ORAL HISTORY STANDARDS AND GUIDELINES

Oral history is a primary source material obtained by recording the spoken word of persons thought to have previously unavailable information that is worth preserving (Starr 1996). Oral historians seek to capture and preserve first-hand information of life stories or events that would otherwise be lost. Defining history often depends in large part on the use of memoirs and autobiographies, on records of individual recollections of past events. Despite the difficulty in assessing the accuracy of information obtained from various data sources, the written word is given greater credence than oral accounts in academic circles. Oral history is often treated as hearsay with little to no legal standing (see Echo-Hawk 1997). Oral history is only now being integrated within the discipline of archaeology.

Valuable information on a particular area/site/feature can often only be obtained through the use of oral history interviews. The use of oral testimony is strongly encouraged in most research projects. Oral interviews, however, represent only one data set that should be evaluated. Other data sets include: archaeological excavation results, ethnographic and ethnohistoric documents, oral traditions, and ethnological, artifact and photographic collections. Be sure that information is collected from a variety of sources, and during interviews, from a variety of interviewees so that potential biases can be recognized.

The following information is offered as a guide to archaeologists, anthropologists or historians who wish to expand their project’s research methodology to include the collection of information through oral interviews. Oregon SHPO strongly recommends the inclusion of this research method, however, it is important that care be taken both in the interview and recording process. Information on how to conduct oral interviews and the type of recording forms that should be used for recording collected data are illustrated below. Use of these forms is not mandatory. All forms included in these guidelines are offered as examples of forms that can be used to document the interview process and record data from completed interviews. The oral interview process outlined remains the same whether a single interview is incorporated within a project’s methodology or the project consists only of collected oral history data.

IDENTIFICATION OF PRIMARY GOAL OR OBJECTIVE

The most important step in the incorporation of any oral history data is the reason for its inclusion. What type of information do you wish to obtain and for what purpose? All participants of a project must understand the primary goal or objective of your project and believe it to be both achievable and worthwhile. This selected goal is essential, especially if future work and funding will hinge on the quality of the final product. You must keep in mind that one hundred years from now the oral histories you compile will have a value far beyond what they have today. Important topics to consider when considering adding oral history data include place name data and personal life histories, in addition to personal memories of events associated with a particular locale.

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1 Information within this document is largely derived from an oral history operating plan designed by Dennis Griffin (1995), with oral history forms based on forms designed by the BIA/ANSCA oral history program, Anchorage, Alaska.
Place Names

Oral tradition, in the form of stories, songs, and place names, was the primary method for the dissemination of knowledge and instruction, from generation to generation, in societies that did not rely on written language. The identification of area place names known within the area you are attempting to focus on can often yield valuable information on any area’s past use that might not otherwise be known. While it is true that the nature of place names differ greatly depending on the culture assigning a name, all names can tell us much regarding the landform or place being named, the people doing the naming, and/or events tied to a general locale. Place names often convey diverse information on a variety of traditional features of a people. This information is especially important in an area where historical records are sparse or populations were decimated by disease and/or displaced through forced relocation. The primary information conveyed in place names often deals with the occupation of the land and the delineation of band or language territory. Names also describe resource use, population centers, trail systems, transportation routes, hunting strategies, food preservation techniques, beliefs, the general economy of an area, and clues to the identity of previous inhabitants. The meaning behind these names provides a glimpse of the ancient relationships with the land and the personal life experiences that perhaps have set one location off from another. Fragments of history can be reconstructed by studying when the distribution of names reflects the sharing of a territory with members of other language groups or where the absence of names hints at band extinction. Because place names tend to be consistent through time, their antiquity reflects the history and importance of particular locations. Place names serve as a representation of an area's history, a focus of culture and knowledge which was/is important for the maintenance of the physical and spiritual identity of a people. When a name is forgotten, more than a name is lost.

Personal Life Histories

Personal life histories and the collection of memories of events associated with a particular locale offer insights often not available in written records. It is important to gather as much information as possible regarding your area of research before comparing and contrasting the range of information. Often written data sources present a distinct bias, based on the original intention of the author/publishing agency. For example, early advertising along the Columbia Gorge described the lands in the Hood River, Oregon - White Salmon, Washington area as a wonderland for horticulture efforts in producing crops and fruit. Later settlement efforts failed to live up to the outlook supported by those who enticed settlers to the region and sold them their land. Biases often exist in oral histories/interviews based on the original intention of the recorder, the selection of informants, and the questions that are asked. Oral interviews should strive to collect personal insights on a topic or area that represent the memories of the interviewees, not to support a belief or conclusion of the interviewer.

AVAILABLE RESOURCES

Given a project’s selected goal and available funding, local resources need to be identified that will help insure the completion of the project on schedule and a final document that participants can be proud of. Resources to consider include: available equipment for recording oral interviews (i.e., tape recorders and/or video), locations for conducting interviews (i.e.,
interviewee’s home, Tribal office, on-site), transportation for interviewees and staff, identification of any existing oral history tapes or transcripts and their location, knowledge of existing historic documentation, and the consent of all participants. Each of these areas must be considered and options selected to match the project budget and timeline.

Recording devices should be used whenever the interviewee will permit. The choice of tape recording devices or video equipment should be decided upon early in your project. All interviews ideally should be transcribed into English soon after the completion of the interview. This process is the most time consuming and tends to demand the largest portions of available funding. It has been estimated that it will take approximately 8-10 hours to transcribe every one-hour of tape (Hubbard et al. 1984; Davis et al. 1977). This is why it is important to first prioritize the interviews and make sure that the interviewer has prepared a set of questions prior to the interview that they can use to guide the interview process.

Location for each interview should be based on interviewee preference, availability, and desired result. Initial interviews should be held in the interviewee's home or a central location that will provide a quiet and comfortable environment. After assessing the wealth of knowledge available about a given area or subject, on-site interviews might prove extremely valuable for particular interviewees. On-site interviews often elicit unexpected information on a particular site design, area use and/or history. The use of on-site interviews should be encouraged when the situation permits.

All existing oral history information should be identified and copies acquired for review. It is essential that the duplication of existing material be avoided. Duplication results, in the addition of no new information, can potentially alienate an interviewee by asking the same questions as previous researchers, and results in the drain of available funds.

IDENTIFICATION OF KNOWLEDGEABLE ELDERS/INTERVIEWEES

Once a project has been selected and the goal or direction that you wish to pursue refined, knowledgeable people must be identified (note: this list may contain both elders and younger individuals). Interviewees should be chosen who potentially have the most to offer, given your chosen theme or direction. Once the names of interviewees are identified, they should be prioritized. Selection for participation should focus on an individual’s range of knowledge over a broad area or depth for a given site or subject. Individuals not able to participate in the initial phase of the project can become involved in later segments. Both men and women should be selected so as to provide an opportunity to collect a wide range of perspectives from varying age groups and socioeconomic backgrounds.

