

ALBUM LEARNING ACTIVITY: CLOSER LOOK- WHO WERE THE WOMEN AIRFORCE SERVICE PILOTS?

Album Description

This album is one part of my final Teaching with Primary Sources Internship Project, to see other parts, click the links below:

1. *Learning Activity: Women in the Military During World War II*
2. *Women in the Military Recruitment Posters: Four Corners Activity*
3. *Project-Based Learning Activity: "Introduce a WASP" Project*

Closer Look: Who Were the Women Airforce Service Pilots?

This album presents information and primary sources that you can use in your classroom or learning environment to teach about the Women Airforce Service Pilots in World War II. Use these resources with your students to expand their knowledge of women's contribution to the war effort and the pioneering efforts of female pilots during this period.

Beginnings: Creation of the Women Airforce Service Pilots (WASPs)

The Women Airforce Service Pilot (WASP) program was a civilian branch of the Army Air Forces during World War II. This program was created in 1943 when famous female aviator Jacqueline Cochran's training program—the Women's Flying Training Detachment—merged with Nancy Harkness Love's air transport program, the Women's Auxiliary Ferrying Squadron (WAFS). The primary purpose of the WASP program was to free male members of the Army Air Forces (AAF) for combat positions on the front lines by training female pilots to take over the various flying duties needed on the home front. The Women Airforce Service Pilots were the first women to fly military aircraft in the United States, paving the way for future generations of women in military and commercial aviation.

Explore the sources below to learn more about the creation of the WASP program:

1. Beginnings- "Army is Asking US Women Fliers: Would You Act As Ferry-Pilots?" The Waterbury Democrat, August 14, 1941.
2. Beginnings- Margery Fitz Taylor Collection (VHP): Photo of Margery and a man standing beside a plane
3. Beginnings- "No Fuss and Feathers for WAF Squadron's Boss," The Waterbury Democrat, September 19, 1942.

Life as a WASP: Training, Graduation, and Service

Over 25,000 women applied to training at Avenger Field in Sweetwater, Texas, but only about 1,074 women became pilots for the WASP program. To enter the WASP program, women needed to have flight

experience (as much as 200 hours at the program's beginning, but less as time went on), pass a physical examination, and go through a personal interview. WASPs went through training that was identical to that of male AAF cadets, but without combat flight instruction. After graduation, most WASPs were assigned to ferry planes, transporting them from factory to base or between bases, while others towed gunnery targets for anti-aircraft gunnery cadets, helped transport personnel and cargo, collected meteorological data, and even trained male AAF cadets.

What was it like to be a Woman Airforce Service Pilot? Explore these sources to learn more:

1. Life as a WASP- Aviatrix Leaving Plane
2. Life as a WASP- "Woman Pilot," Dickenson County Herald, July 8, 1943.
3. Life as a WASP- "Ferry Pilots," Laurel Outlook, April 1, 1944.
4. Life as a WASP- "WHAT! A *girl* training men to fly for Uncle Sam?" February 24, 1942.
5. Life as a WASP- Catherine Vail Bridge (VHP): P38 Lightning (Photograph)
6. Life as a WASP- Violet Clara Cowden (VHP): WASP Oral History

Militarization? A Debate about Female Pilots

Some WASPs experienced discrimination because their duties and responsibilities were outside the social expectations for women in this period. As demand for pilots decreased in 1944, male civilian pilots began losing their jobs and were drafted into the Army Air Forces. These pilots began to question whether the WASPs deserved their positions. Meanwhile, Jacqueline Cochran was working hard to militarize the WASP program, meaning that WASP pilots would be considered members of the Army Air Forces rather than civilians. This would ensure better protection, insurance for accidents, and compensation, as well as increased respect from both members of the military and civilians. The Army's Women Army Corps, the Navy's WAVES, the Marine Corps Women's Reserve, and the Coast Guard SPARs were all considered militarized, unlike WASPs. Many people believed that the WASPs deserved to be militarized, including General Henry Arnold, director of the Army Air Forces. However, many male civilian pilots opposed militarization because they wanted to take over the work WASPs were doing. In the end, the WASPs were denied militarization and the program was disbanded in December 1944.

What were the arguments for and against militarization? Read and compare these two articles to find out:

1. Militarization?- "Are They Needed?" Evening Star, August 10, 1944.
2. Militarization?- "Letters to the Star: Members of WASP Defended Against Alleged Discrimination," Evening Star, September 20, 1944.

After the War: What Happened to the WASPs?

