

Dayton and Montgomery County, Ohio, WWII Heritage City

A series of lessons from the [World War II Heritage Cities Lesson Collection](#)



Figure 1: WAVES marching from Sugar Camp (note label under light); September 8, 1943 in Dayton, OH. (Credit: Dayton History Archives)

Introduction

All three lessons, and the culminating lesson, support the development of understanding the significance of Dayton, Ohio and Montgomery County as a WWII heritage city, including its contributions to home front efforts such as defense manufacturing, civilian involvement, and Armed Forces presence. One lesson focuses on Dayton, Ohio as a city for

Japanese American resettlement. The lessons highlight specific contributions but connect to larger themes and understandings of the U.S. home front during wartime.

Lessons (with World War II home front topics):

The first three lessons listed can be taught individually or collectively, in any order. The final lesson is to support students in combining learning across the three lessons, and/or comparison to other World War II home front cities in a culminating activity.

1. [Navy WAVES Building Decryption Bombes in Dayton, Ohio \(p. 5\)](#)

- Women in defense
- Intelligence and codebreaking

2. [Aviation and Defense Industry in Dayton and Montgomery County, Ohio \(p. 18\)](#)

- Camps
- Airfields
- Civil defense preparedness
- Defense industry and manufacturing
- Women in factories

3. [Japanese American Resettlement in Dayton, Ohio \(p. 29\)](#)

- Japanese Americans post-detention
- Resettlement and contributions

4. [Dayton and Montgomery County, OH: Comparing and Connecting WWII Home Fronts \(p. 42\)](#)

Positioning these Lessons in the Curriculum:

The standards listed beneath the lesson links are a collection of standards covered in the lesson collection. Objectives for each lesson, materials, and resources are listed within the lesson.

Time period: World War II

Topics: World War II, women's history, Japanese American resettlement

United States History Standards for Grades 5-12

This lesson relates to the following [National Standards for History](#) from the UCLA National Center for History in the Schools:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Curriculum Standards for Social Studies

This lesson relates to the following [Curriculum Standards themes for Social Studies](#) from the National Council for the Social Studies:

- Theme 2: Time, Continuity, and Change
- Theme 5: Individuals, Groups, and Institutions
- Theme 8: Science, Technology, and Society
- Theme 9: Global Connections

Relevant Common Core Standards

These lessons relate to the following [Common Core English and Language Arts Standards for History and Social Studies](#) for middle and high school students:

Key Ideas and Details

- CCSS.ELA-LITERACY. RH. 6-12.1
- CCSS.ELA-LITERACY. RH. 6-12.2

Craft and Structure

- CCSS.ELA-LITERACY. RH. 6-12.4

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.6-12.7
- CCSS.ELA-LITERACY.RH.6-12.9

Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RH. 6-12.10

The lesson series was written by Sarah Nestor Lane, an educator and consultant with the Cultural Resources Office of Interpretation and Education, funded by the National Council on Public History's cooperative agreement with the National Park Service.

Lesson 1: Navy WAVES Building Decryption Bombes in Dayton, Ohio

About this Lesson

This lesson is part of a series teaching about the WWII home front, focused on Dayton and Montgomery County, Ohio as a WWII Heritage City. The lesson contains photographs, background reading, and two primary sources to contribute to learners' understandings of the Navy WAVES contributions to building Bombes, a decryption machine for military intelligence, in Dayton, Ohio.

Objectives:

1. Identify reasons why Dayton was selected as the location of building the Bombes.
2. Describe the accomplishments of the Navy WAVES in Dayton, OH.
3. Explain: a) reasons why women chose to enlist in the WAVES and b) the impact the WAVES had on military intelligence decryption efforts.

Materials for Students:

1. Photos: Figures 2-7 (*can be displayed digitally*)
2. Readings 1, 2, 3 (*two primary, one secondary*)
3. *Recommended:* Map of the Dayton area, Montgomery County, or the state of Ohio, to plot locations.
4. Extensions: 1) Videos 2) Additional primary source reading



Getting Started: Essential Question

How did the Navy WAVES located in Dayton, Ohio contribute to the home front intelligence efforts?

Photos



Figure 2: A Navy WAVES recruiting poster. The Women's Armed Forces Integration Act of 1948 led to women's permanent place in the US Navy. (Credit: US Navy)



Figure 3: This painting depicts a younger sister looking at a picture of her sister in the WAVES. Approximately 40,000 posters were created of this image alone. (Credit: Naval History and Heritage Command)



Figure 4: WAVES in Sugar Creek Cabin - May 19, 1943, Dayton, Ohio. (Credit: Dayton History Archives)



Figure 5: Women marching from Sugar Camp (note label under light); September 8, 1943 in Dayton, OH. (Credit: Dayton History Archives)



By the numbers:

- Recruitments were aged 18 to 36 (and officers 20 to 50).
- In total, 90,000 women served in the WAVES (both enlisted and officer ranks).
- 70 enlisted and two officers were African American women (later recruitment).



Quotation to consider:

“That was the very last thing before you left the Navy. You walked in this room and he put the Bible in, and you put your hand on it and I had to repeat after him that I swore I would never tell of my activities during World War II. Like you know the consequences. If you talk, you’ll get shot. We went home and we never talked. Don’t you think that’s remarkable? That 600 women went home, got on with their lives, and never said a word.”

- Veronica Hulick, a member of the WAVES who were stationed in Dayton working with Bombes (from 2001 interview reunion; credit: NCR archives, Dayton History)



Read to Connect

Reading 1: What brought the WAVES to Dayton?

Teacher Tip: This is a primary source document to set the scene in understanding why the WAVES were sent to Dayton, Ohio, after their initial training. It may help students to revisit this document for new understandings after readings 2 and 3.

THE NATIONAL CASH REGISTER COMPANY

Dayton, Ohio

Office of The President

April 7, 1943

Capt. E. S. Stone

Ass’t Director, Naval Communications

Communications Annex

Nebraska Ave. & Massachusetts Ave., N. W.

Washington, D. C.

Subject: Use of Navy WAVES, and quartering thereof, in the execution of Navy Contract NSX 7892

Dear Sir:

- (1) It seems desirable in the execution of subject contract to employ WAVES in certain assembly and soldering operations.
- (2) The National Cash Register Company wishes to offer to the Navy Department the use of its summer camp, known as "Sugar Camp," for quartering the necessary enlisted WAVES, mentioned in Paragraph (1).
- (3) Sugar Camp includes 240 beds (4 to a cottage), which should be ample to quarter some 300 necessary enlisted WAVES, operating on shifts, as proposed.
- (4) It is necessary to have 75 at the camp on or about April 19th and 225 on or about May 3rd.
- (5) The National Cash Register Company proposes to furnish quarters, meals, and recreational facilities at the camp at a post not to exceed \$2.75 per day, per person.
- (6) Policing of the enclosed area will be accomplished by The National Cash Register Company civilian guards. In addition, a civilian caretaker and his wife have permanent residence at this camp.
- (7) Since Sugar Camp is located on property owned by The National Cash Register Company, within easy walking distance of the Factory, no transportation costs will be incurred by the enlisted personnel.
- (8) It is the intention of The National Cash Register Company to provide comfortable and homelike facilities for the assigned complement of WAVES. The camp has a swimming pool and other recreational facilities all of which will be available for their exclusive use.

Very truly yours

/s/ S. K. Allyn

Enclosure (A) VCNO Conf Serial 0833420

Reading 2: The WAVES in Dayton

Teacher Tip: This is a secondary document to provide more background information to connect to Readings 1 and 3.

By Sarah Nestor Lane

President Franklin Roosevelt signed the Navy Women's Reserve Act into law on July 30, 1942. This created the WAVES, which stands for Women Accepted for Volunteer Emergency Service. The WAVES helped meet the onshore needs of the US Navy while men were out at sea. The US Navy assigned most WAVES to aviation units. For example, the roles of some WAVES roles were to fix airplanes or to train men on celestial navigators. WAVES were first trained at Hunter College in New York City before going to a station.

