

Foley, Alabama, WWII Heritage City

A series of lessons from the [World War II Heritage Cities Lesson Collection](#)



Figure 1: SNJ Texans pictured on the flight line at Naval Auxiliary Air Station Barin Field, Alabama in 1943. (Credit: U.S. Navy, National Naval Aviation Museum, Emil Buehler Naval Aviation library)

Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Foley, Alabama](#) designated as an American [World War II Heritage City](#). The first lesson examines the role and impact of Barin Field and WAVES serving there. The second lesson shares ways civilians volunteered in home front efforts in organizations such as the Red Cross and Women's Service Club. The third lesson contains readings on the local prisoner-of-war camp, Camp Foley. All lessons highlight specific contributions but connect to larger themes and understandings of the U.S. home front during wartime. A mix of primary and secondary sources are used, along with photos and media.

Lessons (with World War II home front topics):

The first three lessons listed can be taught individually or collectively, in any order. The final lesson is meant to support students in combining learning across the three lessons, and/or comparison to other World War II home front cities in a culminating activity.

1. [Barin Field in Foley, Alabama, World War II Heritage City \(p. 5\)](#)

- Naval Auxiliary Air Station Barin Field
- Armed Forces
- Naval Air Station Pensacola (NASP)
- Women service members and WAVES

2. [Home Front Volunteerism and Contributions in Foley, Alabama, World War II Heritage City \(p. 18\)](#)

- Home front volunteerism
- Red Cross and Junior Red Cross
- Women's Service Club
- War bonds

3. [Prisoner-of-War Camp Foley in Foley, Alabama, World War II Heritage City \(p. 32\)](#)

- Prisoner-of-War (POW) Camps
- Agriculture
- POW labor
- civilian perspectives

4. [Foley, Alabama: Comparing and Connecting WWII Home Front Cities \(p. 46\)](#)

Positioning these Lessons in the Curriculum:

The standards listed below are an overview of standards covered in the lesson collection. The lessons have been aligned to national standards and topics, as well as to the Alabama

Social Studies standards (as of 2010). Objectives for each lesson, materials, and resources are listed within the lesson.

Time period: World War II

Topics: World War II, women's history, African American history, workforce migration, science and technology

United States History Standards for Grades 5-12

This lesson relates to the following [National Standards for History](#) from the UCLA National Center for History in the Schools:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Curriculum Standards for Social Studies

This lesson relates to the following [Curriculum Standards themes for Social Studies](#) from the National Council for the Social Studies:

- Theme 2: Time, Continuity, and Change
- Theme 5: Individuals, Groups, and Institutions
- Theme 8: Science, Technology, and Society
- Theme 9: Global Connections

Relevant Common Core Standards

These lessons relate to the following [Common Core English and Language Arts Standards for History and Social Studies](#) for middle and high school students:

Key Ideas and Details

- CCSS.ELA-LITERACY.RH. 6-12.1
- CCSS.ELA-LITERACY.RH. 6-12.2

Craft and Structure

- CCSS.ELA-LITERACY.RH. 6-12.4

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.6-12.7
- CCSS.ELA-LITERACY.RH.6-12.9

Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RH. 6-12.10

Alabama Social Studies Standards

The lessons align to the following standards defined by the Alabama Social Studies Standards (as of 2010). Other categories of standards not listed, but potential for integration, include secondary Geography, Civics, US Government, and Economics.

Sixth Grade

United States Studies: The Industrial Revolution to the Present

6. Identify causes and consequences of World War II and reasons for the United States' entry into the war.
7. Identify changes on the American home front during World War II.
9. Critique major social and cultural changes in the United States since World War II.
10. Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II.
11. Identify technological advancements on society in the United States since World War II.
12. Evaluate significant political issues and policies of presidential administrations since World War II.

Eleventh Grade

United States History II: The Industrial Revolution to the Present

10. Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African American community, racial and ethnic tensions, Servicemen's Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military.

The lesson series was written by Sarah Nestor Lane, an educator and consultant with the Cultural Resources Office of Interpretation and Education, funded by the National Council on Public History's cooperative agreement with the National Park Service.

Lesson 1: Barin Field in Foley, Alabama, World War II Heritage City

About this Lesson

This lesson is part of a series on the World War II home front in [Foley, Alabama](#), American [World War II Heritage City](#). The lesson includes readings and photographs designed to deepen learners' understanding of the purpose and significance of Barin Field, a Naval Auxiliary Air Station within the Naval Aviation Training Center Pensacola. Readings provide background on the role of Barin Field and an oral history that explores a service member's experiences. One reading examines the work of the WAVES at Barin Field, highlighting their integration into the workforce despite facing resistance, and the contributions they made.

Objectives:

1. Describe the purpose and impact of Barin Field as a Naval Auxiliary Air Station.
2. Explain the contributions and roles of the WAVES at Barin Field, despite gender discrimination.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 2-8 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Alabama, with Foley marked (Pensacola, Florida as well for connections, if on regional or national map)

Photos



Figure 2: Barin Field service members. There are four women, likely WAVES, in the picture (first two rows). (Credit: City of Foley, Alabama)

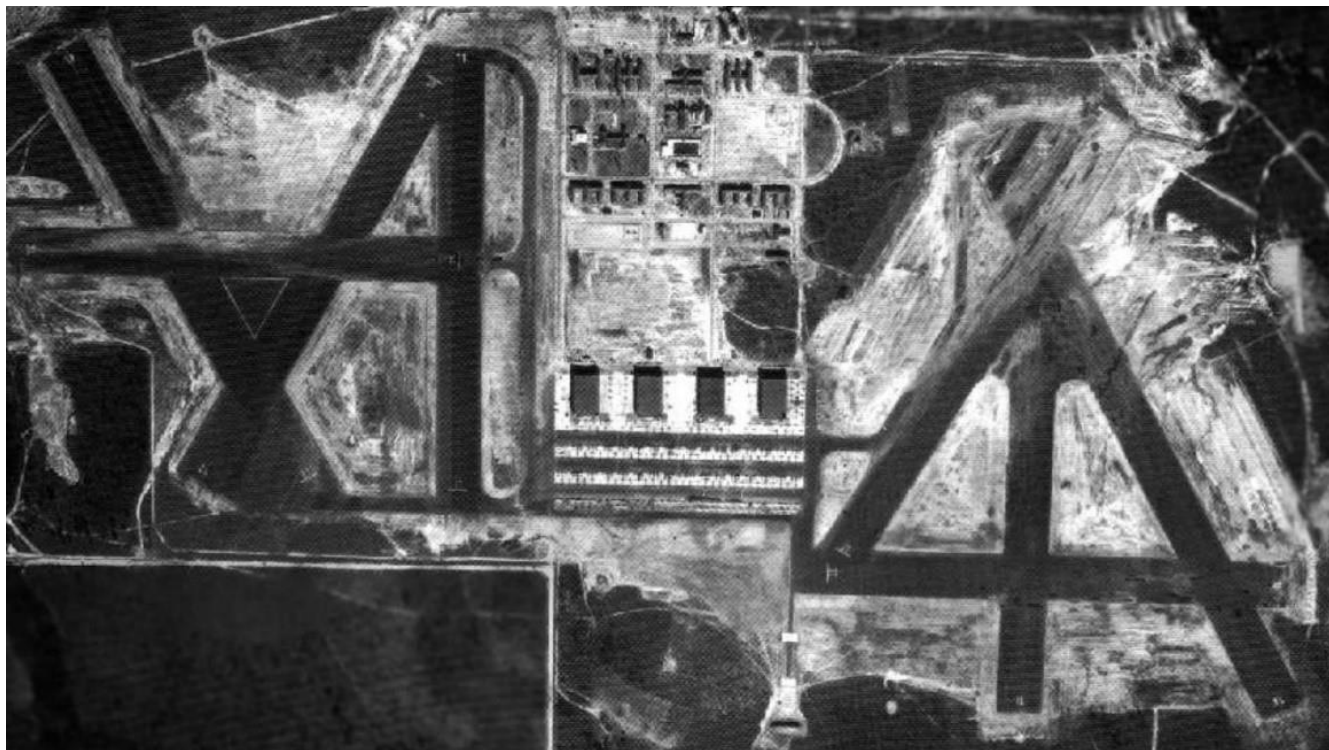
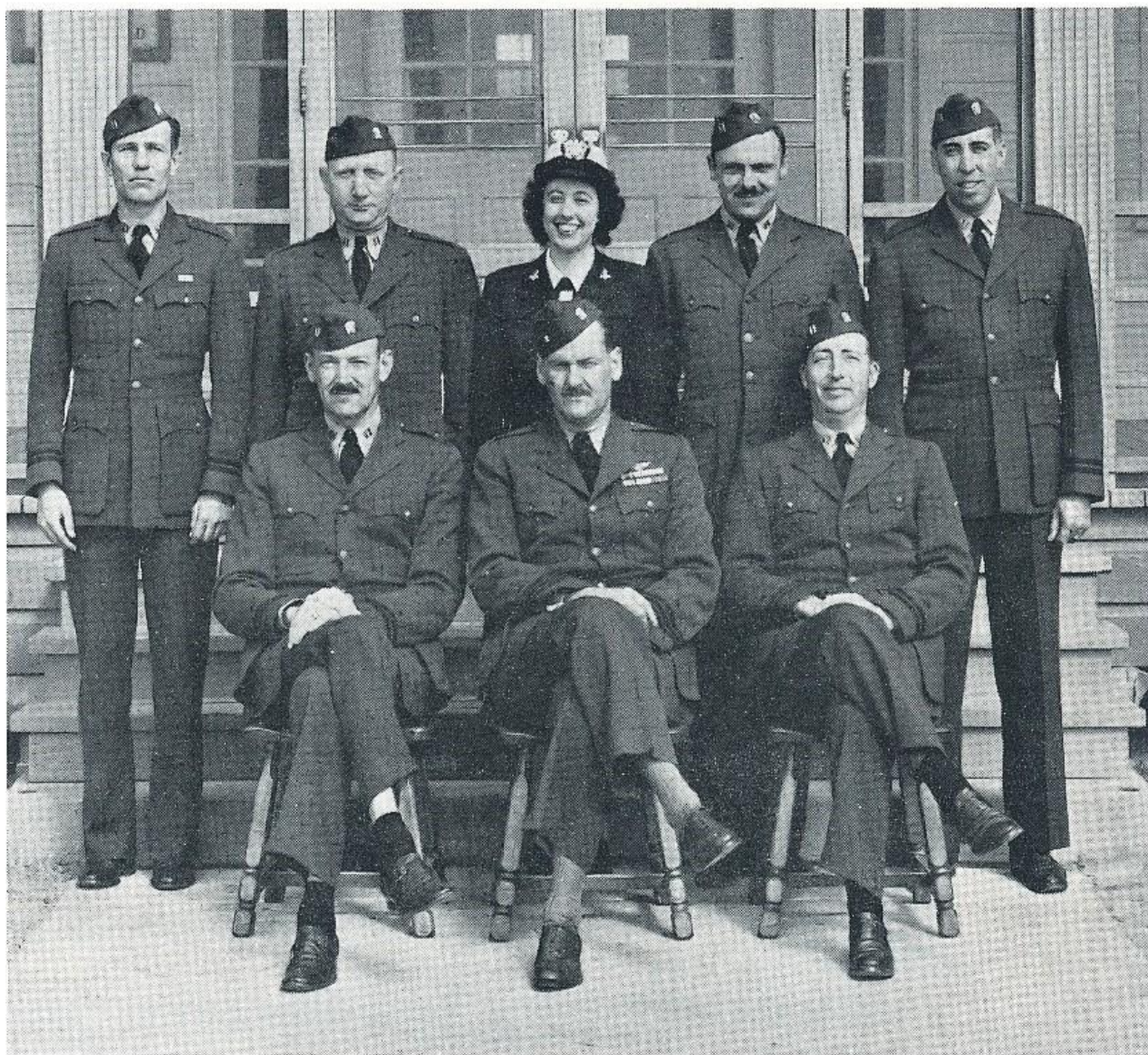


Figure 3: Aerial view of Barin Field. Four hangars and rows of planes can be seen in the center or the East and West Field runways. (Credit: National Archives)



Official U.S. Navy Photograph

Administration Building - March 1944

Bill Reynolds, Herman Schaefer, Connie Craven, Howie Hall, Hugh Rivers, W.L.W., Socy DeWolfe, Henry Blane.