Because the program was disbanded before it was militarized, WASP pilots were sent home without acknowledgement of their service or access to veterans benefits. After the program ended, the women of the WASP program went on to follow a number of different career paths. Some continued to work in aviation, others moved into new fields, and some decided to leave the workforce altogether. However, many of the WASPs remained committed to gaining recognition and acknowledgement of their service. Over 30 years after the WASP program ended, in 1977, Congress passed the G.I. Bill Improvement Act, which deemed service in the WASP as "active duty," giving former WASPs access to veterans' benefits. In 2009, Congress and President Barack Obama awarded the Women Airforce Service Pilots the Congressional Medal of Honor. In 2016 the first WASP was buried in Arlington National Cemetery on her own merit (rather than as

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a serviceman's spouse).

What were some of the things former WASPs did after the war? Look through these sources to learn more:

1. After the War- "A Little Miss Runs the Airport," Evening Star, August 29, 1948.
2. After the War- Women in the News: Female Air Traffic Control Operator

Now that your students know the history of the Women Airforce Service Pilots, consider trying this project-based learning activity in your classroom: "Introduce a WASP" Project

*3 - 5 6 - 8 9 - 12 13+ English/Language Arts Social Studies/History Womens History
Library World War II Women in the Military WASPs Women Airforce Service Pilots Jacqueline
Cochran Veterans History Project*

BEGINNINGS- "ARMY IS ASKING US WOMEN FLIERS: WOULD YOU ACT AS FERRY-PILOTS?" THE WATERBURY DEMOCRAT, AUGUST 14, 1941.

EIGHT

GAS PLAN FAILS, SECRETARY SAYS

Ikkes Discloses 8 Per Cent Increase in Sales; New Regulations Are Planned

WASHINGTON, Aug. 14.—Apparently convinced that appeals for public curtailment of gasoline consumption had failed, Secretary of Interior Ikkes declared today new and "more rigid" measures to meet the threatened shortage in the East were imminent. The coordinator declined to discuss the contemplated action, but there was speculation that he would call for rationing of gas to filling stations. It was not indicated how the individual service stations would distribute the supplies among automobile operators. Ikkes, who is defense petroleum coordinator, revealed that the first shipment of aviation gasoline to Russia aboard an American tanker was scheduled to leave Los Angeles today for Vladivostok, under United States registry, and that other tankers would sail shortly.

Asked if the oil ships sailing for Russia under the American flag might not run counter to neutrality laws, the coordinator replied that "there is no war zone over there," meaning the East coast of the U.S.S.R. recently a Japanese official at Tokyo expressed the wish that the United States would not send "munitions" to Vladivostok. Ikkes also revealed that priorities had been obtained for manufacture of 10,000 drums in which to ship aviation gasoline to Russia aboard merchantmen. Reporting on gasoline consumption during the first week of the filling station "blackout" the coordinator said deliveries were up 8 per cent on the Atlantic seaboard over the previous week, and he declared "there hasn't been any response at all encouraging."

He told the newsmen at his press conference he expected to have a special announcement later in the day, dealing with "more drastic steps," and his aides were busy throughout the day working on details of the new measures. But when the coordination office closed for the day, these aides said the statement was not ready and gave no new indication when it might be issued.

YARNISH MAKING IN INDIA
There are many possibilities in India for yarnish making from natural products, according to findings of the Botanical Survey there. A large number of trees and plants yielding gum resins grow in the Indian fields and hills.

ADVERTISEMENT
Two steps to amazing new pep... vitality... better looks!

Army Is Asking U. S. Women Fliers: Would You Act As Ferry-Pilots?

By ELEANOR BAGSDALE
NEA Service Staff Correspondent
WASHINGTON.—The famous British WAAF (Women's Auxiliary Air Force) may soon have an American counterpart, for the ferrying command of the U. S. Army Air Force has issued questionnaires to licensed women pilots throughout the country in order to get data from which to make definite plans.

The queries ask the air-minded girls what class of license they hold—for light, medium, heavy, or multi-engine planes. It wants to know just what cross-country flying they have done within the last year—nice fresh experience in chart-flying, exploration of familiar territory, etc. Extra skills in radio, navigation, and engine-repairs come in for special attention. And, of course, any woman with an instructor's license should list that, too.

"Are you willing and able to act as ferry pilot or co-pilot for from six months to a year?" is the concluding wallop packed by the Air Corps quiz-sheet.

The U. S. today has 2733 licensed women pilots, 171 of whom hold commercial licenses, certifying they have flown 200 hours or more and passed an extra stiff examination. In addition there are 48 licensed women instructors, 22 of whom are currently employed in the Civil Aeronautics Authority civilian pilot training program.

