



National History Day®

Silent Heroes®:

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



RESEARCHING THE WORLD WAR II HOME FRONT



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About the Program

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

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

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

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

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

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Need help? Have questions?

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

Introduction

What did your Silent Hero's town look like when they went to war? Exploring the lives of those who served in World War II also involves examining life at home. Incorporating this aspect into your Silent Hero's story provides better context for the war years and creates a richer history. Using those materials may also provide additional clues for research. This phase will bring you to your local public library, news facility, historical society, or state or territorial archives.

Consider the larger picture of the war in your state or territory and the smaller picture in your city, town, or community. Each story will vary because the war affected different communities in different ways. Some of you will learn more about agriculture, while others will learn about manufacturing. Some Silent Heroes lived in major cities, others in small towns.

In this phase, it is crucial to visit the library! Explore the resources available in your community related to this time. School libraries are a great start, but also plan a visit to your local library or historical society. Additionally, do not overlook the digital resources at your library. Finally, seek help from a librarian! Many are excited to collaborate with schools and can rapidly identify and provide sources for you. While most of these records will not directly relate to your Silent Hero, we want to place their family and community into context.

If your Silent Hero grew up in an area other than your community, here's where you need to get creative. While it is often impossible to travel to that place, try to connect with a local library or historical society to see if anyone in the community might be able to help. If you are looking for a connection in another state, NHD has a network of coordinators. Email Lynne@nhd.org, and we will be happy to connect you with a state or regional coordinator who might be able to help make connections.

Research Materials

As you research, be on the lookout for the following types of resources. Remember, you won't find all of them, but these can give you some ideas about what people were thinking, discussing, or experiencing during World War II.

Advertisements

Just as they are today, advertisements were used to sell an idea or product. Advertisements appeared on the radio, in newspapers, in magazines, and on posters. Examining the advertisements of those years provides a glimpse into the lives on the home front and war recruiting.

Buttons (Political and Military)

Buttons displaying political individuals, groups, military branches, or units may have been collected and worn by family members on the home front, showing support for or opposition to the war (less likely).

Company Records and Newsletters or Magazines

If the places where your Silent Hero worked before the war are still in business, you can contact them and ask to access their archives. Sometimes, companies printed newsletters or magazines featuring company news and updates from employees serving in the war. You might even locate a photograph of your Silent Hero in these publications.

Magazines

Magazines were another form of news and propaganda during the war. Magazines were published on the home front (*Colliers* and *Life*) and in the field (*Yank Magazine* and *Stars and Stripes*).

Music

Music was one way to keep people happy and take their minds off the war. What music was popular in this community? Where did local people gather to listen to live music? What styles of music were popular?

Posters

Posters were used as a form of propaganda and information. They included reminders for families to conserve and avoid waste, to buy war bonds, and to support recruiting efforts during the war. They were also meant to mobilize a nation. Posters were an ideal agent for making war aims the personal mission of every citizen. Whether created by the government or by corporations, these posters conveyed social, economic, and political ideas through imagery.

Living in Your Silent Hero's Community During the War

Your Silent Hero's hometown may have undergone many architectural changes since the 1940s. It will require some imagination to get a sense of what it was like to live in this place during the war. It is every historian's job to gather evidence that helps people understand a historical event and the setting in which it occurred. This not only includes roads, cars, and buildings, but also refers to socio-economic aspects that have changed over the years, such as jobs, racial segregation, and social events. Throughout your research, you might find the following sources:

Census Data

What clues about the community can we find in the census data we found in the last module? Where do people in the town work? Did they earn average, above average, or below average wages? How does the composition of families give us clues about life in this community?

Historical Societies

Many communities have historical societies, often staffed by volunteers. If your Silent Hero is in your home community, consider making a connection to see if they might preserve any files or help direct you to places to learn more about the community in the 1940s. If the community you are researching is far from your own, reach out to see if a member might be willing or able to speak with you and/or your students virtually.

Maps

Maps are useful tools to get an idea of the scale of a community at a certain time. Compare the maps from the past with current maps to see how your Silent Hero's community has changed.

Consider searching your community in the Sanborn Fire Insurance Map Collection. In the 1800s, insurance companies began using maps created by companies to show how towns were constructed (and the building materials that were used). The largest of these companies was the Sanborn Map Company. This company created maps of over 12,000 towns, many of which have been digitized and are searchable in the Library of Congress ([loc.gov/collections/sanborn-maps/about-this-collection/](https://www.loc.gov/collections/sanborn-maps/about-this-collection/)). See if you can find your Silent Hero's town.

Newspaper Articles - REQUIRED

Newspaper articles provide interesting information about the locale, community, economy, troops departing and returning, battle information, sports, and advertisements. These sources add context to your Silent Hero and their family's lives during the war years. Use your subscription to Newspapers.com on Ancestry Classroom to get a start. Also, talk to your local librarian about newspapers from your local community. See the lesson at the end of this guide on how to use Newspapers.com.

Photographs

Photographs are rich in clues about the hairstyles and fashion during the war years. They may also provide clues as to the neighborhood in which your Silent Hero's family lived, the kind of car (if any) they drove, or where they might have worked.

Postcards

Postcards commonly feature places of interest (buildings, monuments, factories, main streets) that might have drastically changed or even disappeared.

Yearbooks and School Newspapers

A yearbook is a type of book published annually to record, highlight, and commemorate the past year of a school. The term also refers to a book of statistics or facts published annually. Many colleges, high schools, middle schools, and elementary schools have published yearbooks and newspapers. While your Silent Hero's school or family may have copies of yearbooks, Ancestry typically does, too! At the top of the Ancestry Classroom page, click on the "U.S., School Yearbooks" option and search from there.

Organize Your Information

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

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

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

Silent Hero Research Organizer - Homefront

The sacrifices of World War II were felt far from the battlefields. Each Silent Hero came from a family and a hometown. The goal of this task is to help you learn more about the home front and the experiences of the Silent Hero's family and friends back home. When possible, we strongly recommend visiting your local library or historical society. They might have unique resources or collections that can provide more information about the experience of the World War II home front. If your Silent Hero was not local to your area, see what resources you can find to help tell the stories of the communities and families in the early 1940s.

If your Silent Hero is from a very small town with limited resources, consider what was happening in the county or state at the time.

Prompt	Response	Source of information	Link to Image/File
What was your Silent Hero's hometown? How would you describe the location?			
Was the community involved in wartime manufacturing during the Korean War? What war materials were produced there or near there?			

In the second part of the graphic organizer, you input and track your sources. We have provided some of the most common sources you will find. For each source, tell us if you have found it (yes or no), and then update the citation on the right. Follow the format of these citations. If you have something you don't know how to cite, please ask!