Figure 4: Administration Building staff at Barin Field, March 1944. Connie Craven, pictured, was WAVES Petty Officer, First Class. (Credit: City of Foley, Alabama)



Getting Started: Essential Question

How did Barin Field and its service members support home front operations and training for the U.S. Navy during World War II?



By the numbers:

- **5,795:** total number of students who entered the Barin Field log from December 1942 (opening) to December 1944
- **1,886** enlisted personnel and **165** officers were assigned to Barin Field in 1945



Quotations to consider:

“The field had a reputation. It was known as Bloody Barin all over the Navy, and being stationed there wasn’t exactly the neatest thing that could happen to you . . . The Navy was rushing to get guys through training. The air space was very crowded and there was very little air traffic control. . . The guys at Barin Field were considered a pretty wild bunch, but there was a tight comradery. And, the skippers were pretty decent. They didn’t do much to discourage the image . . .these guys were fighter pilots. . . They used to say if you go to Barin you can’t leave. That was almost true, unless you were one of the few who had an automobile. There was one slow passenger train per day at Foley. If you boarded the train in Pensacola headed north, you had to change trains in Flomaton. The Navy provided bus transportation from Barin to other Navy fields.”

- Paul Skiles, former Barin flight instructor in “Barin Field daredevils to gather at reunion” in *Pensacola News Journal*, April 10, 1989

"My memory of the high loss rate at Barin Field is that the CO (commanding officer) insisted on having trainees fly when the weather was not suitable. My memory also is that Walter Winchell (the radio & newspaper reporter) had a son killed there and that Winchell raised a major stink, bringing the loss-rate problem to such a high level that the Navy could not avoid do something about it. Bronson, which did the same training, had a very minor loss rate."

- W. Gibson, an instructor of the SNJ trainer planes, *quoted by Paul Freeman of AirfieldsFreeman.com*



Read to Connect

Teacher Tip: Learning about Barin Field has strong alignment with the [“Series: Pensacola and Escambia County, FL, WWII Heritage City Lessons”](#) and in particular, the lesson [“The Armed Forces Presence in Pensacola and Escambia County, Florida, World War II Heritage City.”](#) Barin Field was a Naval Auxiliary Air Station within the Naval Aviation Training Center Pensacola. The reading includes some information on housing; however, at the time of lesson publication little is known about the exact location of the housing for WAVES.

Exploring more about the WAVES at Barin Field continues in Reading 2. Camp Foley, the Prisoner-of-war camp described in this text, is discussed in more detail in [Lesson 3](#).

Reading 1: Background Reading

Naval Auxiliary Air Station Barin Field

By Sarah Nestor Lane

When the United States entered World War II after the bombing of Pearl Harbor, the Navy faced an increasing demand for aviators. This led to the expansion of training facilities at Naval Air Station (NAS) Pensacola. The Navy established a network of auxiliary airfields. The Navy named this the Naval Air Training Center (NATC) Pensacola. The NATC included Naval Auxiliary Air Station (NAAS) Barin Field. The Navy developed Barin Field near Foley, in Baldwin County, Alabama.

Barin Field's Establishment

The Navy recognized the need for more space to accommodate the growing number of aviators who needed training. The Navy leased the Foley Municipal Airport in 1942 and later purchased 656 adjoining acres to the east. The Navy used the land to establish NAAS Barin Field, commissioned on December 5, 1942. The East and West fields formed a combined 960-acres with eight asphalt runways. The longest runway was 4,100 feet. The Navy built temporary buildings, including four wooden hangars.

The Navy worked on continued maintenance and building projects over time. They used local Prisoner-of-War camps for additional labor. Beginning on May 14, 1945, approximately 150 German prisoners of war from Camp Foley came to Barin Field to work on a runway repair project. After that project's completion, about 50 to 60 prisoners came each day to do maintenance and repair jobs at the field.

Training at Barin Field

Barin field became an essential part of the training pipeline for Navy pilots. Navy WAVES (Women Accepted for Volunteer Emergency Service) were also stationed at Pensacola

NATC and Barin Field. The WAVES were women who enlisted to serve in non-combat roles. These roles were in areas such as communications, intelligence, and medical work. WAVES also supported the maintenance of facilities and training of Navy aviators. Their work supported the essential training and operations on the home front, enabling more men to serve in combat roles.

Barin Field's training for aviators focused on torpedo bomber and fighter instruction. Students flew trainer planes like the SNJ Texan and N2S Stearman. Pilots also practiced advanced flying skills, including carrier qualifications and visual flight training. The armed services were segregated at the time. While there isn't clear evidence of African American troops at this specific location, they were present at the overall training center, Pensacola NATC.

In 1943, the Navy moved the torpedo bomber training mission to Corry Field, another NATC Pensacola auxiliary airfield. This left Barin Field to concentrate on the fighter pilot training program. Barin Field had become one of the busiest flight training locations.

The training environment at Barin was challenging. The high accident and fatality rates resulted in the nickname "Bloody Barin." Between May and September of 1943, 19 fatalities occurred at Barin Field. These were trainees in a squadron responsible for intermediate visual flight training. By the end of November 1944, the death toll had risen to 40.

Local Impacts and Opportunities

The local community of Foley faced a housing shortage due to the influx of trainees and staff at Barin Field. The Navy constructed 72 concrete modular apartments in East Foley in 1943 to help ease the pressure on local housing.

A nearby town, Perdido Beach, had a vacant hotel that was taken over to provide rest to officers and enlisted men from Barin Field. A recreation pier, hall, and a small fleet of boats provided a place also for those recovering from illness, although it was not a hospital. The local U.S.O. (United Services Organizations) also provided entertainment, social services, and programs to local service members. There were recreational opportunities at the Field such as Barin Field football team and a Barin Field band, the "Barin Bombers."

Barin Field's Closure

Barin Field's contributions to U.S. Naval aviation training on the home front was crucial for the war. However, after the conclusion of World War II, the Navy didn't need as many satellite bases or air training programs because there was less demand for large military operations. Barin Field closed in 1947. The field later reopened during the Korean War.

Questions for Reading 1 and Figures 2-4

1. Why was Barin Field established? How was it connected to NATC Pensacola?
2. How were German prisoners of war used as wartime labor at Barin Field?
3. In what roles and areas did the WAVES contribute at Barin Field?
4. What contributed to the housing strain in Foley? Connect to evidence in “By the Numbers.”
5. Why did Barin Field become known as “Bloody Barin?”
6. What opinion did W. Gibson have surrounding the losses at Barin Field? (Quotations to Consider)

Photos



Figure 5: “Santa Claus” in Commanding Officer Cameron Brigg’s Barin Field plane for the 1942 Christmas party, shortly after Barin Field’s opening in December 1942. (Credit: Paul Freeman, of AirfieldsFreeman.com)



Official U.S Navy Photograph

Enlisted Dance, Barin Field 1943
Barin Bombers - Chief Burnett

Figure 6: Enlisted Dance at Barin Field, 1943. Band: the Barin Bombers, Chief Burnett. (Credit: City of Foley, Alabama)



Figure 7: Four of the first WAVES to arrive at Pensacola NATC do the honor of cutting the cake celebrating the 3rd anniversary of the WAVES. Joan Moore, far left, was stationed at Barin Field. From Pensacola News Journal, Aug 1, 1945.

Reading 2: Newspaper Article

Teacher Tip: Before reading this text, guide students to recognize that it contains examples of gender discrimination faced by women as they integrated into the armed services during this time. Additionally, note that references to women's hair color and complexion, such as "blonde" and "dark," serve as unnecessary commentary on their appearances, reflecting societal biases of the era.

Waves to Celebrate 1st Anniversary with Birthday Party at Foley U.S.O.

The Onlooker (Foley, Alabama), August 16, 1945

On Monday, August 20, the Waves of Barin Field will give their all-Navy dance in celebration of their first anniversary at the Foley U.S.O. Club, with the Barin Bombers furnishing the music.

The Waves will act as hostesses for the occasion under the direction of Lt. Genevieve Dyce and Lt. (j.g.) Marie Oehler.

The following article taken in part from the "Scoop" is a brief history of their first year at Barin Field, by Wave Inez Hatfield, Sp. (S) 2-c.

"Hup, two, three, four, Hup, two, three, four . . ." the words were right, the cadence good – but the voice, horrors, it was a feminine one. Not that – Women in Uniform- here! Oh, no, it couldn't be – but it was. The Waves had finally invaded Barin Field in full force. It was true that there were already two Wave officers aboard the station. Everyone agreed that the Blonde ensign, Miss Edna E. Groff, who reported for duty at Barin on the twenty-first of January, 1944, was doing a 4.0 job with the pay accounts in the disbursing office, and that the dark ensign, Miss Consuela Carven who had come aboard on the tenth of February of that same year, was definitely efficient in the Communications department. The men heartily approved and appreciated Miss Groff and Miss Craven, but to have these enlisted boots start pouring in by the dozens to take over jobs throughout the entire field – well, that was carrying things a little too far.

'Why a man wouldn't be able to call his job his own,' 'they'd expect to be pampered and given special privileges,' 'What was this man's Navy coming to?' were just a few of the audibly expressed opinions.

Not everyone felt that way, however. There were some who were just slightly skeptical, and they decided to 'wait and see.' Others were 'downright glad' to see the girls and didn't care who knew it.

Yes, sir, it was quite a day – the 18th of August, 1944 – when the first enlisted Waves (sixteen of them) reported for duty at Barin Field. The men at Barin had just about decided that this

talk about Waves being stationed here was pure 'scuttlebutt.' And they certainly had good reasons for taking this attitude. The two Wave barracks had been completed in March and here it was the middle of August and still no Waves!

