

CHAPTER 23

War and Peace

Why It Matters

World War II brought about considerable changes in Texas. Texans served in all branches of the U.S. armed forces. Texans also worked on the home front to supply airplanes, ships, gasoline, and other products necessary to fight the war.

The Impact Today

The Allied victory in World War II protected the freedom and democracy guaranteed in the United States and Texas constitutions.



1942
★ More available jobs for minorities and women in Texas



Texas



United States

1934

1938

1942

1937

- Golden Gate Bridge opened in San Francisco



1937

- Japan invaded China



1941

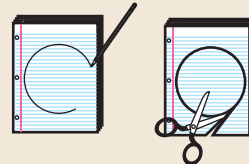
- United States entered World War II

Study Organizer

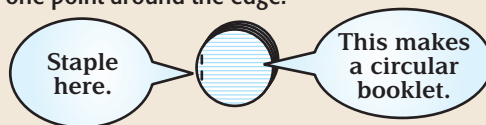
Summarizing Information Study Foldable

Make this foldable and use it to help you organize information about Texas during and after World War II.

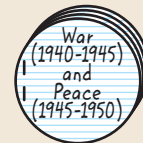
Step 1 Stack four sheets of paper, one on top of the other. On the top sheet of paper, trace a large circle. With the papers still stacked, cut out all four circles at the same time.



Step 2 Staple the paper circles together at one point around the edge.

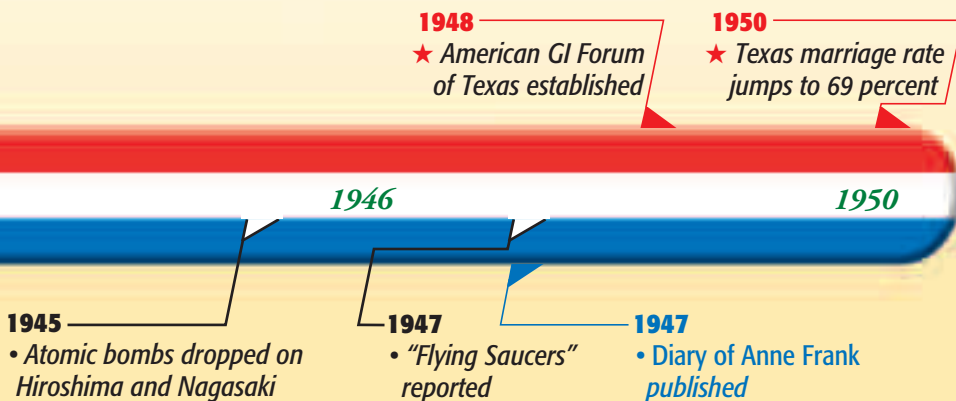


Step 3 Label the front cover as shown, then label the next page "Know," another page "Want to Know," and the third page "Learned."



Reading and Writing Before reading the chapter, write what you know about World War II inside your foldable on the appropriate page. Then list what you would like to know on the next page. As you read the chapter, record what you learn on the third page of your foldable.

This World War II battle scene of PT boats and Zero airplanes near Midway Island was painted by Lieutenant Commander Griffith Coale.



TEXAS HISTORY Online

Chapter Overview
 Visit the texans.glencoe.com Web site and click on **Chapter 23—Chapter Overviews** to preview chapter information.



Texans Support the War

Guide to Reading

Main Idea

Texans played a major role in World War II as civilian workers and as skilled military personnel.

Key Terms

dictator, Axis Powers, neutral, Allies, Lend-Lease Act

Reading Strategy

Categorizing As you read, fill in the chart with the names of the Allies and Axis Powers.

Allies	Axis Powers

Read to Learn

- how the U.S. and Texans became involved in World War II.
- how Texans responded to the war.

Section Theme

Civic Rights and Responsibilities

Texans of all ethnicities and from all regions made significant contributions to the war effort.

Preview of Events

◆ 1939

Germany invades Poland

◆ 1941

December 7, 1941

Japan attacks Pearl Harbor

◆ 1942

Oveta Culp Hobby recruits women to join the WAAC



World War II soldier

A Texas Story



In 1944 Army Private Macario García was a long way from his home in Sugar Land, Texas. While an acting squad leader of Company B, 22nd Infantry, near Grosshau, Germany, he single-handedly assaulted two enemy machine gun emplacements. Approaching prepared positions on a wooded hill, his company was pinned down by intense machine gun fire. Badly wounded, he fought on with his unit until the objective was taken. Only then did he allow himself to be treated.

Dictators Come to Power

The Great Depression of the 1930s was not confined to the United States. Other nations suffered economic downturns as well. In some countries, **dictators**, or absolute rulers, came to power during this time.

Military leaders in Germany, Italy, and Japan took control and began wars of expansion. These countries signed a treaty agreeing not to attack each other. They became known as the **Axis Powers** because the leaders believed the world would revolve around them.

Other nations watched this with great concern. When Germany invaded Poland in 1939, the European democracies such as France and England were forced into action. World War II had begun.

The Axis Powers seemed to have all the advantages. German troops conquered Belgium, Holland, Denmark, Norway, and France. Many people in Texas watched in horror at the treatment of the conquered nations.

