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**HANDBOOK FOR CIVIL AIR PATROL HISTORIANS
PREPARATION OF CIVIL AIR PATROL WRITTEN AND ORAL HISTORIES**

This handbook provides the necessary guidance for the implementation of Civil Air Patrol Regulation 210-1, "The Civil Air Patrol Historical Program."

Suggested revisions or additions to this handbook should be addressed through channels to HQ CAP-USAF/XR, Attention: National Historian, Maxwell AFB, AL 36112-5572.

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Chapter 1

Written Histories - Background

1-1. Histories:

a. National, Region, and Wing histories are fully documented historical narratives of significant events and actions which have taken place during a calendar year.

(1) The histories should emphasize a command's operational activities and should be prepared from primary and secondary sources obtained from a thorough search of key files of the headquarters. Primary sources should predominate. Section and staff histories and feeder reports should only be used as guides for research or filed as reference material. They will not be used to document statements in the narrative.

(2) The histories should consign, as much as possible, administrative detail such as statistics on personnel strength, rosters of key personnel, organizational changes, and so forth, to appendices, or to graphs, tables, and charts in the text.

(3) Histories should avoid repeating unnecessary information and data provided by lower echelon histories.

(4) Lineage data (unit activation, organization, redesignation, inactivation, or discontinuance, and disbandment) are essential and must be complete and accurate. Lineage data should be the first appendix to all histories (Attachment 10).

1-2. Monographs. A monograph is a separate narrative account of a particular issue, subject, or topic. Its coverage is not limited to an arbitrary period, as in the case of annual histories, but extends across a period of time appropriate to its subject and intended use. Supporting documents are desired. All manuscript topics must be reviewed and approved by CAP National Historian (NH), to avoid possible duplication and to ensure other commands are informed of projects with Civil Air Patrol-wide application.

1-3. Special Studies. Special studies are projects undertaken to meet the specific requirements of an official or agency. They usually have a short suspense. Special studies may be narrative in form, a special collection of pertinent documents, or a combination of the two. If published or distributed outside the immediate headquarters of the originating historical office and subordinate units, review and approval by CAP National Historian (NH) is required.

1-4. Narrative:

a. The narrative of the history should tell the story of the important happenings in an organized, interesting, and literate manner. A narrative is not a series of statements of fact lacking in continuity or central theme. Each topic must be treated according to its importance, especially its effect on the ability of the Unit to accomplish its mission.

b. Each history must be an original writing effort, not copies from documents or previous histories with the exception of standard items such as the mission statement (unless it

changes). A mere summary of dates, places, personnel, and a collection of statistics does not constitute a unit history, nor do mere statements of fact in outline form. This type of history should only be used when it is not possible to do a more complete one. Facts, reasons, background, discussion, interpretation, and analysis are vital to the history.

c. Clarity and absolute accuracy of expression are critical. Use simple, direct language, because no history is useful unless it can be understood. The active voice must predominate and the past tense must be used. Special technical terms should be clearly explained. Avoid the use of CAP and military jargon. Continuity within the history, as well as between installments of the history, is essential.

1-5. Supporting Documents. Supporting documents substantiate statement in the narrative. Supporting documents to a history should include:

- a. Copies of significant correspondence.
- b. Staff studies and reports.
- c. After-action reports for special missions.
- d. Organizational charts.
- e. Key personnel rosters.

1-6. Historical Perspective. Historical perspective determines what must be included and what can be omitted. Historians decide which events, on the basis of their importance and influence upon the life and progress of the unit are worthy of record. They make these decisions on the basis of their perspective, knowledge, and appreciation of what constitutes history.

1-7. The Importance of Impartiality. The historian must be an impartial observer. A history-should never be distorted, by omission or commission, to make a unit "look good". Unless a discussion is detailed and frank, analyzing failures and deficiencies as well as successes, the history will not contribute to Civil Air Patrol. Moreover, presenting a distorted story of what happened could actually harm the unit and the Civil Air Patrol.

1-8. The Importance of Facts. Historians carefully and methodically assemble, evaluate, and analyze facts. Then they prepare histories using those facts as the basis for their conclusions and observations. Once facts have been determined to be historically important, they must be evaluated to determine their relative importance. Each fact or event in a history has a certain relative importance to all other facts or events. Similarly, each activity in the unit has relative importance to all other activities. The history must emphasize those facts judged to be important on the basis of the units mission; for example, a unit's flying activities are more important than its motor pool activities.

1-9. Emphasis. The history should emphasize the activities of the organization in both its narrative and its supporting documents. The history should:

a. Be primarily concerned with what happened and, in particular, with those events that influenced how well the organization performed its mission.

b. Include actions by outside agencies that influenced the organization's activities.

c. Stress the actions the organization performed in carrying out the policies and directives of higher headquarters rather than describing the policies and directives themselves.

1-10. Topics To Be Considered. All matters and topics come under the purview of the historian, but only significant activities merit discussion. The organization or method of discussion is left to the individual historian. However, historians must be guided by principles of clarity and accuracy, and should present the material in a readable and interesting manner. Topics listed below are general and intended as guides. The list is not exhaustive, but a starting point. It is the historian's duty to include topics not listed below, if appropriate.

a. Mission:

(1) Primary and secondary, related to missions of the unit and of higher echelons of Civil Air Patrol.

(2) Changes in mission, with explanation of the effects upon the organization and activities of the unit.

b. Organization:

(1) Organization and structure of unit i.e., change in type of unit.

(2) Responsibilities and scope of each section.

(3) Their relationship to each other.

(4) Reason for the type of organization.

(5) Changes as they occur, with explanation and results.

c. Relationships With Other Organizations:

(1) Responsibilities to higher headquarters.

(2) Relationships with organizations performing similar missions.

(3) Relationships with subordinate units.

(4) New subordinate units.

d. Operations (usually the most important part of the history and, consequently, deserving of special attention and the greatest coverage in terms of space):

(1) Actions taken in the organization and its assigned

units (not merely a description of procedures and directives).

(2) The manner in which the organization carried out directives.

(3) Operations conducted.

(4) Successes or failures.

(5) Problems.

(6) Effectiveness of solutions.

(7) How well the organization met mission requirements.

NOTE: Equal emphasis should be placed on the Aerospace Education, Cadet, and Emergency Services Missions of Civil Air Patrol.

e. Training:

(1) Training Goals.

(2) Progress towards the goals.

(3) Types and numbers of participants in each practice and actual SAR and DR operation.

(4) Subjects being taught, or projects for which training is being accomplished.

(5) Flight Clinics.

(6) Reasons for unusual success or failure in training.

(7) Summaries of training by key personnel.

(8) The accident rate and its relationship to training and operations.

f. Supply:

(1) Important shortages and overages, and progress toward their elimination.

(2) Effects of supply and equipment problems on the mission of the unit.

(3) Changes in supply procedure and the results of these changes.

(4) Instances of unusual speed and efficiency in correcting supply and equipment problems.

(5) Adequacy and quality of supplies and equipment, and their durability.

g. Maintenance:

(1) Specific maintenance problems encountered.

(2) Progress in solving maintenance problems.

(3) New maintenance procedures adopted, reasons for them, and their results.

(4) Outstanding maintenance jobs accomplished.

(5) Specific information on maintenance record such as percentage of airplanes that are in commission or flyable.

(6) Overall maintenance system and its adequacy.

h. Personnel:

(1) Strength figures at the beginning and the end of the period.

(2) Staffing policy in regard to unit.

(3) Sources of personnel.

(4) Caliber of personnel and their aptitude for positions to which assigned.

(5) Record of key personnel and changes thereto.

i. Communications and Electronics:

(1) Activities and projects under way.

(2) Problems encountered.

(3) Equipment available and in use.

(4) Shortages and overages.

j. Special Projects:

(1) All special projects, discussed in detail.

(2) Personnel involved.

(3) Difficulties encountered.

(4) Significant accomplishments.

(5) Results.

k.. Budgets:

(1) Adequacy and management of funds.

(2) Actions taken to operate within budgets.

(3) Planning and decisions concerning future budgets.

(4) Impact of the budget on mission.

l. Facilities:

(1) Adequacy of existing facilities.

(2) Effect of inadequacies on accomplishment of mission.

(3) Steps taken to correct existing inadequacies.

(4) New facilities provided.

m. Morale and Recreation:

(1) Reasons for high or low morale, including specific evidence of strong positive or negative factors.

(2) Impact on the mission.

n. Relations with Local Community:

(1) Cooperation between organization and local community.

(2) Financial support by local community.

o. Miscellaneous:

(1) Visits of distinguished persons, with purposes of visits.

(2) Recruiting.

(3) Human interest material.

(4) Other items of historical importance which cannot be included in other sections.

p. Photographs. Photographs of key personnel and selected pictures which portray life and activities of the unit should be included. Great care should be exercised in selection so that pictures are of discernible historical value. All photographs must be clearly marked with captions that identify people, places, equipment, and the date taken.

q. **Importance of People.** History evolves because of people, not due to forces, events, policies, and the like. Thus the activity of people must be reflected in the history. A history that omits people is a weak history and lacks the essential balance, emphasis, and character that makes it an accurate recounting of the past.

1-11. General Research. Good history depends almost completely on thorough research. Research must always be current, thorough, and systematic.

NOTE: When allocating time to prepare a history, a good general rule is to devote two-thirds to research and one-third to writing.

a. Research must be current and continuing. This is important since most offices destroy their files after a short period of time.

b. Research must be thorough. Examine all files. Do not allow research to become routine by contacting only offices where you have formerly obtained material. As time passes, important activities may move from one area to another, or new actions may occur in those offices that are not normally searched.

c. Research must be systematic. Establish a regular or standard method of conducting your research and of filing material obtained during research. Arrange information in an orderly manner. In addition to serving as a basis for the narrative history the material must be readily available for answering questions before, during, and after the preparation of the history. Before beginning research, prepare a tentative topic file system for your material. Some topics may be added as research uncovers additional information. Also decide on a practical note taking system (3 by 5 inch cards or a history notebook are the most commonly and successfully used systems).

1-12. Steps in Research:

a. Step One. Review the most recent history of the organization to determine those subjects which must be continued. Many areas of activity overlap from history to history.

b. Step Two. Review the material that has come to you on automatic distribution and take notes and file the notes and documents themselves in the appropriate folders.

(1) Preview the recurring reports guide index prepared for your headquarters and arrange for automatic distribution of those reports of value to you.

(2) Ensure that your office is placed on distribution for key regulations (and their changes) pertaining to your unit's activities. CAPR 0-2 contains a complete list of all manuals, regulations, and pamphlets.

(3) Arrange a review of any records scheduled for retirement or destruction, this is required by CAPR 5-4.

c. Step Three. Interview the commander or, in his or her absence, a key officer with overall knowledge of the organization's activities. Use the interview to find out about subjects that are of particular importance to the period to be covered by the history. This interview may provide leads to those areas that should be emphasized. The interview need not be recorded or notes transcribed unless it is used as a source document in the history.

d. Step Four. Prepare an outline of the subjects your history will cover. This outline may be revised as new material is discovered.

e. Step Five. Search the unit's files. Be industrious, alert, patient, and persistent. This search of the files will determine the comprehensiveness, accuracy, and quality of your narrative and supporting documents.

(1) Learn to scan large numbers of documents. Using key word and concept identification, try to detect if a document contains important material. If it does, take notes, excerpt portions, or, if the source warrants it, obtain copies for use as a supporting document. Quickly pass over documents of no value and continue quick examination of the rest of the file.

(2) Examine any document which has information falling within your outline topics. Be alert for new topics as well.

(3) Examine documents which identify major problems affecting your unit and which provide details regarding basic causes, impact on mission capabilities, actions taken to solve the problems, and successes or failures. Be aware of the "who", "what", "when", "where", "why", and "how" of the story. Unless you can answer these questions you most likely will need to do additional research.

(4) Pay particular attention to documents signed by the commander and those documents bearing on the mission.

f. Step Six. Interview and sometimes re-interview, knowledgeable individuals to fill gaps in your research.

1-13. Basic Sources. The quality of a history depends completely on the sources on which it is based. All information, current or not, must be available to the historian. Staffs and members of an organization must cooperate completely and make all information available to the historian. There are three basic sources of information for the historian; documents, attendance at briefings, meetings and conferences and interviews with key personnel.

