This document is a study guide to "The Face of War," an exhibition of documents and photographs from the vast World War II holdings of the National Archives. This brochure contains reproductions of selected documents from the exhibit as well as discussion questions. The guide can be used by individuals, families, or school groups while viewing the exhibit or as a basis for separate discussion. The exhibition looks at some of the characteristics of World War II that are present in every monumental conflict. The exhibit and this publication are divided into sections about unity, dissent, courage, fear, endurance, and destruction. The included documents bear testimony to the emotions and experiences of all who face war. World War II could not have been won without the unity of the Allies and the support of U.S. citizens. The first three documents presented each represent a different type of wartime unity: (1) the declaration by the United Nations that created the Allied Forces; (2) a petition from inmates of San Quentin Prison to Secretary of War, Henry L. Stimson; and (3) a message from Louis Novak, Jr. to a fellow marine. The next two documents represent dissent and reveal why two individuals wished to stay out of the conflict. Two more documents are examples of the types of personal courage that emerge pervaded the battlefields and homefront, represent human endurance by describing the experiences of two individuals at different times during the war, and illustrate destruction and change that result from war. (DK)
A STUDY GUIDE FOR THE EXHIBITION AT THE NATIONAL ARCHIVES

MARCH 1994–SEPTEMBER 1995

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

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The Face of War is an exhibition of documents and photographs from the vast World War II holdings of the National Archives. This brochure contains reproductions of selected documents from the exhibit as well as discussion questions. The guide can be used by individuals, families, or school groups while viewing the exhibit or as a basis for separate discussion. We hope you enjoy learning more about World War II and about the holdings of the National Archives.

Introduction

World War II was the pivotal conflict of the 20th century. Its personalities and events are more familiar to Americans than those of any other war: terms like “D-day,” “Rosie the Riveter,” “Pearl Harbor,” “Ike,” and “Holocaust” immediately conjure up that era and conflict. But while the Second World War was unique, it also echoed past wars. This exhibition looks at some of the characteristics of World War II that are present in every monumental conflict. Thus, the exhibit and this publication are divided into sections about unity, dissent, courage, fear, endurance, and destruction. The following documents bear testimony to the emotions and experiences of all who face war.
SECTION I

THE FACE OF WAR IS UNITY

World War II could not have been won without the unity of the Allies and the support of the American people.

Documents A, B, and C each represent a different type of wartime unity.

DECLARATION BY UNITED NATIONS:

A JOINT DECLARATION BY THE UNITED STATES OF AMERICA, THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND, THE UNION OF SOVIET SOCIALIST REPUBLICS, CHINA, AUSTRALIA, BELGIUM, CANADA, COSTA RICA, CUBA, CZECHOSLOVAKIA, DOMINICAN REPUBLIC, EL SALVADOR, GREECE, GUATEMALA, HAITI, HONDURAS, INDIA, LUXEMBOURG, NETHERLANDS, NEW ZEALAND, NICARAGUA, NORWAY, PANAMA, POLAND, SOUTH AFRICA, YUGOSLAVIA.

The Governments signatory hereto,

Having subscribed to a common program of purposes and principles embodied in the Joint Declaration of the President of the United States of America and the Prime Minister of the United Kingdom of Great Britain and Northern Ireland dated August 14, 1941, known as the Atlantic Charter,

Being convinced that complete victory over their enemies is essential to defend life, liberty, independence and religious freedom, and to preserve human rights and justice in their own lands as well as in other lands, and that they are now engaged in a common struggle against savage and brutal forces seeking to subjugate the world, DECLARE:

(1) Each Government pledges itself to employ its full resources, military or economic, against those members of the Tripartite Pact and its adherents with which such government is at war.
(2) Each Government pledges itself to cooperate with the Governments signatory hereto and not to make a separate armistice or peace with the enemies.

The foregoing declaration may be adhered to by other nations which are, or which may be, rendering material assistance and contributions in the struggle for victory over Hitlerism.

Dear at Washington

January First, 1942

The United States of America

by Franklin D. Roosevelt

The United Kingdom of Great Britain and Northern Ireland

The Dominion of Canada

The Dominion of Australia

The Kingdom of Belgium

The Dominion of New Zealand

[Handwritten signatures]
To: Hon. Secretary of War, Washington, D.C.

