Oral History Essay Components

I.   Sample Introductions

Sample #1:

<div align="center">

Coxswain Daniel Folsom
111th Battalion NCB, U.S. Navy

</div>

"…Going into Normandy was a very moving experience. Seeing so many kids my age…that was their last day. It was very hard to do that." Like so many of his young comrades, Daniel Folsom was only nineteen years old when the invasion of Normandy took place on the 6th of June, 1944. After being drafted into the Navy in the fall of 1942, Folsom became a coxswain[1] on a rhino barge where he spent four years in service of the 111th Battalion NCB. His battalion was the only battalion in the Navy to fight in every continent that was fought on during World War II.

> [During my service] I went to Europe…. I was in Normandy on June the 6th, and came back from Europe… I went…into the Pacific. I went to the Philippines. I went to the South Pacific, and I went to Borneo, Balikpapan, and Brunei Bay, which are down in the South Pacific. I went up to China for a landing, and then from there back to the Philippines. I…went off to Guam, and got mustered out from there.[2]

Folsom and his battalion were active in both the invasion of Normandy, and the covert maneuvers that took place in Slapton Sands[3] in preparation for the landings made at Normandy.

Before joining his battalion in Europe, Folsom completed rigorous training at a training camp in Virginia. "I went through boot camp…in Williamsburg, Virginia, and it was hot every day, very humid. I lost a lot of weight being there. And, it wasn't hard to get into [the] regimen [of] what they wanted you to do because I grew up on a farm." After completing boot camp, Folsom became a Seaman Second Class, and he traveled to Europe by ship.

> We went overseas on the *Mauritania* to Europe, and it was terrible. It's a British ship, and of course, it was wartime. The food was lousy, we got fed twice a day, and on the way over they gave us some shots. [We] were down in D-Deck, which is where they transport the automobiles in those days. [We] were bunked in hammocks, five high, and on the way over they gave us all of these shots, and so forth. The guy on the top hammock would get sick, and the four guys down suffered from it. So, it was horrendous. When we got over there, I forget how many days it took us, but we had to stay in the Irish Sea for a couple of days waiting for a high tide. . . .

Sample #2:

<div align="center">

Lt. Commander Charles Hobson Wolfinger
USS *Radford* DD 446 USNTS (Tactical Radar)

</div>

Lieutenant Commander Charles Hobson Wolfinger had never intended to join the military and certainly never imagined that he would eventually be part of several major naval battles in the South

---

Comment [kwl1]: Format: In bold, give rank and full name of veteran

Comment [kwl2]: Format: List their unit (from smallest to largest) below their name (or Civilian + War)

Comment [kwl3]: Content: This intro paragraph combines information about the veteran and a specific memorable event (see the components sheet)

Comment [KL4]: Content & style: Used a direct quote from anecdote to "hook" the reader.

Comment [KL5]: Content: By using the information on the bio sheet, it is possible to calculate the veteran's age at a given time during their service. Here, knowing that he was only 19 years old adds historical context as well as interest for the reader.

Comment [KL6]: Organization: In your intro paragraph, add an endnote to indicate the veteran's name and date of the interview. (See the endnote #2 at the end of this document.) This endnote will typically be inserted at the end of their very first quote from their transcript. On this sample, it should have been at the end of the first sentence.

Comment [kwl7]: Format: An endnote here would have been logical and should have been included. Not many readers will know what a 'rhino barge' is.

Comment [KL8]: Format: Whenever the anecdote is longer than three sentences, it has to be inserted into the essay as a single-spaced block of text. To do this: select the text in the transcript, copy & then paste into the appropriate spot in the essay. Select this text again and then slide the left button on the tool bar to the right as far as the paragraph indent spot (.5" on the ruler). Next, on the right, drag the right button to the left until it reaches the 6" mark on the ruler. Do not drag the blue strips on the left or right—this changes the overall page margin, which should remain at 1" on each side.

