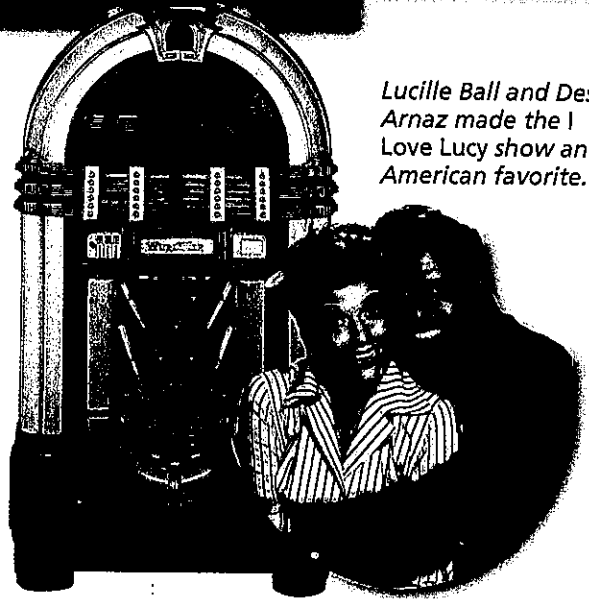


27 Peace and Prosperity

(1945–1960)

Dwight D. Eisenhower was often met by cheering crowds during his presidential campaign.



Lucille Ball and Desi Arnaz made the I Love Lucy show an American favorite.

A 1950s jukebox



UNITED STATES

1946 President Harry S Truman appoints the Committee on Civil Rights.

1947 The National Security Act creates the Central Intelligence Agency (CIA).

1948 President Truman bans segregation in the military.

1950 The United States begins to work on the hydrogen bomb.

1951 The *I Love Lucy* show first appears on television.

1945

1947

1949

1951

WORLD



1948 The National Party gains control of the South African government and begins its policy of apartheid.

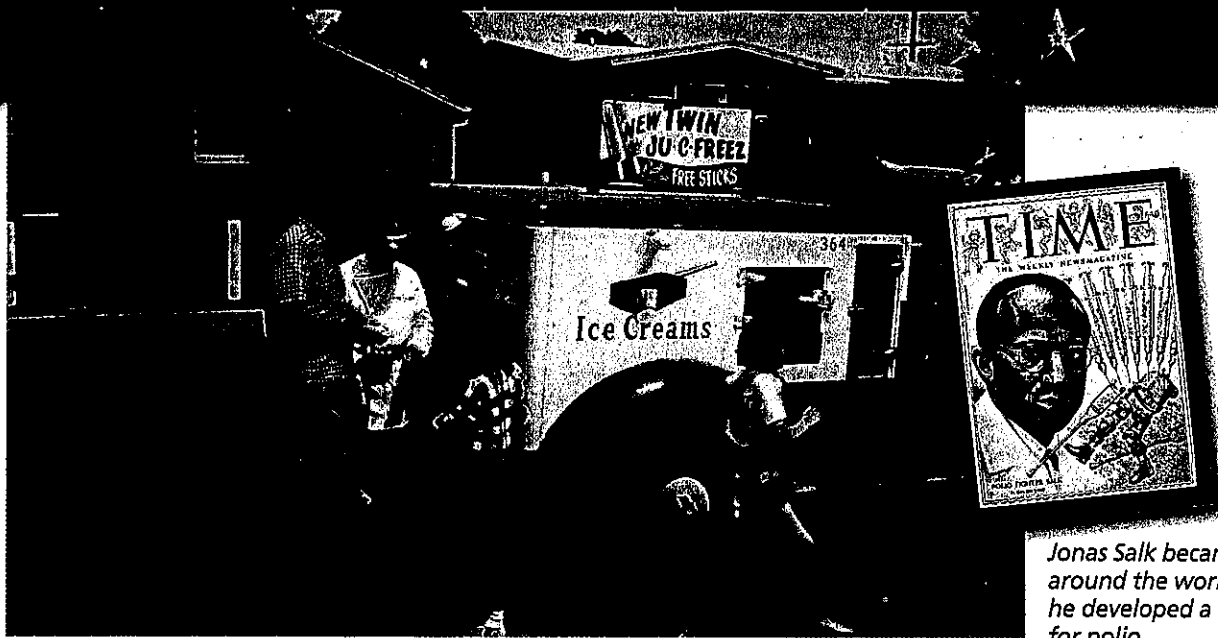
1951 Mohammad Mosaddeq becomes Iran's premier.



Dictator Joseph Stalin ruled the Soviet Union with an iron fist until his death in 1953.

Build on What You Know

The years following World War II were generally a time of peace and prosperity for the United States. Increased Cold War defense spending soon gave the economy a welcomed boost. Business boomed, and many Americans moved into the middle class. Other Americans, however, felt that these economic opportunities were passing them by.



Jonas Salk became famous around the world after he developed a vaccine for polio.

The movement of Americans to the suburbs became common in the 1950s.

1954 The Supreme Court declares segregation illegal in its *Brown v. Board of Education* ruling.

1955 The polio vaccine that Dr. Jonas Salk developed is released for use in the United States in April.

In December police arrest Rosa Parks in Montgomery, Alabama, for refusing to give up her seat on a bus to a white passenger.

1957 In January President Eisenhower issues the Eisenhower Doctrine, which promises U.S. aid to any Middle Eastern country facing communist aggression.

Federal troops are sent to enforce desegregation at Central High School in Little Rock, Arkansas, in September.

1959 Alaska and Hawaii become the forty-ninth and fiftieth states of the Union.

1953

1953 Soviet dictator Joseph Stalin dies.

1955

1956 France, Great Britain, and Israel invade Egypt, setting off the Suez Crisis.

1957

1957 The Soviet Union launches *Sputnik*, the first artificial satellite.

1959 Soviet premier Nikita Khrushchev visits the United States.

1959

1960 The Soviet Union shoots down a U.S. U-2 spy plane.



The launch of Sputnik started a space race between the United States and the Soviet Union.

If you were there . . .

How would you react to the Cold War?

You Be the Historian

Themes Journal

What's Your Opinion? Do you agree or disagree with the following statements? Support your point of view in your journal.

- **Science, Technology & Society** New weapons change foreign policy.
- **Economics** Economic growth affects all citizens of a country the same way.
- **Constitutional Heritage** Courts are the best place for minority groups to protest.

The Eisenhower Administration

Read to Discover

1. What domestic policies did President Eisenhower follow?
2. How did the existence of nuclear weapons influence U.S. foreign policy?
3. What methods did the United States use to fight communism abroad?

Reading Strategy

OUTLINING Use the headings in this section to create an outline. As you read the section, write the main ideas and details you learn beneath the headings.

Define

- hydrogen bomb
- massive retaliation
- brinkmanship
- covert operations

Identify

- Dwight D. Eisenhower
- *Sputnik*
- National Aeronautics and Space Administration
- John Foster Dulles
- Central Intelligence Agency
- Nikita Khrushchev
- Suez Crisis



General Dwight D. Eisenhower was a decorated war hero as well as a popular political leader.

The Story Continues

Sherman Adams, New Hampshire's governor, had a problem. He wanted to enter Dwight D. Eisenhower in the state's Republican presidential primary. However, he did not know if the quiet World War II general was a Republican. Adams asked the county clerk in Eisenhower's boyhood town. The clerk wrote back, "I don't think [Eisenhower] has any politics." Eisenhower, who was often called Ike, ran on his personal popularity with the American people. His approach helped win him the 1952 presidential election.

