

U. S. Coast Guard Auxiliary

History Program Guide

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U. S. Coast Guard Auxiliary History Program Guide

Table of Contents

- I. U.S. Coast Guard Auxiliary History Program Mission Statement
- II. Purpose and Organization of Guide
- III. Organization and Importance of the Coast Guard Auxiliary History Program
- IV. Components of the Coast Guard Auxiliary History Program
- V. Gathering Historical Material
- VI. Evaluating Information
- VII. Documenting Events
- VIII. Homeland Security
- IX. Oral History Program

Appendices

- I. Historiographical Essay
- II. Writing History
- III. Coast Guard Auxiliary History Program Resource Listings
 - Coast Guard Auxiliary and Coast Guard history offices
 - Bibliographical Sources
 - Significant Histories
 - History Videos
 - General Historical References

Appendices (cont'd)

- Important Maritime Museums and Libraries
- U.S. Government Resources

Other Military Resources

Associations

IV. District Historian Documents

Duties of the District Historian

Coast Guard Auxiliary, History Division, District Shipping Schedule

U.S. Coast Guard Auxiliary Records Have a Home at East Carolina University
(handout)

The History Division and Coast Guard Curator's Office Need Your Auxiliary
Uniforms, Flags, Insignia, and Other Non-Print Official Items and Personal
Memorabilia
(handout)

The Coast Guard Art Program
(handout)

V. Retrieval of Coast Guard Auxiliary Members' Service Records

VII. U. S. Coast Guard Auxiliary Memorials

VIII. U.S. Coast Guard Auxiliary Historical Milestones, 1939-2002

I. U. S. Coast Guard Auxiliary History Program Mission Statement

The U.S. Coast Guard Auxiliary History program seeks to involve members to collect and archive documents and artifacts; research and record historical events, and write the organizational and case history of the Auxiliary. Through these activities the history of

the Auxiliary shall be preserved as part of the United States' military and social history and the organization's record of significant and gallant service to the country can inspire future generations of leaders and members of the nation as a whole, and most specifically of the Auxiliary and the Coast Guard.

II. Purpose and Organization of Guide

The purpose of this guide is to serve as a tool for members of the Coast Guard Auxiliary to accomplish the above and to develop the Auxiliary history program by:

- o clarifying Auxiliary history's organizational importance
- o describing the Coast Guard Auxiliary history program
- o describing material to be collected
- o providing suggestions on methods and sources for gathering historical material
- o providing guidelines for evaluating historical material
- o providing an overview of historical trends and issues
- o providing suggestions for writing history
- o providing organizational information for program officers
- o providing listings of historical resources

Handouts on: the O.W. "Sonny" Martin, Jr. Coast Guard Auxiliary Records Collection, Special Collections, Joyner Library, East Carolina University and information on Auxiliary artifacts at the Coast Guard Exhibit Center and the Coast Guard Art program are included in the appendices.

III. Objectives and Importance of the Coast Guard Auxiliary History Program

"Doing history is a history of doing." The "doing" of U.S. Coast Guard history is usually thought of solely as the documentation and study of the past. Although this basically describes members' efforts, these activities are of much broader importance. The study of an organization's past contributes to a broader perspective, professional expertise, and assists in organization development and problem-solving. Its neglect constitutes a direct neglect of the organization itself.

A. Objectives: The objectives of the Auxiliary History Program are to enhance:

- o organization development
- o member development
- o the public affairs program

B. Organization development

All the U.S. military services understand the need for members to study their organization's history and traditions. Through the teaching of its history, the

services' values are instilled in each member. When members feel that they are part of an entity that is larger and more important than themselves, pride in their service is enhanced. Through this study and knowledge, the organization also becomes linked to greater social and historical events. As a result of these teachings, when called upon to carry out dangerous or difficult missions, members understand more clearly the necessity of doing their duty and can call upon the examples of fellow service members to inspire them. If members were to remain solely concerned about themselves, most likely little good or outstanding would be accomplished.

Even though the Coast Guard Auxiliary is the civilian component of the Coast Guard, the idea of organization identification still applies. By imparting knowledge of the past, the importance of the work we do is imparted. Examples of other Auxiliarists and Coastguardsmen can serve to inspire members to work harder and make greater contributions. If there is a spirit within the Auxiliary it is that of selfless devotion and commitment to the Coast Guard and our communities. There are thousands of examples of members who have lived this. There is no other organization in the United States that has both the close relation with the parent service and the record of personal length of service--often with members serving until the day they die--that the Auxiliary does.

C. Member Development

Given the level of commitment of our members, it becomes everyone's duty to appreciate this commitment and to dedicate at least a portion of their time to preserving other members' memories and actions. The more members' contributions are valued in an organization, the higher morale will be. So members of the Auxiliary have both a duty to other members and to themselves to learn and preserve our history.

1. Importance of Local Traditions

The study of Auxiliary history becomes more meaningful when it is placed within the context of the history of the local community. Every flotilla comes out of some local tradition. Today Auxiliary flotillas are located in Marblehead, Massachusetts, among other locales. During the Revolutionary War, Marblehead fishermen, led by Col. John Glover were largely responsible for evacuating Gen. George Washington's army from the Battle of Brooklyn thereby saving the Continental Army from destruction. Glover's men also ferried Washington's troops across the Delaware River on Christmas Eve 1776 to carry out the surprise attack on British and Hessian troops located at Trenton, New Jersey. Some of the Auxiliary flotillas who were most active in protecting the U.S. Gulf Coast against German submarines at the beginning of World War II were composed of shrimp boatmen who fished armed for weeks during the spring of 1942. Flotilla 5-4 (ISR) has been meeting at the Harlem Yacht Club on City Island, New York for more than sixty years. The club was one of the first yacht clubs built on Long

Island, in 1883. City Island traditionally has been known as the sailing capital of Long Island Sound, as world class designers, builders, and sailmakers had businesses there.

2. Importance of Case Histories and Studies

Knowledge of Auxiliary history helps develop an organization in other ways. Case histories can be studied to teach members to take or avoid certain actions or methods of protecting themselves. By knowing what has happened in the past, mistakes can be avoided in the future. "Reinventing the wheel" can be avoided by knowing what efforts and schemes have been tried in the past and whether or not they were successful. An example of past Auxiliary activities that can be copied today are the "spring clean sweeps" that were part of many flotillas' programs in the 1950s and 60s. Patrols were launched on a wide scale each spring to clear debris from local waters and to generate publicity.

D. Public Affairs Program

Today's news is tomorrow's history. The Auxiliary history program operates as a vital component of the public affairs program. Flotilla open houses can include old-timer story-telling. High school students can be recruited to collect oral histories of our members. Local reporters can be called on to write human interest stories when flotillas recognize membership anniversaries. Auxiliary historians don't have to write it all themselves. Members can generate other people's interest in Auxiliary history so they will write about the organization's activities..

IV. Components of the Coast Guard Auxiliary History Program

- A. Components: There are six major components to the Auxiliary history program:
 - 1) leadership 2) public affairs 3) administrative 4) district historian 5) member history 6) local history
- B. Leadership: When the leadership of an organization believes an issue, function, or task is important; when they state its importance to members repeatedly; and when requests for action from followers are made, usually an organization will respond accordingly, at least to some degree.

In order to fulfill the objectives of the Coast Guard Auxiliary history program it is important for elected and appointed leaders to:

- o become knowledgeable about Auxiliary history themselves;
- o to communicate facets of Auxiliary history and its importance to followers on appropriate occasions;

- o to see that within their purview a viable program is operating;
- o to ensure that history events are folded into regular District events; and
- o to ensure that the history program within Districts is expanded in appropriate and feasible ways.

Commodores may want to establish an Auxiliary history committee in each District to coordinate projects and submissions.

C. Public Affairs: Again, simply: today's news is tomorrow's history. Each District Historian also holds the office of Assistant District Staff Officer for Public Affairs. The two programs should operate in tandem. At each level of the Auxiliary, Public Affairs officers should:

- o become generally knowledgeable about Auxiliary history with particular emphasis on local history;
- o maintain a liaison with the District Historian to be informed of their actions;
- o work with the District Historians to: develop press coverage for the Auxiliary based on historical personages and incidents, identify possible sources and repositories of Auxiliary history, identify local groups that have contributed to past Auxiliary history such as yacht clubs, ambulance groups, youth organizations; and
- o write stories on Auxiliary historical events and members for Auxiliary, Coast Guard, and public outlets.

A copy of a press kit of each District that includes: current biographies of the District Commodore and Vice Commodore and listing of District Staff Officers; a District profile that includes statistics on membership and activities; a short dateline of important District historical events; significant current and past press clippings of District activities, should be sent to the National Historian and Auxiliary archives, as updated.

Public Affairs officers also should ensure that press coverage of local and regional events is provided to District Historians and to the National History Staff if a regional event or one worthy of national news coverage has occurred. District websites should feature District history.

In carrying out the above activities, District Historians and other PA staff must obtain prior approvals for release of information or planning of activities; locally published articles need to be approved by the District Director of Auxiliary; national articles need to be approved by the Chief Director.

D. Administrative: Official district records comprise important sources of Auxiliary history. The most important are:

- o the District newsletter,
- o District directories,

- o District board meeting minutes,
- o documentation on District awards (i.e., awards unique to the District: requirements, history, listing of awardees),
- o District awards (citations),
- o opening and closing of flotillas and divisions,
- o deaths/injuries of members and/or property damage while on missions.

The District Administrative Aides, Secretary, and Publications Officers should facilitate the work of the District Historians by ensuring that copies of these documents are sent to them or to the Auxiliary archives at East Carolina University directly. This is also true for exceptional awards given as a result of disaster or other work.

E. District Historian: The job description of the District Historian is found in the appendix of this guide. The District Historian is the lynch pin of the history program in each District. They should be familiar with general Auxiliary history and establish an expertise in District history; they should maintain reference files, particularly that pertaining to national, regional, and/or District-wide events (it is understood that every Auxiliary activity cannot be documented). They should help collect artifacts for the Auxiliary collection held at the Coast Guard Exhibit Center in Maryland and help engage members in the Coast Guard Art Program. They are a resource for public affairs officers, members, and members of the public.

F. Members: All Auxiliary members should be participating members of the Coast Guard Auxiliary history program. District Historians cannot cover whole Districts by themselves, in terms of researching and collecting local information, events, and people. General members and officers can assist by:

- o being the one to take the “signature” photograph of significant and unique Auxiliary events;
- o donating uniforms, flags, signboards, and other memorabilia to the Coast Guard Exhibit Center;

- o discovering sources of Auxiliary history in local libraries,

yacht clubs, historical societies, members' files, newspapers, morgues, etc.;

- o assisting older members in sorting and donating papers and artifacts;
- o adding to local historical knowledge that relates to Auxiliary history, such as local boat races;
- o conducting oral interviews of local members and;
- o writing articles on Auxiliary history for Auxiliary, Coast Guard, and public outlets.

G. Local History

1. Lighthouse History

Many Districts now have programs running whereby local Auxiliarists assist with public affairs activities at local lighthouses. Local lighthouses comprise important features of local regional and state history. Approximately 25 percent of requests made to the Coast Guard Historian's office in Washington pertain to lighthouses.

