

Chapter Summary

Section 1: A Booming Economy

- The mass production of automobiles changed the U.S. economy, creating new industries. Easier travel gave Americans a new sense of freedom. New consumer goods, methods of buying, and advertising appeared. The stock market boomed.

Section 2: The Business of Government

- Presidents Harding and Coolidge followed a laissez-faire policy that allowed business to grow during the 1920s. Much of the wealth focused on the stock market. There were major scandals in the Harding administration.



Chapter Summary (continued)

Section 3: Social and Cultural Tensions

- A major cultural divide existed between the modernism found in cities and the fundamentalism that dominated rural America. Disputes over Prohibition, education, and immigration illustrated this divide.

Section 4: A New Mass Culture

- Americans had more leisure time than ever before. Radio, phonograph records, movies, and sports heroes created a new popular culture. Writers and artists searched for new truths and forms of expression.

Chapter Summary (continued)

Section 5: The Harlem Renaissance

- The Roaring Twenties were also called the Jazz Age. This uniquely American musical form began with African Americans and gained worldwide popularity. Marcus Garvey and the writers of the Harlem Renaissance expressed a new sense of pride in African American culture.

Objectives

- Explain the impact of Henry Ford and the automobile.
- Analyze the consumer revolution and the bull market of the 1920s.
- Compare the different effects of the economic boom on urban and rural America.



Terms and People

- **Henry Ford** – applied mass production techniques to manufacture automobiles; initiated changes that had a major impact on wages, working conditions, and daily life
- **mass production** – the rapid, large-scale manufacture of identical products
- **Model T** – automobile manufactured by Henry Ford to be affordable on the mass market
- **scientific management** – analysis of a manufacturing process to improve speed and efficiency

Terms and People (continued)

- **assembly line** – manufacturing technique in which products move past workers, each of whom adds one small component
- **consumer revolution** – a flood of new, affordable goods
- **installment buying** – buying on credit by making an initial down payment and then paying the balance over time

Terms and People (continued)

- **bull market** – a period of rising prices in the stock market
- **buying on margin** – buying stock on credit by paying a percentage up front and borrowing the rest of its cost



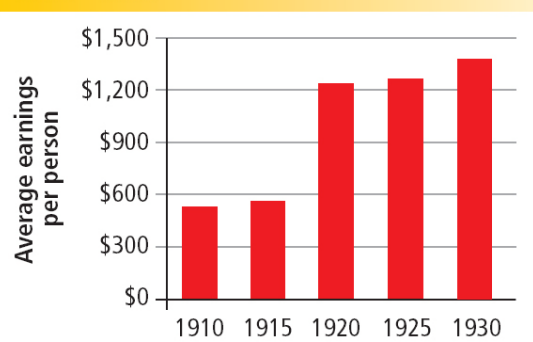
How did the booming economy of the 1920s lead to changes in American life?

During the 1920s, the American economy experienced tremendous growth. Using mass production techniques, workers produced more goods in less time than ever before.

The boom changed how Americans lived and helped create the modern consumer economy.

The 1920s were a time of rapid economic growth in the United States.

Earnings of Nonagricultural Employees, 1910–1930



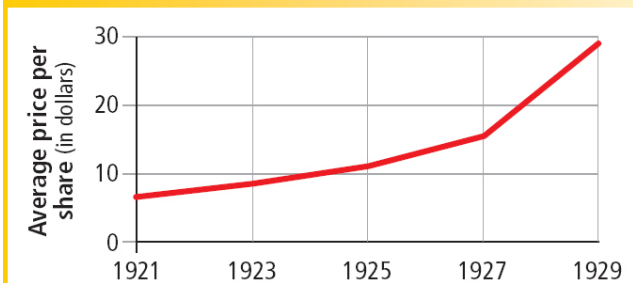
SOURCE: *Historical Statistics of the United States*

Gross Domestic Product

Year	Value of goods produced (in millions of dollars)
1921	68,355
1923	82,994
1925	87,359
1927	94,161
1929	101,444

