



National History Day®

Silent Heroes®:

Untold Stories of the U.S. Marine Corps in World War II



RESEARCHING THE WORLD WAR II VETERAN EXPERIENCE



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About the Program

Since 2011, National History Day® (NHD) has led a variety of programs to engage teachers and students in the study of Silent Heroes®. Silent Heroes are the untold stories of history. While the majority of historical scholarship focuses on the leaders, NHD recognizes the value of studying the history of ordinary people.

In *Untold Stories from World War II Marines*, NHD students and teachers study the stories of World War II Veterans—their lives before the war, their communities, their military service in the World War II era, and their experience as Veterans in their communities. This process helps students understand the role of the military and the conflict through the eyes of a Veteran. This is a powerful opportunity to personalize history and help students see the past through the eyes of those who lived it.

The program engages students and teachers in historical inquiry, using secondary sources to establish historical context and content. Students and teachers seek primary sources to help document their Silent Hero's life experiences. This can include manuscript census pages, birth certificates, school records, military files, newspapers, photographs, oral histories, materials from local libraries, historical societies, or families, and obituaries. When possible, students and teachers connect with family members, and with their consent, interview them to learn details about their loved ones that are often only recorded in the memories of those who knew them.

Throughout the process students and teachers learn how to identify sources, determine the validity of sources, supply evidence to support their claims, and properly track and cite their sources. Their research is synthesized and the students and teachers visit the cemeteries where their Silent Heroes are interred to offer eulogies to honor their lives. Sometimes family members will accompany the students. Their work is synthesized and cross-listed on NHD's Silent Heroes website (NHSilentHeroes.org) and the U.S. Department of Veterans Affairs Veterans Legacy Memorial (vlm.cem.va.gov).

This program is a powerful tool to help connect students with their home communities. As citizens of that community, they learn the importance of recognizing and honoring those from that community who served and sacrificed for the good of others.

Table of Contents

Introduction	3
Military Records	3
▶ Re-Enlistment	3
▶ Discharges	4
Post-War Resources	5
▶ Ancestry or Ancestry Classroom	5
▶ Newspapers	5
▶ Obituaries	5
Identifying Family Members	6
▶ Post-War Interview Questions	7
▶ Email / Letter Template	8
Organizing Your Information	9
Lesson Plan: Researching the Veteran Experience of a World War II Marine	10

Need help? Have questions?

Please reach out to your research mentor! We're happy to help you through this process.

Introduction

What did your Silent Hero's life look like when they returned from war? A complete picture of your Silent Hero also includes how they reintegrated. Incorporating this aspect into your Silent Hero's story provides better context for the post-war years and creates a richer story.

Some Veterans might have re-enlisted for another posting after the war; others, due to injuries, could not continue their service. Many were ready for discharge. Every story is unique. To understand their first step after World War II, you must start with the military records, which will provide information about the paths they took.

From there, you should be able to piece together a story of their post-war life. Did they settle down and start a family? What career did they have? Were they active in their communities? What type of impact did they have before they passed away? You should be able to find most of this information using the resources you have already found on Ancestry. Your local newspaper office will also be helpful, as well as any family records or interviews you can get.

Teacher Tip: We realize that not every group has military files at this time. If you have them, give them a read. If not, skip to the next section. We can always add in research later. If we received files, we've added them into the Military Experience subfolder. If we receive them after the module launches, we'll email the teacher to let you know they are there.

Military Records

There are two paths that your Silent Hero could have taken after World War II. Each is shown differently in their records.

Re-Enlistment

If you are fortunate enough to receive an Official Military Personnel File (OMPF), you might be able to determine the exact dates your Silent Hero served and where they were stationed.

This example shows that the Veteran's service extended well beyond World War II. To capture his entire story, we will need to include his military experiences following that conflict as well.

PRIMARY DUTY	DUTY MOS	DATES		PROFICIENCY	SIGNATURE OF MARKING OFFICER
		From—	To—		
<i>Basic</i>	521	22Mar49	30Apr49	5	<i>John H. Bluff</i> CAPT. U.S.M.C.R.
<i>Basic</i>	521	1May49	31Jul49	6	<i>John H. Bluff</i> CAPT. USMC
<i>RIFLEMAN</i>	745	1Aug1949	31Oct1949	6	<i>John H. Bluff</i> CAPT. USMC
<i>INFANTRY</i>	0311	1 NOV 1950	31 JAN 1950	4.6	<i>John H. Bluff</i> CAPT. USMC
<i>INSTR (WEAPON) Sec</i>	0311	1 FEB 1950	30 APR 1950	4.5	<i>John H. Bluff</i> CAPT. USMC
<i>Asst D. TNG</i>	0311	3 JUL 1950	22 JUL 1950	6	<i>John H. Bluff</i> CAPT. USMC
<i>INSTR (WEAPON) Sec</i>	0311	1 MAY 1950	31 JUL 1950	6	<i>John H. Bluff</i> CAPT. USMC
<i>UNASSGD</i>	9400	1 AUG 50	6 AUG 50		
<i>AWTG ASSGN</i>	9400	7 AUG 50			
<i>TRUCK DRIVER</i>	3531		18 AUG 50		
<i>TRUCK DRIVER</i>	3531		18 AUG 50		
<i>TRUCK DRIVER</i>	3531	19 AUG 50	31 OCT 50	8	<i>John H. Bluff</i> CAPT. USMC
<i>TRUCK DRIVER</i>	3531	1 NOV 50	20 DEC 50	8	<i>John H. Bluff</i> CAPT. USMC

Discharges

When Veterans are discharged from the U.S. military, they are issued a DD-214 document. The official title of the document is the “Report of Separation from the Armed Forces of the United States.” Essentially, it is a record of their service in the military.

Within the DD-214, you can see why your Silent Hero separated from the military. There are several reasons for separation, and can range from completed time served, discharge for medical reasons, or discharge under less-than-honorable or dishonorable circumstances. Finding out when they separated and why can give clues to their life after the war.

CHARACTER OF SEPARATION HONORABLE		REPORT OF SEPARATION FROM THE ARMED FORCES OF THE UNITED STATES		DEPARTMENT ARMY	
1. LAST NAME — FIRST NAME — MIDDLE NAME MAULTSBY COLIN ALEXANDER		2. SERVICE NUMBER US 53 080 104		3. GRADE — RATE — RANK AND DATE OF APPOINTMENT CPL (T) 17Jan53	
4. COMPONENT AND BRANCH OR CLASS AUS ARTY		5. QUALIFICATIONS 1603		6. EFFECTIVE DATE OF SEPARATION DAY 5 MONTH Jun YEAR 53	
7. TYPE OF SEPARATION Trans to USAR		8. REASON AND AUTHORITY FOR SEPARATION PETS (ACTIVE) SR 615-363-5 & Par A Sec VI DA CIR 6 dtd 6Jan53		9. PLACE OF SEPARATION Separation Center Ft Jackson S C	

On the top left-hand side, I see that my Silent Hero was Honorably Discharged. In Box 7, I see that he was transferred to the U.S. Army Reserve, and in Box 8, I see a ‘Reason and Authority for Separation’ listed with some codes. After doing some research, I was able to break down each piece:

- ▶ **PETS (ACTIVE)** stands for ‘Prior to Expiration of Term of Service,’ a voluntary early release from active duty.
- ▶ **SR 615-363-5** refers to the Army Service Regulation number that describes the guidelines for this type of separation.
- ▶ **Par A Sec VI DA CIR 6 dtd 6Jan53** refers to Paragraph A, Section VI of the Department of the Army (DA) Circulars used to issue temporary policy or procedural changes, like separation adjustments. The date is the date of that particular circular.