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Lesson Plan: Researching Communities Through Local Newspapers

Objectives

At the conclusion of this lesson, students will:

- ▶ Use Newspapers.com to explore the events and time period of Raymond L. Bailey's Korean War service and life in his hometown of Fayette, Alabama during the Korean War;
- ▶ Work in groups to analyze articles or advertisements about topics such as military service, community events, local economy, and entertainment;
- ▶ Share their findings with the class; and
- ▶ Develop skills using Newspapers.com needed to conduct historical research on their own Silent Hero.

Documents Used

Primary Sources

Student-researched newspaper articles

Secondary Source

Video, *Basic Search on Newspapers.com* [1:14]

Newspapers.com

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

Teacher-Created Materials

- ▶ Group Research Assignments A through D
- ▶ Teacher Answer Key

Lesson Preparation

- ▶ Ensure students have computers or tablets with access to the internet and Newspapers.com.
- ▶ Make copies of the Group Research Assignments for students (or distribute electronically).
- ▶ Print and review a copy of the Teacher Answer Key.

Procedure

Introduction to Newspapers.com (15 minutes)

- ▶ Give a brief overview of World War II and its impact on the U.S. home front, especially in rural American cities like Des Moines, Iowa.
- ▶ Introduce Robert Carper, Jr., a young Des Moines, Iowa, man who served in World War II between 1941 and 1945. Remind students that the Carpers are the family they looked at in the census lesson in the previous module.
- ▶ Show the video tutorial *Basic Search on Newspapers.com* [1:13] to the students. This video will cover searching by name, location, dates, and narrowing results.
- ▶ Model how to use [Newspapers.com](https://www.newspapers.com) to search for newspapers with useful information about Robert Carper, Jr., and the home front in Des Moines, Iowa:
 - ▷ Search by name (Robert Carper, Jr.), location (Des Moines, Iowa), and date range (1941-1945).
 - ▷ Alternatively, use key terms related to their assigned topics (see group documents below) and/or arrow through the pages and skim articles, photos, and ads for relevant items.
 - ▷ Demonstrate how students can use the “print/download” tools in the toolbar when they find something helpful.
 - ▷ Share example: Emphasize that students need to verify personal information they find and confirm it matches their silent hero. In the case of Robert Carper, Jr., one of the first articles that appears in the Newspapers.com search is about Dr. Robert Carper from Des Moines, Iowa. While Dr. Carper is Robert Carper, Jr.’s father, and may have relevance to the silent hero’s life, it is important to recognize that this Robert Carper is not the main subject of your research. Show students the article below and ask them how they can tell it is the wrong Robert Carper. (Answer: Dr. Robert Carper is much older than Robert Carper, Jr., according to his age in the 1940 census from the last lesson, and has a title, “Dr.,” not associated with the silent hero you are researching.”)

Group Research Assignment (25 minutes)

- ▶ Organize students into groups of two to four students each (repeat assignments as needed for larger classes). Direct each group to find an article or advertisement on a specific aspect of Robert Carper, Jr.’s hometown, Des Moines, Iowa, during World War II. Each group should focus on one aspect of the town, including:
 - ▷ Group A: military service;
 - ▷ Group B: the Des Moines community and state of Iowa;
 - ▷ Group C: the local economy; and
 - ▷ Group D: education, sports, and entertainment.
- ▶ Distribute copies of the Group Research Assignments A through D to the student groups.
- ▶ Circulate and assist student groups with their research as needed.

LESSON TIP: To better focus and expedite the research process, you may wish to have the class focus on obtaining articles, advertisements, and photographs from the same newspaper or use the newspaper clippings below. Articles about Robert Carper, Jr.'s, military training and his sister's military role as a WAVE appear in the August 12, 1943 edition of the *Des Moines Tribune*, which should be in their list of search results. However, any edition of the *Des Moines Tribune* or *Des Moines Register* newspapers from 1941 to 1945 will have helpful articles and advertisements regarding the home front conditions in Robert Carper, Jr.'s hometown and the state of Iowa.

Whole Group Sharing and Class Discussion (20 minutes)

- ▶ Ask each group to designate a reporter to share the article or advertisement they found. Ask each reporter to provide:
 - ▷ A brief summary of their item
 - ▷ What information the article or advertisement contained that helped them build a better understanding of Robert Carper, Jr., his hometown (Des Moines, Iowa), and/or life on the home front during World War II.
- ▶ As a class, discuss:
 - ▷ *How the different aspects (military, community events, economy, school, sports, and entertainment) were interconnected during the war.*
 - ▷ *How life in a midwestern city, like Des Moines, Iowa, reflected broader trends in the U.S. during World War II.*
 - ▷ *How these primary source documents helped paint a more complete picture of Robert Carper, Jr.'s life and military service.*
- ▶ Wrap up by emphasizing how today's activity gives students foundational research skills for exploring historical records, which they will apply as they conduct homefront research concerning their own Silent Heroes.

RESEARCH TIP: When you find an article in Newspapers.com, there is a multi-digit number in the URL:

newspapers.com/image/572114000/?match=1

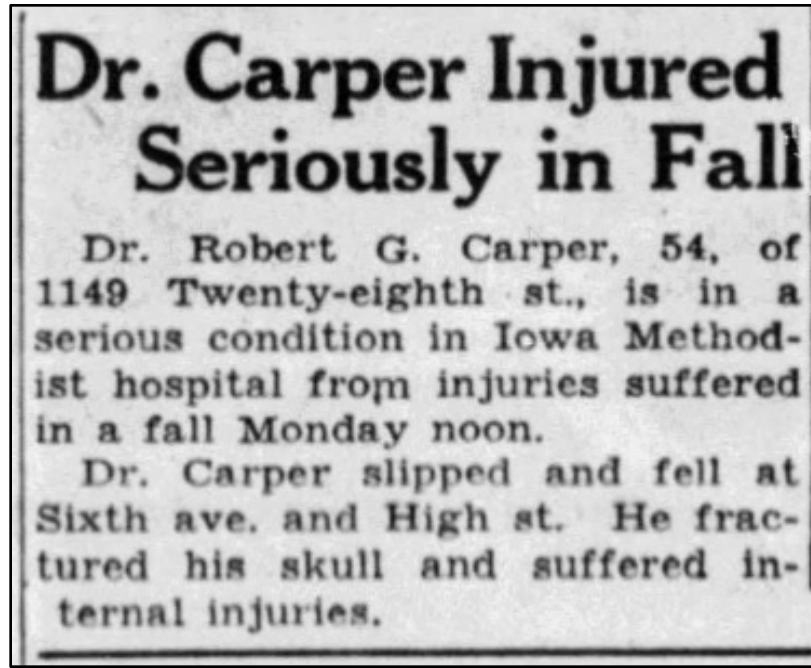
Jot down that number (572114000). You will need it for your citation. It is also helpful, because if I want to go back to that page in the newspaper, I simply go to newspapers.com/image/572114000/ and I will return to that page of the *Fayette County Times* from July 5, 1951.

