

increased the number of Americans who paid income taxes from 13 million to 50 million people. It also introduced the idea of withholding income taxes from people's paychecks, known as "pay-as-you-go." Income tax rates went up gradually during the war years, reaching a high of 94 percent for the richest taxpayers. Extra taxes were also levied on corporate profits and consumer goods.

The government borrowed the rest of the money from banks, private investors, and the public. Starting in late 1942, the Treasury Department launched bond drives to encourage Americans to buy **war bonds**, government savings bonds that financed the war. Movie stars and war heroes urged the public to "buy bonds." Even schoolchildren brought their dimes or quarters to school each week, buying defense stamps that would eventually add up to the price of a bond. Total war bond sales brought in about \$156 billion.

During the Depression, British economist John Maynard Keynes had argued for **deficit spending**—government spending of borrowed money—to get the economy moving. Many other economists believed the economy would recover if government left it alone. There was some deficit spending in the 1930s, but government borrowing skyrocketed during World War II. Deficit spending turned the economy around overnight, bringing wartime prosperity. It also created a huge national debt that caused economic problems later.



This war bond poster used powerful images to convince people to buy war bonds. *Economics* How else did the government raise money to pay for the war?

## SECTION 1 REVIEW

### Comprehension

- 1. Key Terms** Define: (a) Office of War Mobilization; (b) Liberty ship; (c) wildcat strike; (d) war bond; (e) deficit spending.
- 2. Summarizing the Main Idea** What steps did the government take to mobilize industries and labor for war production?
- 3. Organizing Information** Create a web diagram to organize the different types of actions taken by government and business to convert the American economy into a wartime economy.

### Critical Thinking

- 4. Analyzing Time Lines** Review the time line at the start of the section. Choose one entry and explain its consequences.
- 5. Formulating Questions** Imagine that you are a government planner in 1942. Draw up a list of "nonessential" civilian goods that will be rationed or not produced at all.

### Writing Activity

- 6. Writing a Persuasive Essay** You are making a speech at a bond drive, trying to persuade people to buy war bonds. Write a draft of the speech you will give.



**1941**  
OPA begins  
rationing  
auto tires

**1941**  
Birthrate begins  
to rise from  
Depression levels

**1942**  
Popular movies such as  
Casablanca combine patri-  
otism and entertainment

**1943**  
Point rationing begins

**1943**  
All-American  
Girls' Softball  
League begins

**1940**

**1942**

**1944**

## 2 Daily Life on the Home Front

### SECTION PREVIEW

#### Objectives

- 1 Describe some features of American popular culture during World War II.
- 2 Explain how shortages and controls affected everyday civilian life.
- 3 List some of the ways the government enlisted public support for the war.
- 4 **Key Terms** Define: Office of War Information; victory garden.

#### Main Idea

As the war economy brought both prosperity and shortages, the government worked to keep Americans at home involved in the war effort.

#### Reading Strategy

**Formulating Questions** Before you read, rewrite each of this section's main headings in the form of a question. Look for answers to the questions as you read.



Low  
traffic  
speeds  
helped  
save on  
fuel and  
rubber.

The daily life of most Americans during World War II was filled with constant reminders of the war. Nearly everyone had a relative or friend in the military, and people closely followed war news on the radio. The war uprooted families, too. Many soldiers' wives and children moved in with relatives. Other people moved to new places to take defense jobs. Although the wartime economy gave many people their first extra cash since the Depression, shortages and rationing limited what people could buy. Books, movies, and sports provided a chance to escape wartime worries. At the same time, many Americans of all ages took part in the war effort by buying bonds or recycling paper and tin.

### Wartime Popular Culture

Americans' morale was quite high as wartime spending ended the Depression. In 1941, about 34 percent of all American families had incomes of less than \$1,000 a year. By 1945,

new jobs created by the war brought that figure below 20 percent. One measure of people's optimism was an increase in the birthrate. The population grew by 7.5 million between 1940 and 1945, nearly double the rate of growth for the 1930s. The postwar "baby boom" that extended through the 1950s really began during World War II.

As the wartime economy expanded, many Americans suddenly found themselves earning more money than they needed for basic necessities. They were eager to spend this extra income on new cars, trucks, or home appliances. Since war production made those goods unavailable, they looked for other ways to spend their money.