Training Costs for Women Are High
The civilian pilot training ruling effective last July 1, which banned women from further CPT courses would-be aces to swallow. Before that decision went through, 10 per cent of the student pilots in any training group could be women. The girls eagerly took advantage of this privilege and jumped the number of feminine licenses from 1836 in July, 1940, to more than double that number in July, 1941. Then, when the emergency regulations caused a step-up in the number of masculine student pilots, the girls were cut out to allow more room for the men in the over-taxed training centers. If women want to learn to fly now, they must attend regular commercial schools which cost a good deal more.

An approximate estimate of training costs around Washington runs like this: \$100 for the solo permit, after which plane rental runs about \$200 to build up the required 35 hours of solo experience for a Class 1 license. Before you can fly the 200 hours to qualify for a commercial license, it will have set you back about a thousand bucks more, at \$6.00 or so per hour. Meanwhile, you may be getting more instruction to qualify for bigger planes. Of course, if you own or borrow a plane, your rental worries are over.

GIRLS ANSWER: "WE'RE READY" TO DATA-SEEKING QUESTIONNAIRE



One of the outstanding boosters for an American women's aviation unit is Jacqueline Cochran, famed as the only woman to ferry a bomber to England. She is shown, center, above, after her recent trip, chatting with officers of a British Fighter Squadron and members of the WAAF.

co pilots. Possibly, with a large per cent of the commercial airplane pilots in the Air Corps Reserve, there may be need for women in that field long open only to men. Many women pilots are surprised to find the army breaking down and booting about them. Last year when the question came up in congressional committee hearings, only Admiral Towers gave the girls any encouragement, testifying he could use them to fly training planes. At that time the Army was a bit scornful of the whole idea. Since then, the fame of the British WAAF's has spread abroad. Their splendid safety record has reassured many sceptics, and praise from Churchill himself. Few realize that in the whole WAAF there are only 40+ odd women, though a recent lowering of requirement of flying hours from 200 to 150 may enable them to expand their service.

Upon her return from ferrying a bomber over to England, Miss Cochran was enthusiastic in her belief that a unit of American women fliers, similar to the RAF's auxiliary, could be organized. However, there are only four women licensed to fly multi-engine planes at the moment, and the training costs to obtain such licenses are very steep. The best bet seems to be to use women to ferry training ships and other light craft. Or to enlist them as ground-school instructors and

WILMINGTON MORNING STAR, WILMINGTON, N. C.

Lake Waccamaw

LAKE WACCAMAW, Aug. 14.—Miss Pauline Hood has returned to her home here from Wilmington, where she has been employed for several months. Miss Hood will return to Wilmington September 1, where she will enter the school of nursing at James Walker Memorial hospital. Miss Ella Mae Benson will also enter this school of nursing on September 1.—Mrs. Winnie Youngs and Mrs. Follie Mitchum of Fayetteville, were weekend guests of Mrs. G. T. Sutton.—Mr. and Mrs. P. G. Sutton left for Charleston, W. Va., Sunday where Mrs. Sutton will remain for a visit with her parents, Mr. Sutton goes to Camden, N. J., where he is employed as Government fruit and vegetable inspector.—I. B. Sloan and son, Bruce Franklin, were visitors in Mars Hill over the weekend.

Senate Approves For Naval Public

WASHINGTON, Aug. 14.—The Senate approved amended House bill on the expenditure of \$244,000 for naval public works, including the beginning of construction on a submarine base island in the Pacific, a new air station in the Gulf coast, a new air station at N. J., and Barber's point in New York.—Mrs. F. M. Averitt and daughter, Corneilia, and young son, Franklin, Jr., of Fayetteville, are here for a visit with Mrs. Averitt's parents, Mr. and Mrs. N. J.

Cash in on Colgate 1941
—Now Feature
GET THIS LUMINOUS GARDEN FLORAL P
WHICH GLOWS AT NIGHT
A LOVELY PIECE OF COSTUME

Boston Is Still Boston. Boom Or No

Teaching Notes:

Read this article from Wilmington, North Carolina's *Wilmington Morning Star* published in August of 1941. Pay special attention to the photograph showing WASP leader Jacqueline Cochran!

Some questions to consider:

- What challenges did women face in obtaining flight training?
- How did these limitations impact the number of licensed female pilots at this ? Notice also the discussion of the British Women's Auxiliary Air Force, or WAAF. What elements of the British program were being considered for implementation in the United States?
- Why might the author of this article be referencing a pre-existing female pilot program to gain support for the creation of a female ferry pilot command?
- What role is Jacqueline Cochran playing in the creation of a female pilot program? How does this article describe her and her work?

