

The War and Peace in the Pacific 75 Learning Program connects high schools from Australia, USA and Japan to commemorate the 75th anniversary of WWII in the Pacific and promote international friendship and youth leadership.

PARTICIPATING SCHOOLS 2018

Academy of the Canyons High School, California, USA

Amaroo High School, Canberra, Australia

Cowra High School, Cowra, Australia

Jumonji Gakuen High School, Tokyo, Japan

Osaka Meisei Gakuen High School, Osaka, Japan

Sendai Shirayuri Gakuen High School, Sendai, Japan

St Raphael's Catholic School, Cowra, Australia

Station Camp High School, Tennessee, USA



**THE HOMEFRONT
WWII**

EXHIBITION GUIDE

www.sea.museum/waip75

WAR AND PEACE IN THE PACIFIC 75

INTERNATIONAL LEARNING PROGRAM

**MU
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AUSTRALIAN NATIONAL
MARITIME MUSEUM

WAIP75 IS A USA PROGRAM FUNDED BY THE USA BICENTENNIAL GIFT FUND

THE HOMEFRONT



• Street Parade, Cowra, Australia



• Billboard at Oak Ridge, Tennessee, USA



• High School students, Tokyo, Japan



• Workmen digging trenches in preparation for an air raid, Canberra, Australia



• Second Army Tennessee Maneuvers, USA



• Sendai Castle, before it burnt down during WWII, Sendai, Japan

The War and Peace in the Pacific 75 Learning Program connects high schools from Australia, USA and Japan to commemorate the 75th anniversary of WWII in the Pacific and promote international friendship and youth leadership. Students conduct project-based research examining key aspects of WWII in their country and community, discovering untold stories and reinterpreting the past.

WWII

In 2018 students researched *The Homefront*. This exhibition tells in their own words what they discovered about life at home during WWII in the Pacific.

WAR AND PEACE IN THE PACIFIC 75

THE 75TH ANNIVERSARY OF WORLD WAR II IN THE PACIFIC

PARTICIPATING SCHOOLS 2018

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WELCOME TO THE HOMEFRONT WWII

This exhibition is the work of high school students in Australia, USA and Japan, who researched what life was like in their country during WWII. Presented in the students' own words, the stories give us a snapshot of home life during the war from different perspectives.

EXPLORING THE EXHIBITION

As you explore the exhibition, think about the value of telling these stories from different points of view. Talk about your thoughts with others and listen to their opinions. Afterwards, do some research of your own on stories you would like to follow up.

There are four features to help you get started:



FOCUS - a topic to think about or discuss with others



DID YOU KNOW? - a highlight you might not know much about



GOING DEEPER - something to consider with more thought



PHOTO OP - take a snip or screenshot of something you want to remember

FIND OUT MORE – www.sea.museum/wapip75

Visit our website to:

- View the students' in-depth research
- Download our set of classroom activities for schools

We hope these accounts inspire you to reflect on the importance of peace.

IMAGE ABOVE: High School Ambassadors from Australia, USA and Japan met to commemorate civilians on *The Homefront* as part of War and Peace in the Pacific 75 at the Australian National Maritime Museum on 13 November 2018

THE HOMEFRONT WWII



LOS ANGELES, CALIFORNIA DAILY LIFE ON THE HOMEFRONT

Our class exploration of daily life in Los Angeles during WWII took us on a surprising and fascinating journey of discovery. While we intended to focus our attention on manufacturing and Japanese internment, we quickly found out that there was a lot more to the story of Los Angeles and WWII.

Our research and travels led us from the shipyards in the Port of Los Angeles to the airplane manufacturing plants across the LA basin, to the cultural and legal struggles of the Mexican and Japanese American communities, and beyond. Along the way, our greatest discovery was finding out that the 'Angeleno' experience of WWII was as diverse as our population, and that our region was dramatically transformed by the industry of war.

'We became a team of investigative journalists seeking out the whole story.'

ACADEMY OF THE CANYONS HIGH SCHOOL CALIFORNIA, USA



▲ USS Iowa Battleship Museum, Pacific Battleship Center, Los Angeles
▲ Examples of zoot culture fashion.
▲ Shades of L.A. Collection, Los Angeles Public Library

'The war provided women the opportunity to hold many jobs typically reserved for men.'

USS IOWA

A visit to the USS Iowa at the Pacific Battleship Center in Los Angeles showed us the inner workings of a battleship constructed during WWII. The USS Iowa was launched in 1942 and made her way to battle almost immediately.

During the war, the USS Iowa transported President Roosevelt to the Casablanca conference with Churchill and Stalin, and landed with the USS Missouri at Tokyo Bay to oversee the occupation of Japan.

In an interview with veteran Lloyd Glick, we learned that sailors lived monotonous, repetitive lives at sea, but Glick survived 12 battles aboard his battleship. The experience revealed the massive productive power of the United States, as well as the personal sacrifices made in war.

▼ USS Iowa Battleship Museum, Pacific Battleship Center, Los Angeles



▲ Rosie in the train yard, depicting Mexican-American women in San Bernardino, CA. Pictured left to right: Trinidad Gutierrez and Molly Alcaraz who worked at a nail yard in San Bernardino. Courtesy Rosie the Riveter WWII Homefront National Historic Park

'ROSIES' AND THE WAR EFFORT

A visit to the Rosie the Riveter WWII Homefront National Historic Park showed us the impact of the 'Rosies' on the war effort.

Marian Wynn, a 'Rosie' from Richmond, CA during the war said, 'They [veterans] would say they were running out of supplies or equipment and here would come a ship from Richmond. That's when it really sunk in!'

The war provided women the opportunity to hold many jobs typically reserved for men, such as office worker, scaler, welder, nurse, clerk, and craftsmen. Women received training and the opportunity to demonstrate their patriotism.

Our class explored the various aspects of life in Los Angeles on the homefront. After visiting museums, exploring digital exhibits, conducting interviews, and scouring newspapers, we discovered how intimately the war impacted the activities, occupations, prejudices, and opportunities of Angelenos both during and after WWII.

While the fighting may have stopped in 1945, WWII has had a lasting impact on the city of Los Angeles.

'After the war, many Japanese Americans returned to Little Tokyo in Los Angeles, only to find their homes occupied by new residents.'

THE ZOOT SUIT

We discovered that the Zoot Suit was fashionable among minorities in cities across the USA. In Los Angeles, 'pachuco' culture was associated with young Mexican Americans rebelling against the pressures to maintain Mexican traditions and to assimilate into mainstream American culture.

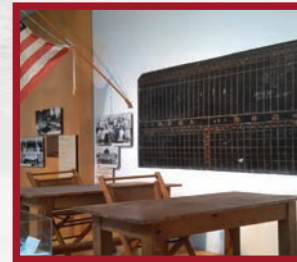
The Zoot Suit was especially controversial because of its exaggerated lines and excessive amount of fabric used during a time of rationing. The Los Angeles Zoot Suit Riots were sparked by negative press coverage of Mexican-American defendants in a murder case, associating the defendants with juvenile delinquency and gangs. For a week in June 1943, American servicemen targeted Mexican-Americans wearing Zoot Suits, and while no one was killed, these attacks highlighted the racial tensions among the diverse populations in Los Angeles.

