

Postwar America

1945–1960

SECTION 1 Truman and Eisenhower

SECTION 2 The Affluent Society

SECTION 3 The Other Side of American Life



Teens enjoy milkshakes while studying in a 1950's-style diner.

1944

- GI Bill is enacted



Truman
1945–1953

1946

- Strikes erupt across country

1947

- Congress passes Taft-Hartley Act over Truman's veto

1951

- The *I Love Lucy* television show airs its first show



U.S. PRESIDENTS

U.S. EVENTS

WORLD EVENTS

1944

1948

1952

1946

- Churchill gives "Iron Curtain" speech

1948

- South Africa introduces apartheid



1952

- Scientists led by Edward Teller develop hydrogen bomb

MAKING CONNECTIONS

What Does It Mean to Be Prosperous?

After World War II, the United States experienced years of steady economic growth. Although not everyone benefited, the economic boom meant most Americans enjoyed more prosperity than earlier generations.

- How did Americans spend this new wealth?
- How does prosperity change the way people live?



FOLDABLES™

Categorizing Information Make a Folded-Table Foldable on popular culture in the 1950s and present. List the following for both time periods: data on the types of mass media and size of the audiences for them, characteristics of youth culture, and groups represented in the mass media.

Popular Culture	1950s	Present
Mass Media Types		
Youth Culture		
Groups Represented in Media		

Eisenhower
1953–1961



1955

- Salk polio vaccine becomes widely available

1956

- Congress passes Federal Highway Act

1957

- Estimated 40 million television sets in use in the United States



1956

1960

1954

- Gamal Abdel Nasser takes power in Egypt

1956

- Suez Canal crisis

1957

- USSR launches *Sputnik I* and *Sputnik II* satellites

History ONLINE Visit glencoe.com and enter **QuickPass™** code TAVMT5147c16 for Chapter 16 resources.

Truman and Eisenhower

Guide to Reading

Big Ideas

Economics and Society Following World War II, the federal government supported programs that helped the American economy make the transition from wartime to peacetime production.

Content Vocabulary

- closed shop (p. 566)
- right-to-work laws (p. 567)
- union shop (p. 567)
- dynamic conservatism (p. 570)

Academic Vocabulary

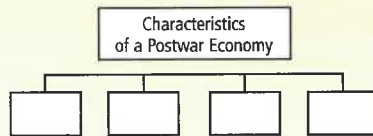
- legislator (p. 566)
- abandon (p. 568)

People and Events to Identify

- GI Bill (p. 566)
- "Do-Nothing Congress" (p. 568)
- Fair Deal (p. 569)
- Federal Highway Act (p. 571)

Reading Strategy

Complete a graphic organizer similar to the one below by listing the characteristics of the U.S. postwar economy.



In the postwar era, Congress limited the power of unions and rejected most of President Truman’s plan for a “Fair Deal.” When Eisenhower became president, he cut back some government programs and launched the interstate highway system.

Return to a Peacetime Economy

MAIN Idea Despite inflation and strikes, the nation was able to shift to a peacetime economy without a recession.

HISTORY AND YOU Do you know you can get help paying for college if you serve in the military? Read to learn about the origins of the “GI Bill” and how it helped World War II veterans get a college education.

After the war many Americans feared the return to a peacetime economy. They worried that, after military production halted and millions of former soldiers glutted the labor market, unemployment and recession might sweep the country. Despite such worries, the economy continued to grow after the war as increased consumer spending helped ward off a recession. After 17 years of an economic depression and wartime shortages, Americans rushed out to buy the consumer goods they had long desired.

The Servicemen’s Readjustment Act, popularly called the **GI Bill**, boosted the economy further. The act provided generous funds to veterans to help them establish businesses, buy homes, and attend college. The postwar economy did have problems, particularly in the first couple of years following the end of the war. A greater demand for goods led to higher prices, and this inflation soon triggered labor unrest. As the cost of living rose, workers in the automobile, steel, electrical, and mining industries went on strike for better pay.

Afraid that the nation’s energy supply would be drastically reduced because of the striking miners, Truman ordered government seizure of the mines, while pressuring mine owners to grant the union most of its demands. The president also halted a strike that shut down the nation’s railroads by threatening to draft the striking workers into the army.

Labor unrest and high prices prompted many Americans to call for a change. The Republicans seized on these sentiments during the 1946 congressional elections, winning control of both houses of Congress for the first time since 1930.

The new conservative Congress quickly set out to curb the power of organized labor. **Legislators** proposed a measure known as the Taft-Hartley Act, which outlawed the **closed shop**, or the practice of forcing business owners to hire only union members. Under this law,

PRIMARY SOURCE

The GI Bill of Rights

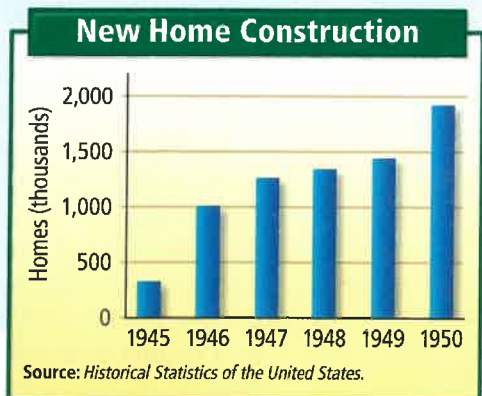
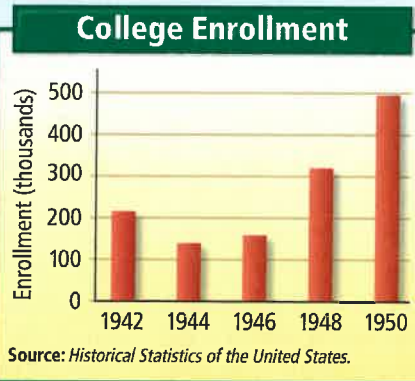
One reason the American economy rebounded so quickly after World War II ended was the Servicemen's Readjustment Act of 1944, popularly called the GI Bill of Rights. The act subsidized college tuition and provided zero down-payment, low-interest loans to veterans to help them buy homes and establish businesses.



Veterans flocked to colleges in large numbers after the war. Among them was William Oskay, Jr., (above) who attended Pennsylvania State University in 1946. By 1947, nearly half of all people attending college were veterans. At the University of Iowa (left), 60 percent of students were veterans in 1947. By 1956, when the GI program ended, 7.8 million veterans had used it to attend college. Another 2.4 million veterans used the program to obtain home loans.

Analyzing VISUALS

- 1. Calculating** Based on the graph, what was the increase in college enrollments between 1944 and 1950?
- 2. Specifying** About how many new homes were constructed in 1950?



states could pass **right-to-work laws**, which outlawed **union shops** (shops in which new workers were required to join the union). The measure also prohibited featherbedding, the practice of limiting work output in order to create more jobs. Furthermore, the bill forbade unions from using their money to support political campaigns.

When the bill reached Truman, however, he vetoed it, arguing that it was a mistake:

PRIMARY SOURCE

"... [It would] reverse the basic direction of our national labor policy, inject the government into private economic affairs on an unprecedented scale, and conflict with important principles of our

democratic society. Its provisions would cause more strikes, not fewer."

—quoted in *The Growth of the American Republic*

The president's concerns did little to sway Congress, which passed the Taft-Hartley Act in 1947 over Truman's veto. Its supporters claimed that the law held irresponsible unions in check, just as the Wagner Act of 1935 had restrained anti-union activities and employers. Labor leaders called the act a "slave labor" law and insisted that it erased many of the gains that unions had made since 1933.

Reading Check **Explaining** Why did Truman veto the Taft-Hartley Act?

History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on the GI Bill.

Truman's Program

MAIN Idea Truman pushed for a "Fair Deal" for Americans, despite the legislative conflicts he had with Congress.

HISTORY AND YOU Do you remember how close the last presidential election was? Read on to learn about Truman's surprise victory in 1948.

The Democratic Party's loss of control in Congress in the 1946 elections did not dampen President Truman's spirits or his plans. Shortly after taking office, Truman had proposed domestic measures seeking to continue the work of Franklin Roosevelt's New Deal. During his tenure in office, Truman worked to push this agenda through Congress.

Truman's Legislative Agenda

Truman's proposals included expansion of Social Security benefits; raising the minimum wage; a program to ensure full employment through aggressive use of federal spending and investment; public housing and slum clearance; and long-range environmental and public works planning. He also proposed a system of national health insurance.

Truman also boldly asked Congress in February 1948 to pass a broad civil rights bill that would protect African Americans' right to vote, abolish poll taxes, and make lynching a federal crime. He issued an executive order barring discrimination in federal employment and ending segregation in the armed forces. Most of Truman's legislative efforts, however, met with little success, as a coalition of Republicans and conservative Southern Democrats defeated many of his proposals.

The Election of 1948

As the 1948 presidential election approached, most observers gave Truman little chance of winning. Some Americans still believed that he lacked the stature for the job, and they viewed his administration as inept.

Divisions within the Democratic Party also seemed to spell disaster for Truman. At the Democratic Convention that summer, two factions **abandoned** the party altogether. Reacting angrily to Truman's support of civil rights, a group of Southern Democrats

formed the States' Rights, or Dixiecrat, Party and nominated South Carolina Governor Strom Thurmond for president. At the same time, the party's more liberal members were frustrated by Truman's ineffective domestic policies and critical of his anti-Soviet foreign policy. They formed a new Progressive Party, with Henry A. Wallace as their presidential candidate.

