Western Civilization History Oral History Manual

Part III - Essay & PowerPoint

Oral History Manual – Part III

Turning the Transcript into an Essay

The process of turning a final transcript (checked and approved by the interviewee) into a polished, professional document seems daunting, but it isn't as difficult as it may seem. There are logical steps to take. You have three jobs:

- As a **researcher** you need to find substantiating evidence that supports (or even may refute) what your interviewee has said.
- As a **writer**, you must put the reader into the time frame or events surrounding this person's experiences. This is a "you are there" type of scenario. You want to "hook" your reader with something fascinating that was said by your interviewee, and then they will want to know more. Your job is then to guide them in an engaging manner via the essay through this individual's wartime experiences. You will learn how to keep the reader guessing, and create a resolution to their story.
- As a **historian**, you must document all your additional information, should another reader want to find out where to go for more information.

Having completed the pre-interview and the interview, you have a general sense for the historical events involved, but as of yet, you do not know the details. Therefore, you must use the transcript as your key primary resource. Steps include:

- Highlight as many key words as possible. Some may be initially misspelled - therefore 'google' them and see what you can find. This may lead you in the right direction to good written and/or web sources.
- Make a "punch list" on the punch list sheet for practice in the Media Lab. You may have just a few items, or dozens. Mrs. Lerch and Mrs. Kokotkiewicz can give you additional guidance.
- Figure out the types of resources you might need. [see sample veteran story below]
- You are the sleuth - therefore, make a research plan of action and this will be turned into to Mrs. Lerch for additional suggestions.

Practice Research Examples

Two transcripts are included here which will provide you with examples of the types of things that should be looked up. Answer the questions for yourself that are included. Then, apply these techniques on your own transcript. Search these passages for crucial clues. What are your priorities

for searching? What do you *need* to find out? (Remember, when you find information, document this with the proper citation so that it can be found again later!)

Remember our phrase "extract and react"? Your job is to mine for "gold", analyze and organize.

Step 1: "Finding the Important Material & Editing"

A. Excerpt from Capt. John C. Carvey transcript:

[Carvey served in Europe in WWII, with air and ground operations. He also worked for General George Patton.]

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AT: As far as your experience, . . . where did you go in Europe? And could you talk about your journey in different parts of Europe and where you went over the years?

JC: Well, my division sailed on a ship called the S.S. *George Washington*. This was a liner that had been captured from the Germans in WWI, and renamed the S.S. *Washington*, and when Woodrow Wilson went to the peace conference in 1919 in Europe, this was the ship he selected to go on because it was supposed to be a really, a very, very luxurious liner of its day, but when I got on it, all that stuff had been ripped out and about one third of the 83rd Division was on this ship and the division in those days had about 14, 000 men. We docked at Liverpool after a fourteen-day voyage in which we had several submarine alerts. It was interesting, you know, not being in the navy, to watch what the navies did, when they had these sightings, but . . .I went there – to a place in Europe, in England called 'Keele Hall.' This was a British estate, that had been converted into a British Army base. That was the headquarters of the 83rd Division. . . . Then, I was sent to a school in Sunning Hill Farms, and eventually to the Royal Air Force School of Army Cooperation in Old Sarum. That's down west of London near Salisbury. And then when I graduated from that school, I came back to Keele Hall and was told I had to report to General Patton. He was up at Nutsford, and then I went there and I was sent on detached service, down to what became known as "Buzz Bomb Ally," not too far from Dover, a little town near Ashford. I was attached at that point to the 36th Fighter Group and I was to be the ground officer for them. This group had been on active service for many years. It was a regular Army Air Corps group with a low number, thirty-six, and they'd been down guarding the Panama Canal. They had not been involved in anything in Europe at all, so it was all new to them, but they were a pretty gung ho group. My job was to make myself useful to them. The colonel who commanded this group was a fellow named W.L. Curry. He asked me a lot of questions when I arrived about the army and the ground organization and he told the personnel offices to put my cot right outside his door, so any time he had a question, I could answer it. So that assured me, I was accepted by this group and I stayed with them as we went through Europe until late in the Fall. I heard that this group was going to be transferred out of [the] Third Army, to the Ninth Army and I didn't want to go to the Ninth Army. They were brand new and I didn't know any of those people, and all my contacts were at Third Army, so I went to Nancy, [France] where the Third Army had its headquarters, and told Colonel Murray (this man that I met that first day). He said, "yes" he was going to send for me because he didn't want me to go up to the Ninth Army anyway. So then, I was transferred to Third Army headquarters and I joined them and stayed with them until, I guess it was about four weeks before the war was over.