Comment [KL9]: Content: In the introduction, it is also helpful to provide enough information about who, where, when, why, etc. Research: The information about "Slapton Sands" makes this story very important and different from other invasion stories. Research on this topic was essential for this writer.

Comment [KL10]: Organization: When organizing your introduction and then beginning the paragraphs in the body of the essay, one should first organize each subject chronologically. For example, this writer mentions boot camp, then going to Europe, and later the story about Slapton Sands unfolds. Do not use out of order.

Comment [kwl11]: The complete information about their unit will be found on the veteran's bio sheet. If it is too general (just US Army, for example), call them and get more specific details and make a note on the bio sheet as well.

Pacific during World War II. By the end of his service, he and his shipmates had become well decorated with awards and had seen their fair share of combat, including the heroic rescue of the USS *Helena* in the Battle of Kula Gulf, July 1943.[4]

At the age of twenty, Wolfinger graduated in the class of 1940 from a Quaker college, Haverford, in Pennsylvania. Shortly before graduation, his father had been invited to serve as the chairman of the United States Draft Board, created as a result of the Selective Training and Service Act of 1940. Consequently, he gave his son an ultimatum: When Wolfinger turned twenty-one later that December, he would have six months to enlist in the military or be drafted regardless of his number. So, Wolfinger recalled, "…I volunteered early in the service because my father was breathing down my neck to draft me in the army…. I didn't want to be involved in the dirt and grime of the army. I didn't want to be a foot soldier. I thought the sea was a lot more romantic than on the land." Hence, Wolfinger decided to join the Navy. . . .

Sample #3:

Signalman 2nd Class Lawrence Edward Clingman
94th Seabees Battalion, USS *Sheridan* APA-51

Once Pearl Harbor was attacked, it didn't take any coaxing to get Lawrence Clingman to join the Armed Forces. "We had heard so much about war that all they needed to do was what the Japanese did at Pearl Harbor and everybody wanted to volunteer," Clingman relates. "I enlisted in the Navy at that time and that was on December the 12th, 1941." The war had started only four days prior.

At the beginning of the war, there had been so many volunteers that the recruiters were quite picky. When Clingman went to boot camp down on the Chicago Navy Pier, "I went there to start Signal School training, when they decided that the lack of my four front teeth was sufficient to cause me to be kicked out—discharged—the first time." The problem with not having front teeth was that he couldn't pull the pin on his grenades one-handed. However, Clingman didn't let this detail keep him out of the war.

Sample #4:

Lieutenant Colonel Robert Taylor
35th TFW/ 497th Intelligence Group

Robert E. Taylor served in the Gulf and Iraq Wars in the Thirty-Five Tactical Fighter Wing (TFW)[5] and the 497th Intelligence Group.[6] With the help of his family he was more prepared for the hardships of boot camp but not so much for the hardships of the Persian Gulf War that launched on

Comment [kwl12]: Format: This is a logical item for an endnote. The narrator does not want to take up space in the essay, but can add interesting comments about this ship in an endnote.

Comment [KL13]: Content: This introduction is very brief, but informative. The most important parts of the story are hinted at, but not revealed by the narrator (you are the narrator!). Do not "steal their thunder"! Let the veteran tell the best parts of their story in their own words. The best parts of their story will be featured in the body of the essay.

Comment [KL14]: Content: This paragraph is well done because the longer transcript narrative was trimmed to just the essential phrases and woven into the narrative without having to use a block quote. It is also possible to paraphrase some less interesting transcript passages as long as the intent or flavor of their words is not changed. This helps keep your essay the right length. Each time you insert a phrase or couple of words from your interviewee, you do NOT have to add an endnote. It is understood that this is from the veteran. You will have made this clear in your introduction of the phrase. Note the phrase here: "Woflinger recalled, ..." Your challenge is to select the very best parts for the essay, trim these passages in order to be effective, and then frame their story in the context of the historical events. This is why you did and will continue to do research as you work through drafts of your essay.

