

Volume 16, Number 3  
Spring 2002

WORLD WAR II HOMEFRONT

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**On the cover:** In 1943, Ansel Adams documented the Manzanar War Relocation Center in California and the Japanese Americans interned there during World War II. Adams's Manzanar work, which he gifted to the Library of Congress in 1965, is a departure from his signature landscape photography. While many images in the collection are portraits, Adam's photographed Manzanar's daily life, agricultural scenes, and sports and leisure activities. Here teenagers carrying books walk along a street in Manzanar. (Library of Congress image LC-DIG-ppprs-00354 DLC)



## A CALL FOR CONTRIBUTIONS

The *OAH Magazine of History* invites you to contribute to our upcoming issues. Our regular columns include:

Letters to the Editor

Dialogue—A forum for issues on the teaching of history

Classroom Media—A column that explores the use of a wide range of media

National History Day—A discussion of National History Day projects

Studentspeak—A column for student opinions and views concerning history

On Teaching—A discussion and analysis of various teaching strategies and activities

Lesson Plans—Lessons for the subject period or topic of each issue

### Topics of Upcoming Issues

New Right	Development of the Sunbelt	Transatlantic World
Witchcraft	Jim Crow	Vietnam War

### Editorial Guidelines

Selection of articles will be made on the basis of interest and usefulness for our audience and the appropriateness of style. We welcome articles that are broadly related to the topic. Authors are encouraged to query the Managing Editor about specific deadlines and topics before submitting materials.

Submissions should not exceed ten double-spaced typewritten pages. Longer articles may be condensed by the Guest Editor if accepted. Regular columns (Dialogue, On Teaching, Classroom Media) should approximate fifteen hundred to two thousand words in length. Lesson Plans are one to two thousand words in length.

Articles should be written in a style that is readable and accessible for a broad audience of high school, middle school, and college teachers interested in all aspects of history education, including recent scholarship, curriculum, and developments in educational methodology. We would appreciate suggestions regarding appropriate illustrations for your article. We encourage you to add your own lesson plans, ideas for discussion, etc., to an article that would be appropriate for use in the classroom. Please include biographical information about current and former teaching positions.

The *Magazine* uses *The Chicago Manual of Style*, 14th ed. (Chicago: University of Chicago Press, 1993). Authors should use the documentary-note or humanities style as presented in section 15, "Documentation One." Endnotes should be kept to an absolute minimum. For bibliography and reference lists, we prefer that you use the "Humanities Style" as outlined in section 15.69.

If your article has been prepared on an IBM or compatible word processing system, we would appreciate your sending us a copy of the article on diskette along with the printed manuscript.

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## Wartime Production

Tracey Warm

*To American production, without which this war would have been lost.*

—JOSEF STALIN

This lesson will help students discover how U.S. production, both local and national, helped support the war effort and how American business contributed to victory. Students will see how war production became a national goal and will understand how the government helped promote business activity. Students will examine advertisements and propaganda produced by companies during this period to see how businesses supported the war effort. They will conduct research in local business archives to discover how local businesses responded to the demands of war production.

### Objectives

1. To identify some of the specific production activities undertaken by businesses on behalf of U.S. war efforts.
2. To discuss how American business and industry adapted to changes caused by the war.
3. To discover how local businesses responded to the nationwide call to mobilize.
4. To discuss the effect of national policies and priorities by the government on industry and business during World War II.

### Overview

United States involvement in World War II touched every aspect of life in this country, including business. Prior to formal entry into the war, the United States had begun to gear up for the possibility that it might have to play an active role and declare war. In order to help the Allied forces, President Franklin D. Roosevelt loaned American destroyers to the suffering British fleet and began the Lend-Lease program to provide necessary supplies.

After the attack on Pearl Harbor in December 1941, the United States had no choice but to enter the war. The preparations that had been made helped citizens as well as businesses take on the challenge of supporting a war. Companies began to shift from their traditional production to make goods that would help support the war effort. Firms tackled new production jobs and postponed the production of civilian goods in order to rally to the bigger needs of the nation. Companies cooperated by curtailing their normal production and devoting their time and resources to producing

many essential war products. Government agencies, such as the Army Ordnance Department, studied companies that had the skills, production capabilities, and manufacturing facilities that could help in the production of ordnance and munitions. The government asked auto makers to produce tanks and fighter planes instead of cars. Companies that had made consumer goods switched to producing guns, and their packaging and packing line techniques and skills were used to pack shells and bombs. The United States had the technology as well as the production and manufacturing capabilities to handle the change in production, making American war production output a crucial variable during the war.