SOURCE: *National Bureau of Economic Research*

Average Price of Selected Stocks, 1921–1929



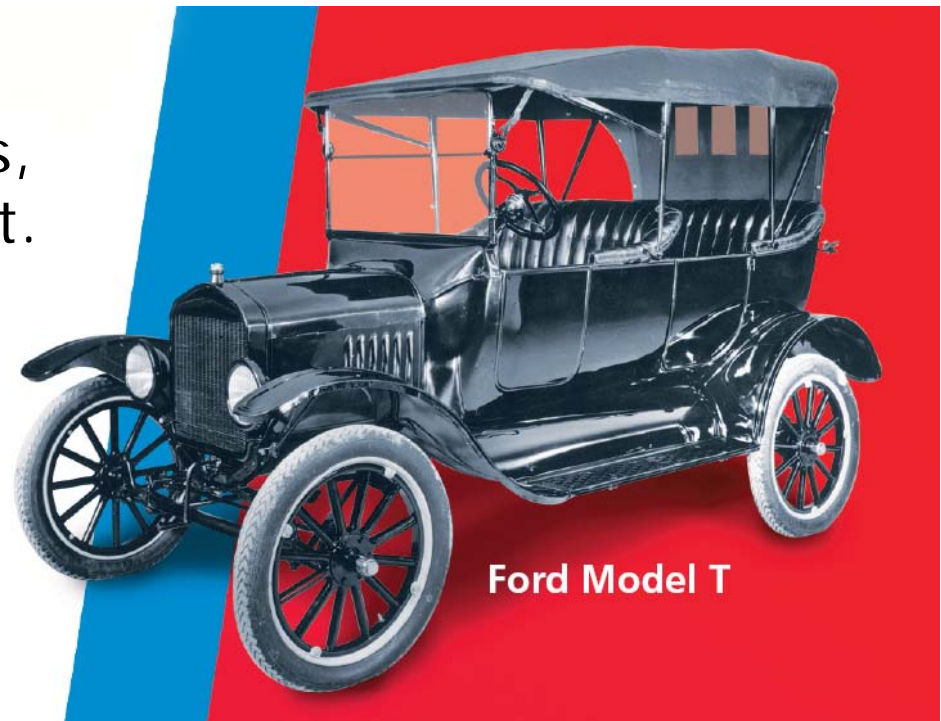
SOURCE: *Standard and Poor's*

Much of this boom can be traced to the automobile.

Before 1920, only wealthy people could afford cars.

By applying innovative manufacturing techniques, **Henry Ford** changed that.

His affordable **Model T** became a car for the people.



Ford Model T

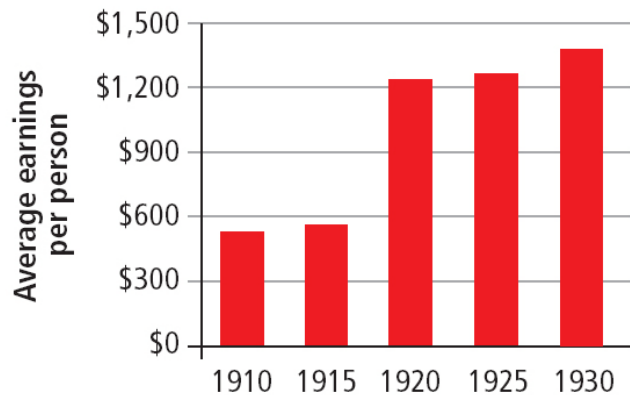
Ford made the Model T affordable by applying **mass production** techniques to making cars.



- A moving **assembly line** brought cars to workers, who each added one part.
- Ford consulted **scientific management** experts to make his manufacturing process more efficient.
- The time to assemble a Model T dropped from 12 hours to just 90 minutes.

Ford also raised his workers' pay and shortened their hours.

Earnings of Nonagricultural Employees, 1910–1930



SOURCE: *Historical Statistics of the United States*

With more money and more leisure time, his employees would be potential customers.

By 1927, 56% of American families owned a car.

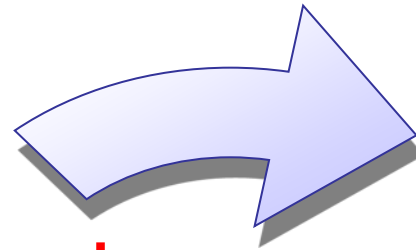


How the Automobile Changed America

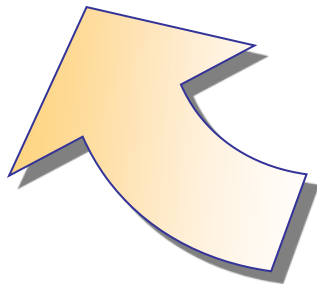
- Road construction boomed, and **new businesses opened along the routes.**
- Other car-related industries included steel, glass, rubber, asphalt, gasoline, and insurance.
- Workers could live farther away from their jobs.
- Families used cars for **leisure trips and vacations.**
- Fewer people traveled on trolleys or trains.

The 1920s saw a **consumer revolution**.

Using **installment buying**, people could buy more.



New products flooded the market.



Advertising created demand.



Rising stock market prices also contributed to economic growth.

- Throughout the 1920s, a **bull market** meant stock prices kept going up.
- Investors **bought on margin**, purchasing stocks on credit.

By 1929, around four million Americans owned stocks.

During the 1920s, cities grew rapidly.



Immigrants, farmers, African Americans, and Mexican Americans were among those who settled in urban areas.