It was hot as only it can be on a mid-August afternoon in Southern Alabama. The gnats and other insects were swarming lazily and annoyingly as only they can at Barin Field. The base lay dry, dusty and unprotesting in the bright glare of the sun. Pacing back and forth at the gate, in addition to the dutifully uninterested guards, was a harassed and anxious reporter from *The Scoop*. The photographer with him, by this time out of patience and thoroughly disinterested, was waiting only to hear that there was no need to wait longer. The bus from NAS (Naval Air Station Pensacola) carrying the sixteen 'boots,' their Officer in Charge Ensign Genevieve M. Dyce and their Master-at-Arms-to-be pulled to a complete stop at the gate just two hours behind schedule. Where was the band? Well, it seems they'd grow tired of waiting. And the welcoming crowd? Oh, they'd received word of the collision of the bus and a truck at Mainside, so they just gave up. But it really wasn't too disappointing, for the girls were exhausted from all their traveling and all they were really interested in was chow, showers and sleep. The fact that they were finally actually being billeted was the thing which made them the happiest. They had gone to Corpus Christi (Texas) because of a mistake in orders. There they waited nearly two weeks – doing nothing, until some one decided that they should have gone to Pensacola. Immediately then they were flown to Corry Field and from there 'shipped via cattle-wagon' to Mainside and now at last to Barin Field, NATB, Pensacola, Florida (which is really a corner of Alabama).

Within a surprisingly few days the barracks were squared away and the girls were assigned to jobs over the field. The watch bill setup and duty sections formed. The Waves then found themselves in the midst of an unbelievable social whirl. Every few days more Waves were reporting for duty and as the group grew larger they began to play a more normal and vital role in the station routine. By late fall classes had been organized in choral singing, Spanish, art and handcraft and various kinds of needlework. Sight-seeing tours were arranged to Mobile, Bellingrath Gardens and the state docks. The weekly picnics at 'the Emmits' were by then an established and popular custom.

Sports became popular and especially so when Lt. (j.g.) Marie Oehler, Wave Athletic and Recreation officer came aboard. Softball, basketball, tennis, archery, badminton, horseback riding, and ping-pong, golf, swimming, being just a few of the sponsored activities.

With spring came amazing changes in the appearance of the barracks. Shrubs and trees were set out, grass was planted after yard, which had been nothing but sand, sand and

more sand, and mud had been filled in. Sidewalks were built and no longer was it necessary to swim or row off the barracks front porch each time it rained.

A recreation area was cleared behind the barracks and horseshoe courts, archery ranges, sun bathing areas and tables and benches for the spectators.

The dances the Waves sponsored at the Foley USO once each month have become so popular and well attended that they are now a part of the regular schedule. But it isn't all play! The Waves have settled down to serious and efficient work. They are represented in practically every rate for which they are eligible.

And now that all over the United States the third anniversary of Waves is being celebrated, the Waves here are, in addition, celebrating their first anniversary as a unit, aboard Barin Field. And if, on this double anniversary, Barin Field should say, 'Waves, you are doing commendable work and we are sincerely happy to have you aboard,' only then will they have attained their goal – then they will have been accepted and commended!

Questions for Reading 2

1. What is the significance of August 18, 1944 for Barin Field?
2. Who were the two WAVES already at Barin Field, and how did they contribute to operations?
3. How is gender discrimination reflected in the description and reception of the WAVES?
4. How did the WAVES contribute to the improvement of the physical environment and recreational opportunities at Barin Field?
5. Using Reading 1, identify and describe additional ways the WAVES contributed to the Navy's essential training and operations.
6. Consider the goal of being "accepted and commended" in the last sentence of the reading. Why was this considered significant? How does this goal reflect societal challenges of the time?



Figure 8: Lloyd L. McDonough, service member who was stationed at Barin Field. (Credit: Veterans History Project, Library of Congress)

Reading 3: Oral History

Lloyd L. McDonough

Background: McDonough served in the US Navy from 1940 – 1946. His highest rank was Aviation Machinist's Mate First Class. The following are three excerpts of an interview, recorded January 23, 2003, to share about his connections to Barin Field. McDonough's full interview is accessible online at the [Veterans History Project](#) by the Library of Congress.

. . . Then there's a picture of engineering at Barin Field. I was the leading first class. I was the leading mechanic in engineering and there was about 63 of us in that division. My boss was Chief Womack and Womack and I were very, very good buddies and this is the division that, it was the last division. I was in the last engineering division I was in, while I was in the service. And, right now most of those guys are dead, but we have, we

stayed in touch for many years. . . .

The next picture is the Barin Field football team. I played with Barin Field on their football team. And we had Fred Gabbard, who was the wonder quarterback for the Great Lakes team they had during the war, and the coach, "Red" Sanders, coached for Kansas State and what have you. What a bunch of fun we had!

The greatest part of it though was we got together and played a little town called Foley, Alabama, High School Team. And the coach said, now don't hurt my boys. We didn't. They beat us. (Laughs) . . .

[Shares how he arrived at Barin Field]

. . . So, from there I went in and the Chief Yeoman, not the Chief Yeoman, the First class Yeoman, Barker who I had gone to bootcamp with, said, 'Where do you want to go?'

And I said, 'Barker, what's the best you can give me?'

And he said, 'I'll tell you the best.' He said, 'I'll send you to Barin Field.'

So I went to Barin Field, Alabama. So, I was transferred to Barin Field. It is in Foley, Alabama. It's three miles from Gulf Shores, and it was a little old country town, what have you. And we were, as I said, near Mobile. So, you pick up with gangs (friends), when I got to

Barin Field, they put me back on flight status and I went back to that. And they put me in charge. I was Senior PO [Petty Officer] in charge of mechanics. Right off we picked up a good gang to run around with, what have you. There was Parks, who later became an engineer out at Georgia Tech, Passmore, who's Dad owned most of Columbus, Georgia, and Joe Marsh, who lived in Mobile. So, we had a place to stay in Mobile when we went to Mobile.

We worked, played football, did this and that. And one day my swing man Tyson said, 'Let's go to the Navy Dance on the field tonight.'

I said, 'Well, we've never gone to a dance.'

Well, they shipped nurses from Mobile. They had three training hospitals in Mobile and There were student nurses all over the place. And they would come over to station dances at Barin Field.

Well, we went that night and we kind of looked the crowd over and the chaperone from city hospital...and I had dated a couple nurses from City Hospital. And I said, Man, she's cute. It wasn't the greatest moment of her life. And I danced with her again. The third time I danced with her, I asked why don't you marry me? And she said, 'Why don't you get smart?'"

McDonough was discharged and returned to Michigan. He later returned to Mobile, Alabama and reunited with the nurse from the dance, Kathleen, and they were married.

[Note: Henry Russell "Red" Sanders is described as a Kansas State coach. He was not the Kansas State coach, but rather the head coach at Vanderbilt University from 1940 to 1942, then 1946 to 1948. Between 1942 and 1946 Sanders served in the US Navy, when McDonough played on his team.]

Questions for Reading 3

1. What work did McDonough do at Barin Field? How did this support wartime readiness and military efforts?
2. What activities did McDonough describe at Barin Field, and how did they connect to the local civilian communities in Foley and Mobile?
3. How can McDonough's story help us understand some themes in the daily lives and relationships of service members on the home front?

Lesson Closing

Answer the essential question: How did Barin Field and its service members support home front operations and training for the U.S. Navy during World War II?

Lesson 2: Home Front Volunteerism and Contributions in Foley, Alabama, World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Foley, Alabama](#), American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about the role of volunteerism in Foley. This includes home front efforts by the local Red Cross and Junior Red Cross chapters, and by the Foley Women's Club. Examples of these efforts include material drives, making surgical dressings, and planting a tree to honor service members.

Objectives:

1. Identify examples of volunteerism and contributions to the home front effort in Foley.
2. Describe ways the local Red Cross chapters and Women's Service Club contributed to the war effort and their community.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 9-13 (can be displayed digitally)
2. Readings 1, 2, 3 (and optional extension readings)
3. Recommended: Map of Alabama, with Foley marked (Pensacola, Florida as well for connections, if on regional or national map)

Photos



Figure 9: The Foley, Alabama chapter of the American Red Cross in 1943. (Credit: City of Foley)



Figure 10: "Volunteer Civilian Defense" Poster by the WPA War Services, between 1941-1943, shows a plane flying over Alabama.



Figure 11: Barin Field sailors supporting potato harvesting at a local farm (Credit: City of Foley)



Getting Started: Essential Question

How did Foley's community and service members volunteer and contribute to home front war efforts?



By the numbers:

Residents in Foley, Alabama also contributed to the home front by tending to [Victory gardens](#). Although there are not exact numbers for Foley alone, the statewide numbers can be considered:

- In 1943, Alabamans produced \$21.5 million worth of vegetables in 362,481 Victory gardens. (This is worth about \$392.3 million today.)
- 11,591 Victory gardens were taken care of by boys in 4-H clubs, and 28,638 by girls in 4-H clubs.
- "State Grew 362,481 Victory Gardens," *The Onlooker (Foley, Alabama)*, January 27, 1944



Quotations to consider:

"Approximately 9,000 people registered for War Ration Book Two in the Foley area last week. . . Four thousand of this number registered at the Foley school. Volunteer workers, high school students and teachers handled this enormous job in a very efficient manner."

- "4,000 Register for Ration 2," *The Onlooker* (Foley, Alabama), March 4, 1943

"The Navy has gone to bat for Irish potato growers. Many sailors of Barin Field, auxiliary base of the Pensacola Naval Air Training Center, are utilizing their liberty hours and days off in helping farmers of Baldwin County, Alabama, in which Barin is located, to gather the Irish potato crop from the fields.

The farmers have been beset by a serious labor shortage, finding it almost impossible to obtain help, and the potatoes were in danger of rotting in the fields.

They appealed to Lt. Comdr. W.E. Gallaher, commanding officer of Barin, who, on receiving approval from R. Adm. George D. Murray, training center commandant, asked for volunteers from among the enlisted personnel. Many responded, and the potatoes are moving to market.

R. Adm. Murray said that he gave his approval, 'inasmuch as the men had a patriotic, rather than a profit motive.'"

- "Sailors in Baldwin Aid Farmers with Potato Crop Work," *Birmingham Post-Herald* (Birmingham, Alabama), May 19, 1943



Read to Connect

Reading 1: Newspaper Excerpts

Contributions of the Foley Chapter of the Red Cross and Junior Red Cross

Teacher Tip: The following is a collection of three short excerpts sharing highlights from the Foley Chapters of the Red Cross and Junior Red Cross from March 1943 to May 1944. They can be used to show the variety of ways the organizations, and particularly youth, contributed to the home front war efforts. Reading 2 describes more of the efforts of the Red Cross.

You may consider organizing this as a brief activity where small student groups are assigned to focus on Part A, B, or C. Each group can identify examples of contributions from their section and then share them with the class.