If interviewees will be selected that speak languages other than English, knowledgeable people capable of interpreting and transcribing tapes, from their native language into English, should also be identified. Many interviewees feel most comfortable in speaking in their native language or find that it is impossible to express particular concepts or ideas into English. Use of whichever language interviewees feel most comfortable in should be encouraged. Individuals capable of accurate language interpretation and transcription need to be identified. These individuals
should also be prioritized as to their knowledge of the language, dialect, geographic area involved in interviews, potential biases, and their availability.

DESIGN OF DATA RECORDING FORMS

Standardized recording forms should be designed prior to the commencement of the interview process. These forms should include an Oral History Information Form, Informant Biographical Data Form, Interview Consent Form, and a Cultural Resources Site Form (when applicable to project, use the Oregon SHPO site form). In addition, a summary index of all oral history tapes needs to be compiled for easy reference to area sites, appropriate transcripts, and knowledgeable interviewees.

An **Oral History Information Form** should include the following information: Tape number; date of interview; interviewee’s name and place of residence (age?); place of interview; name of interviewer, interpreter, and transcriber; language(s) spoken; geographic areas discussed during interview, and the appropriate U.S.G.S. map # covering the areas discussed. In addition, information on tape length, quality, recording problems, content, and transcription priority should also be included. Original tape deposition should be listed. A **Guideline for Completing the Oral History Information Form** is included here.

An **Interviewee Biographical Data Form** should include useful information regarding the interviewee such as name, birth date, place of residence, place of birth, occupation, parents names and place of birth, and, if applicable, subsistence use areas (i.e., general location for fishing, hunting areas, camps). This document will prove useful if you need to identify knowledgeable individuals to assist in future projects.

An **Interview Consent Form** needs to be designed to insure that the interviewee understands the nature of your project. It is important that each interviewee participating in your project understands how his/her assistance will further the knowledge of your project area and how such information gathered will be used. Be sure that any legal requirements on the use of human subjects have been satisfied prior to beginning the interview process (i.e., Human Subject Protocol requirements are outlined for any federally funded project – be sure to check with applicable federal agency). Sample oral history forms for all types mentioned above can be found later in this guideline.

It is recommended that all interviewees, interpreters, and transcribers be paid for their services. The interviewee should realize that their knowledge is considered valuable and their assistance is considered an essential ingredient of the project. An agreed upon wage should be determined for their services prior to the beginning of the interview process. The interview process should continue throughout all phases of your project. With this in mind, care needs to be taken during the initial phase to insure that recordings remain consistent with the standards of later recordings.

IMPORTANCE OF ORAL HISTORY INTERVIEWS

Oral history interviews can produce a range of products. After the creation of audio and/or videotapes, cultural data from each interview needs to be compiled and stored on various written
forms. These forms provide researchers with a means to track cultural information to its original source; the oral interview. There are three key products paramount to an oral history interview or project. They are: (1) a Tape Index form; (2) Oral History Interview Summary form; and (3) Oral History Cultural Resource Inventory form. Each of these forms should be considered essential products to be completed after each interview. Samples of each of these forms are included below (see Figures 1-3).

(1) The Tape Index Form serves as a quick guide or directory to all interviews completed during a given project. It includes the following information: the tape number; date of interview; the name of the interviewee, interpreter, and interviewer; location of the interview; language(s) used; and a brief summary of tape contents (i.e., sites discussed, key words).

(2) The Oral History Interview Summary Form provides a detailed summary of each interview's contents. Each form identifies the name of the interviewee, interpreter, and interviewer; specifies the date, length, and location of the interview; tape number; language(s) used; a summary of topics discussed; and a detailed breakdown of the tape contents referenced by time and counter number location. This form provides a researcher with the means to quickly track important recorded information on identified cultural properties back to the information source - the interview recordings.

(3) The Oral History Cultural Resource Inventory Form provides a complete summary of each identified site's location, description, and significance. It should include the following information for each identified site: Site name (Native/English) and its translation; complete legal description; site type; season of use; duration of use; site description; age; significance; list of citations containing historic/prehistoric information regarding the site (both oral history tapes and historical documents); and a map of the site showing its exact location and extent (boundaries). This Cultural Resource Inventory Form will provide researchers with a means to document each identified property and insure that protection measures will be enforced.

While the above products are not essential for every oral history project their use can greatly facilitate access to interview recordings and provide a mechanism to track the location and progress of each interview tape and transcript. Tape transcripts provide a complete description of a tape's contents and are much easier to use then a tape. While ready access to this information can prove extremely helpful to later researchers, tape transcripts may be a lower priority for some projects because they are not deemed necessary for your current project and are expensive to complete.
# FIGURE 1: SAMPLE TAPE INDEX FORM

Repository: Mt Hood National Forest

<table>
<thead>
<tr>
<th>Tape #</th>
<th>Date</th>
<th>Informant</th>
<th>Interpreter</th>
<th>Interviewer</th>
<th>Location</th>
<th>Language</th>
<th>Tape Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>04CR01</td>
<td>Jan. 18, 2004</td>
<td>Jason Blanchart</td>
<td>Robin Williams</td>
<td>John Cleo, Mary McCrey</td>
<td>Celilo, Oregon</td>
<td>English/Sahaptin</td>
<td>Tape discusses: Celilo Falls, Wishram, Wakemap, Hood River area, Native occupancy in the Dallesport area, rock art sites along the Columbia, and destruction of fishing sites by The Dalles and Bonneville Dams.</td>
</tr>
<tr>
<td>04CR02</td>
<td>Jan. 22, 2004</td>
<td>Sandy Martin &amp; Jose Tima</td>
<td>Robin Williams</td>
<td>Mary McCrey</td>
<td>Hood River, Oregon</td>
<td>English/Spanish</td>
<td>Discussion focuses on Native use of the area between Wind River and the lower White Salmon River. Activities around Husum, Bingen, White Salmon, and Stevenson are highlighted.</td>
</tr>
<tr>
<td>04CR03</td>
<td>Jan. 23, 2004</td>
<td>Jesse Shepard &amp; Marie Fox</td>
<td>Jeffery Nathan</td>
<td>Mary McCrey</td>
<td>Warm Springs, Oregon</td>
<td>English/Sahaptin</td>
<td>Interviewees give Native place names for sites/areas along the Oregon side of the Columbia River between Cascade Locks and Hood River. Detailed site info. given for area directly west of Hood River</td>
</tr>
<tr>
<td>04CR04</td>
<td>Jan. 25, 2004</td>
<td>William Stevens</td>
<td>Rhonda Blackwell</td>
<td>John Cleo</td>
<td>Warm Springs, Oregon</td>
<td>Sahaptin</td>
<td>Place names given along both sides of Columbia River between Portland and the Hood River. Some locations only approximated. Field visit needed to substantiate.</td>
</tr>
<tr>
<td>04CR05</td>
<td>Feb. 3, 2004</td>
<td>Larry Cline &amp; Margaret Hanover</td>
<td>John Cleo, Mary McCrey</td>
<td>On-site visit near Wind River</td>
<td>English</td>
<td>Interview discusses site-specific information concerning three small camps and fishing areas located near the confluence of the Columbia and Hood Rivers. Reference made to small unmarked grave to south.</td>
<td></td>
</tr>
<tr>
<td>04CR06</td>
<td>Feb. 9, 2004</td>
<td>William Stevens</td>
<td>Rhonda Blackwell</td>
<td>John Cleo</td>
<td>On-site visit to river villages</td>
<td>English/Sahaptin</td>
<td>Place names given along both sides of Columbia River between The Dalles and the Deschutes River. Field visit verified sites locations mentioned in Tape 96CR04. Descriptive info. on Deschutes River sites also given.</td>
</tr>
</tbody>
</table>
FIGURE 2: SAMPLE ORAL HISTORY INTERVIEW SUMMARY FORM