**Books and Movies** People bought and read more books and magazines. The new Pocket Books company, founded by Robert de Graff in 1939, developed a market for small-size paperback books. De Graff believed that more Americans would read if books were less expensive, more widely available, and easy to carry. He published paperback versions of recent bestsellers at just 25 cents. In only two months,



34,000 copies of the first Pocket Book, Dale Carnegie's *How to Win Friends and Influence People*, were sold. Soldiers carried Pocket Books with them into combat. When the war was over, the market for paperbacks continued to grow.

Millions of Americans—about 60 percent of the population—also went to the movies every week. Hollywood, too, was doing its part for the war effort, making movies for both soldiers and civilians. Director Frank Capra, for example, who was known for warm-hearted comedies, made a series of films for the army called *Why We Fight*. Many wartime films were love stories, adventure tales, or light comedies that took audiences' minds off the serious business of war. Others, such as *Casablanca*, added themes of patriotism and confidence in an Allied victory. Movie newsreels also boosted patriotism.



With high spirits and money to spend, Americans on the home front were eager for entertainment. Pete Gray, a one-armed outfielder (above), did his part for the war effort by playing for the St. Louis Browns and giving the "troops" at home a lift. **Culture** Why were Americans so eager for diversions?

**Baseball** Although more than 4,000 of the 5,700 major and minor league baseball players were in the military services, Americans still flocked to baseball games during the war. Ball clubs had to scramble to find other players. To fill their rosters, some placed want ads in newspapers:



**"If you are a free agent and have previous professional experience, we may be able to place you to your advantage on one of our clubs. We have positions open on our AA, B, and D classification clubs. If you believe you can qualify for one of these good baseball jobs, tell us about yourself."**

—Sporting News, February 25, 1943

For the first time, women had a chance to play ball professionally. In 1943 Philip Wrigley founded the All-American Girls' Softball League, which became the All-American Girls' Baseball League in 1945. Women who played for teams such as the Rockford (Illinois) Peaches and the South Bend (Indiana) Blue Sox had to attend charm school and wear impractical skirted uniforms. They put up with such difficulties to play the sport they loved. Their games drew hundreds of fans.

**Popular Music** As in World War I, many popular songs encouraged hope and patriotism. Frank Loesser's "Praise the Lord and Pass the Ammunition" was based on a widely told story about a navy chaplain who took over an anti-aircraft gun at Pearl Harbor after the gunners had been killed. "There's a Star-Spangled Banner Waving Somewhere" was a best-selling record in 1942.

Other ballads, like "I'll Be Seeing You" and "You'd Be So Nice to Come Home To," reflected people's longing for loved ones who were far away. In the 1942 film *Holiday Inn*, Bing Crosby sang Irving Berlin's song "White Christmas." It quickly became a sentimental favorite, both for soldiers overseas and for civilians at home.

## Shortages and Controls

Although they had money to spend, Americans lived with shortages throughout the war. Some familiar consumer items were simply unavailable "for the duration." Metal to make zippers or typewriters was used for guns, and rubber for girdles went into tires for army trucks. Nylon

## Main Idea CONNECTIONS

How did movies, sports, and songs help the war effort?



## Government Controls on Wartime Economy

Agency or Program	Function
Rationing (1941)	Limited consumption of goods such as rubber, gasoline, sugar, meat, butter, and cheese.
Fair Employment Practice Committee (1941)	Established to end racial discrimination in war production industries and government employment.
Office of Price Administration (1942)	Limited prices on all nonfarm commodities. Controlled rents in defense areas.
National War Labor Board (1942)	Used mediation and arbitration to settle labor disputes in defense industries.
Revenue Act of 1942	Raised the number of people who paid income taxes from 13,000,000 to 50,000,000 and raised the tax rate of the wealthiest Americans.
Labor Disputes Act (Smith-Connally Anti-Strike Act) (1943)	Gave the President more power to seize war production plants threatened by labor disputes. Made illegal any attempts to strike at plants the government had seized.

**Interpreting Tables** The government took firm control of the economy to keep the war effort afloat. **Culture** How did these government controls affect people's attitude toward the war?

authority to freeze rents and prices. In December 1941, the OPA began rationing, or distributing, auto tires. The goal of rationing was a fair distribution of scarce items.