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> My . . . 83rd Division general was now commanding the XXI Army Corps and he wanted me to come down there and be the G-3 air for his Army Corps. He had been trying to get me released for that, [but] I didn't know that at the time. But he called me on the phone one day and said, "What can I do to get you out of there? I want you down here with me." I said, "Well, the only person that could probably do that is General Patton." "Well," he says, "I know 'Georgie.' I've seen him many times, I'll call him." So, he called him on the army telephone and the first thing I knew I'm on my way down to join this General Milburn again down in Southern Germany, Achsenfurt, actually. And I went with them then to the end of the war, and on the V-E Day, I'm in Salzburg, which is part of Austria. I was all set to bomb Hitler's birthplace, if I could have got away with it, but they called off the war. I had the run all set (laughing). So, they had a big factory, in Linz, which was the town I was after, and so Linz was spared any problems from me as a result of the end of the war. But then, I was moved from where we finished the war, [to] eventually this German city called Shwäbisch-Gemünd, which was in Württemburg and I stayed there with this XXI Corps until we were deactivated, and then I was transferred on deactivation to the 12th armor division in Heidenheim – that's in Germany, not too far away and I stayed with them until they redeployed in the States. So, I was in England, France, Belgium, Luxemburg, Germany, and a piece of Austria at the very end.

This account is obviously too long to include in your essay, but you need to determine what parts of this are important and should be used as short quoted phrases or as indented longer paragraphs. Highlight key terms in your own transcript. How will you locate this information? Can you guess where you might find the best information to help you? Once all these highlighted items have been found and identified, the next step will be to chose the quotes you plan to use in the final essay. To do this, underline particularly compelling or historical items in your transcript. Next, underline sentences or phrases which should be used as quotes. Figure out how to punctuate long thoughts or sentences so that the meaning is not lost. When done, compare this transcript with the final published version for Carvey in *Words of War*, volume 2.

Step 2: Editing

What types of editing might you do with the next two transcripts? Words have been highlighted for potential research.

A. The next interviewee was a WWII veteran. He was asked where he had served and he responded:

> In WWII, we sailed from San Francisco, on about the second of April on board the *President Monroe*, a troop ship. Well, it was a converted cruise ship that had been painted gray and set up and on board we had the 93rd Field Artillery regiment from Oregon. And this was a mule mountain. 75-millimeter mountain artillery unit. Normally, it would be drawn by mules or horses, but, they had

harnesses made and the men could get into the harnesses and pull their cannon to where ever they wanted. They were on the ship and basically our ship it was an indication that we were going to go to the Philippines. But the Japanese were more than successful and they cut off the Philippines so that we couldn't get to the people that we thought we would be relieving. So, the first place we landed after leaving San Francisco, which was nineteen days later, was in Numea, New Caledonia. That was a French possession that had been in the hands of the Vichy French, but then the French forces with the help of US gathered up the Vichy sympathizers and when we had the 93rd artillery regiment debark, we took these people that had been Vichy favored and took them to Australia where they were put in a camp to keep them from doing any harm. The 93rd regiment later provided support for the marines when they were invading in Guadalcanal. Our ship left Numea and we were to go to Sidney or Brisbane however, in the Australian fight, the Japanese submarine packs were active, and so we were rerouted to Melbourne Australia, where we landed, our first landing. When we left Numea there were fourteen officers and the crew of the *President Monroe*. The regiment just depleted everybody off the ship so there were only us. The cargo on that ship was 100 octane gasoline and sea mines.