WAVES at Sugar Creek Cabins, Dayton

John Patterson built the Sugar Creek Cabins. Patterson was the original owner of National Cash Register (NCR). Built in the 1920s, the cabins housed NCR salesmen while they were being trained. WAVES went to Dayton, Ohio and resided in these cabins. The area supported recreation with a dining hall, outdoor pool, and baseball diamond. In their free time, WAVES used these and played baseball games. They also visited other local spots like the night club, theater, and restaurants. Twenty-four WAVES got married while in Dayton. Some marriages were to service members from the local military stations and airfields.

The WAVES worked in three shifts around the clock. An 8 a.m. - 4 p.m. shift day started with morning routines, breakfast in the NCR cafeteria, and then marching. WAVES marched to their building with the rest of that shift's WAVES. They worked their shift, returned to camp, ate dinner, and then relaxed.

Codebreaking: Bombes

So, what work did the WAVES do during their shifts? The WAVES in Dayton used the NCR factory to assemble Bombes, a decryption machine for military intelligence. A man named Joseph Desch, who worked at NCR, helped to design the Bombes. The government recruited Desch because he developed the first electronic calculator at NCR. The Bombes Desch designed were top-secret machines. The Bombes simulated a reversal of the four-rotor movements of the Enigma coding machine found on German submarines. The British had designed a Bombe that was successful at the start of the war. The British Bombe became ineffective after the Germans added a fourth rotor to the coding machine. The Bombes designed by Desch was six times faster in decrypting and worked with the four-rotor German machine.

The WAVES assembled the machines in Dayton's NCR Building #26. Each machine weighed two tons and was seven feet tall, ten feet long, and two feet wide. The work required speed and accuracy with thousands of small tubes and pieces (see Reading 3). The WAVES built one hundred and twenty Bombes in Dayton. The entire process, from initial prototypes to final products, lasted from 1942 - 1946. The Bombes went to the Naval Communications Annex in Washington, D.C. WAVES went to the same location to help with operations and maintenance of the machines. About 3,000 workers operated the machines at the U.S. Navy facility in Washington, D.C (not all came from Dayton).

Today, there is only one original NCR Bombe remaining. The single Bombe is at the National Cryptologic Museum in Annapolis Junction, Maryland.

Questions for Reading 1 and 2, Photos

1. What living quarters and accommodations were provided to the incoming WAVES?
2. Why was Dayton selected as a city to build Bombes in?
3. Describe the importance of the Bombes.
4. What did the Navy WAVES accomplish while in Dayton? How did this connect to the work in Washington DC?

Photo

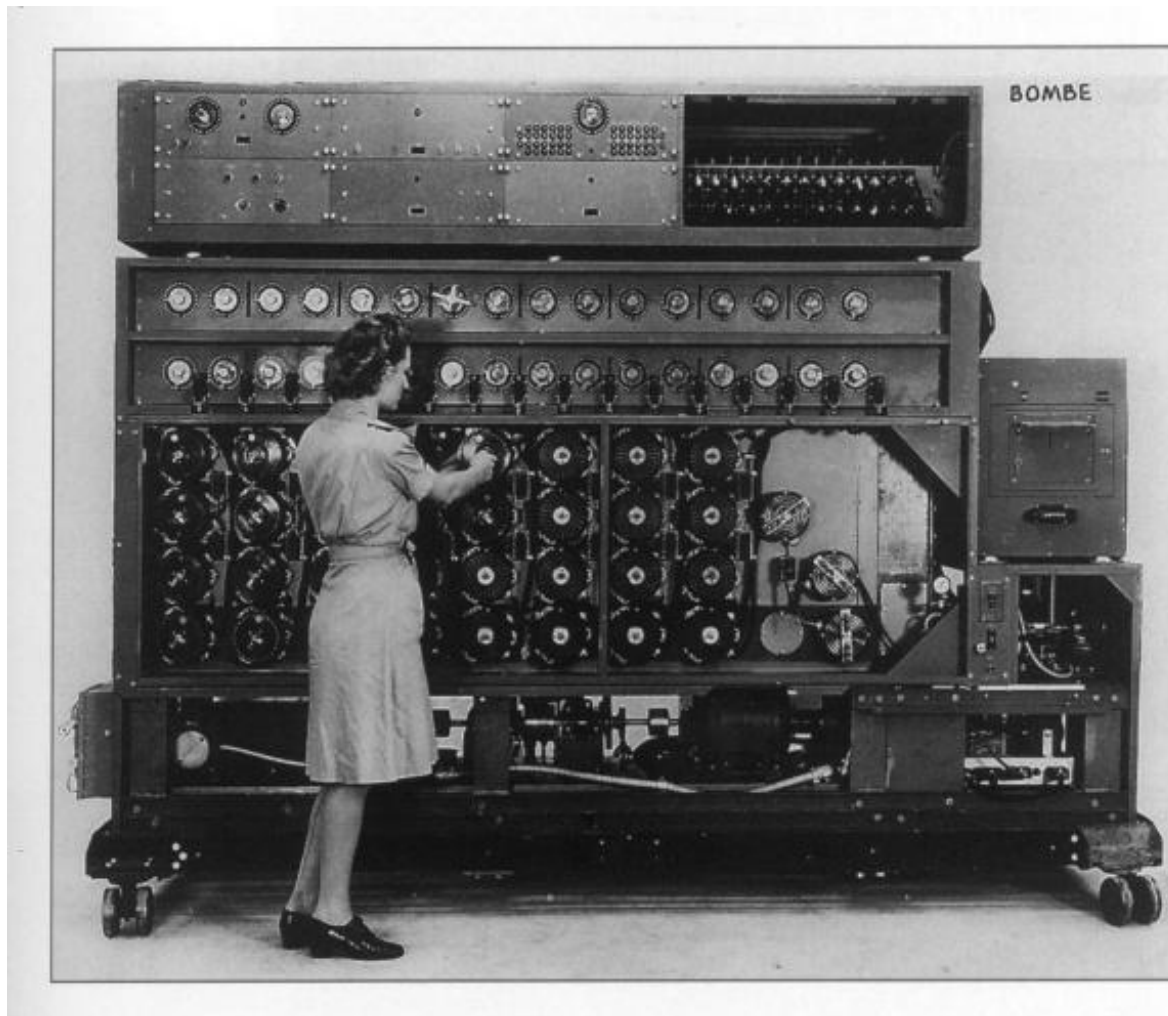


Figure 6: A Bombe, one of the codebreaking machines that were built from 1943 – 1945 in NCR's Building 26. (Credit: Dayton History via Dayton Daily News)

Reading 3: Interview Excerpts (Sue Unger Eskey)

Interview conducted by Claudia Watson during the Oct. 20, 2001 WAVES Reunion. (Credit: Montgomery Co. Historical Society)



Figure 7: Sue Unger Eskey, WAVES picture, who was at Sugar Creek Cabins in Dayton. Eskey was interviewed in 1943 about the daily lives of the WAVES in Dayton but could not reveal their secret work. (Credit: Dayton Codebreakers, Montgomery Co. Historical Society)

Claudia Watson (CW): So how did you hear about the WAVES?

Sue Unger Eskey (SE): Well, I actually had, I think I had made up my mind to do something like that before I even knew there were going to be WAVES because when I was in high school, I was in a social studies class and we were studying about the war on both sides of the world and we were in the middle. And our teacher went around the room and asked us what we would do if someone attacked our country. Well, with all the bravado of a 17-year-old, I said, Oh, they wouldn't dare. We're

the biggest, the best, the brightest and so forth and every superlative I could think of to describe our country. And he just sort of thought about it and said, Well, let's say they do attack, what are you going to do? And, you know, in those days there really wasn't much for girls to do. There weren't many career choices for anyone and women didn't have a large place on the professional scene. So I wasn't sure at all what I was going to do. . . And finally I said, Well, I really don't know what I'm going to do because I'm only a girl, but I promise you I will do something. And it was like I was making a vow, you know, to myself and to him. But it sort of stuck, you know, and then, of course, when Pearl Harbor came the following year and then the WAVES were started about seven months after Pearl Harbor, I investigated the WACS and the WAVES and I decided I wanted to become a WAVE because their standards were higher and I liked the uniforms. I thought we looked more like ladies than the WACS did. There were so many things that I considered in these comparisons. So I made up my mind I was going to be a WAVE.

CW: . . . how did you go about enlisting? How old were you when you enlisted?

