

# World War I and the 1920s

## 1910–1930

### SECTION 1 Texans Go to War

### SECTION 2 Business and Agriculture in the 1920s

### SECTION 3 Texas Becomes a Modern Society



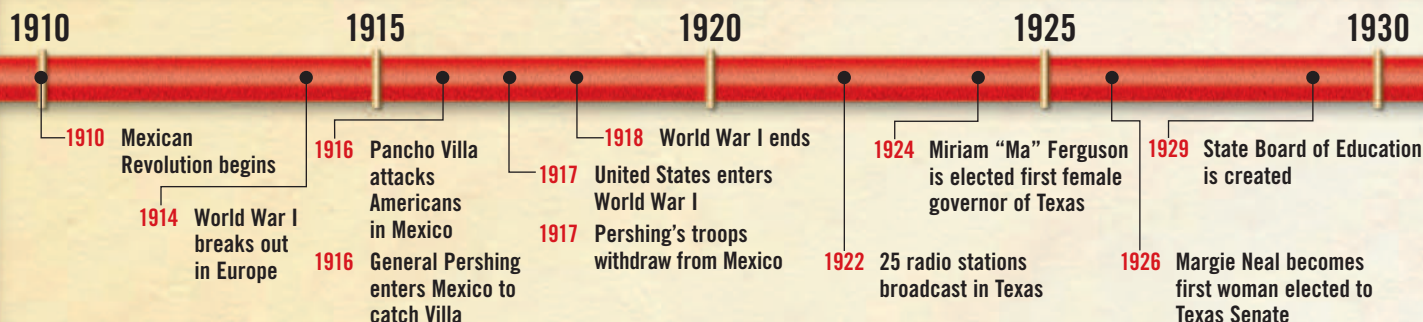
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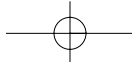
*I love Texas  
 because Texas  
 is future-oriented,  
 because Texans  
 think anything  
 is possible.  
 Texans think big.*

**U.S. Senator  
 Phil Gramm**



Thomas Hart Benton, *Bootleggers*





# SKILL BUILDER

# Reading Social Studies

## Before You Read

What comes to mind when you hear the word *modern*? Perhaps you have seen examples of modern art. You might have heard talk of modern conveniences. *Modern* is often defined as “up-to-date,” but it was first used in the early 1900s. Many aspects of daily life in Texas then became modern: transportation, communication, technology, fashion, and education.

### Think about

- what makes a city modern
- the characteristics of modern culture
- examples of modern technology



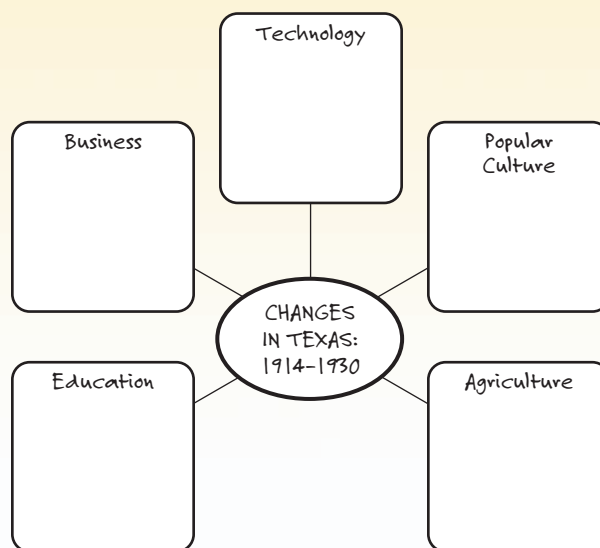
C.A.A. Dellschau, *Aero Mio* (early flying machines)

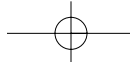
## As You Read

World War I and the 1920s brought great change to Texas. The process of industrialization that began in certain Texas cities at the end of the 1800s continued to spread throughout the state in the early 1900s. In addition to higher wages, cities offered Texans many conveniences not available in rural areas. Completing this graphic organizer for Chapter 22 will help you to understand some of the changes that occurred as Texas developed into a modern society.