Robert Carper, Jr., Newspaper Article

“Dr. Carper Injured Seriously in Fall,”

Des Moines Tribune [Des Moines, IA], December 30, 1941.

Newspapers.com (323109243).



Group Research Assignment A: Military Service

Select an article that focuses on Robert Carper, Jr., or military service and participation in the Des Moines, Iowa, community. Some helpful search terms may include: “military draft,” “military training,” “military furlough,” “enlistment,” etc.

Article Title: _____

Newspaper: _____

Date: _____

Why we selected this article:

What information did you find about Robert Carper, Jr.’s service in World War II or that of his family members?

Were there any articles detailing Des Moines or other Iowa residents entering the military, serving, or being killed in action?

What battle news related to World War II was covered, and what did it reveal about the degree to which Des Moines, Iowa, was affected by World War II?

Group Research Assignment B: Community

Select an article that focuses on local news, or local social, political, or economic events during the war. Some helpful search terms may include “war mobilization,” “victory gardens,” “war bonds,” etc.

Article Title: _____

Newspaper: _____

Date: _____

Why we selected this article:

What were the major events going on in Des Moines, Iowa, and the state during this time period?

What clues do these events provide about the racial, social, and political climate of the local area during this time period?

Group Research Assignment C: Local Economy

Select an article that focuses on the local economy. Consider advertisements, job listings (help wanted), or information about war-related businesses. Consider using the terms “war industry” or “war industries” to aid your search.

Article Title: _____

Newspaper: _____

Date: _____

Why we selected this article:

What types of jobs, services, or products were advertised during this time?

What local industries, if any, contributed to the war effort? How did they contribute?

What clues does this give us about the economic climate of the local area during this time period?

Group Research Assignment D: Education, Sports, and Entertainment

Select an article that focuses on education, sports, or entertainment (e.g., local sports teams, entertainment during wartime). Some possible search terms may include “Iowa schools,” “Carper high school,” “state fair,” etc.

Article Title: _____

Newspaper: _____

Date: _____

Why we selected this article:

What local sports or entertainment events were happening in the community? How did people unwind during this period?

What can you tell about the school system in Iowa at this time?

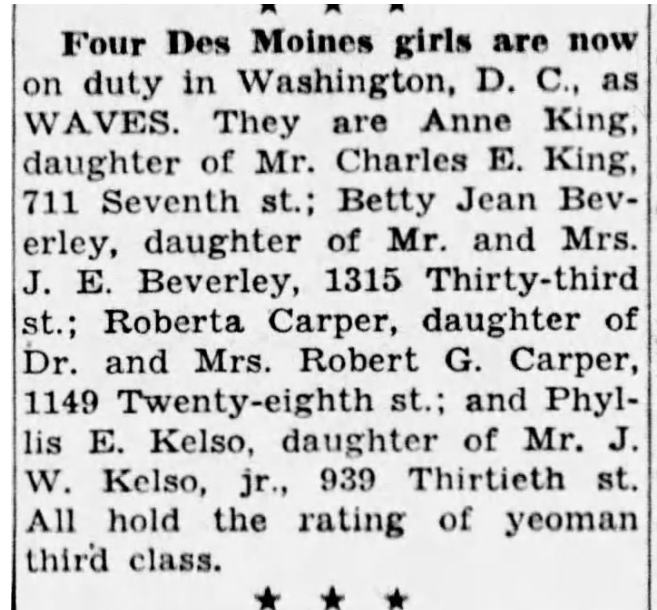
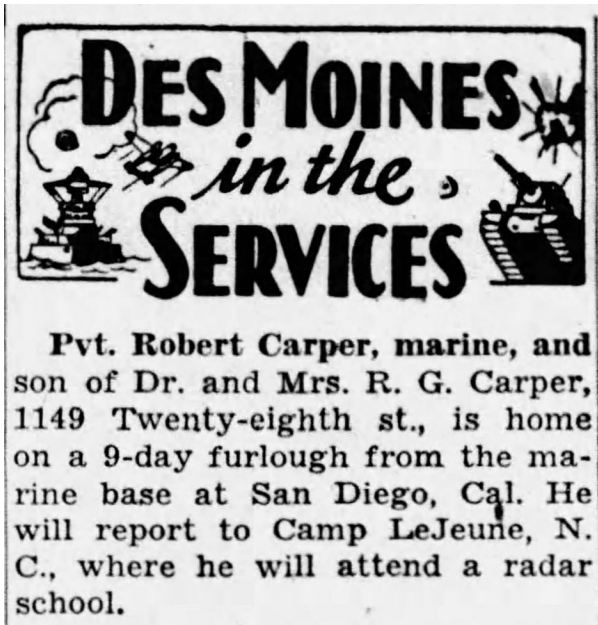
What clues does this give us about the community during this time period?

Teacher Answer Key

Group A: Military Service

What information did you find about Robert Carper, Jr.'s service in World War II or that of his family members?

Students can find information about Robert Carper, Jr.'s training and his sister's military participation as a WAVE in an article that appeared in the October 12, 1943 edition of the Des Moines Tribune. Students may note that Carper's entry into the military began at the midpoint of American involvement in the war.



Both clippings: "Des Moines in the Service," *Des Moines Tribune* [Des Moines, IA], October 12, 1943. Newspapers.com (322834835).

Teacher Answer Key (Con't)

Group A: Military Service

Were there any articles detailing Des Moines or other Iowa residents entering the military, serving, or being killed in action?

Students may find articles about local draft boards and enlistments, including women serving in the armed forces, such as Robert Carper, Jr.'s sister, who was a WAVE, as well as articles concerning local prisoners-of-war (POWs) and those killed-in-action.

"Record Day at the Marine Office," *Des Moines Register* [Des Moines, IA], January 21, 1942. Newspapers.com (130766931).

**RECORD DAY AT
MARINE OFFICE**

**50 Enlistments for
D. M. Staff.**

With 50 enlistments, the marines had the biggest day Tuesday in the history of their recruiting office here.

Officers were jubilant over the total, which would in peacetime be a month's "business."

Enlistments in the marines, navy and coast guard totaled 139. The navy had 76 and the coast guard 13. The army does not release enlistment totals or names.

70 Air Cadets. →

Out of 85 aviation cadet applicants who were given mental tests at the army recruiting office Tuesday, 70 passed the tests and 15 were rejected, Capt. W. C. Hoffman said. About 30 more applicants, including some who arrived too late Tuesday, will be tested today.

Captain Hoffman said he was "sold on the test 100 per cent. It's the best thing ever given out, because every man gets an equal chance," he stated.