The president's Republican opponent was New York Governor Thomas Dewey, a dignified and popular candidate who seemed unbeatable. After polling 50 political writers, *Newsweek* magazine declared three weeks before the election, "The landslide for Dewey will sweep the country."

Perhaps the only person who gave Truman any chance to win the election was Truman himself. "I know every one of those 50 fellows," he declared about the writers polled in *Newsweek*. "There isn't one of them has enough sense to pound sand in a rat hole." Truman poured his energy into the campaign, traveling more than 20,000 miles by train and making more than 350 speeches. Along the way, he attacked the majority Republican Congress as "do-nothing, good-for-nothing" for refusing to enact his legislative agenda.

Truman's attacks on the "**Do-Nothing Congress**" did not mention that both he and Congress had passed the Truman Doctrine's aid program to Greece and Turkey, as well as the Marshall Plan. Congress had also enacted the National Security Act of 1947, which created the Department of Defense, the National Security Council, and the CIA; established the Joint Chiefs of Staff as a permanent organization; and made the Air Force an independent branch of the military. Congress also passed the Twenty-second Amendment, which limited a president to two terms in office. The 80th Congress did not "do nothing" as Truman charged, but its accomplishments were in areas that did not affect most Americans directly. As a result, Truman's charges began to stick.

With a great deal of support from laborers, African Americans, and farmers, Truman won a narrow but stunning victory over Dewey. Perhaps just as remarkable as the president's victory was the resurgence of the Democratic Party. On election day, Democrats regained control of both houses of Congress.

The Fair Deal

Truman's 1949 State of the Union address repeated the domestic agenda he had put forth previously. "Every segment of our population and every individual," he declared, "has a right to expect from . . . government a fair deal." Whether intentional or not, the president had coined a name—the **Fair Deal**—to set his program apart from the New Deal. In February, he began to send his proposals to Congress:

The 81st Congress did not completely embrace Truman's Fair Deal. Legislators did raise the legal minimum wage to 75¢ an hour. They increased Social Security benefits by

75 percent and extended them to 10 million additional people. Congress also passed the National Housing Act of 1949, which provided for the construction of low-income housing, accompanied by long-term rent subsidies.

Congress refused, however, to pass national health insurance or to provide subsidies for farmers or federal aid for schools. In addition, legislators, led by the same coalition of conservative Republicans and Dixiecrats, opposed Truman's efforts to enact civil rights legislation. His plans for federal aid to education were also not enacted.

Reading Check Summarizing What did Truman and the Congress accomplish in foreign relations?

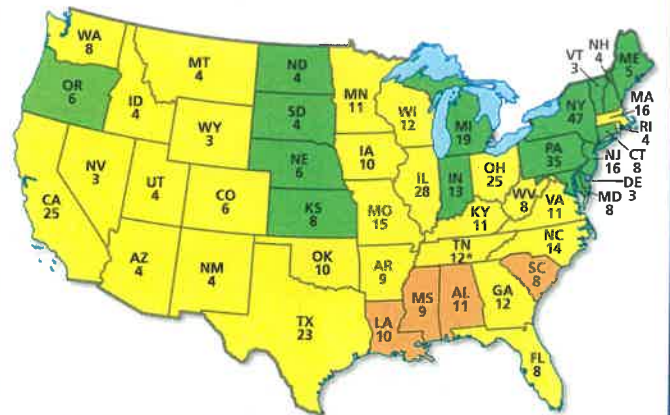
PRIMARY SOURCE

The Election of 1948



▲ Harry Truman gleefully displays the erroneous Chicago Daily Tribune headline announcing his defeat by Thomas Dewey.

Presidential Election of 1948



Presidential Candidate	Popular Votes	% of Popular Vote	Electoral Votes
Truman	24,105,695	49.51%	303
Dewey	21,969,170	45.13%	189
Thurmond	1,169,021	2.40%	39
Wallace	1,156,103	2.37%	

*Eleven electors voted for Truman, and one voted for Thurmond.

What Was the Fair Deal?

In 1949 Truman outlined in his State of the Union address an ambitious legislative program that became known as the Fair Deal. Some of its main features were:

- the expansion of Social Security benefits
- an increase in the minimum wage
- a program to ensure full employment
- a program of public housing and slum clearance
- a long-range plan for environmental and public works
- a system of national health insurance
- a broad program of civil rights legislation

Analyzing VISUALS

1. **Interpreting** In what regions of the nation did Thomas Dewey receive the most votes?
2. **Calculating** What was the difference in percentage of the popular vote received by Truman and Dewey?

The Eisenhower Years

MAIN Idea President Eisenhower cut federal spending, supported business, funded the interstate highway system, and extended some New Deal programs.

HISTORY AND YOU Do you think it is important for a president to have served in the military? Read to learn how Americans chose a war hero as president in the 1950s.

In 1950 the United States went to war in Korea. The war consumed the nation's attention and resources and effectively ended Truman's Fair Deal. By 1952, with the war at a bloody stalemate and his approval rating dropping quickly, Truman declined to run again for the presidency.

With no Democratic incumbent to face, Republicans pinned their hopes for regaining the White House in 1952 on a popular World War II hero: Dwight Eisenhower, former commander of the Allied Forces in Europe. The

Democrats nominated Illinois Governor Adlai Stevenson.

The Republicans adopted the slogan: "It's time for a change!" The warm and friendly Eisenhower, known as "Ike," promised to end the war in Korea. "I like Ike" became the Republican rallying cry. Eisenhower won the election in a landslide, carrying the Electoral College, 442 votes to 89. The Republicans also gained an eight-seat majority in the House, while the Senate became evenly divided between Democrats and Republicans.

Eisenhower Takes Office

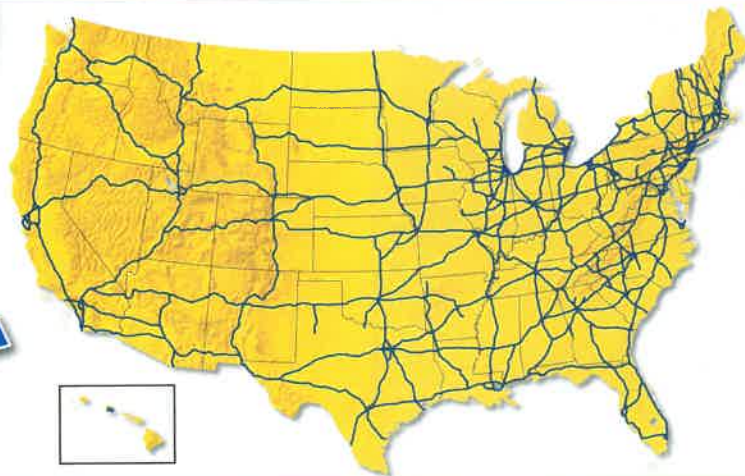
President Eisenhower had two favorite phrases. "Middle of the road" described his political beliefs and "**dynamic conservatism**" meant balancing economic conservatism with activism in areas that would benefit the country. Eisenhower wasted little time in showing his conservative side. The new president's cabinet appointments included several business

HISTORY AND GEOGRAPHY

Effects of the Interstate Highway System



Interstate Highway System



Commercial Trucking Interstate highways made distribution of goods by transport truck fast and efficient. By the 1990s, trucks moved more than 6 billion tons of goods—mostly by interstate.



Road Culture Interstate travel encouraged the development of cheap hotel chains, roadside convenience stores, and fast food restaurants located near interstate exits.

Analyzing GEOGRAPHY

- 1. Location** Where were most of the interstate highways built? Why do you think that is?
- 2. Movement** In what ways did the interstate highway system change daily life?

Rise of Suburbs Interstate highways contributed to the growth of suburbs and urban sprawl. Interstates let people commute long distances from home to work.

Section 1 REVIEW

leaders. Under their guidance, Eisenhower ended government price and rent controls, which many conservatives viewed as unnecessary federal regulation of the economy. Eisenhower's administration believed business growth was vital to the nation. His secretary of defense, formerly the president of General Motors, declared to the Senate that "what is good for our country is good for General Motors, and vice versa."

Eisenhower's conservatism showed itself in other ways as well. In an attempt to cut federal spending, the president vetoed a school construction bill and agreed to slash government aid to public housing. Along with these cuts, he supported some modest tax cuts.


Eisenhower also targeted the federal government's continuing aid to businesses, or what he termed "creeping socialism." Shortly after taking office, the president abolished the Reconstruction Finance Corporation (RFC), which since 1932 had lent money to banks, railroads, and other large institutions in financial trouble. Another Depression-era agency, the Tennessee Valley Authority (TVA), also came under Eisenhower's scrutiny. During his presidency, appropriations for the TVA fell from \$185 million to \$12 million.

In some areas, President Eisenhower took an activist role. For example, he pushed for two large government projects. During the 1950s, as the number of Americans who owned cars increased, so too did the need for greater and more efficient travel routes. In 1956 Congress responded to this growing need by passing the **Federal Highway Act**, the largest public works program in American history. The act appropriated \$25 billion for a 10-year effort to construct more than 40,000 miles (64,400 km) of interstate highways. Congress also authorized construction of the Great Lakes–St. Lawrence Seaway to connect the Great Lakes with the Atlantic Ocean through a series of locks on the St. Lawrence River. Three previous presidents had been unable to reach agreements with Canada to build this waterway to aid international shipping. Through Eisenhower's efforts, the two nations finally agreed on a plan to complete the project.

