**Chapter 19, Section 2: The War At Home**

**I. Building Up the Military** *(pages 584–585)*

**A.** As the United States entered the war; it was necessary to recruit more soldiers. Many progressives thought **conscription,** or forced military service, violated both democratic and republican principles. A new system of conscription, called **selective service,** resulted in about 2.8 million Americans being drafted.

**B.** African American soldiers faced discrimination and prejudice within the army, where they served in racially segregated units under the control of white officers. Many African Americans won praise from their commanders and received war medals.

**C.** World War I was the first war in which women officially served. The navy enlisted some 11,000 women, whose jobs included clerics, radio operators, electricians, pharmacists, photographers, chemists, and torpedo assemblers. The army, refusing to enlist women, hired them as temporary employees to fill clerical positions. Army nurses were the only women in the military to go overseas during the war.

**Discussion Question**

What was selective service? *(Selective service was a new system of forced military service. It required all men ages 21–30 to register to be drafted for war. A lottery randomly decided the order in which they were called to service.)*

**II. Organizing Industry** *(pages 585–586)*

**A.** President Wilson and Congress agreed that the government should not control the economy. Instead, they wanted to establish a cooperative relationship between big business and government to ensure efficient use of resources during the mobilization of the American economy for war.

**B.** In 1917 the **War Industries Board** (WIB) was created to coordinate the production of war materials. In 1918 the WIB was reorganized and **Bernard Baruch,** a wealthy Wall Street stockbroker, was appointed to run it.

**C.** The Food Administration, under the direction of Herbert Hoover, was responsible for increasing food production while reducing consumption. Hoover asked people to plant **victory gardens** to raise their own vegetables in order to leave more food for the troops.

**D.** The Fuel Administration encouraged people to conserve coal and oil. **Daylight savings time** was introduced to conserve energy.

**E.** To raise money to pay for the war, the government began selling **Liberty Bonds** and **Victory Bonds.** By buying bonds, Americans were loaning the government money that would be repaid with interest in a specified number of years.

**Discussion Question**

What were some actions of the WIB under the leadership of Bernard Branch? *(The WIB told manufacturers what they could and could not make. It also controlled the flow of raw materials, ordered construction of new factories, and with the president’s approval, set prices.)*

**III. Mobilizing the Workforce** *(page 587)*

**A.** To prevent strikes, the government established the **National War Labor Board** (NWLB) in 1918. In exchange for wage increases, an 8-hour workday, and the right to organize unions and bargain collectively, the labor leaders agreed not to disrupt war production with a strike.

**B.** The war increased the need for women in the workforce. They took factory and manufacturing jobs and positions in the shipping and railroad industries. After the war, women returned to their previous jobs or left the workforce.

**C.** The war stopped the flow of immigrants to the United States, which allowed African Americans wartime jobs. Between 300,000 and 500,000 African Americans left the South to settle in the North. This “Great Migration” changed the racial makeup of many Northern cities.

**D.** Many Mexicans moved north, providing labor for farmers and ranchers in the American Southwest. Mexicans also moved to cities to take wartime factory jobs. They faced discrimination and hostility from Americans.

**Discussion Question**

What was the “Great Migration?” *(Wartime job openings attracted hundreds of thousands of African Americans from the South to settle in the North. It was a massive population movement during the war.)*

**IV. Ensuring Public Support** *(pages 587–589)*

**A.** The **Committee on Public Information** (CPI), was a new government agency that attempted to “sell” the idea of war to the American people. Pamphlets and speeches helped deliver patriotic messages.

**B. Espionage,** or spying to acquire secret government information, was addressed in the Espionage Act of 1917. It set up consequences for people who aided the enemy. The Sedition Act of 1918 went a step further by making it illegal to criticize the president or the government.

**C.** Suspicions of disloyalty led to the mistreatment of German Americans. Anti-German feelings sometimes led to violence. Radical labor activists, socialists, pacifists, and anyone appearing disloyal also came under attack.

**D.** In the case of *Schenck* v. *the United States* (1919), the Supreme Court ruling limited an individual’s freedom of speech if the words spoken constituted a “clear and present danger.”

**Discussion Question**

How did the government ensure the American public’s support of the war? *(The Committee on Public Information attempted to “sell” the idea of war to the American people through pamphlets and speeches. The Espionage Act of 1917 set up consequences for people who aided the enemy. The Sedition Act of 1918 made it illegal to criticize the president or the government. In the case of* Schenck *v.* the United States *(1919), the Supreme Court ruling limited an individual’s freedom of speech if the words spoken constituted a “clear and present danger.”)*