

# **Women and World War II: Expectations of Femininity**

Traveling Exhibit Packet



Presented by the Women in War Museum



## **What is This Program?: General Purpose and Program Overview**

The Women in War Museum presents the traveling experience Women and World War II: Expectations of Femininity. We thank you for your interest in this program and your curiosity in our museum. This traveling program is a new way to inform the public about women's history by bringing the history directly to you!

This traveling exhibit and lecture covers the history of World War II from the perspective of women in the United States, Great Britain, and Russia, looking at the concept of femininity through the lens of patriotism, propaganda, and advertising. With an invitation from you, the museum and its collection will come to you on an agreed day and time to present a lecture about the roles of women during World War II, and the tensions they dealt with to maintain the societal expectation of femininity placed upon them.

The Museum is excited to collaborate with all sorts of groups and organizations. We are reaching out to educators, with students of all ages. We are a wartime history museum, and are excited to work with historical societies, veterans' organizations, and anyone who has an interest in wartime or gender history.

This program we are offering is unique because it is a customizable experience. Since the museum is coming to you and your audience, we can cater to the needs and interests of your organization. You will be able to choose some of what the lecture includes, as we can cater the conversation to different age groups. We have prepared a junior lecture for younger audiences and a more mature lecture for older audiences. You are also able to cater the program experience to your needs by deciding some of the artifacts that will be on display. There is a set of base artifacts that will represent each of the featured countries, as well as additional artifacts that can be added on that you, the organizer, can choose from.

This program is offered through the Women in War Museum. We are a new nonprofit institution in St. Louis that is excited to collaborate with other groups that share the same interests as we do. The Museum's mission is to educate communities about the roles of women during times of war internationally as far back in history as there is documentation. This program is one of the ways that we are reaching out to the community to stimulate interest and further our educational goals.

This traveling program relates to our museum by spreading knowledge that is not often taught in schools or featured heavily in other museums. The roles of women during wars in many history classes are relegated to the sideline. If they are mentioned at all, it is in relation to their efforts on the homefront or in the field of nursing or medical care. With this program, the audience is able to learn that while women did fill these roles in large numbers, they also did so much more. During World War II, women from all over the world stepped out of their traditional feminine role to fill the gaps that men were leaving in order to serve in battle. And yet, while women were completing these new roles, they were still expected to look and act like women.

This makes sense when you think about it. What the Women in War Museum is striving to do with this program is to show audiences that while women were expected to keep their femininity, this was not a simple thing to accomplish due to the nature of the tasks they were having to complete.

The following packet is an introduction to what our program will include to give an idea of what a visit to your classroom or organization would look like. We look forward to hearing from you!

### **Why This Topic?: Introduction to Topic and Significance**

This presentation will focus on women during World War II and the expectations that were placed upon them to keep their femininity. This theme will be explored through the material culture of World War II, especially women's military apparel, equipment managed by women, and propaganda materials. This traveling exhibit packet can be sent out to various schools or organizations to have the exhibit set up and a short lecture be given in addition to the artifacts.

The countries highlighted in the exhibit will be the United States, Great Britain, and Russia. The base set of exhibit items will focus on different military memorabilia as well as civilian artifacts. Military artifacts include uniforms from all three countries, as well as other items such as handbooks, a military file, and a Russian Mosin-Nagant sniper rifle, hardware, and women's sniper medal. Civilian items include a riveting gun, a civilian Air Raid Precaution gas mask, ARP handbook and insignia, and water tank. Press photos will also be shown from each of the three countries on a rotating slideshow. Additional exhibit artifacts can also be brought and presented alongside the base set of items if the hosting organization chooses.

This presentation is important because it will work to fill a void in the subject of World War II history that is often left out of everyday education. In many school texts, the roles of women are narrowed down to their jobs in the factories. There may be some information about military service or nursing included, but not much else. This project will look at these roles that women filled during this time by going into deeper research to look critically at how these women not only acted but how they were also perceived in the public eye. These women were still expected to be feminine in their work. This can be expected of the time period, but this project will show how this expectation of femininity did not limit women in their lives and their actions.

This program will advance the principles of the field by taking the idea of femininity and placing it in a historic context that looks at this theme through other layered themes such as patriotism and propaganda. By showing this idea to the public and being able to easily cater this topic to different groups, it will make history feel more accessible. By creating and implementing a project such as this one, I am bringing history to the public and helping to make them curators of their own experience by tailoring the conversation to what they want or in what they are interested.

When classes and exhibits focus on this time period, the covered information goes over what the men did during the War. When women are featured it is in the role of Rosie, nurse, or military personnel, and focuses on what American women were doing. But the information rarely covers what these roles actually look like in the time period in terms of what womanhood looked like at this time. By focusing on the women's roles of this time period and paying close attention to the femininity that was expected of them, we can gain a strong understanding of how women conformed to these roles as well as defied them in their country's service.