Beginning in 1943, the OPA assigned point values to items such as sugar, coffee, meat, butter, canned fruit, and shoes. Consumers were issued ration books of coupons worth a certain number of points for categories of food or clothing. Once they had used up their points, they could not buy any more of those items until they got new ration books or traded coupons with neighbors. One young woman who grew up in California during the war remembered her mother's gatherings to trade coupons:

### AMERICAN VOICES

“My mother and all the neighbors would get together around the dining-room table, and they'd be changing a sugar coupon for a bread or a meat coupon. It was like a giant Monopoly game. It was quite exciting to have all the neighbors over and have this trading and bargaining. It was like the New York Stock Exchange. This was our social life.”

—Sheril Cunning, as quoted in “The Good War” by Studs Terkel

made parachutes instead of stockings. To save cloth, government regulations changed fashions. Men's suits no longer had vests, patch pockets, or trouser cuffs. Women's skirts were cut shorter and narrower.

People got used to the shortages. Not only were great amounts of food being sent to the military, but supplies of some imported foods were cut off. Sugar, for example, became scarce when the Philippines, the major source of American imports, fell to the Japanese. Many shipping lanes were closed, making it hard to bring in tropical fruits or Brazilian coffee.

Worried that shortages would cause price increases, the government used tough measures to head off inflation. Early in the war, the Office of Price Administration (OPA) was given

Gasoline for cars was rationed, too, on the basis of need. Signs asked, “Is this trip necessary?”

## Enlisting Public Support

The government understood the need to maintain morale. It tried to create a sense of patriotism and participation in the war effort, while convincing citizens to accept rationing and to conserve precious resources. The **Office of War Information** was set up in June 1942 to work with magazine publishers, advertising agencies, and radio stations. It hired writers and artists to create patriotic posters and ads.

One unexpectedly popular idea was the **victory garden**. Shortly after the Japanese attack on Pearl Harbor, the Secretary of Agriculture suggested that families could plant home gardens to make up for the farm produce sent to feed the soldiers. Soon people in cities and suburbs were planting tomatoes, peas, and radishes



Ration stamps



in backyards, empty parking lots, and playgrounds. By 1943, victory gardens were producing about one third of the country's fresh vegetables.

The war became a part of everyday life in many ways. Periodically, people drew their shades for nighttime "blackouts," which tested their readiness for possible bombing raids. Men too old for the army joined the Civilian Defense, wearing their CD armbands as they tested air-raid sirens. Women knit scarves and socks or rolled bandages for the Red Cross.

Shortages produced efforts to recycle scrap metal, paper, and other materials. In one drive, people collected tin cans, pots and pans, razor blades, old shovels, and even old lipstick tubes. In Virginia, volunteers raised sunken ships from the James River; in Wyoming they took apart an old steam engine to use the parts. At home, people were asked to save kitchen fats because the glycerin could be used to make powder for bullets or shells. Some historians have questioned whether the items collected were ever really used in the war. Whether they were or not, the collection drives kept adults and children actively involved in the war effort.

"Play your part." "Conserve and collect." "Use it up, wear it out, make it do or do without." These slogans echoed throughout the United States and reminded people on the home front of their part in the war.



Children, too, did their part for the war effort. These boys in New York City used their powers of persuasion—and noise-making—to urge their neighbors to contribute to an aluminum drive. **Economics** How did the government handle the shortages of consumer items?

## SECTION 2 REVIEW

### Comprehension

- 1. Key Terms** Define (a) Office of War Information; (b) victory garden.
- 2. Summarizing the Main Idea** What direct effects did wartime shortages have on the everyday lives of Americans at home?
- 3. Organizing Information** Create a web diagram showing the ways in which civilians on the home front had to interact with the government and government agencies during World War II.

### Critical Thinking

- 4. Analyzing Time Lines** Review the time line at the start of the section. Identify the events

that you think would have come to an end once the war was over.

- 5. Identifying Assumptions** What did the government hope to achieve by such efforts as scrap metal drives?

### Writing Activity

- 6. Writing a Persuasive Essay** How could you motivate a group of people to organize a scrap metal drive? Write an editorial for your community newspaper in which you persuade people to organize and cooperate in the war effort.

