

# CHAPTER 15

## From Flappers to World War II

### CHAPTER PREVIEW

#### TERMS

Great Depression, laissez-faire, relief, New Deal, subsistence homestead fund, minimum wage, workers' compensation, dictator, fascism, nonaggression pact, appeasement, ration, terrain

#### PEOPLE

Lenna Yost, Anna Johnson Gates, John L. Lewis, Sid Hatfield, John W. Davis

#### PLACES

Arthurdale, Tygart Valley Homestead, Eleanor, Institute

The “Roaring Twenties” began with a bang. World War I was over and people throughout the world were ready to have some fun! Time-saving inventions provided more free time for entertainment.

Women experienced some of the greatest changes in their lives during the period between World War I and World War II. They changed both personally and politically. Given the right to vote in 1920, women became interested in politics for the first time.

The 1920s began with a promise of better times, but it ended with a great depression. The collapse of the stock market, bank and business failures, and raging unemployment were responsible for hard times during the 1930s.

The election of Franklin D. Roosevelt in 1932 promised the American people a New Deal to improve their lives. To that end, Roosevelt’s administration created a number of agencies that promised jobs and relief to those in need. These agencies slowed the depression, but it took another war—World War II—to bring it to an end.

**Below:** A beach official checks the amount of thigh exposed by a young lady’s bathing suit in 1922. The hemlines on all women’s clothing reached new heights in the 1920s.



# SIGNS of the TIMES



## HISTORY

Horses were the primary mode of transportation for state policemen in the early 1920s. On January 3, 1921, West Virginia's Capitol was destroyed by fire. The Silver Bridge was completed in Point Pleasant in 1928.

## ECONOMICS

The average annual salary in 1920 was \$2,160, but only \$1,973 in 1930. During the depression, milk was \$0.14 a quart; bread was \$0.09 a loaf; flour was \$0.39 a pound; coffee was \$0.46 a pound; eggs were \$0.15 a dozen; and ten pounds of sugar cost \$0.43. The minimum wage in the 1940s was \$0.43 per hour.

## GOVERNMENT

In July 1921, West Virginia became the first state in the nation to have a sales tax. In 1925, Governor Morgan and his wife became the first residents of the present Governor's Mansion. In 1927, June 20 was declared West Virginia Day.

## GEOGRAPHY

The Mingo Oak, the largest and oldest white oak tree in the United States, died. On June 23, 1944, the Shinnston tornado battered north-central West Virginia, killing 116 persons.

## EVERYDAY LIFE

**Population:** Life expectancy in 1920 was 53.6 years for males and 54.6 years for females; in 1940, the numbers increased to 60.8 for males and 68.2 for females.

**Fashions:** Ready-to-wear fashions became popular. Hats were mandatory for men, and straw hats were popular.

**Science/Technology:** The nation's first planetarium opened in Chicago in 1930. DuPont marketed the first nylon product—the toothbrush. Computers were developed in 1945; the digital computer named ENIAC weighed 30 tons and stood two stories high.

**Transportation:** The first coast-to-coast bus line, Yelloway Bus Line, offered service from New York to Los Angeles, a 5-day, 14-hour trip. Charles Lindbergh made the first solo nonstop transatlantic airplane flight. Amelia Earhart became the first woman to fly alone across the Atlantic in 1932. She disappeared on a flight across the Pacific in 1937.

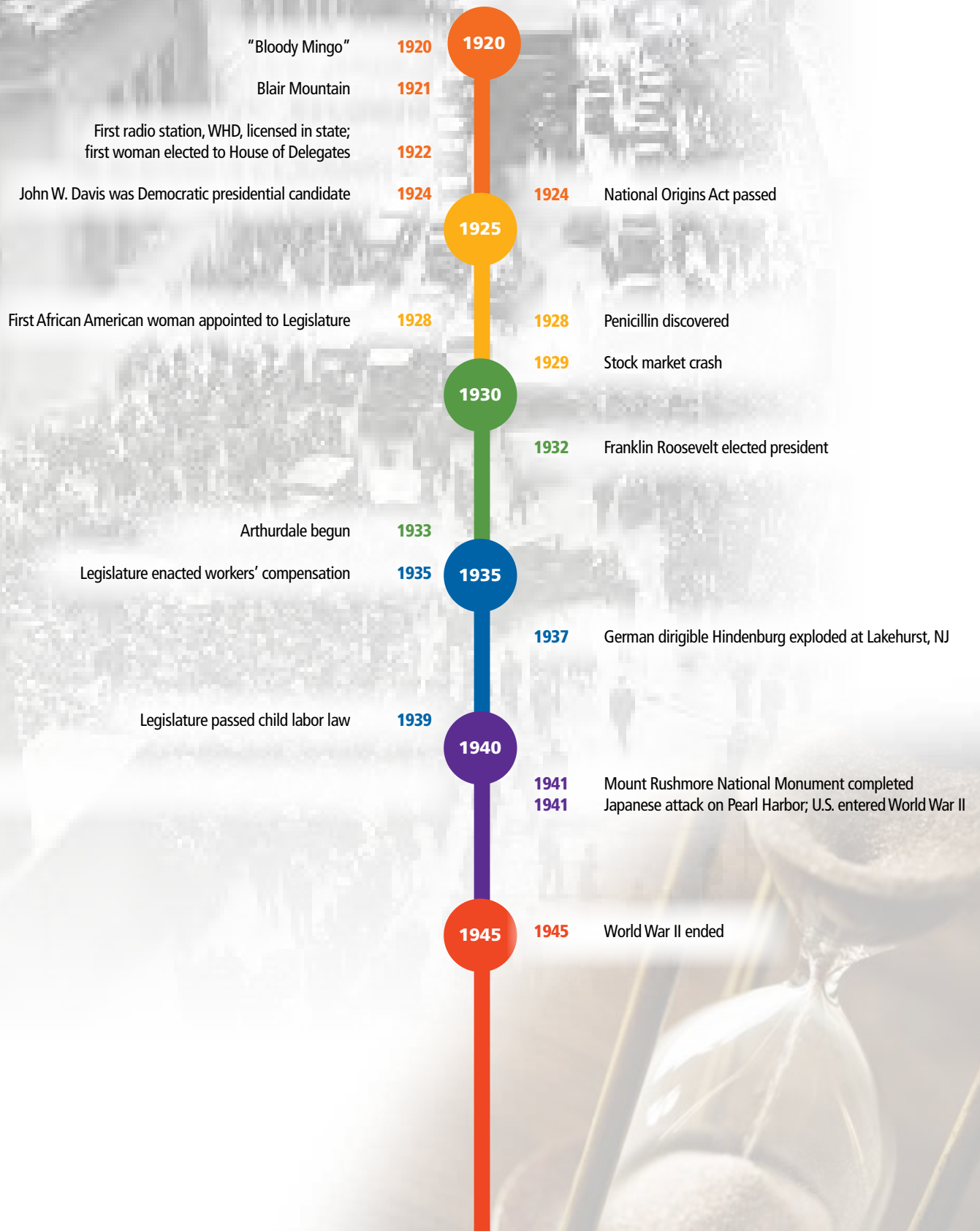
**Recreation:** West Virginia University's 1922 football team, coached by Dr. Clarence Spears, was undefeated and beat Pitt for the first time since 1903. The Baseball Hall of Fame was established in Cooperstown, New York. The first Winter Olympic Games in the United States were held in Lake Placid, New York, in 1932.

**Music:** Music of the 1920s included jazz, blues, and sentimental ballads. The decade of the 1930s was the big band era. Big bands gave way to rhythm and blues. Hit songs included "I'm Just Wild about Harry," "California Here I Come," and "Second Hand Rose."

**Literature:** Books published during this period included Dr. Benjamin Spock's *The Common Sense Book of Baby and Child Care*, Pearl Buck's *The Good Earth*, John Steinbeck's *The Grapes of Wrath*, Marjorie Kinnan Rawlings's *The Yearling*, Margaret Mitchell's *Gone with the Wind*, and E. B. White's *Stuart Little*.

Figure 15.1

Timeline: 1920 – 1945



# Interpreting Political Cartoons

## DEFINING THE SKILL

A *political cartoon* is a drawing that makes a statement about a subject. To get meaning from political cartoons, you must know the “language” of cartoons and something of the subject being presented. Political cartoons have three parts, including

- a focus on content. A political cartoon can focus on a person, event, issue, or theme.
- a focus on how the author conveys the message. Good cartoons use few words but illustrate emotion to get their message across in a simple, sometimes humorous way.
- a focus on purpose. Political cartoons generally support or oppose a cause.

When examining political cartoons, you should

- look at the date the cartoon was published to determine if it was published at the time the event it describes was taking place or if it was published later.
- determine if the author comes from a particular social, political, or cultural background.
- look for a title or caption to help identify the subject of the cartoon.
- identify any people, places, or events that are included.
- note the use of exaggeration—size of figures, mannerisms, or facial expression—to determine point of view.

## PRACTICING THE SKILL

Look at the cartoon below. On a separate sheet of paper, answer the questions that follow.

1. What is the subject of the cartoon?
2. When do you think the cartoon might have been drawn?
3. What are some examples of exaggeration in the cartoon?
4. Does the cartoon support or oppose a cause or event? If so, name the cause or event.



## SECTION 1

# The Roaring Twenties

### As you read, look for

- improvements in daily life;
- effects of prohibition;
- changes in the lives of women;
- effects of continued discrimination;
- examples of labor strife;
- term: **Great Depression**.

### World War I has often been described as “the war to end all wars.”

Conditions surrounding the war—rationing, worry about loved ones overseas, a deadly flu *pandemic* (worldwide epidemic), and the general disruption of Americans’ basic lifestyle—were sometimes unbearable. As a result, it was no wonder that the people who lived through the war hoped there would be no more wars. People looked forward to a return to the life that had existed before the war. The desire to return to an earlier, happier time played a role in the 1920 presidential campaign. Warren Harding, the Republican candidate, promised to return the country to “normalcy” if he were elected. Harding won the election and tried to keep his campaign promise, but he soon discovered that the normalcy of the past did not exist in the postwar world.

### Life in the Roaring Twenties

After the war years, life was good. A trip to the doctor’s office was only \$5. For an extra dollar or two, the doctor came to your home. Many things—milk, butter, ice, and even fresh vegetables—were delivered right to the front door. Soon, however, frozen, packaged food freed women from having to buy fresh foods every day and from having to cook everything from scratch. Convenience foods—quick-cooking rolled oats, pancake mix, and canned goods—became available. By the end of the decade, families could even buy presliced bread.

Little by little, life became more convenient. Electricity became more widely available, and electric appliances became more common. For example, in 1927, the first pop-up toaster was introduced. Gas ranges replaced wood and coal stoves.



**Above:** Items such as sliced bread and electric toasters made life easier.

## something extra!

In 1927, radio station WRVC, which was originally licensed in Ohio in October 1923, moved to Huntington, West Virginia.

## More Leisure Time

One result of the new technologies was that people had more free time. Some used this time for entertainment. Popular forms of entertainment included listening to the radio, going to the movies, and frequenting speakeasies and private clubs.

In November 1920, radio station KDKA started broadcasting in Pittsburgh, and it changed America forever. One year later, Americans spent \$10 million on radio sets and parts. Families gathered around the radio to listen to baseball games, news reports, and favorite programs such as the “Grand Ole Opry.” The first radio station in West Virginia was licensed to West Virginia University in 1922 as WHD.

Movies were another favorite pastime. In 1927, the first talking motion picture, *The Jazz Singer* with Al Jolson, opened in theaters. Children and adults were enchanted just a year later when Walt Disney’s first talking cartoon, *Steamboat Willie*, appeared. This animated film introduced a new American movie hero—Mickey Mouse.

