

COLLECTING WWII US ARMY UNIFORMS: THE STUDY OF A PRIVATE COLLECTION

by

Mary Kathryn Caughran

(Under the Direction of José Blanco F.)

ABSTRACT

Individuals have collected artifacts for thousands of years. Collections can include anything from traditional paintings to china to pop culture artifacts to military uniforms. Museums and similar institutions collect based on a mission statement. Private collectors, however, are motivated by individual goals, desires and tastes. World War II was a global conflict with far-reaching influence and a lasting impact on humanity. It also motivated the collecting of objects and associated memorabilia by private collectors. The objectives of this research were to analyze the motivations of a private collector of World War II U.S. Army uniforms, to understand the purchasing practices of this collector, to catalogue artifacts in his collection, and to create a checklist of suggested guidelines for future collectors of World War II Army uniforms.

INDEX WORDS: WWII, Army, Uniforms, US, Collector, Collecting, Collection

COLLECTING WWII US ARMY UNIFORMS: THE STUDY OF A PRIVATE COLLECTION

by

MARY KATHRYN CAUGHRAN

B.S.F.C.S The University of Georgia

A Thesis Proposal Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

Master of Science

Athens, GA

2012

© 2012

The University of Georgia

All Rights Reserved

COLLECTING WWII US ARMY UNIFORMS: THE STUDY OF A PRIVATE COLLECTION

by

MARY KATHRYN CAUGHRAN

Major Professor: José Blanco F.

Committee: Jan Hathcote
Patricia Hunt-Hurst

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
August 2012

Dedication

This thesis is dedicated to the Greatest Generation. These men and women were the citizens and soldiers who served during World War II. These brave men and women fought against seemingly insurmountable odds: a Great Depression, attack on the Pacific Fleet, rapidly expanding Japanese Empire, devastating European Lightning War (blitzkrieg), and won. The successful outcome of their bravery affected subsequent generations and changed the course of history.

Acknowledgements

This thesis has been a labor of love over the past year. I did not think that it was possible for me to complete this but this is a testament to hard work. I would not have been able to complete this without the help of so many people. I especially want to thank those members of my committee- Dr. Blanco, Dr. Hathcote, and Dr. Hunt-Hurst. You provided such encouragement, support, and wonderful advice. All of your suggestions made this thesis even better than I could have thought. Specifically, there is a huge thank you to Dr. Blanco for all of your direction and help over the past two years.

In addition to my professors, there have been so many other people who have contributed to this thesis. A thank you is to the Mr. Killblane as he directed me to wonderful resources including the Office of Quartermaster General Museum as well as Mr. Sammis. The biggest thank you is to Mr. Sammis. Thank you for answering all of my emails and providing a wealth of information about WWII including uniforms, regulations, and so much more. In addition, there were so many people who answered all of my questions and provided help in one way or another. So thank you to Monica, Raul, Major Fracassa, Dr. Morrow, the UGA ROTC program, and anyone else I consulted. So if I forgot to mention you, thank you for all your help!

Finally I would like to thank my family and friends. Mom and Dad thank you for encouraging me to follow my passion wherever it took me and especially for inspiring me to love all aspects of history. In addition, thank you to all of my friends who listened and encouraged me. You all provided wonderful support to me over the past two years and made me laugh, especially when I didn't want to or couldn't.

Table of Contents

	Page
ACKNOWLEDGEMENTS.....	V
LIST OF TABLES.....	IX
Chapter 1	
Introduction.....	1
Statement of Purpose.....	2
Objectives.....	2
Limitations.....	2
Assumptions.....	3
Importance of study.....	3
Definition of terms.....	5
Chapter 2	
Literature Review.....	10
History of World War II.....	10
Collection and collecting.....	17
US Army uniforms.....	21
Duty uniform.....	22
Dress uniform.....	24
Service uniform.....	25
Combat uniform.....	27
Improvements in design.....	28
Cold and wet weather.....	30
Accessories.....	31
Helmet.....	31

	Garrison cap.....	32
	Service cap.....	33
	Shoes.....	34
	Identification.....	35
	Insignia.....	36
	Uniform distinction.....	37
	Special uniforms.....	38
Chapter 3	Methodology.....	44
	Rationale.....	44
	Methods and procedure.....	45
	Data needed and methods of collection.....	45
	Sample/sampling procedure.....	46
	Research methodology.....	47
	Data analysis.....	48
Chapter 4	Data analysis and discussion.....	50
	Objective 1.....	52
	Objective 2.....	61
	Objective 3.....	66
	Objective 4.....	77
Chapter 5	Applied results.....	84
	Exhibit Wall Text.....	85
Chapter 6	Conclusion.....	106
	Statement of purpose.....	106

Findings.....	106
Future research.....	109
References.....	110
Appendices.....	114
A Full Interview Transcripts.....	114
Interview 1.....	114
Interview 2.....	126
Interview 3.....	136
Interview 4.....	145
B Collection List.....	150
C Exhibit Photos.....	170
D Individual Artifact Photos.....	176

List of Tables

	Page
Table 1 [Interview Questions as related to Objectives].....	51
Table 2 [Guidelines for Future Collectors].....	104
Table 3 [Warnings for Future Collectors].....	105

Chapter I

Introduction

World War II, which lasted from 1939 to 1945, was a global conflict that had significant impact on the lives of all the citizens who lived through it as well as subsequent generations. The outcomes of the war impacted global political regimes and cultural values for years in the future. Many in the United States wanted to preserve a policy of isolationism after World War I to keep the United States out of another global conflict. With this policy, the leaders of the country specifically focused their energies on building up the nation. Unfortunately a significant tragedy- the attack on Pearl Harbor- would force the policy makers to reverse this decision and the United States was drawn into a second global conflict. The combined efforts of all Allied nations brought about a decisive victory. Once the “citizen soldiers” returned home, many returned to their normal lives (Ambrose, 1997). While some men preserved their uniforms as mementos of what they had gone through, others chose to discard them. Today museums all over the world, including the World War II Museum in New Orleans, LA, Smithsonian Institution in Washington D.C. and the U.S. Army Quartermaster Museum in Fort Lee, VA preserve these artifacts in commemoration of those who sacrificed their lives for our freedoms today.

Private citizens have collected artifacts for thousands of years. These items can range from traditional art paintings to photographs or decorative arts. Museums create mission statements concerning their collections and act as guardians to protect assets for future generations. These mission statements are a guiding policy for collecting practices and proper preservation of those artifacts so that “Museums do function as stewards, responsible for

collecting, preserving, interpreting, and displaying collections for the public” (Buck, Gilmore, & Museums, 1998, p. XVI). It is the responsibility of the museum to utilize the artifacts in their care effectively and preserve them for future generations. In contrast to a museum, a private collector is not guided by official practices and regulations thus allowing collectors the freedom to purchase those artifacts that are deemed personally interesting and use them as they please.

Statement of Purpose

The purpose of this thesis was to analyze the motivations of a private collector to purchase specific artifacts. In this case, the collector purchased World War II Army uniforms, both men’s and women’s, and associated memorabilia. This study was a case study based upon an in-depth analysis of this collector’s motivations through narrative analysis. In addition, this paper attempted to look at the economics, decision-making, values, family history, and aesthetics of his motivations in relation to the specific artifacts collected by him.

Objectives:

- 1: To analyze the motivation a private collector had to collect World War II Army uniforms and associated memorabilia as well as telling his story.
- 2: To understand how a collector acquired new pieces.
- 3: To catalogue artifacts in the collector’s collection.
- 4: To create a checklist of suggested guidelines for future collectors of World War II uniforms in order to authenticate potential artifacts.

Limitations

- 1: The study of World War II Army uniforms was limited to one collection.
- 2: The items in the collection were limited to what the collector could afford or decided to collect.

- 3: Upon returning from the war, a significant number of soldiers did not preserve their uniforms and discarded them, which limits the selection of uniforms available.
- 4: The specific collector mainly focused on those uniforms from the United States, specifically the European Theater.
- 5: This study focused exclusively on uniforms and did not address accessories such as canteens, rifles, and other necessary equipment.
- 6: Many variations exist for uniforms as they could be independently created for individuals. Therefore it may be difficult to determine overall general characteristics of Army uniforms.
- 7: The collection in question mainly focused on men's Army uniforms and not women's.
- 8: The collector had a familial relation to the researcher.

Assumptions:

- 1: The artifacts in this collector's collection were representative of uniforms used by the Armed Forces.
- 2: The collector had an accurate gauge for what are reproductions and genuine uniforms.

Importance of Study

The purpose of this study was to analyze the motivations a private collector had for collecting uniforms. The focus of this research was a case study based on a narrative analysis of this collector's motivations and the specific artifacts collected by him. Extensive literature had been published about the actual requirements of World War II Army uniforms as well as motivations for purchasing and collecting uniforms. One researcher focused on how reenactors had magic moments while in costume changing the experience of the wearer (Miller-Spillman, 2008). These experiences seemed to transform the reenactor's experience to a different place as

if actually living in the period in question. Other researchers focused on how the mannerisms of the actual participant changed when sporting a uniform rather than civilian clothing (Ugolini, 2010). Noticeably, the participant's behavior, including walking and talking, changed when in uniform in contrast to civilian clothing. As such, this illustrated the changes a uniform can have upon the person collecting or even wearing a uniform. In the realm of collecting, many articles focused on the meaning that artifacts can acquire throughout the collectors life experiences. Isabella Stewart Gardner was one such person who collected paintings and clothing. She eventually created a museum in her home from all the artifacts she collected and stipulated that the artifacts would stay where she placed them (Matthews, 2009). These different areas of study helped to illustrate the range of collecting practices in the field including collecting to react, wear, or admire the items in the collection.

To the best of my knowledge there have not been any studies that focused on why collectors keep World War II uniforms and keep them as artifacts instead of for reenacting a battle. A reenactor looks at ensembles to obtain those items as close to, if not actually from, the time period in question (Miller-Spillman, 2008). Historical accuracy is of utmost importance yet there is another aspect for the reenactor. Inevitably the reenactor wears the items bought and, once worn, the artifacts undergo stress from the wearing. In contrast, a collector of clothing does not wear the items in question. Once the items come into the collection, they are preserved and taken care of in existing or improved conditions. That is not to say that the clothing will not be seen as the piece can be displayed on a mannequin. However, the display of the clothing is not the primary motive of the collector. However some collectors do allow their clothing to be worn, either by themselves or others. Typically, the main motivation is the acquisition of the artifact and then preservation for the future. Additional research focused on general collecting practices

for pleasure's sake and the potential motivations behind these practices. This study chose to look at those motivations for one collector and the artifacts, in this case World War II uniforms, in his collection.

Definition of Terms

Accession- the process of adding an artifact to a collection; typically includes cataloguing, photographing, and tagging the item (Buck, R.A., Gilmore, J.A., & Museums, A.A.O., 1998)

Allied powers – the countries fighting against the Axis Powers including the United States, Great Britain, Canada, France, and eventually Soviet Union (Keegan, 1990)

Allies- also known as the Triple Entente- United Kingdom, France, and Soviet Union; these countries fought against the Central Powers in Word War I and considered the “winners” (Eubank, 1969)

Axis powers- those countries fighting against the Allied Powers including Germany, Italy, Japan, and Soviet Union, which would eventually change sides (Keegan, 1990)

Band of Brothers- a book published by Stephen Ambrose in August 2001 that followed the experiences of E Company, 506th Regiment, 101st Airborne; it was made into a television series in September 2001 (IMDb.com, 2012; Noble, 2012)

Blitzkrieg- a German word that translates to lightning war; it was a style of early warfare utilized by Hitler to strike his enemies and then retreat

Bullion- gold or silver thread that was used in patch designs (Keller, 2001; Keller & Keller, 2002)

Cataloguing- a list of artifacts, typically alphabetical, that can include descriptions of the artifacts (Oxford University Press, 2012)

Central Powers- those countries fighting against the Allies in World War I including Austro-Hungary, Germany, Bulgaria, and the Ottoman Empire; these countries were considered the “losers” (Eubank, 1969)

Chevron- a piece of identification for soldiers; it is a peaked design like the shape of a triangle with the lowest part of the triangle missing (Miller, 2008)

Communist State- the idea that Communism could be applied to a country; communism refers to ideology that espouses equality between the classes (Oxford University Press, 2012)

Conscription- compulsory enlistment for the armed forces

Curiosity Cabinet- an eighteenth century cabinet that was meant to display the unique trinkets found in exotic countries (Elsner & Cardinal, 1994)

D-ring- a type of hardware in the shape of a D

Dress uniforms- the fanciest of the different uniforms; it was reserved for special occasions, all awards, rank, patches, and special citations were worn (Stanton, 1991)

Duty uniforms- also known as work uniforms; a specific uniform worn when performing duties around the base i.e. a mechanic in the Armored forces division (Stanton, 1991)

Ebay- a website where buyers bid, or buy now, on items available on the website from sellers

Enlisted Man- a soldier in the Army, typically reports to an officer for instruction (Oxford University Press, 2012)

European Theater- a distinction for those battles fought in Europe (Ambrose, 1997)

Fascist State- the idea that Fascism can be applied to a country; Fascism is an authoritarian and radical right wing system of government and social organization (Oxford University Press, 2012)

Field cap- typically worn when not wearing a helmet; an olive drab cotton cap with visor and earflaps that could be pulled down (M. Sammis, personal communication, October 19, 2011)

Field uniforms- those uniforms meant to be worn when on patrol or fighting against the enemy (Miller, 2008; Sylvia & O'Donnell, 1982)

Fixed bale- the loop where the chin strap passed through was soldered tight to the rim of the helmet and did not move (M. Sammis, personal communication, October 12, 2011)

Flexible bale- the successor of the fixed bale; the loop where the chinstrap was not soldered down and allowed the chinstrap to move (M. Sammis, personal communication, October 12, 2011)

Fourragere- a foreign citation for services rendered, also called a lanyard; typically a braided design that could be worn looped around the shoulders; different countries utilized different colors (Miller, 2008; Rentz, 1999)

G.I. - stands for Government issue; later became the nickname for U.S. enlisted soldiers (Oxford University Press, 2012)

Garrison Cap- nicknamed the envelope style; this style of hat had colored braiding around the edge to differentiate between the branches (Miller, 2008)

Herringbone twill- also known as HBT, this material was “ a tightly woven cotton fabric, combined lightness with durability” (Sylvia & O'Donnell, 1982); this type of material replaced the blue denim as a sturdier fabric (Stanton, 1991)

Ike jacket – also known as Eisenhower jacket; a cropped jacket that was popularized by General Dwight D. Eisenhower and subsequently named after him (Stanton, 1991)

Isolationism- refers to the type of political policy utilized by the United States after World War I where they did not want to be involved in foreign politics (Oxford University Press, 2012)

Leggings- meant to be worn over the service shoe with the pants tucked into the leggings; made of duck, approximately 12 ¾ inches high and fastened with hook and eye closures (Sylvia & O'Donnell, 1982)

M1 helmet- the new helmet design developed during the 1942 field tests; it has a deeper back to protect the side and back of the head (Stanton, 1991)

M1943 combat uniform- the uniform developed during the 1942 field tests; it was designed as a universal uniform for the Army with the addition or subtraction of certain elements (Stanton, 1991)

Mackinaw coat- the original cold weather overcoat; it was a button design with loop belt closure and roll collar of fur (Miller, 2008; Sylvia & O'Donnell, 1982)

Mission statement- a formal summary of the aims and values, in this instance the museum

Office of Quartermaster General- responsible for commanding the Quartermaster Corps; one of their main duties included clothing the soldiers in WWII (Stanton, 1991)

Officer- those men who were responsible for and ordered the Enlisted men

Olive drab- also known as OD; a reference to the color of material used for uniforms

Pacific Theater – a distinction for those battles fought in the Pacific (Keegan, 1990)

Parsons jacket- also called the M1941 field jacket; it was named after Major-General Parsons who designed the jacket (Miller, 2008; Sylvia & O'Donnell, 1982)

Pinks and greens- refers to the dress uniforms worn by soldiers; pinks were in reference to the pink hues in the shirt and greens were olive green trousers (M Sammis, personal communication, October 12, 2011)

Rhineland- the land that was west of the Rhine River; initially taken away from Germany by the Treaty of Versailles but later annexed by Hitler (Eubank, 1969)

Sam Browne belt- a leather belt reserved for officers; this belt was worn on the exterior of the coat and went around the waist with one leather strap around the shoulders (M. Sammis, personal communication, October 27, 2011)

Service Hat- worn by both enlisted men and officers with distinguishing insignia; made of OD fur felt, mohair woven band, russet leather chinstrap, and visor (M. Sammis, personal communication, October 19, 2011)

Service uniforms- uniforms meant to be worn in the barracks or off duty only

Shelter Tent Duck- heavy plain weave cotton similar to canvas that has two yarns in the warp direction and one in the filling (M. Sammis, personal communication, January 24, 2012)

Treaty of Versailles- the treaty between the Allies and Central powers after World War I; designed to prevent mainly German rearmament (Eubank, 1969)

Chapter II

Literature Review

In order to satisfy the four objective of the thesis, it was important to understand the background behind the uniforms as well as collecting practices. The focus of this chapter was to understand the background behind World War II, collecting and collector's, and U.S. Army Uniforms. The discussion of U.S. Army uniforms included the difference between dress, service, duty, and combat uniforms, accessories, and a focus on a specialty uniform, the paratrooper.

History of World War II

In order to understand how the events of World War II began, it is necessary to briefly introduce the outcome of World War I. The First World War ended officially on January 11, 1918 (Eubank, 1969). The Allies defeated the Central Powers, consisting of Austro-Hungary, Germany, Bulgaria, and the Ottoman Empire (Eubank, 1969). After the end of the war, the Allies, consisting of United Kingdom, United States, Italy, and France, wanted to prevent another global conflict. As a consequence, these countries decided to limit the powers of the defeated countries, mainly Germany, with the Treaty of Versailles.

Those in attendance for the drafting of the treaty were President Woodrow Wilson (United States of America), Georges Clemenceau (France), David Lloyd George (England), and Vittorio Orlando (Italy). As designed by these men, Germany was significantly humiliated throughout these clauses. Clauses included admittance of guilt for starting the war, limiting military power to 100,000 men, loss of land territory, and reparation payments. In addition, Allied powers would occupy the Rhineland and the League of Nations was formed as a

safeguard to check against Germany rising to power. As such, this treaty was an issue of contention for German citizens. The citizens felt like they were wronged and made to pay for the war when their military might was stronger. As a result, future leaders were brought up under this type of mentality and would use the platform of German supremacy to rise to power with very aggressive military outlooks, specifically Adolf Hitler (Eubank, 1969). Unfortunately for the Allies, the Treaty of Versailles was not written in strong enough language and was used against those writers later, as they would not enforce these statutes. The United States was the country others turned to for guidance and enforcement of the treaty. However the other countries would be disappointed in the United States as the country retreated to a state of isolationism after World War I (Eubank, 1969). This allowed for Germany to regain the former power they had know as a nation through new militaristic campaigns.

Adolf Hitler was a native Austrian born to a customs official and his third wife, Klara (Eubank, 1969). He was not the gifted scholar or student that one might suspect a future leader to be. He did manage to distinguish himself during World War I and then rose to become the head of the National Socialist Party, shortened to the Nazi Party in 1921. He then began his struggle to become head of the German nation. He was jailed for a time in 1923, which allowed him to write his book, *Mein Kampf*, published in 1925 (Eubank, 1969). However, this did not set about the immediate reaction in his favor that he desired in order to build up a following. As a result, he finessed his skills as a gifted orator and continued to tour throughout the country and speak powerfully to the nation about the struggles endured by the German People. Finally in September of 1930, the Nazis became the second largest political party in Germany paving the way for Hitler's future so that by 1933 he would be named Chancellor of Germany (National WWII Museum, 2012). Hitler then set about his plan to refashion the German people and nation,

including recovering those territories given away with the Treaty of Versailles. Hitler wanted to establish more Lebensraum, living space, for the German people.

While Hitler was the main powerful player during World War II for the Axis powers, militaristic leaders in other nations were just as crucial. In 1922, Benito Mussolini rose as the leader of the Italian Government and set about instituting a Fascist state. He dreamed of restoring Italy to its former glory as the Roman Empire (Eubank, 1969). Nevertheless, he did not have the militaristic campaigns notable to Hitler so he did not expand Italy's holdings past their existing lines. Another vocal leader, dreaming of expanding his country, was Joseph Stalin who strengthened his power through Communist dictatorship of the Soviet Union. He dreamed of expanding his country's holdings and was inspired by Hitler's success with Germany. While Stalin established an alliance with Hitler, in the end it was for naught because Hitler ultimately betrayed and invaded the Soviet Union, which led Stalin to seek alliance with an unlikely source, the Allied Powers. Italian dictator Mussolini maintained an alliance with Hitler but did not have the human power to assist in significant military prowess. Ultimately, the most valued ally for Germany was surprisingly that of a small country, Japan. Japan wanted to increase the holdings on surrounding islands and into parts of China (Keegan, 1990). This began a series of battles between China and Japan in which many soldiers and civilians were killed as these two countries waged war against each other. Battles between China and Japan began before the official dates of World War II. But as these two nations battled, these conflicts would contribute to the war, especially the allies of each nation. Thus the stage was set for the inevitable global conflict that other countries had hoped to avoid.

Once Hitler had risen to Chancellor, he set about undermining the Treaty of Versailles. The main goal of the treaty was to prevent another global conflict since the toll from World War

I was indelibly etched into their minds. The League of Nations was an outcome intended to be a forum for open discussion about any conflicts that arose. However, the writers of the treaty made a serious flaw, the enforcement of said treaty was not explicit, allowing for vague understanding of consequences, which would come back to haunt the writers (Keegan, 1990). Most of Hitler's strategies were in direct violation of the treaty including rebuilding the German Army through conscription, occupying the Rhineland, and annexing other territory including Austria (Eubank, 1969). He also set about purifying the Aryan race with laws against Jews, homosexuals, blacks, and many other minorities (Eubank, 1969; Keegan, 1990). While alarmed by his rise to power, Neville Chamberlain, the British Prime Minister, and George Clemenceau, the French Prime Minister, used appeasement to try to prevent another global conflict. They firmly believed that if they utilized logical discourse with Hitler, he would eventually stop his advances and continue to live peacefully once his demands were met. Unfortunately, this placation had the opposite effect by seemingly justifying Hitler's actions and led to more and more demands to which the League of Nations acceded. The German Army had annexed Austria in 1938 and both Hungary and even parts of Czechoslovakia in 1939 without a single battle or shot being fired (Eubank, 1969; Keegan, 1990; Liddell Hart, 1971). These countries geographically bordered Poland, whose leaders were worried about a potential invasion, but the country did have an alliance agreement with France and the United Kingdom. Thus when Hitler decided to invade Poland, he believed that France and the United Kingdom would stand by and allow him to continue his annexation without a declaration of war. But Hitler had finally overreached as "he had gambled before when the odds were greater, and he had won" (Eubank, 1969, p. 169). Both France and the United Kingdom considered this invasion as an act of war and the Second World War had begun.

Historians continue to debate whether the official start of World War II is September 1, 1939, when Hitler invaded Poland, or December 7, 1941, when the United States joined the conflict (National WWII Museum, 2012). For the purposes of this paper, the invasion of Poland is considered the start date of World War II. Germany, Japan, and Soviet Union began battles around the world including Africa, Europe, and in the Pacific. These battles included Java Sea, Coral Sea, Midway, Guadalcanal, Vella, and Leyte Gulf (Keegan, 1990). In the East, Hitler's main strategy of warfare throughout these beginning years was blitzkrieg, fast attacks, on all areas including bombing London. But later his strategy changed from these quick attacks to other more traditional tactical maneuvers. Throughout the two year period before the United States entered the war, America maintained its neutrality and President Roosevelt kept a resolution of isolationism from the war. In spite of its policy, America did maintain its relationship with the League of Nations and provided aid, in the form of supplies, for Britain and France as they continued to wage war. While this was the general policy of the country, some men did manage to enter the Royal Air Force to help serve Britain (Royal Air Force, 2012). As the United States had not officially entered the war, these men wanted to fight and enlisted as fighter pilots to help fly planes. It would take a devastating blow at Pearl Harbor for the United States to lift its' policy and enter the war.

Prior to December 7, 1941, the United States had begun to place embargos on Japan. As a small island country, they depended heavily on outside countries for resources including food and raw materials (Liddell Hart, 1971). Thus any embargo placed the country at a disadvantage. As a country that prided itself on its' military and followed a strict code of honor, the leaders decided that action was required. Japan wanted to further their holdings in the Pacific, thus they decided to attack American, Dutch, and British holdings. Japanese leaders felt that a decisive

blow to America would cripple their Naval power and prevent their involvement in the Pacific. Early in the morning on Sunday December 7, 1941, Japanese bombers began to attack the islands of Hawaii, specifically targeting the Pacific fleet at Pearl Harbor. According to Sir John Keegan (1990), the biggest targets were the three American carriers, USS Enterprise, USS Lexington, and USS Saratoga, however these ships had been moved out to sea (Keegan, 1990). This preserved the lives of approximately 6,000 men (US Navy, 2012). After the damage from the surprise attack was surveyed, over 2,000 lives had been lost, over 1,000 wounded, 2 battleships were completely lost, 6 heavily damaged, 3 destroyers damaged, and finally 3 cruisers damaged (National WWII Museum, 2012). It was devastation to America and as President Roosevelt declared in his speech it was a “day that would live in infamy” (National Archives, 2012). Now the United States was drawn into the war and on December 8th, Congress declared war on Japan and America finally entered the war. Shortly after the United States entered the war, Japanese allies, Soviet Union and Germany, declared war on the United States. Battles continue on all fronts until the Allies developed a strategy to invade the Atlantic Wall created by Hitler with an invasion on a secret target.

The Allies knew that a swift strike to penetrate the Atlantic Wall was needed to turn the tide of the war. Thus the Allied forces, led by General Eisenhower, designed Operation Overlord in which a coordinated attack by the United States, Canada, and England, would be implemented. This attack plan was an invasion on Normandy with training implemented years in advance without soldiers knowing the ultimate goal. Unbeknownst to the Axis, the secret codes had been broken and the Allies were able to interpret the enemy messages and plan accordingly (Keegan, 1990). This was a vital discovery important to D-Day because in return the Allies sent out false information to the Axis through spies, double agents, and even a false invasion site.

Hitler and the Axis believed that the actual landing of the Allies would be at Pas de Calais, the shortest distance of land between England and France, and thus concentrated the bulk of their forces at the beach (Ambrose, 1994). The Allies named this invasion Operation Fortitude and even went so far as to include dummy cars, paratroopers, and infantries to further the misinformation. In reality, the invasion would take place off Normandy in the Cotentin Peninsula and the code names for the beaches were Omaha, Utah, Gold, Juno, and Sword (Ambrose, 1994). The invasion was a coordinated strike with naval support and infantry attack. Paratroopers from the 82nd and 101st Airborne and British 6th Airborne jumped with objectives to land behind enemy lines to help support the infantry troops arriving on the beaches. Different commands were supported in the different beaches with a landing scheduled for June 5, 1944. However, bad weather delayed the landing a day, so early in the pre-dawn hours on June 6th, the Allies began the invasion (Ambrose, 1994). By the end of D-Day, the Allies had accomplished many of their goals- the biggest of which was breaching the Atlantic Wall and beginning the attack on the Axis powers.

Operation Overlord was a carefully constructed plan with specific objectives for each different division at the different beaches. Unfortunately the majority of the objectives were unsuccessful, yet the relative success of the invasion was a morale boost to the Allies. Even though additional years of fighting lay ahead, this day began the slow decline of Axis power. Once Hitler invaded Soviet Union on June 22, 1941, Germany had to divide its forces and fight battles on two fronts instead of concentrating on one (Liddell Hart, 1971). Soviet Union joined the Allied forces and many battles were fought. Years passed as battles in the Pacific as well as Europe slowly led to Germany's downfall. On April 30, 1945, Hitler committed suicide and left Germany without a leader (Liddell Hart, 1971). Shortly after this on May 7, General Jodl signed

German's unconditional surrender as higher-ranking officials had either been killed or committed suicide. Victory in Europe or VE day was proclaimed on May 8, 1945 and celebrated all over the world (Eubank, 1969). While the war in Europe was over, the war in the Pacific was still ongoing. Throughout the war, the Manhattan Project had been developing the technology for a nuclear bomb. Once successfully tested, it would take the bombing of both Hiroshima and Nagasaki and the deaths of over 200,000 citizens to bring about Japan's surrender on August 14, 1945 (National WWII Museum, 2012). Thus ended the Second World War.

Collection and collecting

The word "museum" conjured up different connotations. Some images that came to mind may be an art collection, such as the National Gallery or the Metropolitan Museum of Art, while others may think of science, including the Air and Space Museum, as well as natural history, the American Museum of Natural History. Museum missions were as multivaried and multifaceted as each museum houses a multitude of artifacts. Practices for museums in the 21st century were complex and constantly evolving. They included accessioning, identifying, preserving, and displaying. Museum patrons were demanding more out of museum collections and thus practices were changing. As related to the field of dress history, the study of textiles was long neglected. For many years, the decorative arts received little to no focus, especially the field of clothing or dress and textiles (Taylor, 2004). However, the importance of this field accelerated, and now clothing or dress and textiles garnered more patronage and space in museum collections.

While there were differences in collecting practices for museum and private collectors, there was one recognizable important facet. For both the museum curator as well as the private collector, proper identification of museum artifacts, i.e. WWII uniforms, was an important factor to consider. It was important to discern accurately whether an artifact in question is authentic or

merely a replica. Online websites such as Ebay, WWII impressions, and other websites, advertise replica uniforms, i.e. dress uniforms and paratrooper jump uniforms. Collectors purchased uniforms from these websites, yet these artifacts were not always authentic. In order to ensure the integrity of the collection, both museums and private collectors must understand Army regulations. These clothing regulations include accurate color, fabric, and pocket types. By understanding when certain regulations were issued, private collectors and museum curators can determine whether the object in question has correct pocket placement, color gradation, and other such details to be authentic for the time period.

In order to maintain the integrity of the artifacts, museum staff, including curators, registrars, preparators, and directors, need to understand the different requirements for artifact preservation as well as individual museum practices (Buck, et al., 1998). There were many factors to consider. Depending upon the size of the museum, there may be more or less resources at its disposal. A museum collection was dependent upon the focus of a museum, as defined by its' mission statement. The mission statement defined what objects the museum collected and general museum etiquette to follow. Once accessioned, the artifact became the property of the museum. A general practice was to provide multiple identification forms about the object in separate locations, should anything happen, i.e. a fire, flood, or break-in. Today software programs played a crucial part in museum practices allowing for the proper identification, location, and general knowledge of each item. These programs could be simple or complex as they hold the record of the object including photographs and description of the object and location. In order to protect the artifact for future research, proper handling and storage was crucial. Depending upon the collection content, differing practices existed. However, should any

questions arise as to mixed artifact content, The New Museum Registration Methods offered in-depth descriptive instructions for different practices available to museums (Buck, et al., 1998).

As related to clothing and textiles, proper handling required clean gloves, handling one object at a time at the strongest part, and taking time to ensure proper storage and maintenance. In addition to proper handling, collection environment and storage were important for preservation. In general, a textile collection should maintain a Relative Humidity of 40-50%, 41-50°F but 68-72°F was also acceptable, and exposure to light of no more than 150 lux or 15 fc (Buck, et al., 1998). Minor variations of these conditions were acceptable including $\pm 5\%$ RH, 2-3°F in 24 hrs, and combinations of differing light levels (Buck, et al., 1998).

Optimal storage conditions for historic clothing and textiles included storing items horizontal, unfolded in flat acid free boxes, and padded with acid free paper. However, optimal condition for oversized textiles or rugs was rolled rather than folded. In general, if an object was folded then extra padding and periodic refolding to relieve fold lines is important (Buck, et al., 1998). No storage conditions were perfect but proper preventative care and management of a collection helped to extend the life of artifacts.

For a private collector it may be difficult to allot the proper funds to maintain museum standards for a collection. The biggest factor to consider when collecting textiles or clothing, in this case World War II uniforms, was space. In contrast to a photograph or painting, which are relatively flat items, a uniform was a 3D object. It was meant for a human body and to be worn therefore it took up a significant amount of space. Should a collector decide to amass more than one object, he must consider where and how to store it. Clothing may be stored on padded hangers or boxed. Should the collector decide to hang up an artifact, he must also consider where to hang it, what type of hanger to use, and the kind of cover to use. Natural degradation does

occur, specifically in clothing and textile collections so it was important to minimize the amount of damage inflicted. Additional important factors to consider were fiber content, insect activity, and even mold and mildew as these can affect the lifespan of the artifact.

Whereas a museum was defined by its mission statement, internal forces motivated a private collector. There were many different types of private collections. Some examples include paintings, model vehicles, teddy bears, statues, and manuscripts. The history of collecting traced back to its roots in ancient civilizations including Ancient Egypt with archaeological evidence that plants and animals were preferred (Rigby, 1944). During the sixteenth to eighteenth century curiosity cabinets furthered the practice of collecting. Curiosity Cabinets were exhibitions of artifacts to represent the universe whether marvelous, bizarre, or unique (Elsner & Cardinal, 1994). These cabinets seemed haphazard or arbitrary but “expressed... the inclusiveness of the European view of the world and its facile ability to incorporate and domesticate potentially transgressive worlds and customs” (Elsner & Cardinal, 1994, p. 203). Collecting practices in modern day were open to whatever objects the collector desires from paintings to Cabbage Patch dolls to pop culture memorabilia. Previous researchers gave the meaning behind collecting various importance including means of physical security, distinction, immortality, for knowledge, and esthetic (Rigby, 1944). In the past, collecting of objects was typically seen as an activity for those men and women in higher social positions- i.e. the church or government entities. However in today’s culture anyone could collect (Rigby, 1944). Some researchers believe there was a distinction between a collector and someone who merely collected objects. It was difficult, if not impossible, to describe what a typical collector was but the psychological motivations were an important aspect (Muensterberger, 1994). It was not a specific definition, however it was “the recurrence [original emphasis] of the experience that explains the collector’s

mental attitude” (Muensterberger, 1994, p. 13). In contrast to Muenserberger, Paul van der Grijp argues that this was a “reductionist tendency” as it was a subjective, uni-causal explanation, and belittles motivations (Grijp, 2006). Some research has been conducted in Britain to understand who collects and what they collect (Martin, 1999; Pearce, 1998). These motivations included both demographic and psychological aspects of collecting. These types of debates existed in the museum world and were dependent upon the theoretical framework of the researcher. Yet these concepts can be difficult to prove as human beings are complex creatures and as such collectors may not be aware of their motivations. This research attempted to discover the motivations of a private collector to see if his motivations fell under existing categories or an unknown motivation.