Tape # 04CR07  Interviewee(s): Jason Blackmore and Nettie Slater
Date of Interview: August 18, 2004  Location: Hood River, Oregon  Length: 1 hour

Interviewer: Dennis Griffin  Interpreter: William Harris

Language(s): English / Sahaptin  Topic of Interview: Growing up along the Columbia River during the early 20th century

<table>
<thead>
<tr>
<th>Min.</th>
<th>Counter #</th>
<th>Tape Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Side 1</td>
<td>18</td>
<td>Childhood memories at Celilo.</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>Family fish camp near Spearfish. Stories of local feasts.</td>
</tr>
<tr>
<td>12</td>
<td>300</td>
<td>Measles epidemic of 1910.</td>
</tr>
<tr>
<td>17</td>
<td>400</td>
<td>School days at Chemawa Indian school in Salem. Summers returning to help with fishing.</td>
</tr>
<tr>
<td>25</td>
<td>610</td>
<td>Death of grandfather. Left Chemawa to return to Columbia River and work with family. Helped father build house near Mosier, OR.</td>
</tr>
<tr>
<td>Side 2</td>
<td></td>
<td>Continuation of life history along Columbia River.</td>
</tr>
<tr>
<td>4</td>
<td>100</td>
<td>Nettie's marriage to local fisherman. They move to Hood River and raise two children. Jason becomes active in local struggle to retain fishing rights along river.</td>
</tr>
<tr>
<td>15</td>
<td>350</td>
<td>Jason joins the Marine Corp and fights in the Korean War. Returns to Oregon and marries woman from Montana.</td>
</tr>
<tr>
<td>24</td>
<td>590</td>
<td>Jason becomes active in Tribal politics.</td>
</tr>
</tbody>
</table>

**Key Words:** Celilo Falls, Spearfish, Wishram, The Dalles, Hood River, Mosier, Tommy Thompson, fishing weirs, subsistence use, seasonal round, spring camps, winter village, Chemawa.
FIGURE 3: SAMPLE ORAL HISTORY CULTURAL RESOURCE INVENTORY FORM

Tribal/Ethnic Affiliation: CT Warm Springs

SITE IDENTIFICATION

Site Temporary Number: __WS 37__________ Official Site Number: __none given
Native Name: _Woq'sat_________________ Variation: _La'tloxtaq
Translation: _Hot Water_______________ Translation: _to bathe; to become clean
Source: __95CRG13; 95CRG20_________ Source: __04CR13

LEGAL DESCRIPTION: __T 21 S R 13 E__ Sec. __19__ SW ¼ NE ¼ SE ¼
U.S.G.S. 7.5’ Series (1:24,000): Quadrangle: __East Lake, Oregon________ Date __1982__

SITE DESCRIPTION

Site Type:  
_x_ Habitation           ___ Cemetery          x_ Other
___ Village             ___ Isolated Burial     x_ Trail
x_ Camp                ___ Multiple Burial     ___ Procurement Locale
___ Other              ___ Cache              ___ Spiritual site
___ Other              ___ Cache              ___ Legendary Site

Season of use: ___ spring ___ summer _x_ fall ___ winter ___ year-round ___ unknown
Duration of Use: ___ Single Occupation _x_ Repeated Occupations ___ unknown

Physical Site Description: Small camp site located along the north bank of East Lake. Site extends approximately 300 meters along lake shore, on both sides of a small perennial stream, and north of the lake at least 100 meters. Visibility is poor due to thick understory obscuring much of the area away from the lake shore. Native elders recall staying at camp with few hunters but have heard stories of larger encampments. Several thermal water vents issue from beach area along shorelines. Thermal activity central attraction to site area. Lithic debris can be seen scattered throughout the area. Quantity of material probably due to extensive obsidian flows in area.

Age: ___ Present _x_ 1900-1950 _x_ 1855-1900 _x_ Contact-1855
    _x_ Prehistoric

Dating Method:  
_x_ Oral History ___ Historical Records _x_ Interpretive ___ Absolute

Site Significance: Elders from the Warm Springs Reservation state that this site was used every fall by hunters while searching for large game. Thermal pools were excavated along the lake shore so as to facilitate bathing. Thermal waters well known for therapeutic qualities and water would often be bottled and taken home for later consumption. Site’s location near large mountain lake, fresh water, and ample quantities of lithic material made it an ideal location for a seasonal camp.
Degree of representation in oral tradition:

___ Very High    X    High     ___ Fair     ___ Low     ___ Nonexistent

Citations:
Oral History:  Tape # 04CR13 Interviewee: Jason Childers
Tape # 04CR20 Interviewee: Paul and Nora Blalock
Tape # 04CR25 Interviewee: Jeffery L. Monetass
Tape #  _________________ Interviewee: _______________________

Previous Investigations:  NONE
Historical Accounts: ___________________________________________________________
Existing Collections of artifacts or oral history:  None known

Site Map: (attach copy of U.S.G.S. 7.5 Minute Series)   East Lake, Oregon

Legend:
Known Boundary  - - - - - - -
Possible Boundary  □□□□□□□□□
Other Symbols

Scale: 1:24000
INTERVIEW PROCESS

INTERVIEW TECHNIQUES & TIME ALLOTMENT

Introduction: After completing a review of all available background data, identifying gaps in area knowledge, and selecting individuals knowledgeable about your project area, it is time to consider the actual interview process. Before meeting with interviewees major questions or areas of concern need to be organized and an interview outline developed. While the major components and use of an interview outline have been discussed earlier, information is included here to assist interviewers in developing appropriate questions and conducting the interview. In addition, information regarding the allotment of time required to complete the oral history project is discussed. The importance and cost of tape transcription is also presented.