1-14. General Source Documents. Most of the information needed to write a history, monograph, or special study comes from documents, either in paper or computerized form. Since all documents have some bias, it is up to every historian to use documentary sources with care and to interpret them cautiously. The historian must take into account the original purpose of the document, the perspective of the author, the process by which the document was drafted and revised, the intended audience of the document and any of a host of other factors which may have shaped the final product. Sources are of two types:

a. Primary Sources. Source prepared by a participant or observer of an event.

b. Secondary Sources. Sources prepared from one or more primary sources or from other secondary sources.

1-15. Civil Air Patrol Documentary Sources:

a. List of Basic Documents. The following list covers most categories of Civil Air Patrol documents.

(1) Regulations (listed in CAPR 0-2), manuals (listed in CAPR 0-2), pamphlets (listed in CAPR 0-2), and forms (listed in CAPR 0-9), and publications (CAP and other).

(2) Communications (correspondence, telegrams, cables, teletype messages, telephone conversations, memoranda, routing sheets and diaries (official or personal).

(3) Staff Studies, circulars, and office instructions.

(4) Reports; mission, strength, commander's periodic, accident, inspection, organizational status, test, statistical reports and minutes of meetings and reports.

(5) Plans, training programs, and statistics.

(6) Charts; organizational, search, etc., maps, weather data, photographs, and briefing notes.

(7) Organizational tables, manning documents, and rosters of key personnel.

(8) Operational summaries, staff journals and operational record books.

(9) Biographical data and questionnaires.

(10) Commendations, awards and citations.

(11) Speeches, case studies and histories.

b. Principal Types of Sources. The documentary sources which follow comprise five principal types that historians find in files.

(1) Printed and formal matter such as regulations, manuals and orders of all sorts are basic sources. These items are basic because they are official, widely disseminated and have impact on the structure and activities of the unit.

(2) Files of daily business which are kept in each segment of the command, such as; letters with their endorsement, messages, interoffice memoranda, routing sheets, rough drafts and even notations are also principal sources.

(3) Graphic and statistical matter includes organization tables, squadron lists, figures on operations and photographs.

(4) Other first-hand items include reading files, staff studies, operational summaries, various kinds of reports, plans, after action accounts, staff journals, minutes of conferences, memoranda for the record and diaries of office business.

(5) Computer printouts and nonpaper documents are becoming ever more important as more and more information is being placed in computers. The historian's access is by computer printout or through direct access to processor storage. When using this material, it is critical to have the correct key for interpretation. When using a printout as a supporting document, always include the key.

c. Comment on Sources:

(1) Correspondence. Correspondence closely reflects the action of a headquarters. Correspondence reveals that certain decisions were considered and rejected, that others grew from an incident or suggestion which can be traced, that still other decisions were never in doubt but were effective or positive from the beginning and so on. Ordinarily, historians do not attempt to provide detailed coverage of the daily flow of correspondence, but use such sources critically to obtain the necessary details for competent treatment of a topic.

(2) Rough Drafts. Rough drafts of correspondence and other documents are often of value if the matter under consideration is significant enough to be discussed in its own right. Pencil or pen notations in the margin may be revealing. Routing sheet comments, memoranda for file (or for the

record), records of telephone conversations and other papers that pertain to the subject may help to show how a policy or event evolved or unfolded.

(3) Trivial and Transitory Items. Every collection of correspondence contains a mass of trivial and transitory items. Letters of transmittal, routine correspondence and duplicates fill so much of every file that all researchers must learn techniques for checking them quickly.

(4) Copies. For purposes of supporting documents, a reproduced document (carbon copy or a copy made on a plain paper copier of the original) is as good as an original. For research purposes, originals should be sought out for the sake of additions or notations that they alone may show.

(5) Messages. Part of the correspondence is in the form of wire, cable, or radio messages. While much message traffic is administrative, it is often important.

(6) Staff Studies. A staff study is an analysis of a problem and all related facts and events are set forth. Various solutions are considered and the best is offered to the commander. Staff studies are of special interest to the historian, for they often precede and form the basis for significant decisions.

(7) Orders. Orders are the normal method by which a commander transmits instructions both to units and individuals of the command, and as such have significant value to the historian.

(8) Statistical Data. Statistical data is indispensable in history at all levels of command and for nearly all types of activities. Such data, like all historical materials, must be used with care and judgement. Data may not always be accurate, may provide a distorted picture, or present less than the whole truth. For example, a description of a search and rescue operation based on statistics of total aircraft assigned, while ignoring the number grounded, would present a distorted picture.

1-16. Statistics:

a. Statistical information available to Civil Air Patrol historians includes; personnel strength, aircraft strength, availability of supplies, accident rate, sorties, flying time of pilots or aircraft, fuel consumed and significant figures on the overall budgetary resources.

b. Historian must be careful to distinguish between important and unimportant statistics. While personnel, aircraft, and operational statistics are usually vital, the value of other statistics is dependent upon the type of unit and its activities.

c. Detailed statistics should not be included in the narrative except when necessary for illustration or when directly relevant to the discussion. Rather, they should be placed in charts in the appendix or included in the supporting documents. The narrative should describe the significance and meaning of the statistics, giving only those numbers in the narrative needed to impart meaning to the discussion.

1-17. Diagrams, Maps, Charts and Photographs:

a. On occasion, graphic presentation may contribute more to the clarity of a history than a simple narrative description. Graphic presentations may be in the form of:

(1) Diagrams showing search areas, unit locations, etc.

(2) Maps showing organizational boundaries and locations of mission air routes.

(3) Charts dealing with personnel figures, organizational structures, logistics, cost of operations, aircraft utilization, and so forth.

(4) Photographs depicting operations, unusual events, personnel, unit equipment and other activities. Glossy 8- by 10-inch prints are suggested unless the photographs are printed with the narrative.

b. All maps, charts and photographs must be captioned to show dates, and subjects. Because all histories are microfilmed in black and white, color should never be used in map or chart legends.

1-18. Mission Reports. Unit historians depend on mission reports and operational summaries compiled on the basis of these reports.

a. In some instances the immediate aircraft mission report may be radioed by the flight commander to his or her home base during the mission.

b. After the crews have been debriefed and the information studied and correlated, the operations staff debriefs, utilizing appropriate forms. Individual mission reports provide the most important source of information for studying major operations, since all subsequent reports are largely based on them.

c. Subsequent reports may include the daily operational summaries prepared by the organization for successive higher echelons.

d. Search and rescue missions are summarized on appropriate forms. These mission reports should be checked carefully against every other available source of information on the operations conducted, since errors that may occur in daily summaries of individual mission reports may become cumulative when consolidated at higher echelons.

1-19. Personnel Data. Historians must be concerned with personnel both en masse and individually.

a. Information on individuals may be obtained from personnel records, interviews, or from the general records of units with which individuals have worked in one capacity or another.

b. Information on the careers of high ranking officials of the historian's organization must be kept in a basic file. However, biographies of the commander and key personnel, if used, should be used as supporting documents. Rosters of key personnel should be included as the second appendix.

c. Long biographical sketches based on highly colored sources and containing trivial information unrelated to the mission of the organization should not be used. However, some essential biographical information adds to the value of the history. The accomplishments of commanders can best be told in a sound objective history.

1-20. Non-Civil Air Patrol Documentary Sources:

a. Under normal circumstances, historians at region and wing level generally do not need to go beyond the Civil Air Patrol for documents and interviews in researching periodical histories. Historians researching monographs find constant use for non-Civil Air Patrol documents. For example, Air Force documents are used for certain training exercises.

1-21. Reference Data. The types of special reference data needed vary from one historical echelon to another, from one period of time to another and from one area to another. Documents useful to historians include:

a. General Reference Works:

(1) A standard grammar book and manual of style (*The University of Chicago Press, A Manual of Style*), a thesaurus, a foreign language dictionary, an unabridged dictionary, *The United States Air Force Dictionary*, an atlas, and an almanac of current events, such as the *World Almanac and Book of Facts*.

(2) Publications available from the National Historian, the office of Air Force History, and the United States Air Force Historical Research Center.

b. Other than Civil Air Patrol and Air Force:

(1) Documents of US Armed Services, agencies and offices other than Civil Air Patrol and Air Force, such as congressional publications, the Departments of Defense (that is, *JCS Publication 1, Department of Defense Dictionary of Military and Associated Terms*), the Federal Aviation Administration, the Defense Logistics Agency, or any other governmental agencies, whether at local, state, or federal levels.

(2) These may offer an extension and rounding of view beyond that of Civil Air Patrol alone. They should be used, however, only when they closely affect Civil Air Patrol interests, and always with the understanding that Civil Air Patrol activity or operations are the focus and subject of the history.

1-22. Evaluation of Sources. The historian must constantly, critically, evaluate the authenticity and accuracy of documents.

a. When working with written documents, the historian must determine the accuracy of data. Exhaustive research is required so that the historian can be certain that the documents he or she uses are authentic.

b. When working with individuals, the historian must remember that memory is fallible and that a person may unintentionally misrepresent or inaccurately recall facts or events. The historian should always evaluate the sources, critically weigh the information collected, determine what is and is not

reliable, and then decide an issue.

c. Historians must:

(1) Select, analyze and evaluate all documents with great care.

(2) Avoid wasting time on documents that are only of marginal utility.

(3) Determine the value of each document to the history being prepared or to other historical work.

1-23. Meetings. The historian must:

a. Attend the commander's stand-up briefing and staff meetings and note deliberations and decisions. Quite often these proceedings are not written down, but because they are essential to the history, they must be recorded by the historian.

b. The historian must attend; all briefings, meetings and conferences of a policy making nature which, in his or her opinion, will help in preparing the history.

1-24. Interview and Questionnaire. Care must be used with information obtained through interview or questionnaire. Perspectives differ among individuals for a multitude of reasons and may, on occasion, differ from established fact.

a. Interviews:

(1) Conducting Interviews. The success of an interview depends upon how well the interviewer prepares for and conducts the interview.

(a) Interviews should be conducted as soon as possible after the event takes place so that the facts are still clear in the interviewee's mind.

(b) The historian must know what kind of information is needed. He or she must have a solid grasp of the background events, missions, orders, decisions, problems, and other relevant factors. The historian must be knowledgeable, for nothing is so impressive to a person being interviewed as the perception of being questioned by someone who has a comprehensive and detailed knowledge of the situation. On the other hand, histori-

ans must guard against seeming too knowledgeable, lest the interviewee decide that he or she can add nothing to the story.

(c) The historian, if possible, should prepare a list of questions for the interviewee beforehand. Specific answers come from specific questions. Questions which can be answered by reports, orders, and other sources should not be asked. Only information which is unobtainable from other sources should be asked for.

(2) Recording the Interview. Whether the historian uses a tape recorder or takes notes during the interview depends entirely on the attitude of the person being interviewed. If possible, the historian should use a tape recorder or take full notes in order to get remarks in detail and preserve exact statements for use in direct quotations.

(3) Copy of Interview. A copy of the interview, as transcribed or summarized by the historian, should always be sent to the interviewee for review, correction, and authentication. If only mental notes have been taken, the historian should put them in writing as soon as possible before details of the interview are forgotten. This procedure permits interviewees to insert additional material and to refine phrasing and thus make a more exact record of their views. Interviews that have been authenticated by the interviewees are "official" documents, and are to be regarded as authoritative primary sources. A transcript of significant interviews must always be included with the supporting documents.

(4) Use of Interviews. Interviews, however, must be used with caution. An interview should never be used to authenticate a point if a document contains the information. The only time it is appropriate to use an interview for documentation is when the information is available from no other source.

(5) Although not as elaborate as Oral History Interviews, many of the techniques discussed in Chapter 3 are appropriate for this type of interview.

b. Questionnaires. Under some conditions, it may be advisable to get data from a person by using a questionnaire rather than an interview. This has the advantage of allowing the interviewees to reflect on their answers, also, it puts them on record in writing. The disadvantage lies in short answers that lack details.

Chapter 2

Written Histories - Format and Style

2-1. Parts of the History. The parts of the history are listed in the order in which they should appear. Some are optional and are so marked; the rest are mandatory. Mandatory parts must appear in all histories required by CAPR 210-1.

- a. Covers (mandatory).
- b. Title Page (mandatory).
- c. Frontispiece (optional).
- d. Foreword (optional).
- e. Preface (optional).
- f. Table of Contents (mandatory).
- g. List of illustrations (mandatory if applicable).
- h. Chronology (mandatory).
- i. Executive Summary (optional).
- j. Narrative (mandatory).
- k. Abstract (optional).
- l. Appendices (mandatory if applicable).
- m. Footnotes (mandatory if applicable). (See paragraph *22 for optional placement.)
- n. Glossary (optional).
- o. Gazetteer (optional).
- p. List of Supporting Documents (mandatory).
- q. Index (optional).
- r. Supporting Documents (mandatory).