SE: By this time I was 20 years old and I wrote to Chicago because Rockford had a recruiting station, of course, but they didn't have the information about women going into the service as yet. So Chicago was our main recruiting station. So I received brochures and an application and I read through; and the more I read, the more excited I got about becoming a WAVE. So I filled out all my papers and went home the following weekend and expected my parents to sign them. But my mother just absolutely refused and she said, No

daughter of mine is going to go into the service. She was just adamant about it. She just didn't think women had a place in the military. And my father was usually my mentor when I was growing up, so he read them over and he asked me a few questions and finally he said, Well, mother, I'm going to go ahead and sign her papers because she's determined and you know she's going to go when she's 21. So he signed. Well, my mother was furious. She said, David, you don't know what you're doing. You're sending your youngest daughter off to fight in a war. . .

SE: So she was really disturbed by it and anyway I sent my papers in and I was given orders to report to Chicago in January of 1943 and I passed all the tests and was sworn into the WAVES. But the first class had already started at Hunter College in New York City where I would be assigned, so I waited for the second class which was beginning on March 3, 1943. So mother and dad took me to the train on March 2 to go to New York City. My mother was very tearful and I've never forgotten her parting words of advice. She said, Now, darling, if they don't treat you nicely, you just come right straight home. [SE laughs.] That was my mother. So I'm on my way to New York City to Hunter College.

[... After training at Hunter College...]

SE: . . . some of us were expecting to go to California because they wouldn't tell us where we were going, but they sort of let it slip that we were going west, you know, when we were leaving Washington. And, of course, west to us in our younger days meant going to California. So we expected to go on to California .. the great Mecca. And so we had no idea until we got off the train and then the sign on the station said, Welcome to Dayton, Ohio. I thought, Dayton, Ohio? You know, so my mind was open. . .

CW: Did you have to constantly pay attention [to the Bombes] or was there any like downtime when you were waiting for it to run or was it a constant vigilance?

SE: No. Once we had our machines, um, set . . . set up . . . we had a menu to set them up . . . a printed menu and this told us which wheels to . . . how our wheels were to be set. We had 36 wheels on each side of the machine that had to be set. And this told us all of our work instructions and so forth, but we had to check them. And then we checked them again. And then someone else came out and checked them, so they actually were checked three or four times before the machines were turned on. And at first it was not a real slow process. But it took time for us until we got accustomed, you know, to the point where we could just go right down the line with them, so eventually we picked up speed later on. Both speed and accuracy. But we had to be accurate because accuracy was always the name of the game. And speed was very important. So, uh, those things were not too time consuming.

Once the machine was turned on, it would sometimes run for very short runs. And I understand after reading Jennifer Wilcox' books that those were the three wheel Enigma runs that did the short runs and then those that had the .. doing four wheel Enigma runs were the long runs. And I was so glad to discover that because I was on the left-hand side of the room and I would sit and wait and I'd say, Come on, machine, let's have a little action here, you know because I wouldn't be getting very many hits and I'd have to wait a long time. And I would look across the room and the girls on the other side of the room were already setting their machines up for another run and I would think, Come on, here, let's get with it. Let's go. [SE laughs.] And then after I read her book I realized, well I had to have been on a four wheel Enigma machine and then I know that the officer of the day that I worked under once in a while would sometimes bring special runs out to me and so I knew that whatever I was doing must have been different from what someone else was doing and, uh, at first it was very tedious for us because we had to stay with our machine. We couldn't turn our back on our machine. It was rather dangerous because they revolved . . . those code wheels revolved about I think it was 7,000 times a minute extremely fast, so it could have been extremely dangerous if you weren't, weren't careful. And that's why I say, I always got 4.0 in safety. I checked all my safety rules, you know. On my test I always got a 4.0 in safety.

CW: What was the danger about turning your back on them?

SE: Because there was no cover on the front of the machine and all these wheels were exposed. Of course, they were about this big around maybe 5, 6 inches in diameter but every one of them was spinning at this very high rate of speed. And if you turned your back on them and accidentally backed up to your machine, you know, there would have been a tragic accident. And then each machine . . . each of those wheels was locked in by a toggle switch, and we had to be very sure, you know, that it was absolutely clamped down because I always had visions of one of those wheels flying out and decapitating somebody across the room. So we were very careful with it very, very careful. And, um, the heat sometimes I .. we talked about that . . . that the heat made you feel sort of logy sometimes, also. So when you were working toward the front of the machine when the machine was on, it would just get awfully hot. And then we had banks of cabinets behind us that had extra wheels in these cabinets. So we were sort of closed in between the machine and the cabinet, you know, so the air didn't circulate too well at first. And eventually they did put some sort of an air conditioning system in which helped an awfully lot. But it got to the point where they allowed us to write letters. We could bring magazines in as long as they were checked at the guard house when we came through. And if we brought anything else in that couldn't go in to the room, if we came in with packages or something like that, they

were always checked. But we never could take those things in with us. They were always kept at the guardhouse.

Questions for Reading 3, Photos

1. Why did Sue Eskey enlist in the WAVES?
2. Describe Eskey's work with the Bombes. Include her tasks and the dangers of the work for the WAVES.
3. How do you think Eskey's enlistment story and time in Dayton compares to other WAVES' experiences?

Extension Activities

1) Videos

Support your students' understandings with more visual, multimedia resources.

- Watch the documentary clip, "[The Secret Dayton Project that Broke the Enigma Code](#)" (8:49) by University of Dayton.
- See an original, and the last remaining, Bombe that was built in Dayton: [WAVES and the Bombe - YouTube](#) (5:07) by the National Security Agency.

2) Additional Primary Source reading

Teacher Tip: Note how the WAVES work is described in the article.

Fifty WAVES Begin Training At NCR Plant

The Dayton Herald (Dayton, Ohio), Wed, Apr 21, 1943 (p. 5)

"A detachment of about 50 WAVE's (Women's Auxiliary Volunteer Emergency Service) arrived yesterday to begin training at the National Cash Register company (NCR).

First of a group of several hundred who will arrive within the next few days, the WAVE's will learn the operation of bookkeeping machines manufactured by the company, and used by the U.S. navy department.

The WAVE's will be quartered at Sugar Camp on Schantz Avenue, summer camp maintained by the NCR where the company conducted schools for its salesman in previous years."

Resources

Dalton, C. (2013). *Home Sweet Home Front: Dayton During World War II*.

[Dayton Codebreakers](#)

[National Air and Space Museum: Women Accepted for Volunteer Emergency Service: The WAVES Program in World War II](#)

[Recruitment Posters | Homefront Heroines: The WAVES of World War II](#)

[Recruiting Posters for Women \(navy.mil\)](#)

Lesson 2: Aviation and Defense Industry in Dayton and Montgomery County, Ohio

About this Lesson

This lesson is part of a series teaching about the WWII home front, focused on Dayton and Montgomery County, Ohio as a WWII Heritage City. During the war many of the local manufacturers turned to necessary war production, and the local military bases expanded, particularly due to an expanding US presence in the air. The lesson contains photographs and readings to contribute to learners' understandings of local advancements in aviation and defense industry.

Objectives:

1. Describe the importance of war manufacturing in Dayton and Montgomery County with specific examples.
2. Explain how the region supported military advancements in aviation.
3. Interpret the short- and long-term impacts of war production and aviation advancements on the region, including how this history is connected to the Dayton Aviation Heritage National Historical Park.

Materials for Students:

1. Photos: Figures 8-13 (*can be displayed digitally*)
2. Readings 1 and 2 (*one secondary and one primary source*)
3. *Recommended:* Map of the Dayton area, Montgomery County, or the state of Ohio, to mark historical locations.
4. Extension / Resources (*optional*)



Getting Started: Essential Question

How did Dayton and Montgomery County contribute to the material and strategic needs of the US military during WWII?

