
TUSKEGEE AIRMEN

Red Tail Honor with Pride



A publication of the
AE Division of Civil Air Patrol's
National Headquarters

Honoring Lt
Col George
Hardy on
his 99th
birthday,
June 8, 2024



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TUSKEGEE AIRMEN: RED TAIL HONOR WITH PRIDE

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**This publication is specially printed in honor of
Lt Col George Hardy's 99th birthday on
June 8, 2024.**

PUBLISHED BY THE AEROSPACE EDUCATION DIRECTORATE
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TUSKEGEE AIRMEN: RED TAIL HONOR WITH PRIDE Dedication

This middle school book is dedicated to the courageous and tenacious men and women who comprised the total force of the Tuskegee Airmen. These proud men and women exemplified traits most desired in any human, such as perseverance, respect, and honor.

To those Tuskegee Airmen who started their aviation journey in Civil Air Patrol as a cadet during WWII, and returned to CAP as adult Senior Members, Franklin Macon (Colorado Wing) and George Boyd (New Jersey Wing as cadet and Kansas Wing as the Wing Commander), CAP feels an extra amount of pride. These two gentlemen received two Congressional Gold Medals in their lives, one as Tuskegee Airmen and one as CAP members during WWII.



This book will recognize several key Tuskegee Airmen, with reference to several others. With all the significant accomplishments of each Tuskegee Airmen, both while in the United States Air Force and in follow-on civilian life, there is no way to capture all the stories, contributions, achievements, and legacies each life had to share. Thus, it is hoped that this book will be the beginning of a quest to learn more about each member in this book, and the thousands of others across our nation who were a part of some 14,000 people who contributed as a Tuskegee Airmen as pilots or support teams which made the Tuskegee Experiment such a success.



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TUSKEGEE AIRMEN: RED TAIL HONOR WITH PRIDE

Prologue

"The Tuskegee story is an important civil rights story of Americans who happen to be black, in service to their country, their family, and to their friends -- in that order."

-- BG Charles E. McGee, Former National President of the Tuskegee Airmen

The U.S. Mint Tuskegee Airmen National Historic Site Coin was issued in 2021 and commemorates the heroic actions and achievements of the famous Tuskegee Airmen. The site preserves five historic structures used during primary flight training in World War II. The reverse side of the coin (shown) depicts a Tuskegee Airman pilot suiting up to join the fight during World War II with the Moton Field control tower in the background. The pilot looks upward with pride and confidence as two P-51 Mustangs pass overhead.

The inscription **"THEY FOUGHT TWO WARS"** is arced across the top as a reference to the dual battles the Tuskegee Airmen fought:

- (1) fascism abroad - *Fascism is the political viewpoint that one's nation and race are superior to all others.*
- (2) racial discrimination at home - *Racism, at its most basic definition, is when people think that one color or race is better than another, and they treat or mistreat people based on that belief. Essentially, it's when someone is treated unfairly because of how they look.*

"Tuskegee Airmen" refers to both men and women of diverse nationalities who were involved in the "Tuskegee Experiment," the Army Air Corps program to train African Americans to fly and maintain combat aircraft. The Tuskegee Airmen included military pilots who trained and fought in World War II. The group also included mechanics, flight instructors, navigators, bombardiers, crew chiefs, and all the logistical and support personnel who kept the planes in the air and maintained all aspects of living and working on the flying bases. Research shows that there were over 14,000 individuals who served in the Tuskegee group; 992 were pilots.

The name Tuskegee Airmen was taken from the most important of their training bases, Tuskegee Army Airfield, but there were four other fields where they also trained—Griel, Kennedy, Moton, and Shorter Field, all in the Tuskegee area of Alabama. This area was chosen for a number of reasons: good flying weather; plenty of cheap, rural land; uncongested airspace; no nearby large cities filled with racial tension; a local culture of segregated Blacks; and Tuskegee Institute as an already Black civilian pilot training school and well regarded as one of the foremost African-American institutions of higher learning in the country.



Photo: Military.com | By [Melissa T. Miller](#)

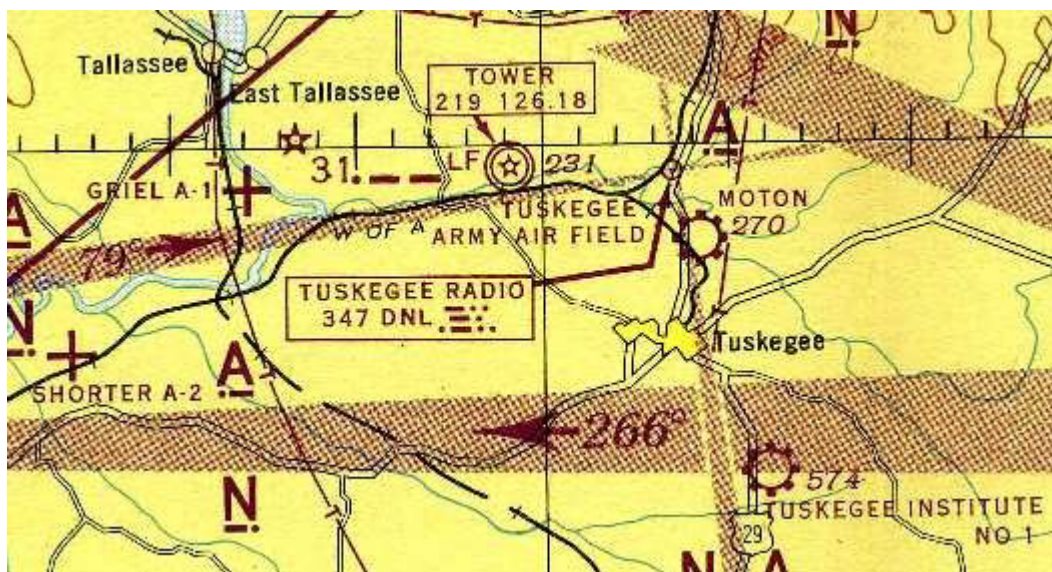
In the 1940s, the United States military, like so much of the nation, was segregated. Blacks were prohibited from entering public places, such as libraries, restaurants, and movie theaters. And, although African Americans served in the armed forces, they were restricted in the types of jobs and positions they could hold. The “Tuskegee Experiment” would help bring about some change.

Preceding World War II, tensions were high in Europe, Asia, and North Africa, and fear of war was encroaching the minds of military leaders. In 1938, the United States began the Civilian Pilot Training Program (CPTP) to create a pool of general aviation pilots which may be needed as military pilots in the future. President Franklin D. Roosevelt supported the CPTP's plan to train 20,000 college students a year as civilian pilots. In order to teach as many civilians as possible to fly to help meet future military needs, the U.S. government established CPTP flight school programs at many colleges and universities.

Many people believed that African Americans were not capable of flying and would not be able to perform well in combat. This came as the result of a 1925 study conducted by the Army War College. Thus, African American pilot training was not included in the original plan. There was pressure to change this from the Black Press, Black aviators, civil rights groups, and supportive legislators.

On April 3, 1939, President Roosevelt approved Public Law 18, which provided for an expansion of the Army Air Corps. One section of the law offered hope for those African Americans who wanted to advance their military careers beyond the kitchen or the motor pool. It called for the creation of training programs to be located at Black colleges which would prepare blacks for service in a variety of areas in the Air Corps support services. Thus, six Black colleges and two Chicago area non-collegiate Black institutions were added to the CPTP list.

- Delaware State College in Dover, Delaware
- Hampton Institute in Hampton, Virginia
- Howard University in Washington, D.C.
- North Carolina A & T College in Greensboro, North Carolina
- Tuskegee Institute in Tuskegee, Alabama
- West Virginia State College in Institute, West Virginia
- The Coffey School of Aeronautics at the Harlem Airport in Oak Lawn, Illinois
- North Suburban Flying School in Glenview, Illinois



Kennedy Field, Tuskegee, AL National Park Service: <https://home.nps.gov/tuai/civilian-pilot-training-program.htm>

When Tuskegee Institute was approved for the CPTP, G.L. Washington, Director of Mechanical Industries, leased and upgraded a small 55-acre private airfield located 5 miles south of Tuskegee Institute in Tuskegee, AL. Tuskegee Institute aviation students volunteered their labor to upgrade the field to CPTP standards. The grass runways at Kennedy Field were improved and runway markers were erected. Tuskegee Institute also built a wooden hangar, lavatory, fuel depot, and post-flight briefing shack for full airfield operations.

Kennedy Field's most famous event was the visit of First Lady Eleanor Roosevelt on March 29, 1941. Black pilot and chief flight instructor, Charles "Chief" Anderson, took Mrs. Roosevelt for a flight in a Piper J-3 Cub over the Tuskegee countryside. She took this flight to help counter skepticism about the ability of black pilots to fly and became an outspoken supporter of Tuskegee's flying program. She shared this experience with her husband, President Roosevelt, who pressured the War Department to approve plans for an all-black Army Air Corps pursuit squadron. Soon funding was approved and the first class of all black Army Air Corps pilot trainees arrived at the Tuskegee Institute campus.



Photo: National Museum of the United States Air Force

On July 19, 1941, twelve cadets and one officer, Captain Benjamin O. Davis, Jr., made up the first class. The first military class of cadets (42-C class) began training at Kennedy Field in August 1941. After nearby Moton Field was completed, primary flight training moved there in September 1941.

On March 7, 1942, the first class graduated from Tuskegee Army Air Field as U.S. Army Air Corps pilots. The 42-C class started with 13 cadets but eight washed out of the rigorous training. The five who remained had accomplished something that no black man had ever done before. One of these became the first commander of the Tuskegee Airmen, Benjamin O. Davis, Jr.

This was known as the "Tuskegee Experiment." The popular expectation was that all would fail. These men were facing opposition to be military pilots and dealing with segregation. However, they persevered and were successful in flying combat missions and protecting the bombers they escorted through enemy territory.

The first black pilots in the American armed forces became famous as the Tuskegee Airmen. The 99th Pursuit Squadron joined with the 100th, 301st, and 302nd fighter squadrons to form the 332nd Fighter Group, the only African American flying group in WWII combat.

The Tuskegee pilots shot down 409 German aircraft, destroyed 905 units of ground transportation, and sank a destroyer. The traditional report is that not one friendly bomber was lost to enemy aircraft during 2,000 escort missions. However, this has been questioned because of the difficulties in precisely determining if a loss was due to enemy fighters or other causes and where the loss occurred. Sixty-six Tuskegee pilots were killed in combat and thirty-two were shot down and became prisoners of war.

Ninety-six Distinguished Flying Crosses were presented to members of the 332nd Fighter Group or its squadrons. In 2007, the Tuskegee Airmen group was presented the Congressional Gold Medal.

Contrary to expectation, the “Tuskegee Experiment” was a success. The Tuskegee Airmen proved that black aviators could fly and fight as well as their white counterparts. They proved themselves to have the natural ability to survive the rigors of training and possess the courage and fortitude to excel in combat.

The success of the Tuskegee Airmen led to President Harry S. Truman’s 1948 signing of Executive Order 9981 which declared that the military would begin full integration of the force. It took about 15 years for full integration to take effect, but it all started with Truman’s executive order in the wake of the success story of the Tuskegee Airmen.

Tuskegee Airmen Six Guiding Principles

Aim high; Believe in yourself; Use your brain; Never quit; Be ready to go; Expect to win

References and Good Links to Read and See More:

Franklin D. Roosevelt Library.org/Tuskegee at www.fdrlibrary.org/tuskegee

National Park Service/gov at www.nps.gov/tuai/civilian-pilot-training-program.htm

National Museum of the United State Air Force at www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/579632/charles-alfred-chief-anderson/

The U.S. Mint.gov at www.usmint.gov/coins/coin-medal-programs/america-the-beautiful-quarters/tuskegee-airmen-national-historic-site

History Channel.com 6 Renowned Tuskegee Airmen at <https://www.history.com/news/6-renowned-tuskegee-airmen-davis-brown-mcgee>

The Air Force Association’s Air Force Magazine, Daniel L. Haulman, 2014, at www.airforcemag.com/PDF/MagazineArchive/Documents/2014/June%202014/0614tuskegee.pdf

A Tale of Two Air Forces: How the Tuskegee Airmen Bridged the Divide by Rachel Kersy, 502nd Air Base Wing Public Affairs, U. S. Air Force, November 18, 2020 at www.af.mil/News/Article-Display/Article/2418944/a-tale-of-two-air-forces-how-the-tuskegee-airmen-bridged-the-divide/

Tuskegee Airman-The Biography of Charles E. McGee by Charlene E. McGee Smith, 5th Edition, 2015. Order at Amazon [HERE](#).

I Wanted To Be A Pilot- the Making of a Tuskegee Airman by Franklin J. Macon with Elizabeth G. Harper, 2019. Order at Amazon [HERE](#).



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TUSKEGEE AIRMEN: RED TAIL HONOR WITH PRIDE

National Standards of Learning

Next Generation Science Standards (NGSS) align with the STEM activities in the book. The correlated standard layers are descriptive of the overarching standard. Middle School (6-8)

MS-ETS1-2 Engineering Design

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3 Engineering Design

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4 Engineering Design

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

MS-PS1-4 Matter and its Interactions

Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

MS-PS2-1 Motion and Stability: Forces and Interactions

Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

MS-PS2-2 Motion and Stability: Forces and Interactions

Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

Common Core State Standards: adopted by Forty-one states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA). Middle School (6-8)

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-LITERACY.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Key Ideas and Details:

CCSS.ELA-LITERACY.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Text Types and Purposes:

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Character Connection Organizations support a strong premise of this historical aviation book.

