CHAPTER

18

- The New Deal
- Reaction and reform
- The coming of World War II

Snapshot

Georgia's U.S. Sen. Richard Russell (tipping his hat) accompanied Franklin and Eleanor Roosevelt on a 1933 visit to Warm Springs.

The New Deal and World War II

The United States had never experienced anything like the Great Depression. Everyone, including governmental leaders, began asking the question, "What should be done?" Americans began to wonder what responsibility the government had, if any, to end the crisis.

Herbert Hoover was president of the United States when the Great Depression set in. He felt that America's economy was basically sound. Hoover, a Republican, believed strongly that government should not interfere with the economy. Business could take care of itself. In this belief, he was supported by most business leaders.

As the depression worsened, pressures mounted to do something. President Hoover and Congress set up government programs to lend money to keep banks and businesses going and to buy surplus farm products.

By the time of the presidential election of 1932, many Americans were blaming Hoover for the depression. His Democratic opponent, Franklin D. Roosevelt, governor of New York, won by a landslide.

In his campaign, Roosevelt—nicknamed FDR—promised the people a **New Deal**. Government, he pledged, would become directly involved in ending the depression and in preventing another one. As soon as he took office in March 1933, Roosevelt began a series of actions that eventually would change the role of the national government in American society.

The New Deal

Roosevelt's New Deal programs were aimed at "Relief, Recovery, and Reform." Because there were so many new government agencies set up to administer these programs, they were usually known by their initials rather than their names.

Relief programs were aimed at providing help to the millions of unemployed and their families, many of whom were near starvation. Although some relief programs gave direct handouts of food, clothing, and cash, most programs involved work.

- Civilian Conservation Corps (CCC): Put young men to work in rural and forest areas, planting trees and terracing fields to prevent soil erosion. These men also worked on dams, roads, and forest fire prevention and mosquito control projects. They lived in army-type camps. The government paid them $30 a month—$22 of which was sent to their parents.
- Public Works Administration (PWA): Put about a half-million men to work on public construction projects, such as school buildings, community auditoriums, hospitals, dams, roads and bridges, airports for the military, and ships for the navy.
- Works Progress Administration (WPA): The biggest and most controversial work relief program. From 1935 to 1941, the WPA gave work to almost 8 million unemployed men and women, ranging from construction workers to artists, musicians, and writers. Its 250,000 projects included such widely varying activities as clearing slums, building power plants, and providing free plays and concerts.

  The WPA spent over $11 billion on its projects. Many citizens criticized these projects as a waste of the taxpayers' money. Others defended the WPA, pointing out that work relief did more than provide people with income, which when spent stimulated business recovery. It also boosted their pride in themselves and gave them hope at a time when the morale of millions was at a low point.

Recovery programs were aimed at helping the economy get back on its feet. One of the main problems was low farm prices because of overproduction.

- Agricultural Adjustment Administration (AAA): Aimed to bring farm income back up to World War I levels. It paid farmers to produce less cotton, corn, wheat, rice, and milk, and fewer hogs. It also bought farm products to distribute

Posters like this one in 1936 told citizens how to sign up for the new Social Security program. According to the poster, who was not eligible to participate?

WPA road crew, Bibb County, 1936. Works Progress Administration road projects such as this one employed many Georgians.

to people on relief. The effect was to raise farm prices and thus enable farmers to buy manufactured goods.

- Farm Security Administration (FSA): To relieve rural poverty. Provided loans to almost a million sharecroppers, renters, and farm laborers to buy land, tools, and livestock. It also assisted farmers in trying new crops and taught them soil conservation, livestock raising, and farm management.
- National Recovery Administration (NRA): To help business, industry, and their employees. Attempted to have business operate according to strict codes of conduct. The codes specified how much certain businesses would produce, the prices they would charge, and the wages they would pay. Their goal was to control production and raise prices. The codes outlawed such practices as unfair advertising and price discrimination. The codes also set minimum wages and maximum working hours for each industry. Child labor was prohibited.
- Federal Deposit Insurance Corporation (FDIC): A recovery program to help restore confidence in the nation's banks. Deposits in an insured bank (which had to meet certain federal regulations) were protected against loss up to $5,000.