Those looking for more adult entertainment went to clubs called *speakeasies*, where illegal alcoholic drinks were available during Prohibition. People came to the clubs to drink, listen to music, and dance. Often, the music that was played in the clubs was a unique African American contribution known as *jazz*. Jazz was different from traditional music styles because it relied on improvisation and did not follow written notes. Although jazz had been around for a long time, it burst onto the national stage during the 1920s.

The *blues* was another popular form of music during the period. Blues music was based on black folk music. In West Virginia, Henry Thomas recorded “Fishing Blues” in 1920. And, in 1923, an African American musical, *Runnin’ Wild*, featured a dance—the Charleston—that swept the nation and became synonymous with the period.

John and Emery McClung from Raleigh County recorded what was called “old-time music” in the 1920s. They recorded under the names of The West Virginia Snake Hunters and the McClung Brothers. One of their most popular songs, although it was not recorded by them, was a parody (a comic imitation) of “West Virginia Hills,” one of West Virginia’s state songs. The McClung brothers’ version changed the words to make the song about moonshine.



**Above:** Movies and radios were popular forms of entertainment.

## The New Woman

When the Nineteenth Amendment, giving women the right to vote, was ratified on August 24, 1920, women's lives changed. Women had a newly found freedom of expression that included making changes in their outward appearance. Women gave up tight corsets and long petticoats in exchange for knee-length dresses that exposed their legs and arms. Their once-long hair, which had often been put up in buns or braids, was cut into a short, bobbed, boyish style. To complement their new look, women began to use makeup, including lipstick and rouge.

Women also changed their social behavior. The modest and well-behaved matron gave rise to the young woman who drank, smoked, and danced all night without a chaperone. Even the definition of the word *flapper* changed. The term, first used in Great Britain after World I, was originally used to describe young girls between childhood and adulthood. The meaning of the term changed, however, when writer and publisher H. L. Mencken described the flapper as “a somewhat foolish girl, full of wild surmises and inclined to revolt against the precepts and admonitions of her elders.” Mencken's definition was a more accurate description of the flapper of the 1920s.



**Top:** The flapper of the 1920s.  
**Bottom:** The “new woman” changed household expectations.



**Below:** Anna Johnson Gates was elected to the West Virginia Legislature in 1922. **Bottom:** The Ku Klux Klan was renewed after World War I.



Eager to express their newfound sense of equality, women began to enter politics. Some ran for local school boards, and others became members of the state Legislature. Lenna Yost, a leader in the West Virginia suffrage movement, was selected to chair a major party committee at the Republican National Convention in 1920. That was the convention that nominated Warren Harding for president.

Seven women served in the West Virginia House of Delegates in the 1920s. The first, Anna Johnson Gates from Kanawha County, was elected in 1922. She served one term and sponsored thirteen pieces of legislation, five of which were enacted into law. One of the bills that became law provided financial relief for women with children if their husbands were unable to support the family.

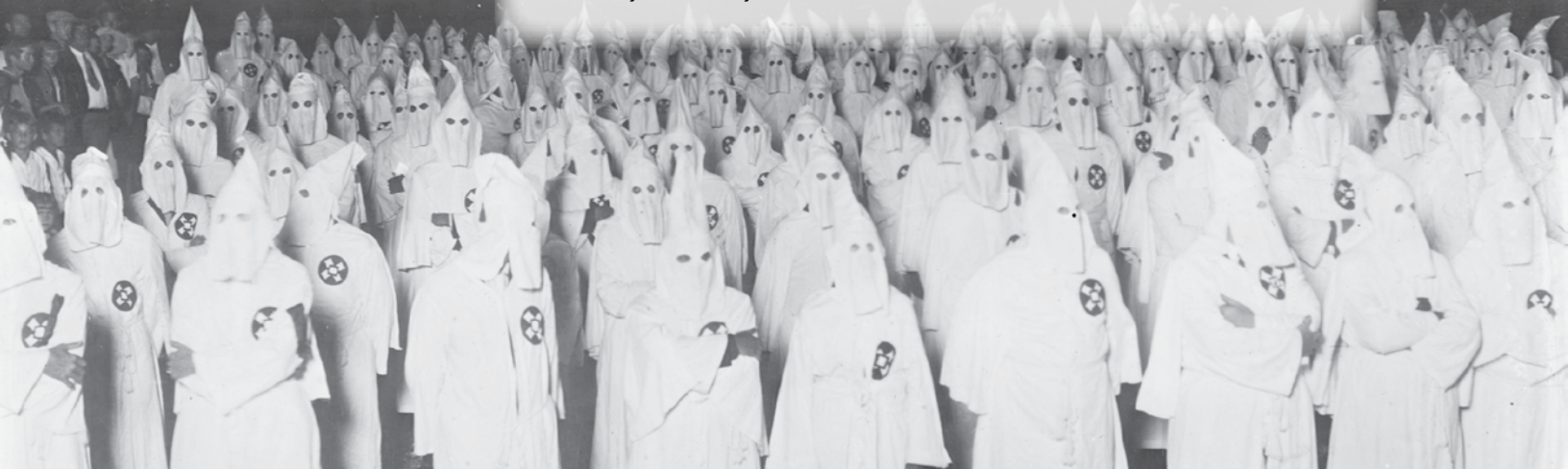
Minnie Buckingham Harper from McDowell County was the first African American woman to serve in the state Legislature. She was appointed to the House of Delegates on January 10, 1928, by Governor Howard Gore, to fill the seat left vacant by the death of her husband.

### Discrimination Continues

After World War I, there was renewed discrimination against immigrants. Workers were afraid of losing their jobs to immigrants who had come to the United States from Europe after the war. Some mines closed, and some businesses shut down after the war. This caused even more resentment and discrimination in the workforce. As work declined, a number of blacks lost their jobs and moved to new locations. In 1920, for example, the black population in Fayette County dropped 17.9 percent.

As the fear of immigrants grew, Congress passed the National Origins Act of 1924. This legislation set quotas (shares or proportional parts) for each nationality. The quotas favored immigrants from northern and western Europe and limited immigration from southern and eastern Europe. The laws virtually excluded people of Asian ancestry.

The original Ku Klux Klan, which was established in 1865 as a social club, became a symbol of violence and hatred, especially against blacks during Reconstruction. The original Klan disbanded in 1877 upon the death of its founder, General Nathan B. Forrest. After World War I, however, the Klan revived and targeted not only blacks but also immigrants, Jews, and Catholics. Victims of Klan violence were often kidnapped and severely beaten by hooded Klansmen.



## Labor Unrest

The end of World War I also brought labor unrest. The period was characterized by union-led strikes for higher wages and better working conditions and efforts by companies to make or keep their mines nonunion. Some of the strikes turned violent and included a number of bombings. Many people believed the violence was part of a larger plot to overthrow the United States government.

The largest nonunionized coal region in the eastern United States was in Logan and Mingo Counties. John L. Lewis became president of the UMWA in 1919. In January 1920, he announced a campaign to unionize the Appalachian coalfields. The mine operators in southern West Virginia were determined not to let that happen. To show their determination to remain nonunion, the coal operators in Logan County paid Sheriff Don Chafin and a number of his deputies to keep union organizers out of the county.



However, the miners had learned that nationally the UMWA had secured a 27 percent wage increase for its members. They began to think more and more about joining the union. Meanwhile, miners in Kanawha County met in September to show their support. About 5,000 miners met at Marmet, near Lens Creek, and prepared to go to Logan County. Governor John Cornwell, aware of the possible danger, went to Marmet to meet with the miners and succeeded in convincing most of them to return home.

**Top:** Sheriff Don Chafin was paid by coal operators to keep union organizers out of Logan County.  
**Above:** Arbitrators tried to resolve differences in the mines.



something  
extra!

The movie *Matewan* was made in 1987 to tell the events that took place in 1920 in Mingo County. The movie was filmed in Thurmond.

## "Bloody Mingo"

Less than six months later, mine owners in nearby Mingo County announced they would start operating their mines nonunion. They began evicting miners who would not leave the UMWA. The owners asked the Baldwin-Felts Agency to send guards to protect the mines and intimidate union miners. On May 19, 1920, thirteen guards, including Thomas Felts (the president of the Baldwin-Felts Agency) and his two younger brothers, Albert and Lee, arrived in Matewan to evict miners and their families. Thomas Felts also ordered that men be sent from Bluefield to help in the operation. Police Chief Sid Hatfield, with a group of miners, tried unsuccessfully to stop the guards from carrying out that objective.

After the guards succeeded in evicting the miners from the Stone Mountain camp, they returned to Matewan. There union members tried to prevent the guards from reboarding a train to return to Bluefield. Hatfield attempted to arrest Albert Felts outside the railroad depot for "illegally" conducting the evictions. In the confrontation that followed (known as the Matewan Massacre), seven guards (including Albert and Lee Felts), Mayor Caleb Testerman, and two miners were killed. Sid Hatfield became a hero in the eyes of the miners, but he was charged, along with eighteen others, with the shootings. The men were tried in Williamson, where they were acquitted of all charges.



**Bottom:** Matewan National Bank with damaged window.

The open warfare between the miners and the mine owners eventually earned the county the title of “Bloody Mingo.” One year after the Matewan Massacre, E. F. Morgan, the new governor, declared martial law in Mingo County. The miners achieved a victory in the courts when the state supreme court declared that the government misused martial law. The court stated, “substitution of military [law], for civil law, in any community, is . . . deplorable and calamitous.”

On August 1, 1921, Sid Hatfield found himself in court again, along with Matewan police officer Ed Chambers. But as the two men were standing on the courthouse steps in Welch in McDowell County, where they had gone to stand trial, they were killed. Many believed the men were set up and their murders carefully planned. No charges, however, were filed against the Baldwin-Felts gunmen who allegedly committed the crime.



### Blair Mountain

On August 7, miners held a rally at the West Virginia Capitol to protest the murders of Sid Hatfield and Ed Chambers. Union leaders prepared the miners for a march to Mingo County to drive the Baldwin-Felts guards out of the county and free their fellow miners. To get to Mingo County, however, the miners had to march through Logan County, crossing a ten-mile-long mountain ridge called Blair Mountain.

On August 24, 1921, about three thousand miners met at Marmet, in Kanawha County. Many were veterans of World War I, and they helped organize the march in a military fashion. The miners identified themselves by wearing red bandanas around their necks. (This is where the term *redneck* originated.) As they proceeded toward Logan, the number of marchers, some of whom carried weapons, increased.

Governor Ephraim Morgan notified the militia and the state police, but he knew that neither would be able to handle the marchers. Morgan asked President Warren Harding for help. Harding sent World War I hero, Harry Bandholtz, to Charleston and put federal troops on alert while union, state, and federal officials tried to stop the marchers. Even Mother Jones, who was ninety-one years old at the time, tried to stop the march. She read a telegram, supposedly from President Harding, that asked the marchers to return to their homes. Doubting union leaders contacted the White House to learn that no such telegram had been sent. This deception only made the miners more determined to go to Logan County.



**Top:** Sid Hatfield was awaiting trial in McDowell County along with Ed Chambers when they were murdered. **Above:** UMWA officials and members of the “miners’ army” display a bomb dropped on them during the Battle of Blair Mountain.



the miners had served in World War I and refused to fight the U.S. Army because they believed it to be unpatriotic. Most of the miners surrendered on September 3, but some continued fighting until the next day. After September 4, almost all of the miners had either left Logan County or surrendered to federal troops.

The total number of casualties in the conflict at Blair Mountain is unknown. The only confirmed numbers were those of the defenders, who reported 3 killed and 40 wounded. Another report said at least 13 miners lost their lives, but that number is difficult to verify. Over 1,000 people were indicted (charged with a crime) and more than 500 were brought to trial, including 325 miners who were charged with murder and 24 who were charged with treason against the state of West Virginia. The trials of the defendants, including Bill Blizzard, who some considered the leader of the march, were moved from Logan County to Charles Town in Jefferson County. Although Blizzard and other alleged leaders of the march on Logan were not convicted, several people who played a minor part in the fighting were. Governor Morgan commuted, or lessened, many of the sentences; later, Governor Howard Gore pardoned all of the miners.

