

**CHAPTER**  
**20**

**Section 1**

**GUIDED READING** *Americans Struggle with Postwar Issues*

**A.** As you read this section, take notes to answer questions about postwar conditions in America and the fear of communism.

**After World War I, many Americans feared that Communists would take over the country.**

1. How did the Justice Department under A. Mitchell Palmer respond to this fear?	→	2. Why did Palmer eventually lose his standing with the American public?
3. How did the Ku Klux Klan respond to this fear?	→	4. Why did the Klan eventually lose popularity and membership?

**Public opinion turned against labor unions as many Americans came to believe that unions encouraged communism.**

5. Why was the strike by Boston police unpopular with the public?	→	6. Why did Massachusetts governor Calvin Coolidge become so popular?
7. Why was the strike at U.S. Steel unpopular?	→	8. How did President Wilson respond to the steel strike?

**The American labor union movement suffered setbacks as union membership dropped.**

**B.** On the back of this paper, briefly describe how **Sacco and Vanzetti** became victims of the Red Scare. Then explain how **John L. Lewis** improved the lives of coal miners.

**CHAPTER**  
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**GUIDED READING** *“Normalcy” and Isolationism*

**Section 2**

**A.** On the back of this page, note four measures taken by the Harding administration to maintain world peace.

**B.** Complete this description of how the Fordney-McCumber Tariff worked against Harding’s efforts to maintain world peace. On each blank, write **B** for Britain, **F** for France, **G** for Germany, or **U** for the United States.

(1)\_\_\_ adopted the Fordney-McCumber Tariff to protect businesses in (2)\_\_\_ from foreign competition. This tariff made it difficult for (3)\_\_\_ and (4)\_\_\_ to sell goods in the (5)\_\_\_ and, therefore, difficult to repay their war debts to (6)\_\_\_. To get money to pay those debts, they demanded reparations from (7)\_\_\_, and troops from (8)\_\_\_ invaded the Ruhr, an industrial region of (9)\_\_\_. To avoid a new war, (10)\_\_\_ adopted the Dawes Plan. Under this program, investors from (11)\_\_\_ made loans to (12)\_\_\_. It used the money to repay war debts to (13)\_\_\_ and (14)\_\_\_. Then they used the same money to repay war debts to banks in (15)\_\_\_. In effect, (16)\_\_\_ was repaid with its own money. This arrangement caused bad feelings on both sides of the Atlantic.

**C.** In the blank boxes below, write one or two words that describe how each nation, person, or group felt about the issues listed.

1. Americans → Kellogg-Briand Pact	
3. Americans → Immigrants	
5. Harding → Administration scandals	

2. Britain and → Dawes Plan France	
4. Ohio gang → Public service	
6. Americans → Harding	

**D.** On the back of this page, note how the actions of **Charles Evan Hughes** and **Albert B. Fall** affected the reputation of the Harding administration. Then describe or define each of the following:

**isolationist**

**quota system**

**Teapot Dome Scandal**

**CHAPTER**  
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**GUIDED READING** *The Business of America*

**Section 3**

**A.** In the first column, write notes to describe how the inventions and trends of the 1920s changed American life. In the second column, write the name of a related company or product that contributed to the boom of the 1920s.

Invention or Trend	Effects of the Invention or Trend	Company or Product
1. Automobiles		
2. Airplane industry		
3. Alternating electrical current		
4. Modern advertising		
5. Installment plan		

**B.** Why should Americans in the 1920s have shown greater concern for their future? Note three things that were, or might have been, seen as “clouds in the blue skies of prosperity.”

**1.**

**2.**

**3.**

**C.** On the back of this paper, explain the meaning of **urban sprawl**.

CHAPTER  
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Section 2

**SKILLBUILDER PRACTICE** *Summarizing*

*Although most Americans wanted a return to “normalcy” during the 1920s, scientific advances were already changing the present and shaping the future. Read about some of these developments below, and then write a summary of the passage in the space provided. (See Skillbuilder Handbook, p. 1037.)*

**Medical Science** Advances in medical research during the 1920s significantly lengthened life expectancy rates for Americans. Dr. Harvey Cushing, noted brain surgeon and teacher, made significant advances in neurosurgery. Biochemist Harry Steenbock discovered how to produce Vitamin D in milk, helping to reduce the number of cases of rickets, a vitamin-deficiency disease that causes defective bone growth, especially in children. Also, in 1927, Philip Drinker, a professor at Harvard University, invented the iron lung, a device for forcing air in and out of the lungs of patients who suffered respiratory failure caused by polio or other diseases.

Other medical advances during the 1920s included improvements in the treatment of diphtheria, whooping cough, measles, and influenza. In

1922 alone, the death rate in the United States from diphtheria was 14.6 for every 100,000 people, down from 43.3 deaths in 1900.