Extending Social Security

Although President Eisenhower cut federal spending and tried to limit the federal government's role in the economy, he agreed to extend the Social Security system to an additional 10 million people. He also extended unemployment compensation to an additional 4 million citizens and agreed to raise the minimum wage and continue to provide some government aid to farmers.

By the time Eisenhower ran for a second term in 1956, the nation had successfully shifted back to a peacetime economy. The battles between liberals and conservatives over whether to continue New Deal policies would continue. In the meantime, however, most Americans focused their energy on enjoying what had become a decade of tremendous prosperity.

 **Reading Check** **Evaluating** What conservative and activist measures did Eisenhower take during his administration?

Vocabulary

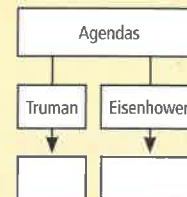
1. Explain the significance of: GI Bill, closed shop, right-to-work laws, union shop, "Do-Nothing Congress," Fair Deal, dynamic conservatism, Federal Highway Act.

Main Ideas

- 2. Identifying** What difficulties could have hindered the return to a peacetime economy?
- 3. Analyzing** Why did Congress oppose some of Truman's Fair Deal policies?
- 4. Describing** How did Eisenhower describe his approach to politics?

Critical Thinking

- 5. Big Ideas** How did President Eisenhower aid international shipping during his administration?
- 6. Organizing** Use a graphic organizer like the one below to compare the agendas of the Truman and Eisenhower administrations.



7. Analyzing Visuals Study the map on page 569. In which part of the country did Strom Thurmond receive the most votes? Why do you think this is?

Writing About History

8. Persuasive Writing Assume the role of a member of Congress during Truman's administration. Write a speech convincing Congress to pass or defeat Truman's Fair Deal measures.

History ONLINE

Study Central™ To review this section, go to glencoe.com and click on Study Central.

The Affluent Society

Guide to Reading

Big Ideas

Culture and Beliefs Postwar abundance and new technologies changed American society.

Content Vocabulary

- baby boom (p. 573)
- white-collar job (p. 574)
- blue-collar worker (p. 574)
- multinational corporation (p. 574)
- franchise (p. 574)
- rock 'n' roll (p. 577)
- generation gap (p. 579)

Academic Vocabulary

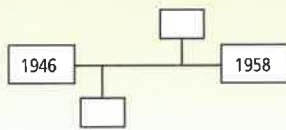
- phenomenon (p. 572)
- conform (p. 574)

People and Events to Identify

- Levittown (p. 572)
- Jonas Salk (p. 575)
- Elvis Presley (p. 577)
- Jack Kerouac (p. 579)

Reading Strategy

Sequencing Use a time line to record major events of science, technology, and popular culture during the 1950s.



For many Americans, the 1950s was a time of affluence, with many new technological breakthroughs. In addition, new forms of entertainment created a generational divide between young people and adults.

American Abundance

MAIN Idea America entered a period of postwar abundance, with expanding suburbs, growing families, and more white-collar jobs.

HISTORY AND YOU Have you ever noticed that every restaurant in a pizza chain looks alike? Read on to learn about the rise of franchises.

The 1950s was a decade of incredible prosperity. Between 1940 and 1955, the average income of American families roughly tripled. Americans in all income brackets—poor, middle-class, and wealthy—experienced this rapid rise in income. In 1958 economist John Kenneth Galbraith published *The Affluent Society*, in which he claimed that the nation's postwar prosperity was a new **phenomenon**. In the past, Galbraith said, all societies had an "economy of scarcity," meaning that a lack of resources and overpopulation had limited economic productivity. Now, the United States had created what Galbraith called an "economy of abundance." New business techniques and improved technology enabled the nation to produce an abundance of goods and services, thereby dramatically raising the standard of living for Americans.

The economic boom of the 1950s provided most Americans with more disposable income than ever before and, as in the 1920s, they began to spend it on new consumer goods, including refrigerators, washing machines, televisions, and air conditioners. Advertising helped fuel the nation's spending spree. Advertising became the fastest-growing industry in the United States, as manufacturers employed new marketing techniques to sell their products. These techniques were carefully planned to whet the consumer's appetite. A second car became a symbol of status, a freezer became a promise of plenty, and mouthwash was portrayed as the key to immediate success.

The Growth of Suburbia

Advertisers targeted consumers who had money to spend. Many of these consumers lived in new mass-produced suburbs that grew up around cities in the 1950s. **Levittown**, New York, was one of the earliest of the mass-produced suburbs. The driving force behind this planned residential community was Bill Levitt, who mass-produced hundreds of simple and similar-looking homes in a potato field 10 miles east of New York City. Between 1947 and 1951, thousands of

PRIMARY SOURCE

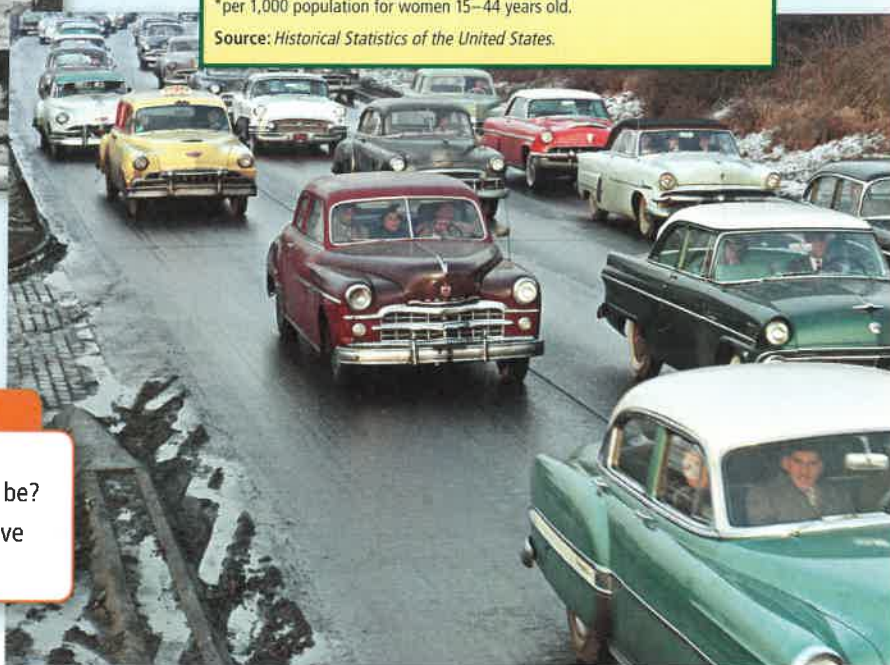
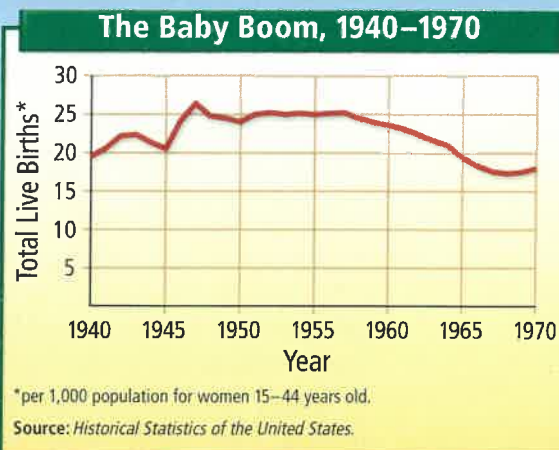
A New America: Suburbs and Highways



Thanks to the GI Bill, many people could afford the cheap mass-produced houses of suburban developments, such as Levittown, New York (above). Suburban living led to crowded highways (right) as commuters headed to work.

Analyzing VISUALS

- 1. Interpreting** In what year was there the greatest increase in the number of live births? Why might this be?
- 2. Drawing Conclusions** Why might the number of live births have started to decline by the late 1950s?



families rushed to buy the inexpensive homes. These new suburbs multiplied throughout the United States. Suburbs became increasingly popular during the 1950s, accounting for about 85 percent of new home construction. The number of suburban dwellers doubled, while the population of cities rose only 10 percent.

Reasons for the rapid growth of suburbia varied. Some people wanted to escape the crime and congestion of city neighborhoods. Others believed the suburbs would provide a better life for themselves and their children. For millions of Americans, the suburbs came to symbolize the American dream.

Affordability was a key reason that home buyers moved to the suburbs. With the GI Bill providing low-interest loans to veterans, buying a new house was more affordable than at any previous time in American history. The government's decision to give income tax deductions for home-mortgage interest payments and property taxes made owning a home even more

attractive. Between 1940 and 1960, the number of Americans who owned their own homes rose from about 41 percent to about 61 percent.

The Baby Boom

The American birthrate exploded after World War II. From 1945 to 1961, a period known as the **baby boom**, more than 65 million children were born in the United States. At the height of the baby boom, a child was born every seven seconds.

Several factors contributed to the baby boom. First, young couples who had delayed marriage during World War II and the Korean War could now marry, buy homes, and begin their families. In addition, the government encouraged the growth of families by offering generous GI benefits for home purchases. Finally, on television and in magazines, popular culture celebrated pregnancy, parenthood, and large families.

The Changing Workplace

Dramatic changes in the workplace accompanied the country's economic growth. The ongoing mechanization of farms and factories accelerated in the 1950s. As a result, more Americans began working in offices. These jobs came to be referred to as **white-collar jobs**, because employees typically wore a white shirt and tie to work, instead of the blue denim of factory workers and laborers. In 1956, for the first time, white-collar workers outnumbered **blue-collar workers**.