Population of Selected U.S. Cities, 1910–1930

City	1910	1920	1930
New York	4,766,883	5,620,048	6,930,446
Chicago	2,185,283	2,701,705	3,376,478
St. Louis	687,029	772,897	821,960
Los Angeles	319,198	576,673	1,238,048
Detroit	465,766	993,078	1,568,662

SOURCE: U.S. Census Bureau

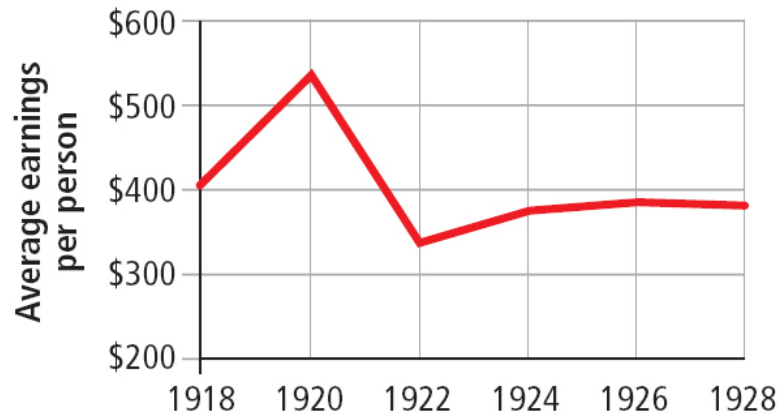
Cities expanded outward, thanks to automobiles and mass transit systems.



- More and more people who worked in cities moved to the suburbs.
- Suburbs grew faster than inner cities.

While cities and suburbs benefited from the economic boom, rural America struggled.

Earnings of Agricultural Employees, 1918–1928



SOURCE: *Historical Statistics of the United States*

Farm incomes declined or remained flat through most of the 1920s.

Objectives

- Analyze how the policies of Presidents Harding and Coolidge favored business growth.
- Discuss the most significant scandals during Harding's presidency.
- Explain the role that the United States played in the world during the 1920s.



Terms and People

- **Andrew Mellon** – Secretary of the Treasury under President Harding; favored low taxes, a balanced budget, and less business regulation
- **Herbert Hoover** – Secretary of Commerce; favored voluntary cooperation between businesses and workers
- **Teapot Dome scandal** – Secretary of the Interior Albert Fall took bribes in return for leasing federal oil reserves to private companies.

Terms and People (continued)

- **Calvin Coolidge** – quiet, frugal, and honest president who took office when Harding died
- **Washington Naval Disarmament Conference** – meeting in which nations agreed to limit construction of large warships
- **Kellogg-Briand Pact** – agreement to outlaw war as an instrument of national policy
- **Dawes Plan** – loan program to help Germany make reparations to England and France so that those countries could repay wartime loans to U.S.



How did domestic and foreign policy change direction under Harding and Coolidge?

Rather than pursue Progressive reform, Presidents Warren G. Harding and Calvin Coolidge favored conservative policies that aided business growth.

Foreign policy during this time was largely a response to the devastation of World War I.

In 1920 Warren G. Harding was elected President, promising a “return to normalcy.”



- Unlike Progressives, Harding favored business interests and reduced federal regulations.
- His Secretary of the Treasury **Andrew Mellon** was for low taxes and efficiency in government.
- Mellon cut the federal budget from a wartime high of \$18 billion to \$3 billion.

Secretary of Commerce **Herbert Hoover** sought voluntary cooperation between labor and business.

Instead of relying on legislation to improve labor relations, Hoover got business and labor leaders to work together.



Harding was a popular, fun-loving president who trusted others to make decisions for him.



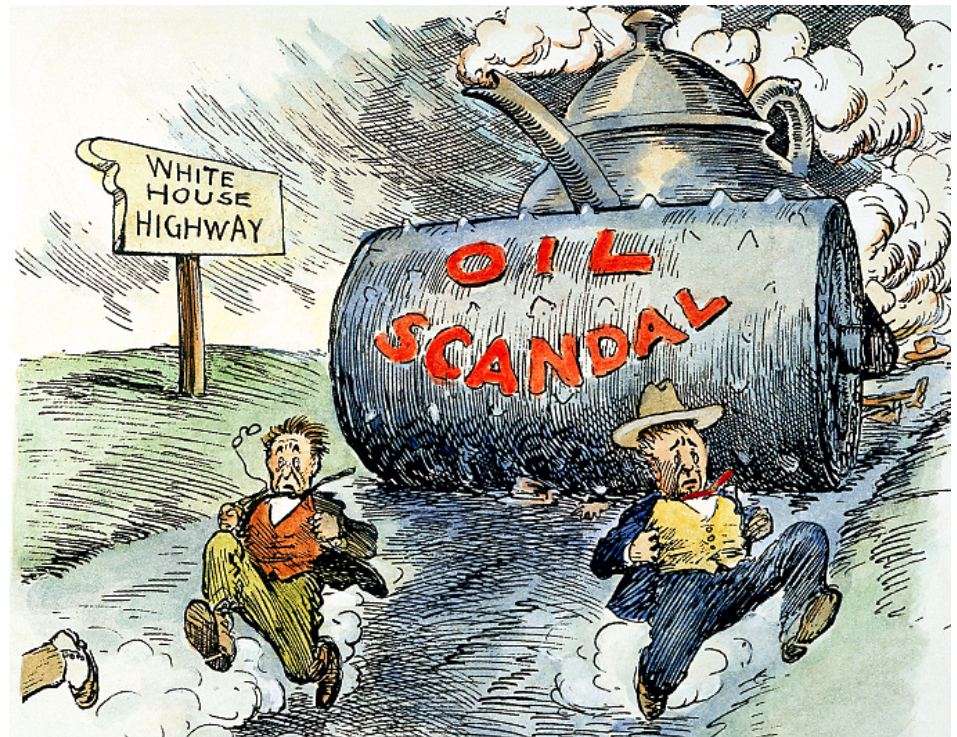
- Some advisors, such as Mellon and Hoover, were honest, capable, and trustworthy.
- Others, including a group known as the “Ohio Gang,” were not so civic-minded.