**Physics** The 1920s also saw many advances in the field of physics. Nuclear physicist Arthur H. Compton won the Nobel Prize for his study of X-rays. At the University of California, Ernest O. Lawrence began development of the world’s first cyclotron, a device that accelerates charged particles so they can be used in the study of atomic structure. In a more commercial area, the 1920s saw the first long-range transmission of a television signal, between New York City and Washington.

These developments and others caused philosopher Alfred North Whitehead to proclaim that scientists were “ultimately the rulers of the world.”

Write your summary of the passage here.

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**CHAPTER**  
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**Section 3**

**GEOGRAPHY APPLICATION: REGION**

*The Automobile Industry: Sign of the Times*

*Directions: Read the paragraphs below and study the graph carefully. Then answer the questions that follow.*

The automobile industry has been the single most important industry in the United States since the 1920s. The value of its products exceeds that of any other industry, and a prolonged decline in car sales is usually a sign that the entire U.S. economy is headed for rough times.

So many other industries—such as those producing oil, steel, rubber, plate glass, machine tools, plastics, and aluminum—are dependent on automobile production that cars are vital to the nation’s economic health. For example, a very high percentage of the steel, rubber, and plate glass produced in the United States winds up in cars. Businesses such as road-construction and car-insurance firms, filling stations, and car-repair shops owe their existence entirely to the automobile. The lodging industry would be much less widespread today without motels. (The word *motel* was created around 1925 as a blend of *motor* and *hotel*.)

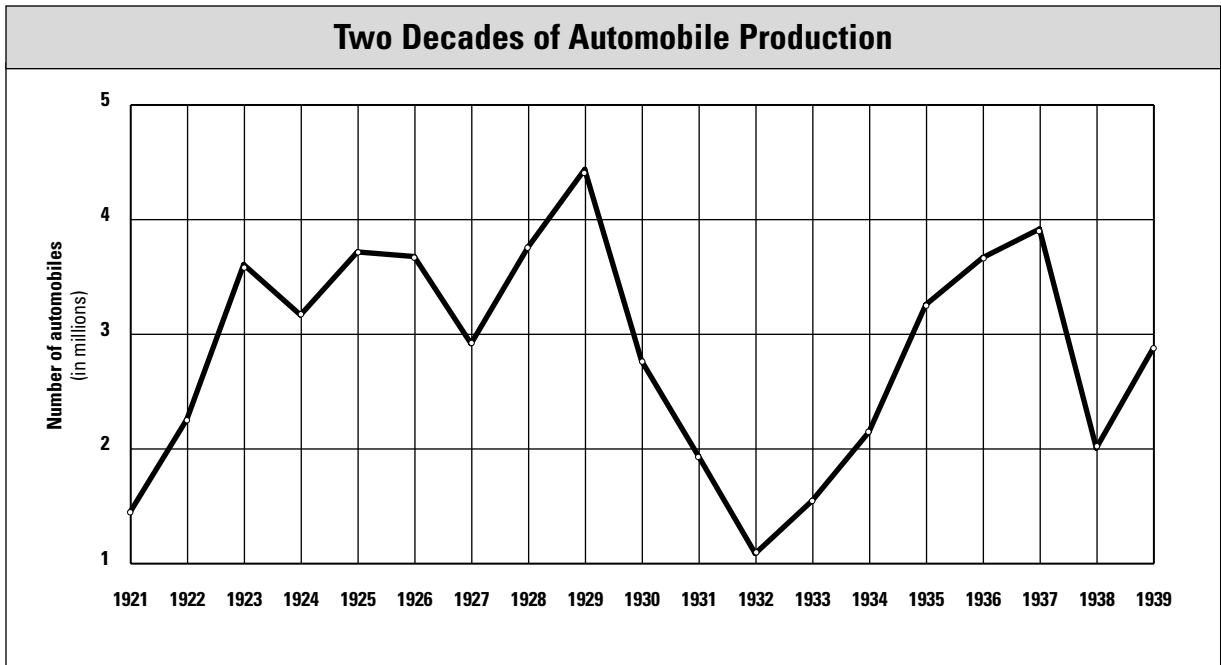
The 1920s were a period of dramatic economic growth. Prices for cars actually fell during the decade, as assembly-line techniques permitted

faster production. Early in the decade, 90 percent of all the world’s cars were made in the United States. By 1930, about 23 million cars were registered in the United States, nearly three times the number registered just a decade earlier. The production of automobiles in 1929 was not surpassed in any single year until 1949.

Municipal governments scrambled to provide roads for the growing numbers of cars. To pay for the aggressive road-building campaign, property-tax revenue was soon supplemented by heavy borrowing and by the use of state funds. In the 1930s, the idea of tolls as a source for highway revenue had caught on.

Though the number of automobile registrations reveals the general health of the U.S. economy, a graph of automobile production reveals the fine points—the smaller ups and downs within boom-and-bust cycles. For purposes of contrast, the following graph shows automobile production for the decade of the 1930s as well as for the 1920s.