- Copy the cluster diagram in your Texas Notebook.
- As you read, note five aspects of life in Texas that changed during or after World War I.
- Then list supporting details to describe each of these changes.

## Organizing Information





## SECTION



# Texans Go to War

## Why It Matters Now

World War I cemented the United States' position as a world leader.

### TERMS & NAMES

**ally**; Central Powers; Mexican Revolution of 1910; Francisco “Pancho” Villa; Zimmerman Telegram; April 2, 1917; draft; **war bond**; **patriotism**

### OBJECTIVES

1. Analyze the Mexican Revolution’s political and social impact on Texas.
2. Analyze World War I’s political and social impact on Texas.
3. Describe the problems faced by specific racial and ethnic groups in Texas around the time of World War I.

### MAIN IDEA

The United States was slow to join the war in Europe. Once it did, Texans at home and abroad made many sacrifices to help achieve victory.

## A REAL-LIFE STORY

When the United States went to war, young people left Texas and traveled thousands of miles. They believed they were fighting to protect freedom and democracy. In a letter to his mother, one Texan described the sounds of life on the front lines in France.

*First, you hear a ‘rack-crack,’ and a smoke ball opens up . . . then the next one is over you, then under you, then to the side of you—all the time biting closer and closer. . . . Then, finally, you hear one ‘crrrrrrra-S-H!’ after another, and you know they’re horribly close! You can’t dodge, you just stand there and watch those ominous balls of smoke, and I steadied myself by counting them and thinking, ‘Well, if only one hits me from above, it will probably be in the head, and I won’t know it, so what’s the use?’*

First Lieutenant Hal Irby Greer, letter to his mother, 1918

In this section you will read more about Texans’ involvement in World War I. You also will learn how brave Texans at home and abroad helped achieve victory.



Hal Irby Greer



World War I  
Medal for Valor

**ally** a country that agrees to help another country achieve a common goal

## The World at War

In 1914 most of the world was drawn into a major war stemming from old disputes and fears. Great Britain, France, Russia, Italy, Serbia, Belgium, and several other countries banded together and called themselves the **Allies**. Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria called themselves the Central Powers and fought against the Allies. Most Americans wanted to stay out of the fight. However, the United States would not be able to remain neutral for long.

## U.S.–Mexican Conflict

While countries were warring in Europe, conflict sprung up along the Texas-Mexico border. In 1910 Mexico had exploded into revolution. Mexican citizens had grown tired of poor living conditions in their country. A few business owners, landowners, and government officials had become wealthy, while life had grown worse for most Mexicans. As a result, Mexican president Porfirio Díaz was overthrown in 1911. This set off the violent six-year Mexican Revolution.

One of the leading generals of the revolution, Francisco “Pancho” Villa, became angry at the United States for recognizing his opponent as the new leader of Mexico. In 1916 he killed several U.S. citizens in northern Mexico.

President Woodrow Wilson sent U.S. Army general John J. Pershing and his troops into Mexico to catch Villa. Outraged that the United States would invade their country, the Mexican people helped Villa escape. In 1917 President Wilson withdrew the troops to Texas where they helped to guard the border, along with the Texas Rangers.

From 1911 to 1918 violence reigned along the Texas-Mexico border. Hundreds of Mexicans and Texans were killed. Many Mexican American civilians were victims of violence carried out by the Texas Rangers who had been sent to defend the border. These events left deep scars. The Mexican government finally struck a deal with Pancho Villa to end his raids. He was later murdered. To some, he had become a kind of folk hero who had been fighting injustice toward Mexicans on both sides of the border.

