to go on field trips, your site is a little rusty hosting hordes of energetic young people.

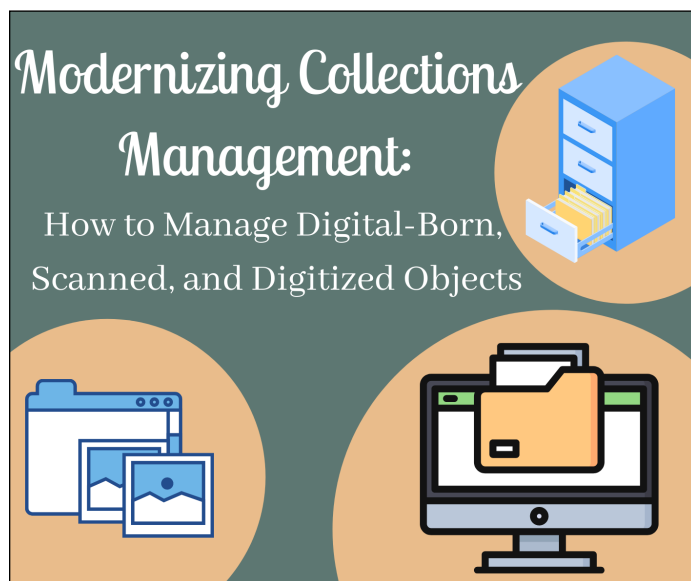
Historic sites and museums must reach out to these groups and rejuvenate interest. You have so much to offer young people with your exhibits, artifacts and stories! Reaching out to teachers and youth leaders to let them know you are "open for business" again and would love to see them could be just the thing to trigger them scheduling a visit with you and increase interest in your location. Reconnecting with your local youth after the worst of this pandemic is a great step in creating a thriving historical site or museum.

This Google doc link is a template you can use as an email, letter or postcard to send to local teachers and youth leaders. When you click it, it will have you "Make a Copy" so that you can edit it as you see fit. Like what you see? See how to get a ready-made Google form to send prospective teachers and a letter template for how to help schools pay for field trips in the author's bio above.

[Download the template here](#)

OHIO HISTORY SERVICE CORPS WEBINAR

Modernizing Collections Management: How to Manage Born-Digital, Scanned, and Digitized Objects



In the ever-increasing digital age of the 21st century, museums must plan for managing digital objects. But how do you incorporate digital objects into already existing collections management practices? In this webinar, Ohio History Service Corps member Erin Robichaud will outline procedures for accepting, recording, storing, and sharing digital objects that are sustainable for small historical organizations. Participants will leave this webinar with an understanding of how to manage various digital files and be able to incorporate these practices at their own organizations.

This webinar will be held on Tuesday, May 24, 2022, from 3-4 p.m. A Q&A session will follow the presentation. Attendance is free and open to anyone with an interest. Advance registration is required. Please register for this program [here](#).

Reframing History Project from AALSH: Toolkit and Podcast

Amid ongoing national controversy, it is more important than ever for the history community to be able to clearly explain what history is, how we come to understand the past, and why it matters to society. **Reframing History** provides the field with a new set of evidence-backed recommendations for communicating about history.

Funded by the Andrew W. Mellon foundation and carried out in partnership with the FrameWorks Institute, National Council on Public History, and Organization of American Historians, Reframing History is the result of a two-year, deep-dive research effort to understand how Americans think about history and how our field can more effectively explain history's value. The recommendations from this project are designed to help historians, educators, museum professionals, and history advocates to be able to more cohesively and convincingly communicate about history to build a wider understanding of what inclusive history looks like and why it is important for all of us.

Despite the best efforts of the field, much of the public still assumes making sense of the past is about finding a single objective truth, about documenting "just the facts." To more effectively explain why history matters, we must shift the conversation about history to emphasize critical engagement with the past and the incorporation of new evidence

and diverse perspectives. **Reframing History**—through a report, toolkit, and forthcoming training resources—provides specific, flexible strategies for achieving that shift, overcoming major communication challenges, and building a more widely shared understanding of the importance of learning from the past.

