
From Spoken Word to Digital File: Making Oral Histories Available in CONTENTdm

Transcripts and Oral Histories

Midwest CONTENTdm Users Group

Third Annual Meeting

Pre-Conference Workshop

Indiana University-Purdue University, Indianapolis

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Archivist for Manuscript Collections



Ball State University Libraries

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Transcripts and Oral Histories

Archives and Special Collections
University Libraries



- What is a transcript?
- What are the advantages of providing transcripts?

Other Side of Middletown

MSS 254 / R 254

Project Interview Identification Number: Getting a Living - M03GL10-I-02/12

Interviewer: Anne Kraemer, Ashley Moore, and Michelle Anderson

Interviewee: Dr. Sam Abram

Date of Interview: 2/12/2003

Kraemer: And, I guess, I just want to start with how have you, um, where did you start from and how did you make your living—in, living in Muncie?

Abram: Well, you may not want to know how I started. [laughter] But, uh, I started when I was in elementary school with, uh, a cart that we built, my brother, myself and my two cousins. And we started collecting trash when I was ten. The, uh, trash collection took place on a Monday morning. We would get up about four-thirty, five o'clock. And we would go to the alleys and collect the metal that was in the trash and put it on the cart. Then we'd bring it back home, get cleaned up and go to school. Then when we finished school, we would push our cart about ten, eleven blocks, to a, what we called a junk yard. And we would sell it for a penny a pound. And, uh, we might have anywhere from four hundred to five hundred pounds of metal on our cart.

[1:00]

Kraemer: Wow.

Abram: And, I would, uh, get paid three dollars and something or four dollars and something. You know, I would pay each of them something, and I would keep the rest. And that was my first real work where I earned money doing something for myself. At age eleven, I got my first real job. Um, working for Mr. Guy Locky [?], who owned a barbershop downtown. And I was sitting on my front porch one day, just, uh, finished sixth grade. And the neighbor down the street, he said, "Hey, Sam, do you want a job?" And I said, "Yes." He said, "Well come on." So I went downtown with him, and, uh, he arranged for me to get the shoeshine job that he had. So I started shining shoes at age eleven.

[2:00]

And, uh, that was during the summer, between my sixth and seventh grade year. My father raised three of us. We were from a single parent home. My father

Transcripts and Oral Histories

- Other Options
 - Abstracts
 - Index/Synopsis
 - Interview Log

Transcripts and Oral Histories

Tape Abstract

TAPE ABSTRACT

Oral History Interview with John Smith, Ace School Oral History Project

Interviewed on September 13, 2006, Interviewed at 1257 Jake Street, Omaha, Nebraska

Interviewed by Marge Jones

Time Count in Minutes	Description of Interview Content
	(Tape or Disc One, Side One)
0:0	Beginning of the Interview
5:00	Description of narrator's background and ties to Ace School.
10:00	Memories of being the oldest child in family, first to be sent to school at Ace School.
15:00	First day of school at Ace School, special first-day observances that were a school tradition; narrator's memories of these beginning with his first year.
20:00	Subjects taught; memories of learning to read with the "Dick and Jane" readers. Learning math and Social Studies and learning about Nebraska history in the 6th grade. Remembering how he especially liked learning about the wagon trains and Chimney Rock and how his teacher once had to remind him to pay attention to his lessons because he was imagining what it would be like on a wagon train. How the teacher was impatient at first and then had laughed when he heard about his daydream.

http://www.nebraskahistory.org/lib-arch/research/audiovis/oral_history/Abstract.htm [4/28/2008 4:18:20 PM]

http://www.nebraskahistory.org/lib-arch/research/audiovis/oral_history/Abstract.htm

Transcripts and Oral Histories

Interview Synopsis

Interview Synopsis

[included as part of the **Interview Information Form** which identifies the project name, interviewer name, narrator name, length of interview, media, donor form signed, and if the interview was transcribed]

"This interview was recorded on August 12, 2005, as part of the Ace School Oral History Project. During the interview, Jane Doe, the narrator, a former student at the school, discussed the following topics:

