WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II

Duration: 4-5 class periods

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM, GRADES 7/8:

UNIT 10  The United States Assumes Worldwide Responsibilities
Chapter 1 World War II

These questions and documents can be used in conjunction with the New York State Education Department core curriculum for grades 7/8 Social Studies: United States and New York State History. Students will be able to discuss the changing roles of women during World War II and the discrimination faced by racial minorities during the war.

ESSENTIAL QUESTIONS

1. How did World War II influence and change the experience of American women?
2. How did the experience of the war both challenge and reinforce traditional women’s roles?
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART I
How World War II Changed the Role of the American Woman

DOCUMENTS
“And then, in my free time…” cartoon
Norman Rockwell’s Saturday Evening Post cover, September 4, 1943 – “The Nebraska Story”
Norman Rockwell’s Saturday Evening Post cover, May 29, 1943 – “Rosie”
“The Women’s Land Army Works for Victory,” pamphlet (excerpts)
Newsweek, Battle Cry of the War Manpower Commission: “We Want Women” graphic

AIM
Have students begin to think about gender roles and how they have changed – or not – over time.

VOCABULARY
Influence; reinforce; labor; offset; localities; prevailing; vacancies; reluctantly; patriotism; pioneer; comradeship; perseverance; conscientious; ambassadors

TASK
1. Write on the board the following phrases: “Women’s work” and “A Man’s job.”
2. Instruct the students to brainstorm about what types of tasks or roles they usually associate with either phrase.
3. Then, invite a few volunteers to present the jobs or tasks they wrote down, and have the class decide in which category they fit best.

DISCUSSION
1. Describe the differences between the two lists. Are there any general differences?
2. Who in the classroom objects to these categories or sees negative stereotypes embodied in them?
3. Where do these ideas about men and women’s roles come from?

Ask students to imagine how this list of traditional tasks would change during World War II. Then ask the following question, and use students’ answers to add to and rearrange the list on the board:

What roles have women and men traditionally played in wartime?

Finally, center the discussion on women and World War II, asking the following:

1. If men are at war, who will take the jobs in the factories and on the farms?
2. What opportunities and challenges will the war bring to women in the worlds of work, play and politics?
3. What will happen to women’s traditional domestic responsibilities?
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

ACTIVITY: ANALYZING THE DOCUMENT

Show students the cartoon, “And then, in my free time…”

1. What does this cartoon reflect about the experience of women during World War II?
2. What possible advantages and disadvantages can you imagine resulted from the new opportunities for women to take on traditionally male work and play roles?

ACTIVITY

Place the students in groups. Each group will closely examine one document to present it to the class. Their job as a group will be to interpret the document according to some general guidelines and specific questions, and to present their document to the class.

General questions for students to ask include:

1. Who wrote the document?
2. Who is the audience?
3. What does it tell us about life in the United States at the time it was written?
4. What questions does it leave us with?

Groups should use the following documents:

- Norman Rockwell's Saturday Evening Post cover, September 4, 1943 – “The Nebraska Story”
- Norman Rockwell's Saturday Evening Post cover, May 29, 1943 – “Rosie”
- “The Women’s Land Army Works for Victory”, pamphlet (excerpts)
- Battle Cry of the War Manpower Commission: We Want Women graphic

After each student has contributed ideas to their group, all members will present the written ideas to the class.

FOLLOW UP ACTIVITIES

1. Students could collaborate on an exhibit of women in World War II using the oral histories in this lesson.
2. Students could interview people in their community who remember World War II on the home front” – as civilians, probably children, during the war. It would be a fascinating study in and of itself, but it is easy to connect to this unit theme by asking them about the women in their lives – mothers, aunts, older sisters – who may have taken on new responsibilities during the war.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. Create a two-columned chart on a piece of poster board, titling the left column “Woman’s Work, World War II” and the right column “Woman’s Work, Today.” Under each heading, write a description of what “woman’s work” would be considered in that time period. Then, paste three photographs from The New York Times that meet those descriptions. (The photographs can be of both women and men.) You might also repeat the exercise focusing on the phrase “A man’s job.”