The conversion from civilian to military products and the loss of a large portion of the labor force to the armed forces caused several changes within the business world. Most important was the increased involvement of the government. The government helped support increased production by offering monetary help as well as rewards for companies meeting production projections. To help meet the expenses of World War II, the U.S. government conducted war bond drives. Bonds were issued in denominations of twenty-five dollars to one thousand dollars and matured ten years from the date of issue. Citizens could purchase these bonds at a lower cost during the war and cash them in after the war was over to make a profit. These investments gave the government the money it needed to pay for production. For those companies meeting war production quotas the government awarded excellence, or "E", awards. Companies would display these awards in their advertisements to let consumers know that they too were doing their part for the war effort.

By 1944, American war production was twice that of the enemy and it helped the Allied forces turn the tide of the war. From 1939 to 1943 the country's gross war production rose from one billion dollars to almost fifty-five billion dollars and, production for the armed forces accounted for fifty-nine percent of all manufacturing.

There were numerous benefits for postwar consumers resulting from the innovations and inventions that were introduced in response to the scarcities and rationing during the war. Since companies had to curtail their production of essential consumer products, many of these goods were in short supply. Research done to find new uses for existing resources, and to find alternative options for scarce goods, brought about the faster development of

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many products. Television, air conditioning, wash-and-wear fabrics, cars, appliances, airplanes, and many other products benefited from this research. On an international level, the increased production capacity of American companies played a major part in rebuilding war-torn countries around the world.

### Activities

1. How did production change in World War II? Introduce students to the concepts by discussing the overview material. Have students create an outline titled, "United States Production and World War II." Direct them to include the following headings for their organization of the material: I. Prewar Preparations; II. Response of Industry; III. Changes in Production and Industry; IV. Government Involvement; V. Effects on Future Industry. Have students define the following vocabulary words within their notes:

Allotment: A share, part, or portion granted or distributed.

Ordnance: Military supplies including weapons, ammunition, combat vehicles, tools and equipment.

War Bonds: Documents issued by the government during wartime that receive their value, plus interest, after a set period of time.

Army-Navy "E" Award: An award of excellence from the U.S. government to firms meeting quality weapons production quotas.

2. How did the production of consumer goods transform into the production of military goods? Put students into small groups of four and ask them to consider Document 1, "American Fighting Man." Direct students to create a list of the ways Procter & Gamble's goods and services aided the war effort. Discuss as a class how this company's document helped it appear patriotic and dedicated to the war effort. After this class discussion, ask the small groups to consider how these goods and services might have had different uses before the war due to consumer demand and production possibilities. Have the small groups create their own advertisement that reflects the company's prewar mentality, or focus, on consumer goods. Discuss the following questions: Why did companies advertise to consumers how their goods and services were being used in the war effort? Why was the United States so well equipped to handle the change from consumer goods to military production? How did the change in production from consumer goods to military production affect civilians on the homefront?

3. How did increased production and industry become a mission of patriotism for United States citizens? Ask students to read the excerpt from Franklin D. Roosevelt's speech in Document 2. Discuss how the speech makes the students feel and ask them to reflect on how they might have felt as a worker or soldier in 1942 hearing that speech. Direct students to write a letter, from the point of view of a United States citizen, to a friend or family member overseas serving in the armed forces during World War II. In the letter, ask students to comment on the issues they read about in President Roosevelt's speech, such as some of the na-

tional changes that were occurring at home from an economic and production standpoint. Have students point out some of the things they would be doing individually to help in the war effort. Ask students to read some of their letters aloud to the class. Discuss the following questions: How did the government stimulate support from its citizens for the movement of consumer goods to military production? What part did nationalism and patriotism play in the government's call for increased production to meet the demands for war products?