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### Interpreting Text and Visuals

1. Characterize the general economic conditions in the United States during the decades of the 1920s and 1930s. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In what year was automobile production the highest? \_\_\_\_\_  
About how many cars were produced in that year? \_\_\_\_\_  
How many years did it take for annual sales to surpass that total? \_\_\_\_\_

3. What were the years of greatest economic decline between 1921 and 1939? \_\_\_\_\_

4. Describe the production of cars in 1932 in comparison to other years. \_\_\_\_\_  
\_\_\_\_\_

5. Between 1921 and 1929, there were two 13-month periods of economic downturn. During what years do you think they occurred? \_\_\_\_\_

6. What do you think happened to the economy in 1937–1938? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Compare this period with the periods of 1923–1924, 1926–1927, and 1929–1932.

\_\_\_\_\_  
\_\_\_\_\_

7. What might have spurred car production again after 1932? (Hint: Think about the durability of the average automobile.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**20**

Section 1

**PRIMARY SOURCE** *from* Bartolomeo Vanzetti's  
Speech to the Jury

*When Sacco and Vanzetti were arrested for murder and robbery in Braintree, Massachusetts, many observers believed the men were convicted because of their radical political views and Italian immigrant backgrounds. What does this excerpt from Vanzetti's last statement to the jury reveal about the trial?*

Yes. What I say is that I am innocent, not only of the Braintree crime but also of the Bridgewater crime. That I am not only innocent of these two crimes, but in all my life I have never stole and I have never killed and I have never spilled blood. That is what I want to say. And it is not all. Not only am I innocent of these two crimes, not only in all my life I have never stole, never killed, never spilled blood, but I have struggled all my life, since I began to reason, to eliminate crime from the earth.

Everybody that knows these two arms knows very well that I did not need to go in between the street and kill a man to take the money. I can live with my two arms and live well. But besides that, I can live even without work with my arm for other people. I have had plenty of chance to live independently and to live what the world conceives to be a higher life than not to gain our bread with the sweat of our brow. . . .

Well, I want to reach a little point farther, and it is this—that not only have I not been trying to steal in Bridgewater, not only have I not been in Braintree to steal and kill and have never steal or kill or spilt blood in all my life, not only have I struggled hard against crimes, but I have refused myself the commodity of glory of life, the pride of life of a good position because in my consideration it is not right to exploit man. . . .

Now, I should say that I am not only innocent of all these things, not only have I never committed a real crime in my life—though some sins, but not crimes—not only have I struggled all my life to eliminate crimes that the official law and the official moral condemns, but also the crime that the official moral and the official law sanctions and sanctifies,—the exploitation and the oppression of the man by the man, and if there is a reason why I am here as a guilty man, if there is a reason why you in a few minutes can doom me, it is this reason and none else.

I beg your pardon. There is the more good man I ever cast my eyes upon since I lived, a man that will last and will grow always more near and more dear to the people, as far as into the heart of the people, so long as admiration for goodness and for sacrifice will last. I mean Eugene Debs. . . . He know, and not only he but every man of understanding in the world, not only in this country but also in the other countries, men that we have provided a certain amount of a record of the times, they all stick with us, the flower of mankind of Europe, the better writers, the greatest thinkers, of Europe, have pleaded in our favor. The people of foreign nations have pleaded in our favor.

Is it possible that only a few on the jury, only two or three men, who would condemn their mother for worldly honor and for earthly fortune; is it possible that they are right against what the world, the whole world has say it is wrong and that I know that it is wrong? If there is one that I should know it, if it is right or if it is wrong, it is I and this man. You see it is seven years that we are in jail. What we have suffered during those years no human tongue can say, and yet you see me before you, not trembling, you see me looking you in your eyes straight, not blushing, not changing color, not ashamed or in fear. . . .

We have proved that there could not have been another Judge on the face of the earth more prejudiced and more cruel than you have been against us. We have proved that. Still they refuse the new trial. We know, and you know in your heart, that you have been against us from the very beginning, before you see us. Before you see us you already know that we were radicals, that we were underdogs, that we were the enemy of the institution that you can believe in good faith in their goodness—I don't want to condemn that—and that it was easy on the time of the first trial to get a verdict of guiltiness.

We know that you have spoke yourself and have spoke your hostility against us, and your despisement against us with friends of yours on the train, at the University Club, of Boston, on the Golf Club of Worcester, Massachusetts. I am sure that if the people who know all what you say against us would have the civil courage to take the stand, maybe your Honor—I am sorry to say this because you are an old man, and I have an old father—but maybe you would be beside us in good justice at this time.

When you sentenced me at the Plymouth trial you say, to the best part of my memory, of my good faith, that crimes were in accordance with my principle,—something of that sort—and you take off one charge, if I remember it exactly, from the jury. The jury was so violent against me that they found me guilty of both charges, because there were only two. . . .

