North Carolina and World War II

When the Japanese attacked Pearl Harbor on December 7, 1941, the reality of war affected every man, woman, and child in North Carolina. New military bases brought in thousands of people, factories geared up for wartime production, and women joined the work force. Everyday life changed as families were separated, food and goods were rationed, and travel and pleasure driving were curtailed. North Carolinians from the mountains to the coast helped the war effort by volunteering, by salvaging and conserving, by growing victory gardens, and by buying war bonds.

In this educational packet:

- Read “World War II Touched Lives in Every Community” from the Spring 2008 issue of the *Tar Heel Junior Historian* Magazine.
- Watch our “Don’t You Know There’s a War On?” Distance Learning class!
- Review “Tar Heels in World War II” and “Women Step Up to Serve” from the Spring 2008 issue of the *Tar Heel Junior Historian* Magazine.
- Pick one of the North Carolinians you read about in the above articles (or do some additional research to find a veteran from your county!) and answer a few discussion questions.
- Become a Spy Master and create your own cipher. Drop hints and clues to see if your family can crack your code!
- Now that you know more about Torpedo Alley, map it.
- Read “Fight the War on the Home Front” from the Spring 1986 issue of the *Tar Heel Junior Historian* Magazine.
- Rationing was an incredibly important part of the Home Front effort. Basics like flour and sugar weren’t always readily available. So, people need to get creative and the war cake recipe we’ve include is just one example of how. Try your hand and bake your own! *Make sure an adult is ready to pitch in and help you before you get to baking.*
Throughout my childhood, I was blessed with storytellers in my family. I listened to my grandparents, parents, aunts, and uncles talk about the events that had impacted their lives and those of our neighbors, our community, and our state. I realized at an early age that I developed my love of and appreciation for history by listening to the fascinating stories of my paternal grandmother and my mother, who shared experiences and hardships suffered by our family during the Civil War. My mother had been well-acquainted with her paternal grandfather, a Confederate soldier, and her maternal great-grandmother, a Confederate widow who lost her husband during the Civil War while she was pregnant with her only child. As I studied history in elementary school, I quickly realized that the facts in our textbooks were not isolated happenings. They were experiences shared by people struggling to survive the daily demands of life, its celebrations, and its hardships, as well as life-changing national and international events.

While the clouds of war erupted over central and western Europe in the late 1930s, my family lived a normal life in the Surry County community of Shoals, at the foot of beautiful Pilot Mountain. Seasonal chores governed life in this subsistence-farming community. Families planted corn, wheat, sugarcane, the cash crop of tobacco, and vegetable gardens, and raised chickens, hogs, and cows, largely to meet their own needs. They cut wood in the spring and fall to heat the houses, fuel the cooking stoves, and cure the tobacco in the log barns. Electricity did not arrive in Shoals until after World War II, so light came from kerosene lamps. Women had to wash clothes at outside iron kettles, draw up water by hand from wells, and can vegetables in hot kitchens with wood-burning stoves. The many Methodist, Baptist, and Quaker churches, and the schools at Shoals and Pinnacle, formed the centers of the community.

Families in the area—like those across North Carolina and the nation—were still recovering from the devastating economic effects of the Great Depression of the 1930s. They opposed being drawn into a war in Europe. Men in Shoals, such as my grandfather Johnie Ayers, had fought in the bloody battles in France’s Argonne Forest during World War I (1917–1918), and had been exposed to the new weapon of mustard gas. They had no desire to see the United States engaged in a second world war. They were concerned when the government passed the first peacetime conscription, or draft, law in America’s history in 1939, and the first men...
FAST FACTS

North Carolina’s population during World War II: approximately 5.6 million.

Number of U.S. Service members in the military during the war: 350,000 (more than 7,000 women).

North Carolina soldiers killed: More than 10,000 Tar Heels lost their lives in World War II.

These numbers are just a fraction of the 150,000 North Carolinians who served in the military. In comparison, the state lost more than 40,000 service members in the Civil War of 1861-1865.

War II was the largest organized act of war in history. Millions died worldwide, and millions of lives were changed by the time the Allies achieved victory in May 1945 and over Japan (August 15) in 1945.

North Carolina’s military played a key role in major campaigns. Marines from Camp Lejeune were important in Allied victories in the Pacific. A Tar Heel, Army Sergeant Elmo Eaker, led a Pathfinder team into Normandy, France, to prepare for D-day. About 15,000 paratroopers trained at Fort Bragg camp that opened in 1943. The largest number of Tar Heels in a single division fought during the war. The 3rd Infantry Division (a former NC National Guard division) known as the Morning Star, Earhart in the nickname "Workhorse of the Western War ofBaseUrl.com".

Before going abroad to fight, young men who had never traveled far had to understand the landscape and customs of other countries. In many cases, this involved a three-month training program. As a result, many Tar Heels who had never traveled outside the state were assigned to camps in other states.

In 1943, many of the Basic Training Center No. 10 and Overseas Replacement Depot in Greensboro were transformed from training centers into residential schools for students from other states. This was done to help meet the demand for housing and resources.

North Carolina schools were also transformed to support the war effort. For example, the Greensboro Agricultural and Technical College became the State College of Agriculture and Technology, which later became North Carolina Agricultural and Technical State University.

North Carolina provided a significant number of service members, and many returned to their homes after the war. Some returned to civilian life, while others continued their education or entered the workforce. Overall, the war had a profound impact on North Carolina’s economy, society, and culture.

From our community were drafted into military service in 1940. This group included my uncle, Jim Martin Bullin, who served six years in the army’s engineering corps. Ideally, most Americans still believed the nation could stay out of the war. That belief would be shattered when Japan, an ally of Adolf Hitler’s Germany, attacked the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. As President Franklin D. Roosevelt said on the radio, it was “a day that will live in infamy.”

My parents married three days before the attack on Pearl Harbor. I would be born after the war ended and am one of the numerous baby boomers who increased the state’s population significantly. December 7, 1941, greatly impacted my parents’ lives, as it did the lives of our family members and neighbors, and lives in every rural community, small town, and city across North Carolina. The United States had been attacked on its own soil, and mobilization for war happened quickly. Some local men were drafted and some enlisted, and some answered the call to arms.

Neighborhood boys who had never ridden a train would travel by bus and train, across the United States to training centers for a quick, simplified version of basic training.
stamps were useless if the local merchants did not have the items in stock anyway. The war effort came first, and soldiers needed meat and gasoline more than families on the home front. Factories across North Carolina had to change their products to supply desperately needed war materials. Items that were often in short supply in the Shoals and Pinnacle areas included washing powder and leather shoes. One of our neighbors often said she did not have a decent pair of shoes throughout the war, because those she could buy were made of flimsy materials instead of leather. Children’s toys became scarce—metal and other resources were needed for the war effort.

The war ended in 1945. Most young men came home by 1946 and resumed their lives of farming. Others took advantage of the GI Bill, which offered them educational opportunities. Many of these men who served the United States so bravely have died, and more than 2,000 die across the country each day. As we view our neighbors and communities through the lens of history, we recognize that difficult times require leadership, service, and sacrifice to preserve the American way of life.

Are any of your neighbors veterans of World War II, or of later conflicts in Korea, Vietnam, the Persian Gulf, or Iraq? Ask these men and women if they will tell you about their experiences, and let you record the stories using audiotape, videotape, or digital recorder. Pause as you pass local memorials, and honor those who have served, been wounded, or lost their lives to defend this great nation. Trace your family history, identify members who have served in the military, and record their contributions. Place flowers on the graves of our unsung heroes on Memorial Day, Independence Day, and Veterans Day. Remember and honor each one, so that his or her story may be preserved.

