BY ORDER OF THE COMMANDER
AIR FORCE SPACE COMMAND

AIR FORCE SPACE COMMAND
HANDBOOK 84-101

1 DECEMBER 1998

History

HISTORIANS GUIDE

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This handbook provides guidance on the management of Historical Programs and the preparation of organizational histories and other historical products within Air Force Space Command. The information contained in this guide is not designed to replace or to repeat the information contained in Air Force Instructions 84-101, 84-102, 84-103, 84-104, or 84-105. Neither does it take precedent over this command's supplements to those instructions. While some repetition of information is unavoidable, the purpose of this guide is mainly to clarify and expand upon the information contained in instructions governing the Air Force History and Museums Program. Its secondary purpose is to provide a standardized basis upon which you and the Headquarters, Air Force Space Command historians can assess periodic histories, other publications, and program management. Finally, the guide provides you, the unit historian, with advice and guidance on training, office administration, and other topics.

The appendices to this guide provide specific, detailed examples of standardized reports, unit history appendices, and other documents, as well as further information. Compliance with these examples is required. The Air Force Space Command History Office reviews of unit histories and program administration will be based on concrete, evenly applied, objective standards. This handbook does not apply to the Air Force Reserve or Air National Guard. The use of the name or mark of any specific manufacturer, commerical product, commodity or service in this publication does not imply endorsement by the Air Force.

Chapter 1

WRITING PERIODIC HISTORIES

1.1. General. Writing periodic organizational histories is the primary function of wing, numbered air force (NAF), and major command (MAJCOM) historians. It is our "bread and butter." We perform that function at home units while in peacetime and at forward locations during contingencies and war. This chapter discusses preparation of peacetime, home unit histories. Information on the preparation of contingency or combat histories appears later in this guide, as well as in the instructions, guides, and checklists prepared by forward location history offices. As a reminder, the information in this guide is not intended to supersede the requirements of Air Force instructions. It is a supplement to those instructions. In instances of conflict between this guide and the instructions, Air Force instructions take precedence.

1.2. Information Sources:

1.2.1. The most important aspect of writing a solid narrative, whether an organizational history, special study, essay, or monograph, is research. Until you identify primary source materials, locate them, and obtain them, you cannot properly begin to write. Obviously, finding and evaluating documents is the first step in this research process. While each topic will have documents unique to itself, you will generally find letters, messages, memoranda, e-mail, reports, etc. Program plans (P-Plans), implementation plans (I-Plans), and operations orders (OpOrds) are also among the various types of documents you will find on a regular basis. Do not discount these because they are lengthy. Often, they may be the best source for background information and planning data. You cannot really discuss what went wrong in a particular project without knowing what was planned.

1.2.2. Focus your initial research efforts on primary sources of information. A primary source is one that results from someone's firsthand knowledge of an event, situation, or problem. After-action reports prepared by action officers, trip reports, memos from action officers to supervisors, and other such documents are primary sources. Interviews and conversations with participants are also primary sources. Secondary sources are those prepared by individuals not having firsthand knowledge. Secondary sources include newspaper and magazine articles.

1.2.3. Occasionally, these sources may be difficult to obtain. Project officers and offices are sometimes reluctant to release information concerning their operations and activities, especially when those sources reveal problems. To overcome this, prepare an access letter signed by the director of staff or vice commander. Identify yourself, your social security number, your level of clearance, and your function. The letter should also stipulate that you are to be granted access to all information concerning operational and support activities up to the level of your clearance. Carry the letter with you and use it judiciously to gain access when other approaches have failed.

1.2.4. Orders. Orders are among the first type of documents you must have for your history. They describe unit movements, command changes, organizational changes, as well as personnel and unit awards. They are required in all AF histories as the first supporting document. Air Force Instruction 84-101 requires that they be cited as SO-1, SO-2, and so forth [see AFI84-101, Attachment 9]. Use the following criteria to number special orders. SO-1 includes all G-Series orders published by the wing and its subordinate groups. Place wing orders first, then group orders. Keep all orders for each subordinate group together and in numerical sequence. For example, keep all orders published by the 50th Support Group together beginning with G-1 and continuing to the end of the series. The same will hold true for the logistics group and others. Include the G-series orders authorizing awards and

decorations such as the Air Force Achievement Medal, Air Force Commendation Medal, Air Force Meritorious Service Medal, and Air Force Outstanding Unit or Organizational Excellence Awards.

1.2.4.1. Many times, numbered air forces (NAFs) and major commands (MAJCOMs) will publish orders affecting your organizations. For example, numbered air forces publish orders appointing wing commanders. Major commands publish orders activating and inactivating squadrons and groups, and orders appointing numbered air force commanders, as well as actions concerning direct reporting units. Number these sequentially according to the level of the headquarters. In Air Force Space Command, include all G-series orders published by the numbered air force and influencing your organization, if any, as supporting document SO-2. Include orders published by Air Force Space Command that concern your organization, if any, as supporting documents SO-3, and orders published by HQ Air Force, if any, as supporting document SO-4. When your supporting documents do not include orders issued by a headquarters, adjust numbers accordingly [see **Table 1.1.**].

1.2.5. Other Documentary Sources. You will find other documentary sources, such as those listed previously, in unit and action office files, read files, and message files. When beginning research, start at the top of the organization and work down. Review the files of the wing's command section information management (IM) office. Working closely with these people, you will be able to identify topics that may require more in-depth research. Additionally, you will find that, over time, the information management folks in the command section may develop a sense for the types of information and topics that you need for the history. They then can give you a "heads up" or an early copy of reports headed to or from the commander. Ask the IM folks to forward the transitory files to you, rather than disposing of them, and ask to include your office in the routing for daily read files and message files.

1.2.5.1. When researching subordinate unit and action agency files, establish rapport with individuals in a position to be helpful, then seek out those people when researching in their areas. Use appointments, if necessary, to gain access to their data. Many offices are protective of their files and do not want you fumbling through them. Play by their rules. As with the command section transitory files, try to arrange to review their transitory materials (including classified documents) on a regular basis. Follow similar procedures throughout the organization and you will find you have more than enough primary source material to begin your history. Do not forget about contractors. As the Air Force moves ever greater amounts of its support activities to "competitive sourcing," historians will need to rely on vendors for documentation. Keep in mind, however, that you cannot demand access to a vendor's files unless such access is specified contractually. You must, therefore, cultivate good rapport on a personal basis.

Table 1.1. Supporting Document Numbers for G-Series Orders.

If Published By	And Includes	Number
Groups subordinate to the wing	no orders published by wing headquarters	SO-1
Groups subordinate to the wing	orders published by wing headquarters	SO-1
Wing Headquarters		SO-1

Numbered Air Force (Wing Command orders)	no orders published by the wing or subordinate groups	SO-1
Numbered Air Force (Wing Commander orders)	orders published by the wing or subordinate groups	SO-2
Major Command	no lower echelon orders	SO-1
Major Command	no NAF orders; but wing or group orders	SO-2
Major Command	NAF and wing or group orders	SO-3
Air Force	no lower echelon orders	SO-1
Air Force	wing or group orders; but no NAF or MAJCOM orders	SO-2
Air Force	wing or group and NAF or MAJCOM	SO-3
Air Force	wing, group, NAF, and MAJCOM	SO-4
Note 1: Group orders numerically by date and issuing headquarters. Note 2: In footnotes, cite orders following this example: Special Order, [publishing headquarters], [order number], [date of the order], Sup Doc SO- [as appropriate].		

1.2.5.2. Comments that action officers, commanders, and other knowledgeable individuals make on your drafts during review of the history can also be documentary sources. In many instances, these comments illustrate a perspective that may not have otherwise been clear, or may represent a viewpoint that contradicts other data. Treat these as any other source document. They may be cited as: Comments (U), 50 SW/XP, on Manuscript (U), 50 SW History, Jan-Jun 97.

1.2.5.3. Attending staff meetings, wing stand-up, and others will also provide you with information helpful to preparing your history. While it may not be necessary to take volumes of notes during these meetings, you should, as a minimum, listen for important discussions and topics and write down the name of the person presenting the information. Then, you can contact these individuals for documented or verbal information on those topics deemed important. They may also point you to other important topics.

1.2.6. Feeder Reports. Feeder reports appear in a number of varieties. They share, however, one distinct characteristic; they are not primary sources of information. Feeder reports include any document or report created at the request of the History Office to document the history. This definition does not include those reports or documents already prepared and of which you receive copies. For example, a memorandum from the Manpower and Quality Office to the History Office titled "1999 Wing History Inputs," is a feeder report. Rather than using this memorandum to document the history and citing it in a footnote, use it as a research aid to finding primary source materials. Do not use feeder reports to document an organizational history.

1.2.6.1. Here are a few final notes on documentary sources. When seeking a document that may or may not exist, ask yourself: "If I were a document on this topic, what would I be, what would be my subject or title, and where would I be located?" Although it may sound silly, you will be surprised how often that will help you to identify additional sources of information. Determine which periodic reports you use for each history and contact the office of primary responsibility (OPR) for inclusion on automatic distribution. These periodic reports include monthly logistics and maintenance reports, monthly personnel strength reports, financial working group and financial management board minutes, and a variety of others. In addition, attend meetings dealing with

topics discussed in your histories. By attending, you will learn more background information, witness decisions of interest to that particular program, and you may begin to receive the meeting minutes on automatic distribution.

1.2.6.2. Use your unit's previous histories. These provide background information for on-going projects, details of previous activities and problems, and statistical data for comparative purposes. They are an invaluable source of information. **Table 1.2.** provides examples of routine documentary sources available to all AFSPC historians. These topics may be supported by additional documents not listed here.

1.2.7. Non-documentary Sources[rsf1]. Non-documentary sources mainly refer to interviews and conversations. In the case of interviews, when time permits transcribe the interview and have the interviewee review, correct, and sign the transcript. Then use the transcript as a supporting document. If time does not permit, cite the interview and include the recorded tape as a supporting document. Air Force Instruction 84-101 contains instructions for non-standard supporting documents such as audio and videotape.

1.2.7.1. Conversations are another non-documentary source of information, but one for which you need to exercise caution. If you call the 341st Space Wing Standardization and Evaluation Division chief to discuss a trend in no-notice evaluations, take careful notes. Make sure you also record the person's name, the date, and the time of the call. Such conversations may be cited as: Conversation (U), TSgt Jimmy Crackcorn, 50 SW/HO, with Lt Col Jim Beam, 50 SW/CVI, subj: Wing Exercises, Jan - Jun 98, 17 Jul 98, 1400.

CAUTION: Be careful. Second-hand information, especially oral information, is often of questionable reliability. If you must use a conversation as a source of information, make sure the individual was a primary participant in the event or project that you are discussing. Also, ensure the note contains the appropriate classification and downgrade or declassification information. This is critical for information obtained verbally.

1.2.7.2. Finally, you may witness some events considered important to your unit and base history. There may be no documentary, audio, video, or photographic evidence of these events. So, how do you handle this? Take notes of occurrences and cite your notes. Conduct interviews with primary participants and those involved in planning. Transcribe the interviews and use the transcript as a supporting document. As a last resort, cite your attendance at the event, including date, time, location, and the names of other attendees or witnesses who can verify the event. For classified events, include all necessary markings, including classification authority, declassification instructions, and date. These instances will be extremely rare. The bottom line, however, is that "Personal Knowledge of the Historian" is not an adequate source citation.

Table 1.2. Standard Documentary Sources.

TOPIC	Documentation
Mission Statement	Designated Operational Capability Statement; Organization and Mission Directives
Command/Organization Changes	G-Series Orders; Command Organization Chart Book
Budget/Financial Data	Financial Working Group/Mgt Group Minutes

Construction Data	Facilities Working Group Minutes; Real Property Reports
Status of Resources & Training	Monthly SORTS Report (Wing Command Post)
Authorized Military Manning	Unit Manpower Document
Authorized Civilian Manning	Civilian Employee Cost Mgmt Committee Mtg; Unit Manpower Document
Assigned Civilian Manning	Civilian Employee Cost Mgmt Committee Mtg
Assigned Military Manning	Monthly Assigned Strength Report from MPF
Crew Strength	Squadron Monthly Reports
Crew Training	Monthly and Quarterly Standardization and Evaluation Reports
Weapons System Information	SORTS documents, FMIS Reports (required if prepared by the unit)
Other Topics	Previous Unit Histories; Reviewer's notes or comments
SOURCE: Information derived from various historical reports of AFSPC units.	

1.3. Getting Organized - Preparing To Write:

1.3.1. Now that you have completed your initial research _. Yes, initial research [you will find that you have to go back to a number of agencies to look for additional information to fill in blanks], which was based, naturally, on your initial topical outline. What! You did not do an outline. If you review past histories, you will notice that some topics appear in every report. Start there. Then, add any topics of which you are aware. Finally, circulate this draft outline to the staff, groups, and squadrons for their inputs with a specified suspense date. Ask them to identify a point of contact for any additional topics they include. Make sure you include those topics required by HQ AFSPC/HO. Be aware as you conduct research and select documents, you need to know "who, what, when, where, why, and how" for included topics.

1.3.2. Selecting Documents. Document selection plays an important role in the overall usefulness of your history. A solid document collection cannot only verify the information you present, but can add significant details that you, as the writer, do not have the time to explain. Perhaps the most important item to remember in document selection is to make sure that your supporting documents consist mainly of primary sources. Another general rule of thumb is that you cannot have too many supporting documents, provided you have chosen documents of value to the topics you covered. Ask yourself these questions:

1.3.2.1. Does this document accurately describe the event, problem, or project?

1.3.2.2. Is the document valid (signed, dated)? [The signature test does not apply to electronic documents (including e-mail) or draft versions of a document. Quite often, the whole story is evident only from a series of drafts.]

1.3.2.3. Does the document provide details not available elsewhere, present a differing point of view, or provide verification of other information?

1.3.2.4. If you answer "yes" to these questions, keep the document. While you may not use it, or even discard it later, it's better to have it and not need it than to need it and not have it. However,

if you answer yes to these questions concerning your document, you probably should include it as a supporting document.

1.3.3. Organizing Documents. Now that you have completed your initial research, it is time to begin to prepare to write. The first step is to get organized. If you've followed the directions of AFI 84-101, then you have already established research files for your histories. Documents should be filed there as they are collected, especially those documents you have received through automatic distribution. You cannot plan for every eventuality, however, and some topics will not be established in your filing system. As you sort documents you have collected, identify new topics, label folders, and file your documents accordingly.

1.3.3.1. As you file, you will probably notice that some sources have information on several (or many) topics. This can be especially true of interviews with commanders and with monthly "how goes it" or "commander's status" reports. These sources normally provide general information on a host of items that involve the unit. Perhaps the best way to handle these is to treat them separately, filing them as if they were themselves a topic. The advantage of this arrangement is that you will keep all the reports together. The disadvantage is that as you write one topic then another, you will need to refer back to these documents to determine if they contain significant information. To avoid that as much as possible, include in the folder a listing of the most important topics discussed in the reports or memoranda. Referring to this sheet will save time.

1.3.3.2. Before we leave this section, there's one more note on research. Prepare a research memorandum--a listing of topics covered in the histories and your sources of information for those topics. Include the names of individuals, telephone numbers, e-mail addresses, or any other important information. This will not only help you to remember from whence your information is derived, but will assist those who follow you. Be sure to keep it current, and file a copy in your continuity binder.

1.4. Writing The History - Chapter Requirements:

1.4.1. Now, write the history. That statement seems simple enough. But how? What format will you use? Should you write the history in order, chapter by chapter and section by section? Air Force Space Command NAF and wing historians should use a chapter-based format for their histories as described.

1.4.2. Front Matter. Air Force Instruction 84-101 establishes requirements for the front matter included in organizational histories. Make sure that your histories comply with the mandatory requirements for content and format established in the instruction. The Chronology should include significant local events affecting operational activity, quality of life, or other important aspects of the unit's relationship with the civilian community. The inclusion of an Executive Summary for semiannual and annual histories is highly encouraged. This brief summation of the most significant events discussed in the narrative provides an excellent "quick reference" for commanders, staff, and other researchers.

1.4.3. Chapter I, Mission, Command, and Organization. Self-explanatory. Discuss the wing's official mission as described in AFSPC mission directives (AFSPCMDs) in the 5-series and Air Force Mission Directives (AFMDs). For some units, these may be classified. However, since defining the unit's mission is an important prelude to describing mission-related activity, do not use the classification as an excuse not to cite these valuable sources. Include changes in mission responsibilities. If none, so

state. In the first history of the calendar year, provide an expanded mission statement. Discuss mobilization requirements, if any, and other factors such as commitments under the Single Integrated Operations Plan (SIOP) or other wartime or contingency plans. Use unit designated operational capability (DOC) statements to define mobilization requirements. When possible, include a description of the commander's viewpoint of the mission. Gather this information through an interview or questionnaire.

1.4.3.1. Discuss administrative and operational command relationships. For example, missile wings explain the relationship between the wing, its numbered air force, and US Strategic Command, as well as AFSPC. For most units, this information (and organizational diagrams) can be found in the AFSPCMD 5-series. Discuss the organization's relationship with other commands and organizations such as Air Combat Command, whether a host unit or a tenant. Include command changes and, if available, the commander's philosophy of command and priorities. Consider what the new commander changed and what influence the changes had on the organization and mission.

1.4.3.2. Discuss organizational changes implemented and planned. Show what, if any, consequence these changes have or had on the unit's mission activity (how or how well the mission is performed). Discuss, from the unit's perspective, the reasons for unit activations or inactivations and the creation or elimination of agencies or offices. If the organization opposed such changes, explain why, and detail any proposed alternatives as well as advantages of one structure over another.

1.4.4. Chapter II, Operational Activities and Crew Training. Since the focus of the history is the unit's mission, it is logical that the discussion of mission activity comes early in the narrative. Any discussion of operational activity must first explain the operational system. Whether missiles, satellites, radar systems, or aircraft, describe your organization's operational systems (including helicopters for missile units). Indicate numbers of authorized and assigned (when appropriate) and backup inventory (for aircraft or satellites). Space warning and space control organizations discuss the availability of resources (radar systems, AF Satellite Control Network, and satellite constellations) as appropriate. 21st Space Wing include data on operations involving the Defense Support Program constellation, including the status of the satellites. 50th Space Wing include status of constellations and operational activities involving satellites controlled by 50 SW units. Space launch organizations (30 SW and 45 SW) include data on launch pads and their operational readiness. Discuss statistical trends or significant fluctuations, detailing causative factors and actions taken to correct deficiencies. Include coverage of specific, critical equipment needs to support mobilization requirements.

1.4.4.1. After describing operational equipment and facility requirements and status, provide information on crew requirements. Discuss the number of crews authorized, assigned, and mission ready, explaining deviations. Describe crew composition and responsibilities. Provide analysis of trends or significant fluctuations in crew strength. Indicate the number of crew personnel in training status and describe local, NAF, and MAJCOM training requirements. Discuss staff involvement in training and mission operations, including the mission-ready commander program. Units with assigned aircraft (including helicopters) include this information for aircrews. Use standardization and evaluation data to illustrate the effectiveness of crew training programs.

1.4.4.2. Once the operational systems and crew requirements are defined, discuss the unit's ability to use those systems and crews to fulfill mission requirements. Discuss the status of resources and training (SORTS) data or C-Ratings for tasked organizations, explaining reasons for reduced com-

bat capability, trends, or fluctuations in ratings. When the commander's assessment varies, indicate reasons the commander raised or lowered the rating. Use periodic Status of Resources and Training Reports submitted from the units, through the command post, to numbered air forces and major command as sources.

1.4.4.3. Organizations with assigned aircraft discuss flying hour programs by aircraft type. Indicate the number of hours allocated each quarter and the number of hours flown by mission type (e.g., training, mission support, search and rescue). Explain reasons for flying more or fewer hours than allocated. Identify and explain trends or significant fluctuations. Include tables, graphs, or charts to show the data for the current period and to illustrate trends carried over from previous periods or unusual highs and lows.