INTERMENT CAMPS

The bombing of Pearl Harbor on 7 December 1941 forever altered the lives of Japanese Americans living on the west coast of the United States.

Japanese American families in Los Angeles were forced to relocate to internment camps after President Roosevelt's Executive Order 9066 in April 1942. One internment camp, located in McGehee, Arkansas, was modeled after military facilities: tar-paper barracks, mess halls, and recreation halls. Guard towers and barbed wire were everyday features of inmates' lives, who attend schools like Rohrer Center High School. Within the camp, students attended classes, played sports, and participated in activities.

▼ Example of school room at a Japanese internment center Japanese American National Museum, Los Angeles, CA



LOS ANGELES, CALIFORNIA

DAILY LIFE ON THE HOMEFRONT



Academy of the Canyons, Santa Clarita, California

‘We became a team of investigative journalists seeking out the whole story.’

Often in history as we start to investigate one thing, we get leads about something else.

Was there anything on this banner that surprised you?



FOCUS

Amazingly, we still have some of the ships that played important roles in WWII. Close your eyes for a minute and imagine the USS *Iowa* heading towards battle in 1942. If you could ask Lloyd Glick one question, what would it be?



DID YOU KNOW?

There was a Japanese internment camp in California called Manzanar. Relatives of some Japanese students in this program were in USA camps (see the Sendai Shirayuri banner).



GOING DEEPER

Read the *Zoot Suit* and *Rosies* stories. How do they show different reactions to the war in the same city?



PHOTO OP

Take a snip or screenshot of something you want to remember.



3 things you can do later to follow up ...

- 1 Look up some of the museums or historical sites where the students conducted research. Explore their collections and exhibitions online.
- 2 Speaking to witnesses is a fascinating way to go back in time and re-live their experiences. Many museums and historical sites have interviews with WWII witnesses online. Make time to find some.
- 3 Research Rosie the Riveter and make a list of the types of jobs women in your country took on during war. What do you think happened to those jobs after the war?



IMAGES FROM TOP: USS Iowa Battleship Museum, Pacific Battleship Center, Los Angeles; Examples of zoot culture fashion, Shades of L.A. Collection, Los Angeles Public Library; Rosies in the train yard, Rosie the Riveter WWII Homefront National Historic Park; School room at a Japanese internment center, Japanese-American National Museum, Los Angeles



CANBERRA STRUGGLES FACING AN UNCERTAIN FUTURE

Before WWII, Canberra was considered a small town of 11,400 people (1918 June census). Canberra held significance during this time, as it does now, because the Federal Government was stationed there.

In WWII, over 993,000 Australians served and 23,477 died. The lives of fellow Australians were especially impacted because the efforts on the homefront to produce war materials were as important as the battles being fought overseas.

In 1941 the Government extended the Australian War Memorial's Charter to include WWII and in 1942 Australia was physically affected by the war due to events such as the bombing of Darwin and the Japanese submarine attack on Sydney Harbour. After WWII, the Australian population flourished to over 7 million with Canberra's population rising above 15,000 by 1946.

AMAROO HIGH SCHOOL CANBERRA, AUSTRALIA

An example of censorship at this time is when Darwin was bombed in 1941. The information released to the public stated:

'17 killed in raids on Darwin, 6 enemy planes shot down ... In 2 air raids on Darwin yesterday it is believed that the total casualties were 17 killed and 24 wounded. Nine of the civilian fatalities were members of the Darwin Post Office staff ... no vital damage was done to RAAF installations ...'

However 243 people actually died, and there were 300-400 casualties.

CENSORSHIP AND CORRESPONDENCE

Australia's WWII propaganda on the homefront was interesting because it was one of the few nations that had a voluntary system for enlisting. The information released about the war was usually censored in order to:

- promote enthusiasm about the war
- convince others to enlist
- hide information to enemy countries
- not worry Australians (eg. high death tolls)

Censors also examined books, films, news and letters, and decided if any information should be removed for being dangerous for moral, military or political reasons. Many people figured out that the government was withholding information and that what was released wasn't trusted. Canberra's censorship was the most restrictive of all the Allied Powers.



Women's movement during the war
Women's Auxiliary Australian Air Force

WOMEN AT WARTIME



The role of Australian women in the service and on the homefront expanded in WWII. As men left for war, women were no longer confined to activities like nursing and voluntary roles. For the first time, women were recruited into the three armed services in auxiliary roles. Various new professions opened to women, such as hospitality, and women at the homefront made beneficial contributions to the war. Women were not always employed though. Some worked at home, looking after their children and families.

Despite their importance in the war effort, women's salaries were far lower than those of their male counterparts, around 54%. Due to stereotypes, many of their jobs disappeared at the end of the war.



An example of censorship during this time when Darwin was bombed in February 1941.
A letter censored by authorities.

EDUCATION

Canberra High was founded in 1938, a year before WWII was declared and the school's population was very small. A year later the school built a new building to accommodate new students.

Students still followed everyday life and during the six years of the war life was relatively normal. The classes and sporting teams were similar to those available today, such as woodwork and swim teams. However, the threat of the war was coming large in 1941 so the school took some precautions. The following year they dug out slit trenches and camouflaged air raid shelters were built.

HEALTH

Those who returned home found it difficult to live their daily lives with physical disfigurements, diseases or mental illnesses. Their families were also impacted themselves by the things they could no longer do.

The most common mental illness was 'shell shock', or post-traumatic stress disorder. Mental illnesses were caused by experiences of war like knowing that their friends or family who were fighting alongside them might die, or that they might too. The effects of PTSD were thought to be temporary by doctors, but later studies showed that new symptoms might develop with age, and that the illness could last a lifetime.



Old Parliament House, 1940s
Workers digging slit trenches on the land of the old Parliament, in preparation for an air raid.
The Canberra City Band playing at the ANZAC Day Ceremony at the War Memorial, 25 April 1948
www.aem.gov.au



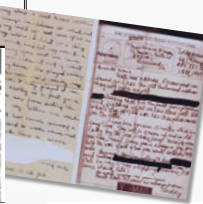
Relations were strained at times between Australian prime minister John Curtin and British prime minister Winston Churchill.
Robert Menzies
www.aem.gov.au



POLITICAL PARTIES

Robert Menzies (United Australia Party) was Prime Minister when Australia entered war in 1939. In 1941, the Labor Party was returned to office under John Curtin and began an unprecedented quarter century in power. By 1942, our nation was facing an unprecedented war emergency. The Commonwealth government began assuming far greater powers, including the vital power of collecting income tax.

Times were tense, with the bombing of Pearl Harbour and other Pacific conflicts. Prime Minister Curtin 'was very concerned about the defence of Australia at the time.' Following the fall of Singapore to Japanese forces in 1942, Curtin asked Winston Churchill for the 6th and 7th divisions to be returned to Australia from North Africa.



During the war life was normal for students attending Canberra High School.

LIVING AND WORKING CONDITIONS

Life was harsh and people were expected to work harder and avoid luxuries and waste. Australians pulled together in a sense of unity. Men and women were 'manpowered' into essential industries and most workers were needed to cope with the demands on agriculture and manufacturing.

Canberra had to deal with periods of shortages and rationing regulations were gazetted in May 1942. Rationing was enforced under a system of priority through coupons for clothing, tea, sugar, butter, and meat, eggs and milk. Australia had experienced attacks on its own land for the first time and people faced fear and uncertainty. The Government implemented a wide range of measures in preparation for 'total war' and national security.