From this, I can see that he was successful enough in his position that the Army released him early and honorably from active duty but kept him under the Reserves to allow him to fulfill the rest of his commitment in a reserve capacity rather than active duty.

I also see that my Silent Hero separated in Fort Jackson, South Carolina. Checking news articles for that area around the date of separation could help me find stories about him or his unit.

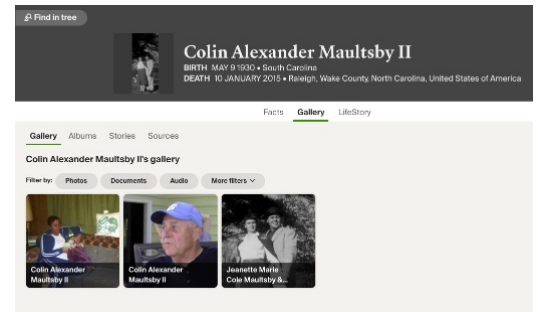
At the bottom of his form, I see that before he entered the Army, he worked as a milkman at the Melville Dairy in Raleigh, North Carolina, and was married, so it is reasonable to assume that he may return back to that city and perhaps that job.

40. V. A. BENEFITS PREVIOUSLY APPLIED FOR (Specify type) COMPENSATION, PENSION, INSURANCE BENEFITS, ETC.		None		CLAIM NUMBER None	
41. DATES OF LAST CIVILIAN EMPLOYMENT FROM 50 TO 51		42. MAIN CIVILIAN OCCUPATION Milkman 7-35.100		43. NAME AND ADDRESS OF LAST CIVILIAN EMPLOYER Melville Dairy Raleigh N C	
44. UNITED STATES CITIZEN ☒ YES ☐ NO		45. MARITAL STATUS Married		46. NON-SERVICE EDUCATION (Years successfully completed) GRAM-MAR 8 HIGH SCHOOL 4 COL-LEGE 0 DEGREE(S) None	
47. PERMANENT ADDRESS FOR MAILING PURPOSES AFTER SEPARATION (St., R.F.D., City, County and State) 928 Harp Terrace Raleigh (Wake) N C		48. SIGNATURE OF PERSON BEING SEPARATED <i>Colin A. Maultsby</i>			

Post-War Resources

Ancestry or Ancestry Classroom

Using the clues the military files have given you, go back to Ancestry to start filling in the details of your Silent Hero's life. Marriage certificates and birth records can help you construct your Hero's family. Do not forget about the 'Gallery' and 'LifeStory' tabs as well.



Newspapers

If your local newspaper was in print after World War II, it can be an excellent resource for discovering the significant life events of your Silent Hero. You can learn about an individual's involvement in civic affairs, community organizations, or charitable work, and see announcements for life events, including weddings, graduations, and births. Many local papers publish court records, property transactions, and other business dealings. **We strongly encourage you to use newspapers in this section.**

Obituaries

Obituaries can be a wealth of information about the post-military life of your Silent Hero. You will often find the names of family members, including spouses and children, the key milestones in their lives, and their community involvement. These can all be jumping-off points for your research. Web-based obituaries also often have "Tribute Walls" now, where people can post remembrances. These are also great places to check for hints about your Silent Hero.

What do we do if we uncover information that is not flattering to the Veteran or their family?

It is important to remember that Silent Heroes were still human beings. Many Veterans have stories that include facing disciplinary action in the military or readjustment issues back home. These events impacted the Veterans, their families, and their communities.

When we write about history, we want to write honestly, but with sensitivity.

Consider the example of Private First Class Vito John Junevicius. Take a minute to read his story at nhdsilenthheroes.org/profiles/vito-john-junevicius/.

During his time in the military, Private First Class Junevicius faced multiple disciplinary actions for poor decisions. In the military experience section, we were honest about his behavior and the consequences he faced as a result. We did not dwell on each detail, but it is part of his story.

However, when the teacher read his eulogy (there were no students in this program) youtu.be/gUesYLeoDnw, she made a choice to focus on his heroic actions, not his mistakes. Generally, when we honor people, we want to focus on the better days of their lives, not the worst.

If you encounter this in your research, please reach out to your research mentor if you have questions or need guidance.

Identifying Family Members

Try to contact your Silent Hero's family using the names of their siblings or other descendants. If the families are willing to share their stories, you can have the opportunity to access different types of sources such as diaries, letters, family genealogy, family stories, war souvenirs, military uniforms, medals, military citations, photographs, newspaper articles, obituaries, scrapbooks, wartime telegrams, albums, and unit histories. Teachers should make any attempts to contact family members for safety reasons. Here are some tips to make contact:

Identify potential names using census records or obituaries.

- ▶ Post about the person you are trying to find on social media and encourage your school, family, and friends to share the post.
- ▶ In addition to social media, a direct email or handwritten letter can be effective.

If you succeed in connecting with one of your Silent Hero's relatives, you will have to follow some principles that will help make this experience productive and respectful:

- ▶ **Ask permission to record or film the interview.** Pick an appropriate location for the interview (away from loud noises such as pets, TV, or air conditioning.)
- ▶ **Generate a list of questions** and consider practicing the interview process ahead of time. Consider starting with our generic list below and adding more specific questions about your Veteran.
- ▶ **Establish a comfort zone.** Help the person feel relaxed and as comfortable as possible. If you can, interview in surroundings familiar to him or her.
- ▶ **Do your research.** Thoughtful research before the interview will help your work immensely. Get to know the person you will interview and the events about which he or she will be speaking.
- ▶ **Practice good listening skills.** Careful listening is critical to this process. Let the interview be guided by the person you are questioning. The best way to know what question to ask next is to follow up on what the person just said. Follow-up questions are necessary to enrich the story.
- ▶ **Be patient and understanding.** Do not put the person on the spot about dates and places.
- ▶ **Be respectful.** If the person becomes emotional, have tissues on hand and allow the subject to compose him or herself. Pause the recording if needed. But remember to press record again when the person is ready. **Never** record someone secretly or without their consent.
- ▶ **Be a quiet listener.** A good interview happens when the interviewer says the least and the interview subject says the most. Ask open-ended questions. Hold back your natural inclination to add comments. Respond by nodding or making affirmative eye contact. Having someone share their story with you is one of the most rewarding experiences you will ever have.
- ▶ **Establish trust** with your Silent Hero's family members. Share the information you collected during your research and keep them posted throughout the process.

Note: To include materials shared by a family member (i.e., photographs) on our website, we must secure permission. NHD placed a permission form in your Silent Hero research folder. If you identify family members, print the form and bring it to them to sign. Please scan a copy of the signed form and drop it into your Silent Hero folder – we'll need that in the end to use those materials.

