

## CIVIL AIR PATROL ORAL HISTORY SELF-STUDY GUIDE

This self-study guide provides the information required to comply with the requirements of CAP Pamphlet (CAPP) 223, *Specialty Track Study Guide for Historians*. It is based on CAP Regulation (CAPR) 210-1, *Civil Air Patrol Historical Program*, as amplified by CAPP 5, *Civil Air Patrol Written History Self-Study Guide*.

<b>Table of Contents</b>	<b>Page</b>
Chapter 1 – Historical Programs and Procedures .....	2
Chapter 2 – Equipment .....	3
Chapter 3 – Oral Histories .....	6
Chapter 4 – Preparation for an Oral History Interview.....	8
Chapter 5 – Conducting an Interview .....	11
Chapter 6 – Processing an Interview .....	15
Attachment 1—Oral History Flow Chart.....	17
Attachment 2—Sample Letter of Invitation .....	18
Attachment 3—Sample Follow-Up Letter.....	19
Attachment 4—Oral History Topics.....	20
Attachment 5 —Suggested Preparation Outline .....	21
Attachment 6 —Preparation Outline Notes .....	22
Attachment 7—Access Agreement.....	23
Attachment 8 —Explanation to Interviewee .....	24
Attachment 9—Logging and Labeling Oral History Recordings and Transcripts .....	25
Attachment 10—Sample Thank You Letter .....	26
Attachment 11—Transcribing Procedures.....	27
Attachment 12—Some Notes On the Selection of Transcribers .....	28
Attachment 13—Average Time Requirements to Prepare, Conduct, and Process an Interview...30	30
Attachment 14—Editing and Style Policy .....	31
Attachment 15—Editing Symbols .....	33
Attachment 16—Sample Letter for Transmitting Transcript.....	34
Attachment 17—Preparing Recordings and Transcripts for Transfer to Chief Historian .....	35
Attachment 18—Sample Cover .....	36
Attachment 19—Sample Title Page.....	37
Attachment 20—Sample Forward .....	38
Attachment 21—Sample Summary of Contents.....	39
Attachment 22—Sample Guide to Contents.....	40
Attachment 23—Sample Body of Interview.....	41
Attachment 24—Sample Transmittal Letter.....	42

## CHAPTER 1 – HISTORICAL PROGRAMS AND PROCEDURES

**1-1. Purpose and Objectives of the CAP Historical Program.** The purpose of the CAP History Program is to collect, organize, preserve and share historical data of the organization; as well as chronicle the development, administration and operations of the Civil Air Patrol and its antecedents. To accomplish these objectives, this will be done regularly, systematically, objectively and accurately. CAP historians will prepare and publish scholarly books and studies that keep the public informed about Civil Air Patrol and its cadet program, aerospace education, and emergency services missions. The CAP Historical Program is designed to:

- a. Prepare annual histories at the national, region, and wing levels and encourage the preparation of annual histories for each group and squadron.
- b. Assemble and maintain copies of CAP historical documentation.
- c. Prepare historical material for orientation of new members and to help in building esprit de corps.
- d. Assist and advise members and other interested parties conducting research; preparing lectures, papers, and staff studies; and other activities that require historical knowledge or the use of historical materials.
- e. Stimulate and develop increased interest in and an improved understanding of CAP history among CAP personnel, historians, and students.
- f. Develop an Oral History Program as an adjunct to the traditional written one.

**1-2. Supplements to this Regulation.** Regions and wings may supplement this regulation or prepare guides for unit historians so that the functions, administration, and operations peculiar to their units can be covered properly at all levels of command. Any supplements or guides must not conflict with this or any other CAP directives.

**1-3. Methods of Approach.** Typical oral histories approach people falling in the following broad categories:

- a. Influential-leaders—decision makers, the powerful.
- b. Non-influential—anyone involved in an event or subject of historical interest.
- c. Combining the two—desired when covering the entire spectrum of an event or subject.

## CHAPTER 2 – EQUIPMENT

**2-1. Digital Recorders.** For information, the following is offered:

- a. There are two types of digital recordings: video and audio.
- b. Video recording:

(1) High-resolution video camera with good light gathering capability and microphone input.

(2) Stereo is the most available technology, offering multiple tracks for separating audio channels, but this is seldom a consideration in oral interviews. However, it is preferable for the video camera to have a direct microphone input rather than a built-in microphone that may not offer a high-quality recording. A good lavalier microphone (wired or wireless) can be used very effectively in situations like this. It is imperative that the volume be turned up to a level so that it can be heard comfortably when played back. Use of a windscreen over the microphone will eliminate or minimize breathing noises. Be aware that there are directional and omnidirectional microphones (mics). Directional mics pick up audio from a single direction whereas omnidirectional mics record audio from any direction.