During World War II, American women stayed at home and went overseas in their commitment to their country. Women who stayed at home joined the military, worked in

factories, supported agriculture programs, and helped in whatever way they felt comfortable with. During World War II the number of women in the United States who worked in factories increased to over six million, and the number of women who enlisted was over 200,000. There were entire propaganda campaigns designed around women and their service on the home front. One campaign that ran was through the Ladies Home Journal, which preached to women how to be the best woman they could be, called homefront women WINS, or Women in National Service. This campaign plan was to try and encourage the women who stayed home to be militant in their actions on the homefront while still maintaining what was considered important to American womanhood, the ideas of domesticity and submissiveness. Many men and women on the homefront were concerned that as the war continued women would become less feminine, and would lose what they considered important, being wives and mothers.

One of the ways that propaganda and advertising campaigns solidified the role of women in masculine jobs outside of the home was to repeat the fact that they would be temporary, only for the length of the War. Another way that these campaigns reinforced the notion of femininity was the continued broadcasting of advertising surrounding its upkeep. WINS were encouraged to assume gender nonconforming roles, such as mowing the lawn, fixing appliances, and any other fixes that needed to be done. At the same time, the campaign encouraged them to keep their feminine figure, and pretty features. In the Ladies Home Journal, when a woman was shown doing typically masculine jobs such as these, the models were always trim, well groomed, and manicured.

This was not always the reality of being a homefront warrior, though. Women who joined the workforce or the military were quickly learning how dirty the 'men's' world actually was. Rosie's working in factories were upset about how dirty the work was and actively worked at forming habits that made them feel less masculine in their work. Many women were finding that they were not able to complete their jobs and remain well groomed due to the nature of their work. Many of the women also found it frustrating to have to stop working so that advertising and propaganda agencies could bring in clean, well-groomed models to take pictures of.

When working in the factory, women were actually required to refrain from wearing make-up to prevent male sexual harassment of women. Women in the male sphere were also seen as a threat to what it meant to be a man. This did not just confine itself to factory work but spread to military service. Women who joined the Women's Airforce Service Pilots (WASP) was the branch of the military who served on the homefront and faced the most criticism of their service, due to the type of work they were completing. The WASP were never absorbed into a branch of the military but operated alongside it. It was the women of the WASP who struggled the most with femininity due to their uniforms and their duties. The WASP were not able to wear skirts as part of their uniform due to the fact that they were climbing in and out of airplanes, as well as having to climb under them to complete maintenance work.

Other branches of the military were also closely monitored in terms of femininity; members of the Women's Army Corp (WAC) were the only women in service who were permitted to travel and serve overseas. These women were tasked with navigating bombed towns and cities in Europe and jungle environments in the Pacific. These were not the places where someone, regardless of who they were, would look their best at all times, but these women had the societal pressure to maintain their appearance and behavior.

Women who served in Great Britain faced challenges similar to their American counterparts. These women faced the same challenge of keeping their femininity while in military and factory service. During the War, there were over seven million British women who worked in factories and more than 500,000 who enlisted in military service. Many women joined the Women's Royal Naval Service (WRNS) and spent their time on ships, where they faced the challenge of dirt, grime, steam, and heat. Women who were able to gain achievements were always presented and praised under the guise of their femininity, where the attention was brought to the fact that she was a woman rather than the fact that she had accomplished something. The media tended to focus on the fact that a woman was able to do something impressive rather than the impressive act itself.

Women in information services were able to use their sense of femininity to their advantage. Women in the United States and Britain joined information services such as the Operation of Strategic Service (OSS) and the Special Operations Executive (SOE), respectively. Some of these women became spies, others were couriers or wireless radio transmitters. These women were required to modulate their femininity based on the job at hand. Some women were tasked with eavesdropping on German military conversations. To do this, women would wear old, ratty, baggy clothes with their hair covered and no make-up. This made these women invisible to the occupying German forces. Other women worked as couriers, smuggling radio equipment across country lines and into and out of towns. These women were tasked with flaunting their femininity, or simply just expressing that they were women. This made it seem like they were housewives who were going about their shopping. This was seen as normal in the sphere of women, and the Germans did not give them a second thought.

Women were given roles such as this because they were seen as the most well equipped to complete them. Walking about in the middle of the day carrying a basket, suitcase, or riding a bicycle made women appear less suspicious than men, because all of these actions can be associated with completing their necessary shopping or domestic chores. Women were also challenging the expectation of masculine and feminine roles in intelligence work, which was typically seen as a man's job. But by concealing items in their clothes, hair, and personal belongings, these women were able to bring the notion of femininity by hiding the masculine notion in femininity.

Russian women went a step further in their service to their country and faced some of the toughest backlash for their actions in terms of their conforming to societal pressures and femininity. Some stayed on the homefront and worked in factories, but others were also permitted to fight on the front lines in the military. While an out of place role for a woman in the 1940's to take on, this was not the first time that Russian women served on the front line. Women had also been permitted to enlist in the military in combat roles during World War I in the Woman's Battalion of Death, something that the United States and Great Britain had never thought to do. Many of these women filled the role of a sniper or a pilot. In addition to proving their loyalty to their nation, women also had to prove that they were just as competent in their actions as the men they served with. It was in training that many Russian women faced the beginning of their challenges against their femininity. Upon their arrival, these women's hair were shaved, stripping them of one of the most important traits of their femininity. After this, these women were given men's uniforms and were required to live in barracks with little food, and minimal chances to bathe themselves.