From: Inmates of San Quentin Prison, California

January 7, 1945

Dear Mr. Secretary,

We, the undersigned inmates of San Quentin Prison, California, respectfully petition you to take the following steps in relation to our plight:

1. To provide improved conditions for our incarceration, including better sanitation, medical care, and recreation facilities.
2. To grant clemency to those inmates serving sentences that are excessively long for their crimes.
3. To offer educational and vocational training programs to enhance our rehabilitation.
4. To implement a more humane approach to discipline and punishment.
5. To facilitate better communication with family members.
6. To ensure adequate representation in the legal system.
7. To provide access to religious services and counseling.

We believe that these steps will contribute to our reintegration into society and uphold the principles of justice and fairness.

Sincerely,

[Signatures of the petitioners]

[Inmate numbers and names]

[Inmate numbers and names]

[Inmate numbers and names]

[Inmate numbers and names]

[Inmate numbers and names]
It seems that a few months ago I had everything I could ever ask for; I was happy, now since the paper started this thing, I've lost everything but this has caused me to gain something new - your friendship and humor - many times it has kept me from going mad. Here for home.
ALLIES  AXIS  UNITED NATIONS  ARMISTICE  HITLERISM  FRANKLIN D. ROOSEVELT  WINSTON CHURCHILL  FRACAS

FOR DISCUSSION

How would you describe the different types of wartime unity that these documents represent? How was each important to the war effort?

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Discuss the importance of the alliance created by Document A, "Declaration By United Nations," both during the war and today.
Some Americans did not want to participate in World War II. These documents reveal why two individuals wished to stay out of the conflict.

ORDER NO. 1711

SPECIAL FORM FOR CONSCIENTIOUS OBJECTOR

LOCAL BOARD NO. 166
School, 615 East Cahuenga St.

Date: 4/24/41

Name: NEMPER

Address: 2122 BARTOLO AVE.

School, 615 East Cahuenga St.

ALTADENA, LOS ANGELES, CALIFORNIA

This form must be returned on or before May 21, 1941.

INSTRUCTIONS

A registrant who claims to be a conscientious objector shall offer information in substantiation of his claim on this special form, which when filed shall become a part of his questionnaire.

The questions in Series II through V in this form are intended to obtain evidence of the genuineness of the claim made in Series I, and the answers given by the registrant shall be for the information only of the officials duly authorized under the regulations to examine them.

In the case of any registrant who claims to be a conscientious objector, the Local Board shall proceed in the ordinary course to classify him upon all other grounds of deferment, and shall consider and pass upon his claim as a conscientious objector only if, but for such claim, he would have been placed in Class I. The procedure for appeal from a decision of the Local Board on a claim for conscientious objection is provided for in the Selective Service Regulations.

Failure by the registrant to file this special form on or before the date indicated above may be regarded as a waiver by the registrant of his claim as a conscientious objector. Provided, however, that the Local Board, in its discretion, and for good cause shown by the registrant, may grant a reasonable extension of time for filing this special form.

Series I: CLAIM FOR EXEMPTION

INSTRUCTIONS: The registrant must sign his name to either Statement A or Statement B in this series but not to both of them. The registrant should write out the contents of this form in the blank space.

A. I claim the exemption provided by the Selective Training and Service Act of 1940 for conscientious objectors because I am conscientiously opposed, by reason of my religious training and belief, to participation in war in any form and to participation in any service which is under the direction of military authorities.

B. I claim the exemption provided by the Selective Training and Service Act of 1940 for conscientious objectors, because I am conscientiously opposed by reason of my religious training and belief, to participation in war in any form and to participation in any service which is under the direction of military authorities.

Kemper Nomland, Jr.

Series II: RELIGIOUS TRAINING AND BELIEFS

INSTRUCTIONS: Every question in this series must be fully answered. If more space is necessary, attach extra sheets of paper to this page.

1. Describe the nature of your belief which is the basis of your claim made in Series I above.

I believe that war in any form is diametrically opposed to the life and teachings of Christ. His teachings teach us that love conquers hate and evil will fall in the face of good. Fighting leads with love will only cause more hate and evil.

2. Explain how, when, and from whom or from what source you received the training and acquired the belief which is the basis of your claim made in Series I above.

The primary source of my belief came from many years of Bible study in the Sunday School of the First Congregational Church. The specific case of the conscientious objector was many discussed. The life, teachings, and life of love can in my opinion lead only to the conclusion that a true and absolute Christian can follow no other course.
WA29 156 NT 6 EXTRA

AW NEW YORK NY JUN 23 1942

PRESIDENT FRANKLIN D. ROOSEVELT
THE WHITE HOUSE

DEAR SIR ON APR 6 1942 I MADE AN APPEAL TO YOU BY LETTER.
SINCE I HAVE RECEIVED NO REPLY I AM MAKING A SECOND APPEAL
BY TELEGRAPH.

