

Oral History Project
Under the direction of:
Professor XXX
Dickinson College Archives
Dickinson College, Carlisle, PA 17013

Dickinson College
Oral History Project
with

Name of narrator

By

Name of interviewer

Location

Date

Name of Project
Oral History Project
Community Studies Center
Dickinson College
Carlisle, PA 17013
717-245-1094

I hereby give to Dickinson College this taped life history and/or other documents and grant the college the right to make it available to the public for such educational purposes as the faculty, Director of the Community Studies Center or the Archives judges worthwhile. I understand that Dickinson College faculty and students might use this interview in publications, radio or video documentaries, web pages or any other medium.

I release Dickinson College, and its assignees and designees, from any and all claims and demands arising out of or in connection with the use of such recordings or documents, including but not limited to, any claims for defamation, invasion of privacy, or right of publicity.

Please check one of these:

_____ You may have full use of this interview, including my words, name, voice and image.

_____ You may use only my words.

_____ You may use my words and voice.

_____ You may use my words, voice, and name.

Narrator's Name (please print clearly) _____

Narrator's Signature _____ Date _____

Address: _____

Phone: _____

Email: _____

Interviewer Signature: _____ Date _____

Restrictions: _____

Location: _____

ARCHIVES

Interview Deposit Sheet

Oral History Project
Community Studies Center
Dickinson College, Carlisle, PA 17013

Contact Persons: _____

General Topic of Interview: _____

NARRATOR: _____ **INTERVIEWER:** _____

Camera: _____

DATE: _____

LOCATION: _____

PERSONAL DATA

Birthdate:
(Spouse/Partner):
Occupation:
Contact Info:

BIOGRAPHY

INTERVIEWER' S COMMENTS

DEPOSITED on (date): _____

Tapes: Audio: (#) _____

Video (and format) _____

Transcripts: (page #) _____

Photographs: _____

Emphemera: _____

Oral History Project- Interview Guidelines

Documentation, Consent, & Archiving of Interviews/Oral Histories

1) ***At the beginning of your interview:*** once the video recording equipment is set up and running, and the mini digital recorder is turned on, introduce yourself and the project, the name of the person(s) whom you are interviewing, place and date. You will then want to ask the person(s) to state their name and their willingness to participate in the interview.

Sample: Just testing - I am Kim Rogers and today, August 4, 2008, I am interviewing Lindy Wilson in her home at Capetown, South Africa. Ms. Wilson, is it ok for me to ask you a few questions about your involvement in the anti-apartheid movement? (Response) Yes? Great - could you please state your name and that you are willing to be interviewed? Thanks. Ok, let me start by asking you....

(This also gives you the opportunity to check the equipment, and make sure the sound and picture are coming through clearly.)

2) ***At the end of your interview:*** be sure to **thank** the person for their time and being willing to speak with you. Ask if they are willing to sign the **consent form**, and have them do so. And take a **photo** of them! And if possible, an additional one of you and them!

If you have the scanner and people are willing to let you scan in their photographs, you may want to do so as you go along, taking notes about each photograph and positioning the video camera to get a decent still shot. We can talk about logistics here.

3) *After the interview:*

a) Be sure to label your tape(s) with your name, the person's name whom you interviewed, and date. Use standard form:

Wilson, Lindy by S. Rose, 8/4/08

If there is more than one tape, write 1 of 2 on first tape, 2 of 2 on second tape....

b) Take notes as soon as possible afterwards. You may want to focus on quick summary, major points of highlights of interview, and your comments.

c) After the interview, deposit the DV tape at the Community Studies Center and have the ADC turn your mini digital recording into a an MP3 and burn it onto a CD for you to use in transcribing. Once you've transcribed your interview, give a printed out copy and send an electronic copy in word to your faculty member.

Instructions for Transcriptions

A. Format: one inch margins, 12 pt. font, insert page numbers starting with the first page of text.

B. Include up front the following completed forms:

_____ Cover sheet with name of Narrator etc.

_____ Consent Form

_____ Interview Archive Deposit sheet

When saving your electronic version, name the file:

Narrator's last name, first name, class

for example; weaverjeansoc300.doc or docx

Format:

Times New Roman, 12 pt. font

Left justified with standard margins and NO indents

Standard heading with all the information available:

o Interviewer

o Interviewee

- o Date of Interview:
- o Location
- o Transcriber
- o Interpreter (if applicable)
- o Translated from (if applicable)
- o Overseen by Dr. XXX (Rose) College/University (if applicable)

Single-spaced with double return between speakers

Speakers identified with two initials, bolded (ie., Jane Smith JS:)

Page numbers in top right-hand corner of all pages

Abstract /Biography

After reading the full transcript, write an abstract/biography or summary of the interview's content. This abstract/biography should appear after the heading on the first page to give readers/researchers an overview of what they may come across in the full transcript.