Post-War Interview Questions

- ▶ Can you tell us about their family life after the war?
- ▶ Did they share any stories about returning home and adjusting to life after the war?
- ▶ Can you tell us about what they did for work when they returned home?
- ▶ How did the Veteran feel about returning to civilian life, and were there any particular challenges they faced?
- ▶ Did they marry after returning home? How did they meet?
- ▶ What made them settle down where they did? What brought them there?
- ▶ What would you say they most enjoyed about their life after the war?
- ▶ Did they stay in touch with any fellow service members after the war?
- ▶ How did they feel about their military service later in life? Did they ever participate in veterans' events or organizations?
- ▶ Did they ever face any health challenges related to their time in the military?
- ▶ What impact, if any, did their service have on their life goals or plans?
- ▶ Can you share how they contributed to the local community?
- ▶ Was there a specific cause or community organization they was passionate about supporting?
- ▶ What were their interests or hobbies?
- ▶ Was there a specific accomplishment they were particularly proud of in their post-war life?
- ▶ Do you think their military experience influenced how they raised children or interacted with younger generations?
- ▶ Do you have any letters, photographs, or keepsakes from their time in the service that could help tell their story?
- ▶ Are there any ways their legacy is preserved within your family or the community?
- ▶ What would you say is the biggest lesson or value that they left behind for your family?
- ▶ What do you think they would want people to remember most about them?

Email/Letter Template

Subject: Request for Information on [Silent Hero's Full Name]

Dear [Family Member's Name],

I hope this message finds you well. My name is [Your Name], and I am a [Title] at [Name of School]. I am guiding students through a project called *Silent Heroes: Untold Stories of the U.S. Marine Corps in World War II* in collaboration with National History Day. This project is sponsored by the Veterans Legacy Program, which is part of the U.S. Department of Veterans Affairs.

Over this school year, we have been tasked with researching two Veterans who served in the U.S. Marines during World War II, came home, and continued to serve their community. After extensive research, we will visit our local national cemetery this spring to honor our Veterans and read eulogies we crafted at their graves. These will be filmed and posted to the National History Day Silent Heroes website and the Veterans Legacy Memorial, along with our written research.

We have chosen [Silent Hero's Full Name] as one of our Veterans because [insert reason]. In our preliminary research, we have found some information about [his/her] service, but we believe that learning more about their life after the war will help us tell a fuller story.

If you are open to speaking with us, we would be grateful for the opportunity to discuss [Title] [Veteran's last name]'s post-war life and any stories or experiences you feel comfortable sharing. We would also like to share our research findings with you as we continue this project.

We completely understand that certain memories may be private or difficult to discuss. Please know that any information you share will be treated with the utmost respect.

Thank you very much for considering our request. We are happy to answer any questions or provide additional details about our research that you might have.

Respectfully,

[Your Name]

[Your Title]

[Your School]

[Your Contact Information]

Organizing Your Information

As you find information, add it to your Silent Hero folder (linked in Google Classroom). In the third subfolder, Veteran Experience, we have placed an organizer file.

Just like before, there are two parts to this graphic organizer.

In the first part, you organize the information that you learn. Add in the answers to the questions, the source of your information, and, where possible, links to the images or files. Add any files you find to your folders (a photograph of the town's main street or newspaper articles). **If you cannot fill in a row, that is ok.** If you find the information later, come back and add it. If you find additional information that is not contained in one of the prompts, add rows at the end of your organizer to add that information. You also have a section where you can add questions that you have. That helps us because if we know what you are looking for, we might be able to help guide you to the answers. While we will never be able to answer all questions, you start by asking them.

Silent Hero Research Organizer - Veteran Experience

Prompt	Response	Source of information	Link to Image/File
Part A: If you have received military files, start here. If not, skip down to Part B (we can always come back later if/when we receive files).			
When did your Silent Hero leave the military? What was their last military duty station?			
Did your Silent Hero serve in the Reserves or in the National Guard after their time on active duty? Did they re-enlist in another branch of service later? If so, which branch? When? What was their job / rank in this branch of the service?			
Was your Silent Hero wounded in the conflict?	No.		
Part B: Life After Military Service			
What do you know about your Silent Hero's family life after the war? Did they get married? Divorced? Have children?			

In the second part of the graphic organizer, you input and track your sources. We have provided some of the most common sources you are likely to find. For each source, use the sample citation to write your citation on the right. If you find sources that are not on this list, do your best to create a Chicago-style citation for that source. If you're unsure how to do that, please ask us! Your research mentors can help. We're happy to review and help as you work.

This guide was funded by a grant from the United States Department of Veterans Affairs. The opinions, findings and conclusions stated herein are those of the author and do not necessarily reflect those of the United States Department of Veterans Affairs.

Lesson Plan: Researching the Veteran Experience of a World War II Marine

Objectives

At the conclusion of this lesson, students will:

- ▶ Analyze primary and secondary sources to reconstruct a World War II Marine Veteran's life story.
- ▶ Connect military service to post-war life, community involvement, and enduring legacy.
- ▶ Practice historical thinking skills: sourcing, contextualization, corroboration, and interpretation.

Documents Used

Primary Sources

"Grocery Guide as easy as yellow, pink, green"

Des Moines Register [Des Moines, IA], June 7, 1989

Iowa. Polk County. 1950 U.S. Census.

Marine Vet Celebrates VJ-Day Plus Two [Photograph]

Des Moines Tribune [Des Moines, Iowa], August 14, 1947

Marriage License, Robert G. Carper and Betty Jean Recker

"On VJ-day, Life Looked Lots Darker"

Des Moines Tribune [Des Moines, IA], August 14, 1947

"Robert G. Carper, Jr."

Des Moines Register [Des Moines, IA], December 22, 2013

Robert George Carper, Jr., Iowa, U.S., World War II Bonus Case File

"We Salute Our Founders During the Boone Centennial"

The Boone News-Republican [Boone, IA], September 13, 1965

Secondary Source

Robert G. Carper

Find a Grave

www.findagrave.com/memorial/121929406/robert-g-carper

Teacher-Created Materials

- ▶ Group Research Overview
- ▶ Silent Hero Veteran Experience Research Organizer
- ▶ Teacher Answer Key

Lesson Preparation

- ▶ Make copies of the Group Research Overview and Silent Hero Veteran Experience Research Organizer for students (or distribute electronically).
- ▶ Print and organize research station source documents or upload source document images into an online classroom management system (military compensation application, marriage license, V-J Day article, 1950 Census, Elk's Club ad, Fareway article, gravestone photo, and obituary).
- ▶ Print and review a copy of the Teacher Answer Key

Procedure

Introduction: Gravestone Inquiry (10 minutes)

- ▶ Project the gravestone photograph of Robert and Betty Carper. Remind students that Carper is the same Silent Hero they examined in previous lessons.
- ▶ Ask: "If this was the only artifact we had, what story could we tell? What would be missing?"
- ▶ Students: Brainstorm and share missing details (family, job, community involvement, hobbies, etc.)
- ▶ Read a short biography from Carper's obituary to fill in some of the details of his life.
- ▶ Explain that in today's activity, students will examine primary and secondary source photographs, documents, and newspaper articles to piece together a more complete story of Robert Carper, Jr.'s Veteran experience following his service in the U.S. Marine Corps during World War II.