Each site can be joined or the basic tenants of each site can be used to support the character education aspects of the chapters. The character traits of the Tuskegee Airmen covered in this book, and the thousands more who overcame barriers and rose above the adversity they faced, utilized Social and Emotional Learning (SEL) as a key component of overcoming and achieving in life.

[Character.org](#) provides a guide and framework to cultivating a culture of good character, which is a strong basis for this entire book. Based on decades of research, the *11 Principles* is a guidepost to plan, implement, assess, and sustain commitment to character development in youth at home, at school, or in the community.

The *11 Principles* focus on all aspects of school life, including school culture and climate, social and emotional learning (SEL), student engagement and academic achievement. These all translate into daily life, especially when trying to help overcome racial and other barriers to learning. The 11 Principles are described in details [HERE](#).

[CHARACTER COUNTS!](#) is based on [Model Standards](#) of Academic, Social and Emotional (SEL), Character Development, and School Climate. The standards provide a comprehensive integration of four core domains comprising the mission of modern educational institutions and objectives of education and reform movements.

The Standards supplement content standards with objectives concerning the development of:

- critical and creative thinking
- decision-making, and problem-solving abilities
- social and emotional life skills
- ethical character traits
- practical knowledge and competencies reflecting the demands of modern life and the workplace.

The [Six Pillars of Character](#) are the core ethical values of CHARACTER COUNTS! These values were identified by a nonpartisan, secular group of youth development experts in 1992 as core ethical values that transcend cultural, religious, and socioeconomic differences. The Six Pillars of Character are trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The CHARACTER COUNTS! Model Standards have also been linked to [CASEL's core five competencies](#), which define social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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TUSKEGEE AIRMEN: RED TAIL HONOR WITH PRIDE Career and Organizational Connectors

As the stories are read of these amazing Tuskegee Airmen, young people should take note of all the various jobs they held both in the U.S. Air Force and afterward as civilians. Some were directly related to aviation; others indirectly or not related to aviation. No one followed the same path in life as everyone had different interests and skills sets. All young persons have their own interests and should explore every option that comes before them to see which is their niche.

Franklin Macon, Tuskegee Airman who began his career as a Civil Air Patrol cadet, had this to say:

“All of us are different. That is just how we were made. Everybody has their own niche for what they’re good at, and if we can put that to work, we can really accomplish a lot of things. There is no place where one group of people is better than another group. Just always do your best and when times get hard, you just keep going.”

~ Tuskegee Airman, WWII CAP Cadet, and CAP Colorado Wing Senior CAP member

Some sample career connections to be explored after learning about all these Tuskegee Airmen follow. Hopefully, by reading about these American heroes, new pathways toward a potential future in aviation will be realized by many more young people.

Aviation offers many exciting and rewarding opportunities for life-long hobbies (avocations) or careers (vocations). If one dreams of flying for the thrill of it, that can be accomplished by working toward and earning a pilot certificate. For those who desire to work in some type of aviation career, it is hoped that the information given below will only be a start to a search of the best aviation-related job to fit individual aptitudes and attitudes!

To begin an investigation about the myriad aviation careers, one may simply want to do an online search for “aviation careers.” These online sites will give sample jobs, types of training required, special schools for specialized positions, and salary ranges—all important information. Youth should be cautious when entering any online site, as with any other online search.

Reading about how each exciting and daring Tuskegee Airman in this book became interested in the specific area of aviation may give hints to others searching for something meaningful. Some of their experiences, listed below, may give youth an idea about how to find out more about something of interest, or, learn about something of which they are totally unaware!

- taking a “shop” class in school may lead to learning about aerospace engineering, avionics and mechanics, building or maintaining engines, fuel usage, or, even airplane “body” work
- participating in individual and/or competitive sports could help prepare the body for strenuous and heavy workload jobs, stunt flying, cross-country/international flights, high-altitude jet flying, working as a team, becoming involved in sports medicine, baggage handling, and even being competitive in the workforce
- joining respected adults to visit and/or tour airports, both large and small, could introduce the various jobs that are required to make the aviation industry work; give the opportunity to meet persons who may become a mentor; or open doors to getting flights, on-the-job training, etc.
- attending air shows will give a wide perspective of the different types of aircraft and the skills/training needed to fly these aircraft

Looking at some jobs/careers indirectly related to aviation experienced by some of our featured Tuskegee Airmen in this booklet helps us to identify some common skills that could be used by young persons today.

Writer:

- chronicled their flying experiences in newspapers, magazines, books and movies to delight and inspire others
- explained technical training and instructions in composing comprehensive flight training, flight safety, and mechanical manuals
- taught in high schools and colleges
- became an aviation historian

Artist:

- drafted maps for flights and drew plans for new types of aircraft, training equipment, and better safety features

Medical Field:

- became a health care worker
- worked in and designed medical evacuation aircraft (air ambulances)

Mechanics and Engineering:

- repaired and built new aircraft engines
- worked on fuel efficiency
- designed safer landing gear and airframes
- studied the causes of airplane crashes to make flight safer

As our nation throttles up the initiative to prepare the next generation aviation workforce, take a glance at some of the general positions needed in the aviation industry. Hopefully the next aviation pioneers are being connected, engaged, and inspired in many of these areas.

Aircraft Manufacturing

- aerospace manufacturing and assembly workers
- aeronautical systems design scientists
- airframe equipment and engine assembly technicians

Airline

- aviation maintenance
- cargo handler
- aircraft fueler
- cabin maintenance mechanic or service person
- air freight agent
- baggage handler, ground or station attendant
- administrative personnel
- flight dispatcher
- food service personnel
- flight instructor
- sales manager
- meteorologist
- passenger service, reservations, and ticket agent
- ramp planner and service personnel
- schedule coordinator

Airport

- general aviation pilot
- airport management and operations
- fixed base operator
- airport safety and security

In Flight

- commercial airplane or helicopter pilot
- flight attendant
- air taxi, ferry, or charter pilot
- co-pilot or first officer
- patrol pilot

Government

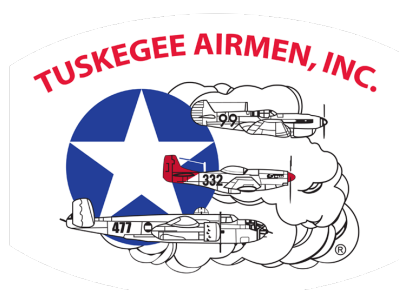
- air traffic control specialist
- aviation safety inspector
- electronics engineer and technician
- aircraft accident investigator
- national weather service
- airspace system inspector
- civil aeronautics board
- test pilot
- US military service aviation careers
- US military civilian careers

What other aviation careers can be explored? What new and technologically advanced aviation careers are emerging? What education and training is needed for each career? What colleges, universities, airports, and organizations are working to train the aviation workforce?

Many jobs are entry-level jobs with no post-secondary educational requirements, so anyone interested in an aviation career can at least get started. For the higher-level jobs, specialized education and training are required, but scholarships and additional support can be acquired with hard work, diligence, and connections with the right people and organizations.

C*ivil Air Patrol* is pleased to present this booklet of historical perspectives, pioneering spirits, and potential aviation career pursuits. As the official Auxiliary of the United States Air Force, **CAP is THE premier youth organization for any young person interested in any aspect of aviation.** CAP has squadrons in every state in America. Any interested young person, age 12-21, can find a CAP squadron near them by going to www.GoCivilAirPatrol.com and entering their ZIP code at the “Find a Squadron Near You” link.

Taking powered and non-powered airplane flights, working with a team conducting search and rescue missions, learning about aerospace careers, being mentored by aviation experts, and earning flight scholarships are just some of the amazing things that can be experienced as a CAP cadet. For those truly interested in becoming a pilot, CAP has that pathway toward earning Wings. Many CAP cadets tend to be leaders in their squadrons and they yearn to help other young cadets become successful in this dynamic youth organization. Leadership has been a key quality for the Tuskegee Airmen we will be exploring in this book. Hopefully, this book of amazing pioneers in aviation will connect, engage, and inspire more young people to aim high in life!



As a partner in this book’s pursuit to promote a sense of equality and opportunity to any young person who has a desire to become a part of an aviation organization or workforce team,

Tuskegee Airmen Inc. (TAI) has a website, [Tuskegee Airmen.org](http://TuskegeeAirmen.org), where young people can learn about other Tuskegee Airmen, and can be mentored by the members of the TAI chapters. TAI offers scholarships, flight academies, and many other educational opportunities. In their [aviation/STEM opportunities section](#), young people can learn about the Red Tail Flight Academy (RFA) scholarships and much more. The [Tuskegee Airmen Scholarship Foundation](#) seeks to

provide educational assistance to those in need and with strong desire to succeed in an aviation career.

Young people can find the closest TAI chapter by entering their ZIP code in the [Organization Chapters section](#).

Another organization which strongly promotes the legacy of the Tuskegee Airmen is the

C[ommemorative Air Force Rise Above](#) organization. The CAF's Rise Above program states that "the legacy of the Tuskegee Airmen and the Women Air Force Service Pilots (WASP) are so much more than a page out of a WWII history book...they are an example of how to overcome any obstacle and triumph over your own adversities."

The [CAF Rise Above: Red Tail](#) section, which includes the CAF Red Tail Squadron is committed to telling the inspirational story of the Tuskegee Airmen, America's first black military pilots and their support personnel.

They are on a mission to educate people of all ages about these important American icons so their strength of character and ability to triumph over adversity may serve as a means to inspire others to rise above obstacles in their own lives and achieve their goals.

- Check out their Tuskegee Airmen profiles and tour the Red Tails virtual museum.
- And, check out the [Commemorative Air Force](#), where many of the planes described in this book are being restored and maintained for flight and showcased in the [Collection/CAF Fleet](#). The CAF has many [education opportunities](#) for interested persons of all ages.





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TUSKEGEE AIRMEN: RED TAILS

Chapter 1:

General Benjamin Oliver Davis, Jr.

The First African American Officer to Become a Brigadier General in the United States Air Force - Later Earning the Ranks of Major General (the First Black Two-star General in the Military) and Lieutenant General (Three Stars), and, Being Honored with a Fourth Star, as General, Post Retirement



U.S. Air Force Photo

Objectives

Describe why Benjamin Davis was driven to destroy segregation.

Explain the meaning of “being shunned” and how it affected Benjamin Davis.

Objectives

Fold and fly a stunt plane.

Create a paper P-51 Mustang.

Read a book on perseverance and complete associated character trait activities.

Benjamin Oliver Davis, Jr. was born on December 18, 1912, in Washington, D.C.

His father was career Army officer, Benjamin O. Davis, Sr. Losing his mother at age four, the younger Davis was raised on various military posts and watched as his father dealt with segregation issues throughout his military career. The elder Davis served 41 years before he was promoted to brigadier general in 1940, the first African American to reach this rank. He taught his son about the evils of segregation; instilling in him a determination to destroy it.

The younger Davis wanted to fly. When he was almost 14 years old, he went on his first flight in an open cockpit biplane at Bolling Field in Washington, D.C. After some steep turns in a barnstorming stunt plane, he decided flying was for him. (He was also inspired by the flights of the young Charles Lindbergh.) To reach his goal, he set his sights on the U.S. Military Academy at West Point. Davis, Jr. earned a 1932 nomination to the U.S. Military Academy from Rep. Oscar



Davis as a U.S. Military Cadet
Public Domain Photo

S. De Priest (R-Ill), then America's only black congressman. He was the first African American to be admitted to the Academy since Reconstruction. (Reconstruction was a very turbulent era, 1865-1877, after the South surrendered to the North in the Civil War. Read more about implications to African Americans during [Reconstruction](#).) He believed he would be accepted for his character and not be rejected for his race. However, for four years he was shunned. Other cadets would only speak to him for official reasons. He had no roommate and ate his meals sitting by himself. Those who practiced this had hoped to drive Davis from the Academy, but their actions only made him more determined to stay, graduate, and fly. He found, though, that even graduating 35th in the 276-member Class of 1936 could not convince the U.S. Army Air Corps to allow him, a black, to enter flight training.

After graduation, he married Agatha Scott, and his first assignment as a second lieutenant was at Ft. Benning, GA, where he commanded the black service company. After a year, he was appointed to the Infantry School. In the two years Davis served at Benning, the nine white Academy classmates also assigned there only talked to him in the line of duty. When Davis graduated from the Infantry School, he was qualified to be in an infantry unit, but, instead, was sent to be a military tactics instructor for the Reserve Officers Training Corps at Tuskegee Institute, AL. As with his father, instructing ROTC cadets was an opportunity to lead young people.

Davis was serving at Tuskegee in 1940 during the second reelection campaign of President Franklin D. Roosevelt. Determined to hold onto every group that had supported him in his two previous election victories, Roosevelt was especially worried about the black vote. To solidify his

African American support, he promoted the elder Benjamin Davis to brigadier general (the first African American general in the military), and, in January 1941, ordered the War Department to create a black flying organization in the U.S. Army Air Corps.

A black Academy graduate was desired to command the first black flying unit, called the 99th Pursuit Squadron (later called the 99th Fighter Squadron). The younger Davis, then Captain Davis, was the only living black West Point Academy graduate, so was ordered to join the first training class at Tuskegee Army Air Field, AL. He clearly saw an opportunity to begin eroding segregation.