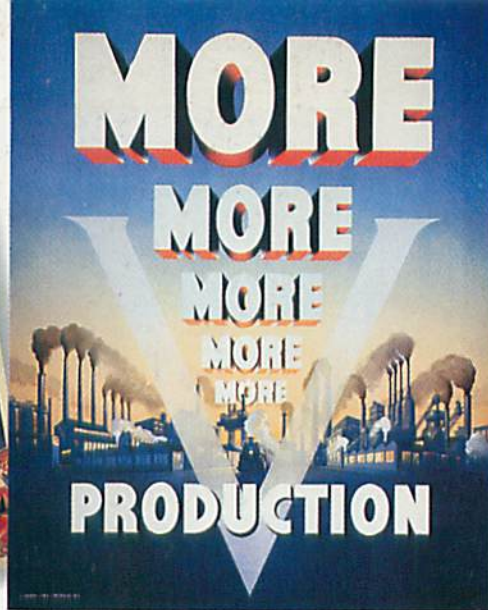




1

## Wartime Posters

At work, on the street, at the movies, these posters reminded people that their way of life depended on the outcome of the war. The posters used images of happy families to personalize the war and stir up even more support for the war effort.



2

## Hitler and Uncle Sam

This button used gallows humor to ask everyone to “pull” together to win the war. The need to put aside disagreements among Americans was a common wartime message.



3

## Dogs for Defense

The armed forces needed dogs to sniff out explosives, and for many other tasks. Citizens who donated dogs to the military could proudly wear this button.



4

## Victory Button

The letter “V,” for victory, was the most common symbol of the war effort.

Many businesses used the V and the American flag to send a patriotic and promotional message.



5

## Ration Cards and Stamps

Notice the initials OPA, which stood for Office of Price Administration. This agency distributed the ration books and also had the

authority to set prices for items in short supply.

UNITED STATES OF AMERICA  
OFFICE OF PRICE ADMINISTRATION  
GASOLINE RATION CARD  
No. 655872 -B

THE ACCEPTANCE AND USE OF THIS CARD CONSTITUTE AN AGREEMENT THAT THE HOLDER WILL OBSERVE THE RULES AND REGULATIONS GOVERNING GASOLINE RATIONING AS ISSUED BY THE OFFICE OF PRICE ADMINISTRATION

OWNER'S NAME: Inez A. Arthur S. Griffin  
STREET ADDRESS: 2013 Rosemont Ave N.W.  
CITY OR POST OFFICE: Washington DC  
MAKE: Pontiac  
MODEL: 692-9  
STATE OF REGISTRATION: DC

BUY UNITED STATES V BC STAMPS

548/763 EH UNITED STATES OF AMERICA  
OFFICE OF PRICE ADMINISTRATION  
WAR RATION BOOK TWO  
IDENTIFICATION

519 (Name of person to whom book is issued)  
E. H. Griffin (City or post office)  
LOCAL BOARD No. 11-1 (City)  
By: E. H. Griffin (Signature of issuing officer)  
548-763 (City)

WARNING  
1. This book is the property of the United States Government. It must be returned to the issuing office when it is no longer needed.  
2. This book must be kept in a safe place and must not be loaned to anyone else.



## 6 Label on Milk Bottle

This label conveyed the message that conserving resources was every American's patriotic duty.

Each Milk Bottle  
lost or damaged means  
precious material and  
manpower wasted.  
Speed Victory by  
returning empty bottles  
back to the dairy.

**RETURN WHEN EMPTY**  
and you'll help  
**WIN THE WAR**

★ ★ Milk consumers in every State are urged to help lengthen the life of MILK BOTTLES by using them carefully and returning them promptly when empty.

7

## Sleeve for U.S. War Bonds

The government borrowed an incredible \$135 billion from individual Americans to finance the war effort.

**UNITED STATES  
WAR SAVINGS BONDS**

PROPERTY OF

ADDRESS

**U.S.**

MEAN

**WAR  
BONDS**

**The AMERICAN WAY of LIFE**  
**BUY THEM HOLD THEM**

PROTECT your valuable papers by storing them in one of our Safe Deposit Boxes. PREVENT loss by fire or petty thievery. Your papers are always safe when you want them.