(3) Lighting and background should be adequate and appropriate. Additionally, the subject of the interview will be in full view at a comfortable distance from the video camera for the entirety of the interview. A break (interruption of the interview) may be taken if necessary. In this instance, the video recording would be paused until the interview resumes.

(4) Eliminate external noises as much as possible so that they will not interfere with the recorded interview.

(5) Always use fresh batteries for each interview or have a continuous power source.

(6) Recording capacity should be at least three hours to allow some reserve. This can be accomplished through the use of internal media such as a hard drive or built-in flash drive. It may also utilize external media such as a USB drive, flash drive or a SD/SDHC or CompactFlash memory card.

(7) The video camera or its removable media should be easily connected and downloadable to a computer in a widely-usable format.

(8) There should be a counter so that particular portions of the interview may be referenced without difficulty.

(9) Slower playback speeds will facilitate transcription of the interview.

(10) An electronic back-up of the video/audio file should be made as soon as possible following the interview.

- c. Audio recording:

(1) Many of the considerations are the same as video recording except for placement and lighting.

(2) Hand-held digital audio recorders can work effectively and are small in size.

(3) Built-in microphones should be of high quality and placed near the audio source, such as a speakerphone if used in a distance interview. It is imperative that the volume be turned up to a level so that it can be heard comfortably when played back.

(4) Eliminate external noises as much as possible so that they will not interfere with the recorded interview.

(5) Always use fresh batteries for each interview or have a continuous power source.

(6) Recording capacity should be the highest possible to allow some reserve time for contingencies.

(7) The audio recorder or its removable media should be easily connected and downloadable to a computer in a widely-usable format.

(8) There should be a counter so that particular portions of the interview may be referenced without difficulty.

(9) Slower playback speeds will facilitate transcription of the interview.

(10) An electronic back-up of the audio file should be made as soon as possible following the interview.

**2-2. Features of Digital Recorders.** Knowledge and/or consideration of the following is very important. Note that not all of these features will be available on all recording equipment.

a. Operating current:

(1) Line voltage-50/60 cycle, 110/ 120 volt.

(2) Battery—best to use for backup.

b. Recorder motion controls:

(1) Play—permits listening to previously recorded material.

(2) Fast Forward (FF)—moves at a much higher speed forward through the recorded material.

(3) Fast Rewind (FW)—moves at a much higher speed backward through the recorded material.

(4) Record—activates the microphone to record audio.

c. Volume control:

(1) Adjusts sound level for play back.

(2) Adjusts sound level for “record” on some devices.

d. Record level control (if applicable), may be separate from volume control.

e. Automatic Volume Control/Level (AVC/AVL):

(1) Disables manual recording control or manual volume level when recording.

(2) Automatically sets recording level.

(3) No need to adjust volume or recording level control.

(4) Picks up all background noise and adjusts volume to that level; may mask normal conversation.

f. Speech-Music—switch emphasizes frequency response for one.

g. Tone Control—sets tone; operates only on play back.

- h. Pause Button—allows temporary stopping of recording or playback.
- i. Battery Level—when batteries are installed, will indicate if good or bad when button pushed.
- j. Numerical Counter—provides a method of finding specific places in a recording.
- k. Input and Output Jacks:
  - (1) MIC—For plugging in the microphone.
  - (2) AUX—For recording from external source.
  - (3) Headphone jack—For external speaker or earphones.
  - (4) Remote—for starting/stopping of video or audio.
- l. Microphones:
  - (1) Unidirectional—pick up from only one direction.
  - (2) Omnidirectional—pick up from all directions
  - (3) Desk.
  - (4) Lavalier
  - (5) Lapel—preferred type.

**2-3. Maintenance.** See instruction book/user guide for care and cleaning of recording equipment being utilized.

**2-4. Preparation.** Practice use of digital recorders prior to the interview is of prime importance.

## CHAPTER 3 – ORAL HISTORIES

**3-1. Authority.** The Oral History Program is established under the provisions of CAPR 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 being 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 Chief Historian (CH) or his designated representative will provide direction and guidance for Oral History activities within CAP.

**3-4. Administration.** The CH 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 19 and as follows:

a. The interviewee will be selected from 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 2). 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 (Attachments 3 and 4), 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). If travel is not deemed to be practical due to distance or other considerations, the interviewer will make preparations for an audio or video oral interview using current technologies.

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 5 should be used.

e. The interviewer conducts the interview, presents the access agreement (Attachment 7), explains to the interviewee utilizing Attachment 8 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 CH along with the recorded recordings and transcript.

f. The interviewer logs the interview with the CH and receives an oral history number assigned in accordance with Attachment 9. The recordings are then voice labeled. The interviewer writes a thank you letter (Attachment 10).