Many white-collar employees worked for large corporations. As these businesses competed with each other, some expanded overseas. These **multinational corporations** located themselves closer to important raw materials and benefited from a cheaper labor pool, which made them more competitive.

The 1950s also witnessed the rise of **franchises**, in which a person owns and runs one or several stores of a chain operation. Because many business leaders believed that consumers valued dependability and familiarity, the owners of chain operations often demanded that their franchises present a uniform look and style.

Like franchise owners, many corporate leaders expected their employees to **conform** to company standards. In general, they did not want free-thinking individuals or people who might speak out or criticize the company. Some observers criticized this trend. In his 1950 book *The Lonely Crowd*, sociologist David Riesman argued that this conformity was changing people. Formerly, he claimed, people were "inner-directed," judging themselves on the basis of their own values and the esteem of their families. Now, however, people were becoming "other-directed"—concerned with winning the approval of the corporation or community.

In his 1956 book, *The Organization Man*, William H. Whyte, Jr., attacked the similarity many business organizations cultivated to keep any individual from dominating. "In group doctrine," Whyte wrote, "the strong personality is viewed with overwhelming suspicion," and the person with ideas is considered "a threat."

 **Reading Check** **Interpreting** Describe two causes and effects of the economic boom of the 1950s.

Scientific Advances

MAIN Idea Computers began a business revolution, and doctors discovered new ways to fight disease.

HISTORY AND YOU Do you own a computer? Read on to learn about the earliest computers.

As the United States experienced many social changes during the postwar era, the nation also witnessed several important scientific advances. In electronics, manufacturing, and medicine, American scientists broke new ground during the 1950s.

Advances in Electronics

The electronics industry made rapid advances after World War II. In 1947 three American physicists—John Bardeen, Walter H. Brattain, and William Shockley—developed the transistor, a tiny electric generator that made it possible to miniaturize radios from large pieces of furniture to small portable items.

The age of computers also dawned in the postwar era. In 1946 scientists working under a U.S. Army contract developed one of the nation's earliest computers—known as ENIAC (Electronic Numerical Integrator and Computer)—to make military calculations. Several years later, a newer model called UNIVAC (Universal Automatic Computer) would process business data and launch the computer revolution. The jet airline age also progressed rapidly with an increased use of plastics and light metals, the development of the jet engine, the swept-back wing design—all of which improved fuel efficiency—and a longer flight range. These developments reduced consumer costs, making airline travel available to the masses.

Medical Miracles

The medical breakthroughs of the 1950s included the development of new, powerful antibiotics and vaccines to fight infection and the introduction of new techniques to fight cancer and heart disease.

Prior to the 1950s, cancer had been thought to be untreatable. The development of radiation treatments and chemotherapy in the 1950s

People IN HISTORY

Dr. Jonas Salk 1914–1995

The man who developed the vaccine for one of the nation's most feared diseases almost did not go into medicine. Jonas Salk enrolled in college as a pre-law student but soon changed his mind. Salk switched his major to premed and went on to become a research scientist.

Every so often, Salk would make rounds in the overcrowded polio wards of a hospital near his lab, where nurses described their feelings of helplessness. One nurse said, "I can remember how the staff used to kid Dr. Salk—kidding in earnest—telling him to hurry up and do something."

Salk became famous for the polio vaccine he developed in 1952. About becoming a celebrity, Salk observed that it was "a transitory thing and you wait till it blows over. Eventually people will start thinking, 'That poor guy,' and leave me alone. Then I'll be able to get back to my laboratory."

What character traits do you think made Dr. Salk a successful research scientist?



▲ In the 1940s and 1950s, Americans fought the epidemic of polio cases that struck many children. Here, a device known as an iron lung helps polio patients to breathe.

helped many cancer patients survive. Similarly, treatments for heart disease had eluded scientists for decades, and when someone suffered a heart attack, nothing could be done. In 1950, however, doctors developed cardiopulmonary resuscitation (CPR), a technique that has saved many lives. Doctors also began replacing worn-out heart valves with mechanical valves and implanted the first pacemakers in 1952.

A third disease that had frightened Americans for decades was tuberculosis, a lung disease also known as the white plague. The disease was both highly infectious and contagious, so patients lived in isolation in sanatoriums. In 1956 for the first time, tuberculosis fell from the list of the top ten fatal diseases. New antibiotics and a blood test for the disease finally put an end to fear of tuberculosis.

Polio, too, finally yielded to science. Polio epidemics had been occurring in the United States since 1916. The viral disease had struck Franklin Roosevelt as a young man and forced him to use a wheelchair and wear steel braces on his legs. In the 1940s and 1950s, widespread polio epidemics terrorized the nation. Every summer, polio broke out somewhere in the country. Many died; those who did not were

often confined to iron lungs—large metal tanks with pumps that helped patients breathe. Even if they eventually recovered, they were often paralyzed for life.

Each summer, parents searched for ways to safeguard their families from the dreaded disease. Some sent their children to the country to avoid excessive contact with others. Public swimming pools and beaches were closed. Parks and playgrounds across the country stood deserted. Nevertheless, the disease continued to strike. In 1952 a record 58,000 new cases were reported.

Finally, research scientist **Jonas Salk** developed an injectable vaccine to prevent polio. Salk first tested the vaccine on himself, his wife, and his three sons, and then on 2 million schoolchildren. In 1955 the vaccine became available to the general public. American scientist Albert Sabin then developed an oral vaccine for polio. Safer and more convenient than Salk's injection vaccine, the Sabin vaccine became the most common method for preventing the disease. The threat of polio nearly disappeared.

✓ Reading Check **Examining** What medical and technological advances met specific needs in the late 1940s and 1950s?

The New Mass Media

MAIN Idea The rise of television led to changes in the movie and radio industries.

HISTORY AND YOU How many hours of television do you watch weekly? Read to find out about the early days of television broadcasting.

Although regular television broadcasts had begun in the early 1940s, there were few stations, and sets were expensive. There were estimated to be no more than 8,000 sets in use in the entire United States in 1946. By the late 1950s, however, small black-and-white-screened televisions sat in living rooms across the country. Nearly 40 million televisions had been sold by 1957, and more than 80 percent of families had at least one television.

The Rise of Television

Early television programs fell into several main categories, including comedy, action and adventure, and variety entertainment. In 1953

Lucille Ball and her real-life husband, Desi Arnaz, starred in one of the most popular shows ever to air on American television, a situation comedy (sitcom) called *I Love Lucy*. The episode in which Lucy gave birth (which paralleled Lucille Ball's actual pregnancy) had an audience of 44 million viewers. Fewer people tuned in to watch the presidential inauguration the following day.

Comedy proved popular in other formats. Many early comedy shows, such as those starring Bob Hope and Jack Benny, were adapted from radio programs. Variety shows, such as Ed Sullivan's *Toast of the Town*, provided a mix of comedy, music, dance, acrobatics, and juggling. Quiz shows also drew large audiences after the 1955 debut of *The \$64,000 Question*. In this show and its many imitators, two contestants tried to answer questions from separate, soundproof booths.

Television viewers also enjoyed action shows. Westerns such as *Hopalong Cassidy*, *The Lone Ranger*, and *Gunsmoke* grew quickly in popularity. Viewers also enjoyed police shows

PRIMARY SOURCE

Television in the 1950s



▲ *I Love Lucy*, a comedy about housewife Lucy, husband Ricky, and friends Fred and Ethel was the most popular show of the 1950s.



▲ *Howdy Doody* was the first network kids' show ever broadcast in color.



▲ *The Adventures of Ozzie and Harriet* was a comedy featuring the life of Ozzie and Harriet Nelson and their sons in a middle-class American suburb. Their portrayal of family life was idealized—father worked, mother stayed at home raising the children, and there was always plenty of food and consumer goods available.

Analyzing VISUALS

1. **Explaining** How did *The Adventures of Ozzie and Harriet* reflect an idealized American family?
2. **Making Generalizations** To what type of audience were most of these television programs designed to appeal?

such as *Dragnet*, a hugely successful show featuring Detective Joe Friday and his partner hunting down a new criminal each week. By the late 1950s, television news had also become an important vehicle for information, and televised athletic events had made professional and college sports a popular choice for entertainment.

Hollywood Responds

As the popularity of television grew, movies lost viewers. Weekly movie attendance dropped from 82 million in 1946 to 36 million by 1950. By 1960, when some 50 million Americans owned televisions, one-fifth of the nation's movie theaters had closed.

Throughout the 1950s, Hollywood struggled to recapture its audience. When contests, door prizes, and advertising failed to lure people back, Hollywood tried 3-D films that required the audience to wear special glasses. Viewers soon tired of the glasses and the often ridiculous plots of 3-D movies.

Cinemascope—a process that showed movies on large, panoramic screens—finally gave Hollywood something television could not match. Wide-screen, full-color spectacles like *The Robe*, *The Ten Commandments*, and *Around the World in 80 Days* cost a great deal of money to produce. These blockbusters, however, made up for their cost by attracting huge audiences and netting large profits.

Radio Draws Them In

Television also forced the radio industry to change in order to keep its audience. Television made radio comedies, dramas, and soap operas obsolete. Radio stations responded by broadcasting recorded music, news, weather, sports, and talk shows.