1.4.4.4. Include in this chapter discussions of operational assessments and exercises, including Glory Trip, Short Sprint (or other local exercises), Global Guardian, Guardian Challenge, and higher headquarters directed exercises, including Command Post exercises. Compare data with previous exercises and evaluations to determine trends and discuss. Provide specific information on recurring discrepancies and unit actions to correct deficiencies, even if the actions were unsuccessful. The unit's Exercise Evaluation Team (EET), the Plans and Programs Office (XP), or Inspector General (IG) are the most likely sources of such information.

1.4.4.5. The operations chapter must also include discussion of operational effectiveness and testing when such is conducted. If follow-on operational testing and evaluation (FOT&E) is conducted for hardware, software, or other operational systems, discuss the evaluation results. Note problems identified and steps taken and planned to correct these. Discuss modifications to operational systems hardware and software and the planned benefit to the system and mission effectiveness.

1.4.4.6. Operational activities must also include the organization's involvement in special operations, such as support to contingencies. Special operational activities will likely involve space control, space launch, and space warning units. However, as a host unit, some missile organizations may become involved in special activities. The 341st Space Wing's involvement in the X-33 project is an example. Describe the organization's involvement or activities in unplanned or non-routine events, projects, or operations. Because mobilization may be part of the organization's mission and stipulated in DOC statements, indicate the number and Air Force Specialty Codes (AFSCs) of personnel deployed in support of various contingencies, such as Joint Endeavor and Northern Watch. This may be included in the personnel section of the final chapter, at the discretion of the historian.

1.4.5. Chapter III, Logistics Functions. Logistics is an essential ingredient in a unit's ability to fulfill its mission tasks. Logistics includes maintenance, transportation, supply, and contracting functions. Each of these is vital to operational activity. So, in the logistics chapter discuss these topics as they relate to your unit's operational systems and its defined mission. Cover mission capable data for operational systems. Identify causes of system downtime, whether maintenance, supply, hardware, or software related, and steps taken to correct deficiencies. Discuss developing or identified trends in mission downtime and the effects on the unit's mission readiness or capability.

1.4.5.1. Include data on supply effectiveness, as appropriate. This includes the influence of supply activity on mission-capable data (e.g., aircraft awaiting parts) for operational and support systems (including important vehicles, such as security forces and snow removal vehicles for

northern missile units). Discuss changes in supply procedures, such as closure of the base service store and local purchasing of supplies and the effects of these changes on mission support.

1.4.5.2. Identify important transportation activities that directly support the unit's primary mission function, and discuss whether that support met the needs of users. Identify problems and solutions planned and taken. Include statistical data revealing vehicle in-commission rates for those vehicle types directly supporting mission activity. As always, look for developing or existing trends by comparing current period data with the past.

1.4.6. Chapter IV, Base Support Functions. Finally, base support functions, such as financial matters, personnel, and facilities, also influence the unit's ability to conduct mission-tasked activities. Discuss these topics in Chapter IV. Remember that the focus is on the influence these factors had on the unit's ability to carry out its primary mission functions. How will "competitive sourcing" and privatization affect the mission? How many people are affected, and how will reductions be carried out? Discuss the unit's authorized and assigned strength in terms of officers, enlisted persons, civilian employees, and contractor personnel where appropriate. Include discussion and monthly data indicating the number of personnel deployed to support various contingencies, if not covered in the operations chapter. When your unit is also the host unit at an AFPSC base, include overall personnel numbers for tenant units.

1.4.6.1. Budgetary discussion should include current fiscal year data, comparisons with prior year budget authority, explanations of increased or decreased budget authority and the influence on mission activity. Discuss the unit's approach to budget management to offset potential shortfalls, indicating whether those approaches were successful. Show how the unit managed unfunded requirements that influenced mission activity. Discuss unit funds reprogramming actions and reasons for those actions. As always, your focus is on the organization's mission, so look for the connection to mission activity. Did the unit have enough money to meet mission requirements and, if not, how did the organization's management administer the budget to get the most effective use of the funding provided?

1.4.6.2. Facilities discussion should not be limited to construction. Moreover, in-depth coverage of construction activity is not always warranted. Here, evaluate on-going, planned, and completed construction projects in light of the support they provide to mission activity. For example, a two-page narrative on a new bowling center is not necessarily as important as the construction of an operational support facility or a technical support facility. However, if there were significant contractual considerations or possible legal liabilities involved with the construction of the bowling alley, then present the data.

1.4.6.3. Under facilities, military family and unaccompanied personnel housing concerns have become important quality-of-life issues. Include coverage of family and unaccompanied housing construction and renovation that discusses the reasons for renovations or new construction. Include data on occupancy rates and times between occupants if you are the host unit. If not, indicate that the information may be or is available in the host unit's history. Remember that facilities include infrastructure construction such as roads, water and power distribution, and recreational areas. Provide specific details in Appendix F.

1.4.7. Back Matter. As with front matter, AFI84-101 stipulates requirements for material following the narrative. Remember that abstracts are no longer mandatory. However, they are useful tools for researchers as they provide a guide to the information contained in your history. Therefore, they are

highly encouraged within AFSPC. If you include an abstract, follow the format shown in **Attachment 1**. Appendices are required in all histories and will follow the appropriate formats and order listed in **Attachment 2** through **Attachment 21** of this guide. When an appendix does not apply to a unit, include the appendix title in the table of contents and cite "not used" in place of the page number. Although some appendices may not be used, maintain lettering as shown in the attachment.

1.5. Writing The History - Style And Format:

1.5.1. We all learned at the Historian Apprentice Course to write the history in a narrative style. However, that direction came with very little explanation. What is the narrative style and what does it look like? This section will describe the narrative style, give examples, and provide additional information on required formats.

1.5.2. Style. The narrative style is, simply stated, a storybook style. Write each history, whether the organizational history, heritage pamphlet, or special study, as though you are telling a story, not merely citing facts. Do not try to write the report as though it is a technical manual. Write in your own narrative style. Trust your individual talents and capabilities. There is no prohibition on creativity in organizational histories, or in historical writing. However, there are some limits. Be creative without being "flowery." Be yourself; but be precise and objective.

1.5.2.1. To develop the narrative style, consider several important factors. First, a story (note that history ends with "story") has a beginning, a middle, and an end. So too, should your history. So too, should each section and individual paragraph in your history.

1.5.2.2. Each history, section, and paragraph should also have a central theme around which the story is developed. For your organizational history, the theme is mission activity. Hence, all writing should explain the influence of the topic on the mission. The following paragraphs, with footnotes, show examples of how the central theme of mission activity is woven throughout the history. Specific references to mission activity are underlined.

Figure 1.1. History Narrative Example #1.

> (U) <u>Determined not to lose the capabilities extant at INDI</u>,[1] Colonel Worden pressed for retention of the station based on <u>unique site capabilities</u>, network capacity, location, cost, and politics. The 50th Space Wing's leadership had expressed for nearly three years its concerns that the <u>closure of the Indian Ocean Station would negatively influence critical first acquisition support of newly orbited satellites, especially those in the Defense Meteorological Satellite Program (DMSP)</u>. While <u>first acquisition support responsibilities for other systems, such as the Global Positioning System and Defense Support Program vehicles, could be transferred to the Guam Tracking Station, DMSP vehicles were not visible to Guam</u>.[2]
>
> (U) After the closure of INDI, this would leave first acquisition functions to the Telemetry and Commanding Station (TCS) at Oakhanger, United Kingdom,,,,,, and would add 15 minutes to the initial acquisition timing. [3] The additional role for Oakhanger, and the realignment of network support loading within the common user element of the Air Force Satellite Control Network, also would result in estimated increases of 15 and 16 percent in the work load for the A and B sides of the Oakhanger TCS, respectively.[4] Whether the increase in work load could be absorbed under the existing operations and maintenance contract was not immediately clear*.*
>
> _____
> [1] INDI was the Air Force Satellite Control Network Callsign for the Indian Ocean Station.
> [2] Ltr (U) w/atch briefing slides (U), 50 SW/CC to 14 AF/CC, "Site Closure," 11 Sep 95, Sup Doc 58.
> [3] History (U/LIMDIS), 50th Space Wing, Calendar Year 1995, pages 14-15, information is not limited distribution.
> [4] Ltr (U), Squadron Leader N. J. Phillips, 1001 Signal Unit, Royal Air Force Oakhanger, to "See Distribution," subj: Increase in Network Loading - TCS Oakhanger, May 96, Sup Doc 59. Because TCS Oakhanger operated under an Operations and Maintenance (O&M) contract separate from the National Support Program (NSP) contract, negotiations between the 50th Space Wing and Lockheed Martin, the NSP contractor, had no bearing on Oakhanger

1.5.2.3. Notice that the bulk of this narrative focuses on mission requirements--the acquisition of newly orbited satellites--and the effect the closure of the station was expected to have on that requirement. These paragraphs appeared in the 50th Space Wing's 1996 history under "Organizational Changes." The writer described how a planned organizational change could influence the conduct and effectiveness of the unit's mission. The concluding sentence presents a secondary

thought and indirectly ties the organization's budget to the mission. This link is further defined in the footnote following the final paragraph (footnote 4).

1.5.2.4. Notice, also, that the writer has used internal footnotes. These notes clearly define the sources of the author's information or provide necessary supplemental information. A reader can judge by the placement of the footnotes which information is derived and which is the author's assessment, analysis, or further commentary. While the use of footnotes at the end of the paragraph is acceptable, footnotes internal to the paragraph can be more helpful--especially in classified histories--by immediately identifying derivative information.

1.5.2.5. In the next paragraph, again the author has provided an excellent example of how to maintain focus on the central theme of the organization's mission. This author, discussing treaty ratification and the effects on the organization, chose to directly tie the discussion to the mission theme by his choice of first sentence in the quotation.

Figure 1.2. History Narrative Example #2.

> **(U) …** there were many implications for 20 AF. First, there was a limit lower than START-I for the number of attributable warheads the US and Russia may possess by December 4, 2001. …Second, START-II required that the United States download all Minuteman III ICBMs to a single reentry vehicle. …Third, the START-II prohibition [against] ICBMs with more than one reentry vehicle would result in the removal of the Peacekeeper missile from its silos at F.E. Warren AFB and the subsequent elimination by implosion of these silos prior to 1 January 2003.[47]
>
> _____
>
> [47.] Ltr (U), 20 AF/XO to 20 AF/CC, " XO Input for Letter to General Estes" 21 Oct 96, Doc - 9; ltr (U), 20 AF/CC to AFSPC/CC, "Twentieth Air Force Commander's Report," 15 Feb 96, Doc - 29.

1.5.2.6. In the example above, the author has already explained the 20 AF mission of providing capable forces to appropriate commanders. This quote reveals that the implementation of START-II treaty requirements will require changes in the performance of that mission. Peacekeeper missiles will be eliminated and Minuteman IIIs will be reduced to a single reentry vehicle. This reduction in forces will require changes in mission responsibility. Although this paragraph does not spell out the changes that were expected to result from the reduced inventory of weaponry, later paragraphs continue the coverage and provide those details.

1.5.2.7. In the preceding paragraphs, the authors have used direct and indirect guides to the central theme of mission activity. This theme carried through the entire histories of the organizations as the authors continued to link their coverage to the unit's operational requirements. The inclusion and repetition of key phrases such as satellite command and control, tracking, and Air Force Satellite Control Network in the 50th Space Wing's history continuously remind the reader that these are the primary components of the unit's mission. Providing a direct link, the author may write: "Although the 341st Space Wing's direct budget authority for fiscal year 1997 failed to reach levels authorized in previous years, the inactivation of detached operating locations and other programmatic changes allowed the organization to continue to meet mission requirements." In this sentence, the writer has identified the sectional theme of "budget" and reminded the reader

that the history's main theme is the mission. Other key words or phrases upon which the author can build in this example include "fiscal year 1997," "authorized in previous years," and "changes."

1.5.2.8. Here are a few final notes on format. Avoid splitting the numerical designation of a unit and the unit's name between lines. Use control-shift-spacebar (in Word for Windows and Word-Perfect) to put a non-breaking space in the text. Use this to avoid splitting the date and month between lines and to avoid splitting rank and first name or rank and last name. Use control-shift-hyphen to create a non-breaking hyphen to avoid splitting such terms as B-52, KC-135, or other hyphenated text.

1.5.3. Voice and Tense. We all learned that histories are to be written in the active voice, past tense. However, many times the use of passive voice seems difficult to recognize. Additionally, many of our commanders and others who review the draft manuscript change past tense to present tense. Generally, you can give these people examples of why present tense is not used. "The mission of the 341st Space Wing is to maintain combat-ready forces_." This is obviously present tense and is not the correct style. The reason: because next year, or 20 years from now, the organization's mission may not be the same. In addition, you are writing about a period that has ended. You would not write, "During the period the wing's mission is...." Use present tense ONLY for statements that will not change. "Cuba is an island." Cuba is likely to remain an island for as long as we care to think about. In this instance, present tense is appropriate. Imagine how embarrassed are those historians who wrote such statements as: "The Soviet Union consists of Russia and 13 satellite countries under the primary control of the Politburo." Because the Soviet Union no longer exists, the statement is no longer accurate. Had the author used "consisted" the statement would still be true.

1.5.3.1. There are a couple of ways to identify passive sentences in addition to using the grammar check included with your word processing software. First, look for the past tense of the verb "to be." If you have a sentence using the verb "was," it is probably passive. Additionally, look at your action verb and determine whether the action is being done "by" someone or something, or whether someone or something is doing the action. For example, "The rescue was completed by the crew of aircraft 80-1234 without further incident." This is a passive sentence. Moving a few words makes it active voice. "The crew of aircraft 80-1234 completed the rescue without further incident." Your writings should not contain more than one-third passive sentences. As your writing style matures, this should decline to approximately 20 percent, or less. Experienced writers use the passive voice to slow the reader down at particular points in the text. Too many passive sentences keep the reader at a snail's pace and impede understanding and clarity.

1.5.4. Format. Air Force Space Command histories will be written using a standard manuscript format with chapters identified previously. Variations or exceptions to the chapters listed must be requested in writing, fully justified, and approved by HQ AFSPC/HO. All paragraphs, tables, charts, and other illustrations will bear classification markings. Include downgrade and declassification instructions on charts, tables, and other illustrations, whether they appear in the narrative or in the appendices.

1.5.4.1. While much of the formatting of your histories is left to your discretion, there are some items we need to standardize. The very first rule is follow the guidance established in AFI84-101AFSPC1. Once those requirements are met, use your own good judgment. However, do not go overboard. Strive for a professional-looking, easily read product. Keep in mind that these reports will be microfilmed and small text is extremely difficult to view on film. Use

12-point type for narrative paragraphs, front and back matter, charts, tables, appendices, etc. Footnotes and source citations will be at least 11-point, although 12-point is recommended and preferred. Larger type may be used for chapter, section, and subsection titles.

1.5.4.2. Avoid stringing charts, tables, and other illustrations together without intervening text. The use of illustrations within the text should be limited to instances when the illustration (chart, graph, photo, or table, etc.) serves to add understanding. For example, when describing a Minuteman missile alert facility, an illustration will help the reader understand the narrative by providing a visual reference. Similarly, a description of organizational structure is made more understandable to the reader with an organizational chart. However, a narrative paragraph examining disciplinary trends and indicating a specific number of disciplinary actions need not be followed by a table in the narrative. The table would not likely add to the reader's understanding, and therefore, should be included in the appendices, with only a reference to the table or graph noted in the narrative. On the other hand, should the discussion of discipline focus on a developing trend, then the inclusion of a visual example may be appropriate.

1.5.4.3. Here is the last note on illustrations. Treat photographs as any other type of illustration. Use photographs of significance to add detail to your history and to support the narrative. Photographs give evidence of events. Moreover, while a picture may be worth a thousand words, it cannot stand alone. If you choose to place all photographs together, then include them as an appendix following the required appendices and refer to them in the narrative. Photographs will include classification and downgrade instructions, date, event, location, and the names of participants recognizable in the photo. Scanned (digital) photographs suitable for microfilming are acceptable. When using standard photographs, refer to AFI 84-101 for mounting and binding guidance.

1.5.5. Depth of Coverage. One of the ingredients of a solid organizational history is coverage in depth. It makes the difference between a restatement of seemingly disjointed facts and a useful, readable history. To determine whether you have sufficient depth of coverage, first make sure you have answered the "who, what, when, where, why, and how" questions about the topic. Next, look to see that you have provided sufficient detail in answering those questions. Then, assess the background information. Is it sufficiently detailed to allow the reader to form a clear picture? Finally, can the discussion of the topic stand by itself? If your discussion of a topic leaves the reader with questions, then your coverage is too thin. In the end, if you have a question, contact the AFSPC History Office. Because they conduct the quality reviews, they are in the best position to answer your questions.

1.6. Reviews Of Unit Histories:

1.6.1. The primary reason for reviewing unit histories is to provide historians with comments for improvement. Reviews also inform the commander of the quality of the history. Headquarters Air Force Space Command Directorate of History assigns ratings of Outstanding, Excellent, Satisfactory, Marginal, and Unsatisfactory according to the criteria defined below. The assigned reviewer at HQ AFPSC/HO will provide the historian with comments defining the history's strengths and areas for improvement. Historians use these comments to eliminate deficiencies and to build upon strengths.

1.6.2. Unsatisfactory. An Unsatisfactory history fails to cover a majority of the key topics identified earlier or the major provisions of AFI84-101. The narrative fails to footnote, or uses few footnotes for unusually large portions of the narrative. For example, one or two footnotes for a chapter will result in an Unsatisfactory evaluation. An Unsatisfactory history lacks an adequate number of primary sources and is poorly documented. Using feeder reports, newspaper articles, or an unusually high

number of conversations and interviews are keys to a poorly documented history. Unsatisfactory histories will be returned to the unit historian for correction.

1.6.3. Marginal. A Marginal history does fully meet the requirements of the AFSPC History Program and indicates a need for strong corrective actions prior to the submission of the next history. A Marginal history fails to fully comply with guidance in AFI84-101, command supplements, and other guidance. Some major topics are either not fully discussed or are not discussed at all. A Marginal history shows evidence of extensive copying from previous histories or from the source documents. Supporting documents and noted sources reveal a substandard research program. Headquarters, Air Force Space Command Director of History may return a Marginal history to the unit for corrections. A second consecutive Marginal history will be returned for correction.

1.6.4. Satisfactory. A satisfactory history is submitted on time, complies with the provisions of AFI84-101 and other guidance, and provides adequate coverage of key topics. Supporting documents and footnotes demonstrate an adequate on-going research program and consist mainly of primary source materials. The narrative is objective, embodies historical perspective, and exhibits depth of coverage. It contains sufficient detail to make the topics understandable. It answers the questions of who, what, when, where, why, and how. It is written in the active voice and past tense.

1.6.5. Excellent. An Excellent history meets all the requirements of a Satisfactory history and exceeds them in writing style, sources, and supporting documentation. An Excellent history covers all significant events and activities. Material is presented in a logical order and the narrative is well-integrated. The relationship of all subjects to each other is clearly shown. The author properly uses transitional sentences and paragraphs to tie topics and chapters together in a cohesive product. The writing is clear and concise. The meaning and significance of the material included in the narrative is obvious. Footnotes and supporting documents evidence a strong research program and contain few, if any, insignificant documents. The narrative is relatively free from typographical errors, misspellings, and grammar and punctuation errors. An Excellent history is eligible for award consideration.

1.6.6. Outstanding. Outstanding histories surpass Excellent histories in all respects. They are an unusual piece of historical research and writing. The narrative reflects the historian's knowledge of the unit's mission and activities and provides in-depth coverage and analysis not normally found in a unit history. The historian has not only discussed all significant topics, but also analyzed them in terms of the unit's mission, personnel, and past. The writing style is clear and concise and the text is organized and presented in such a way that it is interesting to read. Active voice is used throughout. Sources and supporting documentation reveal an aggressive research program and the history contains other than just the usual documentation. Illustrations, charts, and tables are historically significant and add real value to the narrative. The history is free from grammatical, punctuation, and spelling errors.