- g. The recordings are transcribed (Attachments 11 and 12).
- h. The interviewer listens to the recording 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 14). Symbols used in editing are described in Attachment 15.
- i. The transcript is retyped, then proofed by the interviewer. The transcriber prepares a Summary of Contents (Attachment 21) and a Guide to Contents (Attachment 22), and the interviewer proofs this as well.
- j. When the transcript is completed, it is sent to the interviewee for his review. A cover letter is included (Attachment 16).
- 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 18, 19, 20, 21, 22, 23 and 24).
- m. The completed package (transcript, recordings, access agreement and other materials) is processed and distributed as outlined in Attachment 17.

**3-5. Handling Oral History Material.** Care should be exercised to insure against the loss of recording 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 2)
- b. Follow-up/Thank-you Letters. Prepared by the interviewer after the interview is conducted (Attachments 3 and 10).
- 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 16).
- d. Final Thank-you Letter. Personalized and signed by the interviewer. This letter accompanies the transcript copies sent to the interviewee for his personal retention (similar to content and according to the format shown in Attachment 10).
- e. It is permissible for the interviewer to use e-mail to transmit these letters if the interviewee has e-mail, is comfortable with its usage and gives permission. Though somewhat less formal, electronic communications have several advantages—convenience, speed, digitized copies—and are commonly accepted.

## CHAPTER 4 – PREPARATION FOR AN ORAL HISTORY INTERVIEW

**4-1. Selecting an Interview Candidate.** Some of the numerous sources of interviews are:

- a. Research.
- b. Personal friends.
- c. Referral.
- d. Previous interview(s).
- e. Experts.
- f. Programmed activity.
- g. Commanders or other strategically important figures.

**4-2. Soliciting the Interview.** Suggested ways of actually soliciting interviews are:

- a. Working through mutual acquaintance.
- b. In person. Cost of travel makes telephone or letter contact primary consideration.
- c. Telephone.
- d. Letter-should be signed by the interviewer (Attachment 2).
- e. E-mail. Not preferred, but if used, it should be as carefully done and professional as a letter.

**NOTE:** Direct contact with interviewee is mandatory in all of the above.

**4-3. Arranging the Interview with the Interviewee.** An in-person pre-interview is desirable but is not always possible. If possible, the following should be covered:

- a. Explain oral history program objectives to prospective interviewee. Establish prestige of your organization and worthiness of project. Emphasize you are giving him an opportunity to record his views for posterity.
- b. Subject areas for an interview:
  - (1) What you wish to cover.
  - (2) What he/she wishes to cover.
  - (3) What he/she and you do not wish to cover.
- c. Set time and place for interview.

**4-4. Planning the Interview.** In planning for the interview the following should be considered:

- a. Quality of interview rests on thoroughness of interviewer's preparation.
- b. Research must be thorough and cover all interview subject areas. Investigate your subject thoroughly and from all available research sources.

- c. Biographical information on interviewee should include career, family, hobbies, and personal philosophy.
- d. Utilization of advance preparation outline covered by Historical Handbook, Attachment 21, will greatly facilitate this important step.
- e. Avoid group interviews.
- f. Organization of interview.
  - (1) Chronological method—from early years to later.
  - (2) Topical method—subjects of interest and historical importance.
- g. Prepare question bank of pertinent thought-provoking questions and outline them on 3 x 5” cards, one question per card. Another method is to make a single 8 ½ x 11” page with questions listed in order based upon the method chosen. Note that many interviews will not follow a strict order since the interviewee may expand on certain topics or address something that you had not planned for. This is acceptable if it adds to and does not detract from the interview. Regardless, good questions are the basis for a good interview.

**4-5. Types of Interviews and/or Questions.** Types of interviews and/or questions fall into two broad categories as discussed below. It is often best to ask open-ended questions that offer the interviewee an opportunity to elaborate rather than simply give a limited response. Closed-ended questions are appropriate in a few instances, but should not form the majority of the interview.

- a. Structured-detailed or closed-ended questions:
  - (1) Designed to answer specific questions.
  - (2) Limited response—usually generates to yes/ no answers.
- b. Unstructured-general or open-ended questions:
  - (1) Designed for memoirs, etc.
  - (2) Recommended for beginning an interview.
  - (3) Good for interviewer if knowledge of specific area is limited.
  - (4) Allows interviewee latitude in formulating an answer.
  - (5) Usually leads to subjects that are ideal for structured questions.

