CHURCH HISTORY GUIDES

Oral Histories

• COLLECTING, PRESERVING, AND SHARING CHURCH HISTORY •
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Oral History Instructions</td>
<td>2</td>
</tr>
<tr>
<td>Preparing for an Interview</td>
<td>2</td>
</tr>
<tr>
<td>Recording an Interview</td>
<td>3</td>
</tr>
<tr>
<td>Processing an Interview</td>
<td>5</td>
</tr>
<tr>
<td>Submitting an Interview</td>
<td>6</td>
</tr>
<tr>
<td>Resources</td>
<td>7</td>
</tr>
<tr>
<td>Preparing and Recording</td>
<td>8</td>
</tr>
<tr>
<td>Standards for a Recording Device</td>
<td>8</td>
</tr>
<tr>
<td>Pre-interview Questionnaire</td>
<td>9</td>
</tr>
<tr>
<td>Sample Interview Invitation Letter</td>
<td>10</td>
</tr>
<tr>
<td>Sample Interview Outlines</td>
<td>11</td>
</tr>
<tr>
<td>Oral History Agreement (form)</td>
<td>18</td>
</tr>
<tr>
<td>Processing and Submitting</td>
<td>19</td>
</tr>
<tr>
<td>Standards for Naming Electronic Folders and Files</td>
<td>19</td>
</tr>
<tr>
<td>Oral History Cataloging Worksheet Instructions</td>
<td>20</td>
</tr>
<tr>
<td>Oral History Cataloging Worksheet Example</td>
<td>22</td>
</tr>
<tr>
<td>Instructions for Sending Large Electronic Files by FileSend</td>
<td>24</td>
</tr>
<tr>
<td>Receiving Feedback</td>
<td>27</td>
</tr>
<tr>
<td>Feedback Criteria</td>
<td>27</td>
</tr>
<tr>
<td>Oral History Evaluation (form)</td>
<td>28</td>
</tr>
</tbody>
</table>
Introduction

In November 1831, the Lord commanded John Whitmer to make “a history of all the important things which he shall observe and know concerning my church.” The Lord further stated that this history would “be for the good of the church, and for the rising generations” (D&C 69:3, 8). Church leaders have taught that remembering can increase gratitude for God’s kindness, strengthen a person’s resolve to live the gospel, and provide a pattern for living the gospel and overcoming adversity (see Henry B. Eyring, in Conference Report, Oct. 2007, 69–73; or Ensign, Nov. 2007, 66–69; Marlin K. Jensen, in Conference Report, Apr. 2007, 35–37; or Ensign, May 2007, 36–38).

An effective way to collect Church history is to conduct oral history interviews. Oral histories are a valuable tool for capturing and preserving information about historical events, major developments in Church units, lives of individual members, testimonies, and memories that may otherwise be lost. Oral histories also allow for in-depth analysis of a topic or event. Allowing people to use their own words can move them to share aspects of their faith, testimonies, and experiences that may not be recorded in writing.

As with all Church history work, a focused approach with clear objectives is more likely to produce success. Oral histories should be conducted in harmony with the area Church history plan. Church history advisers may conduct oral history interviews or oversee others who conduct them. Following the four-step process described in this guide will improve the quality of each oral history.
Oral History Instructions

Preparation for an Interview

Purpose and Background

When preparing, be sure to define the purpose for the interview. Ask yourself, “Why am I interviewing this person? What do I hope to learn? What events or topics do I want to document?” Let your purpose determine appropriate questions for the interview outline.

Learn about the person you are interviewing and obtain a basic understanding of the events that shaped his or her life. A pre-interview meeting may be a good way to obtain background information and determine if the candidate will interview well (see the “Pre-interview Questionnaire” in the “Resources” section, p. 9). Good preparation demonstrates you are interested in the person, and it will help to develop trust.

Interview Outline

An outline of questions will help keep the interview focused on its original purpose. However, following an outline too strictly may disrupt the natural flow of ideas and thoughts and cause important information to be missed.

Begin the outline with general questions about the interviewee’s life: early years, education, marriage, children, career, and so on. Discussing familiar topics will put the interviewee at ease, build trust, provide context, and create a friendly atmosphere. Use open-ended questions that will encourage the person to talk freely and reflect on lessons learned. (See “Sample Interview Outlines” in the “Resources” section, pp. 11–17.)

Recorder

A digital recorder is required (see “Standards for a Recording Device” in the “Resources” section, p. 8, for minimal requirements). Become familiar with the recorder prior to conducting an interview. Ensure that:

Oral History Projects

Everyone has a story to share. There are many possibilities for using oral histories to document Church history. To avoid becoming overwhelmed and losing focus, you may want to think in terms of oral history projects that align with the area Church history plan.

Examples of possible projects:

- Families who have been pioneers in a given locality
- Area Seventies and released mission presidents, along with their wives
- Current and former bishops, Relief Society presidents, and other leaders in a given ward
- Recently returned missionaries, new converts to the Church, or youth

Preparing for an oral history interview includes creating an interview outline.
• The quality level is at the highest setting (usually a stereo setting) available on the recorder.
• The recorder has sufficient power to last the entire interview; bring backup batteries.
• There is sufficient storage capacity available on the recorder.
• You have identified the optimal distance from which your equipment is capable of recording.

