

Lesson M

Rationing

This lesson is adapted from “Everybody Wins When Government Control Prices! Or Do They?” a Social Studies Coalition of Delaware Signature Lesson, written by Brian Feeley and edited by Barbara Emery.

Delaware Social Studies Benchmarks

Economics One 9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

Essential for Grade 11

Lesson Essential Question

How do government policies affect markets?

Documents

1. *Lesson M, Delaware Public Archives, Sugar Allowance Coupons, RG 1325.236*
2. *Lesson M, Delaware Public Archives, O.P.A. Top Legal Prices, RG 1325.236*

Instructional Strategies

Strategy One: Gathering Information

Document Analysis

Distribute *Sugar Allowance Coupons* and *Top Legal Prices* documents. Ask students to complete the primary document analysis chart and share their predictions.

Strategy Two: Gathering Information

Anticipation Guide

Ask students to complete the *Anticipation Guide* by writing “A” for agree and “D” for disagree on the left side of the six statements about government pricing regulations. Ask students to share their answers and reasoning.

Display *Visual One: Base Supply and Demand Graph*. Ask students:

- **How is the price of a good or service determined?**

When consumers and producers interact in a market so that the quantity consumers are demanding equals the quantity producers have supplied. This is the most efficient place to produce because there are no shortages or surpluses, which mean resources have not been over allocated or under allocated to the production and consumption of the good.

- **What does it mean to be efficient?**

Consumers get what they want at the least cost to them. Producers make a good/service paying the least amount they can for the productive resources they need, then charge the highest price consumers are willing and able to pay.

- **Should the government set prices for goods and services? Should the government set prices during wartime?**

Answers will vary.

Strategy Three: Extending and Refining Interpreting Economic Data – Price Ceilings

Display [Visual Two: Supply/Demand for One-bedroom Apartments](#) and distribute one copy to each student. As a whole class, answer the following questions:

- **What is the market equilibrium price and quantity?**

\$1200 per month and 70,000 apartments

- **The city council of a large city has decided that rents are too high for the average resident, so it set a maximum price of \$900 per month for a one-bedroom apartment. Whom is this law designed to help?**

Consumers

- **Draw the price ceiling on the graph at \$900. What will happen to the market for one-bedroom apartments when a price ceiling is imposed?**

At \$900, only 40,000 apartments will be available (quantity supplied). However, consumers want 100,000 at that price (quantity demanded). A shortage of approximately 60,000 apartments will occur.

- **Who gains from this price limit?**

The first 40,000 consumers who get apartments pay less than the apartment is worth in the market. The landlords of those first 40,000 units who can cover their costs.

- **Who loses from this price limit?**

The consumers who need the housing and would have been willing to pay more to get it. The landlords who can't afford to get only \$900.

- **What expenses do landlords have?**

Cost to build new apartments, property taxes, utilities, maintenance, upkeep, maintenance of grounds.

- **What steps could you take if you are a landlord and the government establishes a price limit?**

Do fewer repairs; have consumers pay all utilities; no on-site manager; discriminate on who moves in; charge to get on the waiting list; do not pay property taxes; abandon the building.

- **Why not sell out to some other entrepreneur?**

Few people want the property if they are limited as to what they can charge. Housing will not be the use for the land.

Tell students that the price limit passed by city council is an example of a price ceiling. Define a price ceiling for them (price ceiling = a maximum legal price that can be charged for a good or service). No matter what the good or service, a ceiling will create shortages.

Strategy Four: Extending and Refining

Interpreting Economic Data – Price Floors

Display [Visual 3: Supply and Demand for Corn](#) and distribute one copy to each student. In pairs, have students answer the following questions, then share their answers.

- **What is the market (equilibrium) price and quantity?**

\$5 per bushel and 1,700,000 bushels (17 X 100,000)

Tell students that the government of a nation is concerned because so many of its farmers are selling their farms because they are not able to compete at the equilibrium price. As a result, many laws are passed guaranteeing farmers a minimum price for various commodities. Tell students they will be analyzing what happens when farmers are guaranteed a minimum price, \$8 per bushel, for corn.

- **What will happen at the minimum price (price floor) guaranteed?**

At \$8, 2,400,000 bushels will be available (quantity supplied). However, consumers want only 800,000 bushels at that price (quantity demanded). A surplus of 1,600,000 bushels approximately will occur. Farmers overproduced and used more resources than the market wanted.

