

Chapter 23

Georgia and World War II



Chapter Preview

TERMS

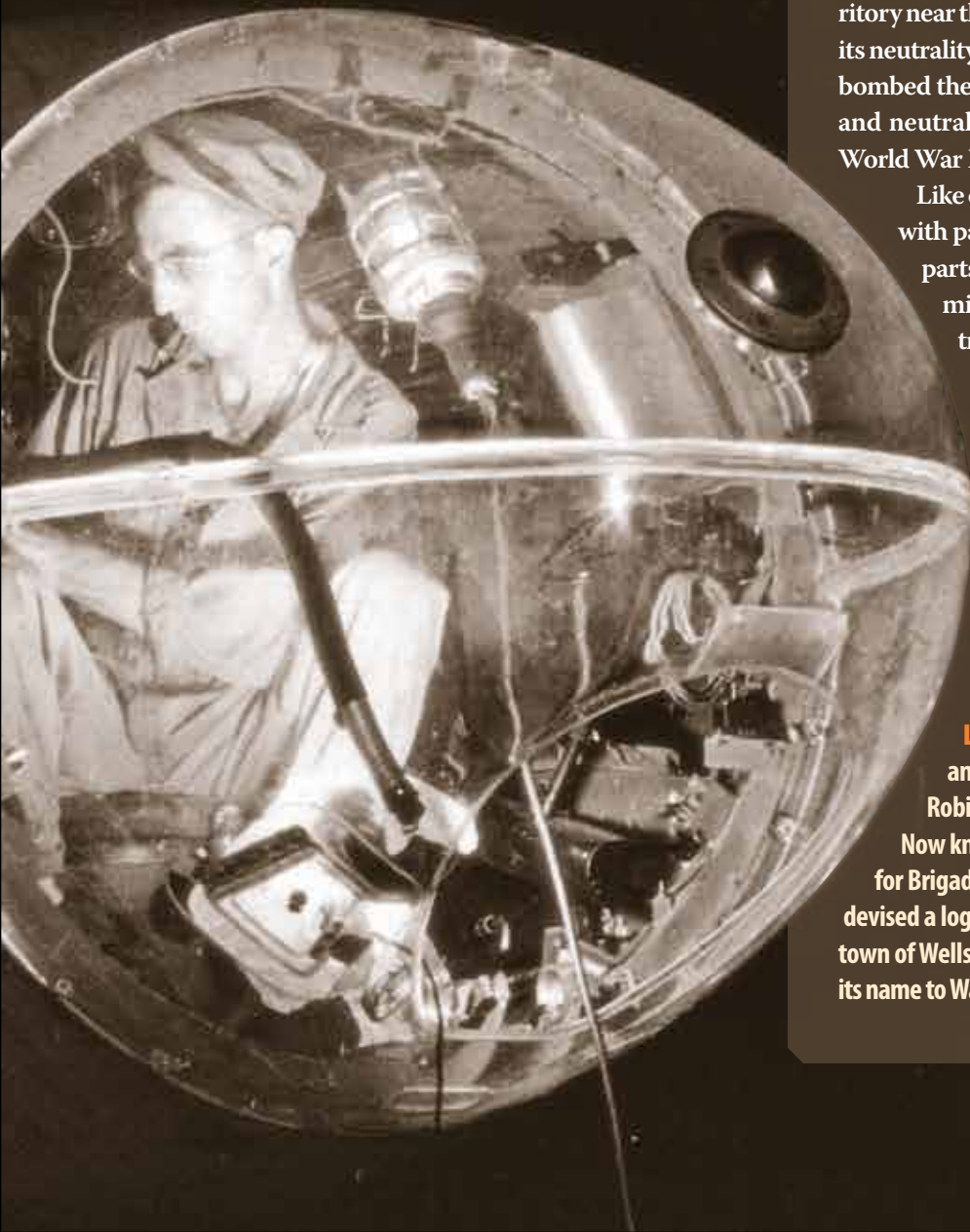
reparations, fascism, dictator, genocide, World War II, rationing, black market, blackout, Holocaust, accreditation, civil service

PEOPLE

Adolf Hitler, Benito Mussolini, Harry S. Truman, Ellis Arnall

PLACES

Pearl Harbor, Marietta, Fort McPherson, Warner Robins Army Air Depot, Camp Stewart, Hunter Air Field



In the 1930s, Americans were focused on the problems brought on by the Great Depression, and the US government worked for economic recovery and reform. In Europe and Asia, however, developments took ominous turns. Japan wanted to create an empire in Asia, while Adolf Hitler of Germany hoped to rule an empire in Europe. Even when both countries began seizing territory near them, the United States tried to maintain its neutrality. However, on December 7, 1941, Japan bombed the US naval base at Pearl Harbor, Hawaii, and neutrality ended. The United States entered World War II.

Like other US citizens, Georgians responded with patriotism and a strong desire to do their parts in the war. As it had in World War I, the military looked to the South for military training installations. The defense industry also saw the advantages of having its factories in the South. Georgia and the other southern states permanently changed as a result of the economic and social impact of those developments. The New Deal had helped bring change to the South, but World War II signaled the end of the depression and set the South on a new path.

Left: Aircraft mechanics work on the cockpit and nose of a B-26 bomber at the Warner Robins Army Air Depot near Macon in July 1943. Now known as Robins Air Force Base, it was named for Brigadier General Augustine Warner Robins, who devised a logistics system still used by the Air Force. The town of Wellston where the base was located changed its name to Warner Robins in 1942.

After World War I, most Americans wanted to focus on their own country. They wanted a trade relationship with other countries, but they did not want to get involved in the affairs of those countries or their relationships with one another. When the aggressions of Italy, Germany, and Japan began, Americans still did not get involved. By the late 1930s, however, US leaders began to prepare for military action. But it took an attack on American soil to bring the country into World War II.

The war helped transform Georgia. Military and defense installations changed the economy as thousands of Georgia civilians went to work at higher-paying jobs than they had ever had. Americans from all over the country came to Georgia to train or work, interacting with the local population. Patriotism connected Georgians to their fellow Americans, although some parts of the South's culture still kept them separate. Four years later, the state could no longer go back to its prewar conditions.

Foreign Policy in the 1920s

At the end of World War I, Europe was suffering from the effects of the war. In addition to all the physical damage from the war, European economies were struggling. In some areas, people were homeless refugees. Hunger was widespread. The Treaty of Versailles, which ended World War I, was not a treaty that would create a peaceful world. Instead, the Allied Powers had framed the treaty with the goal of keeping Germany weak. Under the terms of the treaty, Germany had to admit that it caused the war, pay **reparations** (compensation for war damages) to the Allies, and give up some of its territory. The Austro-Hungarian Empire was also carved up, and new countries were formed.

Many Americans believed that the way to stay out of war was to limit involvement with other countries' problems. But in the modern world, that was not easy. The United States traded with nations around the world. The US economy depended on selling both farm products and manufactured goods to consumers in other places. The stability of those countries was of great interest to the United States.

So, in the 1920s, the US government tried to prevent another war by making agreements that would lessen the chance that war would start. The United States hosted a conference in Washington, DC, and invited the major world powers to attend. There they worked out three major treaties and several other agreements. They limited the number of certain types of navy ships each country could have, agreed to respect each other's possessions in the Pacific Ocean, and agreed to maintain an "open door" trade policy with China. Around the world, others also hoped to eliminate war. In 1928, fifteen countries signed the Kellogg-Briand Pact (agreement), which said that nations would not resort to war except in self-defense. Another forty-seven nations signed the document later. Unfortunately, events in the 1930s showed that, despite its good intentions, the pact could not prevent war.