U.S. Army Uniforms

Once the United States declared war on Japan and then the Axis powers, the government called up soldiers enlisted through the draft, which was started September 1940. Throughout the war, specifically from 1941-45, there were approximately 11 million draftees (National WWII Museum, 2012). This presented a problem for the United States Army since the Office of the Quartermaster General had to outfit all branches of service with all the necessary provisions including uniforms, weapons, and accessories. Initially, most uniforms were design modifications or improvements on the uniforms from World War I (Stanton, 1991). However, the Office of the Quartermaster General would modify designs as the years went by to outfit the soldiers in appropriate gear. One problem would persist throughout the war. America was isolated from both the Pacific and European battles by oceans, they would have to ship everything from tanks to Browning Automatic Rifles and uniforms. This led to time delays in getting the proper uniforms to soldiers and officers. As a consequence, soldiers would look for

alternatives and purchase items tailored for the individual in other countries. Therefore even with a standardized uniform, there were slight color and tailoring differences between uniforms. Slowly the Office of the Quartermaster General changed these practices. War is often a time that breeds innovation. These innovations eventually led to a universal uniform that could be adapted to all different climates and conditions with simple additions or subtractions. As the supplies became limited, the U.S. Army looked for ways to conserve materials. The Quartermaster established a coding system in order to reuse the materials or uniforms available. These codes were A, new and unissued, B, used but looks new, C, used and repaired, C/S, used and repaired but acceptable for field use, and X, non-repairable and discarded (M. Sammis, personal communication, October 19, 2011). These codes were used throughout World War II as the Quartermaster needed to provide a wide range of uniforms as will be discussed below.

For servicemen, regardless of the branch, different types of uniforms were worn. A man would have in his possession, at different times, work or fatigue uniforms, field uniforms, service uniforms, and dress uniforms (Sylvia & O'Donnell, 1982). Depending upon the specialization, additional uniforms were issued. Each type of uniform was modified based upon the season, either summer uniform or winter uniform. In this study each uniform description is based on the type of classification mentioned above and considering the differences between seasons, which usually implies the addition or subtraction of layers. According to David Miller, the United States entered World War II with existing, outdated uniforms but in three years transformed their uniforms to one of the most advanced in the field (Miller, 2008).

Duty Uniform

For a soldier completing duties around base, the uniform worn was the duty uniform. Utilized since 1938, this was a blue denim fatigue uniform (Stanton, 1991). It was a complete

two- piece ensemble consisting of trousers and a long- sleeve shirt in blue denim material. The men completed their ensemble with a wide-brimmed denim hat. Long sleeve shirts could be worn underneath the ensemble or simple white undershirts, while only the latter was regulation (Stanton, 1991; Sylvia & O'Donnell, 1982). Neckties were unauthorized attire for work. This uniform was sufficient for the beginning of the war but improvements were desired as the uniform did not wear well and seams would split. The Army then modified the uniform using herringbone twill fabric, also known as HBT. Initially, a one-piece jumpsuit was desired as the uniform, especially for mechanics and Armored Forces personnel. This ensemble had hidden buttons down the front with matching loop belt closure. Two pockets were on the center of the chest with two slanted side-seam pockets at hip height. However, the soldiers complained about the comfort in the seat as well as the ability to relieve themselves. This led to the creation of a standard two-piece ensemble instead of a one-piece, something the Quartermaster would change in additional service uniforms as well. This two-piece ensemble with long sleeve jacket and trousers was created in the U.S. Army's new color of olive drab (Sylvia & O'Donnell, 1982). The jacket had two applied, pleated pockets with single button closure on the chest. In addition, the jacket had a bottom band finish and large lapels. A hat similar to the denim flat hat was manufactured in HBT, however a soldier could also wear a field cap with visor. This uniform would foreshadow the M1943 combat uniform and would become the ubiquitous uniform utilized by the Army to ease production problems and to present a unified appearance. This basic style and shape of the duty uniform continued to be used throughout the rest of the war with slight modifications.

Dress Uniform

In contrast to the duty uniform, the dress uniform was more distinguished uniform. Initially at the start of World War II, the service and field uniform were identical. This changed as the “form fitting clothes that looked smart on the parade ground, hampered a G.I.’s movements during combat” (Sylvia & O'Donnell, 1982, pp. 12-13). Originally the dress uniform was offered in navy blue for officers. However this color was dropped to conserve material (M. Sammis, personal communication, November 23, 2011). The dress uniform was offered in white as well as khaki for warmer climates during the summer months. Officers had the additional option of wearing a hip length jacket complete with M1921 Officer’s Sword belt, also called the “Sam Browne” belt, and rank identification. The “Sam Browne” belt was a leather belt and shoulder strap worn on the outside of the uniform (Sylvia & O'Donnell, 1982). The “Sam Browne” was later dropped in 1942 to help conserve leather (Stanton, 1991). Identification of rank was also another distinguishing mark utilized for all soldiers from private to general. Identification was used throughout the war and subsequent years and is discussed in detail later.

Enlisted men had the same uniform for the summer dress as the field uniform. The uniform was a long sleeve, button-up, wool shirt with chest flap pockets and cotton khaki trousers, tucked into the leggings, which are discussed in a later section. The accessories for enlisted men included a black silk tie, garrison cap, and belt made of web material with brass buckle.

For winter wear, the preferred color was olive drab number 7, nicknamed OD, of which an additional jacket was added. This originally started out as a hip length jacket with flap pockets. However, General Eisenhower wanted a uniform similar to the British battle dress, which was functional as well as attractive (Sylvia & O'Donnell, 1982). General Eisenhower

personally contacted the Office of the Quartermaster General to request this type of uniform, which led to an additional, shortened jacket, known afterwards as the Ike or Eisenhower jacket (Sylvia & O'Donnell, 1982). The Ike jacket was basically the same design: a waist length, wool jacket that could be worn as part of both duty and dress uniforms (Sylvia & O'Donnell, 1982). The jacket was typically made of wool serge with long sleeves and an over flap closure at the waist. There were two flap pockets at the chest and a turn down collar. These differences depended upon whether the uniform was supplied by the Office of Quartermaster Corps or made by a tailor in a different country. These variations can be minor pocket variations, lapels, and button placement. For example, some button placements could be concealed behind a strip of fabric while others were visible (Graf, 2007). The trousers were standard design and worn with a long-sleeve olive drab shirt. Enlisted men and officers wore both designs of the hip length jacket and Ike jacket, however there were distinguishing features. Even with the same basic design there was the distinguishing characteristics of quality fabric and craftsmanship that went into an officer's uniform. One additional distinguishing characteristic for officer's jacket was a lining, silk or a finer grade material. This mentality prevailed pre-entry into the War because this could confuse the enemy by keeping a similar design but minor differences that would not be obvious (M. Sammis, personal communication, November 5, 2011). These differences would be addressed during and after the end of the war.

Service Uniform

An additional set of uniforms was the officer's winter service uniform fondly named pinks and greens. The service uniform consisted of the olive drab (OD) coat and trousers typically in the same material as the trousers but a lighter shade option of trousers and breeches was also available. This garment was a lighter drab color with a taupe undertone, earning the

name “pinks”. When worn with the green jacket, the contrast was readily apparent thus earning the nickname pinks and greens (M. Sammis, personal communication, November 23, 2011). The “pinks” were constructed in the same style and material as the existing dress uniform so that only the shade was different. Ties were an important part of the existing service uniform and initially black silk was used. Resources became scarce as silk was a strategic material therefore the Quartermaster Corps began to utilize other materials. In 1942, ties were manufactured in black mohair to relieve the scarcity of materials (Stanton, 1991). Black was later replaced by OD shade 3, the same color as the uniforms, and was worn by both officer and enlisted men and women. Due to differences in material, typically a soldier’s shirt, socks, and necktie did not match the pants and jacket. In addition, the necktie and socks were designed in a lighter khaki material so that a soldier could wear both items with the summer or winter uniform (M. Sammis, personal communication, April 11, 2012).

Color was not the only distinguishing characteristic of winter wear since additional outerwear was also issued to the enlisted men. A coat design utilized throughout the war was the Mackinaw overcoat. This style of coat was used before World War II and was still in use at the start of the war (Langellier, 1995). This coat was a hip length jacket made of 10.2 ounce shelter tent duck thus keeping the wearer warm and dry (Miller, 2008). It was double breasted with either half or full belts and flap pockets on the lower half of the jacket. The earliest version had a roll collar so that it could be upturned to protect the wearers’ neck. Two additional versions were designed in 1942 and 1943. The former lessened the weight of the coat and removed the wool lining over the collar. The latter removed the belt, changed the collar to the traditional notched lapel, and was cut more generously. The mackinaw was especially utilized in arctic terrains with slight modifications for extreme climate (Miller, 2008).

As a contrast, the main overcoat was a full length, double-breasted wool coat. The Army made this coat of olive drab wool Melton material with brass buttons with an eagle design, a half belt in the back, and a roll collar (Langellier, 1995; Sylvia & O'Donnell, 1982). Like silk, brass was also a strategic material and was replaced by plastic starting in 1943. This coat was designed for both field and dress uniforms and would be used throughout the war, mainly as a part of the dress uniform because of its bulk. However, enlisted men did not have an additional option and utilized this overcoat throughout the war until the M1943 combat ensemble was designed. Both officers and enlisted men wore this ensemble.

Combat Uniform

The combat uniform needed to be a functional garment to endure the stress of battle. As such, the summer field or combat uniform consisted of the basic trouser and shirt. The intention of the Army was to have a distinguishing summer and winter uniform. The summer combat uniform was of khaki cotton, shirt, and trousers tucked into leggings. However, soldiers rarely wore the khaki uniform into battle because it did not withstand under combat conditions, instead preferring the HBT suit (Miller, 2008; Stanton, 1991). Soldiers also wore OD combat uniform that was a two piece jacket and trousers (Miller, 2008). The jacket was better known as the Parson's jacket after Major General Parson, also called the M1941 Field jacket by collectors (M. Sammis, personal communication, November 23, 2011). The jacket was OD color in a combination of cotton and poplin with a flannel liner. The jacket had a short skirt, zipper with button closure at wrists and collars, and two slant pockets (Miller, 2008). The Parson's jacket was worn with trousers of the same material. This jacket was used in the summer combat ensemble but also was utilized for any field environment (M. Sammis, personal communication, April 10, 2012). However, soldiers complained about its lack of heat in winter, coolness in

summer, and capaciousness of pockets. As such, the M1943 combat ensemble was designed to replace it.

While a camouflage uniform is frequently seen on soldiers today, the Army did not universally accept this type of uniform during World War II. The soldiers in the Pacific Theater needed clothing suitable to the heat of the environment so the Quartermaster Corps developed a one-piece HBT camouflage uniform similar to the mechanics uniform (Sylvia & O'Donnell, 1982). The Quartermaster Corps again listened to additional complaints from the soldiers and created a two- piece uniform (Sylvia & O'Donnell, 1982). This type of uniform made a brief appearance in the European Theater during the Normandy campaign but did not last for long. The reason for this abrupt stop was the similarity to Nazi soldier's uniforms. In Germany, the Waffen-SS, an elite German force not integrated into the Army, wore similar camouflage patterns and some American G.I.'s were tragically mistaken as the enemy (Miller, 2008). Thus this uniform was mainly resigned as a Pacific uniform, although the Marines wore outfits similar to this when on their missions.

Improvements in Design

The Army utilized the years during World War II to its advantage to improve the existing uniforms. Specifically, the Quartermaster wanted to implement a uniform that could be worn universally by the soldiers in all Theaters. This was due in part to the recognition that a layering principle would keep soldiers warmer than a single layer. This concept relieved production stress on the Quartermaster as well (Stanton, 1991). North Africa was where the new combat uniforms were first implemented and these engagements were the first real test of durability. The uniforms withstood the environmental conditions but left something to be desired for the men in comfort and utility (Sylvia & O'Donnell, 1982). Thus during November 1942 and July 1943, soldiers

tested different variations of the uniform at the Fort Lee base in Virginia (Stanton, 1991). The Army utilized the HBT uniform and the standard khaki uniform made of cotton as comparisons to the two newer versions. These two newer versions were separated as ensembles and called AA trousers and AA top. The second version was designated BB jacket with CC trousers. While the 1941 jackets hit around the waist, the experimental uniforms extended the jacket length so that it was longer on the thigh than the M1941. According to Stanton (1991), the differences between the AA field jacket and BB field jacket were pocket placement and wrist closures. The AA wrist closure was a belted sleeve, attached to the outside of the jacket, while the BB wrist closure was a traditional button closure. Out of these tests, the AA model was preferred because the wrist closure stayed closed better than BB. The differences between the AA and CC trousers consisted of types of pocket placement and closure. Comfort was key so locations of the pocket types include angled cargo pockets, bellows pocket, and open bellows with web or sateen tabs. The men tested each of these types. A complete ensemble was not chosen from the above-mentioned examples but the tests were important to new uniform design.

These individual elements were incorporated to create the M1943 uniform, which was issued and worn for the remainder of the war. The M1943 field jacket was a “loose-fitting, single-breasted, olive- drab garment, made from water-repellant, windproof cotton sateen” (Miller, 2008, p. 34). The jacket could be adjusted with a drawstring and had four flap pockets, two on the chest and two on the skirt. The trousers were made of the same cotton sateen as the jacket and were worn with the M1943 combat service boots, which will be discussed in the accessories section. This outfit was a new approach in that layers could be added during the winter seasons. Both enlisted men and officers wore the M1943 garment with the identification

coming from rank and patches. While the earlier uniform was still worn by U.S. soldiers, the M1943 uniform was distributed and preferred by the men once in combat (Stanton, 1991).

Cold and Wet Weather

While the basic elements of the uniform were standardized, cold and wet weather apparel was just as important. The apparel worn over the uniforms could be either a hindrance to the wearer or additional protection. At the start of the war, oil treated coats were traded for the M1938 waterproof, rubberized coats (Stanton, 1991). This coat was a long sleeve coat with rounded turnover collar, flap pockets, and buttons down the front. However when rubber became a rationed material, the Quartermaster decided to change production (Stanton, 1991; Sylvia & O'Donnell, 1982). Instead the Army created a multi functional poncho to allow movement. The design was open with drawstring hood but also had interspersed grommets and ties. Two soldiers could combine their ponchos to create a tent for both men to sleep under, stories also circulated that soldiers utilized the poncho as a sleeping bag (Stanton, 1991; Sylvia & O'Donnell, 1982).

Functionality was also crucial for winter combat wear. As mentioned above, enlisted men used the wool overcoat. During the test trials when the M1943 ensemble was created, a new overcoat was developed (Stanton, 1991). This new coat was similar to a trench coat in that it was a double-breasted coat with notched lapels. This coat was made in matching material to the M1943 jacket and trousers and had an external belt. A removable wool lining could be buttoned in to provide additional warmth when needed (Stanton, 1991). However due to the scarcity of textile materials, this jacket was restricted to officers and thus distinguished them from the enlisted men.

A type of jacket worn by both enlisted men and officers was the pile jacket. This jacket was initially meant to be worn as a liner for the M1943 jacket but was replaced by the ETO wool

jacket (Sylvia & O'Donnell, 1982). The jacket was a cotton material with pile interior and ribbed cuffs at the wrist. The jacket had loop button closures down the front and slanted pockets.

Accessories

At the beginning of the war, the Army utilized accessories, including hats and shoes, which were similar to those used during World War I. These items can be seen in photographs throughout the war but the Army listened to the soldiers and newer accessories that served the needs of the soldiers better would later replace these. This paper will focus on the three most utilized head coverings: the helmet, the overseas or garrison cap, and the service cap. These three head coverings were ubiquitous among the men.

Helmet

In battle, one of the most important pieces of the uniform was undoubtedly the helmet. Initially soldiers in battle would wear the M1917A1 model helmet (Graf, 2007; Miller, 2008). This helmet was originally based upon the United Kingdom “Brodie” helmet. Nicknamed the “Doughboy”, this helmet was an olive drab color with dome shape and brim all around the helmet. This helmet was an improvement upon the M1917 helmet with all leather suspension system and cotton-webbing chinstrap (M. Sammis, personal communication, October 17, 2011). This presented a flat appearance but did not provide sufficient protection for the neck. Introduced in 1941, the next design presented to the Army was the M1 helmet. This helmet was known as the “Steel Pot” to the soldiers as it was used for a variety of things from wash basin, seat, hammer to a cooking pot (Miller, 2008). The M1 helmet was much deeper than the M1917A1 with narrower upturned brim but provided more protection to the side and back of the head (Miller, 2008; Stanton, 1991). The entire helmet was designed so that it would have four parts - the liner, the actual steel helmet, the chinstraps, and the coverings. Even with this design,

modifications still had to be made. The first stage of the helmet was the “fixed bale” in that the chinstrap was soldered to the rim of the helmet and did not move. This could be uncomfortable at times and the chinstrap had a tendency to break. Should the chinstrap break the entire helmet would have to be replaced (Stanton, 1991). The lining of the helmet was typically white rayon or OD cotton with a leather headband and fixed inside the helmet with compressed paper fiber, later high pressure plastic (Miller, 2008). The next stage was the “flexible bale,” introduced in 1943, which allowed the chinstrap to move and if the strap broke then only that single piece needed to be replaced (M. Sammis, personal communication, October 12, 2011). The camouflage was a single piece of olive drab netting, which soldiers individualized with different leaves and twigs from the terrain encountered. Typically utilized more in Europe than the Pacific as the Japanese soldiers wore a net similar to the Americans.

Garrison Cap

In contrast to the helmet, which provided protection from the elements and enemy fire, the service, garrison, and field caps were not worn for protection. These hats were designed to be virtually indistinguishable from officer to enlisted men in material with slight differentiation in the identification. Soldiers were expected to remove their hats once indoors. The garrison cap could be flattened and put into the back pocket once inside (Sylvia & O'Donnell, 1982). This earned the cap the nickname “envelope style” in that it resembled an envelope once flat. Each cap had a cord edge, which allowed for differentiation between branches, as specific colors would be used to designate a branch. For instance, red signified the soldier was an enlisted man in the artillery branch while light blue signified the soldier was in the infantry (M. Sammis, personal communication, November 23, 2011). Officers, no matter what branch of service, typically wore braiding that was intertwined gold and black. General officers wore solid gold

braid whereas warrant officers wore intertwined silver and black. Patches could also be worn to distinguish certain units and an officer could even include his rank. This type of cap would also be worn by women in the Army, WAC's, although it is not the scope of this paper to describe women's uniforms (Stanton, 1991).

Service Cap

Soldiers wore both the garrison cap and the service cap as part of the dress uniform. The service cap was made of olive drab with a russet leather chinstrap and visor. The differentiation between an officer and an enlisted man was the insignia on the hat (Stanton, 1991; Sylvia & O'Donnell, 1982). For officers, a large emblem of the Great Seal of the United States was placed in the middle of the cap. The emblem consisted of an Eagle holding olive branches and arrows in its talons with a round disk of thirteen stars above the head. Service caps became optional for enlisted men in 1941, so to distinguish the enlisted men from the officers, a much smaller disk that had the emblem within the disk was used (M. Sammis, personal communication, October 19, 2011). These caps were designed exclusively in the olive drab but later were manufactured so that they could be worn with any dress uniform including the khaki summer uniform and pinks and greens. This practice was kept in place until 1941 to save material. The field cap was a soft cotton shell with visor in OD (Enjames, 2008). Initially the cap had two side grommets but later versions removed the grommets and added extra fabric at the neck for additional protection. While these hats and caps were the main form of headgear worn by the soldiers, this is not an exhaustive list of available headgear. Other specific caps or hats could be worn depending upon the location, arctic or tropical, branch of duty, engineer or armored unit, and season.

Shoes

Another important part of the soldier's uniforms would be the shoes. These shoes could be worn for hours at a time and would undergo severe stress if the soldiers were marching from one position to another yet needed to be comfortable. By the end of the war, the Quartermaster General was providing footwear for over eight million soldiers ranging from smaller sizes to larger and narrow to wide (Miller, 2008). The most common footwear was the service shoe, which was worn almost exclusively until 1943 when another option was introduced. This shoe went to approximate ankle height, laced-up, had a rubber sole, no toecap, and was made of leather (Sylvia & O'Donnell, 1982). The service shoe was meant to be worn in addition to the canvas leggings (Sylvia & O'Donnell, 1982). The leggings were worn over the shoes, approximately 12 $\frac{3}{4}$ inches high, laced-up the leg, and fastened to the shoe by a thick web strap (Sylvia & O'Donnell, 1982). However, the men complained that it was an additional step and the leggings did not keep the feet warm and dry (Sylvia & O'Donnell, 1982). As an incentive, the paratroopers had a specific boot created for them, which also provided ankle support. Other soldiers coveted and wanted the style. Thus the Army created the Model 1943 boots, which could be worn in lieu of the service shoes (Stanton, 1991). The basic design of the service shoe was extended past the ankles with two large buckles and straps sewn onto cuffs. This design created a boot thus eliminating the need for the canvas leggings (Miller, 2008). Similar to the hats, there were a variety of specialty shoes worn by different branches or for different regional terrains, including riding boots with spurs, white overboots for winter terrain, rubberized overshoes, and mountain ski boots with ice creepers attached (Stanton, 1991).

The layering principle would come to dominate the latter part of World War II for the U.S. soldiers. Cold weather accessories included a variety of additional garments including

scarves, different types of gloves, and hats. These items were typically variations of knits in OD as they provided additional warmth. Gloves could be in either mitten style or full five-finger. Gloves were practical for additional reasons other than warmth, one version of mittens included a “trigger finger” to allow a soldier to fire his weapon without having to remove his gloves (Sylvia & O'Donnell, 1982). Additional hats were also needed to protect the head and face. These included the M1941 wool knit cap similar to the field cap which was soft enough to be worn under the M1 helmet (Stanton, 1991). Another option was a wool hood with drawstring closure and visor. It was originally designed to be worn over gas masks but was eventually worn outside its original function (Sylvia & O'Donnell, 1982). These examples are those of the typical soldier and do not include garments crucial to the arctic or mountain environments.

Identification

The Army needed to provide identification for soldiers from the private to the Army technician third grade to the General of the Army. It was important for a soldier in battle to be able to turn to the correct man to get direction just as it was important for a soldier on leave to properly salute a superior officer. However, identification was not the only embellishment worn. Other examples include patches, fourragere or braided military cord, distinctive unit insignia, and medals. When in combat, the only guaranteed identification for a soldier was his rank while a division patch could also be worn. Rank distinctions for officers could be a single silver bar for a 1st lieutenant or a bronze oakleaf for a Major all the way up to five stars for the General of the Army (Miller, 2008). Rank distinctions for enlisted men, or non-commissioned officers, NCO's, includes a single chevron for a private first class or three stacked chevrons for a sergeant to three chevrons inverted over three arcs for Master sergeant (Miller, 2008). Identification needed to be worn on the arms for enlisted men and was typically an attached patch. However, examples exist

of uniforms that have rank spray painted onto the sleeve. In contrast, the officers would wear their identification on their shoulders as the shirts had tabs on the shoulders. This practice continued until August 1942 when the identification was placed on the right collar and replaced the “U.S.” insignia worn on the collar (M. Sammis, personal communication, November 18, 2011).

Insignia

While rank identification was a necessary part of the uniform, patches were individualized to units. Patches were typically worn on the left sleeve of the shirt or jacket and distinguished a soldier as a G.I. instead of another country’s soldier (Sylvia & O'Donnell, 1982). Patches came in a variety of colors, styles, and designs. The patches were just as useful as rank in identifying a soldier. Divisions exist from the 1st to 106th and reflected regional differences (Keller, 2001; Keller & Keller, 2002). Some patch designs existed before World War I but World War II was when all divisions had patches. While there were 106 division patches, there were only 101 actual divisions. The Allies knew that there were spies in London and other countries so patches were designed for phantom divisions (Ambrose, 1994). This would especially help in confusing the Axis before Operation Overlord, the invasion of Normandy. In addition to these divisions, there was also identification for Army Groups, Corps, Brigades, Battalions, and other specialized units. Two of the examples described below are the 45th and 29th divisions. The 45th division was a National Guard division comprised of men from Colorado, Oklahoma, New Mexico and Arizona. The original symbol on the patch was the swastika, a symbol in Native American culture for good luck (Keller & Keller, 2002; Stein, 1997). However since Nazi Germany utilized this image as a part of the flag, the symbol was changed to the better known image, the “Thunderbird”. The design for this patch was a red background with yellow bird

design. The bird was an Native American symbol meaning “sacred bearer of happiness unlimited” (Stein, 1997, p. 37). The 29th Infantry division known as the blue and gray, had a design similar to the yin and yang symbol in Eastern cultures with slight modification (Stein, 1997). Instead of the traditional black and white with small circular cutouts, the patch is blue on the left side and gray on the right. The history of this patch can be traced to the Civil War, when the regiment was first established. The design reflected the divide between the North and South during the Civil War. Books including Stein’s *U.S. Army Patches: An Illustrated Encyclopedia of Cloth Unit Insignia* and Keller & Keller’s *United States Army Shoulder Patches: 1st Division to 40th Division* and *United States Army Shoulder Patches: 41st to 106th Division* have shown the variety within the same unit patches (Keller, 2001; Keller & Keller, 2002; Stein, 1997).

Patches were issued by the Quartermaster but were also manufactured in the countries occupied by the Allied Forces and show a variety of the same patch design. One example is the patch of the 88th division. The patch for this unit is a blue four-leaf clover with blue embroidered edges (Keller & Keller, 2002). Typically the edges of the patch follow the symbol so no visible edges are left to show. Variations include different embroideries, including red, white, and olive drab threads or bullion, which is gold or silver ornamental embroidery. In addition, some patches have an inscription “Blue devil”, the nickname of the division (Keller & Keller, 2002). Thus patches showed individual characteristics for the enlisted man- a way to stand out in regimented society.

Uniform Distinctions

In contrast to the minimal amount of identification on a combat uniform, the dress uniform was more elaborate and gave the chance for the soldier to show off any honors such as distinct unit citations, medals, foreign distinctions, and special commendations. The location for

these individual distinctions was very specific. Ribbons, medals, and special qualifications were worn on the left chest above the pocket. Years in service, years abroad and officer stripes were worn on the left sleeve (Stanton, 1991; Sylvia & O'Donnell, 1982). Officers' branch insignia were worn on the lapels and "U.S." insignia are worn on the collar. In contrast, enlisted men wore the "U.S." disc on the right collar and branch insignia disc on the left collar (M. Sammis, personal communication, November 18, 2011). This does not include the addition of foreign medals or citations issued. Foreign countries would occasionally honor a division for its actions and the men were rewarded. Some foreign awards include the Fourragère and lanyards, which were braided cords typically looped through or around the shoulder tabs. The French braids were either green backing with red stripes or green backing with yellow stripes (Enjames, 2008). The Belgian braid was red back with green dots (Enjames, 2008). These foreign medals were given to individual citizens or complete units and were not given out frequently.

Special Uniforms

While the main uniforms performed adequately for all branches of the military, slight modifications and improvements were necessary for specialized services like tank drivers, paratroopers, marines, and other selective groups (Stanton, 1991). Special modifications had to be made to the existing uniforms for each specific task. It is not the purpose of this study to examine each different area of uniforms as books have been written about each of the different branches of service. Some examples include Christopher Anderson's *The Marines in World War II*, C.G. Sweeting's *Combat Flying Clothing*, and Jeff Warner's *U.S. Naval Aviation Flying Clothing and Gear* (Anderson, 2000; Sweeting, 1984; Warner, 2007). The following example of paratrooper uniforms will provide a glimpse of how these differences helped to identify an individual's job or specific activity exclusively through their dress.

As part of the Army, the paratroopers wore the same dress and combat uniforms. However, they did have an additional dress item required- their jump uniforms (Stanton, 1991). These uniforms were needed to endure the stress of jumping out of an airplane, handling the quick release of the parachute, and the landing. Initially, the Army used the M1941 uniform to jump into North Africa. However, the Army quickly realized that the uniforms were inadequate to the needs of a paratrooper. Paratroopers landed with more equipment than an infantry soldier. A paratrooper was expected to carry all necessary gear required as these brave men were dropped behind enemy lines without supply reinforcements. Some examples of included gear was a parachute, reserve parachute, gear, rifles, canteens, knife, and other assorted gear (Rentz, 1999). The total weight of paratrooper gear was often 150 lbs so a man that weighed 150 weighed approximately 300 lbs when loaded down with all his gear (M. Sammis, personal communication, January 17, 2012).

At the beginning of the war, American paratroopers did not have a standardized uniform. The Army utilized mechanic's coveralls, which were a one-piece suit of herringbone twill. This one-piece uniform had a loop belt closure with button closure down the chest and turn over lapels designed to lie flat on the shoulder. There were two cargo pockets on the front of the chest as well as a slashed pocket on each hip (Stanton, 1991). This uniform was light and durable but soldiers complained about its lack of usefulness. In 1941, the Army began to experiment with other options for servicemen, as the suit did not have enough pockets or flexibility for movement. Modifications became an important factor. One potential option was a one-piece coverall suit similar to the original coveralls. This option was a green silk jump suit worn with a helmet designed by Riddell (Langellier, 1995; Stanton, 1991). Other changes were later introduced including a two-piece suit with slash pockets, placing the pockets on the thigh instead

of the breast, a less snug suit, and a suit with wider coat pockets. The first viable option was the M1941 suit, which was a two piece suit of olive drab material (Rentz, 1999). The jacket was hip length with four pockets with a single snap closure. Two pockets were placed on the chest angled towards the center of the jacket and additional pockets beneath the belt. The jacket had a standing collar with turned down lapels, matching belt with loop closure that ended in a single snap closure, and snap closures at the wrist. The jacket also had an expansion seam on the back to allow for ease of movement, a zip closure, and an extra pocket near the neck to keep a switchblade knife (Rentz, 1999). The matching M1941 jump trousers had cargo pockets with two snap closures, zippers at the ankles, back pockets with single buttons, side seam pockets, and a button fly. Not many uniforms of this type survive today as these uniforms were worn until they were not fit for service. The Army was not finished with the changes to the uniform and instituted the M1942 model (Rentz, 1999). This model was similar to the earlier version with minor changes. On the jacket, differences included a center loop on the back for the belt, a back pleat on the bottom of the jacket skirt, double snap closures on the pockets, and wider flaps on the pockets. For the trousers, the two main differences were longer flaps on the pockets and discontinuation of the zippered ankles (Rentz, 1999; Stanton, 1991). However, when the uniforms were tested in the North African invasion, paratroopers discovered that the uniforms did not withstand jump conditions, as pockets would frequently break, knees and elbow sections would tear. As a solution, the Army decided to reinforce the pockets and other high stress areas, including elbows and knees, with canvas which provided the adequate support needed (Rentz, 1999). This style of uniform was used throughout the rest of World War II and subsequent engagements.

While the clothing of the paratroopers endured a significant amount of stress, the accessories worn by paratroopers needed modification to provide adequate support. The most important accessories were headgear and footwear. Headgear was crucial protection for paratroopers as they were jumping out of the airplane and needed to land safely. During training exercises, paratroopers initially wore a cloth aviator cap (Stanton, 1991). This cap was all leather and closely fitted to the head. While this helmet was fine for training exercises it was not released for active duty. Therefore, the Riddell helmet was designed. The Riddell style of helmet would later find use in the field of sports, specifically for football. The Riddell helmet was solid green with a center stripe down the center (Stanton, 1991). It had a leather chinstrap that could be rolled up to support the chin or unrolled to protect the neck. The interior of the helmet was a combination of cotton webbing with a buckle strap fixed to the edge (Rentz, 1999). This helmet was produced by the Quartermaster but was phased out by 1944 due to costs (M. Sammis, personal communication, January 19, 2012).

The M-1, “steel pot” helmet used by the majority of the Army also replaced this style of helmet. As discussed above, these helmets were an improvement upon the previous design because it allowed for the separation of lining and helmet. This would prove to be useful to the paratroopers as the lining needed modification to allow for head movement. The main modifications were chinstrap and buckling system. The old design strap would frequently break so the buckle modification became a D-ring attachment with a single buckle (Rentz, 1999). In addition, the helmet added a leather chin cup to provide extra support for the chin (Miller, 2008).

In contrast to the helmet, which utilized an existing item, the boots of the paratroopers were created with specific uses, ending in the M1942 design. The boots were approximately 10 inches in height with 12 pairs of eyelets in dark brown (Miller, 2008). The boots were designed

to reinforce the toe and ankle especially as the paratrooper landed (Miller, 2008; Rentz, 1999). The Airborne wanted something that was durable yet comfortable. These boots became a highly coveted item by the other branches, as there was an elite status associated with the boots because they were instantly recognizable as different from the standard Army shoe. This would eventually lead to the Army creating a boot that was similar in design to that of the paratroopers (Stanton, 1991).

As with the Army, identification of the Airborne came from the patches. A parachutist badge was designed to identify those with jump experience. The badges would be issued upon graduation from Airborne school. The basic design was a pair of wings with a parachute in the middle (Graf, 2007; Rentz, 1999). The authorized addition of a star symbolized a combat jump but this was not the only change. Illegal modifications also could be made with custom-made designs by private jewelers (Rentz, 1999). The Army could not stop these productions but would not recognize these changes. These designs could be made of sterling silver but also made of other materials as silver became rationed during the war. In addition to the jump wings, insignia were utilized to show which unit a soldier belonged. Variations exist for each patch with some minor differences as the patches could be made by the Army or by individual tailors. Some of the parachute divisions were the 11th, 13th, 17th, 82nd, and 101st. Because of recent media productions, including *Band of Brothers*, two of the most recognizable patches are the 82nd and 101st divisions. These divisions were the earliest formed divisions. The 82nd Airborne patch was a red square with blue center with two white A's in the center (Keller & Keller, 2002). Above the patch was a blue arch with Airborne written in white in the center of the arch. In contrast, the 101st division patch is known as the "Screaming Eagle" (Keller & Keller, 2002). This design was a black patch with a white eagle's head with its mouth open as if the bird was screaming, hence

the name. Usually the tongue of the eagle is red but some variations do exist with a white tongue. Above the main patch there is a black arch with Airborne written in yellow (Keller, 2001; Keller & Keller, 2002).

In addition to divisional patches, a specific regiment could also produce a patch. An example of this is the 502nd Airborne patch, which is called the Widow Maker. The patch has a black center with red, white, and blue circles around the edge. In the center of the patch is a white skull with bat wings and parachute behind the skull. The parachute is a symbol for the Airborne division as this unit was a part of the 101st division. The skull is a reference to death, meaning that the soldiers brought death to their enemies. The bat wings mean that the soldiers are as silent as bats. Thus this patch served as a warning to all enemies of the United States that the soldiers' wives became widows once this silent force landed and alludes to their motto "Death From Above" (Stein, 1997).

This paper does not aim to analyze each difference for the branches of the U.S. Army but to provide a glimpse of these distinguishing pieces. The Office of the Quartermaster General was responsible to outfit all the different branches from the enlisted men to General Eisenhower. As shown above, these differences could be something as small as the boots of the paratroopers yet they were distinguishable for those branches. While seemingly small, these items were designed with a significant purpose in mind. The men came to rely on their uniforms, both for its' function and symbolism. So it was important for the suppliers to be up to date.

Chapter III

Methodology

Rationale

The purpose of this study was to analyze the motivations a private collector had for collecting WWII uniforms. The focus of this research was a case study based on a narrative analysis of a private collector's motivations and the specific artifacts collected by him. Extensive literature has been published about the actual requirements of World War II uniforms. Extensive research has also been published about motivations for purchasing collections of artifacts including Teddy Bears, paintings, sculpture, Barbies, and other objects. One researcher focused specifically on how reenactors have magic moments while in costumes (Miller-Spillman, 2008) that transform their experience to the actual historic time. Other researchers focused on how the mannerisms of the actual clothing participant changed when sporting a uniform rather than civilian clothing (Ugolini, 2010). In the realm of collecting, some articles focused on the meaning that artifacts can acquire throughout the collectors life experiences as evidenced by Isabella Stewart Gardner or Sir John Soane, who created museums in their homes from all the artifacts they collected (Matthews, 2009).