Some Scandals of Harding's Administration

- Charles Forbes, head of the Veterans' Administration, **wasted millions of dollars on overpriced, unneeded supplies.**
- Attorney General Harry Daugherty **accepted money from criminals.**
- Secretary of the Interior Albert Fall **took bribes in return for federal oil reserve leases.**

The **Teapot Dome scandal** became public.

- In 1921, Fall took control of federal oil reserves intended for the navy.
- He then leased those reserves to private oil companies.
- Fall was sent to prison.
- President Harding did not live to hear all of the scandal's details. He died in 1923.



In August 1923, Vice President **Calvin Coolidge** became President.



- Coolidge was a quiet, honest, frugal Vermonter.
- As President, he admired productive business leaders.

Coolidge believed that “the chief business of the American people is business.”



- Coolidge continued Mellon’s policies to **reduce the national debt, trim the budget, and lower taxes.**
- The country **saw huge industrial profits and spectacular growth in the stock market.**
- **The middle and upper classes prospered, especially in cities.**

Not everyone shared in the era's prosperity.

- Farmers struggled as agricultural prices fell.
- Labor unions fought for higher pay and better working conditions.
- Blacks and Mexicans faced severe discrimination.

Coolidge ignored such issues, believing it was not the federal government's job to legislate social change.

Under Harding and Coolidge, the United States assumed a new role as a world leader.

Much of U.S. foreign policy was a response to World War I's devastation.

- The **Washington Naval Disarmament Conference** limited construction of large warships.
- The **Kellogg-Briand Pact**, signed by 62 countries, outlawed war.

But the U.S. refused to join the World Court.

During this period the United States also became a world economic leader.



- To protect American businesses, **Harding** raised tariffs on imported goods by 25%.
- **European nations retaliated**, creating a tariff war.
- The **Dawes Plan** loaned money to Germany so that Germany could pay reparations to Britain and France; in turn, those countries could repay the U.S. for wartime loans.

Objectives

- Compare economic and cultural life in rural America to that in urban America.
- Discuss changes in U.S. immigration policy in the 1920s.
- Analyze the goals and motives of the Ku Klux Klan in the 1920s.
- Discuss the successes and failures of the Eighteenth Amendment.



Terms and People

- **modernism** – trend that emphasized science and secular values over traditional religious ideas
- **fundamentalism** – belief that emphasizes the Bible as literal truth
- **Scopes Trial** – 1925 “Monkey Trial,” which challenged a law against teaching Darwin’s theory of evolution in Tennessee public schools
- **Clarence Darrow** – defense attorney in the Scopes Trial

Terms and People (continued)

- **quota system** – a formula to determine how many immigrants could enter the U.S. annually from a given country
- **Ku Klux Klan** – a group violently opposed to immigrants, Catholics, Jews, and Blacks
- **Prohibition** – a ban on alcohol
- **Eighteenth Amendment** – a 1919 Constitutional amendment that established Prohibition

Terms and People (continued)

- **Volstead Act** – a law that gave the government power to enforce the Eighteenth Amendment
- **bootlegger** – someone who illegally sold alcohol during Prohibition



How did Americans differ on major social and cultural issues?

In the 1920s, many city dwellers enjoyed a rising standard of living, while most farmers suffered through hard times.

Conflicting visions for the nation's future heightened tensions between cities and rural areas.

In 1920, for the first time, more Americans lived in cities than in rural areas.

In cities, many people enjoyed prosperity and were open to social change and new ideas.

Times were harder in rural areas. Rural people generally preferred traditional views of science, religion, and culture.

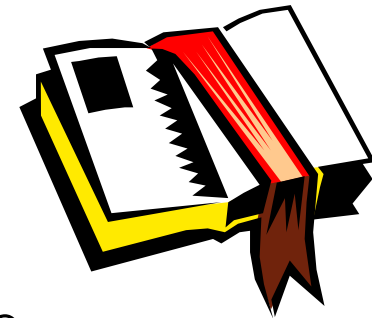


An example of this clash of values was the tension between **modernism** and Christian **fundamentalism** in the 1920s.



Modernism emphasized science and secular values.

Fundamentalism emphasized religious values and taught the literal truth of the Christian Bible.