- **What will happen to those surpluses?**

The government will have to purchase, then store or dispose of the surplus corn.

- **How does the government pay for the surpluses?**

With tax dollars.

- **Who gains from a price floor?**

Producers of corn, with most profit going not to small farmers, but to those with large acreage.

- **Who loses from a price floor?**

Consumers of corn will be hurt, first by higher prices, then because tax dollars are used to deal with the surplus.

Strategy Five: Application

Making Economic Predictions

Divide the students into pairs. Give each student [Analyzing Scenarios](#). Instruct students to identify each scenario as a price ceiling or price floor, then analyze the costs and benefits.

Discuss each scenario with the class. Teachers may refer to [Analyzing Scenarios: Answer Key](#). Have each pair choose one scenario and create a graph illustrating the effects of the action in the scenario. Students should label the graph and fully explain the effects of the action including who gains and who loses.

Students go back to the survey on prices and on the second line in front of each scenario, put an “A” if they agree or a “D” if they disagree with each statement. Ask students if their opinions changed? Why or Why not?

Check for Understanding

- Do you think that rationing was a wise governmental policy during World War II? Explain your answer using economic analysis.

Rubric

2 – This response gives a valid decision with an accurate and relevant economic explanation.

1 – This response gives a valid decision with an inaccurate, irrelevant, or no economic explanation.

Primary Document Analysis Chart

Title and Author:	Date:
Intended Audience:	Purpose:
Why might the U.S. government impose market regulations?	What effect do you think these regulations had on producers and consumers? Why?

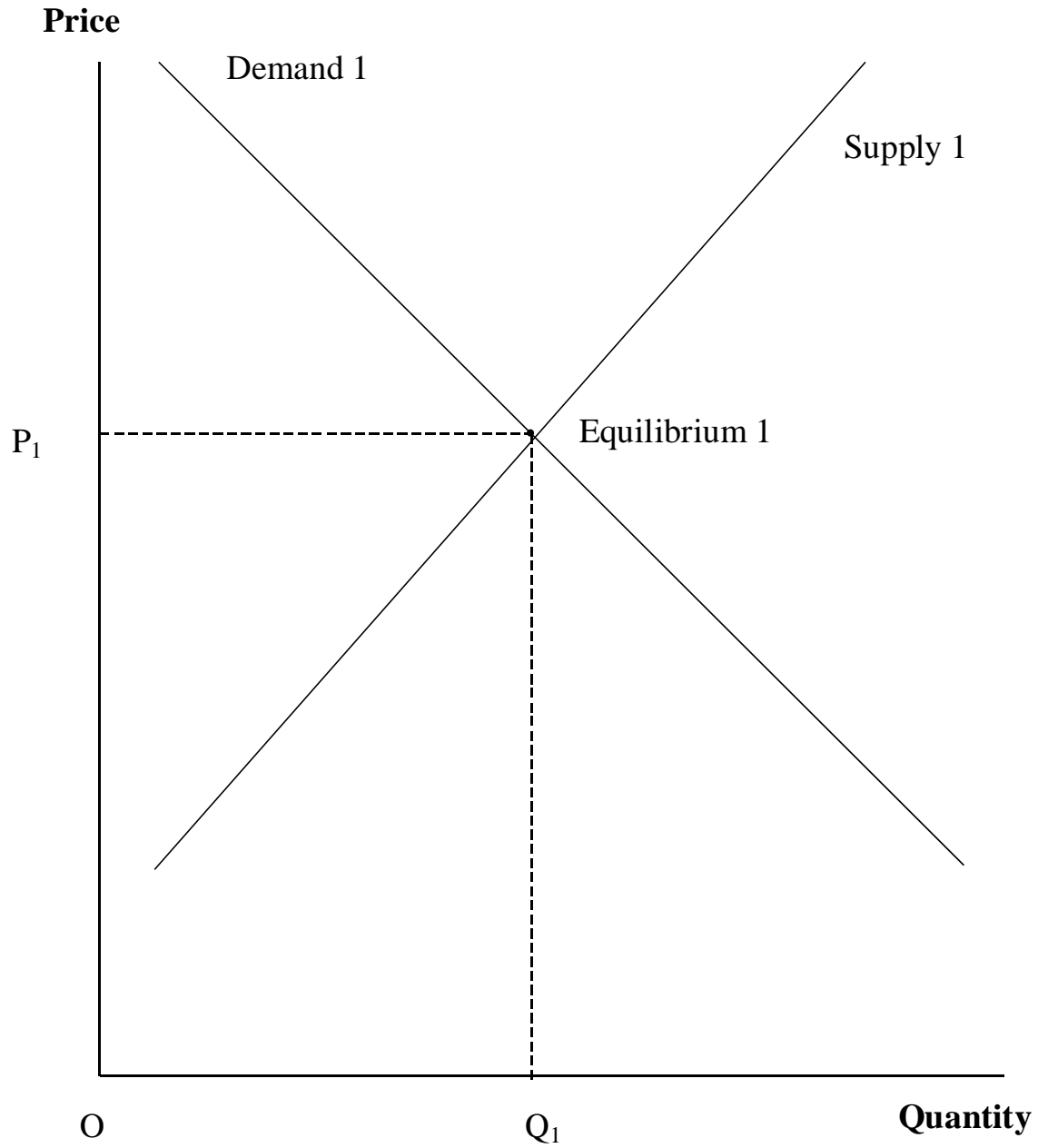
Anticipation Guide
Survey on Price Setting