**Invitation**

When extending an invitation, explain why, when, and where you would like to meet. Inform the interviewee how long the interview may last. Invite the person to bring relevant photographs, documents, or small artifacts that may trigger memories that will enrich the interview. (See “Sample Interview Invitation Letter” in the “Resources” section, p. 10.)

**Location**

The location of the interview is extremely important. When deciding on a setting, select a location that will be comfortable for the interviewee and that is free of excessive noise and interruptions. A meetinghouse may be a good location. Wherever you meet, avoid phones, noisy clocks, traffic noise, heavy equipment, and noisy children. Arrive at the interview location with adequate time to set up, test the recording equipment, and minimize background noises.

**Timing**

It is best to record an interview when memories are fresh, because then interviewees will generally share more detail. Be sensitive to a person’s schedule and to the time of day. When possible, be sure the person you are interviewing is feeling good and is alert.

**Recording an Interview**

![A digital recorder should be used to capture the oral history interview.](image)

**Pre-interview Instructions**

Set the interviewee at ease by explaining some of the things you will do during the interview. Explain that you will be taking notes and making a word list of proper nouns. Test the recorder to ensure it is clearly capturing everyone’s voice from where each person sits, and explain that periodically you may check to see if it is functioning properly. Describe what you will do if the interview is interrupted, and inform the interviewee that a break can be taken whenever one is needed. Before you turn the recorder on, you may want to begin the meeting with a prayer.

**Oral History Agreement**

Prior to the interview, or right after you are finished, ask the interviewee to sign an Oral History Agreement. This agreement gives the Church legal rights to preserve and use the recording. (A copy of the Oral History Agreement is included in the “Resources” section, p. 18.)
Opening Statement

As recording begins, the interviewer gives an opening statement that includes who is at the interview, the date and location, and the purpose of the interview. For example: “My name is Felix Nash, and I am the Samoa Church history adviser. Today is May 27, 2010. I am interviewing Brett Jones in his home in Apia, Samoa. Brett is the manager of Church property in Samoa, and today we will be discussing his experiences with the tsunami that hit Samoa in 2009.”

Interviewer’s Role

Minimize the amount of time you speak and do not impose your opinions on the interview. Guide the conversation by following the interview outline, but don’t be too stringent. Be patient and let the interviewee share as much information as possible. Allow enough time for the interviewee to think about his or her responses.

Asking Questions

Referring to the interview outline, ask open-ended questions that can be responded to at length. Avoid questions that can be answered with short phrases or with “yes” or “no” responses. Use follow-up questions to fill in areas that need clarification or more detail. Avoid asking questions that deal with topics that may distract from the interview’s purpose or detract from the Spirit.

The first 15 to 20 minutes of an interview will set the tone. Begin each interview with questions that will put the interviewee at ease; often, personal background questions will do this.

Accuracy

Sometimes interviewees may misspeak or say something that is inaccurate or contradictory. Do not correct or contradict the interviewee in an argumentative way. Rather, ask for clarification. Restating the comment and asking if that is what was meant is a good way to clarify without giving offense.

Word List

Write a list of important names and locations that may have unique spellings. When the interview is finished, review this word list with the interviewee for accuracy. A word list will help you in creating the cataloging worksheet and index. If possible, include the birth year and death year for any people who are mentioned in a significant way in the interview.

Language

Conduct the interview in the language that is most comfortable for the interviewee. When you do not speak that language, there are three options, each involving a competent translator:

• **Simulcast**—Every word is translated back and forth.

• **Summary**—The translator provides a brief summary of the interviewee’s response to each question.

• **Reliance**—You rely on the translator to understand the purpose of the interview and to ask follow-up questions when necessary.

With each method there is a trade-off between the amount of control you have as the interviewer and the length of time the interview takes. If possible, orient the translator before the interview so he or she can better assist in achieving your purpose. Interviews recorded in non-English languages do not need to be translated into English.

Length

In general, an interview should not last more than two hours. An interview may be less than two hours, depending on the circumstances and purpose of the interview. If you have reached
two hours and there is still more that should be recorded, consider scheduling another appointment to continue. Multiple sessions are covered under the original Oral History Agreement.

**Collecting Other Records**

Sometimes a photograph or an object is referred to during the interview. When this happens, ask if you may scan or photograph the item to include it with the oral history. Bringing an inexpensive but reliable scanner to the interview will allow you to scan a photograph or document before leaving.

For larger record collections, such as files, correspondence, journals, or photograph collections, ask the interviewee if he or she would be willing to donate the records to the Church or allow digital copying. If the person agrees, follow the instructions contained in *Church History Guides: Collecting Records* (available from the Church History Department).

**Photograph of the Interviewee**

A photograph of the interviewee is optional but can enhance the submitted oral history. Use the best digital camera available to you. Cell phones do not generally provide a preservation-quality photograph.

**Processing an Interview**

Processing an oral history makes preservation and future access possible. Processing is generally done by the interviewer and must be completed prior to submitting the oral history for preservation. A fully processed oral history will have three files, all saved in a single folder:

1. The actual recording
2. A signed Oral History Agreement
3. A cataloging worksheet and index

**Interview Folders**

As part of the processing, you will create two folders in which to store everything associated with the interview. Using a computer, create an electronic folder and place in it these three necessary components:

1. The digital audio recording
2. A scan of the signed Oral History Agreement
3. An electronic version of the cataloging worksheet and index

You may include in this electronic folder other relevant documents, such as a digital photograph or a scan of the word list.