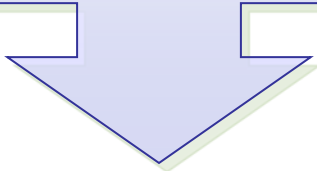


Attitudes toward education illustrate another difference between urban and rural perspectives.

- Urban people saw formal education as essential to getting a good job.
- In rural areas, “book learning” interfered with farm work and was less highly valued.



Education became a battleground for fundamentalist and modernist values in the 1925 **Scopes Trial**.



- Tennessee made it illegal to teach evolution in public schools.
- Biology teacher John Scopes challenged the law.
- Defense attorney **Clarence Darrow** tried to use science to cast doubt on religious beliefs.

The Scopes Trial illustrated a major cultural and religious division, but it did not resolve the issue.

- Scopes was found guilty of teaching evolution and fined.



- The conflict over teaching evolution in public schools continues today.

Immigrants were at the center of another cultural clash.

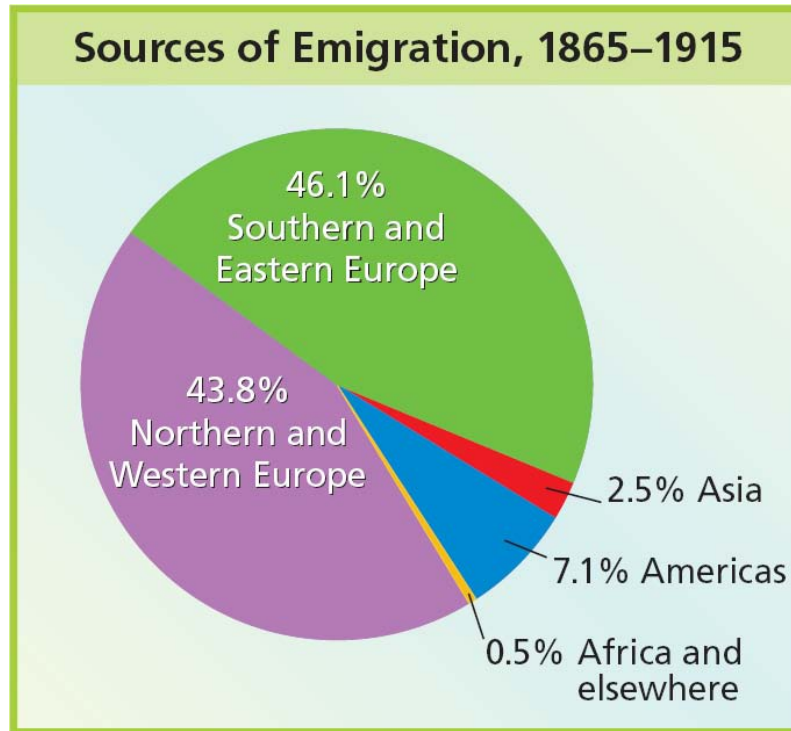
Many Americans recognized the importance of immigration to U.S. history.

Many Mexicans settled in the sparsely populated areas of the southwest.

Nativists feared that immigrants took jobs away from native-born workers and threatened American traditions.

After World War I, the Red Scare increased distrust of immigrants.

In 1924, the **National Origins Act** set up a **quota system** for immigrants.



Source: *Historical Statistics of the United States*

For each nationality, the quota allowed up to 2% of 1890's total population of that nationality living in the U.S.

Trends such as urbanization, modernism, and increasing diversity made some people lash out against change.

- Beginning in 1915, there was a resurgence of the **Ku Klux Klan**.
- The Klan promoted hatred of Blacks, Jews, Catholics, and immigrants.
- By 1925, the Klan had between 4 and 5 million members.



Others embraced the idea of racial, ethnic, and religious diversity.

- Many valued the idea of the United States as a “melting pot.”
- Groups such as the NAACP and the Jewish Anti-Defamation League worked to counter the Klan and its values.

By the late 1920s, many Klan leaders had been exposed as corrupt.

Alcoholic beverages were another divisive issue.

In 1919, the **Eighteenth Amendment**, which banned the making, distributing, or selling of alcohol, became part of the Constitution.



The **Volstead Act** enabled the government to enforce the amendment.

Prohibition became law in the United States.

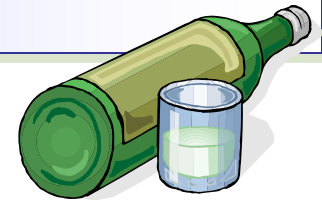
“Drys” favored Prohibition,
hailing the law
as a “noble
experiment.”

Drys believed that
Prohibition was
good for society.



“Wets” opposed Prohibition,
claiming that it did
not stop drinking.

Wets argued
that Prohibition
encouraged
hypocrisy and
illegal activity.



Prohibition did not stop people from drinking alcoholic beverages.

- A large illegal network created, smuggled, distributed, and sold alcohol, benefiting gangsters such as Al Capone.
- People bought alcohol illegally from **bootleggers** and at speakeasies.

Prohibition contributed to the rise of organized crime.