To the best of my knowledge there has not been any studies focusing on why collectors keep World War II uniforms and keep them as artifacts instead of for reenacting. A reenactor studied ensembles to obtain those items as close to, if not actually from, the time period in question (Miller-Spillman, 2008). Historical accuracy was of utmost importance, yet there was another aspect for the reenactor. Inevitably the items bought were worn by the reenactor and underwent

stress from the wearing. In contrast, a collector of clothing never wore the items in question. Once the items came into the collection, they were preserved and taken care of, as to keep in as good of condition as possible. That was not to say that the clothing was not seen, as there was a chance for display on a mannequin. But this was not necessarily the primary motive of the collector- it was acquisition of the artifact and preservation for the future. This study looked at leading motivations for a collector and the artifacts, in this case World War II uniforms, in his collection.

Methods and Procedures

Data needed and methods of collection

This thesis combined both a case study and material culture analysis to examine motivations for collecting World War II uniforms. The main form of data collection was conducting a minimum of four in depth, open-ended interviews with a specific private collector. Through a series of private interviews, I asked questions concerning how the collector first became interested in World War II as well as how he purchased artifacts. These talks were dispersed through a series of four interviews. These interviews were conducted with his collection of uniforms so that the uniforms could be pulled out to expand upon a memory or question or point. The first interview concerned the past, including how he became interested in World War II, and subsequently purchasing artifacts, and his first purchases of uniforms. The second interview concerned the present including his entire current collection, any recent purchases, and purchase practices, including preferred vendors. Both of these interviews were the basis for objectives one, which is to analyze the motivations of a private collector, and two, which was to understand how a collector acquired new pieces. The third interview concerned the

future of his collection including any pending purchases or ideal artifacts, which was objective three. The fourth and final interview focused on guidelines and warnings for other collectors, which satisfied objective four.

After conducting the interviews, I examined the actual collection of World War II uniforms, which was the aim of objective three. This included everything from accessories, such as shoes, patches, and ties, jackets, shirts, and trousers. At the end of this analysis, I compiled a catalogue listing the entirety of the collection and intended to divide the collection into categories to be determined later, tentatively sorted by artifact. In addition to the interviews and clothing stories, I created an exhibit of select uniforms following established standards as defined by the American Association of Museums. The uniforms in the exhibit, and further collection, are more than an item of dress designed by the Office of the Quartermaster General. These uniforms were first created with specific criteria for combat, duty, or dress requirements. In addition, the soldier who wore the uniforms had additional stories while in the uniform that could either be told by the soldier in question or derived from the ribbons, identification, and other insignia. The creation of the exhibit included cataloguing of every item included in the exhibit, preparing wall text, and other required needs for exhibition.

Sample/sampling procedure

This research focused on the importance of the uniforms to this specific collector. I have known him all my life and noticed a change in his collection motivations. Initially his interest started as a hobby focused on general World War II information. Then it progressed from interest to passionate collecting of military WWII pieces. He appreciated these artifacts for the historical representations of the period. However, the collector was interested in more than the objects. He

was passionate about establishing a connection to the men who wore the uniforms as well as the historical significance of the artifact. As I saw this interest grow, I wanted to explore his story.

As stated above, the collector wished to remain anonymous. He did not serve in any capacity as a member of the Armed Forces. He was born several years after the conclusion of WWII so would not have any memories associated with the times. He was born and raised in the Southeastern region of the United States and spent the majority of his life there.

Research methodology

The type of methodology utilized for this research was a case study, a type of research methodology that utilized an in-depth study of an individual, program, or event over a period of time (Leedy & Ormrod, 2005). Case studies were particularly useful in studying subjects that were not known or poorly known. One such example relevant to the fashion field could be the latest season's showing of a couture designer (Flynn & Foster, 2009). In studying the couture designer with an in-depth analysis, a researcher could gather data about the motivations for the collection as well as gathering a better understanding of the designer's influence and interpretations. It was important to understand that a case study presented a well-rounded understanding of the subject in question, including both the past and present. The focus of the first objective was to analyze his motivations to purchase WWII memorabilia, including the collector's past with how he became interested in World War II uniforms as well as where he was presently with his collection and future goals.

The second methodology utilized was a material culture approach through object analysis. Material culture referenced a type of research methodology that analyzed concrete artifacts. By analyzing the actual artifacts, researchers were able to establish the relationship

between culture and identity. The relationship between object and subject had “four basic understandings: production, presentation, development, and extension of subjects” (Tilley, 2006, p. 197). Objects reflect not only their own history but also the time period and the collector. For instance, a flapper dress from the 1920’s reflected the new freedom that women were expressing. This dress style expressed the liberation associated with cultural influences by the shortness and looseness of the dress while the pattern, beading, and other aesthetic designs reflected the taste of the wearer. As an artifact of dress it was not just a dress, it could be a memory of one’s grandmother or a memory of the occasion worn or where the dress was bought. But objects “not only express past acts, intentions, and interpretations. They also invite unexpected responses” (Tilley, 2006, p. 201). Objects were not just physical things to take up space they could empower someone, act as protection, and so much more.

Data analysis

As a majority of this research project were interviews, analysis was a crucial part of this process. While I considered different approaches, I decided to analyze the data through narrative analysis. According to Glesne (2011, p.185), an analyst “ looks at how the storyteller links experiences and circumstances together to make meaning but also realizes that circumstances do not determine how the story will be told or the meaning that is made of it” (Glesne, 2011, p. 185). In other words, narrative analysis was about the story and how it was told (Glesne, 2011). As such, this was the perfect form of data analysis to delve into the collector’s motivations. This helped to understand his story from initial purchase to current statuses to future purchases. The collector’s own words convey a more powerful understanding of his motivations rather than my own interpretation.

In addition to the interviews conducted, I looked at the actual uniforms in the participant's collection. The end result of this analysis was initially a table of items in his collection separated first between real artifact and replica and then categorically. Tentatively these items were separated into jackets, shirts, trousers, and accessories. Categories then were added or subtracted dependent upon the artifacts found in the collection. These artifacts were analyzed based upon research conducted with primary sources (other documented/dated uniforms) and secondary sources (books and research articles) as well as the knowledge from the collector. In addition, I consulted with the local ROTC department, Army supply store, as well as an expert. Throughout the research process, I was in contact with Mr. Sammis, a curator at the US Army Transportation Museum, who provided useful information about identification, research, as well as support. This led to objective four of the paper a checklist for use by other collectors. This checklist helped to identify authentic features of World War II uniforms as well as warning signs for a collector to check if the artifact in question is a replica.

As a final focus for this project, I prepared an exhibition of approximately 75 artifacts in the collector's possession. These steps followed standard museum practices as defined by the American Association of Museums especially those found in *The New Museum Registrations Methods* (Buck, et al., 1998). Based on the collector's level of comfort, the exhibit was installed in the gallery in Barrow Hall, University of Georgia. I prepared the garments for exhibition, researched and created the wall text for the exhibit, and planned the exhibit design including poster, arrangement, and any other necessary pieces. Then as a final step, I actually installed the exhibit.

Chapter 4

Data Analysis and Discussion

As mentioned in the previous chapter, the interview questions were interspersed around four interviews. The first interview focused on the past including the collector's interest in World War II, first purchase, and initial collecting practices. The second interview focused on the present including the collector's current collection, recent purchases, and current collecting practices. The third interview focused on the future including pending purchases, ideal items, and what will happen to his collection. The fourth and final interview focused on his experience as a collector and guidelines and or warnings for other collectors. Based on this organizational scheme, a list of questions was developed to answer the four objectives. See Table 1 for a complete list of questions structured around the interview themes of past, present, future, and guidelines. Objective 1 was to analyze the motivation a private collector had to collect World War II Army uniforms and associated memorabilia. The questions that answered this were 1-1, 1-2, 1-3, 1-4, 1-5. Objective 2 was to understand how a collector acquired new pieces. Questions 1-6, 1-7, 2-3, 2-4, 2-5, 2-6, 2-7 answered this objective. Objective 3 was to catalogue artifacts in the collector's collection and was answered by questions 2-1, 2-2, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6 as well as the cataloguing process. Objective 4 was to create a checklist of suggested guidelines for future collectors of World War II uniforms in order to authenticate potential artifacts. This was answered by 4-1, 4-2, 4-3 as well as information presented in the literature review. In order to retain the confidentiality of the collector, C stands for the collector and R stands for researcher. The collector was given the chance to look over the transcription and provide any additional

clarification or correction. The collector's additional comments are inserted in the transcription between brackets. For full transcripts of the interviews see Appendix A.

Table 1

Interview Questions as related to Objectives

Interview	Objective	Full Question
1	1	1-1 What is your first memory of learning about World War II?
	1	1-2 Did any family members serve?
	1	1-3 If so, who? In what capacity?
	1	1-4 When did your interest first peak?
	1	1-5 How did your interest morph into collecting World War II memorabilia?
	2	1-6 What was your first purchase?
	2	1-7 How did you go about collecting after that initial purchase?
2	3	2-1 Where does your collection stand currently?
	3	2-2 What is the focus of your entire collection?
	2	2-3 What were your most recent purchases?
	2	2-7 What are your collecting practices, i.e. preferred vendors, auctions, etc?
3	3	3-1 Where do you see your collection in 5 years? 10?
	3	3-2 What is missing from your collection?
	3	3-3 What items complete your collection?
	3	3-4 With unlimited funding, what would you purchase and why?
	3	3-5 How would you expand your collection?
	3	3-6 What are your storage practices? What about displaying?
4	4	4-1 How did you gain your knowledge of accurate vs. reproduction?
	4	4-2 What would you tell a novice collector?
	4	4-3 Are there any guidelines/warnings you wish to share?

Objective 1- To analyze the collector motivations

1-1 What is your first memory of learning about World War II?

(C) As in personal experience, obviously I was born later so none. But as for um experiences, uh television and as I was growing up became a significant part of evening entertainment and there was a uh television show starring Vic Morrow that was known as *Combat!* and that was the name. And they had different um (pause) to use the phrase the soldiers would use “problems” or different missions that they went on. And uh that was a show I very much liked and so I I generally watched it every week. Point of fact you can even find it now on television.

(R) Okay so had you learned anything in your history classes or English classes about it yet? Or

(C) Not to that point in time because I don’t remember much [having been taught about it in school to that point of time]. You have to even remember even when I was in high school uh when you start at the beginning of the American experience and start you know with the Pilgrims and the Mayflower and all that stuff [This was discussed in great detail and for good reason]. By the time you end up going through the school year you’ve spent a lot of time in that part of it and then by the time you get to the ‘40s all you basically were taught or you if you had time before you really blew past WWII in maybe a couple of days because it was right at the very end of the school year.

These answers to question 1-1 document that the collector's interest in World War II did not start in a traditional school environment. His interests were first peaked by media with a television show called *Combat!* This show ran from 1962-1967 and focused on an American Infantry squad as they fight their way across Europe (IMDb.com, 2012). Initially going into the interviews, I assumed that the collector was taught in history classes about World War II. The information provided in school classrooms expanded upon the initial interest. This initial television show sparked his interest while later life events pushed him further into his interests until he began actually collecting artifacts. It was important to note how this initial contact with *Combat!* sparked an interest in history that would continue throughout his life and was somewhat illustrated in the different collections he would pursue.

1-2 Did any family members serve?

1-3 If so, who? In what capacity?

(C) And [The library system allowed for family research as well. My father was a veteran of WWII but grew up during the Depression years in a school for disadvantaged youth. This school taught the children vocational skills so that they could be tradesmen upon graduation. My dad, his brother, and his sister were the only family members that I knew of from my father's side. Knowing that his only brother was KIA during the war left me with a great deal of curiosity. My father knew very little of the particulars of the events surrounding his brother's death.] at that point in time I also was able to uh it was one of those things that really families necessarily didn't get a significant amount of information when a loved one had been killed during the war unless someone had actually come back and visited the family. And

uh my dad had grown up in uh East TN for his early years and had moved at the end of the war and settled in middle TN and so there was to his knowledge no one had come to visit the family and tell the specifics and the story he told me about my uncle uh who was killed in action at the Battle of the Bulge.

(C) No he wasn't the only one. [My mother's brother] had uh had uh fought in the Pacific and uh sadly he had an issue with alcohol. And I I don't think the family understood it at that point in time. I don't know if it's he couldn't talk about it or whatever. But in my research over the last 10 yrs and having come up with his uh military records and where he fought at. He fought some significantly uh some significant uh actions in the Pacific theater.

(C) My other uncle who I was very close to uh was able to have a very successful business. And so I, I very much always enjoyed talking to him. And he shared a significant number of stories. He was in one of the combat engineers groups that fought over the China- Burma- Indi (correction) India Theater of war. And uh his combat unit saw significant casualties that uh I think uh at one point in time out of his original group there were only 6 people [of the original unit] who were alive at one point in time in the uh early 43-44 period.

(R) Were they all Army, Navy, spread across?

(C) They were Army and Navy. My dad was uh uh a navy man- he started out as just a general seaman and uh through different schools uh moved into radio operations and during the uh D-day landings at Normandy he was on a a uh yard mine sweeper YMS 381. It was a plywood boat that they sent into the channel because of all the mines and as a wooden boat they would not attract the mines. And they trailed a cable that enabled them to blow up some of these mines behind them and it cleared the pathway for the ships to come in and uh his particular uh unit was cited for their bravery in action during the uh early morning hours of the D-Day landings.

(C) Uh the uh uncle that that was my father's brother was KIA on Christmas Day at the Battle of the Bulge at a little village in Belgium called Champs. And uh so obviously and he had actually in the graduation from high school had gone on into the army. At that point in time they were members, both he and my father, were members of a uh ROTC unit at their school and were in the National Guard and were both discharged from the (State) National Guard for my uncle to join the regular Army. And my father to then go and join the Navy and so uh they served their time during the war. And the other two uncles served uh they were I forget where one of them was mustered at uh. The second one actually went into the Army just south of here at Ft. Oglethorpe and uh was just discharged through Ft. Oglethorpe. And he served the time until the Army demobilized, as did the other. So those two served it out.

As shown in these responses, another significant factor in the collector's interest in World War II were the family members that served during that time period. His father as well as three

uncles served during World War II, predominantly in the Army but also in the Navy. Later in the data discussion, I elaborated on the actual artifacts that the collector had gathered but this relationship seemed to be a relevant factor in what artifacts the collector purchases. As mentioned in the interviews, the collector had a good relationship with one uncle and was able to listen to stories about one specific uncle's experiences during the war. These memories were a bonding experience and were shared while visiting in the collector's uncle's home. While some stories were shared not all of the war experiences were shared. While one uncle was open to sharing, the rest of his family members seemed more reticent to talk about it. The collector's father would not discuss his experiences even once the collector was an adult. The reasons of this were unknown but I speculate his father was trying to protect him either from the potential violent nature of the stories or that he was suppressing unpleasant memories. A second uncle, the brother of the initial uncle, was unable to function in society after the war ended and resorted to alcohol as an alleviant. Thus he was unable to share his war experiences. This uncle fought in the Pacific and some of the specific battles his uncle fought had significant casualties and were fought under particularly horrific circumstances. Thus this uncle was unable to maintain a steady job and the collector suspected this was due to undiagnosed Post Traumatic Stress Disorder. A third uncle was killed in action in Europe and not much information was known about this incident. Little to no information was given to families in these circumstances and later the information that did arrive was inaccurate. Due to the lack or selective choice of information shared from his father and uncles not much information was known about the collector's family's experiences during the war. This paucity of information left a gap in the collector's family history and as such suggested that the collection could be a way to connect to those family members even after their deaths. Collecting WWII uniforms may provide a connection

with his uncles and father. As mentioned in the Collection and Collecting section, there are a variety of reasons that motivate collectors to collect. Therefore his collection may be motivated by a search for physical security, distinction, immortality, or aesthetic pleasure. However, it was beyond the scope of this thesis to delve into these aspects. The collector believed that he was a minor collector and disagreed with the idea that a person cannot be a collector unless they were constantly on the hunt. In addition, the collector believed that a person could have different interests and that a collection could be a vocation, which was how some person earned a living, or an avocation, which was something a person was passionate about but not necessarily a way to make money. He believed that anyone could be a collector and have a distinct interest.

1-4 When did your interest first peak?

(C) And so uh honestly I don't remember ever having a really good discussion about WWII history during my uh junior high or high school years. With the condition, I had a fascinating 8th grade teacher who uh had been in the Army and stationed in Europe and so he had taken a lot of pictures of the different monuments, cathedrals, significant uh historical points in Europe. His mantra because they were taken at all hours of the day is that "you can sleep when you're dead." So when he was on leave or had free time he was out visiting Europe and taking pictures. And so uh the history of Europe became very fascinating at that point in time [to me].

(C) No no it was general history and [At this point in time as more focused classes came later. As part of the freshman curriculum, you were required to write a term paper on a topic mutually agreed upon by you and your instructor]... Uh you had to write at the end

of your uh freshman English class you had to do a paper a thesis paper or term paper. And my particular subject was over uh uh uh (pause) a novel [A Farewell to Arms] by Hemingway. And it was written based on his experiences as an ambulance driver during WWI and then uh probably one of the periods uh and I was an English minor that we really focused on was that inter period [This was a period of disillusionment from the carnage and destruction experienced during WWI. Hemingway, not Faulkner, Gertrude Stein, and T.S. Eliot became the voices of the lost generation. This helped put a face on WWI]

(C)... and [elective options then allowed me to take a class on Russian history] so not too long after that there was a professor who uh taught a Russian history uh uh course. And it was one of those things that at that point in time with [That saw the US and Russia emerge as the two dominant world powers] the US and Russia as the two world powers. And I sort of ascribe to the knowing your enemy is a good thing and so took his class. And he was a very engaging professor a Polish professor but uh he would and obviously we started with the early parts with the Ivan the Terrible and Peter the Great, etc. But we managed to and through his experience able to talk a significant amount about how WWII affected his particular part of Poland and how the [This affected Poland, Central Europe, and how this affected] the Russian experience was at that point in time the movie Patton was out. And uh so all that stuff kind of tied together and made it uh very engaging and very interesting.

The collector began to engage with history in 8th grade. His history teacher seemed to spark his interest to history in a new and exciting way. This was continued in college with a Polish professor. Both teachers were initially teaching general history classes but then were able to relate their own personal experiences as they taught. This was an important fact to consider in relation to the collector's own interest. Throughout the entire transcripts, there was an overwhelming sense of his love of history in general. But behind this love there was an interest in the personal human stories behind the general history. Thus easily translating from a general interest in World War II to the stories of the men who served during this time. This played a factor in the future of his collection and his ideal purchases which will be discussed in detail later.

1-5 How did your interest morph into collecting World War II memorabilia?

(C) Uh (extended) that one was a slower evolution because of knowledge. Um what prompted it is I've always been, as I've told you in preceding comments, I've always been very interested in history. And have uh you know enjoyed a period with uh a friend uh and we'd go relic hunting. And by that I mean we'd go hunting Civil War stuff with uh uh metal detectors and uh just due to changes in antiquity laws uh that just got a bit difficult. And then there was an unfortunate accident um or an unfortunate set of circumstances where a malicious groundskeeper ended up killing uh a couple of 3 folks on the (location edited out) here which sort of made you pause as to doing that one even if you had owners permission. Because you you know you couldn't necessarily always tell who you were going to meet in the woods so that kind of evolved into a more uh

hunting plowed fields with a another dear friend for Indian relics. And those you can't detect with metal detectors you have...

(C) They're made out of stone and you have to detect those by eye. And so uh I did that for a period of years until his unfortunate demise and uh about that time Band of Brothers (2001) came along and got into it that way. And so uh with the passion became a uh interest in learning the factual because obviously uh there are some reenactors out there now that uh do a good show. But there are new period pieces that emulate the old period pieces and so it evolved into actually owning a piece of history then. And so that's how the collecting got started.

As this response revealed, the collector always had a general interest in history. What was an interesting discovery was that he has also collected other artifacts. The demise of one collecting hobby transitioned easily into another one. His interest initially started with Civil War relics but due to dangerous circumstances he transitioned to Indian relics. His interest continued until the demise of his fellow collector and then he transitioned into World War II memorabilia. While the collector still owns the Civil War and Indian relics, these two interests were short-lived and seemed related to his fellow collectors. For each different collecting interest, the collector maintained his love of history as well as respect for the artifacts in question. His transition into World War II seemed to originate in part by who he was as a collector and person as well as developed into a more permanent interest. This will be discussed in more detail in objective two.

Objective 2- To understand how the collector acquires new pieces

1-6 What was your first purchase?

(C) But this particular one [collection had come from a gentleman from the west coast.

This collection came] was a gentleman who had been collecting for a long period of time and uh actually had done several different things. He had a significant boy scout uh collection as well as a significant WWII collection and he had some circus related stuff and the general... and uh the gentleman who had the stuff for sale on Ebay had it posted uh and was going to sell it all as one huge collection. And due to Ebay policy had shown some pictures of some German items that ran afoul of their uh policy and it it really wasn't that it was anything um derogatory it's just it displayed the German swastika and the German symbols from that period of time.

(C)... and the negative connotations of the you know the bent cross and the swastika. Uh someone made him delist his collection. And it was one of those deals I was watching the collection because it had a a purchase now price but I wasn't going to jump in at the purchase now price and see what kind of luck I had for the uh actual bidding and low and behold it wasn't there anymore. And as a uh uh you know subscriber to Ebay I was able to contact him and we were able to arrange after they made him de-list it, arrangements to purchase portions that I was interested in.

This initial purchase formed the crux and was the majority of the collection and was referenced as such several times by the collector. This purchase was a portion of a bigger collection including Boy Scout Uniforms and Circus memorabilia. Due to extenuating

circumstances, the collector was able to purchase only the individual World War II pieces instead of the entire collection. This initial purchase of items mainly focused on US Army with a handful of unknown objects, including an unverified Russian uniform and an unidentified WWI uniform. In addition, there were a few artifacts from other branches of the military including the Navy and Air Corps. This collection was a good point for the collector to dive into further collecting practices. Overall his experiences with collecting have been good due to his caution in collecting. But one particular piece of this initial purchase was discovered to be an inauthentic World War II artifact. This uniform had a different color and material than the other WWII uniforms and was most likely from either Vietnam or Korean War. However some of the insignia on the uniform was accurate to the time period for World War II. One possibility was that the initial wearer was a veteran of World War II who transferred his medals onto a new uniform. While this was an unfortunate incident, the collector did gain valuable knowledge in what constitutes an accurate WWII uniform. The collector does not believe that this was done maliciously on the part of the seller. Rather he feels it was misinformation to the seller. However, this piece of information was not known initially but was discovered as the collector gained more experience during his continuous collecting. As mentioned in the Collection and Collecting portion of the literature review, knowledge of the Army regulations was an important tool against improper identification. The Army utilized a very specific color, OD, which was a specific style of green. It was possible that the collector would not have purchased this post WWII uniform had he known this information initially. When talking about the breadth of his collection, the collector referred back to this initial purchase as an important step in his collecting. He would continue to collect other WWII artifacts after this purchase but not on the scale of this initial purchase.

1-7 How did you go about collecting after that initial purchase?

(C) But uh from that point on then as I was trying to get uh a a uh decent representation of the branches. Then I would buy select pieces as uh I needed to fill those gaps.

In general the focus of the collection has been US Army along with some Navy uniforms as well a special focus on Paratroopers. The pieces in his collection include complete uniforms, i.e. a complete officer's dress uniform with insignia, as well as partial pieces, i.e. pinks but not greens. See Appendix B for a complete list of artifacts. This collection also includes accessories such as hats, shoes, insignia, and assorted gear. The collector did not feel that it was important to have every example of the uniforms, as there were millions of men and women in the service but far less uniform styles. In addition, the collector did not focus on collecting uniforms from every branch of the military, possibly due to the fact that his family members did not serve in branches other than the Navy or Army. His collection did include authentic World War II uniforms as well as reproductions. Some of the artifacts purchased were intentionally bought as reproductions either due to the rarity of the piece or to be worn by the collector as a costume or as part of a reenactment. An M1943 reproduction paratrooper uniform was worn in the Independence Day celebration in Wageningen, Netherlands in 2007. Their independence day is May 5th and a part of the celebration was a parade featuring living history reenactors and restored authentic Allied equipment from World War II. Along the parade route there were over 100,000 spectators. The collector was sold some artifacts which were not as advertised due to dishonest sellers. His collection does include artifacts such as medic bag, paratrooper jump gear, and other assorted memorabilia. It is beyond the scope of this thesis to discuss those artifacts because I concentrated

on clothing and related insignia. Therefore, those other artifacts in the collection were not included as part of the discussion.

For the collector, there was an element of aesthetic preference for any piece bought for his collection. Most uniforms were similar in style with individualization complete with insignia, patches, and other identification. Therein lay the differentiation for the collector. It was important to consider the aesthetic quality of the piece but to remain objective at the same time. This allowed him to understand, in this instance, how the piece completed his collection. In addition, there was another important element for the collector, which was the condition of the piece. For the collector if an item was not in pristine condition, it did not necessarily detract from the artifact. Should the item be damaged from reckless care of the previous owner then he might not purchase the item but if the item in question was damaged during a battle then he potentially will still purchase it. For instance, the collector owns a leather shearling bomber jacket that was scratched and had been patched in several places. This was one of his prized pieces as it showed the piece was most likely worn as part of an Air Force uniform, worn in battle, and showed battle damage. In addition, the original owner showed care for the jacket by patching it in several places to preserve it. In spite of any aesthetic preferences, there was one element necessary before any other consideration. This element was that the artifact was an authentic World War II piece, unless intentionally bought as a reproduction. In case of the latter instance, there was still the importance to know how an authentic piece actually looked like.

2-3 What were your most recent purchases?

(C) That would that would probably have been uh about 1- 1 ½ years ago. It was a personal medals, jump wings, uh the Vietnam Boonie hat that you saw in all the movies

from uh a gentleman that had been a trooper at the end of the second world war stayed in the army as a professional career and then ended up fighting in Vietnam. And it was part of his stuff.

Overall the collector's practices have slowed down considerably and evolved. As stated, the collector did not feel the need to own every single example of a type of uniform. Therefore in the past few years, he has slowed down in purchasing complete uniforms and has purchased different variations of patches to complete his collection. As stated above, his most recent purchases were insignia and a hat. In the past 2 years, he has not made a single purchase. When asked as to why the slow down in his collecting practices, the collector stated that he had all of the pieces currently desired. There had been an evolution in where his collection would be in the future.

2-7 What are your collecting practices i.e. preferred vendors, auctions, etc.

(C) A [Main sources were EBay personal contacts, estate sales, local dealers, and to a lesser degree military shows. The EBay collection definitely got me started] couple of of things in that I have a couple of of folks in the area who deal only with the veterans and/or the veterans families. And so I have acquired some pieces that way. Um ergo that is just like acquiring them at estate sales. The majority of the items have been purchased either through uh a couple of individuals whom I highly trust and highly respect a fair amount of Ebay at first. And then a good portion of the collection came from that initial collection.

Based upon the information provided, the main portion of the collection was purchased from Internet sources. Ebay especially was the main provider for his collection as he was able to peruse at his leisure and find those artifacts he considered important. As mentioned several times in the interviews, the main crux of his collection came from his initial purchase and was then expanded. By perusing Ebay, this provided additional educational opportunities as it allowed the collector to identify what was accurate for World War II artifacts. Then he began to purchase more artifacts from sellers that he trusted. Once these contacts were made and the collector became a repeat customer, a relationship was formed. These personal contacts would then look for artifacts the collector was interested in and then contact him once found. The collector also utilized websites that specialized in authentic reproductions and occasional authentic World War II pieces including At the Front and WWII Impressions. In addition, the collector continued his collection with private purchases. He visited estate sales, local dealers, and military shows to peruse the items available nearest to him. It is important to mention that the collecting practices did not consume the collector. He did not obsessively try to pursue his collecting by traveling to military shows and estate sales in different parts of the country. This was due to lack of a travel budget, as traveling to these shows can be quite expensive. In addition, show prices can be 30-50% higher than a single vendor would sell. Unless a collector is interested in a rare piece, it was possible to find whatever items interest a collector by patiently waiting and pursuing other avenues. He would pursue those avenues available to him when nearby.

Objective 3- To catalogue the artifacts in the collector's collection

2-1 Where does your collection stand currently?

(R) Can you ballpark about how many pieces you have?

(C) I have no idea. I really don't.

(C) So uh the point of it is certain things were you know beyond the realm of collection which then therefore basically moved it to personal effects, uniforms, uh various patches.

While the collector was unsure as to the scope of his entire collection, he was very knowledgeable about each piece purchased. He was able to identify the piece as authentic versus reproduction, where it was purchased, and other related information. His collection encompassed a wide range of artifacts from the smallest insignia- whether jump wings or individual patch- to a dress uniform complete with patches and full insignia. For a complete list of his collection see Appendix B. Based upon the cataloguing during the data collection process, the total number of artifacts was 1, 069. The breakdown was approximately 37 complete uniforms and 92 pieces of uniforms. For accessories, the collection included 41 hats or related memorabilia, 11 shoes, socks, or related items, 14 miscellaneous accessories, and 20 miscellaneous insignia. Patches comprised the biggest part of his collection with a total of 854 pieces. This did not include the collector's entire collection, including other artifacts such sewing kits, paratrooper bags, and duffels, just those artifacts related to the study for this thesis. However should the collector wish to answer this question in the future, he might consider utilizing an electronic database like PastPerfect, which is a museum cataloguing database, or the alternative paper copies to catalogue his collection. Appendix B offers a starting point for the collector should he catalogue his collection.

2-2 What is the focus of your entire collection?

(C) Open to WWII but the flip side. A) with 12 million soldiers in the field or more there was no way you were going to collect it all or own it all.

(R) So what would you say the range of your collection? So would you say the smallest piece you own is a patch- 1 individual patch? So what would you say goes to the biggest- like a complete ensemble: medals and every?

(C) Correct.

(C) It's in point of fact that very much summarizes it. I really not put together a mannequin that would have everything on display. But I would probably have uh if you put it together virtually everything that a front line infantryman would have gone to the front with. So

(R) So you could pack up a duffel and send someone off so to speak.

(C) So circa 1942

The initial focus of this collection was US Army uniforms. Overall the collector maintained this as his focus during his collecting practices, including authentic and reproduction pieces. The items that do not fit into this category came from the initial purchase where the collector purchased an entire collection. These deviations included some women's uniforms, post- World War II uniforms, a pre- World War II uniform, pieces from other countries, and

pieces from other branches of the military. Responses to question 3-1 indicate those items that complete the collection.

3-1 Where do you see your collection in 5 years? 10?

(C) That's an unknown and currently I am in the process of considering retirement and so therefore until get a feel for expenses and things like that uh don't know. But the flip side of it is based on what I started to collect, I've acquired many of the pieces was looking fill gaps and to uh have and so [now I will wait and] just have to see what happens as things become available and how time evolves.

(R) But so do you think you'll obviously want to enjoy it while you have it cause you spent so long.

(C) Right in point of fact just due to uh time constraints you know life getting in the way. Having activities to do with family I really haven't had personal opportunity to to delve into it as much as I would have liked to anyway.

It was important to note that the collector had not considered where his collection would end up. Based upon certain implications during the interviews, the collector initially thought one of his sons would be the recipient of his collection. The collector and his younger son traveled abroad to certain celebrations in Europe related to World War II. This was in a vague and general way as the collector intended for the collection to remain in his possession for the foreseeable future. He considered himself still young enough to enjoy the artifacts and to actually delve

deeper into collecting. His children were now grown and the collector was thinking about retirement, which would allow him more free time for his interests. Hopefully by discussing this collection, the collector was beginning to consider the future of his collection. It was still a possibility for his son or other family members to receive the collection.

3-2 What is missing from your collection?

(C) Well uh you know there are certain small pieces. Uh for instance, I really have not had opportunity to look into nor to really acquire some of the personal day to day items. For instance like packages of razor blades or razor or those small personal items that the individual would have had.

The collector slowed down in his collecting practices. He was not actively pursuing complete uniforms, partial uniforms, or other specific uniform items. His focus shifted more to accessories including patches, insignia, and personal items. In order to complete his collection, he would like to acquire some everyday items that a soldier would have been handed as he shipped out, i.e. soap, razors, and other items. As mentioned in question 2-2, the collector would like to purchase those items so that he could theoretically send off a soldier circa 1942. This did not include those personal items that a family member would have sent over but those given by the Quartermaster Corps or privately purchased.

3-3 What items complete your collection?

(C) Uh a couple of things looking forward uh as to um one of the current historical writers for the 101st airborne has done quite a a study on the 101st variant patches and uh

to acquire a representative of all of those with time. But some of them I have only seen in books and have not yet seen uh any type of a representation of. So that that may take a little time. And also, that they uh that they uh for instance as the 101st moved to Europe for instance. There were a shortage of individual unit patches at that point in time. So there were a number of them that were made in the British Theater. So there's there's that to explore.

(C) Types are based off of the uh arrangement of the eagle, which was known as Honest Abe. Uh the eagle patch had obviously a dozen or so variants based on the eye, the shading, and and what it boils down to is probably the manufacturers who actually made the patches for the uniform.

(C) ...gentleman have gone back with time to Holland. There have been different uh celebrations where for instance in the Netherlands they have made uh individual pottery pieces and have given it to them and I have been able to acquire some of those. And those that also would have been uh been particular actions that my family member would have engaged in therefore had he lived more than likely would have gone back to have had them so to me it helps to fill that gap and that's some things that I can see going forward.

As stated in the interviews, the collector's practices evolved over time. His initial acquisitions were from Civil War artifacts which evolved into Indian relic hunting and finally into World War II artifacts. As he collected the majority of uniforms he wished to own, he focused on a new category in his collecting. The collector's patch collection was the largest

portion including 854 pieces in his collection of approximately 1,100 pieces total, amounting to 77% of the whole collection. Currently his focus is on patches and different variations available. For instance, the 101st airborne patch has a black background with white eagle (nicknamed Honest Abe) with open mouth. This patch alone had approximately 16 types. A type was a variation for something as small as the color of the tongue, whether red or white. What was unknown was how the different variations came into existence and whether it was a single individual or unit that requested a specific type or were accidents in production. The collector had not seen all of the 101st types in person, some were only as examples in a book. However, he would still like to purchase these different variations. Thus his patch collection will grow so that it takes on a greater percentage of his collection with multiple variations of an individual patch. In addition, the other main pieces he would like to purchase are current artifacts like the pottery pieces, which honor the veterans who fought during the war. These pottery pieces were given as gifts during one of the European celebrations commemorating D-Day. These pieces mainly honored the Airborne and the collector was unsure whether there were other pieces for different parts of the Army. The pottery was a white square with blue ink similar to Dutch delft tiles. The scenes depicted were areas where the Airborne fought significant battles. The collector mentioned how his uncle that was killed in action would have received these pottery pieces had he lived through the war. While these pieces are a way to honor the veterans, they do not seem to carry the same importance as an authentic World War II piece. This reference to his family illustrates the importance of the story, including where it was worn or what honors were given, to the collector rather than just owning an artifact to own it.

3-4 With unlimited funding, what would you purchase and why?

(C) Well I probably have started a little too late to do that. Uh in point of fact, I've had one of the authors tell me it's nice to know you're interested in it but you should have started this 10 years ago. And yes I know this but uh the point of it is is that as I think as I alluded to- until Band of Brothers established a way and with that the documentation of different references that were available. I just didn't have time to to delve into it and so yes I probably did start too late but to get the individual stories, etc. But by the same token as these soldiers all age and as as time claims them, um it has taken the opportunity to acquire from the individuals uh away and so but by the same token. If there were 15,000 folks in the 101st airborne then you know probably a significant number of them had the same patches, same jackets, etc. So it it can be done in other ways. Um but yeah the key people like acquiring say a jacket from Dick Winters or somebody that achieved that kind of fame that that opportunity has been lost.