Photos



Figure 8: "Cash registers to gun magazines. Women work side by side with men to smash the Axis. Arming test of M-48 fuse bodies part of the routine inspection of shell parts at a former cash register factory now engaged in war production. National Cash Register Company, Dayton, Ohio," (February 1942) (Credit: Library of Congress)



Figure 9: "Conversion. Cash registers to gun magazines. Assembly of M-48 fuse bodies. Huge quantities of these war essentials are coming off the production line of a converted cash register plant. National Cash Register Company, Dayton, Ohio," February 1942 (Credit: Library of Congress)



Figure 10: “Cash registers to gun magazines. A machine (with women workers) paints the exterior and interior of each 37mm M-54 high explosive shell made at a former cash register factory now engaged in war production. National Cash Register Company, Dayton, Ohio, ” February 1942 (Credit: Library of Congress)



By the numbers:

- 300 million dollars designated by the federal government in 1940 to both improve Wright Field and establish an Air Corps with at least 5,500 planes. (In 2023, this is the equivalent of over 6 billion dollars!)
- From 1939 to the peak of the war, Wright Field grew from under 4,000 workers to around 50,000.
- Wright field produced almost 300,000 military aircraft, 802,161 engines, and 807,424 propellers.



Quotation to consider:

“Dayton and Ohio are the hottest targets in the country because of their war production, Ralph H. Stone, executive director of the Ohio Council of Defense, declared last night at a mass meeting of the Oakwood civilian defense corps at the National Cash Register company auditorium. . . Stressing the importance of Dayton and Ohio as an enemy bombing target, the state defense director said the civilian population should not assure themselves ‘it can’t happen here.’”

- *The Journal Herald* (Dayton, Ohio), Jan. 21, 1943, p. 3



Read to Connect

Reading 1: Supporting the Nation's Defense: On Land and in Air

By Sarah Nestor Lane

Dayton was a busy hub leading up to, and during, the United States' entry into the war. Many manufacturers and factories produced important defense materials for the Allies and US. Wright Field was developed for the United States Army Air Corps and helped to research, improve, and produce many planes.

Defense Industry and Manufacturing

By 1942, Dayton manufacturers were unable to produce their regular peacetime products, like cash registers or refrigerators. They could not obtain the materials as they were needed for defense production. Manufacturers turned to defense production. Dayton war products included propellers, carbines, guns, wheels, tires, and other essential defense products (Learn more in *Reading 2, "Contribute Too"*).

Many women were employed in these industries, assembling parts and working machines. Companies such as Delco Motors and Leland Electric hired women to work in assembly. These women workers were critical to meeting the demand for production.

Aviation

To improve the force and capabilities of the Army Air Corps, the government supported the improvement of Wright Field in 1940 (first opened in 1927). By 1944 there were over three hundred buildings at Wright Field, and thousands of planes had been designed and built there. Wright Field headquartered The Material Command, which included maintaining and distributing materials for planes. Research and design focused on improving safety for the crews, but also planes' durability as weapons of war, with increased horsepower and range. Some of the airplanes designed and constructed at Wright Field included the C-47 Skytrain and B-29 Superfortress.

Nearby Patterson Field included Fairfield Air Depot and the Huffman Prairie Flying Field. Patterson Field's Air Service Command supported logistics, supply, and maintenance. It was a separate installation from Wright Field, but the missions at both aligned to the Army Air Corp missions. Like the factories, there was a shortage of male labor. Women represented half of the workforce at Patterson Field by 1944.

In 1947 the United States Air Force was established, which eliminated the Army Air Forces. Wright Field was then combined with Patterson Field to create Wright-Patterson Air Force

Base. Today Dayton is also the location of the [Dayton Aviation Heritage National Historical Park](#) (map 1).

Questions for Reading 1 and Photos 8-10

1. What details do you notice in the photos?
2. Why did local companies and factories hire women? What do you think was the short and long-term impact of these hires?
3. Describe the importance of factories switching from peacetime products to war manufacturing.
4. What challenges may women have had entering the war production workforce?
5. Consider the map (Figure 13). How would the location of the sites impact the designation of not just Dayton as the Heritage City, but also surrounding Montgomery County?
6. How did Dayton and Montgomery Co. support the increasing role of aviation in military defense?

Photos



Figure 11: Experimenting with picking up a man on the ground by a flying aircraft, 1943, Wright Field. The plane is a Canadian-built UC-47 Norseman. (Credit: Wright State University Archives)



Figure 12: "Dayton, Ohio. Men of the Army Air Forces medical services, learning how to remove a "casualty" to the ambulance post ready for a speedy trip to a waiting transport which will evacuate the wounded," October 1942 (Credit: Library of Congress)



Figure 13: A map of the current Dayton Aviation Heritage National Historical Park. In the upper right corner is Huffman Prairie Park. In the upper right corner is Huffman Prairie Flying Field. To the direct southwest is the current Wright-Patterson Air Force Base, the location of both Wright and Patterson Fields during the war. (Credit: National Park Service)

Reading 2: Dayton Newspaper Article (1943)

Teacher Tip: There are five sections in this primary source. Because of the length, and/or time constraints, assign small groups of students to one section for reading and discussion. Then, guide each group to share key findings that connect to the essential question.

War in the Air: Dayton's Role Vital, Indispensable

Powerful Air Armada Created By Work At AAF Bases in Area

The Dayton Herald (Dayton, Ohio), Dec. 5, 1943 (p.42)

By Alexander McSurely

Two years after Pearl Harbor, Dayton has earned the right to take a bow, but just doesn't have the time to spare from the continuing 24-hour-a-day job of the still-expanding war effort, to take it.

For the role this Dayton-Miami Valley area has played in building American air power to the status of the most powerful striking weapon the world has ever known, has been a vital, an indispensable contribution.

Headquarters for two of the most important of the Army Air Forces commands, the Material Command at Wright Field, and the Air Service Command at Patterson Field, have focused in the Dayton area the two jobs of providing the best fighting planes in the world, and of keeping them flying by maintaining and supplying them.

In the two years of war, the two big Army airfields have expanded their personnel and activities many fold, to the point where at last reports there were approximately 65,000 persons engaged in a wide variety of operations and activities, all directly connected with those two jobs.

How well Wright Field has done its job of providing better fighting planes is a question that is answered best by the newspaper stories of growing United Nations air might, of more and more powerful air thrusts at a weakening, if still dangerous Axis. The individual roles of P-38 Lightnings, P-47 Thunderbolts, F-39 Airacobras, and P-40 Warhawks, all developed under supervision of Wright Field laboratories, is perhaps more spectacular than the thundering devastation caused by precision bombing of American Flying Fortresses and Liberators, also products of Wright Field development. But the military strategists know that those big bombers, and the still bigger ones soon to come, are the real offensive weapons of this war.

Far-righted [sic] analysts like Brig. Gen. Hugh J. Knerr, former deputy commander of Air Service Command here, now in England, predicted months ago that if air power was given

its proper chance the time would come when the ground forces would only need “to march in behind the band.” And from the reports of attrition now coming from the European continent, that time may be nearer at hand than we realize.

ASC Contribution

Equally important though less spectacular is the job which Air Service Command has been doing from its Dayton headquarters, in maintaining steady flow of supplies over thousands of miles of routes, to front-line bases scattered all over the world, and in providing men and equipment to repair and maintain planes in fighting condition for the ever-intensifying air thrusts.

Newest and largest command in the air forces, the Air Service Command went through severe growing pains in its tremendous expansion, pains with which Dayton is perhaps more familiar than other parts of the country, but that is now largely a matter of record, and the job the ASC is now doing was indicated in the recent conference of ASC overseas officers at Patterson Field, when officers from every theater reported substantially the same thing: ‘The supplies are coming through. The number of planes grounded for want of spare parts or equipment is negligible.’

Wright Field’s huge laboratories and experimental buildings, the physical buildings and grounds were valued at \$150,000,000 about a year ago, and since that time many millions in construction have been poured in until now the physical valuation on the big installation is probably near the \$170,000,000 mark.

The two big ASC installations on Patterson Field, the Fairfield area ASC and the ASC headquarters, where more uniform construction because of lack of special equipment for experimental and testing work is possible, represent a physical investment of many millions more.

Alumni Active

“Alumni” of those two Dayton Army air bases are playing leading roles in virtually every air combat theater, under leadership of General H. H. Arnold, himself a one-time executive officer of Wright Field, now commanding general of the Army Air Forces.

One of the little-published but important factors in this war has been the engineering planning that went into special missions like the Tokyo raid led by Major Gen. Jimmy Doolittle, another Wright Field alumnus, much of which was done here at Wright Field. When the veils of secrecy are lifted after the war, it may be shown that the two Dayton fields played similarly essential tasks in engineering and supplying many of the other key air attacks which won the war.