A QUICK LOOK at home front shortages

A popular slogan during World War II was “Use It Up, Wear It Out, Make It Do, or Do Without.” The military got first priority for supplies, so people at home faced shortages daily. Families got books of ration stamps to buy certain items. Simple things—home heating and cooking oil, batteries, laundry soap, facial tissue, pencils with rubber erasers, paper bags and wrapping paper, and cotton diapers—became scarce. Food items like butter, meat, milk, canned goods, cheese, coffee, and even ketchup were rationed. Newspapers ran notices warning when stamps for certain items like sugar would expire. Some areas made restaurants “go meatless” certain days of the week. Gas was rationed to three gallons per week per driver, so more people rode buses.

Few appliances were made during the war. Metal went to build tanks, planes, jeeps, and bombs. The federal Office of Price Administration limited how many new tires each county could sell and limited the use of other items. Tin, for example, was banned from new toys, art, musical instruments, buckles, jewelry, ornaments, “beverage dispensing units,” and slot and vending machines. Communities and schools held scrap metal and rubber drives. People turned in things like extra keys to be melted down for cannons and rifles.

Home demonstration clubs held programs on taking care of household items so they would last. Topics included protecting clothing and home textiles like blankets, rugs and upholstered furniture from moths; cleaning heaters and cook stoves to prevent rust; storing and maintaining tools properly; and keeping sewing machines working. Posters, ads, and regulations reminded people to save electricity, conserve heat and hot water, and stop using lights for decoration, advertising, sports, or other “nonessential” reasons.

The War Production Board even told people how much fabric they could use in a dress! It banned full skirts, knife pleats, cuffs, bias-cut sleeves, and patch pockets. Belts could be no wider than two inches, and jackets, no longer than twenty-five inches. Elastic was scarce, so people tied up their underwear. In 1943 the government began rationing civilian footwear: three pairs per year per person. Civilians could not often get woolen wraps because soldiers’ uniforms needed a lot of wool. Nylon and silk stockings disappeared—those materials went to make parachutes. Some women drew lines on the backs of their legs to look like stocking seams!
Don’t You Know There’s a War On? Distance Learning Class

This distance learning class focuses on World War II from a North Carolina perspective. Using primary sources, cultural object images, and discussion questions, students will engage with the question of “what makes a hero” as they learn about life for North Carolinians on the home front and at war.

While the class is generally completed in groups, we think you’re up to the challenge of completing the class on your own! Start by taking a quiz to test your knowledge of North Carolina and World War II. Next, choose one of the five North Carolinians from the time to explore. Then follow along to read the Biography Page, analyze the Artifact Sheet, and answer the Think It Out Sheet.

Watch at: https://www.ncmuseumofhistory.org/don’t-you-know-there’s-war-form-grades-5-8
Don’t You Know There’s a War On? 
Distance Learning Class

Option 1: Quiz

1. How many major military installations were in North Carolina at the beginning of World War II? How many were there at the end of the war?

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2. How many soldiers were posted to Fort Bragg at the beginning of World War II? How many were there during the war?

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3. What kinds of buildings were need on the bases?

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4. Just for fun, name one of the top movies, according to box office receipts, in the 1940s.

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Don’t You Know There’s a War On?  
Distance Learning Class

Option 1: Biography Page

George E. Preddy Jr., Ace Pilot

George Preddy was born in Greensboro in 1919. After high school, Preddy learned to fly and spent two years barnstorming the state. He enlisted in the National Guard in 1940 and later received a pilot’s license and joined the U.S. Army Air Corps. Promoted to captain, he was sent to England. Preddy flew his first mission against the German air force, or Luftwaffe, in September 1943. During the next 17 months, he achieved 27 aerial and 5 ground victories, making him the highest-ranking ace in the eastern theater of operations at the time. On August 5, 1944, Preddy shot down six enemy planes in one day, for which he received the Distinguished Service Cross. On Christmas Day 1944, Preddy’s plane was shot down by friendly fire, and he was killed. His brother, William R. Preddy, was also a fighter pilot. He was killed in combat on April 17, 1945.
Don’t You Know There’s a War On?
Distance Learning Class

Option 1: Artifact Sheet

Blue-Star Banner

Since 1917 families with members serving in the armed forces during war have displayed blue-star banners in the windows of their homes.

The blue-star banner was designed and patented in 1917 by World War I army captain Robert L. Queissner, who had two sons serving on the front lines. The banner quickly became the unofficial symbol for a child in the service. During World War II the Department of War issued rules for manufacturing and displaying the service flag.

The banner has one or more blue stars sewn on a white background with a red border. A blue star represents a family member serving in the armed forces. A banner can have up to five stars, signifying five members on active duty. A gold star replaces a blue star when a family member dies or is killed while serving in the armed forces.
Don’t You Know There’s a War On?
Distance Learning Class

Option 1: Think It Out Sheet

1. Note two or three items about your person(s) and his/her life during World War II.

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2. Did anything about this person’s activities during the war surprise you? Why?

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3. Was this person a hero? How?

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4. Did the person face any obstacles in performing his or her duties or everyday activities?

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5. What is the purpose of the artifact you analyzed? Is it still in use today?

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Don’t You Know There’s a War On?  
Distance Learning Class

Option 2: Quiz

1. How many major military installations were in North Carolina at the beginning of World War II? How many were there at the end of the war?

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2. How many soldiers were posted to Fort Bragg at the beginning of World War II? How many were there during the war?

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3. What kinds of buildings were needed on the bases?

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4. Just for fun, name one of the top movies, according to box office receipts, in the 1940s.

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Don’t You Know There’s a War On?
Distance Learning Class

Option 2: Biography Page

Beth and Sherry Puckett on the Home Front

Beth Puckett was a housewife living with her two children, Sherry and Stevie, in Greensboro during the war. Her husband, Lewis, was serving in the U.S. Navy. The next page contains excerpts from five of Beth’s letters to Lewis, an excerpt from a letter from Sherry to her father, and an excerpt from a letter from Lewis to his wife. Little is known about the Pucketts aside from the war years.

Beth Puckett, in letters to Lewis Puckett
June 22, 1944. “Kitty and I worked at the Red Cross this morning making gauze sponges. It’s slow work at best but the old hens around us cackled a few words to the minute.”
March 12, 1945. “The meat counters are very funny. Long shiny [sic] white ice boxes decorated with one very small box of wiener trying to fill up the space.”
May 29, 1945. “I’m having a terrible time with shoes for us all. There are none in town in Stevie’s size—rationed or otherwise! Sherry is wearing a pair of non-rationed sandals [sic] that are about gone. I don’t know what I am going to do now! Shoes are like meat—there ain’t any!”
June 21, 1945. “The children were walking on air tonight. Yesterday I found some hamburger and they were walking on air almost literally! . . . I can’t see a Western Union boy without turning ice cold. My prayers are often wordless but I know God understands.”
September 3, 1945. “Tomorrow Stevie starts to school. All along I’ve felt that you had to be home for that. Unless a miracle takes place you won’t be. It isn’t that I’m being the sentimental Mother type—it’s just that one more phase of life is over. . . . One of the worst things about this war has been your missing their growth.”

Sherry Puckett, September 24, 1945, to Lewis Puckett
“If someone offered me a million dollars and a bicycle, I’d say just give me Daddy.”

Lewis Puckett, East Indies, August 18, 1944, to Beth Puckett
“It’s for you and our home that I am here. I don’t want you to ever see much less experience the brutality of the invaded countries. There are stories here that aren’t pretty.”
Don’t You Know There’s a War On?
Distance Learning Class

Option 2: Artifact Sheet

Ration Book

A major problem faced by all Americans was wartime shortages of groceries and consumer goods. Production of many American items was stopped by the government because they were not essential to the war effort. Most food, clothing, and equipment went to support the armed forces. What remained had to be shared by civilians.

