

Section 2

The Home Front

Guide to Reading

Big Ideas

Government and Society To successfully fight the war, the United States government had to mobilize the entire nation.

Content Vocabulary

- victory garden (p. 556)
- espionage (p. 558)

Academic Vocabulary

- migrate (p. 558)
- draft (p. 560)

People and Events to Identify

- War Industries Board (p. 556)
- National War Labor Board (p. 557)
- Committee on Public Information (p. 558)
- selective service (p. 560)

Reading Strategy

Taking Notes Use the major headings of this section to create an outline similar to the one below.

The Home Front
I. Organizing the Economy
A.
B.
C.
II.
A.
B.

To fight World War I, the American government used progressive ideas and new government agencies to mobilize the population and organize the economy.

Organizing the Economy

MAIN Idea The government used progressive ideas to manage the economy and pay for the war.

HISTORY AND YOU How do you help conserve food or fuel resources? Read how Americans made sacrifices to aid the war effort.

When the United States entered the war in April 1917, progressives controlled the federal government. Rather than abandon their ideas during wartime, they applied progressive ideas to fighting the war. Their ideas about planning and scientific management shaped how the American government organized the war effort.

Wartime Agencies

To efficiently manage the relationship between the federal government and private companies, Congress created new agencies to coordinate mobilization and ensure the efficient use of national resources. These agencies emphasized cooperation between big business and government, not direct government control. Business executives, managers, and government officials staffed the new agencies.

Managing the Economy Perhaps the most important of the new agencies was the **War Industries Board** (WIB), established in July 1917 to coordinate the production of war materials. At first, the WIB's authority was limited, but problems with production convinced Wilson to expand its powers and appoint Bernard Baruch, a Wall Street stockbroker, to run it. The WIB told manufacturers what they could produce, allocated raw materials, ordered the construction of new factories, and, in a few instances, set prices.

Perhaps the most successful agency was the Food Administration, run by Herbert Hoover. This agency was responsible for increasing food production while reducing civilian consumption. Using the slogan "Food Will Win the War—Don't Waste It," it encouraged families to conserve food and grow their own vegetables in **victory gardens**. By having Wheatless Mondays, Meatless Tuesdays, and Porkless Thursdays, families would leave more food for the troops.

While Hoover managed food production, the Fuel Administration, run by Harry Garfield, tried to manage the nation's use of coal and oil.

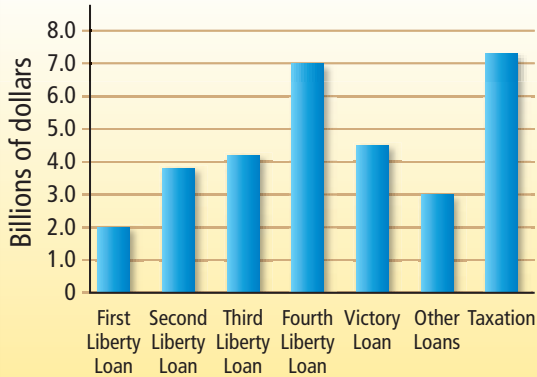
PRIMARY SOURCE

Raising Money for World War I

► The actor Douglas Fairbanks urges Americans to buy Liberty Bonds at a rally held in New York City in 1918.



Paying for World War I



Analyzing VISUALS

To pay for World War I, the U.S. government increased taxes and issued bonds. Progressives liked bonds because they were voluntary and Americans could buy them based on their financial situation. Officials worried, however, that the war had so divided Americans that few would buy them. To get people to buy bonds, the government printed posters, organized parades, and asked movie stars to promote them.

- Analyzing** What was the total revenue raised by bonds? What percentage of money came from taxes?
- Interpreting** What point is the poster for the 2nd Liberty Loan making? What group of people does the poster for the 3rd Liberty Loan address?

To conserve energy, Garfield introduced daylight savings time and shortened workweeks for factories that did not make war materials. He also encouraged Americans to observe Heatless Mondays.

Paying for the War By the end of the war, the United States had spent about \$32 billion. To fund the war effort, Congress raised income tax rates, placed new taxes on corporate profits, and imposed an extra tax on the profits of arms factories.


Taxes, however, did not cover the entire cost of the war. The government also borrowed over \$20 billion through the sale of Liberty Bonds and Victory Bonds. Americans who bought bonds were lending money to the government that would be repaid with interest in a specified number of years.