Comment [KL15]: Content: If your interviewee was a WWII veteran/civilian and they comment about where they were on Dec. 7th, this can be an nice way to start their story. Consider including this subject in the introductory paragraph.

Comment [KL16]: Format: This writer chose to keep the boot camp experience to the minimum and this is logical—especially if you want to save space for the "good stuff"! Note, that whenever the narrator refers to the veteran, they use their last name only! This is a typical newspaper technique and you will need to do this, too. You can do this once the person has been identified by their whole name early on in the narrative.

August 2, 1990. This was nine days before his wedding was supposed to be held.[7] "…We had a wedding scheduled for August 11, 1990 and Saddam Hussein invaded Kuwait on August 1, 1990. By the 8th of August, it looked like my wedding was in significant jeopardy…"

> However, Taylor's commitment to service really began long before the Persian Gulf War.

> My family…ingrained a pretty healthy view of the need to serve the country, to give back to the country. My oldest brother served in the Marine Corps…My second oldest brother entered the Army… My father had served in the Navy right after World War II and had ended his enlistment prior to the Korean War, so between all those military experiences, I guess it was just almost implied that I would go in.

II.   Anecdotal Samples

Sample #1:

Clingman's jobs included going onto the battlefield to set up bridges and airfields, to make landings with boats, and to distribute supplies. Clingman's duties in the Seabees[8] took him many places, including New Guinea, Eniwetok, Leyte Gulf, Subic Bay near Manila, Lingayan Gulf, the Panama Canal, Okinawa, and Tokyo Bay.

When Clingman arrived at Leyte Gulf, he witnessed the most important naval battle of World War II, which is now known as the Battle of Leyte Gulf.[9] There is a river separating the islands of Taclobin and Leyte, but Clingman thinks otherwise. "In between the two islands, there's a creek, but they call it a river, but you can step across it. That's the reason I call it a creek." He was in the transport area outside the bay, and in a perilous position. In Clingman's own words, "It's a big place and a lot of ships and we went into the gulf and there's thousands of Philippine islands. With a ship that only moves twenty miles an hour, it'd be pretty easy for a Japanese submarine or a Japanese plane coming off the island or coming off one of their aircraft carriers to come in and get you real quick because you practically have no defense."

At Leyte Gulf, Clingman saw what was occurring during one of the four battles fought there. "During the night is when the Navy engaged the Japanese fleet. That determined the outcome of this war in the Pacific. We were in the bay and you could see at the mouth of the bay the ships burning and the guns flashing and this was all done at night and, of course, we knew there was a big battle going on, but at that particular instant, we were not aware of the significance. We weren't aware of how important this battle was going to turn out to be." By the time this battle was over, the Japanese had lost almost all of her submarines and planes. Being out on his transport ship, Clingman was relatively safe from most of the fighting.

Because he served on a transport and supply ship, Clingman transported many troops and necessities over the Pacific. He remembers one time in particular.

Comment [KL17]: Content: Sometime personal family issues can add to the story. As the narrator, you must also put yourself into their shoes as this writer has done. Re-examine the first couple of sentences. Some assumptions are being made, but they are based on information given by the interviewee.

Comment [KL18]: Content: Story telling at its best! Once you have selected the most gripping, exciting or name-dropping sections in your transcript, organize them chronologically. On your transcript draft, you might want to place a number 2 by all potential anecdotes—then arrange them in chronological order as 2A, 2B, 2C, etc. From these selections, you might find the perfect quote to use as a "hook". Label this number #1 (for introduction). For items that might work as part of the conclusion or wrap-up of the story, use the number 3. Be sure to add the historical information to enhance each of these sections of your essay. You do not want to include their without the relevant historical context.

Comment [KL19]: Content: Some of this information was gleaned from the veteran's biography sheet

Comment [KL20]: Content: The veteran here related his experiences in the retaking of the Philippines during WWII. He mentioned Leyte Gulf in his story and the narrator did his/her research effectively. This is why you did punch lists and then read more extensively about particular historical events.