## Germany Stirs Up Trouble

Germany saw the U.S.–Mexican conflict as an opportunity to distract the United States from the war in Europe. In 1917 German foreign secretary Arthur Zimmerman sent the Mexican government a secret telegram. Allied forces were able to discover the contents of it. In the telegram, Germany offered to join forces with Mexico to invade the United States and “take back” Texas and other territories Mexico had lost in 1848.



◀ Pancho Villa, below, had an office in Texas, where he planned the overthrow of the Mexican government. The women on the left helped lead the constitutionalist army to victory in Matamoros in 1913. • **How did the Mexican Revolution affect Texans along the border?**

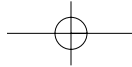


### Mexican Immigration

Even before the Mexican Revolution, citizens on both sides of the border became involved in the revolt. After Díaz was overthrown, total confusion ruled in Mexico. Bands of revolutionaries wanted their own leaders to take Díaz’s place. Violent clashes resulted in the deaths of many Mexican citizens. Many Mexicans fled to the United States. Once across the Rio Grande, the immigrants often settled in towns such as El Paso, Brownsville, and San Antonio. • **How do you think these immigrants influenced Texas’s heritage?**



*Mexican refugees fleeing to Marfa*



## To Technology

World War I saw the development of many new types of technology. Germany became the first country to use “under-sea boats,” or U-boats, to block trade and control the seas. The British invented tanks. Both the Allies and the Central Powers used airplanes in combat for the first time. Several training bases for aviators were located in Texas, making the state the nation’s leader in flight training. • **How did the use of aircraft change how people fought wars?**



Airplanes under construction at Kelly Field

**war bond** a low-interest loan by civilians to the government

**patriotism** love or devotion for one’s country

▼ Before the military established air bases such as Kelly Field in San Antonio and Love Field in Dallas, many Texans had never seen an airplane. • **What types of character traits might have been valuable among trainees at Kelly Field?**

MAKE WAR TOGETHER, MAKE PEACE TOGETHER, GENEROUS FINANCIAL SUPPORT, AND AN UNDERSTANDING ON OUR PART THAT MEXICO IS TO RECONQUER THE LOST TERRITORY IN TEXAS, NEW MEXICO, AND ARIZONA.

Arthur Zimmerman, 1917 telegram to Mexican government

The “Zimmerman Telegram,” as the telegram came to be known, along with the sinking of the ocean liner *Lusitania* by a German submarine, enraged Americans. The *Lusitania* was a British ship, but 128 American passengers died when it was sunk. In April 1917, Congress declared war against Germany. The United States was now fully involved in the world war.

## Texans Rally to the Cause

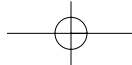
Texans turned out in great numbers to answer the call to duty. On Registration Day, June 5, 1917, more than 300,000 Texans registered for the military draft, which meant that they might be called to join the military. Within a few months, that number soared to over 985,000. In all, nearly 198,000 Texans served in the armed forces—including about 450 female nurses. By 1918 over 5,000 Texans had lost their lives in the war.

Many Texans who signed up to fight had gained valuable skills during the recent conflict along the Texas-Mexico border. These Texans had learned how to command, supply, and move large military units. Thousands of less-experienced recruits found themselves heading to Texas for military training. The state’s mild climate made it an ideal training site for the newly formed U.S. Army Air Corps. The largest aviation training center in the nation was established at Kelly Field in San Antonio. Other military training camps were established elsewhere in San Antonio as well as in Waco, Houston, and Fort Worth.

## The War Effort at Home

At home, people of all ages worked to ensure a victory overseas. Many civilians invested their money in **war bonds** or donated to the American Red Cross. Public schools instructed students in **patriotism** for at least





ten minutes every day. Women rolled bandages, entertained troops, and worked in factories to make important wartime products.

In order to send more food overseas, families cut back on fat and sugar, gave up coffee, and observed “wheatless” Mondays and Wednesdays, “meatless” Tuesdays, and “porkless” Thursdays and Saturdays. Many also planted “victory gardens.”