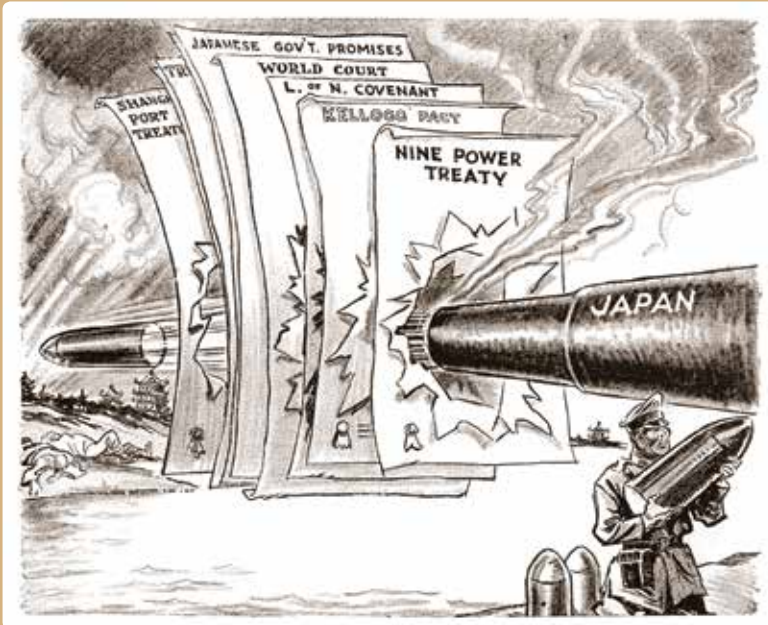
Something Extra!

In 1921, an international reparations commission determined that Germany owed the Allied Powers about \$33 billion.



Above: The carnage of World War I inspired the nations of the world to negotiate a series of peace and disarmament treaties during the 1920s. The Washington Naval Conference, held in Washington, DC, in 1921, was the first international conference held in the United States. Three major treaties were negotiated, with the main goal of limiting the size of navies in the Pacific region.

The Art of Politics



This cartoon shows Japan blowing a hole through all the peace treaties it had signed during the 1920s, when it invaded China in 1931.

Something Extra!

Both Hitler and Mussolini believed that war created "character" in a nation.

Japanese Expansion in Asia and the Rise of Dictators in Europe

In 1931, Japan, in violation of the pact, took over an area of northern China called Manchuria. Although other countries protested and expressed their disapproval, none actually did anything to stop Japan. Japan had long been a growing industrial power, and it needed the raw materials of Manchuria, such as wood and coal, for its factories. Japan also wanted to create an empire in Asia. In 1937, it invaded China, brutally killing thousands in Nanking and taking several key cities. But the Chinese government held on, and the war between the two countries continued. In 1941, Japan invaded the French colony of Indochina in Southeast Asia. Were the Asian colonies of Europe and the territories of the United States next?

Meanwhile, in Europe, both Italy and Germany fell under the control of fascist governments. **Fascism** is a philosophy of government characterized by a **dictator** (a leader with absolute power). Fascists believe in the superiority of a particular group, often a racial or national group. A fascist economy works to benefit the government, although private property remains in private hands. In a fascist state, government, military, and business all work for the glory of the group. Fascists do not believe in individual rights or democracy. In Italy, the fascist leader was Benito Mussolini. In Germany, fascist Adolf Hitler came to power in 1933 with his Nazi political party. In the 1930s, a civil war in Spain also brought a fascist leader to power—Generalissimo Francisco Franco.

Just as Japan hoped to create an empire in Asia, Hitler hoped to create an empire, or Reich, in Europe. In 1935, Italy invaded the African country of Ethiopia. Hitler first took aim at areas Germany had lost in the Treaty of Versailles. In 1936, he invaded an area between Germany and France called the Rhineland. Two years later, he sent troops into Austria, and then into part of Czechoslovakia a few months later. In spite of an agreement with France and Great Britain to not take any more territory, he invaded the rest of Czechoslovakia.

In 1936, Germany and Italy made an alliance called the Rome-Berlin Axis. Japan became part of the alliance in 1940, so the three became known as the Axis Powers. All three governments were very repressive to their own

people by this time. Mussolini claimed to have buried the “putrid corpse [dead body] of liberty.” In other words, freedom was dead in his country. In Germany, Hitler targeted groups that he considered inferior, not part of the German master race, for concentration camps where they were poorly fed and overworked. Jewish people in Germany and the conquered lands became targeted not only for slave labor, but for **genocide** (the deliberate killing of a particular group of people).

War in Europe and US Neutrality

In the autumn of 1939, the German army invaded Poland in what came to be called a *blitzkrieg* (“lightning war”). **World War II** had begun. Both France and Great Britain declared war on Germany, although they failed to stop Germany. After a few quiet months, country after country fell to invading German troops—Denmark, Norway, the Netherlands, Belgium, and finally France. German planes began to bomb Great Britain in the second half of 1940. While the other countries had fallen to the Germans, Great Britain held on. Then in June 1941, Germany invaded the Soviet Union, violating an agreement they had made not to fight each other. By winter, German forces had reached the outskirts of Moscow.

The US response to all these developments was to stay out. Americans believed that this was a foreign war and that the United States should remain neutral. In the mid-1930s, Congress passed a series of Neutrality Acts. That legislation made it illegal to sell weapons to nations at war or to make loans to those that had not paid their World War I debts (which included the countries at war).

Below: Benito Mussolini, one of the founders of the fascist movement in Europe, was elected prime minister of Italy in 1922. Bottom: Adolf Hitler, the fascist dictator of Germany, celebrated the Nazi conquest of France in 1940 with a motorcade through the German capital of Berlin.





Top: From July to October, 1940, the German air force attempted to bomb England into submission. **Above:** The inspiring words of British Prime Minister Winston Churchill are credited with stiffening the resolve of the British public. More than 23,000 civilians were killed in the bombing.

By the end of the 1930s, news came to America of the terrible bombings of Great Britain, the brutal Japanese treatment of the Chinese, and the Nazi persecutions of minorities. In the mid-1930s, Germany had abolished the citizenship of Jews and later passed laws that Jews could not attend high schools or colleges or participate in other institutions. Then on the night of November 9, 1938, a night of terror occurred during which Jewish businesses, houses, and churches were vandalized and some destroyed. After this so-called Kristallnacht (night of broken glass), Roosevelt expressed shock that “such things could occur in a twentieth-century civilization.”

The United States also had to deal with the issue of trade. President Roosevelt feared that the Axis Powers might win the war and disrupt US trade. In late 1939, the United States reversed the policy that made arms sales illegal and began to allow warring nations, mainly Great Britain, to buy weapons on a “cash-and-carry” basis. They had to pay cash for them and pick them up and transport them. Many hoped that Great Britain would be able to stop the Germans.

In spite of this change, over 80 percent of US citizens still believed that the country should fight only if attacked. When France fell in June 1940, the United States started to rearm itself, not knowing how far the German lust for an empire might go. Planes and ships began to be built. In September, the nation’s first peacetime draft went into effect. Over sixteen million men between twenty-one and thirty-five had to register for military service.

At the same time, the United States also made a deal with Great Britain. The United States traded old US warships in return for Great Britain allowing US military bases on several British islands. When he ran for reelection in 1940, Roosevelt said his policy was to “send guns, not sons.” In other words, he thought that, by giving the British the weapons they needed to defeat the Axis, the United States might be able to stay out of the war. Americans also admired the grit and determination of the British.

In 1940, Roosevelt was the first president in United States history to run for a third term. He believed that the emergency nature of the times made it better to keep the same president, to not “change horses in the middle of the stream.” He won the election, although not as strongly as he had won in 1936.

Preparation for War

After the election, Roosevelt agreed to help Great Britain even more through the Lend-Lease Act. The act gave the president the authority to let countries fighting against the Axis Powers “borrow” military supplies. Americans opposed to the United States becoming involved in the war were against this program. They believed it might draw the United States into the European war. Meanwhile, in the northern Atlantic Ocean, a German submarine fired on an American destroyer in September 1941. As a result, Roosevelt, as commander-in-chief of the US military, issued an order that US navy ships could shoot at German submarines on sight.

Georgia Portraits

Carl Vinson, the Father of the Two-Ocean Navy

Throughout the 1920s and 1930s, Carl Vinson of Georgia had encouraged the United States to build up its defenses. His efforts helped prepare America for the coming war. Born in 1883 in Milledgeville in Baldwin County, Vinson attended the military school there and graduated from Mercer Law School. He served two terms in the Georgia House and a short time as a judge. In 1914, he became the US congressman for his district. He was the youngest person in the House of Representatives. He remained in the House until he retired in 1965. At that time, he was the longest-serving congressman in the House.

In 1917, he became a member of the House Naval Affairs Committee. By 1923, he was the ranking Democrat on the committee and so became its chair when Democrats were in the majority. After World War II, the Naval Affairs Committee merged with the Military Affairs Committee to become the House Armed Services Committee. He served as its chair as well when Democrats controlled Congress, which was all but two years between 1949 and 1965.