Place an "A" in the box if you agree with the statement or a "D" if you disagree with the statement. Provide a reason for your choice after each statement.

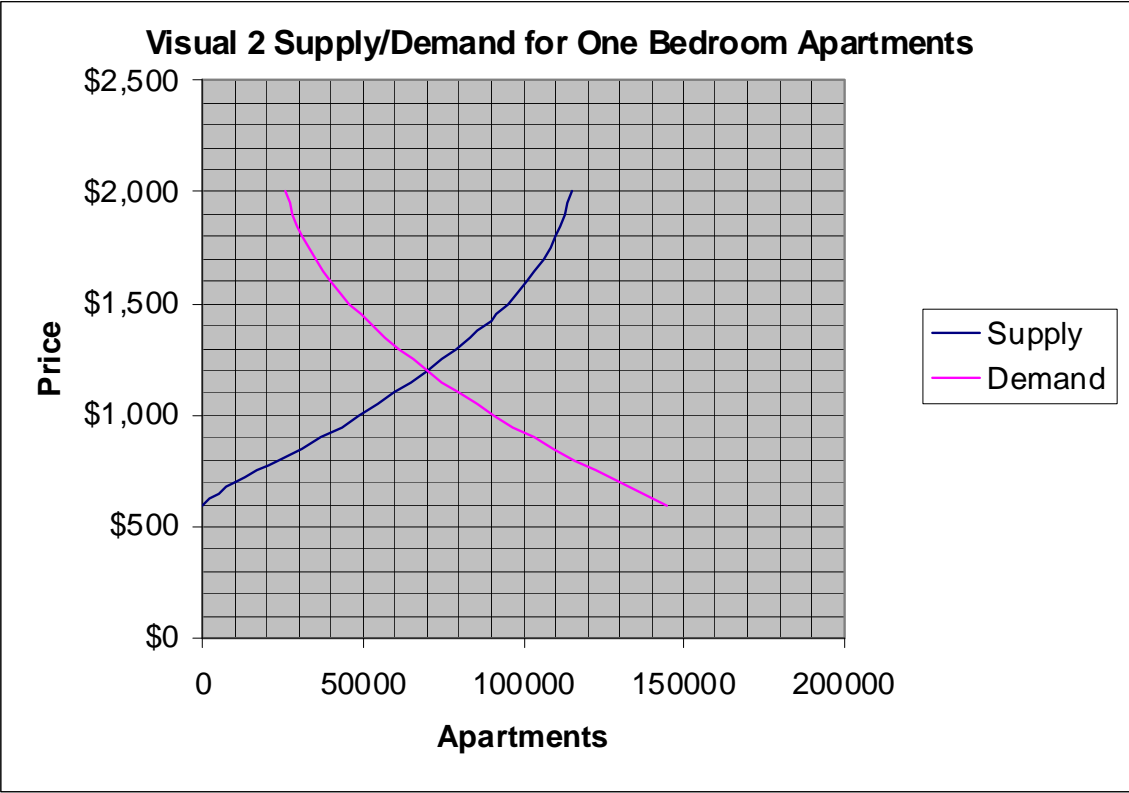
At the Beginning of Lesson		At the End of Lesson
	1. The government should not permit doctors to charge more than \$25 for an office visit.	
	2. The government should set a maximum price for heating oil.	
	3. There should be a limit on the rates that cell phone companies charge.	
	4. The government should guarantee a minimum price for milk to ensure a good supply.	
	5. If gasoline prices rise too high, the government should set a price limit.	
	6. The minimum wage should be higher.	