2-2. Parts of the History Defined:

a. Covers. The preferred cover is light blue card stock with black printing. A standard blue report folder with typed or printed label will be acceptable.

(1) The front cover contains the words "HISTORY OF THE" followed by the full name of the unit and inclusive dates of the period covered (Attachment 1). Monographs must have a similar front cover except that the word "HISTORY" may not be appropriate.

b. Title Page. The title page includes; the title of the history, full name of the unit and its location, inclusive dates of the period covered, date of publication, name of the author, and name of the reviewer (Attachment 2).

c. Frontispiece. An important map, chart, or photograph may be used as a frontispiece (Attachment 3).

d. Foreword. A statement concerning the history, authored by someone other than the historian.

e. Preface. An explanatory statement by the author about the history or monograph.

f. Table of Contents. The table of contents includes the location by page number of items in paragraphs 2-1 and a list of all volumes of the history (Attachment 4).

g. List of Illustrations. A list of photographs, maps, and charts, with page numbers (Attachment 5).

h. Chronology. A brief chronology of significant events during the period covered by the history. Use simple declarative sentences (Attachment 6).

i. Executive Summary. An overview of the major events, topics covered, and conclusions in the history (Attachment 7).

j. Narrative. The text of the history written in narrative style (Attachment 8).

k. Abstracts. The abstracts are and are desirable in order to provide cataloging and indexing data for the higher Civil Air Patrol Headquarters. (Attachment 9).

l. Appendices. The appendices consist of charts, tables, graphs, statistical summaries, and compilations of details usually prepared by the author. Two common items included are Lineage and Honors Data (Attachment 10) and a Roster of Key Personnel. They are numbered consecutively in Arabic numerals on the first page of each appendix. If Lineage and Honors Data is included, it should be the first appendix and if a Roster of Key Personnel is included, it should be the second. For the user's convenience, each appendix may carry a numbered tab.

m. Footnotes. Inclusion is mandatory if they are applicable. Footnotes may be placed at the bottom of page or grouped by chapters after the abstract (Attachment 11).

n. Glossary. Include an alphabetical list of abbreviations, acronyms, and symbols used in the narrative, with definition or explanation of each. Also include nicknames, project titles, and other material with a brief explanation (Attachment 12).

o. Gazetteer. An alphabetical list of geographical place names with their locations should be included. While not normally necessary, it may be helpful.

p. List of Supporting Documents. A complete list of all attached supporting documents must be included in the narrative volume, and each supporting document volume must include a list of the supporting documents in that volume (Attachment 13).

q. Index. An alphabetical list of names and subjects referred to in the text, together with the number of each page on which they appear (Attachment 14). The index must be the last item in each narrative volume.

r. Supporting Documents. These are documents attached to the history that substantiate or amplify the narrative (Attachment 13). They are numbered consecutively for identification, using black ink, in the upper right corner of each page of a document. If documents fill more than one volume, numbering must be continued consecutively through all volumes. Bulky documents must be bound together in a separate volume (Attachments 15 and 16). These volumes must be clearly identified on the front cover as above. Each volume should contain a title page and a list of documents in that volume by title and number, numbered consecutively.

2-3. Style and Other Instructions:

a. Tone. Avoid military jargon, complicated sentences and words or terms not commonly known. Scientific and technical words may be used if needed. In these instances, they should be defined or explained, preferably in the narrative when first used. If the use of numerous technical words cannot be avoided, a glossary of such terms must follow the narrative. Limit the use of abbreviations and acronyms. If the use of acronyms is unavoidable, they must be explained in the text when first used, listed in the glossary, and explained occasionally in the text. Office symbols must not be used because of their transitory nature. Instead, use abbreviations such as D/Ops, D/Plans, D/Trans, and so forth.

b. Dates. Dates should be used extensively and should be given in full, that is, day, month, and year, except where the context makes the year evident. Then only the date and month need be given.

c. Names and Titles. When first referring to a person, give; rank, full name, branch of service and assignment. Thereafter provide only rank and last name.

d. Geographic Location. Give definite geographical locations rather than grids or general areas. Locate obscure places relative to a well known place.

e. Statistics. Statistics should be used when necessary, but lengthy statistics should be presented in tables or charts and their significance and meaning explained in the narrative.

f. Abbreviations. Limit the use of abbreviation in the narrative but use them whenever possible in footnotes. Months must always be written out in the narrative. States may be abbreviated only when they follow the name of a town or city.

g Numbers.. In the narrative, spell out numbers when they begin a sentence, and when they are less than one hundred.

h. Time. Use the 24-hour clock when referring to time. Be sure to make clear whether the time is local or Zulu (Z), for example, 2130 (local) or 2130Z.

i. Quotations. Any quotation of five or more typed lines

must be single-spaced and indented in its entirety five spaces at the left only. Long quotations should not be used except where meaning would be lost or value reduced significantly by paraphrasing or summarizing. In using direct quotations, special attention must be paid to the security classification of the quoted passages. Any word or words omitted from a direct quotation (an omission must not change the meaning) must be indicated by three ellipses (that is, ...). When the omission comes at the end of a sentence, use four ellipses. Footnote numbers are placed at the end of the quotation.

j. Documentation. For every statement that is not common knowledge, one or more sources must be given; such sources must appear in footnotes. (See paragraph 2-4 and Attachment 9).

2-4. Footnotes (Attachment 11):

a. Purpose. The purpose of a footnote is to:

(1) Present the source, or proof, for a statement or a fact.

(2) Enable any reader who wishes to delve beyond the material offered in the text to see the extended material in the documents.

(3) Provide additional explanatory information not of sufficient importance to be included in the narrative.

b. Placement. Footnotes may be placed at the bottom of the appropriate page or grouped by chapters following the abstract. If they are placed after the abstract, the footnotes should be cross referenced to their narrative pages by placing the page references in the upper right corner of the footnote pages. All footnotes must be single spaced. Footnote numbers run consecutively through an entire history or monograph, unless chapter divisions are used. When chapter divisions are used, footnote numbers in each chapter begin with "1." Explanatory footnotes are designated by a symbol (such as an asterisk) and used at the bottom of the page to present additional data or explanation which, if put in the text, would break the continuity (paragraph All-4 of Attachment 11).

c. The same footnote number cannot be used again when the same source is referred to a second time. If a second reference to the same source is made with no other intervening footnote or source, the next footnote should read "Ibid." Use Ibid., however, only when the preceding footnote contains a single citation. If the preceding footnote is a multiple citation, use "see note above" if the next footnote refers to the same sources. When there are intervening footnotes, the source will be cited in full (abbreviations such as "op. cit." and "loc. cit." cannot be used) or the note may be a reference such as "See Note 17.1"

d. Footnotes must contain all information necessary to identify the source. This includes types of document, from whom, to whom, subject (if any), in quotes and date or date-time group. Short titles may be used after first citation.

2-5. Supporting Documents. Narratives must be accompanied by supporting documents which contain material of importance. Documents already summarized in the narrative must be

included. Selectivity is essential in deciding which documents to include. Supporting documents must contain significant information, or they must substantiate or amplify the narrative.

2-6. Size and Spacing. The original of all histories must be on standard, 8 1/2- by 11-inch bond paper. Margins must be approximately 1 1/2 inches on left and right and 1 inch on the top and bottom. However, margins must be such that narrative can be easily read when bound. Pages must be numbered consecutively throughout the entire history or monograph.

2-7. Binding. All narratives must be fastened at the left margin. Supporting document volumes may be fastened at the top, if necessary. Although posts are strongly preferred, any system may be used as long as it makes the pages secure, allows them to be turned easily, permits them to be removed and reassembled easily, does not obscure the printing adjacent to the binding, and does not damage the document when stored on shelves or in archive boxes or when used. No volume will be more than 2 inches thick.

2-8. Coordination of Histories. Coordinate the narrative of the history with appropriate staff experts to ensure accuracy and completeness. Staff agencies do not have to approve the history, but their opinion as to its accuracy and completeness must be sought before submitting the history to the commander.

2-9. Review of History. Before forwarding a history to the commander, historians must edit and review it in order to eliminate typographical and other errors. At the same time, they should examine and evaluate the history in terms of the following standards:

- a. Is the history objective, honest, and fair?
- b. Is it definite and concrete?
- c. Is it clear and understandable?
- d. Does it contain the most important information?

e. Is it fully documented?

f. Is it based largely on primary materials? Have the sources been critically evaluated and analyzed?

g. Does it cover and explain plans, accomplishments, problems, and failures?

h. Does it present analyses and evaluation of the unit's activities useful to present and future staffs and commanders?

i. Are the abbreviations, acronyms, short titles, code names, so forth properly identified?

j. Is the story so organized and integrated that it is a smooth connected account? Is it properly balanced so that the more important matters receive the greater attention?

k. Are there enough available copies of the text, and supporting documents, to supply the needs of higher echelons as well as those of the preparing unit?

l. Has it answered, both in overall coverage and in individual topics, the questions: Who? What? When? Where? How? and Why?

m. Is it well written? Does it follow forms prescribed by this regulation?

n. Have the chronology, glossary, or other special features been prepared to provide the greatest utility?

2-10. Microfilming. The United States Air Force Historical Research Center (USAFHRC) provides microfilming support for all Civil Air Patrol historical activities. Accordingly, Air Force History office policy and specifications for microfilming historical materials as covered by Attachment 14 is applicable to all similar Civil Air Patrol Activity. Request for microfilm support should be addressed to HQ CAP-USAF/XR, Attention: National Historian, Maxwell AFB, AL 36112-5572.

Chapter 3

Oral Histories

3-1. Authority. The Oral History Program is established under the provisions of Civil Air Patrol Regulations 210-1.

3-2. Scope. Civil Air Patrol Pamphlet Number 35-1 provides for the establishment of a Civil Air Patrol Historical Committee (National Historical Committee). It establishes as the purpose and objectives of the committee "the research and documentation of the history of Civil Air Patrol." Early in 1982 in an attempt to fill the void created by a lack of documentation on many of the World War II active duty missions, an informal Oral History was begun. In view of the passage of time and the decreasing availability of those members serving during this period a meeting of the National Historical Committee was held to discuss oral history and other matters. At this meeting, held in conjunction with the 1982 National Board Meeting, it was decided to formalize the program. Currently, the major effort remains with the interviewing of World War II Civil Air Patrol Active Duty members. It is contemplated that this will be extended to include former National Officers. Wings are encouraged to undertake a similar program as relates to its former Wing Commanders and other personalities of significance.

3-3. Policy and Management. The National Historian (NH) or his designated representative will provide direction and guidance for Oral History activities within CAP.

3-4. Administration. The NH will be responsible for providing guidance to the day-to-day activities of the program. An Oral History Interview will be processed as per Attachment 18 and as follows:

a. The interviewee will be selected individuals meeting the general criteria outlined in Paragraph 3-2 above. This selection will be made by an oral historian who assumes, or is requested to assume, the responsibility for completion of the interview, access agreement and transcript.

b. The interviewer will prepare a standard letter of invitation and forward it to the interviewee (Attachment 19). Normally, the interviewee will reply within a month of receipt of the invitation. If he fails to do so, the interviewer should follow up with a telephone call.

c. As soon as the prospect agrees to be interviewed, the interviewer begins his research, writes and mails a follow-up letter and a tentative topics list (Attachment 20), and makes travel/accommodation arrangements based on his schedule and that of the interviewee. (Reservations should be made approximately 2 weeks in advance of the interview).

d. Advance preparation is the key to a successful interview. The interviewer should spend as much time as is available to familiarize himself with both the subject matter and the interviewee. A suggested preparation outline similar to Attachment 21 should be used.

e. The interviewer conducts the interview, presents the access

agreement (Attachment 22), explains to the interviewee utilizing Attachment 23 all of his rights and the procedures under which oral histories are prepared, accessioned, stored and used. The completed Access Agreement is returned to the NH along with the recorded tapes and transcript.

f. The interviewer logs the interview with the NH and receives an oral history number assigned in accordance with Attachment 24. The cassettes are then voice labeled. The interviewer writes a thank you letter (Attachment 25).

g. The tapes are transcribed (Attachment 26).

h. The interviewer listens to the tape and compares what he hears with the transcript. As discrepancies are noted, he makes such corrections in the transcription as are necessary. During editing, care should be exercised to insure that no change is made in the meaning of any statements (Attachment 27). Symbols used in editing are described in Attachment 28.

i. The transcript is retyped, then proofed by the interviewer. The transcriber prepares a Summary of Contents and a Guide to Contents, and the interviewer proofs this as well (Attachments 34 & 35).

j. When the transcript is completed, it is sent to the interviewee for his review. A cover letter is included (Attachment 29).

k. The interviewer confirms by telephone that the interviewee has received the transcripts and tries to ascertain when the transcript will be returned. If the transcript has been lost, a reproduced copy is sent to the interviewee as soon as possible.

l. After the transcript returns from the interviewee, it is rendered into final form by the interviewer, typed by the transcriber, and proofed a final time by the interviewer (Attachments 30, 31, 22, 32, 33, 34, 35 and 36).

m. The completed package (transcript, tapes, access agreement, etc.) is processed and distributed as outlined in Attachment 30.