We were tried during a time that has now passed into history. I mean by that, a time when there was hysteria of resentment and hate against the people of our principles, against the foreigner, against slackers, and it seems to me—rather, I am positive, that both you and Mr. Katzmann has done all what it were in your power in order to work out, in order to agitate still more the passion of the juror, the prejudice of the juror, against us. . . .

Well, I have already say that I not only am not guilty of these crimes, but I never commit a crime in my life,—I have never steal and I have never kill and I have never spilt blood, and I have fought against the crime, and I have fought and I have sacrificed myself even to eliminate the crimes that the law and the church legitimate and sanctify.

This is what I say: I would not wish to a dog or to a snake, to the most low and misfortunate creature on the earth—I would not wish to any of them what I have had to suffer for things that I am not guilty of. But my conviction is that I have suffered for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian, and indeed I am an Italian; I have suffered more for my family and for my beloved than for myself; but I am so convinced to be right that if you could execute me two times, and if I could be reborn two other times, I would live again to do what I have done already. I have finished. Thank you.

*from* Osmond K. Fraenkel, *The Sacco-Vanzetti Case* (New York: Alfred Knopf, 1931). Reprinted in Henry Steele Commager, ed., *Documents of American History*, 7th ed., Vol. II (New York: Appleton-Century-Crofts, 1963), 218–219.

## Discussion Questions

1. What crimes did Vanzetti maintain that he did not commit?
2. Did Vanzetti believe that Judge Thayer had been fair and impartial? Give evidence to support your response.
3. What accusation did Vanzetti make against the prosecuting attorney, Mr. Katzmann?
4. Vanzetti said he had suffered for his guilt. What “crimes” did he mention?
5. Some people likened the execution of Sacco and Vanzetti to the executions during the Salem witch trials in the 17th century. Do you agree with this comparison? Explain your reasons.



CHAPTER  
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Section 1

**PRIMARY SOURCE** *from* Report on the  
Steel Strike of 1919

*A Commission of Inquiry appointed at the request of the Interchurch World Movement of North America prepared a report on the steel strike of 1919. The report included affidavits from more than 500 striking and nonstriking steel workers. As you read this portion of the report, consider why investigators recommended that the 12-hour day and 7-day week be eliminated.*

It is an epigram of the industry that “steel is a man killer.” Steel workers are chiefly attendants of gigantic machines. The steel business tends to become, in the owners’ eyes, mainly the machines. Steel jobs are not easily characterized by chilly scientific terms. Blast furnaces over a hundred feet high, blast “stoves” a hundred feet high, coke ovens miles long, volcanic bessemer converters, furnaces with hundreds of tons of molten steel in their bellies, trains of hot blooms, miles of rolls end to end hurtling white hot rails along,—these masters are attended by sweating servants whose job is to get close enough to work but to keep clear enough to save limb and life. It is concededly not an ideal industry for men fatigued by long hours. . . .

First, what exactly is the schedule of the twelve-hour worker? Here is the transcript of the diary of an American worker, the observations of a keen man on how his fellows regard the job, the exact record of his own job and hours made in the spring of 1919, before the strike or this Inquiry, and selected here because no charge of exaggeration could be made concerning it. It begins:

“Calendar of one day from the life of a Carnegie steel workman at Homestead on the open hearth, common labor:

“5:30 to 12 (midnight)—Six and one-half hours of shoveling, throwing and carrying bricks and cinder out of bottom of old furnace. Very hot.

“12:30—Back to the shovel and cinder, within few feet of pneumatic shovel drilling slag, for three and one-half hours.

“4 o’clock—Sleeping is pretty general, including boss.

“5 o’clock—Everybody quits, sleeps, sings, swears, sighs for 6 o’clock.

“6 o’clock—Start home.

“6:45 o’clock—Bathed, breakfast.

“7:45 o’clock—Asleep.

“4 P.M.—Wake up, put on dirty clothes, go to boarding house, eat supper, get pack of lunch.

“5:30 P.M.—Report for work.”

This is the record of the night shift; a record of inevitable waste, inefficiency and protest against “arbitrary” hours. Next week this laborer will work the day shift. What is his schedule per week?

Quoting again from the diary:

“Hours on night shift begin at 5:30; work for twelve hours through the night except Saturday, when it is seventeen hours, until 12 Sunday noon, with one hour out for breakfast; the following Monday ten hours; total from 5:30 Monday to 5:30 Monday 87 hours, *the normal week*.

“The Carnegie Steel worker works 87 hours out of the 168 hours in the week. Of the remaining 81 he sleeps seven hours per day; total of 49 hours. He eats in another fourteen; walks or travels in the street car four hours; dresses, shaves, tends furnace, undresses, etc., seven hours. His one reaction is ‘What the Hell!’—the universal text accompanying the twelve-hour day.”

*from* The Commission of Inquiry, The Interchurch World Movement, *Report on the Steel Strike of 1919* (New York: Harcourt, Brace and Howe, 1920), 58–60.