4. How did the government support production efforts? Give each student a copy of Document 3, the front page of *The Banner*. Direct them to read each story and list ways the government and businesses were responding to increasing demands for war products. Discuss the importance of the Army-Navy "E" awards to businesses and also, the inclusion of war bond drives for industry employees to help the government pay for the war. Have students view the actual advertisements that included these "E" awards and war bond incentives at an online advertisement archive called Ad Access at <<http://scriptorium.lib.duke.edu/adaccess/>>. After students have read the stories from *The Banner* have them work backwards to brainstorm a set of general questions that a reporter might have asked in order to acquire the information needed to write these stories. Discuss the following questions: How did the government support businesses' efforts to increase production? Why did the government provide incentives for resources to be used in different ways? How did "E" awards and war bonds help stimulate production? Why did businesses try to encourage their workers to participate in the war bond drive?

5. How did businesses respond to increased demands and rewards for reaching production quotas? Create a source list of large local businesses that were operating during World War II. Put students in cooperative partner groups and have them choose one of the businesses on the list. Almost all large businesses have an archive that holds papers, advertisements, and production numbers and it is usually staffed by at least one full-time archivist. Direct the partner groups to contact the archives of these businesses and ask for information that would answer their already formulated general questions. Have students request any pictures or advertisements that the archives might have to aid them in obtaining information about their chosen business' activities during World War II. Besides a personal contact, many of the larger businesses will have some of their archival information online. After getting this primary information, have the students create their own front page of a World War II newspaper focusing on business accomplishments. Have them include a story about how their business met the needs of wartime industry and how the government was involved, if it was, in extending congratulations on their production efforts. Have students include a picture if available or create their own illustration that would be appropriate. Based on the advertisements they have viewed throughout this lesson, direct partner groups to also include an advertisement

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Check enclosed (must be drawn in U.S. funds, on U.S. bank)

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- \$45, **Emeritus**
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Organization of American Historians

that focuses on war bond participation. Discuss the following questions: Why does the consumption of consumer goods and services decrease during time of war? How do government and business-supported media convince citizens to accept and support these changes? How might changes in the use of resources affect production and industry in the future?

### Additional Online Resources

**World War II Electronic Archives:** <<http://gwis.circ.gwu.edu/~ww2>>. An electronic archive that includes several multimedia pieces.

**Alabama Department of Archives and History Introduction to the World War II Unit:** <<http://www.archives.state.al.us/teacher/ww2>>. Contains a variety of lessons and several primary documents and pictures.

**Expansion Games-Wargames and Alternate History Simulations:** <<http://www.expansiongames.com/>>. An Internet-based multiplayer simulation game about military, political, and economic affairs before, during, and after WWII.

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Please return to: OAH, 112 N. Bryan Ave., Bloomington, IN 47408-4199; (812) 855-7311; <[oah@oah.org](mailto:oah@oah.org)>

MHSP02

Document 1

WE'RE PROUD OF EVERY  
**AMERICAN FIGHTING MAN**  
WE'VE DONE OUR PART WITH HIS FOOD AND EQUIPMENT

Cotton and wool prepared and processed into cloth by special textile soaps.

Helmet processed by soap before painting.

Cooking fats used to prepare his bread, his favorite desserts, and in Emergency Rations. Fats are high-energy foods.

Cotton webbing cartridge belt which was given a long series of soap baths in its manufacture.

Glycerine and cellulose for the smokeless powder in the cartridges his rifle fires.

Soap used as a lubricant in machining the rifle barrel.

Soaps for the Army laundries which keep his uniform and equipment sanitary, spotless and ready for inspection.

Soap for his personal cleanliness and health and to clean and maintain his weapons in top condition.

Leather for shoes, belts and rifle straps made tough and pliable by penetrating soaps.

OVER 1500 PROCTER & GAMBLE  
MEN AND WOMEN ARE NOW IN UNIFORM

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## Document 2

### Excerpts from a speech, “A Call for Sacrifice” by Franklin D. Roosevelt 28 April 1942

Source: Internet Modern History Sourcebook <<http://www.fordham.edu/halsall/mod/1942roosevelt-sacrifice.html>>.

My Fellow Americans, it is nearly five months since we were attacked at Pearl Harbor. For the two years prior to that attack this country had been gearing itself up to a high level of production of munitions. And yet our war efforts had done little to dislocate the normal lives of most of us. Since then we have dispatched strong forces of our Army and Navy, several hundred thousands of them, to bases and battlefronts thousands of miles from home. We have stepped up our war production on a scale that is testing our industrial power, our engineering genius, and our economic structure to the utmost. We have had no illusions about the fact that this is a tough job—and a long one . . .