Interviewer: Do you remember arriving and what was it like?

Well, we were awful glad to get there (in Melbourne). When we arrived, there were very, very, very few American troops. After all, that's not where they were destined. As far as the Australians, Australia had drained themselves of its military and sent them to the Middle East and these were the rats of Tobruk and places like that in the Middle East. And then there were some that were up in Hong Kong and Singapore. And up in Malaysia, and Indo-China, -Indonesia, not Indo-China.

B. Another interview is from Murray Freed, a Korean War Veteran.

What types of editing could you do with this transcript? What words can be eliminated to make logical sentences? What has been kept, what has been rearranged? What are the key terms you might select? How might you find out *when* he was in Korea? Once this has been determined, where might you find additional historical information? To practice this type of editing, select a word or phrase, then go to 'format' and font, then check 'strikethrough', and okay. This changes the selected word to '~~strikethrough~~'. Read the resulting passage aloud and see how it sounds. All sections thus struck out must be replaced with ellipses. (Save any changes to the edited transcript as a different document so that it does not become mixed up with the original.) Also take a hint from the Word program – words underlined in green indicate that something might (but not necessarily) have to be corrected. Run on sentences can be corrected. For example "we used to throw rocks, we . . ." End the sentence with rocks. Next, the 'three man machine gun crew' should be changed to 'three-man machine gun crew'.

Review this account from Freed accordingly:

When we were on line, we had, we had, we lived in bunkers. They were holes in the ground, sometimes there was a roof over them, and you had a bunker where you could get some sleep, called sleeping bunker. We also had fighting bunkers, those were on the face of the mountain, facing the North Koreans or the Chinese. And they had a roof, a log, maybe wood and sandbags. You know we used to throw rocks, we used to put our ponchos, which is a rain garment on top of the bunker roof and puts rocks on top of that. You would throw rocks on top of it so it would cheat mortars. They had mortars. Then the mortar rounds wouldn't come through. When I first got to Korea, I was an ammo bearer on a three man machine gun crew. And that was for four days and the assistant gunner was killed. [Crying.] Bear with me. [Crying.] I became an assistant and an ammo bearer because we didn't get a replacement. And we had a machine gun in a bunker and you'd sit facing the other hill. . . . [When a whole paragraph has been eliminated from a long passage, use a line with just one ellipse to signify this.]
We'd be in there twenty-four hours a day. At night we would stand out in the trench, we had guard duty, everybody had to be on day duty, and we, one man from the bunker at a time would stay out in the trench and listen and watch. And then when your time was up, you would wake your replacement up. You would go down in the bunker and wake him up and he'd come out and he'd stand there. And it was very cold. And it was just terrible cold. And they used to bring food up to us twice a day.

And they'd bring hot meals. They had, we used to call them "chogi trains". They had chogi boys. They were Korean service corps workers. They were actually Koreans who were not physically able to be in the Korean army. You have to understand the Korean army was there also. So were the Greeks and the French and the English and the Canadians. <u>It was a lot of, it was the United Nations.</u> [The previous sentence has been underlined to show awkward construction. How can this be changed and still keep the original sense? Answer: 1) It could be paraphrased or 2) changed to: "It was a lot of [nations]. It was the United Nations."]

They would bring breakfast up in the morning in a can called a vermite can which was an insulated can. And we would eat hot food. And they'd also bring us, at that time, they would bring us something called C-rations which was canned food, and that was our lunch. We used to heat 'em up over fires. And late in the afternoon they'd bring up dinner for us. It was, it was edible. That's all you can say for it. I preferred to eat the C-rations because they were just tastier and we could heat them up and enjoy them. Coffee.