Comment [KL21]: Research: Here the narrator read more about Leyte and knew that the reader would appreciate some historical information which would make the transcript account more complete.

Comment [KL22]: Content: Good assumption and Clingman may have commented specifically about this in a shorter comment, but it was inserted here.

Comment [kwl23]: Organization: This sentence links very well with the previous sentence and helps build on the story.

Oral History Essay Components

We were taking Marines from the Philippines to Taku, China. That was after they had put an ice cream machine on our ship. Up to that time we'd never had one. After every evening meal, they'd give you two cups of ice cream and two wooden paddles. These marines were young marines. I mean, they'd never been in combat and they'd been in the Philippine islands playing softball all the time they'd been oversees. I mean, there just wasn't anything for them to do yet. They were getting ready; they were massing troops, for the invasion of Japan. This was before they dropped the atomic bomb and these Marines were the replacements for the Marines that were in the 1st Marine Division that had been killed and there was one old sergeant that was more or less in charge of these young Marines. He was the one that was supposed to keep them tied down. These young Marines couldn't wait. I mean, they were gung-ho and they wanted to get in combat just as quick as they could. They were ready to fight— anybody that wanted to fight, they'd fight.

Clingman describes a story about some of these young Marines who were on his ship and also gives some more background information. . . .

Sample #2:

. . .The crews were going to go to England by a new B-17[10]. However, Jones's crew was unlucky and had to go by boat.

We left New York City aboard the troop transport *General William Mitchell*[11] in 1944. As our convoy sailed through the harbor past the Statue of Liberty we did not know our route because it was top secret. We did know our destination was England. We were escorted by half a dozen destroyers. Our crew consisted of nine men: Gene Jones–pilot, Bruce Holliday–copilot, Johnny Haydon–navigator, Al Rosenberg– bombardier, Forrest Erickson–flight engineer, Dave Windes–radio operator, Bill Hopkins –ball turret gunner, Ervin 'Smokie' Smogoleski–waist gunner, and Ray Ackerman–tail gunner.

Jones's crew moved to many new bases. They settled in Liverpool, at first, and then transferred to Manchester. At these bases, the crew went out to pubs where they met attractive ladies, however not all of them were grand. However, his crew went into combat very soon.

We reported for duty at the 96th Bomber Group[12] stationed at Snetterton Heath, Eccles Road located in a vast plain of eastern England known as "The Wash". The very next morning [September 8, 1944] at about three A. M. a sergeant aroused me and announced that I was on the combat mission… In the 96th Bomb Group, [it] was the custom to assign the worst old war-weary B-17s to newly assigned crews. On this first mission our crew was given an old brute named "The Bad Penny." This name had been derived from the old adage. It had arrived in England with the original group and despite grievous combat damage from many [earlier] missions, [and yet], "The Bad Penny" always managed to return. In our ignorance we marveled at this beautiful machine that was all ours. Soon we learned the truth. Loaded with 150 octane gas and 10,000 pounds of fuel, and an extra 10,000 pounds of bombs, "The Bad Penny" was very reluctant to leave the group.

I had never made a takeoff under actual weather conditions and had never piloted an airplane with live bombs. This day I had extra gas and ten very real 500 pound bombs in the bomb bays. I hit the cloud ceiling at 300 feet above the runway and climbed on the

Comment [KL24]: No quotation mark are used with a block quote, unless you are including a quote within a quote and that is shown with 'quote' .

Comment [KL25]: Format: Note the tense used here. Since Clingman is in the process of describing (as in the interview), the writer should use the present tense. IF the account, though, is the story itself, use the NARRATIVE PAST tense. Look at the block quote immediately about this sentence and I have highlighted some of the verbs in yellow indicating the veteran's use of narrative past tense. Be consistent in your editing and proof read your essay aloud to be sure it "sounds" correct.