The mental tests now replace former educational requirements (two years of college credits) for

FOR DEFENSE

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BONDS
AND STAMPS



150 Questions.

There are 150 questions in the tests. Ninety correct answers are required as a passing grade. Men who failed to pass the test may wait three months and try it again, or enlist in another branch of service.

The 70 men who passed the test have been ordered to report at Higley field, Chandler, Ariz., for training by Feb. 10.

Other Changes.

Other changes in requirements for aviation cadets include the age limit—now 18 to 26 instead of 20 to 26, and acceptance of married men, providing they prove dependents have other means of support.

Coast guard enlistments were:

Arthur T. Wetteland, Ames; Leslie T. McElderry, West Des Moines; Arthur G. Lunde, John O. Field, Nora Springs; George V. Hrabak, Chelsea; Gayle F. Toland, Lone Tree; Albert A. Woods, Dexter; Clinton E. Sage, Jesup; Donald W. Johnson, Norman; H. Dahlquist, Pomeroy; Wayne E. Osmundsen, Estherville; Ralph H. Hankner, Tripoli; John L. Heden, Goldfield.

Marine enlistments were:

Roland E. Taylor, La Porte City; Arthur W. Stokes, Les P. Roof, Harry J. Mullins, Wallace S. Wood, Elbert M. Greene, Jr., Fred B. Pashby, Waterloo; Jesse F. Sherwin, Floyd; Loren W. Scholfield, Charles E. Jensen, Council Bluffs; Paul I. Roberts, Muscatine; George B. Mercer, Onawa.

Thomas E. Hugunin, Comanche; Chester J. Hainey, Columbus Junction; Robert L. Bass, Correctionville; Robert V. Beadle, Dubuque; Frank J. Brown, Boone; Ralph A. Bruce, Denison; Marion S. Dunaway, Iowa City; Robert E. Glau, Charter Oak; Richard W. Jensen, Ogden.

Teacher Answer Key (Con't)

Group A: Military Service

What battle news related to World War II was covered, and what did it reveal about the degree to which Des Moines and the greater state of Iowa were involved in and affected by World War II?

Iowa newspapers had articles about local prisoners of war, families visiting military bases to see their sons and daughters, and Iowans killed in action. These articles showed there was significant Iowa involvement and personal sacrifice, as well as local support/interest in the war. Additionally, Des Moines played a key role in the establishment of the Women's Army Auxiliary Corps that trained at Fort Des Moines, which one article called "West Point for Women."

Left: "38 Iowa Soldiers Nazi Prisoners," *The Daily Nonpareil* [Council Bluffs, IA], April 12, 1943. Newspapers.com (960464677).

Right: "11 Iowans Die in Asia, Africa: Two Casualties Are From Des Moines," *Des Moines Register* [Des Moines, IA], May 25, 1943. Newspapers.com (128450811).

38 Iowa Soldiers Nazi Prisoners

**List Forwarded by
Apostolic Delegation**

DES MOINES, (AP)—Names of 38 Iowans held as prisoners of war in transit camps in Italy were forwarded to Des Moines Monday by the Apostolic delegation in Washington.

The list, received by radiogram from the papal secretary of state at the Vatican was received here by the Most Rev. Gerald T. Bergan, of Des Moines.

Most of the prisoners listed were residents of southwest Iowa.

The prisoners of war are:

Sgt. Floyd Bussard, Shenandoah.
Sgt. Harold Reynolds, Shenandoah.
Sgt. Clyde Bonwell, Shenandoah.
Staff Sgt. Ira Williams, Shenandoah.
Sgt. Clarence Taylor, Sidney.
Sgt. Donald Shea, Council Bluffs.
Cpl. Hollis Baker, Carbon.
Sgt. Elwin Day, Villisca.
Sgt. Edward Dorsey, Imogene.
Duane Todd, Council Bluffs. (No rank given.)
Harvey Fries, Wiota.
Glenn Herrick, Malvern.
Thomas Johnson, Thurman.

Duane Josephson, Red Oak.
Marion Myers, Clarinda.
Richard Nimrod, Red Oak.
Earl Schenck, Clarinda.
Sgt. Robert Kerber, Red Oak.
Sgt. John Mailander, Wiota.
Sgt. Harry Lucas, New Market.
Staff Sgt. John Halbert, Griswold.
Staff Sgt. Clayton Hiatt, Atlantic.
Sgt. Bryan Fleharty, Red Oak.
Sgt. Van Garmon, Lorimor.
Sgt. Laverne Jurgens, Audubon.
Sgt. Robert Moore, Corning.
Sgt. Lyonel Patience, Imogene.
Cpl. True Ballard, Lorimor.
Staff Sgt. Glen Fengel, Villisca.
Cpl. Cleo Bierbaum, Griswold.
Staff Sgt. Lawrence Query, Cumberland.
Staff Sgt. Owen Jessen, Underwood.
Staff Sgt. Fred Robinson, Malvern.
Staff Sgt. Lewis Priest, Farragut.
Pvt. John Frieber, Des Moines.
Cpl. Wayne Meek, Des Moines.
Staff Sgt. Floyd Freeman, Des Moines.
Pvt. 1. cl. James Brown, Des Moines.

—Save Your Tin Cans—

11 IOWANS DIE IN ASIA, AFRICA

**Two Casualties Are
From Des Moines.**

WASHINGTON, D. C. (AP) — Names of 11 Iowans killed in action were announced Monday by the war department. The list, based on prior notifications sent to the next of kin, follows:

Killed in the Asiatic area — Staff Sergt. Raymon B. Lynch, Sioux City.

Killed in North Africa—Staff Sergt. Clarence Andringa, Sheldon; Tech., fifth grade Ronald F. Carey, Sioux City; Corp. Forrest B. Johnson, Cherokee; Pvt. (f.c.) Claude R. Lyons, Ottumwa; Corp. Claire A. Osweiler, Bonaparte; Pvt. (f.c.) Gerald A. Peterson, Thor; Pvt. (f.c.) Wayne G. Peterson, Sheldon; Pvt. Charles W. Snyder, Atlantic; Sergt. Maurice H. Stephens, Des Moines, and Sergt. Darwin L. Stiffler, Des Moines.

Teacher Answer Key (Con't)

Group A: Military Service

What battle news related to World War II was covered, and what did it reveal about the degree to which Des Moines and the greater state of Iowa were involved in and affected by World War II?

"Chief's Post Goes to Texas Woman." *Des Moines Tribune* [Des Moines, Iowa], May 15, 1942. Newspapers.com (323329121).

Chief's Post Goes To Texas Woman

5,000 WAAC Officers to Be Trained At Iowa Base.

By Richard Wilson.

(The Tribune's Washington Correspondent.)

WASHINGTON, D. C.—A "West Point for Women" to train officers for the women's army auxiliary corps will be established at Fort Des Moines.