His work made him an expert in military affairs, and he supported a strong national defense. Alarmed by rising tensions in Europe, President Roosevelt and Vinson worked to increase the country's military readiness. Vinson especially pushed the idea of a large and strong navy. In 1934, Vinson helped pass the Vinson-Trammell Act, which authorized the building of new warships to replace aging ones in the fleet. Four years later, the Naval Expansion Act,



which Vinson guided through Congress, expanded the fleet across the board, supported the training of pilots, and established naval air bases. The second piece of legislation also allowed faster construction of navy ships. In 1940, two additional expansion acts passed. As a recognition of his role in this naval build-up, Vinson deservedly became known as the "Father of the Two-Ocean Navy."

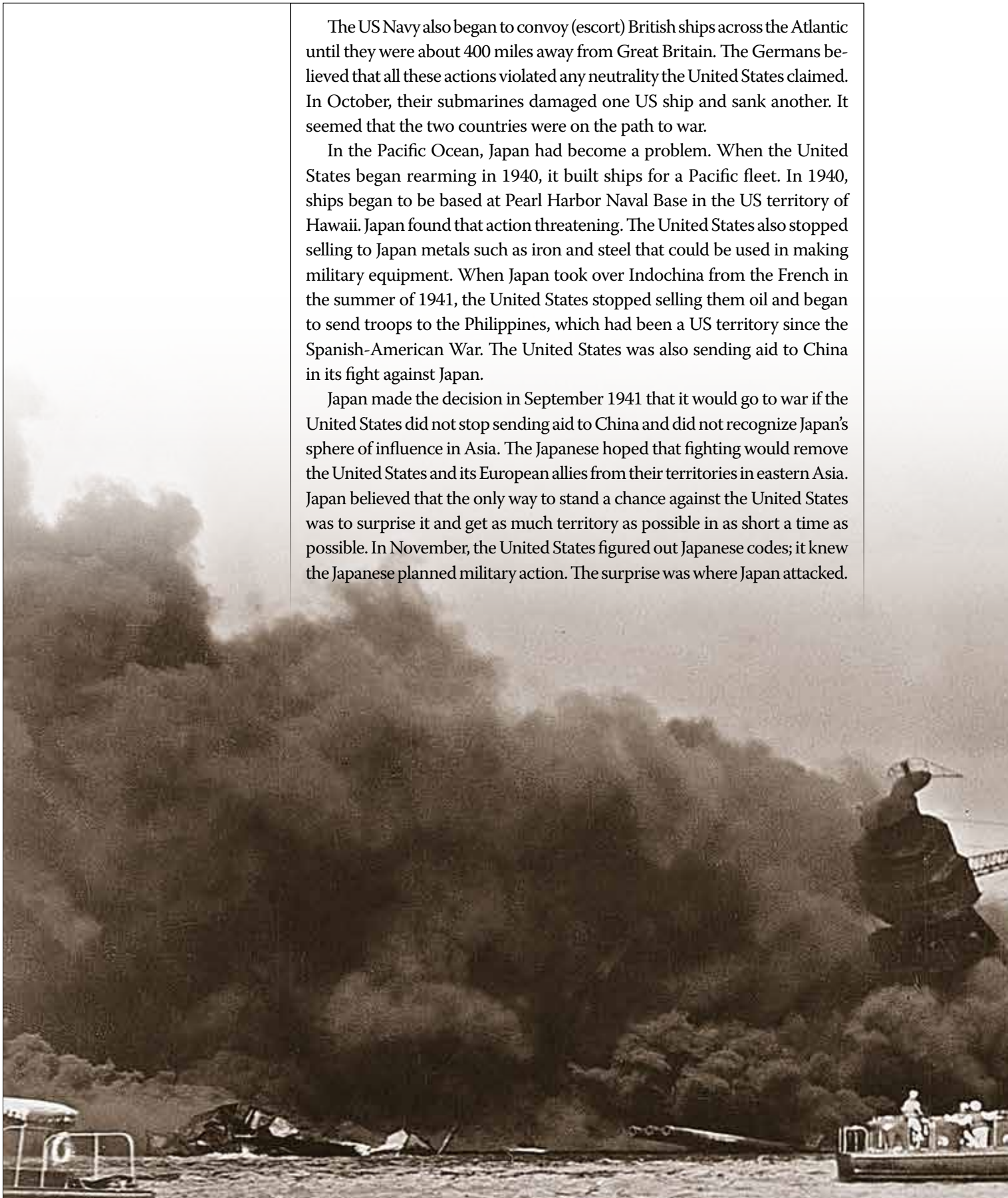
Before World War II, Georgia's economy had grown dependent on the state's military installations. Vinson represented Georgia's interest in the military through his committee work. During the war, Vinson continued to support military installations in the state. After World War II, Vinson continued his dominance in Congress. Throughout the Cold War with the Soviet Union, Vinson supported a strong military. His influence was one of the reasons Georgia was able to keep such a strong military presence in the state.

In 1964, President Lyndon B. Johnson awarded Carl Vinson the Presidential Medal of Freedom. After serving for over fifty years in Congress, Vinson retired to his Milledgeville farm in 1965. In 1972, President Richard M. Nixon honored Vinson on his 90th birthday, announcing that the country's third nuclear carrier would bear his name. On March 15, 1980, the Navy launched the USS *Carl Vinson* with the honoree in attendance. Vinson died a little over one year later at the age of ninety-seven after a life of remarkable public service.

The US Navy also began to convoy (escort) British ships across the Atlantic until they were about 400 miles away from Great Britain. The Germans believed that all these actions violated any neutrality the United States claimed. In October, their submarines damaged one US ship and sank another. It seemed that the two countries were on the path to war.

In the Pacific Ocean, Japan had become a problem. When the United States began rearming in 1940, it built ships for a Pacific fleet. In 1940, ships began to be based at Pearl Harbor Naval Base in the US territory of Hawaii. Japan found that action threatening. The United States also stopped selling to Japan metals such as iron and steel that could be used in making military equipment. When Japan took over Indochina from the French in the summer of 1941, the United States stopped selling them oil and began to send troops to the Philippines, which had been a US territory since the Spanish-American War. The United States was also sending aid to China in its fight against Japan.

Japan made the decision in September 1941 that it would go to war if the United States did not stop sending aid to China and did not recognize Japan's sphere of influence in Asia. The Japanese hoped that fighting would remove the United States and its European allies from their territories in eastern Asia. Japan believed that the only way to stand a chance against the United States was to surprise it and get as much territory as possible in as short a time as possible. In November, the United States figured out Japanese codes; it knew the Japanese planned military action. The surprise was where Japan attacked.



On December 7, 1941, over 350 Japanese planes left aircraft carriers to attack the naval base at Pearl Harbor. The Japanese managed to get the carriers close enough for the attack without being detected. Completely surprised, the Americans could not counterattack. Almost all the US planes, along with 8 battleships and 11 other ships, were destroyed. The next day, Roosevelt, calling December 7 a “date which will live in infamy,” asked Congress for a declaration of war on Japan. Congress readily agreed. On December 11, Germany and Italy, allies of Japan, declared war on the United States. The United States had entered World War II.

This was a truly global war. Fighting took place in northern Africa, where the European countries had colonies; in Asia and the Pacific, where Japan was trying to gain control; and in Europe, where the Soviet Union and Great Britain battled to maintain their own countries and eventually free those already taken by the Germans. There were Georgians in all these theaters of the war, and they were profoundly affected by their service.

Reviewing the Section

1. Define: reparations, fascism.
2. What was the purpose of the Lend-Lease Act?
3. What event finally led the United States to enter the war?

Something Extra!

The death toll at Pearl Harbor on December 7, 1941, was 2,350. Of that number, 1,177 were from the battleship *USS Arizona*.

Below: The surprise attack by Japanese planes on the US naval base at Pearl Harbor, Hawaii, on December 7, 1941, was the event that finally led the United States to enter World War II. President Roosevelt asked Congress for a declaration of war the following day.



Section 2

The Georgia Home Front during World War II

As you read, look for

- the importance of the military to Georgia,
- the importance of the defense industry to Georgia,
- the effects of World War II on life in Georgia,
- the effects of the Holocaust,
- terms: **rationing**, **black market**, **blackout**, **Holocaust**.



Above: One of the functions at Fort McPherson, located near Atlanta, was the training of military police.