Reform programs were aimed at making changes in the way Americans worked and did business so as to prevent future hardships like the ones they suffered in the 1930s.

- Securities and Exchange Commission (SEC): Set up to oversee the buying and selling of stocks. To protect investors, and the corporations themselves, the SEC set rules against the wild speculation and shady dealings that had led to the 1929 crash.

Primary Source

Lina Belle McCommons Remembers the New Deal

Lina Belle McCommons lived in Greene County during the 1930s. She was interviewed at Greensboro in 1981.

I came directly from college to Greensboro to teach in the high school in 1928.

I well remember when President Roosevelt came into office and how everybody sat by the radio to listen to his fireside chats. They thought he was just wonderful. I didn't hear a single person in this area criticize him. No, he wasn't that popular everywhere else, but in most small towns and rural areas, they thought he had really come to turn the country around. He would tell us over the radio that things were getting better all the time and that all we had to fear was fear itself. He would say not to be uneasy about the future, that it was going to get better all the time.

We benefited in this area because it was chosen for a number of the CCC camps—the army of young workers, who worked in forests and fields, stopping erosion. Some people said it was a waste of money. But it kept a lot of young fellows employed. And it resulted in newly planted forest areas that of course led into the sawmill and pulpwood business still flourishing today.

The business people thought it was a good thing because the young men spent money with the local merchants. They not only kept themselves going, but helped their families, their parents, survive those hard years.

Another thing they did was to build beautiful parks. So, it had many fringe benefits besides giving young unemployed men jobs. The benefits of those programs were far-reaching.

Interpreting the Source

1. According to McCommons, how did Roosevelt assure citizens that everything would be all right?
2. How did Greene County benefit from New Deal programs?

- National Labor Relations Board (NLRB): To protect workers who wanted to organize unions. Under the NLRB, employees were guaranteed the right to choose representatives to bargain collectively with employers over wages and working conditions.
- Rural Electrification Administration (REA): A major reform effort to provide electrical power to rural areas of the country.
- Tennessee Valley Authority (TVA): Built dams and operated power plants to provide low-cost electricity to people in seven states. Brought power to millions of farm families through cooperatives.
- Social Security Act: Began to provide government pensions, or retirement pay, to older citizens. It also provided federal money to state governments for helping people who were unemployed or unable to work. ▶

▶ Locating the Main Ideas

1. Define: New Deal
2. How did presidents Hoover and Roosevelt differ on the proper role of government in fighting the Great Depression?
3. Discuss the three aims of the New Deal.

Franklin D. Roosevelt took a personal interest in his neighbors when he visited the Little White House at Warm Springs, Georgia. Some of his New Deal programs were conceived because of what he saw and heard in Georgia.

Eugene Talmadge and the New Deal

At first, Governor Talmadge supported Roosevelt's efforts to combat the depression. Then he began to fear the New Deal as threatening "Georgia's way of life." For example, he opposed new minimum wage requirements, saying:

> Some of the opposition want the state of Georgia to pay a boy who drives a truck, or a negro who rolls a wheelbarrow, a minimum of 40 cents per hour, when a hardworking white woman in the cotton field, right beside the road where they are, is picking cotton from sunup to sundown. If you put a minimum of 40 cents per hour on picking cotton this year in Georgia, the present price of lint and seed would not pay the pick[ing] bill.

Governor Talmadge had other arguments against minimum wage laws. He said that they would hurt private enterprise by paying too high a wage. He said that they would threaten white supremacy by giving blacks equal pay with whites.

When the General Assembly passed laws to enable Georgia to participate in other New Deal programs, the governor vetoed them. For instance, he vetoed Social Security retirement benefits and unemployment insurance for Georgia.

Snapshot

Franklin Roosevelt first came to Warm Springs in 1924 for treatment of his polio. In 1926, he purchased the resort and built this cottage. Known as the Little White House, FDR's Georgia home today is a state historic site.