2. Find an article in The New York Times that focuses on women (leaders in various fields, mothers and daughters, etc.) Underline a passage in the article that speaks to the idea of the roles of women in today’s society. Copy the passage at the top of a sheet of paper, and under it write a one-paragraph response explaining why you chose it and what it means to you. Then, write a one-paragraph response as if you are a woman from the mid-1940’s, during World War II. How does this section of the article apply or not apply to you?

3. Over several days, clip five graphics from The New York Times that are related to war; these can include maps, statistics charts and illustrations. Write a short essay exploring how these graphics explain different aspects of war, and whether or not any of them are gender-specific or draw gender comparisons.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART I
How World War II Changed the Role of the American Woman

“And then, in my free time…” cartoon by Bob Barnes for the Office of War Information (O.W.I.)
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART I
How World War II Changed the Role of the American Woman

“Women’s Land Army Works for Victory” pamphlet (excerpts)
Published by the War Food Administration, Department of Agriculture, April 1945

THE WOMEN’S LAND ARMY WORKS FOR VICTORY

EXTENSION SERVICE
WAR FOOD ADMINISTRATION
U.S. DEPARTMENT OF AGRICULTURE
**WOMEN’S LEADERSHIP IN AMERICAN HISTORY**

“Women's Land Army Works for Victory” pamphlet (excerpts)
Published by the War Food Administration, Department of Agriculture, April 1945

**WHAT WLA WORKERS DO**

North, South, East, and West, women do all kinds of farm work. Singly and in groups, they pick beans, tomatoes, and other vegetables. They detassel corn, shock grain, pick potatoes, and pick and pack berries, apples, peaches, grapes, other fruits, and nuts. They work in cotton, grain, tobacco, and flax; drive tractors, farm trucks, and combines; milk the cows and care for poultry flocks. In brief, as and where needed, women help to plant, cultivate, and harvest the food and fiber crops and care for the livestock—all so necessary in the war program.

**FARM WOMEN**

Farm wives and daughters, hundreds of thousands of them, do a magnificent job, helping with haying, milking, feeding livestock. They handle just about every farm task, many of which they have never done before, putting in long hours at the double job of housework and farm work.

Typical is one Midwestern farm woman who, during cornplanting time, drove a tractor from 4 to 8 a.m. each day, and then did the farm chores before starting her regular housework, which she does without benefit of electricity or running water.

A Georgia woman has added to her housework and canning chores the job of milking, caring for the chickens, and working in a 2-acs vegetable garden, which she plows herself. She also averages 250 pounds of cotton a day in cotton-picking time.

Farm women usually work on their own farms, helping to fill vacancies left by their menfolk and hired hands. But many also help their neighbors, after their home tasks are finished. One family in South Dakota, working together as a crew, helps neighbors at threshing-time.

A New Hampshire farm daughter hired out to another farm family after her father finally succeeded in getting a hired man. She says, “I decided not to join the WACS or the WAVES, but to do farm work and help in food production. I believe this is just as important to the men in the armed forces.”

Members of a home demonstration club in rural Mississippi use their meeting days for group field work on farms in the community.

**TOWN WOMEN**

Even though accepted reluctantly at first by many farmers, town women have now proved themselves in farm work. Their help is especially valuable at harvesttime for crops such as apples, peaches, and other fruit; for beans, tomatoes, potatoes, peanuts, and cotton. Teachers and college girls often spend 2 or 3 summer months in farm work. Businesswomen work part of their vacation time, evenings, and week ends harvesting tomatoes, beans, and carrots, detasseling corn, and picking apples, peaches, and grapes.