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Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn78002169/1941-08-15/ed-1/seq-8/>

The Wilmington morning star. [volume] (Wilmington, N.C.), 15 Aug. 1941. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn78002169/1941-08-15/ed-1/seq-8/>>

BEGINNINGS- MARGERY FITZ TAYLOR COLLECTION (VHP): PHOTO OF MARGERY AND A MAN STANDING BESIDE A PLANE



Teaching Notes:

Take a look at this image of WASP Margery Fitz Taylor standing beside a small plane with a person who might have been a flight instructor or a friend. This photograph seems to be from Taylor's flight training before she entered the WASP program. Many female pilots took private flight lessons or participated in the Civilian Pilot Training Program before applying to become a WASP, since at least a private pilot's license was required for entry.

This photograph would be a great subject for an Observe, Reflect, Question analysis.

Some questions to consider:

- How does the plane in this photograph differ from the plane in Catherine Vail Bridge's photograph from her time in the WASPs later on in this album?
- Where do you think this image was taken?
- What was the purpose behind this photograph's creation?

It is important to note that because some flight training was mandatory for entry, many people could not join the WASP program. Flight lessons were expensive and took time. Because of this, many women--especially women of color--were unable to meet the requirements.

Consider:

- Who might have access to flight lessons?
- What might keep a person from being able to take private flight lessons or participating in the Civilian

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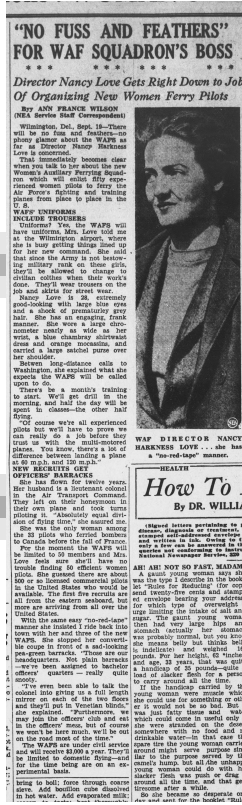
Pilot Training Program at their college?

Reference Link: <https://www.loc.gov/resource/afc2001001.37452.ph0001001/?sp=1&r=-0.551,-0.035,2.102,0.796,0>

Repository

- Veterans History Project, American Folklife Center, Library of Congress

BEGINNINGS- "'NO FUSS AND FEATHERS' FOR WAF SQUADRON'S BOSS," THE WATERBURY DEMOCRAT, SEPTEMBER 19, 1942.



Teaching Notes:

This article, which appeared in Washington, DC's Evening Star in September of 1942, profiles the leader of the Women's Auxiliary Ferrying Squadron (WAFS), Nancy Harkness Love, and introduces the WAFS. This organization would later merge with Jacqueline Cochran's training program to create the Women Airforce Service Pilots (WASPs). Notice specifically the discussion of Love in the final column, and how Love describes the female pilot program.

Some questions to consider:

- What words does she use to describe the program?
- Why might she be describing the program in this way?

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn82014085/1942-09-19/ed-1/seq-4/>

The Waterbury Democrat. [volume] (Waterbury, Conn.), 19 Sept. 1942. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn82014085/1942-09-19/ed-1/seq-4/>>

LIFE AS A WASP- AVIATRIX LEAVING PLANE



Teaching Notes:

Take a look at this image of an "Aviatrice" (a female pilot) from 1941.

Some questions to consider:

- What clothing is she wearing?
- What might she be carrying?
- How would the clothing and gear shown in this picture contribute to safety?

Note that flying, especially in military aircraft, was fairly risky at this time. 38 WASPs died while serving in the program, and many others were involved in non-fatal accidents.

WASPs were issued leftover flight suits from male AAF cadets, so they were usually too big and bulky to fit comfortably. Many WASPs pinned, rolled, or tied the flight suits so that they could walk, stand, and fly more easily.

Reference Link: <https://www.loc.gov/item/2016647661/>

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- [ca. 1941]

Notes

- - Photo by Office of War Information (OWI).
- - This record contains unverified, old data from caption card.

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LIFE AS A WASP- "WOMAN PILOT," DICKENSON COUNTY HERALD (VA), JULY 8, 1943.

THE DICKENSO

WAR ON ALL FRONTS

A SERIES OF SPECIAL ARTICLES
BY THE LEADING WAR CORRESPONDENTS

WOMAN PILOT

By Cornelia Fort

(WASP Feature—Through special arrangement with Women's Home Companion.)

(There is one of the most remarkable articles ever published—a personal story by the first woman pilot to die in war duty in American history. Shortly after Pearl Harbor, Miss Fort, 24, of Kentucky, then, was flying when the bomber she was piloting crashed in Texas.)