Events in History

The Legacy of the New Deal

The New Deal produced great change in America, both immediately and in the decades that followed. Monuments to the great rescue program still stand today. Across Georgia are courthouses and other public buildings, low-income housing projects, roads and bridges, dams, and numerous other public works projects from the 1930s. New Deal changes, however, were not always visible. New programs were launched—such as Social Security, unemployment assistance, and bank regulations—to improve the social and economic life of Americans in need.

When President Roosevelt took office, almost 13 million Americans were out of work—about 25 percent of the nation's labor force. By 1940, over 8 million were still unemployed, almost 15 percent.

The New Deal, then, was not successful in ending the Great Depression. Its programs were experiments. Some worked; some didn't. Still, many people in the 1930s saw that their government was trying. The New Deal gave them hope and helped them get through the hard times.

What were the long-term effects of the New Deal? According to the U.S. Constitution, one purpose of government is "to promote the general welfare." The New Deal gave that phrase a new meaning: government has the duty to protect all its citizens.

Since the 1930s, citizens have come to expect various kinds of government protection. They deposit their money in banks without fear of losing it. They approach old age expecting to have an income even when they can no longer work. Working people expect to be paid a minimum wage. They also expect government to support their right to organize a union and bargain with employers. By law, persons who are handicapped, unemployed, or otherwise needy are entitled to certain kinds of government protection.

Americans also pay for these protections. Government is far bigger, costs much more, and is tied into the daily lives of citizens far more than before the New Deal. Of course, many questions remain about the role of government in American society. But the New Deal resulted in general acceptance—if not expectation—that government will take an active role in attempting to better the life of citizens in this country.

By 1936, Governor Talmadge was openly calling President Roosevelt a **socialist** (someone who believes in government ownership of major services and the means of production). In fact, since Georgia's constitution prohibited him from running again for governor, Talmadge prepared to challenge Roosevelt for the presidency of the United States.

Georgia voters had mixed feelings. They believed in many of the values that Talmadge preached, but they also appreciated the help Roosevelt was giving them. Furthermore, since the late 1920s, FDR, a victim of polio, had come regularly to Warm Springs, Georgia, for treatment. As president, it was there he established his "Little White House," which made him special in the eyes of many Georgians.

Gov. Eugene Talmadge, wearing the red suspenders that became his trademark, had an electrifying speaking style.

Georgia's "Little New Deal"

In 1936, Georgians got a chance to vote on the New Deal. An overwhelming 87 percent gave their support to Roosevelt for president. In the governor's race, Georgia voters elected E. D. Rivers—a Talmadge foe who supported Roosevelt's New Deal. At the same time, they reelected Richard Russell to the U.S. Senate over Eugene Talmadge, who ran for the Senate instead of the presidency.

Georgia now joined the New Deal fully. Roads, bridges, courthouses, school buildings, and other public works were constructed across the state with federal money. Georgians began to participate in such programs as Social Security retirement, unemployment benefits, slum clearance, and soil conservation. Rivers even hoped to lead his own "little New Deal" to do more for Georgia's needy. Working with federal programs, he tried to bring health care and basic welfare programs to rural citizens.

At the same time, the General Assembly upgraded public education by providing funds for free textbooks and a seven-month school year. In response to the growing number of highway deaths, lawmakers created a state highway patrol and required all drivers to be licensed. By 1938, Georgia got its first four-lane highway, linking Atlanta with nearby Marietta. That same year, prohibition ended in Georgia when a law was passed allowing each community to vote on the sale of alcoholic beverages.

Many of the programs Rivers envisioned—such as new hospitals, schools, and highways—were very costly. State government needed a way to borrow money to build these projects, and then

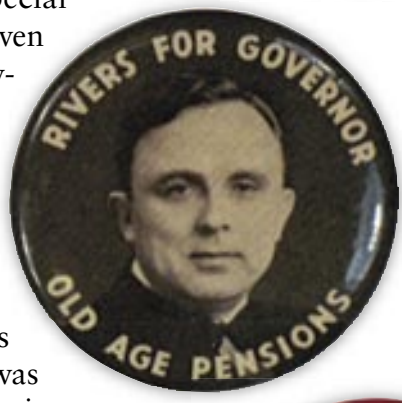
Snapshot

Lake Chatuge in Towns County was built by the Tennessee Valley Authority in 1941–1942.

pay off the loans over a period of years. At that time, however, Georgia's constitution prohibited state debt.