★ America under Eisenhower

When Dwight D. Eisenhower was elected president in 1952, he seemed like the ideal person to bring peace and prosperity. He was a Republican, but voters of both parties trusted the war hero's leadership and liked his middle-of-the-road policies. Eisenhower did take steps to prevent what he called the "creeping socialism" of some New Deal programs. For example, he gave states and private companies control over some federal lands and projects. Yet, despite pressure from some Republicans, Eisenhower refused

to cut other New Deal programs. In fact, while Eisenhower was in office, Congress raised the minimum wage, expanded Social Security, and increased unemployment benefits.

During Eisenhower's presidency, personal incomes rose a great deal. By the mid-1950s nearly 60 percent of the population qualified as middle-class, earning between \$3,000 and \$7,000 a year. The new prosperity brought important changes. More Americans bought large appliances and suburban homes, took vacations, and sent their children to college. Some Americans saw huge growth in their incomes.

This widespread prosperity helped Eisenhower gain re-election in 1956. Not everyone shared in the prosperity, however. In 1960, more than 20 percent of all families earned less than \$3,000 a year.

✓ **Reading Check: Summarizing** How did the economic boom of the 1950s affect American families?

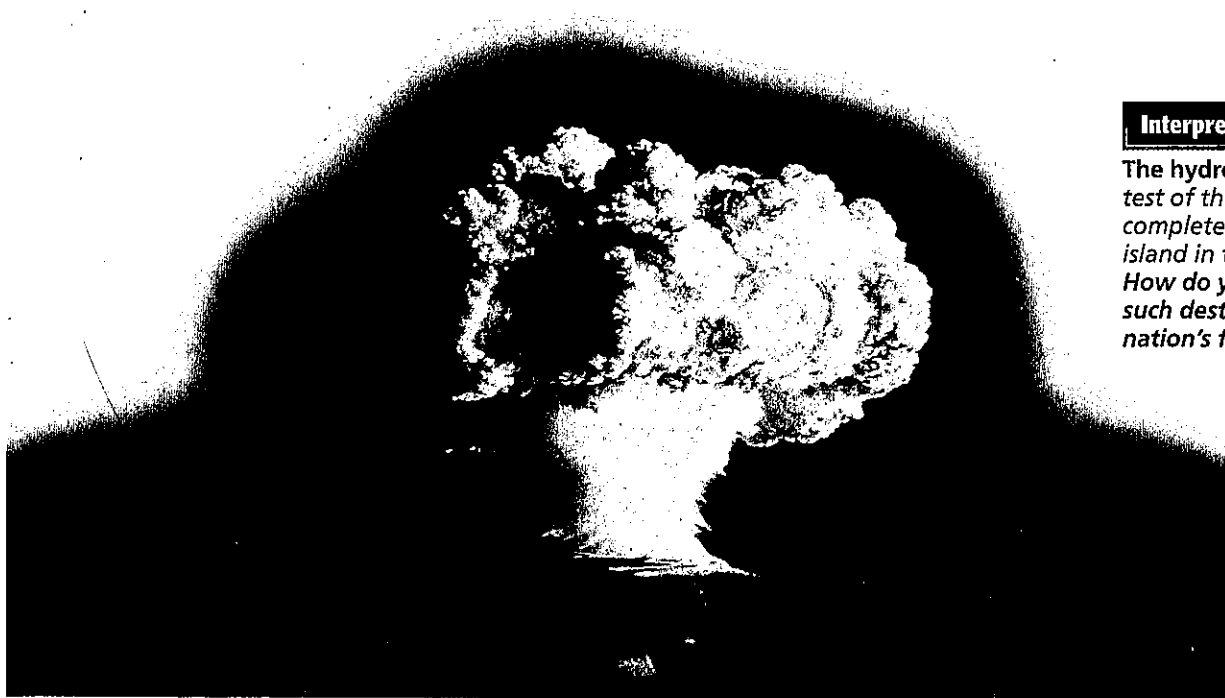
★ The Nuclear Age

Despite the nation's new prosperity, Americans lived under the threat of nuclear war. In January 1950 President Truman had approved work on the **hydrogen bomb**, which was far more powerful than the atomic bombs dropped on Japan in 1945. The United States tested the first hydrogen bomb in November 1952 in the West Pacific. One person who watched the explosion later wrote an account of it.



“The fireball expanded to three miles in diameter. Observers, all evacuated to 40 miles or more away, saw millions of gallons of lagoon water turned to steam, appear as a giant bubble. When the steam had evaporated, they saw that the island of Elugelab where the bomb (or building) had been, had vanished. . . . In its place [was] a crater 1/2 mile deep and two miles wide.”

—Leona Marshall Libby, quoted in *The Fifties*, by David Halberstam



That's Interesting!

A Secret Bomb Shelter for Congress Did you know that Congress had its own bomb shelter? It's true! In the late 1950s a secret bunker was designed to protect members of Congress in the event of nuclear war. The two-story, 112,544-square-foot facility was hidden under the Greenbrier Resort in West Virginia. Completed in 1962, it was kept ready to be occupied for more than 30 years! In 1993 an investigative reporter wrote a story revealing the top-secret facility. The bunker is now open to tourists.

Analyzing Primary Sources

Drawing Inferences and Conclusions What point was the observer making about the power of the hydrogen bomb?