## Racial and Ethnic Tensions Grow

Many Texans, like other Americans, grew to hate the Allies’ main enemy, Germany, along with its culture. In the state library, books and magazines that showed German culture were pulled from the shelves. In 1919 Governor William Hobby even canceled funding for the German Department at the University of Texas. This type of anti-German feeling made life difficult for the thousands of German immigrants who had chosen to make Texas their home.

There was an increase in other prejudices as well. Although African Americans made up one-fourth of all U.S. soldiers, they still found themselves targets of segregation and unfair treatment in the armed services. This was particularly difficult for minority soldiers from Northern states who traveled to Texas for training. Although discrimination was common throughout the country, it was usually less severe in the North than in Texas. Tensions between African Americans and whites resulted in threats, lynchings, and occasional race riots.

Several thousand Mexican Americans also served in the U.S. armed forces. Like African Americans, Mexican Texans were threatened and denied many opportunities. Racist activities against both of these groups would continue to haunt Texas for many years to come.



### Brave WWI Veterans

Texans played a major role in winning the war in Europe. Marcelino Serna, a Mexican immigrant from El Paso, was responsible for capturing 24 enemy soldiers by himself. For his bravery and service, he was awarded the Distinguished Service Cross, two Purple Hearts, and several other honors. Spencer Cornelius Dickerson of Austin became the first African American general in the U.S. Army. The Thirty-sixth Infantry Division—composed mostly of Texans—earned distinction in

France. So did the Ninetieth Division, which became known as the “Tough ‘Ombres.”



Spencer  
Cornelius  
Dickerson

## SECTION 1 ASSESSMENT

### Terms & Names

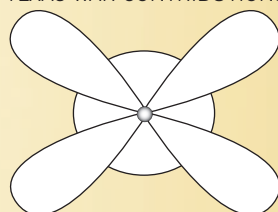
#### Identify:

- ally
- Central Powers
- Mexican Revolution of 1910
- Francisco “Pancho” Villa
- Zimmerman Telegram
- draft
- war bond
- patriotism

### Organizing Information

Using an organizer like the one shown, identify at least four contributions Texans made to the war effort.

TEXAS WAR CONTRIBUTIONS



What do you think was Texas’s most important contribution to World War I?

### Critical Thinking

1. How do you think the Mexican Revolution of 1910 affected relations between Texans and Mexicans?
2. How did entry of the United States into World War I affect Texans?
3. Compare the treatment faced by German Texans, Mexican Texans, and African Americans in Texas during World War I.

### A Real-Life Story

Review *A Real-Life Story* on page 456. What other elements of war might have terrified Texas soldiers?

## ACTIVITY

### Citizenship

Many U.S. citizens wanted the country to stay out of the war in Europe. Others felt that freedom and democracy were at stake. Create a World War I propaganda poster. As a class, identify bias in each poster.



Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research the Activity topic.



LONE STAR

# Literature



The world had never seen a war as wide-spread and destructive as World War I. Soldiers traveled thousands of miles to fight for peace and democracy. Many thousands died.

Convinced that the world would never again allow a war of this size, many people called it "The War to End All Wars." Others simply called it the Great War. In her poem "The Great War," Olga Samples Davis honors all those who served the United States at home and abroad.



*Sgt. Ernest Vidales*

## THE GREAT WAR

*by Olga Samples Davis*

*Who am I?*

I am man—  
 Brother, husband, son, friend.  
 I come from Texas  
 where colors and creeds  
 independence and individuality  
 are as unending as pride  
 and American truths  
 of history and home.  
 My young heart  
 beats old before its time  
 as I stand armed on foreign soil  
 fighting for liberties  
 desperate as its people  
 for life-breath.  
 I give my body  
 with full knowledge  
 that we  
 as humans  
 are bound  
 one with the other  
 in battles for peace  
 and war.

I am man . . . I am soldier of the Great War.