Using Roosevelt's Tennessee Valley Authority as a model, Rivers proposed creating special state authorities. An **authority** is a public corporation created by government to perform a special service or function. As a corporation, an authority can be given special powers (such as borrowing money) that regular government agencies do not have. In 1939, Rivers successfully pushed legislation to create a State Hospital Authority with power to borrow money to build new hospital facilities.

Despite his successes and good intentions, Governor Rivers's "little New Deal" ended on a sour note. Refusing to raise taxes to cover all the new expenses, he juggled the state finances. State government was again in debt. As Rivers's term ended, New Deal opponent Eugene Talmadge was back, running again for governor. Nationally, FDR was running for an unprecedented third term as president. Both won. ▶



Reaction and Reform

Since the election of Richard Russell in 1930, state politics had been dominated by strong governors. However, as Georgians anxiously followed the events of World War II overseas, events occurred at home that would bring big changes to state government—especially in the office of the governor.

Talmadge Reelected

In 1940, with Europe on the brink of war, Talmadge ran a successful race for governor by attacking many of the New Deal programs. He criticized them as unnecessary, costly, and a dangerous threat to American federalism. Moreover, he warned white voters, the New Deal's real aim was to end segregation in the South. The strategy worked.

Once back in office, Talmadge objected to what he called "ultraliberals" everywhere, but particularly in Georgia's colleges and universities. He warned of "foreign professors trying to destroy the sacred traditions of the South." By "foreign," Talmadge meant from other parts of the country. He even went so far as to propose dismissing university professors and administrators who were not native Georgians. He backed off, though, when told that 700 educators fell into this category. Still, he promised to rid Georgia's colleges of any professor who favored "communism or racial equality."

Soon after taking office in 1941, Governor Talmadge received word that certain professors in Georgia's university system supported school **integration**—educating white and black students in the same schools. Among the leading integrationists, he was

▶ Locating the Main Ideas

1. Define: socialist, authority
2. What was Governor Talmadge's attitude toward the New Deal's program of minimum wages?
3. How did Georgians express their support for the New Deal in the 1936 elections?
4. Once Georgia began to participate in the New Deal, what changes came about?

During the 1942 campaign for governor, Ellis Arnall spoke to a crowd in front of the University of Georgia campus. Why would Arnall have been popular in Athens?

told, were two administrators—the dean of the College of Education at the University of Georgia and the president of Georgia Teachers College at Statesboro. Talmadge brought the issue before the Board of Regents—the governing body of Georgia's university system. The governor not only appointed members of the board but also served as a member. After replacing three board members who wouldn't agree, Talmadge and the board voted to fire the two administrators.

This and other interference by Talmadge caused the Southern Association of Colleges and Secondary Schools in 1941 to remove its accreditation (official approval) of the University of Georgia and other white public colleges in the state. This meant the credits and degrees of students going to these schools would not be recognized outside Georgia.

The University of Georgia's loss of accreditation gained national attention. Many Georgians were outraged, and students began protest demonstrations against Talmadge's interference.

At this point, Ellis Arnall, Georgia's attorney general, announced that he would run against Talmadge for governor. In the spring and summer of 1942, college students by the hundreds traveled across the state campaigning for Arnall. It was the only race for governor that Eugene Talmadge would lose.

Ellis Arnall and Reform

Ellis Arnall had promised voters that he would reform state government if elected. They approved, and change came quickly.

First, Arnall asked the General Assembly to propose a series of constitutional amendments and adopt new laws that would reduce the power of the governor. This legislation particularly affected education. The governor was removed from the boards

Georgians in History

Margaret Mitchell

Perhaps no book has shaped the world's perception of Atlanta and the South more than *Gone with the Wind*, Margaret Mitchell's epic novel of power and passion set in mid-nineteenth-century Georgia and published in 1936. Visitors to modern Atlanta routinely ask for directions to Tara, a plantation in Mitchell's book, and search in vain for the graves of characters who existed only on paper.