After Pearl Harbor, industry in the United States became focused on war production. Consumer goods gave way to military equipment. The productivity of the country during the war was outstanding. By the end of the war, American factories had turned out several hundred thousand planes, thousands of tanks, and millions of bullets. In the desert of New Mexico, scientists worked secretly to unlock the mystery of the atom's nuclear power and make the first workable nuclear bomb.

World War II brought Georgia's economy out of the depression. As in World War I, the United States government established many military installations in the South. Georgia was host to over a dozen. During the war, defense industries also built factories in the state, including the important Bell Aircraft plant in Marietta. Both the military and defense manufacturers hired civilians, including many who had been unable to find work before.

The war hastened the movement from farm to town or city and changed the state's landscape.

Georgians, like other Americans, were shocked by the bombing of Pearl Harbor and ready to do their parts and make the sacrifices necessary to fight and win. The depression had been a training ground for making do, reusing, and recycling. Those skills came in handy during the four long years of war.

The Military in Georgia



The South had several major advantages for the establishment of military bases. Throughout the South were large tracts of open land that required moving far fewer people than in some of the more densely populated areas of the country. The land was also cheaper in the southern states. Because wages were lower in the South, the cost of employees both as construction workers and as the civilian workers on the bases was less. The South also had a mild climate that allowed for training year-round. Georgia had powerful political figures in Congress, including Congressman Vinson and Senators Walter F. George and Richard Russell who had supported Roosevelt's military preparedness. Their influence helped bring Georgia a number of military installations. Every major Georgia town had a military base of some kind for training soldiers, caring for the wounded, or housing prisoners of war.

The military already had several homes in the state. One of the largest was Fort McPherson in Atlanta, which had been a permanent base for the US Army since 1885. It had seen service in both the Spanish-American War and World War I. As US preparedness increased in 1940, Fort McPherson grew with the construction of a hospital, new barracks, a supply depot, and many other buildings. During the war, it was a major center for vehicles for the 4th Command Division as well as a research center to study the tropical diseases that sickened soldiers in the jungles. As the war wound down, McPherson became a separation center for soldiers returning to their homes and civilian lives.

The United States infantry training school had moved to Fort Benning near Columbus in World War I. Some of those who trained there became the military leaders of World War II, including Generals Omar Bradley, Dwight D. Eisenhower, and George Marshall.

In the middle of the 1930s, the United States had decided to build several

Above: In preparation for the United States' possible entry into World War II, Fort McPherson was expanded with a number of new structures, including a modern hospital. During the war, tropical disease research was conducted by a unit at the hospital.



Something Extra!

In World War II, Fort Benning (pictured above) trained more infantry than any place in the world.

new army air depots. Congressman Vinson, who represented the central area of the state, worked with leaders in Macon to have one located in that area. Warner Robins Army Air Depot was located outside Macon near the Southern Railroad Depot at Wellston (renamed Warner Robins). It became the workplace for over 20,000 people who received training and did repairs on aircraft for the Army Air Corps. Keeping B-17s, B-29s, B-24s, and other planes repaired was a major contribution to the war effort.

Augusta also became a training ground. A large area south of the community became Camp Gordon. The site had been chosen in the spring of 1941 when the United States was strengthening its military. During the war, it was home to the 4th and 26th Infantry Divisions and the 10th Armored Division, all of whom fought in Europe. As the war progressed, Camp Gordon and the arsenal in Augusta held prisoners of war from both Germany and Italy. During the war, the arsenal in Augusta made lenses for weapons sights and periscopes for submarines, as well as ordnance (military supplies). In 1940, the Army Air Corps began training two thousand men at Augusta's Daniel Field. Another airfield was constructed nearer Camp Gordon to serve as the Georgia Aero-Tech training center for pilots. In 1942, the Army took over a major resort hotel called the Forrest Hills-Ricker to serve as a hospital for wounded soldiers.

Savannah and the area around it also benefited from the military build-up that began in 1940. An effort led by Congressman Hugh Peterson of Ailey resulted in Camp Stewart, an anti-aircraft training installation located near the small town of Hinesville. CCC workers built the buildings of the huge facility, which covered portions of five counties. Over 55,000 workers made the camp larger than most Georgia towns. Like Camp Gordon in Augusta, Camp Stewart housed POWs. In both towns, local farmers used the German and Italian POWs during harvest season. The Army also took over the new Savannah municipal airport, Hunter Air Field, for the duration of the war. The Rickenbacker Field in Marietta was also turned over to the Army Air Corps.

One of the more unusual military groups in Georgia during the war was the US Navy Training Center in Milledgeville for the WAVES, or Women Accepted for Voluntary Emergency Service. Due to the efforts of Congressman Vinson, the Navy chose Georgia State College for Women as the site for one of the several training facilities for WAVES in the country and the only one in the South. From January 1943 to May 1945, over fifteen thousand women volunteers from all over the United States trained there for three months before receiving their naval assignments. While the young college women walked to class, the Navy WAVES marched in formation to their

training sessions.

All of the military facilities made a positive impact on Georgia's economy. But it was not without sacrifice. The new bases resulted in Georgia families being forced to sell farms and homes to the government. Sometimes the land had been in the family for generations. Giving up their property was heartbreaking for many, but most considered it their patriotic duty and a contribution to the war effort. Since most did not make enough money on the sales to buy farm acreage, many moved to towns and cities, establishing their families in urban areas.



The Defense Industry in Georgia

The same factors that made the South attractive to the military—climate, lower wages, and open land—also brought companies who manufactured military equipment. Atlanta's prewar efforts to make itself a distribution center in the South paid off. One of the largest of the defense plants was the Bell Aircraft Company, also known as Bell Bomber. The company had been founded in 1935 by Lawrence Bell in New York. After Pearl Harbor, the United States needed more planes for the war effort. General Lucius Clay, whom Roosevelt had chosen to head up a program to construct more airports, worked with the Marietta mayor and a Cobb County commissioner to get a facility in his hometown.

Bell Aircraft, which opened in 1943, had a major impact on the permanent growth of this area. Of the thousands who worked there, 37 percent were female, Georgia's own versions of the famous "Rosie the Riveter." The Rosie the Riveter symbol was used in government ads to convince women that working was not only acceptable, but patriotic. These women and their male co-workers turned out over six hundred B-29s, also known as "Superfortresses" because of their size and bomb-carrying capacity. The Marietta plant was one of four in the United States building the large, long-range bombers. These planes flew mainly in the Pacific during the war. The *Enola Gay*, which dropped the first atomic bomb, was a B-29.

The shipbuilding industry was important along Georgia's coast. In 1942, the United States began shipping troops and war supplies across the Atlantic Ocean. Trying to stop these efforts, German U-boats roamed the ocean in groups known as "wolf packs." They were having success in sinking American ships and the tons of supplies. The country needed to expand its cargo-carrying capabilities. The United States Maritime Commission oversaw that effort, hiring companies to build ships and, in some cases, build shipyards.

Both Southeastern Shipbuilding on the Savannah River and J. A. Jones

Above: US Representative Carl Vinson was instrumental in having a US Navy Training Center for WAVES located at Georgia State College for Women in Milledgeville. Between 1943 and 1945, 15,000 WAVES were trained at the center. Here, WAVES trainees march in formation past Chappell Hall on the GSCW campus.

Something Extra!

Famous comedian and entertainer Bob Hope brought his NBC radio show to the campus of Georgia State College for Women one week to perform for the WAVES.



Above: More than 170 Liberty ships were built in Georgia's two shipyards during World War II. A total of 2,710 were built by 18 shipyards nationwide.

Shipyard in Brunswick turned out "Liberty ships." These were cargo vessels over 440 feet long and 56 feet wide that carried rifles and ammunition, tanks, jeeps, and airplanes. They were simple ships, which could be built quickly. Parts were prebuilt in factories throughout the country, and the ship itself was assembled in the shipyards' slipways (sloping surfaces used to build or repair boats before returning them to the water). President Roosevelt nicknamed the ships the "ugly ducklings." In 1945, both of the Georgia yards shifted to building "knot" ships, designed for short coastal transportation.

The Savannah Shipyard, Inc., was taken over by the United States Maritime Commission in 1942. The USMC contracted with Southeastern Shipbuilding Corporation to oversee the construction of the cargo ships. The size of the yard was doubled to allow six ships to be built at a time. The first ship was launched at the end of 1942. Named the USS *James Oglethorpe* in honor of Georgia's founder, this ship did not survive the war. It was hit by a German U-boat's torpedo. Southeastern Shipbuilding turned out eighty-eight Liberty ships during the war, each costing almost \$2 million. Many were named for famous Georgians including the three signers of the Declaration of Independence, colonial minister George Whitefield, Girl Scouts founder Juliette Gordon Low, and educator Martha Berry.