Source Analysis Stations (30 minutes)

- ▶ Distribute one copy of the Group Research Assignment Overview and Silent Hero Veteran Experience Research Organizer to each student.
- ▶ Divide students into four groups to rotate through the source stations. For larger classes, create more groups and have them remain in place to work through documents online, or provide each group with folders containing physical copies of all documents in order.
- ▶ Explain to students that they will examine documents at each source station to help them complete the research organizer as thoroughly as possible. Emphasize the importance of documenting the source(s) from which they obtained the information for each question on the organizer, and that the answers to some questions will involve consulting more than one source.

- ▶ Rotate student groups through the four source stations. At each station, students should examine the sources and record relevant information on the Silent Hero Veteran Experience Research Organizer.
- ▶ Circulate and assist student groups as needed.

Reflection and Synthesis (10 minutes)

- ▶ Lead a class discussion:
 - ▷ *What stood out most about Robert Carper, Jr.'s post-war experience?*
 - ▷ *What connections can you make between Robert Carper, Jr.'s military service and post-war life?*
 - ▷ *How would you sum up Robert Carper, Jr.'s legacy?*
- ▶ Emphasize how today's activity provides students with foundational skills for exploring historical records as they conduct research about their Silent Heroes.

Assessment

- ▶ Completion of the Silent Hero Veteran Experience Organizer

This lesson plan was funded by a grant from the United States Department of Veterans Affairs. The opinions, findings and conclusions stated herein are those of the author and do not necessarily reflect those of the United States Department of Veterans Affairs.

Group Research Overview

Instructions: Work with your group to examine the documents in the stations below. Carefully examine the source documents at each station, and record relevant information on the Silent Hero Veteran Experience Research Organizer that answers the questions about Robert Carper, Jr.'s post-war Veteran experience. Be sure to indicate the source(s) for each piece of information you include on the organizer.

Group A: Military to Civilian Life Transition

- ▶ **Sources:** Application to State of Iowa for World War II Compensation, Robert and Betty Carper Marriage License
- ▶ **Overview:** Examine these documents to learn important details and dates about Robert Carper's service and immediate postwar life.

Group B: Family and Personal Life

- ▶ **Sources:** V-J Day Article, 1950 United States Census (Polk County)
- ▶ **Overview:** Examine these documents to learn details about Robert Carper, Jr.'s marriage, family, and residence following the war.

Group C: Career and Community

- ▶ **Sources:** Boone Elk's Club advertisement, Fareway Grocery article
- ▶ **Overview:** Examine these documents to learn about Carper's transition from the military into the civilian workforce and society, the leadership roles he took on at work and in the community, and how he impacted others in those roles.

Group D: Legacy

- ▶ **Sources:** Gravestone photograph, Robert Carper, Jr.'s Obituary
- ▶ **Overview:** Examine these documents to learn details about when Robert Carper, Jr. died, where he is buried, how he is remembered, and how his legacy has carried on through family, career, and community.

Primary Source Analysis Graphic Organizer

Prompt	Response	Source of information	Link to Image/File
Part A: If you have received military files, start here			
When did your Silent Hero leave the military? What was their last military duty station?			
Did your Silent Hero serve in the Reserves or in the National Guard after their time on active duty?			
Did they re-enlist in another branch of service later? If so, which branch? When? What was their job / rank in this branch of the service?			
Part B: Life After Military Service			
What do you know about your Silent Hero's family life after the war? Did they get married? Divorced? Have children?			
What was your Silent Hero's job or career after the war?			
Where did your Silent Hero and their family live? Did they return to their hometown? Settle somewhere else?			

Primary Source Analysis Graphic Organizer

Prompt	Response	Source of information	Link to Image/File
Was your Silent Hero involved in their community in any way?			
When did your Silent Hero pass away?			
Do we have any indications that this person left a legacy in their community?			
What additional information have you discovered? Add it below. Add rows to the chart as needed.			
What would you like to know about your Silent Hero that you have not uncovered yet? What questions do you have?			

Station A

Source One: Application to State of Iowa for World War II Compensation (Page 1)

Robert George Carper, Jr., Iowa, U.S., World War II Bonus Case File

Eligibility verified. Ad. 8. 6 Jan. 50.

Application to STATE OF IOWA for World War II Service Compensation

FORM NO. 1. Application for payment from funds of World War II Service Compensation Board of the State of Iowa. Form No. 1 is for **LIVING VETERANS** only. Beneficiaries of deceased veterans will write to: Executive Secretary, World War II Service Compensation Board, Des Moines, Iowa, for Form No. 2, stating relationship to deceased.

Study this form carefully before filling it out.
Read and follow the instructions.
Errors and omissions will delay payments.
PRINT IN INK OR USE A TYPEWRITER.
DO NOT USE PENCIL.

The applicant named below hereby applies to the World War II Service Compensation Board, State of Iowa for compensation as provided for by Chapter 59, Acts of the 32nd General Assembly, State of Iowa.

1. NAME OF APPLICANT

FIRST NAME: Robert MIDDLE NAME OR INITIAL: George LAST NAME: CARPER, JR.

2. SHOW ADDRESS TO WHICH CHECK OR MAIL SHOULD BE SENT:

HOUSE NO. AND STREET OR R.F.D. ROUTE NO. AND BOX NO.: 1180-HARDING Road
CITY OR TOWN: Des Moines COUNTY: POLK STATE (DO NOT ABBREVIATE): Iowa

3. LEGAL RESIDENCE of applicant for the PERIOD OF SIX (6) MONTHS immediately prior to actual induction or enlistment in the armed forces of the United States:

HOUSE NO. AND STREET OR R.F.D. ROUTE NO. AND BOX NO.: 1147-29th St. CITY OR TOWN: Des Moines STATE (DO NOT ABBREVIATE): Iowa

4. DATE OF APPLICANT'S BIRTH PLACE OF APPLICANT'S BIRTH

MONTH: AUGUST DAY: 14 YEAR: 1925 TOWN: Des Moines STATE: Iowa

5. APPLICANT'S SERVICE OR SERIAL NUMBER 511065

6. NAME UNDER WHICH APPLICANT SERVED in the armed forces of the United States:

FIRST NAME: Robert MIDDLE NAME OR INITIAL: George LAST NAME: CARPER, JR.

7. SHOW DATE OF ENTRY into active service Show DATE OF SEPARATION from active service:

MONTH: JUNE DAY: 24 YEAR: 1943 MONTH: JAN. DAY: 30 YEAR: 1946

8. This item is for ENLISTED PERSONNEL only: show number of months and days of Terminal leave for which applicant received pay under the Armed Forces Leave Act of 1946. Months: 2 Days: 18

9. If applicant claims credit for foreign service:

DATE OF DEPARTURE FROM UNITED STATES: MONTH: JAN. DAY: 26 YEAR: 1943 DATE OF RETURN TO UNITED STATES: MONTH: JAN. DAY: 17 YEAR: 1946

10. If applicant ATTENDED ANY SCHOOL, such as a college or university, as a duly enrolled student while a member of the armed forces, STATE LENGTH OF TIME of such attendance:

(a) In United States: MONTH: NONE DAY: NONE
(b) Foreign: MONTH: NONE DAY: NONE

11. If applicant LOST ANY TIME in service by reason of A.D.L., A.W.H., desertion, or confinement by court-martial, state length of such lost time:

(a) In United States: MONTH: NONE DAY: NONE
(b) Foreign: MONTH: NONE DAY: NONE

APPLICANT WILL NOT WRITE IN THE SPACES BELOW.