*Who am I?*

I am the family of man-soldier.  
 I plead to gods  
 present and past  
 for man-soldier's safe havens.  
 I pray and wait  
 and work—  
 replacing man-soldier  
 in factories, on roads . . .  
 I go with others  
 who work, wait  
 and hope for peaceful ends



## PRIMARY SOURCE POEM



*McLennan County mothers of soldiers in France, 1918*

to madresses  
created by little men  
pregnant  
with big hate  
for others  
besides themselves.  
I am the family of man-soldier of the Great War.

### *Who am I?*

I am the presence  
that hangs shroud-like  
on man-soldier  
family, friends  
and others  
in victim-garments  
of war.  
I am the Tomb of the Unknowns . . .  
born of the Great War  
to end all wars.  
I welcome all my coffers  
without reservation  
or requirements.

My memory  
of war is everlasting . . .  
my symbol for courage  
a constant reminder  
to giant spirits  
to truly embrace—  
in word  
and deed—the end of all wars.

### *Learning*

#### About the Author

**Olga Samples Davis** was born in San Antonio, Texas, where she has served her community in many different ways. Her roles have included educator, community volunteer, poet, and writer/director. She has published numerous works and has received local, regional, and national honors for her literary and performance artistry. Olga Samples Davis is an assistant professor in the Department of English and Speech at St. Philip's College.

### *Reading*

#### the Literature

As you read, try to determine the speaker's point of view about war. Ask yourself: What words and phrases reveal the speaker's feelings?

### *Thinking*

#### About the Literature

Who are the "voices" in the poem? Why do you think the poet wrote the poem using first person?

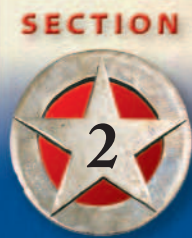
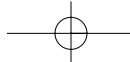
### *Writing*

#### About the Literature

Why do you think the speaker points out that the soldier is from a place where "independence and individuality" are unending? In your Texas Notebook, explain how this idea contrasts with the theme of the rest of "The Great War."







# Business and Agriculture in the 1920s

## Why It Matters Now

Demand for new types of goods increased, leading to the production of modern goods and services in Texas.

### TERMS & NAMES

November 11, 1918;  
**consumer goods;**  
oil industry

### OBJECTIVES

1. Analyze changes in supply and demand in Texas.
2. Describe how national and international events affected the production of goods in Texas from 1914 to 1920.
3. Draw conclusions about World War I's economic impact on Texas.

### MAIN IDEA

During World War I, Texas industry leaped into action to produce goods for overseas troops. After the war, demand slowed for a time and then recovered.

### WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



## INTERACT WITH HISTORY

Imagine that some of the teachers in your school have left to go to war. The principal asks you to help teach the health classes. You have never taught a class before, and it is hard at first, but you start to enjoy it. You are proud of your accomplishment. Then the war ends and the teachers return. You are asked to go back to being a student like any other. How would you feel? Would you cooperate?

## War Ends

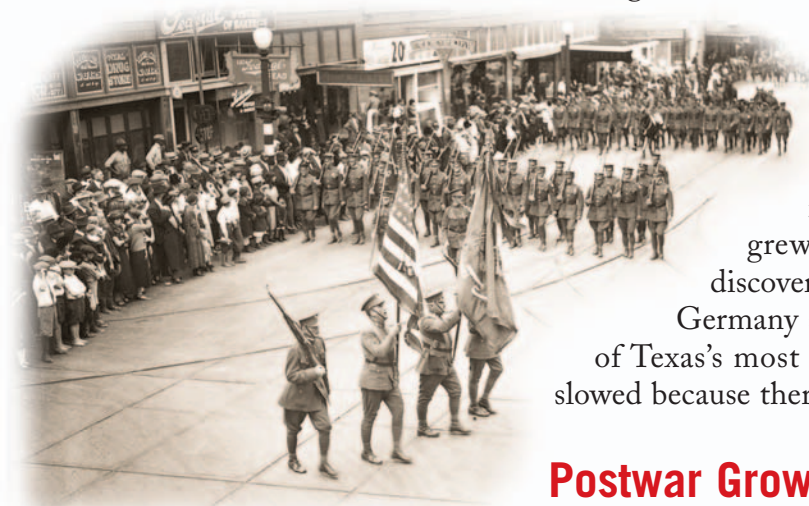
World War I was a terrible war. Eight to ten million military lives were lost as 32 nations fought each other. Modern weapons such as tanks and nerve gas were used for the first time. The entry of the United States helped to bring the war to an end on November 11, 1918. But many of the soldiers who returned were scarred.