1.7. Summary:

1.7.1. This chapter has dealt with the organizational history, our bread and butter, but not the most important aspect of our jobs. As historians our primary function is to serve the commander and his staff--to provide them with the research and analysis they need for decision-making. The organizational history, when properly written with the right focus and analysis, fulfills a portion of this requirement by serving as the foundation upon which other research and analytical tasks can be performed.

1.7.2. The key to preparing the organizational history is RESEARCH, RESEARCH, and RESEARCH. The greater your research efforts, the more information you will locate, and the more detailed will be your history. A general rule of thumb is this: A good page of an organizational history should consist of about 2 1/2 paragraphs containing a minimum of two footnotes that cite at least three separate documents. That is right, a minimally documented history should include three supporting documents per page. Hence, a 100-page narrative history should include approximately 300 supporting documents.

1.7.3. Remember to use your own technique and write in a narrative style. Write from the objective point of view of an outsider. You should not refer to the organization as "we." That draws your objectivity into question. Follow the guidance provided in AFI84-101AFSPC1. Use the checklist at **Attachment 22** to verify that your history is ready for signature.

Chapter 2

INFORMATION SECURITY

2.1. General. One of the primary considerations after writing your history narrative is to review for security markings and appropriate administrative control notices. These are critical as many researchers at the major command and the AFHRA may use your histories to prepare other studies. A careful review during the production of the history and another once the document is completed will help to ensure that you have indicated all appropriate classification markings and authority, special handling instructions or warning notices, and declassification instructions.

2.2. Classification Authority and Declassification Insturctions:

2.2.1. Within Air Force Space Command, you will find it necessary to use classified information in the preparation of your organizational histories. Mission details you derive from designated operational capability (DOC) statements, weapon systems inventories, and some mission activities likely will be derived from classified documents. While essential, security markings need not be intimidating. Using them is straightforward and requires only common sense. Every historian should be familiar with, and have available for daily use, the guidance in DOD 5200.1-R, *DOD Information Security Program Regulation*, DOD 5200.1-PH, *Guide to Marking Classified Documents*, AFI 10-1101, *Operations Security*, AFI 31-401, *Managing the Information Security Program*, and AFPD 31-4, *Information Security*. You should also be aware of specific classification guides that relate to your individual situation.

2.2.2. The United States uses three classification levels: CONFIDENTIAL, SECRET, and TOP SECRET. Unless one of these classifications is appropriate, the material is UNCLASSIFIED. All other document markings on your sources are control markings. These include various warning notices, special handling instructions, and administrative sanctions. However, as with the appropriate classification level, these control markings must be transferred to your narrative and appropriate volumes of supporting documents.

2.2.3. Classification Authority. First, historians are never original classifiers. This is important. Because you are not an original classifier, you cannot make determinations to classify, declassify, or downgrade classified information without proper authority. You, in the preparation of your narratives, are citing documents classified by some other authority. Therefore, your histories and other reports, studies, or papers are derivatively classified. Derivative classification means that you used the classification marked on the source document. Recent programmatic changes have eliminated the "Classified by" line on derivatively classified documents. Instead, use "Derived from" and complete the line appropriately. If you used only one source for all classified information, cite that document in the "Derived from" line. However, if you used more than one classified source, use the phrase "Multiple Sources" in the "Derived from" line [see **Attachment 25** for examples]. You must then list these sources and maintain that list with the file or record copy of the document. The list of supporting documents and source citations fulfill the requirement for a list of classification sources.

2.2.4. Declassification Instructions. Every classified history volume, study, or report (except those containing Restricted Data (RD) or Formerly Restricted Data (FRD)) must bear a "Declassify On" line on the front cover and title page. Because historians are not original classifiers, we will focus on derivative instructions. In derivative classification, different sources will be subject to different declassification instructions. Your task is to ensure the information in the report is protected as long

as required. Therefore, use the MOST RESTRICTIVE declassification instruction applicable to any of the sources cited.

2.2.4.1. If your history derives its classification from a single source, the "Declassify On" line bears the same instruction as the source, if the instruction is allowable in accordance with Executive Order (E.O.) 12958. [Executive Order 12958 does not apply to Restricted Data or Formerly Restricted Data as defined by the Atomic Energy Act of 1954.] Allowable options include a specific date for declassification, an event for declassification, or a declassification exemption. Include the date of the source in a "Source Dated" line. Cite the source of classification, declassification instructions, and the date of the source as shown in the examples at **Attachment 25**.

2.2.4.2. Histories, studies, and other reports derived from multiple sources present some challenges. You can overcome these challenges; however, by carefully reviewing the marking rules and the markings on the source documents. When multiple sources cite differing declassification dates, exemption categories, or events, cite the MOST RESTRICTIVE. For example, if you used three classified documents--one citing a declassification date of 3 April 2009, one citing 15 November 2010, and the third with a 27 January 2015 declassification date--use the 27 January 2015 declassification date and cite the date of that document [see examples at **Attachment 25**].

2.2.4.3. Occasionally, you will still find documents marked with "Originating Agency Determination Required" (OADR). If your multiple sources include combinations of the categories already cited and OADR material, use "Sources Marked OADR" and cite the date of the most recent OADR document. Treat other indefinite declassification instructions {Group 3 and the like} as you would OADR. When multiple sources include combinations of dates and events, cite the date and event on the declassification line as shown in the example at **Attachment 25**. Finally, when your multiple sources cite differing exemption categories, use the most restrictive.

2.2.4.4. Obviously, with all these different types of documents, declassification instructions, and exemption categories, knowing exactly which to use can be initially confusing. Remember, carefully review your supporting documents and other information sources and use the most restrictive. When in doubt, contact the HQ AFSPC History Office or your local information protection experts. Either of these agencies will be happy to guide you. Relying on others, however, does not excuse you from knowing how to determine derivative classification. It is part of your upgrade training (coming up later) and you may be asked to demonstrate the knowledge during a task evaluation.

2.3. Warning Notices And Administrative Controls:

2.3.1. In addition to classification markings, documents may bear warning notices or administrative controls. Some of these, such as Restricted Data and Formerly Restricted Data, may be familiar to you. Others may not be. These special warnings and administrative controls must appear on the cover and title page of the history or other report, in the source citations, as well as on the administrative controls page of the history, study, or report. While individual paragraph markings within your report do not contain declassification instructions, they must include any appropriate special handling instructions or notices. However, be careful not to mix apples and oranges. If your paragraph is classified, you should not indicate that it also contains information noted as For Official Use Only (FOUO) or Privileged Information (PV). You must indicate, however, that it contains Restricted Data, Formerly Restricted Data, or other notices. Include the proper notations as illustrated in **Attachment 26**.

2.3.2. The Security Notice and Administrative Controls page of your history or report will include all classification levels appearing in the narrative and supporting document volumes. Your security notice will include all special handling or warning instructions, including those mentioned above and in **Attachment 26**, as appropriate. The Security Notice for the narrative volume will include information for all supporting documents, as well. See **Attachment 27** for an example.

2.3.3. In footnotes, indicate overall classification of the source, downgrade and declassification instructions, and the classification of the information derived from that source if different. For example, your source is classified Secret, Restricted Data (S/RD); however, the information you used to write a particular paragraph is Confidential. Your paragraph is marked (C). Your source citation (footnote) is: "Rpt (S/RD), someone to someone else, "TITLE (U)", date, Supporting Document X-XX, information used is Confidential."

2.3.4. In unclassified volumes, include an administrative control page identifying all restrictive caveats, including FOUO, PV, and limited distribution (LD or LIMDIS). The latter of these will normally be found when citing documents containing highly technical information, the export of which is restricted or prohibited by export control laws. Such information includes details on the operations of the Air Force Satellite Control Network, advanced systems, and may include technical information concerning launch vehicle and missile booster design and development. [See **Attachment 28** for the latest information concerning the release of unclassified military technology.] The Department of Defense Security Institute has pamphlets available to assist you in properly marking documents.

2.4. Declassification And Public Release:

2.4.1. Declassification is a huge federal undertaking, and no Executive Branch agency is exempt. Under new guidance, institutions are reviewing all pre-1975 classified documents for possible declassification. As historians, you will inevitably find yourself involved in the declassification process, though you are not the base point of contact or office of primary responsibility. That distinction falls to the Information Security Office of the security forces squadron. You are the office of primary responsibility for the review and declassification of documents you hold in your historical research and reference archive. Do not undertake to review your organizational histories, however. A team at the Air Force Historical Research Agency is already performing that task and will notify you of declassification actions.

2.4.2. Declassification. Executive Order 12958, Part 3, requires the review of all 1975 and prior classified documents for possible declassification. This review must be completed by April 2000. After that, the continuing review process will proceed in one-year intervals. For example, by April 2001 all documents dated 1976 or earlier must have been reviewed. To conduct this mandatory review, you will need the USAF Pre-1975 Declassification Guide (also called Toolbook), which is available from SAF/AAZD by calling DSN 664-4700 or commercial 703-604-4700. Ask for the most recent version of the software and for semiannual or annual updates. The new executive order does allow automatic exemption from declassification for documents containing RESTRICTED DATA, FORMERLY RESTRICTED DATA, or classified information on contingency or war plans or current weapon systems. This exemption, however, does not preclude editing (redaction) of these documents to comply with provisions of the Freedom Of Information Act. You are not authorized to declassify documents owned (created) by another agency such as the Department of Energy, Department of State, or Defense Nuclear Agency. Refer those records to the owning agency for review.

2.4.2.1. Your review and declassification decisions must be recorded. At the Air Force Space Command History Office, we use an ACCESS database, which we can make available to you. If you choose not to use our ACCESS database, you can use EXCEL or another database or record-keeping system. Whichever you choose, you must maintain a record of your reviews. That record must include specific information, which is outlined in **Attachment 30**. When you have questions concerning declassification that your Information Protection Office cannot answer, contact the major command history office.

2.4.3. Public Release of Unclassified Information. The declassification of information does not automatically make it available for public release. As you know, the Public Affairs Office reviews your unclassified heritage pamphlet prior to public release. Public Affairs officials check to ensure that the document conforms to existing security and policy guidance. Since your heritage pamphlet requires review, it is only logical that declassified information also requires review. This review ensures that the information, although unclassified, is not for official use only, distribution limited, or subject to release sanctions such as those contained in various export control acts. Many technologies and specific information relating to those technologies also are restricted from export and release.

2.4.3.1. In Air Force Space Command, much of this restricted technology deals with ballistic missile and space launch vehicles, especially their booster, navigation, and other systems. Technological information concerning satellite control and warning, as well as satellites themselves is often restricted. A general rule is that all missile and booster technology more advanced than the SCUD missile (which is based on the WW II German V-2 rocket) is subject to export control laws. Additionally, the Privacy Act of 1974 and the Freedom of Information Act provide exemption from release for some unclassified information. The "Toolbook" software provides some guidance on the release of technical information and the FOIA review process. If the information available there does not answer your question, contact the project officer at the major command history office.

2.5. Summary:

2.5.1. The most important point of these pages on security and administrative markings is to get it right before you send your history out. Carefully review your source documents, especially those you have chosen not to include as supporting documents. Verify the classification, declassification, and special handling instructions. Based on that review, prepare your security notice and administrative controls page. Put the appropriate warning notices and caveats on the front cover, title page, and back cover. Double check your paragraph markings to ensure they comply with the sources cited in your footnotes. In instances where the paragraph markings do not agree with the document's classification, verify that the information you used from the document is aptly classified and that your footnotes indicate that the information used is not classified at the same level as the overall document. Then, review it again.

2.5.2. Finally, if you have questions, ask for assistance. Recently, a unit historian learned of classified material not properly marked because the historian's source of the information had no classification markings. Compounding the problem, the keepers of the data indicated that the material was not classified. It was, in fact, SECRET-FORMERLY RESTRICTED DATA. While the historian questioned the initial information that the data was unclassified, the issue remained unresolved until after the historian had sent out the history. Do not let this happen to you. When in doubt, ask. Ask your

local experts for assistance, clarification, and verification. If they are unable to guide you, ask the command history office.

Chapter 3

MANAGING UNIT HERALDRY

3.1. General. Heraldry plays an important role in individual organizations. Unit heraldry, the identification of the organization through its emblem, its lineage, and related memorabilia, fosters esprit de corps among assigned personnel and forms a link to the past. Of the various aspects of a unit's heraldry, the most visible is its emblem. Most of our discussion in this chapter will deal with unit emblems and mottos. Discussion of Lineage and Honors will come later in this chapter.

3.2. Organizational Emblems:

3.2.1. Emblems tie units to the past, link them to the future, and can be a thorn in the historian's side for a number of reasons. First, authority to change an approved emblem or motto is virtually impossible to receive. This presents a number of challenges to wing historians, especially during periods of organizational changes. The merger of squadrons with similar functions, the activation of squadrons with or without previously approved emblems, and unit redesignations often bring inquiries about changing approved emblems and mottos. It is your responsibility as the historian to provide commanders with the guidance and requirements stipulated in AFI 84-105 and other established policies. To clarify the existing guidance contained in AFI 84-105 and subsequent policy letters, we will evaluate individual cases.

3.2.2. Which Organizations are Entitled to Emblems. Air Force Instruction 84-105 and its appendices provide detailed information on which units are entitled to emblems. There is one simple test. Is the organization an establishment (a flag-bearing organization with a headquarters)? Is it a unit? Alternatively, is it a part of one of these? All units, except groups assigned to their parent wing, are entitled to distinctive emblems. An independent group, because it is not assigned to a parent wing, is also authorized a distinct emblem. Squadrons are usually the lowest organizational entity entitled to emblems. However, some numbered flights do exist. These may include such units as the 40th Rescue Flight, which has distinct lineage. In contrast, the D-Flight of the 16th Security Forces Squadron does not have a distinct lineage, and therefore, is not entitled to an emblem. Detachments and operating locations fall into this latter category. They are not units, but, instead, are elements of a unit. When in doubt, call the experts at the HQ AFSPC History Office.

3.2.3. Redesignations and Mission Changes. Neither the redesignation of a unit nor a change in its assigned mission automatically warrants redesign of its approved emblem. The design of emblems should be sufficiently nonspecific so that the same emblem can be used to represent the new mission or designation. Redefining the significance statement to meet new or revised designations and functions should be adequate. The United States Air Force Historical Research Agency recommends the use of heraldic devices in organizational emblems for that reason. In the case of groups assigned to their parent wings, the group is not entitled to its own, distinct emblem. Therefore, any redesignation of the group or change in its mission is irrelevant. In instances when the unit is an independent group--reporting to a numbered air force or major command--then the previously stated prohibition on emblem redesign is the standard.

3.2.3.1. These policies also hold true for mottos. Once an organization has an approved motto, it is unlikely to change. Hence, they should ensure that their requested motto is sufficiently nonspecific to allow for potential changes in mission function. For example, if the motto of the 50th Civil Engineer Squadron is "Engineer the High Ground," the motto will serve well as long its function

is engineering. However, should the unit be redesignated as the 50th Space Warfare Squadron and its function changed to control of a space-based weapon system, how will the motto fit? It does not.

3.2.3.2. Generally, HQ AFSPC History Office and the USAFHRA will only modify these standard policies on very rare occasions. These are limited to instances in which World War II organizations receive radically different mission functions. In such instances, AFSPC and the USAFHRA may consider minor revisions to existing emblems or mottos. In these cases, contact the HQ AFSPC History Office for guidance and clarification of "minor."

3.2.4. Activations. When HQ AFSPC prepares to order the activation of a new unit assigned to your organization, save yourself some time by being anticipatory. In virtually all cases, the command will know the history of the organization in sufficient time to allow you, the historian, to determine whether an emblem for that unit already exists. If the organization has an emblem, you should contact the Air Force Historical Research Agency to obtain either color copies or a line drawing and description. The unit will carry this emblem to its activation except in the most unusual instances. Moreover, this emblem will follow the unit regardless of the unit's new name or function. If you do not have time to obtain emblem information before the activation, do not submit an emblem request until you have that data.

3.2.4.1. Here is an example. Air Force Space Command is ordering the activation of the 741st Security Forces Squadron at Malmstrom AFB MT. The 741st Security Forces Squadron had previously been designated the 690th Air Base Police Squadron and has an emblem approved in 1961, with an approved motto, "Ready to Defend." The 741st will bring with it the approved 1961 emblem and the existing motto. Requests for modifications to either are unlikely to be approved. However, consider that in this instance the emblem does not comply with current directives--the emblem is on a triangle rather than a disc. In this case, there is a solution. Changes should only incorporate the existing emblem onto a disc with the appropriate scrolls. This is an example of a "minor" change. Finally, because the motto "Ready to Defend" is still applicable to the unit's function, it should not be changed and higher headquarters are unlikely to approve any modifications. If an active unit has no emblem, follow closely the direction provided in AFI 84-105.

3.2.5. Squadron Mergers and Consolidations. Treat these the same as other organizational actions. When two or more squadrons merge into one, one retains its lineage and the second inactivates. The merger usually involves only personnel, functions, and other administrative actions. The merger, in most cases, has nothing to do with combining the lineage of the organizations or their emblems and mottos. There are rare instances when two units may be merged (consolidated is the most common term) to form one unit. In these instances, their lineage may be combined. In these rare cases, one emblem will be retained. HQ AFSPC and the USAFHRA can provide guidance in these cases. If this occurs, the general order will normally specify that the action is a consolidation. Consolidations normally involve only similarly named and numbered units. For example, in 1994 AFSPC published an order consolidating the 50th Mission Support Squadron (activated in 1992) with its predecessor 50th Support Squadron. This action served to link the official lineage of the two organizations, thereby maintaining the lineage of the older unit. The consolidated unit maintained the lineage, honors, and emblem of the predecessor unit.

3.2.6. Emblem Design and Submission. Air Force Instruction 84-105 is sufficiently clear on emblem design criteria. You, as the historian, provide the first sanity check. Take your responsibility seriously and, using sound judgment, determine if the proposed design complies with the requirements of

the instruction. If it does not, notify the originating agency and recommend changes that would bring the design into compliance. Evaluate the motto using established criteria. This is the first step in the process.

3.2.6.1. Once the design complies with the requirements of AFI 84-105, the commander of the organization requesting the emblem submits the request in writing according to the instruction. In AFSPC, the request must be coordinated through the wing and NAF commanders. The wing commander's signature on the staff summary sheet showing his coordination satisfies this requirement. Then, the wing historian submits the package to the appropriate numbered air force staff. Once the NAF commander has coordinated on the design, the unit (or wing historian) forwards the package to HQ AFSPC/HO for review and coordination with the headquarters staff and submission to USAFHRA. The unit may not submit emblem requests directly to the Air Force Historical Research Agency. An example of a staff summary sheet for the coordination process is at **Attachment 31**.

3.2.6.2. Prior coordination and review by HQ AFSPC/HO can quicken the emblem approval process. The command History Office staff have the expertise and experience to evaluate proposed designs and provide guidance. They also have a good understanding of whether the vice commander or commander will approve the proposed design. By submitting, electronically, an early copy of the proposed emblem design, you can save the time of redesign (if needed) at a later point in the coordination process. When in doubt, ask.

3.2.6.3. Air Force Instruction 84-105 also advises that the organization refrain from purchasing uniform patches or other items bearing the proposed emblem until the final artwork is received. The Army Institute of Heraldry (TIOH) maintains final authority for emblem design. Though uncommon, the Institute may make minor changes to emblem designs without coordination with the requesting organization.