Objectives

- Trace the reasons that leisure time increased during the 1920s.
- Analyze how the development of popular culture united Americans and created new activities and heroes.
- Discuss the advancements of women in the 1920s.
- Analyze the concept of modernism and its impact on writers and painters in the 1920s.



Terms and People

- **Charlie Chaplin** – popular silent film star
- ***The Jazz Singer*** – the first talking motion picture
- **Babe Ruth** – baseball star known as the “Sultan of Swat” and the “Bambino”
- **Charles Lindbergh** – the first person to fly solo and non-stop across the Atlantic Ocean
- **flapper** – a young woman of the 1920s who rejected traditional values and dress

Terms and People (continued)

- **Sigmund Freud** – psychologist who suggested that people are driven by subconscious desires
- **“Lost Generation”** – writers who rejected Victorian values after World War I and searched for new truths
- **F. Scott Fitzgerald** – author of *The Great Gatsby* and other novels that questioned the idea of the American dream
- **Ernest Hemingway** – author of *Farewell to Arms* who developed a new writing style



How did the new mass culture reflect technological and social changes?

The automobile made it easier for people to travel. Other technological advances, such as radio and film, created a new mass culture. New styles also emerged in art and literature.

In many ways, the 1920s represented the first decade of our own modern era.

In the 1920s, urban dwellers saw an increase in leisure time.

Farmers worked from dawn to dusk and had little time for recreation.



In cities and suburbs, people earned more money and had more time for fun. They looked for new kinds of entertainment.





One of the new kinds of entertainment was the motion picture.

In the 1920s, 60 to 100 million people went to the movies each week.

Throughout most of the decade, **movies were silent**, so people could watch them no matter what language they spoke.

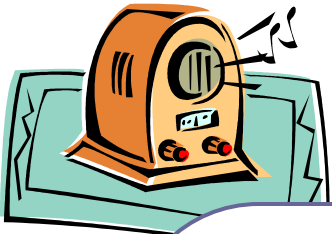
Movies were affordable and available to everyone, everywhere.



Movies' democratic, universal appeal created stars known the world over.

Charlie Chaplin became the most popular silent film star by playing "The Little Tramp."

In 1927, Al Jolson appeared in ***The Jazz Singer***, the first "talkie," ending the era of silent films.



The radio and the phonograph were powerful instruments of mass culture.



- The first commercial radio station, KDKA, began in 1920.
- Within three years, there were 600 radio stations.
- People all over the country could hear the same music, news, and shows.

- With phonographs, people could listen to music whenever they wanted.
- Improvements in recording technology made records popular.
- People listened to the same songs and learned the same dances.

The world of sports produced some nationally famous heroes.

Thanks to newspapers and radio, millions of people could follow their favorite athletes.

Baseball player **Babe Ruth**, nicknamed "The Sultan of Swat," thrilled people with his home runs.

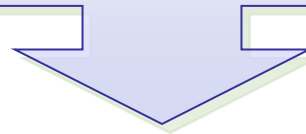


Aviator **Charles Lindbergh** became a national hero when he made the first solo flight across the Atlantic.



- In May 1927, Lindbergh flew his single-engine plane, *Spirit of St. Louis*, non-stop from New York to Paris.
- The flight took more than 33 hours.

Women's roles also changed in the 1920s.



- Women married later, had fewer children, and generally lived longer, healthier lives.
- Labor-saving appliances, such as electric irons and vacuum cleaners, allowed time for book clubs, charitable work, and new personal interests.
- Such changes benefited urban women more than rural women.

Flappers represented a “revolution in manners and morals.”

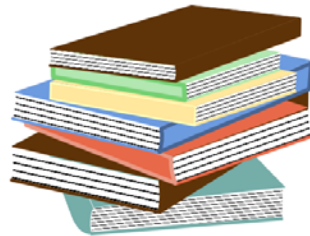
- These young women rejected Victorian morality and values.
- They wore short skirts, cut their hair in a short style called the bob, and followed dance crazes such as the Charleston.