Mobilizing the Workforce

The success of the war effort also required the cooperation of workers. To prevent strikes from disrupting the war effort, the government established the **National War Labor Board** (NWLB) in March 1918. Chaired by William Howard Taft and Frank Walsh, a prominent labor attorney, the NWLB attempted to mediate labor disputes that might otherwise lead to strikes.

The NWLB often pressured industry to improve wages, adopt an eight-hour workday, and allow unions the right to organize and bargain collectively. In exchange, labor leaders agreed not to disrupt war production with strikes or other disturbances. As a result, membership in unions increased by just over one million between 1917 and 1919.

History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on wartime propaganda.

 For an example of government efforts to promote patriotism, read “The American’s Creed” on page R51 in **Documents in American History**.

Women Support Industry With large numbers of men in the military, employers were willing to hire women for jobs that had traditionally been limited to men. Some one million women joined the workforce for the first time during the war, and another 8 million switched to higher paying industrial jobs. Women worked in factories, shipyards, and railroad yards and served as police officers, mail carriers, and train engineers.

The wartime changes in female employment were not permanent. When the war ended, most women returned to their previous jobs or stopped working. Although the changes were temporary, they demonstrated that women were capable of holding jobs that many had believed only men could do.

The Great Migration Begins Women were not the only group in American society to benefit economically. Desperate for workers, Henry Ford sent company agents to the South to recruit African Americans. Other companies quickly followed Ford’s example. Their promises of high wages and plentiful work convinced between 300,000 and 500,000 African Americans to leave the South and move to northern cities.

This massive population movement became known as the “Great Migration.” It greatly altered the racial makeup of such cities as Chicago, New York, Cleveland, and Detroit. It would also, eventually, change American politics. In the South, African Americans were generally denied the right to vote, but in the northern cities they were able to vote and affect the policies of northern politicians.

Mexican Americans Head North The war also encouraged other groups to **migrate**. Continuing political turmoil in Mexico and the wartime labor shortage in the United States convinced many Mexicans to head north. Between 1917 and 1920, over 100,000 Mexicans migrated into the Southwest, providing labor for farmers and ranchers.

Meanwhile, Mexican Americans found new opportunities in factory jobs in Chicago, St. Louis, Omaha, and other cities. Many faced hostility and discrimination when they arrived in American cities. Like other immigrant groups before them, they tended to settle in their own separate neighborhoods, called **barrios**, where they could support each other.

Shaping Public Opinion

Progressives did not think that organizing the economy was enough to ensure the success of the war effort. They also believed the government needed to shape public opinion.


Selling the War Eleven days after asking Congress to declare war, President Wilson created the **Committee on Public Information** (CPI) to “sell” the war to the American people. Headed by George Creel, a journalist, the CPI recruited advertising executives, artists, authors, songwriters, entertainers, public speakers, and motion picture companies to help sway public opinion in favor of the war.

The CPI distributed pamphlets and arranged for thousands of short patriotic talks, called “four-minute speeches,” to be delivered at movie theaters and other public places. Some 75,000 speakers, known as Four-Minute Men, urged audiences to support the war in various ways, from buying war bonds to reporting draft dodgers to the authorities.

Civil Liberties Curtailed Besides using propaganda, the government also passed legislation to limit opposition to the war and fight **espionage**, or spying to acquire government information. The Espionage Act of 1917 made it illegal to aid the enemy, give false reports, or interfere with the war effort. The Sedition Act of 1918 made it illegal to speak against the war publicly. In practice, it allowed officials to prosecute anyone who criticized the government. These two laws led to over 1,000 convictions.

Wartime fears also led to attacks on German Americans, labor activists, socialists, and pacifists. Ads urged Americans to monitor their fellow citizens. Americans even formed private groups, such as the American Protective League and the Boy Spies of America, to spy on neighbors and coworkers.

Despite protests, the Espionage and Sedition Acts were upheld in court. Although the First Amendment specifically states that “Congress shall make no law . . . abridging the freedom of speech, or of the press,” the Supreme Court departed from a strict literal interpretation of the Constitution. The Court ruled that the government could restrict speech when the words constitute a “clear and present danger.”

 **Explaining** Why did Congress pass the Espionage Act in 1917?



ANALYZING SUPREME COURT CASES

Can Government Limit Free Speech?

★ *Schenck v. United States*, 1919

★ *Abrams v. United States*, 1919

Background to the Cases

In the fall of 1917, Charles Schenck mailed pamphlets to draftees telling them the draft was wrong and urging them to write protest letters. In August 1918, Jacob Abrams wrote pamphlets denouncing the war and criticizing the decision to send troops to Russia to fight communist forces. Both men were convicted of violating the Espionage Act. Both appealed their convictions all the way to the Supreme Court.