And during the day, we would constantly be working on our fighting positions. Putting sandbags, you know, filling sandbags with sand and making them more secure. And then at night, and sometimes during the day, we had to go out on patrol. That was loading up with ammo and taking your weapon and putting your helmet on. And then we used to wear an armor vest too. And at night you'd go out on anywhere from two men in a patrol to maybe a squad of eight men. And when I was on machine gun crew, we'd take a, you know we'd have to take the gun along with us. And after about six or seven weeks on machine gun, I told the squad leader that I didn't want to be on the machine gun crew any more, I just wanted to be a rifleman. So I became a rifleman.

Compare the draft of Freed's account with the final version in *Words of War* (vol. 2), pp. 281-283.

Once fundamental editing and organizing has been done, then it's time to sort out the best parts of the story for the composition. The best essay should be comprised of at least ninety percent of the interviewee's account, but only ten percent of the writer's words. The interviewee is the focus, not you. Therefore NEVER use the first person in your essay. For example, "When I interviewed Mr. Temple, he said . . ." Instead, always phrase this in the third person: "Temple explained in great detail how he survived."(Remember, too, that once the interviewee has been identified in the opening passages, they should be referred to only by their last name thereafter.)

Step 3: Finding the right words means "in their own words"

Put yourself into your interviewee's shoes and time period if possible. What did it feel like? What were his/her emotions? Look at the short introductory paragraph that follows. Note how the best stuff is not given away – keep the introduction simple. Let the interviewee tell their story in their own words. The next example illustrates how excerpts from a very good transcript can be woven into an effective narrative. This will be your job as the editor and writer. How might you do this with your own transcript? This student looked for an important event to emphasize; figured out the historical context and put the subject's story into that time period by connecting the historical information that was found to the subject's own description of the events. (The author also highlighted words to research.) As a historian, the writer would have asked, "what would Temple have thought when the Japanese attacked the Philippines?" or "how did Temple and other soldiers defend themselves?" Later, the author would have considered the difficulties Temple faced daily in order to stay alive as a POW. The readers of this essay will want to answer these questions, too. In the introduction below, the author skillfully paraphrased information gleaned from other parts of the veteran's account. This is a good way to combine lots of information without having to put everything into quotes. Save the use of quotations for the story accounts that are a 'good read'. The author introduced Temple this way:

> Captain John Temple, U.S. Air Corps, began serving on Mindanao, in the Philippine Islands in October 1941. During the Japanese occupation of the islands in 1942, he was held as a POW – first

at the Davao prison camp and he was later transferred to infamous Cabantuan prison camp on Luzon. He reminisced about his war experiences in October 1945:

> . . . We arrived on December 4 [at Del Monte field, on Mindanao], and a day later 400 tons of bombs arrived at the nearby port of Cagayan. They were placed in small piles throughout the airfield area.
> We were still in the process of getting settled in neat vulnerable rows of pyramidal tents when "it" happened December 8 (December 7 in the States) – Pearl Harbor and Clark Field "got it." Luckily about half of our 33 B-17's, the only bombers in the Philippines, had been sent to safety at Del Monte, while those at Clark Field were pretty nearly knocked out on the ground. We sent a few B-17 missions out from Del Monte, but things were too hot for them too, to save what we had, they were sent south to Java and Australia, places already being threatened.

In order to keep the flow of the essay connected between anecdotes, as the editor one must create logical and smooth connections between sections. If you need to add a word in a quoted phrase, put this is brackets [in order] to indicated this is not a part of the interviewee's words. This is used to clarify and make awkward phrases read logically to the reader.

Also, always write in the historical past tense. Be consistent with the use of tense – don't jump back and forth between the present and past tense. Avoid at all times using the passive voice ["The story was continued by the author."] Rather, "The author continued the story."