In Brunswick, a new six-slipway yard was constructed by Brunswick Marine. In January 1943, the USMC gave the contract to the J. A. Jones Construction Company, a North Carolina construction engineering firm. The Brunswick Shipyard also built Liberty ships, eighty-five in all. The company



received national attention on Christmas Day 1944, when the workers gave up their holiday and worked for free to turn out ships needed for the war. In 1945, the Brunswick shipyard also switched to building the “knot” ships.

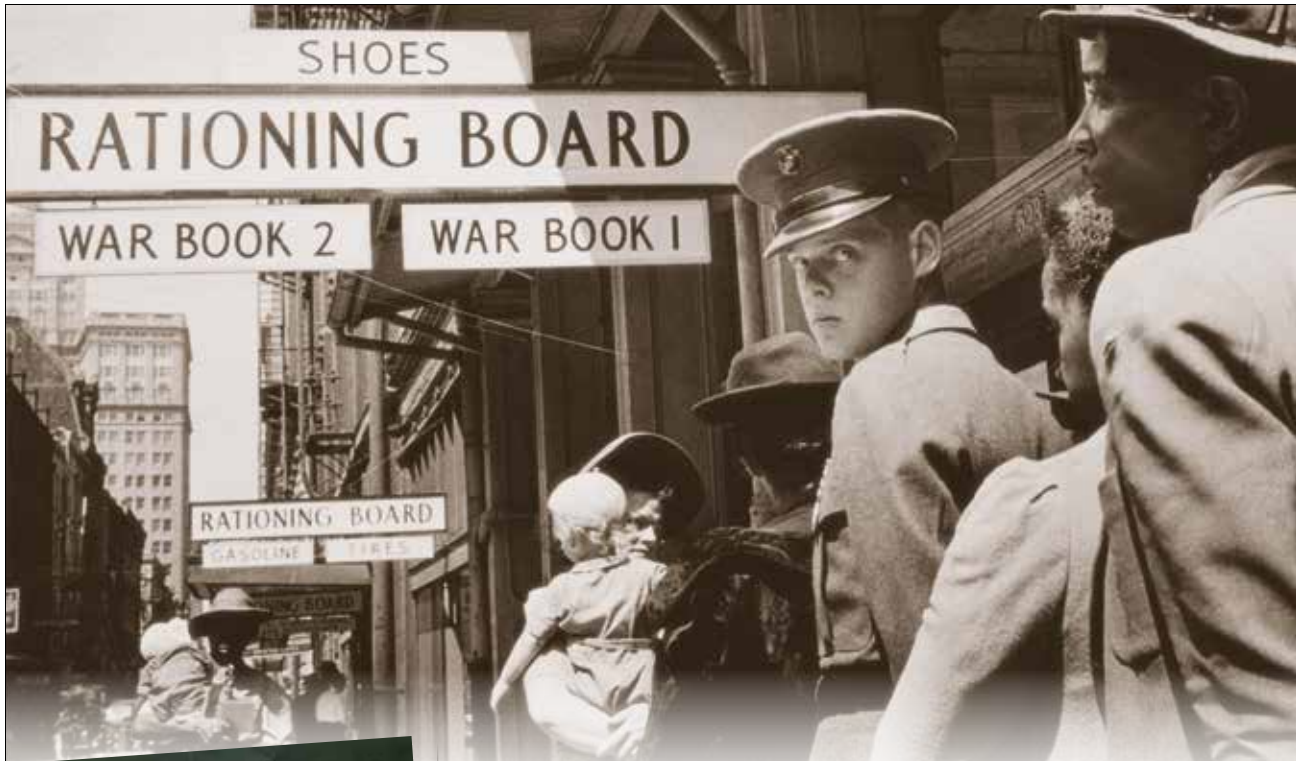
Just as Bell Aircraft influenced the economic recovery in its area, these shipbuilding operations helped the economy of the coastal area. Both men and women worked in the yards, as many as 15,000 at any one time in Savannah and up to 17,000 in Brunswick. Because the ships were relatively simple in construction, workers without shipbuilding experience could be hired. Most workers were from Georgia or nearby areas of the South. By the war’s end, over 45,000 people had worked for each of the companies. In Savannah, the company built the Pine Gardens neighborhood to house some of its workers; the city of Savannah also constructed apartments for the shipyard workers.

During the war, Georgia women worked in the defense industry. Women from other areas came to the state as members of the WASPs (Women Airforce Service Pilots) of the Army Air Corps and the WAVES of the Navy. WASPs in Georgia towed the targets used in anti-aircraft artillery practice, although WASPs in many areas ferried aircraft to their bases, trained male pilots, and transported troops. The fact that men were needed for combat gave women these opportunities.

The war had several positive effects in the state. It put Georgians to work. Wages were up in all jobs, providing more income than many had had in almost two decades. These Georgians also learned new skills that they could use after the war. They proved themselves to be good workers, capable of learning new jobs. The war also brought Georgians into contact with each other and with Americans who came to the state from other parts of the country to train and work. Georgia cities had USO (United Service Organi-

Something Extra!

At its peak, Bell Bomber put some 28,000 Georgians to work building B-29 bombers, more than doubling the town’s population.



The more **WOMEN** at work
the sooner we **WIN!**



Something Extra!

At the beginning of the war, the percentage of women in the workforce was 24 percent. By the end of the war, it had jumped to 36 percent.

zations) facilities, where Georgians entertained and interacted with soldiers. For many, it was the first time they had met someone from the North or the West. While these developments began to break down some of the barriers between the state and other areas of the country, it also exposed some of the less modern aspects of the state to other Americans.

Life in Georgia during the War

As in other parts of the country, Georgians lived with the sacrifices that the war made necessary. The needs of the troops and the war effort became more important than the wants of American consumers. **Rationing**, limiting the purchase of certain items, was instituted. Beginning in 1942, new automobiles were no longer produced. The need for rubber for military vehicles and other equipment led to the rationing of rubber. Replacing a tire required a special application that showed a need. Gasoline rationing conserved fuel for the war. The average American had a regular “A” ration, which allowed four gallons a week. Industrial workers and others considered essential to the war effort got a “B” ration of eight gallons a week. Doctors, ministers, and a few others got more. Americans had to walk more, carpool, use public transportation, and carefully plan the miles they drove. Driving for pleasure became illegal, as did driving fast. The “victory speed” was no more than thirty-five miles an hour on all the nation’s roads and highways. The death rate from automobile accidents dropped.

Most food was rationed by points. Each person had a certain number of points a month to use in any combination for canned foods, meats, cheese,



Opposite page, above: Citizens had to appear in person before their local rationing board in order to receive a book of ration stamps. Every member of a family, including babies and children, received his or her own book. Stamps had to be used within a set period of time to prevent people from hoarding them. **Left:** The Coca-Cola Company was exempted from the limitations placed on sugar because its product was considered to be important for troop morale. **Below:** To add to their rations, many people planted vegetable gardens, which became known as “victory” gardens.

and other items. For example, a regular #2 size can of tomatoes was six points. Sugar was rationed separately, not by points but by fixed amounts for each person. As the war went on, sugar became more and more scarce, and the ration was lowered. Companies like Coca-Cola continued to have access to sugar because their products were considered a boost for the morale of soldiers. To add food to their rationed items, citizens planted victory gardens and grew a large percentage of their own vegetables.



As the war progressed, other items appeared on the ration lists.

By 1944, Americans got two pairs of shoes a year. More women began to wear slacks when it became difficult to get stockings to cover their legs. Nylon was needed for parachutes, not hosiery. Most Americans honored rationing, at least most of the time. Helping the war effort was part of a citizen’s patriotic duty. However, a **black market** in rationed goods did emerge, as illegal sales of rationed goods could make a dishonest person considerable money.