Claim Number: 204598

Warrant Number: 181589

Amount Due: 400.00 *HB*

Date application received:

RECEIVED
JUL 6 1949

W. W. II Ser. Comp. Bd.

3 ACTIVE DOMESTIC SERVICE (in the United States)

Number of months: 34 340.00

ACTIVE FOREIGN SERVICE (outside United States)

Number of months: 24 60.00

TOTAL AMOUNT DUE 400.00

Audited by: *[Signature]*

Residence approved by: *[Signature]*

Service requested by: *[Signature]*

Amounts extended by: *[Signature]*

Recommended for Payment: *[Signature]*

Executive Secretary: *[Signature]*

Approved for Payment: *[Signature]*

(For) Chairman World War II Service Compensation Board

Form No. 1-N must be filled out and be attached to Form No. 1, in all cases, if veteran served in the Navy, Marine Corps, or Coast Guard.

PH-A-4725 **THIS FORM NOT TO BE REPRODUCED** Page 1

Station A

Source One: Application to State of Iowa for World War II Compensation (Page 2)

Robert George Carper, Jr., Iowa, U.S., World War II Bonus Case File

12. Mark an "X" in the proper square to show **BRANCH OF SERVICE** in which the applicant served.

☐ Army ☒ Marine Corps ☐ Navy ☐ Coast Guard

13. How was applicant **SEPARATED FROM ACTIVE DUTY**? Indicate by placing an "X" in proper square.

☒ Discharge ☐ Retirement ☐ Assignment to inactive status

14. (a) Was applicant separated from active duty under **HONORABLE CONDITIONS**? (Yes or No) **YES**

(b) Did you ever refuse or conscientious, political, religious, or other grounds to subject yourself to military discipline? Answer Yes or No **NO**

(c) Were you classified I-AO? Answer Yes or No **NO** (If answer is "Yes" to either 14b, or 14c, attach statement of explanation.)

15. If applicant is **STILL ON ACTIVE DUTY** in the armed forces of the United States the following certificate will be filled out and signed by a commissioned officer of the armed forces of the United States who has official custody of the service record of the applicant.

CERTIFICATE
(For applicant now in military service)

I, the undersigned, do hereby certify that the within named applicant is a member of my command and in active service in an honorable status; that I have personally examined the service record of the applicant and that all of the statements contained in said application insofar as they refer to service of the applicant in the armed forces of the United States are true and correct as shown by the service record of the applicant.

Dated this _____ day of _____, 19____

Name _____ Rank _____

Organization _____

16. If applicant registered under the Selective Service Act, state place of residence at time of registration, and the number of his Local Selective Service Board.

HOUSE NO. AND STREET OR R.F.D. ROUTE NO. AND BOX NO. _____ COUNTY _____ CITY OR TOWN _____ STATE _____

Volunteered

Local Selective Service Board Number _____

17. Has applicant applied to any other state for a "bonus" or compensation based on service in World War II? (Yes or No) **NO**

If "Yes" show name of state _____ Has payment been received (Yes or No) _____ (Amount) \$ _____

18. List military or naval organizations with which applicant served in World War II.

1st Anti-Aircraft Battalion
6th Marine Division - 4th Regiment

19. **CERTIFICATE** - (See Instruction 19)

State of **Iowa** County of **Polk**

I, **William L. Bell, Deputy Clerk**, in and for **Polk** County, State of **Iowa**, do hereby certify that I have personally examined the discharge or certificate of service of **Robert George Carper Jr.**

the applicant named herein, that said applicant was honorably separated or discharged from the service and that said discharge or service record shows the following facts:

Date of entry on extended active duty **June 24th, 1943**

Place of entry on active duty **at Marine Corps**

Date of discharge or separation **January 30, 1946**

Date of departure for foreign service **January 26, 1944**

Date of return from foreign service **January 17, 1946**

Time lost by action of Courts Martial **None**

Was applicant separated honorably **Yes**

Dated this **5** day of **July**, 19**44** **Wm. L. Bell Dep. Clerk**

(Name and title of Officer)

20. State of **Iowa** County of **Polk**

I, **Robert G. Carper Jr.**, being duly sworn, state that I am the applicant named in the within application and that each and every statement contained in said application is true and correct as I verily believe.

Subscribed in my presence and before me sworn to by **Robert G. Carper Jr.** (Applicant)

on this **5th** day of **July**, 19**44** **William L. Bell Dep. Clerk**

(Signature and title of Officer administering oath)

Read these instructions carefully. When completed, mail in a No. 10 envelope (2-fold sheet) to
WORLD WAR II SERVICE COMPENSATION BOARD
124 Des Moines Street, Des Moines 16, Iowa.

Page 2

Station A

Source Two: Robert and Betty Carper's Marriage License

Robert George Carper, Jr., Iowa, U.S., World War II Bonus Case File

POLK COUNTY

The penalty for neglect to make return to the Clerk of the District Court, within 15 days after the solemnizing marriage is \$50. Code, Section 3146.

IOWA STATE BOARD OF HEALTH

Return of Marriage to Clerk of District Court

- Full name of GROOM Robert G. CARPER, Jr.
- Place of Residence 4015 Cottage Grove Des Moines, Iowa
- Occupation STUDENT
- Age next birthday 22 years. Color W Race
- Place of birth Des Moines, Iowa
- Father's name Mr. Robert G. Carper
- Mother's maiden name Elizabeth Nelson
- Number of Groom's marriage 1st.
- Full name of BRIDE Betty Jean Reicher
Maiden name if a widow
- Place of residence Des Moines, Iowa
- Age next birthday 40 years. Color W Race
- Place of birth Thurmont, Maryland
- Father's name Charles C. Reicher
- Mother's maiden name Bessie Wastler
- Number of bride's marriage 1st.
- Witness to marriage Betty Jean Reicher, Harold Kirkpatrick

N. B. At No. 8 and 15 state whether 1st, 2d, 3d, etc., marriage of each. At 16 give names of subscribing witnesses to the marriage certificate. If no subscribing witness, give names of two persons who witnessed the ceremony.

Des Moines, Iowa, October 5, 1946

WE HEREBY CERTIFY, That the information above given is correct, to the best of our knowledge and belief.

Robert G. Carper Jr. Groom
Betty Jean Reicher Bride

I hereby certify that the above is a correct return of a marriage solemnized by me.