2. History of Small Boat Stations

Large numbers of Divisions work with Coast Guard small boat stations and some small boat stations are largely run and maintained by Auxiliarists. Many of the most daring rescues are conducted by crews operating out of small boat stations.

Collecting historical material and news articles on these facilities should constitute an important part of each District's history program. These activities can and should be coordinated with local Coast Guard Public Affairs staffs. Each District is encouraged to develop its own local history program relating to these facilities and others if possible.

V. Gathering Historical Material

A. How to get started

Numerous issues are involved in gathering historical data. A simple way to approach the problem is to go to basics and state the reporter's creed: "Get the story!" In the Auxiliary there will be three types of historical stories, those of: the organization (at different levels); events; and people.

- o With each story told, there must be a beginning, a middle, and an end.
- o The six reportorial questions: Who?, What?, When?, Where?, How?, and Why? must all be asked and answered.
- o Gather documents that answer the, "who, what, where, when, how and why" questions of the story being told. Often one must combine more than one document to get one answer. Sometimes it is necessary to interview participants.

B. What to collect?

In documenting a story, the Auxiliary historian will normally focus on collecting:

1. Organization documents

Examples are training, policy, and procedure manuals; unit directories and publications; organization instructions, award citations; reports; pamphlets; official correspondence. Other important items include: photographs, bulletins, posters, training aids, oral interviews, newspaper and magazine articles, radio and television tapes, home videos, films, and slides.

2. Artifacts

Items that document how the Auxiliary "identifies" itself also relate history; these are: uniforms, insignia, logos, flags, burgees, signboards, among others. Award items document how the Auxiliary memorializes and recognizes people and events; these include: trophies; presentation items such as bowls and statuettes; artful commemorative glasses, ceremonial programs, certificates, and clothing. (No more wooden plaques are needed.)

3. Literary/Musical Mediums

Auxiliary history can embody different mediums. Three overlooked ones are:

Art: Within past and present ranks, there may be numerous professional and accomplished amateur artists who have recorded aspects of Auxiliary activities in various art forms. The Coast Guard art program actively solicits artists to paint Coast Guard and Auxiliary subjects and to donate the paintings to the program. The Auxiliary has a few in this collection; the number needs to be expanded (see appendix)

Music: Over the years a few Auxiliary songs have been written. Have other songs been written to commemorate local or national events? How about parodies--humorous renditions of our activities? Music can be collected in any format: sheet music, records, tapes cassettes, compac discs, etc.

Poetry: Are there instructors or students who have put our efforts into iambic pentameter or perhaps Haiku?

4. Electronic Material

Items: Unit Historians should focus on collecting:

- o printouts of unit year-end reports listing members, qualifications and mission hours;
- o printouts of staffing assignments by year;
- o printouts of staffing assignments for special events;
- o website material printed periodically, as major changes are made;
- o website material documenting special events;
- o photos downloaded off website.

Issues: Modern technology has both aided and hindered the collection of historical data. On one hand, the use of electronic devices, mainly the telephone and electronic mail, have cut down on personal and official correspondence that can be preserved in record form. Although many e-mails have replaced phone calls, most of these are incomplete records of events or subjects and often are very cryptic. On the other hand computer programs generate volumes of data and statistics previously unavailable. Each Auxiliary historian should sift and winnow documents to make sure that e-mails, letters, memoranda, reports, and special event data collected wholly describe an activity or event, even if some has to be reconstructed (say from a phone conversation). This includes website data.

N.B.: Although electronic formats popularly have become a way of storing historical material, currently they are still not considered proper preservation formats for three main reasons: they can easily be destroyed through destruction of computer files, they can be easily changed, and, particularly in the case of photographs, they are not of the same quality as film. The only two formats

considered proper for historical preservation are microfilm and paper. Within this context, it is recognized that much material cannot be easily gathered in a proper format. For this reason, the Auxiliary is moving to create website historical storage about which more information will be available later. *With that said, Auxiliary Historians must be sure to collect in paper and film form, a record of the most significant historical events for their area of responsibility.*

5. Personal Papers and Correspondence

Items: Official correspondence, diaries, reports written by members in whole or part, articles, personal publicity, personal mementos, unpublished manuscripts, personal citations, year-end mission reports, scrapbooks, photos.

Procedure: Personal papers must be accompanied by a letter of donation that states it is the member's personal property and a listing of the items being donated. All personal documents donated by Auxiliary members to the Coast Guard Auxiliary Records Collection at East Carolina University become the property of the U. S. Coast Guard Auxiliary for copyright purposes.

Issues: Auxiliary officers sometimes consider their papers and records personal property and destroy them upon completion of their term in office. Or they may be reluctant to part with them. Families of deceased members can think that no one is interested in members' papers. People not associated with historical efforts may be surprised to learn that the records they retain have historical value. In some instances, documents are passed on to successors, but these files are rarely brought to the attention of unit historians. Members may be reluctant to release records or may want to censor or excise documents for fear that there may be a disclosure of sensitive, critical, or perhaps embarrassing information.

The role of the historian in impressing upon members the importance of documents and allaying fears becomes very important. The historian can stress the importance of preserving the record of personal and unit accomplishments and the need to learn from past events. Constant vigilance, pursuit, and perseverance on the part of the historian is the key to acquiring these materials for our archives. There is perhaps no simple solution to the problem of securing officer files except sheer determination and dogged persuasion. All efforts should be made to obtain personal materials to be deposited in safe, secure archives. See appendix for guidelines for collecting material from deceased members families.

C. Historical Sources

Types: In gathering the "evidence" for the story, historians collect two types of documents: primary and secondary.

- o Primary sources: offer a first hand or definitive account or testimony of an activity. Examples include: government reports and memoranda, official and personal correspondence, official statistics, eyewitness accounts, contemporary newspaper articles.
- o Secondary sources: are descriptions or narratives of an activity, largely summarizing primary sources. Examples include: narrative histories, second hand accounts, summary reports.

Issues: History is considered "professionally" documented if largely primary sources are used as they are the most accurate. Auxiliary historians should be largely concerned with collecting "primary" documents which is what makes them so important. As many are government materials, they are considered *definitive* primary sources.

D. Scope and Depth of Research

Types of information to gathered: In telling your story, it is important to gather scope and depth on your subject and give the context.

For members ask: What is the subject's past and present? How long have they been members, what are their qualifications, how are they most active, and have they received publicity or awards before? What do they do for a living? Where does they live? How did they come into the Auxiliary? What are their family backgrounds? What roles do they play in their general communities?

For units ask: When did the Flotilla begin and how? How many members are there or have been? What activities does the unit excel at? How long have these members been doing this? How many members do it?

What is the context?: Who is the general community--fishermen, loggers, suburbanites, college students? What is the general history of the locale: is this a historical seaport, lake resort, new marina?

Issues: Unless, a fairly wide net is cast, important information can be missed. An example is the phone interview conducted with Arnold Michels of Long Island, New York pertaining to his participation in the TWA Flight 800 search and recovery operation in 1996. After Michels told the interviewer how he and other Coastguardsmen made their way out to the USCGC *Adak* the night of the crash and of his assistance to the crew in bringing victims' bodies on board, he was asked about his background. He is a World War II veteran of Merrill's Marauders, a special warfare unit that operated behind Japanese lines in Burma--one of the most legendary units of the entire war. Due to this questioning it became clear that Michels is a significant historical figure. But if he had never been asked about his background, he may not have revealed these facts. Most often, people's activities in the present are linked to those of the past, as well as

past training and family influences, so these lines of questioning should be pursued.

E. Deceased Members' Effects

Issues: Obtaining papers and artifacts of deceased members can be sensitive. Family members can have many different reactions to members' deaths. The most important point is: be sensitive and thoughtful. Below some general guidelines are given, but consultation with your chain of command is also advised.

Guidelines:

- o Unless you know the deceased member's family well yourself, have a close family friend inquire after a member's papers and effects that might be donated to the Auxiliary archives and/or exhibit center;
- o Help make arrangements to help the family collect the effects, or at least offer assistance; the member's local flotilla should also help;
- o Prepare the letter of donation for the family; this should state that the items are being donated to the U.S. Coast Guard Auxiliary (see appendix either the Auxiliary records or artifacts collection) for historical purposes and the contents of the items should be listed clearly; the next surviving kin should sign the letter;
- o Shipment costs of items are a District responsibility; shipment by current ground services is very affordable;
- o Encourage the District to make a contribution to the Auxiliary Records Collection endowment fund in the name of the member, particularly if he or she was a long-term member and if the shipment is large;
- o After shipping the items to the appropriate Auxiliary collection, send a thank you note to the family stating the importance of the donation, the importance of the Auxiliary collection to which it is being donated, etc., and thanking them for their assistance in preserving the memory of their relative and Auxiliary history.

VI. Evaluating Data

Issues: Given the volume of information within the Auxiliary, a key question is what records will be of greatest value in the future without burdening repositories

with an unmanageable volume of paper and that which may not necessarily contribute significantly to knowledge of our history. Determining which records should be saved and which can be destroyed requires an understanding of their place in the scheme of our history. Therefore, the first step for each historian to be able to evaluate historical data is to learn Auxiliary history, so additional information can be placed in a historical framework. The Auxiliary milestone data is included in this guide in the appendix. The history video "A Proud Tradition, A Worthy Mission: The History of the U.S. Coast Guard Auxiliary, 1939-1999" should be available in every District store.

Professional training and experience in this area of expertise may be required and Auxiliary historians at all levels can prevail upon those professionals within this field for assistance. Local libraries, community historians, historical societies, college and university faculty can be approached for support.

Guidelines:

- o Documents are key if they answer any of the six reportorial questions of one storyline: who, what, when, where, how, and why.
- o Beginnings and endings are particularly important. Records and information on the chartering of flotillas or divisions must be captured. In the same way, information on the closing of flotillas and divisions must also be gathered. District secretaries should be able to assist with this.
- o Historians should keep the whole picture in mind. Although district publications are key elements of our regional histories, they may not capture all the significant events occurring or that have occurred historically in a district. Historians need to develop a network of local historians and public affairs members within their districts who will keep them informed of events informally. Attend district events to gather information and expertise. Ask others to do local research to fill in historical gaps. There can't be too many "history detectives."
- o Primary sources are more important than secondary ones, as they constitute definitive information. Secondary sources become important for determining the storyline as a whole. Primary sources should verify narrative summaries and fill gaps. More than one source should be used for definitive facts, unless the source is indisputable such as published U.S. census statistics.
- o When reading historical information, evaluate claims and relative importance. First ask what historical claims to importance are being made? Can they be verified either through Auxiliary, Coast Guard, or other sources? If not what is known about the general historical

situation and does an incident conform to those facts? How credible is the source? Does the claim meet the test of common sense? For instance, a World War II anecdote about an Auxiliary crew rescuing German submariners off New Orleans was passed down to a surviving family member. In evaluating the story the following was considered: the source was credible as the Auxiliary member's participation in World War II patrols was documented; German submarines were operating in the passes of the Mississippi below New Orleans in 1942; there were documented cases of Auxiliarists rescuing survivors of torpedoed vessels and encountering German submarines; a complete government records check has never been conducted for Auxiliary cases involving antisubmarine operations, therefore there is no reliable data available from which to estimate the extent to which Auxiliary vessels had contact with German submarines or their crews. What failed to meet the test of common sense was that it is difficult to "jump ship" off a submarine. After consulting the Coast Guard historian's office it was concluded that the survivors were more likely Norwegian sailors who had been torpedoed as these ships were operating in the Gulf, they spoke a foreign language, and would have a similar physical description to Germans.