Temple and others aviators had hoped to evade capture and hold out against the Japanese, but this was not to be:

> Fighting was hardly under way on the new fronts when Corregidor surrendered, followed by Mindanao on May 10, 1942. . . . [when] General Wainwright was forced to include us in the surrender. . . .
> About 2000 Americans and 8000 Filipinos reported to the surrender area at Malaybalay. After five months about 1000 American technicians were shipped to Japan, and the rest of us Americans to Davao. Our treatment up to then had been excellent, – the Nip colonel in charge was quite a gentleman. The small group which surrendered at Lanoa, however, had a rough deal, three were shot as reprisal for escapes, and the rest were made to do a 43 kilometer walked wired together and with very little water – one died.
> The complexion of our treatment changed at Davao. There we were joined by a woebegone lot of 1000, who had been shipped down from Luzon. While we at Malaybalay were being so well treated, about 5000 Americans and 27000 Filipinos on Luzon died as a result of the "death march, starvation, mistreatment and disease. These fellows were gaunt, haggard, swollen and ragged. . . .

Finally, compare the author's draft with the corresponding section in Temple's account in *Words of War* (vol. 2), on pp. 76-79.

Step 4: Completing & Polishing the Essay

How you construct the essay, especially the introductory paragraph is very important. Remember you need some sort of "hook" to catch the attention of the reader. You also need to put the reader into the historical context of the time. Therefore your historical research and preparation are very important.

Selecting What to Include

Before you can begin writing you must create an outline for the essay. In order to do this, open your transcript document and underline or highlight all the important paragraphs. Next copy and paste these passages (with spaces between each one) into a new blank document. Save this document as 'selected quotes'. Now, arrange by dragging or 'option+X' or 'Ctrl+X' any quotations into a logical or chronological order and 'option+V' or 'Ctrl+V' to paste them back on the page. If you have word-processed research information, and have some good quotes from this, do the same (do not lose the page numbers for the citations).

Outline First!

Create your outline now based on the quotations and historical materials you have collected. The outline (and logically the essay) will include a biographical introductory paragraph, a series of anecdotal stories arranged chronologically, and a final paragraph which concludes the interviewee's wartime experience and returns them to post war activities.

Start the Draft

Retrieve the essay template from the Lerch HW Conference Folder on FirstClass. This template has the margins set to he required 1" on all sides. The header is ready for you to select and replace with the interviewee's name + war. The page numbers are on the bottom right. The font should be Times New Roman and font size 12, double-spaced. Save this template as follows:
'your last name-essay.doc' Remember to continue to save as you work. Print out a clean draft each time you quit working on the document for a couple days - this provides you with something should the computer crash or your paper is deleted by someone else. Make a backup copy! This saves tears

and panic later.

Deleting or Adding Material: Using Ellipses & Brackets

When the outline is turned into an essay, not all parts of the copies & pasted quotes will be usable – either because of suitability or due to excessive repetition or length. Therefore, non-essential phrases (ignore the 'um' or 'you know' deletions) may be deleted and replaced with ellipses or three equally spaced periods in the middle of a sentence or four spaced periods at the end of a sentence. [See the following sample essay for examples of this.] If you need to add a word or two, to make a quote logical, put these additions in brackets. This applies to something as short as the letter 'a', a group of words, or even parts of a missing word: "[A] man related the story to the capt[ain] about how they were [saved] from the storm."

Endnotes are Required and Expected

If additional information is added to the essay from other resources such as books or web sites, this must be cited through the use of end notes (not footnotes). To do this place your cursor at the end of the sentence immediately after the period. For Word documents, go to tool bar 'insert' and scroll down until you come to the word 'footnotes'. Click on this. Now you have the option to use footnotes or endnotes. Select endnotes and also choose type of numbering. DO NOT use 'i, ii, iii' types of numbers. Click on the option button and change number type to '1,2,3'. You will be taken to the very end of the document. Following the endnote number type in the essential information and citation or paste it from another source. (If you do paste from another source, be sure the font type and size is the same at Times New Roman, font size 12).