### Activity Options

1. Imagine that you are either a steel worker or a steel mill official. Write a letter to the editor of a newspaper stating your opinion on the 12-hour day. Share your letter with the class.
2. Interview someone you know who works full time—a family member, a neighbor, a teacher—about his or her typical work day. Then compare this person’s schedule with that of the steel worker in this excerpt.

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## Section 3

## PRIMARY SOURCE Advertisement

*In the 1920s, advertising took on methods it continues to use today, over half a century later. Ads like Ned Jordan's 173-word classic, "Somewhere West of Laramie," used poetic language to glamorize automobiles. What does this ad appeal to?*



## Somewhere West of Laramie

**S**OMEWHERE west of Laramie there's a broncho-busting, steer-roping girl who knows what I'm talking about.

She can tell what a sassy pony, that's a cross between greased lightning and the place where it hits, can do with eleven hundred pounds of steel and action when he's going high, wide and handsome.

The truth is—the Playboy was built for her.

Built for the lass whose face is brown with the sun when the day is done of revel and rump and race.

She loves the cross of the wild and the tame.

There's a savoir of links about that car—of laughter and lilt and light—a hint of old loves—and saddle and quirt. It's a brassy thing—yet a graceful thing for the sweep o' the Avenue.

Step into the Playboy when the hour grows dull with things gone dead and stale.

Then start for the land of real living with the spirit of the lass who rides, lean and rangy, into the red horizon of a Wyoming twilight.



**JORDAN**  
JORDAN MOTOR CAR COMPANY, Inc. 1920-1921-1922

Corbis-Bettmann

### Activity Options

1. With a small group of classmates, analyze this ad. What images and persuasive language does it use to sell the car? What attitudes does it portray? What information about the car does the ad include?
2. Find a car advertisement in a recent issue of a magazine. Then do a side-by-side comparison for the class in which you point out similarities and differences between the car ad you found and Ned Jordan's ad.

CHAPTER  
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Section 1

LITERATURE SELECTION *from The Big Money*  
by John Dos Passos

*In The Big Money (1936), one of the novels in his trilogy, U.S.A., Dos Passos uses a series of shifting scenes to explore American life. In this excerpt, he focuses on the Sacco-Vanzetti case. The "newsreel" section intersperses news headlines with the lyrics to a song to give a feel for the times. The "camera eye" section records the narrator's stream-of-consciousness reactions. The paragraphs printed in italics are excerpts from Vanzetti's prison letters. Judging from this excerpt, how do you think Dos Passos felt about the Sacco-Vanzetti trial?*

## NEWSREEL LXVI

### HOLMES DENIES STAY

*A better world's in birth*

Tiny Wasps Imported From Korea In Battle To  
Death With Asiatic Beetle

BOY CARRIED MILE DOWN SEWER; SHOT OUT ALIVE

### CHICAGO BARS MEETINGS

*For justice thunders condemnation*

Washington Keeps Eye On Radicals

*Arise rejected of the earth*

PARIS BRUSSELS MOSCOW GENEVA ADD THEIR VOICES

*It is the final conflict*

*Let each stand in his place*

Geologist Lost In Cave Six Days

*The International Party*

### SACCO AND VANZETTI MUST DIE

*Shall be the human race.*

*Much I thought of you when I was lying in the death house—the singing, the kind tender voices of the children from the playground where there was all the life and the joy of liberty—just one step from the wall that contains the buried agony of three buried souls. It would remind me so often of you and of your sister and I wish I could see you every moment, but I feel better that you will not come to the death house so that you could not see the horrible picture of three living in agony waiting to be electrocuted.*

## THE CAMERA EYE (50)

they have clubbed us off the streets they are stronger they are rich they hire and fire the politicians the newspapereditors the old judges the small men with reputations the collegepresidents the wardheelers (listen businessmen collegepresidents judges America will not forget her betrayers) they hire the men with guns the uniforms the policecars the patrolwagons

all right you have won you will kill the brave men our friends tonight

there is nothing left to do we are beaten we the beaten crowd together in these old dingy schoolrooms on Salem Street shuffle up and down the gritty creaking stairs sit hunched with bowed heads on benches and hear the old words of the haters of oppression made new in sweat and agony tonight

our work is over the scribbled phrases the nights typing releases the smell of the printshop the sharp reek of newprinted leaflets the rush for Western Union stringing words into wires the search for stinging words to make you feel who are your oppressors America