Margaret "Peggy" Mitchell was born in 1900, a sixth-generation Atlantan who grew up listening to old Confederate veterans telling stories of Civil War battles. She was graduated from Washington Seminary and attended Smith College. Her mother's unexpected death ended her college career. She returned to Atlanta to tend house for her father, a prominent attorney.

After a debut into Atlanta society and a brief marriage, Mitchell landed a job as a reporter for the *Atlanta Journal Sunday Magazine*. Her coworkers, writers Frances Newman and Erskine Caldwell among them, praised the quality of her interviews, profiles, and features.

Mitchell married again, this time to Georgia Power advertising executive John Marsh. When a severe ankle injury forced her to leave the *Journal*, Mr. Marsh urged his wife to fill her time by writing a novel. His support and encouragement continued through Mitchell's 10 years of researching, writing, and editing her lengthy manuscript.

Once her project was completed, Mitchell was reluctant to let it go, but a Macmillan Company editor—and her husband—knew she had created a best-selling novel. They convinced her to allow its publication. *Gone with the Wind* was an instant success, winning the 1936 Pulitzer prize and spawning an Academy Award–winning movie classic.

Constantly besieged by reporters during the 1940s, Mitchell fought to maintain her privacy and modest lifestyle. She was active with the Red Cross during World War II and nursed both her father and husband. On August 16, 1949, Mitchell died from injuries received a few days earlier when she was hit by a taxi while crossing Peachtree Street with her husband.

that ran the state's public schools and the university system. He lost the power to remove certain elected officials from office or to strike salaries from the budget, as Eugene Talmadge had done. Another law took away the governor's power to pardon convicted criminals, instead giving this power to a board of pardons and paroles. Because the former governor had often blocked changing the state constitution, the governor's power to veto constitutional amendments was revoked.

During his term in office, Governor Arnall called for prison reform. The chain gangs, with their striped clothes and leg irons, were finally abolished.

University of Georgia college students staged a campaign rally supporting Ellis Arnall's bid for the governor's office.

There were changes in voting, too. Arnall argued that any person "old enough to fight for us in the deserts of North Africa or the swamps of New Guinea is old enough to take part in our government." In 1943, he pushed for a constitutional amendment to lower the voting age to 18. Lawmakers approved the change, and voters then passed the amendment. Georgia became the first state in the nation to allow 18-year-olds to vote. Eighteen-year-olds would not have this right nationwide until 1971, when the Twenty-sixth Amendment to the U.S. Constitution was approved.

By 1943, Georgia's "redeemer" Constitution of 1877 had been amended over 300 times. It was confusing because of all the changes upon changes. Arnall called on the General Assembly to assemble a special commission to draft a new state constitution. In March, lawmakers named a 23-member body, with Arnall as chairman. During 1943 and 1944, committee members labored over revising the old constitution. Finally, in January 1945, the new constitution was presented to the General Assembly, where several changes were made. In August, Georgia voters approved what became known as the Constitution of 1945.

Other changes took place under Arnall's leadership. In 1945, Georgia became the fourth southern state to drop the poll tax. That year, a federal district court ruled that Georgia's white primary was unconstitutional. Arnall urged Georgians to accept the ruling rather than come up with a new strategy for keeping blacks from voting in the Democratic primary. In 1946, the party voted to abandon the white primary. Blacks could now vote in its primaries. ◀

▶ Locating the Main Ideas

1. Define: integration
2. Why did the University of Georgia and other white public colleges in Georgia lose their accreditation in 1941?
3. In what ways did Governor Arnall reduce the powers of the office of the governor?
4. Why was Georgia's constitution rewritten?

The Coming of World War II

As the country emerged from the Great Depression, thoughts turned to prosperity and better times at home. Yet, increasingly, Georgians were hearing troubling news from abroad. Japan had invaded China in the early 1930s. By 1938, Japan was in command of the major cities in eastern China—including the capital city of Beijing. In the fall of 1935, Italy invaded Ethiopia, a historic kingdom of northeastern Africa.