Although the U.S. was officially **neutral**, or not taking sides, President Franklin Roosevelt and many American leaders favored the **Allies**. The Allies were the nations at war with the Axis Powers. The Allies included England, China, France, and Russia. Roosevelt made military equipment available to them through the **Lend-Lease Act**, even though Americans were debating whether the U.S. should be involved in the war.

The debate ended on Sunday morning, December 7, 1941. On that day, “a day that will live in infamy,” Japan attacked U.S. troops based at **Pearl Harbor** in Hawaii. The United States was now officially at war.

Reading Check Explaining What were some of the main causes of World War II?

Texans Respond

Texans were involved in World War II from the beginning—the bombing of Hawaii. **Doris “Dorie” Miller**, an African American sailor from Waco, fired at Japanese airplanes from the U.S.S. *West Virginia* during the attack on Pearl Harbor. Later the Pacific Commander, **Admiral Chester W. Nimitz** of Fredericksburg, Texas, presented Miller with the Navy Cross. Nimitz said:

“This marks the first time in this conflict that such high tribute has been made in the Pacific Fleet to a member of his race and I’m sure that the future will see others similarly honored for brave acts.”

Texans of all ethnic groups and from all regions enlisted in one of the armed services. In March 1943, the War Department announced that Texas had the highest percentage of enlisted population of all the states in the nation. The total number of Texans who served was about 750,000.

Texans occupied every rank and branch of the services. William Simpson, Ira Eaker, and Lucian Truscott were 3 of 155 Texans who were generals in the war. **Dwight Eisenhower**, who was born in Denison, commanded Allied forces in Europe. Chester W. Nimitz was one of 12 admirals from the state.

Texan **Audie Murphy** fought in nine battle campaigns in North Africa and Europe. He received more medals than any other American. As “the most decorated soldier” in U.S. history, Murphy went on to a successful career as a movie actor, songwriter, and businessman. **Commander Samuel D. Dealey** of Dallas was

Picturing History

Audie Murphy (*inset*) was America’s most decorated soldier. Dorie Miller (*below*) received the Navy Cross (*shown at right*) for bravery for his actions during the attack on Pearl Harbor. **How do you define a “hero”?**





TAKS PRACTICE

Most prisoner of war camps were located in the interior of Texas.

Analyzing Why was this the case?

“the most decorated man” in the U.S. Navy. **Macario García** was one of 34 Texans to receive the Medal of Honor awarded by Congress. Other Hispanics who received the coveted award were Lucian Adams of Port Arthur, José López of Brownsville, Silvestre Herrera of El Paso, and Cleto Rodríguez of San Marcos. Mike and Jimmie Cokinos, sons of a Greek immigrant in Beaumont, won medals for bravery.

Texan service personnel included 12,000 women, including the commander of the Women’s Army Corps (WAC), **Colonel Oveta Culp Hobby** of Houston. In 1942, Congress authorized her to organize the Women’s Auxiliary Army Corps (which later became the WAC). She wrote the policies and designed the uniforms, in addition to speaking to numerous groups and recruiting women all over the country.

Women Airforce Service Pilots (WASPs) received training at Avenger Field in Sweetwater. When the 1,074 trainees graduated, their main task was ferrying aircraft to places where they were needed most. WASPs also towed targets, flew tracking missions to gather information, flight-tested aircraft, gave instrument instruction, and flew practice bombing missions. Thirty-eight WASPs died in service to their country.

Katherine Luna of Dallas became director of women’s recruitment for the WAVES, a unit of the United States Navy. **Marguerette Stuart** of Houston and **Antonette Bracher** of Fredericksburg became two of the first commissioned officers in that unit.

Reading Check Identifying Name the three branches of service that women served in during World War II.

The Armed Forces Train in Texas

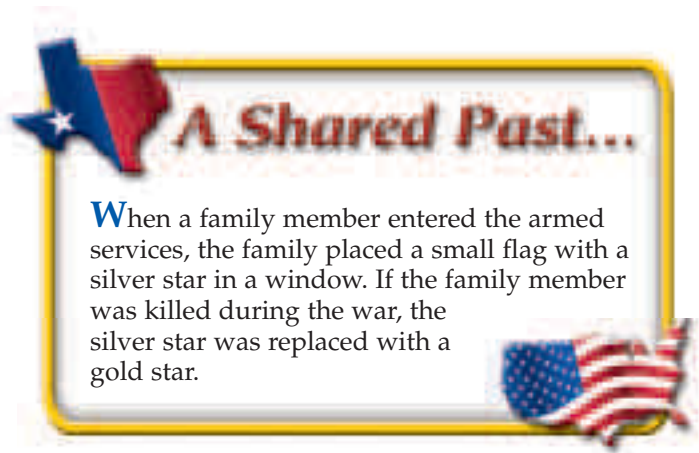
The favorable climate, location between the two coasts, and wide open spaces made Texas ideal for the establishment of military bases during World War II. Eventually more than 100 were built or enlarged to help the war effort. Every region and most cities of Texas were affected one way or another by military construction during World War II.

Soldiers, sailors, and airmen from all over the United States came to Texas for training. Carswell Field, in Fort Worth, was home to the Air Force Training Command headquarters. The Midland Army Airfield was the largest bombing crew training base in the world. Naval air stations were located in Corpus Christi, Kingsville, and Beeville. Even Dallas, far from the sea, became a site for a U.S. Navy installation where naval pilots were trained.