In an actual physical (paper) folder, place the following:

1. The original signed Oral History Agreement
2. A printout of the completed cataloging worksheet and index
3. The word list
4. Any other documents associated with the interview, such as the interview outline, research notes, and pre-interview questionnaire

Name the electronic folder and files according to the “Standards for Naming Electronic Folders and Files” document in the “Resources” section (p. 19). Label the hard-copy folder in a similar manner. Store the electronic folder on a secure computer and the hard-copy folder in a safe location. The content of the folders belongs to the Church and will be transferred to the area Church history adviser when you are released.

**Actual Recording**

Soon after the interview is completed, copy the recording to the electronic interview folder on a secure computer. If possible, maintain the recording on the digital recorder as a backup until the Church History Department confirms receipt of the submission, and then delete it from the recorder.

**Signed Oral History Agreement**

Without a signed agreement, the interview is unusable and of little value to the Church. Scan the signed agreement for the electronic interview folder, and save the original in the hard-copy folder.
Cataloging Worksheet and Index

Complete a cataloging worksheet, available electronically at history.lds.org/churchhistoryadviser (see the cataloging worksheet example in the “Resources” section, pp. 22–23). The worksheet describes important information about the oral history and makes future access possible. It will be sent to the Church History Department and entered into the Church History Library catalog. The cataloging worksheet must be completed in English, but it may also be completed in the language of the interview. If needed, others may be called to assist with the translation. Both language versions should be saved together in a single electronic file.

Included in the cataloging worksheet is an indexing template. Creating an index of the interview helps make the information more accessible. To create the index, break the interview into sections, with each section covering a particular topic. Using the interview outline is a good way to divide the interview into sections. Each section should cover no more than 15 to 20 minutes of the interview. For each section, write a brief description of the significant subjects and stories discussed (see the cataloging worksheet example in the “Resources” section, p. 23). Be sure to include specific names and locations. Typically, an index is one to two pages long. Write down the time-counter reading shown on the recorder when each section begins. Write the hour, minute, and second.

It is best for the interviewer to complete the cataloging worksheet soon after the interview, when memories are fresh.

Copy for the Interviewee

You may present a copy of the recording to the interviewee as a way of expressing appreciation for his or her participation.

Transcripts

Creating a transcript is not required because it is very time-consuming. For every hour of a recorded interview, it may take up to four hours to create a transcript; about ten hours are required to create a thoroughly edited and reviewed transcript. If you have the resources and desire to transcribe interviews, instructions may be found at history.lds.org/churchhistoryadviser.

Submitting an Interview

When processing is complete, the electronic interview folder, containing all the corresponding files, is submitted to the Church History Department for preservation. Because the folder will be too large to e-mail, use a program called FileSend to transmit the folder to oralhistories@ldschurch.org (see “Instructions for Sending Large Electronic Files by FileSend” in the “Resources” section, pp. 24–26).

Before submitting the interview, ensure that the following files are contained in the electronic interview folder:

- Actual recording
- Signed Oral History Agreement
- Cataloging worksheet and index
- Additional files (if any)
Resources

Preparing and Recording
- Standards for a Recording Device
- Pre-interview Questionnaire
- Sample Interview Invitation Letter
- Sample Interview Outlines
  - General Questions
  - Ward or Branch Auxiliary Leader
  - Modern Pioneer
  - Bishop or Branch President
  - Mission President
- Oral History Agreement (form)

Processing and Submitting
- Standards for Naming Electronic Folders and Files
- Oral History Cataloging Worksheet Instructions
- Oral History Cataloging Worksheet Example
- Instructions for Sending Large Electronic Files by FileSend

Receiving Feedback
- Feedback Criteria
- Oral History Evaluation (form)
Standards for a Recording Device

The Church History Department does not endorse a particular make or model of recording device; however, cost, durability, and reliability should be deciding factors.

Digital recorder requirements:
- Built-in USB connection
- Stereo recording capability
- Several hours of recording time
- Compact and easy to use

Recording devices, batteries, and other supplies should be purchased using funds supplied by the area and are the property of the area.

A typical digital voice recorder
Pre-interview Questionnaire

Interviewee’s full name:

Date and place of birth:

Father’s full name:

Mother’s full (maiden) name:

Place(s) raised:

Spouse’s full name:

Date of marriage:

Number of children, if any:

Education (include institutions, degrees and majors, dates, and so on):

Employment history (include companies, positions, dates, and so on):

Date and circumstances of baptism:

Date and circumstances of spouse’s baptism:

Missions served (include places, years):

Church callings as an adult, including units and approximate dates:

Participation in significant Church events:
Sample Interview Invitation Letter

January 22, 2012

Rafael J. Hernández
123 Any Street
Anywhere City, Peru

Dear Brother Hernández:

Recording the experiences of mission presidents who have served in Peru is an important part of documenting the history of the Church in Peru. As the Peru Church history adviser, I am interviewing individuals who have had this significant experience. This project has been endorsed by the Area Presidency. Interviews will be submitted to the Church History Department in Salt Lake City for preservation. I want to include you in this project.