Comment [kwl26]: Content: Never insert block quotes without an introductory sentence! All block quotes need a good lead-in that does not give away what is to follow in the quote. Remember, do not steal their thunder! This intro sentence mentions a crew and how they travelled to Europe. The block quote gave the name of the ship and names of the crew members, plus information about their convoy. As the essay progresses, be sure to polish all transitional sentences from one paragraph to the next.
Research: To understand how significant this type of travel was, do some research on typical WWII convoys. Why was this necessary?

Comment [kwl27]: Research: As a researcher, you should look up these locations on a map, then you are able to add information for the reader if necessary.

Comment [kwl28]: Format: How do you suppose this information was located? The veteran had included this information in some other notes made available to the interviewer. You (in the role of editor) may add such information to clarify the text in brackets. To make the veteran's story flow more smoothly, also add missing words in brackets as shown here in the highlighted color.

Comment [KL29]: Format: If a particular narrative passage goes on and on . . . see if it can be split into topic changing paragraphs. This will make reading easier. Another way to deal with this is to summarize a couple of the sentences into your own words, and then save the best parts for the block quote. As you will see, this account was split into three paragraphs and remained a block quote.

briefed heading toward Ireland at 500 feet per minute. The sky was filled with hundreds of circling aircraft all trying to find their assigned position… Confusion reigned. I could not distinguish the 96th Group in all the milling aircraft, so I followed Standard Operating Procedure and took up a wing position in an unidentified group. We flew to an unknown target and sustained serious antiaircraft damage as we dropped our bombs.

In the meantime our home group, the 96th, had receiv[ed] the recall instructions, aborted the mission and they returned safely to our base at Snetterton Heath. Over the target we found that we could not open the bomb bay doors. In this event we had been briefed to drop our bombs and that the weight of the bombs would force open the doors. We dropped [the bombs], but the doors did not open. Suddenly, we realized that we had armed 500 pound armed bombs rolling loose around the bomb bay. Our flight engineer, Forrest Erickson, bravely managed to manually open the doors and some of the bombs sailed out somewhere over Germany. Unfortunately, some of the bombs had not completely released from their shackles; three of them were hanging by only one shackle. Two more were firmly attached to both shackles. Forrest managed to get the hanging bombs free before they exploded and our bombardier, Al Rosenberg was able to insert the safety pins in the remaining bombs… Finally, the job was done and with a sigh of relief we managed to slip back into formation.

Jones's crew did thirty-five missions in total over the countries of Germany and Holland. Their first flight was on September 8, 1944. . .

Sample #3:

. . . In the Iraq War Taylor's responsibilities had changed. He had risen in rank to a commander. This new rank caused stress for him, because he had to ensure that the missions were successful and to make sure that the people who were actually facing the combat were comfortable, capable, and had relief from stress. Taylor was concerned because a lot of the soldiers were being exposed to real combat for the first time, and he was worried about their reaction. Fortunately, his new rank also had its privileges. It allowed him stay in Virginia and execute operations from there, which was a great relief for him and his family. Yet, he still faced challenges every day:

The Iraq War was a different situation as far as my responsibilities because of the technology changes and the fact that we were doing what we call "exploitation," which means we were watching the situation and reading out information and gathering what's going on from what we see and what we hear and then reporting that back out to troops in the field and to senior leadership. In the Iraq situation the way we would do that is our aircraft and sensors were all forward into Iraq, … gathering data, and then that data was transmitted all the way back into the United States. My job, at the time, was to make sure that our troops had the equipment and the capability and the skill to determine what was happening in that information and then work through the processes to get that information back out to…the senior general officers who were making decisions on how to execute the combat, or the actual guy on the ground who was pulling the trigger…We were talking directly to them, and we had to make sure that they knew exactly what was happening around them so that they could be prepared to defend themselves or to execute combat against those forces. It was a challenge everyday to make sure that everything was working correctly and that our troops were properly trained to understand what they

Comment [kwl30]: Research: This term might not be familiar to *you*, so look it up (google "shackle & bombs & B17s" or "hung-up bombs". This will explain the term to you, but since the reader will probably understand this term due to its context in the sentence, you do not need to add an endnote to explain this.