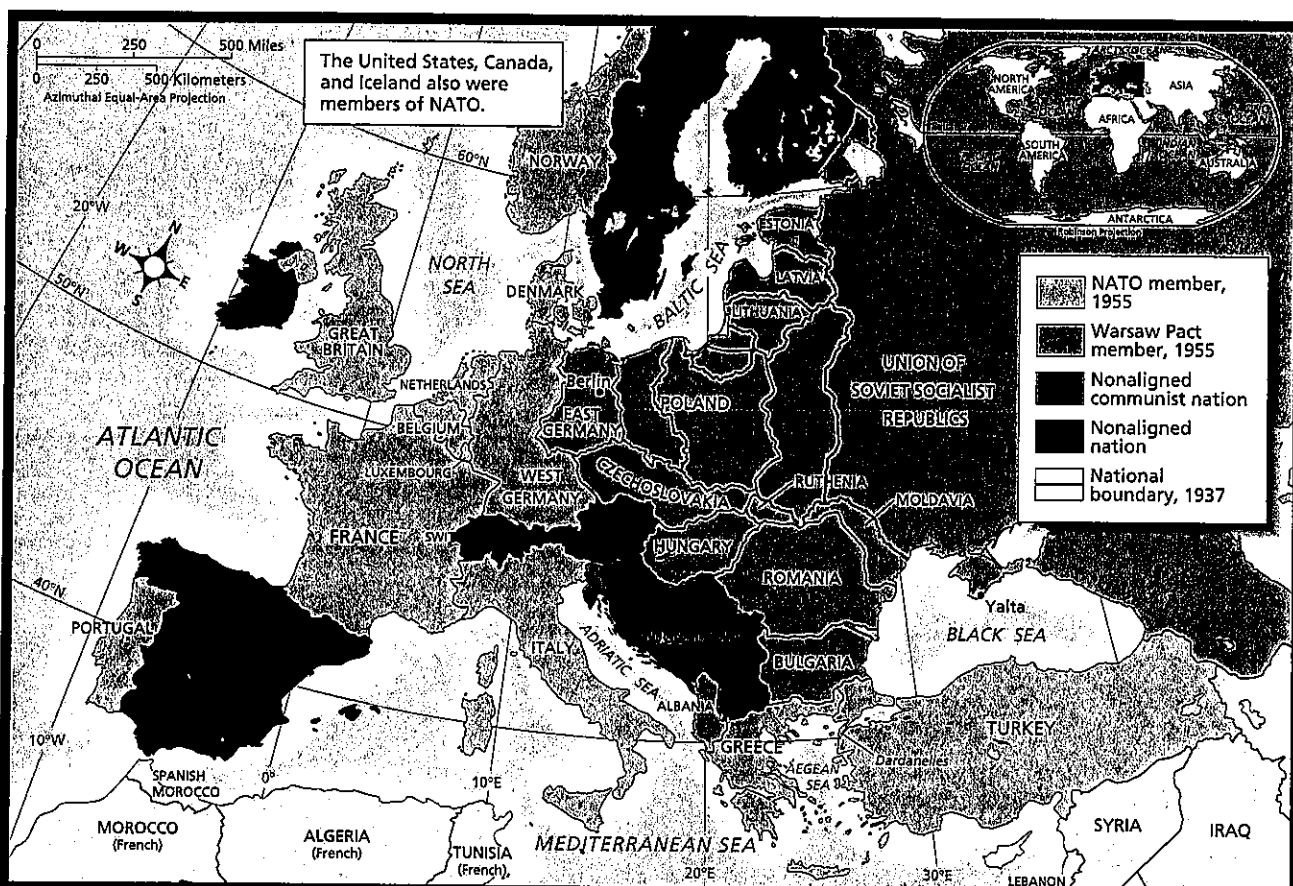
Interpreting the Visual Record

The hydrogen bomb *The first test of the hydrogen bomb completely destroyed a small island in the West Pacific. How do you think an image of such destruction might affect a nation's foreign policy?*

Less than a year later, the Soviet Union tested its own hydrogen bomb. The United States and the Soviet Union rapidly increased their nuclear stockpiles. The nuclear arms race frightened many Americans. Some people built underground bomb shelters. At school, children took part in “duck-and-cover” drills. Antinuclear groups argued that nuclear tests released radioactive particles that caused birth defects and disease.

Yet the arms race continued. In October 1957 the Soviet Union launched *Sputnik*, the world’s first artificial satellite. Many Americans worried that *Sputnik* gave the Soviets a big advantage in space. In 1958 the United States launched its first satellite. That same year, Congress created the National Aeronautics and Space Administration (NASA). The purpose of this new agency was to conduct important space research. Congress also provided much funding for math, science, and foreign language instruction.

✓ **Reading Check: Identifying Cause and Effect** What caused many Americans to fear a nuclear war, and how did some Americans react as a consequence?



The Cold War in Europe, 1955

Interpreting Maps The majority of European nations split into two alliances, becoming members of either NATO or the Warsaw Pact.

Skills Assessment Places and Regions Which nations remained nonaligned?

★ Eisenhower's Foreign Policy

President Eisenhower and Secretary of State John Foster Dulles began a "New Look" in U.S. foreign policy. During the Truman years, the United States had tried to contain the spread of communism. Eisenhower, however, wanted the United States to actually "roll back" communism from certain areas. The New Look used a strategy known as **massive retaliation**, or the threat of using nuclear weapons, to stop communist aggression.

Few diplomats favored the use of nuclear weapons. However, officials like Dulles argued that the United States might have to come to the brink of, or come close to, war to stop communism. Dulles explained this idea, known as **brinkmanship**. "The ability to get to the verge [brink or edge] without getting into war is the necessary art."

Despite the tough talk, the United States did not openly threaten to use nuclear weapons. For example, in 1953 the Soviets crushed anti-communist protests in three East German cities. U.S. leaders did not want to become involved and risk a nuclear war.

President Eisenhower sometimes used **covert operations**, or secret actions, to help the United States during the Cold War. The **Central Intelligence Agency** (CIA) carried out these covert actions. Created by the National Security Act in 1947, the CIA grew powerful during Eisenhower's presidency.

The CIA's first important covert operation took place in the Middle Eastern country of Iran. In 1951 Mohammad Mosaddeq (MAWS-ad-dek) became premier of Iran. He soon became more powerful than the shah, Iran's ruler. The shah tended to side with the United States on Cold War issues. Mosaddeq nationalized, or placed under government control, Iran's oil industry. Because communism is based on government ownership and control of industry, U.S. diplomats feared that he was a communist. The move also angered the British government, which had held a very profitable monopoly on Iranian oil production. Great Britain and the United States created Operation Ajax, which overthrew Mosaddeq and returned the shah to power in 1953.

The CIA also intervened in the Central American country of Guatemala. In 1951 Colonel Jacobo Arbenz Guzmán became president of Guatemala and began land and labor reforms. He nationalized the property of the American-owned United Fruit Company. Secretary of State Dulles protested this action to the world court, arguing that Arbenz's programs were a turn toward "international communism." In 1954 the CIA hired an army to invade Guatemala and remove Arbenz from power. This army failed, but CIA pilots using Nicaraguan aircraft still intervened. These CIA actions led to an anticommunist military government taking Arbenz's place.

✓ **Reading Check: Summarizing** What was the goal of Eisenhower's foreign policy, and what methods did he use to achieve it?

CONNECTING TO

MATH

Just the Facts

U.S. Cold War Defense Spending, 1945–1990

Year	National Defense in billions of dollars
1945	83
1950	13.7
1955	42.7
1960	48.1
1965	50.6
1970	81.7
1975	86.5
1980	134
1985	253
1990	299

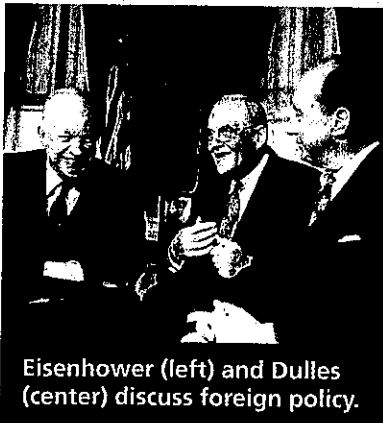
Using Mathematical Skills

1. What years had the smallest and largest national defense budget?
2. Plot a line graph showing the national defense budget from 1945 to 1990.
3. Imagine that you are a presidential adviser. Use these figures to help you write a speech either against or in support of cuts in defense spending.

The Eisenhower Doctrine

After the Suez Crisis ended, President Eisenhower announced the Eisenhower Doctrine, in which he asked Congress for money to help Middle Eastern countries fight communism. Many in Congress disagreed with Eisenhower's plan. Secretary of State Dulles argued that the free countries of the Middle East would turn to communism if they did not receive U.S. aid.

Congress finally adopted a revised version of the Eisenhower Doctrine that committed armed forces to help countries in the Middle East resist aggression. **How might the location of the Middle East have made it important to the Soviet Union and the United States?**



Eisenhower (left) and Dulles (center) discuss foreign policy.