America's Great Depression had contributed to a worldwide economic slowdown, and many nations began to turn to strong leaders to take control and solve their problems. Many of these new leaders became **dictators** (rulers with few limits on their authority). To them, order was more important than freedom and the nation more important than the individual. By appealing to **nationalism** (strong feelings for one's nation and its traditions), these new leaders diverted their people's concern away from democracy and human rights.

German Expansion and the Outbreak of War

Many Germans had never forgiven the victorious Allies for a peace settlement forced on them at the end of World War I. Germany had been forced to disarm and told to make huge payments to the victors for having started the war. It also had to give up many of its overseas colonies and much of the land it held in Europe. America's Great Depression made Germany's situation even worse, as Americans began withdrawing funds deposited in German banks. Factories closed and unemployment shot up. Unable to pay its war debts, Germany resorted to

Maj. Robert Stephens, Jr., of Athens was assigned to the Nuremberg war crime trials at the end of World War II. Here he helped prosecute leaders of the Nazi SS who were responsible for the deaths of millions of Jews in German and Polish concentration camps during the war. A 1941 graduate of the University of Georgia law school, Stephens later served eight terms in the U.S. House of Representatives (1961–1977).

(Above) Japanese bombs striking U.S. ships at Pearl Harbor on the morning of December 7, 1941.

printing more and more paper money, which became worthless. Soon Germany's economy was near collapse.

During these hard times, many Germans began listening to a group of extremists known as National Socialists (or Nazis). Their leader, Adolph Hitler, set out to take over Germany's government. Once the Nazis were in power, no one was allowed to oppose them. Anyone who did could be imprisoned or executed. All political parties—except the Nazi party—ceased to exist. Minorities—particularly Jews—were viewed as "inferior" and blamed for many of Germany's problems. What began as Nazi discrimination against and persecution of German Jews became a policy of eliminating all Jewish people. Eventually, millions of innocent men, women, and children were sent to their deaths. This tragedy became known as the **Holocaust**.

Though the treaty ending World War I had prohibited Germany from rearming itself, Hitler launched a vast program of military arms buildup. He also directed the beginning of a military draft so he could have an army.

In 1936, Germany and Italy signed a treaty of alliance. Soon Hitler was ready to move. In April 1938, he announced that Germany was annexing (adding) Austria to Germany. Next, he prepared to annex the Sudetenland, an area of Czechoslovakia where many people of German ancestry lived. Britain, France, and Italy stood by, saying little and doing nothing. The next year, Russia signed a pact with Germany, allowing Hitler to take what was left of Czechoslovakia.

On September 1, 1939, Hitler's forces marched into Poland. Two days later, Britain and France declared war on Germany. Shortly thereafter, Germany launched a three-month "lightning war" on its European neighbors. Denmark, Norway, Belgium, Luxembourg, Netherlands (Holland), and finally France fell to the German forces. In 1940, Hitler launched a massive air attack on Great Britain. For months, German bombers dropped thousands of explosives on London in nightly raids. Nearly 13,000 residents were killed during the bombings, but the city refused to give up. After the loss of thousands of planes, Germany gave up what came to be known as the Battle of Britain.

Fort Benning, 1941. U.S. infantry soldiers engage in a bayonet drill. In the background are jump towers used for paratrooper training.

(Below) During World War II, black and white Americans trained and fought in segregated units. This MP was stationed at Fort Benning in Columbus, Georgia.

In 1941, Hitler turned his attention to the east. After taking over Yugoslavia and Greece, Hitler now turned his sights on Russia. Disregarding the former treaty, the Germans invaded Russia, a move that resulted in millions of deaths.

America Enters the War

At first, the United States tried to stay neutral in the war. Germany's military successes, particularly its capture of France, helped change the mood of the American people. Soon it became clear that Germany and Italy were unstoppable without U.S. help. In September 1940, Congress authorized a military draft. In March 1941, it approved the Lend-Lease Act, which allowed Britain to borrow or lease U.S. ships, arms, supplies, and food to be used in its defense against Germany. In November, Congress extended Lend-Lease to the Soviet Union.