Visual 1

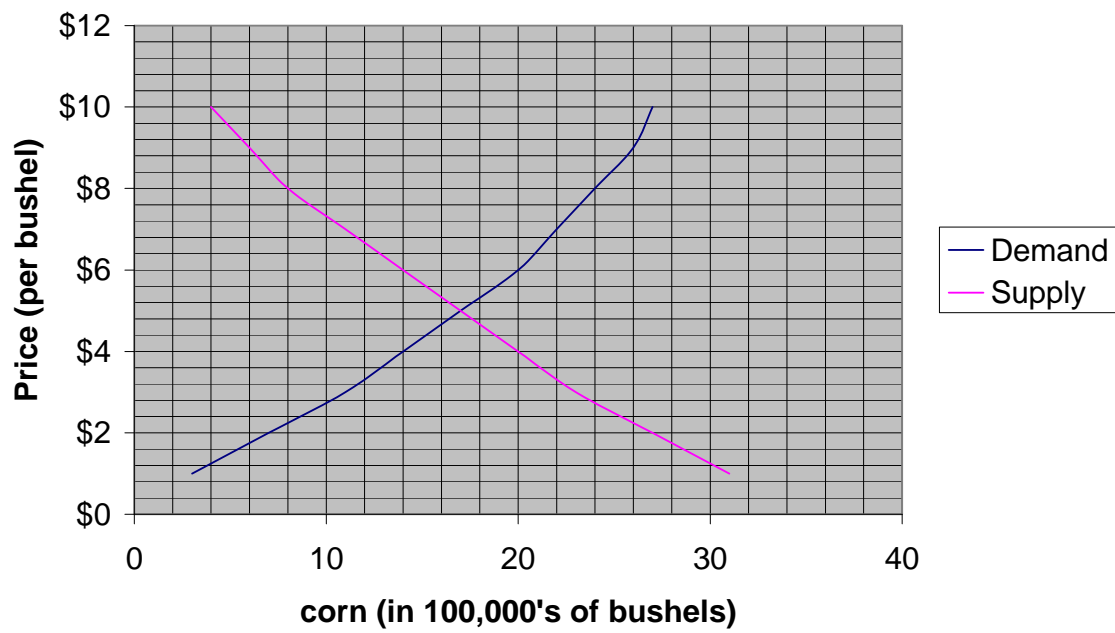
Supply & Demand Base Graph



Effects on: Price
Quantity



Visual 3 Supply and Demand for Corn



Analyzing Scenarios

Scenario	Price Floor or Price Ceiling?	Costs and Losers	Benefits and Gainers
1. The government should not permit doctors to charge more than \$25 for an office visit.			
2. The government should set a maximum price for heating oil.			
3. There should be a limit on the rates that cell phone companies charge.			
4. The government should guarantee a minimum price for milk to ensure a good supply.			
5. If gasoline prices rise too high, the government should set a price limit.			
6. The minimum wage should be higher.			

Analyzing Scenarios

Answer Key

Scenario	Price Floor or Price Ceiling?	Costs and Losers	Benefits and Gainers
1. The government should not permit doctors to charge more than \$25 for an office visit.	Price Ceiling, which creates shortage	<p><u>Doctors</u>: cannot cover the costs of running their business, which include facility, salaries for staff, malpractice insurance, etc. Had high opportunity costs to get training plus lost income for that time period. Fewer people want to go into the profession due to income cap.</p> <p><u>Patients</u>: trouble getting timely appointments, time with doctor becomes less, fewer choices of doctors, decrease in quality overall</p>	<p><u>Patients</u>: with low and fixed incomes who get appointments. Those who can afford to pay and get appointments have more income for other things.</p> <p><u>Elected officials</u>: look like they are trying to help consumers.</p>
2. The government should set a maximum price for heating oil.	Price Ceiling, which creates shortage	<p><u>Consumers</u>: People will not be able to get as much as they would be willing to pay for. Problems from lack of heat include illness, frozen pipes that have to be replaced and no plumbing until repaired.</p> <p><u>Producers</u>: Some lose business and may close</p>	<p><u>Consumers</u>: Those who get the oil at the lower price.</p> <p><u>Elected officials</u>: look like they are trying to help consumers.</p>
3. There should be a limit on the rates that cell phone companies charge.	Price Ceiling, which creates shortage	<p><u>Consumers</u>: those who want the service but cannot get it.</p> <p><u>Producers</u>: restricted on income, some will go out of business. Others will cut costs and provide fewer services.</p>	<p><u>Consumers</u>: those who receive the service at the controlled price.</p> <p><u>Elected officials</u>: looks like they are trying to help consumers</p>