Comment [kwl31]: Research: As a researcher, do you know how many missions a crew member would fly before they could go home? Some flew 25, others 35, and some more than this, depending on where they served and when.

Comment [KL32]: Organization: Good introduction for the next anecdote in the essay. **Research:** Remember, in order to find out more about a series of missions, it is possible to go to the online Air Force Chronology for WWII, and track by year, month & day for each theater, a specific air force for their mission and destination! Other resources for infantry operations can always be searched by looking for "order of battle & specific unit & specific war". Naval operations can be done by going to DANFS and looking for a specific ship.

Comment [KL33]: Format: Sometimes, it is useful to use a colon (:) to introduce a block quote. In this case, the block quote summarizes the "challenges he faced everyday", or use a comma when followed by a continuation of the sentence . Read it aloud to see which works better.

Comment [kwl34]: Format: This sentence is really too long. By some careful editing, it could be split into two or three sentences as follows: The Iraq War was a different situation as far as my responsibilities because of the technology changes and the fact that we were doing what we call "exploitation." [This] means we were watching the situation and reading out information and gathering what's going on from what we see and what we hear. Then , [we report] that back out to troops in the field and to senior leadership.

were looking at or what they were hearing—and that we were able to get that information back out to the people who needed it.

Taylor also found that in the Iraq War there were many differences from the Persian Gulf War. For example, in the Persian Gulf War the transportation system for supplies was overwhelmed because of the great volume of people in Iraq. However, " …for the Iraq War, the Department of Defense and General Franks learned huge lessons over the years about the issue of local contracting…we had access to international vendors." This made the U.S. troops much more capable in the Iraq War than the Gulf War because they were not struggling for supplies.

> **Comment [kwl35]: Research:** What additional research could be done here? Is there a way to compare the availability of supplies for each war? The key word here is "logistics" and articles exist that will help with this. This would add interest for the reader in the endnotes.

Sample #4:

. . .The warm welcome in Greenock did not reveal the cold, lonely nights and the horror of war that awaited Kennedy on the battlefield. Surrounded by constant suffering and cries of the dying, he did his best to fulfill his job assignment, to "obey the sergeant and shoot the enemy." He relates one particularly sad story:

> **Comment [kwl36]: Content:** An endnote would be logical here to discuss 'Greenock' or the port where the *Queen Mary* docked and disembarked troops in Scotland.

> I remember one fellow who was, got hit badly in the groin area, and he was bleeding and I was digging a fox hole, and he had his legs down where I was digging. And he was bleeding in all the dirt that I was shoveling out, and I didn't want to tell him to move his legs, so I didn't. It was messy because he was bleeding and he was dying. A middle age man that was in his thirties crying about … he wouldn't see his children again or his wife. And it was very heartbreaking for me. But, I was all worried about this blood flowing into my fox hole.

> **Comment [KL37]: Content:** The skill of the narrator is evident here. He/she just mentions a "sad story" and does not tell you why it is sad. This is for the reader to discover when they read the veteran's own words. See if this works for you when you read this! **Organization:** This paragraph could have been improved if the historical context had been introduced earlier, e.g., information about the Battle of the Bulge.

This man was just one of the many casualties Kennedy had in his unit at the Battle of the Bulge.[13] This battle was also known as the Ardennes Offensive. It started on December 16, 1944 in the Ardennes, in Belgium. Kennedy did not become a part of this battle until Christmas Eve. By then, the Allies were picking up speed and becoming more offensive, while the Germans began to lose the battle. This was fortunate for Kennedy because he was only a part of the very end of this battle when it had shifted in the Americans' favor. It ended only a short time later, on January 16, 1945.