The president signed the bill authorizing the creation of "WAAC" Friday morning, and this was followed immediately by a war department announcement that officers will be trained at the Iowa fort.

Under full operation, it is expected that 5,000 women officers will be trained at the army post which will be improved and expanded at an expenditure of three million dollars.

Mrs. Oveta Culp Hobby, Houston newspaper executive, was named director of the WAAC by Secretary of War Stimson. She has been director of women's interest activities in the public relations section of the war department.

General recruiting for the corps, which by executive order shall not exceed 25,000 members or more than 100 units at the present time, will begin in about three months, Secretary Stimson announced.

Local recruiting offices are expected to be prepared to receive applications for candidates for the officers training school in about two weeks.

Officials here emphasized that the personnel of the corps will not be used to replace civil service employes in the army and the war department, but will take the place of enlisted men now performing non-combatant tasks, such as telephone operators, clerks, laboratory technicians, etc.

Since last September, Mrs. Hobby, who organized the women's interest section of the public relations division of the army, has been working with the staff of the army to work out the details of the WAAC.



MRS. OVETA CULP HOBBY.
She'll Be Head of the W.A.A.C.

Teacher Answer Key (Con't)

Group B: Community

What were the major events going on in Des Moines, Iowa, and the state during this time period?

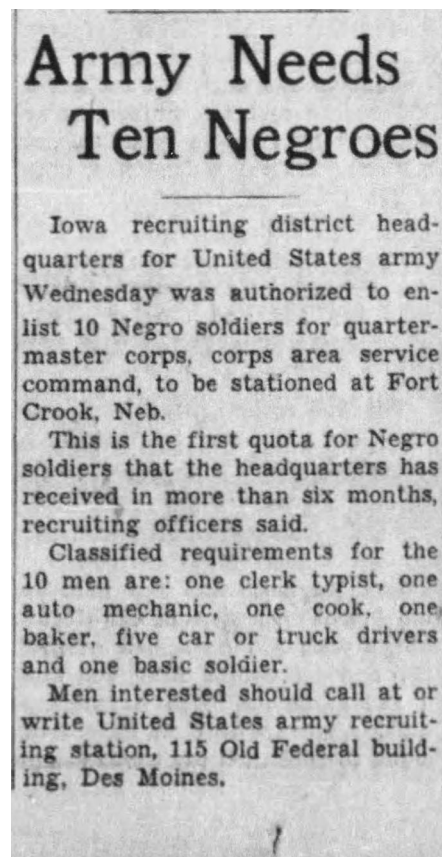
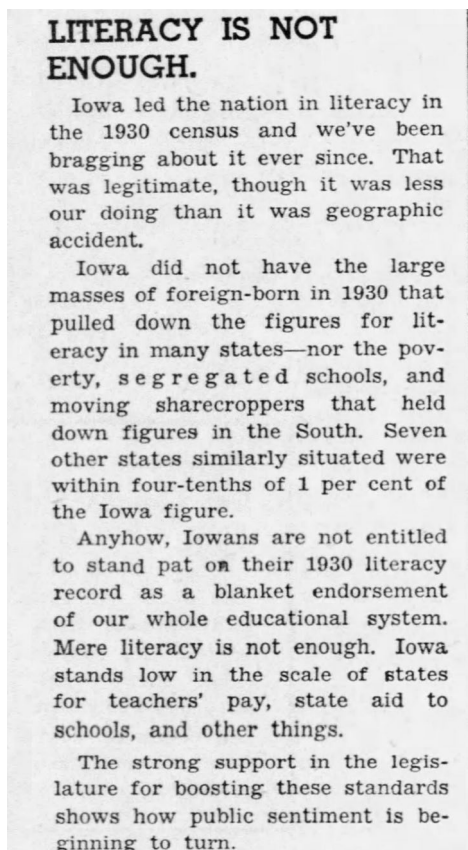
What clues do these events provide about the racial, social, and political climate of the local area during this time period?

Many articles reference race, social class, and politics of the local area. Articles that mention race and social groups reflect Iowa's racially and socially homogeneous makeup at that time, with a primarily caucasian population, such as the article about literacy. However, an article about the recruitment of "Negro" (African American) soldiers from Iowa into the Quartermaster Corps shows the presence of greater racial diversity in urban areas, such as Des Moines. It reinforces the fact that troops remained racially defined and segregated during that time period.

Additionally, students may discover articles and ads encouraging local citizen involvement and support for the war in articles about war bond and scrap metal drives, rationing, and planting victory gardens.

Left: "Literacy is not Enough." *Des Moines Register* [Des Moines, Iowa], April 5, 1943. Newspapers.com (130750803).

Right: "Army Needs Ten Negroes." *Des Moines Register* [Des Moines, Iowa], January 8, 1941. Newspapers.com (323240382).



Teacher Answer Key (Con't)

Group B: Community

What were the major events going on in Des Moines, Iowa, and the state during this time period?

What clues do these events provide about the racial, social, and political climate of the local area during this time period?

"City Given Slogan for Bond Drive." *Des Moines Tribune* [Des Moines, Iowa], March 9, 1942. Newspapers.com (323326378).

City Given Slogan for Bond Drive

Nancy Kelly Starts Off Campaign at Luncheon.

The Des Moines defense bond drive opened Monday noon with a slogan given to 400 campaign workers at Hotel Fort Des Moines by pretty Nancy Kelly of Hollywood. The slogan was:

"Keep 'em buying and keep 'em flying."

The luncheon was attended by part of the army of 1,500 volunteers who will go out during the next few days to seek bond and stamp buying pledges from Des Moines and Polk county people.

Miss Kelly, whose appearance was definitely inspiring, was introduced to the group by Cecil Young, head of the city division of the drive, who said the \$13,060,000 annual bond purchase Polk county persons are to make is a small thing to ask compared with what Colin Kelly gave.

BOUQUET FOR ACTRESS



Screen Actress Nancy Kelly is shown with a bouquet of flowers presented her upon her arrival at the Des Moines airport Monday from Hollywood. Miss Kelly came here to help open Polk county's defense bond and stamp campaign.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Teacher Answer Key (Con't)

Group C: Local Economy

What types of jobs, services, or products were advertised during this time?

Students will likely find articles about agricultural-related industries in Iowa, including women's increased involvement in agriculture and other industries, due to men leaving for combat.

Left: "Farmerets Make Good in Field." *Des Moines Register* [Des Moines, Iowa], July 26, 1942 Newspapers.com (128685439).

Right: "War Changes Job Figures." *Des Moines Tribune* [Des Moines, Iowa], April 16, 1943. Newspapers.com (323331564).



War Changes Job Figures

"Rosie the Riveter" and her sisters accounted for the entire employment increase in 284 Iowa businesses and industries between March, 1942, and the same month of 1943.