Construction of Interview Outline: An interview outline should represent a topic outline of the historical information that you hope to discover. This outline forms an important tool for project interviewers. It includes a list of general and specific questions that you wish answered, but it is not a questionnaire that interviewers read from word-for-word. It is more of an outline to help keep a discussion on track. It should be used as a reference guide of the range of topics you wish to cover. The guide might list the sequencing of topics and questions in a logical order, but information should be solicited according to the flow of the interview. By constructing an outline interviewers have an opportunity to share their ideas and develop a focused direction for the interview. The interviewer's clear focus and demonstrable knowledge will result in better questions and more substantial responses. It will assure interviewees that interviewers are well prepared.

After familiarizing yourself with your area of interest, including gaining a familiarity with any historical archival sources, develop a list of questions for each person to be interviewed. Questions can be organized into two lists: (1) questions you will ask every interviewee; and (2) questions you will ask only specific individuals. This approach will generate two lists of questions (i.e., general and specific) that will provide a body of general knowledge about the selected theme as well as a means to compare the different individual's perceptions. This will provide a basic idea of each interviewer's background and any personal biases. Make sure that questions are appropriate, comprehensive, and unbiased. Good questions are the product of good research. Provide an environment where the interviewee can express what they are thinking, not what they think is wanted. Your list of questions should be used as a guide during the interview process but should not restrict the flow of information. Remain flexible and be willing to move beyond the list of prepared questions as the interviewee provides more detailed information.

Questions should be designed to elicit a penetrating discussion concerning particular issues, concepts, motives, the sequence of activities or actions, obstacles and frustrations, the role of the individual, family, friends, or government agency, and the dynamics of the world as remembered by the interviewee. Several types of questions can be used during the interview including: yes or no type questions; open-ended questions; specific, direct questions; and questions that are more provocative or probing. Yes/no questions usually solicit quick, short replies and should generally be avoided. It is better to try and rephrase this type of question so that the interviewee will be allowed the opportunity to place their answer into a personal context. Open-ended
questions provide an opening for a new subject area or can be used to solicit interpretive or reflective answers. Specific, direct questions provide quick and definitive answers. Provocative or probing questions can often elicit strong responses and should be used with care. Be sure that this type of question can be justified given the context of the interview. If, after asking a question the answer remains unclear, rephrasing the question may help to clarify the meaning or yield confirmation on an otherwise vague or ambiguous point.

The use of silence can also be a very effective interview tool. Attempts by the interviewer to fill periods of silence with prodding comments or by restating the question often only serves to distract interviewees resulting in the loss of valuable commentary. Be sure and give the interviewees plenty of time to consider each question and to phrase their reply. Never rush!

Aggressive questioning can quickly alienate the interviewer and destroy any rapport you may have developed. This style of questioning should be avoided. The role of the interviewer is to work with each interviewee to help them to recall and share their knowledge of your project focus. Your role is to be courteous, reassuring, and attentive. You need to listen as well as ask appropriate questions.

Through careful listening and being able to identify an "opening" or opportunity for follow up, many new areas of interest can be identified or ambiguous situations made clear. When presenting a question to an interviewee always keep in mind what topics or general information you are seeking. Be sure and consider each answer with regard to these fields of inquiry and formulate new questions that might help to further illuminate your topic.

Initial questions in an interview can serve as a means to gather background information on the informant and can help both the interviewer and interviewee to become comfortable with each other. Questions that deal with the interviewee's birth and family will prove extremely useful in compiling a biographical sketch of the interviewee. This information will assist in identifying the interviewee's area(s) of expertise. Volunteering information about yourself may help the interviewee to feel comfortable with the interview process.

After initial background information is recorded, the first substantive question regarding the focus of the interview needs to presented. This question should set the stage for the day's interview and be one that the interviewee knows a lot about, feels comfortable with, and can answer at some length and in great detail. Such an approach acknowledges that the interviewee's expertise is unique and important to your research, that they are expected to do much of the talking, and that the interviewer is genuinely interested in hearing about the interviewee's experiences and knowledge. This process will undoubtedly reveal specific information on many different areas that through future questioning may expand the range of information you had originally envisioned. Essentially, the interviewer serves as the facilitator of the process of recollection but it is the role of the interviewee to provide those recollections. Therefore the interviewee should provide the bulk of the dialogue and interviewer discourse should be kept to a minimum. The use of maps and on-site visits greatly facilitates a person's memories of an area or event. Both techniques should be incorporated into the interview process.

Tape recorders serve in the capacity of a "blind" participant in the interview process. Their role in recording an informant's recollections for posterity is important but audio recording has its
limitations. Any response that relies on nonverbal means needs to be described for future audiences. For example, if an object is described as being about "this wide", the interviewer needs to interject a question that will clarify this description. "So it's about four feet wide?"

Remember, when using an interview outline or guide, there are two things that you should always keep in mind: First - that the outline is just that-- an Outline! There should be no verbatim questions on the interview outline. The substance of the questions should be sequenced in a logical order but don't be afraid to vary from this sequence if the conversation begins to take a different turn than expected. The interview outline should be considered more of a shopping list of the topics you wish to discuss rather than a recipe that must be followed in a particular order. Secondly, with each new relevant topic introduced by the interviewee during discussion or ones you introduce, start out with an open-ended question that will allow the interviewee the chance to explore this topic in greater depth and detail. Ask additional questions in order to clarify their response or to elicit additional details.

Locating and contacting potential interviewees: Native elders and knowledgeable individuals having information pertinent to your project area need to be identified. Names of potential interviewees should be solicited from local historical societies, tribal governments and cultural resource programs, and area residents. After constructing a list of potential interviewees, each individual should be personally contacted in order to determine if they retain memories of your project area and are willing and able to participate in this project. After initial contact be sure and ask whom they would recommend you talk with. Interviewees usually have a good idea which individuals retain knowledge of specific areas and their advice may help prioritize interviews. Be sure and ask each person what area(s) they are most familiar with. Do they recall information about specific sites? Is their knowledge confined to only a particular portion of your project area? Are they willing and able (i.e., health, vocal quality) to share the information? Each of these issues is very important and need to be identified during your initial contact.