Part A

“Junior Red Cross Collecting Paper,” *The Onlooker* (Foley, Alabama), March 4, 1943

“The Junior Red Cross have been working very hard to get their scrap paper to Irwin’s shed. They hope to swell their service fund to pay for the articles made in the home economic manual training and first aid classes.

All the schools in the Foley Chapter are making things for our boys in the armed forces and stuffed and cut-out toys for the children in the blind institution here in Alabama.

The scrap paper drive ends this Saturday, March 6, so folks, help our Juniors with all the old magazines, newspapers and pasteboard boxes you can. Bring them to Irwin’s shed, call Mrs. Lincoln Mueller at 1511 and they will be picked up Saturday morning. We already have quite a load and hope you will make it enough for two loads.”

Part B

“What the Red Cross is Doing Today,” *The Onlooker* (Foley, Alabama), August 5, 1943

Surgical Dressings

This column wishes to thank the women of this Chapter for the splendid attendance Friday at the Chapter House. Approximately 700 surgical dressings were made. Many of these women spent the entire day, while others could be there only in the afternoon. When you consider what these 20 women accomplished in one day, think what could be done by twice that many women. Let’s all make an earnest effort to give at least part of next Friday to the Red Cross for there is an ever increasing demand for these dressings, and it is up to the women of Foley Chapter to turn them out. . . .

Junior Red Cross

Without the ‘Jeep,’ Johnny Doughboy would fail to pull the guns and haul supplies up to the allied action line. Without the ‘Jeeps,’ the youth front of America would fail to hit a new high of service to the armed forces. Though one is an army machine and the other a group of Junior Red Cross boys and girls, they both serve as a General Purpose unit – ready to do the job that needs doing.”

Part C

“Junior Red Cross,” By Mrs. L. Mueller, *The Onlooker* (Foley, Alabama), May 4, 1944

“During this past year the Foley Elementary and High School has held an active part in Junior Red Cross. The students are very proud of 100 per cent enrollment the past two years. They hope to keep up their good work.

The Production classes and elementary grades have been making Christmas menu covers, blotter calendars, beside bags and favors during the year. Over seven dozen Valentine panels and nine posters were made by Mrs. Odd’s and other classes for the U.S.O. dance in three days; 100 menu covers and 70 blotter calendars.

A Home Nursing Class of five received their pins and certificates. Many more would have finished but classes had to be changed until after school hours as Mrs. Chamberlain, the (Red Cross) nurse who started the class left when her husband was transferred elsewhere. Mrs. Bernice Morse finished teaching the class.

Over 100 students will receive Junior First Aid certificates.

A scrap paper drive was held during the year which was very successful. The treasurer’s report has not been turned in. Money made from this and the Foley Elementary show will be used for the National Children’s Fund. . . .”

Questions for Reading 1, By the Numbers, and Quotations to Consider

1. What types of materials were a) collected and b) created by the Red Cross and Junior Red Cross?
2. What was the purpose of each of these materials? For example, compare a surgical dressing to a poster.
3. In Part B, why did the author compare the Junior Red Cross to an “army machine,” the Jeep? Do you agree or disagree with this comparison, and why?
4. Consider both the by the Numbers and Quotations to Consider:
 - a. In what ways did Foley residents and Barin Field sailors address challenges such as food rationing and labor shortages?
 - b. How did activities like registering for ration books, growing Victory Gardens, and helping farmers bring the community together and show shared responsibility during the war?

Reading 2: Newspaper Article

Teacher Tip: Provide background to students. At the time the events in the text took place, Alabama was impacted by segregation and systemic racial discrimination. The text mentions that the Junior Red Cross was active in a "Colored School," reflecting the wrongful discriminatory language and practices of the era.

Women's Club Has Guest Day

The Onlooker (Foley, Alabama), November 5, 1942

Guest Day of the Foley Women's Club was held Monday, Nov. 2. Mrs. Walter Paulsen, president in the chair. The teachers were special guests as is the custom at the Nov. meeting.

A particularly interesting business meeting was held and an announcement was made that the Philanthropic Group would sponsor a Musicale at the Foley Home November 16. The proceeds of this entertainment will be given to the Sibley Holmes Memorial Hospital for charity. The club will also contribute money to the Red Cross for the purchase of ditty bags for enlisted men. . . .

The chairman of the various corps of the American Red Cross were in charge of the program. Most of the speakers were in uniform which added much to the program. Mrs. Frank Sanders, special services chairman gave a brief history of the Red Cross organization as established by Henry Donat, Swiss philanthropist. Mrs. Herbert Lunsford, home service chairman, explained the complicated job intermediary between the men in the service and their people at home. All cases of furloughs and discharges are checked through this service. The home service chairman also helps with mail to American prisoners of war, telegrams, and cablegrams, family allowances, allotments of missing men, etc. . . .

Mrs. Frank Nellis as chairman of surgical dressings talked on bandage rolling. Her group has a day a week where they stretch, cut and roll bandages. To date they have made 5,000. All packets are sterilized at Foley Hospital. These bandages are kept in our chapter in case of emergency. If not used then, they will be turned over for hospital use.

Mrs. W.G. Wharton, as chairman, gave a program of the canteen hostesses. These ladies are carefully picked, follow conduct rules and generally supervise the entertainment of the enlisted man. They see that checkers, cards, dominoes, writing paper, pen and ink, etc. Are available. They see that they are introduced to picked girls.

The 'Gray Ladies,' under Mrs. Marshall Crosby, carry this same line of entertainment to the men who are confined in hospitals. They write letters, read, act and advisors, do shopping for, and meet guests of, men who are unable to get about. They are truly morale builders.

One of the most interesting units in the Canteen Corp with Mrs. Mueller chairman, these ladies are completing a nutrition course which trains them to know how to buy and prepare nourishing foods for a great number of people. The Canteen of this Chapter has served foods to 2,014 enlisted men since last July. This too, acts as a great morale builder.

Working along with all corps is the Junior Red Cross. They collect scrap, run errands, and make all manner of favors and games, and in fact, do all the things that only the young can do. This program is in the capable hands of Mrs. Lincoln Mueller. She has enlisted the aid of seven of the schools in this chapter. This included the Foley Colored School.

The First Aid is really not a Corp, but as it is essential to the welfare of the community it is interesting to know that since January 34 persons have been trained in First Aid.

These people all carry cards authorizing them to give First Aid – 15 are available by telephone and their names are listed with the operators. This chapter has set up fully equipped First Aid Stations in eight of the different communities. These are maintained by the chapter. . . .

Questions for Reading 2

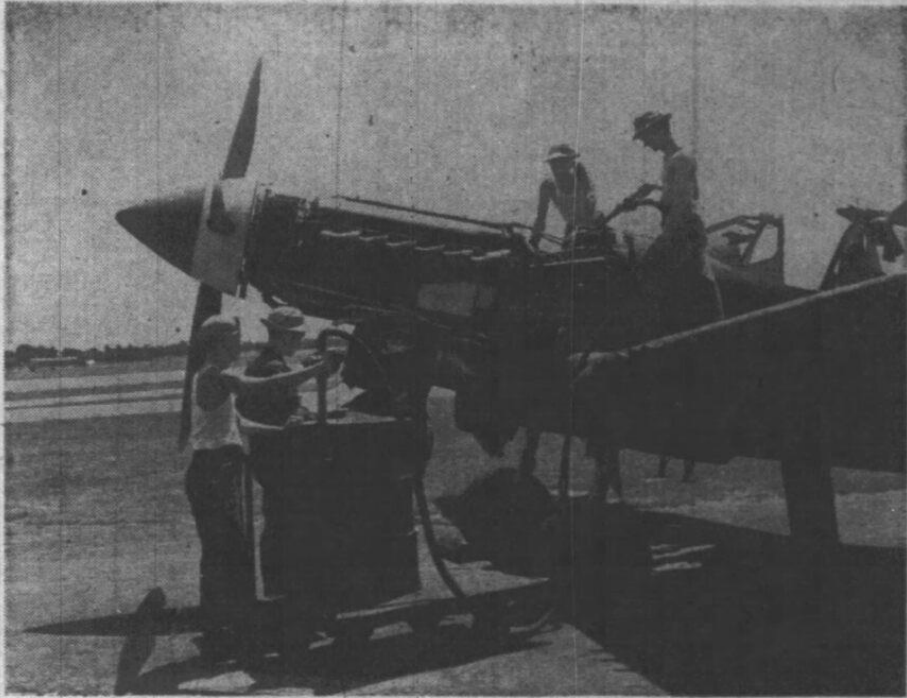
1. What guests attended the Foley Women's Club meeting?
2. Name examples of how the Red Cross on the home front supported deployed service members.
3. How did canteen hostesses and "Gray Ladies" support morale efforts?
4. How did local chapter contributions of organizations like the Red Cross and Junior Red Cross amplify national wartime goals?

Photos

BOYS! GIRLS!

IF YOU ARE BETWEEN 15 and 18 YEARS AND
PLANNING TO FLY OR LEARN COMMUNICATION

JOIN THE CAP CADETS
CIVIL AIR PATROL



Official A.A.F. photo of Pensacola CAP cadets.

- ★—Regular Army ground school training in Pensacola at no cost to you!
- ★—Maximum of just 9 hours per week!
- ★—Free 10-day encampment with the Regular Army Air Forces for those who want to attend!
- ★—Opportunity for all those who want to fly!

INVESTIGATE
Phone Lt. Darwin E. Walter — Dial 3140

—

This Adv. Published in the Interest of the CAP Recruiting Drive by

Douglas Allen
"The Men's Store for Father and Son"

Figure 12: In the greater area of NATC Pensacola, including the adjoining communities in Alabama, civilians were encouraged to volunteer in civil defense. This ad in the Pensacola News Journal encouraged children to join the Civil Air Patrol cadets.

Figure 12 Transcription:

Boys! Girls! If you are between 15 and 18 years and planning to fly or learn communication. Join the Civil Air Patrol [CAP] Cadets. [Picture of boys working on a plane, “Official A.A.F. photo of Pensacola CAP cadets.”] Regular Army ground school training in Pensacola at no cost to you! Free 10-day encampment with the Regular Army Air Forces for those who want to attend! Maximum of just 9 hours per week! Opportunity for all those who want to fly!



Figure 13: The oak tree planted by the Women's Club in 1943, from Reading 3, today in the city of Foley.

Reading 3: Newspaper Article

Tree Dedicated (to) Men in Service

The Onlooker (Foley, Alabama), February 4, 1943

Honoring the young men and women of the community who are now or will soon be in the service of our country, an oak tree was planted in the north end of Foley Park, Monday, February 1st at 2 p.m.

The Women's Club who were the sponsors of the dedication were present in a group as were representatives of the Town Council, schools and other groups. The tree was planted by Henry Lyda and a number of the F.F.A. (Future Farmers of America) boys.

The program was as follows:

Invocation, Chaplain Timothy Herley, of Barin Field.

Song, 'Trees,' high school group.

Remarks by Max Griffin of the Town Council who introduced the speaker, Lt. James S. Gray, of Barin Field.

Dedication, Mrs. Walter Paulsen.

Song, 'America,' by audience.