A rationing system dealt with shortages. This method evenly distributed certain goods, giving all citizens an opportunity to purchase set amounts of the items. It applied to such things as sugar, meat, butter, and shoes. Each citizen held ration stamps issued by the government worth a certain number of points. These were used along with money to buy rationed goods.

Shortages in fresh produce led individuals and communities to start Victory gardens. By growing and canning their own vegetables, citizens reduced their need for commercial canned goods, which were required for servicemen overseas.

Plane-Spotter Cards

Aircraft-spotter, or identification, playing cards taught civilians and Civilian Defense workers on the home front how to recognize the silhouettes of both enemy and friendly planes. Children also learned to identify planes. These cards often carried the advertising logos of American companies such as Coca-Cola.
Option 2: Think It Out Sheet

1. Note two or three items about your person(s) and his/her life during World War II.

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2. Did anything about this person's activities during the war surprise you? Why?

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3. Was this person a hero? How?

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4. Did the person face any obstacles in performing his or her duties or everyday activities?

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5. What is the purpose of the artifact you analyzed? Is it still in use today?

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Don’t You Know There’s a War On?  
Distance Learning Class

Option 3: Quiz

1. How many major military installations were in North Carolina at the beginning of World War II? How many were there at the end of the war?

2. How many soldiers were posted to Fort Bragg at the beginning of World War II? How many were there during the war?

3. What kinds of buildings were need on the bases?

4. Just for fun, name one of the top movies, according to box office receipts, in the 1940s.
Don’t You Know There’s a War On?
Distance Learning Class

Option 3: Biography Page

Millie Louise Dunn Veasy, WAC Staff Sergeant

Millie Veasey grew up in Raleigh and served in the segregated African American unit of the Women’s Army Corps from 1942 to 1944 as a company and supply clerk. Veasey remembers that most of the black community at the time disapproved of women joining the military, but that did not stop her.

She was a member of the 6888 Postal Battalion, the only unit of African American women in WAC to serve overseas during World War II. When her WAC unit got off the train in Scotland, some local residents had never seen black people, Veasey recalled, and said, “Look at the women in Technicolor.”

While stationed in Britain, Veasey’s unit helped deliver a backlog of two years’ worth of mail in a matter of months. The unit worked three shifts a day, seven days a week. After the war, Veasey graduated from Saint Augustine’s College in 1953 with a BA in business education and later earned a master’s degree.

Evelyn B. Whitlow, Nurse and POW

The Whitlow family of Leasburg, in Caswell County, saw six of their 12 children in military service during World War II. Evelyn B. Whitlow was the first in the family to join the military. In May 1940 she joined the Army Nurse Corps (ANC). Whitlow was serving as a nurse in the Philippines when Pearl Harbor was attacked on December 7, 1941. She was among the 81 army and navy nurses captured following the fall of the Philippines on May 7, 1942. Known as the Angels of Bataan, these nurses were the first group of American women taken as prisoners of war. For three years she remained in Santo Thomas, a Japanese internment camp outside Manila, until being liberated on February 3, 1945. After the war she left the ANC, married a fellow POW from Santo Thomas, and moved to California. Whitlow died at the age of 78 in 1994.
Don’t You Know There’s a War On?
Distance Learning Class

Option 3: Artifact Sheet

V-Mail

During the Second World War Americans were encouraged to use V-mail, special letter sheets that were photographed and then reduced on microfilm. Planes delivered the microfilmed letters to mail stations around the world. After the film was developed, facsimiles of the letters were made and delivered to recipients.

V-mail’s advantages included size, time, and safety. V-mail weighed 98 percent less than standard mail and saved space on cargo planes. About 1,700 letters on film could fit into a single small packet. Because V-mail could be transported by air instead of ship, the delivery time was cut from six weeks to 12 days or less. Transport by air also lessened the chance of letters falling into enemy hands. Men and women in the armed forces looked forward to news from home. V-mail made more frequent communication possible.
Don’t You Know There’s a War On?
Distance Learning Class

Option 3: Think It Out Sheet

1. Note two or three items about your person(s) and his/her life during World War II.

2. Did anything about this person’s activities during the war surprise you? Why?

3. Was this person a hero? How?

4. Did the person face any obstacles in performing his or her duties or everyday activities?

5. What is the purpose of the artifact you analyzed? Is it still in use today?
Don’t You Know There’s a War On?  
Distance Learning Class

Option 4: Quiz

1. How many major military installations were in North Carolina at the beginning of World War II? How many were there at the end of the war?


2. How many soldiers were posted to Fort Bragg at the beginning of World War II? How many were there during the war?


3. What kinds of buildings were need on the bases?


4. Just for fun, name one of the top movies, according to box office receipts, in the 1940s.


Don’t You Know There’s a War On?
Distance Learning Class

Option 4: Biography Page

Thomas Oxendine, Naval Aviator

Thomas Oxendine, a Lumbee from Pembroke, Robeson County, was born in 1922. In November 1942 he became the first American Indian commissioned as a naval aviator.

During the war Oxendine served as a scout observation pilot aboard the USS Mobile. On July 26, 1944, he landed his seaplane in the midst of Japanese gunfire, in adverse weather, to rescue a downed fellow airman. For this he received the Distinguished Flying Cross.

During his navy career, he testpiloted carrier-type aircraft and was a combat flight instructor. He also served in Korea and Vietnam and worked for the navy in the Pentagon. After retiring in 1970, he became chief of public information at the Department of the Interior’s Bureau of Indian Affairs.
Don’t You Know There’s a War On?
Distance Learning Class

Option 4: Artifact Sheet

K Rations

K rations solved the problem of feeding troops in combat. Compact, easily transportable, and high in calories and nutrients, these field rations were designed for short-term use. K ration kits contained items for breakfast, lunch, or dinner.

They included:

- “defense” biscuits
- graham biscuits
- sugar tablets
- can of ham (breakfast unit), chicken (lunch unit), or turkey (dinner unit)
- fruit bar (breakfast unit), caramels (lunch unit), or chocolate bar (dinner unit)
- coffee (breakfast unit), bouillon powder (lunch unit), or lemon powder (dinner unit)
- piece of chewing gum
- four-pack of cigarettes
- package of tissue
- P-38 can opener
- wooden spoon
- matches

The matches lit even when they were wet. The tissue was used as toilet paper. Soldiers attached the can openers to their dog-tag chains to keep them handy. The troops often traded their rations—cigarettes for candy or lemon powder for coffee. K rations were packed in waxed, waterproof cardboard boxes, which were good for starting fires.
Don’t You Know There’s a War On?
Distance Learning Class

Option 4: Think It Out Sheet

1. Note two or three items about your person(s) and his/her life during World War II.

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2. Did anything about this person’s activities during the war surprise you? Why?

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3. Was this person a hero? How?

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4. Did the person face any obstacles in performing his or her duties or everyday activities?

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5. What is the purpose of the artifact you analyzed? Is it still in use today?

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Don’t You Know There’s a War On?  
Distance Learning Class

Option 5: Quiz

1. How many major military installations were in North Carolina at the beginning of World War II? How many were there at the end of the war?