For sources and references see our Powerpoint presentation on the website

CANBERRA STRUGGLES FACING AN UNCERTAIN FUTURE



Amaroo High School, Canberra, Australia

'... the efforts on the homefront to produce war materials were as important as the battles being fought overseas.'

Canberra is the Capital City of Australia. How do you think it felt to be a civilian there?

Choose one image on the banner and think about how it represents an uncertain future.



FOCUS

People have different opinions on government censorship during times of conflict. What do you think? Take a survey with people in your house or phone some friends.



DID YOU KNOW?

Japanese forces attacked Australia twice:

1. Japanese planes bombed Darwin in February 1942. Commander Fuchida, who also led the attack on Pearl Harbor, coordinated the Darwin raid.
2. Japanese mini-submarines attacked Sydney and Newcastle in May-June 1942.



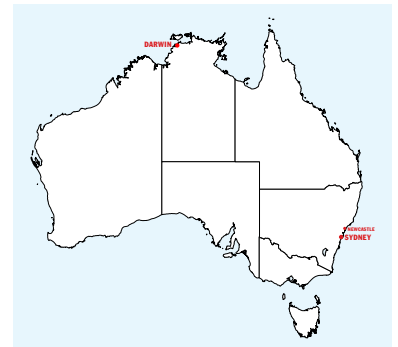
GOING DEEPER

Take time out to think about some of the challenges returning soldiers faced after the war.



PHOTO OP

Take a snip or screenshot of something you want to remember.



3 things you can do later to follow up ...

- 1 Make a list of things rationed in your country during WWII. Maybe start by asking if any family members remember rationing.
- 2 Find out more about the Japanese attacks on Australia. Look up some of the newsreels from the time. How do they present the events?
- 3 Visit the website of a war memorial in your country. What is the emphasis of the displays?



IMAGES FROM TOP: Workmen digging slit trenches on the land of the old Parliament in preparation for an air raid; Map of Australia showing Sydney, Newcastle and Darwin; Old Parliament House, 1940s; An example of censorship when Darwin was bombed in February 1941; Women's movement during the war

THE HOMEFRONT WWII



A soldier at the guard post at the POW camp in Cowra
www.abc.net.au

FOREVER GONE FREEDOM FROM FEAR

Cowra is a small country town which hides an eventful wartime past within its peaceful landscape. The site of the infamous 'Cowra Breakout' has become a centre of healing from its role in WWII. 330 km south-west of Sydney, Cowra of the 1940s was an average Australian town, with the population of approximately 3,000 people. At the time, Cowra was the site of a major prisoner of war camp which held mostly Japanese and Italian prisoners. Many of the Italians had been captured in the Middle East, while the Japanese had been fighting in and around the Pacific islands directly north of Australia.

The Cowra POW camp was huge, covering an area of over 30 hectares and was almost circular in shape, divided into four different compounds. The compounds were separated by two, 700-metre-long thoroughfares known respectively as 'No Man's Land' and 'Broadway', so called because of its bright lights at night, which was used as an access road for guard vehicles.

COWRA HIGH SCHOOL COWRA, AUSTRALIA

BEFORE THE BREAKOUT

Construction of the POW camp began in the winter of 1940 and it was designed to hold prisoners, mostly the Italians, who were brought to Australia from overseas.

The camp opened in June 1941, but the first prisoners did not arrive until January 1942.

Each compound was surrounded by barbed wire fences, even though the first few prisoners lived in tents while their huts were being built. By June 1942, the camp housed almost 500 prisoners; around 350 of those were Japanese. By August 1944, the camp housed almost 1,104 prisoners, 231 of them Italian.



A Japanese group of prisoners of war at the camp near Cowra, NSW
www.abc.net.au

DURING THE BREAKOUT

As the Winter of 1944 was coming to an end, the Japanese prisoners of the camp joined together in a plot to sabotage the guards and escape.

At 2am on 5 August the prisoners ran to the gates shouting. The guards sounded the alarm with a bugle and fired warning shots. Prisoners began breaking through the wire fences, flinging themselves over using their blankets while armed with makeshift weapons like knives and baseball bats. Within minutes of the breakout attempt, guards began firing their machine guns at the first wave of escapees. Over 350 prisoners escaped that night, with many committing suicide, killed or recaptured.



A Newspaper article headlines reporting the breakout of Japanese prisoners of war at Cowra



A Map of the Cowra camp
Newspaper article headlines reporting the breakout of Japanese prisoners of war at Cowra



A 22nd Battalion (NSW/VIC) in charge of guarding the POW camp.

AFTER THE BREAKOUT

Post-war reconciliation began shortly after the war ended and started with the camp being dismantled and the last POWs being repatriated to their appropriate homelands.

Over the next 60 years Cowra became the centre of world friendship, boasting a positive relationship with the Japanese.

This was strengthened in 1979 when the Japanese Gardens were established, giving visitors to Cowra a scenic tribute to the ongoing friendship. Other contributions to Cowra included the Peace Bell, the Japanese War Cemetery and the planting of cherry blossom trees. As of today, Cowra has a deep cross-cultural goodwill with their international friendship that surprisingly bloomed from tragic origins.



Prisoners found at the Weirs' property drinking tea and eating scones in Cowra
www.abc.net.au

THE LOCALS

The locals had positive views of the camp as it brought in economic opportunity; on the other hand, it posed as a serious security issue, with many worried that their children would be injured during a time of violence. Securing the prisoners would provide good money and also fostered a sense of pride in contributing to the war effort; but some people were nervous and uncomfortable with the foreigners running around town.

Many people, much like the famous Weirs, showed compassion to Japanese soldiers who were found on their property after the breakout by feeding them in their time of need, despite the protests of the armed men rounding up the escapees. Acts like this cemented the bond between Cowra and Japan that is still going today.

THE JAPANESE

Whilst the Italians held in the Cowra POW Camp contributed to the community by working in a wide range of agricultural activities, the Japanese prisoners of war felt that it was their 'duty' to make life for the enemy 'as difficult as possible'.

Whilst the Italians accepted their capture, some Japanese, who could not be trusted to work outside of the camp, sat and festered on their hatred for their Australian guards.

The Japanese military had been brought up to believe that any form of capture or surrender was intolerable and brought shame upon not only the individual, but their entire family as well. Because of this belief, the Japanese believed that rather than submit to capture, they should attempt to commit suicide or escape.



A Italian POWs

THE ITALIANS

The treatment that the Italian POWs received during their time at the Cowra camp varied. A former Italian POW, Mick Carmada, said that initially the reception they got from the local people was confronting.

The Italian prisoners were treated harshly by the local community when they first arrived in Cowra. However, as time went on, the Italians became more involved in the community by helping on various projects and eventually became well-liked amongst the locals. Following the end of the war, several former Italian prisoners chose to remain in Australia and continue their lives within the local community thanks to the largely positive experiences at the Cowra POW Camp.

Bruno Dell'Amico in the Cowra POW camp
www.abc.net.au

Pasquale Doggio POW identity card, 1943
www.militaryandmaritimeheritage.gov.au and State Library NSW



For sources and references see our Powerpoint presentation on the website

FOREVER GONE FREEDOM FROM FEAR



Cowra High School, Cowra, Australia

‘The site of the infamous ‘Cowra Breakout’ has become a centre of healing from its role in WWII.’

