## CIVIL AIR PATROL WRITTEN HISTORY SELF-STUDY GUIDE

This self-study guide provides the necessary guidance for the implementation of Civil Air Patrol Regulation (CAPR) 210-1, *The Civil Air Patrol Historical Program.*

Suggested revisions or additions to this handbook should be addressed through channels to HQ CAP/HO, Attention Chief Historian, Maxwell AFB, AL 36112.

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# Chapter 1 – Written Histories - Background

**1-1.  Histories.**  The Wing history is the responsibility of the wing commander who will appoint a wing historian to perform this function.  When there is no wing historian, the wing commander will consult with the region historian to appoint a historian or person in the wing to write the history. The region history is the responsibility of the region commander who will appoint a region historian to perform this function. When there is no region historian the region commander will consult with the Chief Historian to appoint a historian or in the region to write the region history.

a.    National, Region, and Wing histories are fully documented historical narratives of significant events and actions which have taken place during a calendar year.  These histories should be submitted to their higher echelon to assist them in completing their report with the report reaching National NLT April 30 for the subsequent 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, to which Historians should, under normal circumstances, be provided ready access. 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, re-designation, or inactivation) is essential and must be complete and accurate.  Lineage data should be the first appendix to all histories (Attachment 12).

**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 Chief 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 Chief 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  all significant correspondence, both written and electronic.

    b.   Staff studies and reports.

    c.   After-action reports for special missions.

    d.   Organizational charts.

    e.   Key personnel rosters.

    f.   Reports found in e-Services

    g.   It is important that information be accurate, with complete quotation and attribution.

**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 Emergency Service, Cadet Programs, Aerospace Education programs 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 i.e., Red Cross, Salvation Army, State Emergency Service Agencies, and FEMA, etc.

(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 Search and Rescue Disaster Relief 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.

    1.    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.  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 current, thorough, and systematic 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.  Knowledge of PAO Regulation 190-1 will also greatly assist the Historian.

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 using spreadsheets, word processors, archival specific software, etc.

**1-12.  Steps in Research:**

a.   Step One.  Review the most recent history of the organization to determine those subjects which must be continued.  A historian should look at history from a broad view to more precise information on the unit and its activities.  Many areas of activity overlap from history to history.

b.   Step Two.  Place yourself on the wing distribution list and review this material for items that would be of value to the wing historical program.  Take notes and file the notes and documents on your digital media or if this is not possible in 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 regulation supplements (and their changes) pertaining to your unit's activities.  CAP INDEX 0-2 contains a complete list of all manuals, regulations, and pamphlets, at the national level.  You need to check to see if there any supplements at the wing or region level.

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

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 such as personnel rosters, Emergency Service missions, squadron activities such as parades, campouts, encampments, awards, etc.   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.  You should question why decisions were made and what factors effected those decisions.  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 on the historian's research, knowledge of the subject and the resources available to him/her.  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, manuals, and pamphlets (all listed in CAP INDEX 0-2), and forms (listed in CAP INDEX 0-9), and publications (CAP and other).

(2) Communications (correspondence, electronic 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 PAO 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) On-line information sources are becoming the primary resource for information. The historian's access is through websites such as squadron, wing, region, and National, as well as through search engines and news-related web pages.  These websites can provide information on activities, awards, personnel, etc.  Social Media, such as Facebook, is also a great source of information in researching histories.  Many squadrons, wings, regions, and even CAP historical groups, have their own Facebook page.  You will also find information that may be helpful by researching Twitter.

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.  Penciled or penned 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 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 judgment.  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.  You will also find statistics on awards, activities such as encampments, parades, aerospace education color guard academy or anything that can build a history.

b.  Historians 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.  Computer copies of prints are suggested unless the photographs are printed with the narrative.  Also, "Pictures are worth a thousand words", only if they include identification of the people, mission, equipment, aircraft involved etc.

b.    All maps, charts and photographs must be captioned to show dates, and subjects. Histories should be saved on CDs or Flash Drives if not submitted in typed format.