3.2.6.4. Recently, the Air Force Historical Research Agency changed its procedures for sending completed emblem packages to units. The Agency will now send emblem packages to the MAJCOM History Office in two electronic formats. One will be a CorelDraw and the other will be a JPEG (read-only) file. Textual information, including the description, significance, and color codes will be in a read-only Word format. Once HQ AFSPC/HO receives these files, the command will have accurate color hard copies to the requesting unit and the wing historian. Processing time, from submission by AFSPC/HO to receipt of the final emblem, can reach 90-120 days. Be patient.

3.3. Lineage And Honors Histories:

3.3.1. One of your responsibilities as the wing historian is to maintain lineage and honors histories of assigned units. The Lineage and Honors history is akin to the family tree of the organization. Therefore, accuracy is paramount. Most Air Force organizations trace their roots to World War II organizations. In the late 1950s and early 1960s, Air Force policy was to bestow temporarily the honors of World War II groups on their similarly numbered parent wings, therefore maintaining the organization's combat history. However, do not confuse the temporary bestowal of honors with the bestowal of lineage.

3.3.2. For example, the 50th Space Wing, previously designated the 50th Fighter Wing, activated in 1949. The 50th Operations Group, previously designated the 50th Fighter Group and activated early

in the war, however, served with distinction in World War II. Although the wing is entitled to the honors of the group-it can display the group's combat streamers on its flag-it is not entitled to the group's lineage. Hence, the 50th Space Wing and the 50th Operations Group celebrate separate anniversaries.

3.3.3. Because the two establishments (an establishment is a flag-bearing organization, group-level or above and certain centers) have separate histories, the commanders of the group are not cited as the commanders of the wing. When preparing heritage pamphlets make this distinction clear. In many heritage pamphlets, historians have cited the group's commanders up to the activation of the wing, then cited the wing's commanders under a separate heading. Remember, as a rule bestowed honors do not include lineage or history. As always, if questions arise ask the command history office for clarification. The History Program has published several excellent reference works, including Charles A. Ravenstein's A Guide to Air Force Lineage and Honors, and the Combat Units of World War II, Combat Squadrons of the Air Force, and Combat Wings volumes. Ravenstein's work is on the Air Force Historical Research Agency's World Wide Web home page. Be cautious that you do not bestow lineage as some have interpreted from AFI 84-105.

3.3.4. Because the lineage and honors histories of your wing, groups, and squadrons can provide a wealth of information about the organization in a concise format, consider them for inclusion on your organization's World Wide Web home page. The History Office should have a link on the home page that will bring visitors to the organization's historical information. Lineage and honors histories and emblem descriptions and explanations will normally elicit quite a few visitors. If you have a history page on the Web, or if you are establishing a page, make sure you have a visitor counter. Include the number of "Hits" your page received in each semiannual activity report.

3.4. Heritage Pamphlets:

3.4.1. Heritage pamphlets not only provide readers with the lineage and honors of the organization, they also include details of the organization's mission activities. Prepared as unclassified documents, heritage pamphlets should be readily available to NAF or wing personnel, visitors, and the public. To the extent possible, make these unclassified histories available over the Intranet or on the organization's World Wide Web page. Be certain to pass the draft to the Public Affairs Office for security and policy review before public release. The Public Affairs Office, however, does not have editorial responsibilities and does not evaluate content except in the limited focus of the security and policy review process.

3.4.2. Writing the Heritage Pamphlet. Follow the same standards for heritage pamphlets that you do for other historical reports, including the semiannual or annual history. The narrative is active voice, past tense, and should tell the story of the organization from its inception to the current period. Use photographs and other illustrations to augment the text and provide opportunity for a fuller understanding of the text. Use chapter divisions, as appropriate, to divide the pamphlet into reasonable sections. For example, if the organization activated for World War II, Chapter I should discuss activation, training, and combat operations. Chapter II may include details of interim war years from the end of World War II to Korea or to the Cold War period of the 1960s. Chapter III may explain the organization's activities during the Cold War, up to the late 1980s and the fall of the Berlin Wall. The final chapter may then detail operations and activities since that period. The HQ AFSPC History Office has not established defined requirements for standardized heritage pamphlets. Use your own good judgment, artistic muse, and be creative. Above all, publish a professional, informative, and

useful pamphlet. You can obtain copies of excellent heritage pamphlets from other AFSPC organizations and from the HQ AFPSC History Office.

3.4.2.1. Include appendices in the heritage pamphlet. Use many of the same appendices, in the same order, which you use in the organizational history, as appropriate. Do not include technical, classified, or restricted information in the appendices, such as weapon systems inventory. You will also find that an appendix on aircrew inventory and training has little value in a heritage pamphlet. Appendices such as lineage and honors, key personnel (commanders) and their biographies, organizational structure, and manpower data have proven valuable. When preparing lineage and honors data, include previous awards and combat streamers. If you are the historian for the host wing, include a history of the installation with your heritage pamphlet. You may include it as a separate chapter or as an appendix.

3.4.3. Review and Distribution. Because your heritage pamphlet is written for open (public) release, submit it to the Public Affairs (PA) Office for security and policy review. The purpose of this review is to ensure that your pamphlet does not contain information that would bring discredit to the Air Force, the command, or the wing. The review also ensures that all information in the pamphlet is releasable to the public. The Public Affairs Office is not responsible for editing for style or grammar. That is your responsibility. However, pay particular attention to their review comments concerning policy and security issues. Complete this review before submission to the wing commander for his release approval. Include the completed PA review to demonstrate that the contents are releasable to the public.

3.4.3.1. After receiving the commander's approval for general release, determine the number of copies required and have the pamphlet printed (or copied) according to your requirements. The command has no set standards for publishing heritage pamphlets. However, they should be professional in appearance. Pamphlets printed 5 1/2 inches by 8 inches (half sheets) have worked well within AFSPC and other commands. Still, you may consider printing in a couple of sizes to meet differing needs.

3.4.3.2. Finally, maintain an electronic (or digital) copy of the pamphlet. Take this copy and digital photo files (if you used them) to the Web page manager of your wing. Have the heritage pamphlet included in the wing's page, or include it on the history page if one exists. Keeping the heritage pamphlet on the web page will allow you to quickly update information, such as awards and key personnel, as it changes without reprinting the entire pamphlet. Revise and reprint the paper copies only once your supply has been exhausted. Ask your Web page manager to include a visitor counter on your page and include in your semiannual activity report the number of "hits" or visits received. If you or your organization prefers not to have the counter visible for aesthetic or security reasons, you might use a hidden counter.

3.5. Material Heritage:

3.5.1. The material heritage of Air Force organizations includes such items as flags or guidons and streamers, operational trophies, plaques, and awards. Material heritage also includes certificates for Air Force Outstanding Unit or Air Force Organizational Excellence Awards the orders accompanying those awards, as well as other items of significance to the history and heritage of the organizations. Material heritage does not include sports trophies and the like. Work with the base museum, or the command history office, to manage material heritage items.

3.5.2. Managing Material Heritage. Air Force Instruction 84-103 defines the AF Museum Program, its management, and the responsibilities of museum personnel. Historians need to be aware of and familiar with the intricacies of this instruction. Not only does AFI 84-103 detail the museum program, it clearly identifies duties that should not be assigned to historians, such as museum curator or heritage center director or custodian of air parks. Despite these restrictions, you may find yourself responsible for the preservation of portions, if not all, of your unit's material heritage, which might be displayed in heritage halls, or some other manner. Unless your organization has no museum function but possesses a large collection of material heritage, this challenge will not usually be significant.

3.5.2.1. First, realize the difference between material heritage and junk. As noted, squadron sports trophies are not material heritage. Ground safety plaques, routine accolades (plaques presented by the wing for various events), and similar items are not material heritage, although you may find them displayed in heritage halls, or with heritage items. Heritage items should be strictly controlled, safeguarded, and preserved. If you cannot determine whether an item should be considered material heritage, contact your museum or the command. Gifts to the organization from visiting dignitaries, especially high-ranking or foreign dignitaries, should be treated as material heritage.

3.5.2.2. Controlling, safeguarding, and preserving heritage items can be accomplished simultaneously with a little planning. While it is unlikely that your heritage hall displays will comply with all museum display standards, following some basic, inexpensive guidelines will enhance your display and ensure security. First, make sure display cabinets have locks, and strictly control access to the keys. This will cut down, though perhaps not eliminate, unauthorized access. Properly pack and store items not displayed in locked containers (not safes) such as unit history boxes or footlockers. The contents of each box should be carefully and completely identified on the outside of the container.

3.5.2.3. Controlling the material heritage of your organization should also include an inventory of heritage items displayed and stored. You can easily create this inventory in Microsoft Excel spreadsheet or Access database. Include information identifying the item, including type of item, description, dimensions, donor, and location. Include an inventory number. The illustration below depicts an example of an inventory sheet.

3.5.2.4. This type of inventory sheet is simple to complete and maintain. If items listed are in storage, indicate the box number and location. The references in the location column identify the individual cabinet, C in this case, and the shelf number (4). Put an identification tag on each item, following guidance in AFI 84-103 and that provided by AFSPC historians. By identifying the property, you have achieved two essential managerial elements--accountability and control.

3.5.2.5. Displaying the items may take a little more work. Begin by complying with the standards set forth in AFI 84-103 and other museum guidance. Use approved materials to block ultraviolet rays. Many of these are commercially available and easily applied. Ultraviolet blockers will help to preserve colors in photographs, fabric, painted woods and metal surfaces. Ensure high value displays are alarmed. Again, use the guidance in AFI 84-103 and to the extent possible comply with environmental control requirements, as well. If you have a base museum, work closely with the staff to take advantage of their knowledge and experience. As always, when in doubt call the HQ AFSPC History Office.

Table 3.1. Example of Material Heritage Inventory Sheet.

No.	Item	Size	Description	From	To	Location
001	Plaque	8x14 (Shield)	JSDAF Shield on Maple with brass plate signed by Japanese AF Chief of Staff	JSADF	321MG	Main Hall display, C-4
002	Photo	11x14	B/W photo framed in cherry wood, subj: Col Jones, Wing/CC			Commander's hall, photo 1
002.1	Photo	11x14	B/W photo framed in cherry wood, subj: Col Quincy, Wing/CC			Commander's hall, Photo 2
003	Bowl	5" dia	China bowl with blue flower pattern and case	Russian START Insp Team, 27 Aug 96	90MW	CC Office

3.6. Summary:

3.6.1. Managing unit heraldry can be an interesting diversion from continuous research and writing. Beware, however, of letting heraldry issues become too invasive of your time. Additionally, do not volunteer to serve as an historical property custodian, heritage center director, or in another capacity prohibited by instruction. As the historian, you are primarily responsible for such heraldry as unit emblems (they are not patches), lineage and honors history, and heritage pamphlets. Beyond these tasks, you provide research for, and guidance and assistance to, the historical property custodian, heritage center director, or museum curator.

3.6.2. If you are responsible for creating or maintaining a heritage display, do not take chances with the unit's material heritage. Learn how items should be displayed and protected. It is always a good idea to maintain a log or database of material heritage items such as that shown in this chapter. And, if you have questions, ask the major command history office.

Chapter 4

OFFICE AND PROGRAM ADMINISTRATION

4.1. General. There is a lot to be learned about office administration that you did not learn at the school-house. Perhaps the first thing is to learn what you now know, the day-to-day administrative requirements of running an office are your responsibility alone. In addition to the myriad requirements levied upon you by the History Program, you now must administer files and publications, prepare staff work, perhaps even manage a budget. How you do these tasks and, most importantly, how well you complete them, will speak volumes about the quality of your overall program and the confidence the staff places in your work.

4.2. The Office - Starting At The Beginning:

4.2.1. If you recall, one of the first steps we took in preparing to research and write the unit history was to identify sources of documentation evaluate what information we had. You can do the same thing to determine where you need to start in establishing your administrative programs. Is there a continuity binder that will guide you through the process? Is there a current file plan, and have administrative files been maintained? Are necessary publications available in hard copy (paper) or electronically (computerized). No? Then we need to start at the beginning.

4.2.2. Look around your office. Do you have a computer? Local area network access? E-mail? Internet access? Does the computer have adequate word processing capability? Is the computer approved for classified information (does it have a removable hard drive) or do you have an alternative method of processing classified information? Do you have a microfilm reader and printer, mobility kit, desk, adequate workspace, adequate space for archive files, and other office essentials, including access to IRIS? Assuming the answers to these questions are "yes" or that you have corrected the "nos", you can get down to the practical details. **Attachment 32** provides some guidance on office requirements.

4.2.3. Administrative Files. Administrative files are necessary and sometimes scary. They are also quite simple to complete. The first rule of thumb is to keep administrative files as simple as possible. Include only those items necessary for the functioning of the office. The file plan will need to include a couple of mandatory series, such as transitory files and others. The information management folks on the wing staff (normally their office symbol is CCA) should be able to provide a great deal of assistance. One of those folks, in all likelihood, is your functional area records manager. The base information management folks are part of the communications squadron. Look these people up to resolve any issues and questions that develop while you build a suitable file plan.

4.2.3.1. Here are some tips to help ease the pain associated with administrative office files. First, group file series by location. If you have two or three series of files that are classified, put them together. Line up electronic files together on the file plan. Put your historical research and reference files at the end of the file plan. Do not include your reference books or monographs on the file plan. These are a reference library and are not record sets. Make your file plan useful to you. You may find one in another office that will suit your needs. Work with your local experts to modify it into the plan best suited to your office.

4.2.4. Publications and Forms. For the most part, the days of customer account representatives (CARs) for publications and forms are gone. Maintaining current forms and publications is as simple as turning on your computer, assuming you are connected to the base local area network and World

Wide Web. If not, you need only obtain the CD-ROM version of current publications and forms. The latest changes will incorporate local supplements into the basic documents, so you will no longer have to look them up separately. Here is a word of caution, however. When using electronic forms, be sure to save your information to either your hard drive (C:), your floppy drive, or print a hard copy for your records (always a good choice).

4.2.5. Budget and Supply. When it comes to budget and supply concerns, do not take chances. Determine whether you order supplies for your office or you submit your requirements to another staff office for consolidation. In either case, make your supply requirements known, especially if you must justify funding for copier paper, computer disks, and other items.

4.2.5.1. The same determination must be made for budget concerns. While you may easily correct supply issues, missing a budget call can leave you with no recourse but to beg funds to meet your mission requirements. When determining budget inputs, identify possible expenses. For example, if you expect to complete your five-level upgrade training and you are eligible to begin seven-level training, budget for travel expenses to cover your TDY at school. If you are planning on seeking a spot at the Archives Course, the Oral History Course, or the Air Power History Seminar, include these expenses in your budget projections. In years when your command will host a history and museum program conference, project those TDY expenses.

4.2.5.2. Take the same approach with requirements for new and improved equipment. If your systems require replacement, make certain that you submit requests for funds to replace those systems and to upgrade them with newer technologies. By projecting these costs--managing in an anticipatory manner--you will have greater success in obtaining the funds needed. Remember, most units issue budget calls in late January or early February. Be on the lookout and get your requirements to the right people. Do this whether you have your own budget or you share an account with other.

4.3. Preparing Staff Work:

4.3.1. Understanding the how and why of preparing staff work will certainly make office and program administration easier. There are some time- and energy-saving clues to help you along that path. The first is to learn local procedures for staff work. If your unit has a local training program on staff work, take the classes. The second clue is to obtain an office copy of the most recent AFH 33-137, *The Tongue and Quill,* and use it to guide you through the preparation of various administrative communications. However, do not regard The Tongue and Quill as the final authority. It is a handbook; treat it as one. Each organization has its own way of doing things, and you may need to make adjustments to meet local requirements.

4.3.2. Local Procedures. Local procedures will influence greatly the manner in which you administer your office. One of your first steps is to learn these procedures. This training will probably include computer training, such as local area network and e-mail procedures, training in specific computer programs such as Microsoft Access, Excel, or Schedule +, and may include training in the preparation of staff work. Some units will provide training on their local procedures for submitting staff packages to the command section (CC, CV, or DS). This training may include local requirements for coordination on staff summary sheets, specific requirements for signature elements on various memoranda, or local format requirements for background papers or briefings. Take advantage of all available training. The greater your familiarity with, and understanding of, local procedures and requirements, the

less your frustration at having to redo staff work. Finally, remember that first impressions can be difficult to overcome and sloppy staff work makes a lousy first impression.

4.3.2.1. When in doubt about local procedures and staff work, ask for guidance. Secretaries, administrative assistants, and executive officers are often happy to explain procedures before they have to send your work back for corrections. In staff work, a stitch in time truly does save nine and an ounce of prevention is worth a pound of cure. Those are enough clichÇs. Here is one final hint. You will find that many of the documents you collect as research for your organization's history include staff summary sheets, background papers, and memoranda. Look over these types of documents, especially when they comprise a staff package, and use them as a guide for the preparation of your own staff work. The important point here is to practice it, learn it, and know it.

4.3.2.2. So far, our discussion has not answered the question about when to prepare a staff package. The answer to this question is more difficult to cast in stone. As you integrate yourself with the rest of the staff, you should learn a little about each of the other staff chiefs. You will begin to be able to ascertain which people prefer written responses to inquiries, under what circumstances, and which ones prefer quicker, less formal, verbal responses or short notes. There is no shortcut to learning how each of the other staff chiefs prefer their information, except to ask them. This rule also holds true for the commander and vice commander, director of staff, and others. If you are uncertain about which format to use in your response, ask.

4.3.2.3. As a rule, when you want another office or agency to act, submit a staff package. These will usually consist of a staff summary sheet showing coordination and identifying the reason for the package, a background paper discussing the issue, and perhaps some additional background or supporting materials. The organizational history provides us with a good example of a staff package. Other examples include memoranda submitted for the commander's or vice commander's signature.

4.3.2.4. In the case of the periodic history, you want the commander to sign the title page so that you can mail the report to your major command history office. During your assignment to the unit, you have learned that the commander wants the history reviewed by the group commanders. By following the example AF Form 1768, **Staff Summary Sheet**, Attachment 31, illustrated in , you prepare your staff package. It really is as simple as that. Attention to detail, an understanding of local procedures and policies, and a willingness to ask others for assistance-including a preliminary review of your staff work-will make these administrative tasks less burdensome and help eliminate unnecessary corrections.

4.4. History Program Management Hints:

4.4.1. Few people are born to be office managers or overseers of large programs. Each of us, however, can learn the tools needed to tackle these tasks effectively and efficiently. The Air Force History Program, like most other governmental programs, has its own set of rules, regulations, instructions, and "must be followed" checklists. Experienced program managers designed these tools to establish common standards and to assist you in the management of your program. Others who came before you also learned various skills that helped them manage their history programs. Over the years, historians have passed many of these lessons from one to another. Some lessons proved essential, while others may have been less critical. Still, knowing about others' experiences is a good way to learn.

4.4.2. Continuity Binders. If you have been in the service long enough, you may remember when continuity binders were nearly mandatory for all offices and for all positions within each office. While no longer mandated by Air Force Instructions, these references are extremely helpful. If your predecessor did not leave you with a continuity binder, you have undoubtedly learned how valuable one would have been when you first arrived at your new assignment. Create one. It can still be valuable to you and to your successors.

4.4.2.1. A continuity binder should include general information about your office. Such items as position number, supervisor, unit type code (UTC), and duty description will prove helpful in preparing performance reports, in briefing new supervisors, and in welcoming newly assigned personnel, whether its your replacement or a second historian. The continuity binder should also include a copy of your administrative file plan, an index to your archived research and reference files, a copy of your research memorandum, and an index to your reference library. These documents will provide you with quick access to information needed on a daily basis. Other information for the continuity binder may include copies of policy letters from the unit command section, other organizations, or the major command history office.

4.4.3. Research and Reference Archives. One of the most important tasks facing you as an historian is management of research and reference documentation. You must conduct research to write your histories and answer inquiries. Unless you properly manage the documentation you select, whether included in the history or not, you will find it difficult to go back to that documentation for information. Establishing a good, usable research and reference archive is the key to managing your documents.