In May 1941, Davis entered advanced flying school at Tuskegee Army Air Field. He was the first black officer to solo an Army Air Corps aircraft. In June 1941, the U. S. Army Air Corps became the U.S. Army Air Forces. Thus, on March 7, 1942, Davis, and four other black officers, pinned on U.S. Army Air Forces silver pilot wings. In time, they were joined by almost 1,000 additional Tuskegee Airmen.

Later that year, Lt Col Davis became commander of the first black flying unit, the Tuskegee 99th Pursuit Squadron. He later took command of the larger Tuskegee 332nd Fighter Group in October 1943.

In the spring of 1943, Davis and the 99th departed for North Africa to join the fight against the Axis. (The Axis was a [military alliance](#) that fought in [World War II](#) against the [Allies](#), of which the United States was a part.) The Tuskegee Airmen carried with them the usual burdens and concerns that men about to enter combat feel, but, also, the certain knowledge that upon their inexperienced shoulders rested the future of black Americans in aviation.

In June of 1943, Davis led the 99th in its first mission. They attacked enemy troops between North Africa and Sicily, an island in southern Italy near North Africa. A few months later, and after they had flown many combat missions, the commander of the 33rd Pursuit Group accused the 99th Pursuit Squadron of not having the same desire to fight as white pilots. A committee, headed by Chief of Staff of the Army, George C. Marshall, was organized to study the complaint. Davis was questioned and told of how his men sometimes flew six missions in one day because they were short on men. He told how his men were determined to succeed and eager to fight. In the end, Marshall and the Advisory Committee agreed that the 99th should not be pulled, and, in fact, the 332nd would be sent overseas to continue their work.

In January and February of 1944, Tuskegee Airmen were flying [Curtiss P-40 Warhawks](#). In one mission, they shot down six German planes and damaged four more in the morning. That afternoon, they shot down three more German planes. This continued, and within a two-week period the Tuskegee Airmen had seven victories to one loss.

Davis was sent on bomber escort missions. He saw this as an opportunity for black aviators to demonstrate their flying capabilities and again erode segregation. They flew the P-47 and then the P-51 Mustangs. Davis led a group of eight P-47s which attacked eighteen German Messerschmitt Bf 109s and the Tuskegee Airmen shot down five German fighters that day.

March 24, 1945 was an amazing day for the Tuskegee Airmen. Then Colonel Davis led them on a round trip mission to Berlin, Germany. They shot down three German jets and six fighters. The 332nd shot down 111 enemy aircraft and destroyed 150 on the ground. This was a testimony to Davis's leadership and the skill of the Tuskegee Airmen.

Davis had been in difficult situations where he encountered segregation and mistreatment throughout his life, but he never gave up trying to end this unjust treatment. He returned to the U.S. in 1945 and served in leadership positions in both Kentucky and Ohio. While working at (then) Lockbourne Army Air Base in Ohio, the civil servants working there were all white and the supervisors were black. This was the only place in the country where blacks supervised whites, and it worked.

Davis demonstrated in many arenas that blacks could perform as well as whites. Thus, in July 1948, then President Harry S. Truman signed Executive Order 9981 ordering the racial integration of the armed forces. In 1947, the U.S. Army Air Forces had become a separate branch of the military, the U.S. Air Force, thus, Colonel Davis helped draft the plan for implementing this order for the new U.S. Air Force in 1948. By 1949, the U. S Air Force had become the first branch of the military to end segregation and integrate fully. This act helped Benjamin O. Davis, Jr. feel he had helped fulfill a portion of his and his father's dream to end racial inequality, but there was a long way to go.

For officers to be promoted past the rank of colonel, they had to attend Air War College. Therefore, in 1949, Colonel Davis and his wife, Agatha, moved to Montgomery, AL, for him to attend as the first black student at Air War College located at Maxwell Air Force Base. As it happened in previous locations, he was prohibited from going to nice restaurants and hotels in the city. He persevered because he wanted to graduate from the college and move to a position at the Pentagon in Washington, D.C. He did so. After graduation, he became Deputy Chief of Staff for Operations, Headquarters U.S. Air Force, Washington, D.C.

Davis continued to be posted to a variety of command and staff positions both within the United States and abroad. He was successful in every position. He served in the Korean War, and then went on to Japan where he was appointed Director of Operations and Training in Far East Air Forces.

After 10 years serving as a colonel, he was promoted to brigadier general in October 1954. He was the first black officer in the new U.S. Air Force to be promoted to this rank. From there, he moved to Germany where he was Deputy Chief of Staff for Operations in Europe. In June 1959, he was promoted to major general, the first black two-star general in the military. In 1961, he returned to the U.S. and served in the Pentagon. In 1965, he was promoted to lieutenant general, a three-star general. In 1967, he became commander of the 12th Air Force where he led thousands who served in the Vietnam War. He went on to become deputy chief commander of the U.S. Strike Command in 1968, where he traveled to see the conditions of areas where those

he led might have to serve. Two years later, in 1970, he retired at the rank of lieutenant general of from the U.S. Air Force with 33 years of service.

After military retirement, he worked for the U.S. Department of Transportation. As the Assistant Secretary of Transportation for Environment, Safety, and Consumer Affairs, he oversaw the development of airport security and highway safety. He was instrumental in helping to enact the 55 mile per hour speed limit across America in 1974, which has helped to save gasoline and lives. Following in his father's footsteps decades later, he served on the American Battle Monuments Commission in 1975 and 1978.

In summary, nothing stopped Benjamin Davis from becoming a pilot. He faced many obstacles, but accepted the challenges and overcame them all with strong resolve, or determination. He helped prove that blacks could fly and were just as capable as white pilots. When Davis joined the military, he was the only black officer. When the Air Force integrated in 1949, there were 375 black officers. Today, there are more than 4,000 black officers in the U.S. Air Force. Davis did an amazing amount of work to end segregation. He was most proud of this among his many other accomplishments in life. To honor him and his achievements, in 1998, President Bill Clinton promoted him to the rank of full general with his fourth star.

General Benjamin Oliver Davis, Jr.

Retired, USAF, February 1, 1970 Died, July 4, 2002

[See video of American, General Benjamin O. Davis, Jr.](#)

(YouTube Introduction Clip to PBS Legends of Air Power, Season 1, Episode 2, 2014)



Public Domain Photo

General Benjamin O. Davis, Jr. Accomplishments and Recognitions



Photo courtesy of International Hall of Fame, San Diego Air and Space Museum, used with permission

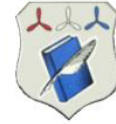
“Davis had no lack of resolve; he was a soldier and he had decided to serve, wherever his future lay in the US Army. Davis was not deterred by the bleak prospects proffered by a tradition of rigid segregation. It was clear from the start that his was not going to be a career made easy by happenstance and serendipity.”
~ Ohio Humanities, April 2018

Military and Civilian Recognitions:

- 1992 - recipient of the [Langley Gold Medal](#) from the [Smithsonian Institution](#)
- 1996 - inducted into the [International Air & Space Hall of Fame](#) at the [San Diego Air & Space Museum](#) (see his induction page [HERE](#))
- 1998 - President Bill Clinton awarded him his fourth star raising him to the rank of General, post retirement
- 2002 - scholar [Molefi Kete Asante](#) listed Davis on his list of [100 Greatest African Americans](#)
- 2012- [Benjamin O. Davis High School](#) of the [Aldine Independent School District](#) in [Houston, Texas](#), opened, while, also, Benjamin O. Davis, Jr. Aerospace Technical High School in Detroit, Michigan, and Benjamin O. Davis, Jr. Middle School in Compton, California, as well as the former Gen. Benjamin O. Davis Aviation High School in Cleveland, Ohio all named in his honor
- 2007 - recipient of The Congressional Gold Medal presented to the Tuskegee Airmen for their service to our nation during WWII
- 2015 - West Point named a newly-constructed barracks after him
- 2019 - the airfield at the [United States Air Force Academy](#) in [Colorado Springs, Colorado](#) was re-named Benjamin O. Davis, Jr. Airfield
- Gen Benjamin Davis was the “first” for many things, such as:
 - the first African American to be admitted to the U.S. Military Academy at West Point (1932) since Reconstruction (which ended in 1877)
 - the first black officer to solo an Army Air Corps aircraft (1941)
 - among the first four black officers to pin on U.S. Army Air Forces silver pilot wings (1942)
- The Benjamin O. Davis, Jr. Award is presented to senior members of the [Civil Air Patrol](#) – [United States Air Force Auxiliary](#) who successfully complete the second level of professional development, complete the technical training required for the Leadership Award, and attend Squadron Leadership School, designed "to enhance a senior member's performance at the squadron level and to increase understanding of the basic function of a squadron and how to improve squadron operations"



Civil Air Patrol Awards and Decorations



Benjamin O. Davis, Jr. Award



(Ribbon design submitted to NHQ for approval by Capt Jim Thomasson-MER-NC-001)



The [Benjamin O. Davis, Jr. Award](#) is presented to senior members who successfully complete the second level of professional development. It is named for Benjamin O. Davis, an aviation pioneer and commander of the Tuskegee Airmen during World War II.

Videos for additional information:

Benjamin O. Davis, Jr. Interview, 1970 www.archives.com: <https://youtu.be/xa8LWkkul60>

Barnstorming Airplane Stunts of the 1920s <https://youtu.be/FI6STwhPCuI>

General Benjamin O. Davis, Jr. Destined to Lead- His Experience in the US Military Academy, West Point (1 hour) <https://www.youtube.com/watch?app=desktop&v=ZwGjuYKMgKE>

General Benjamin O. Davis Jr. video at his gravesite at Arlington National Cemetery (2:29 minutes) https://www.youtube.com/watch?v=EDVmxm5H_6o

U.S. Air Force Academy Airfield Naming Ceremony- U.S. Department of Defense <https://dod.defense.gov/News/Special-Reports/Videos/?videoid=719373>



Public Domain Photos

Review

Ask the students the following questions as a review of Benjamin O. Davis, Jr.

1. Describe why Benjamin Davis was driven to destroy segregation.
2. How would you describe the meaning of “being shunned”?
3. How did being shunned affect Benjamin Davis?
4. How would being shunned affect you?

Review Answers:

1. He watched his father be held back in life due to segregation. He experienced it at every turn. He felt all men and women deserved equal opportunity for hard work.
2. People ignoring you and acting as if you are not there or treating you as worthy to do anything.
3. He did not let others see that it bothered him. He was resolved to achieve his goals no matter how he was treated.
4. Answers will vary.

STEM Connection Activities

1- Make and Fly a Stunt Paper Airplane

Why a stunt airplane? General Benjamin Davis, Jr. took his first flight in a barnstorming stunt airplane and loved how the steep turns made him feel! He knew he wanted to fly! See what types of steep turns can be created with these two paper stunt planes!

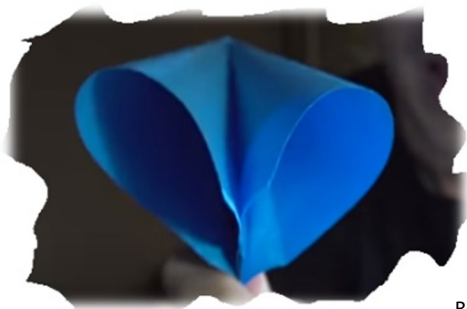
- a. Fold N Fly Stunt Paper Plane from www.FoldnFly.com



- Paper stunt airplane folding directions found at <https://www.foldnfly.com/16.html>
- Level of difficulty- hard, as there are 7 folds
- Fun Aerobatic Trick Paper Airplane Tutorial Video: <https://youtu.be/peJslO8YnAw>

FoldnFly.com Photo

- b. Rob's World Epic Paper Popper and Stunt Plane



Rob's World Photos

<https://www.youtube.com/watch?v=70CuIM0xl0g>

2- Build a paper model of a [P-51 Mustang](#)

Why a P-51 Mustang? That is the signature airplane of the Tuskegee Airmen and the 332nd Fighter Group. They painted the tail section red for distinction and were admirably called the “Red Tails,” as described at the [National WW2 Museum.org page](#).



1- Make the micro paper model of the P-51 Mustang on the left by printing the model pieces on cardstock paper. Cut and tape pieces together.

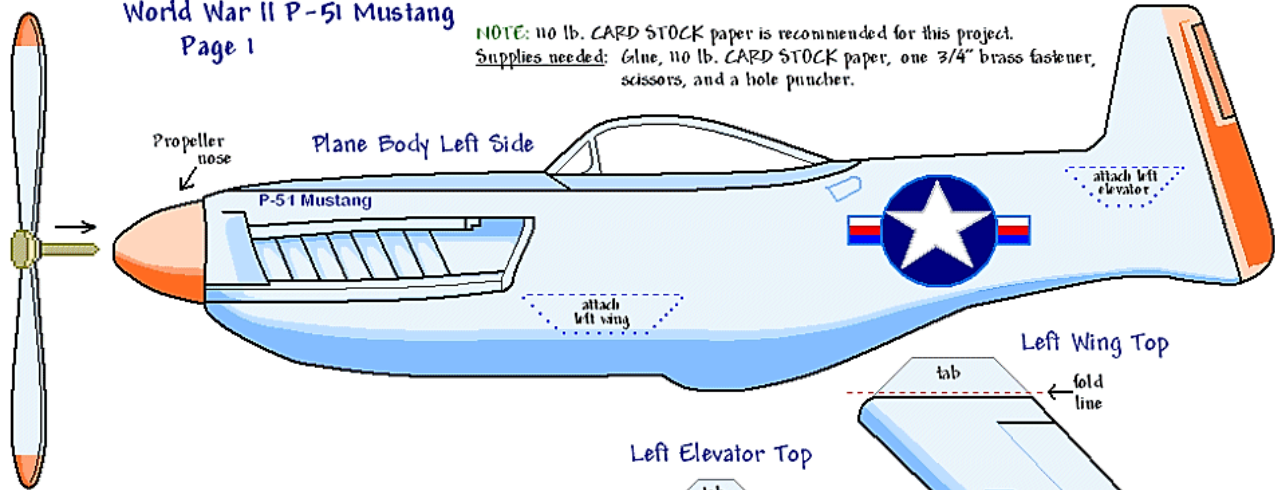
To add a rubber band propellor and see the design to build this model, go to the [Micro P 51 Mustang with Rubber Band-Powered Propeller YouTube video](#).