★ Cold War Crises

In 1953 Soviet premier Joseph Stalin died. He was replaced by Soviet leader Nikita Khrushchev (kroosh-CHAWF). Khrushchev soon shocked the communist world by announcing that Stalin had committed criminal acts against the Soviet people. He said that people should no longer follow Stalin's policies. Khrushchev later surprised U.S. leaders by stating that capitalism and communism could exist together peacefully in the world.

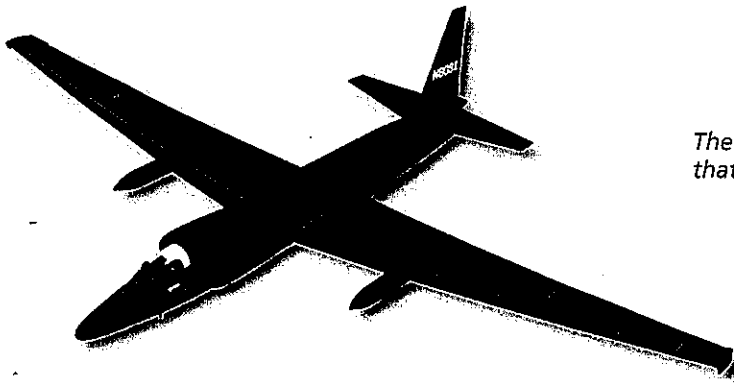
Khrushchev's announcement was a blow to the Stalinist governments in Eastern Europe. Citizens in many Soviet satellite nations hoped a new era was beginning. In Poland, for example, new leaders began to demand democratic reforms. A new Hungarian government called for Western-style democracy. Determined to crush the uprisings, the Soviet army invaded Hungary in November 1956. Hungarians fought back with stones, rifles, and homemade bombs. The United States publicly opposed the invasion but did not want a war with the Soviet Union, particularly not in Eastern Europe. No other nation intervened to aid Hungary, and the Soviets easily crushed the revolt.

Even as Soviet tanks were threatening to sweep aside the Hungarian rebels, U.S. leaders faced an even greater threat to world peace. In 1955 the United States agreed to help Egypt finance the Aswan High Dam, an irrigation project on the Nile River. U.S. officials hoped this aid would win Egypt's support in the Cold War. But Gamal Abdel Nasser, the Egyptian leader, put an end to those hopes. He bought arms from Soviet-controlled Czechoslovakia, invited Soviet technicians to enter Egypt, and recognized communist China. U.S. leaders felt betrayed by Nasser's friendly relations with communist governments and backed out of the Aswan Dam project.

In July 1956 Nasser declared that Egypt would pay for the dam instead by nationalizing the Suez Canal. He would then charge a toll to use this important waterway connecting the Mediterranean and Red Seas. Nasser's plan upset France, Great Britain, and Israel, all of which used the Suez Canal for trade. These three countries invaded the areas around the Suez Canal in November 1956.

The Suez Crisis raised the possibility of a third world war. The Soviets said they would "crush the aggressor"—the British, French, and Israeli forces in the area. The United States threatened to respond by sending in its own troops. The Soviet Union did not attack, however, and the United States later joined the Soviet Union in condemning the invasion. The brief cooperation between the United States and the Soviet Union shocked many observers. Others wondered if the alliance of Western democracies would last.

✓ **Reading Check: Analyzing Information** In what ways do you think the Soviet Union may have contributed to the uprisings in Hungary, which it put down with force in 1956?



The U-2 was an advanced spy plane that flew at very high altitudes.

★ A Thaw in the Cold War?

In the late 1950s there were a few signs of a thaw in the Cold War. For example, Vice President Richard M. Nixon visited the Soviet Union in 1959. Soviet leader Nikita Khrushchev then visited the United States. He and Eisenhower agreed to hold a superpower summit meeting in Paris, France, in 1960.

Before the two leaders could meet, however, U.S.-Soviet relations took a turn for the worse. On May 5, 1960, Khrushchev announced that the Soviets had shot down an American plane. U.S. officials announced that a weather plane was missing. Khrushchev then revealed that the pilot, Francis Gary Powers, had survived the crash. Powers admitted that he had been on a secret mission in a U-2 spy plane. Only then did Eisenhower admit that Powers's account was correct.

Because of the U-2 incident, the summit meeting was a disaster. Khrushchev shouted so loudly that a diplomat had to ask him to lower his voice. The thaw in the Cold War was over.

✓ **Reading Check: Finding the Main Idea** How did the U-2 incident affect Soviet attitudes toward the United States?

Section 1 Review



keyword: SC5 HP27

1 Define and explain:

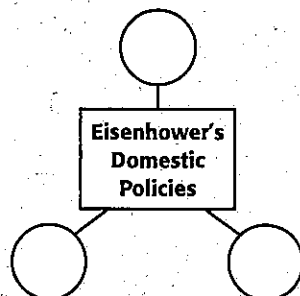
- hydrogen bomb
- massive retaliation
- brinkmanship
- covert operations

2 Identify and explain:

- Dwight D. Eisenhower
- *Sputnik*
- National Aeronautics and Space Administration
- John Foster Dulles
- Central Intelligence Agency
- Nikita Khrushchev
- Suez Crisis

3 Analyzing Information

Copy the diagram below. Use it to identify the domestic policies that President Eisenhower followed.



4 Finding the Main Idea

- How was Eisenhower's foreign policy influenced by the nuclear arms race?
- How did the United States attempt to fight communism around the world?

5 Writing and Critical Thinking

Supporting a Point of View Imagine that you are a member of the State Department under John Foster Dulles. Write a memo to Secretary Dulles in which you argue for or against the idea of brinkmanship.

Consider the following:

- the end of America's nuclear monopoly
- the goals of the New Look foreign policy
- the expansion of Soviet influence in Central America, Eastern Europe, and the Middle East

A Prosperous Nation

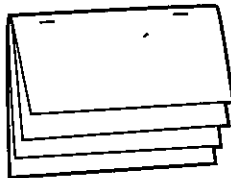
Read to Discover

1. How did changes in the workplace affect Americans?
2. Why did more Americans move to the South and the West during the 1950s?
3. What were the major complaints of social critics in the 1950s?

Reading Strategy

LAYERED BOOK Create the "Layered Book"

FoldNote described in the Appendix. Label the tabs of the layered book "Workplace Changes," "Suburban Life," "Entertainment," and "Social Critics." As you read the section, write information you learn about the 1950s under the appropriate tabs.

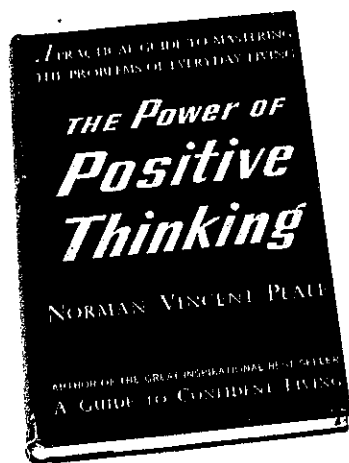


Define

- automation
- baby boom
- urban renewal
- beats
- silent generation

Identify

- Sunbelt
- Highway Act
- Levittown
- Lucille Ball
- J. D. Salinger
- Ralph Ellison
- James Baldwin
- Elvis Presley



Author Norman Vincent Peale promised to teach Americans how to live their lives with greater confidence and satisfaction.