- o The issue of importance should be addressed: how significant was this event, given the facts of the situation? Importance is always relative and often can be gauged by looking at information from comparable events. An example is the number of displaced persons in a flood. If "Flood Annie" displaces 100,000 people, the largest number ever, then could it be judged the most disastrous flood? What if another produced a greater death toll? In order to evaluate such an event, one might develop two or three criteria in order of priority: number of dead, number of displaced persons for more than three days, cost of cleanup. Flood Annie would be judged against other floods according to these criteria.

- o As a leading archivist has stated, "if records constitute the data upon which important decisions were made, or illustrate the decision-making process, they are likely to be of historical importance." These will come from official sources as well as correspondence.

- o Develop a sense of the "critical" incident, i.e., those that have a significant impact on others, either in terms of changing how people act, affecting large numbers of people or a whole organization, or ultimately involving large numbers of people or the organization as a whole. An example is the development of the Auxiliary youth course. Although the original curriculum was not that extensive, ultimately youth courses have become the largest component of our public education program. So a critical incident may be a small one, but one which has a

large impact. Look to see what is in an event's "wake." Watershed events and actions of key people are also critical ones. Did one decision forever change something? Did one leader affect a whole district in a specific way? What was the impact of assuming a new activity?

- o Many of our Auxiliary activities are repetitive. That is, most vessel examinations are similar, as are most towing cases. So in seeking out records of events, search out and retain: the most representative cases or incidents; unusual incidents or people; cases that point up significant issues such as the need for jet ski examinations; significant cases which would be those involving large numbers of Auxiliarists, vessels, students, and/or victims, other emergency response units, extreme peril, long duration, a large geographic area.

VII. Documenting events

Issue: When documenting or recording events for the formal record, especially those that relate to emergency response activities of the Auxiliary, it is important to establish as authentic, accurate account of the incident as possible.

Guidelines:

- o Following general Coast Guard guidelines, only those with direct knowledge of an incident should be interviewed. This can include participants in the case, eyewitnesses, and observers and senior personnel who arrive on scene. A combination of all four is best.

- o Statements from more than one participant, eyewitness, and observer should be gathered. Participants reporting their own activities may exaggerate, either consciously or unconsciously, their individual roles in the incident. The reverse of the situation is when people underplay the importance of their efforts due to modesty. When the incident involves emergency conditions, during the confusion at the scene, memories may be unreliable or highlights lost completely.

- o Victims of SAR cases can be interviewed, perhaps after some time has elapsed. Given that the Auxiliary is not a news organization, use discretion and consult your DSO-PA concerning who should be interviewed and what questions to ask for what purpose. Action photos are always scarce, and if questionable, they need not be developed. When taking action photos consider the subject matter and use discretion; consultation with your DSO about their use.

- o Obtain copies of whatever official statements and reports are completed, unless the distribution is officially limited. These should

contain the basic information on the facts of the event, the number and ages of victims, the type and description of vessels involved, the assistance efforts rendered, the time and duration of the incident, etc.

- o Verify accounts against one another, as people may have a vested interest (such as for legal purposes) in distorting their version of an incident.
- o It is important to ensure that case data collected is accurate for if the facts of a situation are distorted or embellished, or if credit is given to the undeserving, unit and/or individual morale may suffer.
- o Consult your DSO-PA regarding information that can be gathered or published that relates to homeland security procedures.

VIII. Homeland Security

Issue: On November 25, 2002, President George W. Bush signed legislation that transferred the U. S. Coast Guard to the new Department of Homeland Security. Given that new programs and procedures have been developed and are being developed to prevent future acts of terrorism in the United States, more official statements and guidelines for the Coast Guard Auxiliary will be promulgated in the future.

Guideline: Remain in close touch with your chain of command regarding new developments in security procedures and guidelines and general organizational changes. Collecting information on how they affect your local area is particularly important, as every geographical area has different security priorities. It is critical to continually update each District's role in the war on terrorism. *This includes collection of information on awards given to deserving personnel; a complete listing of these must be kept and forwarded to the Auxiliary Records Collection at East Carolina University. The National Historian also requires reference information on awards down to the award of Administrative Merit, plus summary information on lower ones.*

IX. Oral History Program

Coast Guard Auxiliary members are encouraged to conduct oral interviews of other members to create a historical record. All District Historians are tasked with developing an oral history program in their Districts. Oral histories are documented personal interviews with Auxiliary members. There are specific techniques and guidance given to those who conduct these interviews. Access the oral history section of the Coast Guard official website (www.uscg.mil) to receive Coast Guard guidance for conducting oral interviews. Also consult local and

state oral history associations, as well as university and college oral history programs for classes and more information.

Opportunity: In almost every community, educational programs exist to train people to conduct oral interviews. District Historians might find it worthwhile to avail themselves of this opportunity.

Suggestions for conducting interviews

- o First document all identifying information: full name, address, present organization rank and offices held. **IT IS VERY IMPORTANT TO OBTAIN THE MEMBER NUMBER**, as this can be used to access service records from the National Archives upon after death or resignation.
- o Always date the interview and identify the interviewer. Include contact information on the interviewer in case of further questions.
- o As with every other "story," be sure to ask and obtain answers for the six reportorial questions: who, what, when, where, how, and why. In dealing with members, ask these questions as they relate to their full Auxiliary careers. For instance for "who" one might ask: "who" were they when they joined the Auxiliary; "who" did they become in the Auxiliary?. For "when", one might ask--when did they join the Auxiliary, when were they most active, when did they retire as an active member?
- o When the length of service is known, link a members' Auxiliary careers to local and national events. Did they serve in World War II? Did their unit contribute during the Korean or Vietnam War? To what local disasters, such as hurricanes, floods, etc., did their units provide assistance?
- o Generally, people handle only three or four ideas at a time well. So in interviewing, three is a good number to use to obtain information on significant events and thoughts. What three events in your Auxiliary career are most memorable? What three things about the Auxiliary are most important to you? Name your three most important accomplishments.
- o Obtain originals and/or copies of records that can document and supplement members' stories. These include newspaper stories, award citations, certificates of appreciation, records of service, etc.

Appendices

I. **Historiographical Essay**

A. Defining history

The problem of defining history is perhaps as old as the discipline itself and complicated by the very breadth of its definition. Webster's New World Dictionary defines history as "an account of what has happened, especially in the life of people, country, etc.; all recorded past events; the branch of knowledge that deals systematically with the past; a known recorded past."

B. The Historian

Historians can be writers, researchers, and/or subject matter experts. Some in depth knowledge is normally assumed, even if it is on a very narrow topic such as the history of the jet engine or the tulip. However, what each historian discovers is that no one person knows everything and every historian is only an older or younger student. With that said, a historian's most important function is to discover, collect, preserve, and document historical records for future generations. This is especially true in the case of members of the Auxiliary History program.

C. History Trends

Up until the 1920s, most Western history was confined to descriptions of "great, white men," some riding their proverbial horses. Then in 1928, Arthur Schlesinger of Harvard University published the multi-volume work, *A History of American Life*, and the whole field of history began to change. It began to feature the lives of common people. As Schlesinger commented, "politics has seldom or for long been the major concern of society. Other goals--bread-winning, mating, personal immortality, self-improvement, personal power, the betterment of the community, the love of beauty--. . . have day in and day out absorbed man's energies and thoughts. An understanding of the molding forces should go far to answer the question why we behave like Americans." In post World War II America, the stories of 16 million veterans added to interest in the common man and woman. Today 76 million baby-boomers will have many stories to tell.

During the 1960s, women and minority and ethnic groups also began to demand greater inclusion in written history as part of the feminist, equal rights, and ethnic pride movements. Since then historians have uncovered more information, in more depth, on many groups, thus enabling us to reevaluate our past in broader ways. Former Coastguardsman Alex Haley began the stampede into genealogy in the mid-1970s with the airing of the TV miniseries based on his book, *Roots*. As part of this growing interest in the everyday lives of people, oral history societies and programs sprang up in every

state. Recently there has been budding interest in material history--items of daily use such as the zipper, the bicycle, and kitchen utensils--through which we learn how people lived their daily lives. Another growing field is local history--of towns, counties, historical landmarks, etc. Sport and recreation are now college majors that concentrate on how these fields relate to social history and development, ethics, gender studies, psychology, and more. Various factors, including World War II commemorations, the increased use of civic centers, and the growth of recreational boating has spurred interest in everything maritime, from clothing, to decor, to lighthouses, to antique boats, to naval and maritime history. Finally, military history is a best seller among history subtopics. Thus, the history of the Coast Guard Auxiliary fits into historical topics that are of prime interest to people today. The Auxiliary history program can capitalize on these trends.

Coast Guard Auxiliary history is a subtopic within military history. Unfortunately, many academic historians consider military history as “buff” history. A history "buff" can be defined as someone who has a superficial knowledge of events and/or who mainly concentrates on narrow topics and lacks a broad understanding of how they fit in with larger social, economic, and political trends. An example would be someone who knows every detail of every plane ever made, but who cannot describe how the history of aviation has fit into American economic history. In many cases, military historians do concentrate on this minutiae. However, in its broadest sense, military history should encompass political, diplomatic, social, and economic history. Coast Guard Auxiliary also includes these fields.

By overlooking military history or technologies, academic historians may miss links to major trends. An example is William Levitt. Levitt perfected his mass construction techniques building naval airfields while serving in the Pacific Theater during World War II. After he returned to the United States, he began constructing homes on Long Island, New York and by the summer of 1948, his firm was completing 180 structures a week. By 1955, 75 percent of the housing starts in the United States were using Levitt construction methods and he was in good measure responsible for the mass movement to the suburbs. This exodus greatly spurred the growth of the recreational boating industry.

Another example of the influence of a local event is the growth of the Chris Craft company that was partly due to its close relationship with the auto and aircraft industries. As most Americans know, Henry Ford perfected straight-line assembly production techniques, enabling him to mass produce cars at a low cost at the beginning of the twentieth century. As a result Detroit became the center of the American auto industry. At the turn of the century, Christopher Columbus Smith and his brother co-founded the Chris Craft company of Algonac, Michigan, located near Detroit. Chris Craft was the first to mass produce recreational boats. Soon the Chrysler Corporation was manufacturing marine engines solely for Chris Craft. Most likely had it not been for the physical proximity of these manufacturers, the American boating industry would have developed much more slowly.

By 1936, the mass-produced family cruiser was the backbone of the motorboat industry which in turn became the backbone of the fleet of CG Auxiliary vessels used during

World War II for security patrols. The mass construction of WWII landing craft (on which victory hinged in 1944) also emerged from this manufacturing sector.

These two historical examples demonstrate that just because a topic is narrow or local does not mean it cannot have great significance or become extremely critical to national trends and events.