Using information obtained from initial contacts, consider the potential value of each interviewee's testimony. What areas do an individual say they have knowledge of? Do the person's life experiences, as identified during your contact, suggest that they know information about specific areas within your project area? Do they appear alert and possess a detailed memory? Using this information, intuition and advice from other people knowledgeable of your project area, prioritize each of the interviewees.

Contact potential interviewees and arrange interview: When contacting interviewees make sure they understand the nature and reason for the project. Answer all questions completely so that prior to the interview they understand how sharing their knowledge, insights and experiences will assist your research project. Discuss the range of topics you hope to cover during the interview. This will allow the interviewee time to think about the area/topics to be discussed so that by the time of the actual interview their input will be based on a thoughtful consideration of the subject. By using an Interview Preparation and Post-Task Checklist it will be easier to insure that necessary interview components are not forgotten.
CONDUCTING THE INTERVIEW

All interviews need to take place in locations that are comfortable, quiet, and free from interruption. They should generally not extend over two (2) hours in length, especially for elderly people. It is better to conduct several interviews than to exhaust a person during the initial interview. Provide a 15 second space in the beginning of each tape to include an introduction prior to recording. Leave plenty of free time after the interview to allow for time to review the interview while the information is still fresh. Make notes about any impressions you might have had during the interview; about the person’s health and demeanor, any new questions raised during the discussion, or any other points that will help in remembering the interview later. Often an interviewee will use their hands or make sketches to illustrate a particular point. Make sure to mention these since the recording will fail to pick up on this information and they may prove extremely useful when reviewing the transcript.

Conduct initial interviews with knowledgeable elders/interviewees:

a: Obtain interviewee's signature on an Interview Consent Form: Before beginning the first interview with each interviewee, review the nature of the oral history project and the types of information your agency is attempting to collect. Discuss how information shared by the interviewee will be used for the identification and protection of cultural resources in your area of study. Explain the purpose of the Interview Consent Form. Discuss possible restrictions they can place on the future use of this material. Read aloud the entire form with the interviewee and make sure that they understand it completely. After answering all questions, if the interviewee agrees to participate in this project obtain their signature on an Interview Consent Form. Leave a blank copy of the Consent Form with the interviewee for their future reference.

b: Conduct interview: Using the interview outline, discuss the major topics of inquiry with the interviewee. Identify the general range of information the interviewee might know regarding your topic. What types of information do they know and for what time depth does this information relate? If your topic is area specific, using a map of the area (U.S.G.S. 15 Minute Quadrangle) attempt to document the range of each interviewee's knowledge and area of expertise. Site-specific areas should later be plotted on 7.5 Minute Quadrangle maps. Questions should focus on collecting site-specific or topic-specific information, when possible.

Keeping Track of Information

Note taking during interviews is largely a matter of personal preference but they can be very distracting to the interviewee. If two interviewers are conducting an interview, one person should take control of directing the actual interview while the other concentrates on taking notes. When interviewing alone, focus your attention on the interviewee and rely on the tape recorder to capture the conversation. If an interviewee requests that no audio recording be made, jot down notes or key points when necessary but keep this activity to a minimum. By working on developing trust with each interviewee future interviews will be more informal and allow more freedom for note taking. Try to remain attentive and encourage the interviewee to share whatever
thoughts they may have on the topic being discussed. If an important issue is mentioned or new lead presented, jot down a one or two word note as a reminder to follow up on it later. When referring to maps or sketches made by the interviewee, try to verbally reference each area or drawing so as to provide a mechanism, on tape, to follow the conversation. Copies of all notes, sketches, and maps should be attached to the Oral History Interview Summary Form after the completion of the interview for final curation.

Ending an Interview

It is up to the interviewer to recognize when an interview should be concluded and to know how to terminate it. Be aware of how the interviewee is feeling and if (s)he appears tired or has lost interest in the process. Often a time limit has already been established for an interview and its termination poses no problem. At other times, the interviewee will continue to participate long after (s)he has become exhausted. Watch for signs of fatigue and take charge of ending an interview session as gracefully as possible. Occasionally, during the course of an interview, it will become obvious that no productive information will be gained and it is up to the interviewer to politely terminate the interview. If additional interviews or field visits are needed ask the interviewee about their availability. Set up a tentative date for your next visit. Always leave the opportunity open for additional interviewing should circumstances require it.

Complete all interview related forms and procedures: Immediately after the completion of each interview, complete all post-interview tasks and oral history forms and place all forms, notes, and photographs into a file reserved for Oral History data. Post-interview tasks include:

a. **Complete an introduction for each tape:** Include the tape number, name of interviewee(s), interviewer(s), and interpreter(s), interview date, location, and general topics covered during the interview. Prior to conducting an interview advance all tapes for approximately 15 seconds (or tape counter to fifteen), thus allowing enough space to add a tape introduction after the interview has been completed. It is hard to predict what will occur or who might show up during a specific interview before it takes place so adding the introduction after the tape has been completed will save you from having to erase and/or edit a prerecorded tape lead. A sample introduction is included below to serve as a guide:

“This is Tape 04CR23, an interview with Nathan Columbia, Columbia River fisherman and resident of Hood River, Oregon. The interview is being conducted on August 4, 2004 at Mr. Columbia’s residence in Hood River, Oregon, and on the Columbia River. The interviewer is Dennis Griffin, interpreter is Susan Helstrom. Topics discussed include: traditional use of Columbia River fishing sites in the vicinity of Hood River, general fishing history on the Columbia River, Celilo Falls, techniques for catching and preparing eels, and the history of Mr. Columbia's family along the middle Columbia River. This interview is continued on tape #04CR 24.”

b. **Complete Labels for tape, tape box, and review form:**
   1. Immediately after completion of the interview, complete the tape and tape box label. The tape label should include the following information: 1. Tape number
(tape number should include year, project abbreviation, and number of recording - (yr./ proj./ #), i.e., "04CR23"); 2. Name of the interviewee(s); 3. Date of interview and place of recording; 4. Name of the interviewer; and 5. Name of the interpreter.