To keep the United States supplied with metals, rubber, and other scarce



Above: Citizens were constantly urged to buy government bonds, known as war bonds, to help finance the war effort. **Opposite page, above:** Although rumors of German death camps had circulated for years, the full extent of the horror was not discovered until the Allies finally invaded Germany in 1945. **Opposite page, below:** Atlanta's William Breman Jewish Heritage Museum, which opened in 1996, celebrates the Jewish experience in Georgia and memorializes those who lost their lives in the Holocaust.

materials, the government encouraged Americans to turn in any scrap they had. Youth organizations such as the Boy Scouts even got involved in metal drives. Some cities took up old streetcar rails for reuse by the government. Rubber items such as old tires, rain boots, swim caps, and water hoses were turned in to be made into war materials. Even fats and cooking oils were recycled.

Another patriotic action was to contribute to the war effort by buying the war bonds sold by the US government. By purchasing a bond, a citizen was lending the government money. Movie stars came to Georgia and other states, putting on shows to encourage people to buy bonds. Americans were urged to spend less on themselves in order to “lend more to your country.” Many workers had money deducted from their paychecks to buy bonds.

In areas considered possible targets of attack, air raid drills were held so people could practice what to do if there was a real bombing raid. In Georgia, the coastal cities watched the shores for enemy submarines. Those living in coastal Georgia saw parts of ships washing ashore from the German submarine attacks against shipping in the Atlantic

Ocean. **Blackouts** were common along the coast. Lights were turned off or windows and doors covered to make it difficult for a plane flying over to find towns, cities, and other landmarks at night.

Georgians, like Americans all over the country, found their lives profoundly changed during the war years. Most contributed to the war effort by purchasing bonds, living on less, doing without rationed or unavailable goods, and working hard. By the end of the war, the economy had not only recovered, but gone in some new directions. Both white and black Georgians had moved from farm to city. Some African American Georgians had also moved to the North or the West for jobs in the booming factories of those areas, continuing the Great Migration that had begun with World War I.

The Holocaust

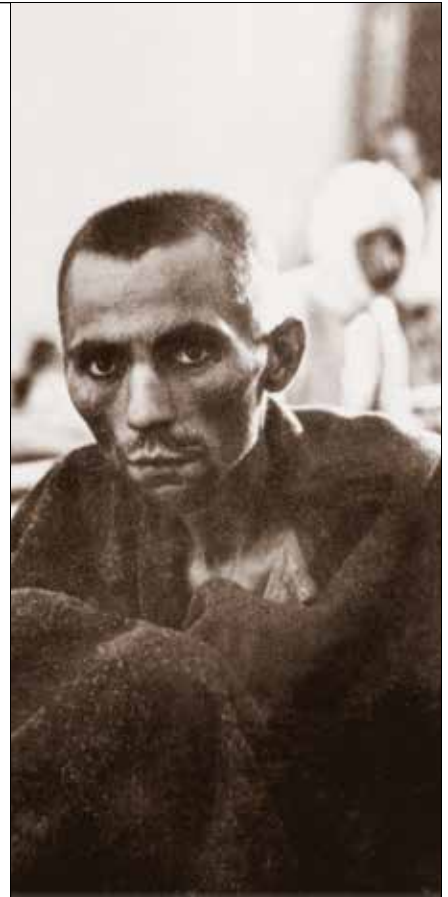
For four long years, Georgians and other Americans, along with their Allies from other countries, fought battles on land and sea. In Europe, a major assault on the beaches of Normandy in northern France began on D-Day—June 6, 1944. That led to the liberation of France from the Germans and made it possible for the Soviets to begin to push the Germans from their country. The United States and Great Britain pushed toward Germany from the west, while the Soviets pushed toward Germany from the east.

As Soviet soldiers began to fight their way through Eastern Europe and Germany, they were horrified by what they found—Nazi concentration camps where over six million Jews as well as millions of others considered “undesirable” had been killed. Hitler’s regime had always targeted Jews, who had been identified, rounded up, and initially forced to work, along with thousands of others, as slave labor in work camps. The disabled, Roma Gypsies, some Poles, homosexuals, and others were among those murdered

to eliminate “inferior” groups. So were people who tried to defy the Nazi government. But the “final solution” to what Hitler called “the Jewish problem” had been to exterminate, or kill, them all. At places such as Dachau, Auschwitz, Treblinka, and Buchenwald, the Allied soldiers found piles of bodies as well as starving survivors. At some camps, huge ovens and gas chambers stood as testimony to the horror of the genocide.

By 1942, rumors and information about death camps had gotten to the Allies. The United States was taking in very few refugees during the war and did not change that policy until 1944. Roosevelt said that winning the war would liberate the camps. Americans, however, were shocked by the pictures that began to come in. Known as the **Holocaust**, this killing of two-thirds of Europe’s Jews showed the dehumanizing effect of philosophies of racial and ethnic superiority.

Georgia had a Jewish community that dated to its founding in 1733. Although Jews lived in towns and cities throughout the state, Atlanta was a center of Jewish culture, not only for Georgia, but the entire Southeast. In the late 1800s and early 1900s, Jews there had started organizations to provide social services to Jews who needed aid, especially new immigrants. In the 1930s and 1940s, aid efforts turned to relief for Jews overseas. Georgia Jews also focused on fighting anti-Semitism at home. After World War II, some refugees from the Holocaust came to the United States, some settling in Atlanta. Many American Jews, including Georgia Jews, came to support the idea of a Jewish homeland in the Middle East. The founding of Israel in 1948 was the realization of that idea.





Above: President Truman's decision to drop atomic bombs on the civilian populations of two Japanese cities was made in order to prevent what the military predicted would have been horrific casualties if the Allies had been forced to attempt an invasion of Japan.

In 1996, the William Breman Jewish Heritage Museum opened its doors with an exhibit on Jewish history and heritage. The two permanent exhibits focus on Jews of Atlanta and on the Holocaust. An Atlanta Jewish architect and survivor of the Holocaust designed the second exhibit. In the summers, the Breman offers workshops on the teaching of the Holocaust. The focus of the exhibit and other programs on the Holocaust is to teach tolerance and respect. The Breman is the largest museum of its type in the South.

The End of World War II

By April 1945, Franklin D. Roosevelt's health was suffering, no doubt made worse by the heavy burdens of conducting the war. He had come for rest to his Little White House at Warm Springs, when he had a stroke and died. Vice President Harry S. Truman became president. He had to make the final decisions of the war.

After Germany's surrender in May 1945, the United States focused on ending the war in the Pacific. Japan had refused to surrender in spite of defeats in the islands of the Pacific Ocean and heavy bombing of its homeland. In July, a secret project that had been going on for the entire war successfully met its goal—the building of an atomic bomb. After testing one in the deserts of New Mexico, President Truman decided to use the new weapon to end the war against Japan. One bomb was dropped on Hiroshima on August 6 and one on Nagasaki on August 9; they unleashed a power never before seen, killing tens of thousands and bringing about Japan's surrender.

By September 1945, over 320,000 Georgia men and women had fought and over 6,750 had died in World War II. As the thousands of Georgians returned at the end of the war, they came home to a different state. Their hometowns had grown, the economy had changed, and society was different. So were they. Military training, the sights and sounds of war, the interaction with other people and different ideas had affected them. The making of modern Georgia was underway.

Reviewing the Section

1. Define: black market, blackout, Holocaust.
2. Why was Bell Aircraft so important to Georgia?
3. What was the purpose of rationing, and how did it affect Georgians?

Discovering Georgia's Past

World War II POWs in Georgia

During World War II, enemy soldiers captured by American troops were handled as prisoners of war (POWs) by the US Army. To relieve troops overseas from having to guard and care for prisoners, almost all of the German and Italian POWs were sent to the United States. By the time Germany surrendered, there were over 400,000 POWs in the states.

The United States followed the Geneva Convention, which called for captured soldiers to be treated humanely. POW base camps usually had from 2,000 to 4,000 prisoners. In addition to barracks for housing, these camps had medical facilities, workshops, a canteen (store), and areas for exercise and recreation. The facilities were enclosed in barbed wire fencing with guard towers. Prisoners worked at their camps in food preparation, construction, maintenance, and other tasks.

In 1943, Georgia had three base camps, but that number expanded in the next year to fourteen. There were also smaller, temporary camps. Major POW camps included Fort Benning in Columbus, Camp Gordon in Augusta, Camp Stewart outside Savannah, and Camp Wheeler in Macon. German prisoners were separate from captured Italians. With American workers away at war, the prisoners provided much needed labor in Georgia. Prisoner groups were sent to work on farms during harvest-



Above: The number of POWs increased greatly following the D-Day invasion, causing the number of POW camps in Georgia to increase from three to fourteen in one year.

ing. They also worked in sawmills and other types of factories. In Augusta, hundreds of prisoners from Camp Gordon worked at the Augusta arsenal. Prisoner groups from Georgia were also sent to the Carolinas and Florida to fill temporary labor needs.