Not all of us can have the privilege of working in a munitions factory or a shipyard, or on the farms or in oil fields or mines, producing the weapons or the raw materials that are needed by our armed forces . . .

To build the factories, to buy the materials, to pay the labor, to provide the transportation, to equip and feed and house the soldiers and sailors and marines, and to do all the thousands of things necessary in a war—all costs a lot of money, more money than has ever been spent by any nation at anytime in the long history of the world. We are now spending, solely for war purposes, the sum of about \$100 million every day of the week. But, before this war is over, that almost unbelievable rate of expenditure will be doubled. All of this money has to be spent—and spent quickly—if we are to produce within the time now available the enormous quantities of weapons of war which we need. But the spending of these tremendous sums presents grave danger of disaster to our national economy. When your government continues to spend these unprecedented sums for munitions month by month and year by year, that money goes into the pocketbooks and bank accounts of the people of the United States. At the same time, raw materials and many manufactured goods are necessarily taken away from civilian use, and machinery and factories are being converted to war production . . .

All of us are used to spending money for things that we want, things, however, which are not absolutely essential. We will all have to forgo that kind of spending. Because we must put every dime and every dollar we can possibly spare out of our earnings into war bonds and stamps. Because the demands of the war effort require the rationing of goods of which there is not enough to go around. Because the stopping of purchases of nonessentials will release thousands of worker who are needed in the war effort . . .

I know the American farmer, the American workman, and the American businessman. I know that they will gladly embrace this economy and equality of sacrifice—satisfied that it is necessary for the most vital and compelling motive in all their lives—winning through to victory . . .

As we here at home contemplate our own duties, our own responsibilities, let us think and think hard of the example which is being set for us by our fighting men. Our soldiers and sailors are members of well-disciplined units. But they're still and forever individuals, free individuals. They are farmers and workers, businessmen, professional men, artists, clerks. They are the United States of America. That is why they fight. We too are the United States of America. That is why we must work and sacrifice. It is for them, It is for us. It is for victory.



Vol. 1 WOLF CREEK, TENN., November 12, 1942 No. 12

# Plant Is Awarded Army-Navy "E" Flag



—Photo by U. S. Army Photo Corps  
**THE E FLAG** — Part of the award symbolizing excellence in quality production in light of controlling factors, this flag will be awarded employees at numerous institutions set for December 3.

## Presentation Ceremony Set For December 3rd; Program Being Planned

### All Employees Will Receive Coveted Lapel Button As Citation For Service On Home Front

The men and women of Wolf Creek have been awarded the coveted Army-Navy E Award for excellence in quality production in the light of controlling factors, it has been officially announced.

Plans are going forward for the presentation ceremonies which are tentatively set for Dec. 3 at 3:30 P.M. All employees will attend the ceremonies. Although not yet complete, tentative plans call for presentation of the award to the Defense Corporation by an Army officer, representing Robert F. Patterson, Under-secretary of War.

The award to Wolf Creek employees was made October 21, together with awards for employees of 30 other war plants. The award consists of the E flag to be flown from the Plant flagpole, and a lapel pin to be worn by every worker in recognition of the high contribution made to the war effort.

The Army-Navy E is the highest award given for production, instituted by the Navy in 1906. It was first awarded in the West for gunnery, but was later extended to include outstanding work in engineering and communications.

With the award made of men in Germany, the Navy E was awarded to recognize those plants and organizations which showed excellent production of fighting equipment for the Navy.

Thus, with typical Jap treachery, came Pearl Harbor. And with it, the demand for production such as the world has never known plus the awareness that our fighting forces and rear and women's production are partners in this great struggle to save humanity as we know it.

On the part of Americans there came a grim and enduring resolve to work and fight together until we have won the war and the peace. From that high resolve the Army-Navy Production award was born—and at Wolf Creek it will stand as our fighting forces' recognition of exceptional performance on the production front. It symbolizes the substantial spirit which can be satisfied only by achieving today what yesterday seemed impossible.