<table>
<thead>
<tr>
<th>Tape Number</th>
<th>Interviewee</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>04CR23</td>
<td>Nathan Columbia</td>
<td>4 August, 1995</td>
<td>Hood River, Oregon</td>
</tr>
<tr>
<td>Interviewer: Dennis Griffin</td>
<td>Interpreter: Susan Helstrom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Tape box label should include the Tape number and name of the interviewee:

<table>
<thead>
<tr>
<th>Tape Number</th>
<th>Interviewee</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>04CR23</td>
<td>Nathan Columbia</td>
<td>4 August, 1995</td>
<td>Hood River, Oregon</td>
</tr>
<tr>
<td>Interviewer: Dennis Griffin</td>
<td>Interpreter: Susan Helstrom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. A tape review form should be completed that includes: Tape number; name, address and phone number of interviewee; date, time and place of interview; name of interviewer; name of interpreter; language (s) used; length of interview; and if this interview is continued on additional tapes.

c. **Record any notes or observations immediately after the interview:** While the interview is still fresh in your mind, it is important to take the time and review all notes taken during the interview. Jot down any thoughts or ideas and record personal observations regarding the interviewee (i.e., health and attitude) and interview (i.e., noise, sites pointed out by interviewee, or topics discussed). Be sure and record any questions that need to be clarified with the interviewee during the next interview, new topics or ideas, additional names of informants to contact, and/or a list of place names mentioned during the interview. Place a copy of all interview notes, sketches, and a list of any photographs taken in the project oral history file. Make sure that the file is clearly marked with the tape number and interviewee's name.

d. **Record tape information on Tape Index Form:** Add all necessary information from the completed interview tapes to the master Tape Index form. This information should include: tape #, recording date, interviewee's name, interpreter's name, interviewer's name, interview location, language(s) used during interview, and a brief description of the tape's contents (i.e., sites mentioned, names, key words).

e. **Make a copy of all interview tapes:** After copying tape make sure that recording tabs (located on top edge of tape) are punched out on both original tape and copy. Keep the original copy of the tape(s) in a vault or other safe area to insure long-term preservation. Use the tape copy for all future work (i.e., summary index, transcription, loan).

f. **Review tape copy and complete Oral History Interview Summary Form:** Using an Interview Summary Form complete an index of each tape's contents. The index should be quite detailed and be broken down into subject-time segments of from no larger than 5-7 minute intervals. Include data on time (minute) elapsed and tape counter number while reviewing the recording. Indexing by minute is more accurate than tape counter numbers.
since tape counters are not consistent from machine to machine. Key words and place names should also be listed for future reference.

**Extract important information from the interview:** After completing the Oral History Interview Summary Form, extract all useful information. Add all site-specific information to Site Summary Forms and mark site locations on area maps. Where appropriate, on-site visits should be scheduled in order to complete any needed Oral History Cultural Resource Inventory Forms. Identify future topics that need to be addressed or issues needing clarification. Make a list of any individuals identified during the interview that may have valuable information about your topic. Contact these individuals regarding their range of knowledge and availability and add their name to the prioritized list of interviewees where appropriate.

**Determine whether field visit to sites/areas is needed:** Conduct field visit if appropriate. After collecting site-specific information on several sites/areas, arrange for a field visit to verify site locations. Participation in field visits can involve one or more elders depending on their availability, the proximity of knowledgeable sites, and knowledgeable interviewee’s preference. If the sites visited are located within a relatively small area, group interviews should be encouraged. On-site visits often jog personal memories regarding site details that were previously forgotten and/or the locations of additional sites. Interaction between interviewees can often produce detailed accounts of previous site/area use. U.S.G.S. 7.5 Minute Quadrangle maps should be used during all site visits. Site boundaries should be elicited and recorded on area maps and individual Cultural Resource Inventory Form. Have interviewees point out specific geographic features or areas that were used by them or their family. Record any place names and mark their location on U.S.G.S. maps.

**Complete an interview outline and conduct the next interview:** After studying the results of previous interviews, consider modifying outlines for the next scheduled interview to incorporate any newly acquired information, questions, or possible discrepancies. Conduct the next interview.

**Review tape transcription priority:** If a tape's transcription priority is considered high and funds are available, send a copy of the interview tape to a transcriber for review. If funds are not readily available place the tape on a priority list to be fully transcribed in the near future.

**If tape(s) are transcribed, review each completed transcript:** After transcript has been returned from processing, check for accurate spelling of native place names using accepted tribal orthography. Original interviewers should review each transcript to insure accuracy. Interviewers have a better idea of a tape's contents and are more readily able to recognize errors in content and translation. Complete a more detailed list of key words, place names, and personal names. Complete a Tape Transcript Index Summary Form and file copy along with the completed transcript. Guidelines for the Completion of the Tape Transcript Index Summary are provided on this webpage. These review sheets can (should) be indexed onto a computer database providing easy access to all oral history tape information for future reference. A sample Tape Transcript Index Summary Form is included in Figure 4.
**Review Transcript with Interviewee:** To insure transcript accuracy. Make final copy of transcript after interviewee approves final form. Provide interviewee with a copy of the final transcript.

**COMMON MISTAKES TO AVOID DURING INTERVIEWS**

1. Don't take a too-active role in the interview and dominate the conversation. Be sure and thoroughly discuss with the interviewee why the interviews are needed and how the knowledge they agree to share will be used but allow the interviewee the freedom to present their knowledge in the manner they are most comfortable.
2. Try not to become nervous or impatient if the interviewee shifts focus away from your proposed area of interest. Don't intervene and cut off the interviewee. Allow for a normal break in the conversation before bringing the interview back to the topic you wish to discuss. Use silence as an advantage. Allow enough time for the interviewee to really think about the subject being discussed and to say everything they wish to say.
3. Always try to use open-ended questions. Closed type questions do not allow the interviewee time or means to think about their own recollections on the discussed topic. These types of questions are too pointed and solicit only short answers.
4. Avoid using complex or badly formed questions. They often serve to frustrate or confuse the interviewee. Think about the questions you wish to ask before you ask them.
5. Pay attention to the information shared by the interviewee. Information pertinent to additional areas or topics may be mentioned in passing and you need to be able to recognize the opportunity and to clarify new leads or areas of confusion.
6. Try not to leave any topical or chronological gaps in the interview. All discussion areas need to be tied in to the general topics discussed.
FIGURE 4: SAMPLE TAPE TRANSCRIPT INDEX SUMMARY FORM

Tape No.# 04CR08  Interviewee Name: Robert Blaylock

Transcript Level: 3  Reliability: 3  Rating: 2

Reviewed by: Dennis Griffin

Transcript Summary:
Part one of two tapes dealing with salmon fishing along the Columbia River and its tributaries. The transcript is incomplete with many breaks but the information is clear and the content is excellent. Sahaptin narrative has been translated and transcribed in English but the accurate spelling of place names needs to be checked. Numerous place names dealing with the Columbia, Hood, White Salmon, and Wind Rivers are included. The tape provides much information on fishing strategy and techniques used for obtaining fish before the advent of commercial fishing and the depletion of the salmon.

Contents/Keywords:
Salmon fishing - techniques, strategies; fishing - nets, snares, weirs, hook and line; fishing sites; seasonal use of the Columbia, Hood, White Salmon, and Wind Rivers; women's role in seasonal fishing; raw materials - oil, fish skins; subsistence activities; supernatural beings - spirits, coyote.