2. How many soldiers were posted to Fort Bragg at the beginning of World War II? How many were there during the war?

3. What kinds of buildings were need on the bases?

4. Just for fun, name one of the top movies, according to box office receipts, in the 1940s.
Don’t You Know There’s a War On?
Distance Learning Class

Option 5: Biography Page
Vernon Haywood, Tuskegee Airman

Vernon Haywood grew up in Raleigh. One night when he was playing in the backyard, a dirigible, or blimp, lit up the sky as it passed overhead. The strange aircraft fascinated the young boy. “From that moment on, I sort of got the [aviation] bug,” Haywood recalled years later. He attended Hampton College in Virginia, one of six African American institutions offering civilian pilot training at that time. After completing his instruction in 1941, Haywood studied at Tuskegee Institute in Alabama.

The Tuskegee Airmen were the first African American military flying unit. Formed during World War II, the squadron was based at Tuskegee Institute in Alabama. Of the approximately 1,000 men who completed flight training at the segregated Tuskegee Army Air Field, 445 served as combat pilots.

In 1944 the Tuskegee Airmen joined with three other all-black fighter squadrons to form the 332d Fighter Group. As the war progressed, the group destroyed more than 250 enemy aircraft, sank one enemy destroyer, and demolished numerous enemy installations. Almost none of the bombers escorted by the group were lost to enemy planes.

The achievements of the Tuskegee Airmen led to the full integration of the military in 1948. Vernon Haywood died in 2003.
Don’t You Know There’s a War On?  
Distance Learning Class

Option 5: Artifact Sheet

USO Poster

This poster was made between 1942 and 1945 to advertise a USO (United Service Organization) club in Raleigh. USO clubs were established in towns with nearby military bases or in large cities where servicemen might visit. This poster reflects the segregated society in the South, with separate clubs for black and white military personnel.
Don’t You Know There’ s a War On? 
Distance Learning Class

Option 5: Think It Out Sheet

1. Note two or three items about your person(s) and his/her life during World War II.

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2. Did anything about this person’s activities during the war surprise you? Why?

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5. What is the purpose of the artifact you analyzed? Is it still in use today?

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Courage above and beyond the Call of Duty

TAR HEELS IN WORLD WAR II

by Lieutenant Colonel (Retired) Sion H. Harrington III*

During World War II, the United States government awarded a variety of medals to recognize acts of courage "above and beyond the call of duty." At the top of the pyramid—and given for only the most extraordinary acts of courage and sacrifice—was the Medal of Honor. Eight North Carolinians received the nation's highest award for valor between 1941 and 1945, four after losing their own lives, or posthumously.

The second-highest United States military medals in existence during World War II, and equal in rank, were the Distinguished Service Cross, awarded to those serving in the U.S. Army or Army Air Force, and the Navy Cross, presented to individuals serving in the U.S. Navy, U.S. Marine Corps, or U.S. Coast Guard. Some North Carolinians also received an award for bravery during the war almost as rare as the Medal of Honor. The Soldier's Medal is often awarded to those who save others at great risk to their own life.

It is not possible in this article to recognize all of the Tar Heels decorated for bravery during the Second World War. But the following stories offer a sample of North Carolinians noted for extraordinary heroism and self-sacrifice.

Awards of the Medal of Honor are rare enough, but few towns in America can match the tiny Haywood County community of Canton in the Mountains of North Carolina. Canton proudly claims not one but two Medal of Honor recipients in Max Thompson and William David Halyburton Jr.

On October 18, 1944, Thompson was a twenty-two-year-old technical sergeant serving in the army's First Infantry Division near Haaren, Germany. When advancing German infantry and tanks overran a nearby unit, Thompson stemmed the tide of the enemy advance with a combination of machine gun and anti-tank rocket fire, saving the day for the Americans. For this singular act of heroism, he earned the Medal of Honor.

A few months later, halfway around the world in the Pacific theater, another Canton native made his mark. While serving as a

**FAST FACTS**

- The Congressional Medal of Honor is the highest award given to an American military member for bravery "above and beyond the call of duty" in action against an enemy. First awarded during the Civil War, it has gone to nearly 3,500 recipients. There were 654 Medals of Honor given for World War II—eight to North Carolinians:
  - Ray E. Eubanks, U.S. Army, posthumously
  - William David Halyburton Jr., U.S. Naval Reserve, posthumously
  - Rufus G. Herring, U.S. Naval Reserve
  - Jacklyn Harold Lucas, U.S. Marine Corps Reserve
  - Charles P. Murray Jr., U.S. Army
  - Max Thompson, U.S. Army
  - Henry F. Warner, U.S. Army, posthumously
  - Raymond H. Wilkins, U.S. Army Air Corps, posthumously

- Other major citations and decorations include the Air Medal; Bronze Star; Commendation Medal; Purple Heart; Distinguished Flying Cross; Distinguished Service Cross; Navy Cross; Distinguished Service Medal; Legion of Merit; Navy and Marine Corps Medal; Silver Star; and Soldier's Medal.

- Research these awards and their recipients. Can you find any Tar Heel award winners with ships named after them?

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medical corpsman with the First Marine Division on the hotly contested Japanese-held island of Okinawa, Halyburton, a navy pharmacist's mate second class, distinguished himself in a manner worthy of the Medal of Honor. On May 10, 1945, without hesitation or regard for his own personal safety, Halyburton rushed across an open area through heavy sniper, machine gun, and mortar fire to the aid of a severely wounded man. The brave young corpsman placed himself in the direct line of fire to give first aid. While shielding the helpless marine, the twenty-one-year-old Halyburton suffered a mortal wound. He gave his life so that another might live.

Jacklyn Harold "Jack" Lucas, of Plymouth, was a handful as a youth. His mother finally sent the short, stocky lad to Edwards Military Institute in Saltburn to learn discipline. Lucas did fairly well at the school, but he yearned to join the war against the Japanese. Though only fourteen years old, he enlisted in the U.S. Marine Corps in 1942 with the help of falsified papers.

After his initial training, Lucas was shipped to Hawaii and assigned to a supply unit. Every request for a combat assignment was denied. Knowing that troublemakers often were reassigned to fighting units, the greatly frustrated Lucas decided to try that route. But even this tactic of causing trouble did not work. One day he noticed troop transports in the nearby harbor and realized that an invasion was about to take place. Sneaking away from his unit, he hid aboard one of the ships, not revealing himself until the fleet was well out to sea.

Lucas was right about the possibility of action on this trip. During his second day on the Pacific island of Iwo Jima, and only five days after his seventeenth birthday, he and several others were ambushed by Japanese soldiers throwing hand grenades. Two landed at his feet. Acting quickly to save the lives of his fellow marines, and with total disregard for his own safety, young Lucas covered both grenades with his body. Fortunately, only one exploded. Wounded Lucas severely, but he survived. For this selfless act of courage, Private First Class Lucas was awarded the Medal of Honor, becoming the youngest person to earn the nation's highest military award in the twentieth century.

The city of Greensboro produced two men of special note, Major George Earl Preddy Jr. and Staff Sergeant Edwin Vance Bain, both of whom served with the U.S. Army Air Force. Transferred from the Pacific theater to the famed Eighth Air Force in Europe, Preddy received notoriety flying a P-51 Mustang fighter plane called Cripes a'Mighty, a name supposedly taken from one of his favorite expressions. Preddy was the highest scoring American P-51 pilot of World War II with 268 air victories. He was credited with another five ground victories and is sixth on the list of all-time highest-scoring American aces. On one mission, Preddy shot down an incredible six German aircraft.