Using Passages longer than three sentences

Anytime you place short quotations into sentences, you use quotation marks at the beginning and end of the phrase. If the phrase ends a sentence, the quotation mark is outside the period. The endnote will then be inserted outside the quotation mark. If your quotation is longer than three sentences, you must create a hanging indented paragraph. This sounds scary, but it isn't! Go ahead and type out the whole passage. Select the passage with the cursor, go to 'format paragraph' and select 'single space'. While this is still selected, move your cursor up to the margin pointers and drag

the left one to the right and stop at the 1.5" mark and drag the right pointer to the left to the 7" mark. De-select the passage. Delete the original quotation marks (“ ”), since they are no longer necessary. If the interviewee was also quoting what someone else said, there will be single quotes used (‘ ’) and these will remain even in hanging indented paragraphs. If you’re confused, just ask me for help or look at the example essay that follows.

Using numbers in writing

Anytime you use a number below 100, spell it out. For example: “There were five veterans, and collectively their ages totaled more than 165 years.” If you start a sentence with a number, it is always spelled out: “Three hundred men were lost at sea.” When dealing with dates, there is some flexibility: “On October 26, 1943 the ship was sunk.” Or, “On the 26th of October 1943 the ship was sunk.” Ages are also spelled out: “Meyers was twenty-one when he enlisted in the Army.”

Avoid Slang & Bad Grammar

When writing essays, avoid using slang or contemporary idioms, because they are out of place when used in older historical context. It’s okay for the interviewee to use such terms, because they may have been a part of his or her contemporary expressions in the 1940s or 1950s. Spell out O.K. as ‘okay’. If the interviewee uses incorrect grammar, such as “we was here” instead of “we were here,” please correct this. We don’t want them to be portrayed as though they are ignorant, yet if this is habitual, it may reflect the socio-economic and educational level of this individual and this should not be changed.

Military designations for rank and units

Whenever you talk generally about a rank or unit, is it never capitalized, but when it comes in front of a person’s name as part of a title, or it refers to a specific unit, it is always capitalized: “There were lots of captains and majors around the ship, but I did not see Capt. Rick Meyers or Maj. John Whittelsee.” Spell out *and* capitalize the ranks if no first name is included: “General Patton” or “General Eisenhower”. Units may be done two ways - the important thing is to be consistent in application: “There were many men in the companies, but Company B had the most.” Spell out or write numbers for units: The Eighth New York Heavy Artillery or the 8th NYHA, the 36th Bomber Group or the Thirty-sixth Bomber Group.

Be sure to place last name & war in the header, justified to the right: *Crozier – WWII*

Sample Essay

Pharmacist Mate 1/c R. Byron Crozier
Second Marine Parachute Battalion
with the Naval Air Evacuation Unit

Twenty-four years before the dropping of the atomic bombs over Japan, R. Byron Crozier was born. Little did he know about the experiences he would have as a young man, and the life changing events he would encounter in the most important and infamous issue of the twentieth century. Born on October 7, 1921, in the city of Altoona, Pennsylvania, Byron Crozier grew up and dreamed of being in the military. In a speech to the Service Club of Indianapolis in 2001, Crozier said: "My interest in the military began much earlier when I read about our cavalry troops moving west fighting the Indians and establishing forts across the plains of the Midwest. As a youth I longed to be able to ride a horse and care for it, and polish the saddle and boots of a cavalry soldier." In the summer of 1936, at the age of fourteen, he got his first chance. He joined Troop C of the 104th Cavalry. Crozier describes his training experience: "How I loved the drills and the maneuvers we were required to do. It was heady stuff for a poor boy during the worse days of the Great Depression."