Place Names
at'at'alia  Ten-Mile Rapids
wa'yagwa Area a little below above site
wa'q!emap 1/4 mile above Spedis railroad station
nixlu'idix Wishram village
caba'nkckc a village about 1 mile downriver of Spedis
Finn’s Hole Swimming, picnic and camping area used by Mosier residents
Norris Cabin Late 19th century cabin built by Ed Norris while working on local salmon cannery.
Ice House Natural ice cave used for refrigeration by early residents of Mosier

Personal Names
Ciulingoci Mary Jacobs
Aantuli Betty Livingstone
Yuunchar John Smith
Shoowculu Jeffery Adams
Big Jake Jake Thomas, Captain of U.S. Pinafore, commercial steamboat on Columbia
Rusty Bob Hancock, early Hood River area fisherman
ALLOTMENT OF TIME REQUIRED TO COMPLETE INTERVIEW PROCESS

If done properly, the actual amount of time spent conducting an interview is very small in comparison to the total amount of time involved in interview preparation and post interview tasks. To help estimate the total amount of time required to complete the interview process, Figure 5 outlines the estimated time required to identify of potential interviewees and conduct and process an actual interview. The first column of Figure 5 lists the minimum time required to arrange for initial interviews. This time is necessary whether one interview is conducted or 100. The second column outlines the estimated time involved in completing a one (1) hour interview.

The third column breaks down the time needed to complete a tape transcription for one hour of taped interview. Not all tapes merit this investment. In evaluating which tapes need to be transcribed and which tapes do not, the following factors (Baum 1977) should be considered:

<table>
<thead>
<tr>
<th>Why Transcribe</th>
<th>Why Not to Transcribe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transcripts are easier to use than tapes. Few researchers will spend the time to listen to tapes if not transcribed.</td>
<td>1. No funds are available. After completing a tape index you hope that funds will become available to transcribe the tape.</td>
</tr>
<tr>
<td>2. An interviewee can review and amplify what they said in an interview if there is a transcript.</td>
<td>2. The interview covers a single topic with very limited research value.</td>
</tr>
<tr>
<td>3. Tapes including dialogue in languages other than English need to be thoroughly and adequately translated in order to assess the importance of the information offered by the interviewee.</td>
<td>3. The value of an interview is often in capturing the sound, feel, language, and flavor that is conveyed rather than any new information. Such a tape does not need to be transcribed.</td>
</tr>
<tr>
<td>4. Native place names should be accurately written in the local Native orthography.</td>
<td>4. Some interviews come out badly for one reason or another. Sometimes the wrong interviewee is selected. Such a tape does not need to be transcribed.</td>
</tr>
</tbody>
</table>

Transcription costs can be greatly reduced if a rough transcription of the interview is all that is required. This would effectively eliminate over two-thirds of the transcription time estimated above. Since the interviews are the property of the interviewer/agency and are usually not intended for widespread dissemination or publication, a rough transcription of a tape and an accurate translation of all personal names and places should prove sufficient for your immediate needs. A rough transcription of a one (1) hour tape will take approximately 8-10 hours.
**Figure 5: Estimated Time Required to Complete the Interview Process for a One (1) Hour Interview**

<table>
<thead>
<tr>
<th>Pre-interview Process</th>
<th>Interview</th>
<th>Transcription$^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Contact &amp; Interview Arrangement</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>Interview Preparation</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>Interviewing</td>
<td>2 hours$^3$</td>
<td></td>
</tr>
<tr>
<td>Completion of Interview Forms</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>Completing Interview Summary</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>Transcribing (24-40 pages)</td>
<td>8 hours</td>
<td></td>
</tr>
<tr>
<td>Auditing</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>Editing</td>
<td>8 hours</td>
<td></td>
</tr>
<tr>
<td>Finishing Touches</td>
<td>7 hours</td>
<td></td>
</tr>
<tr>
<td>Other Tasks</td>
<td>8 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>5 Hours</td>
<td>7 Hours</td>
</tr>
</tbody>
</table>

---

$^2$ Estimates based on *Oral History: From Tape to Type* (Davis et al. 1977). Interviews were conducted entirely in English. If interview involves more than one language or requires translation into English, estimated time involved in entire process will increase considerably.

$^3$ For on-site visits allow at least 8 hours for interview.

$^4$ Time estimates for interviews and transcriptions are for one (1) hour of taped interview. If interview extends longer than one hour, estimates should be increased.
ARCHIVAL STANDARDS

INTRODUCTION

When conducting oral history interviews, the following information is offered to insure that all original tapes, records, and primary documents are maintained in a manner consistent with the requirements of 36 CFR Part 79, "Curation of Federally Owned and Administered Archaeological Collections". Original records and primary research materials will remain available to qualified researchers except for sensitive information that the interviewees feel the release of may reasonably be expected to lead to the damage of a cultural resource. Restricted data will remain confidential and should be listed on the Interviewee Consent Form. Interviewers should obtain written permission from all interviewees to release interview information before conducting any interviews. A sample Interview Consent Form has been included that can be used as a guide in cases where an existing form is not available.

CURATION STANDARDS

1. All transcripts, interview notes, sketches, and correspondence should be kept together in one location that is clearly identified as oral history material. Acid-free containers should be used to store all paper documents to insure their long-term protection. File cabinets or document boxes should be labeled with the name of the collection and the associated tape catalog number.

2. Place a copy of all photographs with the Oral History Information Form. Photographs should be stored in acid free envelopes with a brief description written in pencil on the back. Be sure and include reference information for the photograph, the date, project name, tape number associated with the photograph, and interviewer's name. This data should be available from your photo log. Do not attempt to mount the photographs.

3. Proper storage for all tapes require an area free from any strong magnetic fields. Tapes should not be stored in metal storage cabinets due to the magnetic qualities that are often associated with them which often result in blank spots developing on the tape. If an electric spark accidentally results (i.e., vacuum cleaner coming in contact with storage case), all tapes stored within the cabinet could be destroyed (Harris et al. 1975). In addition, all tapes need to be stored at least six inches above the floor and away from any pipes and heaters, electric motors, microphones, loudspeakers, or magnets. Wooden storage containers are excellent for storage of tape recordings.

4. Tapes should be stored in a dust free environment with temperatures ranging between 65°F to 75°F and 50% to 55% humidity. Similar conditions are recommended for all paper materials so that both tapes and documentation can be stored closely together.