At Des Moines, Iowa this 5th day of October 1946

Marion C. [unclear]
The [unclear] Ch of Church
Des Moines, Iowa

Station B

Source One: VJ-Day Article

Marine Vet Celebrates VJ-Day Plus Two [Photograph]
Des Moines Tribune [Des Moines, Iowa], August 14, 1947
Newspapers.com (323247054)



Station B

Source Two: VJ-Day Article

"On VJ-day, Life Looked Lots Darker"

Des Moines Tribune [Des Moines, IA], August 14, 1947

Newspapers.com (323247054)

On VJ-day, Life Looked Lots Darker

By Jane Boulware.

Bob Carper, jr., former marine corps radar technician and infantryman, was 22 years old on Thursday—the second anniversary of VJ-day.

He was celebrating the day quietly—playing with his baby boy, running errands for his wife, tossing out a few good-natured remarks on her culinary ability as she baked him a birthday cake.

In the evening there was to be a family birthday dinner party at the home of Bob's parents, Dr. and Mrs. Robert G. Carper, 4015 Cottage Grove ave.

2 Years Ago.

The auburn-haired veteran remembered his twentieth birthday, two years ago.

He was on Guam, then, a rifleman with the 4th regiment of the 6th marine corps division. That was a glum birthday for him. He was one of thousands of marines stationed on Guam, in preparation for an anticipated push into Japan.

Suddenly his birthday became overshadowed by an event that started the whole world celebrating—announcement of the unconditional surrender of Japan. From that time on, his birthday was also to be VJ-day anniversary.

Guard Duty.

"I was doing guard duty when we heard the news—in the middle of the night," young Carper recalled. "I stayed on duty, of course, but I could hear rifles being fired, and much yelling and carrying-on."

A few days later, he was landing on Yokosuka with the first wave of marines to land there. He stayed in Japan, on occupation duty, until his discharge in January, 1946, after two years overseas, and 32 months in service.

Last year, Bob married Betty Jean Recher, a Thurmont, Md., girl who was working in a Des Moines department store. Bob, III, a husky youngster who gives promise of inheriting his Dad's curly, auburn hair, arrived 12 weeks ago.

Trailer Home.

The family of three now is living in an apartment at 1016 University ave., but Bob has made application for a trailer home at Drake university trailer camp. He'll begin his second year at Drake next fall, and the trailer home would be "much cheaper" he says—an important factor to a veteran family man going to school.

Bob plans to follow his father's profession of dentistry. He hopes to take his professional training at Creighton university.

Source Three: 1950 United States Census (Polk County)
Iowa. Polk County. 1950 U.S. Census.

National Cemetery Administration | National History Day

Station C

Source One: Boone Elk's Club Advertisement

"We Salute Our Founders During the Boone Centennial"

The Boone News-Republican [Boone, IA], September 13, 1965

Newspapers.com (26762272)

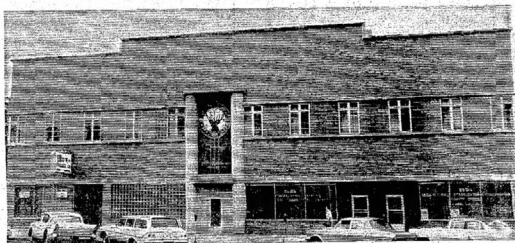
We Salute Our Founders



During the Boone Centennial

MONDAY THRU SATURDAY - SEPT. 13 - 18

Since
1900
...



Home of the Boone Elks at 720 Eighth Street

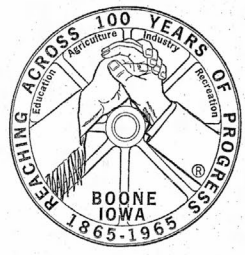
This Lodge...

Its Principles and Teachings, Through Its Members from All Walks of Life, Has Held an Active Part in the Development and Betterment of This Community

Past Exalted Rulers

1900-1901 S. L. Mason*	1923-1924 Victor F. Brunner
1901-1902 Arthur T. Brown*	1924-1925 J. Harold Kline
1902-1903 W.W. Goodknight*	1925-1926 Carl Battey*
1903-1904 J. S. Conley*	1926-1927 Fred M. Stuck*
1904-1905 J. C. Walker*	1927-1928 C. Le Roy Lucas
1905-1906 S. E. Gane*	1928-1929 L. A. Peters*
1906-1907 T. J. Mahoney*	1929-1930 Ray Dutton
1907-1908 C. M. Farnes*	1930-1931 John Matheson*
1908-1909 E. M. Hesse*	1931-1932 Donald Hindorf
1909-1910 John J. Fox*	1932-1933 Lawrence L. Shaw
1910-1911 J. S. Halliday*	1933-1934 Don Coats
1911-1912 G. Arthur Webb*	1934-1935 Louis E. Mault
1912-1913 J. W. Jordan*	1935-1936 Basil C. Gony
1913-1914 Frank Levy*	1936-1937 L. W. Kelly
1914-1915 W. W. Brunson*	1937-1938 M. W. Drack
1915-1916 H. H. Cristofid*	1938-1939 C. McKinnon*
1916-1917 F. W. Gense*	1939-1940 U. W. Lowe
1917-1918 George Hesp, Jr.*	1940-1941 L. D. Nathan
1918-1919 W. G. Crows*	1941-1942 James Tait
1919-1920 H. C. McCrea*	1942-1943 C. Schneider
1920-1921 Glenn Kins*	1943-1944 Clyde Reid
1921-1922 Clyde W. Sparks*	1944-1945 R. E. Horne
1922-1923 W. L. Harvey	1945-1946 Harold Flannery
1923-1924 B. D. Grahm*	1946-1947 A. A. Greva
1924-1925 Robert Madeline*	1947-1948 C. W. Satterm
1925-1926 W. W. Quinn*	1948-1949 Regis Duffy
1926-1927 D. W. O'Connell*	1949-1950 Martin Short
1927-1928 Harley Edgerton*	1950-1951 Robert Haddland
1928-1929 Ray F. McGuire*	1951-1952 Melchior Brunner
1929-1930 R. T. Le Forre*	1952-1953 R. C. Christensen*
1930-1931 James J. Dearing	1953-1954 Joseph B. Wells
1931-1932 F. S. Hogan	1954-1955 Kenneth W. Nymon
1932-1933 James J. Dearing	1955-1956 John Munson, Jr.

*Deceased



We Extend Congratulations
To Our City
Celebrating Its 100th
Birthday ... and

1965 B.P.O.E. Officers and Trustees

Exalted Ruler	Robert G. Corper, Jr.
Esteemed Leading Knight	Ralph W. Coon, Jr.
Esteemed Loyal Knight	Warren J. Rinehart
Esteemed Lecturing Knight	Edwin L. Morgan
Secretary	R. E. Hannon
Treasurer	Clyde Reid
Esquire	Kenneth L. Furman
Chaplain	Raymond A. Togg
Inner Guard	William W. Newbold
Tiler	Lawrence L. Shaw
Organist	Lloyd Wells
Trustees	Melchior W. Brunner, James A. Wester, Jos. B. Wells, Kenneth W. Nymon, John Munson, Jr.