Three years later, in September 1939, Crozier attended Wheaton College in Illinois. In that same month, President Roosevelt sent Crozier's Troop C to Louisiana to train with machinery instead of horses. Crozier, however, was not so anxious. "I had just arrived on the college campus, so I stayed there. To this day I have no idea how I got away with that; the powers that be did not bother to contact me, so I did not pursue it. Tanks were not my thing in any event!" After the bombing of Pearl Harbor on December 7, 1941, Crozier immediately left college and went to Washington, D.C. to join the medical corps. "I wanted to serve, but I did not want to kill anybody. I hated no one." After being recruited, he was immediately sent to Norfolk, Virginia for boot camp. "I was through boot camp in two weeks. The military was desperately in need of warm bodies at the time so that training was drastically reduced." Crozier then transferred to the Hospital Corps School in Portsmouth, Virginia, where after several weeks, he volunteered for the Marine Parachute Troops. He was sent at once to New River, North Carolina, where "the training was vigorous and demanding bringing out the best of my athletic skills. From New River we were shipped out to San Diego, and joined the Second Marine Parachute Battalion. From there we boarded ship for New Caledonia and more training." There, Crozier and the Second Marine Parachute Battalion spent weeks in training, and were then sent into

action on the Solomon Islands.[1]

> Finally prepared, we landed in Guadalcanal. Then from Guadalcanal, I went to Choiseul Island, also in the Solomon Islands, and where we opened up the Bougainville Campaign. We were a diversionary force, and we landed there about 760 marines, and we were successful in bringing down 15,000 Japanese imperial marines from Bougainville to Choiseul Island, so that our boys on Bougainville did not have to fight as many Japanese. That's what they call a diversionary move.

In an article, which Crozier wrote for *American Heritage Magazine*, he recounted that

> 'on October 26, 1943, under the command of Lt. Col. Victor H. Krulak, our small battalion landed at midnight on the southwest coast of Choiseul Island. For the next four days we made incursions up and down the beach to make it appear our numbers were greater than they really were. On one of those small raids Company G got bogged down in an impassable mangrove swamp with Japanese troops trying to surround them. The sea was at their backs. Company G. was in a desperate situation! Company G was able to make it through the night and radioed our base camp for help. Col. Krulak did two things. First, he called for the PT boats to help evacuate the stranded Marines. And second, he sent two Higgins boats to the rescue. As a corpsman, I was assigned to one of the boats. We reached the trapped Marines, and under Japanese fire began the evacuation. The first boat made it safely off the beach and headed for our base camp. In the scramble to get aboard my boat it became overloaded. . . . [text shortened in sample] But miracle of miracles, it was one of our PT boats Krulak had called for.'[2]

On that night, boat PT-59 hauled in all forty Marines, including Corporal Ed Schnell. Unfortunately, Schnell died later that night in the skipper's bunk. Lt. Col. Krulak would later become a three-star general. (Krulak's son would eventually become the Commandant of the Marine Corps, I would become a Presbyterian minister, and the skipper, Lt. John F. Kennedy of the sunken PT-109, would become the thirty-fifth President of the United States.)[3] After fighting on Choiseul Island, the Second Marine Parachute Battalion was disbanded due to the lack of parachuting needed in the Pacific. Back in the United States, Crozier volunteered to join the Naval Air Evacuation Squadron One, trained to rescue wounded soldiers on land and sea. The squadron's first big operation was in Iwo Jima.[4]

> I was on the first plane that landed on Motoyama Field #1, at the foot of Mt. Suribachi. We were prepared to take out the wounded that could travel by air. However, when we landed, the pugnacious, profane yet professional as always, General "Howlin Mad" Smith came over to our plane yelling at

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[1]Student should have included dates of this action in either an endnote or in the body of the text. Interview with Dr. Crozier on March 18, 2003.

[2]*American Heritage Magazine* [Note, date and volume information should also have been included for this citation.]

[3]For more information on the life of President John F. Kennedy, visit <http://www.whitehouse.gov/history/presidents/jk35.html> or see Kennedy's book, *PT- 109*.