4.4.3.1. A solid archive contains three elements-reference documents, research documents for the current history, and research documents for the upcoming history. As you know, you receive some reports through regular distribution. Those may include material for the next reporting period. So, include document folders for the next history. Many historians dedicate one file drawer at the beginning of their archives for current history documents and a second file drawer for the subsequent history. Folders in these drawers may be divided into recurring and general topics. From this point, the historian can subdivide material into folders as documentation, other information, and requirements dictate. In addition, the historian can easily add subjective folders as new information becomes available. Still, by following the contents of your periodic histories, your documents can be managed more easily and your information accessed more easily as you write the narrative. Some historians also include folders for documents supporting appendices on subjects not detailed in the narrative. Ask other historians how they establish their research files and find or develop a technique that suits you and your office. Make certain, however, that the technique is workable and effective.

4.4.3.2. Archives-reference documentation not necessarily used in the history, but nevertheless important to your organization's mission-should be subjectively established. Begin with the letter "A" and identify topics of importance, e.g., Air Force, Air Power, Construction, Installations, etc. Then, subdivide these topics as necessary. For example, under the heading WARFARE you might include the subheadings "Information Warfare," "Space Warfare," and "Nuclear, Biological, and Chemical Warfare." Similarly, under the heading of HISTORY, you could include such subtopics as Lineage and Honors History and others. Remember two important ideas about reference archives: First, by arranging alphabetically and subjectively, you will be able to expand as neces-

sary. Second, keep the organization's mission the primary focus of your reference archive. This will help to prevent collecting and storing unrelated or unnecessary documents.

4.4.3.3. If possible, store your records in a manner that reduces the possibility of decay and degeneration of the paper, video, or other medium. How? If funds are available and the bulk of your archive is unclassified, store on shelves or in bookcases in acid-free hollinger boxes and acid-free file folders. Avoid storing archived materials in damp areas or in places likely to become wet from leaks or other sources. If possible, store classified materials in acid-free folders and boxes in your safe. Whatever the storage media, preserve your documents and handle them carefully.

4.4.3.4. Should your organization have the capability to scan documents to CD-Write, take advantage of this technology for storage of archived records. However, use only high-quality CDs, and do not use the CD-Write documents as justification for destroying the paper record. Before disposing of CD-stored documents, contact the HQ AFSPC History Office and the base Information Management Office for disposition guidance. The archive specialists at the command are current on the most recent developments in the electronic media storage issues and can provide advice and guidance that will serve you well.

4.4.4. Reference Library. In addition to your research and reference files (archival holdings), maintain a library of reference books, monographs, or studies. Book titles will include those general reference works published by the Air Force History and Museums Program, as well as contract books published by your major command. Your major command history office can provide you with a list of reference works you should have on hand. You may consider including contract publications from other major commands that relate to your organization's mission and weapon systems or to general Air Force and aerospace history. Other useful publications for inclusion in your reference library include the annual almanac issues of various monthly magazines such as Air Force Magazine, Airman magazine, and others. These are broad categories and the amount of space available for your library will influence its size.

4.4.5. Managing Information Services. As historians, one of our primary responsibilities is providing information research services to the commander, the staff, other government agencies, and the public. These services, both solicited and unsolicited, can account for a great deal of time-time you may deem more appropriately committed to writing the periodic history. Finding a proper balance between these requirements is often challenging. Experience in the career field will help you learn how to balance information services and periodic history requirements.

4.4.5.1. Until then, here are some considerations to help you determine which projects or services should take precedence over others. First, remember that your primary function is to collect significant documents that tell the history of the organization. To foster that program objective, you are required to prepare periodic histories. These reports have established due dates and standards of quality. On the other hand, major commands can modify due dates to meet specific situations. Keep that in mind.

4.4.5.2. Second, you have a responsibility to support the commander and staff by providing information services to meet contemporary mission needs. These needs will sometimes take precedence over preparing the periodic history. How do you know? Ask. When tasked by the commander, the staff, or yourself for information services, ask how quickly the information is needed (really) and for what purpose it is needed. The answers to these questions should provide

insight on what priority to give the request. Consider whether the information can be used in your history. Often, you will find that time spent providing information services to the commander and staff will not interfere with, but can even contribute to, preparation of the periodic history.

4.4.5.3. For requests by other customers, including the public, again consider the importance of the information in terms of your responsibilities to the organization. Generally, try to respond to any request for information within three workdays. Notifying customers that your goal is to respond within three workdays demonstrates that you consider their request important, but that you have other important responsibilities. Customers will frequently agree that three days is satisfactory. If not, they will ask for a faster response.

4.5. Time Management:

4.5.1. Setting aside time each day for information services, administrative duties, and other related functions will help with time management and improve efficiency. For some, maintaining "to do" lists of their most important projects assists in daily time management. In either instance, the key is ordering the workload according to importance and setting aside time to complete the day's (or the week's, month's, etc.) tasks. Project days off, conference or training attendance, and personal leave as far in advance as possible, and adjust your schedule to overcome these absences.

4.5.2. Obviously, you cannot anticipate all possible situations. Be flexible. Adjust your plans or "to do" lists as changing situations dictate new, more important priorities. Still, determine to comply with established standards of timeliness and quality. This may require occasionally setting aside more time for information services or occasionally working more than eight hours. Be ready. Above all, productively use your time. Use your time wisely and when in doubt, ask. The command history staff, other experienced historians, and your own command section can provide guidance and advice to assist you.

4.6. Summary:

4.6.1. While probably the least interesting of your many tasks, office administration activities are among the most important. The overall success of your history program depends, to some degree, upon your ability to prepare and respond to staff work, to estimate and submit budget and supply needs, and to establish an office environment that is functionally efficient. Learning administrative and managerial skills will not only help you in your current assignment, but will help you throughout your life. If you become proficient at these skills, the people who eventually replace you at your current and later assignments will more easily transition into their new jobs.

4.6.2. Finally, you will find that developing administrative and managerial skills will help you to improve your relationships with other staff agency chiefs. Many times your reputation, good or bad, for administrative activities will precede you as you seek documents, interviews, and other information sources from wing agencies. Additionally, the reputation you build as an administrator or manager will precede you when you seek assistance in developing or implementing projects. Other agencies are more likely to be supportive if they know you as one who pays attention to details and conducts thorough planning. These qualities will build upon themselves and expand your positive reputation as your staff work flows more easily through the administrative processes. Taking the time to learn the details now will save you time, frustration, and heartache in the future.

Chapter 5

CONTINGENCY OPERATIONS

5.1. General. In several sections of this handbook, we have mentioned the importance of flexibility. We will mention it again, here. Contingency operations have become a standard part of Air Force activities and of the Air Force History Program. Enlisted historians serve 120-day temporary duty assignments supporting Operations Northern Watch, Southern Watch, Desert Storm, and Decisive Endeavor. As the world geopolitical structure continues to undergo radical change, military humanitarian and peacekeeping missions will also continue. As historians, we must be prepared to support these activities as well as wartime requirements. Air Force Instruction 84-102 details our responsibilities and requirements. This chapter will not specifically address those responsibilities and requirements, but will provide some guidance on preparing for and fulfilling them.

5.2. Preparing For Contingency Operations:

5.2.1. Preparations for contingency operations include a number of specific tasks and training. Air Force instructions define training requirements, which include weapons qualification, self-aid and buddy-care, chemical warfare defense, and others. Some of these requirements necessitate annual training while others differ as to schedule. Be sure to schedule training as stipulated to avoid complications when tasked for deployment. Your installation deployment officer can provide you with specific details and requirements. In addition to the requirements stipulated in instructions, ensure you maintain current on-the-job training records and other personal information and emergency locator data to ease deployment processing. By maintaining current documentation (including shots and medical records), preparations for actual deployments may be less stressful.

5.2.2. Perhaps the most important documentation for single parents and military-married-to-military couples is the dependent care plan. The plan must be workable, and you need to be able to implement it on a moment's notice. Declining a tasked deployment because you do not have adequate provisions for dependent care can lead you down a road better left untraveled. Additionally, your inability to deploy will place a greater burden, often on very short notice, on other historians.

5.2.3. One of the first steps in preparing for contingency operations is to review your mobility deployment kit soon after you arrive at your new duty station. Ensure that it contains the items required in AFI 84-102, and include other supplies you believe important. However, since you have to carry this kit, avoid including too much material. The items cited in AFI 84-102, Attachment 4, are the minimums based on 1993 technologies. Whenever possible, update and upgrade your equipment to better suit your deployment needs. For example, if you have form software on compact disk or on your hard drive and it includes the necessary forms, do not include large quantities of paper forms. You should include floppy disk mailers in your mobility kit. This will allow you to send your completed history forms on disk rather than paper, if authorized by the supported command.

5.2.4. Next, review your unit, major command, and Air Force operations plans and familiarize yourself with your unit type code (UTC) tasking. Knowing where you are likely to deploy in wartime will help you determine how best to prepare. Deploying to a main operating base is quite different from deploying to a bare base or forward site. Remember also that even those historians not tasked in operations plans may deploy in support of contingencies and emergency actions.

5.2.5. Air Force Instruction 84-102 does not specify functional training requirements for contingency historical operations. Still, training for contingency operations is less complicated than it might appear. In addition to fulfilling deployment-training requirements, such as small arms training, you should practice researching and preparing contingency historical reports. Each wing history office should have on hand the forms necessary for deployed operations. These include AF Form 2101, **Contingency Historical Report - Data Collection;** AF Form 2111,   **Contingency Historical Report - - Events Log**; AF Form 2121, **Contingency Historical Report - Supporting Documentation**, and AF Form 2131, **History Operation After-Action Report.** These forms are available electronically, and you should soon be able to fill in the forms from your laptop computer. Suggested methods of training are explained through **Chapter 6**.

5.3. Deployed Operations:

5.3.1. Deployment locations vary greatly, and the environment you live and work in varies according to the location. At some deployment sites, troops live in six-person tents and most supporting facilities are also located in tents. At others, troops live in tents but are close to such "normal" activities as theaters, clubs, and bowling alleys. Still others offer "hard" billets and amenities similar to those available at your home station. From bare bases to fully functional operational installations, your living and working environment can vary greatly. Contact with the current historian (if there is one) at the deployment site will provide you with information that will better prepare you for your arrival and tour of duty.

5.3.2. History Operations. You will find deployed operations vastly different from activities conducted at your home installation. The very nature of a deployment dictates that actions occur quickly and that forces and their application be flexible. Consequently, plans can change at the last minute, and they may not provide accurate details of actual events. For the historian, these factors require that research be timely and thorough. Primary research locations include the maintenance functions, the battle staff, flight line operations centers, intelligence, and personnel.

5.3.2.1. Do not restrict yourself to primary locations and agencies, however. As the coalition continued to prosecute the air war in the Persian Gulf, historians learned that aircrews often did not launch with the munitions load "fragged" in the air tasking order. Changes occurred due to the availability of munitions, operational factors, and other considerations. Rather than relying completely on documentation, historians interviewed munition loaders, maintenance specialists, and pilots to obtain accurate data on munitions use. These interviews yielded more detailed and more accurate information than that reported in munitions inventory and use reports. The lesson here is that documentation in contingency operations is not always accurate. A good historian will verify the accuracy of information and make corrections as necessary.

5.3.2.2. During contingency and combat operations, the historian's attendance at battle staff briefings and other meetings becomes essential. The commander and senior staff often discuss the results of combat operations, intelligence information, and other operational details at these meetings.. Based on information provided, the commander and staff may make decisions affecting the operation for which no documentation may result. Take accurate and detailed notes, because in some cases your notes may be the only sources of information.

5.3.2.3. There is no substitute for experience in deployed operations. You can make even your first deployment, however, less frustrating by attention to details, some hard work, and communications with the supported command history office and other historians with more experience.

Draw on the knowledge of others, seek guidance and assistance, and be flexible. Do not wait until you arrive at the deployment site to seek advice. Contact others before you depart, and be prepared when you arrive. If you are replacing another historian at the forward location, contact that individual to learn of site-specific requirements, living and working conditions, and to gain an overview of history office operations. In some instances, that individual may not be there when you arrive.

5.3.2.4. Do not assume that the work schedule at the deployment site is a standard 40-hour week. In most instances, work schedules vary with operational requirements. The historian should not fall into the "1st shift" trap. To effectively research and document events, be prepared to work flexible hours. Some meetings will occur in the evenings. People you need to interview may not be available during the daytime or "1st shift" hours. Additionally, units may conduct battle staff operations 24-hours per day. Twelve-hour and longer days and 6 1/2- to 7-day workweeks are not uncommon.

5.3.3. Other Operations and Activities. Teamwork is the mainstay of successful contingency and wartime operations. The deployed force must work together in all respects to ensure mission success and the safety of the force. Therefore, you may be required to perform other duties while deployed, especially in the first days of deployment to a bare base. Historians deployed during the Gulf War learned quickly that erecting tents and filling sandbags were activities essential to the welfare and protection of the entire force. Historians were not exempt from these tasks.

5.3.3.1. However, some historians reported performing duties in mortuary affairs, as the alert photographer, or other time-consuming activities after completion of tent cities and other force protection requirements. Be careful of these types of duties. While all must contribute to mission success, a historian's primary duty is the collection and preservation of combat data through document collection, interviews, and completion of the contingency histories. As at home station, you should avoid additional duties that interfere with your primary function. Use good judgment and, when serious questions arise, ask the command history office for guidance or assistance.

5.3.3.2. Recreation and leisure activities are equally as important as duty requirements. Long periods away from home and family, long work hours, and the stress of deployments can take their toll on your well being. Make an effort to participate in morale, welfare, and recreation events, chapel activities, or other types of recreation and leisure. Too much idle time can make a deployment seem endless and add stress.

5.3.3.3. Maintain frequent contact with friends and family at home. Letters to and from loved ones help to remind us that, although deployed thousands of miles away, we are part of a family and community at home. These communications, whether telephone calls, e-mail, or letters, can brighten spirits, reduce anxiety about family, and help time seemingly pass more quickly.

5.3.4. Continuing Operations. Once contingency operations become long-term, as they may at various locations (e.g., Operations Northern Watch, Southern Watch, and Desert Storm), the supported command or local commander may modify their requirements for historical data. Eliminating form histories in favor of monthly or quarterly narrative histories with appended supporting documents has occurred in each of these operations. However, the historian's primary responsibility did not change. The deployed historian is charged with collecting and preserving documentation and other data detailing the operation.

5.3.4.1. Still, the methods of document collection and additional research activities may begin to model research activities at home stations. Whether compiling data for the contingency historical reports or for narrative-style histories, develop a rapport with individuals and offices that originate or maintain the documents you need. Develop and implement procedures to receive recurring reports, message traffic (especially air tasking orders and mission reports) to and from the organization, read files, and other documents. Make regularly scheduled and frequent visits to operations, maintenance, personnel, and logistics activities to conduct research. Attend meetings and briefings, especially those attended by the commander or his representative.

5.3.4.2. If preparing monthly or quarterly narrative histories, you may need to modify your time management practices from those used at your home station. Some have learned that beginning the workday with research and then writing daily based on the documents at hand is an efficient use of time. This practice can work very well if you have established procedures to receive recurring documents and to research activity files on a regular basis. Using this practice, deployed historians have found it easier to stay on schedule--an important consideration for contingency operations.

5.3.4.3. Avoid overwriting. If you are deploying to an existing operation, such as Southern Watch, contact the supported theater or major command before your departure. Discuss with them the quality of the reports submitted previously. You can then use these reports as guides. The major command should also provide you with information on what coverage and depth is required and with guidance on other administrative, security, or miscellaneous details.

5.4. Summary:

5.4.1. This chapter has dealt with historical operations during contingency and war. It would be impossible to write everything you may need to know to be successful during a deployment. However, if you follow the suggestions and guidance in the previous pages, you should be better prepared for deployed operations. If you are prepared and trained, deployments should not be of excessive concern.

5.4.2. As has been the case in other chapters of this manual, communication is a central theme. Communication with your major command, the supported (theater) command, other historians with deployment experience, and with family and friends at home will better prepare you for deployed operations and help sustain you while deployed. Additionally, be prepared and be flexible. Follow proven research techniques and remember that your primary function is the collection of documentation and other information of historical value.

Chapter 6

TRAINING

6.1. General. In addition to all the other tasks and responsibilities outlined in this handbook, you are required to upgrade your skill level commensurate with your rank. However, because you may be the only Air Force historian within hundreds of square miles, this task is more difficult. Your position as a member of the commander's staff also may seem to complicate training completion. In many instances, the mission support squadron may forget to ensure the appointment of trainers and certifying officials as part of your in-processing actions. You, therefore, must take the lead. Air Force Instruction 36-2201 and the Career Field Education and Training Plan provide guidance on upgrade training programs and responsibilities of each organizational level. Ultimately, however, the task is yours.

6.2. Five-Skill Level Training:

6.2.1. The five-level training program is designed to upgrade recent graduates of the Historian Apprentice Course (HAC) within 9-18 months of arrival at their first duty station. Many of the performance-based requirements rely on the timely submission of organizational histories, assessed as at least SATISFACTORY by the major command (MAJCOM) history office. Because historians conduct many of these activities on a daily basis, the trainee should work on all blocks of training simultaneously. The 3H0X1 Career Field Education and Training Plan (CFETP) stipulates knowledge and task competency requirements for upgrade to the five skill level. In addition to the tasks and skills specified in the CFETP, trainees must successfully complete the five-level distance learning course, available only on CD-ROM.

6.2.2. Use the training information provided in the **Attachment 33** in conjunction with the CFETP as a guide. It provides supplemental data on sources of information, which, with assistance from the unit training manager, you can use to develop a formal training plan. Use these products-the instructions, handbooks, and other materials-to develop formal plans for five- and seven-level training. Once the plans are developed, historians who follow you can use them for their training programs.

6.2.3. Trainers and certifying officials should coordinate with the MAJCOM functional manager (MFM) to resolve questions concerning the trainee's performance. To the extent possible, trainees will submit copies of completed projects (histories, heritage pamphlets, studies, briefings, etc.) to the trainer, certifying official, and MFM for review. Trainers, certifying officials, and MFMs will use these products to determine the trainee's performance level and the appropriateness of certification specific tasks. Quality assessments of organizational, periodic histories and heritage pamphlets may serve as the MFM's recommendation for certification of associated tasks. The MFM should stipulate exceptions to this recommendation in the notice of the assessment to the historian and to the commander.

6.2.4. In addition to requirements stipulated in the CFETP, individuals upgrading to the five skill level should read the publications listed on the Chief Master Sergeant of the Air Force's (CMSAF's) professional reading list, appropriate to their rank. Other recommended readings for five-level training include Winged Shield, Winged Sword (the 2-volume history of the Air Force), and Beyond the Wild Blue (by Walter J. Boyne). Additionally, we recommend the completion of at least two semesters (or terms) of English composition or technical writing. Personnel in upgrade to the five skill level should also consider attending the Air Force Historical Research Agency's basic archive course (if available) and completing ECI Course 50, History of the Air Force, if available.

6.2.5. This is an aggressive outline for five-level training. However, the recommendations stated here are designed to provide an overall understanding of Air Force history, as well as education to improve and mature research and writing skills. Not everyone will be able to complete all recommended actions. Your primary focus should center on the task and knowledge requirements stipulated in the Career Field Education and Training Plan. The recommendations stated here are secondary to those requirements, but you should complete them, if possible.

6.3. Seven Skill Level Training:

6.3.1. There is no significant distinction between the task requirements of five and seven skill level training for the 3H0X1 specialty. Primary differences focus on the level of skill and knowledge required for award of the higher skill level. You can quickly and easily modify your training plan for five-level upgrade to accommodate seven-level requirements. [Do not destroy your five-level plan, however. Incorporate the seven-level plan into an overall upgrade training plan for both levels.]