Prisoner of War Camps

During World War II, Texas had almost twice as many prisoner of war camps as any other state. Twenty-two base camps were located on military installations, and 48 branch, or labor, camps were constructed all over the state.

The camps housed thousands of prisoners. More than 45,000 German, Italian, and



Japanese prisoners were held in Texas from 1942 to 1945. The prisoners worked performing agricultural tasks, such as picking cotton, pulling corn tassels, and harvesting rice. Most of the prisoners were soldiers captured in battle, but many were civilians. They were well treated, and only a few attempts to escape from the Texas camps were made.

After the war, almost all prisoners were returned to their native countries, and many expressed their desire to return to Texas. Over 100 prisoners who died of wounds or of natural causes are still buried in the Fort Sam Houston National Cemetery in San Antonio.

Reading Check Summarizing Why was Texas an ideal place to establish military bases?

SECTION 1 ASSESSMENT

Checking for Understanding

- Using Key Terms** Write a sentence explaining the change in the United States' involvement in the war, using the terms **neutral** and **Allies**.
- Reviewing Facts** Who was the commander of the Women's Army Corps? What was her role in the war effort?

Reviewing Themes

- Civic Rights and Responsibilities** What groups made important contributions to the war effort?

Organizing to Learn

- Identifying** Many Texans made important contributions to the war effort. Create a chart like the one shown, and list three Texans from this section and their accomplishment.

Individual	Accomplishment

Critical Thinking

- Evaluating** How did Texans feel about the way the Axis Powers treated people in the countries they invaded?

TAKS PRACTICE

Predicting Consequences Even if the United States had not entered the war, what would the result of the Lend-Lease program have been? Consider not only who might have won the war, but also future diplomatic relations between the Axis Powers, the Allies, and the U.S.

Texas LITERATURE

Audie Murphy (1924–1971)



Audie Leon Murphy was born in Kingston (Hunt County), Texas. He rose to national

fame as the most decorated U.S. combat soldier of World War II, receiving every decoration for valor that his country had to offer, plus several medals from foreign countries.

After the war, Murphy was a film star, poet, and songwriter. He was killed in a plane crash at the age of 46. In 1996 the Texas legislature officially designated his birthday, June 20th, as Audie Murphy Day.

Reading to Discover

As you read the poem by Audie Murphy, imagine the feelings of a young soldier on the battlefields of World War II. Describe your feelings about the importance of freedom in a poem or paragraph.

Reader's Dictionary

implements: tools or instruments used in doing work

relics: things that have survived the passage of time

Freedom Flies in Your Heart Like an Eagle

by AUDIE MURPHY

Dusty old helmet, rusty old gun,
They sit in the corner and wait –

Two souvenirs of the Second World War
That have withstood the time, and the hate.

Mute witness to a time of much trouble.

Where kill or be killed was the law –

Were these **implements** used with high honor?
What was the glory they saw?

Many times I've wanted to ask them –

And now that we're here all alone,
Relics all three of a long ago war –
Where has freedom gone?

Freedom flies in your heart like an eagle.

Let it soar with the winds high above

Among the spirits of soldiers now sleeping,
Guard it with care and with love.

I salute my old friends in the corner,

I agree with all they have said –
And if the moment of truth comes tomorrow,
I'll be free, or by God, I'll be dead!



ANALYZING LITERATURE

1. Recall and Interpret What are the three relics referred to in the third stanza of the poem?

2. Evaluate and Connect

Describe an image of war from the poem by Audie Murphy.

Interdisciplinary Activity

- Pose five interview questions you have about war and freedom. Use these questions to interview an adult who remembers American involvement in war or conflict.
- Choose a hero from Texas history and write a poem about war and freedom from his or her point of view.

The Home Front

Guide to Reading

Main Idea

World War II caused many significant economic and social changes in the lives of Texans.

Key Terms

ration boards
smelter
concentration camp
Holocaust

Reading Strategy

Problem Solving Complete a chart like the one shown below. Identify solutions to the problems listed.

Problem	Solution
Loss of rubber supply	
Increased demand for magnesium	
Loss of tin supply	
Attacks on fuel shipments	

Read to Learn

- how Texas introduced rationing.
- about wartime productivity.
- about the effects of the war.

Section Theme

Economic Factors The war brought about a great increase in manufacturing and production in Texas. It also required ingenuity and sacrifice on the part of citizens.

Preview of Events

1941

Mexican immigration increases

1942

Expansion of wartime plant construction

1943

Ration boards register Texans

1945

World War II ends



Medal of Honor

A Texas Story

Texan Macario García received the highest honor possible for his bravery in defending his squad from German machine-gun fire. On August 23, 1945, President Truman presented him with the Medal of Honor—awarded by Congress—at a ceremony at the White House. He also received the Purple Heart, the Bronze Star, and the Combat Infantryman's Badge. The following January he received the *Mérito Militar* from the nation of his birth, Mexico.

Industrial Production

President Roosevelt and his military advisers knew that an American victory could be won if the military had tanks, ships, airplanes, gasoline, explosives, and other necessary supplies and equipment. One adviser said, "This is a war of machines and of ships and airplanes powered by oil. In short, this is an oil war." United

States military planners expected Texas to provide 80 percent of the oil needed to fight the war.