Japan, which had an alliance with Germany, then proceeded with an act that ensured the entry of the United States into World War II. Early on the morning of December 7, 1941, Japan conducted a massive bombing raid on the giant American naval base at Pearl Harbor, Hawaii. The attack was unexpected by the United States. As the Japanese planes flew back to their aircraft carriers, they left behind 2,330 Americans killed, 1,145 wounded, and hundreds of destroyed ships and planes.

On December 8, President Roosevelt went before a joint session of Congress. Calling December 7 "a day that will live in infamy," he called for a declaration of war against Japan. Congress granted that declaration with only one dissenting vote—that

This 1948 editorial cartoon drawn by Clifford "Baldy" Baldowski shows three of Georgia's most influential members of Congress—Senators Richard Russell and Walter George along with Rep. Carl Vinson. What is the meaning of this cartoon?

of Montana congresswoman Jeannette Rankin.* Rankin was a **pacifist**—a believer in nonviolence—who had lived in Georgia prior to her election in 1940 and maintained a residence in the state for many years.

Earlier, Japan had signed a treaty of alliance with Germany and Italy. Three days after the United States had declared war against Japan, Germany and Italy declared war on the United States. Before the end of the second World War, some 50 nations would be involved, either on the side of the Allies (a term for the United States, Great Britain, and their allies) or the Axis (a term for Germany, Italy, Japan, and their allies). ◀

Georgia's Role in World War II

Georgia contributed in many ways to America's war effort. Over 320,000 Georgians volunteered or were drafted into the military between 1941 and 1945. One of Georgia's most well-known native sons in World War II was Gen. Lucius D. Clay. He gained fame for his ability to keep a steady stream of vital supplies and equipment reaching American troops in Europe. Other military officers from Georgia serving in World War II included future governors Marvin Griffin, Herman Talmadge, Ernest Vandiver, and Carl Sanders.

Georgia had another role during the war. It provided places for training soldiers. Only Texas had more military bases than Georgia. This was in part due to Georgia's climate, cheap land, extensive rail network, deep-water ports, and numerous farms and mills to feed and clothe soldiers.

The number of military bases in Georgia also reflected the influence in the national government of two Georgia congressmen—Rep. Carl Vinson and Sen. Richard Russell. Both became widely respected for their knowledge and commitment to military preparedness. First elected to the U.S. House in 1914, Vinson served in Congress for more than 50 years. While there, he sponsored legislation creating the U.S. Army Air Corps (which later became the U.S. Air Force). Believing a navy was a country's first line of defense, he also was the driving force in Congress for building a naval fleet in the Pacific Ocean. In the Senate, Russell developed a similar reputation for helping build America's military strength during World War II.

When war broke out in Europe in 1939, the U.S. Army consisted of only 174,000 soldiers. By the end of the war, this figure jumped to 6 million men and women. For many of these young

▶ Locating the Main Ideas

1. Define: dictator, nationalism, Holocaust, pacifist
2. Identify: Margaret Mitchell, Pearl Harbor, Jeannette Rankin, Allies, Axis
3. Why was the German economy near collapse in the 1930s?
4. How did President Roosevelt attempt to avoid sending U.S. troops to help Britain and France win the war against the Axis powers?

*The first woman elected to Congress, Rankin voted against the war in 1917. She is the only representative in history to vote against both world wars.

Americans, their first visit to Georgia was spent in "boot camp" at one of the many military training facilities in the state.

Georgia's most famous base was Fort Benning, outside Columbus. Known as "home of the U.S. Infantry," Fort Benning was the largest infantry training school in the world. Other important facilities were Warner Robins Air Service Command south of Macon, Camp Gordon near Augusta, Hunter Airfield near Savannah, and Atlanta's Fort McPherson.

Georgia industries soon became an essential part of the war effort. Factories and mills switched to production of military equipment and supplies. Car makers changed to building tanks, jeeps, and other military vehicles.

In early 1942, Bell Aircraft Corporation announced plans to locate a plant to build B-29 bombers—then America's largest military plane—in Marietta. By fall of 1943, the huge facility was in full operation, employing 20,000 civilian workers. Among other Georgia war production facilities were shipyards for building naval vessels at Savannah and Brunswick, and weapon plants at Macon and Milledgeville.