While the collector did have ideal purchases, there was a practicality underneath it. The collector did not want to acquire a piece just to acquire a piece. As he started acquiring artifacts relatively late, the opportunity to find a hidden treasure, like that of a soldier from Band of Brothers, had been lost unless someone resells. But for this collector collecting artifacts with supporting stories was a strong motivation. Interestingly, the collecting of stories associated to artifacts is also a current practice in the museum world. Ideally, he would like to acquire a piece directly from a veteran so that the story could accompany the artifact. Throughout all of the interviews, the story was the hidden jewel the collector pursued as he hoped his collection could illustrate the courage and bravery of the man who wore the uniforms. This connected the collector to the item in a new way and made the piece priceless for the collector. Just to own a

jacket worn by President Eisenhower was unimportant to the collector. Based upon the information provided, I believed his ideal purchases would be to acquire an artifact from those veterans he had the honor to meet and become friends with during his collecting years. Unfortunately since a majority of the pieces were not acquired directly from a veteran or their family, the stories have been lost.

3-5 How would you expand your collection?

(C) The Navy- it's not that I have not acquired some particular naval related pieces. But you can't own a battleship- you can't own a destroyer.

(C) So uh that's doable but the same line- unless it's a an actual piece from a storied uh ship such as the Enterprise which is currently just been deployed for it's final mission before decommissioning. Uh and obviously since the Enterprise went back to the early war successes in the Pacific. Something from the Enterprise might be quite interesting. But uh those those things are a little bit harder and harder to come by and also they they just on the scale of the fact that the Navy crosses the ocean um can't be personally attained.

The responses to questions 3-2 and 3-3 offered by the collector were somewhat surprising in the context of previous discussions during the interview process. The collector stated he would expand into a different branch of the military- that of the Navy. While the collector does have certain examples of the uniforms worn by those men in service, it was not an exhaustible list. Part of this was due to the fact that Navy uniforms were basically the dress uniform and the work

uniforms, which did not allow for much deviation. However, there seemed to be an underlying connection to this expansion. As mentioned above, most of his familial relations served in the US Army, which was the focus of the majority of his collection. However his father did serve in the Navy throughout the war. By collecting more artifacts related to this branch, the collector may feel as if he was connecting more with his father. While this avenue of collecting was a viable option, this was also a hard area to collect in since some of the ships were utilized for the years following World War II. Therefore artifacts could have been utilized and then thrown away. Thus the artifacts utilized during World War II may be replaced by newer innovations or options after the war. Smaller artifacts like coffee cups could be attained and could be added to the collection in the future. One potential avenue of collecting could be to obtain a piece of metal that was part of the ship. However this was an unknown avenue of collecting for the collector.

2-7: What are your storage practices? What about displaying?

(C) I'm I'm probably still in evolution on that one. Um in that obviously this stuff for the uniforms at least is made out of wool so you obviously have to have a way to store that one to keep the moths away from it. Otherwise they are ever present enemy.

(C) Correct. But uh yet because all of their stuff was wool. Their blankets were wool, their hats were wool, their socks were wool, their tunics were wool. So obviously you have to have something to arrest that. So I've had to come up with individual wardrobe or storage unit- canvas, mothballs, those kind of things. But I'm still working on the way I would like to have them displayed and that will still take a little bit of time. Because it's

like your house- you're always changing a little bit of your décor. So it's the same thing for this one.

As stated above, the collector's storage practices evolved and changed. His collection was currently stored in a basement. He did understand that this allowed insect or mold activity but tried to mitigate these circumstances through elevation, garment bags, and dehumidifiers. All artifacts were stored on rolling metal shelves rather than the floor. The lowest shelf stood at least 2 inches above the ground. All clothing artifacts were hung on metal hangers and stored in garment bags. These garment bags were typically made out of canvas with metal zipper and overflap at the top. Depending upon the artifact, a single garment may be stored in a garment bag inside of the larger canvas bag. As most of the uniforms in his collection were comprised of wool, the collector did utilize mothballs and cedar balls to prevent insect activity. For his smaller collection of patches, the collector utilized several different practices. For the patches, each specific one was stored in an individual plastic bag. The patches were then stored in a variety of places. The first technique was to utilize wooden cases with glass tops. The patches rested between synthetic sponge and the glass top. The second storage option was a large wooden box divided into small shelves, previously used as a card catalogue box. A third option for larger patches was to store them inside of a canvas box, similar to a shoe box. The final practice was the use of a plastic display case with patches inside taped to the paper backing with patch identification typed below each patch.

While the collector had done well protecting the artifacts in his possession, his storage practices could be improved. Should he wish to improve the storage of his collection he can consult *The New Museum Registration Methods* or the Collection and Collecting portion of my

literature review on pages 18-21. The collector does try to control humidity or the amount of light but these practices are not up to museum standards. He might consider changing light sources to soften the impact of traditional light bulbs, more dehumidifiers, as well as temperature control. Currently the collector does not utilize acid free boxes and other archival materials. This would be a useful practice for those artifacts that were more fragile in his collection. In addition, he utilized mothballs, which did help prevent moths and other insect activity, but could be detrimental to the artifacts as the fumes were concentrated in such a confined space. Another area that could be improved in his collection storage was in his use of hangers. While hangers alone were not necessarily dangerous, the collector should utilize hangers that are padded to prevent pulling of the artifacts at the seams. Also, the collector utilized wooden cases for his patch collection. While the case and box allow for easy division of patches, wood acidifies and this could eat away at the plastic linings and eventually the patches themselves. The collector might consider other options for organization or at least lining the insides with buffered acid free paper or other protective materials. In regards to the plastic display case, the patches should not be taped to the paper. The glue in the tape will embed in the fiber of the patch and attract other particles, i.e. insects, dust, dirt, et. al. If the collector wished to display these patches in a similar manner, he might consider a backing type system where the patches are gently sewn to Velcro and the Velcro is stuck to the back of the display case.

Objective 4-To create a checklist of suggested guidelines for other collectors of WWII uniforms

4-1 How did you gain your knowledge of accurate vs. reproduction?

(C) And then point two is uh there are uh historical books [pictorial as well as photographic] put out there uh where they would actually photograph [WWII collectibles].

(C) So color photographs have been good and also I have acquired uh books that have the actual regulations and descriptions- the particular dye lots the colors from the Quartermaster corps that you can still find around.

(C) So so it's a combination of ways you can get the knowledge. And then secondly uh as I was telling you just looking on Ebay you can see a lot of pictures and you learn to see what the stuff actually looks like. So I probably did a fair amount of that before I really started just to you know so that I could see what they look like and used it as a learning experience to uh see [and learn]. So that when I actually did see the real thing I knew what it looked like [because I am a visually oriented person].

Throughout the interview process, the collector mentioned that several references were key to his knowledge of World War II uniforms. His knowledge was not gained before he pursued collecting but was a joint process. As indicated by his initial purchase, some artifacts originally purchased were not as advertised. However this information was found out later as the collector gained more knowledge. This did not deter the collector from additional purchases but was taken as an additional learning opportunity. A large portion of his initial time was spent looking through pictorial references in books and on Ebay. The collector was a visual learner as evidenced by his career choice, which involved a significant amount of time looking at screens

and images. In addition to pictorial references, he also used World War II books containing general information and textual descriptions of objects. Yet even with all of the knowledge gained, the most important aspect of his process came from actually going out and looking at the artifacts in question whether at a store, museum, or individual's home, talking to other collectors, and purchasing artifacts. [The collector traveled abroad for the 60th anniversary of D-Day, where he saw authentic uniforms.]

4-2 What would you tell a novice collector?

(C) (Pause) Well the main thing is is uh and I'm sure it's the same with any real collection. But if you're going to collect, you're going to have to do some research and find out what the things actually looked like and colors, and you're going to have to travel a little bit to see these things in museums. So uh I guess education, knowledge about it at first.

(C) Then you will [find] there are also a number of museums who who have this stuff on display over there. We have the uh D-Day museum in NOLA that has a number of these things uh and there have been a number of authors who have put some other things together.

(R) Okay anything else past that? Once they've you know actually started the research?

(C) Just do it.

As stated throughout the interview process, the collector emphasized that knowledge of the artifact was crucial to collecting. Different anecdotes were shared to illustrate how he gained his knowledge of World War II uniforms and related memorabilia. For a novice collector, knowledge of the collecting field and specific artifacts was the only piece of advice offered by the collector. This had universal applicability for other fields as well, not just those interested in World War II uniforms. This may entail research through books, websites, talking to other collectors, or traveling to museums. This last option had multiple venues available including the World War II Museum in New Orleans, formerly the D-Day Museum, museums at units home bases, as well as those museums in Europe. These museums offered the opportunity to see the original artifacts as well as general history associated with the war. Once the knowledge had been gained and research was done, the collector had one thing to say. Just like the Nike slogan, he said “Just do it.” All of the knowledge in the world would be ineffective until the initial purchase was made. Once the initial purchase was made, it is much easier to continue the interest.

4-3 Are there any guidelines/warnings you wish to share?

(C) Well uh one thing you’re going to have to be careful of is the fact that if they’re authentic they may be fairly fragile. It would be much like going to the National Archives and getting some papers out with bare hands. And uh you know, just the oils from your skin and that type thing could hurt the stuff. Um so just be gentle... So just realize this stuff may be you’re not talking about a battleship made out of steel that’s going to stand up to it- these things can be quite fragile. So care is the main thing.

(C) Uh you know for paper related products you might consider the archivist type thing. Where you actually have little cotton gloves on when you when you do it. And then uh try to use uh for instance for papers not to use extraordinarily bright lights in it because of the fading of of the garments. It's mainly things like that. I think you have to treat these things much uh with with some caution. But then the other side of it you have to remember they were made for soldiers to go to war too so they're not just you completely fragile so you just have to use good judgment.

(C) Uh just you know certain collectors have a a uh bit of a bias against handling and touching and they don't necessarily want you to do that. But some others hey fine handle it all you want. So just kind of get an idea of what the particular dealer or vendor has as their guidelines and just go from there. But also you know if you're standing in line and there are 15 other people behind you- be respectful. Some of these guys at the shows are they make their livings this way so just remember that.

Over all the years of collecting, the collector gained a wealth of knowledge. These experiences gave him insight turned to guidelines or warnings for other collectors. What was most important for any collector, regardless of the field, was knowledge of your artifacts intended for collecting. Unfortunately, there were many unscrupulous people who were willing to deceive people. This was evidenced by the handful of items dishonestly sold to the collector as authentic World War II pieces. In addition, a collector might know what was an approximate cost of an artifact. Should there be a question about pricing, there were guides like Warman's World War II collectibles, as well as my reference list, that list current prices of uniforms and

accessories. Currently, authentic World War II memorabilia were over 60 years old. Therefore these items should be treated with care, i.e. proper handling, careful inspection, storage and display, especially as time continues to take its' toll on these artifacts. The use of cotton gloves, controlled lighting and humidity environments, and detailed visual inspection will help. While these items should be treated with care, it was important to remember that these artifacts were meant to survive the trials of war. Therefore these artifacts may be a lot stronger than they appear. A collector should use discretion based upon an individual artifact basis.

For the collector in this study, one of the most important factors when purchasing was to know the trustworthiness of the seller. However, should this information not be known, there were some potential tests to check the validity of the artifact in person. These tests include a burn test, black light, and, specifically for patches, snow, which will be discussed below. The collector had not embarked on trying a burn test on artifacts, as this was an invasive test. The premise of this test was that different fibers burn in different colors and emitted different smells when burned. While this test entails only a thread, the collector was skeptical as to the utility. He believed that no matter the condition of an artifact, i.e. if there were bullet holes in the sleeves of a jacket, it should be kept in its current condition. As an additional test of authenticity, a black light was designed to detect fluorescence. Optical brighteners were added to detergents and soap, which were not present in older soaps. The effect of dry-cleaning on determining a garment's authenticity was not considered in this discussion. Thus uniforms that were made before and during WWII will not fluoresce when placed under a black light because the uniforms were not exposed to any fluorescing agents. Thus, if a uniform fluoresced under a black light then the uniform was likely not an authentic World War II piece. However, there was a caveat with this statement. Should someone wash an authentic World War II uniform in current day detergents

then the uniform might show under the black light. In contrast to a modern day uniform, this luminescence will appear spotty instead of continuous. Finally, for patches, a significant test of authenticity for World War II collectors was if the patch has snow. “Snow” is the visible white cotton threads on the back of a patch. If you are able to see snow, whether a small or large amount, then the patch was likely an authentic World War II patch. In contrast, reproduction patches typically had glue back and synthetic fibers. These were the only identifiable tests that the collector knew that were routinely utilized. However, other tests could be available.

In regards to other collectors, the collector had one piece of advice for both sellers and collectors. He believed that respect was an important thing. Selling artifacts was the livelihood for some men and women so collectors should respect any specific vendor rules as well as being respectful to them. For instance, when dealing exclusively with sellers some have a bias against handling artifacts whereas others allow handling. It was important to understand their preferences and to respect their wishes. In regards to other collectors, the collector only referenced respect while waiting in line. Outside of knowledge of the uniforms, these were the only guidelines or warnings that the collector recommended. In the collector’s closing statement, he had one piece of advice. “Just do it.” He believed that no matter the amount of knowledge gained at some point in time, a collector had to actually pursue his passion by collecting the objects of interest. This point has applicability to all fields of collecting not just World War II uniforms.

Chapter 5

Applied Results

As mentioned above, this thesis had four main objectives. The third and fourth objectives generated applied results. The third objective was to catalogue the entire collection of artifacts. This turned out to be beyond the scope of the timeline set for this thesis. Therefore, a specific and representative selection of artifacts from the collection were selected and catalogued. In addition, an exhibition was prepared to coincide with the thesis. The exhibit was called The Greatest Generation: The Uniforms that Made it Happen. The exhibit wall texts below were exactly as shown in the exhibit. See Appendix C for photographs from the exhibition. Generally the wall text included any general information about the type of uniform, i.e. dress, service, as well as information specific to a uniform, as identified by the patches, ribbons, and other insignia.

The goal of the exhibit, The Greatest Generation: The Uniforms that Made it Happen, was to display representative artifacts in the collection. The objects on display were selected as pieces to illustrate World War II and curated from the private collection. The range of artifacts included individual patches, caps, and service jackets. The exhibit also included U.S. Army uniform reproductions, women's clothing and accessories, and other branches of service. The uniforms were displayed in a semi-circle around the entrance with similar artifacts grouped together, such as Navy uniforms, Paratrooper jump suits, or Dress uniforms. Smaller artifacts such as accessories, including individual patches and insignia, were displayed in glass cases. Maps were an essential part of any soldier's mission so the left wall of the gallery was used to

display this connection. This was shown through a string map of the world. World War II was a global conflict with a specific timeline of events, in conjunction with the collector, starting with the initial conflicts in Europe in September 1939 and ending on September 2, 1945, also known as Victory in Japan, or VJ, Day. Pictures of the exhibit are available in Appendix C as well as pictures of individual artifacts in Appendix D.

Exhibit Wall Text

1950-60s

Unidentified Maker

Post WWII uniform

Wool

Private Collection

2012.1a & b

Initially, this uniform was sold as an authentic World War II piece. However, this uniform was actually a post World War II uniform with authentic World War II insignia. This uniform is a complete pinks and greens uniform. It is an anomaly and is either from the Korean or Vietnam War. One obvious sign that the uniform is not authentic from World War II is the green of the jacket. Olive drab, or OD, was the main color utilized by the Army during WWII. The color of this jacket is mint green color instead. The uniform of the major general is an authentic uniform and shows the color difference between the two. Therefore it is likely that this uniform was worn during the Vietnam War. This uniform was that of an officer as indicated by two insignia. The first insignia is that of Captain as evidenced by the interlinked silver bars on his lapels. The second sign is that of the enlisted man's U.S. disks on the right lapel. In addition, the left lapel has the pin of the signal corps. Captain Cull was a decorated officer as evidenced by his medals and ribbons. The ribbon on his right jacket is the Presidential Unit Citation. The left chest ribbons include Bronze Star Medal Ribbon, Army Commendation Ribbon, 2 Good Conduct Ribbons, one of which is inaccurately placed above, National Defense Service, Vietnam Service Medal with 3 stars (signifying a total of 4 campaigns), and the Republic of Vietnam Campaign. Below the ribbons are medals including the World War II Victory Medal, which would not have been worn with the ribbon, rifle qualification medal, and M-1 rifle qualification medal. In addition, the captain received a French Fourragère which was a foreign citation given for assistance during the war. The patches on his jacket include the 101st airborne as well as ranking of specialist 3rd or 4th class. This is an anomaly for the uniform as the ranking on the shoulders indicates that of an officer while the patch is that of an enlisted man. Two possibilities are that the Captain was promoted in field or that the insignia was placed on the shoulders later.

1940s
H.L.B Co
Bomber jacket
Leather and wool
Private Collection
2012.2

This jacket is leather with a wool shearling liner. On the left sleeve, there is a barely visible appliqué that has rubbed off. Underneath an unidentified symbol, there is writing of the Army Air Force. Based upon the placement of certain colors and visible symbols, the symbol is potentially a blue circle. In the center of the circle is a white star with a red circle in the center with yellow wings, which is a symbol seen in most variations of Air Force patches. On the right chest, there is an attached American flag. Pilots typically wore these jackets as the planes were either not heated or barely warm. The jacket was designed to provide extra warmth as the pilots were in colder climates due to higher elevations. The jackets were typically worn with pants made in a similar style. This jacket has been repaired as evident by the leather patch on the back of the jacket, which may indicate that the jacket was a prized possession not something to be thrown away.

1940s
Unidentified Maker
HBT Work suit
Cotton
Private Collection
2012.3

This item is a herringbone twill (also referred to as HBT) work suit. Herringbone twill is a tight, cotton weave that replaced the previous denim two-piece work suit. The HBT material withstood the working conditions better than denim. Mechanics and tank personnel wore this one piece uniform. This long sleeve, one-piece suit has two applied chest pockets with two inset side pockets with matching cloth belt. This work uniform was implemented for service during the war with modifications later. War is a time that breeds innovation and World War II was no exception. The men complained about the lack of movement in the one-piece ensemble so the Office of the Quartermaster General reverted back to a two-piece uniform. This was not the only uniform that was modified during the war as other uniforms, including the dress and combat uniforms, were changed.

1940s
Sigmund Eisner Co
Mechanical/Flight suit
Cotton
Private Collection
2012.4

This one piece uniform is a work suit for military personnel. Initially, a one-piece jumpsuit was desired as the uniform, especially for mechanics and Armored Forces personnel. This ensemble had hidden buttons down the front with matching loop belt closure. Two pockets were on the center of the chest with two slanted side-seam pockets at hip height. However, the soldiers complained about the comfort in the seat as well as the ability to relieve themselves.

This led to the creation of a standard two-piece ensemble instead of a one-piece, something the Quartermaster would change in additional Army uniforms as well.

1940s

Unidentified Maker

Navy Whites

Cotton

Private Collection

2012.5a, b, & c

For an enlisted man in the Navy, there were two uniform options. One option was the complete white uniform, potentially worn as the summer uniform. The other uniform available was a complete navy dress uniform. The full white uniform consisted of a white shirt with white trousers. In order to complete the uniform, the outfit needed a white cap, leggings, and service shoes. The shirt is long sleeve with a white flap on the back. This uniform does not have any identification of rank. This uniform does have identification of specialist marks that this enlisted man was a radioman. This is obvious by the 4 lightning bolts on the sleeve. The navy tie as well as the white cap in the case complete this uniform. A sailor completed the ensemble with service shoes and leggings.

1940s

Unidentified Maker

Navy Dress Blues

Wool

Private Collection

2012.6a & b

The two options available for Navy service uniforms are full white uniform or full navy uniform. These uniforms were worn during service or on liberty, i.e. walking around the city. The Navy personnel also wore a denim work uniform. The uniform is a long navy shirt with full trousers. The cuffs on the shirt and shirt flap have white embroidery stripes with the addition of the flap, which has two white stars in each corner. The identification for this uniform is on the left sleeve. This applied badge is called a specialty mark, which is a combination of rank as well as occupation. These marks have been in use since 1886 by the Navy. For a navy blue uniform the mark is embroidered in white while white uniforms are embroidered in navy blue. This badge has an eagle above with crescent moon below and single red chevron below. The crescent moon identifies the uniform as that of a ship's cook while the single chevron identifies it as a petty officer third class. A white undershirt, navy tie, service shoes, and blue cap (fondly called Donald Duck cap) complete the uniform.

1940s

Davis Clothing Co; Flying Cross

Officer Summer Service Uniform

Cotton, Wool; Polyester

Private Collection

2012.7a & b; 2012. 19

The combination of this outfit is inaccurate even though these pieces came together as a complete set. The jacket is that of an officer while the pants are those of an enlisted man. For an

officer, the completed ensemble would be khaki jacket, khaki shirt, and khaki trousers. An officer would complete the ensemble with a khaki service cap and navy tie. For an enlisted man, the completed uniform would be the navy wool trousers, navy tunic, and white undershirt. An enlisted man would complete the ensemble with the navy cap, fondly nicknamed the Donald Duck, as well as a navy tie. Depending upon the type of uniform, the rank identification is pins on the collar, shoulder boards, or stripes on the sleeves. The rank identification for the summer service uniform is blue shoulder boards. These three gold strips with single star identify this officer as a commander. In addition, the commander was awarded some ribbons and a medal. The ribbons are, Army Soldiers-Heroism Ribbon, Navy Expeditionary, Outstanding Unit Award, Ecuador Order of Abdon Calderon, Air Force Longevity Service Award, and one unidentified ribbon. The medal on the pocket is that of a Vietnam Service Medal, which gives an approximate date for the uniform.

2000s

WWII Impressions

Reproduction Paratrooper suit

Cotton

Private Collection

2012.8a & b

At the beginning of the war, American paratroopers did not have a standardized uniform. The Army utilized mechanic's coveralls, which were a one-piece suit of herringbone twill. This uniform was light and durable but soldiers complained about its lack of usefulness. In 1941, the Army began to experiment with other options for servicemen, as the suit did not have enough pockets or flexibility for movement. One potential option was a one-piece coverall suit similar to the original coveralls. This option was a green silk jump suit worn with a helmet designed by Riddell. Other changes were introduced later included a two-piece suit with slash pockets, placing the pockets on the thigh instead of the breast, a less snug suit, and a suit with wider coat pockets. The first viable option was the M1941 suit, which was a two-piece suit of olive drab material. The Army was not finished with the changes to the uniform and instituted the M1942 model. This model was similar to the earlier version with minor changes including closures for pockets, pleating for the jacket, longer flaps for pants pockets, and discontinuation of the zippered ankles. This uniform is a reproduction of the M1942 model. The rank identification is that of a corporal, which the double-stacked chevrons on the sleeves indicate.

2000s

WWII Impressions

Reproduction Paratrooper suit- reinforced

Cotton

Private Collection

2012.9a & b

Authentic WWII paratrooper suits are difficult to find and may be quite expensive. Not many uniforms of paratroopers survive today as these uniforms were worn until they were not fit for service. This jump suit is a modification of the M1942 model due to certain conditions in Africa. When the uniforms were tested in the North African invasion, paratroopers discovered that the uniforms did not withstand jump conditions. One such problem was that pockets would frequently break due to the weight of objects carried. In addition, the material at their knees and

elbow would tear due to the strenuous activity, i.e. crawling around in the mud. As a solution, the Army decided to reinforce the pockets and other high stress areas, including elbows and knees, with canvas, which provided the adequate support needed. This style of uniform was used throughout the rest of World War II and subsequent engagements. The elbows have additional material covering the elbows to withstand the stress as well as the pockets. The Office of the Quartermaster General modernized the Army uniform with the M1943 combat ensemble. This was a uniform designed for multiple layers and was utilized by Paratroopers during the war.

1940s

Office of Quartermaster General

Officer Dress Uniform- 2 star general

Wool

Private Collection

2012.10, 2012. 11

The dress uniform was the nicest of the Army uniforms. The winter uniform was Olive Drab color with jacket, trousers, and shirt. The accessories were typically service shoe, tie, and cap. There can be differences in the style of the jacket. These differences depended upon whether the uniform was supplied by the Office of Quartermaster Corps or made by a tailor in the U.S. or a different country. Enlisted men and officers wore both designs of the hip length jacket and Ike jacket, however there were distinguishing features. Even with the same basic design there was the distinguishing characteristics of quality fabric and craftsmanship that went into an officer's uniform. All insignia were displayed on the dress uniform. This officer's uniform includes the shoulder rank identification of two silver stars, a two star general. In addition, the general had multiple ribbons on the left chest. These ribbons are Distinguished Service Medal, Bronze Star, WWII Victory Medal, American Defense Ribbon, American Campaign Medal WWII, Asiatic-Pacific Campaign Medal, and the California National Guard Drill Attendance Ribbon. This jacket is an example of a jacket made later in the war. This belt is unattached and has belt loops to hold it to the jacket. The Captain's Pinks and Greens uniform is an example of an earlier jacket. The pants were part of the private collection but were not a part of this uniform.

1940s

Unidentified Maker

Ike Dress Uniform

Wool

Private Collection

2012.12a & b

The Eisenhower jacket, more commonly referred to as the Ike jacket, was a part of the Dress Uniform. As such, it was designed in the Army's OD and was a request of General Eisenhower. The general wanted a uniform similar to the British battle dress, which was functional as well as attractive. General Eisenhower personally contacted the Office of the Quartermaster General to request this type of uniform, which led to an additional, shortened jacket. Enlisted men and officers both wore the Ike jacket, however there were distinguishing features. Even with the same basic design there was the distinguishing characteristics of quality fabric and craftsmanship that went into an officer's uniform. The Ike jacket was basically the same design: a waist length, wool jacket that could be worn as part of both duty and dress uniforms. The jacket was typically made of wool serge with long sleeves and an over flap

closure at the waist. There were two flap pockets at the chest and a turn down collar. These differences depended upon whether the uniform was supplied by the Office of Quartermaster Corps or made by a tailor in the U.S. or a different country. These variations can be minor pocket variations, lapels, and button placement. For example, some button placements could be concealed behind a strip of fabric while others were visible. This uniform is an example of an enlisted man's dress uniform. Both officer's and enlisted men wore the same style of uniform. This uniform includes the Ike jacket and trousers. In comparison to the officer's uniform, this uniform does not have the quality marks of craftsmanship obvious in an officer's. First of all, the material for this uniform is much coarser than that of the officer's pinks and greens uniform. In addition, the color of the uniform is not as refined as that of the officer. Thirdly, this uniform does not contain the tabs on the top of the shoulders. This uniform contains minimal insignia of single blue chevron, which signifies the ranking of a Private 1st class. The addition of other insignia and patches would have further shown the difference between this Private and that of his superiors.

1940s

Jayson

Class B uniform

Wool

Private Collection

2012.13 a, b, & c

There are 3 classes of uniforms for combat uniforms. Class A uniforms were designed to be worn in cold and moderate climates. The uniform consisted of a garrison, or envelope cap, four button jacket, trousers, and shirt. These uniforms were designed in OD, wool material. A khaki cotton tie and service shoes completed the ensemble. This uniform is that of Class B, which is similar to a garrison uniform of Class A, but without the jacket. Darker colors were worn during the winter while lighter ones were worn in the summer. This uniform is an all chocolate reproduction ensemble. For any uniform of the Army, the jackets, shirts, trousers, socks, shoes and necktie were all of made in OD. These shades varied to certain degrees so that the uniform would match but not completely blend into one complete color.

1940s

Co- Mar

Captain Full Ensemble Pinks and Greens

Wool

Private Collection

2012.14a & b

An additional set of the officer's service uniform was utilized during the winter. This service uniform was fondly named pinks and greens. The service uniform consisted of the OD coat and trousers typically in the same material as the trousers but a lighter shade option of trousers and breeches was also available. This garment was a lighter drab color with a taupe undertone, earning the name "pinks". When worn with the green jacket, the contrast was readily apparent thus earning the nickname pinks and greens. The "pinks" were constructed in the same style and material as the existing dress uniform so that only the shade was different. Based upon the insignia on the shoulder, this uniform was worn by a captain. Other insignia include the officer's U.S. disks as well as the 41st artillery pins. There are two ribbons on this jacket

including the Silver Star Medal Ribbon and the Air Medal Ribbon. In addition, the captain was a member of the 66th infantry division. In contrast to the 2 star general's uniform, this uniform is an example of a uniform worn earlier in the war. The difference between the early and late war uniforms is predominantly that of the cloth belt. The earlier belt versions were attached to the jacket whereas the later versions were unattached so that the belt could be removed.

1940s

Unidentified Maker

Lady Air Corps

Wool

Private Collection

2012.15

The Women's Army Auxiliary Corps (WAAC) was established in 1942 and changed to the Women's Army Corps (WAC) in 1943. The Quartermaster Corps was not prepared for the different uniform requirements of a female. They did not come out with a suitable ensemble until the final year of the war, 1945. The basic style of uniform was similar to that of the men's with a matching skirt and jacket. The skirt had six gores and single-breasted jacket with four pockets and self-belt. However, women would wear uniforms similar to the men's with a matching jacket and trousers in OD wool. The differentiations were small details especially in the fit. Other details included jacket pockets as well as pants closure. For traditional men's jackets, the pockets were applied pockets with button closures while the women's jacket has slashed inset pockets. The jacket has identification through the multiple patches on both sleeves. Both shoulders identify the uniform as that of a Staff Sergeant, which is the triple chevron with arc below. In addition, the left sleeve has a patch for the while the right sleeve has the basic patch for the Air corps, which is the blue circle with white star and red center dot with golden wings. The pants closure is a series of buttons and is similar to that of the Enlisted Man's Ike Dress Uniform.

1940s

Unidentified Maker

Summer Khaki Uniform- Short sleeve

Cotton

Private Collection

2012.16a & b

Summer and winter dress were of different shades but that was because of the material used and the shade was to help offset the temperature. Lighter colors were utilized for summer while darker was reserved for winter. Summer uniforms were made in the same shades as those of the enlisted men. There were three classes of combat uniforms: A, B, and C. Class C was the designation for uniforms worn in hot climates. The summer uniform was made of chino in a khaki material. This uniform has minimal insignia with lapel pins as the only identification. On the left lapel there is the US Army Ordnance Corps Officer pin, a metal shell with flame, while the right has the rank of lieutenant colonel, which is the silver oak leaf.

1940s
Unidentified Maker
Full Summer Khaki Uniform
Cotton
Private Collection
2012.17 a & b

The summer service uniform was a uniform that could be worn two ways. The first was the traditional full uniform of trousers, shirt, and jacket. The alternative was to remove the jacket. The jacket and shirt have the same patches, possibly owned by the same man. The first is the USASA patch, the United States Army Security Agency. This patch design was the griffin claw, symbolizing vigilance, holding two lightning bolts, symbolizing communication and speed. The other patch is that of the 1st Army corps, which is the black circle with white trim. In addition, the khaki shirt has two additional patches on the right sleeve. The first is two gold embroidered horizontal bars, which is the Overseas Service Bar. Each bar signifies 6 months of service so this soldier served a year overseas. In addition, this soldier had a patch for distinguished unit, which is signified by the white wreath. The ribbons were worn in a specific order of precedence on the left chest. The ribbons for this soldier were the Army Commendation Medal, Good Conduct Medal with 2 knots, which signifies the 5th award, World War II Victory Medal, WWII Army Occupation Medal, National Defense Service Medal, Korean Service Medal, Armed Forces Reserve Medal, which signifies the 4th award, and UN Korean Service Medal. In addition on the right chest, there is another ribbon on the right chest. This ribbon is the Republic of Korea Presidential Unit citation.

1940s
Unidentified Maker
Summer Khaki Class B Uniform
Cotton
Private Collection
2012.18 a & b

The summer service alternative was the class B uniform of jacket and pants. However, if the class B uniform was worn the tie had to be tucked between the second and third buttons of the shirt. For this reason both the shirt as well as the jacket has patches to identify the soldier. The shirt has no identification other than the patches. The left sleeve has the USASA patch while the right sleeve has the 1st Army corps. In addition, the right cuff has 2 Overseas Service Bars with the distinguished unit patch. This uniform is missing the belt, tie, service shoes, and cap.

1940s
Unidentified Maker
Marine Jacket
Wool
Private Collection
2012.19

For Marines, their combat uniforms were similar to that of the Army. It was made in traditional OD but was distinguished by identification. In addition the identification of unit was stamped with U.S.M.C, which stood for United States Marine Corps. The dress uniform was different than that of the Army. The complete ensemble was a navy jacket with blue pants with

red stripe down the leg. The outfit was completed by a white service cap as well as white belt with gold buckle with attached white sword case. Marine ranking followed that of the Army but changed with the color of the uniform. A blue uniform would have yellow chevrons with red trim, a green uniform had green chevrons with red trim, and a khaki uniform had green chevrons with khaki trim. Since this is the blue dress uniform, the rank was yellow with red trim in a single chevron, which identified the Marine as a non-commissioned officer or N.C.O.

Unidentified Maker

Doughboy

Galvanized Steel

Private Collection

2012.21

This helmet style was utilized at the beginning of World War II as a remnant from World War I but would be replaced by the M1 helmet.

2000s

Corcoran

Paratrooper boots

Leather

Private Collection

2012.22

Paratrooper boots were a highly coveted status symbol by other members of the Army branches. These shoes are reproductions of how the boots were actually made as Corcoran supplied the boots during World War II.

1940s

Unidentified Maker

M1 helmet

Galvanized Steel

Private Collection

2012.23

The M1 helmet replaced the Doughboy and provided more coverage for the back of the neck. This helmet has the symbol of the Red Cross signifying the soldier was a medic.

1940s

Unidentified Designer

Garrison Cap

Wool

Private Collection

2012.24

Garrison caps were nicknamed envelope caps as soldiers folded them and placed in their back pocket, looking like an envelope. Different colors of piping differentiated the different branches. All officers wore the gold and black piping.

1940s
Unidentified Designer
Garrison Cap
Wool
Private Collection
2012.25
The Air Corps wore the blue and gold piping.

1940s
Unidentified Designer
Garrison Cap
Cotton
Private Collection
2012.26
The garrison cap was worn with either the Summer or Winter uniforms, hence the khaki.

1940s
Unidentified Designer
Garrison Cap
Wool
Private Collection
2012.27
The Ordnance Department wore the crimson and yellow piping.

1940s
Unidentified Designer
Garrison Cap
Wool
Private Collection
2012.28
The Infantry wore the light blue piping.

1940s
Unidentified Designer
Garrison Cap
Cotton
Private Collection
2012.29
The Corps of Engineers wore the scarlet and white piping.

1940s
Unidentified Designer
Garrison Cap
Cotton
Private Collection
2012.30

The Transportation corps wore the brick red and golden yellow piping.

1940s

Unidentified Maker

Service Cap- enlisted man

Wool

Private Collection

2012.31

Both officers and enlisted men were able to wear the service cap. In order to distinguish the enlisted men from the officers, a much smaller disk that had the emblem within the disk was used.