Texas also possessed adequate supplies of natural gas, water, timber, and sulphur, so it was the logical site for wartime industrial expansion. The rapid rise in plant construction during the years 1942 through 1944 resembled the earlier oil booms at the Spindletop, Ranger, and East and West Texas fields. County **ration boards** registered all Texans in February 1943. When those registration figures were compared to the census figures from 1940, it was obvious that dramatic population changes had occurred in many parts of the state. Moore County, for example, had almost doubled its population because of the construction of a nitrogen-producing plant near Dumas. Many regions in Texas experienced population growth because of wartime employment opportunities.

The most pressing needs of the military were for airplanes and ships. Aircraft factories were concentrated in the Dallas–Fort Worth area. Shipyards were built along the coast at Port Arthur, Orange, Beaumont, Houston, Brownsville, and Rockport. The Houston Shipbuilding Corporation employed 35,000 workers.

Steel was produced at Daingerfield and Houston. The coastal region between the Brazos and Sabine Rivers became one of the most heavily industrialized areas of the world. Texas specialties were gasoline, aviation fuel, and petrochemicals.



New Methods of Production

Wartime demands encouraged the development of new products and better methods of production. The need for rubber, used in tires, fan belts, and dozens of other products, is a good example of such needs. The Japanese had cut off the supply of natural rubber from Southeast Asia. Scientists discovered a way to make rubber from petroleum. Plants to manufacture the synthetic rubber were built in Texas.

The war increased the demand for magnesium, a lightweight metal. Scientists devised a process to remove magnesium from seawater, and a huge plant for that purpose was built at **Freeport**. Another example of wartime problem-solving involved tin. There was no tin **smelter**, or processing plant, in the entire United States in 1941. After the Japanese



Picturing History

Women helped the war effort at home, in factories, and in the military. Women became Women Airforce Service Pilots (*left*) and joined other military units. On the home front, a female factory worker was often called “Rosie the Riveter.”

Where were many of the aircraft factories located?



conquest of Southeast Asia, the United States was without a supply of tin. The problem was solved by the construction of the largest tin smelter in the world at Texas City.

Shipping gasoline and aviation fuel by tanker from the refineries at Baytown, Port Arthur, and Pasadena to the East Coast ports was dangerous because German submarines were known to attack tankers in the Gulf of Mexico. Engineers planned and constructed underground pipelines to carry gases and liquids safely to their destinations.


Home Front Workers

Wartime construction created a huge demand for labor. Between 1940 and 1943, at least 450,000 rural Texans moved to cities to work in the factories. There they earned high wages and worked many hours per week to meet the demands of wartime production.

The war presented new opportunities for women, African Americans, and Mexican Americans. Women found work in factories, shipyards, mills, and plants. They operated heavy equipment, welded metal, drove trucks, and proved their ability to work in jobs that had formerly been for “men only.” **Olivia Rawlston**, for example, was president of an International Ladies Garment Workers Union local at a Dallas garment factory that made military garments.

War did not end discrimination and prejudice in Texas. Many African Americans found work in refineries and construction that had previously been denied them. However, they received lower wages than did others and were rarely promoted to supervisory positions. Restaurants and hotels denied service to African American sailors and soldiers and sometimes treated Mexican Americans similarly. The practice of racial and ethnic segregation changed little, if at all.


The federal government recognized that discrimination in factories made those factories less productive. It created the **Fair Employment Practices Committee** (FEPC) to reduce discrimination in war industries. The regional director of the FEPC was Carlos Castañeda, a University of Texas professor.

 **Reading Check Evaluating** What new opportunities opened up for African Americans in Texas during the war?

Lives Touched by War

Texans at home had to make sacrifices, too. Sugar, meat, gasoline, tires, and other scarce items were distributed or rationed to Texans according to their needs and each item’s value to the war effort. Texans added to their food supplies by planting “victory gardens.” They collected scrap iron for use in the manufacture of war supplies. Texans contributed to the Red Cross and other agencies that served people in uniform. Cities conducted blackouts at night to protect against possible enemy air attacks. Each day Texans anxiously listened to their radios and read their newspapers for news about the war and about their many relatives and friends fighting overseas.

War brought death and hardship, but it also brought employment and rising production. Farmers plowed more land, planted more acreage, and harvested more crops. Industrial leaders built factories to supply the military. Because many Americans were in the armed forces, there was a great need for workers. Many new Mexican immigrants came to Texas to find jobs in agriculture and industry. In the early



**TEXAS
FACT**

Two world wars made Texas into one of the nation’s foremost military training centers. Bases were added in San Antonio and other cities during World War II, until the state had over 100 military bases. During the Persian Gulf War in 1991, Texas bases supplied tens of thousands of troops and planes for the war effort.

**TEXAS
HISTORY
Online**

Student Web Activity Visit the texans.glencoe.com Web site and click on **Chapter 23—Student Web Activity** to learn more about rationing in World War II.

CLICK HERE



People of Texas

Oveta Culp Hobby 1905-1995



Oveta Culp Hobby was born in Killeen, Texas. She was a remarkable woman who held leadership positions and shaped major institutions.

In 1941, Col. Hobby accepted a position to head the War Department's Women's Interest Section.

She organized the Women's Auxiliary Army Corps, later known as the Women's Army Corps, and became America's first woman colonel. She commanded 100,000 women at more than 200 posts around the world. In 1953 she was named the first secretary

of the Department of Health, Education and Welfare. As a result of her contributions, she was awarded the Distinguished Service Medal. She was inducted into the National Women's Hall of Fame in 1996, one year after she passed away.