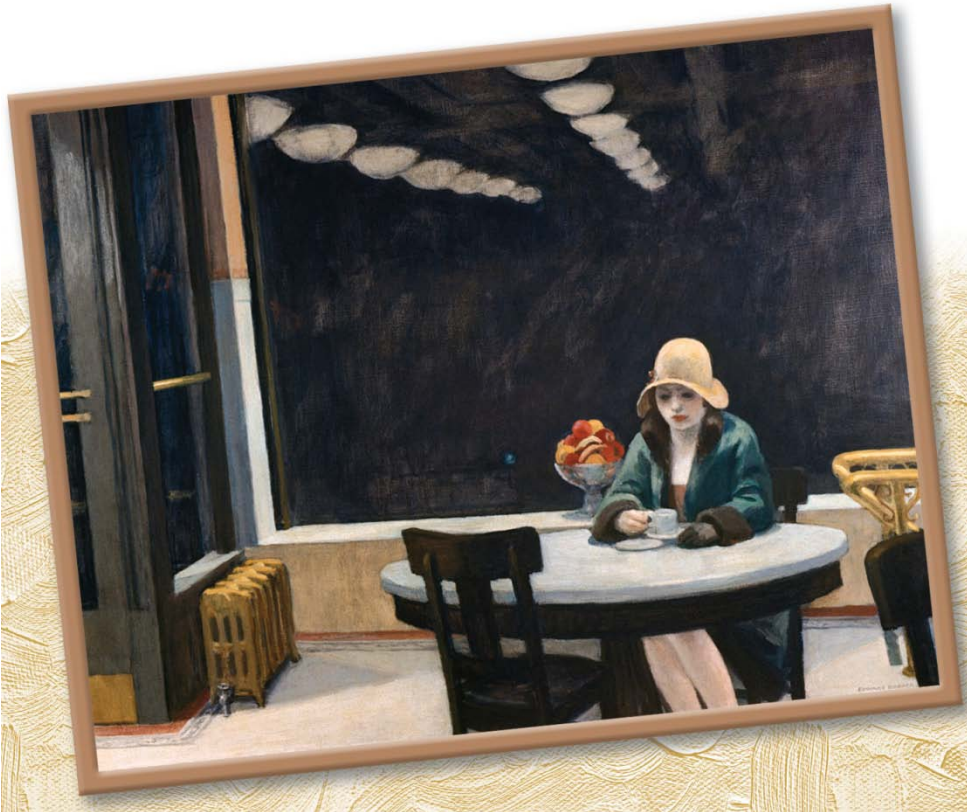
The decade saw many “firsts” for women.

- More women entered the workforce.
- They moved into new fields such as banking, aviation, journalism, and medicine.
- Nellie Tayloe Ross of Wyoming became the first female governor.
- Other “firsts” included the first woman judge and the first woman elected to the U.S. Senate.

World War I strongly affected the art and literature of the 1920s.



- The war's devastation left many questioning the optimistic Victorian attitude of progress.
- **Modernism** expressed a skeptical, pessimistic view of the world.
- Writers and artists explored the ideas of psychologist **Sigmund Freud**, who suggested that human behavior was driven by unconscious desires.



Artists such as Edward Hopper, Joseph Stella, and Georgia O'Keefe challenged tradition and experimented with new subjects and abstract styles.

Writers of the 1920s were called the **Lost Generation** because they'd lost faith in Victorian cultural values.

- **F. Scott Fitzgerald** explored the idea of the American dream, writing that his generation had found *"all faiths in man shaken."*
- **Ernest Hemingway** questioned concepts of personal sacrifice, glory, honor, and war and created a new style of writing.
- Playwright Eugene O'Neill explored the subconscious mind in his plays.

Objectives

- Analyze the racial and economic philosophies of Marcus Garvey.
- Trace the development and impact of jazz.
- Discuss the themes explored by writers of the Harlem Renaissance.



Terms and People

- **Marcus Garvey** – founder of the Universal Negro Improvement Association and the “Back to Africa” movement who promoted black pride
- **jazz** – American musical art form based on improvisation that came to represent the Roaring Twenties
- **Louis Armstrong** – trumpet player who influenced the development of jazz
- **Bessie Smith** – jazz singer known as the “Empress of the Blues”

Terms and People (continued)

- **Harlem Renaissance** – the flowering of Black arts and literature in 1920s New York
- **Claude McKay** – Harlem Renaissance writer who showed the struggles of ordinary Blacks
- **Langston Hughes** – prolific writer who celebrated Blacks culture and life
- **Zora Neale Hurston** – folklorist and author of *Their Eyes Were Watching God*



How did Blacks express a new sense of hope and pride?

As a result of World War I and the Great Migration, millions of Blacks relocated from the rural South to the urban North. This migration contributed to a flowering of music and literature.

Jazz and the Harlem Renaissance had a lasting impact on American culture.