To extend the conversation about Reframing History and the challenges we face when communicating with the public, we have created the Reframing History Podcast. Hosted by **Christy Coleman** (Executive Director, Jamestown-Yorktown Foundation) and **Jason Steinhauer** (Wilson Center Global Fellow and author of *History Disrupted*) this 6-episode, limited series features conversations with scholars, interpreters, researchers, and public historians from across the country to help us think about how we talk about history and how a more strategic approach can strengthen our impact. Episodes will be released weekly each Wednesday from March 30 to May 4.

Reframing History is funded through a grant from the Andrew W. Mellon Foundation.

[Read the report](#) | [Download the toolkit](#) | [Download the research supplement](#)

Report on Gender Discrimination and Sexual Harassment in History Organizations

History Community,

On April 14, the National Council on Public History (NCPH) and AASLH released a first-of-its-kind report on the prevalence of gender discrimination and sexual harassment in history organizations in the United States.

You can read the report, which includes an executive summary, on [our website](#).

Significant findings include:

- Seventy-six percent of respondents reported experiencing gender discrimination and/or sexual harassment personally and 61% reported they know someone who had. While the survey instrument was not a representative sampling, these numbers are significant and point to the need for additional research and for the field to devote more resources and effort to address these issues.
- A low proportion of the respondents (28%) officially reported instances of discrimination and harassment to their employers or universities.
- Enough data was gathered to understand how people working in our field define sexual harassment and gender discrimination and where the existing legal definitions fall short.
- A significant proportion of the respondents (28%) chose not to supply any demographic information. We assume this was to ensure their anonymity. Potential future surveys designed to gather demographic information will have to take this into account or alternate methods to gather this information will need to be considered, as the lack of data that resulted from this survey is not likely to be entirely a result of design flaws.
- Larger institutions are no better at preventing, addressing, or resolving these issues than small institutions. More policies and human resource structures are not necessarily interventions that will influence the greatest change.
- Survey respondents reported discrimination and harassment by non-colleagues, such as visitors on a tour or donors, and at locations outside of the work site itself. Work-related discrimination and harassment can be perpetrated and experienced by people from inside the organization as well as outside the organization and can happen anywhere that public history work takes place.

The report is the result of a year-long survey that launched in September of 2020. NCPH and AASLH contracted with Oberg Research to analyze the survey results and write the report.

We thank and acknowledge the work of NCPH's board-led subcommittee on gender discrimination and sexual harassment, which initiated this effort. We are grateful to NCPH for partnering with us on this project, which is of vital importance to the field.

AASLH is committed to continuing to study the prevalence of gender discrimination and sexual harassment in the field and to doing what we can to reduce it.

Resources

If you have experienced sexual harassment, sexual violence, or gender-based discrimination, resources are available to you.

- For immediate assistance, call [RAINN's National Sexual Assault Hotline](#) at 800-656-HOPE (4673) to be connected with a trained staff member from a sexual violence service provider in your area, or visit [www.rainn.org](#) to chat live with a trained support specialist.
- The [U.S. Equal Employment Opportunity Commission \(EEOC\)](#) enforces federal laws prohibiting workplace discrimination, including sexual harassment and gender-based discrimination.
- The [Legal Network for Gender Equity](#) at the National Women's Law Center connects people who have experienced sexual harassment and gender-based discrimination at work, at school, or when getting health care, with legal assistance.
- [Equal Rights Advocates](#) accepts applications for free legal advice for people who have experienced sexual harassment and gender-based discrimination at [work](#) or at [school](#).
- NCPH has prepared [resources](#) on gender discrimination and sexual harassment for use by those who work in the field of public history.

Sincerely,

John Dichtl
President and CEO, AASLH

Ohio Museums Association Announces Winners of their Annual Awards Program

The Ohio Museums Association (OMA) has announced the winners of the 2021 OMA Awards of Achievement and 2021 Visual Communication Awards.

These winners were recognized during the Annual OMA Awards Dinner, which was held Sunday, April 3, in conjunction with the Ohio Museums Association's 2022 Annual Conference in Cincinnati.

"The Ohio Museums Association is proud to celebrate the outstanding achievement of Ohio museums in visual communications, individual and institutional achievement, and the tireless work museum professionals undertake to help advance Ohio's museum community both locally, and on a national level," said Johnna McEntee, executive director of the Ohio Museums Association. "These annual awards give the museum field in Ohio the opportunity to recognize the innovative and ground-breaking work of their peer organizations, and to celebrate the dedication and passion for service to their community that is exhibited by each of our individual honorees."