4. The government should guarantee a minimum price for milk to ensure a good supply.	Price Floor, which creates surplus	<u>Consumers:</u> Prices will be higher for all dairy products; less money to spend on other things. <u>Government:</u> Inefficient use of resources. Must store or get rid of surplus. <u>Taxpayers:</u> Money spent to keep inefficiency going	<u>Producers:</u> Those farmers that are inefficient will be able to stay in business. <u>Elected officials in dairy states:</u> looks like they are trying to help producers.
5. If gasoline prices rise too high, the government should set a price limit.	Price Ceiling, which creates shortage	<u>Consumers:</u> People willing to pay more, use the gas for work and cannot get it; people who travel to and from work. <u>Producers:</u> Can only refine the amount where costs are covered. Cut back on supply	<u>Consumers:</u> People who are on fixed incomes and teens who are willing to wait in line to get the cheaper gas. Their time waiting in line is worth it to pay the controlled price. Only the ones who get the gas. Gas wasted sitting in long gas lines
6. The minimum wage should be higher.	Price Floor, which creates surplus	<u>Workers:</u> Those people with few skills or little experience looking for work and can't find any. <u>Employers:</u> Low-level workers too expensive to hire. Other workers do more jobs. Increasing hourly wages increases unemployment and workers comp. insurance so cost per worker is higher	<u>Workers:</u> Those low skilled with families have more income. Ones that are already employed

Document Background

Both of the documents used in this lesson are located in the Working Papers for Delaware's Role in World War II Collection, Record Group 1325.236, Box 395254. The documents are located in the folder titled Chapter 22, Rationing Coupons.

Background Information

Where any important article becomes scarce, rationing is the democratic, equitable solution.

Franklin D. Roosevelt, April 27, 1942ⁱ

Price and product controls have been instituted on a national scale four times in the 20th century: World Wars I and II, the Korean War, and the Vietnam Conflict. While shortages are often natural offshoots of war the Federal government overtly involved itself in the effort to curb profiteering and heartache within the United States during these specific conflicts. The Korean and Vietnam experiences are beyond the scope of this essay.

Shortages occurred during World War I in foodstuffs, in manpower, in materials, and in weaponry. Many of the shortages were exacerbated as numerous ships carrying goods to the British or to the Germans were captured and diverted to respective enemy nations or were sunk. Because of the shortages and the involvement of the government in conservation efforts, a large bureaucracy evolved to prevent the profiteering that had occurred during the Civil War. Many of the agencies that came into existence under President Wilson derived from governmental efforts to minimize shortages in specific commodities.

Coal (used to power the factories that produced munitions and clothing as well as coke, an essential element in steel) was in short supply during the winter of 1917-18. However, it was not because of "the inability of the mines to produce the required tonnage but because of inadequate railroad transportation facilities and severe weather conditions."ⁱⁱ The United States Fuel Administration worked in concert with the Quartermaster General to insure that coal stores were not used for less essential enterprises. Soldiers were stationed in federally defined districts to interface munitions factory needs with coal supplies, guaranteeing the successful implementation of the government's coal usage plan. This monitoring was so successful that few armament factories were forced to curtail production for more than a day. Wool was another commodity that sparked government intervention. Vast quantities were needed to provide clothing for the troops involved in the War. The military purchases effectively ended the civilian wool trade, wool market, and wool manufacturing except for use by the military for uniforms, blankets, and other essentials needed by the American Expeditionary Forces. Again, the government was involved through the appointment of a wool administrator and various regional headquarters.