World War I also caused dramatic changes in market demands. Before war broke out in Europe, new industries were emerging in Texas. Production grew steadily as new markets for Texas products were discovered around the world. Then in 1914 things changed.

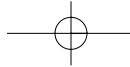
Germany set up a blockade at British seaports, blocking some of Texas's most important overseas markets. At home, production slowed because there was less worldwide demand for Texas goods.

## Postwar Growth of Top Industries

Before World War I, slaughtering and meatpacking had been the most important industries in Texas. But the war created a huge need for fuel. Soon oil was the most important industry. As the oil boom led to new



*Armistice Day (now Veteran's Day) parade celebrating end of World War I, San Antonio, 1924*



and larger cities, building materials were in greater demand. Many related businesses expanded in response.

Other changes occurred after the war. In the 1920s Texas manufacturers began making more **consumer goods**. Clothing and furniture manufacturing also increased. Other factories began producing cars and other consumer goods. Department stores opened in Houston, Dallas, and other cities to sell these goods.

## The Impact of the Oil Industry

Of all the economic developments after World War I, the most important was the growth of the oil industry. During the 1920s new oil deposits were discovered in Mexia, Luling, and the Permian Basin area of West Texas. Major gasoline companies such as Humble Oil and Refining Company (Exxon/Mobil), Gulf Production Company (Chevron), and The Texas Company (Texaco) also gained strength.

As the Texas oil industry grew, so did related industries. Some companies began producing oil by-products such as petrochemicals. Others produced pipelines, barrels, and oil-field equipment. As these companies began moving into oil towns such as Houston, Beaumont, and Port Arthur, they further expanded the local economies. Some moved into small towns, quickly turning them into cities. In North Texas the town of Wichita Falls grew from 8,200 residents in 1910 to about 40,000 in 1920. State revenues also increased from just over \$101,000 in 1906 to \$5.9 million in 1929, largely due to the oil industry.

## Agriculture Remains King

Despite the growth in oil and other industries during the 1920s, agriculture remained the leading economic force in Texas. World War I and the expansion of cities increased the demand for farm products. By the end of the 1920s, the value of agricultural products was three times that of oil. Cotton, rice, wheat, citrus fruit, and corn production all grew.

Unfortunately for farmers, major increases in crop production led to a sharp decline in prices. Many farmers refused to slow down production. In fact, farmers produced even more to keep their income at the same level. This made prices drop further. Some farmers formed farmers' organizations to pool their crops and negotiate better prices. Others learned to use machines to produce goods faster and more efficiently.

## New Technology Benefits Farms

By the 1920s automobiles were becoming common in Texas. Soon people began to think of other uses for motors. Farmwork was made faster and simpler by motors and machines. Tractors began replacing mules and horses. Machines called combines did the work of both binders and threshers, greatly increasing wheat production.



*Women spooling yarn in a factory in Dallas*

**consumer goods** products created for personal use, such as clothing, radios, and refrigerators

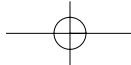


### WOMEN AND THE WAR

**D**uring the War, thousands of Texas men went overseas, leaving many companies short of workers. To help out, Texas women entered the workforce—many in jobs usually filled by men. Women worked in factories. They served as police officers, doctors, and lawyers and took on other important positions.