OMA started the Visual Communication awards in 1984 as a way to recognize creative excellence in printed, and, more recently, digital materials produced and distributed by Ohio museums. The nominees are divided into six budget levels, based on the organization's annual operating budget. This year's awards are based on materials produced or distributed during the 2021 calendar year.

In addition to Visual Communication, OMA also recognizes winners as part of the Awards of Achievement. These awards are divided into two categories: Institutional Achievement Awards and Individual Achievement Awards. The Institutional Awards are further broken down into two categories: organizations with annual operating budgets under \$500,000, and those over \$500,000.

Nominations for the Awards of Achievement are incredibly detailed. This in-depth process helps to illustrate how these institutions and individuals have gone "above and beyond" the normal call of duty to support their institution, serve their public and advance the cause of the museum community.

"This year's review panel was overwhelmed by the outstanding projects, innovative programming and dedication to our field as exhibited in each of this year's institutional and individual nominations," said McEntee. "OMA sincerely congratulates all of this year's award nominees for an outstanding job. We were honored to recognize our award recipients as part of our annual conference programming."

More information on the Ohio Museums Association's Annual Awards Program can be found at www.ohiomuseums.org. Complete details on the OMA 2022 Annual Conference are also available at www.ohiomuseums.org.

2021 OMA AWARD OF ACHIEVEMENT WINNERS

BEST EXHIBITION (UNDER \$500,000):

***Decorative Arts Center of Ohio**—"Distinctly Paramount"

BEST EXHIBITION (OVER \$500,000):

Springfield Museum of Art—"BLACK LIFE as subject MATTER II"

BEST COMMUNITY PARTNERSHIP (UNDER \$500,000):

Artists Archives of the Western Reserve—"Converge"

BEST COMMUNITY PARTNERSHIP (OVER \$500,000):

National Museum of the Great Lakes—"Port of Toledo: Then & Now"

BEST EDUCATION AND OUTREACH (UNDER \$500,000):

Little Buckeye Children's Museum—"Traveling Exhibits"

BEST EDUCATION AND OUTREACH (OVER \$500,000):

Taft Museum of Art—"Artists Reaching Classrooms"

MUSEUM ADVOCATE:

Hope Taft—Ohio History Connection

2021 VISUAL COMMUNICATION WINNERS:

BUDGET LEVEL 1

Gold Award:

Italian American Museum of Cleveland "Logo"

BUDGET LEVEL 2

Gold Award:

Cincinnati Skirball Museum "Cincinnati Skirball Museum Website"

Silver Award:

***Fairfield County Heritage Association**

"Fairfield County Heritage Quarterly, Winter 2021"

BUDGET LEVEL 3

Gold Award:

Alice F. and Harris K. Weston Art Gallery

2021-2022 Season Brochure

Silver Award

Alice F. and Harris K. Weston Art Gallery

"A Piece of My Mind: Carolyn Mazloomi <Interview with the Artist> Video"

Honorable Mention:

Little Buckeye Children's Museum «Blog»

BUDGET LEVEL 5

Gold Award:

***Stan Hywet Hall & Gardens** "The Manor House"

Silver Award

***Stan Hywet Hall & Gardens** "The Vault"

Honorable Mention:

***Massillon Museum** "MassMusings Podcast"

BUDGET LEVEL 6

Gold Award:

Cleveland Museum of Art "Private Lives: Home and Family in the Art of the Nabis, Paris, 1889-1990"

Silver Award:

Cleveland Museum of Art "Picturing Motherhood Now"

Honorable Mention:

Cincinnati Art Museum «Ancient Middle East Gallery Catalogue»

BEST IN SHOW:

Cleveland Museum of Art "Private Lives: Home and Family in the Art of the Nabis, Paris, 1889-1990"

**Indicates OLHA member organizations*

Ohio Museums Association Webinars

VALUING CYCLICAL MAINTENANCE FOR MUSEUM INTERPRETATION MAY 16

Cyclical maintenance can be daunting, but it's a valuable part of your museum's preservation management plan.

Join Elizabeth Corbin Murphy and Alice Sloan from Perspectus to learn how to plan for cyclical maintenance and capital improvements together. Using the Hower House at the University of Akron as an example, we'll see how museums can increase awareness of the value of historic preservation as a tool for long term maintenance, and even as part of the museum's interpretation.