2- For another paper model, use the template on next page.

3- For a more complex paper model design and build instructions, go to [4dpaperairplane.com](#).

World War II P-51 Mustang
Page 1

NOTE: 110 lb. CARD STOCK paper is recommended for this project.
Supplies needed: Glue, 110 lb. CARD STOCK paper, one 3/4" brass fastener, scissors, and a hole puncher.

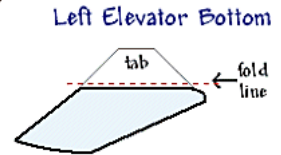
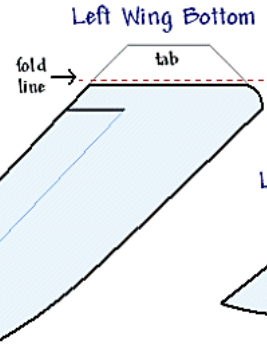
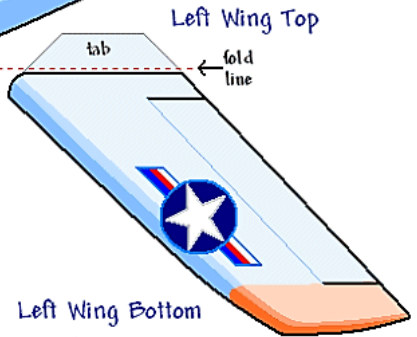
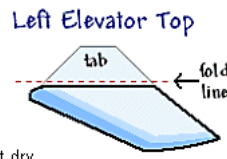
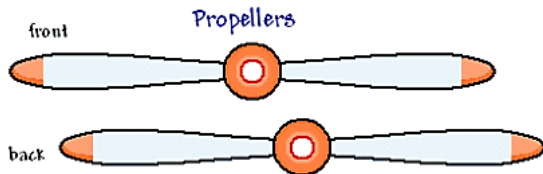


Directions:

1. Cut out as close to image edges as possible.
2. Glue airplane body LEFT to RIGHT except for PROPELLER NOSE.
3. Glue Wings, Elevators and Propellers together, FRONT to BACK.
4. Fold Wing Tabs down where indicated and glue to side of airplane.
5. Fold Elevator Tabs down as shown and glue to side of airplane.

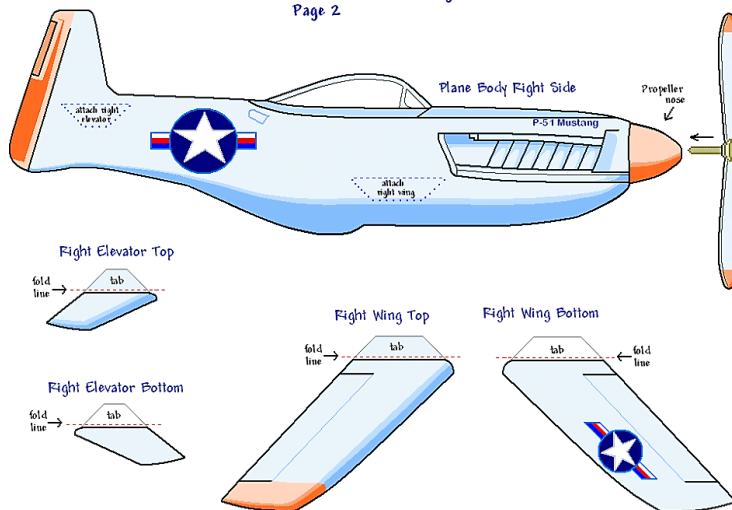
Propellers:

6. Punch holes in red circles on propellers. Slip 3/4" brass fasteners through punched hole and insert ends of fastener in between left and right propeller nose.
7. Allow just enough room between propeller nose and blades for propeller to spin freely and glue thoroughly into place.
(Hold between fingers and press until completely dry)



World War II P-51 Mustang
Page 2

From www.Printablee.com



Character Connection Activities

Fly, Eagle, Fly: An African Tale by Christopher Gregorowski (PERSEVERANCE)

1. Read the story from the book or listen to the story at [https://www.youtube.com/watch?v= Bgl4tVcRHs](https://www.youtube.com/watch?v=Bgl4tVcRHs). Discuss what perseverance means by using the suggested lesson plan found at <https://schools.cms.k12.nc.us/beverlywoodsES/Documents/AprilPerseverance.pdf>.
2. Have students complete one or more of the perseverance activities from the lesson plan above.

Suggested activity follows:

Icy Perseverance

Needed: an ice cube for each student with a penny frozen inside

Begin by giving each student an ice cube. Explain that the first person to get the penny out of their ice without putting it in their mouth or hitting it with another object is the winner.

Afterward, discuss:

- a. How does waiting for the ice cube to melt compare to reaching one's goals?
 - b. Did you ever feel like quitting?
 - c. Why do some people quit before reaching their goals?
 - d. Could you have gotten the penny quicker had you broken the rules?
 - e. Would you feel as good about winning if you didn't follow the rules?
 - f. How do hard work and perseverance help you achieve your goals?
3. Other character traits related to Benjamin O. Davis, Jr. are found below. Have students make a list of character traits they feel they wish to exhibit and be called.

bold
courageous
determined
goal oriented
resolved
steadfast
strong-willed



References:

Gen. Benjamin O. Davis Jr. | Military.com <https://www.military.com/history/gen-benjamin-o-davis-jr.html>

Benjamin Davis, American, by Alan L. Gropman, USAF (Ret), Air Force Magazine, August 1997 <https://www.airforcemag.com/article/0897davis/>

Gen. Benjamin O. Davis Jr., 89, Dies; Dispelled Racial Myths as Leader of Pilots' Unit, by Richard Goldstein, July 2, 2002, The New York Post <https://www.nytimes.com/2002/07/07/us/gen-benjamin-o-davis-jr-89-dies-dispelled-racial-myths-as-leader-of-pilots-unit.html>

History.com/Reconstruction <https://www.history.com/topics/american-civil-war/reconstruction#:~:text=Reconstruction>

General Benjamin O. Davis, Jr.: A Lifetime of Resolve and Discipline, The Ohio Humanities, April 30, 2018 <http://www.ohiohumanities.org/general-benjamin-o-davis-jr-a-lifetime-of-resolve-and-discipline/>



America the Beautiful Quarter, U.S. Mint

TUSKEGEE AIRMEN: RED TAILS

Chapter 2:

General Daniel “Chappie” James, Jr.

The First
African
American to
Become a
4 Star General
in the Air
Force and in
all Branches of
Military



U.S. Air Force Photo

Objectives

Identify characteristics James exemplified which propelled him to become the first African American 4-star general.

Describe why the pilots called General James the “Black Eagle.”

Name two wars in which General James fought.

Objectives

Write an essay about the General James comment, “The strength of the U.S. lies in its unity.”

Build a model of a F-4 Phantom.

Explore the “League of Extraordinary Losers.”

Experience perseverance activity.

Daniel James, Jr. was born on February 11, 1920, in Pensacola, Florida.

He was the youngest of 17 children in his family. His father worked for the local gas company and his mother, who did not approve of the segregated schools in the area, started her own school and taught young Daniel. Other neighborhood children also attended the Lillie A. James School she ran for 52 years until her death at age 82. Daniel would always give his teacher/mother credit for instilling in him the importance of effort, preparation, and character. One of his favorite quotes by his mother was, "Don't stand there banging on the door of opportunity, then when someone opens it, you say, 'wait a minute, I got to get my bags.' You be prepared with your bags of knowledge, your patriotism, and your honor, and when somebody opens the door, you charge in."

HIS MOTHER FELT THE SCHOOLS IN PENSACOLA WERE NOT GIVING HER CHILDREN A PROPER EDUCATION, SO SHE STARTED HER OWN—THE LILLIE A. JAMES SCHOOL.

—HER BASIC COMMANDMENT WAS "THOU SHALT NOT QUIT."

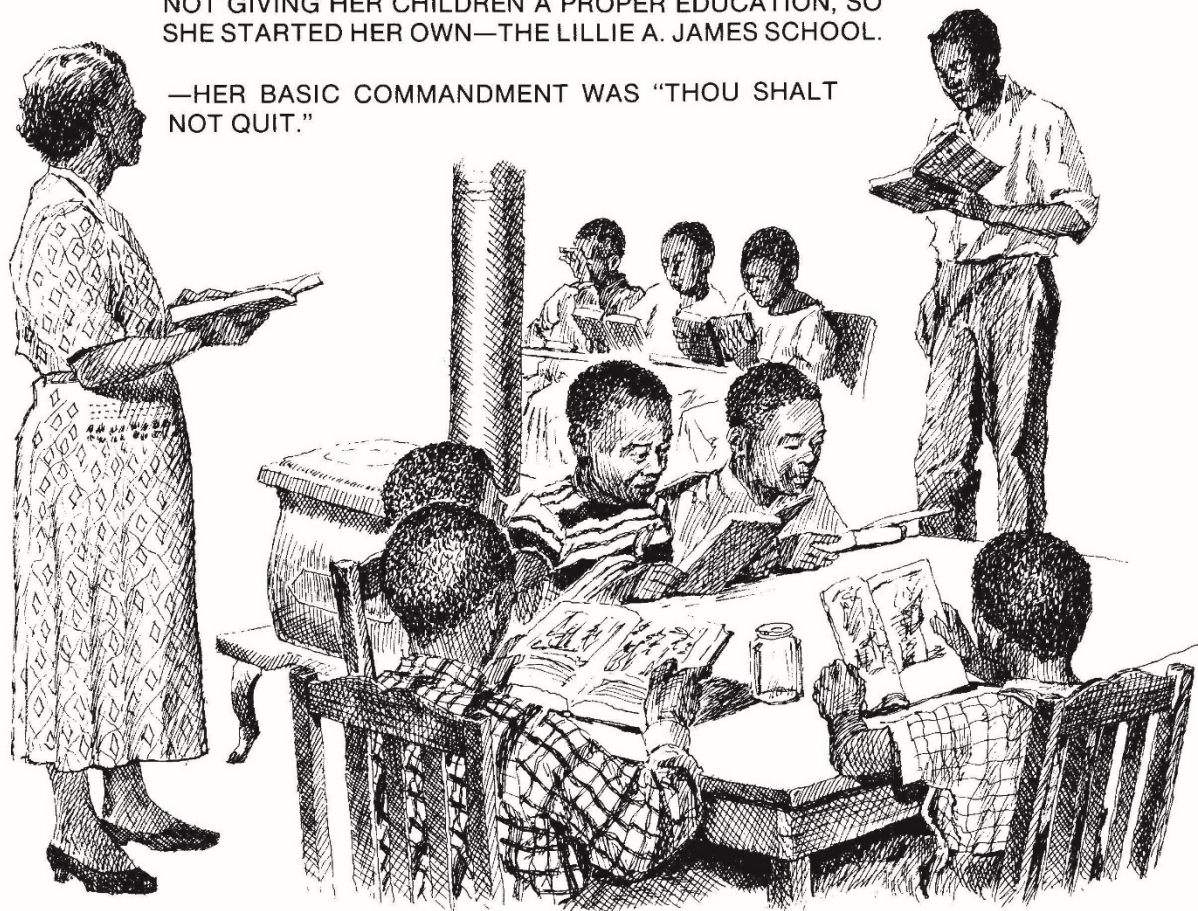


Photo: CAP Chappie James Activity Booklet

Daniel's older brother, Charles, gave him the nickname "Chappie." Growing up in Pensacola, young Chappie learned to love the airplanes that flew at the nearby Naval Air Station. He soon

decided he wanted to be a pilot. However, he was constantly reminded that he could not do so because he was black. This didn't seem to bother him, as he never lost sight of his dream to fly.

He entered the Tuskegee Institute in Tuskegee, Alabama in 1937 where he studied physical education and enrolled in a government flight training program. Daniel excelled as an athlete and was a leader on campus. While flying, he even learned to perform aerobatics. He graduated from Tuskegee in 1942 with a Bachelor of Science degree in physical education and a civilian pilot's license when he completed the [Civilian Pilot Program at Kennedy Field](#). He worked at Tuskegee as a flight instructor and enjoyed teaching others to fly.

In 1943, he entered the Army Air Corps Aviation Cadet program and the following year, he was commissioned a second lieutenant. He became one of the Tuskegee Airman, the first Black pilots in the U.S. Air Corps serving with the 332nd Fighter Group that trained at Selfridge Field, Michigan.

He served as an instructor pilot during World War II, but was not involved in combat until he went to Korea. He flew 101 combat missions in P-51 Mustangs and F-80s. He was awarded the Distinguished Flying Cross for leading a flight of P-51s in a close air support mission to support U.N. troops in 1950.