**4-6. Equipment/Material Checklist.** The following check list should be used as a minimum before conducting an interview:

- a. Compact carrying case or briefcase.
- b. Primary digital recorder with proper power cord
- c. Secondary or backup recorder with proper cord.
- d. Electrical (110 volt) extension cord.
- e. Lapel microphone (2).
- f. Microphone extension cord (3 or more).
- g. Earphone for monitoring.

- h. Question cards or 8 ½ x 11” sheet.
- i. Recording and transcript access agreement.
- j. Pens, pencils, writing pad, etc.
- k. Pertinent articles and reference material.
- l. Spare batteries and microphone.

## CHAPTER 5 – CONDUCTING AN INTERVIEW

**5-1. General.** The conduct of an interview should be guided in part by the following principles:

- a. Be on time and prepared and don't overlook personal appearance and dress. Create a professional image.
- b. If required or appropriate, present CAP membership card.
- c. If possible, have equipment set up and ready prior to time of interview.
  - (1) Decide location for interview which is free of distractions. Make sure adequate power sources for equipment are available.
  - (2) Avoid discussing interview subjects while setting up equipment.

**5-2. Recording During the Interview.** Some suggested techniques during the recording portion of the interview are:

- a. Be professional and competent in setting up and operating equipment.
- b. Microphone:
  - (1) Should be as close to interview subject as possible.
  - (2) Will pick up all sounds, e.g., air conditioners, street noises, typing, etc.
  - (3) If lapel microphones are not available, place mike stand or portable recorder on sound absorbing material such as a rubberized pad, desk blotter, etc.
  - (4) Handle the microphone with care.
- c. Machine location:
  - (1) Should provide easy access to controls during the interview.
  - (2) Should not be hidden from interviewee's sight.
  - (3) Should be convenient to power source.
  - (4) Should make it easy to see (monitor) counter/timer.
- d. Test equipment:
  - (1) Set counter/timer to 00:00
  - (2) Correct volume level for recording determined best by test.
  - (3) Run test of recorder (approximately ten seconds).
- e. Operation:
  - (1) Record for several seconds prior to beginning interview. This allows space for recording interview subject, dates, location, and classification.
  - (2) Adjust volume during interview if necessary, but this should only be necessary if the interviewee's voice or the ambient noise changes.
  - (3) Stop interviewee if equipment malfunctions.

**5-3. Distractions.** Eliminate distractions such as telephones, intercom, public address system, open windows, repairmen, televisions, playgrounds, buzzers, etc.

**5-4. Explain Processing of the Interview.** Explain processing of the interview covering the following points as a minimum:

- a. Repository: Be specific—CAP National Headquarters archives and other official CAP archives, etc.
- b. Transcript is made of interview and also placed in repository.
- c. Copies of transcript sent to interviewee.

**5-5. Techniques.** Consideration of the following techniques is of utmost importance:

- a. Avoid adversary relationship. Establish rapport and empathy.
- b. No extra people should be present at the interview.
- c. Have pens, pencils, papers, maps, articles, copies of official records, question cards, or any other materials you'll need. However, it's wise not to use anything that detracts from the interview or that distracts the interviewee.

**NOTE:** Maps can create a problem as do other extraneous material since the recorder cannot “see” the material and verbal description is not always appropriate.

- d. Write down difficult names, foreign words, etc., and ask interviewee after interview how to spell them.
- e. Ask direct, single, short questions and avoid long two-part, involved questions.
- f. Use care in asking sensitive questions. Generally, sensitive questions should be asked at the conclusion of the interview.
- g. Don't pressure interviewee for more information when it's obvious he/she is finished or gone as far as he/she desires in answering a question. If possible, return to that question later in the interview, but only if it's necessary for completing that portion of the oral history. If they don't want to talk about something, respect that and go on. Maintain an “open door” for other questions.
- h. Avoid expressing your opinion unless specifically pressed by the interviewee. Then keep your answer short.
- i. Don't be afraid of silence.
- j. Control the interview. Don't let him/her talk you into turning off the recorder. Suggest that you record it and then restrict it later if necessary.
- k. Do not talk or interrupt when interviewee is speaking.
- l. Use diversified techniques in responding to interviewee. Use gestures or an occasional yes or no. Avoid “uh huhs,” “humms” and nervous laughter or other verbal clutter.
- m. Try to maintain eye contact during the interview and, at the same time, avoid a stiff, formal appearance which can tend to make the interviewee feel ill at ease.
- n. Be careful of personal actions that would lead to extraneous noise such as playing with the microphone, drumming on desk, shifting too much in your chair, etc.

o. Establish interviews in the morning if possible. Afternoon interviews are to be avoided as the quality is often reduced due to:

- (1) fatigue.
- (2) poor responsiveness.

p. Don't ask a question that has already been answered.

q. Be flexible. Be objective. Be patient. Be attentive.

r. Don't interject personal comments and opinions into interview. Don't make value judgments.

s. Don't pretend to be an expert.

t. Don't discuss commonly known information.

u. Put questions in third person.

v. Use discretion when discussing previous interviewees or quoting from them.