ABOUT OUR SPEAKERS:

Elizabeth Corbin Murphy is Principal of the Historic Architecture Studio at Perspectus, and is dedicated to preservation and restoration technology and design. She consults with building owners and architects regarding state and federal rehabilitation tax credits, design and adaptive use related to old or historic structures, detailed restoration specifications, historic interiors and design guidelines for historic urban centers. Elizabeth is a Fellow of the American Institute of Architects and recipient of the AIA Ohio Gold Medal.

Alice Sloan is a Technical Preservation Specialist at Perspectus, and has more than a decade of experience regarding preventative architectural conservation. She is a skilled researcher and also works closely with the State Historic Preservation Office and the National Park Service in the preparation of National Register nominations for State and Federal Historic Rehabilitation Tax Credits. Alice is an active member of the Association for Preservation Technology, and serves on the outreach committee for the APT International Conference.

When:

Monday, May 16, 2022, 10:00 AM – 11:00 AM

Where:

Online – complete webinar login details will be sent to participants after registering

Cost:

\$10 OMA Members;
\$15 Non-members

Registration deadline:

May 13, 2022. [Register here.](#)

CHECK YOURSELF: A GUIDE TO WEBSITE ACCESSIBILITY AUDITS JUNE 21

Does your museum's website exclude people with disabilities? Maybe you're familiar with the term "web accessibility," but you're not sure if your website is compliant. Embracing accessibility standards on your website will not only help your organization be more inclusive, but can also help grow your patron and donor base.

Join Katelyn Gerber and Rachel Kribbs from FORM to review basic terminology, tips, and resources to provide you with the tools needed to make your digital communication channels more inclusive right away.

ABOUT OUR SPEAKERS:

Katelyn Gerber is the Director of Operations at FORM. A rare combination of mathematician, athlete, and artist, she holds a master's degree in accountancy, runs marathons for fun, and plays the heck out of Chopin's Revolutionary Étude for piano. When Katelyn's not managing our operations, she enjoys walking her dog, reading tiny dictionaries, and making lemon

macaroons.

Rachel Kribbs is an Account Executive at FORM. She became a master of the bassoon because of her distaste for saxophones, and eventually performed Verdi's Requiem for a PBS documentary in Prague. When she's not connecting with FORM clients, she sometimes sews eyeless puppets, prays to St. Anthony for her lost Roku remote, and plays drums to Radiohead. She's a big fan of public media, minimalism, and melancholia.

When: Thursday, June 23, 2022, 10:00 AM – 11:00 AM

Where: Online – complete webinar login details will be sent to participants after registering

Cost: \$10 OMA Members; \$15 Non-members

Registration deadline: June 21, 2022. [Register here.](#)

OHIO LOCAL HISTORY ALLIANCE WEBINAR

Rethinking Your Open Hours

No matter how large or small your local history site is, the “struggle is real” when trying to set visitation hours that work for your target audience’s busy schedule and (paid and unpaid) staff’s availability. Learn some creative solutions that use 21st century technology (from free to paid) to solve this ageless problem during the OLHA annual summer workshop, “Rethinking Your Open Hours.”

This webinar will be held on Wednesday, June 15, 2022, 7 p.m. [Click here to register for this program](#).

Ohio Digital Network Coffee Chats

ODN is launching a new guided discussion series called **ODN Coffee Chats** where we’ll talk about metadata-related topics that are on the minds of digital collection and cultural heritage workers across the state. Each virtual 60-minute meeting will have its own discussion topic with resources and questions shared ahead of time to prompt frank conversation – *no formal presentations and no recordings*. Led by ODN Metadata Librarian and former DPLA Metadata Working Group co-chair Penelope Shumaker, these casual discussions are free and open to all GLAM (galleries, libraries, archives, and museums) professionals and students in Ohio.

[Fill out our short registration form](#) to get the event info for any or all of these dates:

- April 6, 11am – Reparative description
- June 1, 11am – Content warnings and sensitive collection topics
- August 3, 11am – Accessibility and language use

We look forward to seeing you there!