Style guidelines for abstracts/biography:

Between 200-250 words

Use the interviewee's full name in the first sentence and then just her first name thereafter

Written in present tense when referring to the interview content (Le., 'In this interview, Jane discusses ..

not 'discussed')

Suggestions for abstracts:

Begin with a sentence that introduces the interviewee, her birth place/year, and connection to Worcester.

Move on to describe her defining characteristics, achievements, or progression to where she is today.

Transition to a direct discussion of the interview content: 'In this interview Jane discusses .. '

Begin with the more prominent or general themes of the interview.

End with more narrow points that were interesting but maybe not central to the overall interview.

Mix up the words you use to describe the interviewee's discussion points (i.e. shares, reflects upon, touches upon, describes, highlights, emphasizes, etc.)

General Tips

A transcript should be as accurate a representation of the interview as possible. It should include false starts (which can indicate thought process), Freudian slips, abrupt changes in subject, and grammatical errors. Transcribe every word in the order spoken by the interviewee, leaving out only the "umms" and "ahs." Even a well-done interview can sometimes yield indecipherable words. In these cases, after working as carefully as possible to figure out the words (rewinding/back stepping and listening to the spot several times), the transcribers should mark the spot with (____) to indicate the need to fill in a word or phrase.

Questions about spelling should also be noted-(??). Mark phonetic spellings with (ph).

Abbreviations should never be used except for common titles (e.g., Mrs., Dr.).

Never use the ampersand (&); spell out the word.

Numbers one through nine should be spelled out, while 10 and higher should be represented with numerals. The

same rule applies for first through ninth and 10th and higher.

Use brackets to insert explanatory information. For instance, abbreviations and acronyms should be spelled out the first time the term is mentioned. Examples: USGS [United States Geological Survey], SAC [Strategic Air Command].

Specific descriptions should be included, such as [laughs], [pounds table], [phone rings] and nonverbal spoken sounds [pffft] should be indicated.

The transcript should note any time the recorder was turned off and any mechanical failings with a brief statement.

Example: [noise from a nearby airport interrupted interview].

If the narrator mentions only a first or last name, the transcriber should fill in the full name [John] Doe. When a community is mentioned, the name of the state should be included in brackets, such as Worthington [Minnesota].

Narrators often quote others during an interview. Enclose all quotes in quotation marks. Transcribers will have to determine punctuation needs, such as where to insert commas, ellipses, and dashes. Transcribers may be tempted to insert commas whenever a person pauses, but commas should be used only when called for under customary rules of grammar and punctuation. Generally, ellipses are used to indicate an incomplete sentence (Then we went...).

Dashes indicate a change in thought in mid-sentence (Then we went-her went-we all went to the theater).

Often when people begin speaking after pausing, their voices pick up as they would at the beginning of a new sentence. Transcribers should be aware of such situations and know how to listen to determine when to continue a sentence and when to start a new one.

TRANSCRIPT SAMPLE

Interviewee: Wendy Wheeler

Interviewer: Erin R. Anderson

Date: October 23, 2006

Place: Leicester, Massachusetts
Transcriber: Erin R. Anderson

PERSONAL DATA

Birth date: ____/____/____

Occupation:

Contact Info:

Abstract/Biography

Wendy Wheeler was born in Worcester's Great Brook Valley in 1954 and attended Burncoat High School. After having two children and getting a job at Sprague Electric, Wendy met her second husband and moved to the Main South neighborhood. In 1982, they bought a Main Street restaurant, which Wendy ran with the support of family for two years. Wendy is still well-known in the Main South neighborhood as "Wendy from Wendy's Clark Brunch" (now Annie's Clark Brunch). In this interview, Wendy discusses the struggles and joys of her experience in the restaurant business. Growing up in a large family, Wendy learned to cook at a young age-taught by her father who had professional experience as a short-order cook-and carried this skill with her throughout her life. She discusses the challenges she faced in building up a successful business and the relationships she made as a surrogate mother to Clark University students who frequented the restaurant. Wendy elaborates upon the importance of family businesses in her life and gives advice to future women entrepreneurs. In this interview, Wendy also touches on her experiences as a young working mother and the changes that she witnessed in the Main South neighborhood over the years.