5. If using reel-to-reel tapes, 1/4" reel-to-reel tapes are recommended for highest quality in recording and playback. When storing tapes, they should be left in the "tails out" position. This means that tapes should not be rewound after playing but stored as is. The tape should be rewound immediately before playing so as to insure the continued quality...
of the tape. The reason for this is that when a tape is rewound using high-speed rewind or fast forward capabilities the tape will often be wound unevenly on to the reel. Tapes tend to contract and expand with changes in humidity and temperature causing unsupported tape edges to become distorted. These edges will become permanently damaged when the tape contracts. In the "record" or "play" mode, machines do a better job of winding a tape and less damage will result.

6. Digital recording devices such as DVD and DAT recorders and CD R/W disks provide another medium in which interviews can be recorded. Cost and availability of equipment should be researched before the interview process is begun.

7. All tapes should be visually inspected periodically to check for signs of deterioration. In order to keep tapes from slaking and stretching, each tape should be "exercised once every six months. "Exercising" a tape usually means that a tape is fast forwarded (or in the case of reel-to-reel tapes placed on to another reel) and then played at a normal speed (back onto the original reel). This exercise will keep the tapes taut and resilient and will lessen the chances of the tape printing over itself.

8. All cabinets containing tapes and associated documentation should be equipped with a lock and key. This will insure the protection of sensitive information contained within the tapes as well as provide a safeguard for the informants who have volunteered information useful to Tribal projects. Any scholars, agency personnel, land planners, or students needing access to the tapes or transcripts need to apply in writing to the agency possessing the tape and follow established access protocol.

9. Copies of all tapes should be made as soon as possible after recording. Master tapes should be kept in a vault or other safe area to insure protection and not be used for casual listening or for transcription. These tapes should be brought out only to make extra copies, in cases where the original copy has been damaged or destroyed, and to allow for periodic maintenance (i.e., rewinding).

HANDLING OF ORAL HISTORY TAPES AND TRANSCRIPTS

1. All tapes and transcripts should be available to all qualified researchers, with the following restrictions:
   a. All requests for access to tapes and transcripts should be submitted in writing to the appropriate agency. Request forms should be available from the agency, which will require the requestor's name, address, institution they represent, and reason for requesting access. Forms will also allow room to list the requested tapes and/or transcripts. A Request for Access to Interviews and Archival Material form is available as an example of the type of form that can be used.
   b. Access will be restricted to all sensitive information relating to the nature, location, and character of prehistoric and historic resources. Individuals must

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5 Form is adapted from a sample from the Idaho Oral History Center, Idaho State Historical Society, Boise.
work with a professional archaeologist (e.g. SHPO, BLM, USFS) or Tribal staff in order to identify non-sensitive material or gain access to screened copies of transcripts.

c. No individual should remove any tapes or transcripts from the archive.

d. Tapes and transcripts shall not be duplicated, microfilmed, or reprinted. Exceptions may be made only in cases where the agency possessing the tape believes that they are warranted for the protection of cultural resources and/or educational purposes.

e. Tapes and transcripts are not available through interlibrary loan.

f. Any additional restrictions that may be placed on individual tapes and transcripts will be followed.

2. Procedures for using quotations from any tapes or transcripts:
   a. For any and all quotations or excerpts from the transcripts or tapes to be published, the author must gain written clearance from the respective agency and submit the name and address of the publisher to the agency so that the publisher can be informed of the possibility of libelous statements in the materials.

   b. No quotes will be attributed without the living narrator's permission.

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6 Prehistoric and historic resources are defined according to 36CFR 79.4 and Tribal regulations. These include: material remains; components of structures and features; intact or fragmentary artifacts and waste products of human manufacture; human remains; traditional cultural properties; and foods and medicines.
GUIDELINES FOR REFERENCING ORAL SOURCES

1. Within the text: When quoting or paraphrasing oral communication, the source should be cited in the same manner as written sources; the surname followed by the year should be placed in parentheses.
   a. Direct Quotes: The citation should come after the closing quotation marks but before the final period. Example: John recalled visiting the village during the winter. He stated, “My father maintained a trapline that extended up Crisco Creek that he would have to maintain at least once every two weeks” (Jacobs 2004).
   b. Paraphrasing Information: Use a similar format for citing an oral source as mentioned above. The period is placed outside the parentheses.
   c. Citing before the quoted or paraphrased passage: When appropriate, put the citation before the passage being cited using the standard format, name and date of source in parentheses.
   d. Multiple interviews with the same interviewee during the same year: Differentiate each interview/tape made by the same interviewee by placing alphabetizing (small letter) after the date (i.e., Jones 2004a, 2004b).

2. Within the Bibliography: The following format provides an example of how to reference oral sources in the bibliography.
   a. Taped source:
   b. No tape transcription: If tape is not transcribed or if interpreter was not used, simply delete those sections.
   c. Multiple citations by same interviewee should be cited in a similar manner as outlined above.

3. Personal Communication:
   Within the Text: When referencing personal communication within the text, such as untaped interviews, telephone conversations, letters, etc., use the full name of the source (unless it appears in the text [e.g., Mr. Smith (telephone communication, July 7, 2004) stated that …])}, description of the communication, and as much of the data as possible. This information should be placed within parentheses in the appropriate sentence of the passage. In some instances it may be more appropriate to use the term “personal communication” rather than a description of the communication, such as when citing casual conversations.

   Example: One Cherokee elder stated that when he was a boy at least six families, including his, would return to the village to catch fish as soon as the snows had melted (Samuel Smith, personal conversation, 3 July 2004).
In the Bibliography

Often the information given in a citation of a personal communication is all the information that was shared by the interviewee. When this is the case, it is not necessary to reference the personal communication in the bibliography. However, in cases where further information about the communication is shared, such as a formal interview that was untapped, it is appropriate to reference it within the bibliography using one of the following formats:

Smith, Samuel
2004  Untaped interview. Dennis Griffin, interviewer: Robert Berouq, interpreter.
     Salem, Oregon. 3 July.

Smith, Samuel

Smith, Samuel
2004  Conversation with the author. 3 July. Salem, Oregon.
REFERENCES

Baum, Willa K.

Davis, Cullom, Kathryn Back and Kay MacLean
1977 Oral History: From Tape to Type. American Library Association, Chicago.

Echo-Hawk, Roger
1997 Forging a New History for Native America. In Native Americans and Archaeologists: Stepping Stones to Common Ground, edited by Nina Swindler, Kurt E. Dongoske, Roger Anyon, and Alan Downer, pp. 88-102. AltaMira Press, Walnut Creek, California

Griffin, Dennis

Harris, Ramon I., Joseph H. Cash, Herbert T. Hoover, and Stephen R. Ward

Hubbard, Blair, Heather Huyck, and David Nathanson

Sitton, Thad, George L. Mehaffy, and O.L. Davis, Jr.

Starr, Louise