Colonel James went on to serve in the Vietnam War where he flew 78 more combat missions in F-4 Phantoms. He became Vice Wing Commander of the eighth Tactical Fighter Wing in Thailand under the command of Robin Olds. He led a mission where seven MIG 21s were destroyed. This was the highest total MIG kill of any mission during the war.



Flying F-4 Phantoms in Vietnam

U.S. Air Force Photo

When he returned to the U.S., he was offered a public affairs job due to his outstanding speaking abilities. He was promoted to general and continued to excel in leadership roles. In 1974, he was promoted to lieutenant general when he became vice commander of the Military Airlift Command at Scott Air Force Base, Illinois.

One year later, on September 1, 1975, he became a four-star general and was named commander of the North American Aerospace Defense Command known as NORAD. He was the first African American to achieve four stars in any branch of the military. General James was nicknamed the “Black Eagle” by his fellow pilots because of his superb flying skills, but even more importantly, his amazing ethics of achievement, hard work, and self-reliance. Sadly, he retired from the military in 1978 and less than a month later died of a heart attack.

The following quote, taken from an essay General James wrote after receiving the George Washington Freedom Medal in 1967, provides a philosophy that all people should understand. His message by which he lived: ***You are what you believe you are.*** (See associated character connection activity at end of chapter.)

“The strength of the United States of America lies in its unity. It lies in free men blessed and ordained with the rights of freedom working to provide, build, enjoy, and grow. Those who would subvert us – or any free people – try to disrupt this unity by breaking the small parts from the whole – driving in the wedges of fear and discontent. I am a Negro and, therefore, I am subject to their constant harangue. They say: ‘You, James, are a member of a minority – you are a black man.’ They say: ‘You should be disgusted with this American society – this so-called democracy.’ They say: ‘You can only progress so far in any field that you choose before somebody puts his foot on your neck for no other reason than you are black.’ They say: ‘You are a second-class citizen.’

“My heritage of freedom provides my reply. To them I say: ‘I am a citizen of the United States of America. I am not a second-class citizen and no man here is unless he thinks like one, reasons like one, or performs like one. This is my country and I believe in her, and I believe in her flag, and I’ll defend her, and I’ll fight for her and serve her. If she has any ills, I’ll stand by her and hold her hand until in God’s given time, through her wisdom and her consideration for the welfare of the entire nation, things are made right again.’

“Today’s world situation requires strong men to stand up and be counted – no matter what their personal grievances are. Our greatest weapon is one we have always possessed – our heritage of freedom, our unity as a nation.”

General Daniel “Chappie” James, Jr.

Retired, USAF February 01,1978 Died, February 25,1978

[See video of “Chappie” James](#) Yesterday’s Air Force: Chappie James by Jarid Watson

General Chappie James Accomplishments and Recognitions



GENERAL DANIEL "CHAPPIE" JAMES JR.

Daniel "Chappie" James Jr. became the first African American to reach the rank of four-star general in 1975.

During WWII, he graduated from Tuskegee University and trained pilots for the all-black 99th Pursuit Squadron. A decorated fighter pilot, James saw battle during the Korean War and Vietnam War.

His son, General Daniel James III, also served in the U.S. Air Force as a fighter pilot, and became the first African American to hold the title of Adjutant General of the Texas National Guard from 1995-2002.

Notable Awards:

- Defense Distinguished Service Medal
- Air Force Distinguished Service Medal
- Legion of Merit
- Meritorious Service Medal
- Army Commendation Medal
- Distinguished Flying Cross

CELEBRATING
THE
CITADEL
DANIEL LIBRARY
**BLACK
HISTORY
MONTH**

The Citadel Daniel Library <https://www.af.mil/About-Us/Biographies/Display/article/106647/general-daniel-james-jr.aspx/>

General James is widely known for his speeches on Americanism and patriotism for which he has been editorialized in numerous national and international publications. Excerpts from some of the speeches have been read into the Congressional Record. Civilian recognitions include:

- 1976 and 1968- Awarded the George Washington Freedom Foundation Medal
- 1969 - Builders of a Greater Arizona Award
- 1970 - Phoenix Urban League Man of the Year Award, Distinguished Service Achievement Award from Kappa Alpha Psi Fraternity;
- 1970- (ROTC) Arnold Air Society Eugene M. Zuckert Award for outstanding contributions to Air Force professionalism; his citation read "... fighter pilot with a magnificent record, public speaker, and eloquent spokesman for the American Dream we so rarely achieve."
- 1971- Honorary national commander, Arnold Air Society
- 1971 - American Legion National Commander's Public Relations Award, Veteran of Foreign Wars Commander in Chief's Gold Medal Award and Citation;
- 1971- Honorary doctor of laws degrees from the University of West Florida;
 - = 1973- the University of Akron
 - = 1974- Virginia State College
 - = 1975- Delaware State College
 - = 1976- St. Louis University
- 1975 - Capital Press Club, Washington, D.C., Salute to Black Pioneers Award

- 1976 - Air Force Association Jimmy Doolittle Chapter Man of the Year Award
 - Florida Association of Broadcasters' Gold Medal Award
 - American Veterans of World War II Silver Helmet Award
 - United Service Organization Liberty Bell Award
 - Blackbook Minority Business and Reference Guidance Par Excellence Award
 - American Academy of Achievement Golden Plate Award
 - United Negro College Fund's Distinguished Service Award
 - Horatio Alger Award
 - VFW Americanism Medal
 - Bishop Wright Air Industry Award
 - Kitty Hawk Award (Military)
- 1993- National Aviation Hall of Fame Enshrinee



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A signed portrait of Gen. Daniel "Chappie" James hangs in the Pentagon. It pictures James in front of his F-4 at Ubon AB, Thailand, during Vietnam. Painting by Maxine McCaffery/USAF.

Review:

Ask students the following questions in review.

- 1- Name some characteristics that “Chappie” James exemplified which propelled him to become the first African American 4-star general.
- 2- Describe why the pilots called General James the “Black Eagle.”
- 3- Name two wars in which General James fought.
- 4- What is the message Chappie James lived by?

Review Answers:

- 1- Being black and all that involved in a time of segregation. But, he really did not let those things hinder him.
- 2- Because of his superb flying skills.
- 3- Korean and Viet Nam.
- 4- You are what you believe you are.

STEM Connection Activity: Make a Flying F-4 Phantom II Fighter Glider

- Found at [Awesome F-4 Phantom Paper Airplane : 4 Steps - Instructables](#)
- Learn more at [Why the F-4 Phantom II Fighter is Such a Legendary Plane](#)



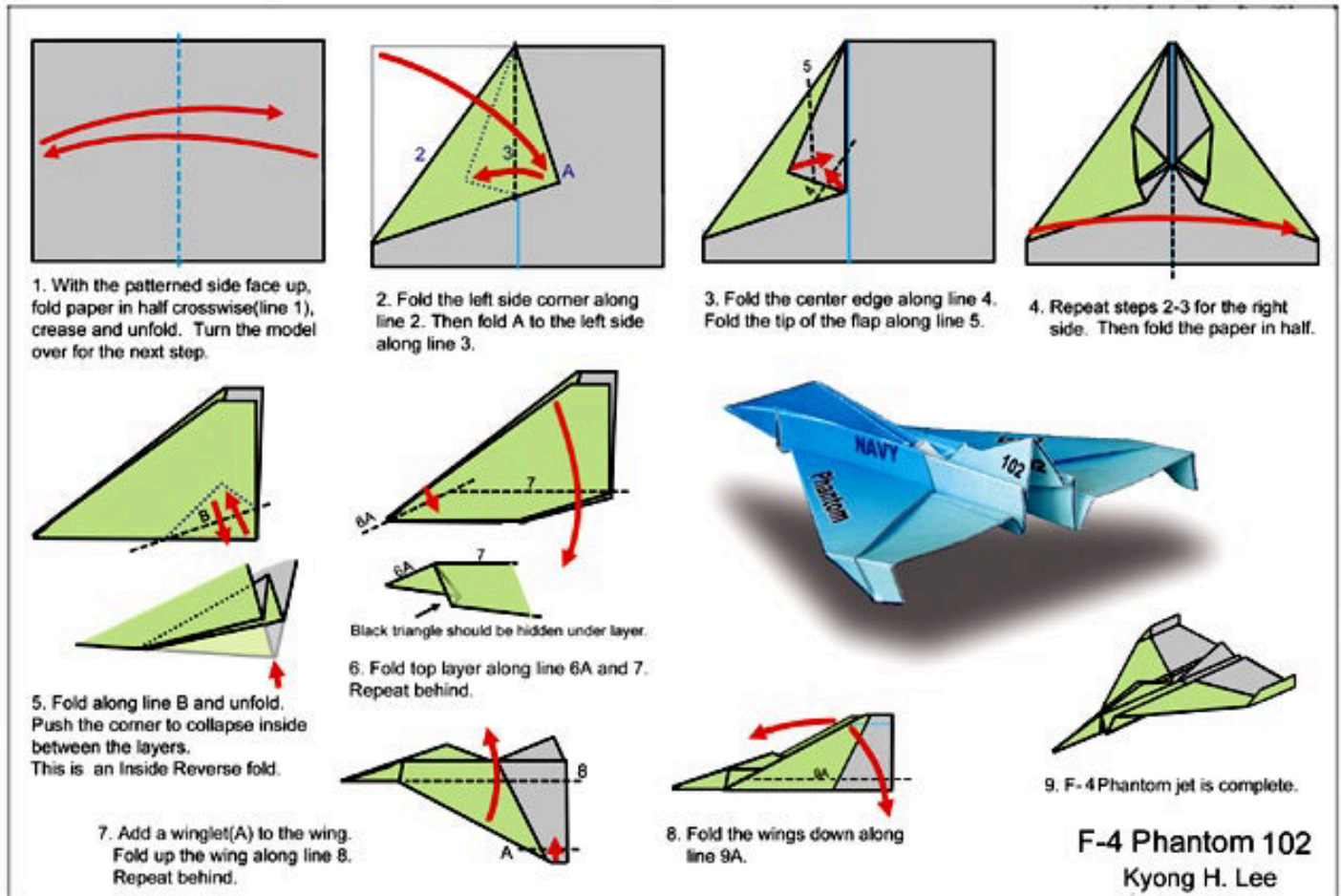
USAF Photo

- [Show the video of the F-4 Phantom II fighter in air and from the cockpit video.](#)

Materials for the F-4 Phantom II Fighter Jet:

- A regular piece of white printer paper
- Markers, crayons etc... for decorating

Steps to fold the paper glider are on following page. Students can either follow the directions by viewing the directions, or, have one student or the teacher give oral directions while demonstrating the folding process.



After all students have folded and decorated their gliders, find a good indoor space to fly the plane. Then, select which of the following additional activities are most purposeful and which ones there is time to conduct.

1. Show students some different terrain found in Vietnam [HERE](#). Have the students help determine and create a landing target that would have been a similar location during the Vietnam war when Chappie James flew this fighter jet. Then, allow the students to take turns trying to hit that landing target when they fly and land their paper glider.
2. Have the students each fly their glider and measure the length of flight in air before the glider touches the ground.
 - a. Try to find the longest in-flight glider and discuss what may have contributed to the long flight.
3. Have each student measure the length from touch-down on the ground until the glider comes to a full stop.
 - a. Gather a list of all their "landing lengths."
 - b. Have them watch the video, finding the [mean, median, and mode](#).

- c. Then, have them find the mean, median, and mode (and even the range) of their landing lengths.
- d. Finally, have the students discuss and determine which of these numbers (mean, median, and/or mode- or range) would be beneficial to pilots who are trying to land in unknown territory, such as the terrain in Vietnam, and why.
4. Have the students adjust the weight on the nose of the glider by adding a gem clip or other lightweight item to determine any changes in the flight of the glider.
5. Have students design and fly their own paper gliders.



Photo Susan Mallett

Character Connection Activities

- 1- ***You are what you believe you are!*** General James will always be remembered for the essay he wrote after receiving the George Washington Freedom Medal in 1967. (See excerpt on the 4th page of James' life narrative written above.) After reading this essay, have students write their own two paragraph essay describing what they feel General James meant when he said that the strength of the U.S. lies in its unity. They should use information from the essay to support their responses.
- 2- ***Fail-up!*** Read "[The League of Extraordinary Losers.](#)" (Scholastic) Then, have students reflect on times they had the choice to fail or fail-up! Have the students complete one or more of the following:
 - a. Describe something you will do in the future to push toward failing-up!
 - b. Describe how you can mentor a younger sibling, friend, or student about when to fail-up!
 - c. Who in the article is someone YOU look up to for failing-up?
 - d. Do you know of others who have used the choice strategy of failing up?

3- **Perseverance!** Ice Cream in a Bag

Found at [Character in a Bag](#). Find out more at [Stephen Spangler Science](#).

Why ice cream? Students have to keep shaking the bag until the mixture becomes a solid-ice cream. This is just fun way to demonstrate perseverance, which is a character trait found in all Tuskegee Airmen. Anything worth doing is worth doing well, and perseverance is the key!

Make ice cream in a bag. Explain that adding rock salt to ice enables the temperature to decrease enough that it causes the cream to go from a liquid to a solid.