The sturdy strength and stamina of the oak tree is reflected in the stalwart sons and brave daughters who have gone forth to serve in this global war for righteous peace. Soldiers, sailors, marines, airmen, coast-guard and nurses, all with one purpose, to bring liberty and justice to a suffering chaotic world. Edgar Guest has said 'He gives most, who freely gives himself.' Our prayer is that their purpose may be accomplished in the shortest time possible and that before this tree has gained many inches in growth they will be a back home with us.

Preceding the ceremonies, a luncheon was held by the Foley Women's Club at the Methodist parish house. Places were laid for 41 members and guests of the club at beautifully decorated tables, carrying out the patriotic motif.

Questions for Reading 3

1. How did different groups in Foley contribute to the tree dedication ceremony?
2. Why was the oak tree chosen as a symbol for honoring service members?
3. What connection can you draw between the symbolism of the tree and the community's hopes for the future?
4. How does the tree support connecting past and present? Consider the picture of the oak tree today.

Lesson Closing

Answer the essential question: How did Foley's community and service members volunteer and contribute to home front war efforts?

Extension

Additional Readings

Teacher Tip: The following readings provide primary sources highlighting financial contributions to the war effort, which can be compared to actions taken by other cities or nationwide initiatives.

Red Cross Will Open Campaign

The Onlooker (Foley, Alabama), February 18, 1943

The 1943 Red Cross War Fund campaign will be conducted throughout the country during the month of March, which President Roosevelt has designated as Red Cross Month. The minimum goal of the campaign will be \$125,000,000.00.

Foley Chapter's goal is \$3,100. Mr. John J. Lewis is the war fund chairman. All volunteer workers operate under him. The obligations of the Red Cross are great. They have never been greater. To meet them a great sum of money is needed. The money can be raised if all will do their part.

Remember- Foley has always made its quota. Make this our motto, 'This year I'm giving double.'

Auction Spurs 'E' Bond Sales on June 15th

\$20,985 Put In Bonds at Opening Event of Fifth War Loan Drive

The Onlooker (Foley, Alabama), June 22, 1944

Foley moved a step closer to raising its part of a \$827,000 quota given Baldwin County, on Thursday night when a group of talented performers and the War Load Committee sponsored a bond auction at the Foley School Auditorium which netted \$20,985.

Of the \$20,985 sold in bonds \$4,985 was sold in 'E' bonds and \$16,000 in 'G' bonds.

The people of Foley and vicinity are fortunate in having the support of Barin Field and Pensacola Naval Air Station in putting on various rallies to bring up the required quota of Baldwin County. On Thursday evening the following from Pensacola Naval Air Station performed during the auction: Wave Glee Club, consisting of 30 Waves and conducted by Larry Peterson; Harold Gustafson, accordion player; Duke Kubart, formerly with Borah Minnevitich and his Harmonica Rascals; Gay Howercroft and accordion.

Baldwin County will be given credit for all bonds sold by Barin Field during the Fifth War Drive.

Questions for Extension Readings

1. What was the minimum goal set for the 1943 Red Cross War Fund campaign, and how much was the planned Foley Chapter contribution?
2. What does the campaign slogan "This year I'm giving double" suggest about community expectations during the war?
3. What does the participation of performers from Barin Field and Pensacola Naval Air Station reveal about the relationship between military and civilian efforts in Foley?
4. How do the efforts described in the readings reflect the collective financial contributions and partnerships to support the war effort?

Lesson 3: Prisoner-of-War Camp Foley in Foley, Alabama, World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Foley, Alabama](#), American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about the establishment of Camp Foley as a prisoner of war camp during World War II, its role in addressing labor shortages, and its impact on the local community.

Objectives:

1. Analyze the purpose of establishing Camp Foley as a prisoner of war camp and its role in addressing wartime labor shortages.
2. Evaluate the social, economic, and cultural impacts of Camp Foley on the local community and its interactions with prisoners.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos Figure 14-17 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended: Map of Alabama, with Foley marked*

Photos

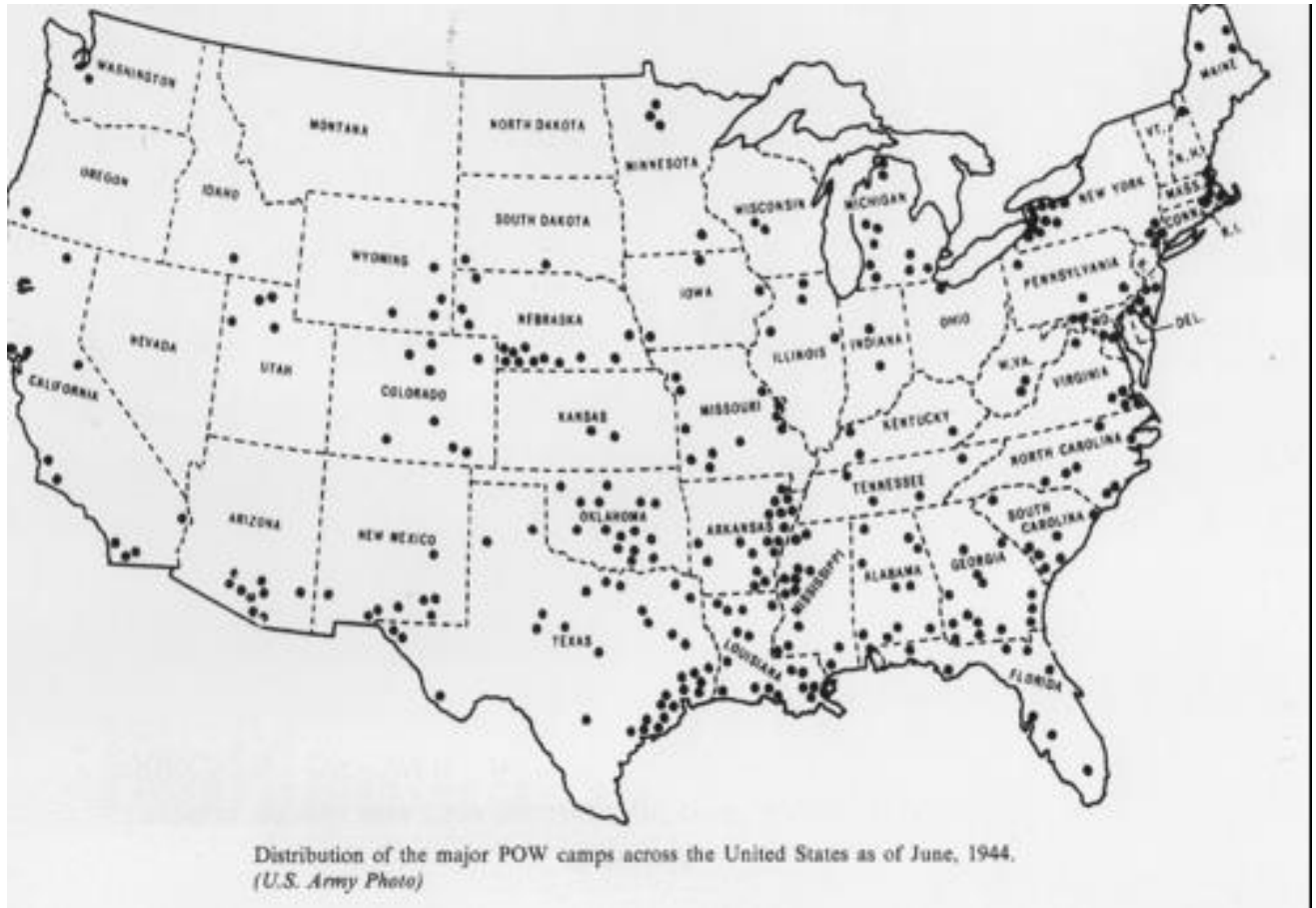


Figure 14: Map of the "Distribution of the major POW camps across the United States as of June, 1944," a map made by the U.S. Army. (Credit: U.S. Army)

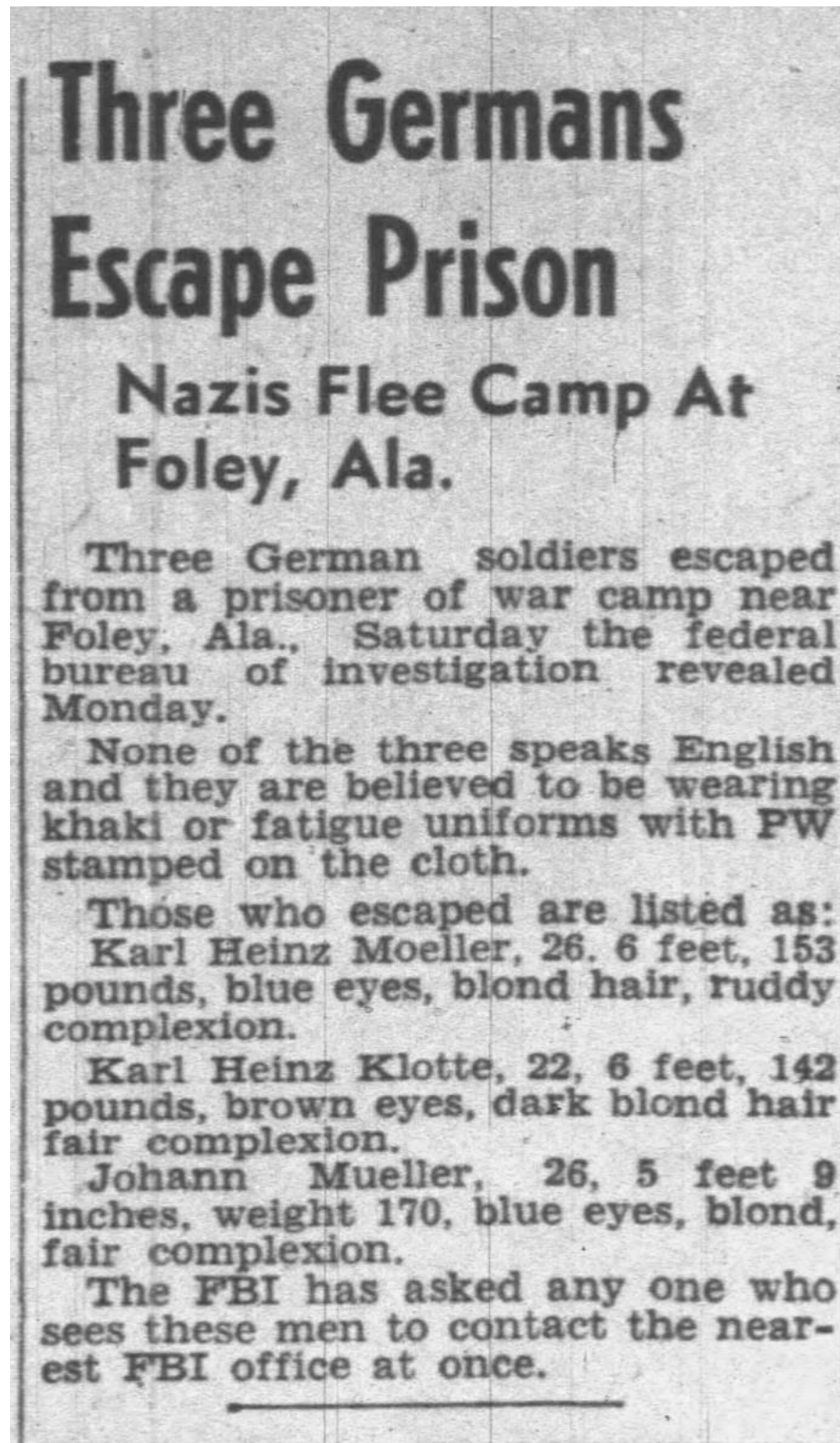


Figure 15: Newspaper article sharing about the escape of three prisoners from Camp Foley from The Pensacola News Journal, May 1, 1945. They were captured by State Highway patrol the next day, May 2.