State bureau of labor reports showing the number of men and women employed by 284 Iowa businesses and industries each March since 1939 showed Friday the war changes which have occurred.

There are 100 less men working for these employers than there were in 1942. But there are 4,217 more women than there were a year ago.

Growing.

Iowa employment of both sexes has been growing in this group of employers since 1939, the increase being more than 31 per cent. But while the men workers have increased more and more slowly and are now even decreasing slightly the women workers have been growing in number more and more rapidly.

Teacher Answer Key (Con't)

Group C: Local Economy

What local industries, if any, contributed to the war effort? How did they contribute?

While many industries contributed to the war effort, articles indicate that agricultural industries contributed substantially. John Deere, known for tractors, shifted and expanded production to produce tanks and tank engines for the military. Existing Sugar Beet factories increased production, and some previously closed factories resumed operations due to rationing during wartime and the need for more sugar.

"\$18,000,000 Contract is Seen Assured." *Waterloo Courier* [Waterloo, Iowa], March 6, 1941. Newspapers.com (359578915).

**\$18,000,000
CONTRACT IS
SEEN ASSURED**

Waterloo Plant Would Make
Four-Ton Transmission
Units for Vehicles.

ASSEMBLY IN DETROIT
OR NEW YORK PLANTS

Award of an \$18,000,000 contract to the John Deere Tractor company, of Waterloo, for production of army tank transmission units at its extensive plant here, appeared virtually assured Thursday.

From his offices in Washington, D. C., Iowa Senator Clyde L. Herring in a telephone interview told the Courier Thursday morning:

"I fully expect the contract will be let later today, or possibly Friday."

Proposals of the John Deere Tractor company, Senator Herring said, were placed in the hands of the legal division of the war department's ordnance bureau late Wednesday afternoon by Charles D. Wiman, president of Deere & company, Moline, Ill., parent company, and C. M. Stone, vice president.

Expect Blue Prints Saturday.

L. A. Rowland, general manager and vice president of the tractor company here, said Thursday afternoon he was awaiting official confirmation of the contract, adding that he and other plant officials expected to receive a file of transmission blueprints no later than Saturday morning.

Subject to final revisions, the specifications of the army for its "medium tank" now call for a four-ton transmission system in a finished tank which will weigh between 25 and 30 tons.

Armor plate, gun mountings, caterpillar tread and the powering unit for the tank would be supplied from sources other than the plant supplying the essential transmission unit.

Some Tooling Required.

To produce the tank transmissions specified for the army's medium tank, Rowland and Gust Olson, jr., plant general superintendent, indicated that some gear tools, crankshaft tools and patterns for the transmission would have to be acquired first.

"As we understand the specifications," they said, "our present gear department, conceded to be one of the most complete and modern in the world, is already fitted to handle the gears needed for the tank."

"In our five lines of tractors we make gears no larger and no smaller than those required for the medium tank of the army."

"Best Bid"—Knudsen.

Senator Herring, in his telephone conversation, declared that William S. Knudsen, chief of the production management division of the national defense program, had singled out the John Deere Tractor company's bid for the tank transmission contract as "the best received."

Their three-day business trip to the nation's capital ended, President Wiman and Vice President Stone were expected in Moline Thursday afternoon. They notified Rowland by telephone Thursday morning, on arrival in Chicago, of the contract's status, he said.

Rowland asserted Thursday it would be unlikely that the plant here would have to enlarge either its physical plant or its payroll to meet the demands of the contract, should it be received.

"At present we have a peak of 5,200 employed in the Waterloo plant, on a full schedule," the general manager declared. "We are in the midst of our seasonal production boom, getting ready for spring and summer sales."

Would Level Employment.

"An important effect of our receiving the war department contract for transmissions," he said, "would be the 'leveling off' of employment here for a year, maybe more."

"Production required for the army would enable us to keep our thousands of workers employed the year-round, rather than forcing layoffs in the customary slack production season."

Teacher Answer Key (Con't)

Group C: Local Economy

What local industries, if any, contributed to the war effort? How did they contribute?

"Sugar Output to Be Increased: Mason City Plant to Be at Capacity." *Des Moines Register* [Des Moines, Iowa], March 1, 1942. Newspapers.com (128420120).

SUGAR OUTPUT TO BE INCREASED

Mason City Plant to Be at Capacity.

By Staff Writer.

MASON CITY, IA.—Production of sugar beets—and of beet sugar—will be stepped up this season by 25 or 30 per cent which will bring the output for 1942 up to the limit of capacity of the American Crystal Sugar Co. plant here.

A. G. Quamme said Saturday that the acreage of beets in northern Iowa and southern Minnesota will total between 15,000 and 16,000 acres with about half in Iowa and half in Minnesota. This acreage is expected to result in production of 40 million pounds of sugar.

War Crop.

Sugar beets have been classified as a war crop and concessions to farmers to enable them to comply with the 1942 AAA program have been made in the case of this crop.

Returns will be attractive to producers of beets this year, Quamme said, with returns estimated at \$8 to \$8.50 a ton. Yields last year averaged 10.29 tons per acre. A portion of the return this year will be in the form of a government payment to subsidize sugar production at a time when the nation is faced with a shortage and the rationing of the product.

More Labor.

More hand labor than usual will be required this year for the tending of the sugar beet crop but Quamme said that he believed that the demand would be met. Mexican laborers make a practice of following the beet crop in this locality although a considerable amount of labor saving machinery was introduced a few years ago.

At present there is no outlook for any increase in the sugar production over and above the capacity of the local plant and the opening of the plant at Belmond is not contemplated, according to officials of the sugar company.