- Her background and ties to Ace School
- Her first memories of attending the school
- The subjects taught in the school
- The teachers
- The school building exterior
- The interior layout and what the classrooms looked like
- Recess
- Holidays and fun times
- Her perspective on what her education there meant to her

This interview is one of 20 in the Ace School Oral History Project, a project of the Douglas County Historical Society. Narrators represent former students, teachers, school administrators, service personnel, community leaders and school board members. The interviewer is Mary Smith."

http://www.nebraskahistory.org/lib-arch/research/audiovis/oral_history/Synopsis.htm [4/28/2008 4:27:31 PM]

http://www.nebraskahistory.org/lib-arch/research/audiovis/oral_history/Synopsis.htm

Transcripts and Oral Histories

Audio and Video Recording Log

1. Name and address of collector or interviewer.

Name of Collector/Interviewer _____
 Address _____
 City _____ State _____ ZIP _____
 Telephone (_____) _____ Email _____

2. Full name and birth date of the veteran or civilian being interviewed as it appears on the recording label and Biographical Data Form.

Name of Veteran/Civilian James W. Allen Birth Date 1/9/33
month/day/year

3. Recording format (please check)

VIDEO type: Betacam VHS 8mm High-8 Digital Other _____
 AUDIO type: Cassette Microcassette CD Reel Digital (DAT) _____ (identify)
 If audio, is the cassette or reel recorded on both sides? Yes No

4. Date of Recording 12/20/02

5. Location of recording Flagler County Public Library

6. Corresponding materials (please check)

Have you included materials other than the recording? Yes No
 If so, please complete the Photograph Log and/or the Manuscript Data Sheet.

7. Please summarize the topics discussed in the interview in their order of appearance on the recording.

Meter Reading or Minute Mark	Topics presented in order of discussion on recording
_____	<u>please see next page</u>
_____	_____
_____	_____
_____	_____

(Continue on back or on additional sheets as needed.)

Library of Congress American Folklife Center VETERANS HISTORY PROJECT

#	CONTENT
000	Introduction
012	Early years
040	Summer job in NY changes his view of segregated society at home
050	Enlisted in US Army, enjoys basic training as infantry man
062	Early racial integration of military, Leadership School
080	Shipped to Inchon, Korea, assigned to artillery unit.
101	Typing skills lead to change of assignment as a clerk
115	Korean War ends, duty as Corporal of the Guard, Company Clerk
153	Returns to the states, assigned to Ft. Rook, then Huntsville, Alabama
159	Second tour in Korea, 4 th Missile Battalion, doing administrative work, returns to the states after one year. Recalls R & R in Japan.
180	Race issue affecting social life
227	Army Community Service assignment at Brooklyn Army Terminal, meets and marries Ann, first child born.
272	Assigned to Bermuda doing administrative and personnel work, brings family along. Third child is born.
302	Returns to Brooklyn Army Terminal, reassigned to Fort Lee, Virginia.
327	Ordered to Vietnam, sent to Saigon for housing administrative assignment.
256	Assigned to start up Saigon Drug Rehabilitation Service, receives Bronze Star
414	Returns to Fort Dix, VA. Teaches and supervises in Administrative Course.
439	General Becton asks him to transfer to Post Headquarters as Administrative NCO
465	Assigned as 1 st Sergeant of Augsburg Community in Germany, General Becton asks him to move to Stuttgart as his Protocol Officer.
524	Three year tour ends, General Becton persuades him to stay another six months.
539	Returns to states, assigned to Fort Meyer, Virginia. Retires after 30 years of service. Full military honors at retirement ceremony.
580	Side A ends.
000	Side B begins. Relocates to Palm Coast, FL. Jim and Ann seek civilian jobs.
039	After a brief stint as a school bus driver Jim transfers to Council for Aging.
055	Transportation division of Council for Aging grows and expands services.
095	Services extended to migrant farm workers. Describes personal experiences and life style of workers, role of camp foreman.
196	Demographics of farm workers changes, local residents and veterans appear in work force.
222	Jim is involved in providing services to children in the Bunnell, Florida area.
250	Jim learns area history through senior citizens' stories. He begins to give bus tours featuring local history, resources.
284	Participation with the local VFW from Adjacent to the Commander, "working through the chairs" to Commander of the post and Chairman of the House Board.
352	Current participation with the African American Cultural Society.
401	Affect of military service on his life, giving him the sense that "...he could do it!"
413	In contrast, recalls incident from high school where he was prohibited from performing because of bias.
453	Describes photos in more detail.
548	Side B ends.