On Christmas Day 1944, while flying with the 352nd Fighter Group, Preddy shot down two German fighter planes and was in a close, low-level pursuit of another when he was mistakenly shot down by American anti-aircraft fire. Though he survived the crash, Preddy soon died. He was given the Distinguished Service Cross after his death. Tragically, his younger brother, William Rhodes Preddy, also a fighter pilot, died in action a few months later. Bain was a remarkable man whose first brush with fame came on April 18, 1942, when he flew as a gunner on the daring Doolittle Raid against the Japanese homeland. Forced to bail out over China after the raid, Bain was rescued by local farmers. He later received the Military Order of China from Madame Chiung Kai-shek, Soong May-ling. But Bain was already a hero. Earlier in the war, he had rushed back into a burning aircraft after a training accident to save the lives of fellow crew members at great risk to his own life, for which he received the prestigious Soldier's Medal.

Reassigned to the Mediterranean Sea area—and after having flown the required number of missions to qualify him for a return trip home—Bain volunteered to fly one last mission. He was helping fill out a crew for a pilot friend who needed one more mission to earn his own trip home. After bombing the rail yards outside of Rome, Italy, their plane took a direct hit and began going down rapidly. Sacrificing his own chance to parachute to safety, Bain made sure each of his fellow crew members got out of the stricken aircraft. By the time the last man was out, the plane was too low for him to jump. Bain and the plane crashed into the sea and were never found. Bain was posthumously awarded an unprecedented second Soldier’s Medal.

Two naval aviators from the Tar Heel State received the Navy Cross, the naval equivalent of the Distinguished Service Cross, for actions during World War II. Winston-Salem’s Commander Norman Mickey “Bus” Miller led VB-104—a Navy PB4Y Liberator bomber squadron—in the Pacific theater. An exceptionally brave and skillful pilot, Miller is credited with the astonishing feat of destroying or damaging sixty-six Japanese vessels, not including small craft! In addition to his Navy Cross, he earned at least fourteen other military medals and awards.

Hailing from the tiny community of Ivanhoe in the southern tip of Sampson County, then Ensign Frank Moore “Fuzzy” Fisher served on a Navy patrol with squadron VP-51. On December 30, 1941, only twenty-three days after the Japanese attack on Pearl Harbor, Hawaii, Fisher was on patrol in a seaplane when his crew spotted men floating in the rough seas below. Unsure of the stranded men’s nationality, and realizing the dangers involved in trying to land in rough seas, Fisher radioed his headquarters at Pearl Harbor requesting permission to attempt a rescue. Due to the risks involved, officials at the base denied permission. Fisher asked crew members if they wanted to leave the men to drown or risk their own lives in an attempt to rescue them. They wanted to try saving the men.

Miraculously, Fisher’s plane was not torn to bits or swamped when it landed on the turbulent seas. Using a small rubber boat, the rescuers spent three dangerous hours picking up the nine men, who turned out to be the crew of an American bomber. The weight of the extra men made it a challenge for the heavily overloaded seaplane to take off. By another miracle, it got airborne and landed safely back at base. Thought to have received the first Navy Cross of World War II, Fisher personally received his medal at Pearl Harbor from Admiral Chester Nimitz. Sadly, Fisher would lose his life during combat in March 1943.

The story of North Carolina in World War II is filled with fascinating tales of ordinary people who placed the lives of others before their own, courageously performing extraordinary acts of heroism. Many brave Tar Heels sacrificed for the good of others, and in doing so, wrote their names on the pages of history.
Women Step Up to Serve

by Hermann J. Trojanowski*

During World War II, over 350,000 women from across the United States served in the military. More than 7,000 of these women came from North Carolina.

As far back as the Revolutionary War, women had served with the military as nurses, cooks, and laundresses. However, these women were considered civilians and not military. It was not until World War I, when some women served in the U.S. Navy as "Yeomanettes," that women were considered part of the military. Between 1917 and 1919, over 11,000 Yeomanettes performed mostly clerical duties to help relieve the navy's labor shortage. Women, with the exception of nurses, would not again be part of the military until World War II.

In the late 1930s, while World War II raged in Europe and Asia, many government and military leaders in the United States believed the country would eventually be drawn into the fighting. Military planners feared the armed services would not have enough men to do the job. They believed that women in the military could contribute to the war effort. But many people were against the idea. Despite the opposition, in May 1941 Representative Edith Rogers, of Massachusetts, introduced a bill in the U.S. House of Representatives to create a women's corps in the army. In May 1942 officials established the Women's Army Auxiliary Corps (WAAC), giving women auxiliary but not military status. Auxiliary status meant that women did not receive the same pay, legal protection, or benefits as men. Females did get military status when the army disbanded the WAAC and established the Women's Army Corps (WAC) in July 1943.

Other military branches quickly followed the army's lead. In July 1942 Congress established the U.S. Navy Women's Reserve, better known by the acronym WAVES (Women Accepted for Volunteer Emergency Service). In November 1942 the U.S. Coast Guard Women's Reserve was established. Its members were called SPARS, an acronym for the Coast Guard motto "Semper Paratus—Always Ready." The Marine Corps Women's Reserve was established in February 1943. Its members were simply called women marines.

The WASP (Women Airforce Service Pilots) group was established in August 1943 but did not have military status. These women ferried and flight-tested military planes, towed targets for male pilots to shoot at, and transported passengers and cargo from 1943 to late 1944. Thirty-eight of the 1,074 WASP lost their lives during the war. Because they were considered civilians, they were sent home at the expense of their families. WASP veterans finally received military status in 1977.

A common theme on recruitment posters for women was "free a man to fight." Although women in the military did not serve

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in World War II combat, their service in other positions allowed many men to fight overseas. Women held jobs such as bakers, clerks, control tower operators, cooks, cryptographers, dental technicians, drivers, instructors, laboratory technicians, mechanics, nurses, parachute riggers, pharmacists, photographers, radiomen, spies, storekeepers, X-ray technicians, and more. They served all over the United States and sometimes in dangerous zones in Europe, North Africa, Southeast Asia, and the South Pacific.

Many North Carolina women who served during World War II have shared their military experiences through oral history interviews conducted for the Betty H. Carter Women Veterans Historical Project based in the University Archives and Manuscripts department at the University of North Carolina at Greensboro. Here are just a few of those stories.

Dorothy B. Austell, of Shelby, served as an undercover agent in the WAC from June 1943 to July 1946. One of her assignments was to find out why so many of the planes flying from Bear Field near Fort Wayne, Indiana, to England were crashing. She caught three men sabotaging the planes, which would have caused the planes to explode in midair. To this day, she remains sworn to secrecy about most of her wartime work.

Lucille Griffin Leonard, of Sanford, served as an army dietician from 1943 to 1945. She recalled the trip across the north Atlantic Ocean on the Louis Pasteur, a converted British oil tanker. She had to share a two-person stateroom with 12 other women. They slept in bunk beds three decks high and shared a small bathroom designed for two people. Everyone slept in their fatigues, a type of uniform, and boots, in case they were attacked and had to abandon the ship quickly. Leonard was stationed in North Africa and Italy. In 1944, while serving in Italy, she wrote her mother asking for candles, cake pans, and food coloring, so she could bake birthday cakes for the wounded troops.

Daphne Doster Mastroianni, of Monroe, served in the U.S. Army Nurse Corps from 1942 to 1945 as a surgical nurse stationed in New Zealand, Fiji, and India. While in the South Pacific, she became friends with Red Cross worker Joe Mastroianni. When the war ended, Mastroianni returned to his wife in New York. Doster returned to Arkansas and later to North Carolina, remaining single. In 1992, after Mastroianni’s wife died, he and Doster reconnected and married. They had seven wonderful years together before his 1999 death.

Lucille Ingram Pauquette, of Greensboro, joined the Marine Corps Women’s Reserve in March 1945. She was a postal clerk at Cherry Point Air Station until her discharge in June 1946. Pauquette had two brothers and two sisters who also were in the military during the war. Her parents were very proud to display five flags in their window, which let everyone know that they had five children in service.