3-5. Handling Oral History Material. Care should be exercised to insure against the loss of tape and/or transcripts. This is best accomplished by the interviewer maintaining a copy of all material during all steps of the process.

3-6. Standard Letter Formats. Standard letter formats will be used for the following Oral History correspondence:

a. Letter of Invitation. All participants in the Oral History Program receive an initial letter explaining the program and soliciting their cooperation. The letter is prepared by the interviewer. (Attachment 19)

b. Follow-up/Thank-you Letters. Prepared by the interviewer after the interview is conducted (Attachments 20 and 25).

c. Letter for Interviewee Review. Accompanies the transcript after it has been typed. This letter asks the interviewee to make corrections to the transcript as necessary. It is personalized and signed by the interviewer (Attachment 29).

d. Final Thank-you Letter. Personalized and signed by the interviewer. This letter accompanies the transcript copies sent to the interviewee for their personal retention (Attachment 37).

3-7. Semi-standard Follow-up Letter. A semi-standard follow-up letter will be written and signed by the interviewer

and sent to the interviewee once he accepts the invitation. Included with this letter is a tentative topics list (standard) which is tailored to include specifics of the interviewee's career (Attachment 20).

3-8. Non-standard Thank-you Letter. A non-standard thank-you letter will be written by the interviewer immediately after the interview to thank the interviewee for his time and to assure him that a transcript of the tapes will be made and sent to him for his review. Since this letter deals with unique circumstances surrounding the conduct of the interview, it is composed entirely by the interviewer without resort to a standard pattern.

HISTORY OF KANSAS WING

Civil Air Patrol

Auxiliary of the United States Air Force



1 JANUARY 1988 - 31 DECEMBER 1988

VOLUME 1 - NARRATIVE

HISTORY
of
KANSAS WING
Civil Air Patrol

Auxiliary of the United States Air Force

1 January 1988 - 31 December 1988

Prepared By

Major Elaine K. Hoch, CAP

Wing Historian

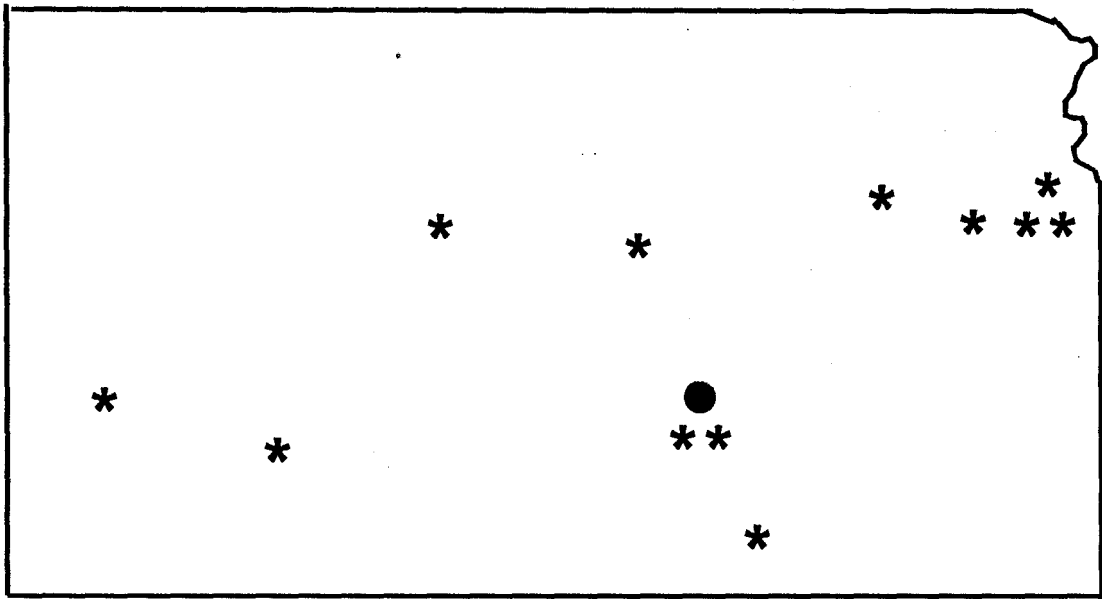
Reviewed By



*Col. Patricia A. Lane, CAP
Kansas Wing Commander*

**Kansas Wing Headquarters
McConnell Air Force Base
Kansas**

FRONTISPIECE



● Kansas Wing Headquarters

* Wing Units

Figure 1. Location of Kansas Wing Units

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CHRONOLOGY 1988

January

- 3** ARC Blood Transport Mission - Augusta to Marion, KS.
- 6** AFRCC ELT Mission - #5-0030
- 9** Wing Staff Meeting, Wing Hdq., McConnell AFB, KS.
- 10** Commanders Call for all Unit Commanders, Wing Hdqs., McConnell AFB, KS.
- 16** ARC Blood Transport Mission - Augusta to Great Bend, KS.
- 20** ARC Blood Transport Mission - Salina to Hillsboro, KS.
- 23** ARC Blood Transport Mission - Salina to McPherson, KS.
- 24** ARC Blood Transport Mission - Augusta to Lakin, KS.
- 24** ARC Blood Transport Mission - Salina to Clay Center to Beloit, KS.
- 24** ARC Blood Transport Mission - Salina to Beloit to Belleville, KS.
- 25** ARC Blood Transport Mission - Salina to Asbury to Beloit, KS.
- 25** ARC Blood Transport Mission - Augusta to Marion, KS.
- 26** ARC Blood Transport Mission - Hays to Beloit, KS.
- 28** ARC Blood Transport Mission - Salina to Manhattan to Wamego, KS.
- 28** ARC Blood Transport Mission - Garden City to Kingsley, KS.
- 29** ARC Blood Transport Mission - Wichita to Liberal, KS.
- 30** Communications Class, Kansas Wing Hdq., McConnell AFB, KS.

February

- 1** ARC Blood Transport Mission - Arkansas City to Medicine Lodge, KS.
- 2** ARC Blood Transport Mission - Wichita to Hutchison, KS.
- 2** ARC Blood Transport Mission - Salina to Council Grove to Harrington, KS.
- 3** ARC Blood Transport Mission - Wichita to Parsons, KS.
- 6** ARC Blood Transport Mission - Salina to Beloit, KS.
- 10** ARC Blood Transport Mission - Wichita to Salina, KS.
- 11** ARC Blood Transport Mission - Salina to Clay Center to Concordia and Osborne, KS.
- 11** ARC Blood Transport Mission - Salina to Manhattan and Council Grove, KS.
- 6,7** Kansas Wing Annual DR Evaluation held at Salina, KS. - Mission #T88
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EXECUTIVE SUMMARY

The Kansas Wing started 1988 with good "Esprit De Corps" and standings, having just finished as **Number 1**¹ in the 1987 Civil Air Patrol - Management Analysis Program, under the careful guidance of Col. Ralph Rissmiller.

At the 9 January Wing Staff meeting it was decided to try to repeat our standings in the CAP-MAP for 1988. We reviewed the 1987 report and discussed our shortcomings. With basic "game-plan" in mind we continued with the regular monthly meeting.

On Sunday 10 January, the Kansas Cadet Advisory Council (KANCAC) met.

On 30 January the wing sponsored a basic radio communications course: 10 members passed their communications test.

On 6 and 7 February, the Wing held it's first wing exercise of the year. The exercise was held in Salina, KS., it was a Disaster Relief type operation.

On 14 February, Col. Ralph.W. Rissmiller was removed as commander of Kansas Wing after serving for 3 years and 4 months. Lt Col. Patricia A. Lane was named as Interim Wing Commander by the North Central Region Commander, Col. Gerald Holiday.

On 27 and 28 February, the Wing hosted a Squadron Leadership School and a Corporate Learning Course at McConnell AFB, Kansas.

¹ Final CAP-MAP Report -1988.

NARRATIVE

CHAPTER I - INTRODUCTION

The Kansas wing completed its 47th year of service to the people of the State of Kansas and to the United States of America.

KANSAS WING ORIGIN

The Kansas Wing was established and placed under the Command of Col. H. Howard Wilcox, CAP, on 10 December 1941.

WING ORGANIZATION AND STATUS

The Kansas Wing is organized into a Wing Headquarters located at McConnell AFB, Kansas. and 13 Subordinate Units. The units were made up of both squadrons and flights composed of approximately 600 Cadets and Seniors.

The Kansas Wing completed 1988 with much turmoil and indecision about the leadership of the Wing, due to so many command changes occurring in one year. Even under these adverse conditions, the membership as a whole did not lose sight of the needs and requirements which are the basis of our organization. The wing continued to work toward the goal of being Number 1 in the Nation the second time in a row.

ABSTRACT

CHAPTER I - INTRODUCTION

Provides some basic information on the Kansas Wing beginnings and its organizational structure. Provides the Wing Commander changes which occurred in 1988.

CHAPTER II - AEROSPACE EDUCATION

Reviews the activities of the Aerospace Education section of the Kansas Wing. Lists the AE workshops that were held throughout the year

CHAPTER III - TRAINING

Provides information about the wing senior training program and the overall accomplishments throughout the year.

CHAPTER IV - CADET PROGRAMS

Discusses the aspects of the Kansas Wing Program and recaps the years activities. Covered the Kansas Wing KANCAC meetings and Cadet Awards.

CHAPTER IV - OPERATIONS

Discusses the operational aspects of the Kansas Wing and recaps the years activities. Discusses the new mission the Wing has undertaken with the State Department of Parks and Wildlife.

CHAPTER V - USAF-CAP LIAISON OFFICE

Reviews the activities of the USAF-CAP Liaison Office.

APPENDIX I

LINEAGE AND HONORS DATA

UNIT DESIGNATION	Kansas Wing Headquarters Civil Air Patrol
LOCATION:	McConnell Air Force Base, Kansas
HIGHER HEADQUARTERS:	North Central Region Headquarters Civil Air Patrol
COMMANDER:	1. Col. Ralph W. Rissmiller, Jr., CAP 2. Lt. Col. Patricia A. Lane, CAP 3. Lt. Col. Christopher N. Fox, CAP
VICE COMMANDER:	1. Lt. Col. Patricia A. Lane, CAP 2. Lt. Col. Charles H. Tollett, CAP
UNITS NEWLY ASSIGNED:	NONE
ATTACHED UNITS DISBANDED:	Lawrence Jayhawk Squadron, 14061
AIRCRAFT FLOWN:	FIVE - Corporate Aircraft
AWARDS AND DECORATIONS:	Number 1 Wing in CAP-MAP, 1987 Unit Citation for No. 1 Wing Number 1 Wing in North Central Region National Safety Award

INSTRUCTIONS FOR FOOTNOTES

All-1. General. Footnotes are the primary means of citing sources of information. Pertinent information is always included in the text of the narrative, but this does not rule out an occasional explanatory or supplemental footnote for reasons of style or organization. (For example, a long list of names that would clutter up the text could be listed in an explanatory footnote.)

All-2. Importance. Proof or augmentation for statements should be presented in the text rather than in the footnotes. However, while brevity is desirable in footnote citations, the writer should cite all pertinent documents, using the standard format for citations used in this regulation.

All-3. Necessity of Citing Sources of Direct Quotations. Every direct quotation must be accompanied by a citation of a source.

All-4. Numbering Footnotes and Placing Numbers and Symbols in Text. Footnotes must be numbered consecutively through each chapter of a history or monograph. If no chapter divisions are used, the footnote numbers run consecutively through the entire text. A number inserted in the text of the narrative to call attention to a footnote must be typed immediately following the appropriate clause or phrase, without spacing and slightly elevated. Punctuation marks, except for the dash, must precede rather than follow a footnote number. A number referring to an indented quotation must be placed at the end of that quotation. A footnote designated by a symbol (such as an asterisk) may also be used at the bottom of the page to present additional data or explanation which, if put in the text, would break the continuity.