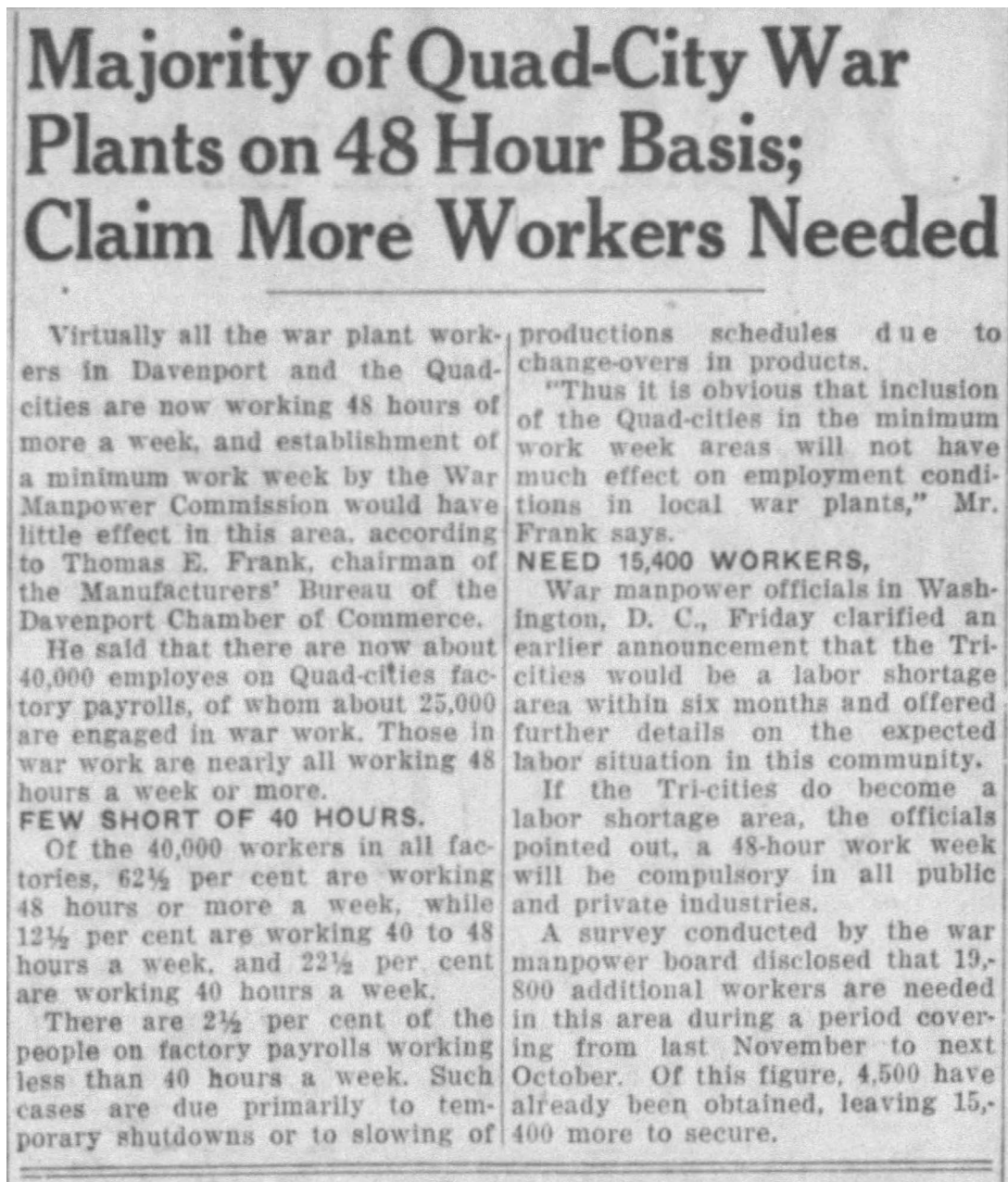
Teacher Answer Key (Con't)

Group C: Local Economy

What clues does this give us about the economic climate of the local area during this time period?

Articles indicate economic expansion due to war mobilization, as well as a shortage of labor due to the draft. As a result, some Iowa communities were ordered to implement a mandatory 48-hour work week to maintain needed production levels, as shown in the article below

"Majority of Quad-City War Plants on 48 Hour Basis; Claim More Workers Needed." *Des Moines Register* [Des Moines, Iowa], February 12, 1943. Newspapers.com (300960208).



Teacher Answer Key (Con't)

Group D: Education, Sports, and Entertainment

What was happening with sports and/or entertainment within the community and state?

While high school sports continued through the war period, many articles indicate that college level sports, such as football, and major statewide events, such as the Iowa State Fair, were disrupted or discontinued due to the lack of manpower needed to play, limitations imposed upon people due to rationed gas and other necessities, and the need to use public spaces for military purposes

Left: "Very Few of Iowa Grid Squad at Spring Drill." *Des Moines Register* [Des Moines, Iowa], February 15, 1943. Newspapers.com (323162766).

Right: "1898 State Fair Only Other Show Missed 'Til 1942." *Des Moines Register* [Des Moines, Iowa], July 5, 1942. Newspapers.com (359902693).

Very Few of Iowa Grid Squad at Spring Drill

IOWA CITY, IA.—A survey conducted among the remaining squadmen of the University of Iowa's 1942 football team now on the campus indicates that the approaching spring football practice won't attract more than a handful of the men that went through the 10-game schedule of last year.

A majority of the men are expecting to be called by the draft at the end of the semester or at some time previous. Several of the players



BILL BARBOUR, are in the Enlisted Reserve Corps and advanced R.O.T.C. and according to plans will depart from school soon after the semester closes Apr. 24. They reason that practice would be a waste of time that might be spent in study on courses that will aid them in the division of the service they are about to enter.

in the Navy reserve corps (V-1). According to his present plans, Bill isn't planning on reporting if practice is held.

★ ★ ★

Ted Lewis, reserve fullback from Iowa City, won't be here, having been called by the army for Feb. 23, and neither will Stan Mohrbacher, reserve tackle from Cedar Rapids, who has been ordered to the colors, Feb. 18.

Of the 16 boys considered, all of whom were members of the 1942 squad, only sophomore guard Bob Liddy from Monticello indicated that he was planning to report.

Following is a list of the Hawk-eye football veterans and their classification:

Lettermen.

Bill Barbour, end from Mason City, Navy reserve corps (V-1).
 Jim Ferguson, fullback from Downers Grove, Ill., E.R.C.
 Bob Liddy, guard from Monticello, deferred until July 18.
 Dick Hoerner, fullback from Dubuque, unclassified at present.
 Roger Kane, tackle from Mundelein, Ill., deferred until end of present semester.
 John Staak, tackle from Davenport, Marine reserve corps.
 Bob Yelton, tackle from La Porte, Ind., advanced R.O.T.C.
 Sam Vacanti, halfback from Omaha, Neb., Marine reserve corps.

1898 STATE FAIR ONLY OTHER SHOW MISSED 'TIL 1942

Heated Debate Made Way for
Soldiers in Spanish
American War.

Des Moines — (AP)—Iowa's State fair was called off in 1898 after a debate in which the conversational temperature "ranged from 100 in the shade to 40 below zero."

The fair board recently canceled the 1942 fair as part of the nationwide drive to conserve tires and automobiles. That action and the 1898 interruption during the Spanish-American war constitute the only Iowa State fair cancellations since the exposition was founded in 1854.

The south half of the fairgrounds recently was taken over by the federal government for use as an army air corps storage depot. It had been planned to hold an abbreviated fair on the north half until the cancellation request came thru from the office of defense transportation.

Teacher Answer Key (Con't)

Group D: Education, Sports, and Entertainment

What can you tell about education in Iowa at this time?