6.3.2. As with five-level training, the unit must appoint a trainer and certifying official. In many instances, the senior enlisted historian or another historian at the major command serves in this capacity if no historian is available at your installation. As with five-level training, the certifying official need not be an historian [see paragraph 8.2 and Table A6.2 in the CFETP]. The certifying official appointed by the commander must possess a seven skill level, be other than the trainer, and must have completed the formal OJT Certifier Course. Completion of the Historian Craftsman Course, held at Maxwell AFB AL, is mandatory for award of the seven skill level.

6.3.3. As with five-level training, the trainee should read those titles on the CMSAF's professional reading list appropriate to their rank. Additional recommended training includes attendance at the Air Power History Seminar, the Oral History Course, the Basic Curator's Course offered by the USAF Museum, and appropriate civilian college or university courses in composition, technical writing, and history-related studies. Recommended supplemental readings include Beyond Horizons (by Dr. David Spires) Technology and the Air Force (Mr. Jacob Nuefeld, et al, editors), and other titles of Air Force and U.S. military history, as well as works dealing with your unit's weapon systems.

6.3.4. Although not designed to make you an Air Force or aerospace history specialist, these works, and the many others available, will foster a greater understanding of aerospace history, the application of aerospace power, and the history of the Air Force. Additionally, reading remains one of the best ways to improve vocabulary and to develop writing style and grammar.

6.4. Training For Contingency Operations:

6.4.1. Training for contingency operations may be one of the most challenging aspects of your training program. It is difficult to simulate the conditions that will cause anxiety and apprehension during an actual deployment. The separation from family and friends cannot easily be duplicated in a local environment. Still, during local exercises you can practice the skills you will need if deployed in support of a new contingency or wartime tasking. Note, however, that the training described below will not prepare you for current, ongoing contingency operations. Historians deployed to Desert Storm, Northern Watch, Southern Watch, and Joint Endeavor are not preparing contingency (form) histories.

6.4.2. In addition to completing the mobility training requirements specified in plans and in AFI 84-102, participate in local exercises. Begin the exercise by submitting to your major command history office the history status report confirming your arrival at the simulated deployment location.

Although AFI 84-102 requires that this report occur within 72 hours of arrival, accelerate reporting due to the relative short duration of unit exercises. Next, prepare and submit to your major command the initial, weekly contingency history, completing the forms based on actual and exercise data as you would if deployed to a forward location. Obtain the information by visiting maintenance, personnel, battle staff and command post activities and other agencies as necessary.

6.4.3. You will find that the forms, designed for aircraft units, do not exactly match the information you discover during your research. In that case, simply change the form headings to meet your needs. If your unit "flys" satellites, indicate the number and types of satellites controlled instead of the number and type of aircraft flown. Insert similar information for missiles, helicopters, early warning radar systems, or tracking stations. Whatever your unit's weapon or mission system, modify the forms to fit your needs. Although this may not familiarize you with the types of data you may be collecting at a forward location; it will provide practice in completing the forms and obtaining documentation in a simulated combat or contingency operation.

6.4.4. This training achieved by active participation in the exercise may be accomplished even if the exercise script calls for your simulated deployment. In fact, the simulated deployment can enhance the training. If your unit's exercise script calls for the deployment of your UTC, conduct research for your contingency history up to the simulated deployment. Then, participate in the deployment exercise as required. Once the deployment portion has terminated, continue research and preparation of contingency histories as if deployed. Remember to submit your after-action report within 10 days of termination of the exercise. Provide copies of all reports to your trainer, certifying official, and wing command section. The major command history office will conduct a quality assessment of copies sent to them and provide comments on strengths and areas for improvement.

6.5. Enlisted Historian Scholarship Program:

6.5.1. Recently, the Air Force History Program received a scholarship program for enlisted historians. This is one of the finest benefits of being an enlisted historian. It affords an opportunity to complete a baccalaureate degree in history under the bootstrap program. The Ira C. Eaker College for Professional Development administers the program. Major command functional managers and the College for Professional Development History Office (CPD/HO) should have the most current information concerning application procedures and applicant eligibility requirements.

6.5.2. Nomination packages for eligible applicants must include a letter of recommendation from the applicant's commander and supervisor. The applicant's package must also include copies of the last five enlisted performance reports, a rationale for applying for the scholarship, a current resume, and all official college transcripts. The major command history office must also submit a letter of recommendation on behalf of the applicant. A committee at the Eaker College of Professional Development reviews each applicant's package and selects one primary and one alternate candidate. Applications are normally due in early April for the fall semester.

6.6. Summary:

6.6.1. The bottom line in training is that you must take an active role in the development and execution of your training program. While you are the trainee, you are also the noncommissioned officer in charge (usually). As such, it is your responsibility to develop and implement training plans for assigned personnel-you. Your squadron or base training managers have the expertise to assist you. Ensure your commander appoints in writing an on-the-job trainer and certifying official. Enroll in the

CD-ROM course for five skill level training. Immediately upon award of the five skill level, begin seven-level training and schedule attendance at the Historian Craftsman Course. Take the lead in training for contingency operations as well. Finally, do not forget to attend professional military education courses appropriate for your rank.

GEORGE W. BRADLEY,   III
Director of History

Attachment 1

SAMPLE ABSTRACT FOR AFSPC HISTORIES

A1.1. (U) ABSTRACT

A1.2. 50th Space Wing History, Calendar Year 1996

A1.3. Brigadier General Glen W. "Wally" Moorhead III assumed command of Falcon Air Force Base's Space Warfare Center and the 50th Space Wing, replacing Colonel Simon P. Worden in the latter position on 15 Mar 95

A1.4. Throughout the year, numerous changes in command and key personnel occurred within the 50th Space Wing

A1.5. Schriever Air Force Base underwent an external Environmental Compliance and Assessment Program review

A1.6. On 30 September 1996, the 50th Space Wing inactivated Detachment 4, 750th Space Group750th Space Group at Mahe, Seychelles

A1.7. Other organizational changes had no effect on the 50th Space Wing mission.

A1.8. The wing continued planning for the closure of the Fairchild Satellite Operations Center, activation of the Environmental Satellite Operations Center, and the formation of a 50th Communications Group

A1.9. Environmental engineers identified an unexploded ordnance at New Boston Air Station in New Hampshire

A1.10. 50th Space Wing personnel continued to support various US and NATO contingency operations

A1.11. Wing satellite operations crews supported missile strikes against Iraq in the late summer of 1996

A1.12. The 50th Space Wing underwent a Quality Air Force Assessment conducted by the Air Force Space Command Inspector General

A1.13. Operations tempo on the Air Force Satellite Control Network increased by approximately nine percent

A1.14. JUMP START, a program to convert selected military manpower billets to contractors affected primarily morale, welfare, and recreation, as well as communications specialists

A1.15. An Air Force Office of Special Investigations inquiry resulted in the arrest of 14 military personnel on drug and related charges

A1.16. On 19 June 1996, the 50th Space Wing transferred satellite control authority for FLTSAT to the Navy Space Operations Center

A1.17. A search for Pentaborne experimental rocket fuel at the wing's installations ended with negative results

A1.18. The 50th Space Wing assumed satellite control authority for the TAOS satellite

A1.19. Crews of the 1st Space Operations Squadron disposed of the last Block I Global Positioning SystemGlobal Positioning System satellite

A1.20. Detachment 4, 750th Space Group750th Space Group conducted its last satellite contact on 6 August 1996 concluding the support with the words, "INDI out"

Attachment 2

ORGANIZATIONAL HISTORY APPENDICES EXAMPLES

A2.1. The following appendices, in the order listed, are required in AFSPC NAF and wing histories. If an appendix is not applicable to your unit, include it and indicate that it does not apply. However, these appendices have been designed to have applicability to most AFSPC units. Some may not apply to numbered air forces.

APPENDIX A - LINEAGE AND HONORS DATA

APPENDIX B - ROSTER OF KEY PERSONNEL

APPENDIX C - MANPOWER DATA

APPENDIX D - ORGANIZATIONAL STRUCTURE

APPENDIX E - OPERATIONAL SYSTEMS INVENTORY

APPENDIX F - OPERATIONAL CREW INVENTORY AND TRAINING

APPENDIX G - AIRCRAFT UTILIZATION and MAINTENANCE INDICATORS

APPENDIX H - MUNITIONS INVENTORY

APPENDIX I - OPERATIONAL SYSTEMS READINESS STATUS

APPENDIX J - COMBAT READINESS DATA (SORTS)

APPENDIX K - LAUNCH DATA

APPENDIX L - UNIT EXERCISE PARTICIPATION

APPENDIX M - SAFETY

APPENIDX N - FINANCIAL DATA

APPENIDX O - CONSTRUCTION

APPENDIX P - HOUSING INVENTORY AND OCCUPANCY DATA

APPENDIX Q - UNIT AND INDIVIDUAL AWARDS (major command and above)

Attachment 3

APPENDIX A

Figure A3.1. Lineage and Honors Data.

(U) APPENDIX A

LINEAGE AND HONORS DATA

Unit Designation:	50th Space Wing
Previous Designation:	Same (If changed, so indicate)
Authority:	Same (if changed, cite authority)
Commander:	Col James T. Jones, 29 June 98, AFPSC G-13
Vice Commander:	Col John Q. Public, 14 Sep 97
Assigned Establishments:	50th Logistics Group 50th Operations Group 50th Support Group 50th Systems Group (previously 50th Communications Group, 1 Oct 98, AFSPC GR-01, 27 Sep 98)
Assigned Units:	Headquarters, 50th Space Wing
Assigned Units Gained:	None
Assigned Units Lost:	50th Comptroller Sq, 1 Oct 98 (AFSPC GD-27, 7 Sep 98)
Internal Reorganization:	50th Maintenance Squadron reassigned to 50th Systems Group, 1 Oct 98 (AFSPC GR-12, 4 Sep 98)
Detached/Separated Units:	Det 1, 50th Space Wing, Wainahe, Hawaii
Detached/Separated Units Gained or Lost:	Det 2, 50th Space Wing, Mons, Belgium inactivated 1 Oct 98 (AFSPC GD-01, 13 Sep 98) OL-A, 50th Space Wing, Paris, France, activiated 1 Oct 98 (AFSPC GD-01, 13 Sep 98)

Figure A3.2. Lineage and Honors Data.

Unit Awards:*   AFOUA, 1 Sep 94 - 31 Aug 98, HQ USAF
                                                        G-14, 19 Sep 98 (shared by all subordinate
                                                        groups and squadrons)

Emblem: Approved 13 Nov 56.

* Include only AF Outstanding Unit Awards, AF Organizational Excellence Awards, Combat or Campaign Streamers, Presidential Unit Awards, Joint Awards, Foreign Awards, and the like. Do not include such items as "AFSPC Best Messkit Repair Squadron, Small Base." Include those awards in Appendix G, Unit and Individual Awards.

NOTE 1: Describe the emblem in the original heraldic terms as available. Include a line drawing or black & white copy of the emblem as mandated by AFI 84-101.

NOTE 2: Include Lineage and Honors Data for all establishments (group and above) assigned to your organization. EXCEPTION: Numbered Air Force History Offices need not include data for assigned wings; but will include this information for directly assigned groups, centers, or other establishments without an assigned historian.

Attachment 4

APPENDIX B

Figure A4.1. Roster of Key Personnel.

(U) APPENDIX B

ROSTER OF KEY PERSONNEL

Wing Staff	Name	Dates
Commander	Col Harry P. Anyone	26 Oct 97-Present
	Col George P. Kidsalot	14 Nov 93-25 Oct 97
Vice Commander		
Senior Enlisted Advisor		
Director of Staff		
Inspector General		
Chaplain		
Historian		
Staff Judge Advocate		
Chief, Command Post		
Chief, Manpower and Quality		
Chief, Plans and Programs		
Chief, Protocol		
Chief, Public Affairs		
Chief, Safety Office		
Chief, Social Actions		
Chief, Treaty Compliance		
91st Operations Group		
Commander		
Deputy Commander		
Operations Superintendent		
Chief, Standardization		
91st Missile Sq Commander		
91st Missile Sq First Sgt		
92d Missile Sq Commander		
92d Missile Sq First Sgt		
91st Support Group		
Commander		
Deputy Commander	Lt Col Johnny D. Boy	
91st MSSQ Commander	Lt Col Peter C. Piper	
Chief, Personnel	Lt Sandra P. Quincy	
91 MSSQ First Sgt	SMSgt John P. Doe	
91st Logistics Group		

91st Medical Group

SOURCES: 91st Space Wing G-Series Orders, 1998, Supporting Document SO-1; HQ
20 AF Order G-13, 26 Oct 97, Supporting Document SO-2; Roster (U), 91 SW/CCA,
"Staff Roster," Jan-Dec 98, Supporting Document I-47; Roster (U), 90 SW/CCC, "First
Sergeant Roster," Jan-Dec 98, Supporting Document I-112.

NOTES:
1) Include all squadron and group commanders, deputy commanders, first sergeants, and
CMSgts serving in billets as group superintendent.

2) A unit cannot have two commanders on the same date. If an assumption of
commander order cites 26 October 1998 as the effective date, the previous commander
relinquished command on 25 October 1998, regardless of when the ceremony occurred.

Attachment 5

APPENDIX B-2

Figure A5.1. Key Personnel Biographies.

(U) APPENDIX B-2

KEY PERSONNEL BIOGRAPHIES

This appendix contains biographies of the following personnel:

Col Peter Piper, 91st Space Wing Commander, 27 Oct 97-Present

Col Johnny B. Good, 91st Space Wing Vice Commander, 14 Nov 94-Present

Col Sandy Beaches, 91st Logistics Group Commander, 17 Oct 95-24 Nov 97

SOURCE: Biography fact sheets provided by 91 SW/PA.

NOTE: Include all senior officers (wing, group, and squadron commanders) as well as senior enlisted advisor and chiefs of staff agencies, when available. When personnel changes occur, include biographies for arriving and departing individuals. Number the pages of the biographies as you would any other page of the narrative volume.

Attachment 6

APPENDIX C

Figure A6.1. Manpower Data.

(U) APPENDIX C

MANPOWER DATA
Authorized vs. Assigned
(Data as of: 30 June 1998)

Unit	Officer	Enlisted	Civilian	Contract
HQ 21 SW	79/82	125/116	17/17	0/0
21 MSSQ	5/5	114/122	16/12	0/0
21 SVS	3/3	72/75	4/5	48/47
21 CES				
21 TRNSS				
21 SUPS				
21 SFS				
2 CACS				
3 CACS*	7/	49/	5/	14/14

Tenant Units**
HQ AFSPC
US Army SPACECOM
Navy SPACECOM
HQ NORAD

* 3 CACS was a tenant unit at Holloman AFB, New Mexico. Military and civil service personnel accountability was provided by the 375th Wing. See that organization's history for assigned strength data for these units.

** The 21st Space Wing Manpower and Quality Office or Personnel Offices did not maintain authorized strength data for these organizations.

SOURCES: Rpt (U), 21 MSS/DPMUX, "Monthly Assigned Military Strength Report," Jan - Jun 98, Supporting Document IV-14; Minutes (U), 21 MSS/CCPO, "Civilian Employee Cost Management Committee Meeting Minutes," Jan-Jun 98, Supporting Document IV-17.

Attachment 7

APPENDIX C-2

Figure A7.1. Deployed Manpower Data (U).

(S) APPENDIX C-2

DEPLOYED MANPOWER DATA (U)

Operation	Jan	Feb	Mar	Apr	May	Jun
Joint Guard	23	17	21	15	19	26
Northern Watch	45	61	26	37	18	49
Southern Watch	67	49	30	48	69	49
Desert Storm	78	44	60	49	84	85
Joint Endeavor	12	11	15	27	13	9
TEAM SPIRIT	45	45	0	0	0	0
Classified Robin	89	57	76	81	0	0
TOTAL*						

NOTE: Figures reflect total number of personnel deployed during the month to locations supporting these operations.

SOURCE: Rpt (S/Decl 4 Apr 02), 341 MSS/DPRU to 14 AF/CV, "Personnel Deployments - Operation Classified Robin (U)," 4 Apr 98, Supporting Document IV-89; Rpt (U), 341 SW/Personnel Readiness, "Monthly Deployed Forces Report," Jan-Jun 98, Supporting Document I-78.

Derived From: Classified Robin Personnel Deployment Report
Declassify On: 4 Apr 02
Source Dated: 4 Apr 98

NOTE: If space permits, you may include this appendix on the same page as your authorized and assigned strength data. However, use good judgement and maintain a professional appearance. Avoid crowding too much information on the page. You may also center this information on the page, keeping the title at the top of the page, to enhance appearance. Include information on classified deployments to the extent possible.

<center>**Attachment 8**

APPENDIX D</center>

Figure A8.1. Organizational Structure.

<center>**(U) APPENDIX D**

ORGANIZATIONAL STRUCTURE

341st Missile Wing (January 1998)</center>

```
                    ┌────────────────────┐
                    │ 341st Missile Wing │
                    └────────────────────┘
  ┌──────────────────┐          ┌──────────────────┐
  │   Wing Staff*    │          │ Executive Officer│
  └──────────────────┘          └──────────────────┘
  ┌──────────────────┐          ┌──────────────────┐
  │341st Logistics Group│       │341st Medical Group│
  └──────────────────┘          └──────────────────┘
  ┌──────────────────┐          ┌──────────────────┐
  │341st Operations Group│      │341st Support Group│
  └──────────────────┘          └──────────────────┘
```
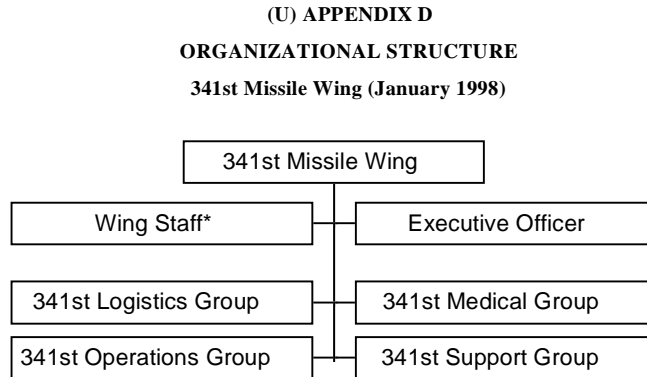
*Wing Staff incorporated the following agencies: Public Affairs, History Office, Plans and Programs, Treaty Compliance, Inspector General, Manpower and Quality, Chaplain, Staff Judge Advocate, Safety, Social Actions, Senior Enlisted Advisor, Command Post, Protocol. The Director of Staff (DS) office was an unofficial agency staffed to reduce administrative responsibilities of the commander and vice commander.

SOURCE: HQ AFSPC/XPMO, "Manpower and Organization Chart Book," January 1998, Supporting Document I-26; Order (U), HQ AFSPC G-47, 23 Aug 98, Supporting Document SO-3.

NOTES:

1) Include an organizational chart for each assigned group. If significant changes in structure occurred, show "before and after" structure and include dates.

2) Title subordinate pages in the appendix sequentially. For example, the next page in this series will be titled: APPENDIX D-2, Organizational Structure - 341st Logistics Group.

3) Rather than "cutting and pasting" an organization chart from some other document, take a few minutes to create one using Powerpoint or Microsoft Organization Chart. It truly enhances the professional appearance of the history.

Attachment 9

APPENDIX E

Figure A9.1. Operational Systems Inventory (U).

THIS IS AN UNCLASSIFIED EXAMPLE

(S) APPENDIX E

OPERATIONAL SYSTEMS INVENTORY (U)

SYSTEM*	ASSIGNED	OPERATIONAL	NO. BACKUP
Launch Pads	34	32	2
Atlas Booster	0	6	6
NAVSTAR GPS	36	24	6
DMSP	38	18	4
MILSTAR			
DSP			
MINUTEMAN III			
LCC			
MAF			
WARNING SYSTEM**			
SURVEILLANCE SYSTEMS**			
UH-1N			

SOURCE: Rpts (S/Decl 14 Aug 2018), 90 SW/CCP, "Some Report to 20th Air Force (U)", 14 Aug 98, Supporting Document II-105.