How the Court Ruled

The Schenck and Abrams cases raised the question: Are there some circumstances in which the First Amendment's protection of free speech no longer applies? In both cases, the Supreme Court upheld the Espionage Act, concluding that under certain circumstances, the government can indeed limit free speech. In the Schenck case, the Supreme Court decision was unanimous, but in the Abrams case, the Court split 7-2 in their decision.

PRIMARY SOURCE

The Court's Opinion

"The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight, and that no Court could regard them as protected by any constitutional right."

—Justice Oliver Wendell Holmes writing for the Court in *Schenck v. U.S.*



▲ Eugene Debs, leader of the American Socialist Party, delivers a speech protesting the war in Canton, Ohio, in 1918. Debs was arrested for making the speech and convicted under the Espionage Act. He appealed to the Supreme Court, but the Court upheld his conviction, citing the *Schenck* case as the precedent.

PRIMARY SOURCE

Dissenting Views

"It is only the present danger of immediate evil or an intent to bring it about that warrants Congress in setting a limit to the expression of opinion where private rights are not concerned. . . . Now nobody can suppose that the surreptitious publishing of a silly leaflet by an unknown man, without more, would present any immediate danger that its opinions would hinder the success of the government arms. . . .

. . . the ultimate good desired is better reached by free trade in ideas—that the best test of truth is the power of the thought to get itself accepted in the competition of the market . . ."

—Justice Oliver Wendell Holmes dissenting in *Abrams v. U.S.*

DBQ

Document-Based Questions

- 1. Explaining** When does Holmes think the government can restrict speech?
- 2. Analyzing** What does Holmes mean by referring to the "free trade in ideas?"
Do you think the government should ever be allowed to restrict free speech? Why or why not?
- 3. Making Inferences** Why do you think Holmes regarded *Schenck* as a much more immediate danger than *Abrams*? What was the difference between their actions?

Building the Military

MAIN Idea The United States instituted a draft for military service, and African Americans and women took on new roles.

HISTORY AND YOU Describe a time you were required to do something that you might not have done otherwise. Read on to learn about the selective service system.

Progressives did not abandon their ideas when it came to building up the military. Instead, they applied their ideas and developed a new system for recruiting a large army.

Volunteers and Conscripts

When the United States entered the war in 1917, the army and National Guard together had slightly more than 300,000 troops. Many men volunteered after war was declared, but many more were still needed.

Selective Service Many progressives believed that conscription—forced military service—was a violation of democratic and republican principles. Believing a **draft** was

necessary, however, Congress, with Wilson's support, created a new conscription system called **selective service**.

Instead of having the military run the draft from Washington, D.C., the Selective Service Act of 1917 required all men between 21 and 30 to register for the draft. A lottery randomly determined the order in which they were called before a local draft board in charge of selecting or exempting people from military service.

The thousands of local boards were the heart of the system. The members of the draft boards were civilians from local communities. Progressives believed local people, understanding community needs, would know which men to draft and would do a far better job than a centralized government bureaucracy. Eventually about 2.8 million Americans were drafted.

Volunteers for War Not all American soldiers were drafted. Approximately 2 million men volunteered for military service. Some had heard stories of German atrocities and wanted to fight back. Others believed democracy was at stake. Many believed they had a duty to respond to their nation's call. They had

PRIMARY SOURCE

African Americans in World War I

During World War I, the U.S. Army kept most African American soldiers out of combat, assigning them to work as cooks, laborers, and laundrymen. The 369th Regiment, however, was assigned to the French Army and was sent to frontline trenches almost immediately. Nicknamed the "Harlem Hell-Fighters," the entire 369th was awarded the French Croix de Guerre ("war cross"), for gallantry in combat. The regiment spent 191 days in the trenches, much longer than many other units, and suffered 1,500 casualties.



▼ African American soldiers march near Verdun, France, November 1918.



▲ A 1918 poster commemorates the 369th Regiment—the first Americans to see combat in World War I.

Analyzing VISUALS

- Theorizing** Why do you think the French were willing to use African Americans in combat?
- Analyzing** Why do you think the poster includes a quote from Abraham Lincoln?

grown up listening to stories of the Civil War and the Spanish-American War. They saw World War I as a great adventure and wanted to fight for their country.