> **Comment [KL38]: Organization:** Very good historical background added to help inform the reader. If space is limited, remember that additional information may be shared with the reader by putting this in the endnote. Endnotes are NOT just when you found something or a list of page numbers. It may be additional information that is relevant to the essay, but IF the reader wants to know more, they can find the information readily available to them at the end of the essay.

This was a very important battle because it was the last major German offensive of the war. If Hitler could win, then he could force the Allies to sign a peace treaty favoring the Axis powers. Both sides lost some resources, but overall it turned out better for the Allies. This battle represents the largest land battle ever fought by the United States. Kennedy comments on some of his less devastating memories of the Battle of the Bulge.

> **Comment [KL39]: Research:** It is not likely that the veteran included this end date in the interview. This was researched information that the narrator located and used to help put the veteran into the context of historical events. As a researcher, you would have discovered that weather played an enormous role in the outcome of this battle. Bad weather, for example, prevented Allied air support until Christmas Day when the skies cleared and the enemy could be seen and bombed from the air. The weather was also the coldest in almost 40 years, making life in the foxholes unbearable for the infantry (on both sides) and many soldiers suffered from severe frost bite, making them casualties. What was the German objective? What was the Allied reaction?

> We were in France, in Brittany and Normandy, which was western or northern France. And we went to the Bulge area in November/December of 1944. Then, we went in boxcars and they called them "forty and eights" because they would hold forty soldiers or eight horses. And then we were transferred from one place to another in Europe... I remember once we got into the Bulge area, it was Christmas Eve, and there was a priest

there and he said midnight mass. And we went out and got some holly and decorated our room in this home where we were quartered. And we had berries, red berries with the holly and we just decorated the windows and the walls with this holly. . . .

III.   Conclusion Samples

Sample #1:

For Whalen, all the combat he experienced didn't change what he thought about the war. After hearing about the things that Hitler had done, however, it was impossible for him to regret fighting and taking all those risks. Lucky or not, no war is ever easy. "When you get into combat and there's troops shooting at you," he said, "you get a little more religious, take things a little more seriously…[it] made you think a little differently…[and] wonder why you were there."

Sample #2:

. . . On January 24, 1946, Wolfinger ended his service in the United States Navy. He returned to Pennsylvania with his wife and newborn son to resume his job at the Pennsylvania Railroad Company. Today, Wolfinger still enjoys life in West Chester, Pennsylvania. Over the years, he has kept in touch with several close friends he met during his service in World War II. Wolfinger's opinions regarding the military remain positive:

> …I still think [military service] is a good idea. That is, I think we all learned how to get along with other people—people from different parts of the country…. It's a great melting pot. I believe we should have compulsory service for everybody, not necessarily the military, but some civil service or military service for everybody when they get out of high school for a year or two. I'm all for it. Nothing about a little discipline [hurts] you…

Sample 3:

In conclusion, Taylor's outlook on war in general is summed up by a quote by Douglas MacArthur, "No one hates warfare more than a soldier." Taylor believes any soldier who likes combat is a dangerous person because the people getting killed are your friends, and he hopes that any war or any combat is the right thing for the right reason. Robert Taylor believes the single word "discipline" describes both his academy and military experiences as a whole.

Comment [KL40]: Organization: What is the best way to wrap up a great story? You do not want to go back in middle school fashion and take the introductory sentence and repeat it at the end. With our veteran interviews (and largely due to the nature of the suggested questions), you should be able to add some logical "wrap up" material –using the veteran's own words, or summarize when they went on to do following their service in a brief way. Your reader needs some form of closure. Sometimes, their whole story can be even more dramatic/interesting if there is a last minute turn of events or reunion, etc.

Comment [kwl41]: Good brief summary of post-war experiences. This works effectively to introduce the last reflective paragraph of the essay.

Comment [KL42]: Good example of a reflective ending.