Radio also had one audience that television could not reach—people traveling in their cars. In some ways, the automobile saved the radio industry. People commuting to and from work, running errands, or traveling on long road trips relied on radio for information and entertainment. As a result, radio stations survived and even flourished. The number of radio stations more than doubled between 1948 and 1957.

 **Reading Check Identifying** How did the television industry affect the U.S. economy?

New Music and Poetry

MAIN Idea Young people developed their own popular culture based largely on rock 'n' roll music and literature of the beat movement.

HISTORY AND YOU How do the adults you know feel about your favorite music? Read on to learn of the conflicts over musical taste that began during the 1950s.


Many teens in every generation seek to separate themselves from their parents. One way of creating that separation is by embracing different music. In that respect, the 1950s were no different from earlier decades, but the results were different for two reasons.

For the first time, teens had large amounts of disposable income that could be spent on entertainment designed specifically for them. In addition, the new mass media meant that teens across the country could hear the same music broadcast or watch the same television shows. The result was the rise of an independent youth culture separate from adult culture. The new youth culture became an independent market for the entertainment and advertising industries.

Rock 'n' Roll

In 1951 at a record store in downtown Cleveland, Ohio, radio disc jockey Alan Freed noticed white teenagers buying African American rhythm-and-blues records and dancing to the music in the store. Freed convinced his station manager to play the music on the air. Just as the disc jockey had suspected, the listeners went crazy for it. Soon, white artists began making music that stemmed from these African American rhythms and sounds, and a new form of music, **rock 'n' roll**, was born.

With a loud and heavy beat that made it ideal for dancing, along with lyrics about romance, cars, and other themes that appealed to young people, rock 'n' roll became wildly popular with the nation's teens. Before long, teenagers around the country were rushing out to buy recordings from such artists as Buddy Holly, Chuck Berry, and Bill Haley and the Comets. In 1956 teenagers found their first rock 'n' roll hero in **Elvis Presley**, who became known as the "King of Rock 'n' Roll."

 For an excerpt from *On the Road*, see page R77 in the **American Literature Library**.

Elvis Presley was born in rural Mississippi and grew up poor in Memphis, Tennessee. While in high school, Presley learned to play guitar and sing by imitating the rhythm-and-blues music he heard on the radio. By 1956, the handsome young Elvis had a record deal with RCA Victor, a movie contract, and had made public appearances on several television shows. At first, the popular television variety show host Ed Sullivan refused to invite Presley to appear, insisting that rock 'n' roll music was not fit for a family-oriented show. When a competing show featuring Presley upset Sullivan's high ratings, however, he relented. He ended up paying Presley \$50,000 per performance for three appearances, more than

triple the amount he had paid any other performer.

Presley owed his wild popularity as much to his moves as to his music. During his performances he would gyrate his hips and dance in ways that shocked many in the audience. Not surprisingly, parents—many of whom listened to Frank Sinatra and other more mellow, mainstream artists—condemned rock 'n' roll as loud, mindless, and dangerous. The city council of San Antonio, Texas, actually banned rock 'n' roll from the jukeboxes at public swimming pools.

The rock 'n' roll hits that teens bought in record numbers united them in a world their parents did not share. Thus, in the 1950s,

PRIMARY SOURCE

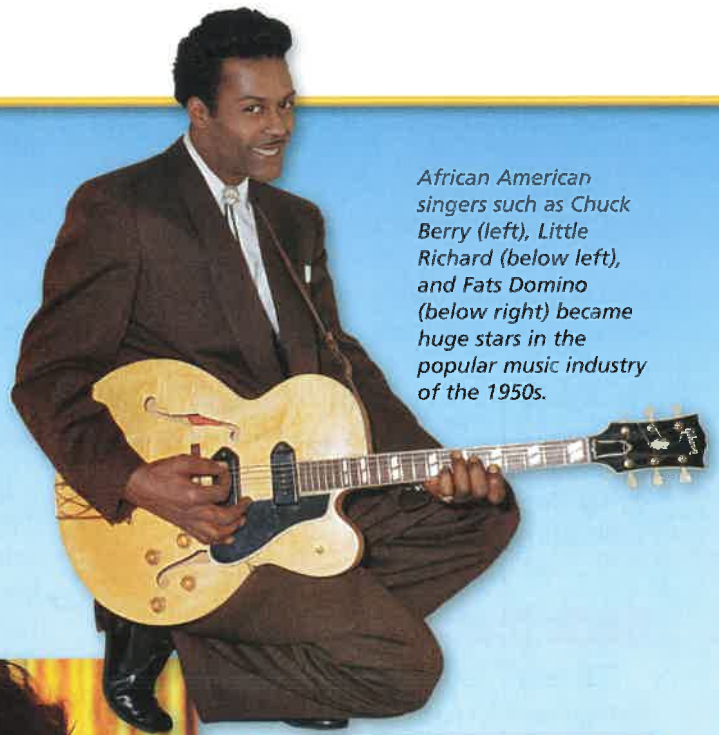
Rock 'n' Roll Sweeps the Nation



Bill Haley and His Comets (above) was one of the first popular rock 'n' roll bands. Elvis Presley (left) became rock 'n' roll's first superstar, but many disapproved of his dance moves.



▲ Little Richard



African American singers such as Chuck Berry (left), Little Richard (below left), and Fats Domino (below right) became huge stars in the popular music industry of the 1950s.



▲ Fats Domino

Analyzing VISUALS

- 1. Explaining** Why did adults disapprove of rock 'n' roll?
- 2. Describing** How did this disapproval contribute to the generation gap?

rock 'n' roll helped to create what became known as the **generation gap**, or the cultural separation between children and their parents.

The Beat Movement

If rock 'n' roll helped to create a generation gap, a group of mostly white writers and artists who called themselves beats, or beatniks, highlighted a values gap in 1950s America. The term "beat" may have come from the feeling among group members of being "beaten down" by American culture, or from jazz musicians who would say, "I'm beat right down to my socks."

Beat poets, writers, and artists harshly criticized what they considered the sterility and conformity of American life, the meaninglessness of American politics, and the emptiness of popular culture. In 1956, 29-year-old beat poet Allen Ginsberg published a long poem titled "Howl," which blasted modern American life. Another beat member, **Jack Kerouac**, published *On the Road* in 1957. Although Kerouac's book about his freewheeling adventures with a car thief and con artist shocked some readers, the book went on to become a classic in modern American literature. Although the beat movement remained relatively small, it laid the foundations for the more widespread youth cultural rebellion of the 1960s.


African American Entertainers

African American entertainers struggled to find acceptance in a country that often treated them as second-class citizens. With a few notable exceptions, television tended to shut out African Americans. In 1956 NBC gave a popular African American singer named Nat King Cole his own 15-minute musical variety show. In 1958, after 64 episodes, NBC canceled the show after failing to secure a national sponsor for a show hosted by an African American.

African American rock 'n' roll singers faced fewer obstacles. The talented African Americans who recorded hit songs in the 1950s included Chuck Berry, Little Richard, Fats Domino, and Ray Charles. The late 1950s and early 1960s also saw the rise of several female African American groups, including the Crystals, the Shirelles, and the Ronettes. With their catchy, popular sound, these groups were the musical predecessors of the famous late 1960s groups Martha and the Vandellas and the Supremes.

Over time, the music of the early rock 'n' roll artists had a profound influence on popular music throughout the world. Little Richard and Chuck Berry, for example, provided inspiration for the Beatles, whose music swept Britain and the world in the 1960s. Elvis Presley's music transformed generations of rock 'n' roll bands that followed him and other pioneers of rock.

Despite the innovations in music and the economic boom of the 1950s, not all Americans were part of the affluent society. For many of the country's minorities and rural poor, the American dream remained well out of reach.

 **Reading Check** **Summarizing** How did rock 'n' roll help create the generation gap?

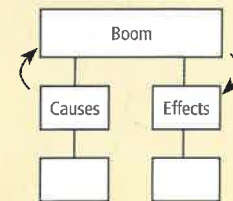
Section 2 REVIEW

Vocabulary

1. Explain the significance of: Levittown, baby boom, white-collar job, blue-collar worker, multinational corporation, franchise, Jonas Salk, rock 'n' roll, Elvis Presley, generation gap, Jack Kerouac.

Main Ideas

2. Organizing Use a graphic organizer like the one below to list the causes and effects of the economic boom of the 1950s.



- 3. Listing** What major technological breakthroughs occurred in the 1950s?
- 4. Explaining** How did television affect other forms of mass media?
- 5. Identifying** How did young people of the 1950s express their own culture?

Critical Thinking

- 6. Big Ideas** What were the roots of rock 'n' roll, and how did it reach a mass audience?
- 7. Analyzing Visuals** Study the photographs on page 576. These programs have been criticized for presenting a one-sided view of American life. Do you agree? Why or why not?

Writing About History

8. Expository Writing Assume the role of a media critic in the 1950s, and use the information in this section to write a critique of one television show, movie, music concert, or piece of literature.

History ONLINE

Study Central™ To review this section, go to glencoe.com and click on Study Central.



BETTMANN/COORBIS

JAMES DEAN had a brief but spectacular career as a film star. His role in *Rebel Without a Cause* made him an icon for American youth in the mid-50s. In 1955 Dean was killed in a car crash. He was 24.

"I guess I have as good an insight into this rising generation as any other young man my age. Therefore, when I do play a youth, I try to imitate life. *Rebel Without a Cause* deals with the problems of modern youth. . . . If you want the kids to come and see the picture, you've got to try to reach them on their own grounds. If a picture is psychologically motivated, if there is truth in the relationships in it, then I think that picture will do good."