After the war, however, most jobs were re-assigned to men. Women were expected to return home and take care of their families. ● **How do you think the war affected Texas women's attitudes about their traditional roles?**





Galveston-Houston Electric Railway



Trinity Railway Express, Dallas

THEN  NOW

**STREETCARS** During the early 1900s, electric street railways were built in 33 Texas cities—more cities than any other state west of the Mississippi. The streetcar was the fast, “modern” mode of transportation. The first suburbs in Texas developed where streetcar tracks were built. Electric railways also connected cities such

as Houston and Galveston. Only after World War II, when most Texans had their own cars, did the streetcars disappear. Today’s light rail trains are similar to the streetcars of a century earlier. • **What factors have made Texas cities consider light rail today?**

The development of new technology also allowed Texas farmers to reach new markets with their goods. Now, instead of depending solely on the railroads to carry their goods to market, farmers could use trucks to transport their products just about anywhere. This opened up a variety of new markets in Texas and the rest of the nation.

Texans not only developed new markets for their goods but also contributed greatly to the national economy. Advances in Texas agriculture helped the United States become a major provider of food for the world. Similarly, technological advances in oil, lumber, mining, and manufacturing industries made Texas an important part of the U.S. economy and the world marketplace. By the end of the 1920s, Texas had become a major contributor of goods and services worldwide.

SECTION  ASSESSMENT

**Terms & Names**

**Identify:**

- November 11, 1918
- consumer goods
- oil industry

**Organizing Information**

Use a chart like the one shown to list Texas industries that grew dramatically during this period. List each industry in the appropriate column.

INDUSTRIAL PRODUCTS AND AGRICULTURE	CONSUMER GOODS

In which category did industry change the most during the 1920s? Explain.

**Critical Thinking**

1. How did changes in demand affect the supply of Texas goods in 1914? in the 1920s?
2. What national and international events caused these changes in supply and demand?
3. How was the Texas economy different after World War I? Explain your answer.

**Interact with History** 

Review your response to *Interact with History* in your Texas Notebook. How is this scenario similar to the experiences of many working women at the end of World War I?

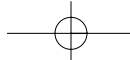
**ACTIVITY**

*Economics*

Create a chart to compare and contrast the industries in Texas before and after World War I and their effects on the state.



Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research the Activity topic.



## SECTION



# Texas Becomes a Modern Society

## Why It Matters Now

The shift from rural to urban life in the 1920s brought many changes to Texas.

### TERMS & NAMES

**mercantile**, Margie Neal,  
**lobby**, Petticoat Lobby,  
**intolerance**, Ku Klux  
Klan, Miriam A. “Ma”  
Ferguson

### OBJECTIVES

1. Explain how economic factors led to Texans moving from rural areas to the city.
2. Describe changes in jobs and occupations that resulted from the growth of cities in Texas.
3. Identify points of view from the historical context surrounding events and the frame of reference that influenced those who participated.

### MAIN IDEA

The economic boom of the 1920s led to rapid growth of industries in Texas. As a result, Texans flooded into cities to take industry jobs.

### WHAT Would You Do?

Write your response to *Interact with History* in your *Texas Notebook*.



## INTERACT WITH HISTORY

Imagine that your family has lived on a farm for many generations. One day, your parents hear that a factory in a nearby city is paying workers many times what they can earn on the farm. Your family moves to the city and starts enjoying a whole new life, complete with money, electricity, cars, entertainment, and social opportunities. How do you think you will react to this new environment? How do you think your family will view your new life?



### LOCATION

**W**hy do cities grow? They must provide people with a way to earn a living. Therefore, they develop in places with some kind of an advantage for industry or business. Houston is a port city near major oil-producing areas, so the oil industry located there. El Paso is at an important crossroad and is near valuable copper deposits that are refined there.