Jen Johnson
(she/her/hers)
Library Consultant
Ohio Digital Network Project Coordinator
ohiodigitalnetwork.org
library.ohio.gov

Region 1

Allen, Defiance, Fulton, Hancock, Hardin, Henry, Lucas, Putnam, Van Wert, Williams, and Wood Counties

Region 2

Ashland, Crawford, Erie, Huron, Marion, Morrow, Ottawa, Richland, Sandusky, Seneca, and Wyandot Counties

The **Firelands Historical Society Museum** is proud to announce their acquisition of three model ships built by world-renowned model ship builder Robert Bruckshaw of Norwalk, Ohio. They will hold an unveiling ceremony on June 4, 2022.

Region 3

Cuyahoga, Lake, Lorain, Medina, and Summit Counties

Region 4

Ashtabula, Geauga, Mahoning, Portage, and Trumbull Counties

Region 5

Carroll, Columbiana, Harrison, Holmes, Jefferson, Stark, Tuscarawas, and Wayne Counties

Region 6

Delaware, Fairfield, Fayette, Franklin, Knox, Licking, Madison, Perry, Pickaway, and Union Counties

The **Pickaway County African-American Heritage Association** held their 15th Annual Heritage Celebration on April 30, 2022. The theme was “Born Brave: Defining a Nature that Acts to Achieve.”

Region 7

Auglaize, Champaign, Clark, Darke, Greene, Logan, Mercer, Miami, Montgomery, Preble, and Shelby Counties

Region 8

Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, and Warren Counties

The **Over-the-Rhine Museum** has been awarded funding from the American Historical Association’s Grants to Sustain and Advance the Work of Historical Organizations Program, which provides relief to institutions adversely affected by the COVID-19 pandemic. This opportunity was made possible with support from the National Endowment for the Humanities (NEH) through the American Rescue Plan Act of 2021. Funding from the American Historical Association will provide support for the Director of Museum Administration position and allow the museum to hire a part-time Oral History Coordinator. Additionally, the Over-the-Rhine Museum has received funding from the National Endowment for the Humanities to create a ten-year interpretive plan for their museum.

Region 9

Athens, Gallia, Hocking, Jackson, Lawrence, Meigs, Pike, Ross, Scioto, and Vinton Counties

Region 10

Belmont, Coshocton, Guernsey, Monroe, Morgan, Muskingum, Noble, and Washington Counties

The **Castle Historic House Museum** held a Living History Day on Saturday, April 30. The event recreated 1917 in Marietta via living history displays and demonstrations representing local individuals of Marietta’s Red Cross and local Ohio National Guard company. Additionally, immersive house tours of The Castle were given by costumed interpreters representing members of the Davis family, neighbors, and friends.

In 100 words or less, do you have outstanding news to share about your organization? Please email it to your regional representative for the next issue of The Local Historian. Contact information for the representatives in your region is on page 2 of this issue. Of course, you are welcome to forward your news directly to the editor of The Local Historian at ohiolha@ohiohistory.org. Rather than serving as a calendar of events, items for “News from the Regions” are chosen to inspire, connect, and educate the Alliance’s members all over Ohio and celebrate notable and imitation-worthy accomplishments of Alliance members.

Joined or Renewed between February 24 and April 15, 2022.

Welcome New Members

INDIVIDUALS

James Lashbrook, *Columbus* Michelle Sweetser, *Perrysburg*

ORGANIZATIONS

Deerfield Historical Society, *Deerfield* USS Cleveland Legacy Foundation, *Cleveland*
Medway Area Historical Society, *Medway*

Thank You, Renewing Members

INDIVIDUALS

Todd Hartline, *Canton* Jennie L. Self, *Massillon*
George Laurence, *New Philadelphia* Richard Witteborg, *Defiance*