The events in Mingo and Logan Counties hurt unions in West Virginia. Membership in the UMWA statewide fell from 45,000 in 1920 to about 1,000 in 1927.



**Below:** Miners fighting during the Battle at Blair Mountain.

## The End of the Roaring Twenties

People thought the good times of the Roaring Twenties would last forever. Few dreamed its end would be so dramatic. In March 1929, right after Herbert Hoover was inaugurated as president of the United States, the Federal Reserve Board began meeting daily. During the month of March, a series of “mini-crashes” occurred in the stock market. Each time, however, the economy recovered. Summer seemed to bring back the good times—until the day after Labor Day. Then, the roller coaster ride began.

something  
**extra!**

In 1929, less than 1 percent of Americans owned stocks. Today, 50 percent of all households own stock.



It was Thursday morning, October 24, 1929. With the opening bell of the stock exchange, the ticker tape machines began running. Investors tried to sell their stocks at any price. Screams of “Sell, Sell, Sell” could be heard all over New York’s Wall Street. By noon, police were called in to handle the growing crowd. The lunch break seemed to slow things down a bit, and there was a small rebound that carried over into Friday. Everyone was relieved when the weekend arrived and the market closed.

On Monday, however, it became clear that things were not getting any better. Panic set in as people all over the country began trading anew. Unlike the previous week, this trading did not mean a recovery. On Tuesday, October 29, 1929—a day known as “Black Tuesday”—the stock market “crashed.” By the end of that day, millions of Americans had lost everything they had.

With each day that passed, the country went deeper and deeper into an economic downturn, which today we call the **Great Depression**. By the end of the year, the value of stocks traded on the stock market had fallen \$40 billion. A share of United States Steel that had been selling for \$262 had dropped to \$22, a 92 percent decrease in its value. Montgomery Ward stock prices fell from \$138 to \$4 a share, a 97 percent decrease. Many stocks dropped to a penny or less a share. As the nation entered a new decade, the economy was on the minds of all Americans.

## Reviewing the Section

### Reviewing the Content

1. What was West Virginia’s first radio station?
2. What was a flapper?
3. Why was Mingo County called “Bloody Mingo”?

### Using the Content

Write a newspaper article describing one of the events in Section 1.

### Extending the Literacy Skill

1. What is the subject of the cartoon on page 560?
2. Who is pictured in the cartoon?
3. What is the tone of the cartoon?
4. Does the cartoon support or oppose a cause or event? If so, identify the cause or event.

**Above:** This large crowd is gathered at the New York Stock Exchange.

# Minnie Buckingham Harper and Elizabeth Simpson Drewry

The changing social and political climate of the early 1920s gave many women opportunities to become more independent and confident. But African American women were seldom able to take advantage of these changes. Two exceptions were Minnie Buckingham Harper (right) and Elizabeth Simpson Drewry (below), both from McDowell County.

Minnie Buckingham was born in 1886, in Winfield (Putnam County). She later moved to Keystone, in McDowell County. Minnie became a housewife after her marriage to E. Howard Harper.

Keystone had a large and politically active African American population. E. Howard Harper, a lawyer and farmer, was elected to the West Virginia House of Delegates in 1918 and again in 1926. When Harper died in 1927, the county Republican executive committee unanimously recommended his wife to replace him. Appointed by Governor Howard Gore in 1928, Minnie became the first African American woman in U.S. history to serve in a state legislature. Although she filled less than a full term, she served on the House committees of Federal Relations, Railroads, and Labor.

Deciding not to run for a full term, Minnie returned to private life and later married John B. Patterson, a miner. The couple lived in Keystone's sister city, Northfork, until John's death in 1956. Minnie eventually returned to Winfield where she died in 1978, at age 91.



Twenty-two years passed before the first African American woman, Elizabeth Simpson Drewry, was elected to the West Virginia House of Delegates. Born in Motley, Virginia, in 1893, Elizabeth moved with her family to Elkhorn, in McDowell County, when she was a child. In 1910, she began teaching in the black schools of coal camps along Elkhorn Creek and later taught in McDowell County's black public school system.

During Drewry's thirteen years in the Legislature, she was an advocate for education and labor. She chaired the Military Affairs and Health committees and served on the Judiciary, Education, Labor and Industry, and Mining committees. In 1955, she introduced legislation to allow women to serve on juries. When her legislation became law, West Virginia was no longer the only state to deny women that opportunity.

When Drewry retired from the Legislature, due to poor health, in 1964, she had served longer than any other representative from McDowell County. She died in Welch in 1979, at age 85.





# The Great Depression

## As you read, look for

- causes of the Great Depression;
- living and working conditions during the Great Depression;
- efforts by President Herbert Hoover to provide relief to the needy;
- the election of 1932;
- the purpose and activities of the New Deal;
- homestead communities in West Virginia;
- the role of the WPA, the CCC, and the NIRA and the provisions of the Wagner Act;
- terms: *laissez-faire*, relief, New Deal, subsistence homestead fund, minimum wage, workers' compensation.

**Below:** Unstable banks led to bank runs early in the Great Depression throughout the country.



**There are many reasons given for the Great Depression**, which began in 1929 and lasted until the early 1940s in the United States. One major cause was too much buying on credit. Many people in the United States borrowed more money than they could afford to repay. This practice hurt not only the banks that had loaned the money but also the businesses that were waiting to be paid. When businesses did not get paid, they had to lay off workers. When people had no jobs, they could not afford

to buy goods, which in turn caused more people to be laid off. When the demand for goods fell, the businesses had to slow production until the surpluses were gone, which led to more layoffs. It seemed that the United States economy was in an endless downward spiral.

Farmers were also guilty of overproduction. For several seasons, farmers had produced surplus crops, which caused prices on agricultural products to decline steadily. Then, after World War I, European farmers added to the worldwide overproduction when they were again able to raise crops. The surplus production caused a decline in farm income, which resulted in farmers not being able to repay their debts or buy goods from suppliers.



**Left:** Because of surpluses, many farmers could not earn enough to continue to farm.

After World War I, Americans wanted to trade with other nations. But the United States and other nations had enacted tariffs. The high tariffs made it difficult for other countries to sell their goods in the United States to get money with which to repay wartime loans and buy American products.

Another contributing factor to the Great Depression was speculation in the stock market. During the 1920s, many people bought stock and paid only a portion of the cost of the stock at the time of the purchase. Even though the stock was not completely paid for, the investor had the right to sell it. If the stock price went up, the investor sold it and made enough money to finish paying for the original purchase of the stock plus some profit. This practice forced the price of stocks up, making them higher than they were really worth.

Another factor contributing to the Great Depression was unsound bank practices. Many banks had purchased large amounts of stock. When the market crashed, the banks lost a lot of money. When depositors learned what was happening, they panicked and ran to the bank, demanding to withdraw their money. When too many people withdrew their money from a bank, the bank collapsed. During this time, many banks failed.

A final cause of the Great Depression was the **laissez-faire** (belief in noninterference in the affairs of others; opposition to government regulation in commerce) attitude of the American people and of American government and business leaders. Almost every government official believed the economy itself, not the government, would work out any problems.

## Living through the Great Depression

By 1932, unemployment in the nation had reached 13 million; one out of four Americans was unemployed. Over 9,000 banks had closed their doors. Millions of people lost their savings and their cash. Men who had once managed large corporations walked the streets looking for any type of work; some stood on street corners selling apples.

In West Virginia, conditions for workers had been poor before the depression; now they became worse. Factory workers and miners had little say over wages. Many others had difficulty obtaining any job at all. The economy was so bad that some workers would do almost anything

something  
**extra!**



For five years before 1929, American investors had experienced a “bull market” of rising stock prices. A “bear market” occurs when stock prices fall.

**Below:** Unemployed men marched for government assistance. **Bottom:** During the Great Depression, many homeless people lived in shacks.



to earn their living. Unfortunately, some companies took advantage of the situation. They paid low wages and gambled with the safety and health of their employees.

People were forced out of their homes, and many lived in shacks made of collected junk. Many people were literally starving and were saved only by soup kitchens set up by the government or charities.

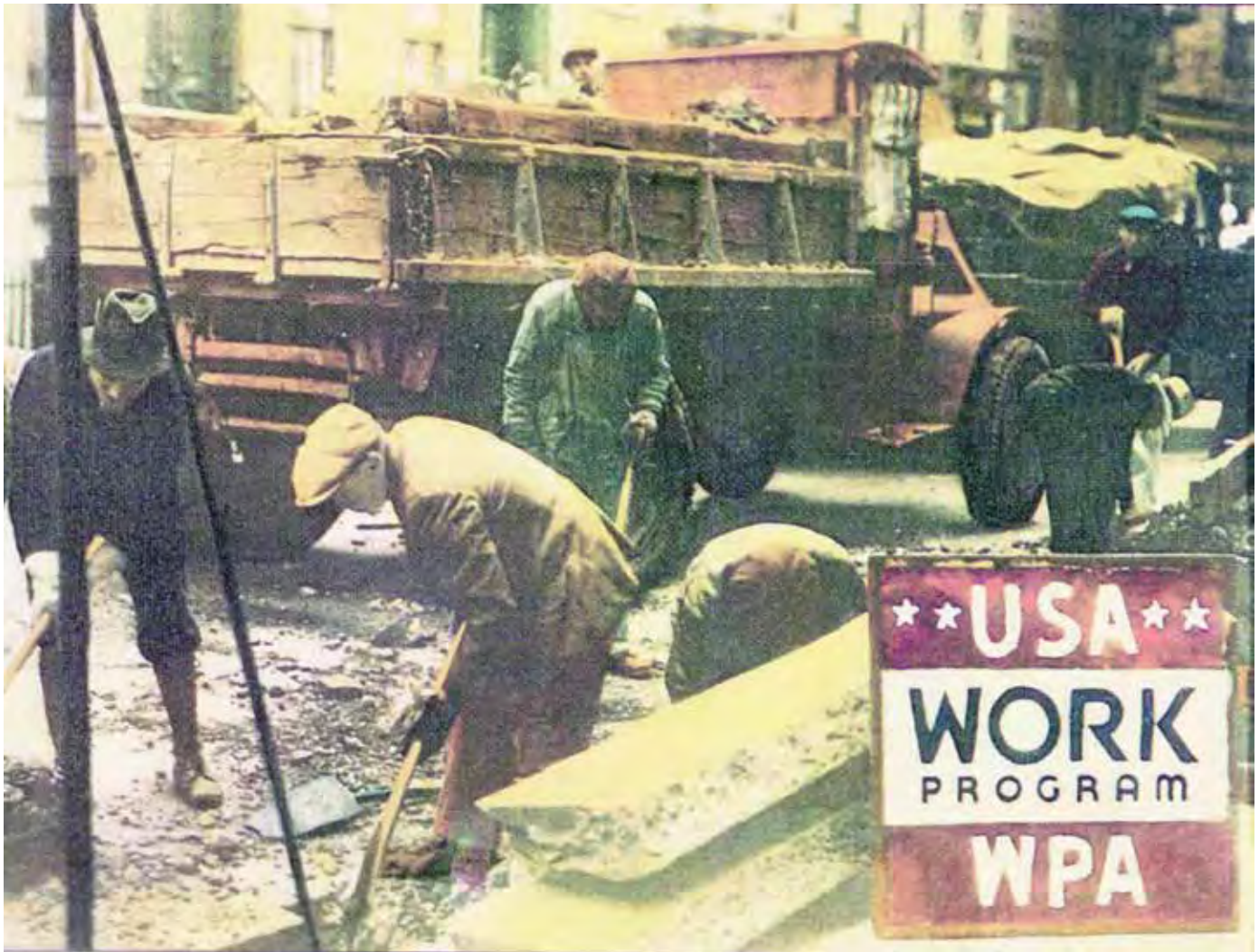
Education suffered tremendously during the depression. With little cash and few taxes, many schools were forced to close or to shorten schedules. Schools that stayed open saw a rise in absenteeism because many children had no shoes or clothes to wear to school. Teachers' salaries were cut, and those making \$40-\$50 a month considered themselves lucky.