Virginia Russell Reavis, of Onslow County, was a nurse in the Army Air Force from 1942 to 1945. In 1943 she became an air evacuation nurse and flew with wounded American soldiers and German prisoners of war back to the United States from England. One of the most horrible things that happened during her flying days was when her plane crashed during takeoff. The plane, hauling gasoline for General George Patton’s troops, crashed because of ice on its wings. As the plane skidded down the runway, it hit other planes lined up in a row, causing them all to catch on fire. Reavis scrambled off the plane as quickly as possible and gave first aid to the crew chief, who was badly injured and later died.

Davetter Butler Shepard, of Sampson County, served with the WAAC and WAC from 1943 to 1945. When her neighbors found out she was signing up, they accused her of going into the army just to have relationships with men. Of course, such gossip was untrue and did not keep her from joining the military. Shepard was a member of all-African American units at Camp Blanding and Fort Knox, Kentucky, where she worked in the motor pool driving a truck that carried supplies around the base. She recalled sending part of each paycheck to help her family. Millie Louise Dunn Vasey, of Raleigh, served in segregated African American units of the WAAC and WAC from 1942 to 1944 as a company and supply clerk. She remembered that most of the black community at the time disapproved of women joining the military, but that did not stop her. When her WAC unit got off the train in Scotland, some local residents had never seen black people, Vasey recalled, and said, “Look at the women in Technicolor.”

Anna Jean Coomes Woods, of western North Carolina, served in the WAVES from November 1943 to July 1946 in Classified Communications and Personnel. She recalled being too thin to pass the WAVES physical. She ate nothing but bananas and milk shakes for several days to gain weight. Woods did finally join the WAVES, in spite of only gaining one pound and becoming sick from all the bananas and shakes.

The women served during World War II faced challenges. Often their parents, other family members, and friends did not want them to join the military because of slander and rumor campaigns, which accused women who joined to be of low morals. Many people felt women who served in the military would not make good mothers. The military often treated them like schoolgirls instead of mature women. Females were held to higher educational, moral, and skills standards than men. African American women faced not only gender but race discrimination.

All the women interviewed for the Betty H. Carter Women Veterans Historical Project are proud to have served. They joined the military for a number of reasons—to work, to learn new job skills, to travel, to better their lives, to earn more money, and to contribute to the war effort. Their time in the military made them more self-confident and independent, and it opened up new opportunities. After the war, many former service women took advantage of the GI Bill to further their educations and enter careers that had previously been closed to them. They rightly considered themselves trailblazers and pioneers for the women who later served during the Korean, Vietnam, and Gulf wars, and in the modern military.
World War II
North Carolina Veterans

1. What is the name of the person you chose to research?

2. What was significant about this person’s life or actions?

3. What question do you still have about this person—or a related event or subject—after reading the article?

4. What relevance does this person have on our lives today?

5. What reflections can you make about this person and their life story?
WHEN WORLD WAR II WAS FUGHT OFF NORTH CAROLINA’S BEACHES

by Kevin P. Duffus*

A little after two o’clock in the morning on Monday, January 19, 1942, an earthquake-like rumble tossed fifteen-year-old Gibb Gray from his bed. Furniture shook, glass and knickknacks rattled, and books fell from shelves as a thundering roar vibrated through the walls of the houses in Gibb’s Outer Banks village of Aytin. Surprised and concerned, Gibb’s father rushed to the windows on the house’s east side and looked toward the ocean. “There’s a fire out there!” he shouted to his family. Clearly visible on the horizon, a great orange fireball had erupted. A towering column of black smoke blotted out the stars and further darkened the night sky. Only seven miles away, a German U-boat had just torpedoed the 357-foot-long U.S. freighter, City of Atlanta, sinking the ship and killing all but three of the 47 men aboard. The same U-boat attacked two more ships just hours later. Less than six weeks after the Japanese bombing of Pearl Harbor, the hostilities of the Second World War had arrived on America’s East Coast and North Carolina’s beaches. This was not the first time that German U-boats had come to United States waters. During World War I, three U-boats sank ten ships off the Tar Heel coast in what primarily was considered a demonstration of German naval power. But by 1942, U-boats had become bigger, faster, and more deadly. Their presence in American waters was not intended for “show” but to help win World War II for Germany.

The abbreviated name “U-boat” comes from the German word Unterseeboot, meaning submarine or undersea boat. However, U-boats were not true submarines. They were warships that spent most of their time on the surface. They could submerge only for limited periods—mostly to attack or evade detection by enemy ships, and to avoid bad weather. U-boats could only travel about sixty miles underwater before having to surface for fresh air. They often attacked ships while on the surface using deck-mounted guns. Typically, about 50 men operated a U-boat. The boats carried fifteen torpedoes, or self-propelled “bombs,” which ranged up to twenty-two feet long and could travel thirty miles per hour. Experts have described German U-boats as among the most effective and seaworthy warships ever designed.

Within hours of the U-boat attack near Aytin, debris and oil began washing up on the beaches. This scene seemed to be repeated constantly. For the next six months, along the East Coast and the Gulf of Mexico, at least sixty-five different German U-boats attacked American and British merchant ships carrying vital supplies to the Allies in Europe—cargos of oil, gasoline, raw vegetables and citrus products, lumber and steel, aluminum for aircraft construction, rubber for tires, and cotton for clothing. By July of 1942, 397 ships had been sunk or damaged. More than 5,000 people had been killed.

The greatest concentration of U-boat attacks happened off North Carolina’s Outer Banks, where dozens of ships passed daily. So many ships were attacked that, in time, the waters near Cape Hatteras earned a nickname: “Torpedo Junction.” U.S. military and government authorities didn’t want people to worry, so news reports of enemy U-boats near the coast were classified, or held back from the public for national security reasons. For many years, most people had no idea how bad things really were. But families living on the Outer Banks knew—they were practically in the war.

“We’d hear these explosions most any time of the day or night, and it would shatter the house,” one Outer Banks resident remembered about the U-boat attacks during World War II. “Ships like the eight-thousand-ton oil tanker Dixie Arroyo (left) led the attack. German U-boat U-17 torped- doed the tanker at 5 a.m. on March 26, 1942, about ten miles from Ocracoke Inlet. Image courtesy of Kevin P. Duffus.

“TDRH Spring 2008

A TDRH banner with the text “TDRH Spring 2008” is visible in the image.
ened to death. We locked our doors at night for the first time ever,” said Ocracoke’s Blanche Styron. Calvin O’Neal remembered strangers with unusual accents who stayed at an Ocracoke hotel during the war: “The rumor was they were spies, and the hotel owner’s daughter and I decided to be counterspies, and we tried our best to follow them around, but we never caught them doing anything suspicious.”

At Buxton, Maude White was the village postmistress and a secret coast watcher for the U.S. Navy. She was responsible for observing unusual activities and reporting them to the local Coast Guard. In 1942 one couple with German accents attracted attention by drawing maps and taking notes about the island. White became suspicious, so did her daughter, who would follow the pair from a distance—riding her beach pony. After being reported by White, the strangers were apprehended when they crossed Oregon Inlet on the ferry. Records fail to indicate whether or not the strangers really were spies, but White’s daughter became the inspiration for the heroine in author Nell Wise Wechter’s book Taffy of Torpedo Junction.

Slowly but surely, increased patrols by the U.S. Navy and the U.S. Coast Guard, and planes of the Army Air Corps, began to prevent the U-boat attacks. Blimps from a station at Elizabeth City searched for U-boats from high above, while private yachts and sailboats with two-way radios were sent out into the ocean to patrol and harass German warships.

The military set up top-secret submarine listening and tracking facilities at places like Ocracoke to detect passing U-boats.