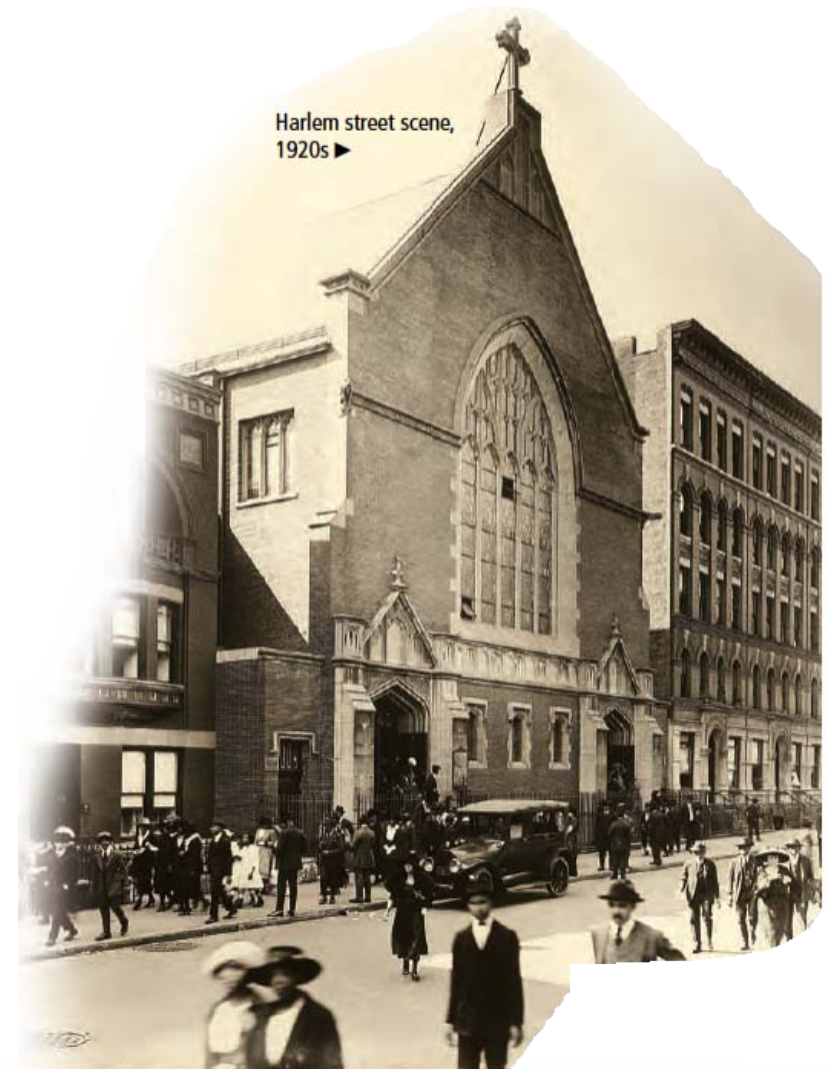
Many Blacks were attracted to northern cities by dreams of a better life.



- They hoped to escape the poverty and racism of the South.
- The North offered **higher wages and a middle class** of Black ministers, physicians, and teachers.
- **Discrimination did exist in the North**, however, and Blacks faced low pay, poor housing, and the threat of race riots.

Harlem, in New York City, was the cultural focal point of the northern migration.

In Harlem, 200,000 Blacks mixed with immigrants from Caribbean islands such as Jamaica.



Jamaican immigrant **Marcus Garvey** encouraged black pride.

- Garvey promoted universal black nationalism and support of black-owned businesses.
- He founded a “Back to Africa” movement and the Universal Negro Improvement Association.
- Eventually, Garvey was convicted of mail fraud and deported.



The 1920s was known as the “Jazz Age.”

- **Jazz** was a kind of music based on improvisation that grew out of Black blues and ragtime.
- It began in southern and southwestern cities such as New Orleans.
- Jazz crossed racial lines to become a uniquely American art form.



New Orleans trumpet player **Louis Armstrong** was the unofficial ambassador of jazz.

- Armstrong played in New Orleans, Chicago, and New York.
- His expert playing made him a legend and influenced the development of jazz.



Spread by radio and phonograph records, jazz gained worldwide popularity.



- Duke Ellington was a popular band leader who wrote or arranged more than 2,000 pieces of music and earned international honors.
- Jazz bands featured solo vocalists such as **Bessie Smith**, the “Empress of the Blues.”
- White composers such as Cole Porter, Irving Berlin, and George Gershwin found inspiration in jazz.

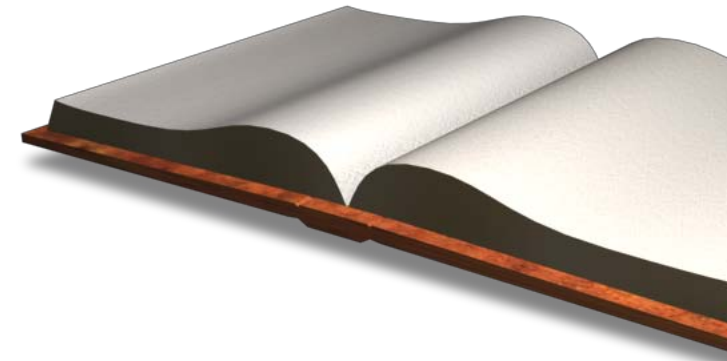
Jazz and the blues were part of the **Harlem Renaissance**, a flowering of Black arts and literature.

Novelists, poets, and artists celebrated their culture and explored questions of race in America.

Jean Toomer's *Cane* showed the richness of Black life and folk culture.

The writings of **Claude McKay** emphasized the dignity of Black and called for social and political change.

Langston Hughes, the most celebrated Harlem Renaissance writer, captured the diversity of everyday Black life in his poetry, journalism, and criticism.



Zora Neale Hurston published folk tales from her native Florida. Her novel *Their Eyes Were Watching God* speaks of women's longing for independence.

As the Great Depression began, the Harlem Renaissance came to an end.

Yet this artistic movement had a lasting effect on the self-image of Blacks.

It created a sense of group identity and solidarity among Blacks. It later became the cultural bedrock upon which the Civil Rights movement would be built.