Homemakers also answer the local call for peak-season harvesting. In an Oregon county last year, for example, 500 homemakers helped to save the bean crop. Each day they boarded the Housewives’ Special—busses leaving for the field at 8:30 a.m. and returning at 3 p.m. This gave them time to get the family breakfast before leaving and to market for supper in the late afternoon. In Washington, as in other States, women joined groups of “twilight” pickers, who worked evenings harvesting the big berry crop. And in a California county, women, working from 7 to 11 p.m. as peach cutters to help save 20,000 tons of peaches by drying, were known as the Victory Shift.

Women’s underlying motive for doing farm work is, for the most part, patriotism—a deep desire to help, to have a part in feeding our soldiers and our allies—and an intense conviction that no food should go to waste. As a 60-year-old woman said, after picking 3 tons of beans, “I’m glad to do it! You see, I have a son in the Air Corps.”
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART I
How World War II Changed the Role of the American Woman

Battle Cry of the War Manpower Commission: “We Want Women"
Newsweek, September 6, 1943

[Diagram showing total female employment in millions for war and nonwar years with percentages of women workers and all workers, indicating significant increases during the war years.]
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART I
How World War II Changed the Role of the American Woman

Norman Rockwell’s Saturday Evening Post cover, September 4, 1943
“Rosie to the Rescue”
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART I
How World War II Changed the Role of the American Woman

Norman Rockwell’s Saturday Evening Post cover, May 29, 1943 – “Rosie”
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART 2
Rosie Was Not the Only Riveter

Comparing Rosie the Riveter stories
(Probably TWO 50-minute class periods or ONE 90-minute block)

FOCUS QUESTIONS
1. How did World War II influence and change the experience of American women?
2. How did American women participate in the war effort?
3. What lies behind the image of “Rosie the Riveter?”

VOCABULARY
Incendiaries; tracers; ignorant; vaguely; foremen; gadgets; tamped; detonator; bluff; objective; mobilized; inroads; integrate; bale; adamant; discrimination; ironically; status quo; criticized; admired

DOCUMENTS
Saturday Evening Post cover: September 4, 1943 – “The Nebraska Story” (from LESSON 3, PART 1)
F.S.A. photo of woman turning the lathe in the Texas factory
Excerpts of oral histories: Tina Hill and Peggy Terry

DOCUMENT ACTIVITY: Introductory Activity
Show the students two images of women during World War II: the Saturday Evening Post and the F.S.A. photo of the woman turning the lathe in the Texas factory. Ask them to contrast the images.

FOCUS QUESTIONS
1. What do these images tell us about the role of women in World War II? Discuss responses with class.
2. What accessories do you see on the woman on the cover of the Post?
3. What is the significance of the objects she is carrying?
4. Why is she dressed the way she is?
5. What does the expression on her face tell you?
6. How have women’s roles changed in the United States over the past 100 years?
7. How might women’s roles have changed during World War II?

DOCUMENT ACTIVITY: Investigation
1. Place students in groups and give each group one of the oral histories to read. For this activity, lower-level readers should be paired with higher-level readers.
2. Each pair should answer the questions the class generated during the introduction.
3. What parts of this woman’s story are the most relevant to our project?
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

GROUP-SHARE
Form groups of three with each student in the group representing one of the women portrayed in the oral histories. Share and compare responses.

CLOSING QUESTIONS
1. To what extent are these women conscious of their historic roles? To what extent are they consciously political?
2. In what ways does their war work experience bring them into contact with new ideas and people?
3. How are they similar or different?
4. In what ways does their war work intersect with their traditional roles as women?

HOMEWORK
1. Write a letter to the woman whose story you read – what did you learn from her? What questions do you have for her?
2. Give the students the famous propaganda poster “We Can Do It!” To what extent do the stories we have read in class today support this image? What is the difference between the photograph and narratives and the idealized image?