The Cowra POW camp site remains today and is cared for by local historians. Imagine you were there in 1944.

How would you describe the scene as: a) an Italian prisoner
b) an Australian guard
c) a Japanese prisoner



FOCUS

The Italians and Japanese had different experiences as POWs in Cowra. Think about why understanding cultural perspective is so important in history. Discuss this with a friend.



DID YOU KNOW?

Cowra has the only Japanese War Cemetery in Australia. The graves are for the Japanese soldiers killed in the Cowra Breakout and all Japanese Nationals who died in Australia during WWII.



GOING DEEPER

‘... Cowra has a deep cross-cultural goodwill with their international friendship that surprisingly bloomed from tragic origins.’

Consider why this relationship between Cowra and Japan grew out of such conflict.



PHOTO OP

Take a snip or screenshot of something you want to remember.



3 things you can do later to follow up ...

- 1 Research how a POW camp is different to an internment camp.
- 2 Look up the Cowra breakout and read the full story. Make sure you read several different accounts!
- 3 Historical sites are windows to the past. Is there a site near you that you could research?



IMAGES FROM TOP: A soldier at the guard post at the POW camp in Cowra, www.artsoutwest.org.au; Japanese group of prisoners of war at the camp near Cowra, NSW, www.abc.net.au; Prisoners found at the Weirs' property in Cowra, www.abc.net.au; Newspaper articles reporting the breakout of Japanese prisoners of war at Cowra; Bruno Dell'Amico in the Cowra POW camp, www.abc.net.au



▲ Jumonji High School students making parts of military uniforms in their school. During wartime our school was used as a war factory.

WOMEN AND SCHOOL GIRLS DURING WWII IN JAPAN

High school girls were forced to play an active role to support the Japanese homefront. For Japanese, WWII was a war in all directions. All power within the country was collected. So women, students, or even children, were forced to support the homefront. For example, girls had to work in war plants.

We got interested in what they felt and thought about back then. We studied other things: women's homefront, air raids and what individual girls, their mothers, and their other family members experienced.

Now that we know some more about the lives at the homefront, we can imagine how people would have felt a little more clearly than before.

JUMONJI GAKUEN HIGH SCHOOL TOKYO, JAPAN



▲ Homefront people's lives in Japan; frugal and monitored by neighbours and the government.

HIGH SCHOOL GIRLS IN TOKYO DURING WWII

In Japan, many teenagers were forced to cooperate with the war effort. Ms. Oda, a Jumonji High School alumni (enrolled from 1942-1947) who we interviewed, was forced to work for factories making warfare goods and printing money used in Japan's colony in China.

She had classes only one day each week. Even though she entered Jumonji Girls' High School because she had wanted to study hard, she couldn't.

Our research illustrates the high school girls' homefront in Tokyo during the war, with special attention paid towards Jumonji High School in Tokyo.

NATIONAL MOBILIZATION LAW

According to the 'National Mobilization Law', which was enacted in 1938, the government of Japan gradually implemented laws to win WWII. Neighbourhood associations were established throughout Japan to monitor the activities of people in the community and encourage them to support the Japanese Imperial Armies. Under these circumstances people had to be divided, and healthy men aged 20-60 years old were drafted into the military.

Therefore, women had to carry all burdens, both at home and in society, under extreme insufficiency in food, fuel, and other materials.



▲ Japanese girls working in a war plant.

'We got interested in what they felt and thought about back then.'



▲ After the Tokyo Air Raid on 14 April 1945, Jumonji High School's damaged buildings are shown in red.

TOKYO AIR RAIDS IN 1945

During WWII, both soldiers and civilians died due to air raids. The metropolitan Tokyo area received 106 raids from 24 November 1944 to 15 August 1945. More than 1 million people were victims, including over 100,000 deaths caused by the 10 March 1945 air raid, which was the most destructive. The buildings of Jumonji High School, which were built of reinforced concrete, were destroyed by an air raid on 14 April 1945.

At that time, elementary school students were evacuated to rural areas. Most high school girls remained in Tokyo and managed to study at school and work at military factories.

When air raids started around Tokyo, every day and night, many houses, schools and military factories were burnt, and female students were forced to evacuate to the rural areas. However, there were also school girls who believed that schooling should continue and stayed in the burnt town of Tokyo.

103 year old great grandmother of a Jumonji student

I have a great grandmother who experienced WWII. I asked about her to her son and her daughter.

When WWII started, they and her husband lived in Tokyo. However her husband went to the Philippines because of the war. The day before the Tokyo Air Raid, Haruko pulled the hand with her daughter carrying her son and went to Sendai by the train in 17 hours. In Sendai they suffered because of lack of self-sufficiency in life. Even in such a life they said they were helping with local people. However her husband died in the war. This was her biggest sorrow. But even so she worked every day and always said

'we cannot eat unless we work'

Her son and daughter are very grateful to her.



▲ 103 year old great grandmother of a Jumonji student with her great granddaughter.



▲ Students and teachers at Jumonji Girls High School making 'sennin-bari' or 'comfort bags' for soldiers. Many young women were cooperating to make 'sennin-bari'.

'Homefront women did things with great devotion'

JAPANESE WOMEN DURING WWII

Women of the homefront had to do housekeeping and child raising all by themselves. Many women also had to work outside and in factories, as many male workers were drafted to the military. That time had a serious shortage of various materials. Therefore, foods and daily necessities were rationed.

When not only their husbands, but also their sons, were sent to the military as troops, women had to send them off while waving the national flag of Japan. They made a comfort bag and 'sennin-bari' for the men. Comfort bags were made to raise the morale of troops. They contained various daily necessities, photos, medicine, amulets, and letters. 'Sennin-bari' were used to ward off bullets. They were made of white cloth and were stitched one thousand times with red thread.

Grandmother of a Jumonji student who went to Nippon Girls High School

During WWII healthy adult men were drafted to the military, but women and students also suffered. My grandmother entered Nippon Girls High School in 1944 and transferred to Tokyo Girls High School shortly afterwards. The high school was destroyed by an air raid in 1945. She barely escaped with her life.

As there was no longer a high school building to attend, she had to work at the National Railway Co. as part of student mobilisation. Therefore, she was never able to experience life as a high school student.



▲ The last photo of their grandmother and her classmates before going out to the girls' volunteering group, taken during the girls' school days.

▼ An artwork by Haruko Yamazaki showing the state of everyday life during wartime. They had to help each other and share their food at that time.

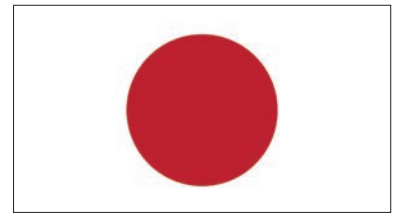


We mainly focused on women and girls' homefront. They believed what they were told; that Japan would win the war. They had to work at factories and support their family members. They liked chatting with their friends and wanted to learn something new like we do now. But gradually they were forced to cooperate with the war effort.

Listening to them, we realised that the peace we have now is not something we can take for granted.