D. Organizational History

The field of history also entails collecting biographical and organizational historical material. One of the primary tasks of the Auxiliary historian is to document and collect information about our members, leaders, and organizational structure and activities. In compiling this type of information it is important to capture the whole. There must be both chronology and structure. The structure in which people operate whether of family or the organization should be described clearly. The collection of organizational information can help us determine the values used to weigh achievements, how methods were chosen, and how decisions were made. Records that pertain to Auxiliary functions, missions, operations, plans and policies of a unit or office are those that serve the broadest possible interest.

E. Interdisciplinary Issues

History is closely related to other academic fields in the social sciences and the humanities, most importantly, political science, geography, sociology, and economics. For instance, geography is always a historical constant. History then becomes how man deals with it. Lighthouses became one way. Auxiliary history is also important to social and business history. Related topics include government, military, environmental and women's history; the history of leisure, sports, and recreation; the history of technology and manufacturing; and local social, political, economic and business history. How all these factors interplay with local environmental conditions and natural disasters also becomes important.

By gathering information on important government, economic, social, and natural events and factors and analyzing how they relate to Auxiliary history, an interdisciplinary approach to the Auxiliary story can be established. For instance, Oklahoma has "the most shoreline of any state including California" due to the large number of federal lakes and reservoirs that were constructed to prevent another "Dust Bowl" occurrence of the 1930s. Thus, Auxiliary units have been formed in a state that is not generally considered a boating center. By putting Auxiliary case and organizational history into a larger historical context, a bigger, more interesting picture is painted.

II. Writing History

Nearly every person gets nervous about his or her writing. A reason might be that bad writing is self-evident. Thus fear of "self-exposure" may be a major reason for writer's block. This is much like fear of public speaking. The advice consultants give to get over fear of public speaking is also good for fear of writing: get past the concern for yourself and get on to a desire to communicate your information to your readers. If you truly feel that what you have to communicate is important to other people, you will think of their needs first and get past your own insecurities. This is not to say that everyone does perfect work--no one does. Sheer mental fatigue will limit how much information one can cope with at any one time. Writers get too "close" to their own material. After reading it numerous times, their ability to critique their own work is diminished. All professional writers seek others to review their work for these reasons.

The first step to being a good writer is the same one that should be used to deal with every other important thing in life: have a plan. The plan should include the following: 1) get the basics down first--make sure your grammar, punctuation, and spelling are correct; if you're not sure, buy a good dictionary (remember computer "spell-checks" will only tell you if an existing word is correct; it may not be the word you want to use; punctuation rules are also found in the appendix of a dictionary); and get friends (such as English teachers) to critique your piece; 2) have a tale to tell and tell it in order with a beginning, middle, and end; first outline your material so you can be sure it will be written in clear, logical order; 3) stick to one plot line. For articles for the general public, don't add in too many side facts, ideas, issues, concepts, or themes, as these will give you trouble organizing the material. Remember the old adage: keep it simple with a clear storyline. Once you have these basics down, you can be confident that the material will be presentable and readable. Then you can move on to making your material good vs. just OK. Think of writing as if it's like baking a cake. First you have to follow the recipe to get the layers baked, layered, and frosted. Then you can go on to putting on the decorations which is when you can apply your own creative finishing touches. Vary your words and phrasings. Alliteration is a nice touch. A good thesaurus is helpful.

Following are some tips on "decorating" writing:

1) Determine the historical storyline. Then decide what evidence must be collected to verify it. In deciding what tale to tell, pick stories that will interest other people. So what is interesting? Suggested starters are: drama, significance, uniqueness, brilliance and knowledge, talent, skill, colorfulness, and demonstration of the highest and most noble human qualities: caring, kindness, understanding, love, bravery, loyalty, honesty, devotion, resolution, commitment, spirit. If you have a story that contains these elements it will interest others. As the legendary singer Tony Bennett tells young vocalists, "pick the great music and sing it."

2) Follow Winston Churchill's advice: when you write or speak, paint pictures in peoples' minds. Go beyond a mere accounting of events. Provide physical descriptions.

Think of your characters as if they are on stage and physically describe them, the stage, and the props, as well as their actions. E.g.: Joe Blow's 34-foot cabin cruiser, sliced through 5-foot swells to reach the disabled cigarette boat that was drifting toward Blowhard Island's rocky shore.

3) Pare your sentences. If you follow the basic: noun, verb, object order in sentences they will always be clear. Then you can "hang" colorful adjectives and adverbs in them. Avoid long, clumsy introductory and adjective phrases and unnecessary verbiage. Keep a sharp eye out for run-on or incomplete sentences.

4) Eminent historian Arthur Schlesinger, Jr.'s composition professor at Harvard taught him: "Verbs and nouns are the guts of a sentence. . . .A writer is as strong as his verbs. Write for the reader, never for yourself." Think about what the reader needs to know to understand the story. P. J. Wodehouse is considered a great British writer, largely for his imaginative use of verbs. His characters "stream" into rooms and "romp" through pages..

5) When interviewing subjects ask them for the idea that was at the top of their minds at the time and get them to state it directly. People say dramatic things to themselves, when they are engaged in dramatic events. Make these your "pithy" quotes.

6) When making generalizations, first be on solid ground. In history, generally never say or infer "all" or "always", as a full accounting of anything is rarely done all the time. In other words, there is no such thing as "Americans," "men", or "women." There are only some or many Americans, men, or women, as people never think or act the same for the same reasons. The same thing can be said of Auxiliarists. If possible, gather accurate statistical data and state that rather than generalizations and state the operative time frame, e.g., during the 1950s, the majority of. . . .

7) Whether using generalizations or data, add examples, the more interesting the better. For instance: Historically the major types of small boats have included sailboats, rowing boats, rafts, runabouts, and launches. There have been many local and technical variations such as Colonial pinkboats, Connecticut shad boats, New York Whitehall longboats, gondolas, flatboats, pinnances, catboats, catamarans, naptha launches and hundreds of others.

8) Add meaning to your story. This can be done by directly asking your subjects what the event meant to them or what the results were. State the significance of people or events. What position did the person hold? How big was the hurricane or flood, relative to others in the area or nation? Describe the difficulties endured and the extent of efforts. How long were the Persons-in-the-Water (PIWs) in the water? How long were the Auxiliarists on duty? Were dangers endured; if so. what, and how dangerous were they? Were there physical effects--lack of sleep, exhaustion?

9) For news stories, write in descending order of importance. The first two paragraphs should state the who, what, when, where, how, and why. Then go on to give a further description, quotes, results, ending. However, the most important items must

come first. Open with a catchy description, sentence, or quote. Remember today's news is tomorrow's history

III. Coast Guard Auxiliary History Program Resource Listings

Coast Guard Auxiliary and Coast Guard History offices:

C. K. Larson
National Historian
National Department of Public Affairs
E-mail: cklarson@cloud9.net

Gordon M. Maycumber
Branch Chief, Museums

John T. Lincoln
Branch Chief, Archives
E-mail: jlincoln@dandy.net

Gerry Counihan
Branch Assistant
Coast Guard Historian's Office
E-mail: gerry_counihan@hotmail.com

Curator
O. W. (Sonny) Martin, Jr. Coast Guard Auxiliary Records Collection
Special Collections
Joyner Library
East Carolina University
Greenville, NC 27858-4353

(or contact your District Historian)

Coast Guard Historian
Dr. Robert Browning
Coast Guard Headquarters
202-267-2598, 0948
E-mail: rbrowning@comdt.uscg.mil
Website (click on history on first page): www.uscg.mil

Address:
Commandant (IA-4)
U. S. Coast Guard Headquarters
2100 Second Street, S. W.
Washington, D. C. 20593-0001
Attention: Dr. Browning, CG Historian

Gail Fuller
Curator
U. S. Coast Guard
Coast Guard Exhibit Center
7945 Fernham Lane
Forestville, MD 207-47-4518

E-mail: gfuller@comdt.uscg.mil

[Inquiries about Auxiliary history should be first addressed to District Historians then to the national Auxiliary staff.]

Bibliographical references--Major Sources:

U.S. Coast Guard Auxiliary on-line bibliography: cgauxpa.com

Motorboating and Sailing column, "Under the Blue Ensign," ca. 1942-1945, 1960-1971

The Navigator, 1961-present

Navy Times, see index

Yachting magazine columns, "With the U. S. Coast Guard Auxiliary," ca. 1942-1970

Significant Histories

The Battle of Boston Harbor: A Wartime History of Flotilla 1-412, Winthrop, Massachusetts (Boston: privately printed, 1946)
by John B. Fenton

Guardians of the Sea: The History of the U. S. Coast Guard, 1915 to the Present
(Annapolis, Md.: U. S. Naval Institute, 1987)
by Robert Erwin Johnson

"Bravo Zero: The Coast Guard Auxiliary in World War II"
by C. Kay Larson, N-H; www.auxpa.org/auxhistory - see Full Text Articles

Sank Same (New York: Howell, Soskin, Publishers, 1944)
by William B. Mellor, Jr.

Lifeboat Sailors: Disasters, Rescues and the Perilous Future of the Coast Guard Small Boat Stations (Dulles, VA: Brassey's Inc., 2001)
by Dr. Dennis G. Noble

Character in Action: The Coast Guard on Leadership
by Donald T. Phillips and James M. Loy (Annapolis, Md.: Naval Institute Press, 2003)

The Coast Guard
by The Coast Guard Foundation for History (Publisher), 2005

The Navy Hunts the CGR 3070 (Mattituck, N. Y.: Amereon Ltd.)

by Lawrence Thompson
(first published by Doubleday ca. 1943; also sold at the East End Maritime Museum,
Greenport, NY)

The U. S. Coast Guard Auxiliary: A History, 1939-1999
by Prof. John A. Tilley. For sale Government Printing Office: www.gpo.gov

Illustrated History of the Coast Guard Auxiliary
Turner Publications, Paducah, Ky., 2005

U.S. Coast Guard. Public Information Division. Historical Section. *The Coast Guard at War: Auxiliary, Vol. XIX, 1 May 1948; The Temporary Reserve Component, Vol. XX, 1 January 1948; Beach Patrol, Vol. XVII, 15 May 1945; Assistance, 2 Vols.--I-30 October 1944, II-1 January 1947* (Washington, D. C.: Statistical Division and Historical Section, Public Information Division U.S.C.G. Headquarters)

The Volunteers (U.S. Coast Guard Auxiliary National Board, 1987)
by Elliot Weinberg

The U. S. Coast Guard in World War II (Annapolis, Md.: Naval Institute Press, 1957)
by Malcolm F. Willoughby

History Videos

A&E Home video, Sea Tales series: “Hooligan’s Navy”, 1997, a history of the WWII Coastal Picket Force, Greenport, N. Y.

“A Proud Tradition, A Worthy Mission: A History of the U. S. Coast Guard Auxiliary, 1939-1999, 60th Anniversary edition, 1999.
Available from DSO-MAs

[Historians may also want to become familiar with the parent Revenue Cutter, Lifesaving, and Lighthouse Services. See histories by Stephen Evans, Dr. Irving King, Dr. Dennis Noble, Ralph and Lisa Woo Shanks, and William Wells]

General Historical References

Dictionary of American History. Rev. ed. New York: Charles Scribner's sons, 1976-78.