Oral History Essay Components

[1] 'In the U.S. Navy, a coxswain or cockswain was at first the swain (boy servant) in charge of the small cock or cockboat that was kept aboard a ship for its captain's use. In time, the coxswain became the helmsman of any boat, regardless of size.' http://www.reference.com/browse/wiki/Coxswain [also include date when this references was used.] I will do a special lesson on doing endnotes and the bibliography. These endnotes are not always the best examples, since dates accessed are not always included. All endnotes are to be done with regular numbers (never i, ii, iii) – nor should they be inserted as footnotes (those go at the bottom of a page), whereas endnotes, as the name implies go at the end of the whole document.

[2] Interview with Daniel Folsom on October 6, 2005. [Always endnote the name of your veteran and date of the interview. Follow the format shown here.]

[3] 'Slapton Sands, a US Army training area on the English Channel coast in south Devon which was used for exercises prior to the Normandy landings in June 1944.' See I.C.B Dear and M.R.D. Foot, ed., *The Oxford Companion to World War II.* p. 1011.

[4] For more information and maps regarding the Battle of Kula Gulf, refer to I.C.B. Dear and M.R.D. Foot, ed. , *The Oxford Companion to World War II*, pp. 514, 515, 657, 658.

[5] Following the Iraqi invasion of Kuwait on August 2, 1990, the 561st TFW (part of the 35th TFW based at George AFB) deployed to the Middle East as part of Desert Shield. The F-4G was the only Wild Weasel aircraft and played an important role in Operation Desert Storm when they cut a path through Iraqi air defenses during the initial attack on January 17. For more information, see *McDonnell F-4G Phantom II,* 6 Jan. 2000, <http://www.vogue-web.ch/f4/f4_19.html>, (2 Mar. 2006).

[6] A subordinate unit of the Air Intelligence Agency located at Bolling Air Force Base in Washington D.C. It provided a worldwide intelligence infra-structure support, physical and personal security, threat support to weapon systems acquisition and employment, and automation support. It also serves as the Washington area focal point for the Air Force Intelligence planning, logistics and readiness issues, communications/ computer systems support and all military and civilian personnel actions and programs.
For more information, see "497th Intelligence Group," 1997 AIA ALMANAC, <http://www.fas.org/irp/agency/aia/cyberspokesman/97aug/497ig.htm>, (9 Mar. 2006).

[7] There were thirty nations involved with the Gulf War. It was mandated by the United Nations, but led by the U.S. The war began with the invasion of Kuwait by Iraq because of unproven Iraqi contentions that Kuwait was illegally "slant drilling" oil across Iraq's border. For more information, see http://hn.bigchalk.com [What was date of access?]

[8] The term "Seabees" was derived for CB, which stood for "Construction Battalion". The US Navy formed these divisions in December of 1941. The Seabees build naval bases, airstrips, roads, and also handle cargos. These duties were essential to the Pacific victory in WWII. These units are made up of civilian contractors and construction workers and were paid at least as much as a petty officer. Their Insignia is a flying bee wearing a sailor's cap and carrying a Tommy gun, a wrench, and a hammer. [Source should have been included here!]

[9] Upon returning to the states in 1942, General MacArthur had promised the people of Leyte he would return. In this battle, he returned with two fleets–the 7th Fleet under General MacArthur and the 3rd Fleet under Admiral Nimitz—and won the largest naval battle in history, effectively taking the Japanese Navy

out of the war and dealing the Japanese Air Force a huge blow. This was also the first time the Japanese used Kamikazes. [source not included!!]

[10] B-17: http://www.wpafb.af.mil/museum/research/bombers/b2-21.htm [date accessed?]

[11] General William Mitchell:http://www.history.navy.mil/danfs/g4/general_william_mitchell.htm [date accessed?]

[12] 96th Bomber Group: http://dakotacom.net/~wtaebel/96thbg.htm [date accessed?]

[13] The Battle of the Bulge went from December 16, 1944 to January 16, 1945. For more information, go to *American Heritage New History of World War II,* by Stephen E. Ambrose, pages 501-504.