I AM EAGER TO SHOULDER A GUN AGAINST HITLERISM AND ITS
RACIAL SUPERIORITY MYTH BUT AM UNCOMPROMISINGLY OPPOSED
TO SERVING IN MILITARY FORCES THAT SEGREGATE NEGROES ALONE
INTO SEPARATE UNITS SOLELY BECAUSE OF RACE.

MY LOCAL BOARD 62 MANHATTAN NEW YORK CITY WAS NOTIFIED OF

WA29/2

MY STAND MANY MONTHS PRIOR TO PEARL HARBOR.

I HAVE REQUESTED AND BEEN DENIED PERMISSION TO ENLIST
IN THE CANADIAN ARMY WHERE JIM CROW IS NOT TOLERATED.

ON JUNE 20 I RECEIVED NOTICE TO REPORT FOR INDUCTION ON JUNE 27.

MR PRESIDENT I AGAIN APPEAL TO YOU PERSONALLY FOR PERMISSION TO ENLIST IN THE CANADIAN ARMY BECAUSE MY CONSCIENCE REGARDLESS OF THE CONSEQUENCES WILL NOT ALLOW ME TO SERVE MY COUNTRY IN AN UNDEMOCRATIC JIM CROW CAPACITY SINCERELY YOURS

JAMES E. DAVIS 415 WEST 154TH ST NEW YORK NY.
Vocabulary

dissent  draft  conscientious objector  segregation  Jim Crow

For Discussion

Why did these individuals not want to fight for the United States?  
If you were drafted, why would you want—or not want—to fight?

For High School and College Students

If you were deciding these cases, what would you have done?  What guidelines would you have used to make your decision?  How are these two cases similar and dissimilar?
As in all wars, great courage could be found in both the actions and character of many of the men and women who participated in World War II. Documents F and G are two examples of the types of personal courage that emerge in wartime.

DOCUMENT F
Recommendation for award of Medal of Honor (posthumously) for Pvt. William A. McWhorter.

APR'45

REMARK: It is believed that the evidence presented establishes that degree of conspicuous gallantry and heroism above and beyond the call of duty considered essential to the award of a Medal of Honor. It is apparent that this man could have endeavored to throw back the grenade, but rather than expose his comrade to the risk of the explosion, which was certain to occur, he chose to sacrifice his life in a supreme effort, thus saving the life of his comrade.

RECOMMENDATION: Approval.
Dear headquarters in the Cherbourg - Have one
have forces to gain a
satisfactory foothold and

The troops...

Jim

Jan

Auer

I. ft...r.mr.

Ais.1.

-.....------..

DOCUWENT G
Note by Gen. Dwight D.
Eisenhower, Supreme
Commander of the Allied
Expeditionary Forces, written
the night before D-day.
VOCABULARY

Medal of Honor   Allied Expeditionary Forces   D-day

FOR DISCUSSION

Describe the types of courage shown by individuals in each of these documents. How are they alike? How are they different?

FOR HIGH SCHOOL AND COLLEGE STUDENTS

General Eisenhower was one of the great military leaders of both World War II and this century. What does his note, Document G, tell you about his style of leadership?
In wartime, fear is perhaps the most commonly felt emotion. The documents in this section show the extent to which fear pervaded the battlefields and homefront during World War II.

**Document H**

"Protest Against the Return to the West Coast Area of the Japanese."

In January 1945, the Committee of West Coast Japanese Americans submitted a protest to President Roosevelt. The protest was supported by the War Department, the Attorney General, and other government officials.

Protest Against the Return to the West Coast Area of the Japanese

We, the undersigned, residents of Southern California and of San Diego County, emphatically protest against any permission being given for the return of the evacuating Japanese to any part of the West Coast area, for many reasons, among which are the following:

1. The return of the evacuees would see all persons here, both white and Japanese, in constant danger, and probably of their lives through a Japanese sabotage, with the consequent necessity of killing both American and Japanese, and continuing this process as long as the war continues.

2. We are not assured that the people we were forced to leave would, in any way, be permitted to carry on since their evacuation. We do not know whether businesses, such as banks and brokers, will be allowed to operate. We are not even sure what will be done to those who wish to return to their homes.