Although the horrors of war soon became apparent to the American troops, their morale remained high, helping to ensure victory. More than 50,000 Americans died in combat and over 200,000 were wounded. Another 60,000 soldiers died from disease, mostly from the influenza epidemic of 1918 and 1919.

The flu epidemic was not limited to the battlefield. It spread around the world and made more than a quarter of all Americans sick. The disease killed an estimated 25–50 million people worldwide, including more than 500,000 Americans.

African Americans in the War Of the nearly 400,000 African Americans who were drafted, about 42,000 served overseas as combat troops. African American soldiers encountered discrimination and prejudice in the army, where they served in racially segregated units, almost always under the supervision of white officers.

Despite these challenges, many African American soldiers fought with distinction. For example, the African American 92nd and 93rd Infantry Divisions fought in bitter battles along the Western Front. Many of them won praise from both the French commander, Marshal Henri Pétain, and the United States commander, General John Pershing.


Women Join the Military

World War I was the first war in which women officially served in the armed forces, although only in noncombat positions. As the military prepared for war in 1917, it faced a severe shortage of clerical workers because so many men were assigned to active duty. Early in 1917, the navy authorized the enlistment of women to meet its clerical needs.

Women serving in the navy wore a standard uniform and were assigned the rank of yeoman. By the end of the war, over 11,000 women had served in the navy. Although most performed clerical duties, others served as radio operators, electricians, pharmacists, chemists, and photographers.

Unlike the navy, the army refused to enlist women. Instead, it began hiring women as temporary employees to fill clerical jobs. The only women to actually serve in the army were in the Army Nursing Corps.

Women nurses had served in both the army and navy since the early 1900s, but as auxiliaries. They were not assigned ranks, and were not technically enlisted in the army or navy. Army nurses were the only women in the military sent overseas during the war. More than 20,000 nurses served in the Army Nursing Corps during the war, including more than 10,000 overseas.

 **Reading Check** **Describing** How did Congress ensure that the United States would have enough troops to serve in World War I?

Section 2 REVIEW

Vocabulary

1. Explain the significance of: War Industries Board, victory gardens, National War Labor Board, Committee on Public Information, espionage, selective service.

Main Ideas

2. Examining How did government efforts to ensure public support for the war conflict with ideas about civil rights?

3. Describing What were the contributions of African Americans during the war?

Critical Thinking

4. Big Ideas How did progressives use their ideas to mobilize both the economy and the American people during the war?

5. Organizing Use a graphic organizer similar to the one below to identify the effects of the war on the American workforce.

U.S. Groups	Effects
Women	
African Americans	
Hispanics	

6. Analyzing Visuals Examine the graph on page 557. How much did World War I cost? Do you think the government should rely on taxes or loans to fund a war? Explain.

Writing About History

7. Persuasive Writing Imagine that you are working for the Committee on Public Information. Write text for an advertisement or lyrics to a song in which you attempt to sway public opinion in favor of the war.



Study Central To review this section, go to glencoe.com and click on Study Central.

ANALYZING PRIMARY SOURCES

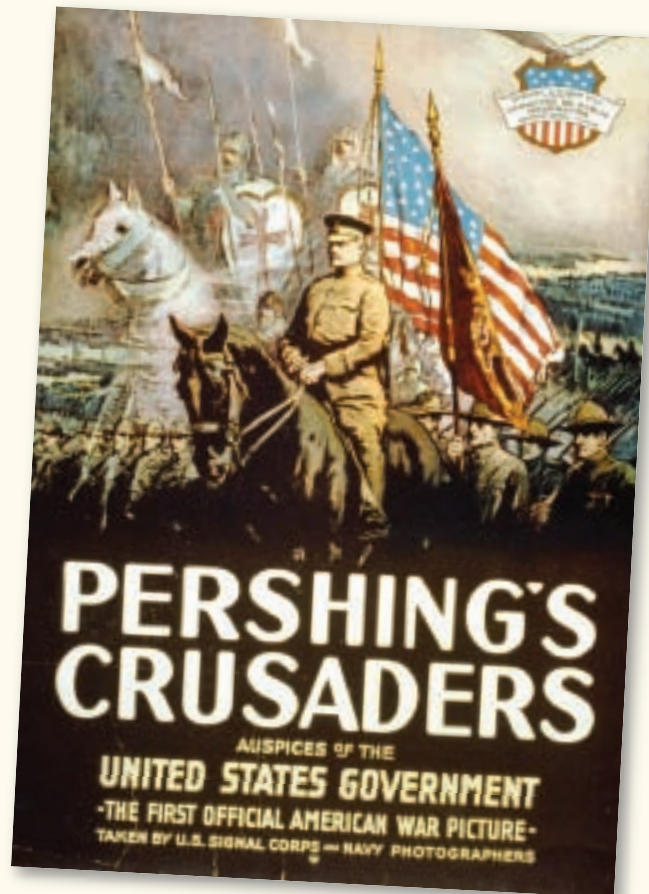
Propaganda in World War I

All of the warring nations in World War I used propaganda to boost support for their side. Many Americans believed the propaganda coming from Europe, particularly from the British government and press. When the United States entered the war, the American government also began using propaganda in an attempt to unite Americans behind the war effort.