'women have strength that is not armed'

WOMEN AND SCHOOL GIRLS DURING WWII IN JAPAN



Jumonji Gakuen High School, Tokyo, Japan

‘Listening to them, we realised that the peace we have now is not something we can take for granted.’

How we can learn from the experiences of those in the past to reflect on our own world?



FOCUS

Study the photo of the school girls closely and read the story. Think of one word to describe the mood of this image. Reflect on your school experience compared to that of these students.



DID YOU KNOW?

In 1945, during an event known as Operation Meetinghouse, new B-29 planes ‘firebombed’ Japan’s capital, killing over 100,000 civilians in a single strike. It was one of the deadliest, and most contentious, bombing raids in history.



GOING DEEPER

Choose one quote from this banner and reflect on what it means to you. Perhaps you might like to share your thoughts with a friend or jot it down to think about later.



PHOTO OP

Take a snip or screenshot of something you want to remember.



3 things you can do later to follow up ...

- 1 Ask if there is anyone in your family who remembers what their school was like during WWII.
- 2 If you could interview a Japanese person from this time, what things would you most want to ask? Write three questions and compare with your friends.
- 3 Research Operation Meetinghouse and read several different accounts. People have different opinions on it. What do you think?



IMAGES FROM TOP: Photo of a student’s grandmother and her classmates before going out to the girls’ volunteering group; After the Tokyo Air Raid on 14 April 1945; Homefront people’s lives in Japan; 103 year old great grandmother of a Jumonji student with her great granddaughter; Students and teachers at Jumonji Girls High School making ‘imon-bukuro’, or ‘comfort bags’ for soldiers



THE HOMEFRONT WWII



^ This is the Imperial Decree on Education which had been valid from 1930 to 1948. It forced Japanese students to serve the nation as well as the imperial house.



^ This is the young soldier recruitment by the Imperial Japanese Army like the Uncle Sam recruitment poster 'I want you'. These young soldiers contributed to the nation in the army, as pilots and sea operators.

^ This shows Greater East Asia Co-Prosperity Sphere's ideal that the Empire of Japan tried to build from 1940 to 1945. The government justified the war by this slogan.

POWER OF EDUCATION THE INFLUENCE OF EDUCATION

Japan has a very sad history in WWII. We have researched why the war was so long. We have found the answer to be education. During the war, the Japanese government and schools brainwashed children. For example, in school for P.E. class, the children learned how to use guns or reading 'Kyoiku Chokugo' that Japanese Emperors study.

Also, they were brainwashed at home. Some toys were changed. For example, 'Aikoku Hyakunin Isshu', a card game that has hundreds of 'Waka' written on one side. During the war the poems were written patriotically. Through this school changed the children's thinking from 'I don't want to be a soldier' to 'I want to be a soldier'. In addition, we know that the war-time education is not only a big part of history, but also a problem presently. So, we need to think about education more carefully.

OSAKA MEISEI GAKUEN HIGH SCHOOL OSAKA, JAPAN

I did not know about war, not only WWII but also the others. So I searched 'World Peace museum' in Osaka and can learn about war, and the library in my school, for information of war very hard. Making use of data that I got from there, I wrote two essays about this program. Through this, I will try to make use of them for my life in the future. I want to tell you two things:

First, you should research many things that you are interested in and write many essays. Second, you make use of learning things for your life.



^ The picture shows the marching which celebrated the anniversary of the Navy in 1941. A large number of students were marching as a music group.



^ Military inspection in Meisei High School. All students were forced to learn how to use guns for the military service.

^ Although the Meisei High School is a Catholic school, Shinto priests hosted memorial service for war dead because of the religious control by militarism government in 1942.



We Japanese learn the war. But it is very superficial and we haven't learned why the war occurred. So we researched the war, from the angle of education.

Then we found, biased education or lack of education was one of the big reasons for war.

We want everyone to think about education more carefully. We think it is the best way to make world peace.



I think that I try to make use of my experience in the War and Peace in the Pacific 75 program. I would like to take part in volunteer work to help many people. In this program, I learned not only our theme at school or life of children but also how people at that time revived Japan. I was deeply impressed to know their efforts.

Now, there are a lot of disaster areas by some natural disasters in Japan. So I want to help disaster victims as a member of a volunteer organization like people who reconstruct their towns.

'I learned how people revived Japan.'



^ We can see the sign indicating 'Sunday Mass 8:30' on the wall of Meisei. This is why our school wasn't confiscated by US troops after WWII.



^ This is Aikoku Hyakunin Isshu, a Japanese card game made by the Japanese government during the war. It consisted of 100 'Waka' cards written by famous Japanese poets.

I worked as a leader through this program. I learned many things from this experience.

First, I learned about war. I hadn't researched about war deeply. Especially, researching about my school was very interesting because I found how my school survived during the war. Then I am proud of my school.

Second, I learned how difficult working as a leader was. For example, to keep a lot of work, arrange a meeting and doing some job at same time.

The job was very difficult but through this experience, I think, it could bring me up. I want to try to use my skill and I want to improve my skill more and more.

'Education is a double-edged sword!'



^ The students in the picture were the members of shooting club of Meisei Junior High School when they won the national championship in 1929.

KEI'S TWO GRANDFATHERS

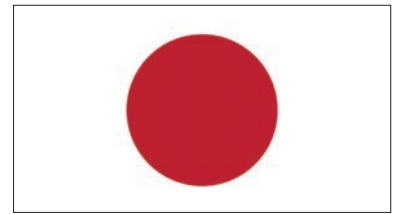
During WWII, education was heavily controlled by militarism government. The government tried to justify the war and encouraged students to serve the nation. However, the education's influence differed among the generations.

For example, my maternal grandfather was eight years old when the Imperial Japanese Navy attacked Pearl Harbor. He simply accepted what teachers taught. He was strongly influenced by militarism ideology. He became politically conservative and enjoyed singing military songs when he grew up.

On the other hand, my patrilateral grandfather was 14 years old in 1941, then he recognised the possibility of being drafted. He pretended to be obedient to what teachers taught. He became liberal, criticising the centralised government during his life.

POWER OF EDUCATION

THE INFLUENCE OF EDUCATION



Osaka Meisei Gakuen High School, Osaka, Japan

‘We want everyone to think about education more carefully. We think it is the best way to make world peace.’

Read what three of the students learned about life skills through this project.

Think about how conducting this research could help you in your special interest area.



FOCUS

Compare the stories of Kei’s two grandfathers. Can you see how people might have different points of view on the same event?



DID YOU KNOW?

Japanese school students had to work for the war effort in many different ways. Boys and girls often did different types of things. Compare experiences in the different Japanese schools in the exhibition.



GOING DEEPER

Take some time to think about the students’ quote, ‘Education is a double-edged sword’.

How would you interpret it? Has this account challenged you?



PHOTO OP

Take a snip or screenshot of something you want to remember.



3 things you can do later to follow up ...

- 1 Osaka International Peace Centre is one of the places the students used for research. They run several programs that encourage young people to think about the importance of peace. Look them up online.
- 2 Design your own Peace Museum: What would you include? How would it look?
- 3 Research more about schools during WWII in your country. Are there different or similar stories to those presented here?