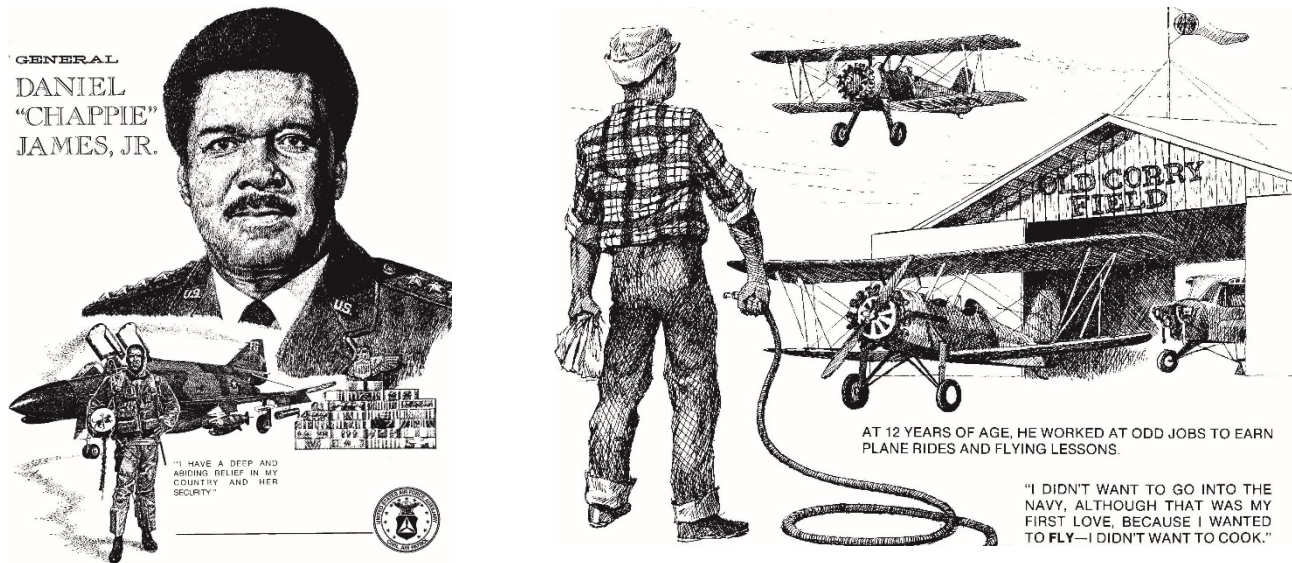
Directions:

- Add 1/2 cup heavy whipping cream, 1 Tbsp granulated sugar, and 1/4 tsp vanilla in a Ziplock sandwich bag. Seal the bag completely.
- Crush 3 cups of ice and put in a gallon Ziplock bag with 1/3 cup rock salt.
- Put the smaller bag inside the larger bag. Seal the bag completely.
- Shake until ice cream is formed – 5-10 minutes.
- Enjoy the ice cream! (The reward for perseverance!) Photo Character in a Bag



Civil Air Patrol's Chappie James Activity Book

[Booklet of the story of Chappie James, with associated cross-curricular activities and task cards.](#)



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<https://www.military.com/air-force/gen-daniel-chappie-james-jr.html>

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America the Beautiful Quarter, U.S. Mint

TUSKEGEE AIRMEN: RED TAILS

Chapter 3:

Dr. Roscoe Conkling Brown, Jr.

Dr. Roscoe Brown served in the USAAF as a fighter pilot in the 100th Fighter Squadron, 332nd Fighter Group, 15th Air Force

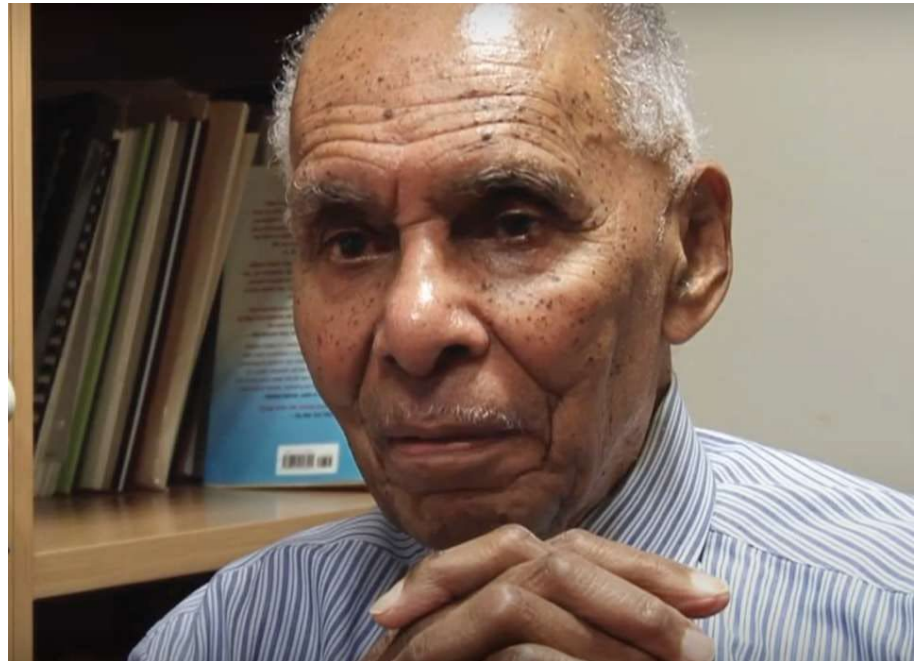


Photo: National World War II Museum, New Orleans

Objectives

Learn how Roscoe Brown adjusted in his life during a time when African Americans were told they couldn't fly because of their color.

Explain how Brown pivoted in life when he was told he could not fly at Eastern Airlines.

Objectives

Make a connection about how Brown's parents played a role in his career after the military.

Explain how the organizations Brown founded helped move Black persons forward.

Complete the Sportsmanship lesson to learn about fairness.

Dr. Roscoe C. Brown, Jr. was born on March 9, 1922, in Washington, D.C.

He was the youngest of two children. His father, Dr. Roscoe C. Brown, Sr., a member of FDR's "Black Cabinet," worked as a public health specialist and his mother was a teacher. [The Black Cabinet, or Federal Council of Negro Affairs or Black Brain Trust, was the informal term for a group of African Americans who served as public policy advisors to President Franklin D. Roosevelt and his wife Eleanor Roosevelt in his terms in office from 1933 to 1945.]

From an early age Brown dreamed of becoming a pilot beginning after he visited the Smithsonian Museum and saw Charles Lindbergh's plane. Unfortunately, he grew up at a time when African Americans were told they didn't have the intelligence or coordination to fly. However, he never gave up his dream of flying.

He graduated from Paul Laurence Dunbar High School, the first high school to serve African Americans in the United States. Dunbar High School defied the odds, and, in the process, changed America. In the first half of the twentieth century, Washington D.C.'s Dunbar High was an academically elite public school, despite being racially segregated by law and existing at the mercy of racist congressmen who held the school's purse strings. The school's well-educated teachers developed generations of high-achieving African Americans, Brown being one. This is one of the opportunities for Dr. Brown which helped set the foundation for further educational and professional achievements in his life.

He graduated from Springfield College in Massachusetts in 1943 where he had three majors: pre-medical; chemistry; and health/physical education. As he graduated number one in his class, he was the class valedictorian. Later, his alma mater, Springfield College, presented Brown a Doctor of Humanics degree. (Humanics at Springfield is the mission of educating students in spirit, mind, and body for leadership in service to humanity.)



Departing the day after graduation, he joined the U.S. Army Air Forces and attended training at Keesler Field in Biloxi, Mississippi. From there, he joined over nine hundred other black men for further training at Tuskegee Institute and Tuskegee Army Air Base, becoming a Tuskegee Airman.

← Emblem used by the U.S. Army Air Forces (USAAF) before it was created as its own military service, the United States Air Force (USAF), in 1947. It continues to be used by the USAF as one of its emblems, known as the "Hap" Arnold Wings.

Brown became squadron commander of the 100th Fighter Squadron of the 332nd Fighter Group during World War II. This was the first unit of African American fighter pilots flying the P-51

Mustang with the distinctive red tail of the Tuskegee Airmen. He flew his first combat mission in 1944. His job was to escort B-17 bombers, known as the Flying Fortresses, to their destinations in Austria, Germany, and the Balkans. In total, Dr. Brown flew 68 combat missions, a combination of escort missions for heavy bombers and P-38 reconnaissance flights and strafing runs (which is the military practice of attacking ground targets from low-flying aircraft).

On March 24, 1945, while escorting a U.S. B-17 bomber, he was one of three members of the 332nd Fighter Group credited with shooting down a German Messerschmitt Me 262 jet fighter. Thus, he became the first African American pilot in the 15th Air Force to shoot down a German fighter plane. He received the Distinguished Flying Cross, the Air Medal with Eight Oak Leaf Clusters, and the Presidential Unit Citation.

“I pulled up at him in a fifteen degree climb and fired three long bursts at him from 2,000 feet at eight o’clock to him,” Roscoe C. Brown, Jr. said, recalling an air fight as a Tuskegee Airman against a German jet during World War II. “Almost immediately, the pilot bailed out from about 24,000 feet. I saw flames burst from the jet orifices of the enemy aircraft.”

- AFRO News The Black Media Authority, Famed Tuskegee Airman Roscoe C; Brown, Jr., Dies at 94, by Herb Boyd, July 4, 2016

Brown’s 100th Fighter Squadron was well-known for the protection of the U.S. B-17 bombers during WWII. His unit shot down 111 enemy aircraft in the air and 150 on the ground. Their accomplishments, added to those of all the Tuskegee Airmen, led to changing the segregationist policies of the U.S. armed forces; having a huge influence on President Harry S. Truman’s decision to integrate the armed forces in 1948.

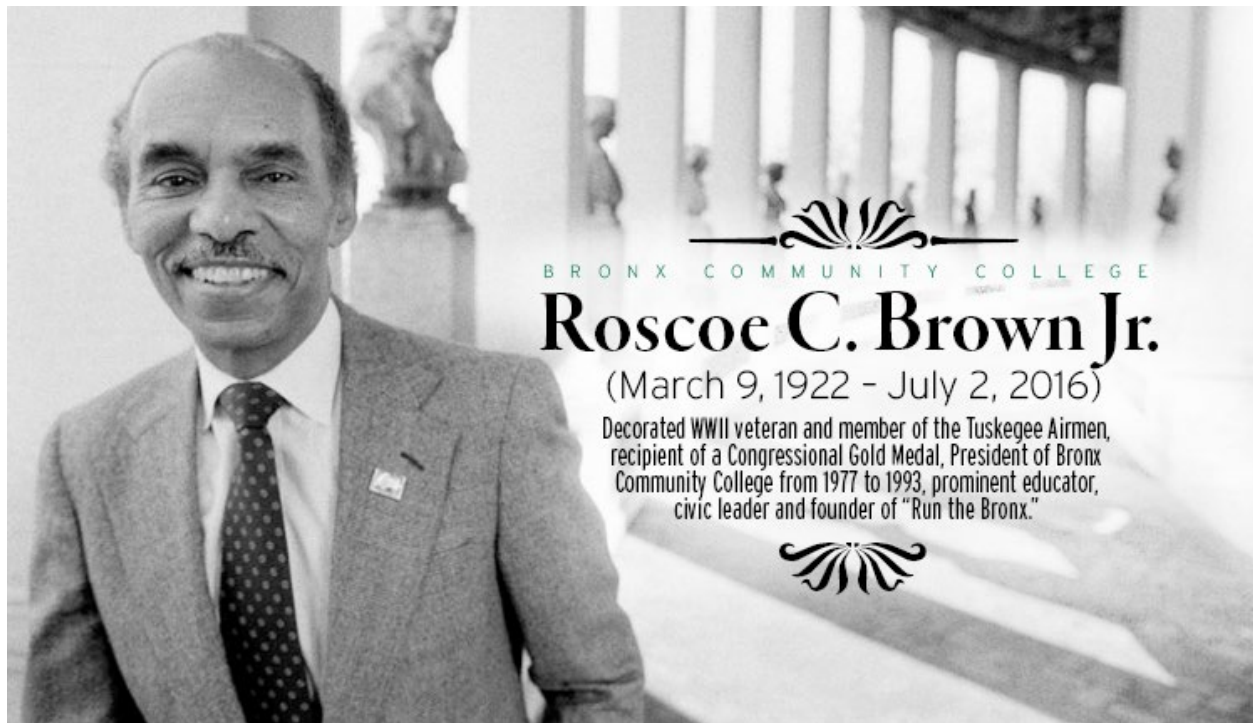
In 1945, when the war ended, Brown left military service with the rank of captain. He decided he wanted to continue flying, so he applied for a job with Eastern Airlines. Once again, he was told that he couldn’t fly because the airline was not hiring black pilots. Not one to take this as failure, he pivoted and continued his education and contributions in other areas of life.

Brown earned a master’s degree and a doctorate from New York University. He found a job as a social investigator in New York City for a short time before becoming a physical education teacher at West Virginia State College. He coached Earl Lloyd, one of the first black players in the NBA.

He had a successful career in higher education, spending 25 years as professor at New York University. There, he was founding director of the University’s Institute of Afro-American Affairs. He also co-founded the NYU Association of Education in Journalism internship program. Later, for 16 years, he was president of Bronx Community College in the Bronx, New York City. He ended his career as founder and director of the Center for Urban Education Policy at the Graduate School and University Center of the City University of New York (CUNY).

Dr. Roscoe Brown passed away on July 2, 2016, in New York City, leaving his wife, Bernadette, four children, six grandchildren and four great-grandchildren.

"Fighter pilots were a combination of mathematician, scientist, athletes, and great leaders, that's why [we] rose to the top," explains Dr. Brown. "In a single engine plane, you didn't have anybody with you at the time. You didn't have any computers to do it, so you had to use your eyes, your hands, and your feet. That's what we did." The Urban Daily. Com



BRONX COMMUNITY COLLEGE

Roscoe C. Brown Jr.