Many people who lived along the coast during World War II remember having to turn off their house lights at night and having to put black tape over their car headlights, so that lights on shore would not help the Germans find their way in the darkness. Even so, the government did not order a general blackout until August 1942. By then, most of the attacks had ended.

On April 14, 1942, the first German U-boat fought by the American navy in U.S. waters was sunk sixteen miles southeast of Nags Head. Within the next couple of months, three more U-boats were sunk along the North Carolina coast: one by a U.S. Army Air Corps bomber, one by a U.S. Coast Guard patrol ship, and one by a U.S. Navy destroyer. North Carolina’s total of four sunken U-boats represents the most of any state. By that July, the commander of Germany’s U-boats became discouraged. He redirected his remaining warships to the northern Atlantic Ocean and Mediterranean Sea. Nevertheless, Germany considered its attacks against the United States a success, even if they failed to win the war. Gerhard Weinberg, a professor of history at the University of North Carolina at Chapel Hill, has since called the war zone off the U.S. coast in 1942 “the greatest single defeat ever suffered by American naval power.”

As the years have passed, most of the physical evidence of World War II U-boat encounters off North Carolina’s coast has vanished. Submerged off the state’s beaches are the remains of at least 60 ships and countless unexploded torpedoes, depth charges, and contact mines. Even today, small patches of blackened sand offer reminders of the massive oil spills of 1942. On Ocracoke Island and at Cape Hatteras, cemeteries contain the graves of six British sailors who perished in North Carolina’s waters. Many people living in the state don’t know about the time when war came so close. But older Tar Heels who lived on the coast back then remember. In fact, they would love to tell you about it.
**World War II Spy Master**

How do you keep a secret? Don’t tell anyone!—But what if you need to send a message safely from here to there? Codes and ciphers can help. During World War II kids learned about their use in comic books, books, radio, and movies. Many started playing “spy games” of their own. Now you can join in!

Some definitions to start:

**CODE**: a system in which a symbol = one word (for example, # = car)

**CIPHER**: a system in which a symbol = one letter (for example, 5 = A)

**DEAD DROP**: a secret location where messages can be left and picked up.

1) Look online for some simple codes and/or ciphers to use. We like the below cipher to start off with:

```
A=Z       J=Q       S=H
B=Y       K=P       T=G
C=X       L=O       U=F
D=W       M=N       V=E
E=V       N=M       W=D
F=U       O=L       X=C
G=T       P=K       Y=B
H=S       Q=J       Z=A
I=R
```

2) Scout out 5-10 dead drop sites in your house--choose places in which you can hide a small piece of paper!

3) Using one of your codes or ciphers, encode or encipher clues that will lead your fellow player or players to the dead drops--one clue leading to the next.

Example:
Clue 1 (handed to player): CLOSET COAT POCKET
Clue 2 (in coat pocket): WASH YOUR HANDS
Clue 3 (in sink): TABLE AND CHAIRS

etc.!

Take turns being the code/cipher master and the hunter. How tricky can your clues get?!
Torpedo Alley
Mapping Activity

German submarines, called U-boats, navigated the coast of North Carolina during World War II. Their purpose was to destroy supply ships bound from America to Great Britain and other Allied countries. The U-boats were extremely effective, and a large number of ships were sunk in what became known as the Graveyard of the Atlantic. The entire crew of the British trawler HMS Bedfordshire died after a German sub torpedoed the ship on May 11, 1942. Four crewmen were recovered and buried on Ocracoke Island.

Using the blank map of North Carolina’s coastline, information from the Monitor National Marine Sanctuary, and a listing of WWII-era military installations (next page), mark:

- the locations and names of four ships sunk during WWII
- Major ports and cities on the coast
- Military installations near the coast
<table>
<thead>
<tr>
<th>NAME</th>
<th>MISSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville Convalescent Center</td>
<td>Medical facility for wounded seamen.</td>
</tr>
<tr>
<td>Basic Training Center #10</td>
<td>Greensboro Army Air Force training base; renamed the Eastern Overseas Replacement Depot in 1944.</td>
</tr>
<tr>
<td>Bluthenthal Army Air Field, Wilmington</td>
<td>Army Air Force fighter interceptor base; anti-submarine patrols also flown from the base.</td>
</tr>
<tr>
<td>Fort Bragg, Fayetteville</td>
<td>Established in 1918 as the Army’s principal artillery training post. Field Artillery Replacement Training Center a major World War II mission; beginning in the spring of 1942, Bragg became a focus of Airborne (parachute/glider) training. Largest army post in America during World War II.</td>
</tr>
<tr>
<td>Camp Butner Infantry Training Center</td>
<td>78th Infantry Division and other units trained at Butner.</td>
</tr>
<tr>
<td>Charlotte Quartermaster Depot</td>
<td>U.S. Army logistics center; Ford Motor Company operated a facility at the depot for the army.</td>
</tr>
<tr>
<td>Elizabeth City Coast Guard Station</td>
<td>Major aviation maintenance and training facility. Search and rescue and anti-submarine patrols major mission.</td>
</tr>
<tr>
<td>Elizabeth City Naval Air Station</td>
<td>Aviation training and maintenance base. Operated by long-range anti-submarine patrol using bombers and “blimps”—lighter-than-air craft.</td>
</tr>
<tr>
<td>Seymour Johnson Army Air Field, Goldsboro</td>
<td>Aircraft maintenance and aircraft gunnery training base.</td>
</tr>
<tr>
<td>Knollwood Army Air Field, Pinhurst</td>
<td>Army Air Force communications training base.</td>
</tr>
<tr>
<td>Laurinburg-Maxton Army Air Field</td>
<td>Troop carrier and glider training base.</td>
</tr>
<tr>
<td>Camp Lejeune, Jacksonville</td>
<td>Major Marine Corps training base—infantry, armor, artillery, and air defense. Amphibious operations a key training mission.</td>
</tr>
<tr>
<td>Lake Lure Army Air Force Redistribution Rest Camp</td>
<td>Rest camp for returning combat crews.</td>
</tr>
<tr>
<td>Camp Mackall, Hoffman</td>
<td>Airborne training center for parachute and glider troops.</td>
</tr>
<tr>
<td>Location</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Manteo Naval Air Station</td>
<td>Carrier fighter aircraft training base.</td>
</tr>
<tr>
<td>Morehead City Naval Station</td>
<td>Coordinated ship repair, sailing schedules, anti-submarine defense, and salvage.</td>
</tr>
<tr>
<td>Morris Army Air Field, Charlotte</td>
<td>Air defense and aircraft maintenance base.</td>
</tr>
<tr>
<td>Ocracoke Naval Station</td>
<td>Anti-submarine patrol base.</td>
</tr>
<tr>
<td>Pope Army Air Field, Spring Lake</td>
<td>Adjacent to Fort Bragg. Troop carrier, glider, and fighter base.</td>
</tr>
<tr>
<td>Raleigh-Durham Army Air Field</td>
<td>Air defense base.</td>
</tr>
<tr>
<td>Southport Naval Station</td>
<td>Conducted ship repairs, sailing schedules, anti-submarine defense, and salvage.</td>
</tr>
<tr>
<td>Camp Sutton, Monroe</td>
<td>Army combat engineer training base.</td>
</tr>
</tbody>
</table>
Fighting the War on the Home Front

By Jo Ann Williford

From *Tar Heel Junior Historian* 25:2 (Spring 1986)

Well-trained, well-armed forces are essential to winning any war. But who sees to it that the food, clothing, machinery, and ammunition needed by the military are produced efficiently and that troop and civilian morale remain high? These matters are the responsibility of the people who fight the war on the home front. During World War II life for the men, women, and children of this state and across America changed drastically and required many sacrifices.