Equally important with the airplanes themselves are the many thousands of items of equipment provided to make the airplanes flyable, and to facilitate the work of the air and ground crews. Flying suits, leakproof tanks and fuel lines, improved turrets and bombracks, rubber life rafts, oxygen masks, are just a few of them. Air Service Command estimates it stocks 500,000 separate items, all of them needed by the Army Air Forces. Testing and developing these to new standards of efficiency has been another essential part of the Material Command's testing center.

Airport Expansion

Newer than the established Army fields, but already taking its place as another vital war activity is the Army modification center at Dayton municipal airport, Vandalia. Just about a year ago, the Army announced it would expand Dayton's airport to an 800-acre layout, widen and extend its runways, and build a modification center at the north end of the new enlarged field. An estimated \$5,000,000 has been expended in making this new center, where aircraft hot off the production line are brought in and modified for use in a specific combat theater, where special equipment and armament may be needed. Here, too, is the new home of Wright Field's accelerated service test branch, an organization of service pilots which takes production models of every plane and flies (sic) them in gruelling (sic) tests to find flaws and deficiencies before the planes go into combat.

Predominantly Dayton's aviation activity in these two years of war has been concerned with these three Army airfields, but there have been other contributions not to be overlooked.

The job that the two airlines serving Dayton have done, in the face of curtailed equipment and changing personnel, has been an important contribution. Providing speedy transportation in and out of Dayton for men on important missions, and for cargo shipments vital to speed the war effort, has been accomplished so successfully that it has opened the eyes of many a heretofore ground-minded individual to the possibilities of air transportation in the postwar world.

Organization of a Dayton group of the Civil Air Patrol shortly after Pearl Harbor, brought Dayton's private flyers into the war picture. In the intervening months the CAP has sent some of its Daytonians to do anti-submarine patrol work, while the stay-at-homes have undertaken the two jobs of operating a courier air service for war industries, and of recruiting suitable enlistments for Army aviation cadets. By a preliminary CAP cadet program, the youths so recruited get a pre-schooling in subjects of value to them in their cadet training.

Early in the war, both Army and Navy aviation cadets received preliminary training at fields in the Dayton area, although this has been largely discontinued. But even now, one Dayton

airport, South Dayton, is giving training to young women flyers, preparing them to be WASPs, or Women Auxiliary Service Pilots, to ferry military planes.

Contribute Too

It would be impossible to break down Dayton's war industries, to determine the amount of contribution they are making to military aviation, through their wide variety of products, but it is likewise an important factor in the national production picture.

Probably the largest Dayton organization exclusively in aviation products is Aeroproducts division of General Motors, at Candalia, where propellers are being manufactured for our fighting planes. Frigidaire is making another type of propeller, and airplane machine-guns, Delco Products is making airplane landing gear struts. National Cash Register and Chandler-Evans are making carburetors, while United Aircraft Products, Standard Aircraft corporation, Variety Aircraft corporation, McCauley Steel Propeller corporation, and many other smaller shops are making various parts for airplanes or aircraft equipment.

Not to be overlooked are two airplane companies in the immediate Miami Valley territory, Waco at Troy, which has been the lead plant for the entire Army glider program, and which also supplied a number of training planes for the Civilian Pilot Training program earlier in the war, and Aeronca corporation at Middletown, which turned from building light planes, to make training gliders, Army liaison planes, heavier training planes, and parts for bigger ships.

That ends the roll call of Dayton and Miami Valley aviation contribution to the war effort, but the imposing total leaves a question in thinking Daytonians' minds. These activities will continue in all-out effort as long as they are needed in the war emergency, but what happens then? Will Dayton slump in aviation in the postwar, as she did after the First World War? Or will community leadership find a way to utilize the many advantages in this great new industry which have been concentrated here because of the war, to build Dayton into a leading position in peacetime aviation in the postwar Air Age?

Questions for Reading 2

1. Identify and describe at least two locations of importance for progress in aviation in Dayton. What was the impact of the work done there?
2. Using information from the reading, why would Dayton and Montgomery County be considered a target for enemies?
3. Consider the long-term impacts of war production and aviation on Dayton, Ohio. With today's modern perspective, try answering the questions written by the author in the last part of the final paragraph. (If time, research current data, demographics, and businesses of Dayton over time since the 1940s to support your answer.)

Lesson Closing

Answer the essential question: How did Dayton and Montgomery County contribute to the material and strategic needs of the US military during WWII? Use evidence from the sources to summarize.

Extension

Corporal Mary Suzanne Groshong of the Army Air Forces/Corps (Interview)

Corporal Groshong served at Wright Field in Dayton, Ohio, from 1944-1945. She had experience working in a shipyard the summer before, contributing to the war efforts prior to enlisting. She took a train from Seattle to Ohio after enlistment.

“There weren’t many women who had been in the Armed Forces before this. I was twenty years old, and I had to get my parents’ permission. . .”

“Since this was Wright Field, and it was named after the Wright Brothers... I heard the first jet take off from the field. Everyone wondered about the roar. . .”

You can view the interview here: [Mary Suzanne Groshong Collection - Interview / Recording | Library of Congress \(loc.gov\)](#)

Additional Resources

The history of aviation in Dayton and Montgomery County

Dayton’s aviation history starts at the beginning of the history of flight, with the Wright brothers. Learn more about the history of aviation in the area leading up to the 1940s with these resources:

[A CENTURY OF GROWTH: \(af.mil\)](#)

[Dayton Aviation Heritage National Historical Park \(U.S. National Park Service\) \(nps.gov\)](#)

[National Museum of the USAF](#)

[Wright Field: Ohio History Central](#)

Lesson 3: Japanese American Resettlement in Dayton, Ohio

About this Lesson

This lesson is part of a series teaching about the WWII home front, with Dayton and Montgomery County, Ohio, as a WWII Heritage City. Japanese Americans were wrongfully relocated and incarcerated in incarceration sites beginning in 1942 under Executive Order 9066. This lesson focuses on the resettlement of Japanese Americans post-detention, and specifically those who resettled in the Dayton area. This occurred from 1943 – 1946 as part of the War Relocation Authority’s (WRA) resettlement of Japanese Americans from the incarceration sites.

Objectives:

1. Identify the contributing factors that lead to the movement of Japanese Americans to Dayton, Ohio.
2. Summarize the roles of Dayton people and organizations that supported Japanese American resettlement.
3. Consider and describe perspectives of Japanese Americans on the home front in Dayton (and nationwide).

Materials for Students:

1. Photos: Figures 14-18 (*can be displayed digitally*) by Japanese American photographer Hikaru Iwasaki
2. Readings 1, 2, 3 (*background secondary source, two primary sources*)
3. *Recommended:* Map of the Dayton area, Montgomery County, or the state of Ohio, to mark the cities and locations mentioned.



Getting Started: Essential Question

Why did some Japanese Americans resettle in Dayton, Ohio, and how did they help shape the city?

Photo



Figure 14: Mr. and Mrs. Robert Yoshio Kodama and their small son, Junior on March 18, 1944 at the Heart Mountain, Wyoming Bus Depot. Mr. Kodama moved to Dayton, Ohio, to become the first Director of the Committee on Resettlement for Japanese Americans in the area. (Photographer: Hikaru Iwasaki; Credit: UC Berkeley, Bancroft Library)



By the numbers:

- Approximately 120,000 Japanese Americans were forced to leave their homes.
- During the resettlement of Japanese inmates, only 35,000 (about one-third) had resettled by the end of 1944.
- In total, approximately 4,400 Japanese Americans resettled in Ohio.
- In 1988, Congress issued a formal apology and passed the Civil Liberties Act, which awarded \$20,000 each to over 80,000 Japanese Americans.



Quotation to consider:

“Unfortunately we still have in this state, and in several others, a group of people who make their living or who try to make political capital out of that most un-American practice of creating a scapegoat. As a general rule these operators pick on some minority group and attempt to blame that group for all the ills of the community as a means of covering up their real economic or political interests. Frequently they are quite successful at it for a time and particularly in periods of local or national stress.”