FOLLOW-UP ACTIVITIES
1. Students could collaborate on an exhibit of women in World War II using the stories of Tina and Peggy. The exhibit could compare the experiences of the three women and showcase pictures, photographs and quotations.
2. Students could interview people in their community who remember World War II “on the home front” – as civilians, probably children, during the war. It would be a fascinating study in and of itself, but it is easy to connect to this unit theme by asking them about the women in their lives – mothers, aunts, older sisters – who may have taken on new responsibilities during the war.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. “Rosie the Riveter” was a character created to represent the changing role of women in the war effort during World War II. Over the course of a few days, clip photographs from The New York Times of American women today contributing to a war or national defense effort, either on the front lines or on the home front. Make a list of words that describe each of these women. Then, create a cover for a fictional Saturday Evening Post to be published today, presenting your illustration of a modern Rosie based on the photographs of women that you found in The Times. On the back of your illustration, write a short essay comparing the Rosie of 1943 to the Rosie of today.

2. Oral histories are personal stories told in the first person (“I saw, I did…”). Find a news article in The New York Times about an event that interests you. Choose a person mentioned in the article and write a first-person account of the event, sharing his or her perspectives.

3. What do you think Rosie the Riveter would think of women in print advertisements today? Create a collage of three to five women found in ads in The New York Times, and then write a response from Rosie’s perspective about what she believes these women’s values and roles to be. Would Rosie feel that these women are very liberated and progressive, or would she feel that they have returned to more traditional female roles and values?
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART 2
Rosie Was Not the Only Riveter

"Lathe operator machining parts for transport planes at the Consolidated Aircraft Corporation plant, Fort Worth, Texas," October 1942
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART 2
Rosie Was Not the Only Riveter

Tina Hill, oral history interview from Sherna Berger Bluck’s “Rosie the Riveter Revisited: Women, the War, and Social Change,” Boston: Twayne, 1987

“Then I came to Los Angeles. I told my sister, ‘Well, I better get me a good job around here working in a hotel or motel or something. I want to get me a good job so when the war is over, I’ll have it.’ And she said, ‘No, you just come on out and go in the war plants and work and maybe you’ll make enough money where you won’t have to work in the hotels or motels.’”

...The goal of the wartime black organizations went beyond the short-range objective of opening up jobs. The National Council for Negro Women, for example, mobilized a “Hold Your Job Campaign.” They hoped to ensure that the inroads made during the war years were not lost. The council offered its services to employers and workers alike in an effort to integrate women workers into these new jobs. A series of wartime employment clinics were set up, primarily in the Washington, D.C., area. The inclusion of charm clinics and classes on behavior and attitude indicates that the black woman was being trained how to fit in and be accepted — how to be white, as it were. It is no wonder that Tina Hill and many other black women were conscious of the historic role they were playing.

Gluck, Sherna Berger. Rosie the Riveter Revisited. p. 36.

“It made me live better. I really did. We always say that Lincoln took the bale off of the Negroes. I think there is a statue up there in Washington, D.C., where he’s lifting something off the Negro. Well, my sister always said — that’s why you can’t interview her because she’s so radical — ‘Hitler was the one that got us out of the white folks’ kitchen.’”

Tina acknowledged what the job at North American Aircraft meant to black women like herself, but she was also adamant about the discrimination that black workers faced. Because she worked there for almost forty years, it was sometimes difficult for her to pinpoint the precise time frame. During the war years, ironically, the prevailing cultural attitudes about women’s proper role might have benefited black women. If women were only temporarily taking these jobs, then placing black women in production jobs would not post a permanent threat to the racial status quo. As a result, the black women were more often given production jobs, whereas the black men were more frequently placed in janitorial positions.

“But they had to fight. They fought hand, tooth, and nail to get in there. And the first five or
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

six Negroes who went in there, they were well educated, but they started them off as janitors. After they once got their foot in the door and was there for three months — you work for three months before they say you’re hired — then they had to start fighting all over again to get off of that broom and get something decent. And some of them did.

“But they’d always give that Negro man the worst part of everything. See, the jobs have already been tested and tried out before they ever get into the department, and they know what’s good about them and what’s bad about them. They always managed to give the worst one to the Negro. The only reason why the women fared better was they just couldn’t quite give the woman as tough a job that they gave the men. But sometimes they did.”

WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART 2
Rosie Was Not the Only Riveter


PEGGY TERRY

She is a mountain woman who has lived in Chicago for the past twenty years. Paducah, Kentucky is her hometown. She visits it as often as her meager purse allows.

The first work I had after the Depression was at a shell-loading plant in Viola, Kentucky. It is between Paducah and Mayfield. They were large shells: anti-aircraft, incendiaries, and tracers. We painted red on the tips of the tracers. My mother, my sister, and myself worked there. Each of us worked a different shift because we had little ones at home. We made the fabulous sum of thirty-two dollars a week. (Laughs.) To us it was just an absolute miracle. Before that, we made nothing.

You won’t believe how incredibly ignorant I was. I knew vaguely that a war had started, but I had no idea what it meant.

…We were living day to day. When you are involved in stayin’ alive, you don’t think about big things like a war. It didn’t occur to us that we were making these shells to kill people. It never entered my head.

There were no women foremen where we worked. We were just a bunch of hillbilly women laughin’ and talkin’. It was like a social. Now we’d have money to buy shoes and a dress and pay rent and get some food on the table. We were just happy to have work.

I worked in building number 11. I pulled a lot of gadgets on a machine. The shell slid under and powder went into it. Another lever you pulled taped it down. Then it moved on a conveyor belt to another building where the detonator was dropped in. You did this over and over.

Tetryl was one of the ingredients and it turned us orange. Just as orange as an orange. Our hair was streaked orange. Our hands, our face, our neck, even our eyeballs. We never questioned. None of us ever asked, What is this? Is this harmful? We simply didn’t think about it. That was just one of the conditions of the job. The only thing we worried about was other women thinking we had dyed our hair. Back then it was a disgrace if you dyed your hair. We worried
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

what people would say.

We used to laugh about it on the bus. It eventually wore off. But I seem to remember some of the women had breathing problems. The shells were painted a dark gray. When the paint didn’t come out smooth, we had to take rags wet with some kind of remover and wash that paint off. The fumes from these rags — it was like breathing cleaning fluid. It burned the nose and throat. Oh, it was difficult to breathe. Now I remember that.

…Mamma was what they call terminated — fired. Mamma’s mother took sick and died and Mamma asked for time off and they told her no. Mamma said, “Well, I’m gonna be with my mamma. If I have to give up my job, I will just have to.” So they terminated Mamma. That’s when I started gettin’ nasty. I told ‘em I was gonna quit, and they told me if I quit they would blacklist me wherever I would go. They had my fingerprints and all that. I guess it was just bluff, because I did get other work.

…We were awarded the navy E for excellence. We were just so proud of that E. It was like we were a big family, and we hugged and kissed each other. They had the navy band out there celebrating us. We were so proud of ourselves.

First time my mother ever worked at anything except in the fields — first real job Mamma ever had. It was a big break in everybody’s life. Once, Mamma woke up in the middle of the night to go to the bathroom and she saw the bus going down. She said, “Oh my goodness, I’ve overslept.” She jerked her clothes on, threwed her lunch in the bag, and was out on the corner, ready to go, when Boy Blue, our driver, said, “Honey, this is the wrong shift.” Mamma wasn’t supposed to be there until six in the morning. She never lived that down. She would have enjoyed telling you that.

My world was really very small. When we came from Oklahoma to Paducah, that was like a journey to the center of the earth. It was during the Depression and you did good having bus fare to get across town. The war just widened my world.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART 3
The All-American Girls Baseball League

AIM
To learn how the new opportunities for women during World War II extended to the world of sports. How did these new opportunities conflict with traditional female roles, behavior or images?

DOCUMENT

RESOURCES
Film: A League of Their Own film and A League of Their Own: The Documentary (released together as a special set, 1986 from Columbia Tristar Home Video)

Official web site of the All American Girls Professional Baseball League: http://www.aagpbl.org/

VOCABULARY
Attain; heroine; subjected; abrasions; astringent; invariably; commendable; vigorous; unalterable; inferiority; inadvisable; initiative

INTRODUCTORY ACTIVITY
Show students the “Guide for All American Girls” document. Tell them it has something to do with women in World War II. Invite the students to speculate:

1. What types of roles did women take on during World War II? Based on prior knowledge the students should understand that the war opened up new roles and opportunities for women in work.