An interview lasts approximately one to two hours. We can meet at your home or at the La Molina meetinghouse. You may want to prepare by making a few notes about your experiences as a mission president. Also, if you have records or photographs related to your experiences, you may want to bring them, as they may help you remember specific information.

I would be happy to discuss this project with you in greater detail. If you are willing to participate, please contact me at 123-456-7890 or by e-mail at mkh@com.com.

Sincerely,

 Marcus K. Harris
 Peru Church History Adviser
Sample Interview Outlines

Following are sample interview outlines that may assist you in creating your own outlines. Additional sample outlines are available at history.lds.org/churchhistoryadviser. These outlines are meant to be adapted to the person you are interviewing, based on the information you gather during your pre-interview research. It often works best to subdivide your outlines into topics. The “General Questions” page contains questions that are applicable to almost any interview.

Remember that it is not necessary to ask all of the questions in these suggested outlines or in your outline. Other important topics that should also be discussed will likely arise in the course of the interview. Be flexible and be open to the Spirit’s guidance as you record Church history.

*Note:* Blank lines in the outlines that follow stand for the location that is being discussed, the place where the interviewee lives, or a Church position held by the interviewee.
General Questions

Personal Background
1. Tell me about the following:
   a. Where you were born and raised
   b. Your parents, siblings, wife, and children
   c. Your education and career

Conversion to the Church
1. What was your religious background before you joined the Church?
2. How did you hear about the Church, and what were your first impressions?
3. Were there any doctrines that were difficult to understand or accept?
4. Who were the missionaries that taught you? Were there any language barriers?
5. When did you first think that what you were learning was true and what most influenced that conviction?
6. When and where were you baptized? Who baptized and confirmed you?
7. What was the reaction of your family and friends?
8. Has there ever been a time when you stopped coming to church? If so, what influenced you to return? If not, what has helped you remain faithful and active?

Callings
1. Describe your call to serve as ________________________ (bishop, stake president, Relief Society president, and so on).
   a. When were you called and what was your reaction?
   b. What events in your past best prepared you for this calling?
   c. How did you select your counselors? Describe your counselors.
2. Describe the kind of training you received.
3. What goals do you have in your current calling as ________________________?
   a. Describe your efforts to accomplish these goals.
4. Describe how your organization functions.
5. How has this calling affected your family relationships?

Conclusion
1. Describe any significant events in ________ that you have experienced, such as the visit of the prophet, the creation of a stake, a temple dedication, a natural disaster, and so on. What impact did these events have on your testimony?
2. What do missionaries and Church leaders need to know about this country—its history and culture—to better understand the people?
3. What are the blessings that have come into your life as a result of your membership?
4. Are there major issues that we have not covered in this interview?
5. How would you feel about ending the interview with your testimony?
Ward or Branch Auxiliary Leader

Leading in Your Local Area
1. Describe the differences between the way your culture understands the roles of men, women, youth, and children and the way the Church defines these roles. How does this impact the way you lead?
2. Describe conditions that impact your ability to lead in the Church (for example, transportation, finances, distance, work, and so on).
3. What are the greatest challenges facing the members you lead?

Issues for Auxiliaries
1. Depending on which organization the person you are interviewing is leading, ask him or her to describe issues and challenges related to the following:

<table>
<thead>
<tr>
<th>Relief Society</th>
<th>Young Women</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single mothers and women</td>
<td>Dating practices and marrying in the Church</td>
<td>Primary activities</td>
</tr>
<tr>
<td>Sunday and other meetings</td>
<td>The annual general Young Women broadcast</td>
<td>The yearly Primary program in sacrament meeting</td>
</tr>
<tr>
<td>Welfare assistance/service</td>
<td>Young Women Camp</td>
<td>Reverence</td>
</tr>
<tr>
<td>Visiting teaching</td>
<td>Young Women values in your society and culture</td>
<td>Children from less-active families coming to Primary</td>
</tr>
<tr>
<td>The annual general Relief Society broadcast</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aaronic Priesthood</th>
<th>Melchizedek Priesthood</th>
<th>Mission Leader</th>
<th>Sunday School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dating practices and marrying in the Church</td>
<td>Development of righteous husbands and fathers</td>
<td>Member-missionary work</td>
<td>The curriculum in your society and culture</td>
</tr>
<tr>
<td>Mission preparation</td>
<td>Attitudes toward marriage and the treatment of women</td>
<td>Working with the missionaries</td>
<td>Teacher preparation</td>
</tr>
<tr>
<td>Scouting program</td>
<td>Home teaching</td>
<td>Common misperceptions about the Church</td>
<td>Attendance</td>
</tr>
<tr>
<td>General conference priesthood session</td>
<td>Sunday lessons</td>
<td>Acceptance of our message</td>
<td>Specialized classes, such as temple preparation, family history, marriage and family relations, and so on</td>
</tr>
</tbody>
</table>
Modern Pioneer

Beginnings of the Church in Your Local Area

Describe the following and relate these topics to your personal experiences:

1. Meeting places (from personal apartments or rented space to your own meetinghouse)
2. Missionaries or other Latter-day Saints who helped establish the Church in ________________
3. The first local Church members called to be leaders
4. Opposition to the Church
5. Establishment of the first branch, ward, stake, and so on
6. Establishment of a local mission and missionary work
7. Changes you have noticed as the Church in ________________ has grown
   a. Member participation and levels of activity in the Church
   b. People falling away from the Church
   c. Key people who joined and strengthened the Church in ________________
8. Establishment of Church programs and auxiliaries
   a. Relief Society
   b. Young Men, Young Women, Primary
   c. Seminary and institute
   d. Family history
   e. Home and visiting teaching
   f. Church welfare
   g. Perpetual Education Fund
   h. Social activities and local LDS traditions (for example, Pioneer Day)
   i. Other
9. First temple trips, the sacrifices made to travel to the temple, and the difference it made when people were able to go to the temple
10. Dedication of a local temple
11. Translation of the scriptures and other Church literature into your language
12. Visits of General Authorities and other Church leaders
Bishop or Branch President

Your Ward or Branch
1. Describe the size and composition of your ward.
2. Discuss the commitment of members (men and women) to living the gospel (for example, attending meetings, going to the temple, serving in callings, home teaching, and so on).
3. Describe the major achievements of your ward and bishopric.
4. What are the major challenges facing you as a bishop and your ward?
5. Describe the social activities you have in your ward.

Welfare Issues
1. What socio-economic factors affect members of your ward?
2. How many requests do you receive for assistance?
   a. What kinds of requests are they?
   b. What training have you received to help you respond to these requests?
3. Does your ward have any special programs for education or employment training?
4. How does the Relief Society help meet the temporal needs of the members?

Youth
1. As a bishop, what are you most concerned about when you think of the youth (teenage and young adult) members of your ward? Discuss the following:
   a. Seminary and institute
   b. Young people serving in callings and going on missions
   c. Returned missionaries
   d. Marriage possibilities in the Church

Missionary Work
1. What do you know about the beginning of the Church in this area?
   a. Who were some of the pioneers?
   b. What stories have you heard about the beginning of the Church here?
2. What is the public perception of the Church here in ____________________________?
3. What types of people are joining the Church here in ____________________________?
4. Discuss how you do missionary work in your ward.
   a. Member involvement
   b. Use of full-time missionaries
5. Discuss convert retention.

Temple and Family History
1. Describe the challenges your members face in attending the temple.
   a. How many of your members have been to the temple?
   b. How many carry current temple recommends?
2. Describe what family history work is going on in your ward.
   a. What tools (computers, software, books, and so on) do you have access to?
   b. How many people participate?
Mission President

The Call
1. Looking back, how were you prepared for your call?
2. Describe the reaction of your family to your call.
3. Describe the events and your feelings from the time of your call until you arrived at the mission, including the new mission presidents’ seminar.

Mission Background
1. Describe the following about your mission:
   a. Mission boundaries
   b. People: number of members, language and literacy, education, socio-economic level, and so on
   c. Missionaries: locals, North Americans, sisters, couples; their strengths and weaknesses
   d. What do you know about the beginning of the Church in this mission?
      i. Who were some of the pioneers?
      ii. What stories have you heard about the beginning of the Church here?
2. Describe the religiosity of the people and what doctrines were easiest and hardest to accept.
3. Describe any legal or governmental restraints on missionary work.
4. Describe the profile of converts: language and literacy, education, socio-economic level, and so on.
5. What was the public image of the Church in your mission? Were there strong anti-Mormon influences?
6. What do missionaries and Church leaders need to know about this country—its history and culture—to better understand the people?

Mission President’s Perspective
1. Role of administrator
   a. Describe your feelings about the state of the mission and your responsibility when you arrived.
   b. What did you emphasize with missionaries and members?
   c. How were you able to use the talents of senior couples, sister missionaries, and elders?
   d. What were your main administrative challenges and successes?
2. Missionary work
   a. Describe the impact of Preach My Gospel or prior proselytizing approaches.
   b. What types of missionary work did your missionaries participate in (tracting, street boards and contacting, and so on)? What methods were most effective?
   c. How did you minister to the missionaries?
   d. How did the people respond to the Book of Mormon?
   e. What kinds of challenges were there with local missionaries working with missionaries from other parts of the world?
   f. What role did the temple play in motivating the converts?
3. Member work
   a. Discuss your experiences in creating new districts.
   b. Discuss the opening of cities or areas (or closing of cities or areas).
   c. How did you use your counselors? What were their names and how did you select them?
   d. Discuss your interaction with local stake and district presidents in the balanced efforts of missionary and member work.
   e. Talk about local leadership and training of local leaders.
4. Discuss your experience in some of the following categories:
   a. General Authority mission tours
   b. Humanitarian projects and missionary service hours
   c. Perpetual Education Fund
   d. Seminaries and institutes
   e. Physical facilities
   f. Temple recommend interviews

Conclusion
1. Talk about your contact and relationship with Church leaders, including the Area Presidency and Area Seventies.
2. Describe how you saw the hand of the Lord establishing the Church in _______________________.
3. What steps need to be taken for the Church to progress here?
4. Are there any other spiritual experiences that you’d like to relate? pioneer stories?
5. What other lessons did you learn on your mission?

Perspective of Mission President’s Wife
1. Describe the impact of this calling on your family.
2. Discuss the role of the mission president’s wife.
3. Describe your interaction with the missionaries.
4. Describe your interaction with the local Church members.
5. What did you learn on your mission?
6. How would you feel about ending with your testimony?
Oral History Agreement

Church History Department

In view of the historical value of the information contained in this interview, I/we knowingly and voluntarily grant the Corporation of the President of The Church of Jesus Christ of Latter-day Saints the full use of and total rights to this information in its recorded form or transcribed form. In addition, I grant total rights for the use of any accompanying photographs.