3. We cannot assure the return of the evacuees, and we believe it will never happen.

We, therefore, protest against the return of the evacuees to the West Coast area.
TO THE DESERTION OF THE
UNITED STATES ARMY. AT THE TIME
OF MY DESERTION, WE WERE IN
ALBUFE IN FRANCE. I CAME TO
ALBUFE AS A REPLACEMENT. THEY
WERE SHOOTING THE TOWN AND WE
WERE TOLD TO DIG IN FOR THE NIGHT.
THE FOLLOWING MORNING, THEY WERE
SHOOTING US AGAIN. I WAS SO
SCARED NERVE AND TREMBLING.
THAT AT THE TIME THE OTHER
REPLACEMENTS MOVED OUT I
COULDN'T MOVE. I STAYED THERE
IN MY FOX HOLE TILL IT WAS QUIE,
AND I WAS ABLE TO MOVE. I THEN
WALKED IN TOWN. NOT SEEING ANY OF
OUR TROOPS, SO I STAYED OVER NIGHT AT
A FRENCH HOSPITAL. THE NEXT MORNING I
TURNED MYSELF OVER TO THE CANADIAN
PROVOST CORPS. AFTER BEING WITH THEM SIX
WEEKS, I WAS TURNED OVER TO AMERICAN
MP. THEY TURNED ME OVER, I TOLD MY
COMMANDING OFFICER, MY STORY. I SAID THAT IF
I HAD TO GO OUT THERE AGAIN, I'D
RUN AWAY. HE SAID THEIR WAS NOTHING HE
COULD DO FOR ME, SO I RAN AWAY AGAIN.
AND I'LL RUN AWAY AGAIN IF
I HAVE TO GO OUT THERE AGAIN.
VOCABULARY

Japanese relocation espionage sabotage desertion

FOR DISCUSSION

What did the authors of these documents fear?
What did their fears cause them to do?

FOR HIGH SCHOOL AND COLLEGE STUDENTS

In addition to fear, what other emotions do the petitioners express in Document H, “Protest Against the Return ... of the Japanese”? How do you explain their feelings?

In Document I, Private Slovik confessed to deserting his Army unit. He was executed for his crime in 1944. Do you think the U.S. military should threaten execution for desertion? Why or why not?
SECTION V

THE FACE OF WAR IS ENDURANCE

War asks soldiers to endure the most brutal experiences.

Documents J and K describe the experiences of two individuals at different times during the Second World War.

DOCUMENT J

"After the Dawn," by Joseph Cassin, not dated

English: I di a

Cubanuan was a prison camp in the Philippines for Allied prisoners of war.
What situations did the soldiers who wrote these documents have to endure?
What feelings are revealed in each document?
Why do you think soldiers kept diaries and wrote poems?
A war destroys. World War II resulted in the deaths of 60 million people and in the ruin of hundreds of cities. Documents L and M provide evidence of some of that destruction.

**SECTION VI**

**THE FACE OF WAR IS DESTRUCTION**

A wide area was so extensive and the degree of damage so severe that at first the number of the dead was not ascertained but computations to 1 September 1945 show that the identified dead numbered 10,727, the missing numbered 1,927, and the seriously and superficially wounded numbered 10,093. Since the area around Round Zero was almost completely obliterated and the heads of the various district and sub-districts were either dead or missing, it is difficult to determine the exact number of casualties. At first it was believed that the number of dead would not drop below 25 or 20 thousand. At present detailed investigation is being made of casualty distribution lists and the lists of persons living in the devastated area.

2. Injured. The seriously injured are continuing to receive medical treatment at rescue stations, but within a few hours are being discovered among these areas. Convalescent centers have been set up to take care of those who can stand up, and there are numerous cases of patients who are superficially wounded and also suffer from internal injuries who are dying of diseases such as tetanus, dysentery, and typhoid, and the rate among these cases is so high and the conditions are so unfavorable that it is believed that approximately the number will drop to 30,000.

**DOCUMENT L**

Translation of a Japanese account of damages done to Nagasaki by the atomic bomb. September 1, 1945