**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.  This information should not include information such as Social Security Numbers, telephone numbers, addresses, email or other personal data.

c.    Long biographical sketches based on questionable 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:**  Under normal circumstances, historians at region and wing level generally use Civil Air Patrol  documents and interviews in researching periodical histories.  There are other resources which can provide significant information for research such as newspaper and magazine articles, websites, interviews, etc.   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 (Turabian *A Manual for Writers*) 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 Chief Historian, Air Force History and Museum Program, and the United States Air Force Historical Research Agency.

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 historians must constantly, critically, evaluate the authenticity and accuracy of documents.

a.    When working with written documents, the historians 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 historians must remember that memory is fallible and that a person may unintentionally misrepresent or inaccurately recall facts or events.  The historians 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 historians must:

a.    Attend the commander's call, or 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 historians.

b.    The historians 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.   Interviews**

**FOR INFORMATION ON INTERVIEWS, PLEASE REFER TO CAPP 6.**

## 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).

1.  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.  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, computer artwork of your region, wing, squadron or civil emblem patch, 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 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 9).

j.  Narrative.  The text of the history written in narrative style (Attachment 10).

k.  Abstracts.  The abstracts are desirable in order to provide cataloging and indexing data for the higher Civil Air Patrol Headquarters. (Attachment 11).

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 12) 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 13).

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 14).

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 15).

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 16).  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 17).  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, 16, and 17).  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 13).

**2-4. Footnotes (Attachment 13):**

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 "l."  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 13).

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 inches 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.  If at all possible submit your history in digital format not to exceed 10MB in size.  They should be saved in PDF format.

**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?

1.   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?

# HISTORY OF
# KANSAS WING
## CIVIL AIR PATROL
### Auxiliary of the United States Air Force



# 1 January 2013 - 31 December 2013

VOLUME 1 - NARRATIVE

# HISTORY
*of*
# KANSAS WING
### CIVIL AIR PATROL

*Auxiliary of the United States Air Force*

*Prepared By*

*Major Elaine K. Hoch, CAP*

*Wing Historian*

*Reviewed By*

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

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

**Attachment 3 – Sample Frontispiece**

FRONTISPIECE



•Kansas Wing Headquarters

Wing Units

Figure 1.  Location of Kansas Wing Units

**Attachment 4 – Sample Table of Contents**

TABLE OF CONTENTS

VOLUME 11 - SUPPORTING DOCUMENTS

**Attachment 5 – Sample List of Illustrations**

LIST OF ILLUSTRATIONS

Figure                                                                    Page

**Attachment 6 – Short Form History Report**


Kansas      Shallow Water      KS-000      Northwest      25 June 2013
WING       SQUADRON      CHARTER NO.      REGION      DATE

SQUADRON LINAGE AND AWARDS


COMMANDERS (IF KNOWN)

| NAME | RANK | DATES OF SERVICE |
|------|------|------------------|
| John Jones | Capt | 1949-1954 |


SQUADRON NAME CHANGES

| | |
|---|---|
| Deep Water Cadet Squadron | 1949-1972 |
| Shallow Water Cadet Squadron | 1973-Present |


SPAATZ AWARDS

| NAME | RANK | AWARD NUMBER | DATE |
|------|------|--------------|------|
| Edward Williams | C/Col | 5006 | 20 July 2013 |


UNIT AWARDS

| AWARD | DATE |
|-------|------|
| Unit Citation | 20 January – 1 November 1999 |
| National Commander Unit Citation | 1 March – 15 June 2009 |


DISTINGUISHED SERVICE AWARD

| NAME | RANK | DATE |
|------|------|------|
| Ronald McDonald | Maj | 15 May 2010 |


COPY OF SQUDRON PATCH OR PATCHES
Separate Sheet of Paper (Attach Patch If Available)

**Attachment 7 – Narrative to Short Form History Report**

<u>NARRATIVE</u>
Attach Additional Sheets if Needed


<u>AEROSPACE EDUCATION ACTIVITIES</u>


<u>CADET PROGRAMS</u>


<u>EMERGENCY SERVICES</u>

**Attachment 8 – Sample List of Chronology**


## CHRONOLOGY
## 2013

**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 #T13 118 |

**Attachment 9 – Sample Executive Summary**

## 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 Smith.

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 short comings.  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 its first wing exercise of the year.  The exercise was held in Salina, KS.  It was a Disaster Relief type operation.