IMAGES FROM TOP: Sign indicating ‘Sunday Mass 8:30’ on the wall of Meisei; Greater East Asia that the Empire of Japan tried to build 1940–1945; Marching celebrating the anniversary of the Navy, 1941. Students marching as a music group; ‘Aikoku Hyakunin Isshu’, a Japanese card game made by the Japanese government during the war; Soldier recruitment by the Imperial Japanese Army



^A The imperial shrine of Yasukuni is a Shinto shrine that commemorates those who died in service for Japan during the war.
^B A certificate for people who served at the homefront to thank them for their duty to Japan.

PROPAGANDA, RELIGION – WOMEN AND GRIEF –

During WWII many people suffered. Soldiers were respected and their families got support, but people who served at home did not get recognition. They worked at factories and built the things needed for war. Their jobs were difficult and dangerous.

Japan was badly damaged by WWII. Students of Sendai Girls School served and worked for other people, though they lived a hard life. It was difficult to accept foreign religion such as Christianity then, so they couldn't pray freely. However, they accepted other people. How did they feel then?

Propaganda is biased information intended to promote a particular political cause or view. In that sense, Japanese propaganda was no different from other nations. It was basically to move people's minds and lead them to action. Most citizens had a radio, so radio was widely used to deploy propaganda to Japanese people.

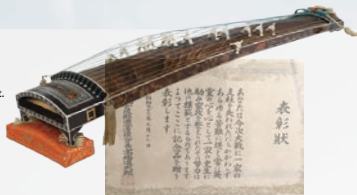
SENDAI SHIRAYURI GAKUEN HIGH SCHOOL SENDAI, JAPAN

INTERMENT CAMPS

Japanese that lived in America and Australia were sent to internment camps to appease public opinion about spilling any information about the government.

We interviewed Shirley Kazuyo Muramoto, whose mother lived in a Californian camp. She said they did not get enough education on what was going on in Japan, but still wanted to keep their Japanese identity and culture. Her mother was one of the people spreading Japanese culture by playing Koto, a traditional Japanese instrument, at the camp.

- [>] The traditional Japanese instrument, the Koto.
- [>] A certificate for people who served at the home front to thank them for their duty to Japan.



SENDAI AIR RAIDS

The US military bombed Sendai in 1945 on 10 March, 3 and 10 July. The centre of Sendai city was destroyed on 10 July. The US military destroyed six main Japanese cities and then aimed at Sendai where there were munitions factories and railways. 123 B29 bombers dropped 10,961 bombs. 50,321 people were affected and the dead numbered 1281.



^A Sendai city burning during an air raid.
^B This plane was called a B29. It dropped incendiary bombs on Sendai city.

Each of us should think about our own peace and share each other's opinions or wars will never end. This project gave us an opportunity to consider what peace really is.

We hope that by working on this project, we can use this to not make the same mistakes we all did in the past. We interviewed our school Sisters who have experienced WWII. That interview changed everything in our thought of war.

We want you to feel the preciousness of peace

THE SAYURI ASSOCIATION

The government requested that citizens send pens or needles to the battlefields for the war effort. Members of the Sayuri Association sent messages in colourful envelopes and replies came from the battlefield.

Communication was cut off after the Pacific War broke out and in 1943 foreign clergy members were forcibly repatriated. Sister Reiko Ogishima led the Sayuri Association but died when her ship hit a mine in 1943. She was only 27.

Saya's experience in the US

'I lived in America for 5 years. We hadn't learned much about the war ... but my parents took me to the Smithsonian museum. Before that, I couldn't understand.'



^A This is the most famous castle in Sendai, but it burned down during the war. Now there are only parts of it left.

'their Japanese identity and culture'



^A Sr. Chieko Aoki and Sr. Kyoko Watanabe

SENDAI WOMEN AND WAR

We interviewed Sr. Chieko Aoki and Sr. Kyoko Watanabe about life in Sendai Girls' School during WWII. They were in elementary school and were bombed by the US Air Force on 10 August 1945. They ran away from many incendiary bombs, covering themselves with wet comforters. We asked 'Could you keep praying during WWII?' They answered, 'We couldn't do it openly but we kept doing it silently.'

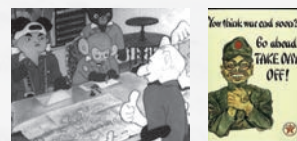
Miwako's experience in Australia

'I lived in Australia for 7 years during primary school. I did not learn about the war in Japan, but I learned it in a history class in Australia in my childhood.'

PROPAGANDA AND MASS MEDIA

In Japan they were restricted on what information they could broadcast. Listening to broadcasting from other countries was strictly prohibited. The first international broadcasting to be used was 'counterpart propaganda'. As the war progressed, Japan and USA both used stereotypes and cultural propaganda to motivate their citizens.

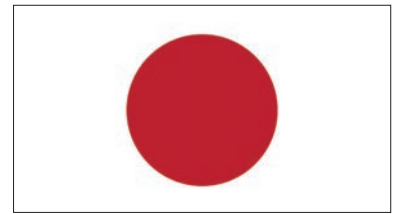
The 1945 animation *Momotarou Umi no Shinpei* was about how the Japanese army attacked weak white people. The movie was based on another animation where ethnic stereotypes showed white people's characters with huge noses, big eyes, and flabby bodies. The 1943 US animated movie *Victory through Air Power* shows bombs falling on Japan fields and cities on fire. The United States Air Force started bombing in 1944, shortly after the movie was released.



^A While people's characters have huge noses, big eyes, and flabby bodies. Japan thinks of American as a monster.
^B American propaganda provided work stimulation to Americans by using images of Japanese.

REMEMBER THE TRAGEDY

PROPAGANDA, RELIGION, WOMEN IN GRIEF



Sendai Shirayuri Gakuen High School, Sendai, Japan

‘Each of us should think about our own peace and share each other’s opinions, or wars will never end. This project gave us an opportunity to consider what peace really is.’

Have you ever really stopped and thought about what peace means?
Make a pledge to discuss it with at least one other person.



FOCUS

Propaganda from both sides of the conflict played a big part in influencing morale. What do these examples focus on to achieve that? Look up other examples.



DID YOU KNOW?

Find one story on the banner you did not know about.
Research more about it. How do you feel about this story?



GOING DEEPER

Imagine you lived in a country that was at war with where you used to live, or where your ancestors are from. You have to go to an internment camp. People in this story played the koto to hold onto their Japanese culture. What would you do?



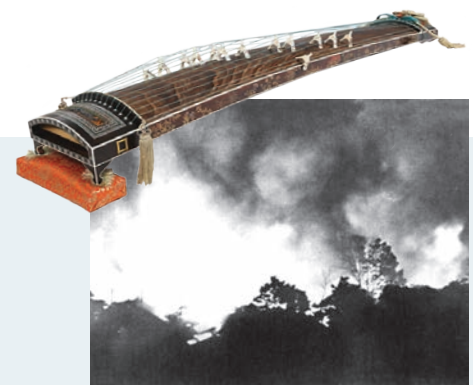
PHOTO OP

Take a snip or screenshot of something you want to remember.



3 things you can do later to follow up ...

- 1 Some of the students lived in other countries when they were younger. How do you think this might affect your perspective on historical events?
- 2 Find out more about the koto and look for a video of someone playing it. Think about what this might have meant for people in internment camps.
- 3 Find Sendai on a map and research more about its WWII history.