One problem in the prison camps was the true Nazi believers who did not want to cooperate with the Americans. They were a small minority of German prisoners, but they tried to intimidate others into not working. Most POWs, however, worked and appreciated the fair treatment they received. After the war ended, prisoners were returned to their countries. Some later applied to return and settle in Georgia.

Section 3

Georgia Politics in World War II

As you read, look for

- the importance of the military to Georgia,
- the importance of the defense industry to Georgia,
- how World War II affected life in Georgia,
- terms: **accreditation**, **civil service**.



When the war began, Eugene Talmadge was the governor of Georgia. However, his actions during his administration made him unpopular, which enabled a progressive named Ellis Arnall to win the office in 1942. Arnall was in the right place at the right time. He was a reformer, and Georgians were willing to allow reform. Georgia was modernizing, and Arnall worked to continue that process. By the end of Arnall's administration, Georgia had a new constitution and the state government had been reorganized.



Talmadge and the University System Controversy

In 1940, Georgians once again elected Eugene Talmadge as governor. The county unit system had given rural voters far more strength than voters in the growing cities. No matter how much the cities grew, they still had the same number of county unit votes. The rural areas remained more conservative than the cities, and this was seen in Talmadge's appeal to those voters. In his two-year administration, however, Talmadge made a major mistake.

In his zeal to defend white supremacy and segregation, Talmadge tried to bring politics into the University System. Talmadge wanted to fire Dean Walter Cocking of the University of Georgia's School of Education for supposedly supporting racial integration. The Board of Regents at first approved. After a hearing about the well-respected Cocking, however, the Board rejected Talmadge's instructions to fire him. Talmadge then removed three members of the Regents and appointed three new members who would carry out his wishes. The new Board then dismissed Cocking. Within a year, other faculty members and administrators had been fired, including the president of the Georgia Teachers College in Statesboro (now Georgia Southern University). In further efforts to defend white supremacy, books had even been removed from libraries.

Opposite page: After four years out of office and two unsuccessful attempts at a US Senate seat, Eugene Talmadge was elected governor of Georgia for the third time in 1940. **Above:** Governor Talmadge's efforts to have a University of Georgia dean fired by the Board of Regents led to the University losing its accreditation—and to Talmadge's only defeat in a gubernatorial election.



Above: Ellis Arnall was a reform governor who tackled issues like the prison system, Georgia's constitution, railroad rates, the poll tax, and the voting age. In the last two, he was years ahead of the nation. **Opposite page:** Although these prisoners in a Greene County prison camp appear to be enjoying themselves, the reality of their existence was long hours of hard labor under brutal conditions.

The result was a disaster for the University System's white students. The state schools' accrediting agency took away the **accreditation** (official approval) of the white colleges and university in December 1941. Two month later, the Medical College was removed from the approved list of the American Medical Association. These actions meant that students who graduated from any of the nonaccredited Georgia colleges and universities would not have their degrees recognized as valid anywhere outside the state of Georgia.

The uproar that followed cost Talmadge his reelection. In June, Board of Regents member William S. Morris, whom Talmadge had appointed, resigned. Morris happened to be the editor of the Augusta newspaper, which he then used to attack Talmadge, calling his actions "un-American." Morris and many others throughout the state supported Ellis Arnall, Talmadge's opponent for governor in the elec-

tion of 1942. Arnall ran on a platform of getting the accreditation back. He also wanted to weaken the governor's office to keep future governors from exercising the kind of power Talmadge had. Arnall promised a "new day for Georgia." Thirty-five-year-old Arnall of Newnan became the youngest governor in the nation when he was elected in 1942. He was also the first governor elected to a four-year term.

Prison Reform

Arnall also worked to reform the prison system in Georgia. Back in 1932, Robert Burns had escaped from a Georgia prison for the second time and written a book, *I Am a Fugitive from a Georgia Chain Gang!* Burns described a system of inhumane brutality, filthy conditions, and corruption. Although Georgia had talked about prison reform since this negative exposure, nothing had actually been accomplished.

In addition to prisoners in the Tattall State Prison in Reidsville, convicts lived in state highway camps and county work camps providing labor for roads and other projects. The April 1943 escape of twenty-five prisoners from the state prison led to several investigations of the entire system. The findings showed that, compared to nine other southern states, Georgia had

the worst prisons. After the reports of the investigations came out, Governor Arnall called a special session of Georgia's legislature to pass reform. The resulting laws created the Department of Corrections with a director to oversee the system, including the county work camps. Eighteen specific reforms also passed, including ending the use of leg irons and whippings, separating young offenders and the mentally ill from the general prison population, and providing rehabilitation through education, training, and religious activity. The result of these changes was a major modernization of Georgia's prison system.

A New Constitution

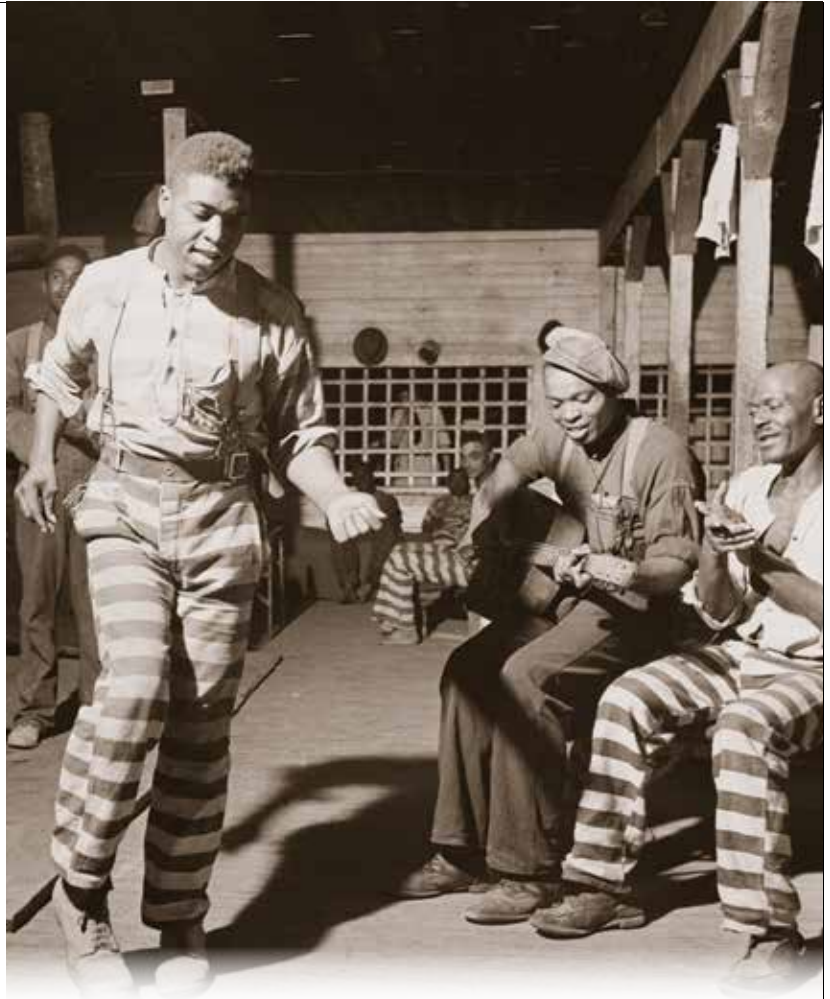
As early as the 1930s, the Institute of Public Affairs (now the Carl Vinson Institute of Government) at the University of Georgia had recommended reforming Georgia's 1877 state constitution. Shortly after becoming governor, Arnall established a commission to do just that.

The new constitution was approved by the legislature and then ratified by the voters in August 1945. Most of it was the same as the previous document, but some changes were important. For example, this constitution included a new executive officer—the lieutenant governor. Another addition was the Department of Veterans Services, an important agency for the soldiers returning from World War II.

Reforming Railroad Rates

Arnall, an attorney by profession, also led the fight for the entire South against unfair railroad rates. In 1885, railroads had established rates based on regions. The rates to ship raw materials from the South to the North were cheap. It was also cheaper to ship manufactured goods from the North to the South than it was to ship manufactured goods from the South to the North. The higher shipping cost for southern manufactured goods meant that goods produced in the South cost more in the North and discouraged consumers from buying them. There were already complaints before the Interstate Commerce Commission by the time Arnall became governor, but the investigation had been going on for years.