On 14 February, Col RaIph W. Smith was removed as commander of Kansas Wing after serving for 3 years and 4 months.  Lt Col Patricia A. Doe 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 – 2013.

## 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 thirteen subordinate units.  The units were made up of both squadrons and flights composed of approximately 600 Cadets and Seniors.

The Kansas Wing completed 2013 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 2013.

## 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 year's activities. Covered the Kansas Wing KANCAC meetings and Cadet Awards.

## CHAPTER IV - OPERATIONS

Discusses the operational aspects of the Kansas Wing and recaps the year's 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.

**Attachment 12 – Sample Lineage and Honors Data**

<div align="center">

**APPENDIX I**

**LINEAGE AND HONORS DATA**

</div>

| | |
|---|---|
| UNIT DESIGNATION | Kansas Wing Headquarters<br>Civil Air Patrol |
| LOCATION: | McConnell Air Force Base, Kansas |
| HIGHER HEADQUARTERS: | North Central Region Headquarters<br>Civil Air Patrol |
| COMMANDER: | 1. Col Ralph W. Smith, Jr., CAP<br>2. Lt Col Patricia A. Doe, CAP<br>3. Lt Col Christopher N. Fox, CAP |
| VICE COMMANDER: | 1. Lt Col Patricia A. Doe, CAP<br>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<br>Unit Citation for No. 1 Wing<br>Number 1 Wing in North Central<br>Region<br>National Safety Award |

**Attachment 13 – Instructions for Footnotes**

## INSTRUCTIONS FOR FOOTNOTES

**A11-1. 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.)

**A11-2. 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.

**A11-3. Necessity of Citing Sources of Direct Quotations.** Every direct quotation must be accompanied by a citation of a source.

**A11-4. 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.

**A11-5. 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.

**A11-6. Spacing Footnotes.** Footnotes must be single-spaced and the footnotes numbers indented five spaces.

**A11-7. 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 footnote will be placed within quotations marks, with no indentation of quotations regardless of their length.

**A11-8. 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 A 11-9).

**A11-9.  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.

**A11-10.  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. Quotations marks must be placed around titles of chapters, articles, notes, documents, and the like.

**A11-11.  Reference to Bound Collections of Documents.**  Documents found in a collection of materials bound together will be cited as parts of the collection.

**A11-12.  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.

**A11-l3.  Citation of Air Force Historical Studies.**  When citing a study that has already been completed and bound, use the Turabian Style for studies.

**A11-14.  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.

**A11-15.  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.

**A11-16.  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.

**A11-17.  Indication of Date, Page, and Volume.**  When a published book is cited, volume and page numbers must also be given.

**A11-18.  Multiple Citations.**  In a footnote that has citations of more than one source the individual citations are usually separated by semicolons.

**A11-19.  Use of Ibid.**  The abbreviation Ibid. (meaning "in the same place"), may be 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.

**A11-20.  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.

**A11-21.  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.

**A11-22. Additional Examples of Footnote Forms.**  The citations illustrated below are hypothetical:

### BOOKS

Burnham, Frank A. *Hero Next Door*. Fallbrook, CA: Aero Publishers, 1974.
Jones, Howard B. *New Dimensions in Air Warfare*. New York: 1961
Keefer, Louis E. *From Maine to Mexico: With America's Private Pilots in the Fight Against Nazi U-boats.* Reston, VA: COTU Publishing, 1997.

### CONGRESSIONAL RECORD

Recognition of Civil Air Patrol, S. 10432, 87th Cong. 1st sess (January 23, 1961): S1.

### PERIODICAL

Brown, Frank C. "The FB-111." *Airpower Monthly*, February 2, 1962.