[4]For more information on WWII fighting on Iwo Jima, visit http://www.marineswwii.com/. (April 2003) [Give some basic historical information here and do not send reader solely to a website.]

> the top of his voice, 'Get the damn plane out of here, you're drawing too much fire.' Our pilot immediately turned our plane around and took off, without any wounded, and leaving a doctor and two of us corpsmen behind.

Left behind by his Naval Air Squadron, Crozier and his fellow comrades moved toward the U.S. base camp. Within several hours, Crozier's wartime duties nearly came to a halt when he was shot. He was quickly taken to the field hospital where

> [The doctor] put me on the table. This was meatball surgery out in the field and looked at the front of me and said, 'There is nothing I can do about that. Let's turn you over,' and he turned me over, then took his scalpel and made another incision in my back side, and probed around for the bullet, and worked the bullet out and he says, 'Here bud, here's your war souvenir,' and off the other end of the table I went.

Following a troublesome and noisy night, Crozier was loaded onto his own plane with other wounded soldiers. As soon as he was able to walk again, he was given a twenty-day convalescent leave. After three and a half years without seeing his loved ones, Crozier flew back to Altoona, Pennsylvania to see his family. . . . [shortened in sample]

In his later years, Crozier joined the Disabled American Veterans Organization, and is currently a member of the Service Club of Indianapolis. When interviewed at age eighty-one, Crozier commented: "war is terrible. And anybody who's been in a war never, never would be in favor of another war, unless it had to do with our freedom. . . . And, freedom is not free. Somebody has to pay the price for it."

Final Project Comments

Be sure to save your essay frequently as you write. By the time you are on your third or fourth version of your essay, it is easy to get sick of it. Print out a copy and put it aside for a while. Come back later with "fresh eyes" and read the whole essay aloud. This is the only way to catch awkward sentences, missing punctuation, or mistyped words. Have someone else also read through your essay with "fresh eyes". Ask yourself, "Have I organized this so that the reader can follow the plot, or have I confused them?" Run a spell and grammar check. There should be no green or red underlined words left. If so, something is still amiss. Spell check does not pick up on correctly spelled words incorrectly used.

How does your essay rate against the **Oral History Essay Evaluation Matrix** that follows? Have you included all the properly formatted components? Has anything been left undone? You do not want to lose needless points! I expect a near perfect essay, not a rough draft. Sometimes it takes three to five versions before everything "clicks" and the essay is worthy of reading in front of your classmates and/or sharing with your interviewee. You will also be asked to do a self-evaluation of your work on this project. See the **Self-Evaluation of Process for Oral History** sheet. Many students discovered that they did not allow enough time for transcribing or writing multiple drafts of the essay. Don't let yourself fall into the poor-planning time trap!

Time well spent, without procrastination will be well rewarded and you will gain a wide range of experiences, which will help you in the future with other projects and papers. You will get as much out of this project as you are willing to put forth – and I have high expectations for all my students. As long as you follow instructions and do what you are asked, this will be a very positive learning experience for all of us! I look forward to reading exciting interviews and carefully crafted essays. Remember, too, that the essay is your organizer for your oral presentation in class. Do a good job on the essay, and the presentation will be a piece of cake. If you do an outstanding job on this whole project, and you enjoyed doing this, you may be asked to join the Legacy Initiative in the spring. We can use good talent!

The PowerPoint Presentation

Yes, you are virtually finished! During the final quater, and depending on the wartime period, you will be scheduled for a 5-8 minute oral presentation. More details will be given closer to this time, but this involves no more than four slides (title slide with/or without photo(s), two slides with quotations (and MP3 sound clips) from interviewee, and final slide with final comments and source citations.) You may use 3x5 cards as a reference when giving the presentation. This will also be tape recorded. All presentations will be self and peer assessed, as well as reviewed by me for the final grade. Some of the best presentations may be featured on our Legacy website!

Good luck and enjoy this special learning experience!