The Story Continues

In the 1950s Reverend Norman Vincent Peale was a best-selling American author. In his book *The Power of Positive Thinking* Peale told Americans that "happiness is achievable. . . . Anyone who desires it . . . and applies the right formula may become a happy person." Peale's books were very influential in the 1950s, a time when many Americans were sure that they could gain wealth and happiness.

★ A Changing Workforce

The working environment and the workforce changed dramatically during the 1950s. **Automation**, or the use of machines in production, decreased the need for workers. While machines replaced many low-level workers, more middle managers were needed. These new managers, usually men, in turn needed more clerical workers as assistants. Women usually filled these positions. But clerical jobs paid little and offered little chance for advancement. Some people criticized women who worked outside the home. One career woman recalled the pressure from her family.

History Makers Speak

“The only person who approved of me in those days was my father. He had encouraged me to be an accountant and whatever I did was all right with him. But my mother thought I was terrible. She used to read newspaper clippings to me about the importance of mothers being home [with their children].”

—Gail Kaplan, quoted in *A History of Women in America*,
by Carol Hymowitz and Michaele Weissman

Analyzing Primary Sources

Identifying Points of View

What did this observer's mother want for her daughter?

As the American workplace and workforce changed, so did the influence of labor unions. Overall union membership declined. Few of the new managers or clerical workers joined labor unions. Evidence of union corruption and the Red Scare also contributed to declining union strength.

✓ **Reading Check: Analyzing Information** How did changes in the workplace affect the lives of men and women?

★ Suburban Life

In the 1950s many people moved to take new jobs and find a better life. The **Sunbelt** states of the South and the West—with their warmer climates and lower taxes—experienced the greatest growth of businesses and people. The Sunbelt population more than doubled in the 30 years after World War II.

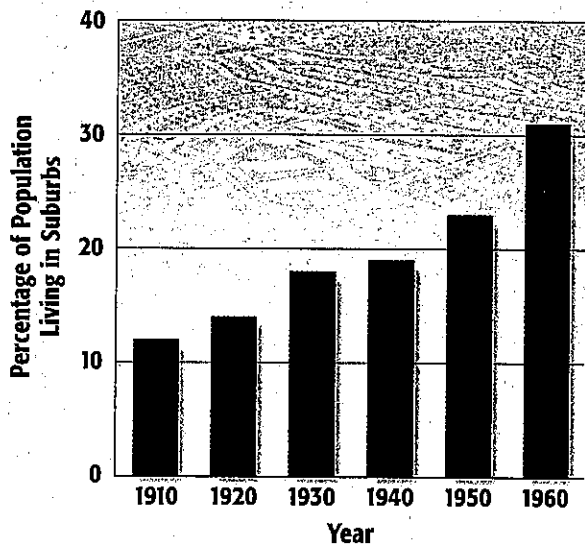
Government efforts further increased mobility. In 1956 Congress passed the **Highway Act**, which provided money to create a national system of highways. This system greatly increased business and personal travel across the country. The highways also allowed many Americans to move to suburbs — smaller towns outside of cities — and to commute to work. By 1960 about one fourth of the entire U.S. population lived in the suburbs.



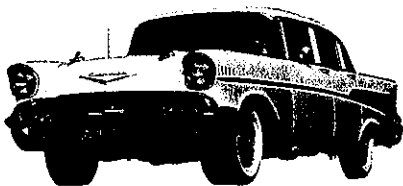
Interpreting the Visual Record

Suburban life *Magazines* promoted an idealized image of suburban life that was full of modern conveniences like this TV dinner. What appears to be idealized in this photograph?

The Growth of Suburbs, 1910–1960



Source: John Kramer, *North American Suburbs*



The growth of highways and suburbs made the daily commute by car a central part of many Americans' lives.

Developers rushed to build new suburban neighborhoods. On Long Island, New York, William Levitt created **Levittown**, a planned, mass-produced housing development. In Levittown and other suburbs, inexpensive homes looked much the same. They came with labor-saving devices such as washing machines and dryers, big rooms, and large lawns. After World War II the United States was experiencing a **baby boom**—an increase in the number of babies born—and Americans welcomed these comforts.

Suburban life focused on families and children. Suburban children often took music and dance lessons, joined the Boy Scouts and Girl Scouts, and played sports. Many people thought of the ideal suburban woman as a full-time mother. Despite this image, some suburban mothers worked part-time. Their wages often paid for “extras” for the children, such as summer

camps and music and dance lessons.

Neighbors often quietly competed to see who could buy the latest cars, clothes, and gadgets. This competition led some people to complain that the new consumer culture was wasteful. They wondered whether people really needed new cars every two years, or new kitchen appliances every three years. Other critics questioned whether material things could make people happy. One woman called suburban life “quite stale,” despite her family’s many possessions.

Some people disliked suburban life because they thought it helped lead to conformity, or sameness. Most suburban residents were white, middle-class Americans. Some suburban communities even excluded people who did not fit their mold—whether because of race, ethnicity, or religion.

Despite these criticisms, many residents felt they made good friends and enjoyed a high quality of life in their neighborhoods. They liked the strong social networks that suburban life provided during a time when many people were moving to new communities.

As more middle-class whites moved from the cities to the suburbs, they left behind many poor and nonwhite residents. Fewer tax dollars remained, leading to a decline in urban conditions and services. In 1949 the federal government started an **urban renewal** program to improve public services and housing. Large new housing projects replaced buildings in poor, run-down neighborhoods. However, some residents felt that the plain-looking, multilevel housing projects destroyed the culture and friendly feeling of neighborhoods. In response to these concerns, officials gradually changed the program to focus on restoring old buildings rather than tearing them down.

✓ **Reading Check: Contrasting** How was life in the suburbs different from life in the city?

★ The Golden Age of Television

The 1950s were television's golden years. In 1949 less than a million American households had a television set. By 1953 that number had grown to more than 20 million. These families shared the experience of watching the same program, whether a sports event or a news broadcast.

Lucille Ball, a famous television star of the 1950s, starred in a weekly series with her husband, Cuban American bandleader Desi Arnaz. Soon after the show began in 1951, *I Love Lucy* became the most popular show on television. Almost 30 percent of the country watched the 1953 episode in which Ball's character gave birth. In fact, more people tuned in to that show than watched Eisenhower's inauguration the next day. "It looks like Lucy's more popular than Ike [Eisenhower]," declared Arnaz. "I wonder if we could run her for President in [nineteen] fifty-six?"

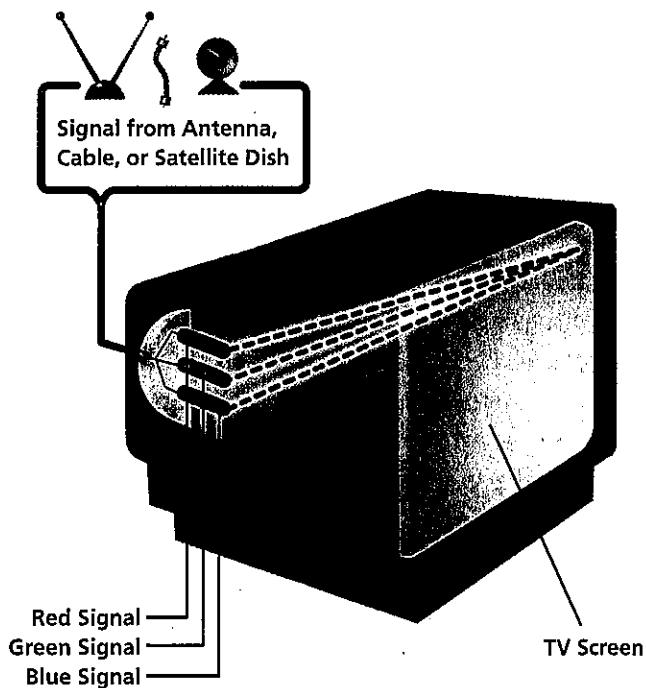
Dramas, game shows, soap operas, and westerns were also popular. Many well-known television shows, such as Milton Berle's *Texaco Star Theatre*, were sponsored by a particular company. Companies hoped that television advertising and celebrity support would help sell their products.