World War II destroyed the city of Nagasaki and the whole city was destroyed by the atomic bomb on August 19, 1945. The Japanese government reported about the cities of Hiroshima and Nagasaki to the United States government, describing the damages of the two cities in September.
<table>
<thead>
<tr>
<th>Register number</th>
<th>National or ethnic origin</th>
<th>Camp number</th>
<th>Name</th>
<th>Birthdate and place</th>
</tr>
</thead>
<tbody>
<tr>
<td>2448</td>
<td>Dutch</td>
<td>12305/5</td>
<td>Aletrino, Luis</td>
<td>April 10, 1892, Amsterdam</td>
</tr>
<tr>
<td>2449</td>
<td>Russian</td>
<td>10687/sr</td>
<td>Pasluch, Wasilij</td>
<td>October 8, 1923, Nagorina</td>
</tr>
<tr>
<td>2450</td>
<td>Russian</td>
<td>10747/sr</td>
<td>Selivanow, Aleksej</td>
<td>November 22, 1915, Kannienopodolsk</td>
</tr>
<tr>
<td>2451</td>
<td>Pole</td>
<td>11527/18</td>
<td>Rojek, Teofil</td>
<td>June 6, 1897, Schadek</td>
</tr>
<tr>
<td>2452</td>
<td>Belgian</td>
<td>9668/sr</td>
<td>Adam, Felicien</td>
<td>March 5, 1877, Seraing</td>
</tr>
<tr>
<td>2453</td>
<td>Spanish</td>
<td>4325/sr</td>
<td>Moreno Barrios, Jositeo</td>
<td>July 6, 1877, Tarancan</td>
</tr>
<tr>
<td>2454</td>
<td>Criminal</td>
<td>310/18</td>
<td>Bergner, Franz</td>
<td>March 4, 1907, Dortmund</td>
</tr>
<tr>
<td>2455</td>
<td>Czech Jew</td>
<td>13126/5</td>
<td>Schulhof, Franz</td>
<td>February 22, 1909, Prague</td>
</tr>
<tr>
<td>2456</td>
<td>Yugoslav</td>
<td>11850/18</td>
<td>Resch, Ernst</td>
<td>July 12, 1888, Zenica</td>
</tr>
<tr>
<td>2457</td>
<td>Jew</td>
<td>12602/5</td>
<td>Rosenkranz Michael, Moritz</td>
<td>April 6, 1865, Reichensachsen</td>
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<tr>
<td>2458</td>
<td>Dutch Jew</td>
<td>12551/5</td>
<td>Engelsman, Elias</td>
<td>April 5, 1897, Amsterdam</td>
</tr>
<tr>
<td>2459</td>
<td>Czech Jew</td>
<td>12016/5</td>
<td>Elsner, Otto</td>
<td>June 18, 1908, Ljumlit</td>
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<tr>
<td>2460</td>
<td>Dutch Jew</td>
<td>12552/5</td>
<td>de Haan, Jakob</td>
<td>October 31, 1916, Amsterdam</td>
</tr>
<tr>
<td>Cause of death</td>
<td>Date and hour of death</td>
<td>[Notes]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shot while escaping</td>
<td>August 29, 1942, 1:10 p.m.</td>
<td>shot while escaping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>infected furuncle</td>
<td>August 29, 1942, 3:50 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extreme inflammation of the large intestine</td>
<td>August 29, 1942, 3:55 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acute heart failure</td>
<td>August 30, 1942, 6:30 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extreme inflammation of the large intestine</td>
<td>August 30, 1942, 6:35 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tuberculosis</td>
<td>August 30, 1942, 6:40 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inflammation of heart lining</td>
<td>August 30, 1942, 6:50 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inflammation of the lungs</td>
<td>August 30, 1942, 7:00 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>heart attack</td>
<td>August 30, 1942, 1:30 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stroke</td>
<td>August 30, 1942, 2:30 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>heart attack</td>
<td>August 30, 1942, 2:35 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inflammation of the lungs</td>
<td>August 30, 1942, 2:40 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pneumonia</td>
<td>August 30, 1942, 2:45 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After reading Document L, describe what you think Nagasaki must have looked like after it was hit by an atomic bomb.

What was the purpose of Document M, "Totenbuch Mauthausen"? What does it tell you about the people who died at Mauthausen?

Do you think the United States should have used atomic weaponry to win the war? Why or why not?

Discuss the importance of documentary evidence in relation to Document M. "Totenbuch Mauthausen."
SECTION VII
THE FACE OF WAR IS CHANGE

War can change everything—boundaries, technology, and the way people live. Document N describes some of the personal changes soldiers went through during World War II.

"I have learned how to live with my fellow men, and patience, and other things."

"Being more considerate of others, and will be more adapted to live a peaceful, normal life."

"Understanding human nature and the value of living a settled life."

"I have learned to mix with a lot of very strange and colorful people."

Document N
Excerpt from "Changes in Enlisted Men Caused by Their Army Experiences," 1945
Recorded by the U.S. Office of War Information

"I'm 19 and feel like an old man."

BEST COPY AVAILABLE
How does it seem that World War II changed soldiers for the better? For the worse? Do you think living through a war would change you? How?

For High School and College Students

Why do you think the U.S. Army made a survey of this nature?

For other school programs or tours, please contact the National Archives Volunteer and Tour Office at 202-501-5205.
W.W.II
50th Anniversary
Commemoration
1991-1995