Derived From: Some Report to 20AF
Declassify On: 14 Aug 2018
Source Dated: 14 Aug 1998

*List those systems assigned to your unit. This list is not inclusive. Ensure you cite the source(s) of your information. Since numbered air forces do not have assigned systems, this appendix is not applicable. Include the page and appendix title and indicate "NOT APPLICABLE."
**21ST SPACE WING - INDICATE TYPE.

THIS EXAMPLE IS UNCLASSIFIED

Attachment 10

APPENDIX F

Figure A10.1. Crew Inventory and Training Data.

U) APPENDIX F

CREW INVENTORY AND TRAINING DATA

Part 1 - Crew Inventory*
(Authorized/Assigned/Ready)

Crew Position	Jan	Feb	Mar	Apr	May	Jun
Missile Crew Cmdr	12/14/11					
Dpty Msl Crew Cmdr	12/16/12					
Helicopter Pilot	22/19/17					
Helicopter Copilot	22/25/24					
Satellite Cntrl Crew Commander						
Satellite Cntrl Crew						
Space Launch Crew Commander						
Space Launch Crew						
Space Warning Crew Commander						
Space Warning Crew						
SOURCE:						

Part 2 - Crew Training
(Entered/Completed)

Course	Jan	Feb	Mar	Apr	May	Jun
Missile Crew Ready	1/0	0/1	2/0	2/1	1/2	0/0
Missile Crew Cmdr						
Aircraft Cmdr						
Copilot Upgrade						
Satellite Crew Upgrade						
Satellite Crew Ready						
Msn Ready Cmdr						
SOURCE:						

INSTRUCTIONS FOR APPENDIX F, PART 2 (TRAINING):

1) Provide data for each month for each crew position.

2) Data need not be broken out by squadron, but may be at the discretion of the historian.

3) Units with aircraft (helicopters) do not neglect to include aircraft crew information.

4) Include all crew positions and training courses.

5) Sources of information include monthly crew reports from operations groups and standardization and evaluation divisions.

6) If sufficient courses exist to divide Part 2 into separate tables, do so. A suggested division would be "Mission Ready Training" and another table showing data for "Upgrade Training". You may also divide training by systems, e.g., "Missile Crew Training" and "Aircrew Training". Whichever you chose, include all crew positions and training courses conducted by the organization.

Attachment 11

APPENDIX G

Figure A11.1. Aircraft Utilization and Maintenance Data.

(U) APPENDIX G 341st SPACE WING AIRCRAFT UTILIZATION **and MAINTENANCE DATA** **(July – December 1999)**						
Aircraft	July	August	September	October	November	December
UH-1N						
Hrs Prog						
Hrs Sched						
Hrs Flown						
Training						
Msn Spt						
Rescue						
Hours Possessed						
Hrs NMCS						
Hrs NMCM						
Hrs NMCB						
Hrs FMC						
Number Possessed						
No. FMC						
Include data for all assigned aircraft types. Add other categories as necessary. SOURCE: Rpt (U), 71 RF/DOO, "Monthly Flight Activity Report," Jul-Dec 99, Sup Doc II-57.						

Attachment 12

APPENDIX H

Figure A12.1. Munitions Inventory.

THIS IS AN UNCLASSIFIED EXAMPLE

(S) APPENDIX H

91st SPACE WING MUNITIONS INVENTORY (U)
(July – December 1999)

Munition	July	August	September	October	November	December
GBU-28						
Authorized						
Available						
Deployed						
MK-114						
Authorized						
On Hand						
Deployed						
Derived From: 91 SW Monthly Munitions Rpt Declassify On: 25X3 Source Dated: 27 Jan 2000 SOURCE: Rpt (S/25X3), 91 SW/DOC to 20 AF/DOC, "Monthly Munitions Report (U)," 27 Jan 2000, Sup Doc II-128.						

THIS IS AN UNCLASSIFIED EXAMPLE

Attachment 13

APPENDIX I

Figure A13.1. Operational Systems Readiness Status.

(S) APPENDIX I

OPERATIONAL SYSTEMS READINESS STATUS
(July – December 1998)

System	Jan	Feb	Mar	Apr	May	Jun
Minuteman III (or Peacekeeper)						
Number Possessed						
No. Mission Ready						
MGS Failures						
NMC Hours						
Operational MAFs						
Operational LCCs						
GPS^2						
Satellites on Orbit						
Number Operational						
Constellation Downtime (Hours Unscheduled)						
AFSCN						
Hours Available						
Hours Used						
Hours Unscheduled Downtime						
Warning Systems ^{3}						
EGS Hours Available						
EGS Hours Used						
EGS Unscheduled Downtime						
Surveillance Systems ^{4}						
Launch Centers						
Number Possessed						
Number Operational						
Hrs Unsched Downtime						
SOURCE:						

Note 1: Use this data for each assigned satellite constellation. 21 SW include this data for DSP constellation. Note 2: Include data for each station or site.
Note 4: Include same data as for warning systems for each site or station

Derived From:
Declassify On:
Source Dated:

Attachment 14

APPENDIX J

Figure A14.1. Combat Readiness Data.

THIS IS AN UNCLASSIFIED EXAMPLE

(S) APPENDIX J

50th SPACE WING
COMBAT READINESS DATA (U)
(July – December 1998)

UNIT	July	August	September	October	November	December
24 SOPS						
Personnel						
Equipment						
Training						
50 SFS						
Personnel						
Equipment						
Training						

Derived From: Multiple Sources
Declassify On: 20 Jan 2019
Source Dated: 20 Jan 1998

SOURCE: Rpt (S/Decl 20 Jan 2019), 50 SW/DOC to 14 AF/DOC, "SORTS (U)," 20 Jan 99, Sup Doc II-128; Rpt (S/ Decl 16 Nov 17), 50 SFS/CC to 50 SW/DOC, SORTS (U)," 16 Nov 97, Sup Doc II-161.

THIS IS AN UNCLASSIFIED EXAMPLE.

Attachment 15

APPENDIX K

Figure A15.1. Launch Data.

(U) APPENDIX K

45th SPACE WING LAUNCH DATA
(July – December 1998)

Date/Time	Pad	Booster	Payload	Customer
17 Jan 98/0700	SLC17A	Atlas D	GPS	USAF
29 Jan 98/1513	SLC14W	Titan II	DMSP	NOAA
Source:				

Attachment 16

APPENDIX L

Figure A16.1. Exercise Participation.

(U) APPENDIX L

EXERCISE PARTICIPATION
(July – December 1998)

Part 1: Higher Headquarters Directed Exercises

Dates	Exercise Name	Location
14 Jun-27 Sep	Reforger	Hahn Air Base, Germany
17 Jul-4 Aug	Brilliant Ballast	Minot AFB (CPX)
16 Aug-27 Sep	Cocoa Thunder	Tiddleywink, Idaho
27 Oct-15 Dec	Thanksgiving Turkey	Monument, Colorado
12-22 Dec	Glory Trip 98-025	Vandenberg AFB, CA

Source: Rpts (U), 50 SW/CC to 14 AF/CV, "Commander's Monthly Status Report," Jul-Dec 98, Sup Docs II-27 through II-32.

(PV) Part 2: Local and Operational Readiness Exercises

Dates	Exercise Type	Overall Rating
17-22 Jul	Opinicus Vista ORE	Satisfactory
5-12 Oct	Short Sprint ORE	Marginal
12-15 Nov	Major Accident Response	Not Graded
7-12 Dec	Short Sprint ORE (Mobility Only)	Excellent

Source: Rpts (PV), 50 SW/CVI to 50 SW/CC, "Exercise Evaluation Team Findings – Opinicus Vista 98-3," 29 Jul 98, Sup Doc II-38; Rpt (PV), 50 SW/CVI to 50 SW/CC, "Short Sprint Exercise Evaluation," 15 Oct 98, Sup Doc II-39; Rpt (PV), 50 SW/CVI to 50 SW/CC, "Short Sprint Mobility Exercise Evaluation," 22 Nov 98, Sup Doc II-40; Conversation (U), TSgt Jimmy Crackcorn, 50 SW/HO, with LtCol Jim Beam, 50 SW/CVI, subj: Wing Exercises, 4 Jan 99.

Attachment 17

APPENDIX M

Figure A17.1. Safety Data.

(U) APPENDIX M

30th SPACE WING SAFETY DATA
(January – June 1997)

	Jan	Feb	Mar	Apr	May	Jun
Class A						
Air Mishaps [1]						
Rate						
Ground Mishaps						
Rate						
Class B						
Air Mishaps						
Rate						
Ground Mishaps						
Rate						
Class C						
Air Mishaps						
Rate						
Ground Mishaps						
Rate						
HAP Reports [2]						

*High Accident Potential
Note 1: Space control units (including 21 SW) substitute orbital mishaps for air mishaps.
Note 2: ICBM Units include hazardous air traffic reports submitted by helicopter flights, Dull Sword reports, etc.
SOURCES:

<div align="center">

Attachment 18

APPENDIX N

</div>

Figure A18.1. Financial Data.

<div align="center">

(U) APPENDIX N

FINANCIAL DATA

(Information as of: use date of last report, minutes, etc.)

</div>

Fiscal Year 1998 Closeout Data:

	Authority	YTD Spending
BAC 01	69,385,378	45,123,456
Civilian Pay		
Military Const.		
BAC 02		
BAC 04		
DIRECT TOTAL		
Reimbursement		
GRAND TOTAL		

Fiscal Year 1999 Year-to-Date Data:

SOURCES: Rpts (U), 321 MG/FMA, "Financial Working Group Minutes," Jan-Dec 98, Supporting Document IV-78; Rpts (U), 321 MG/FMA, "Financial Management Board Minutes," Jan-Dec 98, Supporting Document IV-79.

1) Include subcategories of each budget activity code, as appropriate.

2) Spell out acronyms used.

3) Include data for all fiscal years, completed or partial, during the period of the history.

4) Annually, include information from the Economic Resource Impact Statement as APPENDIX E-2, ECONOMIC INFLUENCE DATA. Such information should show annual spending, for pay, housing, construction, and contracts, as well as the total economic value of that spending and number of jobs created in the economic impact region.

Attachment 19

APPENDIX O

Figure A19.1. Construction Data.

(U) APPENDIX O

CONSTRUCTION DATA

Part 1 - Projects Completed:

Project Number	Description	Cost
FAL-P-98262140	Construct New Operation Support Facility	3,245,000

Part 2 - Projects Underway:

FAL-P-994-00-345	Alter and Add to Dining Facility	1,234,567

Part 3 - Significant Self-Help Projects:

1998WG001	Construct Recreation Pavilion	180,444

SOURCE: Minutes (U), 50 CES/CER, "Minutes of the 50 SW Facility Working Group," Jan-Dec 98, Supporting Document IV-17.

A2.15.1. Among other documents that provide data on construction activity are: contracting documents, engineering documents, papers detailing facility requirements, and many more. Check carefully with Real Property and other agencies within the civil engineer squadron to locate construction and self-help information.

Attachment 20

APPENDIX P

Figure A20.1. Housing Data.

(U) APPENDIX P

HOUSING DATA

	January	February	March	April	May	June
1 Bdrm						
No. Units						
No Vacant						
Avg Vacancy						
2 Bdrm						
3 Bdrm						
4 Bdrm						
Source:						

Attachment 21

APPENDIX Q

Figure A21.1. Unit and Individual Awards.

(U) APPENDIX Q

UNIT AND INDIVIDUAL AWARDS

Part 1 - Unit Awards:

21st Security Forces Sq	AFSPC Best Security Forces Squadron - Small Unit, 1997
21st Services Squadron	Air Force Innkeeper Award,1998

Part 2 - Individual Awards:

Capt Jon Dandy, 21 CS	AFSPC Communications and Computer Officer of the Year
Amn Rita Rita, 21 MSS	AF 12 Outstanding Airmen of the Year, 1998
MSgt Frank Franson, 21 SFS	Air Force First Sergeant of the Year, 1998

SOURCES: Sources for this appendix will include messages announcing award winners, letters of congratulations, and newspaper (usually base newspaper) articles. Copies of the nominations may also be included to provide details on the unit's or individual's accomplishments that warranted the award.

<div align="center">

Attachment 22

ORGANIZATIONAL HISTORY COMPLETION CHECKLIST

</div>

Figure A22.1. Completion Sample.

ALL PURPOSE CHECKLIST	PAGE 1	OF 1	PAGES
TITLE/SUBJECT/ACTIVITY/FUNCTIONAL AREA	OPR	DATE	
Organizational History Completion Checklist	HO	1 Oct 98	

NO.	ITEM (Assign a paragraph number to each item. Draw a horizontal line between each major paragraph.)	Yes	No	N/A
1.	Does the front matter comply with instructions and examples specified in AFI84-101			
2..	Check for proper security classification markings and caveats on cover, title page , paragrraphs, and security notice page.			
3.	Check for classification, declassification, and downgrade instructions in footnotes.			
4.	Check for classification, declassification, and downgrade instructions for charts, tables, graphs, photographs, and other illustrations.			
5.	Check appendices for compliance with AFI84-101 and the AFSPC Handbook.			
6.	Check narrative for: Format Narrative style Passive voice (less than 20 percent target) Past tense Proper footnoting (see AFI84-101) Sufficient detail (who, what, when, where, why, how) Focus on mission Sufficient documentation (average 3 distinct documents per page) Grammar Spelling			
7.	Is abstract properly formatted (if used)?			
8.	Is the index properly formatted and complete?			
9.	Does the gazateer include appropriate information?			
10.	Is the list of supporting documents properly prepared? All G-series orders as stipulated in AFI84-101 and this handbook? Classification, declassification, and downgrade instructions included? Numbered by chapter as appropriate?			
11.	Is the distribution page properly prepared?			
12.	Have you prepared an electronic (disk or CD copy for AFSPC/HO?			
13.	Are illustrations properly used, significant to the surrounding narrative, contain proper classification and downgrade instructions, and professional in appearance?			
14.	Is the narrative professional in appearance?			
15.	Are the history and its supporting documents properly bound?			.

Attachment 23

LIST OF JARGON WORDS AND PHRASES

and/or - use one or the other, as appropriate

blue-suiters – try Air Force personnel, etc.

"can do" – this is a throw-back to the 1980s and is meaningless

deactivate - unless you're talking about an explosive device (including missiles and their silos)--units are inactivated

January saw – This is called personification—giving an inanimate thing a human trait. Since January is inanimate, it is unlikely that it saw anything. Trees, groups, wings, days of the week, and other inanimate things do not "see."

impact - unless you are talking about bombs, missiles, or other objects

prioritize - try rank order or establish a list of priorities

proactive - unless in a direct quote or it's unavoidable. Try "anticipatory."

put bombs on target - no unit in AFSPC has this included in their official mission statement.

unique – unique means one-of-a-kind. If you use unique, be sure that it is.

warfighter - I've never heard of a peacefighter, have you? Try combatant, combat forces, warrior, etc.

Attachment 24

RESEARCH MEMORANDUM EXAMPLE

Figure A24.1. Research Memorandum.

RESEARCH MEMORANDUM

50TH SPACE WING HISTORY OFFICE

As Of: 1 Nov 97

The footnotes in the most recent histories should provide you with a good start on sources of information for the wing's organizational history. Topics will change from time to time, however. This list is not inclusive. It would be impossible to list all sources of potential information. It will provide you, however, with the basic information sources to begin research. In addition, each organization is required to submit a quarterly list of significant events, including a point of contact for those events, that serves as a good tool for identifying topics that may warrant inclusion in the history. The 50 SW/CCA provides read files, transitory files, and other files for review before destruction or other disposition.

TOPIC	SOURCE/AGENCY/PHONE #
AGREEMENTS (Memorandums and Interservice Support Agreements)	50 SW/XP/7-2662; 50 SW/FM/7-5102
AFSCN	50 SW Information Reference Book 50 SW/XPO
ASSIGNED STRENGTH	Monthly Strength Reports/50 MSS/DPU 7-5913
AUTHORIZED STRENGTH 2768	Unit Manpower Document/50 SW/MQ/7-
COMMUNICATIONS SATELLITES	3 SOPS
DMSP	6 SOPS (until inactivated)
DISCIPLINE MSS/DPMA	Quality Force Review Board/50
	7-5355 (Lt Esser)
ECONOMIC INFLUENCE	Economic Resource Impact Statement 50 SW/FM/7-5101

ENVIRONMENTAL ISSUES CES/CEV,	Reports, Messages, Evaluations, 50
	7-4025 (may also be found in OpRep 3B messages in read files)
EXERCISES	Reports, etc., 50 SW/X P (on distribution)
FACILITIES	Facilities Board & Working Group Minutes 50 CES/CERR, 7-2395
FAFB AFSCN OPERATIONS	Units, FAFB Satellite Operations Summary 50 LSS (should be on distribution)
FINANCIAL MANAGEMENT	Board Minutes, 50 SW/FM, 7-5101
GLOBAL POSITIONING SYSTEM	Quarterly GPS Status Messages, etc 2 SOPS, SMSgt Penkala, 7-2476
GUARDIAN CHALLENGE	50 OG (POC changes)
KEY PERSONNEL	G-series orders (each unit), Staff Roster 50 SW/CCX or 50 SW/CCA
MISSION Reference (from	AFIs, Manpower and Organization Book (from 50 SW/CCA files), SORTS each unit or command post)
MILSTAR	4 SOPS
OAS SATELLITE OPERATIONS Report	Network Operations and Resources 750 SG (on distribution)
ORGANIZATION Book	Org Charts, 50 SW/CCX and AFSPC Manpower and Organization Reference
SAFETY ISSUES	50 SW/SE database/7-5045
SORTS Reports	Each unit and command post SORTS (classified)/7-2180

Attachment 25

SECURITY MARKING EXAMPLES

Figure A25.1. Examples.

Single Source:	Derived From:	AFSPC/XP Hang Ten Report
	Declassify On:	25X3 (This is a 25-year exemption category)
	Source Dated:	15 Oct 98
	Derived From:	SCG Program 97-11
	Declassify On:	15 Oct 2018 (Specific date indicated on the document)
	Source Dated:	15 Oct 98
	Derived From:	AFSPC/XP Hang Ten Repor t, 15 Oct 94
	Declassify On:	Source Marked OADR
	Source Dated:	15 Oct 94
	Derived From:	SCG Program 97-11
	Declassify On:	Upon completion of tests
	Source Dated:	15 Oct 98
Multiple Sources:	Derived From:	Multiple Sources
	Declassify On:	25X3 (Most restrictive declassification)
	Source Dated:	27 Nov 97 (Most recent date source date)
	Derived From:	Multiple Sources
	Declassify On:	15 Oct 2018 or upon completion of tests, whichever is later (When some sources are dated and others cite events)
	Source Dated:	15 Oct 98
	Derived From:	Multiple Sources
	Declassify On:	Sources Marked OADR
	Source Dated:	15 Oct 98 (Use the date of the most recent document marked OADR)

Attachment 26

WARNING NOTICES AND ADMINISTRATIVE CONTROLS

Restricted Data (RD): Include the following statement on the cover, title page, security notice, and all appropriate tables, charts, and appendices. Mark paragraphs and footnotes with (S/RD).

RESTRICTED DATA

This material contains Restricted Data as defined in the Atomic Energy Act of 1954. Unauthorized disclosure subject to administrative and criminal sanctions.

Formerly Restricted Data (FRD): Include the following statement on the cover, title page, security notice, and all appropriate tables, charts, and appendices. Mark paragraphs and footnotes with (S/FRD).

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Unauthorized disclosure subject to administrative and criminal sanctions. Handle as Restricted Data in foreign dissemination. Section 144.b, Atomic Energy Act, 1954.