Angered by the slow process, Arnall ordered the Georgia attorney general to file a lawsuit in the US Supreme Court. Arnall himself argued



Something Extra!

A movie based on the book *I Am a Fugitive from a Georgia Chain Gang!* came out in 1932, although Georgia insisted that the state's name be left out of the title. The movie won the Oscar for Best Picture of the Year.



Above: By filing a lawsuit in the US Supreme Court over inequitable railroad shipping rates between the North and South, Governor Arnall led the Interstate Commerce Commission to order that rates be made uniform. This benefited not only Georgia, but the whole South.

before the court, trying to convince them to hear the case, saying that it was discrimination in interstate commerce. The Supreme Court agreed to hear the case. Two months later, before the case appeared before the Court, the Interstate Commerce Commission issued a ruling that railroads had to adopt uniform rates across the nation. In other words, the South could no longer be charged different rates. Arnall considered this an important step in trying to modernize the state because it would encourage more southerners to manufacture goods.

Expanding Suffrage

One of the most controversial proposals of Arnall's first year was his support for a constitutional amendment to change the voting age in Georgia from twenty-one to eighteen. This was during World War II. Arnall argued that, if young people were old enough to fight in the war, they were old enough to vote. Opponents, many from the Talmadge camp, argued that young African Americans would be given the right to vote. They also feared that young people in colleges and universities would become involved in politics. When the proposal seemed in danger of failing in the Georgia House of Representatives, Arnall spoke out and allowed the Veterans Administration to send young wounded war veterans to the state capital. Not only did the proposed amendment pass the legislature, but 68 percent of the voters approved the amendment. Georgia was ahead of most of the country in allowing young people to vote. The Twenty-sixth Amendment to the US Constitution changed the voting age to eighteen nationally in 1971 as a result of the Vietnam War. That war revived the argument that Arnall had used. Young people old enough to fight for their country should be allowed to vote on their leaders.

Enlarging democracy was another of Arnall's goals. He proposed to end the poll tax, which had been passed at the end of Reconstruction. Arnall believed that this would allow more poor whites to vote. While some opponents feared that it might allow more African Americans to vote, the white primary still kept most blacks disfranchised. Arnall convinced the legislature to support the measure, and in 1945, the poll tax was abolished. As it had been with eighteen-year-olds voting, Georgia was ahead of some states. In 1964, the Twenty-fourth Amendment to the US Constitution ended the use of poll taxes to deny voting in national elections.

In October 1945, a federal court said that Georgia's white state primary was unconstitutional.

The US Supreme Court upheld that decision in 1946. With the poll tax already gone, white supremacists in Georgia said the state had to be protected from black voting. They wanted Arnall to do what South Carolina had done after the court decision: get the state legislature to repeal the primary laws. That would leave the political parties outside state control so they could choose their candidates without any government regulation. The governor refused to call the legislature into special session to consider such a law. He did not want to try to get around an order of the Supreme Court.

While Arnall's action brought him the respect of people in other parts of the country, in Georgia his progressive stand cost him much of his influence. Arnall himself could not run for a second term, but he hoped that someone who would carry on his programs could get elected. Meanwhile, Eugene Talmadge was using the court decision and the threat of African American voting to regain his power among Georgia voters. He played on white fears that white supremacy might come to an end. The election the year after the war ended was one of the most controversial elections for a governor in the history of the state and the nation.

Reviewing the Section

1. Define: accreditation, civil service.
2. Why did the colleges and universities in the University System lose their accreditation?
3. What was Governor Arnall's argument for lowering the voting age to eighteen?



Above: Governor Ellis Arnall was the first Georgia governor to serve a four-year term. His accomplishments as governor have earned him a statue on the grounds of the Georgia Capitol.

Chapter Review

Chapter Summary

Section 1 Causes of World War II

- In the 1930s, Japan chose to take the raw materials it needed for its growing industry from the countries around it.
- Also in the 1930s, fascist dictators gained power in Italy and Germany and wanted to build empires.
- Italy and Germany signed an alliance in 1936 and were known as the Axis Powers. Japan joined them in 1940.
- World War II began in Europe when Germany invaded Poland in 1939.
- The United States tried to stay out of the war with Neutrality Acts. In 1939, they allowed the sale of arms to France and Britain on a cash-and-carry basis.
- When France fell in June 1940, the United States started to rearm itself. Planes and ships were built, and the nation's first peacetime draft went into effect.
- Roosevelt agreed to help Great Britain through the Lend-Lease Act, which gave the president the authority to send military supplies to any country to help it defend itself against the Axis Powers.
- On December 7, 1941, Japan bombed the US naval base at Pearl Harbor, Hawaii, and the United States entered World War II. On December 11, Germany and Italy declared war on the United States.

Section 2 The Georgia Home Front during World War II

- The South had several major advantages for establishing military bases: large tracts of open, cheap land; lower wages; and a mild climate.

- Important bases in Georgia included Fort McPherson in Atlanta, Fort Benning near Columbus, Warner Robins Army Air Depot outside Macon, Camp Gordon in Augusta, and Camp Stewart in Savannah.
- Companies that manufactured military equipment also opened facilities in Georgia. One of the largest defense plants was the Bell Aircraft Company, also known as Bell Bomber.
- Ships were built along Georgia's coast at Southeastern Shipbuilding on the Savannah River and J. A. Jones Shipyard in Brunswick. These facilities built Liberty ships and later "knot" ships.
- Military and defense installations changed the economy of Georgia. The war put Georgians to work, increased wages, taught workers new skills that could be used after the war, brought Georgians into contact with each other and with Americans from other parts of the country, and began to break down some of the barriers between the state and other areas of the country.
- Rationing of products such as rubber, gasoline, food, sugar, and other items began in 1942. To add food to their rationed items, citizens planted victory gardens.
- The government held scrap drives to recycle metals, rubber, and other scarce materials.
- War bonds were sold by the government to finance the war.
- In Europe, as the Allies fought toward Germany, they discovered Nazi concentration camps where over six million Jews had been killed during the war. The genocide of two-thirds of Europe's Jews is known now as the Holocaust. Millions of other "undesirables" were also killed.
- In 1996, the William Breman Jewish Heritage Museum opened its doors in Atlanta.
- The war ended in 1945.

Section 3 Georgia Politics in World War II

- In 1940, Georgians elected Eugene Talmadge as governor. During his term, he involved the University System in a controversy that resulted in the loss of accreditation for all white public colleges and universities. The uproar that followed cost Talmadge his reelection.
- In 1942, Ellis Arnall defeated Talmadge in the governor's race. Arnall campaigned on restoring the University System's accreditation.
- Arnall was a reformer. During his four-year term, Arnall got back the accreditation of Georgia's universities and colleges; created a civil service system for state employees; supported the passage of a constitutional amendment to give 18-year-olds the right to vote; worked to reform the prison system; oversaw the revision of the state constitution; ended the poll tax; and led the fight for the entire South against unfair railroad rates.

Activities for Learning

Understanding the Facts



1. Why did America try so hard to stay out of the war?
2. Explain the significance of December 7, 1941. Why did the Japanese decide to attack Pearl Harbor?
3. Describe the role of the Bell Aircraft Company in Marietta during the war.
4. Explain some of the key accomplishments of Ellis Arnall as governor.

Developing Critical Thinking



Many Americans did their part to support the war even though they stayed home. Imagine that your class is responsible for organizing a drive to collect materials such as metal and rubber to support wartime industries. Make posters to advertise the drive and to encourage local citizens to participate.

Writing across the Curriculum



Imagine you are a recent Army volunteer just arrived at Fort Benning to begin your training. You know that you will be sent overseas within a few weeks. Write your family back home and tell them how you are feeling and what Georgia is like.

Extending Reading Skills



Write five fact statements and five opinion statements based on your reading of the chapter. Tell why each statement is either a fact or an opinion.

Exploring Technology



Use a search engine to explore websites associated with the Holocaust. Think about how the Holocaust may have influenced Americans as we began to move into the civil rights era.

Practicing Your Skills



Use a map of modern-day Georgia that includes military installations. Make a list of the bases and installations and which branch of the service they belong to. Which ones sound familiar based on your reading? Discuss the continuing impact of having so many bases in Georgia.