Hickok, Ralph. *The Encyclopedia of North American Sports History*. New York: Facts on File, 1992.

Kirsch, George B. *Sports in North America: A Documentary History*. Gulf Breeze, Fla.: Academic International Press, 1992.

Porter, David L., ed. *Biographical Dictionary of American Sports, Outdoor Sports*. New York: Greenwood Press, 1988.

Encyclopedia of American History, ed. Richard Morris (New York: Harper Row, 1996)

American Decades series, Gale Research, Inc. 1996

Reader's Guide to Periodicals

On-line: Refdesk.com
EncyclopediaBritannica.com

National and local newspaper indexes and morgues (see local librarians and call local newspapers)

Important maritime museums and libraries:

Boston Public Library
700 Boylston Street, Copley Sq.
Boston, Massachusetts 02116
617-536-5400

Note: large Coast Guard photo collection

Coast Guard Museum and
Coast Guard Academy library
U.S. Coast Guard Academy
15 Mohegan Dr.
New London, CT 06320
860-444-8511
www.uscg.mil/hq/g-cp/history/museum/MuseumIndex.html

Coast Guard Museum Northwest
1519 Alaskan Way South
Seattle, WA 98134
206-217-6993
www.ohwy.com/wa/c/coastgmn.htm

Intrepid Air, Sea and Space Museum
Pier 86, 46th St.
at the Hudson River
New York, N. Y. 10018-2788
212-245-0072
www.intrepidmuseum.org

Mariner's Museum library

Note: holder of Chris Craf collectiont

100 Museum Drive
Newport News, VA 23606
www.mariner.org
E-mail: info@mariner.org

[The Mariner's Museum has merged with the NYC South Street Seaport Museum and has been designated the national maritime library.]

Mystic Seaport Museum library
Picket
Mystic Seaport
75 Greenmanville Avenue
Mystic, CT 06355
1-800-331-2665
E-mail: inquiries@mysticseaport.org

Note: important holdings on the Coastal
Force, WWII

New York Public Library
Main Research Library
42nd & Fifth Avenue
New York, N. Y. 10036
Reference: 212-930-0830
www.nypl.org

Science, Industry, and
Business Library
New York Public Library
365 Fifth Avenue
New York, N. Y. 10016

Note: large maritime collection

Long Island Studies Institute
West Campus Library
Hofstra University
619 Fulton Street
Hempstead, NY 11550-1090
631-632-7615
E-mail: lisi@hofstra.edu

National Lighthouse Museum
One Lighthouse Plaza
Staten Island, New York 10301
718-556-1681
E-mail: info@lighthousemuseum.org

State Historical Society of Wisconsin
816 State Street
Madison, Wisconsin 53706

Note: large social science repository

608-264-6535
www: shsw.wisc.edu

Reference Librarian
San Francisco Maritime
National Historical Park Library
Bldg. E, Fort Mason Center
San Francisco, CA 94123
Gen. No.: 415-561-7000
www.naps.gov/safr/local/lib/local.html

[To find out what libraries in your region have substantial maritime collections, enter some of the titles of books listed above into a national catalogue system on the internet and see what libraries consistently are listed.]

U.S. Government Resources:

National Archives and Records Administration
Pennsylvania Ave. betw. 7th and 9th Sts., N.W.
Washington, DC 20408
202-501-5500
website: arch1.nara.gov

Regional depositories of NARA: begin nara.gov

Library of Congress
1st & Independence Ave., S. E.
Washington, DC 20540
202-707-5000
website: loc.gov

Smithsonian Institution
1000 Jefferson Drive, S. W.
Washington, DC 20560
202-357-1729
website: smithsonian.gov

Note: See library and American
History Museum

Other Military Resources:

Defense Dept. Historical Office
1777 N. Kent St., #500
Arlington, VA 22209
703-588-7890

U. S. Air Force
Air Force History
Bolling Air Force Base
200 McChord St.
Box 94
20332

U.S. Army
Center of Military History
103 3rd Avenue, Bldg. 35
Fort Lesley J. McNair
Washington, D.C. 20319-5058
202-685-2706

U.S. Army
Institute of Heraldry
9325 Gunston Rd., Bldg. 1466
#S-112, Fort Belvoir
VA 22060-5579
703-806-4968

U.S. Army
Military History Institute
Army War College
Carlisle Barracks, PA 17013
717-245-3131

U.S. Naval Academy
Library
118 Maryland Avenue
Annapolis, MD 21402-5035

U.S. Naval Historical Center
805 Kidder Breese St., S. E.
Washington, D. C. 20374-5060
Library: 202-433-4132

Associations:

National Maritime Historical Society
National Maritime Museum Association
State and local oral history associations
State and local historical societies
U.S. Lifesaving Service Heritage Association
U.S. Lighthouse Society

U.S. Naval Institute

(Search via google.com for websites)

IV. District Historian documents

DUTIES OF THE DISTRICT HISTORIAN

1. The principal duty of a Coast Guard Auxiliary historian at any level is to gather, preserve and safeguard those materials that are the evidence of the members' and units' activities over the years. These include documents, publications, physical objects (artifacts) and sound and visual materials.
2. Maintain a permanent place to store the unit archives that is safe from pilferage, fire, dampness, excessive heat, and so forth.
3. Assemble and maintain a complete reference set of the unit publication, board and committee minutes, standing rules and by-laws with changes, staff reports, officer directories, correspondence, even programs, clippings and other permanent historical records. Include the unit charter, district and unit awards, significant member awards and similar memorabilia. District award information should include information on the establishment of the award, i.e., namesake information, date of establishment, purpose and criteria, and historical list of awardees, along with individual citations.

4. Maintain a record of past and present elected officers, staff officers, committees and members. Record important facts about these people. Compile and maintain a record of all individual and unit awards.
5. Compile and maintain a chronology of organizational unit facts for past years. Be sure to state the source. Keep a unit journal of events as they occur.
6. Collect photographs of units in action. Store these properly. (Get professional advice on this, if necessary.) Emphasize action/work photos rather than those taken for awards and speeches or as posings in front of boats. Each photo should tell a self-evident story.
7. Encourage the donation of personal papers and memorabilia of key Auxiliarists.
8. Develop an "oral history" program within the District. Encourage interviews with "old timers" and key people to get their experiences recorded for future reference. This includes press interviews.
9. Be responsible for the collection and preservation of Auxiliary archival materials until they are turned over to the Auxiliary Record Collection at East Carolina University. Ensure that District publication is sent regularly to ECU below. Send copies of important documents, as well as surplus historical materials to.

Ms. Mary Boccaccio, Curator
 O. W. Martin Jr. Coast Guard Auxiliary Records Collection
 Special Collections
 J. Y. Joyner Library
 East Carolina University
 Greenville, NC 27853-4353 E-mail: boccacciom@mail.ecu.edu

10. Be responsible for the collection of artifacts such as uniforms, insignia, flags and other non-print materials related to Auxiliary history. These items need to be evaluated and sent to the Coast Guard Curator. A letter of donation must accompany the material which describes it, who the former owner was with an accompanying donation letter to you from the member or member's family, and a listing of the items being donated. In the list or letter provide the best description possible of what the items are, when they were in use and for what purpose, and their significance for permanent preservation. Brief biographical information on the member should be provided that includes dates of birth and death, dates of membership, offices and qualifications held, awards received (with citations), and family contact information, plus any press items on the person. Similar information should be provided for a unit. It is best to contact Gail Fuller, Coast Guard Curator, first to let her know what you would like to send. She can then assess its importance.

Ms. Gail Fuller
 Coast Guard Curator
 USCG Exhibit Center
 7945 Fernham Lane
 Forestville MD 20747
 E-mail: gfuller@comdt.uscg.mil

The exhibit center will make these materials available on a carefully accounted for loan basis to museums and other reputable institutions for exhibits including Auxiliary history.

11. Encourage the appointment of division and flotilla historians. Even though these positions are not recognized as official staff members, it is logical for division captains and flotilla commanders to select a willing volunteer to act as the unit historian. Give these unit historians guidance, training, and assistance in recognizing, collecting, and preserving historical materials. Encourage them and others to create, write, maintain, and preserve unit histories. Encourage them to submit articles or short items on historical topics for each issue of the unit periodical and to mount historical displays at meeting and conferences. The district historian often is unaware of events and activities taking place at various locations in the district. This fact alone argues strongly for the appointment of active historians at the flotilla and division levels. They are essential to ensuring that important historical evidence is gathered, preserved, and made known.

12. Prepare articles for the district publication which will engender interest in Auxiliary unit history and make clear how members can help in the gathering of historical material. It is useful to make clear that what is obvious and familiar today may be important but forgotten in the future, unless deliberately preserved. Similarly, the district historian must press for a few minutes to address at each meeting the district board and an open session for all members concerning the status and needs of the historical program.

13. Plan and be responsible for the eventual publication and dissemination of a competently researched and well-written, comprehensive history of the District/Region Coast Guard Auxiliary.

14. As needed, appoint and supervise members of a unit history committee for the purpose of all of the above.

NOTE: The greatest obstacles to having interesting and useful Coast Guard Auxiliary history available are: (1) a lack of awareness of the importance of history to achieving pride in belonging and to increasing efficiency by making it possible to build on past successes and to avoid past errors, (2) failure to record events as they take place, (3) not assembling and preserving written, audio-visual and physical evidence of history, and (4) lack of a carefully planned historical program carried out with vigor. The district historian can and must overcome these barriers with tactful persuasion and unswerving persistence, and most of all by setting the example.

(Revised 02/02)

**Coast Guard Auxiliary, History Division
District Shipping Schedule**

District	Month
1N, 1S	January
5N	February
5S	March
7, 8CR	April
8ER, 8W	May
National	June
9C	July
9E	August
9W, 11N	September
11S, 13	October
14, 17	November
Special	December

NOTE: Regularly published district and unit newsletters and publications should be sent to ECU as published, i.e., ECU should have its own mailing label. This includes any district newsletter sent out by the Directors of Auxiliary.

NOTE WELL: Publications must have publishing unit district/division/flotilla, date, volume number (one per year), and issue number (within year) at the head of

every issue. This is the only way that these can be filed and later found. Likewise, newspaper clippings must have name of paper, city, state, date, and page number written in the margin or attached to identify the source. For photos, never write on the back; attach a caption with tape, identifying the subjects, by name and title, event, unit, and date; the exception to this are scrapbook bound ones.

SEND TO: O. W. "Sonny" Martin, Jr. Coast Guard Auxiliary Records Collection, Joyner Library, East Carolina University, Greenville, N. C. 27858-4353.

11/1/99

U. S. Coast Guard Auxiliary Records Have a Home at East Carolina University

For many years records of Auxiliary historical activities were scattered all over the country in Coast Guard and unit offices and members' homes. In preparation for celebration of the 50th Anniversary of the Coast Guard Auxiliary, efforts were undertaken to collect documents and to find a professional repository for them.. In 1988 a safe, permanent home was found for official and personal papers, photographs, videotapes, and national and unit publications which comprise the record of Auxiliary activities since its establishment in 1939. The Auxiliary's historical collection goes a long way towards recording recreational boating history during the last half century.