First Elected Officers - 1900

Exalted Ruler	S. L. Moore
Esteemed Leading Knight	E. H. David
Esteemed Loyal Knight	Arthur T. Brown
Esteemed Lecturing Knight	E. O. Montgomery
Secretary	T. W. Carpenter
Treasurer	W. W. Goodknight
Esquire	George Eckstein
Tiler	Scott Tucker
Chaplain	Dr. W. W. Pollock
Trustees	R. F. Jordan, J. S. Crooks, C. C. Deering

Welcome You To The Boone Celebration

Benevolent and Protective Order of Elks

LODGE 563, BOONE, IOWA

Station C

Source Two: Fareway Grocery Article

“Grocery Guide as easy as yellow, pink, green”

Des Moines Register [Des Moines, IA], June 7, 1989

Newspapers.com (128340134).

Grocery guide as easy as yellow, pink, green

By CAROL MCGARVEY

Register Staff Writer

BOONE, IA. — Bill Beckwith and Bob Carper know how to sell groceries. As company president and wholesale purchasing vice president, respectively, for Fareway Stores, they keep 50 stores — all in Iowa — moving on track. That's one side of the business coin. The flip side is the responsibility they feel to their customers.

"Within the past two or three years, there has certainly been a trend toward the reading of labels by customers as well as by those of us in the grocery industry," says Carper. "We at Fareway feel it's our responsibility to our customers to share all the information we have regarding the nutritional value — or lack of it — on various food items."

With that in mind, the company is in its third year of offering Nutri-Guide, a labeling procedure that uses small, color-coded shelf tags to give consumers information on calories, fat and sodium. The system is set up in this way:

- Yellow tags indicate the food is "calorie controlled," for individuals following low-calorie or low-carbohydrate and diabetic diets.
- Pink tags indicate the food is "fat modified," for individuals following low-cholesterol and low-saturated fat diets.
- Green tags indicate the food is "sodium restricted."

A shopper can see immediately that Carnation Coffee-Mate, for example, is sodium-restricted or that Fostco Raisin Bran is fat-modified.

Brochures are available with color-coded listings of all the products covered by Nutri-Guide, and separate booklets cover each of the three categories.

The booklets follow the recommendations of the American Diabetes Association, the American Heart Association and the U.S. Food and Drug Administration.

Beckwith and Carper say Fareway is the only chain in Iowa offering the Nutri-Guide service, although some out-of-state

Fareway Stores use tag system to give nutritional information.

chains, such as Schnuck's in St. Louis, use it. According to Carper, Fareway is putting some of the brochures in doctors' waiting rooms; several dietitians and home economics teachers are also using them.

"So often a consumer will find out he or she must go a restricted diet," says Beckwith, "and sheer panic sets in. With Nutri-Guide, he can see the wide variety of foods available on the dietary program."

"What's more," continues Carper, "it saves lots of time for the consumer who doesn't have to pick up and read each label."

And what about the store managers who have had to implement the system?

"Some were skeptical at first," says Beckwith, "but they changed their minds when positive feedback from consumers started coming."

Carper says the system gives the wholesaler a bit of "bar-gaining power," too, as he shows a new product. "There's no sodium listing [on this label], which usually means it's very high. I told the company we will not stock the product for that reason; it won't fit into our Nutri-Guide system."

Slight pressure has prompted cookie companies such as Archway, Keebler and Nabisco to improve their labeling, he says. Fareway's efforts in this area earned the company the corporate award for service to the elderly at the recent Cover-

nor's Conference on Aging.

The Nutri-Guide comes from Creative Data Service of St. Louis. Product manager Janet Brooks, a food and nutrition graduate of Iowa State University, says that 27 retailers and wholesalers around the country subscribe to the service.

"This trend that looks out for consumers is definitely an idea that's picking up speed. In-store nutrition programs are on the rise," she says.

According to the current "Trends," a publication of the Food Marketing Institute, the proportion of 18- to 20-year-old shoppers who are very concerned about the nutritional value of the foods they eat has risen to 41 percent, and that proportion tends to increase with age. Specifically, shoppers 50 and older are more likely to be more concerned about nutrition than are those 25 to 39 years of age.

Brooks says stores in California, Michigan, Texas, Florida, Indiana, Missouri, Washington, Pennsylvania and Virginia, in addition to Fareway Stores in Iowa, are working with the program.

"We act as a service bureau for the stores," she explains. "We gather the information from the manufacturers or from the Department of Agriculture and set up a master list of more than 13,000 different items. We then customize the listings for various stores and the items they carry." The store chains have the booklets printed for their consumers.

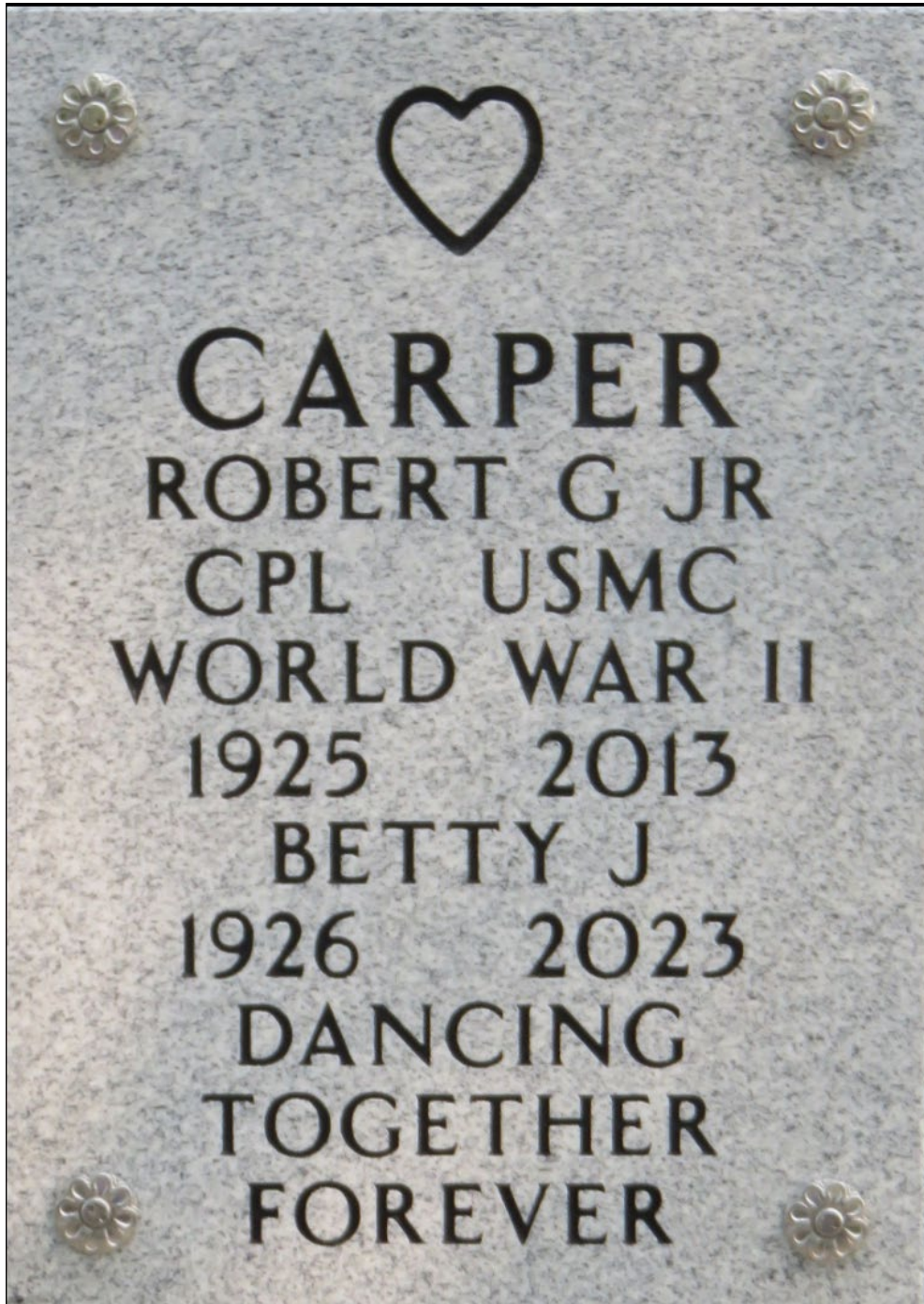
The Nutri-Guide service was developed about 10 years ago by a retailer, and Creative Data handles its marketing.