Read the passages and study the posters. Then answer the questions that follow.

PRIMARY SOURCE 1

Movie Poster, 1918



PRIMARY SOURCE 2

Government War Bond Advertisement, 1918



PRIMARY SOURCE 3

American Soldier's Diary, 1918

"Germans, and a German—so different. Fishing through the poor torn pockets of shabby German body, drooped over wreck of machine gun, to find well-thumbed photograph of woman and little boy and little girl—so like one's own . . . impossible to hate what had been that body.

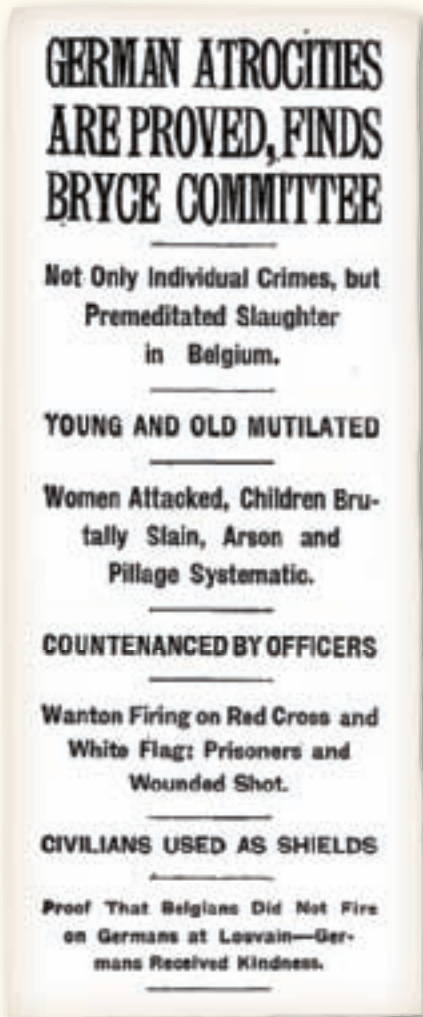
Nothing so revolting as bitter, pitiless cruelty of those who know nothing of reality of it all. Those . . . Germano-baiters at home, so much more cruel than those who have the right—and are not."

—Diary of Lieutenant Howard V. O'Brien,
October 6, 1918

PRIMARY SOURCE 4

Newspaper Column, *New York Times*, May 1915

▼ Great Britain established the Bryce Committee to investigate German atrocities in Belgium. Its findings, released just five days after the sinking of the *Lusitania*, increased anti-German sentiment in the United States. Investigations after the war, however, found that many of the stories were false or gross exaggerations.



DBQ Document-Based Questions

- 1. Explaining** Examine Primary Source 1. What is the underlying message behind the poster for "Pershing's Crusaders"?
- 2. Identifying** What images of the Germans do Primary Sources 2 and 6 promote?
- 3. Analyzing** Study Primary Source 4. How do you think stories of German atrocities affected American neutrality?
- 4. Making Connections** Read Primary Sources 3 and 5. Why do you think the government used propaganda? Do you think propaganda is a good idea in wartime?
- 5. Evaluating** According to Primary Sources 2, 5, and 6, what is at stake in the war? What should citizens do to help the war effort?

PRIMARY SOURCE 5

U.S. Government Pamphlet, 1918

"Fear, perhaps, is rather an important element to be bred in the civilian population. It is difficult to unite a people by talking only on the highest ethical plane. To fight for an ideal, perhaps, must be coupled with thoughts of self-preservation. So a truthful appeal to the fear of men, the recognition of the terrible things that would happen if the German Government were permitted to retain its prestige, may be necessary in order that all people unite in the support of the needed sacrifices."

—Pamphlet for speakers from the Committee on Public Information, quoted in the *New York Times*, February 4, 1918

PRIMARY SOURCE 6

American Red Cross Poster, c. 1916