I knew I was going to join the Women's Auxiliary Ferrying Squadron before the organization was a reality, before it had a name, before it was anything but a radical idea in the minds of a few men who believed that women could fly airplanes. But I never knew it so surely as I did in Honolulu on December 7, 1941.

At dawn that morning I drove from Waikiki to the John Rodgers civilian airport right next to Pearl Harbor, where I was a civilian pilot instructor. Shortly after 6:30 I began landing and take-off practice with my regular student.

Coming in just before the last landing, I looked casually around and saw a military plane coming directly toward me. I jerked the controls away from my student and jammed the throttle wide open to pull above the oncoming plane. He passed so close under us that our celloid windows rattled violently and I looked down to see what kind of plane it was.

The painted red balls on the tops of the wings shone brightly in the sun. I looked again with complete and utter disbelief. Honolulu was familiar with the emblem of the Rising Sun on passenger ships, but not on airplanes.

I looked quickly at Pearl Harbor and my spine tingled when I saw billowing black smoke. Still I thought hollowly it might be some kind of coincidence or maneuver. It might be, it must be. For sure, dear God!

Then I looked way up and saw the formations of silver bombers riding in. Something detached itself from an airplane and came glissing down. My eyes followed it down, and even with the knowledge pounding in my mind, my heart turned convulsively when the bomb exploded in the middle of the harbor.

I knew the six was not the place for my little baby airplane and I set about landing as quickly as ever I

could. A few seconds later a shadow passed over me and simultaneously bullets spattered all around me.

Suddenly that little wedge of sky above Hickam Field and Pearl Harbor was the busiest, fullest piece of sky I ever saw.

We counted anxiously as our little civilian planes came flying home to roost. Two never came back. They were washed ashore weeks later on the windward side of the island, bullet-riddled.

When I returned, the only way I could fly at all was to instruct Civilian Pilot training programs. Weeks passed. Then, out of the blue, came a telegram from the war department announcing the organization of the WAFS, and the order to report within 24 hours if interested. I left at once.

Because there were and are so many disbelievers in women pilots, especially in their place in the army, officials wanted the best possible qualifications to go with the first experimental group. All of us realized what a spot we were on. We had to deliver the goods or else. Or else there wouldn't ever be another chance for women pilots in any part of the service.

The attitude that most nonfliers have about pilots is distressing and often acutely embarrassing. They chatter about the glamour of flying.

Well, any pilot can tell you how glamorous it is. We get up in the cold dark in order to get to the airport by daylight.

You are either too cold or too hot. If you are a female your lipstick wears off, and your hair gets straighter and straighter. You look forward all afternoon to the bath you will have, and the steak. Well, we get the bath, but seldom the steak; sometimes we are too tired to eat and fall wearily into bed.

None of us can put into words why we fly. It is something different for each of us. I can't say exactly why I fly, but I "know" why as I've never known anything in my life. Of this I am most positive.

I knew it when I saw my plane silhouetted against the clouds, framed by a circular rainbow. I knew it when I flew up into the extinct volcano Haleakala on the island of Maui, and saw the gray-green pineapple fields slope down to the cloud-draped bosques of the Pacific.

Cover Crops Check Erosion

Teaching Notes:

This article was written by Cornelia Fort, one of the first members of the precursor to the WASP program, the Women's Auxiliary Ferrying Squadron (WAFS).

Notice her explanation of why she joined the organization, including the fact that she was flying in Hawaii when Pearl Harbor was attacked.

Some questions to consider:

- What specific reasons did she cite for joining the WAFS?
- How did the attack on Pearl Harbor impact her thinking about the war and her role in the war effort?
- What might be some other reasons that women joined the WASP program?

You might notice a note at the top of this article about Fort's death. At 24 years-old, Cornelia Fort was the first woman to die in the line of duty as a military pilot. Although military aviation came with risk, women in the WASP program continued to fly because they cared deeply about their duty to the AAF.

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn95079130/1943-07-08/ed-1/seq-5/>

Dickenson County herald. [volume] (Clintwood, Va.), 08 July 1943. Chronicling America: Historic American Newspapers. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn95079130/1943-07->

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08/ed-1/seq-5/>



LIFE AS A WASP- "FERRY PILOTS," LAUREL OUTLOOK, APRIL 1, 1944.



Teaching Notes:

Take a look at this small article from the *Laurel Outlook*, published in Laurel, Montana in April of 1944. One of the things I love most about this article is its many pictures of WASPs preparing to ferry planes.

A strategy that could be used with this source is a "Zoom In" activity, in which students are prompted to look at several smaller parts of a primary source before the whole.

Some questions to consider:

- Take a look at each individual image. What are the different activities and responsibilities that WASPs took part in?
- If you only see one image without seeing the others, is it clear who the women are or what they are doing? How do the images work together to create a story?