PRISON CAMP TO BE CLOSED

The German prisoner of war camp south of town is being closed and the 200 prisoners are being transferred to Camp Rucker, Ala. officers of the camp told *The Onlooker* today.

The prisoners of war were engaged in work on airfields in Alabama and Florida and helped considerably during the Irish potato shipping season in Foley.

The camp was a temporary installation with the prisoners sleeping in tents.

Figure 16: Newspaper article sharing about the closure of Camp Foley from *The Onlooker* (Foley, Alabama), December 13, 1945.

Figure 15 Transcription:

“Three Germans Escape Prison. Nazis Flee Camp at Foley, Ala. Three German soldiers escaped from a prisoner of war camp near Foley, Ala., Saturday the federal bureau of investigation revealed Monday. None of the three speaks English and they are believed to be wearing khaki or fatigue uniforms with PW stamped on the cloth. Those who escaped are listed as: Karl Heinz Moeller, 26. 6 feet, 153 pounds, blue eyes, blond hair, ruddy complexion. Karl Heinz Klotte, 22. 6 feet, 142 pounds, brown eyes, dark blond hair fair complexion. Johann Mueller, 26. 5 feet 9 inches, weight 170, blue eyes, blond, fair complexion. The FBI has asked any one who sees these men to contact the nearest FBI office at once.”

Figure 16 Transcription:

“Prison Camp to Be Closed. The German prisoner of war camp south of town is being closed and the 200 prisoners are being transferred to Camp Rucker, Ala. Officers of the camp told The Onlooker today. The prisoners of war were engaged in work on airfields in Alabama and Florida and helped considerably during the Irish potato shipping season in Foley. The camp was a temporary installation with the prisoners sleeping in tents.”



Getting Started: Essential Question

What was the purpose of establishing Camp Foley as a prisoner of war camp, and how did it impact the local community?



By the numbers:

- In 1943, approximately **3,200** prisoners of war were brought into Alabama to work in harvests, like peanuts, tomatoes, and potatoes.
- In 1945, there were about **100,000** prisoners of war in the United States that worked on the harvest. This was an increase of **30,000** from 1944.
- In May 1945, Camp Foley was established with **150** prisoners.
- Camp Foley closed in December 1945 and **200** prisoners were transferred to Camp Rucker, Alabama.



Quotation to consider:

“Prisoners at the Loxley, Ala. Camp will harvest potatoes and wood pulp, and stack and haul lumber. Those at Leesburg will relieve a shortage of civilian labor in harvesting the citrus crops, of which the Army estimated 80 percent had not been touched. The camps at Brookhaven, Miss., and White Springs and Telogia, Fla., will house prisoners doing pulpwood industry work.”

- “Loxley Gets Prison Camp,” *The Onlooker* (Foley, Alabama), March 16, 1944



Read to Connect

Reading 1: Newspaper Excerpts - Agricultural Needs

Teacher Tip: Support students in seeing these excerpts as highlighting the growing demand for agricultural labor in Alabama, particularly for harvesting potatoes. This led to efforts to establish local prisoner-of-war camps, such as Camp Foley, to address the labor shortage.

Reading A

“Grant continued, I have endeavored to get the latest available information concerning the possibility of war prisoners to help produce the crop. This latest information is from Major General F.E. Uhl, Commanding Officer of the 4th Service Command, Atlanta.

He has just advised me that the matter of using prisoners of war in Baldwin County, Alabama is under consideration. A Board of Officers representing his Command is to visit Baldwin County (if they have not already done so) and investigate the situation. The site and housing facilities which will be made available for a prison camp must meet military requirements. If these and other details are satisfactorily complied with, General Uhl has stated to me that ‘a camp will be established during the next thirty days.

I am sure that County Agent Frank Turner, like Mr. Hale before him, is keeping informed and doing everything possible to help secure these prisoners as a source of labor for the purpose of harvesting and shipping the potatoes.

Please be assured that I shall continue to do what I can here in an effort to be helpful to the growers in that section who are doing so much to supply an adequate quantity of foodstuff needed for our Allies and ourselves concluded Hon. Geo. Grant.”

- “Ceiling Prices on Spuds by April 1,” *The Onlooker* (Foley, Alabama), March 1, 1944

Reading B

"As to the possible use of German prisoners of war, efforts are being made to develop a supply of labor from this source. I wrote Major General F. E. Uhl, Commanding Officer of the Fourth Service Command in Atlanta, on March 27 again explaining the urgency of the situation and requesting information as to the status of any plans looking to the assigning of German prisoners of war to that area. As (of) yet I have not had a reply from General Uhl, but I am sure that every possible effort will be made by all who are interested, to secure additional labor to assist in harvesting the potato crop."

- "Support Price Set at \$2.40 on Irish Potatoes," *The Onlooker* (Foley, Alabama), April 6, 1944

Questions for Reading 1

1. How do these readings show the urgency for more agricultural labor? What caused the labor shortage?
2. What steps were outlined as necessary to establish a prisoner-of-war camp in the area?
3. How would the establishment of Camp Foley in 1945 help meet the needs of potato farmers?
4. What might be logistical or ethical challenges associated with the establishment of Camp Foley for labor purposes?

Reading 2: Background Reading

Teacher Tip: This essay excerpt provides students with insight into the reasons behind and the process of bringing prisoners of war to Baldwin County, Alabama, with an emphasis on the Foley POW Camp. If limited with limited time, you may choose to omit Reading 2 and use Reading 3. It provides some concise background information.

World War II: The Role of Baldwin County, Alabama

Essay and collection by Rita Turner, Troy University, December 1, 2016

"The war came even closer to home when Barin Field served not only as a training base for cadet pilots in the Navy and Marines, but also as one of two Prisoner of War (POW) camps located in Baldwin County and established under the 1929 Geneva Convention. These camps provided a reliable workforce and aided in the stabilization of the local agricultural economy.

The Geneva Convention outline(d) the treatment and care of POWs. Camps were to be protected, and prisoners treated humanely, provided adequate lodging, food and clothing rations equal to that of their captor's troops. In addition, they were to be provided adequate sanitation, water and medical service. Just as important, under these provisions they were guaranteed the freedom to obtain proper daily exercise including sports teams, provided intellectual stimulation and the ability to practice their religious faith. The document also addressed prisoner labor including the type of jobs prisoners were allowed to perform, entitled wages – usually eighty cents per day, and labor restrictions for both enlisted men and officers.

After major victories in campaigns in Northern Africa over the elite German Afrika Korps and Italian forces, Great Britain was limited on locations to house the rapid influx of prisoners. In the summer of 1942, the United States agreed to accept prisoners of war on American soil. From North Africa, prisoners were transported on Liberty Ships for a six-week journey to the United States. Once in America, they were processed and transported to permanent camps.

Most camps were located in the south or the southeast part of the United States, because government officials looked to utilize cheap land in rural areas and mild climates to cut down on the cost of housing the prisoners. Because the locations of camps were under strict regulations according to historian Arnold Krammer, 'camps could not be located within a blackout area extending about 170 miles inland from both coasts, a 150-mile-wide 'zone sanitaire' along the Canadian and Mexican borders, or near shipyards, munitions plants, or vital industries.'

Despite these limitations, Baldwin County was chosen to house two POW camps even though the county borders the Gulf of Mexico and Mobile Bay along with the numerous defense industries which were located in the Mobile area. By the end of the war, approximately five hundred thousand mostly German prisoners were placed in over five hundred camps across the United States.

The first Alabama base camp was opened on June 2, 1943. Aliceville was equipped to house more than six thousand prisoners with an additional one thousand personnel by wars end. This camp remained opened until July of 1945. . . . More than sixteen thousand POWs were housed in Alabama between four base camps and over twenty permanent and temporary branch camps.

According to a March 30, 1944, article in the *Baldwin Times* newspaper, permanent branch camps were established in Baldwin County to aid in 'Emergency Farm Labor Assistance,' a project of the Extension Service coordinated with the War Manpower Commission to assist

local farmers due to labor shortages as men left to fight in the war or from jobs in the war industries.

Baldwin County was the only county in the state selected to establish more than one permanent branch camp. . . In May of 1945, Camp Foley was established on Barin Field and initially received one hundred-fifty prisoners. During the next year, the number of prisoners were more than two hundred-fifty. These prisoners were transferred to Camp Foley from Fort Rucker to aid in the completion and repair of runways, general maintenance (at) Barin Field facilities and local agricultural work. During the time prisoners were at Camp Foley, Mr. Harvey Jones served as a prison guard. As he recalled in a 1994 interview, like most camps, the wooden barracks of Camp Foley were surrounded by barbed wire, with guard towers placed at each corner, there were ten to twelve guards on duty at all times. In addition, the prisoners were easy to identify because they were issued blue denim pants and (a) shirt with PW on the back. Old cattle trucks were used to transport prisoners to their work details. While most prisoners spoke German, a few who were able to speak English were used to translate instructions to the other prisoners and assisted in keeping order in the camp.

Furthermore, both camps were closely monitored by the Red Cross or another authorized agency to make sure the camp followed with the guidelines of the Geneva Convention. In addition to work details, prisoners often enjoyed built relationships with civilians, took advantage of educational opportunities and participated in recreation and creative time. For example, POW Alfred Klein who served in Camp Foley described, 'Working on the farms in southern Alabama, near Camp Foley... we established an excellent personal relationship with the farmers. We were even, in some cases treated to meals in the farmer's house.' He goes on to state, 'How deep this relationship went may be seen from the fact that when my wife and I returned to Alabama for a visit in 1959, I was even invited to join the community's prestigious Elberta Social Club.'

According to historian Arnold Krammer, Klein, like other prisoners, have visited the old camp sites on several occasions since the war ended. Klein also took advantage of the camp educational programs and earned college credits which aided his promotion to Lieutenant Colonel in the German Air Force. . . .

After the war, both Loxley and Foley POW camp prisoners were sent back to base camps for transport back to Europe, then the camps were dismantled and the material sold. While today there is no visible evidence of either POW camp, the handiwork of the prisoners has been seen in the multitude of pecan orchards that scatter the county side along with the fenced properties. . . ."