It was left up to the women themselves to support their femininity by sharing stories, bits of culture, and other forms of domesticity. Many of the female soldiers faced three main challenges due to being a woman in a male sphere: the lack of respect they were given, sexual harassment, and forced cohabitation with men. Many of the women faced abuse in multiple forms from their superiors, who treated the military as a boy's club that was no place for women. Men who were placed in charge of women felt that they were less competent than their male counterparts, often times trying to coerce them into sexual favors. Men who were placed under the leadership of women would not respect her authority, often times ignoring what she had to say.

The idea of femininity was a highly contradictory subject during World War II. Women on the homefront were expected to keep the appearance and duties of a respectable woman, while the reality was that many of them went to work in factories and in an environment that contradicted what it was to be feminine. Many women also served in the military which placed them in environments that asked them to be feminine as best as possible to meet societal expectations and ease the minds of the men around them, but at the same time they were serving in locations that did not allow them to express their femininity to the fullest extent.

After the War had ended women were expected to return to the domestic sphere. Women were no longer allowed to work in the factories as Rosies, but instead were given pink collar jobs, such as a secretary. During the War women had gotten an idea of what it meant to be able to earn a living on their own, and many of them did not want to give that up. It had become more acceptable for a woman to have a job. Women became nurses, teachers, secretaries, and department store clerks. These jobs were seen as acceptable for a woman to have. The post-war years did not see the same amount of women in the work force, the total number of women having a job dropping to 18 million in 1950. Women were not needed in the military as much after the War had ended, either. Many of the branches of service had been disbanded after the end of World War II, causing the number of women enlisted to drop to 120,000 in 1950.

### **Takeaways (Learning Outcomes)**

#### **Junior Lecture Learning Outcomes**

- Audiences will analyze the concept of femininity.
- Audiences will compare the similarities and differences of women in different countries during World War II.
- Audiences will identify the different jobs women had during World War II.
- Audiences will be motivated to learn more about the roles of women during World War II.

#### **Adult Lecture Learning Outcomes**

- Audiences will evaluate the impact of World War II on femininity.
- Audiences will compare the similarities and differences of women in different countries during World War II.
- Audiences will reflect on the treatment women faced during World War II.

### **A Picture in Your Mind: Exhibit Walkthrough**

This exhibit layout will change slightly based on the location that it is being displayed in. Most of what will change will depend on the room dimensions. For a presentation in a classroom, the average room size is 900 square feet. The exhibit will not fill the entire space of the classroom, but a small portion of it, taking up only 40-50 square feet in total. This will allow room for the tables, stands, and any other display methods to be set up as well as room for people to walk around the exhibit. A presentation in a conference or meeting room can have the potential to be slightly larger than a classroom. An average conference/meeting room is only slightly larger than a classroom, but there will be less desks and chairs to work around in a meeting room, allowing the exhibit space to fill more of the area of the room and allowing for more space to walk around.

The exhibit will be displayed on a variety of folding tables and stands. We will provide all of these display materials. The label panels will be set up on folding easels, and item labels will be printed and placed in front of their corresponding item. Artifacts will be placed on the folding tables and stands that we provide.

At the entryway to the door the exhibit is set up in will be an introductory panel that explains to the visitor what the exhibit and lecture will cover. The panel will be a few paragraphs of background information that will introduce how the exhibit artifacts tie into the theme of femininity during wartime.

The exhibit will be set up around the room, based on where there is space to place the tables. The tables will be grouped based on what country is being represented: the United States, Great Britain, and Russia. Each section that the visitor approaches will have a brief panel that explains what the women of that country did to support the war, and how the conflict looked for those citizens, highlighting that the War did look different in each.

The first country that will be introduced is the United States. Some of the artifacts that will be featured in this section include a military uniform and riveting gun. Items such as these will highlight what many people are already familiar with in terms of women's involvement, military work, factory work, and nursing. These artifacts will illustrate how the women who participated in the war effort acted in ways that were feminine and unfeminine.

The second section that will be introduced is Great Britain. Here the artifacts include items such as a fire extinguisher and a gas mask. These artifacts will show how women served their country during the War and had to do heavy work on the homefront because they were being directly attacked. Here the audience will begin to see that the war effort did look different in each of the countries highlighted and will be slightly surprised at the items they are seeing.

The last country that will be seen is Russia; here is where there will be most shock over the artifacts being shown, items such as a deconstructed Mosin Nagant sniper rifle and a military personnel file. The audience will see that the War looked the most different for Russian women, and that their take on femininity during the war was still important and expected to be maintained, but vastly different than what is usually thought of when it comes to American women during the same time.

At the end there will be a closing panel that will cover what happened after the end of the war, as well as help to guide the visitor in their reflection of what they just saw and learned, gearing them back to the learning outcomes that the exhibit will be covering.

### **Exploring the Exhibit and the Archive: Scripts and Artifacts**

## Introductory Panel Script

The Women in War Museum presents Women and World War II: Expectations of Femininity.

World War II marked an era of instability for all countries involved. Citizens from around the world stepped into new roles and responsibilities, with women at the forefront. But the world was not ready for the role of women to change so drastically. Society still wanted them to stay at home to be good wives and mothers.

But the War demanded something else.