—from an interview for *Rebel Without a Cause*

VERBATIM

“It will make a wonderful place for the children to play in, and it will be a good storehouse, too.”

MRS. RUTH CALHOUN,
mother of three, on her backyard fallout shelter, 1951

“Riddle: What’s college? That’s where girls who are above cooking and sewing go to meet a man they can spend their lives cooking and sewing for.”

ad for *Gimbel’s* department store campus clothes, 1952

“Radioactive poisoning of the atmosphere and hence annihilation of any life on Earth has been brought within the range of technical possibilities.”

ALBERT EINSTEIN,
physicist, 1950

“If the television craze continues with the present level of programs, we are destined to have a nation of morons.”

DANIEL MARSH,
President of Boston University, 1950

“Every time the Russians throw an American in jail, the House Un-American Activities Committee throws an American in jail to get even.”

MORT SAHL,
comedian, 1950s

WINNERS & LOSERS



Poodle Cut

POODLE CUTS

Short, curly hairstyle gains wide popularity and acceptance

TV GUIDE

New weekly magazine achieves circulation of 6.5 million by 1959

PALMER PAINT COMPANY OF DETROIT

Sells 12 million paint-by-number kits ranging from simple landscapes and portraits to Leonardo da Vinci’s *The Last Supper*

THE DUCKTAIL

Banned in several Massachusetts schools in 1957

COLLIER’S

The respected magazine loses circulation, publishes its final edition on January 4, 1957

LEONARDO DA VINCI’S THE LAST SUPPER

Now everyone can paint their own copy to hang in their homes



The Ducktail

UNDERWOOD & UNDERWOOD/COORBIS

SUPER STOOK

1950S WORD PLAY

Translation, Please!

Match the word to its meaning.

Teen-Age Lingo

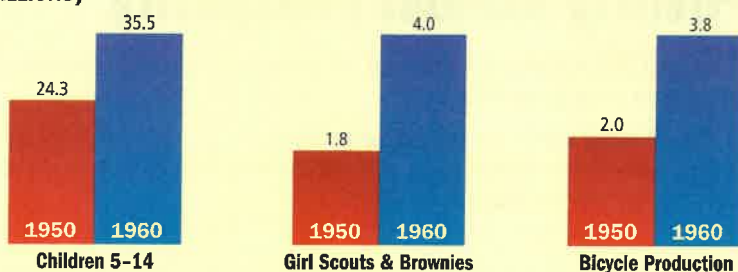
- | | |
|---------------|-------------------------------|
| 1. cool | a. a dull person, an outsider |
| 2. hang loose | b. worthy of approval |
| 3. hairy | c. formidable |
| 4. yo-yo | d. don't worry |



ANSWERS: 1. b; 2. d; 3. c; 4. a

American Scene, 1950–1960

(MILLIONS)



Bomb Shelter

Be Prepared

“Know the Bomb’s True Dangers. Know the Steps You Can Take to Escape Them!—You Can Survive.”

Government pamphlet, 1950

DIGGING YOUR OWN BOMB SHELTER?

Better go shopping. Below is a list of items included with the \$3,000 Mark I Kidde Kokoon, designed to accommodate a family of five for a three-to five-day underground stay.

- air blower
- radiation detector
- protective apparel suit
- face respirator
- radiation charts (4)
- hand shovel (for digging out after the blast)
- gasoline driven generator
- gasoline (10 gallons)
- chemical toilet
- toilet chemicals (2 gallons)
- bunks (5)
- mattresses and blankets (5)
- air pump (blowing up mattresses)
- incandescent bulbs (2) 40 watts
- fuses (2) 5 amperes
- clock—non-electric
- first aid kit
- waterless hand cleaner
- sterno stove
- canned water (10 gallons)
- canned food (meat, powdered milk, cereal, sugar, etc.)
- paper products

NUMBERS 1957

3¢ Cost of first-class postage stamp

19¢ Cost of loaf of bread

25¢ Cost of issue of Sports Illustrated

35¢ Cost of movie ticket

50¢ Cost of gallon of milk (delivered)

\$2.05 Average hourly wage

\$2,845 Cost of new car



\$5,234 Median income for a family of four

\$19,500 Median price of a home

CRITICAL THINKING

1. Predicting If the number of American children continued to grow, how would that affect bicycle production and Scout membership? How could that growth affect the American economy?

2. Hypothesizing How have attitudes towards women changed since the 1952 department store ad for campus clothes? What do you think are some reasons for the change in attitude?



The Other Side of American Life

Guide to Reading

Big Ideas

Economics and Society The postwar prosperity did not extend to all Americans. For some groups, poverty and discrimination continued during the apparent abundance of the 1950s.

Content Vocabulary

- poverty line (p. 582)
- urban renewal (p. 583)
- termination policy (p. 585)
- juvenile delinquency (p. 587)

Academic Vocabulary

- income (p. 582)
- entity (p. 585)

People and Events to Identify

- Lorraine Hansberry (p. 584)
- Bracero Program (p. 584)
- Appalachia (p. 586)

Reading Strategy

Taking Notes As you read about social problems in the United States in the 1950s, use the major headings of this section to create an outline similar to the one below.

The Other Side of American Life
I. Poverty Amidst Prosperity
A.
B.
C.
D.
E.
II.

During the 1950s, about 20 percent of the American population—particularly people of color and those living in the inner cities and Appalachia—did not share in the general prosperity. Experts also worried about the rise in juvenile delinquency.

Poverty Amidst Prosperity

MAIN Idea Despite the growing affluence of much of the nation, many groups still lived in poverty.

HISTORY AND YOU Are the pockets of poverty in America today the same as they were in the 1950s? Read on to learn about the people and regions most affected by poverty in the 1950s.

The 1950s saw a tremendous expansion of the middle class. At least one in five Americans, or about 30 million people, however, lived below the **poverty line**. This imaginary marker is a figure the government sets to reflect the minimum **income** required to support a family. Such poverty remained invisible to most Americans, who assumed that the country's general prosperity had provided everyone with a comfortable existence.

The writer Michael Harrington, however, made no such assumptions. During the 1950s, Harrington set out to chronicle poverty in the United States. In his book *The Other America*, published in 1962, he alerted those in the mainstream to what he saw in the run-down and hidden communities of the country:

PRIMARY SOURCE

"To be sure, the other America is not impoverished in the same sense as those poor nations where millions cling to hunger as a defense against starvation. . . . That does not change the fact that tens of millions of Americans are, at this very moment, maimed in body and spirit, existing at levels beneath those necessary for human decency. If these people are not starving, they are hungry, and sometimes fat with hunger, for that is what cheap foods do. They are without adequate housing and education and medical care."

—from *The Other America*

The poor included single mothers and the elderly; minorities such as Puerto Ricans and Mexican immigrants; rural Americans—both African American and white—and inner city residents, who remained stuck in crowded slums as wealthier citizens fled to the suburbs. Many Native Americans endured grinding poverty whether they stayed on reservations or migrated to cities.

PRIMARY SOURCE

The Other America

Amid the prosperity of the 1950s, many lived in terrible poverty. While suburbs boomed, the poor, many of whom were minorities, were relegated to inner-city slums. Native Americans suffered extreme poverty and the breakdown of their culture on reservations, while Mexican migrant workers in the Southwest barely made enough to feed, clothe, and shelter themselves and their children.



▲ A poor Navajo family stands outside their home on an Arkansas reservation in 1948.



▲ Children play in the littered streets of a Chicago slum in 1954.

Analyzing VISUALS

1. **Examining** Based on the photos, what aspect of life does it seem the hardest for the poor in America to obtain?
2. **Hypothesizing** What do you think might account for minorities having a lower average income than whites in the United States in the 1940s and 1950s?



▲ The Cervantes family lived in a one-room shack at a ranch camp near Fresno, California, in 1950.

The Decline of the Inner City

The poverty of the 1950s was most apparent in the nation's urban centers. As middle-class families moved to the suburbs, they left behind the poor and less-educated. Many city centers deteriorated because the taxes that the middle class paid moved out with them. Cities no longer had the tax dollars to provide adequate public transportation, housing, and other services.

When government tried to help inner-city residents, it often made matters worse. During the 1950s, for example, **urban renewal** pro-

grams tried to eliminate poverty by tearing down slums and erecting new high-rise buildings for poor residents. These crowded, high-rise projects, however, often created an atmosphere of violence. The government also unwittingly encouraged the residents of public housing to remain poor by evicting them as soon as they began earning a higher income.

In the end, urban renewal programs actually destroyed more housing space than they created. Too often, the wrecking balls destroyed poor people's homes to make way for roadways, parks, universities, tree-lined boulevards, or shopping centers.

African Americans

Many of the citizens left behind in the cities were African American. By 1960, more than 3 million African Americans had migrated from the South to Northern cities in search of greater economic opportunity and to escape violence and racial intimidation. For many of these migrants, however, the economic boom of the war years did not continue in the 1950s.

Long-standing patterns of racial discrimination in schools, housing, hiring, and salaries in the North kept many inner-city African Americans poor. The last hired and the first fired for good jobs, they often remained stuck in the worst-paying occupations. In 1958 African Americans' salaries, on average, were only 51 percent of what whites earned. Poverty and racial discrimination also deprived many African Americans of other benefits, such as decent medical care.