CONNECTING TO SCIENCE AND TECHNOLOGY

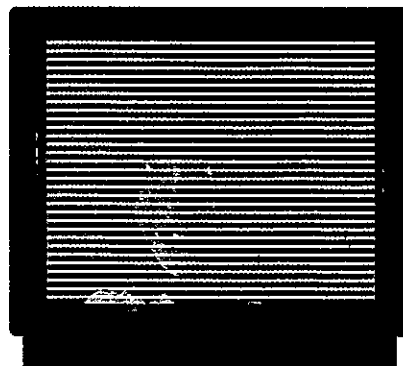
Television

Television developed from radio broadcasting technology. A video signal carries information about the shape, brightness, and color of the images being filmed. The television turns this signal into beams of electrons that activate phosphors. These phosphors then light up the television screen to create pictures.

TV sets typically show about 30 still images every second—a rate so fast that the viewer's eyes cannot see individual pictures. The brain interprets these images as a moving picture instead of a series of many still images. Today television signals are often carried by cables or broadcast from satellites. **How do televisions work?**

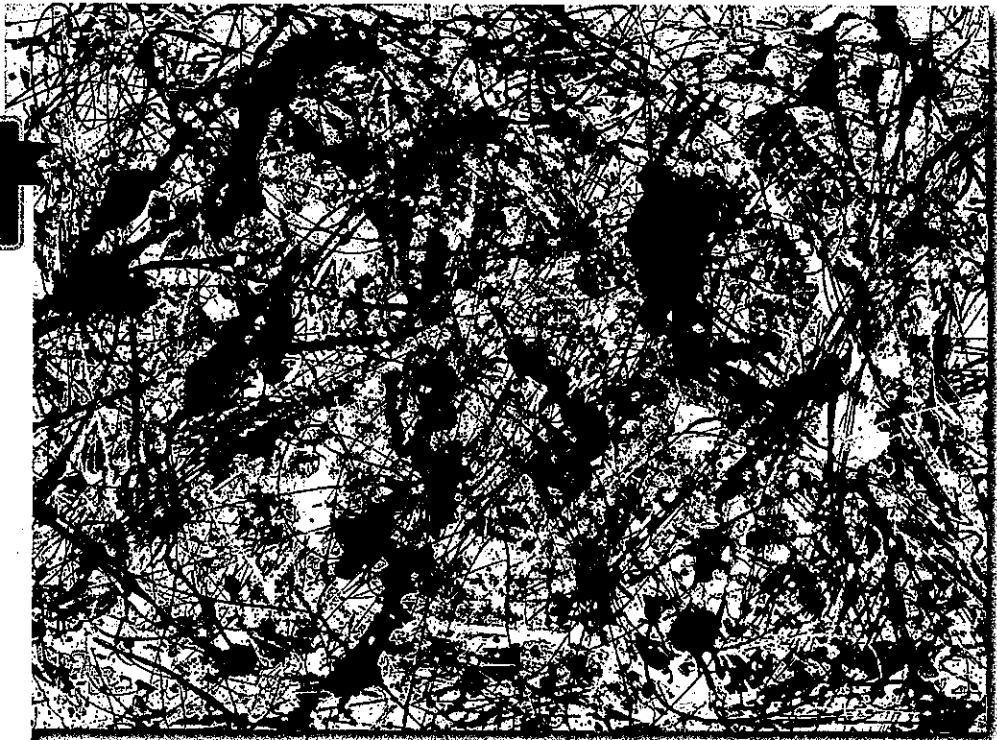


Beams scan at high speeds across the screen to create images.



CONNECTING TO THE ARTS

Jackson Pollock Artist Paul Jackson Pollock was born in Cody, Wyoming, in 1912. He grew up in California and Arizona. About 1947 he began the work that would make his reputation—the so-called drip and splash paintings. He spread a huge piece of canvas across the floor and then stood over it, dripping different types and colors of paint onto the canvas. His paintings were wild combinations of color, shape, and texture. Pollock's drip and splash paintings became leading examples of a new movement in art called action painting. **What was original about Pollock's style of painting?**



★ Social Critics

Some artists, scholars, and writers criticized the materialism and conformity of American society. Several university professors said that American values, such as going against the crowd to defend a moral principle, were being destroyed. In *The Lonely Crowd*, writer David Riesman argues that the tendency to conform limited creativity and new ideas.

Other writers criticized society through their fiction and essays. **J. D. Salinger** wrote *The Catcher in the Rye* in 1951. In that novel, teenager Holden Caulfield, the book's main character, criticizes the "phoniness" of the adult world. In *Invisible Man*, **Ralph Ellison** explores the isolation and loneliness of African Americans. The novel's hero is an innocent youth who struggles to get ahead, but he finds that discrimination and powerful, selfish leaders, both African American and white, hold him back. **James Baldwin** also wrote about racism in his 1955 collection of essays *Notes of a Native Son*. "I love America . . . and, exactly for this reason, I insist on the right to criticize her," Baldwin wrote.

Younger writers called beatniks, or **beats**, also criticized American life through their unusual writings and rebellious behavior. In *On the Road*, author Jack Kerouac inspired some people to reject traditional society and set out on their own to find themselves. The work of beat authors was often rambling and disconnected, reflecting their rootless, carefree lifestyle. Yet they inspired some young people to question the rules of American society.

✓ **Reading Check: Analyzing Information** In what ways were popular media, like television, and the message of social critics different?

★ Young Americans

Social critics argued that young people suffered from the same problem as suburban residents and corporate workers—conformity and the deep desire to avoid conflict. This led some people to call teenagers and college students of this time the **silent generation**.

Some teenagers and college students rebelled quietly. They read *Mad* magazine and comic books that made fun of 1950s society. Others imitated the young rebels they saw in popular movies of the era. James Dean, who starred in three films before dying in a car wreck when he was 24, was a popular 1950s actor. In *Rebel Without a Cause*, Dean plays a troubled middle-class teen who feels like an outcast because he cannot live up to the expectations of his parents and those around him.

Other young people rebelled through their choice in music. During the 1950s two important new styles of music—bebop and rock 'n' roll—became popular. Bebop, or bop, was an up-tempo form of jazz music that originated in the 1940s. Rock 'n' roll used new instruments like electric guitars and drew heavily from African American rhythm and blues. The biggest rock 'n' roll star of the 1950s was **Elvis Presley**.

Critics argued that rock 'n' roll contributed to juvenile delinquency. Other adults simply thought that it was bad music. They said it was too loud and filled with meaningless lyrics, such as “do-wop, do-wop.” Still others worried that rock 'n' roll cut across racial lines. Teenagers who liked white artists such as Presley also liked African American artists such as Chuck Berry, Fats Domino, and Little Richard. Such fear of integration was also a major obstacle to civil rights efforts in the South.