IMAGES FROM TOP: The imperial shrine of Yasukuni, a Shinto shrine commemorating those who died in service during the war; A certificate for people who served at the homefront to thank them for their duty to Japan; Sr. Chieko Aoki and Sr. Kyoko Watanabe; The traditional Japanese instrument, the Koto; Sendai city burning during an air raid; B29 planes dropped incendiary bombs on Sendai city

THE HOMEFRONT WWII



◀ Kendall Street Military Parade, Cowra, 1940s

WARTIME IN COWRA STORIES FROM EVERYDAY PEOPLE

The town of Cowra was impacted by WWII in myriad ways. Men left to gladly serve their nation in a war fought on many fronts, the women left behind took on new roles as well as their traditional roles. The small rural town was chosen as a site for a Prisoner of War camp as well as a military training camp and various other areas of industry in the town developed with the pace of the war.

Cowra also experienced a tragic incident that will forever remind the community of the importance of international friendships – The Breakout. This event caused much heartache for both the locals and the many prisoners whose lives were lost. The presence of the peace bell in Cowra reflects the impact of WWII on the small rural town and acts as a reminder of the importance of a peaceful future.

In this project, we wanted look beyond the POW camp that Cowra is so widely known for.



◀ Cowra Peace Bell, Cowra Tourism, 2018

COWRA PEACE BELL

The Cowra Civic Square now proudly hosts the Peace Bell, a replica of the original one that hangs in the United Nations Building in New York. It was given to Cowra due to local efforts to promote peace and international understanding. This holds great significance because

‘it is the only peace bell in Australia.’

The idea behind this bell is to keep people informed of the horrors of war and to promote peace throughout the world as well as acting as a constant reminder of the continual need for people to rededicate themselves to working for peace.

ST RAPHAEL'S CATHOLIC SCHOOL COWRA, AUSTRALIA



WAR THROUGH THE EYES OF CHILDREN

Interview with Helen Stendall

Helen Stendall's story is an intriguing recount of a child's perspective of war. She was two when the war broke out and has fond memories of growing up during that time. Throughout her story we see that the war did impact on the town, however

‘the war did not have a huge effect on Helen's life.’

During her interview, Helen said multiple times that although she grew up during the war she believes that these were the best times to grow up. She also spoke about food shortages and ration coupons, her schooling years, her family's responsibility as the mail delivery service and spending time with the soldiers that were serving in Cowra.

Interview with Margaret Tremble

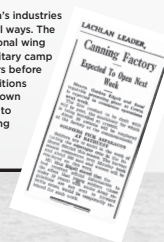
During the war many children were blissfully ignorant, and unaware of the troubles arising in WWII. However, Margaret Tremble, who was born in 1930 and lived on a small farm near Gooloogong in Central West NSW, became a slight exception.

Although just a child during the war, Margaret was impacted in different ways. Meals were rationed and mostly unenjoyable. Whilst boarding in Sydney, students were trained to react in the event of an evacuation and were responsible for junior students' safety. As a result of her father joining the Army and being severely affected, Margaret had to leave school to assist her mother in paying rent and providing for the family.

* Margaret Tremble, out the front of St Raphael's Church, Cowra, NSW.
* Margaret Tremble enjoying riding on the family farm as a young woman.
* Newspaper article, *The Lachlan Leader*, Thursday, 7 October 1943

INDUSTRY DEVELOPS IN COWRA

After the war began, Cowra's industries were transformed in several ways. The hospital required an additional wing and more equipment, a military camp was opened to train soldiers before they were sent to war, munitions were manufactured in the town and a cannery was opened to provide food for the growing need of tinned products at the time.



◀ Stendall family shearing shed
◀ The Cowra VAD during an inspection



We strived to uncover stories of people who lived in Cowra at the time of the war and listen to their personal wartime experiences.

In doing this we will work to promote peace in the wider community, hopefully creating lasting friendships between Australia, Japan and America that will mean a tragedy like WWII will not happen again.

THE BREAKOUT THE AMOS FAMILY STORY

Mitchell's family story gives us insight about what local families in Cowra dealt with during WWII.

The Amos family owned a few local farms around the area of the POW camp. The town was put on high alert when it received the news about the breakout. The Amos men decided to be stationed with weapons on the deck of their house to keep watch for the Japanese POWs while the women were keeping the children safe inside. In the middle of the night the men heard noises coming from the barn and notified the police. When the police arrived they shot into the hay and a few Japanese were shot dead.

WOMEN IN THE WORKFORCE

As a high percentage of the male population left to fight in WWII, a major hole in the working industry arose. This was an opportunity for women to step up and work in society instead of continuing in their 'traditional' roles.

Women such as Carolle Delboux contributed to the war efforts through a nursing career, while others such as Elvina Elliot-Horsfall did voluntary work for the Red Cross and other organisations. These are two local Cowra women whose stories have inspired the future generations to contribute to the community.



◀ Women from the Cowra Land Army WWII
◀ Elvina Elliot-Horsfall, 1940



WARTIME IN COWRA

STORIES FROM EVERYDAY PEOPLE



St. Raphael's Catholic School, Cowra, Australia

'We strived to uncover stories of people who lived in Cowra at the time of the war and listen to their personal wartime experiences.'

The times you are living through now will become history for future generations. Find out if anyone in your family lived through WWII, or email your local Historical Society to find community stories. What was it like?



FOCUS

How might Homefront experiences in a country town differ from those in a city? Can you see how experiences were different even in the same town?



DID YOU KNOW?

Cowra is the only country town in the world that has a United Nations Peace Bell. It is a replica of the one in the United Nations Building in New York. There is also one in the Hiroshima Peace Park in Japan. Ringing the bell is a reminder for people to 'rededicate themselves to working for peace.' How might you do that?



GOING DEEPER

Compare some stories about the breakout from the two Cowra banners. How do they reflect different experiences of that event? How would you have felt living there at that time?



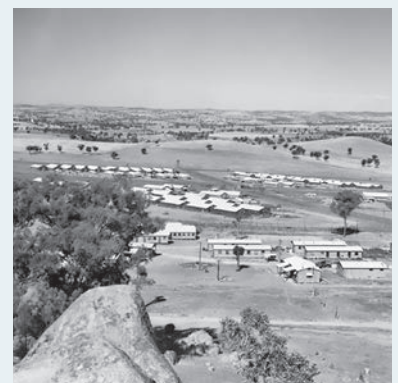
PHOTO OP

Take a snip or screenshot of something you want to remember.



3 things you can do later to follow up ...

- 1 If there are people in your family or community who lived through WWII, talk to them about it. You can also look up written or oral histories in government archives, museums historical sites and special commemorative event websites.
- 2 Find out which other places have UN Peace Bells and why they are significant.
- 3 Food canned in Cowra helped feed troops in the Pacific War. Find out more about industries in your town or state that helped the war effort.



IMAGES FROM TOP: Kendall Street Military Parade, Cowra, 1940s; Women from the Cowra Land Army, WWII; Stendell family shearing shed; Margaret Tremble enjoying riding on the family farm as a young woman; Cowra POW Camp, 1 July 1944

THE HOMEFRONT WWII



▲ Billboard at Oak Ridge during WWII
 ▶ Local Lake, Hendersonville, Tennessee



THE HOMEFRONT IN TENNESSEE

In 1941 the State Sewart Air Base was set up and Nashville became an important center for military aircraft production. During the same year Major-General George S. Patton conducted armored maneuvers in Middle Tennessee. Despite Tennessee's preparations for the war, the State and the nation were shocked to hear the news of the Japanese attack at Pearl Harbor on 7 December 1941. The day that would 'live in infamy' etched permanent imprints on American memories. Little known to many, a secret city in East Tennessee produced material for the nuclear bombs that would later be dropped on Japan.