**5-6. Concluding the Interview.** In order to terminate an interview smoothly, the following should be considered:

a. Ask the interviewee if he/she has any additional comments.

b. Thank the interviewee and turn off the recorder.

(1) Do not hesitate to turn the recorder back on if interviewee recalls additional information. If interview does continue after it has been stopped, note the false stop and continue the recording.

(2) The quality of an interview is not determined by its length, therefore, end the interview when the subject has been adequately covered.

c. Impress upon the interviewee the value of the interview and its importance as a primary source document.

d. Explain the processing of the interview.

(1) Transcript is made with great time and effort.

(2) Recording and transcript are placed in a repository as a permanent historical document.

e. Present the "Recording and Transcript Access Agreement." Explain access and restrictions to interview information as covered by Attachments 22 and 23 of the "Historian's Handbook." (It is not in the best interest to show the form to the interviewee prior to the actual interview.) The following should be emphasized:

(1) Who has access.

(2) How it will be controlled.

(3) How it will be used.

(4) Interviewee can choose restrictions, but make a strong effort to avoid over-restricting.

(5) It is considered a memoir and donated to collecting agency.

f. A copy of the final transcript may be returned to the interviewee for review, but discourage attempts by interviewee to edit transcript extensively.

g. Never close the door to further contacts with the interview subject.

h. Common courtesy rules at this point—do the obvious. Treat the interviewee as you'd want to be treated.

(1) Remain congenial and professional. Subject may wish to talk about the interview session.

(2) Do not leave abruptly.

(3) Generally avoid socializing with interviewee unless interviewee encourages it. However, having lunch together or some other social interaction may be the only way to obtain a quality interview.

## CHAPTER 6 – PROCESSING AN INTERVIEW

**6-1. Record of Interview.** The maintenance of an accurate record of the interview is extremely important.

**6-2. Immediate Post-Interview Activities.** After leaving interviewee, download and label the recording as soon as possible—in car, hotel room, office, etc. An unlabeled recording may be accidentally erased.

a. Record verbally:

(1) At the beginning, the name of the interviewee, date, place, and subject.

(2) At conclusion of interview, you may wish to note your observations of interviewee, time of day, physical surroundings, and any other pertinent factors. Record that the interview is ended, if you have not made this clear when terminating the interview.

b. It is strongly recommended to use digital media that does not involve magnetic recordings.

c. Keep “Recording and Transcript Access Agreement Form” until the transcript is begun.

**6-3. Transcribing the Digital Recording.** A vital step is the proper transcription which should consider the following:

a. The oral history interview must be transcribed to be of optimum value to the researcher. The written document is the common tool of the researcher and can be:

(1) Easily scanned.

(2) Duplicated quickly and easily.

(3) Easily stored.

(4) Easily indexed.

(5) Difficult to destroy.

b. Mechanics of Transcribing:

(1) Attach “access agreement” to working transcript.

(2) For each hour of recorded interview, it is estimated that 6-25 hours of actual transcribing time will be expended for a verbatim transcript.

(3) The initial transcript is then collated against the interview to enhance transcribing accuracy.

(a) Task should be undertaken by the interviewer.

(b) Six to twelve hours per hour of interview will be required for this step.

(4) The collated initial transcript is edited to eliminate interviewee verbal false starts, crutch words, thinking aloud, faulty grammar, etc. Three hours per one hour of interview are needed for this process. Good audio quality is vital to speed and accuracy in transcribing, collating, and editing. This dictates the need for quality recording equipment.