President Herbert Hoover was the first president to use the power of the federal government to aid economic recovery. One program designed to help farmers called for the government to buy large amounts of crops in an effort to raise farm prices. However, the government bought too little of the products, and the plan did not work. Hoover did use some of the government-purchased products, such as cotton and wheat, to provide flour and cloth for the needy.



something  
**extra!**

During the Great Depression, unemployment rose from 3 percent to 25 percent.



To help businesses, President Hoover approved a program that loaned federal money to needy businesses. He also supported public works projects, such as the building of post offices, parks, courthouses, and roads. These projects put many unemployed men back to work. With Hoover's urging, the federal government also loaned money to the states for their own public works projects. The national government at one time threatened to stop awarding federal grants to West Virginia if the state did not provide its share of state funds for **relief** (money and goods given to people in special need). In 1933, it was estimated that one in three West Virginians existed on public relief. Hoover's programs helped, but they did not end the depression or provide enough help for the poor.

Besides the federal and state governments, many local agencies provided relief to the needy. The most effective were the Red Cross and the Salvation Army. Hospitals provided free lunches for the needy. Local governments provided free lunches for needy children and paid men low wages to sweep streets, plant trees, cut firewood, and plant gardens. Still, public and private efforts to provide relief were not enough. What was needed was a program that coordinated efforts at all levels.

**Top:** Work programs helped supply jobs for the unemployed.



## The Election of 1932

By 1932, many people feared that the Great Depression was destroying American society. Violent confrontations between desperate workers and hard-pressed companies disrupted communities. Hate groups encouraged intolerance. Most citizens believed a change in politics was needed. In 1932, President Hoover ran for reelection. His opponent was Democratic Governor Franklin D. Roosevelt of New York. When Roosevelt accepted his party's nomination, he told the audience, "I pledge you, I pledge myself, to a new deal for the American people." Campaigning was difficult at times, because Roosevelt had been struck with polio in 1921 and his legs were paralyzed. He wore steel leg braces, but most people did not know about his paralysis. However, his spirits were high as he campaigned for the presidency, and he became very popular with the American people.

Roosevelt won the election and braced for the challenge ahead. In his inaugural address, he gave hope and reassurance to the American people. Specifically he said: "This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance."

His speech and his natural optimism won the people's confidence. They believed Roosevelt would try new ways to end the depression, which by then had spread throughout the world. When Roosevelt took office on March 4, 1933, he immediately took steps to fulfill his promise of "a new deal for the American people."

### something extra!

That dime in your pocket has President Roosevelt's face on it. The coin honors his founding of the March of Dimes, which was established to fight polio.

**Top:** Franklin D. Roosevelt won the 1932 election for president.  
**Right:** The surplus commodities program bought large amounts of farmers' crops.



## The New Deal

Although Roosevelt had no clear idea of how to deal with the depression, he gathered a group of advisers from all over the country to make recommendations to improve the economy. With their help and at Roosevelt's urging, Congress passed a series of laws that became known as the **New Deal**. The purpose of these laws was to bring about economic recovery, relieve the suffering of the unemployed, reform defects in the economy, and improve society.

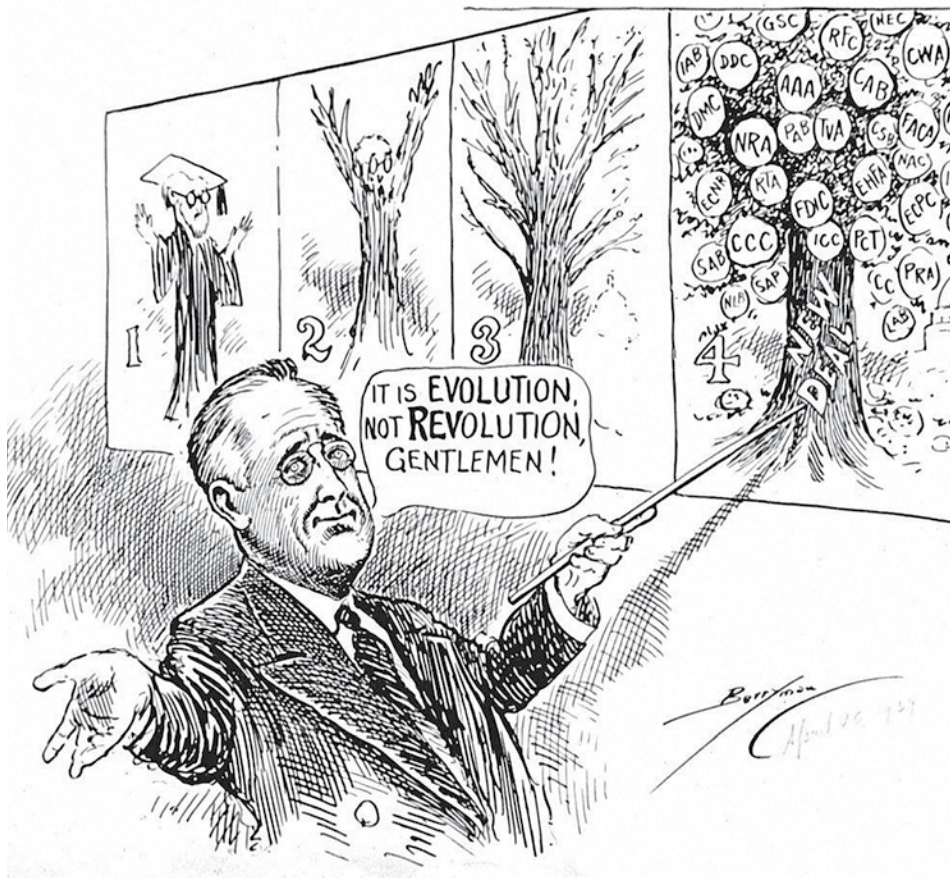
The first objective of the New Deal was economic recovery. The day after his inauguration, Roosevelt closed all banks until each could be investigated for soundness. The sound banks were allowed to reopen. The government loaned money to others to enable them to reopen. This action went a long way toward helping citizens regain faith in America's banking system. Other economic recovery programs were designed to help farmers and manufacturers.

A number of New Deal programs were designed to help the unemployed. The New Deal also tried to correct weaknesses in the economy that may have contributed to the depression. Finally, the New Deal went beyond trying to solve the problems of the depression; the New Deal also included programs to improve people's lives. To keep citizens informed and to maintain their support for his programs, Roosevelt conducted a number of "Fireside Chats" (evening radio addresses) in which he updated progress as it was made. In one such chat, he told the American people: "To you, the people of this country, all of us, the Members of the Congress and the members of this Administration owe a profound debt of gratitude. Throughout the depression you have been patient. You have granted us wide powers, you have encouraged us with a wide-spread approval of our purposes."

Congress implemented so many programs that the New Deal agencies became known by their initials. There were so many agencies that Roosevelt's administration was called "government by alphabet."

something  
extra!

In his first 100 days in office, President Roosevelt sent 15 bills to Congress. Congress passed all of them.



**Above:** This cartoon makes fun of the ever-increasing number of federal agencies that were part of the New Deal.

# Social Security



Of all the programs that were part of President Franklin Roosevelt's New Deal, perhaps Social Security is the best known and most far reaching. As of September 2017, 61 million people in the United States were receiving a monthly stipend from Social Security. If those who receive funds from the Supplemental Security Income program (SSI) were included, that number would rise to 66 million.

The Social Security Act was signed into law on August 14, 1935. At that time, the purpose of the law was twofold. First, it provided federal aid to states to enable them to give pensions to elderly citizens in need. Second, it provided old-age benefits to retired workers to ensure that elderly hardworking persons would have some type of income for life. On January 1, 1937, workers began accumulating work credits toward old-age benefits. In 2018, every \$1,320 in earned income equates to one lifetime work credit. No more than four credits can be earned in one year, and workers need forty lifetime credits to qualify for benefits.

In the beginning, Social Security was just for retired workers. However, in 1939, it was expanded to include dependents and survivors of primary workers. Today, around six million people are receiving survivor benefits that average \$1,129 per month. In 1956, some twenty years after the Social Security Act became law, its beneficiaries were extended to include the disabled. President Dwight Eisenhower signed into law amendments that provided benefits to permanently and totally disabled workers between the ages of 50 and 64, as well as to the adult children of deceased or retired workers who were disabled before age 18. The requirements today are less strict than in 1956. In 2018, more than 10.4 million citizens received disability insurance income, which included 8.7 million disabled workers and 1.7 million children and spouses of disabled workers.

In 1961, new amendments to the law allowed workers to elect to begin receiving benefits at age 62, instead of the accepted retirement age of 65. If they chose that option, however, they would receive a reduced benefit. Today, eligible workers

have the option of signing up for Social Security benefits at 62 or any age thereafter. If they wait until they reach full retirement age, which is usually based on their birth year, they receive 100 percent of their benefits. About 60 percent of seniors enroll for benefits between 62 and 64 even though they know their benefits will be reduced.

In 1972, the federal government passed an amendment to give Social Security beneficiaries an inflation-based "raise." This additional money, which is not given every year, was first issued in 1975 and is not given to everyone. Also, in 1972, the Supplemental Security Income program (SSI) began to provide benefits to disabled adults and children who have limited income and resources. Adults 65 and older who are not disabled can also qualify for SSI if they meet certain financial requirements. As of September 2017, 8.2 million people were receiving SSI, more than half of them between the ages of 18 and 64.

The last major changes to Social Security occurred in 1983 when an amendment allowed Social Security benefits to be taxed. Also, in that year, the full retirement age was increased from 65 to 67 over a forty-year period. By 2022, all workers born in or after 1960 will have a full retirement age of 67.

The Social Security Administration began as a recovery program to bring the United States out of the Great Depression. It has now been in existence for over eighty years. During those years, millions and millions of people have received benefits that have enabled them to have a better life.



**Figure 15.2** New Deal Programs and Legislation

Program/Legislation	Date	Purpose
Agricultural Adjustment Administration (AAA)	1933	Reduced production of crops, to raise farm prices. Declared unconstitutional in 1936.
National Recovery Administration (NRA)	1933	Reduced destructive competition and helped workers by setting minimum wages and maximum weekly hours. Declared unconstitutional in 1935.
Tennessee Valley Authority (TVA)	1933	Built dams on the Tennessee River to control flooding and generate electricity.
Public Works Administration (PWA)	1933	Put people to work building roads, buildings, and other public works projects.
Federal Deposit Insurance Corporation (FDIC)	1933	Insured individual savings accounts so that people did not lose their money if banks failed or closed their doors.
Federal Emergency Relief Administration (FERA)	1933	Provided federal funds for state and community relief efforts.
Civil Works Administration (CWA)	1933	Provided temporary federal jobs for the unemployed.
Civilian Conservation Corps (CCC)	1933	Provided jobs for young single men building forest trails and roads, planting trees to reforest the land and control flooding, and building parks.
Federal Housing Administration (FHA)	1934	Insured home loans for low-income families.
Securities and Exchange Commission (SEC)	1934	Regulated stocks and gave stock information.
Social Security Administration (SSA)	1935	Created a system for retirement and unemployment insurance.
Works Progress Administration (WPA)	1935	Employed out-of-work Americans to repair roads, build or repair bridges, paint murals, write guidebooks, put on plays and musical performances, and create statues in parks.
National Labor Relations Act	1935	Guaranteed the right of employees to organize and to bargain collectively with employers. Created the National Labor Relations Board (NLRB) to hear unfair labor practices.
National Youth Administration (NYA)	1935	Provided job training and part-time work for college students.
Fair Labor Standards Act	1938	Established a maximum workweek and minimum wage, prohibited child labor in certain industries, and set a minimum age for child workers.