1940s, more than 800,000 people of Mexican ancestry—12 percent of the total population of the state—lived in Texas.

An Allied Victory

In 1945 the long war finally came to an end. As Allied forces entered Germany, they discovered horrors beyond imagination. Millions of innocent people, especially Jews, had been killed in **concentration camps**. These camps were established to advance the Nazi government's idea of

a superior race. The efforts to destroy these people is known as the **Holocaust**. Many Texas Jews lost relatives during this time.

Where great cities of Europe had once stood, there was now only rubble and ashes. Millions were homeless and starving. Thoughtful leaders looked at the destruction and resolved to work even harder to prevent another world war.

Reading Check Comparing Although the war brought hardship, what were some of its positive effects?

SECTION 2 ASSESSMENT

Checking for Understanding

- Using Key Terms** Use the terms **Holocaust** and **ration boards** in sentences.
- Reviewing Facts** Why was the Fair Employment Practices Committee (FEPC) created?

Reviewing Themes

- Economic Factors** What facts would you select to show how the growth of the military in Texas brought money into the state economy?

Organizing to Learn

- Categorizing** Texans were called upon to produce, as well as to ration, goods. Create a chart like the one shown, listing goods produced and goods rationed.

Goods Produced	Goods Rationed

Critical Thinking

- Predicting Consequences** How would Texas industry be different today if the FEPC had not been formed? What other areas of Texas life would be affected?

TAKS PRACTICE

Wartime generally has a great impact on the economic patterns of production. What specific materials or goods do you think the government would encourage production of during wartime?

Social Studies

TAKS Skillbuilder



Reading a Line Graph

Why Learn This Skill?

Graphs can help with comparing facts. They compare numerical facts, changes over time, or differences between places, groups of people, or related events.

A line graph uses a line to connect numerical facts. Line graphs most often show change over a period of time. Different days, months, or years are usually shown along the bottom of the graph, or the horizontal axis. Numbers are usually found on the left side of the graph, or the vertical axis.

Learning the Skill

Here are some steps to follow in reading line graphs:

- Read the title of the graph.
- Become familiar with the information on the horizontal and vertical axes.
- Study the points where the line crosses the axes—vertical and horizontal.
- Study the changes over time.
- Form conclusions about the graph with other data.

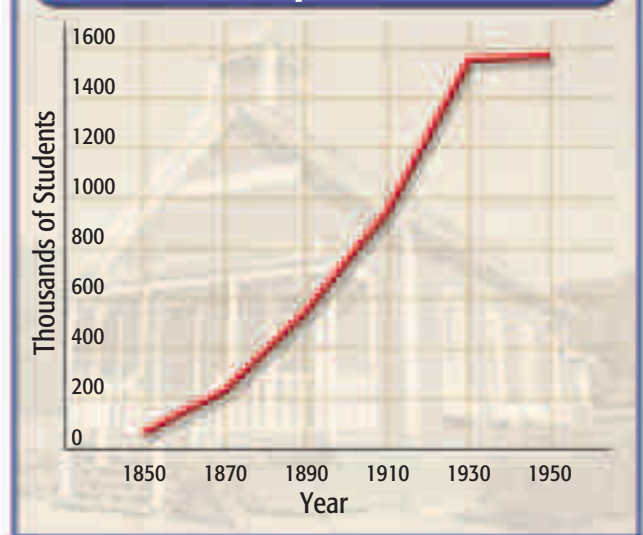
Practicing the Skill

Study the line graph that appears on this page. Then answer the questions that follow.

- 1 What is the subject of this line graph?
- 2 What information is presented on the horizontal and vertical axes?
- 3 How many students attended Texas schools in 1870?
- 4 During which 20-year period did Texas have the greatest increase in school enrollment?

- 5 During which 20-year period did Texas have the smallest increase in school enrollment?

Texas School Population, 1850–1950



TAKS PRACTICE

Creating a Line Graph Listed below are Texas school population statistics for three years. Using the statistics, transfer the information to a line graph.

1991 3,460,378 students

1995 3,740,260 students

1999 3,991,783 students

1. Label the horizontal axis and vertical axis of the graph.
2. Create and answer three questions based on the information on your line graph.



Glencoe's **Skillbuilder Interactive Workbook**, Level 1, provides instruction and practice in key social studies skills.

After the War

Guide to Reading

Main Idea

After the war ended, Texans experienced changes in the workplace, civil rights, education, and population.

Key Terms

consumer goods, mechanize, civil rights, GI Bill of Rights, baby boom, armies of occupation, Communist, Cold War

Reading Strategy

Summarizing Identify and summarize a significant change for each topic. Complete a chart like the one shown below.

Topic	Change
Demobilization	
Civil rights	
Education	
Population	
Foreign affairs	

Read to Learn

- how the economy of Texas changed.
- about discrimination against minorities and women.
- about the Korean War.

Section Theme Continuity and Change

After Texans adjusted to peacetime following World War II, the U.S. became involved in another war.

Preview of Events



Macario García

A Texas Story

One month after receiving the Medal of Honor from President Truman, Staff Sergeant Macario García was refused service at a Richmond restaurant because he was Hispanic. He was outraged at that refusal, and a fight broke out. García was arrested. Many people who had been inspired by his heroism came to his aid. He was found not guilty. Later a Sugar Land middle school was named in his honor.