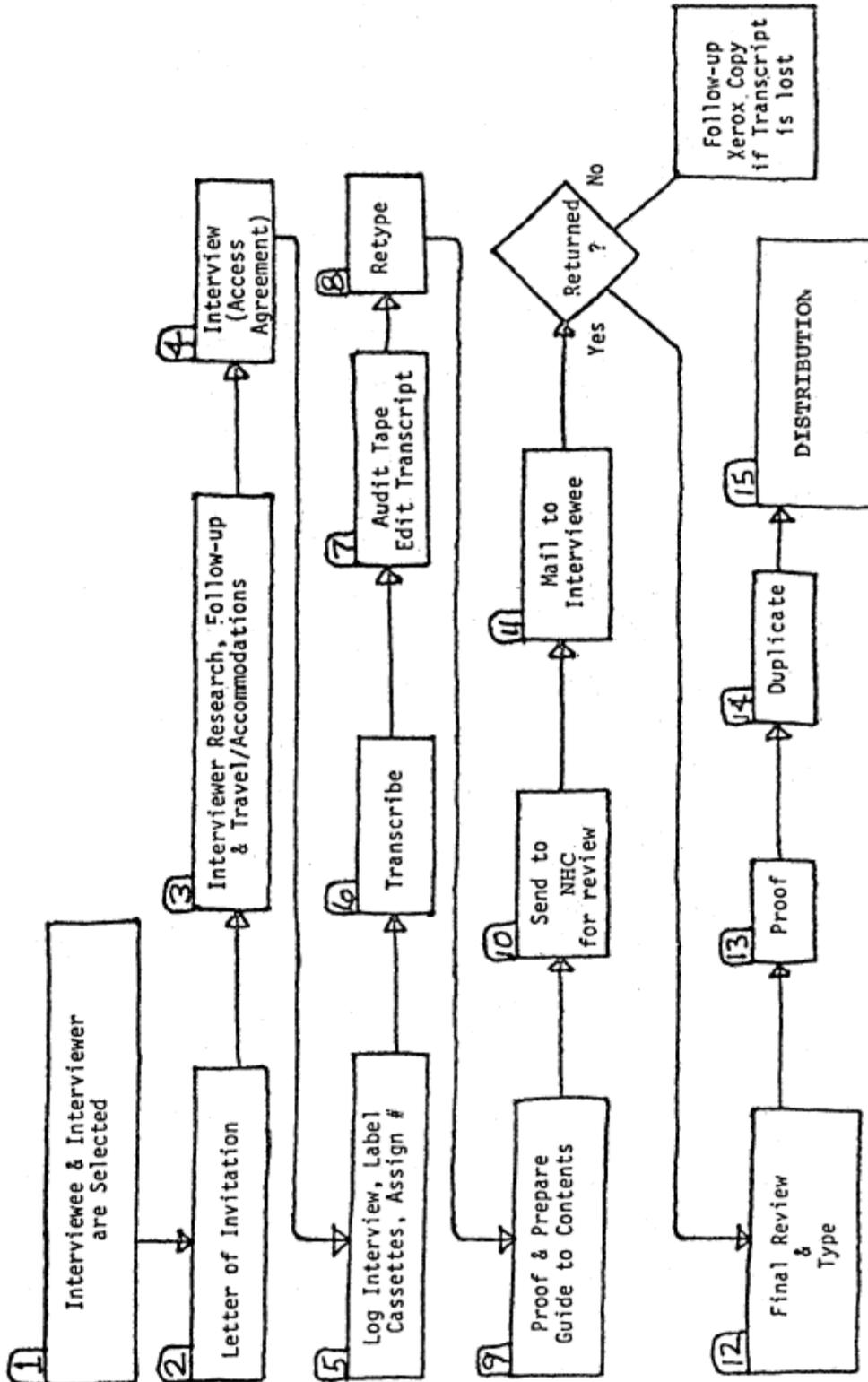
**6-4. Interview Summary and Guide.** Prepare a summary and guide to contents of interview and attach to transcript. (Attachments 20 and 21).

**6-5. Disposition of Recording and Transcript Access Agreement.** Attach the “Recording and Transcript Access Agreement” to the transcript. Copies of the agreement are placed with the recordings.

**6-6. Disposition of Final Transcript.** Copies of the final transcript will be sent to interviewee after completion as covered by Attachment 17.

ORAL HISTORY FLOW CHART

ORAL HISTORY FLOW CHART



**Attachment 2—Sample Letter of Invitation**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_:

As part of the Civil Air Patrol's historical effort, an oral history program was instituted to acquire first hand recording-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 recordings 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).

Sincerely,

JAMES W. SAMPLE, Captain, CAP  
Oral History Interviewer

**Attachment 3—Sample Follow-Up Letter**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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.

Sincerely,

JAMES W. SAMPLE, Captain, CAP  
Oral History Interviewer

Enclosure: Tentative Discussion Topics

## **Attachment 4—Oral History Topics**

### **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 II

**Attachment 5 —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:

---

---

---

---

## Attachment 6 —Preparation Outline Notes

### 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.

**Attachment 7—Access Agreement**

**ACCESS AGREEMENT**

**KNOW BY ALL MEN/WOMEN BY THESE PRESENTS:**

That I, \_\_\_\_\_ have this day participated in an oral-digitally recorded 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 recordings and the transcribed manuscript resulting there from 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 (if none, please write "None" below):

\_\_\_\_\_  
\_\_\_\_\_

DONOR \_\_\_\_\_

DATED \_\_\_\_\_

ACCEPTED ON BEHALF OF THE CIVIL AIR PATROL BY \_\_\_\_\_

DATED \_\_\_\_\_

## Attachment 8 —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 recordings, 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 Recording 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.