**Left:** William Gropper's *Construction of a Dam* (1939) is characteristic of much of the art of the 1930s. The workers are shown in heroic poses, laboring in unison to complete a great public project.



**Below:** Over 3 million unemployed young men were taken out of the cities and placed into over 2,600 work camps managed by the CCC.

Although some of Roosevelt's New Deal programs worked better than others, together they provided the nation with the chance for recovery that it so desperately needed. The New Deal did not end unemployment, and it did not end the depression. But it paved the way for recovery, and it showed Americans that they could believe in government again.

## The New Deal in West Virginia

The state of West Virginia benefited from a number of New Deal programs. More specifically, the Subsistence Homestead Fund, the PWA (Public Works Administration), the WPA (Works Progress Administration), the CCC (Civilian Conservation Corps), and the NIRA (National Industrial Recovery Act) left their marks on the Mountain State. These agencies provided jobs for unemployed citizens, and the work the citizens did resulted in the creation of permanent structures in the state in the form of infrastructure, architecture, and art.



## The Subsistence Homestead Fund

Before Franklin Roosevelt's election as president in 1932, his wife Eleanor became interested in subsistence living programs. She believed these programs would give unemployed workers an opportunity to become self-sufficient. Once her husband was inaugurated as president, the First Lady supported a congressional bill to establish a **subsistence homestead fund** to provide housing and employment for unemployed industrial workers. Some 25,000 families found employment opportunities, farmland, and modern affordable housing under the terms of this bill.

## Arthurdale (Reedsville)

The first of the New Deal communities was begun in 1933 in Preston County as the Reedsville Project. The project's name changed to Arthurdale in honor of Richard Arthur, who originally owned the land on which the community was built. Arthurdale was actually the first of more than sixty federally subsidized communities built during this time.

Eleanor Roosevelt took a personal and active interest in the construction of Arthurdale. She contacted people and asked them for money or jobs for the community. When the community failed to attract industries, Eleanor got General Electric to build a plant there. Although General Electric did not remain for a long period of time, several other industries, including faucet and tractor manufacturing and military supply industries, attempted to locate in Arthurdale.

When completed, the Arthurdale community had 165 homes, a school, an administration building, a cooperative store, a craft shop, and a center hall. Some residents were employed in the schools, post office, barber shop, and Mountaineer Craftsmen's Association.

The federal government sold its holdings in Arthurdale in 1947. Shortly afterwards, all homes and community buildings were sold. Today, the Arthurdale community continues to exist and work to preserve its historic significance.

## Tygart Valley Homestead

The Tygart Valley Homestead, built in Randolph County, was the second New Deal community in West Virginia. The project was located on 2,500 acres of farmland between Rich and Cheat Mountains and included the communities of Dailey, East Dailey, and Valley Bend. Each of the 198 homes was built on a lot ranging in size from 1.75 to 2.5 acres. The houses were mostly two-story, plaster constructions with oak floors and knotty pine paneling.

**Below:** In 1936, a young couple gazes across the newly built Tygart Valley Homestead, comprising the communities of Dailey, East Dailey, and Valley Bend.

something  
extra!

All the homes built in Arthurdale had electricity, indoor plumbing, and refrigerators. Today, we take those features for granted.



**Below:** The historic Red House is now used as the town hall in the city of Eleanor.

The homestead included weaving and woodworking shops, a community toolshed, service station, potato storage area, and the Homestead Trade Center, which had a restaurant, beauty shop, dentist office, dance hall, post office, and cooperative store. At Dailey, residents found employment in a local lumber mill or stone quarry. Children who lived in the project attended one- or two-room schools located nearby. In 1939, the Homestead School was built to serve community students from grades 1-9. This school replaced the smaller schools and today continues to educate students from the original community.

After World War II, the cooperative ventures at Tygart Valley were closed and the Homestead homes were sold. Many of the original homesteaders bought their homes, and they and their descendants remain in those homes today.

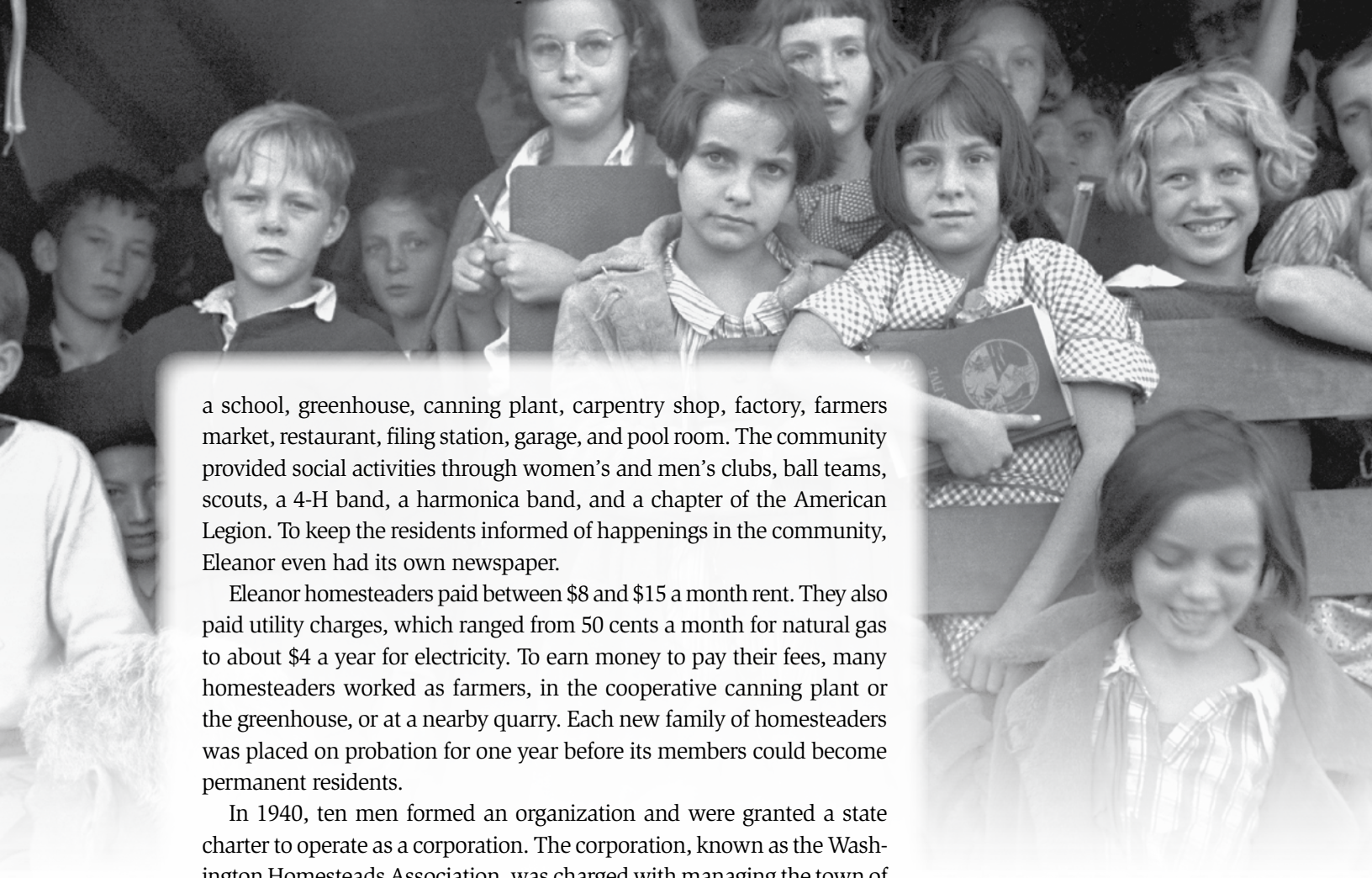
### **Red House Farms (Eleanor)**

In 1934, work began in Putnam County on the third and final homestead community in West Virginia. The original name for the project was Red House Farms, in honor of the brick Red House, supposedly built by Peter Ruffner in 1840, that became the community's administration building. Sometime in 1935, the town's name was changed to Eleanor in honor of Eleanor Roosevelt, who reportedly made five visits to the town.

Eleanor had 150 homes on 2,200 acres of land. The houses, which were mostly built of cinder blocks, had three to five rooms. They were situated on lots ranging from three-fourths to one acre with space for a barn, chicken pen, garden, and a lawn with shrubbery.

Eleanor also had a community farm and barn, public-owned gas works,





a school, greenhouse, canning plant, carpentry shop, factory, farmers market, restaurant, filing station, garage, and pool room. The community provided social activities through women's and men's clubs, ball teams, scouts, a 4-H band, a harmonica band, and a chapter of the American Legion. To keep the residents informed of happenings in the community, Eleanor even had its own newspaper.

Eleanor homesteaders paid between \$8 and \$15 a month rent. They also paid utility charges, which ranged from 50 cents a month for natural gas to about \$4 a year for electricity. To earn money to pay their fees, many homesteaders worked as farmers, in the cooperative canning plant or the greenhouse, or at a nearby quarry. Each new family of homesteaders was placed on probation for one year before its members could become permanent residents.

In 1940, ten men formed an organization and were granted a state charter to operate as a corporation. The corporation, known as the Washington Homesteads Association, was charged with managing the town of Eleanor. As homestead homes were vacated by their original residents, the Association rented them to new families. The homes were eventually sold to the people who lived in them.

Today, Eleanor has a population of about 1,300 residents. In 2001, the historic Red House, which is still a focal point of the community, became the town hall. One wing of the house has been designated the Homestead Room.

### The Works Progress Administration

In 1935, the Works Progress Administration (WPA) employed people to repair roads and build or repair bridges. This agency also employed writers, musicians, and artists who painted murals, wrote manuscripts, and preserved government records.

One WPA project in West Virginia resulted in the publication of *West Virginia: A Guide to the Mountain State*. This book was a product of the Federal Writers' Project, and art for the publication was contributed by the West Virginia Art Project. The West Virginia Writers' Project also published works that preserved stories, memories, and local history of the Mountain State. A Historical Records Survey put together extensive records of church buildings, cemetery readings, and personal collections, such as those belonging to Francis Pierpont and Governor Henry Mathews. The WPA

**Top:** These youngsters went to the elementary school in Eleanor.  
**Below:** The Works Progress Administration (WPA) employed writers and artists to put together publications that preserved West Virginia history.



**Bottom:** This is part of the CCC Camp Kanawha at Decota.

## something extra!

Of the \$30 each young man earned a month with the CCC, he was expected to send \$25 home to his family.

also hired unemployed miners to seal abandoned mines throughout the state. Some 720 of the state's 1,698 abandoned mines were sealed as a result of this program.

Filmmaker Pare Lorentz produced films for President Roosevelt about the New Deal. A native of Clarksburg, Lorentz was educated at West Virginia Wesleyan College and West Virginia University.

The WPA contributed to a number of permanent structures in West Virginia. These include the Southside Bridge in Charleston, the Cameron City Pool in Marshall County, Shotwell Hall at West Liberty State University, the Circleville School in Pendleton County, the Fairview School, and the East-West Stadium in Marion County.

### The Civilian Conservation Corps

The Civilian Conservation Corps (CCC) was a New Deal program for single young men between the ages of 18 and 25. Participants lived in special camps and earned \$30 a month to build cabins, lodges, trails, and towers; stock fish hatcheries; plant trees; and fight forest fires within state and national parks and forests. The first CCC camp was opened in Virginia on April 17, 1933. By July 1, there were more than 275,000 participants enrolled in 1,300 camps across the country. By 1935, 600,000 people were working out of 2,650 camps. By the time the program disbanded in 1942, nearly three million men had taken part in this program.

During the nine years that the CCC was in operation, seventy-two camps were authorized in West Virginia, although only sixty-six were built. The average camp had twenty-four buildings, which included a kitchen/mess hall, recreational building, educational building, infirmary, barracks for enrollees, and quarters for officers. Each camp was administered by a company commander, who was either a regular army officer or a reserve officer. About two hundred men were enrolled in each camp.