The collection is now housed in an excellent special collections facility in the Joyner Library at East Carolina University in North Carolina. It was beautifully modernized and expanded in 1996 and is now a location where scholars and other researchers can delve into Coast Guard Auxiliary history or to which one can send appropriate items deserving a place in that history. East Carolina is a leader in the academic fields of maritime history and archaeology.

Auxiliary District Historians (ADSO-PAs) are responsible for evaluating, sorting, and shipping documents to ECU. Items that are sent include unit minutes, newsletters, statistics, and rosters; unit/personal histories; oral interviews; workshop/course material; scrapbooks; news clippings and articles (date and newspaper name); reports; identified images (who, what, where, when, why); videotapes; and other publications and images. Do not send: financial reports, individual enrollment/disenrollment data; general correspondence. If you have items you would like to submit to the permanent record collection and/or to the Coast Guard Exhibit Center (see main menu) consult your District Historian.

Records can also be sent to you from the Auxiliary Records Collection. Requests for material have included unit histories, records of family members, etc. The cost of photocopying is \$.10 per page. The ECU website can be consulted first for its list of titles of holdings in the Auxiliary collection. Access this information at: <http://www.lib.ecu.edu/SpclColl/CoastGuardData.html>.

Inquiries about the overall Coast Guard Auxiliary history program, to include museum exhibit plans, may be addressed to:

C. K. Larson
National Historian
U.S. Coast Guard Auxiliary
E-mail: cklarson@cloud9.net

The Auxiliary Records Collection very much welcomes donations. We encourage donations being sent to honor Auxiliary members who have passed over the bar and when large single shipments are sent. Checks can be made payable to: Sonny Martin, Jr. CGAUX Records Collection and sent to the above address at ECU.

The History Division and Coast Guard Curator's Office Need Your Auxiliary Uniforms, Flags, Insignia and Other Non-Print Official Items and Personal Memorabilia

If you have Coast Guard Auxiliary artifacts such as uniforms, insignia, flags, and other non-print materials related to Auxiliary history that you would like to donate, these items need to be evaluated and sent to the Coast Guard Exhibit Center in Maryland. A letter of donation must accompany the material which describes it, who the former owner was with an accompanying donation letter to you from the member or member's family, and a listing of the items being donated. In the list or letter provide the best description possible of what the items are, when they were in use and for what purpose, and their significance for permanent preservation. Brief biographical information on the member should be provided that includes dates of birth and death, dates of membership, offices and qualifications held, awards received (with citations), and family contact information, plus any press items on the person. Similar information should be provided for a unit. Have your District Historian contact Gail Fuller, Coast Guard Curator, first to let her know what you would like to send. She can then assess its importance.

Gail Fuller
Coast Guard Curator
USCG Exhibit Center
7945 Fernham Lane
Forestville MD 20747
E-mail: gfuller@comdt.uscg.mil

The Coast Guard Curator will make these materials available on a carefully accounted for loan basis to museums and other reputable institutions for exhibits that feature Auxiliary history. She will also loan Coast Guard and Coast Guard Auxiliary items for local exhibits.

The Coast Guard Art Program: Wants You!

The operations of the U.S. Coast Guard are rich in human drama and meaning, visual images, and history. In order to bring an understanding of our service to a broader public, the Coast Guard instituted the Coast Guard Art Program (COGAP). The program's goal is to recruit volunteer artists to depict scenes of Coast Guard life through various mediums. The artists then donate the paintings to the Coast Guard to become part of its exhibit program. Upon request the paintings will be loaned to various museums around the country for exhibitions. The Coast Guard will provide COGAP artists access to facilities that may include cutters, aircraft, and bases.. Paintings currently in the collection include depictions of famous battle and rescue scenes in Coast Guard history and portraits of officers, among others. The program is administered as part of the Public Affairs Office in Coast Guard Headquarters in Washington, D. C.

Paintings of the Coast Guard Auxiliary are included in the collection. Presently there are only a few. For this reason, the National Public Affairs Department is interested in increasing our holdings by recruiting Auxiliarists who are painters and/or painters who are interested in depicting contemporary and historical Auxiliary scenes and incidents. COGAP desires to acquire paintings that show Auxiliary activities: rescues, disaster relief, regatta patrols, air

patrols, radio communications, boating safety instruction, etc These can be painted from life or from a reconstruction of the facts..

If you are interested in participating in the program or know a painter who is, please contact: PA Chief Frank Dunn, fdunn@comdt.usg.mil; 202-267-1900.

V. Retrieval of Auxiliary Members' Service Records

World War II

Auxiliarists and temporary Reservists who served in World War II logged active duty service days and should have service records filed with the National Archives and Record Administration's (NARA) National Personnel Records Center, Military Personnel Records department in St. Louis, Missouri. Although a 1973 fire destroyed millions of Army and Air Force records (that might pertain to an Auxiliarist's full record of service) with proper documentation WWII Auxiliarists' and temporary Reservists' service records should be accessible. See NARA website "nara.gov" for procedures for applying for a copy of a service record. Once the number of active duty days is certified, eligibility for World War II medals may be ascertained. See below.

Post-1945 Auxiliary Service Records

The National Historian's staff has been advised that the procedure for retrieving a deceased Auxiliarist's service record is the same as for World War II records, i.e., to contact the National Personnel Records Center in St. Louis, Missouri. As with military service records, only next surviving kin may receive information (unless authorization of next of kin is submitted). The request also must be made in writing and as much information as available should be provided as to unit, location, Auxiliary member number, and Social Security number.

For this reason, it is extremely important that units include records of members numbers when submitting historical information on them. In this way, family, historians, and writers may access a deceased member's service record when researching family history, articles or other efforts.

World War II Service Ribbons

During World War II approximately 50,000 Auxiliarists and 50,000 temporary Reservists served in the Coast Guard performing harbor, inlet, and inshore security patrols and port security and antisubmarine warfare duties. They also continued to promote boating safety, conduct search and rescue, and otherwise facilitate the operations of the Coast Guard.

At the end of the war, Personnel Bulletin 98-44 specified that temporary Reservists and Auxiliarists with 365 days of service from 7 December 1941 were eligible to receive the American Campaign Ribbon and the World War II Victory Medal.

There is no time limitation for claim of these medals. They may also be awarded to next surviving kin. Currently these medals can be applied for through the National Archives and Records Administration. See the website "nara.gov" to receive instructions on how to apply.

Below is the complete text of ALCOAST 148 issued 16 November 1945 in Philadelphia.

United States Coast Guard
Philadelphia 6, Penna.

Address Reply To:
DISTRICT COAST GUARD OFFICER (pa)
FOURTH NAVAL DISTRICT
Refer to Files: 056

16 November, 1945

To: All Enlisted Members of the Temporary Reserve from the USCG
Auxiliary and Volunteer Port Security Force, 4ND

Subj: American Campaign Medal
World War II Victory Medal; eligibility for

1. ALCOAST 148 is quoted in part for your information:

"Temporary members of the Coast Guard Reserve qualify under ALNAVS 351 and 352, providing in case of 351 that they have 365 days of service."
2. In order to clarify ALCOAST 148, ALNAV 351 is also quoted in part for your information:

"By authority of the President of the United States, Executive Order 9265, approved November 6, 1942, is hereby modified in that all personnel of the land and naval forces of the United States, who have served honorably for an accumulative period of one year within the continental limits of the United States on active duty either temporary or regular, between 7 December, 1941, and a future date to be announced later, are considered eligible for the American Campaign Medal. Such personnel are hereby authorized to wear the American Campaign Ribbon. For the purpose of this order, naval forces is interpreted to include Navy, Marine Corps and Coast Guard personnel"
3. Since ALCOAST 148 specified that temporary members of the Reserve who have 365 days of service are eligible for the American Campaign Medal, all those temporary reservists who have received Certificate of Disenrollment form NAVCG 2805, are advised to ascertain from the reverse side of this certificate whether or not they have served the required number of days to make them eligible. The number of creditable days on active duty of each enlisted temporary reservist from the Auxiliary and Volunteer Port Security Force was entered on the reverse side of NAVCG 2805, in accordance with Personnel Bulletin 98-44, and the record forwarded to Headquarters. All enlisted personnel who have a minimum of 365 creditable days of duty are authorized to wear the American Campaign Ribbon.
4. Officers who are eligible to wear the American Campaign Ribbon will be authorized by letter. However, Chief Petty Officers who were advanced to Ensign by HD 191910, Sept. 1945, should consult form NAVCG 2805. They will not be notified individually by letter.
5. ALNAV 352 is also quoted for your information:

"An Act of Congress approved July 6, 1945, authorized and directed a medal to be awarded to persons who shall have served on active duty in the armed forces of the United States or of the Government of the Philippine Islands during the present war. The

President of the United States has approved the designation of this medal as World War II Victory Medal. All persons who are now serving, have, or shall have served, and whose service shall have been honorable, in the Navy, Marine Corps or Coast Guard, at any time during this period beginning December 7, 1941, and ending with a future date to be announced later, are hereby declared eligible for the World War II Victory Medal. This medal may be awarded posthumously and when so awarded shall be presented to the next surviving kin. World War II Victory Medal is not available at the present time. Appropriate instruction for the issuance of the medal will be promulgated at a later date. However, all personnel who are eligible for this medal in accordance with the above are hereby authorized to wear the ribbon of the medal, to take precedence next after the area campaign medals of this war."

6. In accordance with ALCOAST 148 all temporary members of the Coast Guard Reserve who have been honorably disenrolled, qualify and are eligible to wear the World War II Victory Medal.

H. E. ABBOTT
By direction

VI. Coast Guard Auxiliary Memorials

Nationwide there are four known memorials dedicated to the memory of Auxiliarists and/or their service. These are:

1st Coast Guard District, Southern Region

Governors Island

When the Coast Guard moved its major New York City base from Governors Island in New York Harbor in 1996, commanders wanted to make sure that the public would be aware that the Coast Guard had had a strong presence in the City, especially since it first located to the former army base in 1967. Historically, the Coast Guard also has a strong tradition of service in the New York region. The concept of building four small compass point monuments on the island was developed. The Coast Guard Public Affairs detachment asked Auxiliarist C. Kay Larson, then the Branch Chief for Research and Publication of the History Division, National Department of Public Affairs and a published author, to draft the text for the monuments. Coast Guard staff completed the final editing. In summary, the north monument details the establishment of the service in lower Manhattan; the west monument treats the beginning of the lifesaving and lighthouse services that had early beginnings in New Jersey; the east monument is dedicated to World War II; and the south monument mentions an array of missions on which New York cutters and personnel have been deployed. The east and south monuments note the work of the World War II Coast Guard Reserve in which thousands of Auxiliarists served and the Auxiliary, respectively. Below is the text of these two tablets:

Monument East

During World Wars I and II, New York City and the Port of New York comprised the nation's largest center of Coast Guard operations. Port security specialists guarded the arrival and departure of millions of troops and thousands of tons of war material, troop supplies and munitions. Merchant convoys were escorted across the Atlantic and along the eastern seaboard by Coast Guard cutters homeported in New York Harbor such as the Tampa, Seneca, and Campbell. The "Mosquito Fleet" of small Coast Guard and Coast Guard Reserve vessels, many of them converted private yachts, conducted anti-submarine patrols in the seaward approaches to the harbor. During World War II, the Manhattan Beach training center, located in Brooklyn, was the largest Coast Guard basic training camp in the nation. The Brooklyn-built 83-foot "matchbox fleet" of

Rescue Flotilla No. 1 provided search and rescue operations during the invasion of Normandy, saving hundreds of allied soldiers from the deadly inshore waters.