Pop music star Elvis Presley, who was born in Tupelo, Mississippi, sold hundreds of millions of records and starred in more than 30 movies.

✓ **Reading Check: Categorizing** What types of entertainment were popular with young Americans in the 1950s?

Section 2 Review

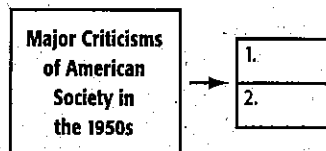


keyword: SC5 HP27

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 - Levittown
 - Lucille Ball
 - J. D. Salinger
 - Ralph Ellison
 - James Baldwin
 - Elvis Presley

- 3 **Summarizing** Copy the graphic organizer below. Use it to identify criticisms of American society in the 1950s.



- 4 **Finding the Main Idea**
- a. What was the impact of changes in the workplace during the 1950s?
 - b. Why did the South and West benefit from the increasing mobility of the American population?

- 5 **Writing and Critical Thinking**
Supporting a Point of View Imagine that you work for William Levitt. Prepare a pamphlet persuading people to move to your new suburb, Levittown II.

Consider the following:

- contrast between city and suburban life
- rising incomes and goals of the middle class
- the issue of conformity

The Early Civil Rights Movement

Read to Discover

1. How did African American World War II veterans influence the early civil rights movement?
2. What were some of the main events in the struggle for school desegregation?
3. Why did the Montgomery Bus Boycott succeed?

Reading Strategy

PREVIEWING TEXT Preview the section's headings and vocabulary. Write what you already know about the people and topics. What would you like to find out? As you read the section, look for information that answers your questions.

Identify

- Committee on Civil Rights
- Thurgood Marshall
- *Brown v. Board of Education*
- Little Rock Nine
- Rosa Parks
- Montgomery Bus Boycott
- Montgomery Improvement Association
- Martin Luther King Jr.



This civil rights protester is picketing outside the 1948 Democratic National Convention.

The Story Continues

Many African American veterans came home from service in World War II filled with anger. Civil rights lawyer Constance Baker Motley explained the situation. “Black servicemen were overseas dying for this country,” she said. Yet, “they would be coming home to a situation that said, in effect, You’re a second-class citizen.” James Hicks, an African American veteran, shared his feelings. “I paid my dues over there and I’m not going to take this anymore over here.” Veterans like Hicks prepared to take up the next fight—this one against discrimination in the United States.

★ Segregation after World War II

Many returning African American veterans focused their efforts on voting discrimination. Fees, literacy tests, and threats of violence—particularly in the South—kept African Americans from voting or even registering to vote. Some politicians encouraged such discrimination when they ran for office.

The drive for African American voting rights brought intense conflict. As the violence grew, many African American leaders asked President Truman for help. In the summer of 1946, a group of civil rights activists protested outside the White House. Their signs called on Truman to "SPEAK, SPEAK, MR. PRESIDENT." That same summer nearly 15,000 protesters marched to the Lincoln Memorial to demand that the Ku Klux Klan be outlawed.



In December 1946 President Truman responded to this pressure. He created the **Committee on Civil Rights** to study racial discrimination and to suggest federal solutions to the problem. The committee's report, *To Secure These Rights*, noted that there was racial discrimination throughout the country. The report recommended new laws to protect all voters, including African Americans. The committee also supported desegregating the armed forces. Finally, the report called for establishing a permanent Fair Employment Practices Commission. Truman promised to support the committee's recommendations.

African American leaders became frustrated as months passed with little action by Truman or Congress. Finally, in July 1948 Truman ended segregation in the military. That same year he also banned racial discrimination in the hiring of federal employees.

✓ **Reading Check: Summarizing** What were the major recommendations of Truman's Committee on Civil Rights?

Interpreting the Visual Record

Segregation Some states had separate public facilities for African Americans. What signs of segregation are noticeable in the photograph?

★ **Brown v. Board of Education**

The National Association for the Advancement of Colored People (NAACP) wanted to end racial segregation, particularly in schools. Many states kept separate schools for African American and white students. Public leaders often said that these schools were "separate but equal." However, African American schools usually received far less money and fewer supplies.

The NAACP legal defense team won a series of court cases that challenged the constitutionality of separate-but-equal schools. In 1938 the Supreme Court ruled that every state had to offer equal educational opportunities. This meant that states offering law schools and medical schools for whites had to provide such institutions for African Americans as well.

The NAACP then tried to show that separate schools did not provide African American students with equal educational opportunities. In 1946 an African American named Heman Sweatt applied to the law school at the University of Texas, which did not accept black students. Rather than admit Sweatt, school officials chose to create a separate African American law school. In 1950 the Supreme Court ruled in *Sweatt v. Painter* that the new school did not provide African Americans



This NAACP button was worn by some Truman supporters who rallied behind the Democratic Party platform committee's proposal for a strong civil rights plank.



Interpreting the Visual Record

Separate schools Nearly 90 African American children crowded into this segregated kindergarten class. How might these crowded conditions affect a child's education?

Analyzing Primary Sources

Drawing Inferences and Conclusions According to the Supreme Court ruling, why should there not be segregation in public schools?



“To separate [African American students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way very unlikely ever to be undone. . . . In the field of public education the doctrine [belief] of ‘separate but equal’ has no place. Separate educational facilities are inherently [by their very nature] unequal.”

—Earl Warren, quoted in *Eyes on the Prize*, by Juan Williams

The Court's decision overturned the 1896 *Plessy v. Ferguson* ruling that had established the “separate-but-equal” doctrine. In 1955 the Court made its ruling stronger, ordering public schools to desegregate “with all deliberate speed.”

Public reaction to the *Sweatt* and *Brown* decisions was mixed. Some white leaders promised to follow the law. Others, like South Carolina governor James F. Byrnes, stated that desegregation “would mark the beginning of the end of civilization in the South as we have known it.” Some white citizens vowed to close their local public schools and open private all-white academies. Most African Americans were pleased with the Supreme Court decisions. However, they wondered whether white leaders would really enforce desegregation laws.

✓ **Reading Check: Summarizing** What decision did the Supreme Court make in *Brown v. Board of Education* and why?

with access to equal academic prestige, facilities, or instructors. The Court ordered the university to admit Sweatt to its law school.

In the 1950s the NAACP decided to focus its legal efforts on ending segregation in public schools. **Thurgood Marshall**, the NAACP attorney who had argued the *Sweatt* case, led the courtroom battles on this issue. A number of school segregation cases came together under the title of ***Brown v. Board of Education***. The title case involved Linda Brown, a seven-year-old from Topeka, Kansas. She lived very close to a school for white children. However, officials in the school district forced her to attend an African American school located across town. Linda's father sued

the school board to allow Linda to go to the nearby white school.

The NAACP used studies by African American psychologist Kenneth Clark to support its case. Clark found that many segregated African American children felt they were less important than white children. “Segregation was, is, the way in which a society tells a group of human beings that they are inferior to other groups of human beings in the society,” he explained.

In May 1954 the Supreme Court ruled in the *Brown* case that segregation in public schools was illegal.