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn86075258/1944-04-12/ed-1/seq-7/>

Laurel outlook. [volume] (Laurel, Mont.), 12 April 1944. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn86075258/1944-04-12/ed-1/seq-7/>

- Newspaper: *Laurel outlook. [volume]* (Laurel, Mont.) 1909-current

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- Newspaper Link: https://chroniclingamerica.loc.gov/lccn/sn86075258/1944-04-12/ed-1/seq-7/print/image_681x647_from_13...
- Image provided by: Montana Historical Society; Helena, MT
- PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn86075258/1944-04-12/ed-1/seq-7.pdf>

LIFE AS A WASP- "WHAT! A GIRL TRAINING MEN TO FLY FOR UNCLE SAM?" EVENING STAR, FEBRUARY 24, 1942.

WHAT! A girl training men to fly for Uncle Sam?

● The name is Lennox—Peggy Lennox. She's blonde. She's pretty. She may not look the part of a trainer of fighting men, but—
She is one of the few women pilots qualified to give instruction in the CAA flight training program. And the records at Randolph and Pensacola of the

men who learned to fly from Peggy show she's doing a man-sized job of it. She's earned our pilots for the Army... for the Navy. Peggy is loyal to both arms of the service. Her only favorite is the favorite in every branch of the service—Camel cigarettes. She says: "They're milder in every way."



DON'T LET THOSE EYES and that smile fool you. When this young lady starts talking airplanes—and what it takes to fly 'em—broader, you'd listen, too... just like those students above.

SHE MAY CALL YOU by your first name now and then, but when she calls you up for that final "check flight," you'd better know your hops. It's strictly regulation with her.

YES, and with Instructor Peggy Lennox, it's strictly Camels, too—the flier's favorite. "Mildness is a rule with me," she explains. "That means Camels. There's less nicotine in the smoke."

Flying Instructor **PEGGY LENNOX** says:

THIS IS THE
CIGARETTE FOR ME.
**EXTRA MILD—AND THERE'S
SOMETHING SO CHEERING
ABOUT CAMEL'S GRAND FLAVOR**

● "EXTRA MILD" says Instructor Peggy Lennox. "Less nicotine in the smoke," adds the student, as they talk it over over Camels in the pilot room at night.
Yes, there is less nicotine in the smoke of slower-burning Camels—extra mildness—but that alone doesn't tell you why, with smokers in the service... in private life, as well... Camels are preferred.
No, there's something else... something more. Call it flavor, call it pinpoints, or what you will, you'll find it only in Camels. You'll like it!

The smoke of slower-burning
Camels contains
28% LESS NICOTINE
than the average of the 4 other
largest-selling cigarettes tested—less than
any of them—according to independent
scientific tests of the smoke itself!



● **BY BURNING 25% SLOWER** than the average of the 4 other largest-selling brands tested—slower than any of them—Camels also give you a smoking *plus equal*, on the average, to **5 EXTRA SMOKES PER PACK!**

CAMEL THE CIGARETTE OF
COSTUMEUR TOBACCOES

Teaching Notes:

This is a Camel cigarette ad that was published in Washington, DC's *Evening Star* in 1942. Penny Lennox, the woman in this advertisement, is not a WASP, but an instructor with the Civilian Pilot Training Program. However, many WASPs were tasked with training Army Air Force cadets at bases around the country.

Some questions to consider:

- How does this advertisement depict the dynamic between women instructors and their male students?
- Does it seem like women as instructors in a position of authority over men was an expected or an unexpected event?

Next, consider the advertisement itself:

- Why was this subject chosen to advertise this product?
- Who is the main audience for this advertisement?
- What makes this advertisement effective or ineffective?

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1942-02-24/ed-1/seq-14/>

Evening star. [volume] (Washington, D.C.), 24 Feb. 1942. *Chronicling America: Historic American Newspapers*

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Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn83045462/1942-02-24/ed-1/seq-14/>>

- Newspaper: Evening star. [volume] (Washington, D.C.) 1854-1972
- Newspaper Link: https://chroniclingamerica.loc.gov/lccn/sn83045462/1942-02-24/ed-1/seq-14/print/image_681x647_from_1...
- Image provided by: Library of Congress, Washington, DC
- PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1942-02-24/ed-1/seq-14.pdf>

LIFE AS A WASP- CATHERINE VAIL BRIDGE (VHP): P38 "LIGHTNING" (PHOTOGRAPH)



Teaching Notes:

Explore this photograph from WASP Catherine Vail Bridge's VHP collection. Bridge is standing in front of a P-38 "Lightning" aircraft.