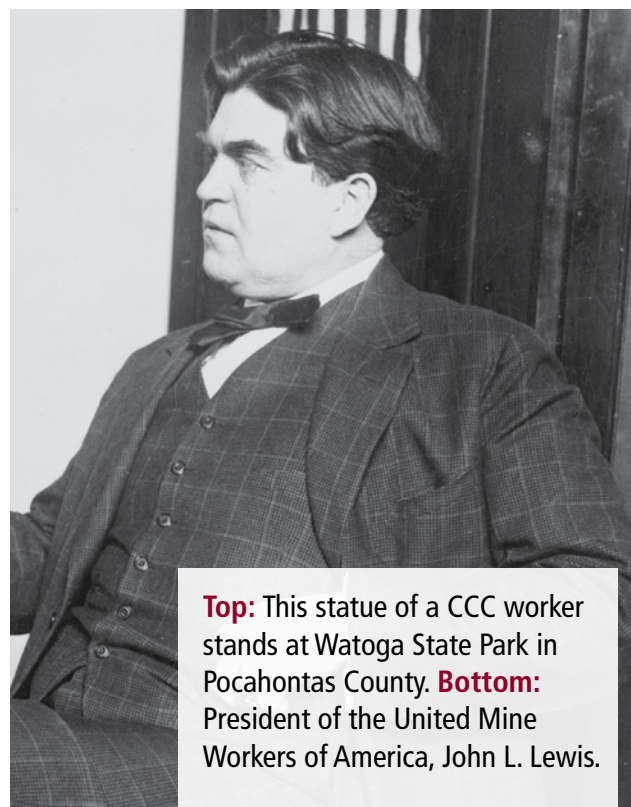
Camp projects were varied. At Camp Kanawha, workers built recreational facilities at Kanawha State Forest and protected the forest from fires. Workers also built roads, bridges, trails, and telephone lines; developed public areas; and constructed several buildings at forest headquarters. At Cacapon State Park, the CCC built the Old Inn, which was the first lodge in the West Virginia State Park System to offer overnight accommodations.

The work of the CCC was commemorated by statues honoring the workers all around the United States. In all, some thirteen statues were created, one of which is located in Watoga State Park in Pocahontas County.

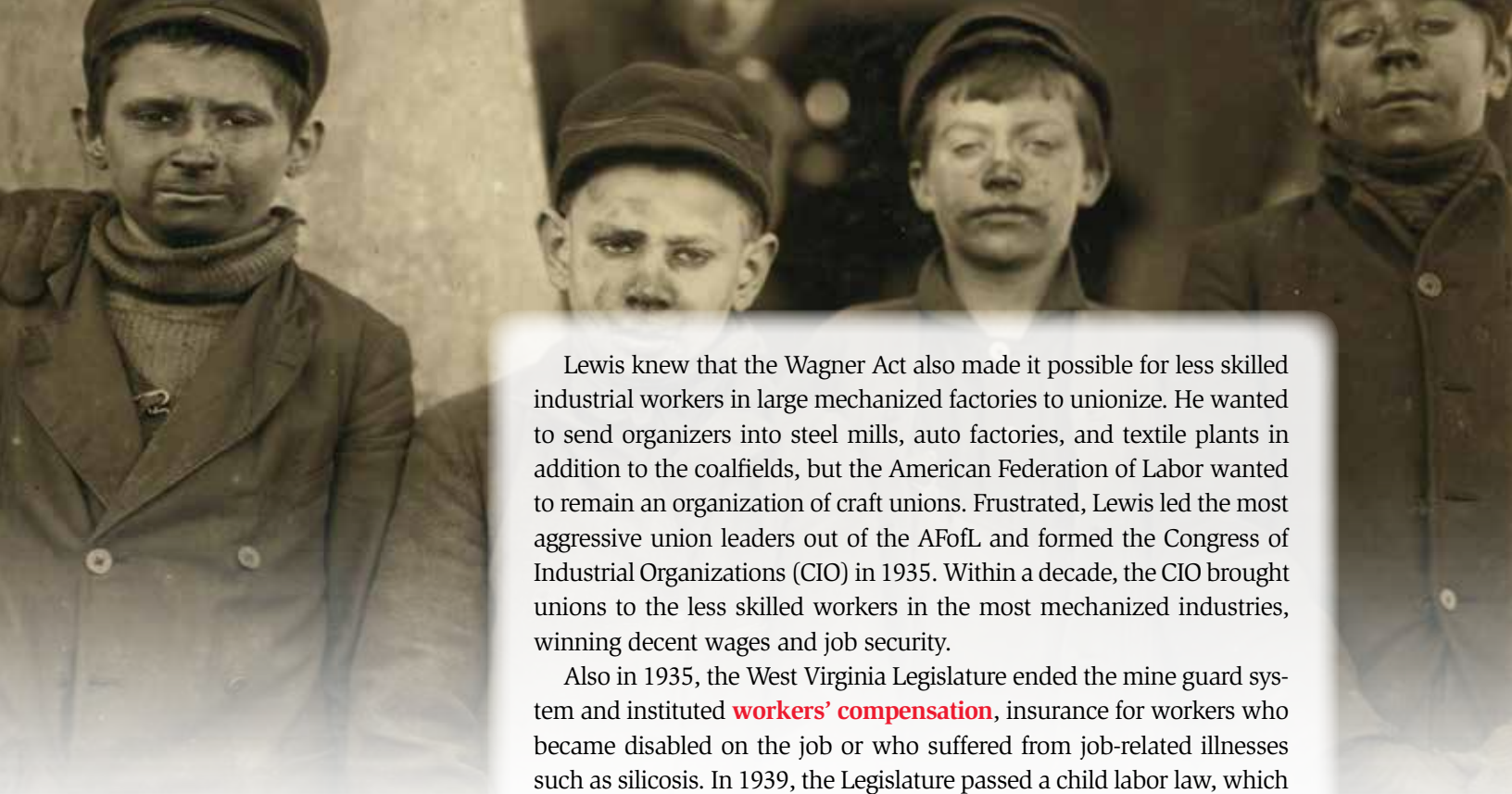
### The National Industrial Recovery Act

One of Roosevelt's New Deal programs that did not work was the National Industrial Recovery Act (NIRA). This program was designed to help workers by setting standards for wages and hours, including setting a **minimum wage** (the least amount of money an employer can pay an employee for a certain number of hours worked). Most importantly, the act gave workers the right to join unions and bargain collectively with their employers. In West Virginia, this legislation mostly affected the mining industry. Although the U.S. Supreme Court declared the law unconstitutional in 1935, the government passed the Wagner Act that same year to support the right of workers to join unions. To further protect worker rights, other New Deal measures were passed, including laws to prevent companies from employing children, to outlaw yellow-dog contracts, and to set minimum standards for wages and working conditions.

The person who best understood the meaning of the Wagner Act was the president of the United Mine Workers of America, John L. Lewis. For the first time in American history, the government encouraged workers to join unions and bargain collectively with companies over wages and working conditions. Lewis sent organizers to the coalfields telling miners "your President wants you to organize." It was just the spark the miners needed. Within two years, West Virginia mines were almost 100 percent union.



**Top:** This statue of a CCC worker stands at Watoga State Park in Pocahontas County. **Bottom:** President of the United Mine Workers of America, John L. Lewis.



Lewis knew that the Wagner Act also made it possible for less skilled industrial workers in large mechanized factories to unionize. He wanted to send organizers into steel mills, auto factories, and textile plants in addition to the coalfields, but the American Federation of Labor wanted to remain an organization of craft unions. Frustrated, Lewis led the most aggressive union leaders out of the AFofL and formed the Congress of Industrial Organizations (CIO) in 1935. Within a decade, the CIO brought unions to the less skilled workers in the most mechanized industries, winning decent wages and job security.

Also in 1935, the West Virginia Legislature ended the mine guard system and instituted **workers' compensation**, insurance for workers who became disabled on the job or who suffered from job-related illnesses such as silicosis. In 1939, the Legislature passed a child labor law, which prevented the employment of anyone under sixteen years of age in the mines. The abuse of young people had been a very serious problem, not only because the work was dangerous but also because many young people quit school to work.

## Reviewing the Section

### Reviewing the Content

1. List two causes of the Great Depression.
2. Name two things that President Herbert Hoover did to try to ease the hardships caused by the Great Depression.
3. What New Deal programs specifically aided West Virginia?

### Using the Content

1. Write a week's worth of journal entries describing life for a middle school boy or girl during the Great Depression.
2. Write a letter to President Franklin Roosevelt, advising him on what actions to take to relieve the Great Depression.

### Extending the Literacy Skill

1. What is the subject of the cartoon on page 569?
2. Who is pictured in the cartoon?
3. What does the caption "It is evolution, not revolution, gentlemen!" mean?
4. Why is the cartoon sometimes called "Alphabet Soup"?

**Above:** Child labor laws were passed that prevented the employment of anyone under sixteen years of age in mines.

## SECTION 3

# World War II

### As you read, look for

- causes of World War II;
- the bombing of Pearl Harbor;
- West Virginians who gained fame during World War II;
- ways in which West Virginia aided the war effort at home;
- changes in West Virginia's economy as a result of the war;
- terms: **dictator**, **fascism**, **nonaggression pact**, **appeasement**, **ration**, **terrain**.

**People all over the world experienced the Great Depression.** In some countries, **dictators** (individuals who rule countries through military might) came to power as a result of the economic distress by promising a return to better times. The dictators of four nations—Italy, Germany, the Soviet Union, and Japan—used the unsettling times as an opportunity to expand their power and territory.

In Italy, Benito Mussolini organized the Fascist Party in 1919. **Fascism** is a form of government in which a dictator controls the economic and social lives of citizens, stresses nationalism at the expense of human rights, and eliminates all opposition. Mussolini gained power because the Italian people thought he could restore Italy to its previous glory and fame. In 1935, Mussolini sent Italian troops into Ethiopia in North Africa. He wanted to make Ethiopia part of an Italian colonial empire.

In Germany, economic conditions led to the organization of the National Socialist (Nazi) Party. One of its leaders was Adolf Hitler. In his book *Mein Kampf* (or “My Struggle”), Hitler outlined his plans for Germany and described his hatred of the Jews. He believed that the Germans, or Aryans, were a superior race, and he blamed the Jewish people for all of Germany's problems.

In 1933, the Nazis gained control of the German government. Once in power, Hitler began a program of economic improvements. He formed groups similar to the American CCC to build parks and roads. The



**Above:** Adolf Hitler was chancellor of Germany during World War II.





men in these groups, however, also received military training. Soon the men's shovels were replaced with guns as Hitler rebuilt the German war machine, creating a navy and an air force from scratch. He started persecuting Jews and other "undesirables." In 1936, Hitler and Mussolini signed a treaty and formed the Berlin-Rome Axis. Japan joined the Axis Powers in 1940.



### something extra!

In 1934, Hitler gave himself the title of Führer (leader).

By 1930, Joseph Stalin had become a dictator in the Soviet Union. He rapidly built up the country's industries and forced the peasants onto collective farms. Although Hitler and Stalin did not trust each other, they signed a **nonaggression pact** (an agreement not to wage war against each other) in August 1939. In a secret part of the agreement, the two countries divided eastern Europe between themselves. Germany got the western part, and the Soviet Union received the eastern part.

## World War II Breaks Out

In the late 1930s, most countries watched these hostile countries from afar. They were concerned with their own problems and did not want to become involved in a confrontation. As a result, when Hitler began to expand German territory in the late 1930s, Great Britain and France agreed to let him take over the lands. This act of **appeasement** (a policy of giving an aggressor nation what it wants in order to avoid war) did not work for long.

**Above:** Adolf Hitler and Benito Mussolini created the Berlin-Rome Axis.

When Hitler invaded Poland on September 1, 1939, Great Britain and France finally declared war on Germany. However, since neither Great Britain nor France was ready for war, they were unable to really help Poland. As a result, by the end of September, Germany and the Soviet Union had divided Poland between themselves. After the fall of Poland, Europe was quiet for a while.