During World War II, women were the focus of many different advertisement and propaganda campaigns, and the media women saw encouraged them to keep their feminine image and duties. Magazines promoted advertisements that showed trim, beautiful women working in factories and joining the military, while still returning home in time to take care of children and domestic chores. Women had to step into these roles and jobs that were seen as masculine to free men to fight overseas, but at the same time keep the feminine image that was expected of them. These ads were a direct contradiction to what women were truly experiencing at this time.

Women in Allied countries, such as the United States, Great Britain, and Russia, were filling these roles only to find that they were grimy, dirty, and far from the glamorous, glossy photos that they had seen in the media.

Women struggled to keep their expected feminine appearance when it came to working all day in a factory. American women found that trudging through jungles and bombed out cities was not the grand adventure that the military showed it would be. British women feared for their lives during the German Blitz, as air raid sirens sent them scurrying. This was not the society they had grown to know as prim and proper women. Russian women were not expecting to face the harassment in the military that they did when they enlisted as snipers and pilots.

As women were facing these new responsibilities and the challenges that came with them, they knew that they were still women, and that meant they needed to keep the expectation of femininity, while completing actions that worked in direct contradiction with this image.

## United States Introduction Script

It is a quiet Sunday in America. War is happening overseas, but there is no cause for alarm yet. You sit in your home listening to the radio while reading when all of a sudden an emergency broadcast begins to play. Enemy forces are attacking United States territory!

December 7, 1941: Japanese forces bomb Pearl Harbor, launching the United States into World War II. With this introduction to the war, the country realizes that they are not nearly equipped enough to fight in this struggle, and with men by the thousands enlisting to join the military, there was a shortage in war time jobs. Women were called out of the home to serve their country to help fill the gaps that men were leaving.

Women joined war production jobs, becoming Rosie's who worked in factories that made tanks, planes, ships, and any ammunition and other wartime items that might be needed during the War. Advertisements showed women who joined these positions with clean hair, neat features, and trim clothing. It was a rude awakening these women faced after working their first shift in the

factories. These places were dingy and dirty. Many women were banned from wearing make-up while working, and their feminine clothing had to be traded in for masculine coveralls.

Women who enlisted in the military faced similar challenges to their femininity. Many military women were filling the role of secretary, office jobs that freed men to fight. The Women's Army Corps was the only branch that allowed women to travel overseas to serve, and many of these women joined to experience what it was like to travel overseas. It was a shock to them to have to work as nurses in jungle hospitals, with only a tarp to cover them under the trees. The Women's Airforce Service Pilots felt that their femininity was constantly challenged because their uniforms did not allow for a skirt. These women were climbing into and out of planes, as well as crawling under them to perform routine maintenance.

Nothing about World War II is what they expected their lives to look like.

### Great Britain Introduction Script

Imagine that you are woken up in the night. A siren sounds and you realize that another air raid has started. There are German planes overhead and they are dropping bombs on your city.

This is what people in Great Britain were facing during the German Blitz of World War II. In some ways war affected British men and women as it did Americans. Men went off to fight and women stepped in to fill the spaces left behind. Women worked in factories and faced the same challenges to their femininity as American women did. They were working in dust and dirt-covered factories and were then expected to go home and care for the home and children.

But British women also faced the challenge of air raids on the homefront, so they joined the Air Raid Precaution. These women were tasked to help during air raids, rushing around in the havoc to put out fires, offer medical assistance, and get others to safety. This was dangerous and dirty work, and these women's femininity was caught between what society expected of them and what society needed from them.

British women joined military services and faced challenges to their femininity in the field. Some were tasked to travel to Europe to offer their services as nurses, while others were stationed on the home front to help deal with the destruction that was left there. British women also joined intelligence services, going to German occupied France to work as smugglers, couriers, and spies.

These undercover women used their femininity to their advantage. Depending on whether they played into societal expectations or not, they could either stand out or become invisible to those around them. To stand out in public, they would flaunt their femininity by wearing make-up, nice clothing, and having their hair done. To melt into the background, women would dress down in ratty clothing and undone hair. This allowed women to weaponize their femininity as needed.

### Russia Introduction Script

The Motherland is under attack! It is up to you to help protect her!

This was the reality of Russian citizens during World War II. Germany was trying to invade, and there was fighting right on their doorstep. Both men and women enlisted in their services to fight the invading forces. Women who enlisted went through the same training as their male counterparts and were equipped with the skills that were necessary in the upcoming fight, but

women were not expecting the harassment and backlash that came with their service to their country.

As women enlisted to become snipers, their hair was shaved off, stripping them of a key feature of their feminine identity. They were also given men's uniforms which did not fit their figures. The women's barracks were ill-equipped to meet the societal expectations of women. Bunks were small, and hygiene upkeep was almost impossible. Recruits were allowed to bathe themselves once a week, and this fact flew in the face of what it was to be feminine. Women who served as snipers were sent to the front lines, where they were surrounded by trenches, blood, and disease as battles waged on.

Russian women additionally served as pilots. Marina Raskova established the 588<sup>th</sup> Night Bomber Regiment, more commonly known as the Night Witches. These women were expected to drop bombs on German soldiers underneath them, using farming planes to get the jobs done. These women were made to create their own barracks wherever they could find and had little more comforts than their sniper sisters.