- R. B. Cozzens, Assistant Director of the War Relocation Authority, before the Peace Officers of California at Salinas, California, October 9, 1945



Read to Connect

Reading 1: Japanese Americans Resettlement to Dayton, Ohio

By Sarah Nestor Lane

President Roosevelt issued [Executive Order 9066](#) on February 19, 1942. The federal government forcibly removed Japanese Americans from their homes along the Pacific coast (Washington, Oregon, California) and Hawaii. The War Relocation Authority (WRA) forced Japanese Americans to live in remote incarceration sites throughout the US. The Japanese built their own communities there, but they lived in harsh, crowded conditions.

Resettlement Background

The WRA resettled Japanese Americans from October 1942 till the closing of the last camp in 1946. Ruth Kingman was a cofounder of the Japanese American Student Relocation Council. This council helped resettle students, but Kingman also supported other Japanese American causes. She said in a 1971 interview, “We felt that as the federal government had forcibly removed them from their homes, the government had a definite responsibility to find housing for them if they were to be forcibly ejected from the relocation centers. We felt also that at least one center should remain open until all evacuees could find adequate housing elsewhere.”

The WRA helped some Japanese Americans to return to the Pacific coast. Many resettled in other areas in the US. Internees were fearful of hostility and the unknowns of places they had never been to before. There was a voluntary period for resettlement, but by the start of 1943, less than 900 had volunteered. All had to resettle by the closure of the last camp. They had to rebuild their lives in new places where they were not always accepted.

Resettlement to Dayton and Montgomery County

The Cincinnati WRA field office served the Dayton and Montgomery County, Ohio region. The office aided Japanese American employment and adjustments to the new community. It was the spring of 1943 when the first re-settlers arrived in Dayton. Prior, Dayton did not have a large Japanese population. (Records show only two Japanese residents in 1940.)

Table 1: Dayton, Ohio 1940 (US Census): “Nonwhite population”

Note: This table’s title, groupings, and labels are recreated from the report, and reflects the racially insensitive language used at the time. The total population of Dayton in 1940 was 210,718.

Total nonwhite population	Negro			Indian	Chinese			Japanese			Filipino	Hindu	All other
	Total	Native	Foreign born		Total	Native	Foreign born	Total	Native	Foreign born			
20,304	20,273	20,257	16	9	15	6	9	2	1	1	2	3	-

*Credit (table recreated from): [*Population Characteristics of the Nonwhite Population by Race \(census.gov\)](#) (p. 6)*

Reverend G. Raymond Booth was an advocate for refugees. He had served in a branch of the American Friends Service Committee, “AFSC.” This Quaker outreach organization supported Japanese Americans. They ran a hostel in Cincinnati for re-settlers to stay at on the way to their destination. The WRA recruited Rev. Booth to run the Cincinnati WRA office.

Rev. Booth contacted the Church Federation to partner with the WRA office. The Church Federation of Dayton and Montgomery County (“Church Federation”) operated the Dayton resettlement program. The Church Federation had 129 participating churches representing 26 different denominations. It formed a Commission on War Services that later included a resettlement committee.

The committee supported over 150 Japanese Americans resettling to Dayton, from 1943 to 1946. The committee produced a pamphlet listing information and community resources for incoming families. The committee led efforts to integrate Japanese children into local programs. One of its most important roles was to secure housing and employment for the Japanese Americans.

Housing and Employment

There was already a housing shortage in the area due to an increased population. Many had moved to Dayton to work at the military bases or in factories. The Women's Division of the Church Federation worked on finding homes for the re-settlers. They also hosted welcome parties (see Reading 3). The Division also supported with tasks like establishing their credit at stores.

Rev. Booth focused on employment opportunities for re-settlers. This employment supported the home front war efforts. Factories needed workers to support war production. Those willing to offer employment to the Japanese Americans benefited from more workers. Some companies reported back to Rev. Booth. Fred Stroop, president of Stroop Agricultural Company, said, "they have proven highly efficient and very acceptable – really, God Sent!" Agricultural employees supported home front food efforts. The new residents also participated in home front efforts. These efforts included food rationing, victory gardens, and volunteerism. The resettlement committee reported that twelve re-settlers entered military service.

Rev. Booth recruited Mr. Robert Kodama to go to Dayton. Kodama was Japanese American. He accepted and left the Heart Mountain War Relocation Center (see essential question photo). He became the first Director of the Committee on Resettlement. Kodama led a resettlement survey in the summer of 1944. He wrote in the report that "Dayton can be presented as sufficient proof and an object lesson that church leaders in local communities can carry through to a successful conclusion . . . the resettlement work that has been initiated..." He also wrote that Dayton was "an unusually good spot for a permanent resettlement program for Japanese Americans." Mr. Kodama's work included talk with local unions to support Japanese American workers. He gained support from the Dayton Metropolitan Housing Authority to provide housing units. He also was active in public relations.

The End of the Resettlement Committee

In the fall of 1945, the resettlement committee added more Japanese voices. The first additions were Mrs. E. Ambo and Miss Katherine Sasaki (see photos 1-4 for connections). Over time, more Japanese Americans got involved. At the conclusion of the WRA's resettlement efforts, the committee had its last meeting in March 1946. "Resettlement" had ended, but Japanese Americans in Dayton had begun to form their own community, including a social club.

In 1949, the Japanese American Citizens League (JACL) formed a Dayton Chapter. The Dayton YWCA and JACL were partners and hosted a "Tea House in August Moon" event at

the YWCA. This event grew to become an international festival. JACL joined with other ethnic groups to celebrate diversity located in Dayton and Montgomery County, Ohio.

Questions for Reading 1

1. What factors lead to the resettling of Japanese Americans in Dayton, Ohio?
2. *Demographics:* Describe demographic data of Dayton prior to resettlement. (*Using 1940 Census data, Table 1*) What other details do you notice about the demographic makeup of the area? How do you think this has changed over time, and why? (Hint: Also consider the movement of people to Dayton for war production.)
3. What difficulties did Japanese Americans face during the resettlement process?
4. Summarize the roles of Dayton people and organizations that supported Japanese American resettlement.
5. From the reading and inferences based on the information, how did Japanese Americans contribute to home front efforts and the city of Dayton?

Photos

Note: The following photos were taken by the photographer Hikaru Iwasaki. Iwasaki was of Japanese ancestry but American born. He was sent to a Japanese incarceration site in Wyoming as a teenager. He was hired at the age of 19 to work for the War Relocation Authority's Photographic Section as a full-time photographer. He was the only Japanese American hired for this work. He traveled to take pictures of Japanese at incarceration sites and of their lives after the war. He became a famous photographer who would go on to contribute to magazines such as Time and Sports Illustrated and documented important events of the civil rights movement.

Photo 15 Background: This photo is from the War Relocation Authority, and a photo by Hikaru Iwasaki. The data for the photograph reads: "Mr. And Mrs. Kumazo Ambo, Issei*, with their son, Nasato Dennis, are looking over their victory garden. Mr. Ambo is employed by the San Rae Gardens, Florists, and Mrs. Ambo and their two sons live with them. The Ambo family are former residents of Golita, California. They came to the Cincinnati Hostel in April and enjoyed its hospitality until arrangements were made with the San Rae Gardens for their employment. Previous to the Ambos' employment, several young Nisei boys worked at these gardens until called for service."

*Note: Issei refers to the first generation to immigrate to the United States. Nisei refers to the first generation born in the United States. For more information on terminology, please visit [Terminology and the Mass Incarceration of Japanese Americans during World War II \(U.S. National Park Service\) \(nps.gov\)](https://www.nps.gov/wwii/learn/terminology-and-the-mass-incarceration-of-japanese-americans-during-world-war-ii)



Figure 15: On September 13, 1944, Mr. and Mrs. Kumazo Ambo, with their son, Masato Dennis. (Credit: UC Berkeley, Bancroft Library)

Photo 16 Background: The people in this picture are unidentified, but in this picture, they are leaving the Jerome Internment Camp in Denson, Arkansas, where the Sasaki family (depicted in photos 17 & 18) left from, before relocating to Dayton. In this photo, also taken by Iwasaki, a teacher is saying goodbye to the students above.



Figure 16: Japanese Americans being moved out of the closing Jerome Relocation Center, otherwise known as an incarceration site, to be relocated. This picture was taken by Hikaru Iwasaki, who also took pictures of relocated families in Dayton. (Credit: US National Archives and Records Administration)

Photo 17 Background: This photo is from the War Relocation Authority, where the data input for the photo read, “Here Mr. And Mrs. Jinjiro Sasaki are shown spraying chrysanthemums in their employer’s greenhouse at Dayton, Ohio. They have come to Dayton with their daughter, Miss Katherine Sasaki, and have made a fine contribution to the greenhouse where they are employed. They are 67 and 64 years of age respectively.” This couple had been relocated from Jerome War Relocation Center in Arkansas.