In 1959 the play *A Raisin in the Sun* opened on Broadway. Written by African American author **Lorraine Hansberry**, the play told the story of a working-class African American family struggling against poverty and racism. The title referred to a Langston Hughes poem that wonders what happens to an unrealized

dream: "Does it dry up like a raisin in the sun?" The play won the New York Drama Critics Circle Award for the best play of the year. Responding to a correspondent who had seen the play, Lorraine Hansberry wrote: "The ghettos are killing us; not only our dreams . . . but our very bodies. It is not an abstraction to us that the average [African American] has a life expectancy of five to ten years less than the average white."

Hispanics

African Americans were not the only minority group that struggled with poverty. Much of the nation's Hispanic population faced the same problems. During the 1950s and early 1960s, the **Bracero Program** brought nearly 5 million Mexicans to the United States to work on farms and ranches in the Southwest. Braceros were temporary contract workers. Many later returned home, but some 350,000 settled permanently in the United States.

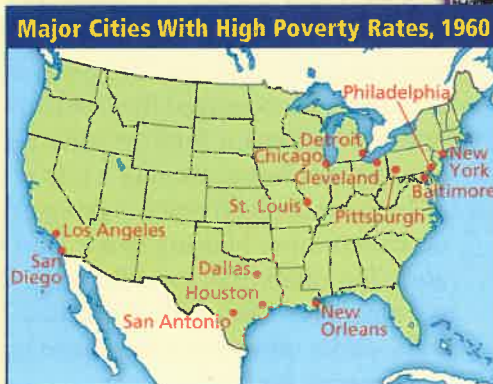
These laborers, who worked on large farms throughout the country, lived with extreme poverty and hardship. They toiled long hours, for little pay, in conditions that were often

PAST & PRESENT

The Inner-City's Ongoing Problems

By the end of the 1950s, many major U.S. cities were in decline. "White flight" and lowered tax revenues, as well as racial discrimination and a lack of sympathy for the less fortunate, combined to create islands of decay and poverty in urban centers.

Although numerous programs were launched in the 1960s to try to improve living conditions and eliminate poverty, the problem has proven more difficult than first anticipated. Fifty years separate the two photos of inner-city slums to the right, yet, tragically, the quality of life has barely changed.



1940



▲ Even in the 1940s, urban decay was characteristic of many American cities, including Washington, D.C., where people lived in dire poverty within sight of the Capitol.

unbearable. In *The Other America*, Michael Harrington noted:

PRIMARY SOURCE

"[Migrant laborers] work ten-eleven-twelve hour days in temperatures over one hundred degrees. Sometimes there is no drinking water. . . . Women and children work on ladders and with hazardous machinery. . . . Babies are brought to the field and are placed in 'cradles' of wood boxes."

—from *The Other America*

Away from the fields, many Mexican families lived in small, crudely built shacks, while some did not even have a roof over their heads. "They sleep where they can, some in the open," Harrington noted about one group of migrant workers. "They eat when they can (and sometimes what they can)." The nation paid little attention to the plight of Mexican farm laborers until the 1960s, when the workers began to organize for greater rights.

Native Americans

Native Americans also faced challenges throughout the postwar era. By the middle of the 1900s, Native Americans—who made up

less than one percent of the population—were the poorest ethnic group in the nation. Average annual family income for Native American families, for example, was \$1,000 less than that of African American families.

After World War II, during which many Native American soldiers had served with distinction, the United States government launched a program to bring Native Americans into mainstream society—whether they wanted to assimilate or not.

Under the plan, which became known as the **termination policy**, the federal government withdrew all official recognition of the Native American groups as legal **entities** and made them subject to the same laws as white citizens. Native American groups were then placed under the responsibility of state governments. At the same time, the government encouraged Native Americans to blend in with the larger society by helping them move off reservations to cities.

Although the idea of integrating Native Americans into mainstream society began with good intentions, some of its supporters had more selfish goals. Speculators and developers sometimes gained rich farmland at the expense of destitute Native American groups.

1990

▼ By the early 1990s, conditions were not much improved as this North Baltimore neighborhood suggests.

MAKING CONNECTIONS

1. **Comparing** How did conditions change, if at all, from 1940 to 1990?
2. **Identifying Central Issues** Which groups suffered most from issues of urban decline? Why?

For most Native Americans, termination was a disastrous policy that only deepened their poverty. In the mid-1950s, for example, the Welfare Council of Minneapolis described Native American living conditions in that city as miserable: "One Indian family of five or six, living in two rooms, will take in relatives and friends who come from the reservations seeking jobs until perhaps fifteen people will be crowded into the space."

During the 1950s, Native Americans in Minneapolis could expect to live only 37 years, compared to 46 years for all Minnesota Native Americans and 68 years for other Minneapolis residents. Similar patterns existed elsewhere. Benjamin Reifel, a Sioux, described the despair that the termination policy produced:

PRIMARY SOURCE

"The Indians believed that when the dark clouds of war passed from the skies overhead, their rising tide of expectations, though temporarily stalled, would again reappear. Instead they were threatened by termination. . . . Soaring expectations began to plunge."

—quoted in *The Earth Shall Weep*

Appalachia

Residents of rural **Appalachia** also failed to share in the prosperity of the 1950s. The scenic beauty of the mountainous region, which stretches from New York to Georgia, often hid desperate poverty. Coal mining had long been the backbone of the Appalachian economy. With mechanization of mining in the 1950s, unemployment soared. With no work to be had, some 1.5 million people abandoned Appalachia to seek a better life in the cities. "Whole counties," wrote one reporter, "are precariously held together by a flour-and-dried-milk paste of surplus foods. . . . The men who are no longer needed in the mines and the farmers who cannot compete . . . have themselves become surplus commodities in the mountains."

Appalachia had fewer doctors per thousand people than the rest of the country. Studies revealed high rates of nutritional deficiency and infant mortality. In addition, schooling in the region was considered even worse than in inner-city slums.

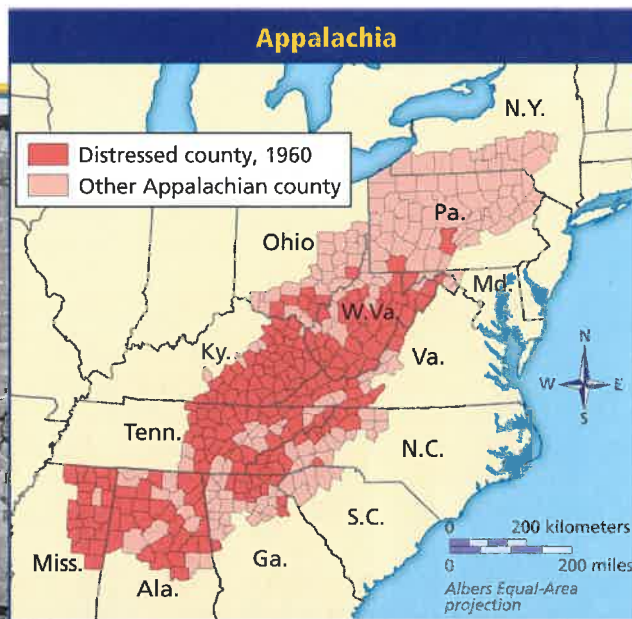
 **Reading Check Identifying** Which groups were left out of the economic boom of the 1950s?

PRIMARY SOURCE

Poverty in Appalachia



▲ Eight family members lived in this three-room house lined with newspaper in Appalachia in the 1950s.



Analyzing VISUALS

DBQ

- Identifying** Which states had the highest concentration of distressed counties in 1960?
- Explaining** What might have accounted for this high number?

Juvenile Delinquency

MAIN Idea Juvenile crime rates rose during the 1950s; a crisis in education occurred when the baby boomers began school.

HISTORY AND YOU Has your school placed a greater emphasis on science and math classes recently? Read to learn about a push in science and math education during the 1950s.

During the 1950s, many middle-class, white Americans found it easy to ignore the poverty and racism that afflicted many of the nation's minorities, since they themselves were removed from it. Some social problems, however, became impossible to ignore.

One problem at this time was a rise in, or at least a rise in the reporting of, **juvenile delinquency**—antisocial or criminal behavior of young people. Between 1948 and 1953, the United States saw a 45 percent rise in juvenile crime rates. A popular 1954 book titled *1,000,000 Delinquents* correctly predicted that in the following year, about 1 million young people would be involved in some kind of criminal activity.

Americans disagreed on what had triggered the rise in delinquency. Experts blamed television, movies, comic books, racism, busy parents, a rising divorce rate, lack of religion, and anxiety over the military draft. Some cultural critics claimed that young people were rebelling against the conformity of their parents. Others blamed a lack of discipline. Doting parents, complained Bishop Fulton J. Sheen, had raised bored children who sought new thrills, such as "alcohol, marijuana, even murder." Still others pointed at social causes, blaming teen violence on poverty. The problem, however, cut across class and racial lines—the majority of car thieves, for example, had grown up in middle-class homes.

Most teens, of course, steered clear of gangs, drugs, and crime. Nonetheless, the public tended to stereotype young people as juvenile delinquents, especially those teens who favored unconventional clothing and long hair, or used street slang.

Concerned about their children, many parents focused on the nation's schools as a possible solution. When baby boomers began entering the school system in the 1950s, enrollments increased by 13 million. School districts struggled to pay for new buildings and hire more teachers.