Name of interviewer

Signature

Date

Name of interviewee

Signature

Birth year

Name of interviewee

Signature

Birth year

Address and phone number of interviewee(s):
Standards for Naming Electronic Folders and Files

When submitting a completed interview to the Church History Department, place all electronic files in a single folder and use the following naming standards.

Folder Name

The interviewer’s initials should be followed by a sequential three-digit number and the interviewee’s name. For example, if the seventh oral history that Marcus K. Harris recorded was an interview with Thomas Monson, he would label the folder MKH-007_Monson, Thomas.

- **MKH-** Interviewer’s initials (use the same initials for all your interviews)
- **007_** A sequential number, beginning with 001, for each recorded interview
- **Monson, Thomas** Interviewee’s family name or surname followed by a comma and the given name or names (start each name with a capital letter)

File Names

For every file in the folder, use the folder name as the prefix, followed by an underscore and a brief description of the file. Examples follow.

**Required Files**

- MKH-007_Monson, Thomas_audio_00001.wma Audio recording
- MKH-007_Monson, Thomas_agreement_00001.pdf Signed Oral History Agreement
- MKH-007_Monson, Thomas_worksheet_00001.doc Completed cataloging worksheet and index

**Optional Files**

- MKH-007_Monson, Thomas_photo_00001.jpg Photograph
- MKH-007_Monson, Thomas_photo_00002.jpg Photograph
- MKH-007_Monson, Thomas_questionnaire_00001.doc Pre-interview questionnaire

**Multiple Sessions**

Multiple recording sessions from the same interview should be named as follows:

- MKH-007_Monson, Thomas_audio_00001.wav
- MKH-007_Monson, Thomas_audio_00002.wav

**More Than One Interviewee**

When interviewing two people, name the files according to the following pattern:

- MKH-008_Sybrowsky, Paul and Lynne_audio_00001.wav

When interviewing several people, use the name of the group in the file names:

- MKH-009_First-generation members_audio_00001.wav
Oral History Cataloging Worksheet Instructions
The cataloging worksheet (available electronically at history.lds.org/churchhistoryadviser) is used to create the official entry in the Church History Library catalog for an oral history. It is important to include details that will make the oral history easy to find for researchers.

The index section of the worksheet is designed to provide an outline of the significant topics discussed in the interview and the corresponding time-counter readings. The time-counter readings can be noted from the display on the recording device or, if you review the interview on a computer, from the time counter provided by the software.

Once completed, the worksheet should be included as an electronic file in the electronic interview folder.

Below are explanations regarding the elements found on the worksheet. See also the filled-out example worksheet that follows.

Folder name. See “Standards for Naming Electronic Folders and Files” on page 19. (Example: MKH-008_de Vega, Juan)

CHL call number. The Church History Library will assign a call number after entering the cataloging worksheet. This call number will then be sent back to the interviewer, who should add the call number to his or her copy of the worksheet for future reference. (Example: OH 4219)

Date of interview. Day, month, and year when you recorded the interview. (Example: 27 November 2010)

Church area. Name the Church area where you live. (Example: Europe East Area, South America South Area)

City and country where interview was recorded. List the city, state (if applicable), and country where you recorded this interview. (Example: Mexico City, Mexico)

Format of the recording. Identify the format in which the interview was recorded. (Example: WMA, WAV)

Language(s) of interview. List the language or languages spoken during the interview. (Example: Spanish and a little English)

Name of interviewer(s). Family name or surname, followed by all given names. List multiple interviewers if appropriate. (Example: Harris, Marcus Kevin or Lee Won Yong)

Name and birth year of interviewee(s). Family name or surname, followed by all given names. Then list the person’s birth year. List multiple interviewees if appropriate. (Example: Lopez, Juan, 1939)

Contact information for interviewee(s). List all phone numbers, an e-mail address, and a place of residence. (Example: Phone numbers: Home 0234-549-9877, cell 0234-465-54581; E-mail address: devega77@qv.com; Residence: Calle Zokolo 240, Mexico City, Mexico 9870)

Summary paragraph. Write two or three sentences summarizing the content of the interview. In the first sentence, explain the purpose of the interview and the places and time period covered. In the next sentence or sentences, summarize the major elements of the interview. Give specific information, including names, dates, and places where experiences occurred. (See example on page 22)
**Index.** Break the interview into multiple sections, one section for each general topic, and write a summary of what was discussed in that section. Often the interview outline can serve as a guide for dividing the interview into sections. Sections should be no longer than 15 to 20 minutes. (See example on page 23)

**Time.** Give the time-counter reading to indicate when each section begins on the recording. List hour, minute, and second. *(Example: 1 hour, 12 minutes, and 6 seconds would be listed as 01:12:06)*

**Sacred, Confidential, or Private Information.** Put “Yes” or “No” in the box to the right of each statement to indicate whether or not it applies. (See example on page 23)

**Time.** Give the time-counter reading to indicate when each topic is first discussed on the recording. List hour, minute, and second. *(Example: 32 minutes and 10 seconds would be listed as 00:32:10)*

**Is there a signed Oral History Agreement?** Put “Yes” or “No” in the space to the right of the question. Remember that a signed Oral History Agreement is required to submit the interview.