1940s

Unidentified Maker

Service Cap- general

Wool

Private Collection

2012.32

For officers, a large emblem of the Great Seal of the United States was placed in the middle of the cap. The emblem consisted of an Eagle holding olive branches and arrows in its talons with a round disk of thirteen stars above the head. In addition the visor has filigree, nicknamed scrambled eggs, which can be worn by a major officer or higher rank.

1940s

Unidentified Maker

White Navy cap

Cotton

Private Collection

2012.33

This cap is a part of the Navy Whites uniform and is fondly called the Dixie cup style hat.

1940s

Unidentified Maker

Flat Hat

Wool

Private Collection

2012.34

This cap is fondly nicknamed the Donald Duck cap and could only be worn with Dress blues.

1940s

Unidentified Maker

Belt- reproduction

Wool

Private Collection

2012.35

Belts were worn until no longer fit for service and then thrown away but made in this exact style.

1940s

Unidentified Maker

Poster board with patches

Private Collection

2012.36

Patches were a way to differentiate between divisions as well as Army group. Some designs have roots in past, i.e. 29th Infantry division, whereas others could reflect the region where the division was located, i.e. 103rd infantry division.

1940s

Unidentified Maker

1st Army

Private Collection

2012.37

This patch is a red and white rectangle with black A.

1940s

Unidentified Maker

2nd Army

Private Collection

2012.38

This patch is in OD with red and white 2.

1940s

Unidentified Maker

3rd Army

Private Collection

2012. 39

This patch is a blue circle with red trim and white A.

1940s

Unidentified Maker

4th Army

Private Collection

2012.40

This patch is a red square with red four leaf clover.

1940s

Unidentified Maker

5th Army

Private Collection

2012.41

This patch is a red base with blue taj mahal with white A and 5.

Unidentified Maker

8th army

Private Collection

2012.42

This patch was worn by the Amphibious Eighth and is a red octagon with white cross.

1940s

Unidentified Maker

12th Army group

Private Collection

2012.43

This patch is a red white and blue tear drop with black trim.

1940s

Unidentified Maker

15th army group

Private Collection

2012.44

This patch is a red and white pentagon with alternating red and white A.

1940s

Unidentified Maker

Medic

Private Collection

2012.45

This patch is a black circle with yellow caduceus, a symbol used by medical personnel.

1940s

Unidentified Maker

Infantry school

Private Collection

2012.46

This patch is a blue background with white sword and "Follow Me."

1940s

Unidentified Maker

Air corps

Private Collection

2012.47

This patch is a blue circle with white star with red center and yellow wings, a theme in all Air Corps patches.

1940s

Unidentified Maker

3rd Army Air Force

Private Collection

2012.48

This patch is a yellow circle with blue center and white 3 with white star.

1940s

Unidentified Maker

5th Army Air force

Private Collection

2012.49

This patch is a blue circle with yellow 5, white comet, and white stars.

1940s

Unidentified Maker

Rank

2012.50

This set of 3 Staff Sergeant sleeve patches illustrates how different uniforms would show the ranking

1940s

Unidentified Maker

Rank

2012.51

This patch is that of a Staff Sergeant First Class.

1940s

Unidentified Maker

35th Infantry division

Private Collection

2012.52

This patch contains the Santa Fe Cross, a symbol for where the division trained.

1940s

Unidentified Maker

47th Infantry division

Private Collection

2012.53

This patch is a red circle with blue center with white helmet in the center.

1940s

Unidentified Maker

8th Infantry division

Private Collection

2012.54

This patch is a blue background with white 8 and yellow arrow through the center.

1940s

Unidentified Maker

8th Army corps

Private Collection

2012.55

This patch is a blue octagon with white trim and white 8.

1940s

Unidentified Maker

9th army corps

Private Collection

2012.56

This patch is a blue circle with red trim and red roman numeral 9.

1940s

Unidentified Maker

22nd army corps

Private Collection

2012.57

This patch is a blue arrow with white trim and blue boat.

1940s

Unidentified Maker

1st Infantry division

Private Collection

2012.58

This patch is a green backing with red one and was nicknamed "Big Red One."

1940s

Unidentified maker.

3rd Infantry division,

Private Collection

2012.59

This patch is blue and white stripes with green trim.

1940s

Unidentified Maker

4th Infantry division

Private Collection

2012.60

This patch is a white square with 4 green ivy leaves.

1940s

Unidentified Maker

Airborne

Private Collection

2012.61

This patch is light blue with white parachute, potentially worn on a garrison cap.

1940s

Unidentified Maker

16th Army Corps

Private Collection

2012.62

This patch is a green shield with blue trim with blue star and white sun.

2000s

Unidentified Maker

Medic Armband

Cotton

Private Collection

2012.63

Soldiers wore an identifiable symbol, the Red Cross, to identify themselves as a medic. In the Geneva Convention should someone knowingly fire on a medic, the person in question had committed a war crime.

1940s

Unidentified Maker

U.S. Disk

Metal

Private Collection

2012.64

Both Officers wore the U.S. insignia. Enlisted men wore different insignia.

1940s

Unidentified Maker

U.S. Disk- 2

Metal

Private Collection

2012.65

Enlisted men wore round U.S. disks while Officers wore different insignia. The backs of these disks are screw on whereas later war versions were clutch back.

1940s

Unidentified Maker

Lapel Pins

Metal

Private Collection

2012.66

These lapel pins were crossed rifles, the symbol for the Infantry.

1940s

Unidentified Maker

Infantry Qualification Medal

Sterling Silver

Private Collection

2012.67

This medal is the qualification medal for the Infantry division. It is a blue enamel with silver rifle in the center surrounded by an ivy wreath.

1940s

Unidentified Maker

Infantry Pin-2

Metal

Private Collection

2012.68

These clutch back pins were worn on the lapels of a shirt and identified a soldier as an infantryman.

1940s

Unidentified Maker

Air Corps Pin-2

Metal

Private Collection

2012.69

These clutch back pins were worn on the lapels of a shirt and identified a soldier as a member of air corps.

1940s

Unidentified Maker

Lanyard

Private Collection

2012.70

This is a Dutch lanyard, a foreign decoration, awarded to certain military groups during the War.

Unidentified Maker

Ribbon

Private Collection

2012.71

These two ribbons are the good conduct medal, the red and white stripe, and the American defense medal, yellow with red, white, and blue stripes.

1940s

Unidentified Maker

Lapel Pins

Metal

Private Collection

2012.72

This board illustrates the difference between the lapel pins worn. The Corps of engineers was the castle, the signal corps was crossed flags, artillery was crossed cannons, the infantry crossed rifles, and the military police was crossed pistols.

1940s

Unidentified Maker

Canteen and Cup

Stainless Steel

Private Collection

2012.73

The canteen and cup were similar to that of the M1910 model except for the material. The cup was designed to fit on the bottom half of the canteen with a folding handle.

1940s

Unidentified Maker

Plate

Stainless Steel

Private Collection

2012.74

The American G.I. was given a cooking pan, plate, and utensils for field use.

1940s

Unidentified Maker

Knapsack

Cotton

Private Collection

2012.75

These bags were given to the soldiers and were meant for personal belongings.

1940s
Unidentified Maker
Medic Bag
Cotton
Private Collection
2012.76

These bags were meant for a paratrooper medic and were meant to clip onto the web belt around the waist to stay on during the jump.

Objective four was to create a checklist of suggested guidelines/warnings for other collectors. Two separate tables were created with a total of six guidelines and three warnings. In addition to the collector, Mr. Sammis was asked to provide clarification for future collectors. The findings of this objective are listed in Table 2 with warnings provided in Table 3.

Table 2
Guidelines for Future Collectors

Number	Guidelines	Clarification
1	Figure out what area you want to collect and specialize. You cannot hope to own it all	Your collecting may evolve over time as you gain experience Make sure each piece acquired fulfills the purpose of your collection
2	Research the area you are interested in and know what accurate prices are as well as what authentic pieces look like	This information can be gleaned from books, museums, Internet sources, veterans, as well as other collectors Reproductions and reenactments can give a general idea of
3	Be respectful of other collectors	They may have knowledge that can be shared with you
4	Be respectful of sellers	Sellers may or may not allow handling of artifacts Especially at trade shows, this may be a sellers main source of livelihood
5	Properly store the artifacts, archivist materials are available for different materials and in different prices	
6	Just do it	

Table 3
Warnings for Future Collectors

Number	Warnings	Clarification
1	There are dishonest people who will sell reproductions or inaccurate pieces so knowledge is key to combat this	
2	Trade show prices are higher due to several factors, including shows like Antique Roadshow, as well as a concentration of products	
3	Take care of the artifacts but realize they were designed for a war and may be sturdier than you think	

Chapter 6

Conclusion

Statement of Purpose

The purpose of this thesis was to analyze the motivations of a private collector to purchase specific artifacts. In this case, the collector purchased World War II Army uniforms and associated memorabilia. This study was a case study based upon an in-depth analysis of this collector's motivations through narrative analysis. In addition, this paper attempted to look at the economics, decision-making, values, family history, and aesthetics of his motivations in relation to the specific artifacts collected by him.

Findings

Throughout this study, I had four main objectives. Objective One was to analyze the motivations a private collector had to collect World War II Army uniforms and associated memorabilia. The next objective was to understand how a collector acquires new pieces. Objective three was to catalogue artifacts in the collector's collection. The final objective was to create a checklist of suggested guidelines and warnings for future collectors of World War II uniforms in order to authenticate potential artifacts.

The first interview was focused primarily on objective one. The questions were tailored to focus on the collector's past, including memories of WWII as well as his transition into collecting associated memorabilia of WWII. The results of this interview illuminated the collector's general love of history. As a little boy, the collector's attention was drawn to a television show called *Combat!*, which focused on problems soldiers experienced during the war.

Later teachers and professors furthered this love of history by engaging him with their personal stories associated with World War II. This would come into play later in his collecting experience, as the stories of the veterans became the treasure more so than the general artifact. In addition, collecting had been a part of the collector's life but in different avenues including Civil War artifacts as well as Indian relics. The transition from one hobby to another coincided with different life events but World War II was an integral part of his life.

Objective two was to focus on how the collector acquired new pieces. While objective one was answered primarily through the first interview, the second objective was referenced throughout all four interviews. His collection was primarily bought over the Internet through auction sights like Ebay as well through private websites like WWII Impressions or At the Front, which specialize primarily in reproductions. Through these purchases, the collector made contacts so that if he needed and wanted a specific artifact he asked these contacts to be alert should they find the item. In addition, the collector also purchased from estate sales, local dealers, and military shows, although to a lesser degree. The crux of his collection came from his initial purchase from EBay.

Objective three was to catalogue all artifacts in the collection. This proved to be beyond the scope of the timeline given for the study. The collector had approximately 1, 069 artifacts in his possession. The breakdown included 37 complete uniforms and 92 pieces of uniforms. For accessories, 41 hats or related memorabilia, 11 shoes, socks, or related items, 14 miscellaneous accessories, 20 miscellaneous insignia, and 854 patches. The patch collection comprised the biggest part of his collection and the collector evolved to collecting different representations of each patch. A complete list of artifacts can be found in Appendix B. As part of the thesis, an exhibit was planned and representative artifacts were chosen from his collection. Approximately

76 pieces were selected, catalogued, and displayed in the exhibit The Greatest Generation: The Uniforms that Made it Happen. These items were used in the exhibition and represented by the exhibit wall text.

Objective 4 was to create a checklist of suggested guidelines and warnings for future collectors. The main guideline for future collectors was to research and know what specific area of focus they wanted to pursue. Knowledge of artifacts will help collectors spot inauthentic pieces. In addition, knowledge of the approximate prices the pieces were currently priced would assist collectors in purchase decisions. The main warning was that there are dishonest sellers around who will try to cheat potential buyers. But by having the knowledge, collectors are able to confidently know their purchases are as advertised. These were the two biggest concerns of the collector to share with other collectors. Then the collector had one final piece of advice- Just do it. Once you take the leap and jump into collecting, it is a rewarding experience.

In addition, this paper attempted to look at the economics, decision-making, values, family history, and aesthetics of his motivations in relation to the specific artifacts collected by the collector. The collector focused mainly on US Army uniforms and has evolved in his collecting to different types for patches. This collection has been expanding for approximately ten years, while the collector has slowed down in the past few years. In building his collection, the collector was influenced by different motivations. His collecting practices began while he was still working and as such he was not able to afford his full time to obtaining new artifacts. Due to his schedule, the collector was not able to travel or purchase every item for his collection. In spite of these limitations, the collector was able to build a collection that he was proud and representative of WWII Army uniforms. In choosing artifacts for his collection, the collector was drawn to aesthetically to different pieces, which were representative of the uniforms and

completed his collection. The differences may be an authentic uniform or reproduction, pristine condition or less than perfect, and complete with medals or without medals to name a few.

Through his research as well as collecting practices, the collector has amassed a collection of approximately 1,100 pieces and will continue to grow in the future.

Future Research

This thesis illustrated the motivations of a private collector to purchase World War II Army uniforms. However, this thesis focused exclusively on uniforms and associated accessories worn by the soldiers. It did not include accessories such as weaponry, personal effects, and other items. In addition to accessories, research should be conducted on other collectors of World War II uniforms to compare if their experiences mirror or differ from this collector. Future research should also focus on the other branches of the military including but not limited to the Navy, the Air Force, and other specialty forces including the Marines. Finally, research should be conducted into uniforms from other countries.

References

- Ambrose, S. E. (1994). *D-Day, June 6, 1944: The climactic battle of World War II*. New York, NY: Simon & Schuster.
- Ambrose, S. E. (1997). *Citizen soldiers: The U.S. army from the Normandy beaches to the Bulge to the surrender of Germany, June 7, 1944-May 7, 1945*. New York, NY: Simon & Schuster.
- Anderson, C. J. (2000). *The Marines in World War II: From Pearl Harbor to Tokyo Bay*. Mechanicsburg, PA: Stackpole Books.
- Buck, R. A., Gilmore, J. A., & Museums, A. A. O. (1998). *The new museum registration methods*. Washington, DC: American Association of Museums.
- Elsner, J., & Cardinal, R. (Eds.). (1994). *The cultures of collecting*. Cambridge, MS: Harvard University Press.
- Enjames, H. P. (2008). *Government issue: U.S. Army European theater of operations collector guide*. (Vol. 1). Paris, FR: Histoire & Collections.
- Eubank, K. (1969). *The origins of World War II*. New York, NY: Crowell.
- Flynn, J. Z., & Foster, I. M. (2009). *Research methods for the fashion industry*. New York, NY: Fairchild Books.
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.). Boston, MA: Pearson.
- Graf, J. F. (2007). *Warman's World War II collectibles: Identification and price guide*. Iola, WI: Krause Publications.

- Grijp, P. v. d. (2006). *Passion and profit: Towards an anthropology of collecting*. Lit: Berlin.
- IMDb.com, I. (2012). Internet Movie Database. Retrieved March 10, 2012, from <http://www.imdb.com>
- Keegan, J. (1990). *The Second World War* (1st American ed.). New York, NY: Viking.
- Keller, W. (2001). *United States army shoulder patches and related insignia: From World War I to Korea, 1st Division to 40th Division*. Atglen, PA: Schiffer Military History.
- Keller, W., & Keller, K. (2002). *United States Army shoulder patches and related insignia: From World War I to Korea: 41st Division to 106th Division*. Atglen, PA: Schiffer Military History.
- Langellier, J. P. (1995). *The war in Europe: From the Kasserine Pass to Berlin, 1941-1945*. Mechanicsburg, PA: Greenhill Books.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, J: Pearson Education.
- Liddell Hart, B. H. (1971). *History of the Second World War*. New York, NY: Putnam.
- Martin, P. (1999). *Popular collecting and the everyday self: The reinvention of museums?* London, UK: Leicester University Press.
- Matthews, R. (2009). Collectors and why they collect. *Journal of the History of Collections*, 21(2), 183-189.
- Miller, D. (2008). *Fighting men of World War II: Allied forces, uniforms, equipment and weapons*. Mechanicsburg, PA: Stackpole Books.
- Miller-Spillman, K. A. (2008). Male Civil War reenactors' dress and magic moments. In A. H. Reilly & S. Cosbey (Eds.), *The men's fashion reader* (pp. 445-464). New York, NY: Fairchild Books.

- Muensterberger, W. (1994). *Collecting: An unruly passion: Psychological perspectives*. Princeton, NJ: Princeton University Press.
- National Archives. (2012). Franklin D. Roosevelt Presidential Library and Museum. Retrieved November 16, 2011, from <http://www.fdrlibrary.marist.edu/>
- National WWII Museum. (2012). The National WWII Museum. Retrieved September 7, 2011, from <http://www.ddaymuseum.org/>
- Noble, B. (2012). Barnes & Noble. Retrieved March 10, 2012, from <http://www.barnesandnoble.com>
- Oxford University Press. (2012). Oxford English Dictionary. Retrieved January 31, 2012, from <http://www.oed.com/>
- Pearce, S. M. (1998). *Collecting in contemporary practice*. London, UK: AltaMira Press.
- Rentz, B. (1999). *Geronimo!* Atglen, PA: PA Schiffer Publ.
- Rigby, D. (1944). *Lock, stock, and barrel: The story of collecting*. Philadelphia, PA: J.B. Lippincott Co.
- Royal Air Force. (2012). RAF- Battle of Britain- Roll of Honour. Retrieved February 22, 2012, from <http://www.raf.mod.uk/history/BattleofBritainRollofHonour.cfm>
- Stanton, S. L. (1991). *U.S. army uniforms of World War II (1st ed.)*. Harrisburg, PA: Stackpole Books.
- Stein, B. J. (1997). *U.S. army patches: An illustrated encyclopedia of cloth unit insignia*. Columbia, SC: University of South Carolina Press.
- Sweeting, C. G. (1984). *Combat flying clothing: Army Air Forces clothing during World War II*. Washington, D.C.: Smithsonian Institution Press.

- Sylvia, S. W., & O'Donnell, M. J. (1982). *Uniforms, weapons, and equipment of the World War II G.I.* Orange, VA: Moss Publications.
- Taylor, L. (2004). *Establishing dress history.* Manchester, UK: Manchester University Press.
- Tilley, C. Y. (Ed.). (2006). *Handbook of material culture.* London, UK: SAGE.
- Ugolini, L. (2010). Consumers to combatants? British uniforms and identities, 1914-18. *Fashion Theory: The Journal of Dress, Body & Culture*, 14(2), 159-182. doi: 10.2752/175174110x12665093381540
- US Navy. (2012). *Naval History and Heritage Command.* Retrieved September 15, 2011, from <http://www.history.navy.mil/>
- Warner, J. (2007). *U.S. Naval aviation flying clothing and gear.* Atglen, PA: Schiffer Military History.

Appendix A

Interview 1

Key:
R- Researcher
C- Collector

(R) Okay so um just as an fyi. Give an overview of how things are going to be going tentatively. Umm as I said before, this is going to be kind of a semi- structured in that I have some basic questions that I want to go over um with you. But then it's very open ended so if we go off on tangents or something don't feel like we're going off basis or whatever. Because this is about your collection and your memories and everything so it's how you see it and how things have gotten. So it's going to be structured around kind of 4 basic interviews tentatively- the first one's gonna kind of concern the past and the history of how you got interested in collecting and such, move onto present, future, and then any kind of guidelines of what (...). So that's how I structured the questions and how the interviews are going to proceed. So any questions or anything before we get started?

(C) No it sounds good.

(R) Alright. Okay so um what is your first memory that you have kind of around WWII? I mean can you think of what it was?

(C) (Pause) As in personal experience, obviously I was born later [after the end of WWII] so none. But as for um experiences, uh [my first recollection of WWII was from] television and as I was growing up became a significant part of evening entertainment and there was a uh television show starring Vic Morrow that was known as Combat! and that was the name [of the television program]. And they had different um (pause) to use the phrase the soldiers would use "problems" or different missions that they went on. And uh that was a show I very much liked and so I I generally watched it every week. Point of fact you can even find it now on television.

(R) Wow I didn't know that. That's really cool. So was this kind of a family time in that everybody would get together and watch the show? Or was it just if you liked it or...

(C) It it was both. Uh it was generally one of those things that I liked it and I watched it and the parents would sometimes watch it sometimes not. Uh so it was not in the typical sit down Sunday evening Walt Disney let's

(R) Leave it to Beaver kind of moment?

(C) Or Leave it to Beaver kind of thing where everybody would sit down and watch that. It it was something that was permissible and and enjoyable.

(R) Okay do you know around what age you were when that show first started?

(C) I don't know exactly... I I would think somewhere 9 or 10 [the program ran from 1962-1967].

(R) So okay still relatively young in that.

(C) Mhmm

(R) Okay so had you learned anything in your history classes or English classes about it yet? Or

(C) Not to that point in time because I don't remember much [having been taught about it in school to that point of time]. You have to even remember even when I was in high school uh when you start at the beginning of the American experience and start you know with the Pilgrims and the Mayflower and all that stuff [This was discussed in great detail and for good reason]. By the time you end up going through the school year you've spent a lot of time in that part of it and then by the time you get to the '40s all you basically were taught or you if you had time before you really blew past WWII in maybe a couple of days because it was right at the very end of the school year.

(R) Gotta get all those tests in and everything.

(C) Yeah and gotta get your textbook covered. And so uh honestly I don't remember ever having a really good discussion about WWII history during my uh junior high or high school years. With the condition, I had a fascinating 8th grade teacher who uh had been in the Army and stationed in Europe and so he had taken a lot of pictures of the different monuments, cathedrals, significant uh historical points in Europe. His mantra because they were taken at all hours of the day is that you can sleep when you're dead. So when he was on leave or had free time he was out visiting Europe and taking pictures. And so uh the history of Europe became very fascinating at that point in time. And so

(R) To you personally?

(C) To me personally. And point of fact I I still consider him [my 8th grade history teacher] probably one of the most engaging teachers that I had during my entire uh [time spent in my] you know public education. Um and then once able to get to college [It was at this point in my education that I remember being formally introduced to WWII. This would have been about 25 years after the end of the war] and you have to remember at this point in time that put you somewhere 25 or so years. And the old historical adage is that you need at least 25 if not 50 years to put some perspective on things. So perhaps it was again too raw, too emotional a time period for for folks. But uh it was really my college years before history had any uh face placed upon WWII.

(R) Okay do you know if there was anything specific that kind of like an actual event, opening of a museum, that kind of sparked it or you think it was just like you said it takes a little time to get a story of history.

(C) Clarification of your question. "Sparked it" what is "it"?

(R) Like you were talking about um kind of put the face on WWII history. Was there some event or you just think it was a natural evolution?

(C) I think it was an evolution but the but remember at that point in time. And I'm not sure how college uh curricula are structured [now]. But um [then] after you had your basic first year and probably half of your second year that uh was kind of prescribed for you. And [then] you had to move on [to electives for your major]. But then you could start doing other things uh that uh were interesting that could figure in. I had a a very good- it was one of these large lecture hall uh professors. But a [This was a very dynamic teacher and I had a] a really uh interesting freshman and sophomore uh history class with this particular professor. And because he was personable and engaging- you know I just found it very interesting.

(R) So it was just a general history class or a specifically focused one?

(C) No no it was general history and [At this point in time as more focused classes came later. As part of the freshman curriculum, you were required to write a term paper on a topic mutually agreed upon by you and your instructor] I think probably uh in marching through I would take some other classes that were interesting and uh and I know one of the classes interestingly enough freshman paper. Uh you had to write at the end of your uh freshman English class you had to do a paper a thesis paper or term paper. And my particular subject was over uh uh uh (pause) a novel [A Farewell to Arms] by Hemingway. And it was written based on his experiences as an ambulance driver during WWI and then uh probably one of the periods uh and I was an English minor that we really focused on was that inter period [This was a period of disillusionment from the carnage and destruction experienced during WWI. Hemingway, not Faulkner, Gertrude Stein, and T.S. Eliot became the voices of the lost generation. This helped put a face on WWI]. The uh period of Faulkner and uh I forget the ladies name but uh the lost generation T.S. Eliot and uh so it was kind of embracing the "maturation of the countries." And was talking about the the stuff with the war so it put WWI in a real perspective and [elective options then allowed me to take a class on Russian history] so not too long after that there was a professor who uh taught a Russian history uh uh course. And it was one of those things that at that point in time with [That saw the US and Russia emerge as the two dominant world powers] the US and Russia as the two world powers. And I sort of ascribe to the knowing your enemy is a good thing and so took his class. And he was a very engaging professor a Polish professor but uh he would and obviously we started with the early parts with the Ivan the Terrible and Peter the Great, etc. But we managed to and through his experience able to talk a significant amount about how WWII affected his particular part of Poland and how the [This affected Poland, Central Europe, and how this affected] the Russian experience was at that point in time the movie Patton was out. And uh so all that stuff kind of tied together and made it uh very engaging and very interesting.

And [The library system allowed for family research as well. My father was a veteran of WWII but grew up during the Depression years in a school for disadvantaged youth. This school taught the children vocational skills so that they could be tradesmen upon graduation. My dad, his brother, and his sister were the only family members that I knew of from my father's side. Knowing that his only brother was KIA during the war left me with a great deal of curiosity. My father knew very little of the particulars of the events surrounding his brother's death.] at that

point in time I also was able to uh it was one of those things that really families necessarily didn't get a significant amount of information when a loved one had been killed during the war unless someone had actually come back and visited the family. And uh my dad had grown up in uh East TN for his early years and had moved at the end of the war and settled in middle TN and so there was to his knowledge no one had come to visit the family and tell the specifics and the story he told me about my uncle uh who was killed in action at the Battle of the Bulge. Uh it was kind of engaging but on the other side, a little bit sad in that he didn't know much about it. And so I just kind of filed it away. But it was one of those questions of family history and closing some gaps in your family knowledge. And it was his only brother and uh I had never met his father and so I didn't know uh that side of the grandparents. And so it was an empty side of the family tree to try to go on and to learn some things about. And interestingly enough I have heard it on a number of occasions that uh more and more and more folks say well I wish I had talked to my father or I wish I had talked to my uncle about this stuff. And I actually did try to engage my dad in a discussion of some of his experiences he was in the Navy in the second world war. But uh I don't know if it was too close, too personal or whatever. Or if he was trying to shield me from it since I was you know the young child. But uh

(R) About how old were you when you tried? Do you?

(C) Uhh [I tried to learn something of his WWII experiences] on a couple of different occasions. It would probably be teenage years and then uh once again during the uh the early college years. But really not much [emerged from these questions and I really did not find much of or much] in the way of significant stories. And so I found out more in the last 5-6-7 years than I knew growing up with him. And so (pause) [in summary, this has been kind of a quest and] it's just been kind of a culmination of of life's events.

(R) Yeah it kind of seems from that first you got that first little taste in the beginning and then certain little factors came in twisted it and kind of pushed it further and further. Now would you say- you said something about filling in the family gap. Do you would you consider that an important factor? Sounds like you're the genealogist. Um

(C) Yeah kind of.

(R) And so would you say that's another factor that's helped push because you didn't know what happened?

(C) A factor. (Stuttering) I guess it's it's only natural at some point in time to wonder about what your family tree looks like where folks came from. And uh h I still to this day I still cannot go back to great grandfather [on my father's side or back any farther in that line of the family] and I'm hoping that the census that gets released here in the next month or so will help close some of those gaps. But uh I did know my uh grandparents on my mother's side but did not know either grand [parent on my father's side] in point of fact my grandmother on my uh father's side passed away in the '30s. So I would not have known her anyway.

(R) Mhmm

(C) And uh so therefore with her his brother having been killed during uh the 2nd World war. I I had only met his sister briefly. She uh lived in East TN and uh so there really was only that sketchy knowledge of that part of the history. And like I said back on his side I only had names but never met any of them. So

(R) Well is there anything else that has helped to further your interest? Someone you spoke to? A specific event? Or anything just like you said a natural evolution?

(C) Uh a couple of things [in addition to this story of]. I had an uncle [my mother's brother] who I was very close with who uh [lived near us. He was a WWII veteran and fought in the Pacific Theater] uh. My side of the family had all fought in the European Theater. So to me the enemy at the point in time were the Germans. But he had fought in the Pacific aspect of the war. And since

(R) Was he the only one that you knew of who did? Who fought on the Pacific side?

(C) No he wasn't the only one. His brother had uh had uh fought in the Pacific and uh sadly he had an issue with alcohol. And I I don't think the family understood it at that point in time. I don't know if it's he couldn't talk about it or whatever. But in my research over the last 10 yrs and having come up with his uh military records and where he fought at. He fought some significantly uh some significant uh actions in the Pacific theater. And in talking about some of the more long term front line soldiers that I have met during the course of the war. It's my personal opinion that probably he suffered from Post Traumatic Stress Disorder that was unrecognized at that point in time. He never really was able to hold a job to assimilate into society after that and the family I don't think quite understood it. But uh after having put those pieces together and talked to them about how he felt afterwards. Yeah I think that uh totally changed his his outlook on life and unfortunately destroyed him as a productive citizen at that point in time. My other uncle who I was [speaking of initially, was very] very close to uh was able to have a very successful business. And so I I very much always enjoyed talking to him. And he shared a significant number of stories. He was in one of the combat engineers groups that fought over the China- Burma- Indi (correction) India Theater of war. And uh his combat unit saw significant casualties that uh I think uh at one point in time out of his original group there were only 6 people [of the original unit] who were alive at one point in time in the uh early 43-44 period. So (pause) that and that was the [the pivotal point in my] evolution and then uh when the Band of Brothers series premiered in 2000-2001 that was finally a way for me to get back to tracking my father's brother because

(R) The one who was missing?

(C) The one that was killed yeah the one that was killed. Because at that point in time all I knew was that he had been a member of the 101st airborne. And I didn't know what particular part [unit he had been a member of. All that was known was he was KIA] or just what and the story that had been told to my father was not even accurate about how he was Killed In Action. And so the [documented references from the book, Band of Brothers led me to another source. Rendezvous with Destiny that was a book dedicated to the 101st Airborne] book itself enabled me to find out what company he was in uh because listed in the book Rendezvous with Destiny

in the back they give tribute to those uh men who were KIA and he was listed as part of B company. And [the family had few documents from my uncle's personal effects] as far as a few of the papers that uh the family was still in possession of I had a copy of the will that he signed when he signed his G. I. insurance policy and the witnesses to his will as they were shipping over to Europe. And through an internet contact who put me in touch with another gentleman who is a uh avid uh historical nut like myself. Uh

(R) Chuckling- is that a technical term?

(C) Yeah a technical term (laughter). Was able to get in touch with uh one of the gentleman who actually had witnessed the will [that my uncle had signed as he went overseas].

(R) Oh wow...

(C) And have been in contact with him since that point in time. We've become very close friends.

(R) That's good so would you say that kind of your interest first lay um with WWII in doing kind of the research and figuring out family history and then became a general history in the interest in the books and the things like that? Or vice versa? Or

(C) I would actually probably do it opposite and saying that obviously as a world war was one of the big shaping events for my father and uh that group of folks. And then obviously also shaped the period that came afterward with the Cold war, etc. So my interest was general because uh and still I don't understand what makes folks like Adolf Hitler and Joseph Stalin do what they do. But it was just one of those things thank goodness these men and women all stepped forward and uh you know these folks are the "greatest generation" and stopped stopped evil in its tracks.

(R) Okay

(C) We owe them a lot.

(R) True I agree. We definitely don't think you can look at today's culture as it is without seeing the influence of what they did.

(C) Correct I agree

(R) Um so you've talked a lot about the different aspects of service for your uncles and all that. Were they all Army, Navy, spread across?

(C) They were Army and Navy. My dad was uh uh a navy man- he started out as just a general seaman and uh through different schools uh moved into radio operations and during the uh D-day landings at Normandy he was on a uh yard mine sweeper YMS 381. It was a plywood boat that they sent into the channel because of all the mines and as a wooden boat they would not attract the mines. And they trailed a cable that enabled them to blow up some of these mines

behind them and it cleared the pathway for the ships to come in and uh his particular uh unit was cited for their bravery in action during the uh early morning hours of the D-Day landings.

(R) So did he serve almost the entire time of the war? Or

(C) Yes yes. Other than different periods where hospitals and you know those kind of things. But uh he went in in early '41 and uh different from today when folks actually sign on for a period where they'll be in the Army for 2 years-3 years-4 years. When all those folks all signed up it was for the duration. So whatever it took and uh so he was finally discharged honorably from the Navy in '47.

(R) Okay uncles that you've talked about?

(C) Uh the uh uncle that that was my father's brother was KIA on Christmas Day at the Battle of the Bulge at a little village in Belgium called Champs. And uh so obviously and he had actually in the graduation from high school had gone on into the army. At that point in time they were members, both he and my father, were members of a uh ROTC unit at their school and were in the National Guard and were both discharged from the TN National Guard for my uncle to join the regular Army. And my father to then go and join the Navy and so uh they served their time during the war. And the other two uncles served [that I mentioned previously served until demobilization in 1945] uh they were I forget where one of them was mustered at uh. The second one actually went into the Army just south of here at Ft. Oglethorpe and uh was just discharged through Ft. Oglethorpe. And he served the time until the Army demobilized, as did the other. So those two served it out.

(R) Okay um well I think that is a good background of interest. I'm definitely seeing a pattern emerge here. Um so you've talked a lot about um history and books and tracing genealogy and that. But would you say that there was a specific thing that changed from just interest in research into actually collecting associated memorabilia, books, clothing, anything?

(C) Mhmm... I have to go back to Band of Brothers because uh the uh by the 3rd episode of Band of Brothers I was hooked- totally hooked. So [pretty much to that point in time I had read about WWII but it had not become personal. With the series and book Band of Brothers I was hooked] uh you know the 1st episode was actually they were generally on for an hour at a time. But the 1st episode was a 2 hour pilot and it started in reverse. It started with them getting ready to load the uh the planes for their jump into Normandy and the story was told as a flashback starting with their time at uh Toccoa and uh running up and down Currahee Mtn at uh Toccoa, GA the from their new base that was built there. But uh once they jumped in Normandy which was the 2nd hour I was hooked. And by the 3rd one, which was when they actually went in to take the uh French town of Carentan that was it. Every night that it was on I was there.

(R) Hooked on a show.

(C) Hooked on a show and then uh as uh HBO and Showtime do. I think this was actually an HBO series, they would show it a couple of other times during the course of a week I'd watch them then too.

(R) So no matter what it was Band of Brothers?

(C) So long as as I could watch it it was Band of Brothers and that was what really got me hooked.

(R) Okay so what what kind of changed and that kind of flipped the switch, so to speak, to actually pursue researching items to purchase?

(C) Uh (extended) that one was a slower evolution because of knowledge. Um what prompted it is I've always been, as I've told you in preceding comments, I've always been very interested in history. And have uh you know enjoyed a period with uh a friend uh and we'd go relic hunting. And by that I mean we'd go hunting Civil War stuff with uh uh metal detectors and uh just due to changes in antiquity laws uh that just got a bit difficult. And then there was an unfortunate accident um or an unfortunate set of circumstances where a malicious groundskeeper ended up killing uh a couple of 3 folks on the back side of Signal Mountain here which sort of made you pause as to doing that one even if you had owners permission. Because you you know you couldn't necessarily always tell who you were going to meet in the woods so that kind of evolved into a more uh hunting plowed fields with a another dear friend for Indian relics. And those you can't detect with metal detectors you have

(R) Chuckling- Not quite

(C) They're made out of stone and you have to detect those by eye. And so uh I did that for a period of years until his unfortunate demise and uh about that time Band of Brothers came along and got into it that way. And so uh with the passion became a uh interest in learning the factual because obviously uh there are some reenactors out there now that uh do a good show. But there are new period pieces that emulate the old period pieces and so it it evolved into actually owning a piece of history then. And so that's how the collecting got started.