Russian women who served faced sexual harassment from the men who served alongside them. Many men felt that women who enlisted were less womanly than those who stayed home, because they made the decision to adopt male habits and the masculine role to fight for their country. Women who were placed in leadership positions were also less respected by the men they led into battle because they were women. This caused far more tension than there already was because women decided to step out of the feminine ideal to present themselves in the masculine role of soldier.

### Closing Script

The end of World War II marked another great era of change for the world. With the increase in war production, this had increased the flow of money, pulling countries like the United States out of the Great Depression. This allowed for a boom in the economic sector. The end of World War II also marked the beginning of heightened tensions between the United States and Soviet Russia, allowing for these two countries to enter into the Cold War.

With the end of World War II, women were also expected to leave the positions that they had filled during the war. The advertising and propaganda campaigns that had run during the war had all stated that these women's positions would be temporary for the extent of the war. The War had ended, the Allies were victorious, women were to return to the home to be full time wives and mothers.

The Rosie's that were employed in the factories were all expected to give up their jobs to the men returning from the battlefield. If the women did not want to quit working or were not in a position to be able to stop working, then they were transferred into pink collar jobs, like secretaries and department store clerks. Women who had enlisted in the military either left the service to become wives and mothers, starting families and promoting the image of the nuclear family, or they continued their service, serving as nurses or recruiters in countries overseas.



The image of domestic womanhood had returned, as did the expectation of femininity that was placed on women. During the war, women were able to challenge the tension and the strain that society had placed on them surrounding their femininity. Women were working in factories, joining military service, dodging bombs, and fighting on the front lines. These actions allowed



for women to, for a brief time, fill roles that were typically seen as more masculine. Advertisements and propaganda were released all through the War that encouraged women to keep their femininity, but due to the fact that they were doing what they could to support their country during a war, this proved to be a challenge in the end.

Museum Introduction Script



The Women in War Museum is a 501(c)3 nonprofit that is dedicated to uplifting and highlighting the roles and accomplishments of women during times of war. We are not limiting this scope to American women and wars that America engaged in, but wars internationally as far back in history as research allows. We will do this by displaying educational exhibits and implementing programs, such as this traveling exhibit, to educate the public on this topic in history.



Core Items- United States

<b>Item Name</b>	<b>Label Text</b>	<b>Picture</b>
<p>Lennie Evelyn Srite Collection Pieces (Uniform coat, skirt, and hat. Service issued satchel. Head wrap, and Yardley brand bar of soap.)</p>	<p>Lennie Srite joined the Army Nursing Corps in 1942 and was assigned to work in the Philippines. Nurses stationed in the Pacific faced unique challenges due to working in a jungle environment. Lennie served in the U.S. Army’s 116<sup>th</sup> Station Hospital in the Western Pacific. Lennie continued to serve until the end of the War, leaving the service in 1945.</p>	
<p>Riveting Gun</p>	<p>World War II riveting gun. Manufactured by the Cherry Rivet Co, classified as a G-10 Riveting Gun.</p>	

<p>Military Handbooks</p>	<p>United States War Department <i>W.A.C. Field Manual in Physical Training -How to Train Workers Quickly</i>, chapters include how to effectively train women workers for war production work  <i>-WAC Life</i>  <i>-Handbook for Army Women</i></p>	
<p>Army Issued Facial Compact</p>	<p>U.S. Army issued women's makeup compact, including lipstick, blush, and face powder. This item would have been carried by women enlisted in the Women's Army Corps.</p>	



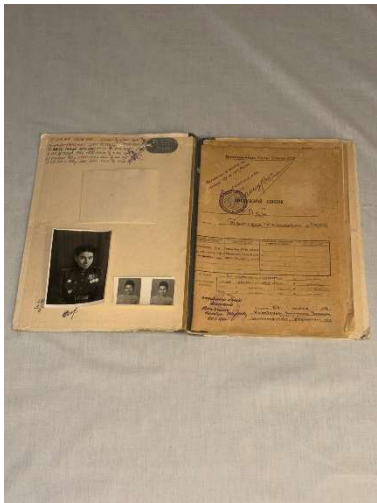
Core Items- Great Britain


Item Name	Label Text	Picture
<p>Christine Moore Collection Pieces (Uniform coat and skirt.            QARANC hat, hat not part of the Moore collection.)</p>	<p>Christine Moore joined as a member of the Queen Alexandra's Royal Army Nursing Corps, also known as the QAs. These women were part of the British Army Medical Services.            This branch of service was active most during World War I and II but can trace its roots back to Florence Nightingale.</p>	
<p>Air Raid Precaution Handbook, Civilian Duty Gas Mask, Steel Helmet, and All Clear Bell            This section will have three buttons placed in it. One button will be what an air raid siren sounded like, the second will be what this featured air raid whistle sounded like, and</p>	<p>A mask like this was designed for civilian ARP usage. The smaller sized gas mask was designed solely for women to use in their service, but the helmet and bell were standard issue regardless of gender.            Air Raid Precaution handbook, including information about the</p>	