Demobilization

For four years the United States had concentrated on winning the war. Now it was time to think of peace. Dr. Florence Barns of the Texas Employment Commission summed up the situation. She wrote, "The years 1945 and 1946 were marked by [confusing changes] between war and peace economies." Many of the wartime factories that produced gasoline, rubber, and metals stayed open, because those basic materials were valuable to both civilians and soldiers.

Plants that produced ships and airplanes either closed or began producing **consumer goods** such as refrigerators and automobiles.

Women who had worked in factories generally were fired so returning servicemen could have their jobs. Few tenant farmers who had left for war or factory work returned to the farm. Texas agriculture had become more **mechanized**, or equipped with machinery, and therefore required fewer workers.


 **Reading Check Explaining** Why did the Texas economy change after the war?

New Attitudes

World War II affected the lives of many African Americans and Mexican Americans. They realized the unfairness of fighting and dying for democracy when many of their **civil rights** (rights guaranteed by the U.S. Constitution) were denied to them at home. Mexican American service personnel, some even in uniform, were denied haircuts, restaurant service, and admission to public places. Some of the incidents, such as the case of Macario García, became well known. In another incident, the funeral home director at Three Rivers refused the family of **Félix Longoria** the use of its chapel. Longoria had died in the Philippines while serving his country. Senator Lyndon Johnson—later to become president—arranged for Longoria’s body to be buried in Arlington National Cemetery with full military honors.


Many Mexican American veterans joined LULAC to work to end discrimination. Others decided to form a new organization. **Dr. Hector P. García** led 700 veterans in 1948 to form the **American GI Forum** of Texas. The organization soon became a voice in the fight for equal treatment. García’s sister, Dr. Clotilde García, also became a civil rights leader.

The **National Association for the Advancement of Colored People** (NAACP) became more active during the war. In 1944 the U.S. Supreme Court ruled in *Smith v. Allwright* that all-white Texas primaries were not legal. The NAACP helped bring the case before the Court.



A Shared Past...

During World War II, African Americans had served in racially segregated units. After the war President Harry Truman ended segregation in the armed forces by means of an executive order. That order was one of the most important events in the history of civil rights in the United States.



The NAACP’s main strategy was to file lawsuits forcing local officials to obey the U.S. Constitution. In 1950 it won a major victory in the case of *Sweatt v. Painter*. **Heman M. Sweatt** was an African American who lived in Houston and worked for the post office. He wished to become a lawyer, so he applied for admission to the University of Texas Law School. Although he was qualified, he was rejected because of his race. The Court ruled that the University must admit him. More people joined the NAACP after that victory.



Picturing History

Christia Adair and Heman Sweatt, both of Houston, led campaigns for equal rights for African Americans. **What are some ways civil rights activists brought attention to their cause?**

People of Texas

Hector P. García 1914–1996



Hector García was born in Mexico. His family left during the Mexican revolution and moved to Mercedes, Texas.

During World War II García was an officer in the infantry and later earned the rank of major. He was awarded the Bronze Star for

his service. After the war, he returned to Texas and opened a medical practice. He also founded the American GI Forum, to address the health, education, and civil rights of Hispanic veterans.

Dr. García was the first Mexican American to serve

on the U.S. Commission on Civil Rights, and he served as U.S. ambassador to the United Nations. In 1984 he received the highest award a civilian can receive, the Presidential Medal of Freedom. A statue and plaza honor him at Texas A&M University—Corpus Christi.

Christia Adair led the Houston NAACP in getting “Whites only” signs removed from the Houston airport and in the fight for the right of African American women to try on garments in department stores. With leaders such as Carter Wesley and Lulu B. White of Houston, and A. Maceo Smith and Juanita Craft of Dallas, the NAACP increased its membership.

Reading Check **Examining** How did minorities challenge discrimination during and after the war?

GIs Return to Civilian Life

Factories opened during the war faced closure just when returning servicemen needed jobs. People had saved their wages throughout the war but there was little to buy. Labor unions had promised not to strike during the war, but now that the war was over, they were ready to deal with long-ignored issues.

The U.S. Congress passed a law in 1944 to help returning servicemen—the **GI Bill of Rights**. The effects of this bill are still being felt. A key provision of the law paid veterans to attend college. Many veterans quickly took advantage of the opportunity. The table on page 529 shows some representative enrollments at several Texas universities.

The \$13.5 billion amount spent on education for veterans between 1945 and 1955 was an excellent investment. The education these veterans received is an important reason that the United States has enjoyed economic prosperity.

Population Increases

Texas universities hurried to build more facilities for the growing number of students. More classrooms, libraries, and labs were needed. The universities also asked for something new—housing for married students.

Because “setting up housekeeping” was costly, the marriage rate had gone down during the Great Depression. Serving in the armed forces during World War II meant long separations from loved ones. When the war was over, people were eager to begin families. In 1940, 62 percent of the adult population of Texas was married. By 1950 the figure had jumped to 69 percent.

The large number of marriages led to a **baby boom**. Hospital nurseries across Texas were filled to capacity. Cribs were put in the hospital halls to accommodate the overflow. As the children grew older and began school, many school districts had to build new facilities. The “baby boomers” had arrived.