Foodstuffs were the most publicized of the shortages, and it was in this area that President Wilson perhaps had his most publicized successes. "On August 10, 1917, President Woodrow Wilson issued Executive Order 279-A creating the U. S. Food Administration. In doing so, he created a government entity to replace an existing volunteer organization. The U. S. Food Administration, operating in each state, was to

- a. Assure the supply, distribution, and conservation of food during the war,
- b. Facilitate transportation of food and prevent monopolies and hoarding, and
- c. Maintain governmental power over foods by using voluntary agreements and a licensing system."ⁱⁱⁱ

Herbert Hoover was appointed the Food Administrator and, by connecting sacrifice with patriotism, was able to secure general voluntary support for reducing intake/usage of certain products. The Committee of Public Information, created in April 1917, promoted sacrificing for the troops and allies overseas as a patriotic duty. This was the time period of "Meatless Mondays" and "Wheatless Wednesdays," and "Porkless Saturdays," the time when sugarless gum was invented to replace regular gum and its need for sugar, the time when Crisco, invented in 1910, became a mainstay in America's kitchens to overcome shortages of lard. Children learned the following verse to stir support at home for the conservation movement:

Child's No Waste Pledge

I pledge my allegiance to my flag, in service true I will not lag,
I'll not despise my crusts of bread, nor make complaint, whatever fed;
On wheatless days I'll eat no wheat, on other days eat less of sweet;
I'll waste no pennies, spoil no clothes, and so I'll battle 'against our foes;
No slackard, but a soldier keen, to do my best in the year
eighteen.^{iv}

Backyards became Victory Gardens as Americans ate more vegetables and less meat. Law did not mandate rationing; volunteers, usually women, went house-to-house eliciting support. Participants signed pledges and received posters to place in their windows. Children were given flyers reminding them to eat foods like corn and oatmeal, saving high-energy foods for the men overseas. Hoover called upon the American spirit to contribute to the war effort, not through governmental controls but rather through the prevailing sense of voluntarism that characterized the Progressive era. Hoover believed that "Food will win the war." In his memoirs, he saw his job as asking the people to "Go back to simple food, simple clothes, simple pleasures. Pray hard, work hard, sleep hard and play hard. Do it all courageously and cheerfully."^v Approximately 20,000,000 American families pledged to eat less meat, butter, milk, sugar and wheat. Children had their own pledge sheets. Families were given cards to hang in their kitchen telling them exactly what to save and why. Children were asked to eat all of the food on their plate and substitute other foods.^{vi}

While illegal activities most certainly existed, tracking such actions is not easy. Hugh Rockoff in his article in the **Journal of Economic History** "Price and Wage Controls in Four Wartime Periods" noted that the enforcement of controls was not through the courts but rather through licensing and revocation of those licenses for violations of government

imposed conditions. The “Food Administration revoked licenses for trading for all commodities or for with specific reference to the items being black marketed.” In all, 8,603 sanctions were imposed during the period of the Food Administration’s existence.^{vii}

Under President Roosevelt in World War II, attempts were made to circumvent the often-devastating shortages of the First World War by imposing strict governmental controls. Price controls for the Second World War were in effect from April 1942 through June 1946. The country, just entering the recovery period from the Depression, was determined not to allow certain segments of society to get richer on the backs of those who had just suffered so much during the preceding years. Roosevelt’s aim was to prevent this from happening by requiring industry to sacrifice as much as the citizenry.

“Americans, they [Roosevelt’s advisors] noted, not only worried that more might be asked of them than of other groups but also demanded proof that their sacrifices would further the war effort and not fatten someone else’s wallet.”^{viii}

Unlike the voluntary participation in conservation efforts in World War I, Roosevelt mandated a program of rationing that affected both consumer and industry. Entering the war in the Pacific resulted in the cessation of rubber supplies. In December 1941, a ban was established prohibiting the sale of new tires. By 1942, fuel shortages were becoming real, not just projected. While supplies of coal appeared plentiful, transportation limitations and labor shortages influenced the amount that was actually available for use or sale. Major food rationing programs were in place by March 1943. Many other items were placed on the list of controlled products: shoes, sugar, coffee, milk, cigarettes and alcohol.

While the desired effect of the government controls was to protect availability of essential items for troop and civilian usage and ensure the existence of materials for production, two of the most noticeable offshoots were the increased bureaucracy of the Federal Government and the proliferation of black market distribution of goods and ration coupons. Bernard Baruch, in 1941, wrote “rationing was ‘a means of short circuiting the laws of supply and demand’ which, if left to itself, would result in inflation. On these grounds, Baruch argued for widespread price controls: ‘there are numerous reasons why the attempt to fix individual prices would be unwise and why the method of clamping the ceiling down on the whole structure would be both easier and more equitable.’”^{ix} Roosevelt established the War Production Board as the coordinating agency to identify commodities that were in scarce supply and determine the amount of goods available for civilian usage. One of the subsidiary agencies of the WPB was the Office of Price Administration, which enjoyed “relative autonomy in developing the “machinery and rules of rationing” for those scarce goods”^x as well as monitoring retail sales of those same goods.