Despite Iowa's top national standing in literacy mentioned in an earlier lesson article, there are many articles about the presence of substandard rural education in Iowa at the time due to rural teachers having less education, fewer rural course offerings, and greater rural teaching loads. Many recommendations were put forth for additional training, greater pay, and allowing married women to teach. This also illustrated gender limitations imposed upon women at the time, which also affected women in the military. Beyond the overall quality of Iowa education during the wartime period, articles indicated that both high schools and colleges statewide added and/or expanded their ROTC programs to prepare young people for military roles.

Top: "Rural School Ferment." *Des Moines Tribune* [Des Moines, Iowa], March 4, 1944. Newspapers.com (322831240).

Bottom: "Issue 1,500 Certificates: Tell of Need for Teachers." *Des Moines Register* [Des Moines, Iowa], January 30, 1943. Newspapers.com (323029279).

Rural School Ferment.

"You're in a rut, Iowa—wake up!" C. M. Wilson of the Farm Bureau asserts in the current issue of the *Iowa Bureau Farmer*.

Wilson argues that schools which were "good enough" for grandfather don't fit into a rural picture that has given up buggies and mud roads and taken on radios and electricity and tractors.

He cites low teaching standards. Iowa, he says, is one of five states which require nothing more than a high school diploma of its rural teachers.

This is not, he adds, the fault of the teachers. Iowa rural school districts pay their staffs only three-fifths of what Illinois pays. The \$732 which a one-room school teacher gets in Iowa is less than half what a teacher in the average Iowa city earns.

* * *

Issue 1,500 Certificates

Tell of Need For Teachers

Efforts to relieve the Iowa teacher shortage have resulted in the issuance of more than 1,500 war emergency teachers certificates for the coming school year, Miss Jessie Parker, state superintendent of public instruction reported Monday.

But even with the utilization of these 1,500 persons, approximately 200 Iowa rural schools probably will not open this fall, Miss Parker's office said.

Some of the rural school closings are due to the natural tendency of some rural schools to drop out each year, some to the lack of teachers and some to the school bus shortage.

Many schools which operated last year, and are not operating during the coming year, will transport pupils to schools in nearby areas.

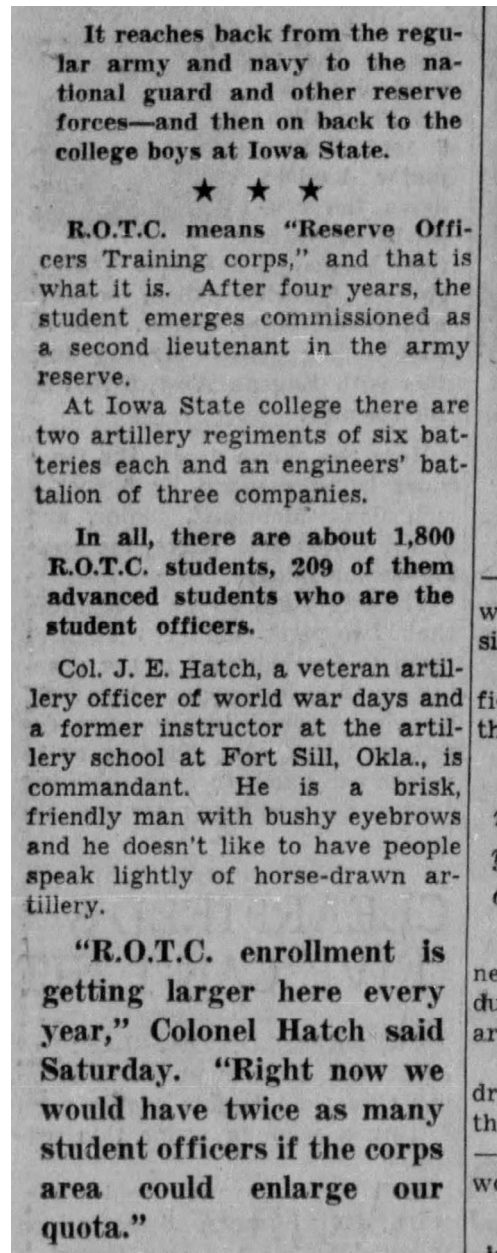
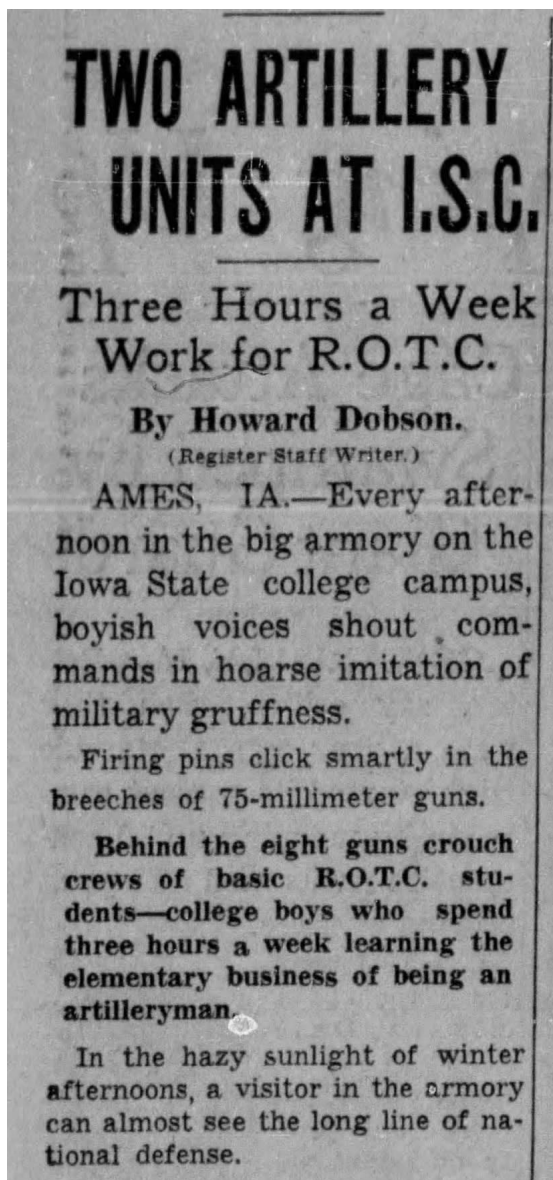
The teacher shortage problem is bringing back into the classroom many married persons who stopped teaching when they became married, Miss Parker said. Some businessmen, who formerly were teachers, also are returning as school superintendents.

Teacher Answer Key (Con't)

Group D: Education, Sports, and Entertainment

What can you tell about education in Iowa at this time?

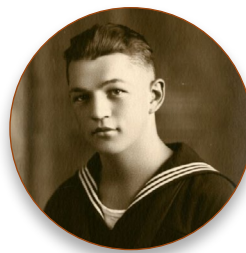
"Two Artillery Units at I.S.C.: Three Hours a Week Work for R.O.T.C.." *Des Moines Register* [Des Moines, Iowa], January 26, 1941. Newspapers.com (127630274).



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