Equipping, transporting, and maintaining troops during the war proved an expensive undertaking that had an immediate impact on North Carolina. By December, 1942, North Carolina had more servicemen within its borders than any other state, housing the nation's largest army artillery post (Fort Bragg), largest Coast Guard station (at Elizabeth City), two large Marine bases (Camp Lejeune and Cherry Point), and the largest glider base (Laurinburg-Maxton Army Air Base). Taxes paid by Americans covered part of this expense. The remainder of the cost had to be borrowed by the federal government from individuals and banks.

This borrowing was done primarily through the sale of war bonds and stamps. A person who bought a war bond loaned his money to the government for several years. School children bought many war stamps and pasted them in special books. When the books were filled, the students traded them in for a war bond. Special stamp and bond booths popped up in North Carolina schools from the elementary levels through high school. Competitions between classes and schools were sponsored to see which competitor could raise the most money.

There were major campaigns to encourage adults to buy bonds as well. Many lures enticed them. Sometimes movie stars made visits to North Carolina to ask people to support the war. For the price of a war bond, citizens of Wake County got to ride around the county courthouse in a jeep or see a Japanese submarine captured at Pearl Harbor. Some counties and organizations contributed to war loan drives that paid for specific pieces of war equipment. Rutherford County residents' donations purchased a Flying Fortress (B-17) during the fourth war loan campaign, and the bomber was duly named the “Rutherford County, N.C.” Salem College students earned citations from the United States Treasury Department for buying enough bonds and stamps to pay for one “Tank-Ammunition Trailer M8” and for “One Field
Ambulance.” In all, North Carolinians contributed millions of dollars to the war effort through the purchase of bonds.

Although North Carolina’s eastern seaboard never suffered a direct attack during the war, the state's newspapers and Office of Civilian Defense mobilized to prepare citizens for the worst. One Chowan Herald headline in July 1943, solemnly warned that “Air Raids Seen As Possibility in N.C. Cities Along Coast” and urged its readers to watch out for enemy aircraft “seriously, and on a 24-hour basis...” Sirens were installed from the coast to the mountains to warn of the approach of enemy planes. Air raid drills were held. Men and women studied printed plane silhouettes to learn the shape of enemy aircraft and carefully scanned the state’s rural skies. Volunteers underwent training for such duties as air raid wardens and first aid specialists. Citizens learned how to blackout their homes and businesses so at night their lights would not be visible from the air or sea.

Civil defense wardens saw to it that people obeyed the rules. One Wilmington department store clerk was arrested, convicted, and fined “for smoking a lighted cigarette upon the streets after having been warned by a person in authority to extinguish it.” Residents of Morehead City and Beaufort began to take the blackout regulations seriously when 114 violators were arrested and fined during a one-week campaign to enforce the rules. People who lived along certain coastal roads closed to night traffic because of the German U-boats off the coast had to tape over their headlights so that only narrow slits remained open. They could not drive faster than fifteen miles per hour on the closed roads either.

The State Office of Civilian Defense sponsored a war gas school as well, located at Chapel Hill. There they taught gas officers how to identify deadly war gases, how to use gas masks, and methods of first aid and decontamination in case of gas attacks. They even applied small doses of mustard gas to their forearms to study its effects and how the cleansing agent stopped them.

Another major problem faced by all Americans was wartime shortages of groceries and consumer goods. The shortages occurred for several reasons. Some imported commodities were given only to the military during the war. Other imported goods were limited in quantity because of shipping losses. Production of many American items was stopped by the government because they were not essential to the war effort. Most food, clothing, and equipment went to support the armed forces. What remained had to be shared by civilians.

Two systems dealt with shortages. One method evenly distributed certain goods, giving all citizens an opportunity to purchase set amounts of the items. This was called nonselective rationing, and it applied to such things as sugar, meat, butter, and shoes. Each citizen held ration stamps issued by the government worth a certain number of points. These were used along with money to buy rationed goods.
Shortages in fresh produce could also be met by individual or community victory gardens. By growing and canning their own vegetables, the public reduced their need for commercial canned goods required for servicemen overseas.

The second method, called selective rationing, was used for products that were extremely scarce. For instance, there were no new cars manufactured in America between February 7, 1942, and the end of the war in 1945. Neither were many bicycles, typewriters, refrigerators, or other metal products made once the war started. Metal was needed to manufacture planes and weapons. Used cars and bicycles available for sale went to people who needed them most—particularly those who had jobs important to the war effort.

Americans restricted by the rationing system still managed to donate scarce items to the war effort by salvaging. Today we would call it recycling. The military’s need for paper, grease, nylon, rubber, and metal remained high. Citizens were urged to save products containing these materials and turn them in at collection centers. Schoolchildren across the state carried out scrap drives. They collected such things as keys, tin cans, bathtubs, old metal and rubber toys, and newspapers. The city of Raleigh tore up old streetcar rails to donate for scrap metal drives. However, when someone suggested that the state should melt down the Revolutionary War cannons standing at the Capitol, there was an outcry of protest. There were limits to the sacrifices the public felt willing to make. The Revolutionary War cannons survived World War II intact and remain on Capitol Square to this day.

A manpower shortage was yet another problem. Those left at home, women and the men excused from military duty, filled jobs previously held by men who had entered the service. “Rosie the Riveter” became the symbol for women who took over important jobs in defense plants and other vital areas. North Carolina women helped build Liberty Ships in the yards of the North Carolina Shipbuilding Company at Wilmington. They also worked at the Fairchild Aircraft Plant in Burlington, assembling military planes. Schoolchildren replaced farm laborers who had left for war. For six weeks in 1943 the school day in Wake County was shortened to operate from 8:00 A.M. to 12:30 P.M. so children could spend their afternoons picking cotton on Wake County farms. Even Governor J. Melville Broughton and his wife spent several afternoons picking cotton.

For almost four years the American people were reminded daily that they must do their part to speed the victory by rationing, salvaging, promoting troop morale with USO entertainments, contributing their resources, and preparing for defense. In the end North Carolinians could be proud of their efforts. After the war Governor Gregg Cherry, recalling the sacrifices they made, stated that, “This was cooperative democracy at its best.”
War Cake Recipe

Rationing was an incredibly important part of the Home Front effort. Basics like flour and sugar weren't always readily available. So, people need to get creative and the war cake recipe we've include is just one example of how. Try your hand and bake your own! *Make sure an adult is ready to pitch in and help you before you get to baking.*

Ingredients:

- 1 cup brown sugar
- 1 cup water
- 1 cup raisins
- 2 tbsp margarine
- 1 tsp ground cinnamon
- 1/2 tsp ground cloves
- 1 1/2 cups flour
- 1/2 tsp salt
- 1/2 tsp baking powder
- 1/2 tsp baking soda
- 1/2 cup chopped walnuts

Directions:

1. Preheat the oven to 350 degrees.
2. Grease and flour an 8x4-inch baking pan.
3. Place the brown sugar, water, raisins, margarine, cinnamon, and cloves in a heavy-bottomed saucepan and bring to a boil.
4. Cook gently for 5 minutes, then remove from heat and let cool until the mixture is comfortably warm to your finger.
5. Sift together the flour, salt, baking powder, and baking soda.
6. Add them to the cooled sugar mixture, beating until no flour drifts are visible and the batter is smooth.
7. Stir in the walnuts.
8. Spread evenly in the baking pan and bake for 25-30 minutes or until a toothpick inserted in the center of the cake comes out clean.
9. Let cool in the pan for 10 minutes, then turn onto a rack to cool completely.
10. Enjoy!