As hostilities heated up in Europe, similar situations occurred in the Pacific region. Japan, an industrial nation, did not have such basic raw materials as coal, iron ore, and rubber to use in its manufacturing plants. As a result, it decided to take those materials from China. During the 1930s, the military gained almost complete control of Japan, and it was during this time that the Japanese attacked China and took over the province of Manchuria and most of the Chinese coastal area.

In 1941, Hideki Tojo became the prime minister of Japan. He, like Hitler, Stalin, and Mussolini, was a dictator. Unlike the other three, he was not an absolute dictator. He supported a strong military to assure that Japan would have a strong industrial economy.

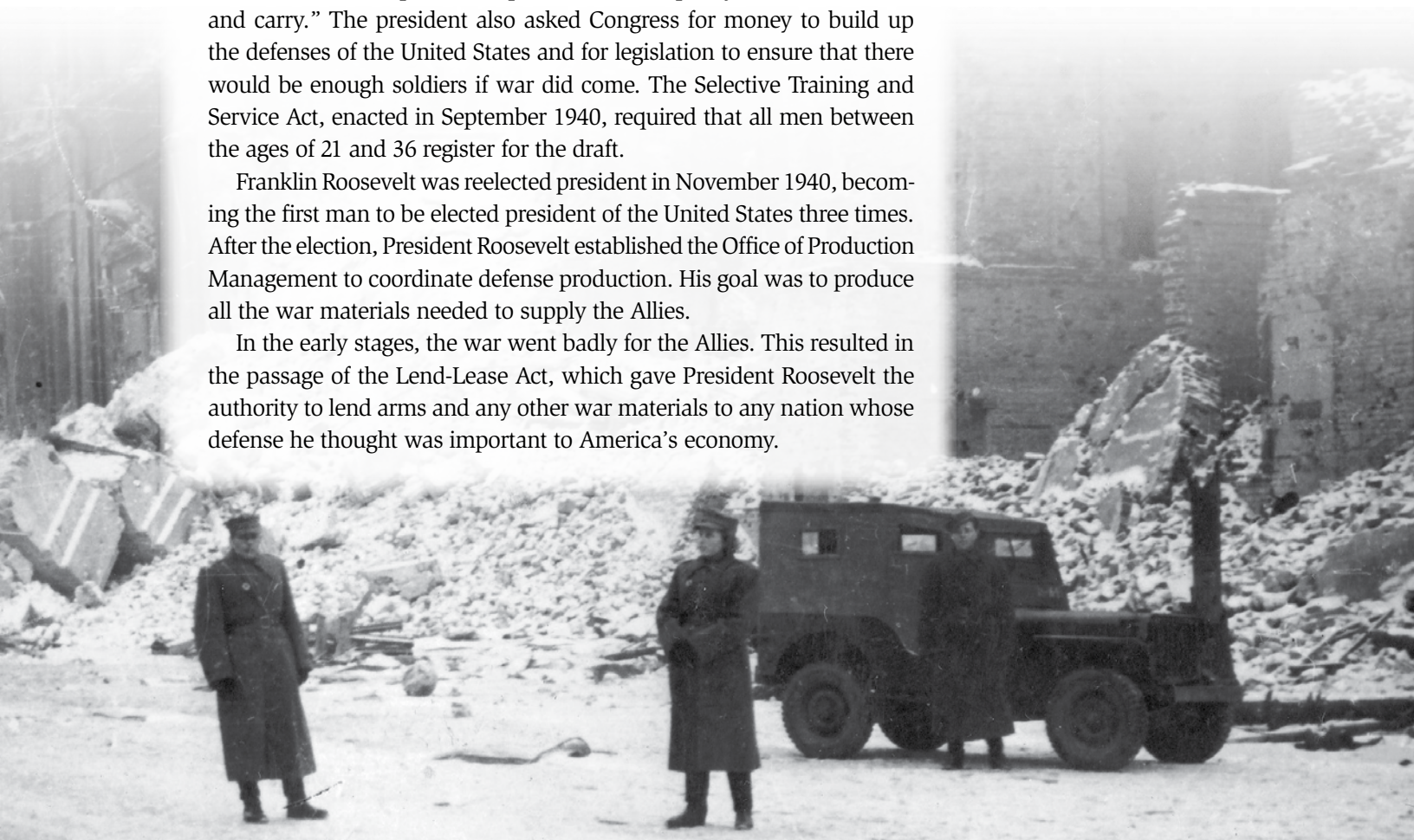
## The United States Enters World War II

Although most Americans disliked Hitler, they did not want to become involved in a war. In 1939, President Roosevelt declared that the United States would remain neutral. He did ask Congress to allow the United States to sell arms to the Allies if the Allies paid cash for the goods and used their own ships to transport them. This policy was called “cash and carry.” The president also asked Congress for money to build up the defenses of the United States and for legislation to ensure that there would be enough soldiers if war did come. The Selective Training and Service Act, enacted in September 1940, required that all men between the ages of 21 and 36 register for the draft.

Franklin Roosevelt was reelected president in November 1940, becoming the first man to be elected president of the United States three times. After the election, President Roosevelt established the Office of Production Management to coordinate defense production. His goal was to produce all the war materials needed to supply the Allies.

In the early stages, the war went badly for the Allies. This resulted in the passage of the Lend-Lease Act, which gave President Roosevelt the authority to lend arms and any other war materials to any nation whose defense he thought was important to America’s economy.

**Below:** This American-made jeep was used by the Polish First Army as part of the U.S. Lend-Lease program.



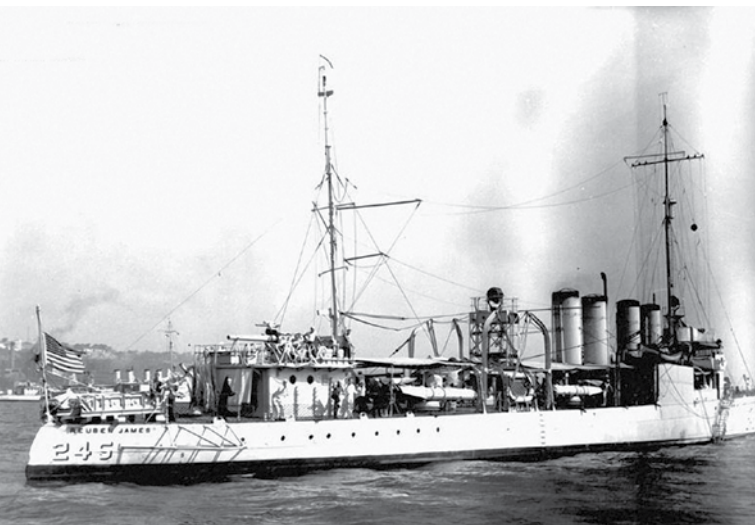
**Below:** The USS *Reuben James* was the first U.S. Navy ship sunk by hostile action in World War II. **Bottom:** This photograph was taken by a Japanese aircraft as it attacked Pearl Harbor. The explosion in the center is a torpedo strike on the USS *West Virginia*.

In the Atlantic Ocean, Allied merchant ships increasingly came under attack by German ships and submarines. To protect the ships, President Roosevelt ordered the United States Navy to escort the vessels carrying lend-lease supplies and to fire on any German warships they encountered. On October 30, 1941, a German submarine sank the destroyer USS *Reuben James* off the coast of Iceland, killing over one hundred sailors. The sinking of the *Reuben James* gave President Roosevelt a reason to declare war on Germany. However, he still hesitated.

### The Attack on Pearl Harbor

Japan continued to expand into the islands of the Pacific Ocean. To protest that aggression, the United States cut off the sale of oil and metal, raw materials that Japan needed to maintain its industries. Then, when Japan invaded French Indochina (present-day Cambodia, Laos, and Vietnam), President Roosevelt froze all Japanese assets in the United States. Japan protested these actions and entered into negotiations with the United States to resolve the issue. When negotiations between the two countries broke down, Japan began to plan a secret attack on the United States.

Around 7:55 a.m. Honolulu time, on Sunday, December 7, 1941, over 360 Japanese planes bombed the U.S. naval base at Pearl Harbor in Hawaii. In the two-hour surprise attack, 8 battleships and 3 destroyers were sunk, more than 150 planes were destroyed, and 2,400 people were killed.





## something extra!



On December 7, the *West Virginia* was hit by seven torpedoes and two armor-piercing bombs.

One of the battleships sunk was the USS *West Virginia*. Six months later, the ship was raised; the next year was spent rebuilding it. In 1944, the *West Virginia* returned to battle duty in the Philippines. When the Japanese surrendered in 1945, the *West Virginia* was only a few miles away, anchored in Tokyo Bay. The ship carried veterans home after the war.

President Roosevelt described December 7 as a “date which will live in infamy.” On December 8, he asked Congress for and received a formal declaration of war against Japan. Three days later, Germany and Italy declared war on the United States. The United States could no longer isolate itself from what was happening throughout the world. Although it had tried to avoid another war, it now found itself an active participant in the largest war ever fought.

### West Virginians in the War

Millions of Americans enlisted in the armed forces after the attack on Pearl Harbor. A total of 233,985 West Virginians served in the armed forces during the war, including 66,716 volunteers. An estimated 4,691 died in action, while 11,777 were wounded. Many women also served. They were restricted to women’s branches, but they served faithfully. These women’s branches included the Women’s Army Corps (WAC), Women Airforce Service Pilots (WASP), and Women Accepted for Volunteer Emergency Service (WAVES).

For their service in World War II, eleven West Virginians received the Medal of Honor, the highest military award given by Congress. One of them, Sergeant J. J. Spurrier of Bluefield, was the most decorated Army ground force volunteer in the war. He received his award for singlehandedly killing twenty-five German soldiers and capturing twenty-two others at Achain, France. In 2018, the only surviving Medal of Honor winner from West Virginia was Hershel Woodrow (Woody) Williams from Fairmont. Williams received his award for the continuous attacks he made on Japanese machine gun batteries on Iwo Jima.



**Top Left:** The USS *West Virginia* after being hit on December 7, 1941. **Above:** Hershel W. Williams after being awarded the Medal of Honor.

# The Changing Image of Women between World War I and World War II

The traditional description of a “proper” lady changed drastically in the 1920s when women became more socially and politically active. In fact, after getting the right to vote, some women ran for and were elected to public office.

The stock market crash of 1929 changed women’s economic roles. While many men lost their jobs during the Great Depression, the number of working women increased substantially. Employers were, however, reluctant to hire women in jobs traditionally held by men. This limited many women to “female” jobs like cleaning, cooking, child care, retail, and food services. Women with higher education might become nurses, teachers, or secretaries.

During World War II, with so many men fighting overseas, more women than ever were hired to keep the country running. Women now had opportunities to work in jobs that had been closed to them before. The defense industry, especially the aircraft industry, employed a majority of women workers by 1943. Five million women entered the workforce between 1940 and 1945. Some served as chemists and engineers, and even developed weapons, like the atomic bomb.

The new job opportunities resulted in public criticism of working women. It had generally been acceptable for childless women to work outside the home. But the public was more critical of women leaving their children to go to work. Mothers also faced the challenge of finding child care. To address that issue, President Franklin Roosevelt, upon the urging of his wife Eleanor, supported the passage of a law that required the government to establish child-care facilities.



**Above:** In many nations, women were encouraged to join female branches of the armed forces or participate in industrial or farm work.



Additionally, factory owners were encouraged to make child care available to their workers.

There was a public fear that these formerly male-dominated jobs might make women less feminine. To address this criticism, the U.S. government introduced a propaganda campaign with a fictional figure, Rosie the Riveter, to represent the women applying for factory jobs. Rosie, a strong yet feminine figure, appeared on posters recruiting women workers.