A great way to prompt student analysis of this image would be through the Observe, Reflect, Question strategy from the Library of Congress.

Some questions to consider:

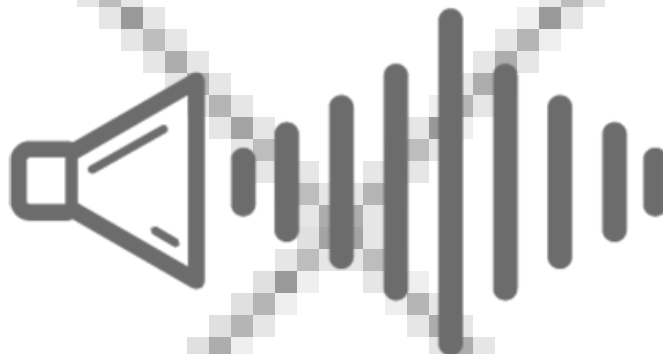
- What is the first thing you notice when looking at this image?
- Why might this image have been created?
- What further questions do you have after looking at this photograph
- How does the airplane in this image compare to the airplane in the earlier image from Margery Fitz Taylor's VHP collection? Why do you think the planes are different?

Reference Link: <https://www.loc.gov/resource/afc2001001.34158.ph0001001/?sp=1>

Repository

- Veterans History Project, American Folklife Center, Library of Congress

LIFE AS A WASP- VIOLET CLARA COWDEN (VHP): WASP ORAL HISTORY



Audio Recording

Teaching Notes:

Listen to Violet Clara Cowden's oral history from 14:30 to 16:48, where she describes her duties as a ferry pilot and the feeling of flying planes that had never been flown before.

Some questions to consider:

- What duties was she assigned?
- How does she describe her feelings while flying?
- What might be some challenges or dangerous elements of ferrying based on her description?

If you want to hear more about Cowden's experience as a WASP, click here: [Violet Clara Cowden Collection](#)

Reference Link: <https://www.loc.gov/item/afc2001001.18240/>

Repository:

- Veterans History Project, American Folklife Center.

MILITARIZATION?- "ARE THEY NEEDED?" EVENING STAR, AUGUST 10, 1944.

Are They Needed?

In a memorandum to General Arnold, Miss Jacqueline Cochran, director of woman pilots, very fairly recommends that the WASPS either be absorbed into the Army Air Forces as commissioned officers or that "serious consideration" be given to dissolving the organization.

The latter alternative suggests itself as desirable, not because of any failure to demonstrate that properly trained women make competent pilots but because it seems fairly obvious that there is no real need to supplement the Army's tremendous reservoir of male pilots with women. If there was a shortage of military pilots, if there was any convincing showing that pilots needed and usable for combat are being tied to routine jobs that women should fill, or if the Army Air Forces were increasing, instead of diminishing its pilot training program, it might be a different story. If it is to be the permanent policy of the Government to continue the use of women as regular members of the armed forces after the war, Miss Cochran's persistence would be more logical.

But at this stage of the war, the renewed effort to commission members of the WASPS is more indicative of a desire to vindicate the wisdom of an experiment of doubtful value than to meet any valid need. On a "long-term" basis, it is said, full effectiveness of the WASPS requires militarization of the organization. The question is whether long-term use of woman pilots in the Army is really under serious consideration by anybody.

Teaching Notes:

This is an editorial from Washington, DC's *Evening Star* that was published while Congress was debating whether to militarize the WASP program. Have students read through this article and compare it with the following article.

Some questions to consider:

- First ask students about the tone of this piece. They should notice the hostile tone in this article directed at the WASP Pilots.
- What are some of the words used to describe the program and the women themselves?
- What is the article's argument for disbanding the program?
- Who do you think is the main advocate for disbanding the program in favor of work for male pilots?

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1944-08-10/ed-1/seq-8/>

Evening star. [volume] (Washington, D.C.), 10 Aug. 1944. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn83045462/1944-08-10/ed-1/seq-8/>>

MILITARIZATION?- "LETTERS TO THE STAR: MEMBERS OF WASP DEFENDED AGAINST ALLEGED DISCRIMINATION," EVENING STAR, SEPTEMBER 20, 1944.