All-5. Placing Footnotes. In completed histories, the footnotes may be placed at the bottom of the appropriate pages or grouped by chapters after the abstract. Explanatory footnotes are always placed at the bottom of the appropriate narrative page. If they are placed after the narrative, the footnotes should be cross-referenced to their narrative pages by placing the page references in the upper right corner of the footnote pages as follows: Notes to Pages 1-3, etc.

All-6. Spacing Footnotes. Footnotes must be single-spaced and the footnote numbers indented five spaces.

All-7. Textual Matter and Quotations in Footnotes. Text matter in footnotes (as distinguished from citations of documents) must be written in the same style that would be used if the statements occurred in the narrative, including abbreviations, acronyms, and the like. All direct quotations in footnotes will be placed within quotation marks, with no indentation of quotations regardless of their length.

All-8. Full Titles of Sources (Initial Citations in Chapters). A complete bibliographical footnote citation must be given the first time any source is mentioned in a chapter (paragraph A11-9).

All-9. Use of Short Titles. The title of a work frequently cited may be shortened after the first citation in a chapter. Identification of the short title chosen must be given in brackets immediately following full citation, thus: Rprt (S/DECL OADR), Col. A. B. Smith, Comdr, 10th Bomb Wg, "Report on Exercise Bingo, 5 January 1963-28 February 1963," (hereinafter cited as Smith Report) p 15.

All-10. Use of Underlining and Quotation Marks in Titles of Sources. The exact title of a printed source should be made clear by underlining or use of quotation marks. Use of underlining must be restricted to titles of printed books, pamphlets, magazines, and newspapers. Quotation marks must be placed around titles of chapters, articles, notes, documents, and the like.

All-11. Reference to Bound Collections of Documents. Documents found in a collection of materials bound together will be cited as parts of the collection, For example, Communications Plans of Bingo Exercise, HQ 25th AF, 2 Jan 92.

All-12. Citation of Official unit and Command Histories. Whenever possible, the exact title, volume, and page number should be given when citing a history prepared in the field; for example, cite unit histories as follows, regardless of variance in titles: Hist, 20TFW, Jan-Jun 63, Vol I, pp 12-14.

All-13. Citation of Air Force Historical Studies. When citing a study that has already been completed and bound, use the following form; Study (U) , John C. Warren. Airborne Operations in World War II, European Theater (USAF Historical Study 97, Sept 1956), p 42.

All-14. Indication of The Nature of The Source. Unless the nature of the source is clear from its title, it is necessary to indicate its identity (.letter, memo, intelligence report, press release, etc.) in the footnote citation. If a term like "Report" is part of the title, it will be placed with the rest of the title; but if it is used only descriptively it will appear before the title, abbreviated and followed by a comma.

All-15. Indication of Subject Correspondence. When citing military correspondence, the subject should always be included. If the subject does not appear on the document, the author must give an accurate, short descriptive subject without capitalization and in brackets.

All-16. Indication of Place and Date of Publication. The place and date of publication of a cited book are given in the first citation of the book in each chapter.

All-17. Indication of Date, Page, and Volume. When a published book is cited, volume and page numbers must also be given.

All-18. Multiple Citations. In a footnote that has citations of more than one source, the individual citations are usually separated by semicolons.

All-19. Use of Ibid. The abbreviation Ibid. (meaning "in the same place") maybe used only when the preceding footnote has a single citation, If reference is made to all the citations in the preceding multiple-citation footnote, the author says "see note above." Ibid. must not be used to mean the same file or the same housing, and the expression "in ibid." must never be used. Id., op. cit., and loc. cit. must not be used to refer to sources previously cited; instead, for later reference to a work, give the author's last name and short title of source.

All-20. Footnote Continued to Next Page. If a footnote must be continued on the next page, the footnote number must be repeated with the abbreviation "contd" in parentheses following the footnote number.

All-21. References to Appendices and Other Pages in The Study. Cross-references must appear at the bottom of text pages. Example; See App 3.. References to pages may be made as follows; See Chap V, p 28. Designation will be made by asterisk, dagger or double dagger.

All-22. Additional Examples of Footnote Forms. The citations illustrated below are hypothetical:

BOOKS

Howard B. Jones, *New Dimension's in Air Warfare* (New York, 1961) II, 28. Samuel F. Long, *Air Policy and the Far Eastern Crisis* (New York, 1961), (hereinafter cited as Long, *Air Policy*) p 34. Robert R. Smith, ed, *A Handbook of Air Power* (New York, 1957), p 92.

CONGRESSIONAL RECORD

Cong Rec, (U) 87th Cong, 1st Sess, 10432 (23 Apr 61).

PERIODICAL

Frank C. Brown, "The FB-111," *Airpower Monthly*, XX (Feb 62), pp 27-44.

NEWSPAPER ARTICLES

Editorial, "A New Crisis in the Far East" *New York Times*, 28 Jan 62, p 14.

LETTERS

Ltr (S/DECL OADR), Col J. T. Ansley, TAC D/Ops to 96TRW/CC, "Flying Hours (U)," 29 Jul 71, Sup Doc 10.

(The format above is used when a letter is not addressed to an individual.)

Ltr (S/DECL OADR), Col J. T. Ansley, TAC D/Ops to Col A. W. King, 42TFW/CC, "Flying Hours (U)," 29 Ju171, Sup Doc 10.

(The format above is used when the letter is addressed to an individual.)

ATTACHMENTS

Atch 3, "Alert Basing Study," by SAC D/Ops, 1 May 71, to Ltr, Maj Gen W. C. Clark, 8AF/CC, "Alert Base Expansion," 2 Jul 72.

(Fully identify attachment when attachment rather than the letter is cited.)

MESSAGES

Msg (S/DELL OADR), 12AF to 1 OTFW D/Ops, "Sortie Rates (U)," 0112302 Jan 72.

(The format above is for messages not addressed to individual.)

Msg (U) Lt Gen R. C. Coke, 2AF/CC to Brig Gen L. N. Drabb, BMW/CC, 0215002 Feb 72. (The format above is for messages from one individual to another.)

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Report (S/DELL OADR), "Monthly Aircraft Authorized (U)," RCS: HAF-D-48, Apr 71.

Trip Report, (U) Merced AFB, Calif., " Capt E. R. Mayday, 93BMW D/Ops, 9 Oct 71.

Final Report (S/DECLAS OADR), "Realignment of Intermediate Headquarters (U)," by PACAF D/Plans, 18 May 71, pp 58-62.

Mission Report (S/DECL OADR), 66MAW D/Ops, 22 Mar 71. USAF Current Status Report, HQ USAF D/Ops, Oct 71, p 24.

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SO G-26 (U), 313AD, 18 Nov 82.

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OPORS 72-72 (U), SAC, 1 Jul 72.

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SACR 210-4*, "Preparation of Histories," 15 Feb 80.

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BRIEFINGS

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MEMOS

Memo for the Record, by Col G. A. Brown, 15SMW D/Ops, "Missile Hardening," 24 Jun 71.

STUDIES

Staff Study (S/DELL 1 Dec 74), 91SMW D/Ops, "Missile Incidents (U)," 19 Dec 71, p14, Sup Doc 10.

GLOSSARY

AE	Aerospace Education
AEPSM	Aerospace Education Program for Senior Members
AFB	Air Force Base
AFRCC	Air Force Rescue Coordination Center
CAP	Civil Air Patrol
CAPM	Civil Air Patrol Manual
CAP-MAP	Civil Air Patrol - Management Analysis Program
CAPR	Civil Air Patrol Regulations
CAP-RAP	Civil Air Patrol - Reserve Assistance Program
CARDA	Continental Air Reconnaissance for Damage Assessment
CD	Civil Defense
CLC	Corporate Learning Course
COMP.	Composite
SQDN	Squadron
DAE	Director of Aerospace Education
DOD	Department of Defense
DRMO	Defense Reutilization Management Office
ECI	Extension Course Institute
ELT	Emergency Locator Transmitter
FAA	Federal Aviation Administration
FCC	Federal Communication Commission
FM	Frequency Modulation
FT.	Fort
FY	Fiscal Year
HDQ	Headquarters
HF	High Frequency
IACE	International Air Cadet Exchange
KANCAC	Kansas Cadet Advisory Council
NCOIC	Non-Commissioned Officer In Charge
NCR	North Central Region
SAC	Strategic Air Command
SAR	Search and Rescue
SLS	Squadron Leadership School
SOS	Squadron Officers School
US	United States
USAF	United States Air Force
USAF-CAP	United States Air Force - Civil Air Patrol
VHF	Very High Frequency

LIST OF SUPPORTING DOCUMENTS**NO. TITLE**

1. Kansas Wing Financial Statement
2. Kansas Wing Operations Report of American Red Cross Blood Transport Missions.
3. Kansas Wing Activity Report - August 1988
4. Kansas Wing Activity Report - July 1988
5. Kansas Wing Activity Report - June 1988
6. Kansas Wing Activity Report - May 1988
7. Kansas Wing Activity Report - April 1988
8. Wing Calendar of Events
9. Kansas Wing KANCAC Minutes - February 1988
10. Kansas Wing KANCAC Minutes - 19 April 1988
11. Kansas Wing KANCAC Minutes - 11 August 1988
12. Kansas Wing KANCAC Minutes - 1 October 1988
13. Kansas Wing KANCAC Minutes - 23 October 88
14. CAPF 37 - Wing Action #88-075
15. Annual Report, Kansas Dept. of Civil Air Patrol
16. Disaster Relief Evaluation, T88-118
17. Search and Rescue Evaluation, T88-231
18. Disaster Relief Evaluation, T88-219
19. Search and Rescue Evaluation, T88-325
20. Search and Rescue Evaluation, T88-324
21. Wing Communication Exercise Report - 2 May 1988
22. Operations Plan - National Defense Exercise - 10 April 1988

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HISTORY OF KANSAS WING Civil Air Patrol

Auxiliary of the United States Air Force



1 JANUARY 1988 - 31 DECEMBER 1988

VOLUME 2 - SUPPORTING DOCUMENTS

SUPPORTING MATERIALS FOR CIVIL AIR PATROL HISTORIES, MONOGRAPHS AND STUDIES

Section A-General Information

A16-1. Often good historical information is not on paper, for example, video and audio tapes, computer data bases, computer output, microfilm and microfiche, slides and other material which never existed in paper form. Other material such as charts and maps are printed on paper but are too large to fit easily into a unit history. Following are the rules for the handling of these and similar sources.

A16-2. If at all possible the information should be converted accurately to standard paper forms.

Section B-Paper Materials

A16-3. Larger than standard size paper (legal size maps, charts, and so forth) should be reduced to standard size, as long as quality and readability are maintained. If this cannot be done, then bind the odd-size documents separately as a legal-size volume, folding the documents carefully and with a minimum number of folds.

A16-4. Smaller than standard size documents should be copied onto standard size paper. If not possible, and the document is printed or written on one side, it should be taped on all four sides to a standard size bond sheet with magic mending tape (not cellophane tape, which deteriorates). Do not cover information with the tape even if it means leaving a side untaped. Do not use staples (which rust) or glue (which weakens and damages paper with age).

A16-5. If the document had information on both sides, it should be copied and treated as single sheets on one side only.

A16-6. If a document is bulky, such as "Commander's Pocket Statistical Notes," bind it with the oversize document or separately, making sure that it is legible to a reader without disassembling the volume. If the margins are too small to permit reading without disassembling, tape the document cover to a strong piece of plain heavy paper (similar in strength to that found on covers of paperback books) so that it will not fall out of the volume easily.

Section C--Non-Paper materials

A16-7. Microfilm, flat film, transparencies, slides, etc. should be placed in an envelope and affixed to a page in the same way as a small document with the flap toward the spine of the volume to help prevent loss. If the item in the envelope is larger than standard size, place it in the oversize volume.

A16-8. Photographs that can be bound without loss of information should be placed in the volume as desired; if they cannot, handle as in paragraph 16-7.

A16-9. Microfilm rolls, audio and videotapes, and motion picture film should be handled as separate volumes of the history or as a separate study and forwarded in suitable containers (microfilm in cartridges or plastic boxes, tapes in boxes, and film in plastic containers). The containers and items should be properly identified with titles, volume, security classifications, and other information prominently displayed.