★ The Little Rock Nine

Despite the Court's order to desegregate schools "with all deliberate speed," only three school districts in the entire South began to desegregate in 1954. Other districts adopted gradual desegregation plans. The school board in Little Rock, Arkansas, decided to integrate one high school first. Then it would slowly work down to the elementary level. The school board selected nine outstanding African American students, known as the Little Rock Nine, to attend Central High School in 1957.

Although Little Rock was highly segregated, it had a reputation for being moderate. This gave some African American leaders the hope that opposition to integration would be limited. Yet many white residents tried to stop the integration plan. Arkansas governor Orval Faubus arranged for a group to appeal to a judge to halt integration. When that failed, he declared on television that state National Guard units would stop the Little Rock Nine from starting school. Faubus claimed that his actions would prevent violence.

Daisy Bates, the president of the Arkansas NAACP, arranged rides to the high school for the students on September 4. But Elizabeth Eckford, one of the Little Rock Nine, did not get the message. When Eckford went to school by herself, a mob met her. With the screaming crowd behind her, the soldiers would not allow her to enter. Alone and without protection, she faced a large mob of enraged protesters. She recalled, "Somebody started yelling, 'Lynch her! Lynch her!'" Eckford ran to a nearby bus stop to escape, but the crowd followed. Finally, a white woman guided Eckford to safety.

This tense situation continued for several weeks as Faubus refused President Eisenhower's requests to follow the law. Finally, in late September, Eisenhower sent federal troops to enforce desegregation at



On September 10, 1962, the Supreme Court ordered the University of Mississippi to accept James Meredith as its first African American student. On September 25, Governor Barnett blocked Meredith from attending, and on September 30, there was a deadly riot on the campus. Meredith finally attended his first class on October 1, 1962.



Interpreting the Visual Record

Starting school Elizabeth Eckford tries to make her way into Little Rock's Central High School. What dangers does Eckford face?



BIOGRAPHY

Rosa Parks

(1913–)

Character Trait:
Pursuit of Excellence

Rosa Parks spent most of her early life in Montgomery, Alabama. Parks became involved with the local NAACP and served as the secretary of the Montgomery branch as well as its youth council adviser. In the summer of 1955, she attended a workshop on race relations at the Highlander Folk School in Tennessee. This integrated school taught people how to organize movements for social reform. Parks lost her seamstress job after her arrest for refusing to give up her seat on a Montgomery bus to a white passenger. She and her husband later moved to Detroit, Michigan, where she continued her civil rights work. **How did Parks show perseverance in her civil rights work?**

Research on the ROM

Free Find:

Rosa Parks

After reading about Rosa Parks on the Holt Researcher CD-ROM, write a short essay explaining the significance of her contribution to the civil rights movement.

Central High. One of the Little Rock Nine, Melba Pattillo Beals, remembered her feelings when she attended classes.



“I went in not through the side doors, but up the front stairs, and there was a feeling of pride and hope that yes, this is the United States; yes, there is a reason I salute the flag; and it’s going to be okay.”

—Melba Pattillo Beals, quoted in *Voices of Freedom*

After the federal troops left, Eisenhower ordered the Arkansas National Guard units to protect the students.

Although the Little Rock Nine faced insults and abuse from white students, eight of them stayed. In May 1958 Ernest Green became the first African American student to graduate from Central High School. “When they called my name. . . Nobody clapped,” Green remembered. “But I figured they didn’t have to . . . because after I got that diploma, that was it. I had accomplished what I had come there for.”

Governor Faubus continued to fight integration. He even closed the Little Rock public schools during the 1958–59 school year. The schools finally reopened under court order in 1959 and began a process of slow integration.

✓ **Reading Check: Sequencing** List the steps to desegregation, from the decision of the school board to integrate Central High to the graduation of Ernest Green, in the order that they occurred.

★ The Montgomery Bus Boycott

In most southern cities all public facilities, including buses, were segregated. In Montgomery, Alabama, African American passengers had to enter through the front door of the bus to pay their fare. Then they got off the bus, walked to the back door, and boarded. African American passengers had to stay in the back. Only white passengers rode in the front of the buses. If the front section filled up, African American passengers had to give up their seats to white passengers.

The NAACP helped to plan a challenge to Montgomery’s bus segregation system. On December 1, 1955, the ideal case arose. African American seamstress **Rosa Parks** refused to give up her seat to a white passenger. She was quickly arrested. Former NAACP leader E. D. Nixon used her case to challenge the bus segregation law. He then organized an African American boycott of the city bus system. This effort became known as the **Montgomery Bus Boycott**.

To coordinate their efforts, local leaders formed the **Montgomery Improvement Association** and chose 26-year-old Baptist minister **Martin Luther King Jr.** to lead the group. King was known as an inspiring speaker who could motivate listeners. Since he was new to town, members of the association thought that he might risk less by participating in the protest.

Almost all of the city's African Americans, and some sympathetic whites, supported the boycott. Their refusal to ride the buses eliminated about 70 percent of the system's regular passengers. African Americans set up a carpool system to replace the buses and pitched in to help pay the cost of gas. Jo Ann Robinson, who helped organize the boycotts, explained, "I think people were fed up, they had reached the point that they knew there was no return."

The city refused to integrate its bus system, and the boycott lasted for months. Some white residents resorted to violence in their attempt to break the boycott. People who wanted to maintain segregation bombed the homes of King and Nixon. The boycott continued, however, and inspired similar protests in cities such as Birmingham, Alabama, and Tallahassee, Florida.

In November 1956 the Supreme Court ruled that Montgomery's segregated bus system was illegal. The victory brought Martin Luther King Jr. to the forefront of the civil rights movement and also energized the African American community. "We had won self-respect," Robinson remembered. "It . . . makes you feel that America is a great country and we're going to do more to make it greater."



Martin Luther King Jr. with his wife, Coretta, and his family

✓ **Reading Check: Identifying Cause and Effect** What caused the Montgomery Bus Boycott, and what effect did it have on the civil rights of African Americans?

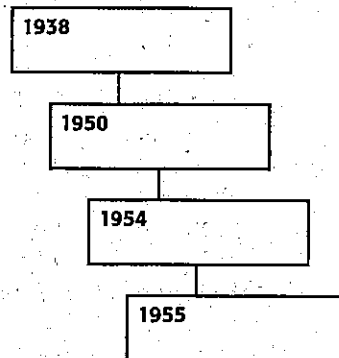
Section 3 Review



keyword: SC5 HP27

- 1 **Identify and explain:**
- Committee on Civil Rights
 - Thurgood Marshall
 - *Brown v. Board of Education*
 - Little Rock Nine
 - Rosa Parks
 - Montgomery Bus Boycott
 - Montgomery Improvement Association
 - Martin Luther King Jr.

- 2 **Sequencing** Copy the graphic organizer below. Use it to identify the main events leading to the desegregation of schools.



- 3 **Finding the Main Idea**
- a. What impact did African American World War II veterans have on the early civil rights movement?
 - b. How did African Americans organize to desegregate the Montgomery bus system?

- 4 **Writing and Critical Thinking**
- Analyzing Information** Imagine that you have played an important role in the Montgomery Bus Boycott. Civil rights supporters in another state have asked you to give a speech explaining why the Montgomery protest worked. Write a detailed outline of your speech.

Consider the following:

- the organization of the boycott
- use of Rosa Parks's arrest to start a legal challenge
- setting up a carpool system as an alternative to buses