Transcripts and Oral Histories

- Planning a Transcription Project
 - Existing transcripts
 - In-house or outsourcing
 - Style Guidelines
 - Equipment
 - Training
 - Workflow
-

Transcripts and Oral Histories

- Existing Transcripts
 - Scan
 - OCR
 - Retype

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Wright: about Gene Kitzelman.

Goodall: Is that who you're trying to think of?

Wright: It was

Goodall: Oh, uh-huh.

Wright: Oh, I'm awful forgetful.

White: Do you remember how you got the job working for them?

Wright: Well, I was working on Jackson Street for an old lady, school teacher, and this woman come past there--rich people, but I can't call her--she come past there and asked who I was and she says, says, "Oh, Ida Wright. She's a wonderful worker." I can't recall her name. And she says, "Why don't you work for me?" So she come down by our house, we were living over on 8th Street. She come down there one day and asked if I would work for her and I worked for her for fourteen years. Worked for for twenty-two years And the last place I worked was for Mrs., her husband just died. , didn't you know ? He was a secretary over at Ball State College. that was the last place I worked. He died here last summer. She sends me about \$5 every Christmas.

Goodall: How did you get back and forth out there? Just ride the streetcar or walk--

Wright: the streetcar over there went way on. See, that's when I froze my feet standing along waiting on the streetcar.

Goodall: How many hours did you usually have to work at that time?

Wright: I'd go to work at five, about 4:30.

Goodall: In the morning?

Transcripts and Oral Histories

In- House

■ Pros

- Quality Control
- Training
- Access to verification resources

■ Cons

- Time – 8 hours per recorded hour!!
- Staff
- Training

Commercial Service

■ Pros

- Time
- Experience

■ Cons

- Quality Control
 - Cost
 - Subject/Term Knowledge
 - Paperwork/Oversight
-

Transcripts and Oral Histories

Format and Style

- University of North Carolina's Southern Oral History Program Guide, includes "Transcribers Guidelines" and examples
(http://www.sohp.org/howto/guide/howto_111g.html)
 - Baylor University Institute for Oral History
Style Guide: A Quick Reference for Editing Oral Memoirs and updated *Introduction to Oral History* manual
(<http://www.baylor.edu/oral%5Fhistory/>)
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Transcripts and Oral Histories

- **Format and Style, cont.**
 - What to leave in, what to take out
 - Privacy
 - Speech patterns and variations
 - Editorial comments
 - Time codes

Transcripts and Oral Histories

- Equipment
 - OCR Software
 - Scanners
 - Voice Recognition Software
 - Transcription Software
 - Express Scribe
 - Start Stop
 - USB Foot Pedals
 - Headphones
-

Transcripts and Oral Histories

■ Training

- Assigning tasks: Who should transcribe? Who should edit?
 - Training should provide:
 - Instructional materials (style guide, wiki)
 - Dos and Don'ts
 - FAQs
 - Background information on interviews
 - Demonstration of equipment
 - Tips
 - Make training hands on
 - Keep it simple
 - Be prepared for questions
-

Transcripts and Oral Histories

■ Work Flow

■ Splitting Tasks

- Transcribe
- Edit
- Quality Control
- Package and Finalize

■ Evaluate Progress

■ Document Progress

- Shared spreadsheets
 - Wiki (http://www.bsu.edu/libraries/wiki/index.php?title=Oral_Histories)
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