**AIR FORCE HISTORY OFFICE POLICY AND SPECIFICATIONS FOR
MICROFILMING HISTORICAL MATERIALS**

A17-1. Background on Policy and Specifications. This attachment should be used along with AFR 12-40. It provides:

- a. A standard for microfilming Air Force historical materials for the purpose of preservation and ease of use.
- b. Direction and specifications to all organizations planning to microfilm, or currently microfilming, Air Force historical materials.
- c. A method for minimizing duplication of effort in microfilming Air Force historical documents. All other requirements of this regulation apply to microfilming and using the microfilmed Air Force historical materials.

A 17-2. How to setup Microfilm Storage and Retrieval Systems. When a project is being considered, the historian may receive advice and assistance from the command historian when necessary. The historian coordinates all microfilm plans and any later changes with USAFHRC to ensure compliance with this regulation. The completed microfilm plan should be submitted, in writing, to USAFHRC. Allow at least 30 days for USAFHRC evaluation. After receiving positive coordination from USAFHRC, history offices or others planning to microfilm Air Force historical materials must also receive approval from HQ USAF/DA for the project according to AFR 12-40. NOTE: All requests for support from USAFHRC will be channeled thru HQ CAP-USAF/XR, Attention: National Historian, Maxwell AFB AL 36112-5572.

A17-3. Division of Effort:

a. Microfilming activities of the commands must be coordinated with USAFHRC since commands have some materials that duplicate those deposited in USAFHRC. The materials to be microfilmed must be described in the microfilm plan (paragraph A17-2) and any changes must also be coordinated with USAFHRC before making them.

b. USAFHRC duplicates microfilm produced to meet requirements. The total demand for microfilm copies exceeds the USAFHRC resources to provide such copies, therefore the following priority system is in effect:

(1) Priority I: Required official copies to HQ USAF/CHO, National Archives and Records Service, or Washington National Records Center and USAFHRC use copies.

(2) Priority II: Required copies sold under the Freedom of Information Act.

(3) Priority III: Required official copies to support ongoing Air Force research and publications.

(4) Priority IV: Copies of selected materials as required to support those history offices who have projects and agreements to exchange microfilm copies of the USAFHRC. Those commands who have furnished microfilm to USAFHRC are given priority over inactive projects.

(5) Priority V: Request from history offices who microfilm for file and reference use.

(6) Priority VI: Requests for second copies or more within the command.

A17-4. Microfilm Production Requirements. The quality and formatting standards are required to satisfy diverse users and to produce top quality, readable microfilm of archival quality and with the lowest overall cost possible.

a. Film. The film used to microfilm histories and related documents follows:

(1) Camera Microfilm (Master)

(a) Type. 16 millimeter (mm) nonperforated of the antihalation undercoat (AHU) type or equal. The film must be annotated with the archival quality mark, that is, a small blip along the edge.

NOTE: Never load camera microfilm into cartridges, or use it in a microfilm reader or handle it in any other way which might damage it.

(b) Microfilm Roll Length. Not more than 100 feet, including an 1\$-inch leader and trailer of blank film on each roll.

(2) Duplicating Microfilm:

(a) Duplicate positive copies for USAFHRC and the National Archives and Record Service will be 16mm nonperforated silver duplicating microfilm.

(b) Duplicate negatives may be silver, vesicular, or diazo.

b. Splicing. Splicing into a roll of microfilm must be avoided. However, when film must be spliced to load cartridges, or for some other reason, use the Recordak Presstape Microfilm Splicer, Model 5A, or the equivalent. A tongue-in-groove splice is superior to other types for long use.

c. Camera Equipment. Camera equipment used to film the histories and related documents can be either rotary or planetary. However, the type of camera selected must meet or exceed the requirements of this regulation and those cited in AFR 12-40.

d. Other Equipment. All equipment must produce microfilm that meets all standards of this specification and AFR 12-40.

A17-5. Standard Format. Criteria for the microfilm are as follows:

a. Security and Access Restriction Frames. The first and last frame on every roll of microfilm shows security and restriction notices. These notices list the highest classification and all further restrictions contained in the documentation exposed on the microfilm. The security markings must be visible without the use of a reader or loupe.

b. Resolution Charts. The second and next to last frames on the roll of microfilm show the National Bureau of Standards (NBS) Microcopy Resolution Test Charts.

c. Authenticity Statement. The third frame on each roll shows a statement of authenticity as defined in AFR 12-40. This statement requires; Identification (roll number), date filmed, operator identification, location of filming, reduction ratio, statement documenting what records are on the film, the authority to microfilm (regulation and project number), custodian of records and signatures of persons responsible for the records and the microfilming. Also, the statement "INDEX APPEARS AT END OF ROLL" is added above the authenticity statement.

d. Internal Index. The frame or frames immediately preceding the tail and resolution chart will be an index of the film contents. This index will list the beginning frame number for each separate document and for the index itself. It must include the title, volume number, call (file) number, and/or other identifiers for each document on the roll. For each document, the index must include all the classification and other access restrictions. Also, the index must bear the roll number assigned to the microfilm.

e. Image Marks. The microfilm will have image marks, that is, "blip" coding. The minimum size of the blips (as they appear on the film) will be at least 0.991mm (0.039 inches) by 0.991mm. USAFHRC recommends a blip which is 1mm by 1mm. The blips may be as large as 2.0mm by 1.0mm as long as they do not extend into the information area of the frame and do not exceed half the width of the frame. An area between the bottom of the film and bottom edge of the information image shall be reserved for the blip and frame number. The blip must appear in this blip channel so that the blip will be approximately centered under the information image. In no case may the blip's leading edge be in front of the leading edge of the information image or behind the center-line of the information image. The blip location must be uniform for all frames (American National Standards Institute (ANSI) PH 5.20).

f. Frame Numbers. Each frame of the microfilm will bear a consecutive easily read frame number, preferably between the blip and the number of the page filmed. The front and security frame will be numbered "11", with each of the following frames numbered consecutively.

g. Arrangement of Material on Microfilm. To achieve as much uniformity as possible in page arrangement, comply with the following instructions:

(1) Page Position for Microfilming:

(a) Standard-size Page. Film in position to be readable, without modification, on a reader or reader-printer with a 13 by 13 inch viewing screen that produces 8 1/2- by 11 1/2-inch prints, that is, film with the top and bottom of each page parallel to the edges of the microfilm (comic mode).

(b) Oversize Pages. Photograph oversize pages (those that require multiple frame exposure for 16mm film at 24x to 26x reductions) in sections beginning at top from left to right and then lower sections from left to right with a minimum of 1-inch overlap between adjacent sections. The maximum size of area microfilmed will be 13 by 13 inches, however, on most items it is preferable to limit any section to legal size (8 by 13 inches).

(2) Document Sequence. Every effort will be made to film the histories of one unit (command or numbered air force) or series of documents completely in sequence. However, Top Secret (TS) histories, TS volumes, or TS annexes of histories must be microfilmed

together if the material is identified and properly marked with security and other access markings.) Leave at least 2 inches of blank film or four blank frames between each history and between each volume.

A17-6. Quality. The legibility and archival quality criteria for finished microfilm are as follow:

a. Acceptable Reduction Ratios:

(1) Minimum - 24x. (DOD standard unless waiver granted.)

(2) Maximum - 26x. (The Air Force History Program has a waiver for 24x through 26x which is necessary to accommodate legal size pages in comic mode.)

b. Background Density. (See AFR 12-40, attachment 4.) The average background density of a roll of processed microfilm, (as measured by the method prescribed in ANSI-PH-2.19 and National Micrographics Association (NMA) MS-104), will be 1.00 and 1.20 for the camera negative (first generation), when the material filmed is good contrast black characters on white paper (bond or equivalent). The "D-MIN" (diffuse background density of clear area on camera negative film) shall be no greater than 0.10. The background density of the positive copy (second generation) will be 0.04 to 0.20. The duplicate negatives (third generation) should have an average background density of 0.90 to 1.30 depending on material filmed. When filming presents difficulties (negative copies,, "film blind" colors, poor contrast duplicates, etc.), it may not be possible while maintaining readability. The ultimate density criteria are legibility and the ability to print all images on a roll at the same printing exposure on a readerprinter.

c. Resolution. A minimum resolution of 100 lines/mm is required for the camera master negative. Determine resolution by exposing the NBS Microcopy Resolution Test Charts on the second and next to last frames of the roll. The background density on the test chart board should be 1.1 + .1 for accurate reading. To measure resolution, use a microscope that has a minimum magnification ratio of 50x to measure the exposed targets. Measure the pattern in all five positions for planetary equipment (NMA MS17).

d. Archival Quality. The residual hypo and archival quality of the camera negative and of the silver positive print film made from it must meet the requirements of Federal Standard (FED-STD) - 125D(ANSI PH4.8, and PH1.43.

e. Storage. All permanent microfilm (this includes the copies that are produced and held awaiting shipment to USAFHRC) will be stored and maintained as specified in AFR 12-40 (ANSI Pg 1.43.)

f. Other Quality Requirements. The microfilm must be of high quality in finished appearance as well as workmanship. No information loss can be tolerated. Scratches, pressure marks, abrasions, and the like are not allowed within image areas on first or second generation microfilm.

A17-7. Container Markings. Markings on reels, boxes, and other containers must comply DOD 5200.1-R/AFR 205-1, AFR 205-2, and AFR 12-30 for security and other restrictions to use.

a. Required Markings. The security classification of a completed microfilm roll must correspond with the highest classification marking of any document on the roll, and all security and access restrictions must be placed on the exterior container. If a roll contains no classified documents, show "UNCLASSIFIED" on the security frames and exterior container.

b. Downgrading Markings. As long as the required downgrading markings and information are on the material itself (the documents microfilmed), overall markings are not required for the container. They may be added if they are readily known, are of one kind, and the contractor label has suitable space.

c. Roll and Copy Numbering. For accounting and control purposes, the rolls, as well as the copies, must be numbered in sequence, with the roll number followed by the copy number (for example, 10/ 1 for Roll 10, Copy 1,10/2 for Roll 10, Copy 2). However, each command may devise its own system. Roll and copy number must appear on each microfilm container.

(1) Put the beginning frame number for the index on each microfilm container. Example; "Index-. 2122."

(2) Do not put any other markings on the reels and boxes sent to USAFHRC.

A17-8. Shipping inventory must be included in the shipment. A complete inventory of the contents in any distribution.

a. List the contents in the order in which the documents appear on the roll of microfilm (a paper copy of the internal index maybe attached to serve as a list of contents).

b. Include; Roll Number; overall classification plus any other restrictions on use of the roll; information relating to each document on the roll (originating unit and agency, and title, dates, volume numbers, any other descriptive information necessary for quick and

positive identification of the document; image number for and positive identification of the document; image number for the beginning of the document; and security classification of the document.

A17-9. Number of Copies and Distribution. The number of copies of microfilm and the distribution are as follows:

a. The original camera master negative, two silver positive prints made from it, and two negative prints made from the positives are forwarded to USAFHRC/TI, Building 1405, Maxwell AFB, AL 36112, on 100 foot open reels (see AFR 12-40 for specifications), packaged in individual film boxes. The Center personnel do any necessary reloading before distributing the film.

b. USAFHRC forwards the camera master negative and one of the positives to the National Archives and Records Service.

c. USAFHRC forwards one negative copy to HQ USAF/CHO.

d. Other copies, as needed, are made by the major command for internal headquarters use or for distribution to subordinate activities. NOTE: It is currently planned that CAP National Headquarters will be provided with one positive copy.

A17-10. Quality Control. A quality inspection must be performed on all microfilmed produced. Records must be kept for each roll. To preclude unnecessary damage to the original master negative, comply with AFR 12-40 and perform the following inspections:

a. Master Camera Negative. Resolution, density, residual hypo content and visual.