Coupons were counterfeited and used by consumers and retailers alike and were principally used in the sales of gasoline and meat. Widespread use of these stamps led to shortages and price inflation for customers with no access or no money with which to purchase the phony coupons. Ironically, in an effort to safeguard the American public from widespread price gouging and corruption, use of the mandated rationing books resulted in organized crime's involvement. "Black markets were the targets of organized criminals only because of a widespread dissatisfaction amongst the gasoline-buying public. It was consumers' willingness to buy black market gasoline that encouraged widespread counterfeiting."^{xi}

Violation of the rationing system can be tracked during World War II by the number of cases brought to court. The number of cases shows that corruption of the system was widespread.

CIVIL CASES COMMENCED IN U.S. DISTRICT COURTS IN THREE PERIODS OF WARTIME CONTROLS

<i>Year (Fiscal)</i>	<i>Price Control Cases</i>	<i>Total</i>	<i>Percentage</i>
<i>World War II</i>			
1942 ^a	42	29,592	.1
1943 ^a	2,219	28,166	7.9
1944	6,980	38,499	18.1
1945	28,926	60,965	47.4
1946	32,209	67,835	47.5
1947	16,298	58,956	27.6

xii

Note the increase from the 42 cases in 1942 and the 32, 209 cases brought to court in 1946.

Rationing in Delaware^{xiii}

In Delaware Governor Richard C. McMullen created the State Council of Defense that was to "coordinate and implement defense measures with the national government."^{xiv} Within the first year of the war, approximately 8500 men had either enlisted or were drafted into the armed services. The spreading bureaucracy which characterized the rest of the nation also existed in Delaware: For instance, there were ten draft boards within the state, four in Wilmington and two each in the three counties. Within those draft boards were subsidiary committees such as a medical team, a board of appeals and a government appeals agent.^{xv}

Likewise the administration of price controls and product distribution also spawned committees, bureaus, and agencies in each county and Wilmington to oversee the judicious application of all regulations. Like the draft boards, these agencies also fell under Delaware's State Council of Defense.

When, in 1942, rationing of tires began, each county received an allotment of tires that could be sold. These fell into three categories: new, retreads, and tubes for tires. In April of that year, New Castle was allotted 126 new tires, Kent 24, and Sussex 18. "The government, not market forces decided how raw materials and manufacturing capacity were allocated. Many products were rationed; others simply were not produced until

existing inventories were depleted.^{xvi} Delawareans were prompted to participate in salvage drives and in the Victory Garden movement. Much like participants in World War I, Delawareans who participated in the scrap collections were given a "Victory Scrap Insignia" to post by the *Wilmington News Journal*. Promoting patriotism was seen as a way to possibly circumvent the mistrust of the government interventions in the economy. By July 1942 Delaware citizens collected 1,600,000 pounds of rubber; they collected 4724 pounds of cooking fats in the summer of 1942; this amount had increased to 15,499 pounds by January 1943.^{xvii} Patriotism and the support of Delaware's press were instrumental in the success of the entire buying control program in the state.^{xviii} In order to increase fats collection, for every pound of fat brought in, contributors were given four cents and two rationing points.

Gas rationing began in the eastern states, and Delaware was among those targeted for participation in May 1942. By December, the rationing of gas had spread to the entire nation. Drivers were in one of four categories determined by the role the person played in the war effort. Those with an A sticker received four gallons per week. Those in categories B and C were allowed more gallons per week, depending upon the profession or the war related industry in which the person was working. T stickers were given to truckers; they were allotted an unlimited amount of fuel. The immediate impact of this program was the reduction of up to 80% in the traffic on Delaware roads. Black market counterfeiting did occur in Delaware: 90% of the stations were in compliance. Of the others, 35 were suspended from selling gasoline and 55 received limited suspensions. "In addition to the problems at the service stations, there were two thefts of gas and fuel oil coupons from the Wilmington Rationing Office in late 1943. Ten million gallons worth of coupons were stolen the first time, twelve to fourteen thousand the second."^{xix} People began to use alternative forms of transportation: public, where it existed, bicycling, or walking. The average age of a car in Delaware during the war years was eight years.^{xx}