Stores in the program update their information once a year to reflect new products and more complete labeling on older products.

"What was once perceived as appealing to a minority of consumers — reading labels — now is for the majority," notes Brooks.

Station D

Source One: Robert Carper, Jr. Marker



Station D

Source Two: Robert Carper, Jr. Obituary

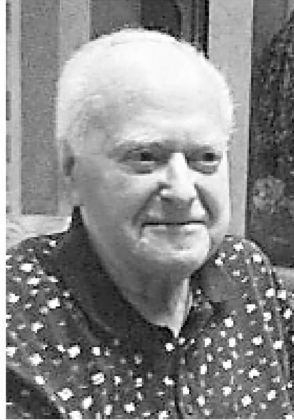
“Robert G. Carper, Jr.”

Des Moines Register [Des Moines, IA], December 22, 2013

Newspapers.com (113736132)

ROBERT G. CARPER, JR.

Des Moines



Robert G. Carper, Jr., age 88, passed away on December 18, 2013 in Des Moines, Iowa. He was born on August 14, 1925, in Des Moines, Iowa, the son of Dr. Robert G. Carper and Elizabeth Carper. Robert was a life-long resident of Iowa.

Prior to graduation from Roosevelt High School Class of 1943, Robert enlisted in the U.S. Marine Corps and immediately reported for boot camp in San Diego, California upon graduation. His three-year tour of duty was spent serving in the South Pacific, and ended with him being a member of the first landing crew to enter Japan at the end of WWII.

In 1953 Robert moved to Boone, Iowa and established a 40+ year successful career with Fareway stores until his retirement in 1995. A scholarship was established in his name recognizing his dedicated service to the business.

Robert was a long-time member of the BPOE, moving through the chairs and eventually serving as Exalted Ruler. He enjoyed golfing, traveling, and fishing with friends and family as well as dancing to his beloved country music.

He is survived by his wife of 67 years, Betty J. Carper; children, Robert G. Carper, III of Boone, IA, Lynne Jordan of Des Moines, IA, Margie (Bill) Townsend of Greenville, SC, Randy L. (Theresa) Carper of Parkton, MD, and Rick Carper of Boone, IA; 11 grandchildren; 8 great-grandchildren; his sister, Louise Thomas of Sunnyvale, CA; and several nieces and nephews.

Services will be held at Hamilton's on Westtown Parkway, 3601 Westtown Parkway in West Des Moines on Friday, December 27, 2013 at 11:30 a.m. Visitation will be held prior to the service from 10:30 to 11:30 a.m. Inurnment will be at Iowa Veterans Cemetery.

Memorial contributions may be directed to the VFW Post 817 in Boone. Online condolences may be expressed at www.HamiltonsFuneralHome.com.

Primary Source Analysis Graphic Organizer (Teacher Answer Key)

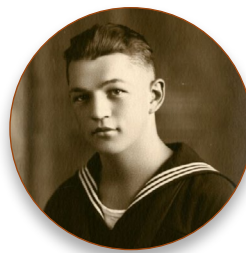
Prompt	Response	Source of information	Link to Image/File
Part A: If you have received military files, start here			
When did your Silent Hero leave the military? What was their last military duty station?	Carper was honorably discharged in 1946 after 3 years of military service in the Marines (He enlisted prior to graduating from Roosevelt High School in 1943). Carper was stationed in the South Pacific. He was part of the first U.S. landing crew to enter Japan after the surrender.	WWII Iowa Compensation Application; Obituary	
Did your Silent Hero serve in the Reserves or in the National Guard after their time on active duty?	No evidence in the lesson documents to support this		
Did they re-enlist in another branch of service later? If so, which branch? When? What was their job / rank in this branch of the service?	No evidence in the lesson documents to support this		
Part B: Life After Military Service			
What do you know about your Silent Hero's family life after the war? Did they get married? Divorced? Have children?	Married Betty Jean Recher on October 5, 1946 in Des Moines, Iowa. They later had five children total, along with 11 grandchildren and 8 great-grandchildren. Married for 67 years.	Marriage License; Obituary	
What was your Silent Hero's job or career after the war?	Although he originally aspired to be a dentist like his dad and began college at Drake University in Des Moines after the war, for unknown reasons his plans shifted and he instead began a career at Fareway Grocery Stores in Boone, Iowa, in 1953. He worked there over 40 years, rising to Wholesale Purchasing Vice-President. When he retired in 1995, Fareway established a scholarship in his name to honor him.	VJ Day article, Fareway Grocery article; Obituary	
Where did your Silent Hero and their family live? Did they return to their hometown? Settle somewhere else?	By the 1950 Census, Robert and Betty were living in Des Moines, Iowa, in a trailer home near Robert's parents with their first two children, where he attended college and worked as a dock hand. In 1953, the family moved to Boone, Iowa, where he lived for the rest of his life.	1950 Census; Obituary	

Primary Source Analysis Graphic Organizer

Prompt	Response	Source of information	Link to Image/File
Was your Silent Hero involved in their community in any way?	Carper was a member of the Boone Benevolent and Protective Order of Elks (BPOE). He served as Exalted Ruler, showing strong community involvement and leadership.	Boone Elk's Club advertisement; Obituary	
When did your Silent Hero pass away?	December 18, 2013 at the age of 88.	Obituary; Gravestone	
Do we have any indications that this person left a legacy in their community?	Yes, Carper left a legacy of leadership that resulted in lasting nutritional labeling changes nationwide and the establishment of a scholarship in his name that continues to support educational opportunities for youth statewide.	Fareway Grocery article; Obituary	
What additional information have you discovered? Add it below. Add rows to the chart as needed.			
v			
What would you like to know about your Silent Hero that you have not uncovered yet? What questions do you have?			
Answers will vary			



National History Day® (NHD) is honored to help students and teachers across the nation to honor and tell the stories of American men and women who served their nation and lost their lives either in service to the United States of America or after living as Veterans. We seek to teach the historical research process through these biographical profiles. The stories contained on NHDSilentHeroes.org are gathered from NHD programs from 2012 to the present. To learn more about the program and discuss bringing it to your classroom, contact programs@nhd.org.



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