Critical Nuclear Weapons Design Information (CNDWI): This warning notice is rare and you should not see it unless your clearance indicates that you have access. Mark the front cover, title page, and security notice with the following caveat. "CRITICAL NUCLEAR WEAPON DESIGN INFORMATION_DOD DIRECTIVE 5210.2 APPLIES." Paragraphs are marked with "(N)" following any other markings, as in "(S/FRD) (N)" to avoid confusion with North Atlantic Treaty Organization (NATO) information. Additionally, when shipping CNWDI, the outer wrapper must bear, "TO BE OPENED BY PERSONNEL AUTHORIZED ACCESS TO CNWDI MATERIAL."

Originator Controlled (ORCON): This is a special intelligence identifier indicating material which requires the originator's authorization for dissemination. Consult AFI 14-303 before using any intelligence information in histories, studies, or other reports. When this information is used, the cover, title page, and security notice will include: "DISSEMINATION AND EXTRACTION OF INFORMATION CONTROLLED BY ORIGINATOR." Remember, you are not the originator. Mark paragraphs and source citations with ORCON.

Proprietary Information Involved (PROPIN) or (PR): This may be used with or without classification markings to indicate information provided by a commercial firm or private source under an express or implied understanding that the information will be protected as proprietary data believed to have actual or potential value. Covers, title pages, and security notices must be marked: CAUTION_PROPRIETARY INFORMATION INVOLVED. Paragraph markings will include PROPIN or PR caveats.

US Only (UO): Self-explanatory. Mark paragraphs with (OU) in addition to any classifications. This caveat may be used with unclassified information, as in diplomatic memos. When unclassified mark paragraphs (U/UO). Mark the cover, title page, and security notice with "THIS DOCUMENT CONTAINS US ONLY INFORMATION."

US and (specify country(ies)) Only: Denotes information releasable to select countries beyond the US. Mark as with US Only information. Document cover, title page, and security notice indicate, "THIS DOCUMENT CONTAINS US AND (specify country or countries) ONLY INFORMATION."

Foreign Government Information: Mark the front cover, title page, and security notice with "THIS DOCUMENT CONTAINS FOREIGN GOVERNMENT INFORMATION." Mark paragraphs appropriately. When using NATO information, the cover, title page, and security notice must declare "THIS

DOCUMENT CONTAINS NATO CLASSIFIED INFORMATION." Mark paragraphs and source citations using (N-) to indicate the information's NATO classification. For example, (N-S) indicates the information is NATO SECRET. All NATO documents must be bound separately from US documents.

For Official Use Only (FOUO): Mark paragraphs and source citations FOUO, even in unclassified histories. However, do not mix FOUO and classification markings in paragraphs. Do not indicate that a paragraph is (S/FOUO). The classification marking takes precedent. In classified histories include the notice "IF DECLASSIFIED, REVIEW THE DOCUMENT TO MAKE SURE MATERIAL IS NOT FOUO AND EXEMPT UNDER AFI 37-131 BEFORE PUBLIC RELEASE."

Privileged Information (PV): Handle as with FOUO. There is no warning for the front cover, title page, and security notice of unclassified histories containing PV information. However, unclassified histories containing PV information are marked FOUO on cover and title page. Mark paragraphs (PV) and mark the page FOR OFFICIAL USE ONLY, if unclassified. Otherwise, mark pages and paragraphs with appropriate classifications. In classified volumes mark the cover, title page, and security notice with the warning, "IF DECLASSIFIED, REVIEW THE DOCUMENT TO MAKE SURE MATERIAL IS NOT FOUO AND EXEMPT UNDER AFI 37-131 BEFORE PUBLIC RELEASE/PV."

Attachment 27

SAMPLE SECURITY NOTICE

Security Notice and Administrative Controls

(U) This volume is classified SECRET (or appropriate classification) by multiple sources to conform to the classification given the information derived from source documents. It contains information affecting the national defense of the United States. The law prohibits your transmitting or disclosing the contents of this volume to an unauthorized person in any manner. Handle according to the provisions of DOD 5200.1-R and AFI 31-401. Restrict distribution and dissemination of its contents on a strict "need-to-know" basis. For a list of records supporting this derivative classification, see the source citations (footnotes) for portions and paragraphs and the list of supporting documents. [Add statements for NATO or Foreign Government Information as appropriate.]

(U) FORMERLY RESTRICTED DATA. Unauthorized disclosure is subject to administrative and criminal sanctions. Handle as Restricted Data in foreign dissemination. Section 144.b, Atomic Energy Act, 1954. Pages _____ and Supporting Documents _____.

(U) This history (or volume as appropriate) contains the following special handling instructions and administrative controls.

FOR OFFICIAL USE ONLY: Pages _____ and Supporting Documents ____

PRIVILEGED INFORMATION: Pages _____and Supporting Documents _____

US Only:

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NATO SECRET:

(U) All Chapter headings, titles, and subtitles are unclassified under the authority of DOD 5200.1-R, AFI 10-1101, AFI 31-401, and AFPD 31-4.

NOTE:

This example is not intended to be all-inclusive. Modify it according to your needs. When in doubt, ask. Remember, the markings on the cover and title page are the same. A separate security statement is required for all volumes. This security notice identifies the source citations (footnotes) and list of supporting documents as the required "multiple source list." You do not need to create another list of all of your classified sources and documents to satisfy the requirements of AFI 10-1101 or DoD 5200.1R.

Attachment 28

PUBLIC RELEASE OF DECLASSIFIED MILITARY TECHNOLOGY

Public release of declassified military technology is governed by various statutes and treaties. These include:

-**Title 10 U. S. C., Section 130** which authorizes the Secretary of Defense to withhold from public disclosure any technical data with military or space application in the possession of, or under the control of, the Department of Defense, if such data may not be exported lawfully.

-**Export Administration Act of 1979 (50 U.S.C. App. 2401-2420)** which addresses military export controls

-**Arms Export Control Act (22 U.S.C. 2751 et seq.)** also addresses military export controls

-**The Military Critical Technologies List (MTCL)** contains a detailed compendium of the technologies DOD assesses as critical to maintaining superior US military capabilities.

-**International Traffic in Arms Regulations (ITAR) 22 CFR 120-130** which controls items on the US munitions list, including aircraft, missiles, space systems, vehicles and ships. Control includes technical data (unclassified or classified) directly relating to controlled items.

-**Missile Technology Control Regime (MTCR).** The MTCR is an informal, non-treaty association of countries that have an established policy or interest in limiting the spread of missiles and missile technology. The MTCR defines technology as "specific information which is required for the development, production or use of a product." The MTCR is primarily concerned with missile systems with a range of 300 km that are capable of carrying a 500kg payload.

DOD and AF guidance for the release of Unclassified/Declassified technical data is contained in the following directives/instructions:

-**DOD Directive 5230.25, Withholding of Unclassified Technical Data from Public Disclosure.** This directive does not apply to classified technical data; however, after declassification, dissemination of such data is governed by this directive. Application of this directive is limited to technical data that discloses critical technology with military or space application. This directive provides the authority to cite 5 U.S.C. 552(b)(3) as the bases for denials under the FOIA.

-**DOD Directive 5230.24, Distribution Statements on Technical Documents**. This directive facilitates implementation of DOD Directive 5230.25.

-**AFI 61-204, Disseminating Scientific and Technical Information.** This AF instruction implements DOD Directives 5230.24 and 5230.25.

DOD OPR for the release of military technology:

-    **Defense Technology Support Administration, Military Technology Division (DTSA/TD/MTD).** This office is responsible for technical evaluation of munitions licenses and international agreements relating to aircraft, large missiles and space launch systems, navy vessels, and many of their subsystems. DTSA serves as the DOD technical office to the State Department for international negotiations related to the MTCR annex. DTSA/TD can be reached at 400 Army Navy Drive, Suite 305, Arlington VA 22202. DSN: 664-5224. PLEASE contact your major command history office for assistance prior to contacting DTSA.

Attachment 29

DECLASSIFICATION INSTRUCTIONS FROM PRIOR EOS

EO 10501 [President Eisenhower, 5 Nov 53]

as amended by EO 10964 [President Kennedy, 20 Sep 61]

Group 1 – Excluded from automatic downgrading and declassification.

Group 2 – Exempted from automatic downgrading.

Group 3 – Downgraded at 12-year intervals; not automatically declassified.

Group 4 – Downgraded at 3-year intervals; declassified after 12 years.

EO 11652 [President Nixon, 6 Mar 72]

GDS: Downgraded at 2 full calendar years from classification date. Maximum 10

years. Downgrading and declassification took place on 31 Dec of the particular

year.

Subject to GDS of EO 11652

Automatically Downgraded at 2-year intervals

Declassify on 31 December (year)

ADS:Advance declassification schedule. Used when downgrading and

declassification took place earlier than the GDS.

Secret on (date)

Confidential on (date)

Declassify on (date)

Exempt from GDS – There were four categories of information exempted.

Exempt from GDS of EO 11652

Exemption Catetory (1, 2, 3, or 4)

1. FGI
2. Stature, crypto, intelligence sources or methods
3. System, plan, installation, project or specific foreign relationsbmatter essential to national security.
4. Disclosure that places a person in immediate jeopardy.

Excluded from the GDS – Groups 1, 2, and 3 from EO 10501 and 10964.

(Group 4 would be marked GDS.)

EO 12065 [President Carter, 28 Jun 78]

Most information was to be declassified after no more than six years. Top Secret original classification authorities or agency heads could classify for more than six years, but had to assign a declassification date

or event or a date for review of the information. Date, event, or review could be no more than 20 years from the original classification date except that foreign government information could be up to 30 years.

Declassify on: (date or event), or

Review for declassification on: (date)

EO 12356 [President Reagan, 6 Apr 82]

Date or event assigned for declassification as long as national security dictated. If original classification authority could not assign a date or event, then the OCA indicated Originating Agency 's Determination Required (OADR).

Declassify on: (date or event), or

Declassify on: OADR

NOTE:

If the declassification instructions on a document created under a prior EO do not indicate a specific date or event for declassification, the information in that document should be treated as though it were marked "OADR."

Attachment 30

DECLASSIFICATION DATA - REQUIRED ITEMS

Keep a list of the following items when reviewing or declassifing material in your archive. Not all items will be used in every circumstance. The ones that are # should always be noted.

1. #Document Title/Subject - if the title is classified, use first initials and indicate (classified title). Include volume numbers.
2. #OPR's Document Number
3. #Number of Pages
4. #Document Date
5. #Original Classification
6. #Action taken - (Declassify, Exempt, Refer, or Downgrade)
7. #Exemption Category (1-10 - listed in EO 12958, also use 0 for unreviewable material - e.g. magnetic tape)
8. #Downgrade classification - if you can downgrade but not declassify
9. #Document OPR - annotate who the current OPR is. This may be different from the originator of the document.
10. #Other OPR - are more than one agency responsible for the material?
11. #Referred to - for a declassification decision.
12. #Restricted Data - does the document contain RD? (If so it's automatically exempt from declassification)
13. #Formerly Restricted Data - see No. 6.
14. #Reviewer
15. #Date Reviewed
16. #Review on Date - the date you will need to review the material on again (usually 10 years in the future)
17. Comments - anything that you may need to refer to later including (for example) the reasoning behind your decision, the subject matter, the fact that the information is subject to export control statutes.
18. POW - does the document contain any POW/MIA information? It is unlikely that you will have any POW/MIA information, but if you do you need to notify the Defense POW/MIA Office.
19. NATO - any NATO information? This needs to be maintained separately from your other holdings.
20. Privacy material?
21. SIOP or War Plans?
22. Accession Number - the number assigned by you when you catalog your holdings

Attachment 31

SAMPLE STAFF SUMMARY SHEET - EMBLEM COORDINATION

Figure A31.1. Emblem Sample.

STAFF SUMMARY SHEET

	TO	ACTION	SIGNATURE *(Surname)*, GRADE AND DATE		TO	ACTION	SIGNATURE *(Surname)*, GRADE AND DATE
1	DS	COORD		6			
2	CV	COORD		7			
3	CC	COORD		8			
4	14AF/CC	COORD		9			
5				10			

SURNAME OF ACTION OFFICER AND GRADE	SYMBOL	PHONE	TYPIST'S INITIALS	SUSPENSE DATE
BARNACLE, SSgt	HO	123-4567	acb	None

SUBJECT	DATE
Review of Proposed Emblem - 321 Messkit Repair Squadron (321 MRS)	23 Mar 98

SUMMARY

1. PURPOSE. Obtain 321 SW/CC approval recommendation on proposed emblem for the 321st Space Security Forces Squadron (321 MRS).

2. DISCUSSION.

   a. The 321 MRS was activated 14 March 1998 per HQ AFSPC Order G-27. The unit has no prior history or lineage. The unit does not have an approved emblem and is entitled to one as stipulated in Air Force Instruction (AFI) 84-105.

   b. I have reviewed the unit's proposed emblem (Tab 1) for compliance with standards established in AFI 84-105.

   c. Based on this review, I am satisfied that this proposed design is in compliance with established policy concerning unit emblems.

3. RECOMMENDATION. 321 SW/CC recommend approval of the design by signing staff summary sheet.

JOSEPH P. BARNACLE, SSgt, USAF   1 Tab
NCOIC, Wing History Office   Proposed Emblem Package

Attachment 32

OFFICE REQUIREMENTS CHECKLIST

A32.1. Once you have completed this checklist and identified your assets and requirements, you can get to work on the multitude of other tasks awaiting your attention. Based on recent manpower trends, there probably has not been an historian assigned to this unit in six months or more. Good luck. You have a lot of work ahead of you. However, with help and guidance from your command history office, your hard work will pay dividends.

Figure A32.1. Requirements Checklist Sample.

ALL PURPOSE CHECKLIST		PAGE 1	OF 1	PAGES
TITLE/SUBJECT/ACTIVITY/FUNCTIONAL AREA		OPR	DATE	
History Office Requirements Checklist		HO	1 Oct 98	

NO.	ITEM *(Assign a paragraph number to each item. Draw a horizontal line between each major paragraph.)*	Yes	No	N/A
1.	Does the office have a door that will allow for privacy and classified work?			
2..	Is the office centrally located near the command section?			
3.	Is the office identified, included on staff rosters, and in the phone book?			
4.	Does the office have access to a fax machine, copier, and typewriter?			
5.	Does the office have voice mail or an answering machine?			
6.	Is the office computer cleared for classified information or have alternate methods of processing classified information been identified?			
7.	Does the office computer have DR-Record and CD-ROM capability?			
8.	Does the office have the means to scan paper records to CD-Record?			
9.	Does the office have a functioning microfilm reader, printer, and scanner?			
10.	Does the office have a complete mobility kit (see AFI84-102)?			
11.	Does the office have internet, intranet, siprnet, e-mail, and IRIS access?			
12.	Does the office have adequate classified and unclassified storage capability?			
13.	Does the office have the minimum historical reference works?			
14.	Does the office have an atlas, dictionary, thesaurus, and a copy of AFH33-137, Tongue and Quill?			

Attachment 33

TRAINING SOURCES

Table A33.1. Source Fundamentals.

Block 1 - Career Field Fundamentals

TOPIC	Sources	Recommended Evaluation Type
Career Field Structure	CFETP, CDC Course	Verbal Test
AFSC Duties	CFETP, CDC Course, AFIs 84-101, 84-102, 84-103, 84-105	Verbal Test
USAF History, Museum, and Art Program policies, structure, and background	AFIs 84-101, 84-102, 84-103, 84-105, CDC	Written/Verbal
Air Power History and Doctrine	AFDD 1, PFE Study Guide, Air Power History Seminar	Written/Verbal Test
Familiarity with AF and MAJCOM History Awards	AFI 36-2803	Written/Verbal Test
Block 2 - Historical Products and Services		
Prepare Semi-Annual Historical Activity Report	AFI84-101	Performance
Evaluate Organizational Emblems	AFI84-101	Performance/Written
Maintain/Update/Provide Lineage and Honors Data	AFI84-101	Performance
Use External Reference Agencies	CDC, Handbook	Performance/Written
Establish/Maintain Historical Reference Repository (Archives)	AFI84-101, AFHRA Archive Course	Performance/Written
Promote History Program to Commander and Staff	AFI84-101	Performance
Maintain Historical Library	CDC, Handbook	Performance
Answer Historical Queries	CDC	Performance
Prepare History Annex for Unit Plans	CDC, Handbook	Performance/Written
Manage Unit Inactivation Activities	CDC, Handbook	Performance
Prepare Periodic Histories	AFI84-101, Handbook, CDC	Performance
Conduct Research for Periodic History	AFI84-101, Handbook, CDC	Performance/Written

Evaluate Documents for Relevancy/Accuracy	Handbook, CDC, AF Instructions	Performance
Prepare History Outline		Performance
Organize Documents	AFI84-101, Handbook	Performance
Interview Key Personnel	OJT Trainer, Local Resources; MAJCOM Guidance	Performance
Transcribe Interviews	MAJCOM Guidance, Local Resources	Performance
Select Topics for History	AFI84-101, CDC, Handbook	Performance/Written
Prepare Narrative	AFI84-101, CDC, Handbook	Performance
Prepare Front Matter	AFI84-101	Performance/Written
Prepare Appendices	AFI84-101, Handbook	Performance/Written
Prepare List of Documents	AFI84-101	Performance
Prepare Distribution Page	AFI84-101	Performance
Number and Bind Supporting Documents	AFI84-101	Performance
Prepare Citation and Reference Footnotes	AFI84-101, CDC Course, Handbook	Performance/Written
Prepare Charts, Tables, and Illustrations	AFI84-101, CDC Course, Handbook	Performance/Written
BLOCK 3 - Contingency and Wartime Operations		
Understand Historian's Role in Contingency and War	AFI84-102, Handbook	Written
Know History UTCs	AFI84-102	Written
Establish and Maintain Mobility Kit	AFI84-102	Performance/Written
Complete Mobility Training Requirements	AFI84-102, Handbook CFETP	Compliance
Prepare History Annex to Plans	Local Sources, MAJCOM/HO	Performance
Collect Historical Documents, Photographs, Graphics, Other Materials, and Conduct Interviews	Handbook, CDCs, Instructions	Performance
Analyze Data	OJT Trainer, Local Resources	Performance
Safeguard Information	AFIs	Performance/Written
Prepare Contingency Historical Reports	AFI84-102	Performance
Apply Classification Markings	AFIs, Handbook	Performance/Written
Submit Reports to Appropriate Agencies	AFI84-102, AFI84-102	Performance

Prepare History Contingency Operations After-Action Report	AFI84-102, Training Handbook	Performance
Block 4 - Administrative and Security Activities		
Complete Computer Training	Local Resources	Performance
LAN Training	Local Resources	Performance
E-Mail	Local Resources	Performance
Intra and Internet Use	Local Resources	Performance
Microsoft Office®	Local Resources	Performance
Word 6.0 (or later version)®	Local Resources	Performance
Spell/Grammar Check	Local Resources	Performance
Microsoft Powerpoint®	Local Resources	Performance
Windows Applications®	Local Resources	Performance
Conduct Security Checks	AFIs 31-Series	Performance/Written/ Verbal
Prepare Security Forms	AFIs 31-Series	Performance/Written/ Verbal
Wrap/Mail Classified Material	AFIs 31-Series	Performance
Coordinate Historical Products	AFI84-101, AFI84-102, Handbook, Tongue & Quill	Performance/Written/ Verbal
Prepare Staff Summary Sheet	Tongue & Quill	Performance
Prepare Point Paper	Tongue & Quill	Performance
Prepare Briefings/Slides	Tongue & Quill	Performance
Prepare File Plan	AFI37-122, AFI37-123	Performance
Type 25 WPM		Performance
Store Classified Materials	AFIs 31-Series	Performance/Written/ Verbal
Determine "Need to Know"	AFIs 31-Series	Performance/Written/ Verbal
Prepare Official Memorandum	AFIs, Local Resources, Tongue & Quill	Performance
Prepare Messages Using Sarah-Lite®		Performance
Prepare Memo For Record	Tongue & Quill	Performance
Prepare Indorsements	AFIs, Tongue & Quill	Performance