Most people do not know that there were prisoner-of-war camps in Tennessee during WWII. They were at Camp Forrest near Tullahoma; Camp Campbell near Clarksville; Camp Tyson in Henry County; and Camp Crossville in Cumberland County. More than 300,000 Tennesseans served in the armed forces and six Tennesseans were recipients of the Congressional Medal of Honor. 5,731 made the ultimate sacrifice.

STATION CAMP HIGH SCHOOL TENNESSEE, USA

MUSIC CITY

The time between the 1940s and the 1960s is the most influential in evolution of music in the South. This is the time of a new genre of music that would change the face of people all over and at its heart is the city of Nashville, known across the nation as 'Music City'.

Nashville didn't become a major music center until Acuff-Rose publishing was formed. The company encouraged recording in Nashville and by the late 1940s brought Nashville to become a popular southern recording center.

TENNESSEE MANEUVERS

In June 1941, Middle Tennessee was chosen as the location of the first of a series of military maneuvers that featured the combined forces of tanks and infantry.

Over twenty counties and more than 800,000 men and women participated. The site was officially referred to as 'somewhere in Tennessee'. Red and Blue 'armies' faced each other in training exercises which produced over \$4 million in claims by individuals and municipalities for destruction of property by the opposing armies.



▲ Second Army Tennessee Maneuvers, 3 miles west of Wallington
 ▼ Tennessee Maneuvers Army Signal Corps



▲ George Walker, from George Walker's log being to wedge the wheels

Considering all the people who fought in WWII, there are bound to be some stories that are miraculous but have been overshadowed or unpublished due to one extremity or another. Many heroic acts of men from Tennessee have gone unseen or overlooked. These men have risked their lives for their country and, though some have perished, all of them deserve to be known and recognized for the honor they have brought their family and their country.

With this banner we hope to bring appreciation to the perils that everybody faced when fighting in WWII and how Tennessee was involved.

ATOMIC SECRET

Tennessee played a primary role in the creation of the atomic age. Oak Ridge, which had grown out of the Manhattan Project, produced vital components of the atomic bomb dropped on Hiroshima during the final stages of the war.

A secret city in East Tennessee, Oak Ridge, produced material for nuclear bombs. Most Tennesseans didn't know it existed until after the atomic bombs were dropped on Japan in 1945.

▼ The Knoxville News-Sentinel, 6 August 1945



'Most Tennesseans didn't know ... until after the atomic bombs were dropped on Japan in 1945.'



◀ Security badge of Dr. Fred Stone, who worked at Oak Ridge's Manhattan Project installations, which helped build the world's first atomic bomb in the 1940s.

AVIATION ACTION

Nashville became an important center for military aircraft production. Defense experts realized the importance of aluminum in building an air force and the Aluminum Company of America's factory, south of Knoxville, was then the largest plant in the world. In 1940, a large airplane factory was constructed in Nashville. The four production facility sites were located in valleys away from the town. This provided security and containment in case of accidental explosions.

In 1943 the Army Air Forces Classification Center was built to process air recruits and determined their future training as pilots, navigators, or bombardiers.

'Nashville became an important center for military aircraft production'

WOMEN AT WAR

Tennessee women, who joined the Women's Army Corps, trained at Fort Oglethorpe throughout the war. Women also joined the Navy WAVES, the Coast Guard SPARS, the Women Marines, and the WASPS or Women's Airforce Service Pilots.

HEROES

ELBERT L. KINSER
 Fought on Okinawa

4 May 1945

Quick to act when an enemy grenade landed in the immediate vicinity, Kinser unhesitatingly threw himself on a deadly missile, absorbing the full charge of the shattering explosion in his own body, thereby protecting his men from serious injury and possible death.



RAYMOND H. COOLEY
 Fought in Luzon, Philippines
February 1945

Under fire from enemy machine guns, Cooley crawled up to one machine gun and threw a grenade. Inspired, his squad joined him to attack another gun post but enemy soldiers burst from hiding places. Cooley couldn't throw his grenade so he tucked it into his stomach and stepped away. He recovered sufficiently to receive his Medal of Honor on 23 August 1945.



1. <https://www.military.com/hero/Elbert-L-Kinser-8385/>
 2. <https://vetmema.org/veterans/elbert-l-kinser-8385/>

Read about more heroes from Tennessee on the website.

THE HOMEFRONT IN TENNESSEE



Station Camp High School, Tennessee, USA

'... we hope to bring appreciation to the perils that everybody faced when fighting in WWII and how Tennessee was involved.'

This message reminds us that people from all over our countries ship out to battle zones, yet war also affects those far away from the frontline. Sometimes the two come together.



FOCUS

Look at all the different things that were going on in Tennessee at the time - construction, military operations, training centres, secret manufacturing and more. How does the billboard emphasise how war affects us all?



DID YOU KNOW?

Have you heard of Oak Ridge before? Take a survey with friends and family. Think about how difficult it would be to keep what was going on in a whole city secret! Do you think we could keep a secret like that today?



GOING DEEPER

This banner examines the idea of heroism. Take a moment to reflect on what people fighting in wars had to go through, and how the loss of loved ones affected their families, friends and communities. Why is it important to remember?



PHOTO OP

Take a snip or screenshot of something you want to remember.

3 things you can do later to follow up ...

- 1 Find out more about the organisations that women joined during WWII.
- 2 Find out what music topped the charts in your country during WWII. Try to do the same for Nashville, USA.
- 3 Look up old newspaper reports on Oak Ridge and investigate its role in manufacturing the atomic bombs that were dropped on Japan.



IMAGES FROM TOP: Billboard at Oak Ridge during WWII; Second Army Tennessee Maneuvers, 3 miles west of Watertown; Security badge of Dr. Fred Stone, who worked at Oak Ridge's Manhattan Project installations, which helped build the world's first atomic bomb in the 1940s; *The Knoxville News-Sentinel*, 6 August 1945; Swaney's Swift Drug Store built in the 1940s

WWII The Homefront

High School Youth Ambassadors from Australia,
USA and Japan met here in friendship to commemorate
the contribution and sacrifices of civilians on the Homefront.

WAR AND PEACE IN THE PACIFIC 75

THE 75TH ANNIVERSARY OF WORLD WAR II IN THE PACIFIC

オーストラリア、アメリカ合衆国、日本の高校生大使が
銃後の人々の功績を讃え、犠牲を偲ぶために
ここに集い親交を深めました。

Dedicated 13 November 2018 • Olivia McLennan, Australia • Brianna Matthews, USA • Saya Watanabe, Japan • USA Bicentennial Gift Fund

This plaque commemorates the students' visit to the museum in 2018.

**MU
SEA
UM**
AUSTRALIAN NATIONAL
MARITIME MUSEUM

WAPIP75 IS A USA PROGRAM FUNDED BY THE USA BICENTENNIAL GIFT FUND