ORGANIZATIONS

Applied Anthropology Laboratories, <i>Muncie, IN</i>	Mount Calvary Baptist Church, <i>Columbus</i>
Brewster-Sugarcreek Township Historical Society, <i>Brewster</i>	New Washington Historical Society, <i>New Washington</i>
Brimfield Historical Society, <i>Kent</i>	Northampton Historical Society, <i>Cuyahoga Falls</i>
Carlisle Area Historical Society, <i>Carlisle</i>	Over-the-Rhine Museum, <i>Cincinnati</i>
Defiance County Historical Society, <i>Defiance</i>	Perry History Club, Inc., <i>Canton</i>
Fort Laurens Museum, <i>Zoar</i>	Putnam County Historical Society, <i>Kalida</i>
Four Corners Historical Cooperative, Inc., <i>Grelton</i>	Rootstown Historical Society, <i>Rootstown</i>
Garnet A. Wilson Public Library of Pike County, <i>Waverly</i>	Roseville Historical Society, <i>Roseville</i>
Glendale Heritage Preservation, <i>Cincinnati</i>	Shanes Crossing Historical Society, <i>Rockford</i>
Harrison Coal & Reclamation Historical Park, <i>Holloway</i>	Stan Hywet Hall & Gardens Inc, <i>Akron</i>
Hilliard Ohio Historical Society, <i>Hilliard</i>	Stow Historical Society, <i>Stow</i>
Historic New Richmond, Inc., <i>New Richmond</i>	Thomas A Edison Birthplace Association, <i>Milan</i>
Lorain County Historical Society, <i>Elyria</i>	Tippecanoe Historical Society, <i>Tipp City</i>
Lynchburg Historical Society, <i>Lynchburg</i>	Wadsworth Area Historical Society, <i>Wadsworth</i>
Magnolia Area Historical Society, <i>Magnolia</i>	Waterville Historical Society, <i>Waterville</i>
Metamora Area Historical Society, <i>Metamora</i>	Westwood Historical Society, <i>Cincinnati</i>
	Zoar Community Association, <i>Zoar</i>

MAY 16:

OMA Webinar: Valuing Cyclical Maintenance for Museum Interpretation. For more information, see page 13.

MAY 24:

OHSC Webinar: Modernizing Collections Management: How to Manage Born-Digital, Scanned, and Digitized Objects. For more information, see page 10.

JUNE 1:

Ohio Digital Network Coffee Chat: Content warnings and sensitive collection topics. For more information, see page 14.

JUNE 15:

OLHA Webinar: Rethinking Your Open Hours. For more information, see page 14.

JUNE 23:

OMA Webinar: Check Yourself: A Guide to Website Accessibility Audits. For more information, see page 13.

AUGUST 3:

Ohio Digital Network Coffee Chat: Accessibility and language use. For more information, see page 14.

Join the Ohio Local History Alliance...



**OHIO LOCAL
HISTORY ALLIANCE**
Inspire. Connect. Educate.

...or connect a sister organization to the Alliance and ask its leaders to join in one of the following categories:

Organizational Member

Get six issues of *The Local Historian*, save when you register for our Alliance regional and statewide local history meetings, receive periodic email updates, and save on Ohio Historical Society services for organization, including speakers and customized training workshops. **Best of all, when you join the Alliance as an Organizational Member, your membership benefits all of your organization's staff and members**—they will all qualify for discounts on registration for the Alliance's regional and statewide meetings and when buying Alliance publications.

Operating budget:

Over \$200,000 a year:	\$100	(\$190 for 2)
\$100,000-\$200,000 a year:	\$75	(\$140 for 2)
\$25,000-\$100,000 a year:	\$60	(\$110 for 2)
Under \$25,000 a year:	\$35	(\$65 for 2)

Individual Member

Get six issues of *The Local Historian*, save when you register for our Alliance regional and statewide local history meetings, receive periodic email updates.

Affiliate:	\$35	(\$65 for 2)
Individual:	\$50	(\$90 for 2)
Student:	\$20	

Business Member:

\$100	(\$190 for 2)
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Join at:

www.ohiohistorystore.com/Ohio-LHA-formerly-OAHS-M-C120.aspx

The Ohio Local History Alliance, organized in 1960 under sponsorship of the Ohio History Connection, is composed of local historical societies, historic preservation groups, history museums, archives, libraries, and genealogical societies throughout the state involved in collecting, preserving, and interpreting Ohio's history.

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www.ohiolha.org and on Facebook at

www.facebook.com/ohio-localhistoryalliance

Annual Membership Dues:

Organizations:

Annual budget over \$200,000: \$100 (\$190 for 2)

Annual budget \$100,000-\$200,000: \$75 (\$140 for 2)

Annual budget \$25,000-\$100,000: \$60 (\$110 for 2)

Annual budget below \$25,000: \$35 (\$65 for 2)

Individuals:

Affiliate:

\$35 (\$65 for 2)

Individual: \$50 (\$90 for 2)

Students: \$20

Business:

\$100 (\$190 for 2)

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