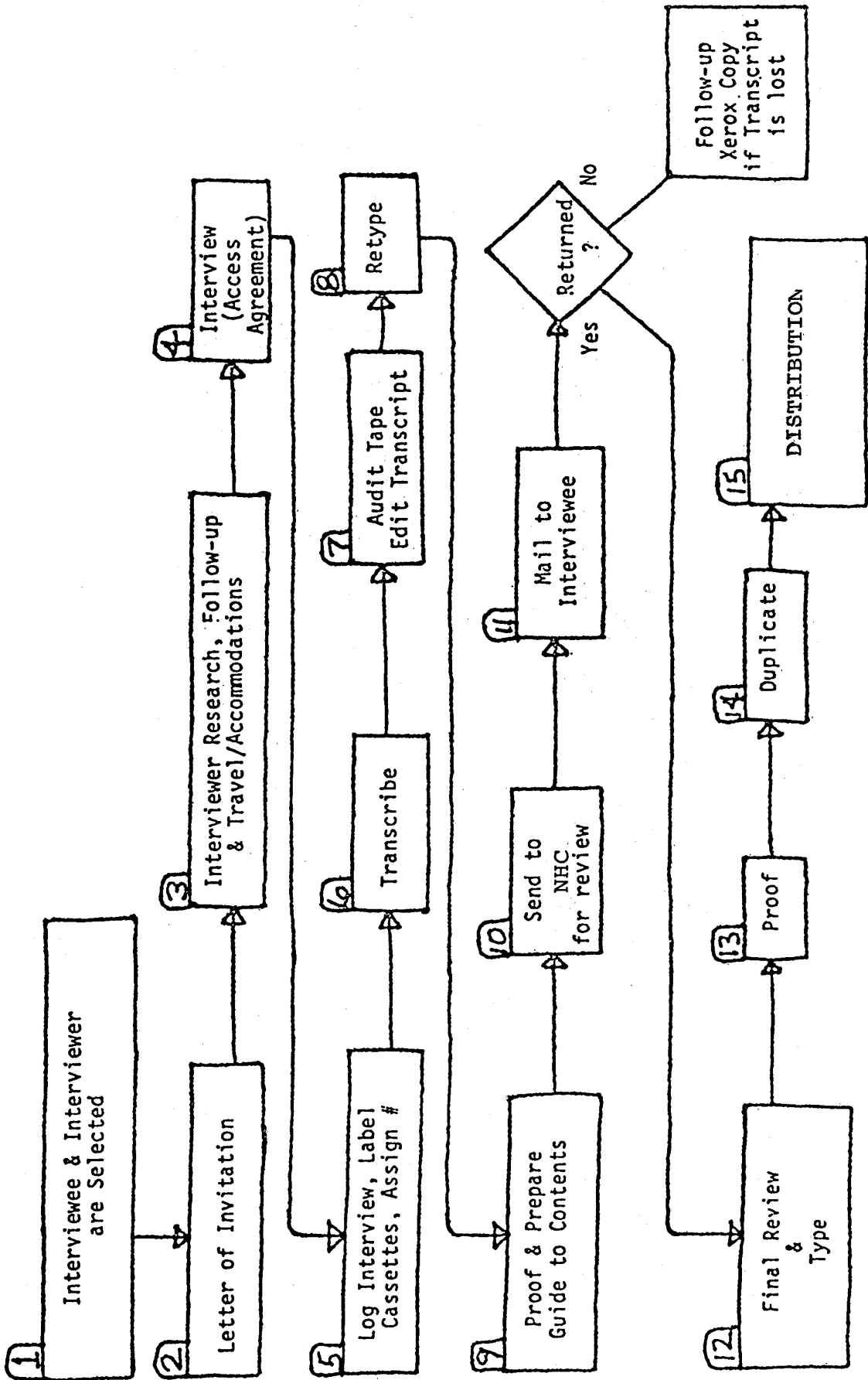
b. Silver Positive Print. Same quality control check as for master camera negative.

c. Duplicate Negative. Frame by frame check for legibility.

NOTE: If the duplicate negative is not legible, the camera master negative can be checked to find out if original filming quality was poor or if reproduction equipment is causing poor quality.

A17-11. Quality and Completeness Certification. The responsible official for the project certifies in writing that all microfilm produced has met the quality, completeness, and other requirements of this attachment and AFR 12-40 when shipping to USAFHRC. (If the work was not done under the supervision of this historian, the producer must certify the work.)

ORAL HISTORY FLOW CHART



SAMPLE LETTER OF INVITATION

**CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY
Maxwell Air Force Base, Alabama 36112-5572**

Dear _____ :

As part of the Civil Air Patrol's historical effort, an oral history program was instituted to acquire first hand tape-recorded information not available from conventional printed sources. The program has proven highly successful in that preserves the reminiscences of those who witnessed many of the important events of our early history.

In 1982, the CAP began interviewing members who served on Active Duty during World War II. This was later expanded to cover other individuals who have significantly contributed to CAP's growth. Therefore as a former **(insert brief description)** we believe an extensive in-depth interview covering your CAP career would enrich and broaden the scope of our history.

While the interview will be biographical in format, it will emphasize your experiences. Normally, the interview takes 2 or 3 hours. If more time is required, arrangements can be made for additional sessions. The tapes and resulting transcript will be retained in the CAP Historical Archives and made available to researchers. A copy of the interview transcript will be provided for your personal use.

If you would like to participate in this program, I will arrange with you to conduct the interview at a time and place of your choosing. A list of tentative discussion topics will be sent to you before the interview, and I will make the final arrangements with you. Please contact me at your earliest convenience if you are willing to participate in our program at **(address)** or my home phone **(insert)**.

Yours truly,

Oral History Interviewer

SAMPLE FOLLOW UP LETTER

**CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY
Maxwell Air Force Base, Alabama 36112-5572**

Dear _____ :

This letter will confirm your oral history interview dates of (insert) per our recent agreement.

Also, I am enclosing a Tentative Discussion Topics list to assist you in preparing for the interview. As you will note, the interview will be structured biographically with an emphasis on your key CAP activity. More specifically, questions will be asked regarding; the nature of your various duties, why certain decisions were made, your ability to accomplish different missions, the prominent people you came into contact with and your impressions of them. I realize this may be a rather large order, but please do not feel you will be required to address a subject you are not familiar with or that you may have forgotten. In other words, the interview will be very informal, and you may elaborate at length on various subjects or not address others at all. I think you will find the interview to be a rewarding and interesting experience. This has proven to be the case with the majority of our previous participants.

I am looking forward to meeting and talking with you. If you have any further questions, please contact me at **(address)** or my home phone **(insert)** at your convenience. I will contact you prior to our date for a more specific interview time and place.

Yours truly,

Oral History Interviewer

Enclosure: a/s

TENTATIVE DISCUSSION TOPICS**Early Life**

Family background
Military tradition in family
Education
First interest in aviation

Flying Training

Where
Types of Aircraft
Motivation

CAP Membership

When joined CAP
Why joined CAP

Active Duty Assignment

Why volunteered for active duty
Where assigned
When did you report for duty at the base
How long were you there
What were your specific duties
Who were your friends
How much did you work (fly)
What did you do with your spare time
What type of equipment (radios, aircraft, personal, etc.) did you use or observe being used
Were you involved in any; accidents, unusual events, searches, spotting of survivors, spotting of submarines, dropping of bombs, special projects, convoy duty.
Did any of your friends get involved in any special events
How were living conditions; housing, food, recreation, finances
What did you do when you finished your tour of duty

Base Effectiveness

How well equipped
How well managed (commanded)
How well operated
Personal overall evaluation

Miscellaneous

Anecdotal recollections
Base history written
Special Base insignia
Involvement with CAP since World War 11

SUGGESTED PREPARATION OUTLINE
CAP ORAL HISTORY INTERVIEW OUTLINE

1. Subject

- A. Name
- B. Address
- C. Telephone Number
- D. Current CAP Status

2. Active Duty Unit

3. Specific Advance Knowledge

- A. Regarding Specific Arrangements for Active Duty Tour:

- B. Regarding Subject:

- C. Incidents:

NOTES ON CIVIL AIR PATROL ORAL HISTORY INTERVIEW OUTLINE

A. Advance preparation from both a mechanical (recording, etc.) and knowledge viewpoint is an absolute necessity for a successful interview. The outline provided should be considered as a minimal starting point.

B. Items 1 thru 3 should be documented prior to the interview in order to have a beginning point.

C. Items 1 and 2 are self explanatory.

D. In recording data for items 3 consider such things as

1. Base

- a. Location
- b. Size
- c. General condition
- d. Period of service
- e. Any significant events regarding location, establishment, etc.
- f. Etc.

2. Subject

- a. Any background data
- b. Where his home was
- c. Age at time of service
- d. Etc.

3. Incidents

- a. Crashes
- b. Weather situations
- c. Submarine sightings
- d. Special projects
- e. Etc.

E. Items provided the interviewee as Tentative Discussion Topics can be used to start the interview and periodically to maintain momentum. Remember the objective is to gain information so keep the subject talking for the maximum extent possible during the interview. Use the information gathered in advance as a stimulant not as a means of providing knowledge to the subject.

ACCESS AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

That I, _____ have this day participated in an oral-magnetic-taped interview with covering my best recollections of events and experiences which may be of historical significance to the Civil Air Patrol.

I understand that the *tape(s) and the transcribed manuscript resulting therefrom will be accessioned into the Civil Air Patrol's Historical Holdings. In the best interest of the Civil Air Patrol, I do hereby voluntarily give, transfer, convey, and assign all right, title, and interest in the memoirs and remembrances contained in the aforementioned magnetic tapes and manuscript to the Civil Air Patrol, to have and to hold the same forever, hereby relinquishing for myself, my executors, administrators, heirs, and assigns all ownership, right, title, and interest therein to the donee expressly on the condition of strict observance of the following restrictions:

_____ DONOR

DATED _____

ACCEPTED ON BEHALF OF THE CIVIL AIR PATROL BY

DATED _____

EXPLANATION TO INTERVIEWEE**STANDARD STATEMENT ORALLY PRESENTED TO INTERVIEWEES**

At the initial interview session, the interviewer informs the subject that:

- a. The interview will be transcribed within a minimum of six months of completion.
- b. A transcript copy will be sent to them for a cursory edit.
- c. Copies of the transcript, including their incorporated editorial changes, will be sent for personal retention.
- d. The original and one copy, plus tapes, will be accessioned into the Civil Air Patrol's Headquarters archives and other official CAP archives locations.

The interviewee is informed that the interview will be available to qualified interested researchers who are actively pursuing a study of Civil Air Patrol History. It is emphasized that the interview will not be disseminated indiscriminately and that any restrictions placed on it will be honored to the fullest extent possible.

At the end of the interview session, the interviewer presents the Tape and Transcript Access Agreement to the subject and discourages any attempts to over restrict access to the interview. In those instances where the subject makes caustic comments about currently living individuals, and the interviewee voices concern about the matter, it is recommended that he/she use the caveat "Permission to cite or quote must be received from donor."

The interviewee will also be asked to suggest names of prospects he recommends to be interviewed.

LOGGING AND LABELING ORAL HISTORY TAPES AND TRANSCRIPTS

1. Logging the Interview:

- a. Index/Numbers (to be completed by interviewer or as assigned by the National Historian).
- b. Manual index/catalog number will be assigned to all interviews using the following numbering scheme.

XI X2.X3 - X4

Where

XI = Nature of Interviewee:

W = Wartime

P = Pioneer

C = Command (to include all titled officers)

X2 = Sequence number consisting of a three-letter prefix and consecutive number of interview followed by a period.

NHC - National Historical Committee

XXW - The two letter designation of the Wing as used by the Post Office Department plus the letter W

GLR - Great Lakes Region

MER - Middle East Region

NCR - North Central Region

NER - North East Region

PAR - Pacific Region

RMR - Rocky Mountain Region

SER - Southwest Region

SWR - Southwest Region

X3 = Year interview recorded

X4 = Sequence number for year of recording

- c. Example: WNHC 1.83-1 is the index number for a wartime (W) interview by the National Historical Committee (NHC) which was the first one they published (1). It was the first (1) interview recorded in 1983 (83).

2. All tapes and documents related to a given interview will be labeled using the above derived number. The tapes will also be voice labeled.

SAMPLE OF THANK-YOU LETTER

**CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY
Maxwell Air Force Base, Alabama 36112-5572**

Dear _____ :

I would like to express my appreciation for the time, effort, and hospitality you expended on my behalf during the interview last month. I considered the interview an outstanding one, plus I sincerely enjoyed meeting you. **(insert appropriate personal comments)** will long be remembered.

As soon as the interview is transcribed, a copy will be forwarded to you for your review.

Again, thank you for your interest and support of the Oral History Program.