Monument South

Throughout the nation's history, the people and vessels of the U.S. Coast Guard and its forebears have departed from New York to fight for our nation's freedom and protect her economic interests. During the War of 1812, the Revenue Cutter Vigilant captured the British privateer Dart in nearby waters, where hand-to-hand combat during the boarding made it one of the most daring captures of the War. New York vessels waged Prohibition's "Rum War" in the 1920s. Drug interdiction was prosecuted locally and in the Caribbean from the 1970s on. For years, Governors Island based cutters conducted Caribbean operations, rescuing tens of thousands of Cuban refugees in 1980 and Cuban and Haitian refugees in 1994. Brave men and women of the Coast Guard, the Coast Guard Reserve and Coast Guard Auxiliary have battled the hostile forces of nature, in aircraft and vessels, to save lives and assist distressed vessels. The U.S. Life Saving Service, founded in New Jersey in 1848, had a saying: "You have to go, but you don't have to come back." All America honors those Coast Guard personnel who went out, and particularly those who did not come back.

5th Coast Guard District, Northern Region

During the 2002 spring graduating class ceremonies, Rear Adm. Sally Brice-O'Hara presided over the dedication of a memorial honoring members of the Coast Guard Auxiliary at the Coast Guard's enlisted training center in Cape May, New Jersey. The granite monument is located on [Douglas A.] Munro Avenue, surrounded by a small garden. The words inscribed are: "The Coast Guard Auxiliary is the civilian volunteer arm of the of the United States Coast Guard. Brave men and women who donate their time and expertise to support the Coast Guard and improve boating safety." Signalman first class Munro was the only Coastguardsman to have been awarded the Medal of Honor during World War II. He was killed while providing covering fire during the evacuation of Marines off Guadalcanal in 1942.

5th Coast Guard District, Southern Region

On August 04, 2000, a memorial to all Coast Guard air crews who have lost their lives while conducting ordered missions was dedicated at Coast Guard Air Station, Elizabeth City, North Carolina. Names of those killed include Coast Guard Auxiliary members. The Coast Guard Auxiliary air program was initiated at the end of World War II and has been an important part of Auxiliary operations since then. Pilots and crews fly search and rescue missions; ferry personnel and equipment; conduct flood, levee, and ice patrols; and search for floating navigation hazards, missing vessels, and sometimes fleeing felons. They also train with active duty Coast Guard air units.

The following Auxiliarists are listed on the air memorial as of November 2002.

8 July 1984 PA-23-160 N4167P

Mr. H. J. Mau III, USCG Aux

Mrs. M. L. Mau, USCG Aux

21 January 1989 PA-28-180

Mr. R. C. Smilgoff, USCG Aux

Mrs. L. Smilgoff, USCG Aux

18 September 1989 BE-A35 N566B

Mr. R. J. Duffield, USCG Aux

Mr. G. B. Rene, USCG Aux

12 May 1990 BL-17-31A N7SF

Mr. R. Anderson, USCG Aux

Mr. C. Polimeni, USCG Aux

Ms. J. Nappi, USCG Aux

Ms. C. Huhne, USCG Aux

13 January 1992 C172 N121L

Mr. G. Feig, USCG Aux

2 January 1997 AA5-B N28297

Ms. F. Lizak, USCG Aux

Mr. F. Lizak, USCG Aux

1 Feb 2001 PA-32 N99WD

Mr. R. S. Fuller USCG Aux

Mr. C. A. Purvis USCG Aux

9th Coast Guard District, WR

A Coast Guard Auxiliary memorial wall situated in Escanaba Park, Grand Haven, Michigan was dedicated in August 1998. It consists of a slab monument backed by a semi-circular terraced brick wall. At first the inscription contained the names of members of the Auxiliary who had passed away between January 1, 1996 and December 31, 1997. Each year new names from the District are added. The project was initiated by Past Commodore Richard Ives in 1997. Auxiliary members are honored each year at the National Memorial Service held during Coast Guard Days at Grand Haven. This small city, a.k.a. Coast Guard City, became the home of this event due to the loss of a Coast Guard cutter during World War II. The 165-foot USCGC Escanaba was constructed in Michigan and homeported at Grand Haven, first assigned to icebreaking duties on the Great Lakes. Following the outbreak of the war, the cutter

participated in the Greenland Patrol in the North Atlantic. While on convoy duty in the early morning of June 13, 1943, the Escanaba exploded and sank quickly. Although there were 2 survivors, 101 officers and men lost their lives. The loss was later attributed to a German torpedo. Grand Haven's services to honor the Escanaba blossomed over the years into a yearly Coast Guard Days Festival held each summer which thousands of visitors attend.

11th Coast Guard District

Coast Guard Integrated Support Command, Terminal Island, San Pedro, CA

The Past Captains' Association of the 11th Coast Guard District maintains this memorial that lists the names of District Auxiliarists who have passed over the bar since 1967. Originally constructed in 1970, six onyx stones bear the names of 675 Auxiliarists of the region. The stones are set on concrete platforms with pegs so that the memorial can be moved to different locations on the base. Today the memorial is located next to the water with an Auxiliary flag flying overhead.

VII. U. S. Coast Guard Auxiliary Historical Milestones, 1939-2002

Abbreviations:

AM	History chapter in 1967 Auxiliary manual
CH	C. Kay Larson, unpublished paper on USCG-AUX current history, 1990-1995.
JDP	LCDR James D. Prout, "The Coast Guard Auxiliary: A Proud Tradition--a Worthy Mission," <i>Proceedings of the U.S. Naval Institute</i> , August 1976, pp. 33-39.
FA	Auxiliary history written for 50th Anniversary celebration 1989; unpublished paper.
NAV	<i>The Navigator</i>
WWII	C. Kay Larson, "The Coast Guard Auxiliary in World War II," unpublished paper written for WWII Commemoration Committee, 1SR, 1994.

TR U. S. Coast Guard Public Affairs Divison, *The Coast Guard at War: The Temporary Component of the Coast Guard Reserve, Vol. XX* (Washington, D. C.: U.S. Coast Guard, January 1, 1948).

USSL U.S. Statutes at Large

YTG "With the Coast Guard Auxiliary", *Yachting* magazine, 1942-1970

Yr./Mo.	Event
1939 6	Founder's letter from Malcom Stuart Boylan, Pacific Writers Yacht Club to Lt. Francis Pollard, USCG. (FA:1; WWII:1)
1939 6	Legislation passed to form Coast Guard Reserve to promote recreational boating safety and facilitate the operations of the Coast Guard. (USSL:6/23/39; WWII:1)
1940	Motor Boat Act of 1940 passed. (USSL: 4/25/40; FA:10)
1941 2	Legislation passed changing name of Reserve to Auxiliary and creating military reserve; provisions made for temporary Reservists. (USSL:2/19/41: FA:3;WWII:2)
1941 7	270 Auxiliary vessels enter Coast Guard Reserve service. (<i>Popular Science</i> , September 1941, pp. 76-79)
1941 12	First Auxiliary security patrols of WWII.
1942 5	First Auxiliary offshore patrol boat "Two Pals" departs 3rd ND, Station Ft. Tilden, NY. (AM:103)
	6 Amendent to 1941 law to allow temporary Reservists to serve on a full-, part-time intermittent basis, with or without pay; recruitment begun "aggressively." (USSL:6/6/42)
	7 Integrated Army-Navy-Coast Guard coastal patrol system established consisting of mounted, foot, canine and afloat patrols. (WWII:4)
	7 Volunteer Port Security Force Units established; first in Philadelphia. (WWII:4)

- 7 Coastal Picket Force established: seaworthy vessels assigned to stations of Interceptor Command System's 15 nautical square mile grids along 50 fathom curve of Atlantic seaboard. (WWII:4)
- 9 480 Coastal Picket boats operating up to 150 miles off shore in 7 Atlantic and Gulf Districts. (AM:104; WWII:9)
- 11 Enrollment of women temporary Reservists authorized in Nov. 23, 1942 Amendment to Reserve and Auxiliary act that created the CG SPARs (Women's Reserve); women Auxiliarists may enroll if meet same qualifications. (USSL:11/23/42)
- 12 Physically fit temporary Reservists required to enroll fulltime in active duty Reserves, or remain part-time or full-time without pay in the "TRs" or separate from service. (WWII:9)
- 1943 3 Approximately 100 women enrolled in Auxiliary mostly in Wisconsin. (YTG:3/43)
- 3 Auxiliarists assist in floods in 9th ND on Mississippi, Missouri, and Ohio rivers. (AM:105; WWII:5)
- 5 Afloat patrols suspended; TR's assigned to shore patrols and training Reserves. (AM:107)
- Women temporary Reserve organization formed largely for service in Volunteer Port Security Force (VPSF) units; headed by Mrs. Anita P. Clothier of Valley Forge, PA; later assigned to Divisions and Flotillas. (AM:107; TR:65-69)
- 12 District Directors Conference in Washington on post-war planning. (FA:6)
- 1945 9 PL-451 passed to allow aircraft and radio as facilities. (USSL: 9/30/44)
- 1946 3 Washington Conference of District Directors and Commander decide: a) facility ownership reestablished as membership requirement b) procedures for disenrollment outlined c) reorganization. Public education and Courtesy Marine Examinations established as priorities. (AM:108; JDP:36)
- Caribbean flotillas established in Puerto Rico, U.S. Virgin Islands (AM:110; YTG: 7/46, 5/48)

- 1946 1 Coast Guard returned to Treasury Dept. direction with end of WWII. (FM:8; JDP:35)
- 7 CG-170, "Instruction to Coast Guard Auxiliary" first Auxiliary manual. (FA:8)
- 1947 CME program launched nationally after trials in Miami and New York. (AM:108; YTG:7/46)
- 9 2nd Dist. floods. (AM:110; YTG:9/47)
- 12 Auxiliary assists in extra tropical storm. (YTG:12/47)
- 1948 1 PE program launched at National Motorboat Show in New York City; Commandant issues directive to Auxiliary to instruct boating public. (FA:12; AM:109)
- 2nd District floods. (YTG:6/48)
- First Auxiliary pilot qualified. (FA:14)
- 1949 6 Coast Guard Auxiliary Day declared by Governor of New York State and Mayor of New York City; other states follow suit. (FA:12; AM:110; YTG: 6/48)
- 6 10th Anniversary of Coast Guard Auxiliary. (YTG:7/49)
- 1950 1 First 8-lesson boating safety course. (FA:12; JDP:36; YTG:9/48, 3/49)
- 1951 First national conference; Bert Pouncey elected first National Commodore. (FA:18; AM:36)
- 1952 AUXOP program established. (FA:19; YTG:11/71)
- Auxiliarist Eric Lundberg awarded Gold Lifesaving Medal.
- 1953 First Courtesy Marine Examination manual (CG-289). (FA:11; JDP:37; YTG:4/54)
- 1954 CME's extended to Class A motorboats (less than 16 ft.). (FA:11; JDP:37)