(R) So would did you just immediately kind of go out and search and trust? Or did you gain try and gain the knowledge and then go out?

(C) A combination of both-uh (pause). Ebay for it's good or bad was a uh was kind of starting to come on at that point on time.

(R) It did have it's heyday

(C) And uh I have to say that uh I've collected a fair amount of my stuff through different sellers on Ebay and with only a couple of 3 exceptions did not get the authentic item or the item as discussed. So on the plus side my experience has been 95-99% positive for my purchases but part of that was the ability to see it beforehand. And you know we all learn in different ways some can do it by reading some do it by visual. I'm a visually oriented person and even in my uh profession was in a visually oriented profession. So that's the way I learned and acquired and so I acquired some knowledge by vision at first and then stepped into the arena for purchase.

(R) Okay um do do you remember what your first purchase was? Was it one item? A collection?

(C) It was actually a small collection. Um since it was uh you know 50-60 years after the end of the war by this point in time obviously uh age [of the participants was becoming significant. As the veterans passed away there was a large amount of material beginning to appear for sale. Many family members had no interest in keeping the mementos of the WWII years. The veterans themselves often threw things away as they moved to health care facilities or smaller homes or apartments] is starting to filter into different aspects and you know you'd run into different things where some families kept on to all their items and some where the guy got back and they were granted a certain time period which to get back and they could still walk around in their uniform but after a certain period of time they were expected to be back in civilian clothes. And some of those guys got out of their military uniforms as quick as they could get home and get another suit of clothes on. So that varied a little bit. But this particular one [collection had come from a gentleman from the west coast. This collection came] was a gentleman who had been collecting for a long period of time and uh actually had done [collections of] several different things [subjects]. He had a significant boy scout uh collection as well as a significant WWII collection and he had some circus related stuff and the general

(R) Kind of diverse choices

(C) It was. And uh the gentleman who had the stuff for sale on Ebay had it posted uh and was going to sell it all as one huge collection. And due to Ebay policy had shown some pictures of some German items that ran afoul of their uh policy and it it really wasn't that it was anything um derogatory it's just it displayed the German swastika and the German symbols from that period of time.

(R) That was their national symbol so it's understandable

(C) But due to the uh uh (pause) political atmosphere

(R) Negative?

(C) and the negative connotations of the you know the bent cross and the swastika. Uh someone made him delist his collection. And it was one of those deals I was watching the collection because it had a a purchase now price but I wasn't going to jump in at the purchase now price and see what kind of luck I had for the uh actual bidding and low and behold it wasn't there anymore. And as a uh uh you know subscriber to Ebay I was able to contact him and we were able to arrange after they made him de-list it, arrangements to purchase portions that I was interested in. Obviously I don't collect boy scout memorabilia and I don't collect circus memorabilia so um that was the start.

(R) So did you purchase everything in his WWII collection? Most of it?

(C) Most of it. Most of it. I I think he had a couple of friends that uh lived locally who had already purchased a few things out of it by that point in time but most.

(R) Um was there one specific item that really peaked your interest or just it was the idea of like you said owning the WWII?

(C) It was the idea of and and there were some very good uh pieces that were in it that would have been the start of any good basic collection regardless. So

(R) Was there was everything exactly as advertised? Or you mentioned you had a handful of things that weren't uh what- you kind of got burned so to speak. But uh was everything accurate to what he was saying or advertising?

(C) Yes and no in that this gentleman actually was not a collector. And so [I acquired the collection from a man who was helping out an old friend. He took the items of the collection at face value and as such tried to sell it as a whole. He could not verify things as to authenticity citing the expert experience of his friend] he was taking things at face value from the person who was putting the stuff up for sale. For instance, I {one particular uniform was "showcased"} had uh a part of the collection was a uh an officer's uniform that uh was had the 101st airborne patch on it, which had been the unit of my uncle who was KIA. And in getting it out it was listed as a WWII uniform but is not [authentic WWII. It was authentic but not as implied]. It is either a post WWII or early Korea uniform and that my understanding of that came later as I was able to see more and more authentic uh uh uniforms- different service blouses and different tunics that the the particular units wore. And then I came to realize that this wasn't factual now the pieces on it are actual they are not reproduction. They are actual medals or actual awards, nametags that uh would have come onto the uniforms afterwards but were not it. For instance, the tunic was not even the appropriate color or fabric of WWII and I found that out with time. But by the same token there was a uh complete doughboy uniform except for the leather shoes. There were uh Navy WAVES uniforms, nurse uniforms that were part of it- those were legitimate pieces. And I don't think the guy put the thing in fraudulently, I think as the seller he [was not purposely dishonest. I think he made an honest mistake] was just helping his friend out. And probably his friend ended up getting taken quite honestly but the flip side of it is the pieces were authentic and that was fine. It wasn't that they were cheap[ly made or] manufactured it wasn't that they were garbage or crap pieces, it's just that they were just not WWII. But uh [the collection was rather mixed and I knew this. There were WWI items in it as well] and I knew there were some WWI uh pieces in it. Point of fact there are not a lot of WWI uniforms that you can find and so I do feel privileged to have a with the exception of the shoes. Now the shoes that were shipped with the uniform were said to be part of the Doughboys but in doing my own research after the fact they are not. They are actually combat boots for the second world war. So that was actually a real plus because those boots are not easy to come by. They got beat up and destroyed during the course of. So uh it was a little bit of a trade off. But the rest of the items were were very good and there were enough pieces in it. Oh there were a few things that were listed for instance like the uh aviator wings that were part of the collection. They are not – they came along later but that's okay. The point of it is is that with the number of pieces that were in the collection the amount of money we were able to settle on, even if a few of them were totally false it really was inconsequential. So I'd say out of that collection again 95-98% of it was authentic, part of it I think was just uh ignorance on the other person's part. So not unhappy with it at all.

(R) So it it also sounds like you didn't know at the time it all seemed authentic but then as you've come to learn later through your other knowledge gained is that that was- it changed. Some of it changed.

(C) Right some of it changed. Correct some of it changed. I mean there were some interesting you know for instance there were some Russian soldier uh unit uniforms in there. So and they it was unknown to the person who had it for sale as to just how to list it. It was just various uniforms. So

(R) So after that um buying of the collection- do you- was that 5 years ago? 10? In between? Kind of too vague to remember?

(C) Uh (pause). It's probably started about 2001 and continued up until 1 ½ -2 years ago.

(R) So pretty soon after the kind of Band of Brothers interest, it seemed like you jumped into actually collecting.

(C) Correct.

(R) So then after that um how did you go about it? Did you stick with the one vendor you had purchased from? Ebay?

(C) No uh. He uh as I said he generally he was considered a power seller on Ebay. But uh that wasn't his forte. He he sold other stuff really he did LOTR, The Hobbit, and those kind of things as his specialty. It was a vendor from California so that he was in the movie theater related stuff. But uh from that point on then as I was trying to get uh a a uh decent representation of the [service] branches. Then I would buy select pieces as uh I needed to fill those gaps.

(R) So did you have an idea going in when purchasing that I want to find these specific items from this period? Or just open to WWII memorabilia anything and everything?

(C) Open to WWII but the flip side. A) with 12 million soldiers in the field or more there was no way you were going to collect it all or own it all.

(R) Well it's not like you can park a tank in your back yard. Sooo

(C) Or a battleship... So uh the point of it is certain things were you know beyond the realm of collection which then therefore basically moved it to personal effects, uniforms, uh various patches.

(R) So you kind of knew automatically going in that you would stick to certain things you would focus on. Did you focus on one branch of government- or I mean government- I mean one branch of service or men this branch or anything.

(C) Correct correct because the uh the infantrymen in the support units in the Army, the units of the Marine Corps were things you could collect because they were small personal items. The

Naval items were a little more varied because of uh for obvious reasons and uh so generally the collection has been along the Army with the Navy interspersed that that was collected.

(R) Um I think that kind of covers anything that I had could think of. Is there anything you feel like needs to be added?

(C) Not at the present time. I'm sure that things may change as we discuss a few other options but uh no that's how I got into it.

(R) Absolutely that's why you can go back and cover things and add on.

Interview 2

(R) Alright so since we've kind of finished our other interview- um is there anything that's kind of popped up in your mind that you'd like to add?

(C) Well actually one other thing I happened to think about after the fact is that you know uh having had the interest in the Native American Indians and the Civil War that I talked about in the previous one. Uh a friend of mine was in talking about how he had evolved in his WWII interest his time was very very to the point. You know you can talk to them. You can't go back and talk to Robert E. Lee or you can't go back and talk to Stonewall Jackson or that Indian who lived 500-600-1000 years ago. But there if you take the time there are a lot of WWII veterans out there that you can still go by and talk to. And so that is making history up front and personal because it is real to them and they can make it real to you. So

(R) A piece of living history so to speak.

(C) A piece of living history exactly which then helps you to understand the uh the reenactors now because they get involved and that truly is living history. Especially if you go to the trouble to reproduce the look.

(R) Well and to really be authentic because I actually in my menswear class that we had to take we talked about some reenactors and it was more Civil War battle and that there were the guys who kind of just went into it and they wore the uniforms and they kind of took it more as a job. But then there were those people it kind of became a lifestyle and it kind of became a way of thinking in that they really tried to find the actual authentic pieces from that time and then they would get into the character and really live it out. And it was – it was a much different experience too.

(C) Well in doing my research I have uh engaged a uh archivist at the National archives to get some information for me. And uh to echo that point she is very interested in the Civil War and so she gets into the characters significantly. And so yes I have I have met some folks who are exactly like that.

(R) And well like you said it's living history but in a different sense in that the veterans of WWII actually lived it and can talk about their experiences and are currently living proof. Whereas you're becoming like you were them. So

(C) Well in point of fact to echo that point is that uh I have a reproduction uniform that was the 1943-44 combat dress that the infantrymen would have worn at that point in time in the uh series for Market Garden on Band of Brothers. They show when they had jumped into Holland and how excited the Dutch people were for their liberation that the uh goodwill of the Americans and in 2007 I was able to go back and was staying with a Dutch family and he was a reenactor in part of a unit there. And uh he had asked myself and a friend of mine who had gone over to bring our uniforms and so we actually were able to march in a "liberation parade" as uh living history. And to have the Dutch stamp and applaud it was awesome- totally awesome. (Teary eyed)

(R) Yeah- how was that experience ? What was it like?

(C) It's indescribable... And I have to say that I kind of felt like I was just like those guys in 1944 in September when they jumped into Holland and were greeted on the streets. There were a 100,000 people on the parade route applauding us as we walked by. It was awesome.

(R) Getting a little teary eyed.

(C) Yeah it was awesome. (Pause)

(R) Something really gives you an appreciation for what those men and women who were serving them too.

(C) Well not only that it it helps you appreciate it from both sides. In that you can see the soldier would have been appreciated but more importantly it let you see the people expressing their appreciation.

(R) Sounds like a wonderful experience.

(C) Oh it was awesome.

(R) Well to kind of continue on from where we left off with your collection. You talked about how you kind of stopped collecting about 1- 1 ½ ago or so. So where does your collection currently stand. Can you ballpark about how many pieces you have?

(C) I have no idea. I really don't.

(R) I guess it depends on uh what you consider a piece cause if one patch is a piece then a lot uh...

(C) A patch is a piece and what I have tried to do is to collect as many of the uh particular unit patches because remember there logistics [sections or units], there were support people, there were engineers, there were uh the law units, there were artillery units and so there were medical units. The service is quite expansive and each particular unit needed its' own designation and also a way to be recognized because of security issues and things like that. So uh they all had their respective uh uh badge of insignia and uh service and so I've tried to collect those. So with each one of those you've got you know both phantom and the real units so on paper there were nearly 100 army units. There were uh I think (pause) 23-24-25 actual "corps" badges. There were service units- there were the marine divisions and uh then the navy had their uh badge of rank for various things so there are a lot of patches out there.

(R) So what would you say the range of your collection. So would you say the smallest piece you own is a patch- 1 individual patch? So what would you say goes to the biggest- like a complete ensemble: medals and every?

(C) Correct.

(R) So kind of fill in the gaps between what that is.

(C) It's in point of fact that very much summarizes it. I really [have] not put together a mannequin that would have everything on display. But I would probably have uh if you put it together virtually everything that a front line infantryman would have gone to the front with. So

(R) So you could pack up a duffel and send someone off so to speak.

(C) So circa 1942

(R) Give or take. So okay is there any piece that is your kind of your favorite that when you came across it was a surprise or you just thought it was really interesting, different, cool? Some other word?

(C) (Pause) Hmm.

(R) Obviously you love it all. So

(C) (Pause) I think a couple of things are probably the more significant. I do have a uh tunic with medals from a not 101st airborne but another paratrooper unit that uh is awfully special because I know what that represents. And then the other thing that is interesting and unfortunately I do not read German. But I have come across some of the propaganda books that the Germans had put out and it's just very interesting to thumb through those books and look at the pictures to see those. And uh so I think so far as poignant those are the two extremes of it. I still do not understand how a an entire generation of people can be persuaded to follow such a maniacal way of uh dealing with other people. And to what extent that they would (pause) embrace patricide. But to see it and the spin that they put on it is just beyond comprehension.

(R) Well and I think it's hard to understand now looking back cause we know the whole story. But then also um I mean you can never know what you're going to until you're in someone's shoes. But as it's been written about in many books is that he was a very charismatic leader and that is always I mean if you think about any you could take it to the other an extreme in that he was kind of a cult leader and that these were all his followers. It kind of does put it into perspective. I'm not saying it's right but I feel like he would have some of those qualities.

(C) Yes yes but to point it out but when you talk about a cult leader. That has a finite uh personal basis whereas this was a whole nation and so that's the part that is so extraordinarily difficult to wrap your hands around. Still it happened...

(R) Who knows... Yes it did. It's hard there are things in history that are hard to define. You mentioned something that I find really interesting about the piece that was really you understood- I forget what your word were- but you understood what...

(C) The airborne tunic?

(R) Yes about that one.

(C) Yes well it's just having done all my research and reading and um you have to understand a little bit in that. It's not that the front line infantryman didn't have a significant impact on the way things evolved but the paratroopers were our equivalent of the shock troops in that um when they went into action they were basically to use a phrase ["we're always surrounded"] it's perfectly normal for us- we're paratroopers." To go into a combat situation and be surrounded to have to fight 360 degree battles. Where you generally think of a uh other than a reconnaissance patrol where you know you're going to be in enemy lines or maybe in enemy lines. Uh generally you don't think too much about watching your back. Now if you think about it if you're a paratrooper you're not watching just your back- you're watching the sides of you, the front of you, behind you, and every direction because you don't know where trouble is going to come from. And the fact that my uncle had been a paratrooper uh made that that just more poignant.

(R) Okay alright well that does kind of explain it. It just seemed an interesting turn of phrase so to speak. So wanted a little more of your opinion on what that was. Um what you also mentioned that like you said you have slowed down in your collecting. What is the most recent purchase(s) that you did make before you kind of stopped collecting?

(C) That would that would probably have been uh about 1- 1 ½ years ago. It was a personal [lot of] medals, jump wings, uh the Vietnam boonie hat that you saw in all the movies from uh a gentleman that had been a trooper at the end of the second world war stayed in the army as a professional career and then ended up fighting in Vietnam. And it was part of his stuff.

(R) Okay so it was just interesting items that you had come across?

(C) It was uh I had a couple of people by that point in time, since I had evolved more towards patches, [that I was] dealing with significantly [either exclusively or routinely]. And it was another one of those things that they had a friend that uh had his stuff and they were selling it. They knew my interest and just contacted me to see if I might be interested.

(R) Well that's interesting. Well that was nice of them keep an eye out. Especially since you know someone's got an... What is- you mentioned Ebay. Was that the main way you purchase most of your stuff? Through other contacts you made through that or

(C) Well majority uh obviously as you go along you make contact with folks [other collectors and if you become a repeat customer, they will keep you in mind for items as they come along] and if you become a repeat uh buyer they will contact you if they run across something. Especially once they know what you're interested in. So after a couple of years that was mostly how it happened. Uh shows [trade shows and military shows are another source of material. There are many ways for finding items for collectors. At shows you have the opportunity to see some of the more rare artifact and collectibles. Problem is you need to know the seller, know your subject, and know current pricing] that they have around where they have these artifacts on sale are are interesting. The problem you have with shows is that uh they are probably 2x- 3x what you might be able to get from someone on at a...

(R) Individual level?

(C) More individual sale. Uh and I do understand that.

(R) It's concentrated.

(C) And I do understand that [the thought process of a seller may be] "I've got to make my bills and pay for my booth and my hotel room and all that sort of stuff." But uh if you know what you are looking for and be patient you can generally find it.

(R) So um was there a site like a website or a surprise thing that you came upon. That you're keeping it hidden, you don't have to say if you don't want, but any thing that you kind of still keep in contact with now to keep an eye out.

(C) No I just periodically uh just still periodically check on Ebay see what's for sale but other than that you can't own it all you can't collect it all. So

(R) True so is that just kind of you. What kind of stopped the collecting? Was it just that you found most of what you wanted or your items you couldn't find anymore? Or?

(C) Well it uh a couple of things in that I found most of the stuff I was interested in collecting. And I think that for what I wanted I have a decent representation. Uh but the flip side of it is you always have to consider economics of it what you can afford. Secondly [pricing is always an issue. As things are trendy, they get more expensive] uh folks and you run across it all the time. Folks can sometimes have a uh idea of what something is worth and you know what it's worth and you know you just can't get together and so prices got exorbitant for some of these items. It kind of became prohibitive. And by this point in time I had moved enough along the line that I really was more interested in collecting things from people I might even have known. Um you know (clears throat). For instance I have a friend who is a collector and uh he was showing me some photographs of his collection just a week or so ago. And he mentioned well this was a jacket from such and such and I did not know such and such except by name in the book. But I thought it was really neat how he had come up with the guys tunic. Uh I have been in contact with for instance some of the there's a commanding regimental officer- commanding officer of uh 1st battalion of 502 I've managed to track down and chat with briefly 1 year or so ago. And so had I been able and he actually had somebody had contacted him through somebody else and they made a swap and he was able to get the guys jacket. So those are the kind of things that are [have become more meaningful. Personal knowledge of a particular soldier, event or occurrence] personal now is that I know a name and this was there stuff.

(R) So it's a story more. So is it

(C) It's a true story then.

(R) Is there something that just makes that I mean obviously the personal contact if you know the person or that. But is it what is it about the story behind it that attracts you more than just having it to have it so to speak?

(C) (Pause) It's just uh I don't know. I guess it's called documentation of a historical event and you get your finger on what really happened. I [I guess in some respects it means you kind of "own the event"] guess that's it.

(R) Like I said everyone's got a different taste on things. Well um what about your storage practices for your collection. Um how did you go about? Did you just keep everything as it came in a box or did you build shelves? Or research it? Or?

(C) I'm I'm probably still in evolution on that one. Um in that obviously this stuff for the uniforms at least is made out of wool so you obviously have to have a way to store that one to keep the moths away from it. Otherwise they are ever present enemy.

(R) For everything not just clothing...

(C) Correct. But uh yet because all of their stuff was wool. Their blankets were wool, their hats were wool, their socks were wool, their tunics were wool. So obviously you have to have something to arrest that. So I've had to come up with individual wardrobe or storage unit-canvas, mothballs, those kind of things. But I'm still working on the way I would like to have them displayed and that will still take a little bit of time. Because it's like your house- you're always changing a little bit of your décor. So it's the same thing for this one.

(R) So do you um share your collection? Have you told a museum about it- just is it other collectors? What about that?

(C) No you're probably only the 4th person I've ever talked to about it.

(R) Okay why- why are you so private about that? If I can dig into that?

(C) Perhaps it's a certain paranoia about it. Uh having heard of stories where folks would break in and take things and stuff like that. It's taken me quite some time to put all this together and the hours that uh have taken me. It's one of those things that things collect[ed], the items were all collected for a personal [reason] uh collection and other than a few people that I know who share my passion for the collection and my family. There are probably not a half a dozen people really that know what I have.

(R) So it's not that you have million dollar this to go all fantastic on you- in that you don't want anybody to know. In case somebody specific targets it's just a general caution.

(C) Well even if I did have the million dollar collection- I wouldn't tell you. So (chuckling)

(R) Well that's okay. I mean so have you thought about the this is going a little bit forward. So have you thought about the future of your collection at all?

(C) Probably not cause I still consider myself young enough to personally enjoy it for what it is for a period of time. But uh it's exciting to see young folks like you who also are getting excited. So it's there are probably still some places it could end up after that.

(R) Just thought I'd throw that out there. So this is kind of going a similar but different track. Um I would say that you are a collector of specifically WWII memorabilia. But what- do you have a definition of who or what a collector is or does?

(C) (Pause) Well that probably is (pause) is evolving as we go. One thing I anyone who is a collector is looking for a piece- be it an artwork piece or jewelry piece or cameras or just whatever for a certain reason. Um so that is the motivation behind someone having an interest in an item is personal obviously and we've delved into that a little bit as we've talked. But uh also I consider myself kind of a minor historian obviously I don't do that as a job I don't do that as a living I use it as an avocation not a vocation. And so therefore to me to be a historian you have to want to collect at least a few things. And so therefore uh perhaps I'm not saying I'm in it as a collector but as in a as my avocation whereas there are collectors who collect for instance artwork who do that for the artwork part of it. So that's a different deal. I don't know other than that unless they focus on an individual artist that uh I would necessarily consider them a historian of artwork other than knowing that they like the artwork. Now obviously there are some folks if you collected or were fortunate enough to collect Manet's or Monet's or Picasso's that you could do that.

(R) Any well known artist.

(C) Uh would want to do that because you really like their work. Then you would know a little bit of their story. But uh coming from the avocation side that's what made me want to collect a few representative pieces.

(R) So just to clarify so that I know the difference for you is a vocation is a profession whereas an avocation is...

(C) An avocation is not what you necessarily earn your income at but is still important to you and something you embrace with a passion.

(R) Okay um so would you personally consider yourself a collector?

(C) A minor collector yeah.

(R) Cause um I hope this does not come off inappropriate or demeaning in any way. But some of the research I have read has said that to certain collectors believe that you have to be constantly on the hunt- constantly looking for that next find. And it kind of it kind of becomes a vocation for them in that they are always looking for the next kind of item, memorabilia, associated, whatever their area is. Whereas if you aren't constantly driven by that you are more collecting rather than a collector. So would you agree with that- do you disagree?

(C) I think there is there is some truth in that particular statement. I uh would disagree in saying that you can't be a collector. I mean you know as I uh

(R) I mean you could collect matchbooks if you wanted to.

(C) Well in point of fact in my uh I've talked to a gentleman who collected cigar wrapper bands and so his vocation actually had been a school teacher. And then on the side he made clay WWII figures – really, really nice figures. But his collecting passion are the bands around a cigar so you know. The point of it is I think that talks about 3 different aspects of things right there. He made his living another way but his passion for his collecting was another. So I don't know that you have to always be on the prowl cause as I said with as many men and women in uniform as there were you can't own it all.

(R) You can try but unless you're a Vanderbilt.

(C) Well even then they couldn't because as big as the Biltmore is- they could fill it up and they still wouldn't have everything. So you know you just have to in the case of artwork you can exchange a piece or you can trade a piece for somebody else. But if you are interested in collecting it it's just gonna grow and grow and grow. Well there comes a point in time where you have to look at things from the physical restraints and you know you can't display every art piece. And I suspect there are some folks who have some great things out there but because of the way they're acquired or what they are it's kind of black market stuff and so therefore you know they are not going to display their Picasso's or Monet out for the public to see.

(R) So I take it you don't deal in the black market (chuckling)?

(C) I do not no. I have no dealings with that one. So this is legitimate you know shop purchases. So (chuckling)

(R) So um this is I was just thinking about something that you have kind of talked about in the running of life history behind those artifacts and how the story is important to you. Have you been able to get those stories either from the from the people or have you written any of them down for posterity?

(C) Not for specifics because that is the part that is very hard to to come up with. Uh and it's probably one of those bonuses if you are lucky enough to having grown up or been around those. Uh one of the collectors I mentioned that had come up with the tunic from the the commanding officer uh he's been in it a little bit longer than I am plus he's in a he lives outside of a bigger city than I live at. So he has contacts there that I do not have. And uh he lives just point of fact he lives outside of Chicago and uh there's a bunch of significant military shows up in that area whereas the area I live in we'll have a couple of shows that are small potatoes in reference to those. So you know it's just like everything it's the ability to have actual contact with them.

(R) So as you've kind of gone through the collecting phases of it. Have you seen greater interest in it or less? Or?

(C) (Pause) Probably now I've seen a little bit less reason being is that uh economic times are tougher now than they were 4-5-6 years ago and so therefore there is probably a little less interest in it in that regard. But the other side of it is that you also have 4-5-6 years more wear and tear on some of these uniforms. So some of the pieces that may not have been kept well from

5-6 years ago are are they're rags now because of poor upkeep. And so it's a period also of declining inventory also.

(R) That was also going to be my next question if you'd seen a declining change in the actual items that were available.

(C) Uh some I mean I have not attended a big show probably in a couple of years and the last one I actually was at was during the period when I was over in Europe. And uh that show was phenomenal. It took up an entire fair grounds with stuff. But it was uh in uh Ciney, Belgium and it just so happened that it was one of the big ones that they had on and it was while we were over visiting in Europe. And that particular one encompasses really all it was not just WWII. It was because of the continents to world wars- you had Boer War, you had WWI, you had an occasional Napoleonic uniform.

(R) Wow.

(C) And so it was it was quite interesting to see some of those things. But uh the other side of it is that that's a place where you can see some really good things because the fact of it when the war ended we didn't pack it all up and bring it all home. We left a lot of there so.

(R) Did you purchase anything while you were in Europe for your collection?

(C) I did not. Um well that's not quite true in the parade that I was telling you about that I had the privilege to march in uh my position was to be a uh combat medic and I actually purchased an armband at the show because I was in need of an armband. And as it turns out it was an authentic WWII armband not just a reproduction because the gentleman who had them on display. Uh most of the reproductions have you know kind of like when you're talking about money they'll have the same serial number- well the armbands will have the same serial number on them. Cause believe it or not they had running numbers for those things. Uh all of these had different serial numbers on them so they were clearly authentic piece. So I did buy that.

(R) So but you didn't it's not like you purchased a uniform or patch?

(C) No but the friend I was with one of the things he was interested in- the paratroopers had a bag uh that they carried their weapon in was called a Griswold bag. He bought one I was not interested in in getting one but he did.

(R) So either through your experience with your friend in Europe or here um can you see a difference in the collecting behavior of there vs. here. Or do you not or is that too hard to describe or not aware?

(C) It's hard to describe but I have to say in this particular regard- one of the gentleman who was a reenactor in the unit that my Dutch friend was in. There was another member of that unit who actually has a memorabilia shop. And so I mean he had rows and rows of uniforms and not only you know just plain service uniforms. He had fully put together British paratrooper for Arnhem- American paratrooper for Market Garden- Polish paratrooper for Market Garden- German

Luftwaffe because it was on the ground. So yes he he pursues that with a passion not only that he also restores vehicles. Point of time when we were over there he had just finished restoration of an American half- track and uh during that particular visit we were privileged to be in the company of two paratroopers from the Filthy Thirteen. And uh

(R) Was that their nickname?

(C) That was uh that was yes in point of fact the movie the Dirty Dozen is loosely built on some of their exploits. They were real characters.

(R) Oh gosh.

(C) They were real characters. But they weren't convicts unlike the movie- the movie these guys were all convicts. These were actual combat soldiers and they were characters.

(R) Hollywood interpretation.

(C) Yup we were uh because these guys were part of the party. Were privileged to ride around the countryside just outside Arnhem and Nijmegen in a half track and same trip was able to ride on a restored American Jeep the way the British would have come across the Nijmegen bridge and the way that the Germans would have come across the Nijmegen bridge. So that's when it gets personal. To see the the uh Waal river and the Maas river that they crossed for their different landings as represented in A Bridge too Far. It was awesome.

(R) Sounds like you've gotten to have some fun experiences through this.

(C) (Pause) Really good but nobody was shooting at me (chuckling).

(R) Well big difference.

(C) Big difference- big difference.

(R) But don't have to worry about your life being in danger. Changes it a little.

(C) Right.

(R) Well I think that's um kind of all of my questions for now. Um so is there anything you feel like we missed? Obviously we can add to it later. So

(C) We can add to it later. It'll be interesting to see where we pick this up next time.

(R) Alright well I think that's a good finish.

Interview 3

(R) So anything that has kind of popped up in between the time we did our second interview and now? That you feel you need clarification on?

(C) Nothing comes to mind.

(R) Okay well we're just kind of going to jump on now- we've talked about the past and present. So kind of talk about the future of your collection. Where do you see it in 5 years?

(C) That's an unknown and currently I am in the process of considering retirement and so therefore until get a feel for expenses and things like that uh don't know. But the flip side of it is based on what I started to collect, I've acquired many of the pieces was looking fill gaps and to uh have and so [now I will wait and] just have to see what happens as things become available and how time evolves.

(R) But it's still um tentative. I'm tentatively going to say this that uh it seems like you're still going to be with the collection and you're still going to have it with you.

(C) Correct Yes yes. It's not like I anticipate getting rid of it or closing it up or anything like that.

(R) Do you see it 10? 15? 20? Anything past that?

(C) Can't I can't look that far ahead so unknown.

(R) But so do you think you'll obviously want to enjoy it while you have it cause you spent so long.

(C) Right in point of fact just due to uh time constraints you know life getting in the way. Having activities to do with family I really haven't had personal opportunity to tp delve into it as much as I would have liked to anyway.

(R) So you kind of see yourself delving more into it and really

(C) More in an individual way yeah.

(R) So do you um think there are still things missing from your collection? You said talked about filling in the gaps that way.

(C) Well uh you know there are certain small pieces. Uh for instance, I really have not had opportunity to look into nor to really acquire some of the personal day to day items. For instance like packages of razor blades or razor or those small personal items that the individual would have had.

(R) But that could vary from person to person so

(C) Yeah but I mean there was a general for instance uh you know when a soldier went into the army. There were certain basic things that were handed out- razor blades, socks, um personal soap dishes. Things like that those are not dishes but uh containers so those are things I'm talking about.

(R) Okay so you kind of uh do you see it do you want to have at least one kind of complete ensemble like if they were shipped overseas they packed everything with them to go. You kind of want to complete the whole

(C) Move their personal. Yes correct

(R) Not obviously what a family member would see but everything that the army would have given them. You want to acquire

(C) Or they would have acquired for personal necessity, personal grooming on a day to day basis type thing.

(R) So anything other than just kind of just the little things like the razor blades or.

(C) Uh a couple of things looking forward uh as to um one of the current historical writers for the 101st airborne has done quite a study on the 101st variant patches and uh to acquire a representative of all of those with time. But some of them I have only seen in books and have not yet seen uh any type of a representation of. So that that may take a little time. And also, that they uh that they uh for instance as the 101st moved to Europe for instance. There were a shortage of individual unit patches at that point in time. So there were a number of them that were made in the British Theater. So there's there's that to explore.

(R) So do you want to kind of explore those different avenues and maybe get 5 different 101st airborne patches one from different places. Or just stick with what you can find?

(C) Not from places. They were uh this particular author has uh has looked at those and enumerated and discussed those to use a phrase academically as types of patches and there are uh at my last readings over a dozen types of patches.

(R) So what are some examples of the different types. You mentioned British Theater did you say?

(C) Types are based off of the uh arrangement of the eagle, which was known as Honest Abe. Uh the eagle patch had obviously a dozen or so variants based on the eye, the shading, and and what it boils down to is probably the manufacturers who actually made the patches for the uniform. And so for instance there is a type 8, which is kind of a wild looking rooster. Uh a type of an eagle but I have not seen that except for in the pictures.

(R) So do you think that it's an actual legit and there was one example or 2 or 3 guys who had it and it's just become a type?

(C) That's what that's what may be unknown. And the author addresses that one. These are patches that have have come off and or are active seen as actually sewn on the jackets of soldiers uh and so therefore there are pictures and/or uniforms that actually show these folks wearing those patches. So it's not like they are novelty items.

(R) Alright but so still it could still be individual and not in expansive production.

(C) Correct and for instance they might have been on leave in London and went to a tailor and said can you make us up 30-40 of these. And and but the point of it is it makes them no less significant a type. The only difference between having an individual tailor in London doing it and a US manufacturer doing it is that obviously and even that wasn't always the case. The government signed off on em for one vs. the other. I mean there are known representations of different patches for different units where individuals would go and uh and uh go to a tailor or seamstress and say look I'd like you know 20-30-40 of these. And while they didn't necessarily gain official recognition they were nevertheless official patches cause the guys wore them.

(R) Okay well that's interesting. Well any kind of bigger ticket items other than patches and things like that? Any uniforms you still haven't been able to find? Or?

(C) No not really in that uh for instance, you know the Army as it geared up for having all the soldiers in uniform in the uh early '40s really moved towards a couple of different styles. Now there might have been 40-50-60 manufacturers and all of them supplied their uniforms that uh were then approved by the Quartermaster Corps. I I don't personally necessarily see owning every shade of every jacket. I don't know that that's necessarily pertinent.

(R) So you just like having the idea you don't have to own it all so to speak.

(C) Correct and honestly as I said I think earlier in the interview with over 12 thousand men and women in uniform you can't own it all.

(R) You could try but you'd probably bankrupt yourself in the process.

(C) Bankrupt yourself and you wouldn't have any place to live either. So

(R) You'd have to have a very understanding family or landlord.

(C) Or a lot of warehouse space.

(R) That too. So um obviously you have mentioned that you do have limitations on what you can purchase. Are there any items that you would love to own if you did have the infinite funds?

(C) As dream?

(R) Dream purchases or if you could even allocate enough funds from different things?

(C) Well I probably have started a little too late to do that. Uh in point of fact, I've had one of the authors tell me it's nice to know you're interested in it but you should have started this 10 years ago. And yes I know this but uh the point of it is that as I think as I alluded to- until Band of Brothers established a way and with that the documentation of different references that were available. I just didn't have time to delve into it and so yes I probably did start too late but to get the individual stories, etc. But by the same token as these soldiers all age and as time claims them, um it has taken the opportunity to acquire from the individuals uh away and so but by the same token. If there were 15,000 folks in the 101st airborne then you know probably a significant number of them had the same patches, same jackets, etc. So it can be done in other ways. Um but yeah the key people like acquiring say a jacket from Dick Winters or somebody that achieved that kind of fame that that opportunity has been lost.

(R) Well true and probably especially since Band of Brothers the men who were portrayed in that, their families have probably gone okay close ranks we're going to keep this. So hopefully...

(C) True that but the other side of it is it's sad that also there are a number of families who I don't want this stuff.

(R) Well hopefully they don't throw it in the trash heap.

(C) Right but in regards to say the Band of Brothers there are not many of the of the Easy company guys still alive. Point of fact Dick Winters passed away early part of last year.

(R) I think I remember hearing that. Okay but so kind of circle back around. You mentioned earlier it's the story so for you dream purchases would be to acquire those pieces that have the stories that you know behind them?