<p>the third will be what the all-clear siren sounded like. This will allow for a small interactive feature that will show what these situations included.</p>	<p>different branches of service. Book also includes information about the different types of gas masks that were used.</p>	
<p>Fire Extinguisher</p>	<p>Air Raid Precaution fire extinguisher water tank. A tank like this would have been used on the British home front in the event of an air attack. Informational cigarette cards printed show that women used extinguishers such as this in their ARP service.</p>	
<p>Air Raid Precaution Collection</p>	<p>World War II British Air Raid Precaution collection belonging to Mrs. L. Collins, who served in the Metropolitan Borough of Islington. Collection includes whistle, arm band, handbooks, and medal.</p>	



Core Items- Russia




Item Name	Label Text	Picture
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<p>Night Witches Uniform</p>	<p>World War II Russian Night Witches uniform. The name of the owner of this uniform is unknown.</p> <p>She would have been one of the 260 Night Witches who served in the 588<sup>th</sup> Night Bombing Regiment, which was formed by Marina Raskova.</p>	
<p>Mosin-Nagant Rifle</p>	<p>Russian Mosin-Nagant Sniper Rifle.</p> <p>This is the style of rifle that Russian female snipers used during World War II.</p> <p>Items included are the rifle shell, barrel, bayonet, carrying strap, triggering mechanism, cleaning tools, and other required maintenance artifacts.</p>	
<p>Military Nurse File</p>	<p>Military file belonging to nurse Tatyana Denisovna Loy. She was a nurse and general practitioner during the war, serving from 1941-1946. During her service she rose to the rank of senior doctor and commander. For her service she was awarded five medals, one for the capture of a small city.</p>	

<p>Sniper Medal</p>	<p>Sniper medal belonging to Valentina Andreeva Senchenko. Valentina was a Russian sniper who served in the 126<sup>th</sup> Mountain Rifle Corps. The medal was awarded on March 7, 1947, for Victory Over Germany.</p>	
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Additional Items

Item Name	Label Text	Picture	Include Item (Yes/No)
<p>Manicure Set</p>	<p>1940's women's nail manicure set. Set includes nail clippers, files, and buffers. The front on the case has a nail brush attached to it.</p>		
<p>Bobby Pins</p>	<p>1940's women's bobby pins, manufactured by the Smith Victory Corp. Women included in all war related roles used pins such as these to make sure hats, hair wraps, and bandanas stayed in place while working.</p>		

<p><i>Life</i> Magazines</p>	<p>Variety of <i>Life</i> magazines, which feature military women on the cover and include articles written for the issue. Covers include women from the WAVEs, the WAC, nurses, British Women, and WASPs.</p>		
<p>Night Witches Pin</p>	<p>Russian Night Witches pin. Pin shows a woman riding a broom stick, with the word авиатрикса (aviatrix) surrounding the image.</p>		
<p>Field Cookware</p>	<p>Field cookware artifacts, including silverware (knife, fork, spoon), a mess kit of tins and small bowls, a WAC canteen, and a field cooking stove. The silver container of the stove turns into the cooking pot and bowl.</p>		

<p>Medical Pack</p>	<p>Military issued Medical Supply Pack. Medical professionals, such as nurses and doctors, were required to carry and transport medical supplies to treat the wounded soldiers. Items in the pack include gauze, chloral hydrate capsules, ethyl chloride, and other necessary medical items.</p>		
<p>Razor Set</p>	<p>World War II era women's razor set, including carrying case, two interchangeable razor heads, and spare blades.</p>		
<p>Morse Code Keyer</p>	<p>Women during World War II worked in a variety of fields that required the use of a Morse Keyer. Some women worked to transmit messages across the sea to get information to troops. Other women used these in intelligence missions, reporting classified information to their higher-ups.</p>		
<p>Digital Slideshow of Press Photos</p> <p>-Pictures include women from the Unites States, Great Britain, and Russia</p>			

-Any magazines or pamphlets that are displayed will have scans of ads, articles, and relevant information from the inside printed off for visitors to take and read in their own time. Covers are shown currently to highlight the fact that these items either highlighted women or were created for women.

### **Are You Ready to Learn?: Lecture Description**

#### Elementary/Middle School Lecture

An elementary or middle school lecture will be between 20 and 30 minutes. This is dependent on the amount of time classes have. If a class period is 45 minutes, then the lecture will be 20 minutes with time for questions at the end before the students are allowed time to explore the exhibit for themselves. During this time, the speaker will be available to speak to the students and the teacher in a one-on-one capacity. A longer class time will allow for a slightly longer lecture.

This lecture will go over the actions, duties, and responsibilities of women in the three Allied countries being highlighted in the exhibit in a manner that is easy for younger students/audience members to understand. The lecture will not use overly technical language and will go over the different organizations or events that are discussed in the lecture to make sure that each of the students understands what is being talked about. The lecture will have many questions scripted into the lecture to give the students some interaction with what they are learning. Initial questions might include ones such as “Who has heard of World War II?” or “When do you think World War II was?,” a more lecture/exhibit topic specific question would be “Can anyone tell me what femininity means?” This will give me a base idea of how much the students know before I get into the meat of the lecture.