Yours truly,

Oral History Interviewer

TRANSCRIBING PROCEDURES

1. Before beginning to transcribe, listen to enough of the tape so that you become familiar with speech patterns, subject, etc.
2. Margins: Left - 1 1/2 inches, right -1 inch, top -1 1/4 inches and bottom -1 inch.
3. Use 1 1/2 spaces between all lines in the body of the transcript of a specific response to question and 3 spaces between the bodies of questions and responses.
4. On the second page and every page thereafter, type the last name of the interviewee at the upper right hand margin, three lines from the top of the page. Type page numbers on the bottom in the center of page.
5. Identification of Respondents. Use last initial in capitals, colon, two spaces, then begin dialogue. Example: "K: How were you.." If both respondents have the same last initial, use first and last initials, such as "SK:" and "PK:".
6. Transcribing Procedures:
 - a. Listen to a few words, then type verbatim.
 - b. Interviewer comments meant only to be encouragements or "gurglings" are not to be transcribed.
 - c. Insignificant false starts or stammerings are not to be transcribed.
 - d. Do not attempt to indicate dropped word endings and normal mispronunciations of words. Type "going" instead of "goin," "coming" instead of "comin," and "yes" instead of "yeah."
 - e. Use of dictionary as often as necessary to be as accurate with spelling as possible. Be careful with the spelling of proper nouns.
 - f. After attempting unsuccessfully to understand a word or phrase by replaying it three times, leave blank spaces approximately the size of the missing portion, which may be filled in later. If the meaning becomes obvious later, go back and fill it in.
 - g. Indicate actions, laughter, and tape completion in parentheses.
7. When the transcription is complete, inform the interviewer and post information control documents and charts. Submit the completed work for further processing.

EDITING AND STYLE POLICY

1. Provide proper punctuation and spelling:

a. Periods, commas, quotation marks, etc. should be added to provide sentence structure and indicate the original meaning of the primary document. Great care should be taken to ensure that punctuation reflects the original meaning. Few users will have access to the primary document, and a misplaced comma, period, or other punctuation marks will greatly change the meaning of a statement.

b. Every word should be properly spelled with the interviewer having the final responsibility of verifying proper names.

2. Deletion of extraneous words or phrases:

a. Stammerings, false starts, repetition of words or phrases and interviewer exclamations should be deleted if they have no significance. However, the editor should not delete indiscriminately. Phrases may have been repeated to give emphasis. The interviewee's decision to start a sentence over may have been a result of his having realized the implications of what he was going to say. Interviewer "mutterings" may have influenced the subsequent responses of the interviewee.

b. Deletions of this nature do not need to be indicated in the text.

3. Addition of words or phrases:

a. Words or phrases may be added if necessary to convey the correct meaning of the primary document.

b. All these additions, even simple connective words or phrases necessary for explanation, will be enclosed in brackets to show that they were not spoken by the interviewee. Brackets are also used when adding first names and rank in the text or in identifying geographical locations as necessary.

c. Brackets will be used when unable to verify the spelling of a name (phonetic).

4. Footnotes. If the editor of a transcript has particular knowledge that would be helpful, he/she may footnote (use an asterisk) accordingly. The interviewee always has the option of deleting these footnotes.

5. The US Government Printing Office Style Manual will determine matters of style with the following exceptions used to conform to Air Force style.

a. AFM 11-2 will be used only for acronyms and abbreviations.

b. Apostrophes will be used only for possessives and contractions and will not be used to show plurals of dates and abbreviations, etc.

c. Ranks will be abbreviated when used with surname and/or initial (Maj Gen John E. Doe). Rank will be spelled out when used with last name alone (General Doe).

d. Dates will be in the military format (1 July 1981).

e. Military unit designations are expressed in the following manner:

(1) Numbered air forces and armies and fleet numbers are spelled out (Fifth Air Force, Eighth Army, Seventh Fleet).

(2) Roman numerals are used to designate air commands and army corps (V Fighter Command, XII Corps).

(3) Arabic numerals are used to designate air divisions, wings, squadrons, army groups, etc. (3d Air Division, 22d Bombardment Group). (Note: Second and third are written 2d and 3d rather than 2nd and 3rd).

f. Indefinite dates will be used as follows: 1950s, 1980s, etc.

<u>Symbol</u>	<u>Explanation</u>	<u>Example</u>
Capitalize	Underscore with three lines.	<u>he</u> made his mark.
Lower case	Slash through the letter.	He M ade his mark.
Italicize	Make a single underscore.	<u>ibid.</u>
Period	Insert and circle the dot.	He made his mark. ^o Larry went home and
Insertions	The caret (^) indicates the point of insertion.	He made ^{his} mark. He made his ^a mark.
	To insert a hyphen, use a caret and circle the hyphen.	One ^o half of the students
Separations	To separate two words, use a line between two words.	He made his mark.
Paragraph	Use accepted symbol.	¶ He made his mark. ¶ We went to the movie
Deletions	To delete a letter or word	He made h is mark. He made only his mark.
	To delete a hyphen or a space, use the close-up (C) mark.	The drain ^C pipe was
Transpose	To reverse the order of words	He (his made) mark.
	To reverse letters within a word	He made his mark .
Spell out	Circle the abbreviation or the number to be spelled out.	It was in the ^{o.m.} He had ⁵ sisters.
Leave in or let stand	Underline with dots or use the word stet.	He made ^{stet} his mark.
Brackets	Use brackets for additions.	He [the doctor] was very late for dinner.
Parenthesis	Use (...) for action notation only--no punctuation necessary.	He went home. (laughter)
Verify or question	Use a question mark in margin and in the blank space and/or above a name or section	? He made his mark. Adam made his mark. Adam ? went with her.
Quotation marks	Insert (") in proper positions before and after the quote.	He said, "He made his mark."
Apostrophe	Insert (') in proper position.	He said, "That's great."

SAMPLE LETTER FOR TRANSMITTING TRANSCRIPT

**CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY
Maxwell Air Force Base, Alabama 36112-5572**

Dear _____ :

Enclosed for your review is a transcript of the oral history interview conducted with you. We are pleased with the results and feel it will be a valuable addition to our collection after it is finalized. I hope that you will also be pleased with it.

In reviewing the transcript of the interview, you will find that it may not read as well as the usual written effort. This is the result of putting the spoken word to paper. While this technique is not as disciplined as thoughts transferred to the printed word, the spontaneity of the transcribed word lends flavor and intimacy which is one of the values of oral history. Consequently, we refrain from heavy editing which would bring the transcript into more accord with the normally written product. We have edited primarily to eliminate redundancies, thinking aloud and other verbalizations that do not contribute to the clarity of the transcribed oral history interview.

Kindly utilize a colored pencil in making any corrections or changes. You will undoubtedly find that we were unable to determine someone's full name or rank. Your help in this area will also be appreciated.

Please return the transcript as soon as you have finished reviewing it. We will incorporate whatever changes or corrections you wish. Additionally, a summary and index will be added. Once that is done, a personal copy, or copies if you would like more than one, will be sent to you.

Yours truly,

Oral History Interviewer

PREPARING TAPES AND TRANSCRIPTS FOR TRANSFER TO NATIONAL HISTORIAN

1. Following completion of final typing of the interview transcript, the interviewer will prepare a Summary of Contents and a Guide to Contents. He will also prepare a Foreword, Title Page, and cover per attached samples.
2. The Cover, Access Agreement, Title Page, Foreword, Summary of Contents, Guide to Contents and body of the interview will be bound utilizing resources arranged for by the interviewer.
3. Three copies of the completed Oral History should be forwarded to the National Historian for archive purposes. In so far as is practical the original tape plus a duplicate copy should accompany this shipment. Three copies (or more if requested) are provided to the interviewee.
4. The following page sequencing will be used:
 - a. Cover (Attachment 31)
 - b. Access Agreement (Attachment 22)
 - c. Title Page (Attachment 32)
 - d. Foreword (Attachment 33)
 - e. Summary of Contents (Attachment 34)
 - f. Guide to Contents (Attachment 35)
 - g. Body of interview (Attachment 36)

Civil Air Patrol Oral History Interview

WNHCl.83-1

Mr. Marion F. Parkinson

3 March 1983



NATIONAL HISTORICAL COMMITTEE
Headquarters CAP

SAMPLE TITLE PAGE

CIVIL AIR PATROL
ORAL HISTORY PROGRAM

Interview

of

Mr. Marion F. Parkinson

by

Lt Colonel Lester E. Hopper, CAP

DATE: 9 March 1983

Location: Pascagoula, Mississippi

SAMPLE FOREWORD

The following is the transcript of an oral history interview recorded on magnetic tape. Since only minor emendations have been made, the reader should consistently bear in mind that he is reading a transcript of the spoken rather than the written word. Additionally, no attempt to confirm the historical accuracy of the statements has been made. As a result, the transcript reflects the interviewee's personal recollections of a situation as he remembered it at the time of the interview.

Editorial notes and additions made by CAP historians are enclosed in brackets. If feasible, first names, ranks, or titles are also provided. Any additions, deletions and changes subsequently made to the transcript by the interviewee are not indicated. Researchers may wish to listen to the actual interview tape prior to citing the transcript.

SAMPLE SUMMARY OF CONTENTS

In this oral history interview, Mr. Marion F. Parkinson speaks candidly and interestingly of his World War II experience as a Pilot and the Engineering Officer for Civil Air Patrol Coastal Patrol Base 11 during the period June 1942-August 1943.

The interview begins with his early experiences in aviation and continues on through his service at Base 11 and continues until his permanent relocation from his home in Iowa to Pascagoula, Mississippi. Mr. Parkinson discusses many of the obstacles encountered in his operations as an Engineering officer of a totally civilian organization performing what would normally be a military combat mission. He also recounts one of the epic struggles to "keep them flying" when he recounts the experiences of a multiple crash landing on an island in the Gulf of Mexico and the subsequent recovery of the two vital aircraft involved.

SAMPLE GUIDE TO CONTENTS

Page	
1.	Family History
2.	Pre CAP Aviation Background
3.	Arrival at Coastal Patrol Base 11
4.	Construction of Base 11
5.	Arming of Aircraft
6.	Evaluation of Enemy Submarine Activity
8.	Size of Base 11
9.	Aircraft Types Used
11.	Mess Arrangements
13.	Living Arrangements
14.	Uniforms
15.	Air Medal Awards
16.	Duck Club Membership
20.	Base Logo
22.	Flying Schedule
23.	Spotting of Submarines
23.	Chandeleur Island Incident
26.	Loss of Caughlin and Davis
29.	Fleetwing Seabird from Grand Isle
30.	"Johnson" Sikorsky
30.	Indian Cook
31.	Reimbursement for Aircraft Utilization
32.	Post Coastal Patrol Activities
33.	Return to Pascagoula
34.	Evaluation of the Period
35.	Comments on Contemporary Photograph
44.	Comments on Bombsight

SAMPLE BODY OF INTERVIEW
CAP ORAL HISTORY INTERVIEW

Number	WNHC 1.83-1
Taped Interview With:	Mr. Marion F. Parkinson
Date of Interview:	9 March 1983
Location:	Pascagoula, Mississippi
Conducted by:	Lt Col Lester E. Hopper, CAP

- H. Parky, if you don't mind me calling you that, why don't you just start off and give us a little background on where you came from, how you got into aviation and things of that nature.
- P. I started out in High School, my brother and I bought an airplane My mother and father signed the note at the bank for us to buy our own Jenny (JN4D), a 1914 model with an OXS engine. We taught ourselves to fly and that put us into aviation. We started immediately carrying passengers and barnstorming and made enough money to pay for the bamboo bomber, such as it was. I then stayed in aviation as a fixed base operator down *thru the years until the war started.
- H. Where was that Parky?
- P. That was in Iowa. The state of Iowa.
- H. Were you born in Iowa?
- P. Yes, in Iowa. In Lyon county, the county seat was in Rock Rapids, that's up in the northwest corner of the state of Iowa. About 40 miles south of Sioux Falls, South Dakota.
- H. And when was that, Parky?
- P. That was in 1907, August 27.
- H. Okay, go ahead if you don't mind.
- P. Well, when the war started I had a fixed base operation, but no government contract, like a CPT contract. When December 7th took place, Uncle Sam locked up all private airplanes. Shut up the operations. Everything had to be locked up, or there had to be a guard 24 hours a day on each airplane. So as a result, my airplane was locked up. I disposed of them of course, so naturally as the war got under way I was looking for a spot where I could be in the thick of the operation and heard about them setting up these antisubmarine patrol units nationally. So I went to the state capital and I joined CAP and my serial number was 7-2-660. I don't know what the 3 sets of numbers mean.
- H. They relate to your military district, state, with the last group meaning you were the 660th member in your state.

SAMPLE FINAL TRANSMITTAL LETTER

**CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY
Maxwell Air Force Base, Alabama 36112-5572**

Dear _____ :

Enclosed are three copies of your oral history transcript for your personal retention. Should you have a need for a reasonable number of additional copies please do not hesitate to request them.

We sincerely appreciate your contribution to the CAP Oral History Program. If we can be of any assistance in the future, please advise.

Yours truly,

Oral History Interviewer