Besides the women who worked close to home during World War II, there were 350,000 who served in the military. They worked as nurses, drove trucks, repaired airplanes, and performed clerical work.

When men returned home after the war ended, some feared there would not be jobs available to them. Some 75 percent of women reported they wanted to keep their jobs after the war; but large numbers of women were laid off. Even with a decrease in women workers, the traditional "stay-at-home" woman was no longer a dominant part of our culture. In fact, by 1950, 32 percent of women worked outside the home and about half of those were married.



**Above:** These four female pilots are leaving their B-17 Flying Fortress, *Pistol Packin' Mama*, at Lockbourne Army Airfield, Ohio. As members of the Women Airforce Service Pilots (WASP), they have been trained as ferry pilots for these bombers. From left to right are Frances Green, Margaret (Peg) Kirchner, Ann Waldner and Blanche Osborn.



aircraft carrier *Lexington* and was cited for heroism in the assaults on the Gilbert and Marshall Islands.

### The Home Front

West Virginians at home supported the war in a number of ways. They purchased war bonds, the money from which was used to finance

the war. Schoolchildren in Wood County sold enough war bonds and stamps to purchase 153 jeeps. Schools also organized committees to gather scrap metal and paper for recycling into the war effort. In West Virginia, as in the rest of the nation, citizens had to **ration** (limit their use or consumption of) such scarce items as butter, sugar, gasoline, and tires. It was not until 1946 that West Virginians could again buy sugar without ration coupons. Many families also planted “victory gardens.”

On December 17, 1941, the general manager of The Greenbrier received a telephone call from the U.S. State Department asking if the resort could accommodate certain diplomats and foreign citizens who were being expelled from

Washington, DC. Two days later, 159 German and Hungarian diplomats arrived at White Sulphur Springs on a secretly scheduled, eleven-car Pullman train from Washington. By mid-May 1942, the number of diplomats funneled through The Greenbrier reached its peak of 1,000. By the time these “guests” were sent to other detention centers, The Greenbrier had hosted a total of 1,697 persons representing five different nations, including Japan.

**Top:** Lt. General Richard Sutherland (center) with General Douglas MacArthur in Japan in 1945. **Above:** Japanese guests at The Greenbrier.



Soon after the departure of the foreign diplomats, representatives of the U.S. Army and Navy contacted the management of the resort. The two branches of the armed forces wanted to use The Greenbrier as a hospital and recuperation center. To gain control of the facility, the federal government “condemned” The Greenbrier under the War Powers Act. Eventually, however, the government did pay the Chesapeake and Ohio Railway (the resort’s owner) about \$3.3 million for its loss of the property. The new army facility, named Ashford General Hospital, was in use until the war ended. On June 30, 1946, it was officially closed. Six months later, the Chesapeake and Ohio Railroad bought The Greenbrier back, paying a little less than the 1942 selling price.



During 1943 and 1944, the state was used as an army training and testing ground. The **terrain** (land and its natural features) in northeastern West Virginia was similar to German-held northern Italy. For that reason, two million acres of rugged mountain area in the Potomac Highlands near Elkins were used in training troops bound for Italy. Thousands of soldiers were sent to Grant, Pendleton, Randolph, and Tucker Counties to learn survival techniques in mountainous terrain. Nationally known mountain climbers and skiers taught assault climbing using Seneca Rocks and Blackwater Canyon. Evidence of this training can still be found at Seneca Rocks. Many of the 30,000 pitons (spikes) and spiked rings driven into the rock as climbing supports can still be seen. In addition, new explosives and firing devices were field tested at Bear Rock Range in the Alleghenies.

**Left:** This political cartoon illustrates how President Roosevelt fueled patriotism during the war.

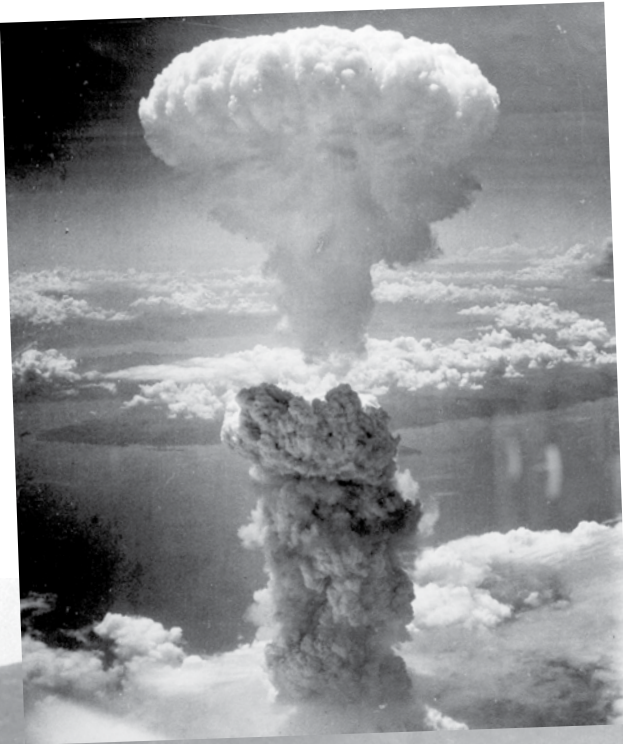


## World War II Comes to an End

The United States fought on two fronts during World War II. Troops in Europe concentrated their efforts against Italy and Germany, while forces in the Pacific fought against Japan.

By early 1945, Allied troops had pushed the German army back across the Rhine River into Germany. Europe was freed from Hitler's control in April 1945, when the Soviet and American troops came together at the river Elbe in central Germany. Hitler committed suicide on April 30, and the last German forces surrendered to the Allies in May.

In the Pacific, President Harry Truman, who had become president upon the death of Franklin Roosevelt in 1945, authorized the use of a new weapon—an atomic bomb—on Japan. On August 6, the *Enola Gay*, a U.S. bomber, dropped an atomic bomb on Hiroshima. The bomb virtually destroyed the city of approximately 225,000 people. Since the Japanese refused to surrender, a second atomic bomb was dropped on the city of Nagasaki on August 9. Six days later, on August 15, Japan surrendered to the Allies, ending World War II.



**Top:** Atomic bombs were dropped on Hiroshima and Nagasaki, Japan. **Bottom:** Nagasaki as it looked after the atomic bomb was dropped.

## Effects of World War II

World War II pulled the United States out of the last stages of the Great Depression and brought a number of economic changes to West Virginia. Because Japan controlled most of the world's rubber supply at the beginning of the war, the United States had to manufacture synthetic rubber. The world's largest plant for this purpose was built in Institute, near Charleston. In addition, oceangoing vessels were produced at the Point Pleasant shipyards. Gun barrels were made at the U.S. Naval Ordnance Plant in South Charleston. Because so many workers were required to run the plant, the Navy built a housing development for employees in nearby St. Albans.



### Reviewing the Section

#### Reviewing the Content

1. Why did the United States enter World War II?
2. Name two West Virginians who gained fame during World War II.
3. Name some businesses that were established in West Virginia during World War II.

#### Using the Content

Prepare a list of ten questions that you would like to ask one of West Virginia's Medal of Honor recipients.

#### Extending the Literacy Skill

1. What is the subject of the cartoon on page 587?
2. Why do you think the cartoon was drawn?
3. Why did the author use the words *inspiration* and *patriotism*?

**Above:** Shipyards at Point Pleasant produced oceangoing ships during the war.

# Chapter Summary

## Section 1: The Roaring Twenties

- After World War I, with more free time, people enjoyed the radio, movies, speakeasies, and private clubs.
  - The state's first radio station was licensed to West Virginia University in 1922 as WHD.
  - Popular music of the 1920s included jazz and the blues; the Charleston was a popular dance.
  - Women became more socially liberated, and they became more involved in politics after the passage of the 19th Amendment.
  - A growing mistrust of immigrants led to quotas for each nationality. A revived KKK targeted immigrants as well as blacks, Jews, and Catholics.
  - The attempted unionization of West Virginia coalfields was met with violence, the most notable being the Matewan Massacre. Open warfare between miners and mine owners earned Mingo County the title "Bloody Mingo."
  - When President Harding sent federal troops to intervene in the mine wars, many miners—veterans of World War I—would not fight the U.S. Army.
  - Violence in the mines of Mingo and Logan Counties hurt union membership in West Virginia.
- The Subsistence Homestead Fund sponsored homesteads in West Virginia at Arthurdale, Tygart Valley, and Eleanor.
  - The CCC employed young men between 18 and 25 to build park and forest facilities, plant trees, and fight forest fires.
  - The NIRA set standards for workers' wages and hours and established the first minimum wage. It gave workers the right to join unions and bargain collectively. When it was declared unconstitutional, Congress passed the Wagner Act, which also supported the right to join unions.

## Section 2: The Great Depression

- Causes of the Great Depression included overuse of credit, farm surpluses, high tariffs, stock market speculation, unsound bank practices, and a general laissez-faire attitude.
- Herbert Hoover was the first president to use the federal government's power to aid economic recovery. He supported public works programs.
- After Franklin Delano Roosevelt was elected president in 1932, he started a "New Deal" to bring about economic recovery, relieve the suffering of the unemployed, reform defects in the economy, and improve society.

## Section 3: World War II

- Dictators Mussolini in Italy, Stalin in the Soviet Union, and Hitler in Germany came to power in the 1920s and 1930s.
- The United States was isolationist until the Japanese bombed Pearl Harbor and we entered World War II.
- West Virginia war heroes include eleven Medal of Honor recipients and military commanders Delos C. Emmons, Richard K. Sutherland, Frederick B. Warder, and Felix Stump.
- Civilians purchased war bonds, recycled scrap paper and metal, and rationed items in short supply.
- The U.S. government took over The Greenbrier to house foreign diplomats. The resort later served as a hospital and recuperation center.
- Troops bound for Italy trained in northeastern West Virginia.
- New industries in West Virginia included a rubber plant, shipyard, and gun barrel manufacturing plant.

## From Flappers to World War II

### Recalling the Facts



1. What was life like during the Roaring Twenties?
2. Who was the first woman to serve in the West Virginia Legislature?
3. What was the National Origins Act?
4. Who did the Ku Klux Klan target after World War I?
5. What was the Matewan Massacre?
6. Where did the term *redneck* originate?
7. What were some consequences of the Great Depression?
8. Who was Franklin Delano Roosevelt?
9. What was the New Deal?
10. What legislation promoted the unionization of workers?
11. What happened at Pearl Harbor?
12. How did West Virginians on the home front support World War II?

### Learning Skill



1. Compare the lifestyles of women before World War I and after the passage of the Nineteenth Amendment.
2. Should the United States government set quotas on immigration?
3. What do you think was the main cause of the Great Depression? Give reasons to support your answer.
4. Compare and contrast the three subsistence homesteads established in West Virginia.
5. How did World War II benefit West Virginia's economy?

# Chapter Review

6. What might the world be like today if the Allies had lost World War II?

### Community Connection



1. Survey your community or county to find any lasting remembrances created by a New Deal program, such as a state park, building, or piece of artwork. If possible, take a picture of the item and bring it to class to share.
2. Tour your community or county to locate reminders of or monuments to World War II or interview a family member who had a relative who served in World War II. Take pictures and bring them to class along with the stories that you were told.

### Literacy Skill



1. Go to website <https://www.youtube.com/watch?v=GAvsFZPnaGY> or use a search engine to find another site that has a video of flappers. After viewing a short video of 1920s flappers, write a two-page paper comparing their lifestyle with lifestyles today. Your paper should include, but not be limited to, references to dress, entertainment, hair, and dance.
2. Write a persuasive essay in favor of or in opposition to federal government intervention in mine strikes.

### Technology Tool



1. Use a search engine to find pictures from the Great Depression. Choose six pictures to copy. Then use the pictures to write a description of conditions during the Great Depression.
2. Use a search engine to locate posters from World War II. Choose one of the posters and make a copy of it. Then write a paragraph describing its meaning.