## Attachment 9—Logging and Labeling Oral History Recordings and Transcripts

### LOGGING AND LABELING ORAL HISTORY RECORDINGS AND TRANSCRIPTS

#### 1. Logging the Interview:

- a. Index/Numbers (to be completed by interviewer or as assigned by the Chief 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.

C - 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

PCR - 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 recordings and documents related to a given interview will be labeled using the above derived number. The recordings will also be voice labeled.

**Attachment 10—Sample Thank You Letter**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_:

I would like to express my appreciation for the time, effort, and hospitality you expended on my behalf during the interview last week. 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.

Sincerely,

JAMES W. SAMPLE, Captain, CAP  
Oral History Interviewer

## Attachment 11—Transcribing Procedures

### TRANSCRIBING PROCEDURES

1. Before beginning to transcribe, listen to enough of the recording so that you become familiar with speech patterns, subject, etc.
2. Margins: Left - 1 1/2 inches, right -1 inch, top -1 inch and bottom -1 inch.
3. Use 1 ½ 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 (using the “header”). Type page numbers on the bottom in the center of page (using the “footer”).
5. Identification of Respondents. Use last initial in capitals, colon, two spaces, then begin dialogue. Example: **Attachment 3 – Sample Follow Up Letter 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 recording 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.

## Attachment 12—Some Notes On the Selection of Transcribers

From the Oral History Association Newsletter, Vol. VI, No. 2, June 1972.

(Note that this was written during a time that magnetic tape was used for oral interviews, so though the technology is outdated, the transcription content is still applicable.)

What are the qualifications of a good transcriber? One point of view is expressed by George A. Magers in an article entitled, "The Blind Employee as Transcriber," *Medical Record News*, February 1965. According to Magers, a minimum of high school graduation with a good academic background in English grammar and spelling is considered a basic requirement for a transcriber. It is usually agreed that a skill of 45 wpm or 125 lines per hour is a good indication of a person's capability for this work. Ability to use the electric typewriter is important. Also, above average intelligence combined with a keen interest in the subject matter is preferable.

Cornell University's Program in Oral History has recently issued some tentative conclusions on the selection of transcribers. These are based on five years' experience with 31 transcribers ranging in age between 19 and 60. According to Peggy Pack of the program's staff, who supervises the selection and training of transcribers at Cornell, "A good typist may be a poor transcriber. While typing ability is essential, knowledge of subject matter sufficient to recognize whether words are appropriate in a context is equally essential."

Ms. Pack says that the clerical aptitude test administered by Cornell's personnel department has not been useful because it does not measure general knowledge. When its limitations became apparent, she designed her own test composed of words, which had been transcribed incorrectly on at least several occasions. The test was then put on recording, simulating the condition of poor diction frequently encountered in interview situations, including slurs and run-on sentences. Prospective transcribers were asked to transcribe the test double-spaced and leave a blank space if they could not understand what was said. They were also cautioned that a departure from the oral record would be counted as an error. The test follows:

"In order to produce a verbatim transcript, many skills are necessary. Perhaps foremost is that of being a good listener. A wide knowledge of current events and of history are important, as is an extensive vocabulary, the ability to spell, to know when to use quotation marks and other punctuation, when to capitalize, and so forth. Some of these skills can be partially acquired or improved by carefully reading on a daily basis of a wide variety of subject matter—newspapers, magazines, books, and so forth. There is no guarantee that a typist will achieve success as a transcriber unless she is knowledgeable about people and events past and present. Since oral history interviews consist of conversations between two (or more) persons, more skill is required than is needed to type ordinary dictation. Depending upon the types of projects currently under way, a transcriber may have to understand terms ranging from George Meany's current problems with an injunction to bale elevators and heifer calves owned by a farm family. A college professor may salt his conversation with academic terms, and be certain that grammatical errors in the transcript were made by the transcriber. An attorney may talk about the right of due process and give examples of defendants' being deprived of this right. An old-timer on Nantucket Island may speak of whaling in the North Atlantic. A politician may reminisce about Franklin Roosevelt and the New Deal. A government economist may focus upon the long-range effect of declining profits. A transcriber whose vocabulary is definitely limited may have trouble knowing what words fits the context. She may also have difficulty with Latin phrases such as

sub rosa and per se. Constant reference to a dictionary adds to the time necessary to complete the transcript.