**Your name.** Give the name of the person who filled out this cataloging worksheet. *(Example: John K. Hansen)*

**Date worksheet completed.** Provide the date when this worksheet was completed. *(Example: 3 December 2010)*

<table>
<thead>
<tr>
<th>Summary</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>00:00:00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sacred, Confidential, or Private Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: <strong>Yes</strong> or <strong>No</strong> in the box to the right of each statement to indicate whether or not it applies. <em>(See example on page 23)</em></td>
</tr>
<tr>
<td>Oral History Agreement: <strong>Yes</strong> or <strong>No</strong> in the space to the right of the question. Remember that a signed Oral History Agreement is required to submit the interview.</td>
</tr>
<tr>
<td>Your name: <strong>John K. Hansen</strong></td>
</tr>
<tr>
<td>Date worksheet completed: <strong>3 December 2010</strong></td>
</tr>
</tbody>
</table>
## Oral History Cataloging Worksheet Example

### General Information

| Folder name: MKH-008_Lopez, Alicia Victoria | CHL call number: |
| Date of interview: 15 August 2009 |
| Church area: Central America |
| City and country where interview was recorded: San Marcos, Guatemala |
| Format of the recording: WMA |
| Language(s) of interview: Spanish |

### Interview Participants

| Name of interviewer(s) (family name or surname, given names): |
| Harris, Marcus Kevin |
| Name and birth year of interviewee(s) (family name or surname, given names, birth year): |
| Lopez, Alicia Victoria Solis de De Leon, 1915 |
| Contact information for interviewee(s) |
| Phone numbers: 0234-549-9788 |
| E-mail address: lopez77@ldslatin.org |
| Residence: Calle Zokolo 240, San Marcos, Guatemala 9870 |

### Content Summary

**Instructions:** In the first sentence, explain the purpose of the interview and the places and time period covered. In the second and third sentences, summarize the major elements of the interview; give specific information, including names, dates, and places where experiences occurred.

**Summary paragraph:**

Lopez discusses her life and Church experiences in San Pedro Sacatepéquez, Guatemala, from 1913 to 2009. Includes a discussion of Lopez’s LDS conversion and her baptism in a lake near San Marcos, Guatemala (1957); the conversion of her husband, Alfonzo De Leon (1961); their sealing in the Arizona Temple (1965); other temple trips; supporting her husband as a bishop of the San Pedro Sacatepéquez Ward (1992–1995); her writings and poems; her testimony; and her feelings about the forthcoming Quetzaltenango Guatemala Temple (2009).
# Index

<table>
<thead>
<tr>
<th>Summary</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>00:00:00</td>
</tr>
<tr>
<td><strong>Personal background:</strong> Lopez describes her childhood in San Pedro Sacatepéquez, Guatemala; her education; and her marriage to Alfonzo De Leon (1934).</td>
<td>00:01:33</td>
</tr>
<tr>
<td><strong>Conversion to the Church:</strong> Lopez discusses her first meeting with the missionaries (Dec. 1956); her struggles with the Word of Wisdom and opposition from family; how she gained a testimony; and her baptism (5 May 1957).</td>
<td>00:19:34</td>
</tr>
<tr>
<td><strong>Husband’s conversion:</strong> Lopez describes the struggle of her husband to understand her commitment to the gospel and his actions to undermine her efforts to serve. His heart was softened as he witnessed her determined service and its impact. She describes meeting with the missionaries, Elder Mark Jones and Elder Emilio Messi, and Alfonzo’s conversion and baptism (24 Mar. 1961).</td>
<td>00:35:54</td>
</tr>
<tr>
<td><strong>Temple sealing:</strong> Lopez describes saving money and planning the 3,200-km trip to Mesa, Arizona, to be sealed in the Arizona Temple. Lopez describes miracles that happened along the way and her feelings at seeing the temple for the first time. They were sealed on 24 Mar. 1965. Lopez describes other temple trips.</td>
<td>00:52:27</td>
</tr>
<tr>
<td><strong>Supporting her husband’s calling as bishop of the San Pedro Sacatepéquez Ward (1992–95):</strong> Lopez describes the San Pedro Sacatepéquez Ward and mentions briefly several ward members. She tells of her husband’s call to be the bishop (Sept. 8, 1992). She describes several experiences her husband had as bishop, such as counseling couples with marriage trouble and caring for the poor.</td>
<td>01:05:45</td>
</tr>
<tr>
<td><strong>Feelings about the forthcoming Quetzaltenango Guatemala Temple:</strong> Lopez shares her feelings about her writing and poetry. Shares her testimony. Describes what a miracle the forthcoming Quetzaltenango Guatemala Temple is.</td>
<td>01:24:06</td>
</tr>
<tr>
<td><strong>End Time</strong></td>
<td>01:42:25</td>
</tr>
</tbody>
</table>