(C) Correct and in point of fact interestingly enough. Having gone to some of the reunions of the folks um there was a paratrooper by the name of Joe Beyrle who uh was a very interesting gentleman. [Joe] Who was captured within hours of jumping into Normandy on D-day and was freed due to action only to be recaptured and having spent most of his uh his war career actually interred in a POW camp. Uh chatted with him and again back to Ebay was able to acquire some of his items that the family was no longer interested in um keeping. Now they weren't his medals and uniforms and that type thing but uh as the gentleman have gone back with time to Holland. There have been different uh celebrations where for instance in the Netherlands they have made uh individual pottery pieces and have given it to them and I have been able to acquire some of those. And those that also would have been uh been particular actions that my family member would have engaged in therefore had he lived more than likely would have gone back to have had them so to me it helps to fill that gap and that's some things that I can see going forward.

(R) So anything other than that?

(C) The stories I to right now are the main thing cause obviously the ability to tell those stories uh diminishes with each one of the eagles who soar and each one of the servicemen and women who pass away. And uh I've even had a couple of the folks tell me how appreciative they are that that uh I and others have taken an interest in them and what they did.

(R) So you don't want to spend thousands of dollars on getting an Eisenhower jacket just to own one he wore.

(C) For President Eisenhower you probably wouldn't come up with it so that's probably in some Smithsonian collection somewhere or on display at Camp David.

(R) True but one or the other. So it you really wouldn't... So let's tentatively say that you could found a surprise one from somebody and the lineage traces and it's accurate?

(C) Uh I don't know. It would depend upon the individual now at this point in time.

(R) Alright well that's interesting. So would you expand your collection anyhow? Dig into other servicemen? Women? Areas? Go Navy- you mentioned it.

(C) The navy- it's not that I have not acquired some particular naval related pieces. But you can't own a battleship- you can't own a destroyer.

(R) Well you could try! But (Laughter)

(C) It'd be awfully hard to put one of their 5 inch guns or 16 inch guns out in your backyard.

(R) Well if you did that the CIA would probably have a permanent tap on your house going forward.

(C) Homeland defense would probably certainly come visit you. But uh that is a little less because the majority of that particular stuff was was ship related for instance. You can still buy surplus coffee cups from naval ships and you can still get those things. So uh that's doable but the same line- unless it's a an actual piece from a storied uh ship such as the Enterprise which is currently just been deployed for it's final mission before decommissioning. Uh and obviously since the Enterprise went back to the early war successes in the Pacific. Something from the Enterprise might be quite interesting. But uh those those things are a little bit harder and harder to come by and also they they just on the scale of the fact that the Navy crosses the ocean um can't be personally attained. Just as a quick aside for instance the Lone Sailor that stands outside the Navy Yard is a amal or is an amalgam of decommissioned battleships where at least a piece of metal from the ships was taken and then the uh formation of the sculpture were melted down to form part of the unit for the Lone Sailor. So that's you can get some of those pieces they don't they are obviously not as encompassing as the Lone sailor is. But uh anyway.

(R) Well have you thought about expanding into kind of other areas- you've focused on the Army specifically. You also mentioned you had one or two Russian things. Have you considered going into the different countries that way.

(C) Probably not uh consideration yes. Again you can't own it all. But uh with the lend lease programs uh that the US engaged with um a number of those things were sent by us anyway. I true or not true I have been some reenactments and other shows where supposedly artifacts were

found stored in a big warehouse or in a big cave in Russia and it looks just like the American '43 you know web belt or whatever. So uh that one you may actually have one anyway and not know it in but the fact that we supplied it to them or leased it to them and/or lended it to them. The Eisenhower jacket itself is uh is the American version of the British battle uniform so there is a lot of commonality to the stuff. And for instance, I think in the earlier interview I alluded to a uh gentleman in the Netherlands that has a resale shop. He has racks and racks of of the people who fought during the Battle of Arnhem- British paratroopers, Russians or not Russians- Germans, uh Polish paratroopers. They're other than a different color of the shades look the same. Patches obviously are different.

(R) Well it's the little individual things that really make that stand out.

(C) Well certain of those patches would be on the lookout for.

(R) No finding of all these German artifacts for you?

(C) Oh it would be nice. The problem is with that is authenticating and being sure that they're legitimate artifacts. Uh with the again going back to Band of Brothers- with the uh popularity of the Band of Brothers, etc. and even before that there were a number of unscrupulous folks that put out some copy artifacts as legitimate that weren't. And without actually knowing the person and that kind of thing that's that's a little more fraught with error and and I understand for those who have acquired some of those German pieces uh honestly that uh that they have been taken. So

(R) How do you mean?

(C) Meaning they they bought stuff as legitimate pieces to find out they were reproductions.

(R) Okay I just didn't know if it meant they somehow had been stolen from them. You know awkward situation could ensue. So

(C) Unlike the art world where it does happen.

(R) It does happen... But

(C) And that's not to say for instance I have a Dutch friend now who is a collector and someone broke into his uh his storage. He had them in display in his home and someone broke into his home and he's yet to recover any pieces and probably won't.

(R) That's sad. Well you mentioned the Dutch friend who collects things. I don't know what the focus of his area specifically is. Have y'all kind of compared who has what and ideas and things to watch out for? Information trade that way?

(C) Really not uh in that um his collection was taken at the point in time when I was last over in Europe and so I haven't uh seen any of that. I've seen obviously some pictures of that stuff. But uh I've got another Dutch friend and he he really- he's very generous. I think as he's also one of

those folks who've met a number of the veterans and I think he gives it to them as they come over for visits.

(R) Wow it's very nice of him.

(C) Yes it is nice of him. Now the one I alluded to who had his collection stolen. He is currently in the process of restoring an American jeep. So that will be interesting in seeing how that turns out. We communicate

(R) Road trip

(C) We communicate by email uh quite frequently and he's uh he's just about gotten it done. He also was the one we as I was I think earlier in the interview talked about riding the Nijmegen bridge in A Bridge Too Far both ways.

(R) You did coming from the German side and from the American/British side.

(C) We rode that in an uh jeep and uh he had it's his second. This one was his second restorer and the other one we rode around in so.

(R) Well this is kind of a little off track but uh you mentioned that you know some other people who collect and all that. Is it a close knit field for the collectors um who really kind of know each other? Or is it all kind of individual in you know who you know?

(C) I can only answer it honestly from personal experience. Uh and I have some some estimates and guesses. I suspect it's much like the art collector who doesn't necessarily want somebody to know everything they've gotten. But by the same token you know a fair amount of what and uh this one who's my best friend that's got the jacket collections. Uh he has put those on at some of the reunions before. So he's he's shared that part of it before. So but it runs the gamut is what that says. But uh I know a lot more people who have pieces that haven't been seen than who actively display it.

(R) Okay now how does – are they also kind of more focused on their country of origin like your uh does your Dutch friend collect any American stuff or any Allies stuff? Or?

(C) Oh my my uh Dutch friend is predominately American but does have some British items and some Polish items.

(R) Okay my train of thought also kind of on a tangent- if there is any issue with Americans trying to collect let's say Nazi German stuff or Holland stuff and then collector's can get ify about the where things come from and that. Do you understand what I'm trying to say?

(C) I don't know but in the process of discussion for instance. I don't know anybody uh well alright. Let's let's say I have seen pieces for instance when um Americans were "souvenir finding" who uh would acquire German daggers. And for whatever reasons would break the swastika off of the daggers. Uh I don't I can't tell you their rationale but I have seen those

daggers where the swastika was was either ground off or just broken off. Whereas others it's no big deal that was part of who they were and an artifact's an artifact. It goes both ways and I think part of that gets to um just the individual and their own personalities, their own prejudices. I mean you know some of them for instance I would sort of guess perhaps they acquired the dagger on a day when a friend of theirs had been hurt or killed and they may have taken it out on that particular piece. But uh some I have seen focused totally on Japanese- some totally on German. So that that's kind of an individual thing but it runs the spectrum.

(R) Okay well I think I was thinking more classical in that I mean if you think classical sculptures like Greek and Roman in that some of the countries want their artifacts back because they were taken illegally. So I didn't know if country countrymen collectors- like the Dutch friend- um if he was if he would be upset if someone would collect something that was from a Dutch soldier vs. stick to- you're American so stick to American.

(C) Oh I see your point. No in point of fact uh I uh the uh the Dutch army had uh two different elements. One is that when the country was overrun so so quickly in the uh early '40s they uh obviously overran the Dutch army. And um so therefore there was that 4-5 year period where there was no Dutch army. So therefore that wouldn't be an issue. And again back due to lend-lease they would have been part of the Allies had they expatriated. And so therefore they uh they would have been in a similar type of a jacket and battle outfit to the others. So no the Dutch don't. The Dutch uh to my knowledge uh I mean they have an army now and that army looks pretty much like the American Army since they operate under NATO. But no and the Germans on the other hand because of the atrocities associated with the war largely downplay it. And so they don't to my knowledge say this is state owned or state treasury or anything. It's kind of a period in their life I think they wish they could forget. But uh the Russians on the other hand I have no knowledge of that. Um so I don't think that's the same issue that they are for instance with the statues that are out there. Because those are national treasures.

(R) True but I mean these are pieces of history just as important as those sculptures.

(C) Correct and they they do tell a story. They're they to my knowledge aren't viewed the same way. It'd be hard pressed there's an old adage in that to the victor belong the spoils and it's hard to see when I've seen photographs of thousands of German helmets in a pile, thousands of German rifles in a pile, etc. And uh so I mean I don't know what happened to those I mean obviously they went somewhere. They could have all been melted for whatever reason but uh they're out there.

(R) Well to kind of also go along with that. Have the other collectors and/or sellers um ever kind of closed ranks against outsiders- kind of treasure hunters like you mentioned. Or anybody and everybody can collect in your experience?

(C) (Pause) There's a condition to what I'm going to say.

(R) Okay it's kind of two-fold.

(C) Anybody and everybody can collect and that is it's uh. I mean obviously the shows go on because that's the case. The one thing they do have a uh an axe to grind is when for instance restoration. They they have a purist attitude in that in that they want it without any sort of a restoration having been performed on it. Now where that gets a bit touchy.

(R) Like if a bullet had hit grazed off it and it's got the dent.

(C) Right and/or somebody wanted to fix that and/or if they wanted to repaint the helmet in the color that the for instance the German Luftwaffe's uh battle helmets were a certain color, the army's were a certain color and there are a lot of folks who have no issues with repainting them in those colors. But there are others who say you are destroying the value the meaning, etc when you do that. And so that becomes a little bit touchy for the collectors. But so far as actual you know owning it- the more the merrier.

(R) Okay well I think that's all of the questions that I had. Is there anything that's kind of popped up that you feel like we haven't covered?

(C) (Pause) No I uh. I mean folks collect for different reasons and uh um collecting is fun. You meet some nice people- some interesting people when you do it so everyone should.

(R) (Chuckling) a little bias there. All right great!

Interview 4

(R) Alright we are rolling again. So we are getting to the last of our interviews. I know you're sad.

(C) Yes yes I am. It's been fun.

(R) Sad sad. But um is there anything to pop up that you feel like we need to cover? Thoughts?

(C) No

(R) Alright well we will do a wrap up at the end of this so that if you have anything at the end. Any kind of final closing statements that you'd like to include we can do that. But this one this interview is kind of going to kind of focus on how you gained your knowledge of what is accurate for the time period. You have mentioned a couple of times in that you bought and now looking back you know that it was not intentionally sold probably as advertised. But it was actually inaccurate.

(C) No no. I would qualify that one in saying that I think for my first serious group of acquisitions. I think [I am try to say that I think the seller made an honest mistake, not an intentional intent to defraud] it was done honestly but it was mistaken. There is there is no question some of the stuff has been and and like I said. I have been very fortunate but in those pieces uh that I have found out weren't I think those folks legitimately were out to make a dishonest buck.

(R) Okay so just as kind of a recap the main sources of your purchases have been from...

(C) A [Main sources were EBay personal contacts, estate sales, local dealers, and to a lesser degree military shows. The EBay collection definitely got me started] couple of of things in that I have a couple of of folks in the area who deal only with the veterans and/or the veterans families. And so I have acquired some pieces that way. Um ergo that is just like acquiring them at estate sales. The majority of the items have been purchased either through uh a couple of individuals whom I highly trust and highly respect a fair amount of Ebay at first. And then a good portion of the collection came from that initial collection. So

(R) Alright well that's good to kind of recap on how you found things.

(C) Well that's point one. And then point two is uh there are uh historical books [pictorial as well as photographic] put out there uh where they would actually photograph. For instance, some of the good photo books of the particular uniforms were done either in England or in uh Europe because obviously we left a lot of it there. But uh

(R) True and that's where the battles were.

(C) Right uh and uh so a number of those [places see reenacting events and commemorations] due to reenactments and that type thing. For instance, there is a significant amount of activity of [French, Dutch, and Belgian] folks who actually restore vehicles and take them back to

Normandy for the celebrations on June the 5th and 6th. And so uh you will actually see those folks there. Then you will there are also a number of museums who who have this stuff on display over there. We have the uh D-Day museum in NOLA that has a number of these things uh and there have been a number of authors who have put some other things together. So color photographs have been good and also I have acquired uh books that have the actual regulations and descriptions- the particular dye lots the colors from the Quartermaster corps that you can still find around. So

(R) And there is a museum of the Office of the Quartermaster General, which you can go probably and visit too.

(C) Oh really. Okay okay not surprised but okay.

(R) I've been in contact with them so they are nice people. So

(C) And then obviously the home bases for the respective units all uh or largely will have some type of a museum that if you have the time you can go visit and see authentic stuff. So so it's a combination of ways you can get the knowledge. And then secondly uh as I was telling you just looking on Ebay you can see a lot of pictures and you learn to see what the stuff actually looks like. So I probably did a fair amount of that before I really started just to you know so that I could see what they look like and used it as a learning experience to uh see. So that when I actually did see the real thing I knew what it looked like.

(R) Um that actually covers my first question of how you gained kind of your knowledge. Versus an actual original artifact vs. a reproduction. Is there any kind of initial thing that really stands out?

(C) Well there are a couple of things that do. Um first of all, there are folks who talk about a burn test for fabric and uh I don't know that I've ever learned or acquired that particular skill. Uh the point of it is is that you also don't want to risk damaging your uniform and I know you're really talking about a thread or whatever but but I don't want to pick a thread or pick anything that that might unravel later.

(R) Well for I do know that for that it is um fibers give off a particular kind of smell and then certain ones if there are certain dyes and things will give off a specific color. So

(C) So okay well then I've learned a bit but I've not had anyone educate me on what to look for in that regard. I think it would take someone with a textile major to understand that one. But secondly there is a lot being said and uh if you uh think about it that makes sense in that there is a black light test that you can use for things. Uh a lot of us have been to you know different rides and things where you'll you'll see our shoes or our socks or fabric that will have a you know almost an iridescent look and that is because of the way the thread and fabrics have been made since the early '50s. Uh and so there is the old pieces don't have that and I have checked a number of those things just after I have got into it more and no they don't. They clearly are different. Now the one thing that you have to be cautious about in that regard. And I have learned this the hard way is that uh (pause) the soaps that we use in cleaning has phosphates in them now

that were not as readily apparent at that particular point in time. And they can leave a little bit of a residue behind in the fabric that will make it look- it'll- it's kind of funny because it's it's interspersed and very to use a phrase "thready" in the in the fabric but you'll see that oh I bet you that's been washed in in uh detergents or something like that and it just didn't all get rinsed out. So that that's just a little condition but that's uh one a couple of the ways that I've learned how to sort out the old vs. the new.

(R) Okay is there any test that you've heard about that has later been disproved in that oh this is a way to tell an original and oh wait no that's false information?

(C) Well I uh I think I just told you one like the black light. It it could be you can say the opposite.

(R) It's hit or miss

(C) You could say the opposite you could say the very same thing about that one. In that well if you're seeing the glow in the fabrics then perhaps it's not a an original piece. And then you know I- I think the majority of folks in this particular field try to be honest about what they say and and uh if they are unsure they will say I'm not sure if this is real or not so I'm selling this as a reproduction. And uh there are some companies that uh specialize in authentic reproductions.

(R) Okay like what?

(C) Well for instance, there's one uh in uh the Ft. Campbell area called At the Front. They're uh it's a place called Columbia, KY and they they do a very good job of reproduction pieces at a reasonable price. And that's one of the the places a number of reenactors get their gear because it's reasonable and if they go out you know in one of their field problems rip a uniform, they're not out that much. Whereas if you had spent several hundreds if not thousands of dollars for a field uniform for the paratroopers and went out in the field and the first thing you did was to rip a hole in it you'd be quite unhappy with having a thousand dollar piece of equipment go away that that way.

(R) I can imagine so.

(C) There's uh uh an outfit WWII Impressions that's out in CA that does a good job with it and there have been a couple of places. And I'm not sure if currently they're still in business but have specialized in the British uniforms um and then there's an outfit in Alexandria, VA that uh is Capital -I think that's their name-National Capital Restorations or something to that effect that turns out a good product. And there's one other one and that one has been a little bit harder to get gear for I don't know if it's because they cater to the movie industry. But for instance when the movie Pearl Harbor was made with Ben Affleck uh and Kate Beckinsale, they did a number of the flight uniforms for the uh the uh actors and they've been kind of hit or miss as to ability to satisfy a particular need like with their jackets or the air corps crusher hats that the the flyers would have worn. But those are 4- 4 places that I know of and they have good products.

(R) Okay is there any words of advice you would give to kind of a novice collector? Someone who's just starting out ?

(C) (Pause) Well the main thing is is uh and I'm sure it's the same with any real collection. It it's a whole lot easier to go to a uh kid's store and get for instance cabbage patch kids because you can get them off the shelves. But if you're going to collect, you're going to have to do some research and find out what the things actually looked like and colors, and you're going to have to travel a little bit to see these things in museums. So uh I guess education, knowledge about it at first.

(R) Okay anything else past that? Once they've you know actually started the research?

(C) Just do it.

(R) Okay kind of just you know dive in.

(C) Just dive in.

(R) What about any guidelines that you've seen as you've collected that kind of unwritten rules so to speak? Maybe that people need need to be aware of? Or aren't really told?

(C) Uh I need some elaboration on

(R) I mean is it let's say someone goes to a store and they see something they want to purchase. And let's it's say 1943 crusher hat so to speak or something like that. Is there anything they should be aware of past the research phase of it. Let's say they have the knowledge behind it.

(C) Well uh one thing you're going to have to be careful of is the fact that if they're authentic they may be fairly fragile. It would be much like going to the National Archives and getting some papers out with bare hands. And uh you know just the oils from your skin and that type thing could could hurt the stuff. Um so just be gentle. Uh for instance, I can I can tell you there was a book that was published after the war for the 506th uh Parachute Infantry Regiment called Currahee and that particular book had some tissue paper type overlays in it. And I was actually looking at one of them and just in the turning of the page to open the book it just (uncertain noise). It just shredded just in the opening. So just realize this stuff may be you're not talking about a battleship made out of steel that's going to stand up to it- these things can be quite fragile. So care is the main thing.

(R) Anything past that?

(C) Uh you know for paper related products you might consider the archivist type thing. Where you actually have little cotton gloves on when you when you do it. And then uh try to use uh for instance for papers not to use extraordinarily bright lights in it because of the fading of of the garments. It's mainly things like that. I think you have to treat these things much uh with with some caution. But then the other side of it you have to remember they were made for soldiers to go to war too so they're not just you completely fragile so you just have to use good judgment.

(R) Anything- any guidelines when interacting either with people that you're buying from or other collectors?

(C) Uh just you know certain collectors have a a uh bit of a bias against handling and touching and they don't necessarily want you to do that. But some others hey fine handle it all you want. So just kind of get an idea of what the particular dealer or vendor has as their guidelines and just go from there. But also you know if you're standing in line and there are 15 other people behind you- be respectful. Some of these guys at the shows are they make their livings this way so just remember that.

(R) Okay um what about any warnings? We've kind of talked about things to be aware of in researching what you actually um need to know to identify an artifact as accurate. But any other warnings generally bout the field? Collectors? Sellers?

(C) (Pause) I don't think anything any different in that regard than say um if you walked into an antique shop and were looking around. I think they would welcome you just ask that you treat their stuff with respect. I I think that's the main thing.

(R) Don't be a bull in a china shop so to speak.

(C) Yeah that's exactly right.

(R) Well those are kind of all the questions that I have. Is there any kind of thing you'd like to say in closing? Or

(C) Only that it it's uh it's in a lot of respects a very rewarding thing to do. It's nice to own a piece of history and uh I would encourage everyone.

(R) Okay well that's great. And um like I said is that I'm hopefully going to get all of this transcribed and sent in so we might just follow up later with another interview of potential questions. But this has been awesome and thank you for all of your information.

(C) Oh it was my pleasure I've enjoyed it very much. I hope it helped you out.

(R) Oh it has!

Appendix B

Uniforms:

- Navy jumper and pants and insignia (Petty officer third class baker)
- Navy jumper and insignia (petty officer second class operations specialist)
- Navy petty jumper and pant (petty officer third class ship's servicemen)
- Navy petty jumper
- Navy petty jumper and tie with ruptured duck (honorable discharge) and service medals for theater (oak leaf- repeat)
- Female navy overcoat wool
 - Captain Cull officer's pinks and greens with garrison cap (officer's Airborne cap) with screaming eagle patch and distinguished unit citation with U.S. Army patch (post WWII) with pink/green Fourragère, bronze star, and medals with U.S. disks with rifle certification, M1, and national defense, pacific theater/Asia/European- put together uniform/inauthentic
- Eisenhower enlisted man with 2 version of U.S. disk and 3rd Army patch with pants
- Major General (2 star) dress tunic (early 43-earlier) with belt with bronze star, ETO ribbon, defense service district medal, American service, American campaign, Asiatic pacific, ribbons
- Post WWII enlisted Infantry (blue disk) with blue Fourragère and green/red Fourragère with sergeant first class, 3 years abroad, Korean presidential unit citation, combat Infantryman badge, bronze star with valor, national defense, Korean service, Vietnam with 4 stars, United Nations service medal, republic of Vietnam medal, purple heart
- German long G52 winter overcoat (policeman?)
- Navy officer/midshipman winter basic tunic with 2 gold stripes on sleeve
- PFC Eisenhower single chevron with SHAEF patch and trouser 36 long (serial number)
- Sixth Army sergeant women's (Slashed pockets) with trousers and Army Air Forces patch
- Short doe skin officer's winter jacket with belt lieutenant W.R. Lee
- Captain early belted jacket medals (largely taken off) officer's U.S. disks with 41st cannons (unusual to find) pinks and greens (makers inside) and unknown medals
- Post WWII officer's summer uniform with pants with a number of medals
- Marine Corps dress tunic PFC and no distinguishing marks
- Naval trousers
- US Army air Corps officer's (U.S. pins), khaki aviator (wings)
- Khaki Ike jacket with U.S.O camp shows patch
- HBT work/combat shirt
- Size 14 wool brown skirt
- Russian wool tanker uniform and pants
- Commander's coat with twill navy enlisted pants and assorted medals
- Later Battle Dress Uniform (big red 1) combat shirt
- Leather shearling (high altitude bomber) jacket with "flight damage"
- Inflatable vest for Navy- movie prop
- Enlisted men shirt size 34, Benkovsky label
- Pinks Cavalry pants
- Mustard green tanker britches with enlisted man's shirt (Benkovsky)
- Officer's khaki summer jacket with 40th tanker Grizzly
- Replica paratrooper jacket
- Replica M1942 paratrooper jacket
- Uncertain sweater OD

- Reproduction German field tunic, pants, jackboots, hat
- Replica camouflage smock (German)
- Enlisted men's four-pocket jacket with Corps patch
- Reproduction 1942 jacket and pants reinforced paratrooper field (3)
- Reproduction 1942 jacket and pants paratrooper field
- Reproduction M1943 jacket pants, scarf, suspenders with screaming eagle
- Enlisted mustard green reproduction wool shirt
- Reproduction 42 field jacket and pants
- HBT mechanic work coveralls
- Enlisted men's reproduction mustard green shirt
- Eisenhower 82nd Airborne jacket with assorted medals (wings, purple heart, rifle/pistol/grenade)
- Officer's reproduction wool shirt (3)
- Size 44 four-pocket jacket
- Authentic pants and shirt mustard green enlisted men
- Green and chocolate brown pants (authentic)
- Enlisted men's mustard wool
- Pinks shirt
- Chocolate brown's officer's shirt
- Khaki officer's reproduction jacket and pants
- Chocolate officer's shirt
- Complete uniform officer's reproduction
- Officer's engineer pants and tunic
- Chocolate brown officer's authentic shirt
- Chocolate brown authentic pants
- Ike enlisted men's jacket authentic
- Authentic sergeant pathfinder 101st Airborne Ike jacket
- Authentic chocolate officer's pants
- Authentic pink officer's pants
- Khaki/pinks shirt with patch
- Japanese robe
- Khaki dress shirt
- Later version fatigue shirt and trousers
- Officer summer uniform- Khaki jacket and trousers
- Officer's green dress shirt and pants (post WWII)
- Ike wool jacket with Washington military district patch and other patch
- Officer's green wool jacket with patch
- Flying cross navy short sleeve khaki shirt
- Sergeant (enlisted man) green wool dress jacket and pants (with tie)
- Faded fatigue pants
- Summer officer's pants and shirt (bomb disposal unit)
- Enlisted, no identifying (2), sergeant, private (total 6)
- Long sleeve khaki 12th Armored shirt
- 3 Navy khaki short sleeve shirts
- Long sleeve khaki shirt w/o identification
- Officer's complete OD wool uniform (pants and jacket) with assorted medals, overseas 1 ½ (Lieutenant Graham)

- Tunic, shirt, 2 ties sergeant uniform with assorted medals (1 ½ abroad with 1 diagonal stripe)
- Captain wool jacket with Airborne command patch and associated medals (field artillery)
- Wool pants size 44
- Khaki wool pants
- Khaki wool pants
- Officer shirt and pants lieutenant air Corps
- Summer Airborne 101st, combat Infantry badge, qualification badges, medals
- CBI officer's bullion air Corps patch (tunic with belt) and air wings
- 44/33 wool mustard pants
- Ike jacket 11th Airborne with Fourragère, rank badge, and associated medals (purple heart 3 times, silver star)
- Class B complete uniform (all chocolate- pants, shirt, and tie) captain 101st Airborne
- Reproduction paratrooper uniform with suspenders, reinforced elbows (field uniform)
- 4 pocket officer's jacket and belt
- Chocolate officer's shirt
- Officer's chocolate shirt with air Corps wings and tie
- Summer weight wool pants
- Real jump suit (one-piece)
- 4 pocket enlisted man's jacket (quartermaster tags)
- Reproduction reinforced jump pants (4)
- Reproduction German camouflage smock
- Size 44 jacket: A2 Air Forces (goat skin): limited edition
- Foul weather suspenders navy
- WWI tunic with patches
- WWI tunic
- Complete chocolate officer's tunic, shirt, and pants
- Mustard green pants, tie, shirt (size 32)
- Khaki/brown WWI overcoat
- Long sleeve khaki 101st Airborne shirt
- Foul weather parka/poncho
- Navy white shirt and pants
- Navy white shirt
- Post WWII green pants, belt, and shirt
- Marine Corps Sergeant tunic
- Potential Dutch jacket and pants, epaulettes, American label, and medals
- Potential officer's wool overcoat
- Cavalry/Tanker lace-up tie pants yellow
- Cavalry/Tanker lace-up tie pants green green/finer wool
- Ladies Navy tunic with white pants and medals (parade outfit)

Accessories

- Enlisted man's visor
- Enlisted men summer uniform visor (Navy or Army)
- Lieutenant's pink garrison cap
- Infantry garrison cap
- Service officer khaki cap

- Green officer's service cap with scrambled eggs (filigree)
- Rain coast guard cap
- Lieutenant (silver) officer early Airborne garrison cap, size 7 ¼, OD
- Navy foul weather service cap, khaki
- Navy/Coast guard service cap white, Harris and Frank label
- US Navy (Donald Duck) flat navy (2)
- Dixie white cap
- Navy foul weather service cap
- Officer service cap
- Commodore cap
- M1 medic helmet (authentic)
- Garrison cap brown with orange/red piping (artillery)
- Jeep hat (knit)
- Khaki Infantry garrison cap (2)
- Garrison cap khaki orange with red braiding (2)
- Crusher cap enlisted men's
- Reproduction captain garrison cap
- Garrison cap (major)
- Infantry garrison cap
- Plain garrison cap
- Tanker/aviator helmet
- Japanese fighter pilot hat
- VFW hats (4)
- Garrison Infantry cap (3)
- Reproduction Luftwaffe cap
- Reproduction S.S. cap
- Donald duck U.S. Navy hats
- Officer's crusher hat
- Officer's brown crusher hat
- Liner for German helmet
- German officer's boots
- Replica Corcoran boots (2)
- Reproduction paratrooper boots (2)
- Reproduction boots
- Reproduction socks
- Reproduction socks
- Reproduction leather laces for shoes
- Leg ties (2)
- Khaki ties (2)
- Foul weather uniform (poncho and pants)
- Belt (additional material)
- Sam Browne belt
- Reproduction Belt (2)
- 2 web khaki belts
- Replica jump gloves
- Medic armband (reproduction)

- Wrist compass
- Medic armband (2)
- 4 sewing kits

Patches:

- 1st Army Group – blue with white red trim
- 6th Army group- red square with white interlocking pattern
- 12th Army group- red white blue teardrop with black trim (2)
- 15th Army group- red with blue/white shield
- 1st Army- red white with black A (4)
- 1st Army signa Corps- green with black a and orange center
- 1st Army artillery- green with black a and red center
- 1st Army Infantry- green with black a and blue center
- 1st Army engineers- green with black a and red center with white trim
- 2nd Army- green backing with red/white 2 (5)
- 2nd Army- silver backing with red/white 2
- 3rd Army- blue backing with red trim and white A (4)
- 3rd Army- blue backing with red trim and white A with green edge
- 4th Army- red square with green trim and white 4 leaf clover
- 4th Army- red square with white 4 leaf clover (2)
- 5th Army- red square with blue Taj Mahal with white A and 5 (4)
- 5th Army- pentagon with 5 red stars
- 6th Army- green circle with white six point star with red trim and red A (2)
- 6th Army- green oval with white six point star with red trim and red A- white thread shows
- 7th Army- blue triangle with yellow staggered triangle with red triangle in center
- 8th Army- red octagon with white cross (2)
- 9th Army- red octagon with white trim 4 leaf clover and white A
- 10th Army- red hourglass with white centers
- 16th Army- red bullet shaped with white A
- 15th Army- green trim with white/red hourglass with white/red A

- 1st Army Corps- black circle with white trim (2)
- 2nd Corps- blue rectangle with white eagle and white lion with roman numeral II
- 3rd Corps- 3 prong green trim with blue center and white triangle
- 4th Corps- green trim circle with blue/white hourglass
- 5th Corps- white trim pentagon with blue center and white intersecting lines
- 6th Corps- blue circle with white 6
- 7th Corps- blue shield with white 7
- 7th Corps (2nd style)- green circle with red star with half blue/half white VII
- 8th Corps- blue octagon with white trim and white 8 (3)
- 8th Corps- blue octagon with green trim and white trim (interior) and white 8 with
- 9th Corps- blue circle with red trim interior and red IX (2)
- 10th Corps- half blue/half white circle with green trim and half blue/half white X
- 11th Corps- blue circle with white dice with small red dots (2)
- 11th Corps- blue circle with white dice with large red dots
- 11th Corps- blue shield with green trim with white square with red lines and green tree

- 12th Corps- blue shield with orange x (3)
- 13th Corps- green circle with green 4 leaf clover with red triangle (2)
- 14th Corps- silver shield with blue x and red star
- 15th Corps- green circle with blue trim with blue x and white chevron (upside down)
- 16th Corps- green shield with blue trim with white sun with no center and blue star with white trim (2)
- 18th Corps- white square with blue trim and blue dragon with tongue
- 18th Corps – white square with blue trim and blue dragon with tongue with overarching blue tag with white Airborne
- 19th Corps- blue center with white trim with white tomahawk
- 20th Corps- blue shield with red and yellow trim with yellow intersecting lines
- 21st Corps- green square with blue 4 leaf clover with red acorn in center with intersecting white arrows (2)
- 22nd Corps- blue arrow with white trim with white clouds and blue sailboat
- 23rd Corps- blue/white oval with 3 blue/white arrows (2)
- 24th Corps- blue shield with white heard with blue trim in center (3)
- 31st – blue hexagon with 3 white bells
- 33rd- half blue/white circle with green trim with blue/white hexagon with 6 points
- 36th Army Corps- 3 leaf clover with red/white direction arrows

Army Service Commands

- 1st service- white diamond with blue trim with white one (3)
- 2nd service- blue square with white interlocking squares (2)
- 3rd service- white shield with blue trim with white 3 prong (2)
- 4th service- blue circle with white 4 prong with blue center (3)
- 5th service- blue circle with white pentagon with blue center
- 6th service- blue circle with white 5 sided shape with blue center
- 7th service- blue circle with white six point star with blue star center (3)
- 7th service- black circle with white star with black center
- 8th service- blue circle with white six point star with blue circle (3)
- 9th service- blue circle with angled white cog with blue center
- Northwest service- red/blue shield with green trim and white line in center with white star
- Persian gulf service- green shield with red scimitar with white trim and white six point star (3)
- London base- red square with blue trim with white tower of London in center with red embroidery and LBC at bottom

Headquarters and Commands

- Army ground force- red/white/blue lines in circle with green trim
- Replacement depot- red trim with white circle with blue circle center
- General headquarters reserve- white circle with red/white/blue line circle (3)
- Replacement and school command- red/yellow/blue line circle with green trim (5)
- Army service forces- red circle with white flower with blue star in center (5)
- Army service forces- red circle with green trim and white flower with blue star in center
- Ports of embarkation- red shield with yellow concentric circle of ship wheel (2)

Antiaircraft

Antiaircraft command- blue circle with white circle and two red A's (4)
Eastern antiaircraft command- red triangle with yellow triquertras
Central antiaircraft command- green/red oval with green trim and 2 yellow arrows
Southern antiaircraft command- red ivy with green trim with 9 yellow arrows on green triangle
49th antiaircraft artillery brigade- cap shape with cowboy shooting at plane with red/yellow land with white road and white bottle and axe

Coast artillery

1st- green square with yellow circle with red bullet
2nd- green diamond with yellow diamond with 2 red bullets
4th- green square with yellow square with 4 red bullets
9th- green circle with yellow six point star and red bullet (2)
Hawaiian- red oval with yellow center and black mountains and yellow bullet
Hawaiian costal defense- yellow circle with green trim with green flower with red petals

Domestic defense

Eastern defense command- red/blue shield with yellow trim with 2 crossed tridents (2)
Western defense command- black with green trim with yellow rising sun and red sky
Southern defense command- red/white/blue waved shield with green trim
Alaskan- blue circle with white roaring polar bear with red mouth and yellow star (4)
U.S. forces in the Aleutian islands- black circle with yellow trim with white ice with 2 black seals with yellow/blue/red rainbow and "Aleutian islands"
Panama "hellgate" and panama canal department variations- red ovals with yellow gate and chains and "panama" (2)
Hawaiian- red octagon with 2 half c's connected by bar (3)