- 12 Auxiliary assists in extra tropical storm. (YTG:12/54)
- 1955 Academy Introduction Program begun as Academy (AIM) Activity Week. (FA:19; AM:119; JDP:38; YTG:6/55)
- 6 Auxiliary assists in hurricane. (YTG:6/55)
- 1956 Revised Auxiliary manual issued.
8-lesson boating safety course revised; 3- and 1- lesson courses added. (FA:12; JDP:37; YTG: 3, 7/56)
- 1 Alaska District reactivated. (YTG:1/56)
- 1957 Ole Evinrude Award awarded to Auxiliary. (FA:16; AM:113)
- 1958 Auxiliary Board incorporated. (AM:113; *Navy Times*, Feb. 12, 1968)
- Delaware Auxiliarists discover emission of phosgene gas from fire extinguishers; use banned Jan. 1, 1962. (FA:16)
- 6 (June 4) National Safe Boating Week legislation passed; initiated by Auxiliarist Steve Sadowski of Massachusetts. (FA:20; AM:113; JDP:36; YTG:6/57, 2/58, 10/58, 3/60)
- Bonner Boating Safety Act passed; Auxiliary testifies at hearings. (USSL: 9/2/58) (YTG: 5/58, 3, 10/59)
- 1959 First Operations manual/training course initiated. (YTG:6/59, 3/60)
- 1960 Seismic wave hits Los Angeles; Auxiliary assists. (FA:24)
- CME decal recognized in states. (YTG:4/60)
- 1961 First issue of *Navigator* published. (FA:20-21)
- New Public Education manual issued. (YTG:1/61)
- Auxiliary assists in Hurricane Donna. (YTG:4/61)
- 1962 National Oceanographic Administration enters agreement with Auxiliary for chart updating. (JDP:34)
- Auxiliary assists in extra tropical storms. (YTG:3, 11/62)

- 1963 Miguel Colorado of P.R. elected first Hispanic District Commodore Auxiliary assists in Atlantic storms. (YTG:9/60; NAV:W/94)
- 1964 Auxiliary conducts patrols for Cuban refugees. (YTG:2/64)
- Coast Guard Small Boat Division established at Headquarters. (YTG:9/64)
- 2 Auxiliary assists in Hurricane Cindy. (YTG:2/64)
- Auxiliary conducts nation-wide survey for Geodetic Coast Survey. (YTG:11/64, 2/65)
- Auxiliary participates in first international Operation Sail, New York City. (NY *Daily News*, 25 June 2000, p. 1)
- 1965 Auxiliary vessel(s) replace Coast Guard cutter sent to Vietnam from Washington State. (YTG:11/65)
- 1966 Auxiliary trains at international Sr. Girl Scout Roundup in Idaho. (YTG: 2/66)
- Auxiliary Executive Committee established. (AM:116)
- 1967 2 New Auxiliary Manual 305 promulgated; issued January 1968. (YTG:2, 7, 12/67)
- 5 Australian Coast Guard modeled after Auxiliary; also begun in Bahamas and Trinidad. (YTG:5/67)
- Coast Guard transferred to administrative control of Department of Transportation. (FA:27)
- 1968 Auxiliary adopts blue emblem/ensign. (YTG:6, 11/68)
- National reorganization takes place; 29 new staff offices; 4 new departments. (FA:28)
- Auxiliary receives National Safety Council Award. (FA:30; NAV:1/67)
- Instructor rating instituted; new CME qualifications. (YTG:9/68, 6/69)
- Coast Guard Boating Safety Office established. (YTG:10/68)

- Auxiliary conducts Cuban refugee rescues. (YTG:11/68)
- 1969 Boating Skills and Seamanship course required for membership; expanded to 12 and 13 lessons. (YTG:7, 9/69)
- 1-lesson course for hunters and fishermen developed. (YTG:4, 5/69)
- 1971 New Boating Safety Act passed; Auxiliary begins operations n sole state waters under requirements for states to submit safe boating plan. (YTG:4, 10/71)
- New BS&S course; basic sailing course added. (FA:12; YTG:8, 12/71, 3/72)
- 1972 4 Actor Lloyd Bridges mc's 13-part syndicated TV show featuring Auxiliary on boating. (YTG:8/72)
- 6 Auxiliary assists in Hurricane Agnes. (YTG:4/72)
- 1973 Auxiliary receives Bush-Michelob award. (FA:30)
- Water 'n Kids course initiated. (FA:33; JDP:37)
- Auxiliary takes over 7 small boat stations on Great Lakes. (FA:41; JDP:37)
- 1974 National Staff Departments added. (JDP:39)
- AUXMIS implemented -- first computerization of records. (JDP:32)
- 1975 Auxiliary adopts "Bender blues" uniform. (JDP:27)
- Goal Attainment Program implemented. (JDP:32)
- 1976 Auxiliary participates in second Op Sail Bicentennial celebrations -- New York City. (FA:35; JDP:39)
- Auxiliary conducts "Peanut Patrol" on Mississippi River as part of security for President Jimmy Carter. (JDP:34)
- 1978 Auxiliary assists in Teton Dam burst in Nevada. (JDP:34)
- 1979 Bolling Douglas elected first woman District Commodore in D7. (FA:18)

- 1980 Auxiliary assists in Cuban Mariel boatlift. (FA:38)
- 1983 Auxiliary patrols America's Cup race in California. (FA:44)
- 1984 Participation in Los Angeles Summer Olympics; largest call-out of Auxiliary ever - 13 Divisions. (FA:44)
- Boat Crew program established, including designation of Qualifying Examiners. (FA:42)
- 1986 Vice President Bush becomes honorary member of Auxiliary. (FA:45)
- Auxiliary participates in Operation Sail and International Naval Review in New York. (FA:42)
- Auxiliary participates in search for remains of Challenger Shuttle explosion off Florida. (FA:48)
- 1987 3 Districts reorganized into regions; Auxiliary patrols at Pan Am Games. (FA:47)
- AMOS system instituted. (FA:33)
- Dr. Ramon N. Williams becomes first African-American District Commodore (2WR). (NAV:Sp/S89)
- 1988 Commercial Fishing Vessel Act passed.
- 1989 50th Anniversary of Auxiliary celebrated.
- 9 Auxiliary assists in Hurricane Hugo in S.C.
- 1990 200th Anniversary of Coast Guard celebration.
- Oil Pollution Act of 1990 passed. (USSL:8/18/90)
- 1991 1 Robert and Jean Colby awarded Gold Lifesaving Medals, Plaques of Merit, and Coast Guard Auxiliary Group Action Awards for saving 5 crewmen of 1-million gallon gasoline tanker on fire, Saginaw, MI, Sept. 1990. At same ceremony Jean Colby awarded second Plaque of Merit for rescue performed in May at risk of life. (Nav:S97:24)

- Auxiliary supports Coast Guard for Operation Desert Shield/Storm. (NAV:Sp91:1, Sp92:20)
- 1992 Auxiliary assists in Storm of the Century (12-14 March) and Hurricane Andrew in Florida and Louisiana and Iniki in Hawaii. (NAV: Sp93:27-29)
- Age of Discovery Op Sails held in Boston, New York, and Puerto Rico. (NAV/Sp92:8, S92:10)
- Commercial Fishing Vessel Examination Program begun. (NAV/Sp95:27, 31; CH:5)
- Auxiliarist authorized to qualify as Coast Guard recruiters. (CH:5)
- 1993 Auxiliary assists in Midwest Floods. (NAV: W93: 2, 3, 26)
- First jet skis used as patrol facilities. (60th Anniv. video script)
- 1994 Auxiliary assists in Haitian/Cuban boatlift, largest search and rescue operation since World War II. (CH:18; Video script)
- 1995 40th Anniversary of AIM program
- 7 Auxiliary assists in World Special Olympics, New Haven, CT. (NAV:F95:29)
- 1996 Coast Guard Auxiliary Act passes the Congress. Authorizes Auxiliary to assist the Coast Guard in any mission, except military operations and direct law enforcement, aa authorized by the Commandant; ends boat ownership requirement for membership. (USSL:10/19/96)
- 7 Auxiliary in New Jersey, Connecticut, and New York assist in search and recovery operation for TWA Fl. 800 explosion off south shore Long Island, NY, killing 230 people (NAV/F96:24-25)
- 7 Auxiliary assists at Atlanta Olympics. (NAV:S96:29; F96:32-33)
- 1997 4 200 Coast Guard members, including 60 Auxiliarists in ten states assist in North Dakota flood operations for 30 days. (NAV:S98:13; Video script.)

- 4 Auxiliarist Frank Mauro awarded Gold Lifesaving Medal for saving four people from a capsized boat in Florida. (NAV:F97:36)
- 7 ConSail Boston: U.S.S. *Constitution* renovation completed; sails from Boston Harbor in harbor festival celebration with Auxiliary participation. (NAV:Sp97:26-27)
- 3 Great Midwest Flood of '97: Ohio River. (NAV:S97:28-29)
- 1998 9 Auxiliary assists in Hurricane Bonnie.
- 1999 60th Anniversary of Coast Guard Auxiliary celebrated nationwide at hundreds of local events; special exhibit at Coast Guard Academy on "Rise of Pleasure Boating and the Coast Guard Auxiliary"; history video produced; reception on board CGC Diligence in Washington; NACON celebration in Orlando. (NAV/Sp99: F99)
- 6 Memorandum of Understanding with Canadian Coast Guard Auxiliary signed outlining intention to cooperate on training exercises and SAR cases.
- 9 Auxiliary assists in Hurricane Floyd; creates "Flood of the Century in NC; extensive damage in NJ.
- 2000 Vessel examination program changed to Vessel Safety Check program. (Comdinst 16796.7, 4/25/00)
- Auxiliary enters into agreement with U.S. Power Squadron to jointly conduct vessel safety checks.
- 7 Auxiliary assists in Operation Sail 2000: San Juan, PR; Miami, FL; Norfolk VA; Baltimore, MD; Philadelphia, PA; New York, NY (and International Naval Review); New London, CT; Portland, ME. Tall Ships 2000, Newport, RI. Sail Boston 2000.
- 8 New Auxiliary award system implemented.
- Memorandum of Understanding with Philippine Coast Guard Auxiliary signed.
- 2001 Mississippi floods call out Auxiliarists in several Midwestern states

9 September 11, 2001 – Al Qaeda terrorist hijacked plane attacks on World Trade Center, New York City and the Pentagon, Washington, D.C., resulting in ca. 3,000 deaths. Nationwide callout of Auxiliary. Cite: Coast Guard Unit Commendation awarded August 2002, O device authorized.

2002

11 November 25, 2002, President George W. Bush signs Homeland Security Bill that transfers Coast Guard to new federal department comprising 22 agencies to coordinate fight against terrorism world-wide. (*New York Times*, Nov. 26, 2002, p. 1)