Questions for Reading 2 and Photos

1. Look at the map of Prisoner-of-War camps in the United States in 1944 (Figure 14). Compare this to the reading details. Why were most POW camps located in the southern and southeastern parts of the United States?
2. Why were branch camps established in Baldwin County?
3. How were prisoners at Camp Foley treated according to the standards set by the Geneva Convention?
4. Why might some POWs, like Alfred Klein, have formed relationships with local citizens?

Photo



Figure 17: The mess hall (cafeteria) for the POW camp, used as a barn for storage in 1994. The Baldwin Press Register, June 13, 1994 (Credit: City of Foley)

Reading 3: Newspaper Article

Prisoners' hands replaced local manpower

For a while in World War II, the government operated two German POW camps in Baldwin County

By Valerie Weaver, Correspondent, *Baldwin Press Register*, June 13, 1994

For more than one year during the latter days of World War II, German prisoners of war were encamped at two sites in Baldwin County: one north of Interstate 10 at Loxley and the other south of I-10 near Foley. They were used as farm laborers.

According to Scott Hayes of Loxley, who helped supervise the more than 200 prisoners in the camps, most were enlisted men. A crew of the men who were captured on battlefields in Tunisia and Algeria were brought to Loxley in Army trucks, where they worked at local farms and potato sheds, including his family's.

"There weren't many officers, but they didn't like working thinning corn and picking up potatoes," said Hayes, referring to the manual labor the prisoners did each weekday under the watchful eyes of camp guards who accompanied them to the work sites.

One or two of the prisoners spoke English and acted as translators between their compatriots and captors, Hayes remembered.

"They spoke better English than I did," he said.

The prisoners' able hands provided a solution to the labor shortage created by the area's men who were overseas and not home to harvest the crops.

"We were glad for the help," Hayes said.

Not everyone was pleased about the POWs' presence, however. Baldwin County proved to be no exception to the fear and anti-German sentiments felt by Americans whose family members were fighting on foreign soil.

Gus Schultz was a bank teller and bookkeeper at Farmers and Merchants Bank in Foley who vividly recalls those times. When Schultz was 6 years old, he and his siblings had come with their parents from Germany, their homeland, to live in America.

"It was very real," Schultz said, remembering the attitudes of his friends and neighbors during World War II. He worked at the bank more than 16 hours each day, Schultz said, but always longed to visit the camp which was located outside Foley. "I always wanted to go see those men," he said. "Just to talk with them."

Blondine Barnwell was a 10-year-old grammar school student when the U.S. government notified her father, Daniel James, that it was taking his land to be used as a POW camp, she said. "The government paid him for it," she said of the land located one-quarter mile south of County Road 12 on the present-day James Road.

A watch tower, barracks, guards, quarters and mess hall were erected and enclosed by a high fence topped with rows of barbed wire, she said. Then came the prisoners.

"They marched them right down the middle of Highway 59 from Foley, where they got off the train," Mrs. Barnwell remembered. "We were asked as kids not to say things to upset them and to be real quiet when we walked by."

The anxiety they felt upon hearing that the prisoners were coming dissipated, Mrs. Barnwell said. There was no cause to feel afraid, she said, but the men were closely guarded because it was suspected that if given the chance to escape, they would. "Our dad and mom assured us that we were not in danger," she said.

The James family lived across Highway 59 on Flowers Road but often visited the camp site. "That was where we caught the school bus," Mrs. Barnwell said. "Sometimes the Germans looked at us hard, but they never said a word."

The James family became close friends with two of the camp guards who supervised the prisoners and manned the watch tower. "And on weekends my daddy and brothers and I would come and watch a movie with the guards and prisoners."

Off-days were also the time for prisoner recreation, Mrs. Barnwell said. "On Sunday afternoons my brother, Lowell, and I would watch them play ball," she said, describing the weekly soccer skirmishes. "They were lively when they were playing ball."

Prisoners had shorn hair and wore Army-issued olive drab clothing, according to Mrs. Barnwell. Their diet consisted of mostly rice, beans and locally-grown potatoes. "They ate fried potatoes for breakfast, and maybe biscuits," she said.

After breakfast the prisoners were loaded onto trucks and taken to one of the local farms to work. F.I. "Doc" Irwin had 200 acres of potatoes in the field and an additional 300 acres of produce he had bought from other farmers.

"They were real good help," Irwin said. "We never had a bit of trouble with them. And they made nice, orderly piles of potatoes. Most everybody else just slung them."

Ignoring warnings not to give the prisoners cigarettes and cold soft drinks, Irwin said the Germans seemed to appreciate the kindness. "They were people, too," he said.

Once, Irwin's wife, Dorothy, and one of their young sons visited the potato shed. Seeing the mother and son, one of the prisoners commented to Irwin, "I have a child just that age," Irwin recalled.

Except for a short lunch break and an occasional pause to get a sip of water, they worked from 7:30 a.m. until 5:30 p.m. According to Irwin, who paid the government the same wages for the prisoners as he did for other workers, they worked hard until the end of the war.

John Krupinski was a young boy when the prisoners worked in the farm fields belonging to his father, Rudolph Krupinski. "The day Germany surrendered, somehow or other they found out and they totally quit," he said, referring to the fact that the Germans immediately stopped working and refused to work again until they were released.

"I think the majority of them wanted to stay on in the United States," he said. "Some of the older prisoners knew that everything in Germany would be destroyed when they returned, that their families were probably dead."

Some of the prisoners stayed with family members who had migrated to the United States, but most left the way they came. "At the end, they marched those babies right back up Highway 59," Mrs. Barnwell said.

Questions for Reading 3, By the Numbers, and Quotation to Consider

1. *By the Numbers:* In 1943, how many prisoners of war were brought to Alabama to work on the harvests? How many prisoners were working in the United States on harvests in 1945?
2. *Quotation to Consider:* What types of agricultural and industrial work did the prisoners contribute to at Camp Foley and other similar camps? Why were they needed for the labor force?
3. Why did residents initially feel anxious about the arrival of the German prisoners? How did their perceptions change over time?
4. What might have motivated some of the prisoners to want to stay in the U.S. after the war?
5. What do the childhood memories in the reading reveal about how they saw the German POW camps? What can we learn from the way they remember those times?

Lesson Closing

Answer the essential question: What was the purpose of establishing Camp Foley as a prisoner of war camp, and how did it impact the local community?

Additional question to consider: Analyze the role of Camp Foley prisoners in maintaining Barin Field and supporting agriculture. Was this arrangement mutually beneficial, and what ethical considerations arise in using POW labor for such purposes?

Extension: U.S. POW Camp Research

Consider guiding students to research and compare Camp Foley with other POW camps across the United States during World War II. Encourage them to analyze aspects such as daily life, the treatment of prisoners, and the ways regional differences influenced the experiences of POWs in various locations. This comparison could provide deeper insight into the unique and shared features of these camps.

Papago Park POW Camp is an example of one that may be used, from the Tempe, Arizona Heritage City Lesson series.

Additional Resources

[Alabama Department of Archives & History](#)

Students may search in the digital collections to view their photos of the Aliceville, Alabama POW camp, a larger camp located north of Camp Foley.

[World War II POW Camps in Alabama](#) from Encyclopedia of Alabama

Lesson 4: Foley, Alabama: Comparing and Connecting WWII Home Front cities

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Foley, Alabama](#) designated as an American [World War II Heritage City](#). The lesson contains photographs, readings and a culminating project. Optional media extensions include a documentary and exploring sources. The first reading shares texts connecting to Foley's recruitment and training of service members for the U.S. Navy. Foley was the location of aviation training at Barin Field. The second reading connects the region to the designation of a Heritage City.

The culminating project contributes to learners' understanding of the city as a WWII Heritage City, with the opportunity to combine lesson themes from the three other lessons in the Foley, Alabama lesson collection. This is to summarize the city's contributions and encourage connections to the overall U.S. home front efforts.

Objectives

In a culminating product:

- a. Describe World War II home front aviation training at Barin Field in Foley.
- b. Summarize the contributions and volunteerism of diverse Foley civilians to home front wartime efforts, including that of youth.
- c. Explain the role and impact of the prisoner-of-war (POW) camp, Camp Foley.
- d. *Optional:* Describe similarities and differences of Foley and other Heritage city(s) / World War II home front(s).

Materials for Students:

1. Photos : Figures 18-20 (*can be displayed digitally*)
2. Readings 1, 2 & media activity link
3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 21 at end of lesson, for reference)

- Create Comparison Matrices for your students to use. To compare two cities, create a one-page sheet with three columns and four rows. Label the left column Theme/Topic and the other columns City 1 and City 2. For a Comparison Matrix for three cities simply add an additional column.
- Create two Single-Point Rubrics to assist students' self-assessment. One is to assess proficiency in meeting teacher-selected standards. One is for assessing proficiency in meeting objectives.
- For the rubric on standards, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improvement," the second column, "Proficient (Meeting Standard)," and the third column, "Areas of Exceeding Standard." Leave the first and third columns blank. In each row of the second column identify a Standard and indicate a space for noting the evidence for meeting the standard. Include a space at the bottom of the page for assigning points for each column.
- For the rubric on objectives, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improving toward Objective," the second column, "Proficient (Meeting Objective)," and the third column, "Areas of Exceeding Objective." Leave the first and third columns blank. In the four rows of the second column identify these four objectives:
 - a. Describe World War II home front aviation training at Barin Field in Foley.
 - b. Summarize the contributions and volunteerism of diverse Foley civilians to home front wartime efforts, including that of youth.
 - c. Explain the role and impact of the prisoner-of-war (POW) camp, Camp Foley.
 - d. *Optional:* Describe similarities and differences of Foley and other Heritage city(s) / World War II home front(s).

Include a space at the bottom of the page for assigning points for each column. See [Figure 21](#) of this lesson for reference.



Getting Started: Essential Question

Why was Foley chosen as an American World War II Heritage City, and what are its similarities and differences to other home front cities?

Photos



Day Check Engineers - June 1944

Figure 18: Day Check Engineers at Barin Field in June 1944 (Credit: City of Foley)



Hospital Staff - Spring 1944
Front row: Palezny, Riddle, Greulich, Brown, Holmes, Hoff, Berke, Bednarz.

Figure 19: Hospital Staff, Spring 1944. (Credit: City of Foley)



1st Lt. Harper, “Red” O’Neill, “Bodack” Cherry, Hopkins, Cam. Davis (back row). Al McNeely, Charles “Chazz” Davis, “Windy” Windham, Chuck Waters.

Figure 20: Pilots from Barin Field (Credit: City of Foley, Alabama)



By the numbers:

846: Population of Foley, Alabama in the 1940 US Census. Nearly **5,800** flight students trained at Barin Field.

1,301: Population of Foley, Alabama in the 1950 US Census, a 50.6% increase from 1940.



Quotation to consider

“... On December 7, 1941 the Japanese bombed Pearl Harbor and we were drawn into World War II. Our lives were drastically changed again. Nearly every family was involved. Many of our young men were called into the service. This was a blow to the farmer because some men left the farms to work there for higher wages. Gas was rationed along with sugar and anything made of rubber such as boots, tires, etc.