Misc. Combat

Filipino battalions- black circle with yellow trim with yellow lightning and 3 stars with almost touching shapes (2)
3rd Armored Cavalry- yellow circle with yellow trim with yellow lines with white "brave rifles"
56th Cavalry brigade- khaki circle with yellow star with red circle and lines
507th composite unit- blue shield with red interior trim with red "merrills marauders", design is 4 block 2 blue (white star and white sun) with 2 green with red lightning (2)
98th field artillery battalion- white circle with yellow donkey and red lowercase a
Allied task force 9 (kiska)- blue circle with silver trim with silver dagger with black hilt
1st special service force- red arrow with white usa with white Canada
Army amphibious- blue dome with yellow taj mahal with rifle with eagle (2)
442nd combat (1st style)- blue circle with white trim with white cloud with red center with yellow tomahawk with red/white handle
442nd combat (2nd style)- diamond/hexagon with white trim then blue center with white hand of liberty with flame
99th Infantry battalion- white shield with blue waves with blue ship with red/blue sail
474th Infantry regiment- red arrow with blue ship with white sea and black arch
474th Infantry regiment- blue arrow with red ship with white sea and black arch
187th Airborne- blue/red shield with white trim with white angel wings and white parachute
36th engineer combat- red/white shield with black trim and white seahorse

Amphibious training- blue oval with white trim with white center and red seahorse
1778th combat engineers- red triangle with white trim with white 4, black 8 ball, and green/white dice with black dots
Official U.S. War Correspondent- black arch with yellow lettering
Yank correspondent- red rectangle with khaki appliqué with red yank and yellow correspondent
Manhattan District project- blue oval with white lightning with red circle and blue star with yellow circle with blue lines
Bomb disposal personnel- blue oval with red bomb outlined in yellow
Red ball express- yellow shield with black trim and red circle

Significant headquarters

SHAEF- blue triangle with rd/yellow/green rainbow with silver clouds over white/yellow sword with red flames (4)
ETO- blue oval with green trim and red lightning with yellow trim and yellow chains with white cloud with blue star (2)
ETO- blue oval with green trim and red lightning with yellow trim and yellow chains with white cloud with blue star- screen painted
General headquarters south pacific- green square with purple flag outlined in yellow with yellow lettering
Allied forces headquarters- blue circle with red trim and white AF
North African Theater- white circle with rectangle bottom with red trim and blue star (2)
Middle east forces- red/blue bullet with white trim and white lines with white star
China Burma India patches- blue shield with red/white bottom with green trim and white sun with blue circle and star (4)
CBI- grosgrain and felt of above example
CBI- cotton of above example
CBI- double sided sun and star of above example (2)
Chinese combat theater- red/white shield with blue circle and white star
Ledo road- red triangle with white/blue lines with green land and blue sky with white sunrise (2)
Pacific ocean areas- blue circle with white stars and red arrow with white trim (2)
Western pacific forces- red circle with white flower with blue stars and yellow lightning
Philippine department- blue oval with white dragon with sword (2)
Guam forces- blue sky with yellow ocean and yellow land with palm tree and red “guam”

Army Divisions- Infantry mainly

1st - green shield with red one (3)
3rd – blue/white stripe square with green trim (2)
3rd- blue/white stripe square with green trim with blue arch and white “anzio”
4th- green square with 4 green ivy
4th- white square with 4 green ivy (2)
5th- red diamond
6th- red six point star (3)
6th Airborne- white oval with blue parachute with overarching black Airborne with yellow lettering
7th – red circle with black hourglass with green trim (3)
8th – blue shield with white 8 and yellow arrow (3)

8th- blue shield with green trim with white 8 and yellow arrow
 9th Airborne- white circle with blue center and yellow lightning and overarching black with yellow lettering
 9th- green circle with half red/blue flower with white circle
 10th mountain- blue rectangle with white trim with 2 crossed red swords with white trim
 11th- blue/white pinwheel with green trim
 12th- red triangle with green trim with yellow bull
 13th Airborne- blue shield with yellow unicorn with wings with overarching black with yellow lettering
 14th- blue square with green trim with yellow x
 17th- red/blue flower with green trim with white x (2)
 17th Airborne- black circle with green trim with yellow eagle claw with overarching black with yellow lettering
 18th Airborne- blue shield with green trim with white clouds with yellow ax with overarching black with yellow lettering
 21st Airborne- blue circle with 2 white clouds with yellow lightning with overarching black with yellow lettering
 22nd Infantry division- red circle with yellow scorpion (3)
 Hawaiian division- red shield with green trim with green leaf with yellow trim with overarching yellow background with red lettering
 24th- red circle with green/black trim with green leaf with yellow trim
 24th – red circle with black trim with green leaf with yellow trim
 25th- red leaf with yellow trim with yellow lightning
 26th – green diamond with blue y/backward C
 26th- khaki diamond with blue y/backward c
 27th- black circle with green trim with red interior with red stars and lines
 29th- blue/silver yin yang with green trim (2)
 29th- blue/green yin yang with green trim
 31st- white circle with red/green trim with red back to back d
 31st- white circle with red trim with red back to back d (2)
 32nd- red arrow
 32nd- red arrow with green backing
 33rd- black circle with green trim with yellow cross (2)
 34th- black circle with green trim with red bull skull
 35th- blue circle with green trim with white ship wheel (4)
 36th- upside down blue arrow with green T (2)
 37th- white circle with green trim with red circle (2)
 38th- red/blue shield with green trim with white CY (4)
 40th- blue diamond with yellow sun (5)
 40th- blue diamond with green trim with yellow sun
 41st- red semi-circle with green trim with blue ocean and yellow sun (2)
 42nd- red/yellow/blue half rainbow with green trim
 43rd- red 4 leaf clover with black ivy
 43rd- red 4 leaf clover with green trim with black ivy
 44th- yellow cloud with blue trim with back to back blue 4
 44th- yellow circle with blue/green trim with back to back blue 4

45th- red diamond with yellow thunderbird (2)
 45th- red diamond with green trim with yellow thunderbird (3)
 45th- red diamond with yellow bent cross (2-one thread, one felt)
 46th- green circle with yellow square with blue star (2)
 46th- blue shield with yellow fist
 48th- blue circle with white zig-zag pattern
 50th- red pentagon with yellow trim with yellow circle
 55th- blue pentagon with yellow trim with yellow pentagon
 59th- blue circle with green trim with yellow land with white snake
 63rd- green teardrop with red flames with yellow sword
 65th- blue shield with white axe (5)
 69th- red/blue square with white trim (backwards g) (3)
 70th- red square with white axe with white mountain and green tree (3)
 71st- white circle with red trim with blue 71
 75th- red/white/blue square with green trim with 75 (4)
 76th- red/blue shield with green trim with upside down white E
 77th- blue shape with yellow lady liberty
 78th- red semi- circles with green trim with white lightning (2)
 80th- green shield with white mountains with white trim
 83rd- black triangle with yellow circle
 84th- red circle with green trim with white ax and trees (4)
 85th- green circle with red cd (2)
 86th- red shield with black eagle and BH (3)
 87th- green circle with yellow acorn
 88th- blue 4 leaf clover (2)
 89th- green circle with black trim and arches (2)
 91st- green tree
 92nd- green circle with black trim with black buffalo (2)
 93rd- black circle with blue hat (2)
 94th- silver/black circle with green trim (4)
 94th- silver circle with green trim with black pilgrim and gun (2)
 95th- blue circle with green trim with red 9 and white v
 95th- blue circle with red 9 and white v
 96th- green hexagon with white/blue squares and green trim
 97th- blue shield with white trim with white trident (3)
 98th- blue shield with orange trim with orange Indian head
 99th-black shield with green trim with blue/white checkerboard (2)
 100th- blue shield with half white/yellow 100
 102nd- blue circle with yellow trim and yellow c z (3)
 103rd- yellow/blue circle with green trim with green cactus
 104th- green circle with green trim with silver wolf (2)
 106th- blue circle with red/white trim with yellow lion (2)
 108th- red octagon with yellow griffin with overarching black with yellow lettering
 108th- red oval with yellow trim with yellow wand (2)
 119th- black circle with red flames with yellow trim (2)
 130th- blue circle with white snake (2)

135th Airborne- yellow circle with black spider with overarching black with yellow lettering
141st- blue circle with white exploding flower
157th- blue circle with yellow griffin with red tongue and nails

Army Air Corps

Air commands

General headquarters- yellow circle with khaki trim with blue spiral
Army Air Forces- blue circle with white star with red circle with yellow wings (2)
Aviation cadet- blue circle with yellow wings
Ninth engineer- blue shield with yellow wings, white star with red circle, yellow circle with intersecting white lines, and yellow IX
Far east forces- blue diamond with white star with red circle, white stars, yellow wings, and yellow sun
Mediterranean allied Air Forces- blue rectangle with yellow interior, white wings, and yellow MAAF
Air Corps ferrying- yellow circle with white globe with red/blue lines
Air Force air transport- silver circle with white globe with blue lines with red/blue lines (2)
Desert Air Force- blue rectangle with white/yellow shield with yellow wings with red DAF silver patch with red/white/blue circles and blue circle with white star and red circle
Proving ground command- overarching blue in yellow lettering with Army Air Force patch (2)
Air technical command- same as above example
Personal distribution command- same as above example
AAF weather service- same as above example
Tactical center- same as above example
Training command- same as above example
Tactical air command- same as above example
Strategic air command- same as above example
Air transport command- same as above example (2)
Aviation Engineers- 2nd design- blue/red/white shield with green trim, yellow engineers with wings, yellow globe with lightning bolt and arrow
Air University- blue circle with white UA and yellow wings, yellow lamp, and white star/red circle
US Tech rep- blue circle with yellow lettering and yellow wings
ATC contract carrier command- gold circle with red ship
Women's auxiliary ferrying squadron- blue circle with insect

Significant commands

Military mission to Moscow- red/blue triangle with white trim, white eagle and red/white/blue shield and white amepnka
Military district of Washington- blue oval with white/red trim and white Washington monument with red/yellow sword (5)
Antiles department- yellow shield with red trim and red building
Atlantic base- blue circle with white/red trim and white whale
Bermuda base- blue circle with green trim with white/yellow triangle and red circle
Caribbean defense- blue circle with white ship with red cross
Victory task force- red shield with white v

Greenland base- white circle with red trim with blue waves (3)
 Iceland base command- white/blue circle with green trim with white/red triangle
 Iceland base command- white/blue circle with silver trim with white/red triangle
 Cuba- blue felt with white circles with white lettering, white circle with red triangle and white star with yellow wings
 Labrador, NE Canada base- white circle with red half- engine and blue line (2)
 South Atlantic- blue dome with green trim then red/white with yellow mountains and green/yellow land
 Quartermaster Corps- blue circle with yellow eagle, yellow wheel and crossed key and sword
 Army hostess and librarian- blue half dome with multi-colored rainbow
 French forces training in the US- blue/white/red shield with green trim and silver trim with blue lettering
 Army specialized training reserve program- yellow diamond with blue trim with blue genie lamp and blue/yellow sword (2)
 Officer candidate school- black circle with green lettering cs (2)
 Infantry school- blue shape with white sword and white "follow me" (2)
 US ROTC- black felt with yellow lettering

Army Air Force

First Army Air Force- blue circle with white star with red circle, yellow wings, and white 1
 Second Army Air Force- blue square with yellow eagle with white star with red circle
 Third- yellow circle and blue interior with red with white 3 and white star red circle (2)
 Fourth- blue shield with yellow trim with white wings with blue circle/white star with red circle and yellow lines
 Fifth- blue circle with yellow 5 with white stars, white comet with white star with red circle (2)
 Sixth- blue hexagon with yellow ship, white star with red circle and yellow wings
 Seventh- blue circle with yellow trim with yellow 7 with white star with red circle
 Ninth- blue shield with yellow circle with red nine and white wings with white star with red circle
 Tenth- blue circle with white shield with blue ten and yellow wings with white star with red circle
 Fifteenth- blue circle with white star with red circle with yellow wings and yellow 15
 Twentieth- blue circle with white lines inside, yellow wings with white star with red circle and white 20

Specialists

Photography- blue triangle with yellow camera (2)
 Communications specialist- blue triangle with radio tower (3- one yellow, two orange)
 Weather specialist- blue triangle with orange weather vane
 Armament specialist- blue triangle with orange bomb (2)
 Engineering- blue triangle with engine (3)
 Flight instructor- blue circle with yellow trim with white star with red circle and yellow USAFI
 Airman communication systems- blue square with white globe with blue lines, black tower, yellow lightning, and red circle

Large Patches

2nd Infantry division- black shield with silver star with red/white/blue Indian head
 Army Air Forces- blue circle with orange wings white star with red circle (2)
 Aviation Cadet air Corps- black circle with orange wings
 Army air Corps aviation cadet- blue circle with orange wings
 US strategic Air Forces Europe- large blue/white with red lettering and green trim (2)
 Air Force ferrying command- yellow globe with white world with blue lines
 Air Force transport command- silver globe with white world with blue lines
 Airmans communication system- blue patch with white trim with white globe and red ticker tape
 Airmans communication system- blue patch with brown trim with brown globe and red ticker tape
 Airborne aviation engineers- silver trim with blue center with plane and man
 1st Armored division- yellow tab with black lettering (old ironsides)
 1st Armored division- yellow/blue/red triangle with black lettering and green trim (3)
 2nd Armored division- same as above with black 2 (3)
 3rd Armored division- same as above with black 3 (3)
 3rd Armored division- same as above with yellow tab and black lettering “spearhead”
 4th Armored division- yellow/blue/red triangle with black lettering and green trim
 5th Armored division- same as above with black 5
 7th Armored division- same as above with 7 (2)
 9th Armored division- same as above with 9
 10th Armored division- same as above with 10 (2)
 13th Armored division- same as above with 13
 14th Armored division- same as above with 14 (2)
 18th Armored division- same as above with 18
 20th Armored division- same as above with 20 (2)
 27th Armored division- same as above with 27
 49th Armored division- same as above with 49
 1st Armored Corps- yellow/red/blue triangle with black lettering
 2nd Armored Corps- same as above with II
 The Armored school- yellow/red/blue triangle with black cannon and red lightning bolt, green tab with yellow lettering
 Tank Destroyer Forces- yellow circle with black panther and black trim (3)
 The armor school- yellow/red/blue triangle with black lettering, black tab with yellow lettering
 Armored division- yellow/red/blue triangle with black cannon and red lightning (2)
 Armored
 1st Armored division tab- yellow with black lettering (old ironsides)
 2nd Armored division tab- yellow with black lettering and green trim (hell on wheels)
 2nd Armored division tab- green with yellow lettering
 3rd Armored division- green with yellow lettering (spearhead)
 3rd Armored division- yellow with black lettering and green trim (2)
 Navy amphibious forces- red dome with yellow gun, eagle, and building
 III USMC Amphibious Corps- red shield with white lettering with yellow dragon
 USMC Fifth Amphibious Corps- red shield with 3 white stars and yellow/black crocodile
 13th defense battalion- red/white diamond with green seahorse and white FMF
 18th defense battalion- red shield with white sword, yellow wings, and black lettering
 51st defense battalion- red circle with white lettering and blue gun

52nd Marine Defense battalion- red shield with white trim, yellow gun and cloud, blue stripe with white stars
 5th Marine Brigade- black circle with red circle/anchor/eagle
 Marine detachments afloat- red diamond with yellow seahorse and blue anchor
 USMC LondonDerry Detachment- red shield with green shamrock, yellow anchor/globe/eagle
 1st Marine Division- blue diamond with red 1 and silver Guadalcanal (2)
 2nd Marine Division- blue diamond with white trim and red snake with yellow lettering (1st style)
 2nd marine division- red arrow with white stars, white hand, and yellow torch (2)
 3rd Marine division- red triangle with yellow interior with yellow/black 3 prong (2)
 4th Marine division- red diamond with yellow 4
 5th Marine division- red shield with yellow v with blue arrowhead (2)
 6th Marine division- red circle with yellow lettering, blue center, yellow 6, white sword (2)
 I-Mac Parachute Battalions- blue shield with red diamond and white parachute, white stars
 I-Mac Raider Battalion- blue shield with red diamond and white skull with white stars
 I-Mac Aviation engineers- blue shield with red diamond and white castle with white wings
 I-Mac barrage balloon squadron- blue shield with red diamond and white balloon
 I-Mac service of supply- blue shield with red diamond and white star
 I-Mac Defense battalions- blue shield with red diamond and white gun
 I-Mac Headquarters- blue shield with red diamond and white stars
 I-Mac artillery battalion- blue shield with red diamond and white crossed cannons
 FMFPAC headquarters- red shield with yellow trim, yellow center and red hand with lightning
 FMFPAC service of supply- red shield with yellow trim, yellow center with yellow star
 FMFPAC Amphibious DUKW companions- same as above with red DUKW
 FMFPAC engineer battalion- same as above with red castle
 FMFPAC artillery battalion- same as above with red cannon with wheel
 FMFPAC Amphibious tractors- same as above with red tank
 FMFPAC bomb disposal companies- same as above with red bomb
 FMFPAC dog platoons- same as above with red dog
 Headquarters marine air wings pacific- red shield with yellow crown, yellow wings, 2 stars
 1st marine air wing- red shield with 1 star, wings, and roman I
 2nd marine air wing- red shield with 2 stars, wings, and roman II
 3rd marine air wing- red shield with 3 stars, wings, and roman III
 4th marine air wing- red shield with 4 stars, wings, and roman IV
 1st Marine Air Wing Headquarters- red diamond with black PAC, yellow eagle, wings, anchor, world (2)
 1st marine Air Wing- same as above with black I
 2nd marine Air Wing- same as above with black II
 3rd marine air wing- same as above with black III (2)
 4th marine air wing- same as above with black IV
 Headquarters ETO- blue shield with yellow trim, yellow eagle and white stars, red/white/blue stripes

 Reproduction patches
 502nd widowmaker (4)
 Screaming eagles (4) with Airborne tags
 Airborne overarching blue, black tags

Totemkopf (German deathheads)
Airborne
Screaming eagle (5)
United States Paratrooper

Misc.

Ranger (potentially reproduction)
1st Ranger battalion- black tab with red trim and white lettering
2nd Ranger battalion- same as above
3rd Ranger battalion- same as above
4th – same as above
5th - same as above
6th - same as above
Special recon BN- black tab with red lettering
Ranger battalion patch- blue diamond with yellow trim and lettering
Airborne
Airborne school (unsure)
Screaming eagle (type 1)
Paratrooper wings
Allied Airborne patch
Airborne patch (3)
11th Airborne headquarters- blue oval with white/red trim
11th Airborne headquarters- same as above with white wings and white parachute
505th- blue oval with red trim
505th – blue oval with white wings, white parachute and white star
505th- same as above without star
101st Airborne- black shield with white eagle and black tab with yellow lettering (18)
101st Airborne- black shield with white eagle (4)
13th Airborne division- blue shield with yellow unicorn and green grim, black tab with yellow lettering
13th Airborne division- blue shield with yellow unicorn, black tab with yellow lettering
Glider cap patch- blue circle with blue trim and white glider
505th Airborne division- silver shield with blue trim, black lettering, and black panther
508th PIR- silver material with black trim, red devil, and white parachute (2)
150th regimental combat team- blue circle with red trim and black diamond
504th Airborne division- blue shape with devil, white parachute, yellow shield and black lettering
501st PIR- blue circle with white parachute, red lightning, white Indian head, red “Geronimo”
501st PIR- blue circle with white parachute, red lightning, white Indian head, blue “Geronimo” and gold thread
1st allied Airborne Army- blue shield with white 1, white 2 swords, yellow wings, and yellow lettering (2)
506th PIR- blue circle with yellow eagle, red/brown dice, white parachute
18th Airborne division- white/blue shield with green trim, yellow ax (reproduction?)
Troop carrier- black Airborne with yellow lettering, blue shield with white parachute/glider with white star/red circle and yellow wings
502nd- black circle with white/red trim, white parachute, white wings, white skull

82nd Airborne- red square with blue circle white AA, blue tab with white lettering
 13th Airborne division- blue shield with yellow unicorn and green trim
 Spearhead 3rd Armored patch
 Staff Sergeant rank- blue background with green trim (3)
 Staff Sergeant rank- blue background with white trim (2)
 Staff Sergeant rank- khaki background with green trim (2)
 Sergeant first class- blue background with white trim
 Sergeant first class- blue background with silver trim (2)
 1st Cavalry division- yellow egg with black stripe and black horse
 2nd Cavalry- yellow egg with blue chevron and 2 six point star
 1st special service force- red arrowhead with white lettering (USA CANADA) (2)
 2nd Infantry division- black shield with white star and red/white/blue Indian head
 EM paratrooper cap- blue circle with red trim, white parachute and gliders

Board:

Military District of Washington- blue oval with red trim, white Washington monument, red sword
 Pacific ocean areas- blue oval with white stars and red arrow
 Tascom Europe- red/white/blue shield with white trim, white arrow and 2 fleur de lis
 South Europe Task Force - red/white/blue shield with yellow lion
 Occupation forces in Austria- red/white shield with green trim, blue sword and blue leaf
 US Forces Far east- blue circle with red trim and silver mountain
 US Forces (SHAEF)- blue shield with red flame and white sword
 US Army Headquarters Europe (Berlin Brigade)- same as above with blue Berlin tab
 ETO- blue oval with green trim, red lightning with yellow trim
 France Forces Training in US- red/white/blue shield with green trim and blue lettering
 Alaska defense command- blue circle with silver bear, yellow star, and blue tab
 Hawaii department command- red circle with connected yellow c
 Military air transport command- blue circle with yellow wings with white star/red circle
 Air material command- blue circle with white globe with yellow wings/3 arrows
 Manhattan district project- blue oval with white lightning, yellow globe, and white cloud
 1st Army Corps- black circle with white trim
 5th Army Corps- blue pentagon with white trim
 7th Army Corps- green circle with red six point star, and blue/white VII
 10th Army Corps- blue/white circle with blue/white x and green trim
 16th Army Corps- green shield with blue trim and blue star with white trim
 21st Army Corps- green square with blue 4 leaf clover, red acorn and 2 white arrows
 Replacement school and command- red/yellow/blue circle with green trim
 General Headquarters reserve- blue/white/red circle with white then green trim
 Army Service forces- white circle with red trim and blue star
 Army Material Command- red/white/blue shield with white trim
 6th service command- blue circle with white star
 9th service command- blue circle with white engine
 1st Army- red/white rectangle with black A
 2nd Army- green square with red/silver 2
 3rd Army- blue circle with red trim and white A

4th Army- red diamond with white 4 leaf clover
 5th Army- red shape with blue building and white A 5
 6th Army- green circle with white six point star, red trim
 7th Army- blue triangle with yellow a, red center
 8th Army- red octagon with white cross
 9th Army- red octagon with white 4 leaf clover and a
 U.S. Tank forces- red/yellow/blue triangle with green trim
 4th tank Corps- same as above with black IV
 1st Infantry- green shape with red 1
 2nd Infantry- black shield with silver star and red/white/blue Indian head
 3rd Infantry- blue/white square with green trim
 5th Infantry- red diamond
 7th Infantry- red circle with green trim and black hourglass
 8th Infantry- blue shield with white 8 and yellow arrow
 9th Infantry- green circle with blue/red flower with white center
 11th Airborne- blue triangle with white/red circle with white wings and blue tab
 24th Infantry- red circle with black trim and green acorn with yellow trim
 25th Infantry- red acorn with yellow lightning and yellow trim
 29th Infantry- blue/white yin/yang with green trim
 5th Armored division- red/yellow/blue triangle with black 5
 6th Armored- same as above with black 6
 35th Infantry-blue circle with green trim and white interior
 37th Infantry- white circle with red interior
 40th Infantry - blue diamond with yellow sun
 44th Infantry- yellow circle with blue trim and blue back to back 4
 65th Infantry- blue shield with white ax
 82nd Airborne- red square with blue circle white AA and blue tab
 83rd Infantry- black triangle with yellow center
 99th Infantry- black shield with green trim and blue/white checkerboard
 101st Airborne- black shield with white eagle
 103rd Infantry- yellow circle with black trim and green cactus
 The armor school-red/yellow/blue triangle with black tab and yellow lettering
 30th Armored division- same as above with black 30

Cases:

502nd PIR- black circle with blue/red/white trim and white skull/wings/parachute
 101st Airborne- black shield with white eagle and black tab with yellow lettering (3)
 1st Infantry- green shield with red 1
 3rd Infantry- blue/white square with green trim
 4th Infantry- green diamond with 4 ivy
 5th Infantry- red diamond
 6th Infantry- red six point star
 7th Infantry- red circle with green trim with black hourglass
 8th Infantry- blue shield with white 8 and yellow arrow
 9th Infantry- green circle with blue/red flower with white center
 10th mountain- blue rectangle with white trim and 2 red swords

- 12th Infantry- red shield with yellow bull
- 23rd Infantry- blue shield with 4 white stars
- 24th Infantry- red circle with black trim, green acorn and yellow trim
- 25th Infantry- red acorn with yellow trim and yellow lightning
- 26th Infantry- green diamond with blue cy
- 27th Infantry- black circle with green trim, red interior and red stars
- 28th Infantry- red arrow
- 29th Infantry- blue/white circle with green trim
- 30th Infantry- red circle with blue trim and blue lattice
- 31st Infantry- white circle with red trim and red back to back 3
- 32nd Infantry- red arrow
- 33rd Infantry- black circle with yellow cross
- 34th Infantry- black circle with red bull
- 35th Infantry- blue circle with green trim and white interior
- 36th Infantry- blue arrow with green trim and green T
- 37th Infantry- white circle with red center
- 38th Infantry- red/blue triangle with green trim and white CY
- 39th Infantry- silver dome with red/white triangle and blue D
- 40th Infantry-blue square with yellow sun
- 41st Infantry- red half circle with green trim and rising yellow sun
- 42nd Infantry- red/yellow/blue rainbow
- 43rd Infantry- red 4 leaf clover with green trim and black leaf
- 45th Infantry- red diamond with green trim and yellow thunderbird

- 47th Infantry- red/white/blue circle with white Viking helmet
- 48th Infantry- red/white star with green trim
- 49th Infantry- red/yellow shield with blue miner
- 51st Infantry- blue/yellow pentagon with green trim and rattlesnake
- 63rd Infantry- green teardrop with red flames and yellow sword
- 65th Infantry- blue shield with white axe
- 66th Infantry- yellow circle with red trim and black panther
- 69th Infantry- red/blue rectangle with white trim
- 70th Infantry- red rectangle with white axe and green tree
- 71st Infantry- silver circle with red trim and blue 71
- 75th Infantry- red/white/blue square with red/blue 75
- 76th Infantry- red/blue shield with green trim and white E
- 77th Infantry- blue shape with yellow lady liberty
- 78th Infantry- red semi circle with green trim and white lightning
- 79th Infantry- blue shield with silver cross
- 80th Infantry- green shield with 3 blue mountains
- 81st division- green circle with black trim and black cat
- 83rd Infantry- black triangle with gold circle
- 84th Infantry- red circle with green trim and white ax/tree
- 85th Infantry- green circle with red cd
- 86th Infantry- red shield with black eagle and black BH
- 87th Infantry- green circle with yellow acorn

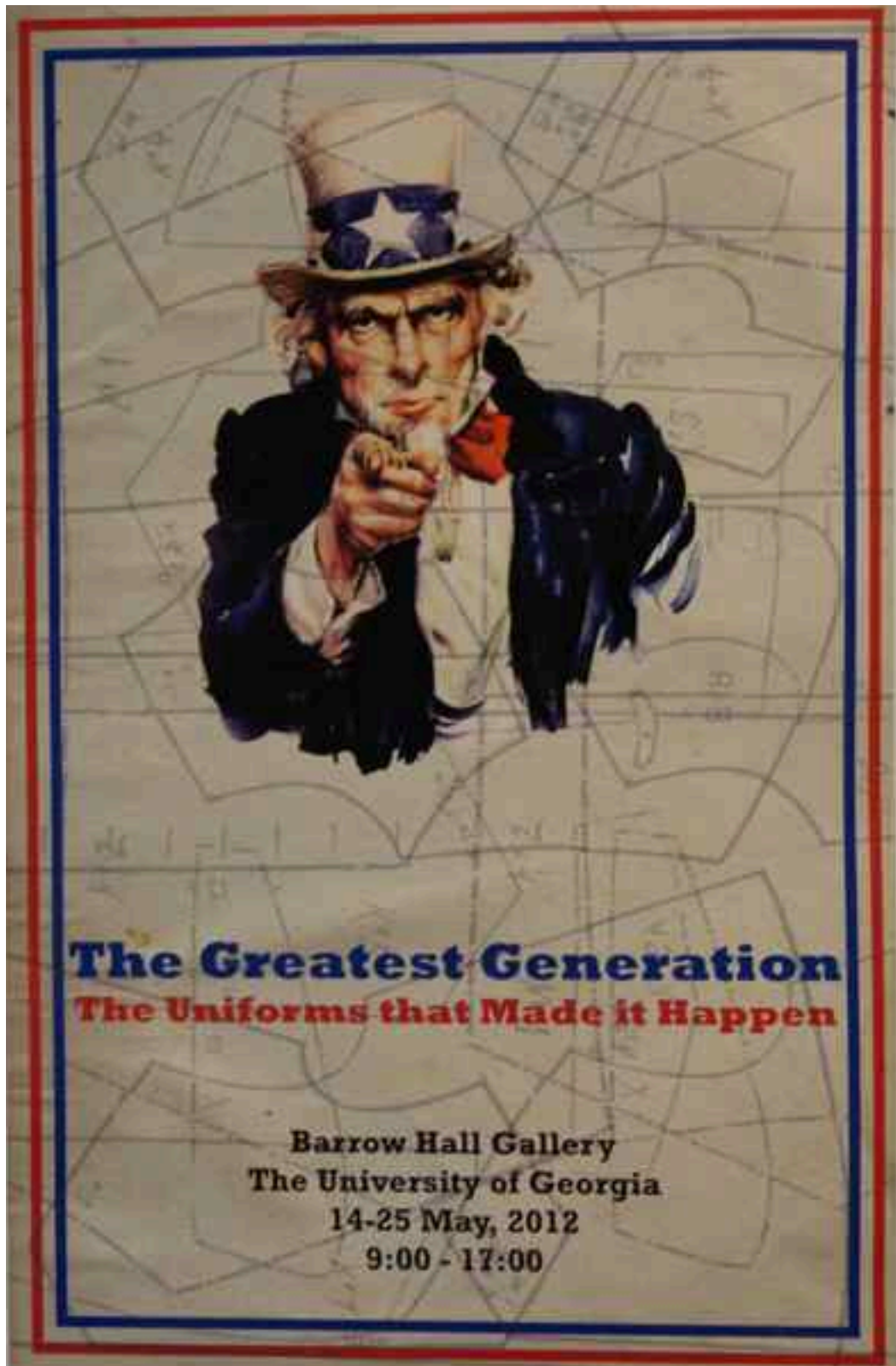
88th Infantry- blue 4 leaf clover
 89th Infantry- green circle with black trim/mountains
 90th Infantry- green square with red circle/T
 91st Infantry- green tree
 92nd Infantry- green circle with black trim and black buffalo
 93rd Infantry- black circle and silver helmet
 94th Infantry- silver/black circle with green trim and black/silver 94
 95th Infantry- blue oval with white v and red 9
 96th Infantry- green hexagon with blue/white squares
 97th Infantry- blue shield with white trident and trim
 98th Infantry- blue shield with orange trim and Indian head
 99th Infantry- black shield with green trim and blue/white checkerboard
 100th Infantry- blue shield with white/yellow 100
 102nd Infantry- blue circle with yellow cz and trim
 103rd Infantry- yellow circle with green trim and green cactus
 104th Infantry- green circle with silver wolf
 106th Infantry- blue circle with red/white trim and yellow lion
 1st Armored division- yellow/red/blue triangle with green trim and black 1
 2nd Armored division- same as above with black 2
 3rd Armored division- same as above with black 3
 4th Armored division- same as above with black 4
 5th Armored division- same as above with black 5
 6th Armored division- same as above with black 6
 7th Armored division- same as above with black 7
 8th Armored division- same as above with black 8
 9th Armored division- same as above with black 9
 10th Armored division- same as above with black 10
 11th Armored division- same as above with black 11
 12th Armored division- same as above with black 12
 13th Armored division- same as above with black 13
 14th Armored division- same as above with black 14
 16th Armored division- same as above with black 16
 20th Armored division- same as above with black 20
 I Armored Corps- same as above with black I
 II Armored Corps- same as above with black II
 III Armored Corps- same as above with black III
 IV Armored Corps- same as above with black IV
 1st Army Air Force- blue circle with white 1, white star with red circle, and yellow wings
 2nd Army Air Force- blue square with yellow eagle and white star/red circle
 3rd Army Air Force- yellow circle with blue interior white 3 with white star/red circle
 4th Army Air Force- blue shield with yellow trim and white wings with white star/red circle
 5th Army Air Force- blue circle with yellow 5, white comet with white star/red circle
 6th Army Air Force- blue hexagon with yellow ship, white star/red circle with yellow wings
 7th Army Air Force- blue circle with yellow trim, yellow 7, and white star/red circle
 8th Army Air Force- blue circle with yellow 8 with wings and white star/red circle
 9th Army Air Force- blue shield with white wings and yellow circle with red 9

10th Army Air Force- blue circle with yellow wings and white shield with blue 10
 11th Army Air Force- blue shield with white star/red circle with yellow wing and red 11
 12th Army Air Force- blue triangle with white star/red circle/white 12 and yellow wings
 13th Army Air Force- blue circle with white 13 and white star/red circle and yellow wings
 14th Army Air Force- blue circle with yellow tiger with wings and white star/red circle
 15th Army Air Force- blue circle with yellow trim and white star/red circle with yellow wings
 and 15
 20th Army Air Force- blue circle with white lines, yellow wings and white star/ red circle
 Army Air Force communication specialist- blue triangle with yellow radio tower
 Army Air Force armament specialist- blue triangle with yellow bomb
 Army Air Force engineering specialist- blue triangle with yellow engine
 Army Air Forces- blue circle with white star/red circle and yellow wings
 Aviation cadet- blue circle with yellow wings
 Air Forces rotc- blue oval with white star/red circle with yellow stars and yellow lettering
 Far east forces- blue diamond with yellow sun, yellow wings with white star/red circle
 Pacific ocean areas- blue circle with red arrow and white stars
 Air material commands- blue circle with large yellow wings, white engine and white star/red
 circle
 US Strategic AF Europe- blue circle with white star/red circle and yellow wings, white sword
 with red flames
 AK Ac- blue shield with white star/red circle and yellow wing with yellow stars
 Far East Command- blue circle with red trim, mountain with snow on top

Misc. Insignia

101st Airborne pins- enamel black with white eagle (7)
 505th Infantry regiment pin- red/yellow/blue with flying eagle and black h-minus
 Troop carrier command pin- blue circle with vincit qui primum gerit (enamel)
 Replica jump wings (2)
 Replica combat qualification badge
 Replica World War II badge
 Insignia (military police, artillery, etc)- bronze star, rifle, etc.
 U.S. Insignia (assorted clutch back and screw back)
 Officer's bag of assorted medals
 African/European Theater, Asiatic Theater medals
 Good conduct medal
 Garrison cap (captain) pins
 Jump wings

Appendix C
Exhibit Photos













Appendix D
Individual Artifact Photos



M1942 Reproduction Paratrooper Suit



Mechanical/Flight Suit



Bomber Jacket & Pinks



WAC's Dress Uniform



Dress Uniform
2 Star General



Ike Dress Uniform
Enlisted Man



Class B Uniform



HBT Work Suit



Summer Work Uniform
Short Sleeve



Full Summer Khaki Uniform



Navy Dress Blues



Navy Whites



Officer's Navy Summer Uniform



Marine Jacket



Captain's Pinks and Greens Uniform



Miscellaneous Accessories