(March 9, 1922 - July 2, 2016)

Decorated WWII veteran and member of the Tuskegee Airmen, recipient of a Congressional Gold Medal, President of Bronx Community College from 1977 to 1993, prominent educator, civic leader and founder of "Run the Bronx."

The City University of New York

Former pilot and Tuskegee Airman, Roscoe C. Brown, Jr., led a life of visionary public service in fields as diverse as the arts, health education, higher education, social justice, the military, and government. He is considered by many as one of the country's most distinguished African American advocates.

Dr. Roscoe C. Brown, Jr.

Left the U.S. Army Air Forces as Captain in 1945 Died July 2, 2016

[See video of Dr. Roscoe Brown](#) The National WWII Museum; Oral History



National WWII Museum Photo showing the museum's P-51 Mustang which the nicknames "Bunnie" and "Miss Kentucky State" to mirror Dr. Brown's wartime aircraft. "Bunnie" was Dr. Brown's daughter's name; "Miss Kentucky State" was a crew chief's salute to an admired homecoming queen back home.

Dr. Roscoe C. Brown, Jr. Accomplishments and Recognitions

Dr. Brown was a visionary leader in a variety of areas through his life, and included the following:

- 1943- Graduated Springfield College in Massachusetts as Valedictorian with three majors
- 1944- Graduated from the Tuskegee Flight School as member of class 44-C-SE becoming a Tuskegee Airman
- 1945-Appointed as squadron commander of the 100th Fighter Squadron of the 332nd Fighter Group
- 1945- Received Distinguished Flying Cross, Air Medal with Eight Oak Leaf Clusters, and the Presidential Unit Citation
- 1950- Became a professor of Urban Education at New York University and directed the NYU Institute of Afro-American Affairs (now the Institute of African American Affairs)
 - Hosted *The Soul of Reason*, a radio talk show with interviewees which included Black politicians, professional athletes, medical professionals, and contemporary artists, which aired between 1971 and 1986
 - Hosted *Black Arts* (1970–71) and CUNY TV show *African American Legends*
- 1977-1993- President of Bronx Community College
 - Founding director for the Center for Education Policy at the City University of New York
- 1992- Received Honorary Doctor of Humanics degree from his alma mater, Springfield College
- A member and past president of the 100 Black Men of America, New York Chapter
 - The organization's mottos "real men giving real time" and "what they see is what they'll be" describe the organization's goals of providing positive role models and leaders to guide the next generation of African Americans and other youth



U.S. President George W. Bush presents the Congressional Gold Medal to Dr. Roscoe Brown Jr., during ceremonies honoring the Tuskegee Airmen Thursday, March 29, 2007, at the U.S. Capitol. (White House Photo)

Review:

Ask the following questions in review of the life of Dr. Roscoe Brown.

1. How did Brown adjust in his life during a time when African Americans were told they couldn't fly because of their skin color?
2. How did Brown pivot (or change directions) after he was told he could not fly with Eastern Airlines due to being Black, even after being a WWII hero?
3. How did Brown's profession include parts of both his parents' professions?
4. Due to the organizations Brown founded in higher education, what do you think he was focused on improving?

Review Answers:

1. He got a good education at Dunbar High School and pushed forward in all his endeavors to overcome any racial barriers.
2. He went back to school to get two additional degrees and began a career in higher education.
3. He majored in and taught health/physical education - following his mother's teaching career and his father's health specialist career.
4. After being a founding director of the New York University's Institute of African American Affairs and conducting Black radio and TV shows, he was promoting the achievements of Black Americans in every manner he could. He was continuing the tradition of the Tuskegee Airman to prove that African Americans could be as successful as any American given the right opportunities.

Character Connection Lesson:

Dr. Brown faced racial discrimination in his life. He had to find ways to overcome and succeed while remaining stable and grounded in his efforts. He studied and taught physical and health education. He also taught social justice, which reminds persons of fairness. After learning the lessons taught by the success of the Tuskegee Airmen in the U.S. Army Air Forces, he worked in higher education to help make life fairer for all persons, no matter the color of their skin.

In sports and games, all players want to be treated fairly and want everyone to be “good sports.” It is the same in life. This Civil Air Patrol lesson uses Frisbees to connect good health/physical fitness and good character through good sportsmanship. The aerodynamic aspects of a Frisbee is also discussed which connects with Dr. Brown’s need to “stabilize his plane” as he tried to escort B-17 bombers, and, even shoot down German jets.

Hopefully, as this lesson is conducted, new ideas of staying stability in life, as well as learning to live and work with fairness, will be imparted which will carry forward into all aspects of life to help selves and others.



See entire lesson and directions at

[Grade 6 Physical Fitness Lesson #1: Sportsmanship – It’s the Ultimate!](#)

Objectives:

- Students will research an ultimate act of sportsmanship from collegiate girls’ softball.
- Students will identify characteristics of being good sports.
- Students will participate in the game of Ultimate Frisbee.
- Students will be involved in honest sportsmanship and fair play.

National Physical Education Standards:

- Standards 1, 2, 4, 5

Materials:

- several Frisbees
- 8-10 small cones or objects to mark end zones and boundaries
- rectangular field



Background Information:

We have all heard at some point in our lives the old adage, “It is not whether you win or lose, but how you play the game.” Sportsmanship should be a key component in any type of sporting event, whether on the softball field in the Great Northwest Atlantic Conference or on the practice field used for physical education in our schools. In sports, just like in all areas of life, it is important that we simply do the right thing.

As the group learns about Mallory Holtman’s ultimate act of sportsmanship through her selfless deed to help opposing team member Sara Tucholsky, we should also remember how decorated astronaut Tom D. Jones, who has logged over 52 days in space and taken space walks totaling over 19 hours, displayed an ultimate act of sportsmanship when he decided to step aside and allow aspiring astronauts a chance to go where few men have gone before. His gracious decision allowed others the opportunity to soar, just as other acts of good sportsmanship lend themselves to giving others their time to shine.

It just seems logical that Ultimate Frisbee, a fun game played with a backhand throw resulting in a natural spin to the disc, which stabilizes it in free flight, would go hand-in-hand with the ultimate act of sportsmanship.

This lesson about sportsmanship and Ultimate Frisbee is sure to be an exciting opportunity for the group. To find out more about the Ultimate Frisbee game, go to: [What Is Ultimate](#). You may wish to watch this video (or share it with your class): "[The Rules of Ultimate Frisbee \(Ultimate\) -EXPLAINED!](#)"

- To begin the lesson, the video may be shown of [Sara Tucholsky’s Home Run/ESPY Sportsmanship Moment](#) (7 minutes).
 - The group can discuss other incidences of good sportsmanship moments where others have helped those who are “down” or who are not being treated “fairly.”
 - The group can discuss moments in Dr. Brown’s life where he was and was not given “sportsmanship” opportunities to help him along.
- Next, read the directions in the lesson to play Ultimate Frisbee, with no referee to show when someone is “out of bounds” or has committed a “foul.”

Summarization:

The Ultimate Frisbee game is a great connection to the ultimate act of sportsmanship and is a great game to teach responsibility and fair play. It should be explained that through this game, all demonstrated how to work together, how to determine their own boundaries, and how to solve any disputes that may have arisen during the game. Because they had to set up their own game boundaries and determine their own rule enforcement, they became more responsible teammates and players of the game. Explain that these skills will work well in the game of life — being fair, honest, responsible, and, of course, healthy.

Dr. Roscoe C. Brown, Jr. References and Extension Videos

Extension Videos:

[Roscoe Brown of the Tuskegee Airmen - The National WWII Museum Oral History - YouTube](#)

[Dr. Roscoe Brown, Jr.: Significance of the Tuskegee Airmen - YouTube](#)

[Red Tails Interview w/ Dr. Roscoe Brown | Tuskegee Airman - YouTube](#)

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[New York University Archives](#)

[Dunbar High School DC.org](#)

[Roscoe C. Brown, Jr. The Urban Daily. com](#)

[Famed Tuskegee Airman Roscoe C. Brown, Jr. Dies at 94- AFRO The Black Media Authority](#)



America the Beautiful Quarter, U.S. Mint

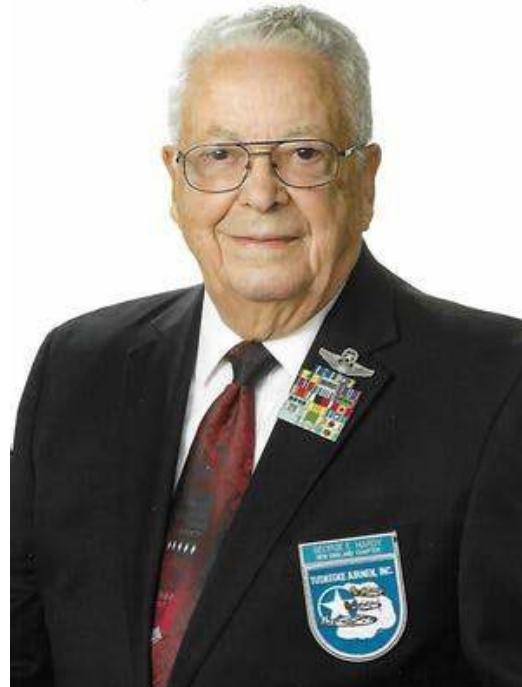
TUSKEGEE AIRMEN: RED TAILS

Chapter 4:

Lt Col George E. Hardy

Lt Col George Hardy, USAF, ret, reflects on life as a Tuskegee Ariman, “I grew up in a segregated country, but it was my country to.”

Yet, he persevered and helped pave the way for future Black pilots --- and for youth who need a role model to emulate.



“I

Objectives

George Hardy encourages discipline and teamwork.

Explain how these traits were important to him in becoming a successful pilot in three wars.

Objectives

Becoming an engineer was important to George Hardy.

Design and build items according to the specifications given in each project.

Lt Col George E. Harvey was born on June 8, 1925 in Philadelphia, PA. He had three brothers and three sisters and is second from the oldest in his family. He is the youngest of the surviving Tuskegee Airmen. George was exposed to racism as he grew up in Pennsylvania, but it was nothing like he experienced in the South. He wanted to join the military when he graduated from high school in 1942 because his older brother had joined the Navy in 1941.

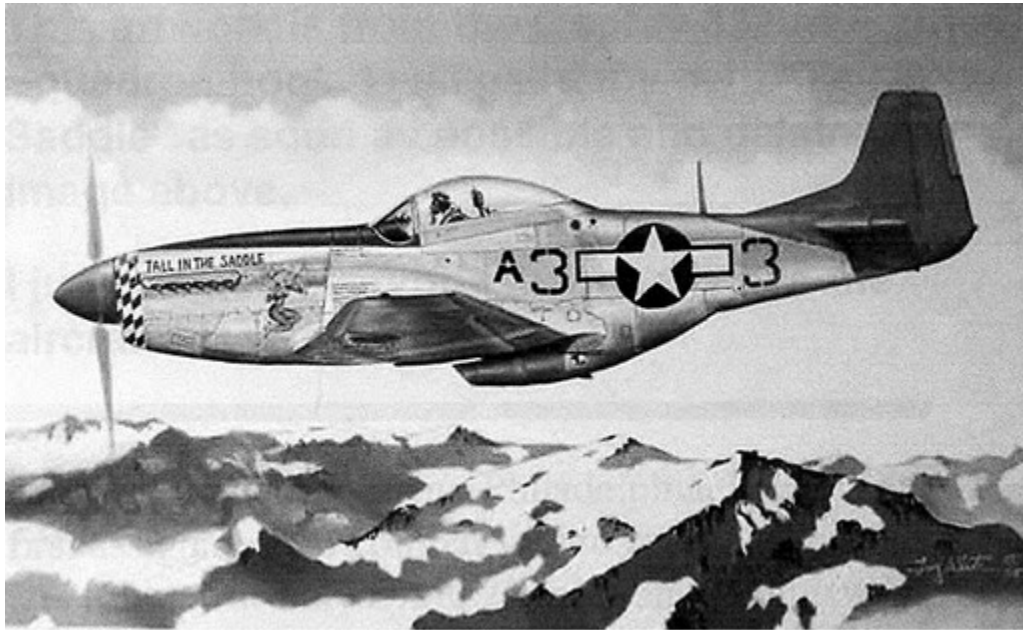
When he turned 17 in 1943, he joined the Army Air Corps and began his flying career at Tuskegee Air Field. Getting from Pennsylvania to Alabama was a new experience for him. He and two other African Americans traveled by train and were put on a Pullman car. They were the only three blacks on the train and had to ride in a car by themselves. The biggest shock came when they went to the dining car. They were made to sit behind a heavy curtain at the far end of the car where the whites could not see them eating. When they arrived at Tuskegee, black instructor-pilots taught them the basics of flight in a PT-19 single-engine airplane. After 10 weeks of basic flight school, they graduated to an AT-6 single-engine trainer with retractable landing gear.

From there, George was transferred to Keesler Army Air Field in Biloxi, Mississippi, for basic training where he flew P-40s. He graduated as a Second Lieutenant and transferred to Walterboro Army Air Field in South Carolina for combat training. He trained in the P-47 Thunderbolt.



2nd Lt. George Hardy is shown in his flight garb graduation picture from Tuskegee September 1944. Photo provided.