Texas GIs Return to School on GI Bill

University	1942–43 School Year	1946–47 School Year	% Increase
University of Texas	10,854	17,242	59
Texas A&M	6,981	8,643	24
University of Houston	1,530	9,842	543
Texas Technological College	3,824	5,400	41
Southern Methodist	2,517	6,780	169
Baylor	2,198	3,711	69



Summarizing The GI Bill of Rights encouraged veterans to attend college. Write a sentence summarizing the information in this chart.

Foreign Affairs

The United States did not bring all of its troops home after the war. **Armies of occupation** continued to serve in Germany and Japan to ensure an orderly change to peacetime for those countries. Although the war was over, new threats soon emerged. The Soviet Union, which had been a U.S. ally in the war against Germany, set up **Communist** dictatorships in several nations of Eastern Europe and in the northern half of Korea. Communism is an economic system in which property, including factories and farms, is owned by the government rather than by individuals. The United States was committed to

containing, or stopping, the spread of communism. The U.S. government acted to prevent the Communist takeovers of Turkey and Greece.

The United States found itself involved in a new kind of conflict called the **Cold War**. The Cold War was a time of smaller, localized hostilities. Most of the conflicts were isolated affairs, but in 1950 the Cold War “heated up.” North Korean soldiers invaded South Korea. The United States was again at war.

Reading Check Evaluating What new threats emerged after World War II?

SECTION 3 ASSESSMENT

Checking for Understanding

- Using Key Terms** Explain the changes in industrial production in the United States. Use the terms **consumer goods** and **mechanize**.
- Reviewing Facts** What was one important provision of the GI Bill of Rights?

Reviewing Themes

- Continuity and Change** Who formed the American GI Forum of Texas? Why was the group organized?

Organizing to Learn

- Sequencing** Create a time line like the one shown and place the following events in correct chronological order:



- Baby boom
- Korean War begins
- GI Bill of Rights
- WW II ends
- University enrollment increases

Critical Thinking

- Evaluating** If you had been the president, how would you have justified the U.S. military presence in Japan and Germany after the war?



Decision Making Becoming involved in a war is never an easy decision for a president or a country. Make a list of reasons for the United States to enter the Korean War and another list of reasons not to enter.

Chapter Summary

War and Peace

1930s

- Dictators come to power around the world.

★ Axis Powers unite.

1939

- Germany invades Poland and World War II begins in Europe.

- European countries enter the war.

1941

★ Japan bombs Pearl Harbor on December 7.

- U.S. enters World War II against the Axis Powers.

1942

★ Texans move to cities in large numbers to work in factories.

- More women and African Americans begin working in factories.

★ Colonel Oveta Culp Hobby organizes the WAAC.

1943

- Ration boards register all Texans.

1944

- Congress passes the GI Bill of Rights.

1945

- World War II ends.

1946

- The Baby Boom begins.

1950

- U.S. enters the Korean War to fight communism.

Reviewing Key Terms

Match the terms in Column 1 with their definitions (a–e).

Write your answers on a separate piece of paper.

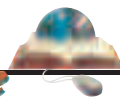
- | | |
|-------------------|---|
| 1. Allies | a. manufactured products bought by the general public |
| 2. dictator | b. leader who holds absolute power over an area |
| 3. Axis Powers | c. conflict in which countries try to expand their power and influence by any means other than actual warfare |
| 4. consumer goods | d. nations fighting the Axis Powers |
| 5. Cold War | e. Germany, Italy, and Japan |

Reviewing Key Facts

6. What did the Axis Powers agree by treaty NOT to do?
7. What was the date of the Japanese attack on Pearl Harbor?
8. Besides captured soldiers, what other group of people were detained, or held, in the Texas prisoner camps?
9. Why did Texans manufacture synthetic rubber?
10. What was the purpose of the FEPC?
11. What was the GI Bill of Rights? Why was it important?

Critical Thinking

12. **Identifying** Identify three ways in which the war changed women's traditional position in American society.
13. **Describing** How did President Truman encourage integration in the military?
14. **Evaluating** Do you think the money spent on the GI Bill of Rights was worthwhile? Why or why not?
15. **Analyzing** What Soviet Union actions caused the U.S. government to conduct a Cold War against the superpower?
16. **Drawing Conclusions** Why did the military accept women into service? What were some possible negative reactions to women serving in the military?
17. **Identifying** The government rationed key goods like butter, sugar, meat, shoes, and gasoline. For each item, identify a possible substitute or alternative.
18. **Citizenship** How did WW II contribute to a growing awareness of civil rights for minorities?



Self-Check Quiz

Visit the texans.glencoe.com Web site and click on **Chapter 23—Self-Check Quizzes** to prepare for the chapter test.

CLICK HERE



Geography and History Activity

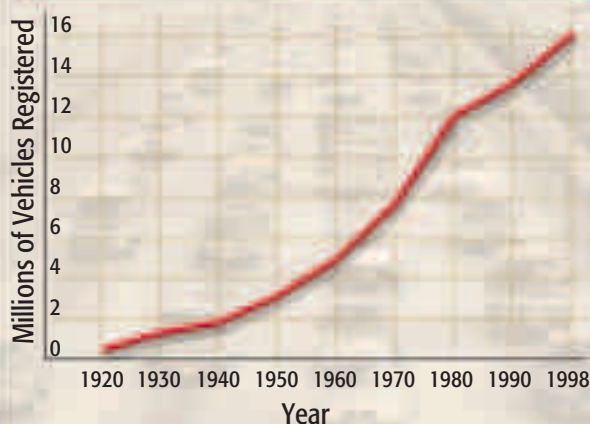
19. Texans served in all areas where fighting occurred during World War II. Turn to the World Map on pages RA2 and RA3. Locate where each of the following Texans served in the war: Doris Miller, Chester W. Nimitz, Dwight D. Eisenhower, Audie Murphy, and Mike and Jimmie Cokinos.