America our nation has been beaten by strangers who have turned our language inside out who have taken the clean words our fathers spoke and made them slimy and foul

their hired men sit on the judge's bench they sit back with their feet on the tables under the dome of the State House they are ignorant of our beliefs they have the dollars the guns the armed forces the powerplants

they have built the electricchair and hired the executioner to throw the switch

all right we are two nations

America our nation has been beaten by strangers who have bought the laws and fenced off

the meadows and cut down the woods for pulp and turned our pleasant cities into slums and sweated the wealth out of our people and when they want to hire the executioner to throw the switch

but do they know that the old words of the immigrants are being renewed in blood and agony tonight do they know that the old American speech of the haters of oppression is new tonight in the mouth of an old woman from Pittsburgh of a husky boilermaker from Frisco who hopped freights clear from the Coast to come here in the mouth of a Back Bay socialworker in the mouth of an Italian printer of a hobo from Arkansas the language of the beaten nation is not forgotten in our ears tonight

the men in the deathhouse made the old words new before they died

*If it had not been for these things, I might have lived out my life talking at streetcorners to scorning men. I might have died unknown, unmarked, a failure. This is our career and our triumph. Never in our full life can we hope to do such work for tolerance, for justice, for man's understanding of man as how we do by an accident.*

now their work is over the immigrant haters of oppression lie quiet in black suits in the little undertaking parlor in the North End the city is quiet the men of the conquering nation are not to be seen on the streets

they have won why are they scared to be seen on the streets? on the streets you see only the downcast faces of the beaten the streets belong to the beaten nation all the way to the cemetery where the bodies of the immigrants are to be burned we line the curbs in the drizzling rain we crowd the wet sidewalks elbow to elbow silent pale looking with scared eyes at the coffins

we stand defeated America

## Research Options

1. Find out more about the life of either Nicola Sacco or Bartolomeo Vanzetti. Then write an obituary that might have appeared in a 1927 newspaper. Include relevant details about either Sacco or Vanzetti's life and death.
2. Find out about another prominent American writer or artist—besides novelist John Dos Passos and poet Edna St. Vincent Millay—who also supported Sacco and Vanzetti. Then explain to the class how this person voiced his or her opinions about the case.

CHAPTER  
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Section 1

LITERATURE SELECTION “Justice Denied in Massachusetts”  
by Edna St. Vincent Millay

*Edna St. Vincent Millay wrote this poem, which was published in The Buck in the Snow and Other Poems (1928), after the executions of Sacco and Vanzetti. As you read the poem, think about its mood.*

Let us abandon then our gardens and go home  
And sit in the sitting-room.  
Shall the larkspur blossom or the corn grow under  
this cloud?  
Sour to the fruitful seed  
Is the cold earth under this cloud,  
Fostering quack and weed, we have marched upon  
but cannot conquer;  
We have bent the blades of our hoes against the  
stalks of them.

Let us go home, and sit in the sitting-room.  
Not in our day  
Shall the cloud go over and the sun rise as before,  
Beneficent upon us  
Out of the glittering bay,  
And the warm winds be blown inward from the sea  
Moving the blades of corn  
With a peaceful sound.  
Forlorn, forlorn,  
Stands the blue hay-rack by the empty mow.  
And the petals drop to the ground,

Leaving the tree unfruited.  
The sun that warmed our stooping backs and  
withered the weed uprooted—  
We shall not feel it again.  
We shall die in darkness, and be buried in the rain.

What from the splendid dead  
We have inherited—  
Furrows sweet to the grain, and the weed  
subdued—  
See now the slug and the mildew plunder.  
Evil does overwhelm  
The larkspur and the corn;  
We have seen them go under.

Let us sit here, sit still,  
Here in the sitting-room until we die;  
At the step of Death on the walk, rise and go;  
Leaving to our children’s children this beautiful  
doorway,  
And this elm,  
And a blighted earth to till  
With a broken hoe.

### Discussion Questions

1. How does the poem’s speaker feel after Sacco and Vanzetti are executed?
2. What images best convey the mood of this poem? Give examples.
3. Compare Millay’s and Dos Passos’s reactions to the Sacco and Vanzetti case.

CHAPTER  
**20**

## Section 2

AMERICAN LIVES **Ernesto Galarza**  
*Scholar, Educator, Activist*

*"When [Mexican-Americans] came to California, Anglo-Americans preached to us about our apathy and scolded us. . . . [But] what is mistaken for apathy is simply a system of self-defense. . . . 'La mula no nació arisca'—the mule isn't born stubborn, he's made stubborn."—Ernesto Galarza, "La mula no nació arisca" in Center Diary (September/October, 1966)*

Ernesto Galarza, born in a small village in Mexico in 1905, came to the United States when he was six, one of hundreds of thousands of Mexicans who fled the turmoil of the Mexican Revolution. He became a scholar, an educator, and an activist.

Galarza was first involved in activism when he was in high school, while working picking crops. A teacher encouraged Galarza to pursue his education, and he went to college. Afterwards, he attended Stanford University for his master's degree and Columbia for his doctorate. While studying for his degree, he and his wife also launched their own school.