Americans' education worries only intensified in 1957 after the Soviet Union launched the world's first space satellites, *Sputnik I* and *Sputnik II*. Many Americans felt that the nation had fallen behind its Cold War enemy and blamed what they felt was a lack of technical education in the nation's schools. *Life* magazine proclaimed a "Crisis in Education" and offered a grim warning: "What has long been an ignored national problem, *Sputnik* has made a recognized crisis." In the wake of the *Sputnik* launches, efforts began to improve math and science education. Profound fears about the country's young people, it seemed, dominated the end of a decade that had brought prosperity and progress for many Americans.

Reading Check Evaluating What were some suggested explanations of the increase in juvenile crime?

Section 3 REVIEW

Vocabulary

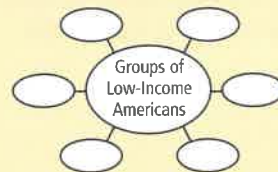
1. **Explain** the significance of: poverty line, urban renewal, Lorraine Hansberry, Bracero Program, termination policy, Appalachia, juvenile delinquency.

Main Ideas

2. **Evaluating** How did the federal government's termination policy affect Native Americans?
3. **Analyzing** What effects did the baby boomers have on schools?

Critical Thinking

4. **Big Ideas** Why did urban renewal fail to improve the lives of the poor in the inner cities?
5. **Organizing** Use a graphic organizer similar to the one below to list groups of Americans left out of the country's postwar economic boom.



6. **Analyzing Visuals** Study the photographs on page 583. Why were minority groups hit so hard by poverty, compared to whites, in the 1950s?

Writing About History

7. **Expository Writing** Choose a current social problem that you observe among adolescents. Describe the problem and its causes, and then recommend a solution.

History ONLINE

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Chapter 16 VISUAL SUMMARY



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The Prosperity of the 1950s

Economy and Society

- The GI Bill provided funds and loans to millions of war veterans.
- Consumer spending increased rapidly.
- More Americans owned homes than ever before.

Population Patterns

- The U.S. population experienced a “baby boom.”
- Millions of Americans moved out of cities to the suburbs.

Science, Technology, and Medicine

- Improvements in communication, transportation, and electronics allowed Americans to work more efficiently.
- Medical breakthroughs included the polio vaccine, antibiotics, and treatments for tuberculosis, cancer, and heart disease.

Popular Culture

- New forms of music, radio, cinema, and literature emerged.
- Television replaced movies and radio as the nation’s new and most popular form of mass media.



▲ The huge, stylized automobiles of the 1950s, such as this Cadillac convertible, symbolized the good life to many Americans of the time.

The Problems of the 1950s

Economy and Society

- Workers went on strike for higher wages.
- Congress would not pass Truman’s civil rights legislation.
- Eisenhower cut back on New Deal programs.

Population Patterns

- Financially able people moved from crowded cities to new suburbs.
- Poverty increased in the inner city and the poor faced ongoing social problems.
- Crime increased among young people.

Science, Technology, and Medicine

- Poor people in inner cities and rural areas had limited access to modern health care.

Popular Culture

- Not everyone could afford to buy the new consumer goods available, such as televisions.
- African Americans and other minorities were, for the most part, not depicted on television.
- Many television programs promoted stereotypical gender roles.



▲ While many prospered in the 1950s, many were excluded from achieving the American Dream.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

1. The Taft-Hartley Act outlawed the _____, opening some industries to nonunion workers.
 - A closed shop
 - B labor unions
 - C right-to-work laws
 - D open shop

2. During the 1950s, the number of _____ grew, as more Americans worked in offices.
 - A computers
 - B blue-collar jobs
 - C franchises
 - D white-collar jobs

3. After World War II, Native Americans suffered from the government policy of _____, which forced them into mainstream society.
 - A urban renewal
 - B termination
 - C migrant work
 - D reservation planning

4. _____ tried to eliminate poverty in cities by replacing slums with high-rise buildings for poor residents.
 - A Urban renewal
 - B Termination policy
 - C Franchising
 - D Dynamic conservatism

5. The poem "Howl," by Allen Ginsberg, is a work that came out of the _____ movement.
 - A rock 'n' roll
 - B generation gap
 - C beat
 - D jazz

Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 566–571)

6. Which of the following were two characteristics of the U.S. economy after World War II?
 - A high unemployment and scarce goods
 - B abundant goods and low unemployment
 - C low unemployment and scarce goods
 - D abundant goods and high unemployment

7. Which of the following was achieved under Truman's Fair Deal?
 - A a large increase in Social Security benefits
 - B a broad program of civil rights reforms
 - C a decrease in funding for the TVA
 - D a federal highway bill

Section 2 (pp. 572–579)

8. One major cause of the growth of the suburbs was the
 - A rise in blue-collar jobs.
 - B Korean War.
 - C affordability of homes.
 - D television.

9. Jonas Salk developed the first vaccine for which illness?
 - A tuberculosis
 - B cancer
 - C heart disease
 - D polio

TEST-TAKING TIP

Before answering, read the entire question and all answer choices. Then choose the answer that makes the most sense.

Need Extra Help?

If You Missed Questions ...	1	2	3	4	5	6	7	8	9
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Chapter 16 ASSESSMENT

10. How did the post–World War II baby boom affect American society between 1945 and 1960?
- A It decreased the demand for housing.
 - B It bankrupted the Social Security system.
 - C It increased the need for educational resources.
 - D It encouraged people to migrate to the Sun Belt.
11. How did television affect the radio industry?
- A One-fifth of the nation’s movie theaters closed.
 - B Radio stations started to broadcast soap operas.
 - C The number of radio stations increased as the car created a larger audience.
 - D Radio stations declined in number as the audience turned to television.

Section 3 (pp. 582–587)

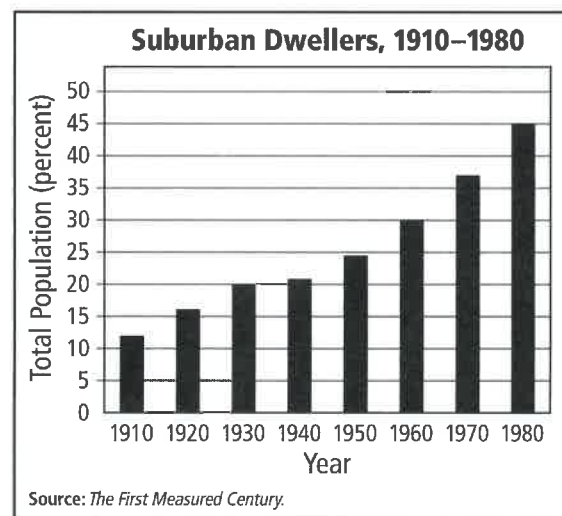
12. The imaginary government marker setting the minimum income required to support a family is called the
- A urban renewal.
 - B poverty line.
 - C income tax.
 - D delinquency.
13. The purpose of the Bracero Program was to
- A bring workers into the United States from Mexico.
 - B send workers from the United States to Mexico.
 - C find housing for new immigrants.
 - D deport illegal immigrants.

Critical Thinking

Directions: Choose the best answers to the following questions.

14. The GI Bill boosted the postwar economy by
- A instituting a military draft.
 - B providing veterans with generous loans.
 - C requiring all veterans to go to college.
 - D providing veterans with white-collar jobs.

Base your answers to questions 15 and 16 on the graph below and on your knowledge of Chapter 16.



15. What trend in the percentage of suburban dwellers does this graph show?
- A Fewer people were moving from the cities to the suburbs each year.
 - B More people lived in the suburbs in 1910 than 1950.
 - C More people lived in the cities in 1960 than 1950.
 - D More people lived in the suburbs in 1980 than 1970.
16. In what year was there approximately twice the percentage of suburban residents as there had been in 1910?
- A 1930
 - B 1940
 - C 1950
 - D 1960

Need Extra Help?

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17. Many Americans responded to the Soviet launching of *Sputnik* by demanding that schools
- A focus more on math and science.
 - B offer more physical fitness training.
 - C require students to learn a foreign language.
 - D require the recitation of the Pledge of Allegiance.

Analyze the cartoon and answer the questions that follow. Base your answers on the cartoon and on your knowledge of Chapter 16.



"He never wastes a minute, J.P.—that's his lunch."

18. The main idea of this cartoon is that 1950s white-collar workers were
- A lazy and useless.
 - B unstable and untrustworthy.
 - C extremely good at what they did.
 - D overly dedicated to their jobs.

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

George Gallup, one of the nation's first pollsters, spoke at the University of Iowa in 1953 about the importance of mass media in the United States. Below is an excerpt from his remarks:

"One of the real threats to America's future place in the world is a citizenry which duly elects to be entertained and not informed. From the time the typical citizen arises and looks at his morning newspaper until he turns off his radio or television set before going to bed, he has unwittingly cast his vote a hundred times for entertainment or for education. Without his knowing it, he has helped to determine the very character of our three most important media of communication—the press, radio, and television."

—quoted in *Legacy of Freedom, Vol. 2: United States History from Reconstruction to the Present*

19. According to Gallup, what is a threat to the future of the United States in the world?
20. How do American citizens "cast their votes" to determine what is read, seen, and heard in the mass media?

Extended Response

21. Harry Truman was a Democrat, and Dwight Eisenhower was a Republican. However, the two men did not always act along party lines and, in some cases, took similar approaches to governing. In an expository essay, compare and contrast the domestic agendas of these two presidents of the postwar era. Include an introduction and at least three paragraphs with supporting details that explain how Truman's and Eisenhower's ideas and approaches to domestic issues were different and similar.

STOP

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For additional test practice, use Self-Check Quizzes—Chapter 16 at glencoe.com.

Need Extra Help?

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