Portfolio/TAKS Writing Activity

20. **Persuasive Writing** The U.S. government created recruitment posters to persuade people to help the war effort during World War II. Create a recruitment poster for World War II or for a present-day purpose. Refer to real World War II recruitment posters for ideas.

Texas Motor Vehicles, 1920–1998



Practicing Skills

Reading a Line Graph Study the line graph above and answer the questions that follow.

- What is the subject of this line graph?
- What information is shown along the horizontal axis?
- During which decade did Texas pass the 10 million mark in number of motor vehicles?
- Pose and answer your own question about this line graph.

Economics and History

25. **Analyzing** Why are wars often “good” for the economy of an industrialized nation?

Cooperative Learning Activity

26. **Writing a Front Page** With two other students, create an original newspaper front page as it might have looked the day after either the bombing of Pearl Harbor or the U.S. entry into the Korean War. Be sure to research the facts. Make your front page as realistic as possible, using current newspapers as models.



Building Technology Skills

27. **Using the Internet or Library for Research** Locate information about the life of one of the outstanding citizens mentioned in this chapter. Record facts and gather or create visuals to prepare a complete report. Keep a record of bibliographic information and/or URLs. Your work may be presented orally, or it may be prepared as an interactive computer/multimedia document.



What did the GI Bill mean for Texas?

- A It caused the massive erosion that led to the Dust Bowl.
- B It paid for veterans to attend college and, as a result, university enrollment increased.
- C The marriage rate in Texas rose dramatically after World War II.
- D Many farmers became sharecroppers who were trapped in debt.

Test-Taking Tip:

Ask yourself when the GI Bill was passed and in what context it was discussed in class and in your textbook. Use that knowledge of chronology to get rid of answer choices that must be incorrect. Then pick the best answer from the remaining choices.

THE STORY OF TEXAS

THE BOB BULLOCK
Texas State
History Museum



Museum Tour **7**

Creating Opportunity How Oil Changed Texas

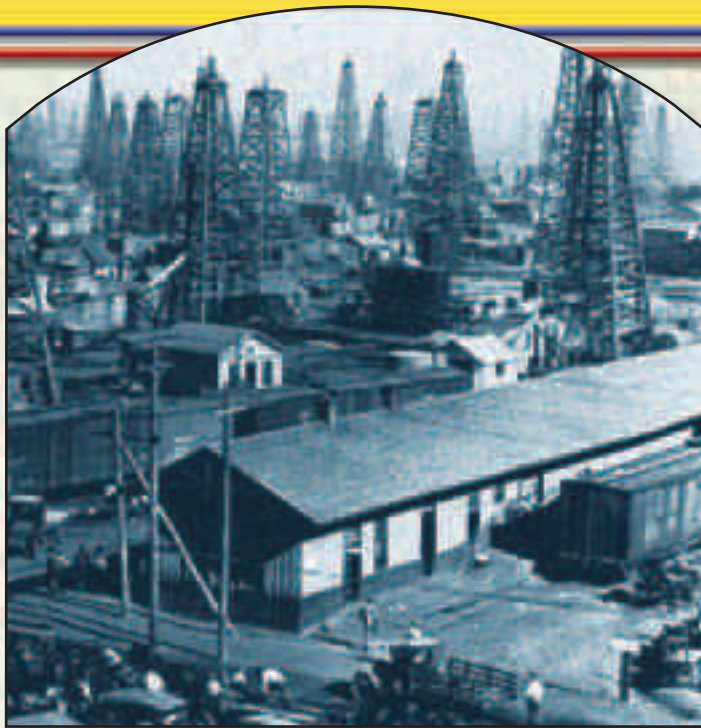
The *discovery of oil fields* not only changed Texas, Texas oil changed the world. The availability of cheap oil spurred economic growth and expansion in almost all areas of transportation and manufacturing. That booming growth helped to shape the Texas identity in the early twentieth century.

◀ **Water Is Still Vital**

Although the oil boom changed Texas forever, farmers still needed water to grow crops. Here a farmer clears an irrigation ditch to keep the water, pumped from underground, flowing to his fields.

Visit The Bob Bullock Texas State History Museum in Austin to see artifacts and exhibits such as these about Texas history and heritage.

◀ **CONTENTS** ▶



▲ **Oil Boomtowns** In the early days of oil discovery, wildcatters placed as many oil rigs in an area as they could, often so close together that a worker could “cross a field and never set foot on ground.” Many of the boomtowns that sprang up in this period died away just as quickly.



Putting America on Wheels ▶ Your grandparents could have filled up their automobile at this gas pump in 1952 for about \$.30 per gallon. Why do you think the trademark for Sinclair Oil was a dinosaur? Other major oil producers of the time included Esso, Texaco, and Humble.