#### Elementary/Middle/High School Outline

- Introduction of speaker and WiW Museum
- Introduction to lecture topic: ask if any of the students have heard of or ever learned about World War II, and what they can tell me about what they know. Ask if they know what women did during World War II. Ask if they have ever heard of the term ‘femininity’ and if they can describe what it might mean.
- United States section of lecture, go over what the role of women was before the war started, go into roles of women during the war, and how their feminine image was upheld or challenged.
- Great Britain section of lecture, ask if anyone knew what was happening in GB during the war, tell how it was different from the US. Go over what women were doing in this country during the war, and how their feminine image was challenged in the ARP, but also how they were able to weaponize their femininity as intelligence agents.
- Russian section of lecture, ask if anyone knew what was happening in this country during the war, describe how their experience was different from both GB and the US. Go into what women were doing to support the country during the war, highlight the treatment that these women were dealing with, how their image as women was challenged.
- Closing section of lecture, recap what was said during the lecture, ask if anyone has any questions about the information that was covered.

- Allow the students time to explore the exhibit that has been set up.

### High School/Adult Lecture

A lecture that is being presented in a high school class will also be between 20-30 minutes due to the length of a class period, similar to what the junior lecture is like. A lecture that is being given to an audience that is not part of a school setting will be slightly longer, running from 45 minutes to 1 hour. We will work with the organizer to determine how long they would like us to present. At the end of the adult lecture there will be time for questions, and then the audience will be turned over to explore the exhibit for themselves.

A lecture that is being presented to an older audience such as high school students or adults will be more in depth in terms of sensitive subjects. The more mature lecture will go more into how women were treated in their roles during the war, such as the harassment and assault they faced in their actions, the dangers they faced regarding their femininity or lack of it. The lecture will cover the same information as the junior lecture but will censor the material less. When presenting to high school classes, questions will also be asked during the lecture to get audience interaction throughout the discussion. Questions might include asking what years the War took place during, who some of the countries involved were, and what roles they think women played during the war. When lecturing to adults, the lecture will be a standard one that is given with time for questions at the end before seeing the exhibit.

### Adult Lecture Outline

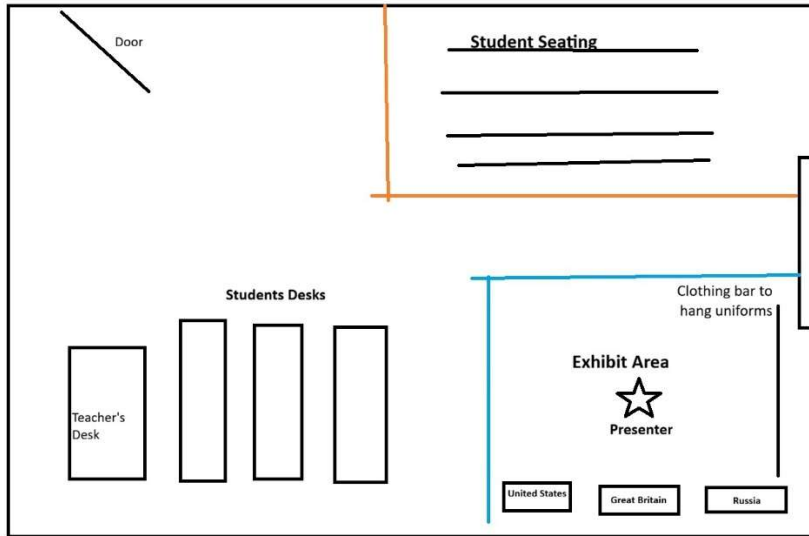
- Introduction of speaker and WiW Museum
- Introduction to topic and the gendered historical context that these women were acting in.
- United States section of lecture, go into roles of women during the war, and how their feminine image was upheld or challenged.
- Great Britain section of lecture, describes what was happening in GB during the war, explains how it was different from the US. Go over what women were doing in this country during the war, and how their feminine image was challenged in the ARP, but also how they were able to weaponize their femininity as intelligence agents.
- Russian section of lecture, describe what was happening in this country during the war, explain how their experience was different from both GB and the US. Go into what women were doing to support the country during the war, highlight the treatment that these women were dealing with, how their image as women was challenged.
- Closing section of lecture, recap what was said during the lecture, ask if anyone has any questions about the information that was covered.
- Allow the audience time to explore the exhibit that has been set up.

### **What Will This Look Like?: Example Layouts**

Venues that will be able to fit this traveling exhibit are standard sized classrooms and meeting rooms. There may need to be some readjusting of furniture that is already in the room to make space for the exhibit to be displayed, but we will put everything back where we find it after the presentation is finished. A room that is too small for this presentation is a 300-square-foot room, a space of that size would not be able to fit the exhibit tables and audience. Should a presentation need to take place in a smaller room, we recommend setting up the exhibit in one room and

holding the lecture in a separate room to accommodate the audience, then moving to the exhibit room to view the display.