Sugar was one of the first foodstuffs to be rationed. Everyone received a ration coupon book, infants and older people alike. Initially, each person was allotted eight ounces per week, significantly less than the 24 ounces per week consumed before the program started. Frustration built among the public as the allotment to the state in the month of July was 1/3 less than received in June. This resulted in citizens storming the Wilmington rationing office in protest.^{xxi}

ⁱ "First Quarterly Report for the Period Ended April 30," *Office of Price Administration*, (Washington: United States, 1942) 56 [Online] <http://www.gtexts.com/college/papers/j2.html> February 3, 2002.

ⁱⁱ Quartermaster Activities in World War I, extracted from America's Munitions 1917-1918. [Online] [http://www.qmfound.com/americas_munitions.htm#FUEL, OIL, AND PAINTS](http://www.qmfound.com/americas_munitions.htm#FUEL,%20OIL,%20AND%20PAINTS) February 3, 2002.

ⁱⁱⁱ "Administration During World War I" *The Constitution Community, National Archives and Records Administration*. <http://www.nara.gov/education/cc/foodww1.html> February 3, 2002.

^{iv} "Food Administrator," *The Roll Call of Presidents: Herbert Hoover*. <http://www.nara.gov/education/cc/foodww1.html> February 3, 2002.

^v “Sow the Seeds of Victory! Posters from the Food Administration During World War I.” *The Constitution Community, National Archives and Records Administration*.

<http://www.nara.gov/education/cc/foodww1.html> February 3, 2002.

^{vi} “Food Conservation,” *The Roll Call of Presidents: Herbert Hoover*. <http://www.iowa-city.k12.ia.us/hoverer/fdconserv.html> February 3, 2002.

^{vii} Rockoff, Hugh. “Price and Wage Controls in Four Wartime Periods,” *The Journal of Economic History*, Vol. 41, No. 2. (Jun., 1981), pp. 381-401. [Online] <http://links.jstor.org/sici?sici=0022-0507%28198106%2941%3A2%3C381%3APAWCIF%3E2.0.CO%3B2-J> February 3, 2002.

^{viii} Leff, Mark H. “The Politics of Sacrifice on the American Home Front in World War II,” *Journal of American History*, Vol. 77, No. 4 (March, 1991) pp. 1296 – 1318. University of Delaware Electronic Journals [Online] <http://links.jstor.org/sici?sici=0021-8723%28199103%2977%3A4%3C1296%3ATPOSOT%3E2.0.CO%3B2-H>

^{ix} Baruch, Bernard. “Priorities: The Synchronizing Force,” *Harvard Business Review*. Volume XIX No. 3 Spring 1941: p. 267. Cited in Moritz’s article: *Coupons and Counterfeits: World War II and the U.S. Black Market* [Online] http://www.gtexts.com/college/papers/j2.html#_ftn5 February 3, 2002.

^x Moritz, Garrett. : *Coupons and Counterfeits: World War II and the U.S. Black Market*. [Online] http://www.gtexts.com/college/papers/j2.html#_ftn5 February 3, 2002.

^{xi} Ibid.

^{xii} Rockoff, Hugh. “Price and Wage Controls in Four Wartime Periods,” *The Journal of Economic History*, Vol. 41, No. 2. (Jun., 1981), pp. 381-401. [Online] <http://links.jstor.org/sici?sici=0022-0507%28198106%2941%3A2%3C381%3APAWCIF%3E2.0.CO%3B2-J> February 3, 2002.

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^{xiv} Benson, Barbara E. “Delaware Goes to War,” *Delaware History*. Vol. 26, Wilmington: Historical Society, 1997. p. 147

^{xv} Ibid., p. 150.

^{xvi} Cooper, Constance J. “Make it Do or Do Without: Delawareans and Rationing During World War II,” *Delaware History*. Vol. 26. Wilmington: Historical Society, 1997. pp. 207-210.

^{xvii} Ibid., p. 212.

^{xviii} Conner, William H. and Leon DeValinger. *Delaware’s Role in World War II: 1940-1946*. Vol. II. Dover: Public Archives Commission, 1955.

^{xix} Ibid., p. 216.

^{xx} Ibid., p. 217.

^{xxi} Ibid., p. 218.