Explain that these new roles and opportunities applied not only to the world of work, but also to the world of sports. Now, ask the students:

2. What qualities might the baseball-playing “All American Girls” need?

List student responses on the board.

MOTIVATION: Film excerpt
Introduce the film “A League of Their Own,” about the All-American Girls Baseball League. Tell the students to pay attention to these essential questions as they watch the film:

1. How did World War II influence and change the experience of American women?
2. How did the experience of the war both challenge and reinforce women’s traditional roles?
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

Sample excerpts from the film could be:

1. From Rosie O’Donnell and Madonna’s first appearance through the first league meeting: “Every girl in this league is going to be a lady.” (About six -seven minutes)

Ask the students: What do you think is meant by this statement? Why are the women upset with the uniform? What is a “charm school”?

2. Follow up by showing the charm school scene (about one minute) and “Diamond Gals” – the newsreel style piece that introduces the women to the public (about one to two minutes)

ACTIVITY: ANALYZING THE DOCUMENT

Distribute copies of the excerpts from “A Guide for All-American Girls.” Explain that this was given to all of the players in the All American Girls Baseball League. Read a few parts aloud.

QUESTIONS

1. Why was there a need for professional women’s baseball during World War II?
2. What is the “ideal” for the All-American girl baseball player?
3. What did the league managers want from their players, in terms of traditional feminine qualities, appearance or behavior? (List on board some of the answers)
4. Why did the league give this “guide” to its players? (The management wanted to be sure the public saw the players as feminine, conforming to conventional ideas of female beauty and behavior. The management was afraid people would laugh at women athletes.)
5. Why does the Guide emphasize beauty and make-up?
6. Why do parts of this guide sound funny to us today?

TASK: GROUP WORK

Break the class into groups. Using the excerpts from the “Guide to All-American Girls,” and prior knowledge, each group should design a recruitment poster for the league.

The poster should address the following:

1. Why is there a need for women’s baseball during World War II?
2. What are the requirements and rules of players in the league?
3. What is the “ideal” for the All American girl?

NOTE: Not all of these questions need to be answered directly – for instance, an illustration might better capture the essence of the “All American Girl”

The finished product should include:

1. Text: Who, what, where, when, why, how and a slogan
2. An illustration
3. A paragraph explaining how your poster expresses the ethos of the All-American Girls Baseball League
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

Scoring
To earn top marks for this project, the team must:

1. Collaborate as a group and come up with a division of labor: researchers, a writer, an illustrator/designer
2. Answer, directly or indirectly, the three main questions
3. Write a paragraph that clearly explains the recruitment poster

HOMEWORK
1. Write an essay on today’s class discussion, group work and central questions. Do you see any parallels between the experience of women in World War II-era sports and contemporary women’s sports?
2. Interview an elder woman in your family or community about what sports were available to her when she was a teenager. Compare it to opportunities today.
3. If people worried that women’s baseball might undermine traditional roles, do you think anyone worries about the opposite in contemporary pop culture – such as in the way women are portrayed in music videos.
4. Take a survey of girls in your class or neighborhood. Who plays sports? What sports do they play? Why do they participate in sports? Come up with additional related questions.

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. What do you think today’s women sports figures would think of the advice in the “Guide for All American Girls”? Find a photograph of a woman athlete in The New York Times, and write a letter to her from the author of the Guide analyzing how well she is performing by the standards of that bygone era. Write a letter in response from the modern athlete.

2. Write a journal entry about your definition of today’s “All American girl.” What does an “All American girl” value in her life, and how does she go about meeting her goals? Create a collage of words and images from The New York Times that represents your definition.