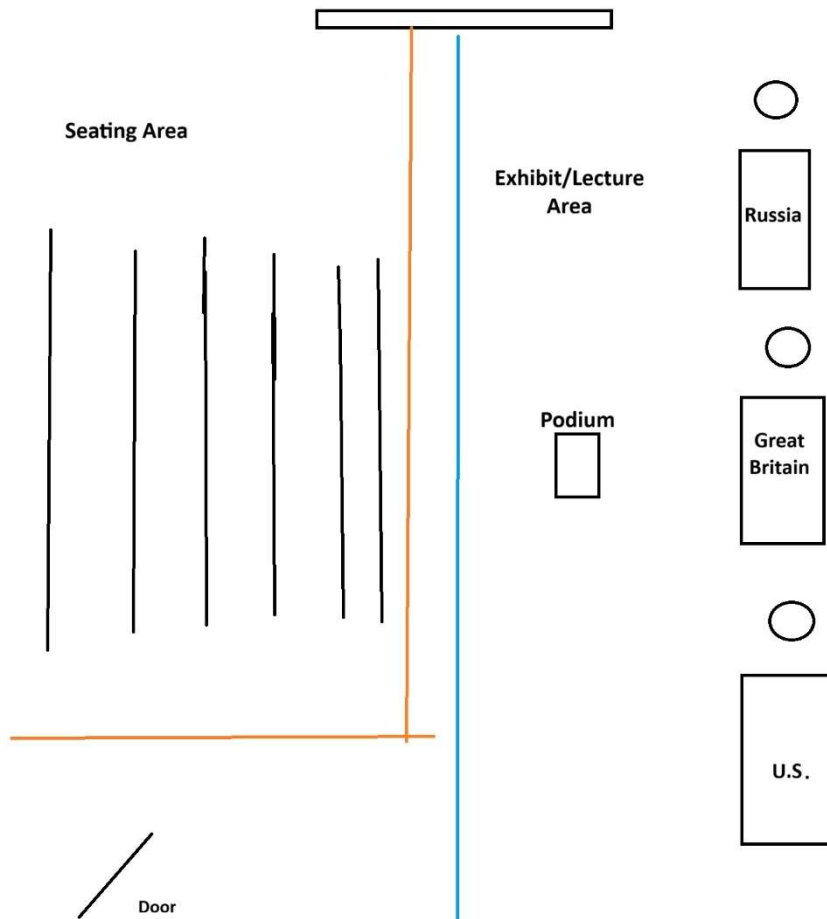
Classroom Size- 900 sq ft, exhibit will fill 40-50 sq ft worth of space.



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Meeting Room Size- 1,000 sq ft, exhibit will fill 60-70 sq ft worth of space.

(Podium will move after lecture is finished)



### **What Others Are Saying**

Feedback from presentations (using the feedback form) will be featured here to allow interested parties to read what others thought of the presentation.

### **What I Need From You; How You Can Help**

The Women in War Museum's traveling exhibit is able to provide the required tables and display shelves that will be used during the lecture and exhibit showing. What we are not able to provide is seating arrangements, such as chairs, for the audience members.

To set up a time for the Women in War Museum to visit your school or organization, visit the following [link](#) to get the process started, or visit the Museum website at [www.womeninwarmuseum.com/programs](http://www.womeninwarmuseum.com/programs) . You can also always email us at [womeninwarmuseum@gmail.com](mailto:womeninwarmuseum@gmail.com)

We cannot wait to hear from you!

### **Further Reading**

- Bennett, G. H. "Women and the Battle of the Atlantic 1939-45: Contemporary Texts, Propaganda, and Life Writing." In *Gender and Warfare in the Twentieth Century: Textual Representations*, edited by Angela K. Smith, 111–31. Manchester University Press, 2004. <https://doi.org/10.2307/j.ctt2121689.11>.
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- De Jesus Reyes, Michelle, "Experiences of Soviet Women Combatants During World War II" (2017). *History Theses*. 41. [https://digitalcommons.buffalostate.edu/history\\_theses/41](https://digitalcommons.buffalostate.edu/history_theses/41)
- Goodman, Phil. "Patriotic Femininity": Women's Morals and Men's Morale During the Second World War' *Gender & History*, Vol.10 No.2 August 1998, pp. 278–293.
- Hauser, Ernest O. "Those Wonderful G.I. Janes." *Saturday Evening Post* 217, no. 11 (1944): 26–63. EBSCOhost.
- Honey, Maureen. "The 'Womanpower' Campaign: Advertising and Recruitment Propaganda during World War II." *Frontiers: A Journal of Women Studies* 6, no. 1/2 (1981): 50–56. <https://doi.org/10.2307/3346491>.
- Jennings, Jeffrey. "Engine Oil and Eyeliner: Femininity and Motherhood in the Women Airforce Service Pilots During World War II." Master's thesis, Ohio State University, 2005. [http://rave.ohiolink.edu/etdc/view?acc\\_num=osu1209579299](http://rave.ohiolink.edu/etdc/view?acc_num=osu1209579299)
- Kimble, James J. "Mrs. Jekyll Meets Mrs. Hyde: The War Advertising Council, Rhetorical Norms, and the Gendered Home Front in World War II." *Western Journal of Communication* 82, no. 1 (2018): 1–19. <https://doi.org/10.1080/10570314.2017.1294707>.

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Pattinson, Juliette. "'The Best Disguise': Performing Femininities for Clandestine Purposes during the Second World War." In *Gender and Warfare in the Twentieth Century: Textual Representations*, edited by Angela K. Smith, 132–53. Manchester University Press, 2004. <https://doi.org/10.2307/j.ctt2121689.12>.

Yesil, Bilge. "'Who Said This Is a Man's War?': Propaganda, Advertising Discourse and the Representation of War Worker Women during the Second World War." *Media History* 10, no. 2 (2004): 103–17. <https://doi.org/10.1080/1368880042000254838>.