Galarza became a researcher for the Pan American Union. In ten years there, he studied a number of issues. Most prominent was the bracero program of the 1940s. During World War II, the United States suffered a shortage of farm workers. The government signed an agreement with Mexico to permit the entrance of temporary workers called braceros (from the Spanish word for "arm"). At first the United States agreed to provisions required by Mexico that aimed to ensure that these workers were not discriminated against. In 1943, Congress allowed those limitations to be ignored if doing so was required for the war effort. With the limits lifted, the number of braceros jumped. The large growers used their economic power to take advantage of the workers. When other farm workers tried to organize and strike, the growers replaced those workers with braceros.

Galarza protested the bracero program. He believed that workers should be admitted to the United States as immigrants—so they could have the full rights of immigrants. Because he thought that the Pan American Union did not do enough to support the workers, he left that organization.

Meanwhile, Galarza was working for the National Farm Labor Union trying to organize

farm workers. He led several strikes from the late 1940s through the mid-1950s. Each time, the union was defeated. He grew angry over the lack of support from organized labor, which was more interested in helping industrial workers. He also realized that the bracero program—still in force even though the war had ended—hampered moves to unionize farm workers.

In fighting the braceros program, Galarza was largely alone. One study describes his lonely effort: "He had neither large numbers of supporters, nor finances, nor friends in high places. His weapons were highly personal: the shield of research and analytical thought, the sword of the written and spoken word." One of those swords was his 1955 report, *Strangers in Our Fields*, a book based on a tour of 150 migrant-worker camps in California and Arizona. In 1964, he financed publication of another critical look at the growers, *Merchants of Labor*. That year, the bracero program was finally ended.

Over the next two decades, before his death in 1984, Galarza remained active in many ways. He taught at universities from Notre Dame to the University of California. He taught elementary school and—in San Diego—pioneered bilingual education. He wrote children's books in Spanish and in both Spanish and English. He helped organize community groups and advised foundations on Mexican-American issues. He had come far from the small village where he was born.

## Questions

1. What does Galarza mean by using the Spanish phrase about the mule?
2. What obstacles prevented the farm workers from organizing?
3. Why would a scholar and activist like Galarza become involved in elementary education?

CHAPTER  
**20**

Section 3

AMERICAN LIVES **Henry Ford**  
*Engineer with a Vision*

*"[M]ake money and use it, give employment, build factories, and send out the car where the people [can] use it. . . . Business is a service, not a bonanza."  
—Henry Ford, on his view of the goals of his business (1916)*

**H**enry Ford (1863–1947) did not invent the automobile. He did not invent the assembly line. What he did was to use his engineering skill to develop a reliable car and to devise a method of manufacturing it that was cheap. In doing so, he achieved his vision—to put a steering wheel in the hands of ordinary people.

Ford was born on a farm outside Detroit and loved the peace of the countryside. He disliked farm work, though—machines interested him. At 16, he began to work in a machine shop. From that job and others he improved his knowledge of steam power and electrical systems. Meanwhile, he began to tinker with developing a car. In 1896, he completed his first, the “quadricycle,” in a small shed. After knocking out part of the wall—the vehicle was too wide for the doorway—he drove his first car onto the street.

Ford sold the car for \$200 and immediately began making another. Though his first two automaking companies failed, he earned a reputation as a skilled engineer. In 1902 Ford got the financial backing for a third company. Its first car was released in 1903. However, the investors wanted to sell cars to the wealthy—who bought most of the cars sold at the time. Ford wanted to make cars with mass appeal. He bought out these investors and in 1908 introduced his dream: the Model T. For almost 20 years, the Model T dominated the auto industry. By cutting costs, Ford was able to cut its price—from \$1,000 in 1908 to only \$345 in 1916. The durable, cheap “Tin Lizzie” became the everyday car of ordinary Americans. Much of the reduced cost of the Model T is attributed to Ford’s unique assembly-line construction that eliminated unnecessary motion through simplified operations.

Ford also had another type of improvement up his sleeve. In 1914 he stunned American industry by announcing that he would pay workers \$5 a day. As auto workers in Detroit were being paid from \$1.80 to \$2.50 a day, Ford’s new wage was revolutionary. Ford’s reasoning was simple: by paying

workers more, he offset the boredom of the assembly line by giving them the resources to afford to buy his cars. Still facing some opposition from other investors, Ford bought out other stockholders and put control firmly in the hands of himself and his family. The cost was \$105 million.

Ford suffered setbacks too. During World War I, he sponsored a “peace ship” that hoped to convince nations to stop the fighting. The idea failed miserably. He also became notorious for his extreme views, especially his hatred of Jewish people. Some workers resented the company’s “Sociology Department.” This group was set up to help workers—many of them immigrants and many uneducated—live thrifty lives. However, the staff often intruded in the workers’ lives. Finally, during the 1920s, sales dwindled as consumers preferred flashier cars from other companies.

In 1927, Ford shut down his factories and helped design a new car—the Model A. It was an instant but short-lived success. The depression severely hit Ford’s company. By the mid-1930s, Ford was only the third biggest automaker. In addition, the company had a poor labor-relations record. It suppressed union organizers until finally allowing a union in 1941.