## Sacred, Confidential, or Private Information

<table>
<thead>
<tr>
<th>Does the interview contain any of the following?</th>
<th>Yes/No</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports of confessions, Church disciplinary councils, or sensitive matters shared in nonpublic Church settings (such as leadership meetings).</td>
<td>Yes</td>
<td>01:11:02</td>
</tr>
<tr>
<td>Financial records that document the Church’s income (including tithing and other donations), expenditures, and budgets.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Personal financial information, including information about welfare assistance.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Specific personal health information.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Information whose release would violate applicable data privacy laws (for example, addresses, phone numbers, e-mail addresses, birth dates, criminal history, sexual history, or ethnic background).</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Specific wording or details regarding a temple’s interior, temple rites or ceremonies, the garment, or other temple clothing.</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

## Oral History Agreement

Is there a signed Oral History Agreement?  Yes

## Worksheet Creator

| Your name: Marcus Kevin Harris | Date worksheet completed: 17 Aug. 2009 |
Instructions for Sending Large Electronic Files by FileSend

The following are instructions on how to send large files through filesend.ldschurch.org.

1. Open the Internet and type filesend.ldschurch.org in the address bar.

2. Nonemployees should use the Limited Version on the right side of the screen. Church employees should use their LDS Account to access the Full Version.

3. In the nonemployee view, shown below, type your first name, last name, and e-mail address. The corresponding screen for employees looks slightly different, and entering this information is unnecessary.

4. Type oralhistories@ldschurch.org in the recipient’s e-mail address box.

5. Type the name of the folder being transferred in the message box. For example, “MKH-007_Monson, Thomas.” All the files associated with the interview should be organized within a single folder. See “Standards for Naming Electronic Folders and Files” (p. 19).

6. Click on the Upload Files button.
7. Navigate through the file box, displayed on the left, to locate the folder where the oral history to be transferred is stored.

8. Highlight the desired folder and click the single right arrow, as shown below, to add the folder to the transfer queue box. Do not send more than one interview at a time.

9. Once the folder has been moved over to the transfer queue, click on the **Start Upload** button at the bottom of the box. The process of transferring the folder will begin.
10. After the folder has been uploaded, click on **Finish and Send Files.**

![Image of FileSend interface]

11. A new screen appears indicating that the transfer has been successful. You will also receive an upload confirmation by e-mail.

![Image of successful upload message]

Send more files.
Feedback Criteria
Soon after receiving the interview folder, the Church History Department will conduct a quality audit using a simple scoring system (1 = Needs improvement, 2 = Inconsistent adherence to the standards, and 3 = Consistent adherence to the standards). The purpose of the feedback is to help you improve your interviewing skills and techniques. The feedback is based on the following criteria:

### Interview Folder

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score Code</th>
</tr>
</thead>
</table>
| Required files included in folder? | 1 = Missing two or more files  
                                    | 3 = All three required files present |
| Naming standards followed?       | 1 = Standards not followed  
                                    | 3 = Standards followed |

### Sound Quality

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score Code</th>
</tr>
</thead>
</table>
| Recording quality met standards? | 1 = Unnecessary background noise; faint voices  
                                    | 3 = All participants heard clearly; questions clearly heard |
| Equipment used correctly?        | 1 = Recorder turned off prematurely; left on after interview was concluded; blank tracks  
                                    | 3 = No noticeable problems |

### Interviewer Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score Code</th>
</tr>
</thead>
</table>
| Asked good questions?            | 1 = Use of “yes” or “no” questions; overuse of generic or meaningless questions  
                                    | 3 = Open-ended questions; demonstrates awareness of the interviewee's background or subject matter; allows the sharing of complete experiences and stories |
| Followed a logical flow and stayed focused? | 1 = Use of disjointed questions; no logical flow; frequent need to retrace steps  
                                    | 3 = Comfortable pace; questions follow a logical sequence (build on each other); the purpose of the interview is accomplished |
| Allowed the interviewee to express himself or herself? | 1 = Interviewer interjects too much  
                                    | 3 = Interviewee allowed to speak freely |

### Index and Cataloging Worksheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score Code</th>
</tr>
</thead>
</table>
| Index summarizes key information? | 1 = Brief information; lack of specific dates, names, and locations  
                                    | 3 = Key information is included; full names, full localities, important events |
| Index accurately records time-counter readings? | 1 = Missing or inaccurate time-counter readings  
                                    | 3 = Time-counter readings accurate within one minute |
| Cataloging worksheet correctly filled out? | 1 = Brief information; lack of specific dates, names, and locations  
                                    | 3 = All necessary fields are completed properly; full names, full localities, important events; legible and requires limited editing |
**Oral History Evaluation**

*Note:* This form is to be filled out by an independent second-party reviewer who is experienced in the oral history program. The reviewer will listen to three or four different sections of the interview lasting a total of approximately 10 minutes.

<table>
<thead>
<tr>
<th>OH #</th>
<th>Area</th>
<th>Interviewer</th>
<th>Interviewee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interview Folder

<table>
<thead>
<tr>
<th>Required files included in folder?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Naming standards followed?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Sound Quality

<table>
<thead>
<tr>
<th>Recording quality met standards?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment used correctly?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Interviewer Performance

<table>
<thead>
<tr>
<th>Asked good questions?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Followed a logical flow and stayed focused?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allowed the interviewee to express himself or herself?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Index and Cataloging Worksheet

<table>
<thead>
<tr>
<th>Index summarizes key information?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index accurately records time-counter readings?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cataloging worksheet correctly filled out?</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall assessment of the interviewer:**