George became a member of the all-black 99th Fighter Squadron known as Tuskegee Airmen and was one of only 350 who were sent to Italy. He flew 21 combat hours over Germany in World War II. He flew the P-51 Mustang and his mission was to protect the bombers as they flew into combat. In an interview in 2009, George said, "I flew my 21 missions in March and April 1945. I didn't run into any German fighters," he said. "Mostly I flew escort missions for B-17 'Flying Fortresses' and B-24 'Liberator' bombers. When we completed these missions, we could look for targets of opportunity to strafe." (Strafe means to attack repeatedly with bombs or machine-gun fire from low-flying aircraft.)



Lt. Hardy is pictured flying his P-51D Mustang, "Tall in the Saddle," over the Italian Alps as a member of the 99th Fighter Squadron during World War II. Photo courtesy Troy White <http://www.starduststudios.com/tuskegee-airmen.html>

At the conclusion of World War II, George returned to Tuskegee and was an instructor pilot, teaching others to fly. He found that nothing had changed at Tuskegee and the segregation was continuing so he got out of the military in 1946. He had always planned on becoming an engineer, so he then attended the New York University School of Engineering and Science until 1948. That year, the military was being integrated and he received a letter from Colonel Benjamin Davis, commander of the 99th Fighter Squadron during World War II, inviting him to come back to the Air Force. He accepted the invitation and reported to Keesler Air Force Base in Mississippi.

He was sent to Guam with the 19th Bomb Group. From there he was sent to Kadena Air Base in Okinawa. George flew a B-29 Super Fortress and piloted 45 combat missions over Korea during the Korean War.

George then served in the Viet Nam War where he flew a Fairchild C-119. This was a cargo plane that carried troops but they added mini guns to make it a gunship. He flew 70 combat hours in Viet Nam.

George Hardy loves this country and continues to enjoy sharing his story with young people. He encourages them to look for opportunities and take advantage of what is available to them. He encourages teamwork and discipline. His fondest memories are of flying the P-51 Mustang. He and other Tuskegee Airmen were given a Congressional Gold Medal in 2007 by President George W. Bush.

George Hardy will always remember the exact words that George W. Bush said to the Tuskegee Airmen as he awarded the Congressional Gold Medal: "For most of the salutes you didn't get, I salute you."

George Hardy, "I thought I was a good formation flyer." Find out more about how he started his aviation career, the training he was provided, the airplanes he flew, and the wars he overcame- in life and in the military.



Press control and click on photo above to hear George Hardy: Tuskegee Airman Overcame Discrimination | World War II As They Saw It Video from the [WWII Veterans History Project](https://www.wwii-veterans-history-project.org/)



Lt Col George E. Hardy, Recognitions/Awards

Distinguished Flying Cross with Valor

The Air Medal with 11 Oak Leaf Clusters

Presidential Unit Citations (2)

Congressional Medal of Honor 2007

Commitment to Pass the Torch Forward

Perhaps his greatest accomplishment throughout his life has been his dedication to the mentorship of young people. Seen here, Hardy is talking to young people about the importance of staying in school.



Read more about George Hardy in the Commemorative Air Force's Rise Above Profile [HERE](#).

Commemorative Air Force Rise Above Mission: Inspiring young people to RISE ABOVE adversity using the lessons and stories of the Tuskegee Airmen, such as George Hardy.

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[https://wikimili.com/en/George_Hardy_\(Tuskegee_Airman\)](https://wikimili.com/en/George_Hardy_(Tuskegee_Airman))

Tuskegee Airman Lt. Col. (Ret.) George Hardy, Bing video, National Museum of the U.S. Air Force (early life, joining the military, segregation in the South, flying combat missions overseas)
<https://www.bing.com/videos/search?q=Geprge+Hardy+Tuskegee&docid=607994149317379984&mid=6ED075A7ED2ECAE0A1B96ED075A7ED2ECAE0A1B9&view=detail&FORM=VIRE>

George Hardy of Sarasota was a Tuskegee Airman in World War II, War Tales, by Don Moore, 2011 (www.donmooreswartales.com) <https://donmooreswartales.com/2011/11/07/george-hardy/>

Review

Discuss Lt. Col. George Hardy's military life in the questions below:

1. In what three wars did George Hardy serve?
2. What award did George Hardy and the surviving Tuskegee Airmen receive in 2007?
3. What was George Hardy's favorite airplane to fly?
4. What type of airplanes did George Hardy protect during World War II?
5. What was the name of the P-51 that George Hardy flew in World War II?

EXTRA: Listen to the [WWII History Project Video of George Hardy](#). Then, explain how discipline and teamwork were important to George Hardy for him to become a successful pilot in three wars.

Answers:
1. World War II, Korea, and Vietnam
2. Congressional Medal of Honor
3. P-51 Mustang
4. Bombers
5. Tall in the Saddle

Engineering Design Activities

Lt Col Hardy always planned on becoming an engineer, so he attended the New York University School of Engineering and Science from September 1947 through June 1948 when he was called back to military duty. Engineering careers come in many areas of science, technology, and math to design, build, and invent machines, systems, products, and structures for society's needs. In the next activities, students will use common items to design and build according to the specifications given to them.

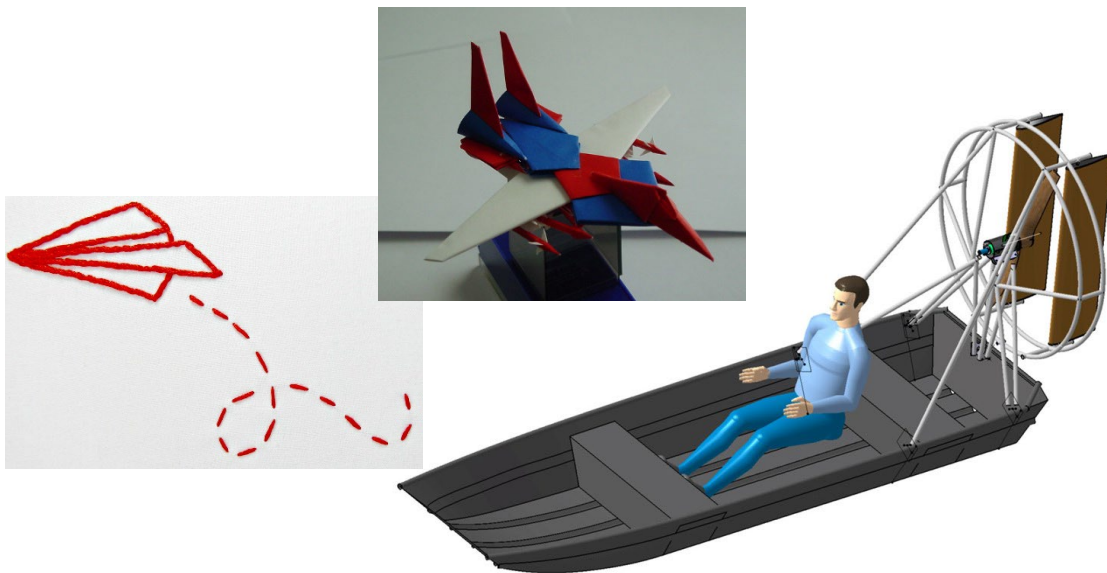
1. [Tallest Paper Tower Challenge](#): Building a tower from paper and tape may sound easy, but finding the right balance between height and stability requires testing and innovation. The challenge is to build the tallest paper tower that is sturdy enough to support an unopened can of food for at least sixty seconds. (This was the 2021 Science Buddies Engineering Challenge! Learn about other [Science Buddies Engineering Challenge projects](#).)
 - As you click on the website to view the video and work on the project, think of how George Hardy felt as he was trying to build what he thought would be an easy path to success in life. With the restrictions against him and others in his community and in the military, he had to find the right balance between strength of character and committed resolve to push through to accomplish the things he set out to do.



2. **Wind Maze:** In aviation, wind is a determining factor of whether or not an airplane gets off the ground and maneuvers in the air as the pilot desires and needs. In this challenge, students will explore the elements by designing a wind maze, a device that can direct the wind along a specific path.

Each team should try to design a wind maze and investigate how to guide wind where it needs to go by creating curves and bends in the maze.

Any items can be used to make the maze and to create the wind to propel the items through the maze.



Character Connection Activities: Team Building

Lieutenant Colonel George Hardy emphasizes the importance of teamwork. Team building brings people together by encouraging collaboration and teamwork. Fun activities that help people see each other in a different light allow them to connect in a different setting. Reflect on George Hardy's struggles to overcome the adversity of living in a segregated world where people did not see him or others as they truly were.

Through a series of team-building activities, teams build skills like communication, planning, problem-solving, and conflict resolution. Team-building ideas that work can help facilitate long-term team-building through fostering genuine connections, deeper discussions, and processing.

Below are team-building activities to help with communication. Communication is at the heart of any team's productivity – or lack thereof. These quick activities are designed to get groups talking and comfortable working together no matter their preconceived differences.

#1 Like It. Pin It. Own It.

An initial activity when new groups are formed to engage others in conversations to get to know them better.

Materials needed:

- enough small pins in a container for each participating person (plastic pins to put on clothing or pieces of paper or other material with a pin to attach to clothing)
- Sharpies/Magic Markers

This is a great icebreaker! When everyone walks into the room, they choose a pin from the basket. (Beforehand, someone would need to organize the pins and write on them statements with which people can identify themselves. Or, the persons can write their own "statement" on the pin they select.)

Examples: I've read all Harry Potter Books, I am a cool Chef, I play soccer, I love video games, or, I dance for candy, or, for fun, "I really wish I weren't here right now!"

Once a pin has been chosen, it is worn for the remainder of the day.

When people interact during the day, they notice which pin each person chose to wear and can strike up a conversation about the statement on the pin. It allows an instant connection with another person. At the end of the day the pins are put back so a new one can be selected at the next gathering. This will help people find commonalities that will go far in building the teams needed in group work and throughout the programs being conducted.



Then, have the students watch the [Ted Talk video, Respecting the Differences in People](#).

#2 Penny For Your Thoughts

This sharing game is often used as an icebreaker and provides a unique way for team members to learn more about each other. “Penny For Your Thoughts” can reveal commonalities between persons for further team bonding.

Materials: Jar of pennies that are no more than 15 years old

Step 1. Each team member draws a penny from the jar.

Step 2. Each person shares something memorable or important that happened to them in the year on the penny.

Team Building Activities to Identify Strengths

Team building activities that involve a range of tasks can help team members better understand their individual strengths and how those strengths contribute to the larger group. The following team-building activities help persons identify and use their best talents as a team.

#1 Replication

This exercise brings both communication and strength-identification to teams’ bonding time. To successfully complete the challenge, team members will need to work together using their various skills in different roles.

Materials:

A completed Lego structure, plus enough sets of Lego pieces for each group to recreate the structure

Step 1. Divide the team members into even groups.

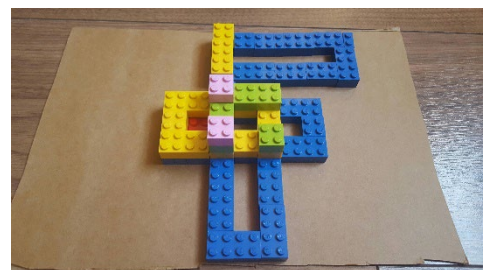
Step 2. Display the completed Lego structure to all the groups for 30 seconds, then hide it from them.

Step 3. Provide each team with the appropriate Lego pieces to replicate the Lego structure.

Step 4. After a minute, give one team member from each group the opportunity to view the structure again for ten seconds, then brief the group on what they saw for 25 seconds.

Step 5. Step 4 can be repeated as needed with new team members.

Step 6. The winner is the first team to accurately recreate the Lego structure.



#2 Spider Web

In this game, the team must work together to get all individuals through the challenge. The twist is that selecting the various roles for the team will be very important to the team's success in defeating the Spider Web.

Materials: String and tape

Step 1. Fix pieces of string across a doorway at various heights and at different angles, with the strings crossing each other to create a web. (Or, create the web outdoors, as in photo.)

Step 2. The team is required to get all team members through the "web" without touching the strings.

Step 3. Each team member must go through a different opening in the string.

Step 4. Instruct the team to choose one person who is responsible for selecting the order and hole for each team member, one member who is allowed to speak, and one person who is allowed to touch and move one string at a time.



Lt. Col. George E. Hardy, at age 99 as of June 8, 2024, is one of the last living Tuskegee Airmen. As a motivational speaker and historical educator representing the World War II, African-American pilots, the Tuskegee Airmen, he serves as an inspiration to all to work through adversity in life and persevere to reach set goals, as that is one key to living and sharing a long and happy life.

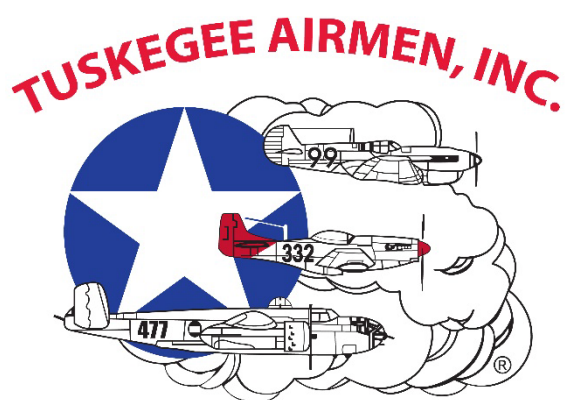


U.S. Air Force photo/ Sr Airman Malcolm Mayfield

Watch one last [video of George Hardy from PBS.org](#) to find out more about this inspirational leader still making an impact wherever he goes and with whomever he works to help give them a chance in life.

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