Ford, meanwhile, devoted himself mainly to a new project. He founded a historical museum and village. This collection of homes and other buildings celebrated and preserved the values and lifestyle of nineteenth-century rural America—the life that Ford’s car had changed entirely. After 1938 Ford mostly gave control of his company to others before officially retiring in 1945.

## Questions

- Hearing of the \$5 day, a publisher said “He’s crazy, isn’t he?” Why did Ford’s action get such a reaction?
- Assess Ford’s contribution to industry.
- Do you think Ford was a good employer? Explain.

**CHAPTER**  
**20**  
**Project**

**LIVING HISTORY** *Putting the Twenties on Display*

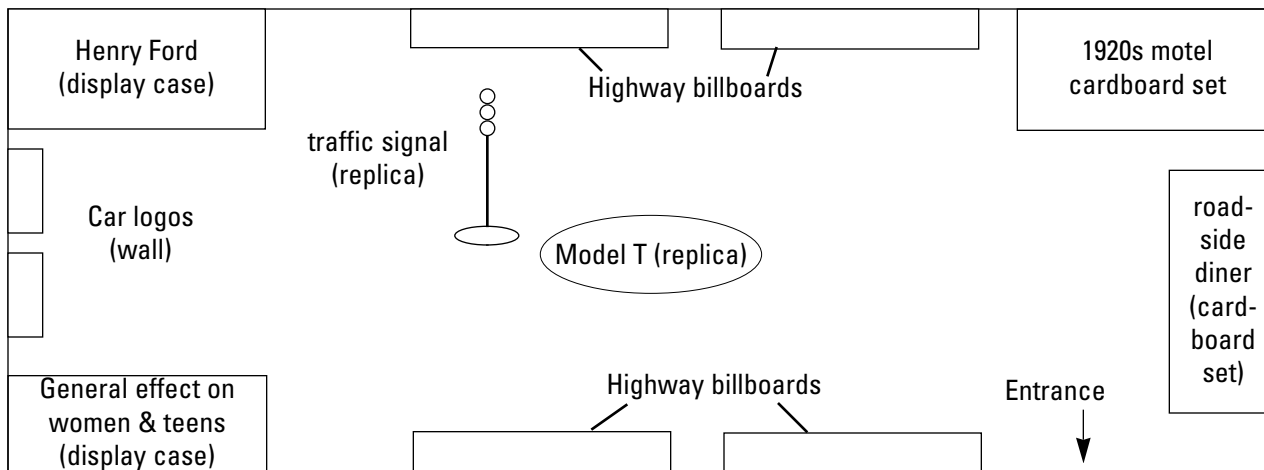
**GETTING STARTED** A floor plan is a diagram, drawn to scale, of a room viewed from above. Your floor plan will show the layout for a 1920s museum exhibit focusing on an accomplishment, trend, or event presented in this chapter. Think of exhibits you have seen at historical museums. Use these questions to help you think of ideas.

- What was most striking about the exhibit?
- What kinds of historical artifacts and objects were featured?
- How were the artifacts arranged? Were they displayed in glass showcases, placed on the floor, suspended from the ceiling, or hung on walls?
- Did the exhibit use special effects, such as lighting, music, or sound effects?

**PREPARING YOUR FLOOR PLAN** Jot down a list of exhibit materials and consider where they best belong in the room. The most important materials might be prominently featured in the center. Here is a sample exhibit titled “The Impact of the Automobile.”

- List of Exhibit Materials**
- replica of the Model T
  - replica of first blinking automatic traffic signal
  - display case on Henry Ford
  - cardboard set of a 1920s motel and roadside diner
  - wall art—Ford, Chevy, Buick, Chrysler, and other car logos from the 1920s—and highway billboards
  - display case on effects of automobile on 1920s teenagers and women

- Drafting Tips: Floor Plan**
- Draw the floor plan to show proportion.
  - Indicate the placement of your exhibit materials.
  - Clearly label all materials.



**DESCRIBING YOUR FLOOR PLAN** Write a description to accompany your floor plan, adding details to help readers clearly visualize and understand your exhibit.



**CHAPTER**  
**20**  
**Project**

**LIVING HISTORY** *Standards for an Exhibit Plan*

<b>IDEAS AND CONTENT</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Poor</b>
1. Explores a topic relevant to the 1920s			
2. Chooses concepts that can be communicated visually			
4. Shows careful planning			
5. Presents information in an entertaining and visually exciting manner			
6. Describes the exhibit vividly and coherently			
<b>VISUAL MATERIAL</b>			
7. Is roughly drawn to show proportion			
8. Is arranged thoughtfully and logically			
9. Is labeled to indicate placement of materials			
10. Engages and informs the audience			

Comments \_\_\_\_\_  
 \_\_\_\_\_  
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Overall Rating \_\_\_\_\_