**MANITOWOC SAVINGS BANK**  
MANITOWOC, WISCONSIN  
MEMBER FEDERAL DEPOSIT INSURANCE COMPANY



**1. Summarize** What do the objects tell you about daily life during the war?

**2. Connecting to Today** In peacetime as well as wartime, government and other organizations conduct public relations campaigns to persuade people to support some policy or change their behavior. Report on the following to your class: (a) examples of recent campaigns; (b) what, in your view, makes such campaigns successful or unsuccessful.

# American ARTIFACTS



FROM EXHIBITIONS AND COLLECTIONS  
AT THE SMITHSONIAN INSTITUTION'S NATIONAL  
MUSEUM OF AMERICAN HISTORY

## ON THE HOME FRONT

During World War II, colorful posters papered the windows of American businesses. Pleas rang out across the radio, urging Americans to sacrifice and band together. Everywhere there were reminders that the nation was in a life-or-death struggle against totalitarian dictatorships. See **1** and **2**.

Every life was affected by the war. If you didn't have a family member in the armed forces, you knew someone—a neighbor or friend—who was serving in the armed forces or working in a defense plant. Even the family dog was a possible recruit. The army used dogs as sentries on the battlefield and in other ways. See **3**.

The steady stream of patriotic messages kept Americans focused on the job at hand—putting individual disagreements aside to work together for the good of the country. People showed their support by wearing victory buttons, marked by the letter “V.” See **4**.

Supporting the war effort also meant putting up with shortages. The government rationed certain items that were scarce or needed by the armed forces. Ration books restricted things like gasoline and sugar. Conserving and recycling were also necessary. The recycling effort included hundreds of everyday products. See **5** and **6**.

In addition to working hard, Americans contributed their own money to pay for the war effort. They did this by purchasing war savings bonds. Savings bonds gave thousands of Americans a personal and financial stake in the outcome of the war. See **7**.



**1942***"Rosie the Riveter" becomes a symbol for women war workers***1942***National War Labor Board backs "equal pay for equal work"***1944***Number of women working exceeds 19 million***1940****1942****1944**

## 3 Women and the War

### SECTION PREVIEW

#### Objectives

- 1 Explain why new kinds of jobs opened up for women in World War II.
- 2 Compare the benefits and problems that women workers experienced.
- 3 Describe what happened to women workers at the end of the war.
- 4 **Key Terms** Define: Rosie the Riveter; seniority.

#### Main Idea

During World War II, more American women went to work in nontraditional, war-industry jobs, but they were discouraged from keeping those jobs after the war ended.

#### Reading Strategy

**Outlining Information** As you read this section, create an outline that includes the headings from the section. Fill in at least two main ideas for each heading.



*The motto of the women's Auxiliary Reserve Pool (ARP) during World War II was Prepared and Faithful.*

A popular song in 1942 told the story of a fictional young woman called **Rosie the Riveter**, who worked in a defense plant while her boyfriend Charlie served in the marines. The government used images of Rosie the Riveter in posters and recruitment films of the 1940s to attract women to the work force.

The government image of Rosie was young, white, and middle class. Patriotism was her main motive for taking a war job—she wanted to do her part on the home front while her boyfriend was fighting. In reality, American women of all ages and ethnic and economic backgrounds went to work in the wartime economy. Patriotism was only one of many reasons they took new and different jobs.

### Changes for Working Women

Before the war, most women who worked for wages were single and young. Even during the hard times of the Depression, most people disapproved of married women working outside

the home. Social disapproval was reinforced by the fear that working women would take jobs away from unemployed men. According to a poll taken in 1936, 82 percent of Americans believed that a married woman should not work if her husband had a job. Nonetheless, by 1940 about 15.5 percent of all married women were working.

**New Kinds of Jobs** Except for teaching and nursing, few women entered professional careers. They often had to take low-paying jobs such as sales clerks or household servants. Women with factory jobs usually worked in industries that produced clothing, textiles, and shoes, while men dominated the higher-paying machinery, steel, and automobile industries. Almost everywhere, women earned less than men.

Like World War I, World War II brought women into different parts of the work force. As men were drafted into the armed forces, many factory jobs fell vacant. News of these better-paying job openings attracted women who were working in traditional women's jobs. They moved into manufacturing, particularly the