Figure 17: On September 13, 1944, Mr. & Mrs. Jinjiro Sasaki at Carolyn Flower Shop Gardens, Dayton, OH (Credit: UC Berkeley, Bancroft Library)



Figure 18: Data for this image reads similarly to the first photo, but with some new details: "Mr. and Mrs. Jinjiro Sasaki shown here are relocatees from the Jerome Relocation Center. They have come to Dayton with their daughter Katherine Sasaki and have made a fine contribution to the greenhouse where they are employed. They are 67 and 64 years of age respectively and are doing very well." This photo is also taken by Hikaru Iwasaki, on the same day. (Credit: UC Berkeley, Bancroft Library)

Reading 2: “American-Born Japanese Will Be Feted Here”

From the *Dayton Daily News*, October 2, 1943 (p. 8)

Thirty American-born Japanese young persons will be guests at the women of the Church Federation of Dayton and Montgomery County at a get acquainted party at the home of Lynton Appleberry, 209 Central Av., Saturday evening.

Released from relocation centers after investigation by the federal bureau of investigation these Japanese were directed to Dayton by the FBI to obtain employment. The church federation here has taken them in hand, helping them to get rooms and to solve their personal problems.

“We are making every possible effort to keep them from being conspicuous and to avoid unpleasantness in their relations with other Americans,” said Dr. Kemper McComb, secretary of the federation. “They are just homesick young people, trying to adjust to a difficult situation. Most of them are graduates of American colleges, several having Ph.D. degrees.”

Questions for Reading 2

1. What was the purpose of this article being published in the newspaper?
2. Why would Dr. McComb describe the Japanese Americans in this way?
3. How is this article an example of public relations being used to combat negative beliefs and propaganda about Japanese Americans?

Reading 3: Dayton, Ohio, from a Japanese American child’s perspective (excerpt from an interview of Kiyoko Masuda)

This interview excerpt is from the Densho Digital Repository, Alameda Japanese American History Project Oral History Collection. The full interview can be viewed or read [here](#).

Kiyoko Masuda: “Well, from Gila, Arizona, after the war we were not able to come back to Alameda, and so we went to Ohio. Apparently the Quakers had hostels there, and they welcomed the Japanese. And I remember we had to take a train, a train ride. It was very long, and when we got off the train in Cincinnati, my mother said that all of these people, they were just staring at us because they'd never seen Japanese before.

So anyway, we were in a hostel for a while in Cincinnati and then we moved to Dayton, Ohio, to a dairy farm. And I remember that dairy farm, not a lot, but we lived in... I called it a shack. There was an outhouse, and from my window, from my bed, I'd turn around and

there was a knothole in the wall. And I could look out and I could see the pasture and a cow. And my father worked, he'd never worked in such a place before, but I remember going into the barn, and he said, "Kiyoko, get out, get out." I had on red clothes, I think, and it was thought that that was really dangerous for bulls, working with the livestock there. And I remember my uncle, who also worked on this farm, that he would give me piggyback rides out in the pasture because it was, after the rain it was muddy, and it was a cow pasture, so he didn't want me to get dirty. And then I remember, after the rains, lots of dandelions, and my mom would pick that, and that's what we had for *okazu*, fresh dandelions.

And I remember I went to nursery school or something at that time. And my brother, he'd hold my hand and pulled me because I was so stubborn, and had to wait to cross the street, all of this. And then going to the five and dime with my mom, I found some really pretty buttons, so I brought them home and I showed my mom these beautiful buttons I (got). I must have been about five. And I couldn't keep them, she took me back to the store and I had to give them back to the clerk and apologize. So that was Dayton, Ohio. We only stayed maybe a year, year and a half, because my dad felt it was too cold there and he wanted his kids to be around Japanese and the community here." (*Note: The family returned to Alameda, California.*)

Questions for Reading 3

1. Kiyoko recalls her memories as a young child of Dayton. Why do you think these memories stand out to her?
2. What details from her memories connect to details learned from Reading 1?
3. Some Japanese American resettling families stayed in the Dayton area, but others did not. Why does Kiyoko think her father chose to return his family to their original home community?

Lesson Closing

Answer the essential question: Why did some Japanese Americans resettle in Dayton, Ohio, and how did they help shape the city?

Extension: Learning More About Japanese American Incarceration

This lesson focused more on the resettlement rather than relocation, of Japanese Americans. To learn more about the relocation history prior to resettlement, The Center for Arkansas History and Culture has interview clips in the collection "Life Interrupted." These

interviews share the perspectives of Japanese Americans who were forcibly moved to the Jerome Camp in Arkansas, where the Sasaki family (photos 4 and 5) resettled from. This is a selection of interview clips you could watch, based on the time you have available.

[Interview with Sam Mibu, internee at Jerome Relocation Center in Arkansas - YouTube](#)
(4:19)

[Interview with former Jerome Relocation Center internee Sam Ozaki for the Time of Fear documentary 1](#) (29:51)

- Shorter excerpt, from this interview: [Interview with Sam Ozaki, internee at Jerome Relocation Center - YouTube](#) (4:44)

Outside of the focus on the Jerome Camp for the Sasaki family connection, you may also choose to have students explore digitally collected primary resources reflecting experiences of the incarcerated Japanese Americans here: [Home | Densho Digital Repository](#).

Resources

Dankovich, P. (2012). The Japanese American Resettlement Program of Dayton, Ohio: As Administered by the Church Federation of Dayton and Montgomery County, 1943-1946. *Wright State University Theses and Dissertations at Core Scholar*.

[Home | Densho Digital Repository](#)

[Finding Aid to War Relocation Authority Photographs of Japanese-American Evacuation and Resettlement, 1942-1945 circa 1941-1947 \(cdlib.org\)](#)

[Hikaru Iwasaki \(Densho Encyclopedia\)](#)

[Japanese American Citizens League - JACL Dayton — About \(daytonjacl.org\)](#)

[Jerome Japanese American Relocation Center \(arkansasheritage.com\)](#)

Kodama, "Report on Resettlement of Japanese Americans," Dayton Metro Library.

Payne, R. "Dayton Host to Jap-Americans," Sunday Journal-Herald Spotlight, August 20, 1944.

[Terminology and the Mass Incarceration of Japanese Americans during World War II \(U.S. National Park Service\) \(nps.gov\)](#)

[REgenerations Oral History Project: Rebuilding Japanese American Families, Communities, and Civil Rights in the Resettlement Era : Chicago Region: Volume I \(cdlib.org\)](#)

Lesson 4: Dayton and Montgomery County, OH: Comparing and Connecting WWII Home Fronts

About this Lesson

This lesson is part of a series teaching about the WWII home front, focused on Dayton, Ohio, and Montgomery County, as an American World War II Heritage City. The lesson contains photographs, reading, and a primary source, with an optional activity, to contribute to learners' understandings of the area as a WWII Heritage City. It combines lesson themes from the three other lessons in the collection to summarize the city's contributions and encourage connections to the overall U.S. home front efforts.

Objectives:

In a culminating product:

- a. Identify important WWII location(s) in Dayton, Ohio, and describe their historical significance
- b. Summarize the contributions of Dayton, Ohio service members and civilians to home front wartime efforts
- c. Evaluate the struggles, and contributions, of Japanese Americans in the US, and those who resettled in Dayton and Montgomery County
- d. *Optional:* Describe similarities and differences of Dayton, Ohio, and other WWII home front(s)

Materials for Students:

1. Photos: Figures 19-21 (*can be displayed digitally*)
2. Readings 1, 2
3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 22 at end of lesson, for reference)
 - Create Comparison Matrices for your students to use. To compare two cities, create a one-page sheet with three columns and four rows. Label the left

column Theme/Topic and the other columns City 1 and City 2. For a Comparison Matrix for three cities simply add an additional column.