“Since we require that the transcript reflect the recording as nearly as possible, punctuation must be varied in order to indicate pauses in the conversation, false starts, and so forth. The transcriber must watch for changes in thought in order to paragraph properly. She must also accommodate us by typing improper grammar just as it was spoken. To add to her woes, she must be able on occasion to understand regional or foreign accents. All of these skills must be accompanied by a good typing ability. The original transcript is eventually sent to the library archives, so a transcriber’s commitment to neatness, accuracy, and careful listening will help insure success.”

“A transcriber, however, is not expected to be a lexicographer. An adequate interviewer will provide a list of proper names, scientific terms, and other words which might be difficult, such as L-e-x-i-c-o-g-r-a-p-h-e-r.”

Selection of Cornell’s transcribers has been determined at least in part by their performance on this test, which indicates their ability to spell the words correctly and to use them in a sentence. However, there are some additional criteria that Ms. Pack applies in the selection process. She believes that interest is another dimension of success in transcription. So applicants are asked what periodicals they read with some regularity. Ms. Pack observes that “young women haven’t been good transcribers on subjects which don’t command their interest.” She thinks the same may be true of men, but Cornell has never had a male transcriber. In the final analysis, “age as an interest factor seems to be related to the need to supplement a family income, young people often having less incentive to become interested in subjects which are outside the perimeters of their current values and aspirations. However, income as the sole (apparent) motivation for transcribers has not been associated with the quality of performance.”

The Cornell test is reproduced by permission of director Gould P. Colman, Cornell Program in Oral History.

### **Attachment 13—Average Time Requirements to Prepare, Conduct, and Process An Interview**

Average times required to transcribe, audit, edit, proof, summarize, page index, correct, and final type one hour of oral history interview conducted by the CAP Oral History Program:

#### Duties of Transcriber-Editor

Initial transcribing/editing	10:00
Retype of transcript/editing	3:00
Proofreading of transcript	3:45
Typing corrections to transcript	:15
Summary preparation	:20
Page Index	:10
Final type of interviewee's corrections	:45

---

18:15 hours

#### Duties of Interviewer

Auditing transcript with recording	3:00
Editing transcript	5:00
Proofreading final transcript	3:00

---

11:00 hours

TOTAL TIME 29:15 hours\*

\* One hour of recording equals 25-30 pages of transcript.

## Attachment 14—Editing and Style Policy

### 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. AFH 33-337 (*The Tongue and Quill*) will be used 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, and 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.

## Attachment 15—Editing Symbols

<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 <del>M</del> ade his mark.
Italicize	Make a single underscore.	<u>ibid.</u>
Period	Insert and circle the dot.	He made his mark. <sup>o</sup> Larry went home and . . . .
Insertions	The caret (^) indicates the point of insertion.	He made <sup>his</sup> mark. He made his <sup>o</sup> mark.
	To insert a hyphen, use a caret and circle the hyphen.	One <sup>o</sup> 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 <del>this</del> mark. He made <del>only</del> his mark.
	To delete a hyphen or a space, use the close-up (C) mark.	The drain <sup>C</sup> pipe was . . . .
Transpose	To reverse the order of words	He <del>(his made)</del> mark.
	To reverse letters within a word	He made his <del>mark</del> .
Spell out	Circle the abbreviation or the number to be spelled out.	It was in the <sup>o</sup> Q.M. He had <sup>o</sup> 5 sisters.
Leave in or let stand	Underline with dots or use the word stet.	He made <u>his</u> <sup>stet</sup> 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."
	Insert (') in proper position.	He said, "That's great."

**Attachment 16—Sample Letter for Transmitting Transcript**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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.

Sincerely,

JAMES W. SAMPLE, Captain, CAP  
Oral History Interviewer

## **Attachment 17—Preparing Recordings and Transcripts For Transfer To Chief Historian**

### **PREPARING RECORDINGS AND TRANSCRIPTS FOR TRANSFER TO CHIEF 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 Chief Historian for archive purposes. In so far as is practical the original recording 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
  - b. Access Agreement
  - c. Title Page
  - d. Foreword
  - e. Summary of Contents
  - f. Guide to Contents
  - g. Body of interview

# Civil Air Patrol Oral History Interview

WNHC1.83-1  
Mr. Marion F. Parkinson  
3 March 1983



NATIONAL HISTORY PROGRAM  
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

## Attachment 20—Sample Forward

### SAMPLE FOREWORD

The following is the transcript of an oral history interview recorded on magnetic recording. 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 recording prior to citing the transcript.

## **Attachment 21—Sample Summary of Contents**

### **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.

## Attachment 22—Sample Guide to Contents

### 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

**CAP ORAL HISTORY INTERVIEW**

Number	WNHC 1.83 1
Recording 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.

**Attachment 24—Sample Transmittal Letter**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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.

Sincerely,

JAMES W. SAMPLE, Captain, CAP  
Oral History Interviewer