3. Learn about women in sports in the pages of The New York Times. Over several days, clip articles and photographs from the newspaper about modern female athletes, and create your own women’s sports newspaper or magazine with your clippings. Highlight inspirational quotations from these athletes, and feature them in sidebars in your publication.

4. Find three articles in The New York Times that discuss women in a specific field that interests you (such as politics, science, technology, sports or the arts) who are in some way breaking the traditional roles of women in American society. Summarize each article and share how you think these women could be considered to be trendsetters or barrier-breakers.
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

WOMEN AND WORLD WAR II — PART 3
The All-American Girls Baseball League


When you become a player in the All-American Girls Baseball League you have reached the highest position that a girl can attain in this sport. The All-American Girls Baseball League is getting great public attention because it is pioneering a new sport for women.

You have certain responsibilities because you, too, are in the limelight...

The girls in our League are rapidly becoming the heroines of youngsters as well as grownups all over the world. People want to be able to respect their heroines at all times. The All-American Girls Baseball League is attempting to establish a high standard that will make you proud that you are a player in years to come.

We hand you this manual to help guide you in your personal appearance. We ask you to follow the rules of behavior for your own good as well as that of the future success of girls’ baseball.

YOUR
ALL-AMERICAN GIRLS BASEBALL LEAGUE BEAUTY KIT
Should always contain the following

Cleansing Cream
Lipstick
Rouge – Medium
Cream Deodorant
Mild Astringent
Face Powder for Brunette
Hand Lotion
Hair Remover

Extra precaution [should be taken] to assure all the niceties of toilette and personality. Take time to observe the necessary beauty ritual, to protect both health and appearance.

BEAUTY ROUTINE – morning and night

In the morning, when you have more time to attend to your beauty needs, you will undoubtedly be enabled to perform a more thorough job. Use your cleansing cream around your neck as well as over the face. Remove it completely and apply a second time to be sure that you remove all dust, grease and
WOMEN’S LEADERSHIP IN AMERICAN HISTORY

grime. Wipe off thoroughly with cleansing tissue. Apply hand lotion to keep you hands as lovely as possible. Use your manicure set to preserve your nails in a presentable condition.

Teeth – There are many good tooth cleansing preparations on the market and they should be used regularly to keep the teeth and gums clean and healthy.

Body – Unwanted or superfluous hair is often quite common. There are a number of methods by which it can be easily removed.

Deodorants – The most important feature of some of these products is the fact that the fragrance stays perspiration-proof all day. Deodorants keep you fresh and give you assurance and confidence in your social contacts.

Eyes – The eyes are the windows of the soul. They bespeak your innermost thoughts. Perhaps no other feature of your face has more to do with the impression of beauty, sparkle and personality which you portray. A simple little exercise for the eyes can do much to strengthen your eyes and add sparkle and allure.

Hair – Hair is a woman’s crowning glory. Brushing the hair will help a great deal more than is realized. It helps to stimulate the scalp which is the source of healthful hair growth. It develops the natural beauty and luster of the hair. And it will not spoil the hair-do. When brushing, bend over and let your head hang down. Then brush your hair downward until the scalp tingles. Just a few minutes of this treatment each day will tend to keep your scalp in fine condition and enhance the beauty of your “crowning glory.”

Mouth – Every woman want to have an attractive and pleasing mouth. As you speak, people watch your mouth and you can do much, with a few of the very simplest tools, to make your mouth invitingly bespeak your personality. Your beauty aids should, of course, include the appropriate type of lipstick and brush. Caution – be sure that the lipstick has not smeared your teeth. Your mirror will tell the tale – and it is those little final touches that really count.

Hands – Cleanliness and neatness again come to the fore. Your hands should be thoroughly cleaned and washed as frequently as seems desirable or necessary. Soap and water and pumice will do this job to perfection. Then a protective cream should be applied to keep hands soft and pliable and to avoid crack and over-dryness. Your nails should be gone over lightly each day, filing to prevent cracks and splits, oiling for the cuticle.