As the war progressed and Germans were captured, Prisoner of War camps were set up all over the country. Baldwin County had two – one at Loxley and one at Foley. The prisoners held in the Foley Camp were highly educated professionals. The government allowed these men to work on the farms for six hours a day so we had more help in harvesting the potato crop. The guards would bring them out and patrol between them and anyone else working in the field. They could never believe that Germany was losing the war. . . .”

- Excerpt from "Sonora Community History 1874 – 1978," *The Baldwin County Historical Society, Inc., Quarterly, Volume 4, Number 4, July 1979*

Reading 1: Newspaper Excerpts

Teacher Tip: The following excerpts are paired together as they highlight home front service tied to Foley. They explore the importance of recruitment—particularly of women—and this offers a point of connection to Waves serving at Barin Field in Foley. The second piece includes elements of the Navy objectives, offering a reflection point on how Barin Field fit into the larger strategic picture.

It is recommended these readings follow [Lesson 1](#) or could be paired with Reading 1 of that lesson. To learn more about the SPARS (United States Coast Guard Women's Reserve), you can use the National Park Service article "[United States Coast Guard Women's Reserve \(SPARS\)](#)"

Reading A: Recruiting for Women Service Members in Foley

"It has been announced by Chief Archie N. Lawrence, Jr., of the Mobile Navy Recruiting Station, that recruiters will be in Foley at the American Legion Hall on Friday, April 16 . . . At the present time enlistments are urgently desired of both men and women in certain groups. Women are particularly needed for enlistment in the Waves and Spars, the women's branches of the Navy and Coast Guard, to take over shore jobs and release men

for sea duty. Sixteen women were enlisted at the Mobile recruiting station in arch and it is felt that such enlistments will increase as women begin to more fully realize how vitally they are needed and how many men are anxious to go to sea, but are held on shore duty simply because enough Waves and Spars are not available to replace them. The Navy recruiters will have complete information about Wave and Spar enlistments while in Foley and Robertsedale. . .”

- “Recruiters to Pay Visit Here on April 16th: Men and Women to Join Navy During Day at Legion Hall,” *The Onlooker (Foley, Alabama)*, April 15, 1943

Reading B: Barin Field and Navy Achievements

“Senator David I. Walsh, Chairman of the Naval Affairs Committee, in company with Captain H. T. Hundt, Commander Naval Air Training Bases, made an informal inspection of the Naval Air Auxiliary Station, Barin Field. At the completion of the inspection Senator Walsh complimented the Commanding Officer on the excellent condition of the station, the smart appearance of the officers and men and the marked efficiency of aircraft operations.

During a luncheon, given in his honor, Senator Walsh commended the Navy as a whole on its superb combat record during this war in which he said the Navy has surpassed in heroic actions of ships, officers and men its own glorious records in past history. . . . He said that fundamentally the splendid achievements of this great expanded Navy were due to its small nucleus of regular officers and men, who through their training, leadership, foresightedness and ability were able to forge such a band of not only steel ships but trained and thinking men.”

- “Walsh Praises Barin Field on Recent Tour: Efficiency of Aircraft Operations, Appearance of Personnel Lauded,” *The Onlooker (Foley, Alabama)*, October 12, 1944.

Questions for Reading 1 and Quotation to Consider

1. In Reading A, why were women in Foley encouraged to enlist in the WAVES and SPARS?
2. In Reading B, what achievements of Barin Field are highlighted during the inspection?
3. What does Captain Hundt and Senator Walsh’s visit and praise for Barin Field reveal about its importance to the Navy’s wartime efforts?

4. How do both readings connect to the role Barin Field and Foley played in supporting the Navy? Consider the role of women and the impact of training programs.
5. Quotation to Consider: What details about civilian life on the home front and Camp Foley are described in the second quotation?

Reading 2: Heritage City Designation

Excerpt from: "[House Report 115-998](#), *"To Direct the Secretary of the Interior to Annually Designate at Least One City in The United States as An 'American World War II Heritage City,' and for other purposes"* (October 30, 2018)

". . .PURPOSE OF THE BILL

The purpose of H.R. 6118 is to direct the Secretary of the Interior to annually designate at least one city in the United States as an "American World War II Heritage City".

BACKGROUND AND NEED FOR LEGISLATION

On December 7, 1941, military forces of the Empire of Japan attacked the U.S. Naval Fleet and ground bases at Pearl Harbor in Hawaii. On December 8, 1941, one day after what President Roosevelt referred to as, "a date which will live in infamy," the United States declared war against the Empire of Japan. Three days later, on December 11, 1941, Japan's ally, Germany, declared war on the United States. Sixteen million Americans, mostly young working-age men, served in the military during World War II, out of an overall United States population of 113 million.

While an unprecedented number of Americans served in World War II, the country drastically increased its war production on the home front, serving not only the needs of the armed forces of the United States but her allies as well--in what President Franklin Roosevelt called "The Arsenal of Democracy." The combination of millions serving in the military, during a period of necessary and drastic increases in production, led to significant social changes on the American home front.

The World War II period resulted in the largest number of people migrating within the United States in the history of the country. Individuals and families relocated to industrial centers for good paying jobs out of a sense of patriotic duty. Many industrial centers became "boomtowns," growing at phenomenal rates. One example, the City of Richmond, California, grew from a population of under 24,000 to over 100,000 during the war. . . ."

Questions for Reading 2

1. What was the purpose of the bill (H.R. 6118) according to the report?

2. What contributed to Foley's population growth? Or as the bill describes this, a "boomtown?" Consider the *By the Numbers*.
3. Barin Field represents a significant part of Foley's home front efforts during World War II. What other contributions and acts of volunteerism did Foley civilians make? (Refer to [Lesson 2](#) for a refresher.)
4. Why do you think Foley was designated as a World War II Heritage City? Connect details from the bill and evidence from sources in this lesson, and/or other readings from the other Foley lessons.
5. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

Media Activity

Heritage City Local News Coverage

Watch the [local news clip](#) (2:07) about Foley's Heritage City designation.

(Date: January 4, 2024, "Foley Designated as American World War II Heritage City" by Fox10 News)

- What imagery and details stood out to you in the news clip? How does this connect to the history you have learned about Foley?
- Are there other details you would have included in the news story to describe the home front contributions of Foley and its history?

News Clip Transcript

Lenise, Ligon, anchor: Welcome back. The National Park Service crowning the city of Foley as the American World War II Heritage City in the state for Alabama.

Byron Day, anchor: Fox10's Ahniaelyah Spraggs was at City Hall today and found out only 11 communities in the entire country have been designated as American World War II Heritage Cities.

Ahniaelyah Spraggs, reporter: In a momentous celebration of history and hometown pride, Foley has been named the American World War II Heritage City for the state of Alabama by the National Park Service. Mayor Ralph Hellmich says he was elated to receive the distinction.

Ralph Hellmich, Foley mayor: Oh, this is an incredible honor. Of course, I'm the mayor and to get to represent my 25,000 people. But this has been going on for a long time. Our city is historically -- always been very patriotic.

Ahniaelyah Spraggs, reporter: Mayor Hellmich shared the National Park Service started a program within the last year, looking for cities in the country that supported the World War Two effort. Guy Busby, Foley's Marketing/Communications Manager, played a key role in this effort. He shared more about how what role the city of Foley played during World War II, which dates back to 1942, when the Barin Field opened in the area.

Guy Busby, Foley Marketing/Communications manager: It opened on December 5, 1942, so almost exactly a year after Pearl Harbor. In the first two years, they trained almost 5,800 cadets or aviators out there. 1945, you had up to 2000 officers and enlisted personnel assigned to Barin field.

Ahniaelyah Spraggs, reporter: Looking ahead, Foley is determined to share its rich history.

Ralph Hellmich, Foley mayor: We are going to make sure that the folks that either come and visit Foley or live here, know the history of our city. Right now, our museum director (is) working on a permanent display, which has been in the works before this to acknowledge our to acknowledge our interaction with the US Navy and the training of naval aviators at our museum, here in Foley.

Guy Busby, Foley Marketing/Communications manager: Just a wonderful, wonderful honor for Foley, for everybody who did all their part back then and still - is still doing it today - to recognize people's service.

Culminating Activity/Mastery Product

To demonstrate student understanding, support students in creating a final product that meets the following objectives:

- a. Describe World War II home front aviation training at Barin Field in Foley.
- b. Summarize the contributions and volunteerism of diverse Foley civilians to home front wartime efforts, including that of youth.
- c. Explain the role and impact of the prisoner-of-war (POW) camp, Camp Foley.
- d. *Optional:* Describe similarities and differences of Foley and other Heritage city(s) / World War II home front(s).

Mastery products should be:

- . . . **student-led**; Students work as individuals or in collaborative groups.
- . . . **student-directed**: Students are offered a variety of choices for product type.
- . . . **student-organized**; Teacher facilitates by providing students with the comparison matrices and/or resource links from throughout the series of lessons.
- . . . **student-assessed**; Teacher supports student self-assessment and reflection by providing students single-point rubrics to assess for meeting standards and/or lesson objectives.

Note: Depending on time and scope, the comparison of Foley, Alabama to another WWII Heritage or home front city(s) within the mastery product (objectives) may be omitted. However, comparing cities is recommended, as it connects students to a deeper understanding of the WWII home front.

Examples of recommended comparisons:

Pensacola and Escambia County, Florida (link to lesson series), can be one city to compare, due to Barin Field's connections to the Naval Air Station Pensacola (NASP) and the Naval Air Training Center (NATTC). Or, if wanting to compare home front prisoner-of-war (POW) camps, Tempe, Arizona also had a POW camp at Papago Park.

Examples of mastery product choices include, but are not limited to:

- **Written**: Letter (opinion or informative), essay, poem, narratives, biography, articles, class book or children's book, speech or debate (then presented orally), blog / website, plaque or historical displays, pamphlets or rack cards
- **Graphic Organizers**: timeline, flowcharts, mind or concept content maps, Venn diagrams, comparison matrices, posters
- **Artistic Expression**: song, dance, theater (ex. skits), 3-D models, dioramas, photo journal, stamp and coin designs, visual art, architecture/building or monument, museum design
- **Media design and creation**: podcast, historical markers, social media content, interactive virtual maps or tours, infographics, video, comic strips or graphics, game design, slideshows, digital scrapbook

Please view the [NPS Heritage cities lesson collection](#) for information and resources on other cities.

Single-Point Rubric

| Areas for Improvement | Proficient (Meeting Standard) | Areas of Exceeding Standard |
|-----------------------|--|-----------------------------|
| | Standard: _____ Evidence of meeting standard: • | |
| | Standard: _____ Evidence of meeting standard: • | |
| | Standard: _____ Evidence of meeting standard: • | |
| | Standard: _____ Evidence of meeting standard: • | |
| Points | | |

Figure 21: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

Acknowledgment

The lesson series was written by Sarah Nestor Lane, an educator and consultant with the Cultural Resources Office of Interpretation and Education, funded by the National Council on Public History's cooperative agreement with the National Park Service.