Letters to The Star
Members of WASP Defended Against Alleged Discrimination

This Cha

On tl

And That

Destruct

Friend Speaks Up for

The article is a collection of letters from WASP members. The first section, 'Letters to The Star', discusses the 'Cholera Campaign' and the 'Cholera Campaign' led by the American Legion. The second section, 'This Cha', discusses the 'Cholera Campaign' and the 'Cholera Campaign' led by the American Legion. The third section, 'On tl', discusses the 'Cholera Campaign' and the 'Cholera Campaign' led by the American Legion. The fourth section, 'And That', discusses the 'Cholera Campaign' and the 'Cholera Campaign' led by the American Legion. The fifth section, 'Destruct', discusses the 'Cholera Campaign' and the 'Cholera Campaign' led by the American Legion. The sixth section, 'Friend Speaks Up for', discusses the 'Cholera Campaign' and the 'Cholera Campaign' led by the American Legion.

Teaching Notes:

Notice the distinct change in tone regarding the pilots, and the strong argument in favor of the continuation of the program.

Some questions to consider:

- How does this article differ from the previous article?
- An important element of this article to notice is the authors--*both authors are women*. How might this contribute to the difference in tone and viewpoint?
- How do the authors point out some of the *gendered language and arguments* used in "Are They Needed" and other discussions of this issue?
- Which argument seems more *compelling or persuasive*, and why?

After looking at both articles, consider:

- Why was the presence of women in military aviation during WWII controversial?
- Why were women denied the ability to enter the Army Air Forces as members of the military rather than civilians?
- What inferences can you make about the authors of these two articles? Reflect on the similarities and differences you may see in their writing--How does this demonstrate an example of *bias* in newspaper articles, editorials, reader letters?

- **Determine the tone behind each of the articles. How might this affect and influence the intended audience or reader?**

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1944-09-20/ed-1/seq-10/>

Evening star. [volume] (Washington, D.C.), 20 Sept. 1944. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn83045462/1944-09-20/ed-1/seq-10/>>

- Newspaper: *Evening star. [volume]* (Washington, D.C.) 1854-1972
- Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1944-09-20/ed-1/seq-10/>
- Image provided by: Library of Congress, Washington, DC
- PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1944-09-20/ed-1/seq-10.pdf>

AFTER THE WAR- "A LITTLE MISS RUNS THE AIRPORT," EVENING STAR, AUGUST 29, 1948.



Teaching Notes:

Read through this article about Helen McGilvery, a former WASP, about her career running an airport in Annapolis, Maryland after the end of WWII.

Some questions to consider:

- What responsibilities does she have in her position?
- What elements of her job does she say give her the most fulfillment?
- How does the author's tone and word choice when describing McGilvery and her work point to his opinions or feelings about women in aviation?

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1948-08-29/ed-1/seq-113>

Newspaper: Evening star. [volume] (Washington, D.C.) 1854-1972

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1948-08-29/ed-1/seq-113>

Image provided by: Library of Congress, Washington, DC

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1948-08-29/ed-1/seq-113.pdf>

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https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps_logo-1.png

AFTER THE WAR- WOMEN IN THE NEWS: FEMALE AIR TRAFFIC CONTROL OPERATOR



Audio Recording

Teaching Notes:

Watch this newsreel, called "Women in the News," from 5:44 to 6:27 to see Betty Archibald, a former WASP, working as an air traffic control tower operator.

Some questions to consider:

- What is unique or new about Archibald's position?
- What technology is she using to do her job?
- Why do you think former WASPs worked in air traffic control positions like Archibald's?

Reference Link: <https://www.loc.gov/item/2018600179/>

Title

- Women in the news. Vol. 1, no. 34

Other Title

- Variant title: Women in the news
- Inventory title: Women in the news with Adelaide Hawley

Names

- Cumming, Adelaide Hawley, 1905-1998, narration, editing
- All American News, Inc
- United Artists Television (Firm)

Created / Published

- United States : United Artists Television, 1950-10-27

Contents

- [Intro with Adelaide Hawley] (24 sec.) -- Women make U.N. flag (1:15 min.) -- Air Force women mechanics (1:15 min.) -- Household hint (54 sec.) -- Girl raises skunk (53 sec.) -- Personalities in the news [passengers arriving on the Queen Elizabeth] (57 sec.) -- Girl directs air traffic (44 sec.) -- Teen-age knitting champ (1:30 min.) -- Landlords protest delay (1:30 min.) -- Great-grandmother at 54 (1 min.) -- Dionne Quints in U.S. (45 sec.) -- [closing with Adelaide Hawley] (15 sec.).

Digital Id

- <https://hdl.loc.gov/loc.mbrsmi/nrscrm.02023033>

Library of Congress Control Number

- 2018600179

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Teaching Notes:

I highly encourage folks to take a look through this album of resources. Siobhan has taken a deep dive approach to looking at how women were involved in military/war efforts through the WASP Program. How can you incorporate these primary sources into lessons in your classroom? Comment below!

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https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps_logo-1.png

Teaching Notes:

Wow!