(Below) Fort Oglethorpe near Chickamauga was an important training base for the Women's Army Corps during World War II.

Women welders at the Brunswick Shipyard, 1943. Nicknamed "Rosie the Riveter," women workers were hired to do jobs during World War II that previously had been considered men's work only.

Peace at Last

America's entry into World War II helped turn the tide of war in Europe. On May 7, 1945, Germany surrendered to the Allies. But Japan continued to fight, despite great losses. When it appeared that an invasion of Japan would be necessary to end the war, President Truman gave the order to use a new, secret weapon—the atomic bomb. On August 6, 1945, a B-29 dropped the first atomic bomb on Hiroshima, Japan, leveling the center of the city and instantly killing 70,000 to 80,000 civilians. Three days later, a second bomb was dropped on Nagasaki, killing about half that number. On August 15, Japan agreed to surrender to the Allies.

The most deadly world war in history was over. According to some estimates, as many as 50 million people died during the conflict. United States losses were 405,000 dead and 671,000 wounded. About 7,000 Georgians never returned from the war.

World War II also was the most expensive war until that time. But as Georgia and the rest of the nation turned to military production, thousands of new jobs were generated. During the war, the annual income for the average Georgian doubled. By the end of the war, more Georgians were employed in manufacturing than in agriculture, a trend that would continue in the decades that followed.

The end of the war marked the beginning of a period of rapid social and economic change for the state. Hundreds of thousands of Georgia GIs* had served in such far-off places as Europe, Africa, Asia, and the Pacific. Their view of the world had been changed. As the war ended, the United States was now promising to send former GIs to college. Many young Georgians now had a chance for a better life. Postwar Georgia would never be quite the same. ◀

▶ Locating the Main Ideas

1. Identify: Carl Vinson, Richard Russell
2. What were Georgia's contributions to the war effort?
3. How did World War II boost Georgia's economy?
4. What events forced Japan to surrender, thus ending World War II?

*The term "GI" (an abbreviation for *government issue*) was a common term used for American military personnel.

Chapter Activities

Reviewing the Main Ideas

1. What events contributed to FDR's landslide victory in the presidential election of 1932?
2. Identify two programs in the New Deal that specifically helped farmers, and explain how they did.
3. Which reform program was aimed at preventing a recurrence of conditions that had led to the stock market crash of 1929? How did it work?
4. Why did Gov. E. D. Rivers's "little New Deal" run into problems?
5. How did Governor Talmadge use the issue of segregation to attack university professors and administrators?
6. What was Governor Arnall's reason for giving voting rights to 18-year-olds?
7. What advances were made during Arnall's administration that benefited African American voters?
8. What actions of Adolph Hitler caused Britain and France to declare war on Germany?
9. What event brought the United States directly into World War II?
10. When World War II ended, more Georgians were employed in industry than in agriculture. Why?

Give It Some Extra Thought

1. **Explaining Change**. Write a paragraph describing how the role of government changed because of Franklin D. Roosevelt's presidency and the New Deal program.
2. **Relating Past to the Present**. What protections do Americans still have today that were started during the New Deal?

Sharpen Your Skills

1. **Using a Globe**. Use a globe or a map of the world and calculate the distance from Tokyo, Japan, to the Hawaiian Islands. Is it further than the distance from the Hawaiian Islands to Los Angeles, California?
2. **Critiquing**. Critique the success of the Works Progress Administration during the New Deal. Be sure to cover why some citizens opposed its projects and why others defended them.
3. **Analyzing the Outcome**. Give the main reason why you think Georgia voters rejected Gov. Eugene Talmadge in his race for reelection in 1942.

Going Further

1. **Doing Research**. Choose one of the programs of the New Deal and locate more information about that program. Write one paragraph describing the facts about the program and another paragraph evaluating its effectiveness.
2. **Write a Slogan**. Write a campaign slogan that Ellis Arnall could have used in his 1942 race against Eugene Talmadge.

During World War II, this Brunswick shipyard built 99 "Liberty Ships." These 416-foot-long cargo ships carried military supplies to American soldiers overseas. At its peak, the shipyard employed 16,000 men and women.