### NEWSPAPER ARTICLES

Editorial, "A New Crisis in the Far East," *New York Times,* January 28, 1962.

### INTERVIEWS

Cpl Robert Smith, phone conversation with Lt Col James Doe, Newport, NC, November 14, 2013.

## Web Sites

"History of Green Valley Cadet Squadron,"  Green Valley Cadet Squadron.  February 5, 2013. accessed March 1, 2013. http://www.greenvalley.org

## Pamphlets

CAPP 6 *Civil Air Patrol Oral History Self-Study Guide.* (Maxwell AFB, AL: National Headquarters Civil Air Patrol, 2013), 5.

**Attachment 14 – Sample Glossary**

**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 |
| CAPR | Civil Air Patrol Regulations |
| CAP-RAP | Civil Air Patrol - Reserve Assistance Program |
| CAP-USAF | Civil Air Patrol-United States Air Force |
| 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 |
| | |
| SAR | Search and Rescue |
| SLS | Squadron Leadership School |
| SOS | Squadron Officers School |
| | |
| US | United States |
| USAF | United States Air Force |
| VHF | Very High Frequency |

**Attachment 15 – Sample List of Support Documents**

## 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 2013
4. Kansas Wing Activity Report - July 2013
5. Kansas Wing Activity Report - June 2013
6. Kansas Wing Activity Report - May 2013
7. Kansas Wing Activity Report - April 2013
8. Wing Calendar of Events
9. Kansas Wing KANCAC Minutes - February 2013
10. Kansas Wing KANCAC Minutes - 19 April 2013
11. Kansas Wing KANCAC Minutes - 11 August 2013
12. Kansas Wing KANCAC Minutes - 1 October 2013
13. Kansas Wing KANCAC Minutes - 23 October 2013
14. CAPF 37 - Wing Action #13-075
15. Annual Report, Kansas Dept. of Civil Air Patrol
16. Disaster Relief Evaluation, T13-118
17. Search and Rescue Evaluation, T13-231
18. Disaster Relief Evaluation, T13-219
19. Search and Rescue Evaluation, T13-325
20. Search and Rescue Evaluation, T13-324
21. Wing Communication Exercise Report - 2 May 2013
22. Operations Plan - National Defense Exercise – 10 April 2013

**Attachment 16 – Sample Index Page**

## INDEX

**Attachment 17 – Supporting Materials for Civil Air Patrol Histories, Monographs and Studies**

## 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 un-taped.  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, 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.**   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.

**A16-8.**   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 (plastic boxes, tapes in boxes, and film in plastic containers).  The containers and items should be properly identified with titles, volume, "FOR OFFICIAL USE ONLY" classifications, and other information prominently displayed.

**Attachment 18 – Digital Formats**

**A17-1.   Photographic images**
Should be preserved as high resolution scans at 600 dpi or higher, and saved as a JPG file on archival quality CD, such as Gold or Silver. This will serve to make the Photographs accessible for research without handling the fragile original artifact.   Document names should be standardized, and should be consistent with the labeling of Oral History Interviews

**A17-2.   Text documents**
Text documents should be scanned as high resolution images at 600 dpi or higher.  Documents should be saved as pdf files, or the most current format available.  Versions' should be in Microsoft Office 7, or the most current file format for all text documents not saved in the PDF format.  Document names should be standardized, and should be consistent.

**A17-3.   Other Media**
Video Images should be preserved in either Quicktime (MOV) or AVI.  As these are the most widely supported formats for video images.  Audio files can be preserved using the following formats where practical, Uncompressed WAV, MPEG.

**A17-4.   Old Microfilm**
Microfilm' conversions are not necessary; if possible, ship to National Headquarters (physical address as designated by the Chief Historian Civil Air Patrol)
*(or possibly to the Air Force Historical Research Agency)*

**A17-5.**   All stored electronic media should be migrated to new formats as the original format becomes obsolete, to maintain accessibility.

**A17-6.  Final sentence**
All files should include an Index similar to the format used for oral histories, and are sent to Chief Historian, National Headquarters, or designated agency.