### Keep 'Em Shooting; Army-Navy "E" Award Sets High Standard For Us To Follow

The Army-Navy E Award for excellence in production of war materials has been awarded Wolf Creek, but we must continually look ahead.

In receiving this coveted symbol bearing our success on the home front with the success of our men in fighting fields from Guadalcanal to the Atlantic coast, we must redouble ourselves in the great task which still faces our enemy if not whipped, he is still fighting.

We have often said our victory must be complete. There is not room for Hitler in this world—he must be crushed. To do that our men must have materials in ever-increasing quantities. Few doubt their ability after the 1917-1818 campaign.

We have a great chance now to strike a killing blow—but men by themselves cannot do it. In addition, they had the materials and they did the job. Let's see again what "too little" and "too late" will not become martyrs of our future campaigns.

We know at Wolf Creek our gunner's best—if we live up to the standard set when the E Award was conferred upon us. Excellence here means enough and so time wherever they are fighting. Our Armies are whip-

pling the Japanese on the Pacific's best the Axis in production. Along that road the victory—complete, decisive, total victory. Let's get moving!

## Safety Study Is Started

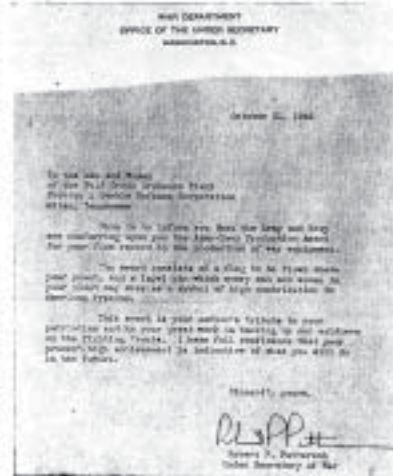
### Industrial Safety Course Is Being Studied By Employees

Several Plant and Ordnance Department employees last week began a 12-week course in Industrial Safety Engineering, sponsored by the Extension Service of the University of Tennessee. Instructor for the course is W. C. Shaw, Industrial safety engineer.

Enrolled in the two classes were: L. J. Alexander, C. F. Arnold, M. F. Bartholomew, L. E. Cow, H. W. Fuller, J. L. Gordon, C. H. Helms, I. B. Reyer, C. W. Rogstad, S. F. LaGrone, Fred Long, Oscar Marbury, H. F. McDougall, H. C. Panchard, Jr., Robert

(Continued on page 1)

**RECORD KEYS**  
 Message of a new fire was extended from 12,000 to 13,000 miles by reducing average speed from 43 miles an hour to 28 miles an hour.



**THE OFFICIAL ANNOUNCEMENT**—This is the official announcement that the award has been conferred upon Wolf Creek employees for excellence in production of war materials.

## Ordnance Department Reorganized

### Duplication of Work Discontinued by Move

Far-reaching reorganization of the Ordnance Department, announced last week, was practically complete this week with the transfer and transfer of the Ordnance Department's functions.

Designed as a measure to conserve critically-needed manpower, various sections of the Ordnance Department whose work was being duplicated by the Defense Corporation were abolished and all work centralized under the Defense Corporation.

Basic for the change was an order from the Chief of Ordnance after a study of contractor operated plants revealed that various functions of the Ordnance Department could be transferred to the operating contractor with a saving in manpower. The re-organization at Wolf Creek is similar to that being made in contractor-operated plants throughout the country.

Many former Ordnance employees have become members of the Defense Corporation here and every effort is being made to facilitate the transfer of functions from the standpoint of personnel. Major K. W. Kennedy, Commanding Officer, has asked that personnel affected by the change make every effort to keep down

## Reds Lay Claim To League Crown

Forward-winner of the 1942 Wolf Creek Baseball League was the Reds, who were either out top or pushing for the spot all season.

Sparking them in the championship was the star play of Bob McAdoo, Moby Zagarski, Jimmy

Huggins, Percy Panchard, and Roy Schlemmer. Four members of the team hit 300 or better for the season. They were: McAdoo, Schlemmer, George Helms, and Huggins. Herb Humphreid, pitcher and manager, led the team victories and was charged with three defeats.

### HUNTERS ENLISTED

Club members are asked by the State Fish and Game Department to turn in all deer fat from the game they shoot in order to avoid the State's waste fat collection by about 100,000 pounds.