- Create two Single-Point Rubrics to assist students' self-assessment. One is for assessing proficiency in meeting teacher-selected standards. One is for assessing proficiency in meeting objectives.
- For the rubric on standards, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improvement," the second column, "Proficient (Meeting Standard)," and the third column, "Areas of Exceeding Standard." Leave the first and third columns blank. In each row of the second column identify a Standard and indicate a space for noting the evidence for meeting the standard. Include a space at the bottom of the page for assigning points for each column.
- For the rubric on objectives, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improving toward Objective," the second column, "Proficient (Meeting Objective)," and the third column, "Areas of Exceeding Objective." Leave the first and third columns blank. In the four rows of the second column identify these four objectives:
 - a. **Objective:** Identify important WWII location(s) in Dayton, OH and describe their historical significance.
 - b. **Objective:** Summarize the contributions of Dayton, OH service members and civilians to home front wartime efforts.
 - c. **Objective:** Evaluate the struggles, and contributions, of Japanese Americans in the US, and those who resettled in Dayton and Montgomery County
 - d. **Objective:** *Optional:* Describe similarities and differences of Dayton, OH and other WWII home front city(s).

Include a space at the bottom of the page for assigning points for each column. See the last photo of this lesson for reference.



Getting Started: Essential Question

Why do you think Dayton and Montgomery County, Ohio chosen as a World War II Heritage City, and what are its similarities and differences to other home front cities?



Figure 19: Dayton Area Chapter of the American Red Cross volunteered time, including by sewing items for soldiers and civilians. (Credit: Wright State University)



Figure 20 :Poster by the National Cash Register Company, Dayton, OH. Bottom right reads, “We proudly fly the Army Navy ‘E’ with Two Stars for ‘Unceasing Excellence’ in the production of precision instruments and other war material. The offices and employees of The National Cash Register Company.” (Credit: National Archives)



Quotation to consider:

“The story of the conversion of American industry from peace time to war manufacture is one that is not destined to reach, in its entirety, the public until the post-war era when John and Jane Doe return ‘to normal.’ Nevertheless, the conversion was accomplished, and accomplished with such speed and vigor, despite some reports to the contrary, that the versatility of industry in ‘swinging over’ to war production will occupy a place on our public library shelves just as will the battlefield accounts of the second World War.”

- From “Precision Products for War,” an article on Delco Products in Dayton (*The Dayton Herald*; Sun, Apr 18, 1943, p. 59)

Reading 1: Heritage City Designation

Excerpt from: “[House Report 115-998](#), “To Direct the Secretary of the Interior to Annually Designate at Least One City in The United States as An ‘American World War II Heritage City,’ and for other purposes” (October 30, 2018)

“ . . .PURPOSE OF THE BILL

The purpose of H.R. 6118 is to direct the Secretary of the Interior to annually designate at least one city in the United States as an ‘American World War II Heritage City’.

BACKGROUND AND NEED FOR LEGISLATION

On December 7, 1941, military forces of the Empire of Japan attacked the U.S. Naval Fleet and ground bases at Pearl Harbor in Hawaii. On December 8, 1941, one day after what President Roosevelt referred to as, “a date which will live in infamy,” the United States declared war against the Empire of Japan. Three days later, on December 11, 1941, Japan's ally, Germany, declared war on the United States. Sixteen million Americans, mostly young working-age men, served in the military during World War II, out of an overall United States population of 113 million.

While an unprecedented number of Americans served in World War II, the country drastically increased its war production on the home front, serving not only the needs of the armed forces of the United States but her allies as well--in what President Franklin Roosevelt called “The Arsenal of Democracy.” The combination of millions serving in the military, during a period of necessary and drastic increases in production, led to significant social changes on the American home front.

The World War II period resulted in the largest number of people migrating within the United States in the history of the country. Individuals and families relocated to industrial centers for good paying jobs out of a sense of patriotic duty. Many industrial centers became “boomtowns,” growing at phenomenal rates. One example, the City of Richmond, California, grew from a population of under 24,000 to over 100,000 during the war. . .”

Questions for Reading 1

1. What was the purpose of the bill (H.R. 6118) according to the report?
2. Why do you think Dayton and Montgomery Co., Ohio, were designated as a World War II Heritage City? Use details from the bill and from the lesson information.
3. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

Photo



Figure 21: “Conversion. Cash registers to gun magazines. A boring operation on the Oerliken machine for 20mm anti-aircraft guns. Many regular employees were retained when a large cash register manufacturing plant changed over to war production. National Cash Register Company, Dayton, Ohio,” February 1942 (Credit: Library of Congress)

Reading 2: Dayton Newspaper Article (1943)

Ohio Defense Chief Says Dayton is “Hot Target”

The Journal Herald (Dayton, Ohio), Thu, Jan 21, 1943 (p. 3)

Dayton and Ohio are the hottest targets in the country because of their war production, Ralph H. Stone, executive director of the Ohio Council of Defense, declared last night at a mass meeting at the Oakwood civilian defense corps at the National Cash Register company auditorium.

Stone spoke shortly before about 400 members of the Oakwood organization were “graduated” for completing work in various defense classes.

“The Oakwood defense corps is quite advanced,” Stone said, “and you should continue your efforts as long as the emergency exists.”

Stressing the importance of Dayton and Ohio as an enemy bombing target, the state defense director said the civilian population should not assure themselves “it can’t happen here.”

He asked for continued cooperation of the Oakwood organization with the Dayton Council for Defense.

Lt. Comdr. Thomas P. Sharkey of the navy also spoke, telling of his experiences in the South Pacific war zone.

A blackout of the auditorium was staged with simulated bombing noises and flashes of explosives. The Montgomery county Red Cross chapter presented a two-act skit explaining how the aid-unit would operate in an emergency.

The Patterson Field band played before and during the program. The Red Cross skit was under the direction of Robert O. Earl.

The graduation oath was administered the oath to the civilian defense workers by Prosecuting Attorney Mills Matthews, Rev. Raymond K. Riebs gave the invocation. Motion pictures also were shown.”

Questions for Reading 2, Photos

1. Why would Dayton be considered a “hot target” to enemies? (Consider information also learned in the prior lessons on Navy WAVES, war production and aviation, and Japanese American resettlement.)

2. What was the purpose of the skit, blackout and simulated bombing? (Opinion: Do you believe these types of productions were helpful at the time? Why, or why not?)

Culminating Activity/Mastery Product

To demonstrate student understanding, support students in creating a final product that meets the following objectives:

- a. Identify important WWII location(s) in Dayton, Ohio (and Montgomery Co.) and describe their historical significance
- b. Summarize the contributions of Dayton, Ohio service members and civilians to home front wartime efforts
- c. Evaluate the contributions of women in the services and civilian roles on the home front in Dayton.
- d. *Optional:* Describe similarities and differences of Dayton, OH and other WWII Heritage city(s) / home fronts.

Mastery products should be:

- . . . **student-led**; Students work as individuals or in collaborative groups.
- . . . **student-directed**: Students are offered a variety of choices for product type.
- . . . **student-organized**; Teacher facilitates by providing students with the comparison matrices and/or resource links from throughout the series of lessons.
- . . . **student-assessed**; Teacher supports student self-assessment and reflection by providing students single-point rubrics to assess for meeting standards and/or lesson objectives.

Note: Depending on time and scope, the comparison of Dayton to another WWII Heritage city(s) within the mastery product (objectives) may be omitted. However, comparing cities is recommended, as it connects students to a deeper understanding of the WWII home front.

Examples of mastery product choices include, but are not limited to:

- **Written**: Letter (opinion or informative), essay, poem, narratives, biography, articles, class book or children's book, speech or debate (then presented orally), blog / website, plaque or historical displays, pamphlets or rack cards
- **Graphic Organizers**: timeline, flowcharts, mind or concept content maps, Venn diagrams, comparison matrices, posters

- **Artistic Expression:** song, dance, theater (ex. skits), 3-D models, dioramas, photo journal, stamp and coin designs, visual art, architecture/building or monument, museum design
- **Media design and creation:** podcast, historical markers, social media content, interactive virtual maps or tours, infographics, video, comic strips or graphics, game design, slideshows, digital scrapbook

Please view the [NPS Heritage cities lesson collection](#) for information and resources on other cities.

Single-Point Rubric

Areas for Improvement	Proficient (Meeting Standard)	Areas of Exceeding Standard
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
Points		

Figure 22: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

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