- **What resources do the cities near you take advantage of?**

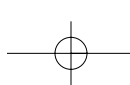
## Growth of an Urban Society

The 1920s was a time of major growth in the demand for consumer goods and other Texas products. Many industries were forced to build new factories to keep up with this demand. The result was a steady number of jobs in cities where factories were located. Many workers found factory jobs attractive because they generally paid better than other work.

By contrast, farmwork offered little financial reward. Because of over-production, farm prices fell sharply after 1920. Moreover, farmers have always had to deal with an unpredictable cycle of good and bad times. Many people left rural farming areas and moved to Texas cities to take jobs in factories and in other industries.

People from other states and nations also came to Texas cities, resulting in growth of urban areas. As cities grew, many developed distinct identities. For instance, Fort Worth's livestock and meatpacking industries gave the city the nickname “Cow Town.” A rich Hispanic heritage and busy military installations made San Antonio a thriving tourist center. Dallas, with its own branch of the Federal Reserve System, became the state's financial and **mercantile** center. Houston became the state center for oil.

**mercantile** relating to merchants or trade



## Modern Conveniences

Life in Texas cities became much more modern during the 1920s. Conveniences not available in many rural areas became commonplace in town. Electricity was added to homes and other establishments, bringing the benefit of electric lights. Mass transportation made it easier for people to get from one place to another. Telephone and telegraph lines allowed people to communicate quickly and easily.

During this time, other important forms of communication developed as well. Radio broadcasting, which had begun at some Texas colleges on a small scale in 1911, became more widespread. By 1922 Texas had 25 radio stations.

## Texans on the Move

The number of Texans who owned automobiles greatly increased in the 1920s. In addition to cars, trucks became a common sight as farmers and manufacturers began using them to haul goods to market. Buses carried passengers within cities and between towns.

As automobiles became more popular, Texans needed a system of well-maintained roads. Governor Pat M. Neff reorganized the state highway department in the mid-1920s and placed a tax on gasoline. These new funds were used to create and repair Texas roads.

Texans now could travel long distances with relative ease. People who lived outside cities could travel into town to work, shop, or gather with friends. Automobiles also made it easier for people to attend social events. Unfortunately, this ease of travel created several problems. Small towns not located near major highways lost residents, visitors, and businesses. People began shopping in larger stores in the cities.

## Problems with Prohibition

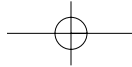
During the prohibition period, from 1919 to 1933, liquor was illegal. Many Texans found it difficult to adjust to the new law. Some turned to bootlegging, selling liquor illegally. Bootleggers bought their liquor from moonshiners, who manufactured it in hidden stills, often in their backyards. Many citizens who had never previously broken a law became involved in the illegal liquor trade. Although local Texas officials often looked the other way, federal agents patrolled the state, destroying stills and putting bootleggers in jail. Dance halls and night clubs, called illegal speakeasies, were often moved to hidden locations. One was located in Longhorn Cavern in Central Texas. Because so many citizens ignored prohibition, and so much crime occurred in reaction to it, prohibition was eventually ended throughout the country.



▲ In the 1920s Texas cities came into their own. This photo shows Houston Street in San Antonio with the new Majestic Theatre. ● **What other modern developments can you identify?**



*Early Victrola for playing phonograph records*



## Lone Star Legends

### Blues Masters

While some people became wealthy in the 1920s, others were singing the blues. Texans Huddie “Leadbelly” Ledbetter and Blind Lemon Jefferson were early masters of the blues. They met in Dallas and traveled the state playing guitar and singing songs they wrote. Jefferson recorded nearly 100 songs before he died in 1929.

In 1933, Leadbelly was discovered by Texas folklorists John and Alan Lomax. They used new technology to record hundreds of his original songs. Jefferson and Leadbelly helped create a new sound that was born out of their distinctly African American experience. • **Why was it significant that an African American musical form became popular nationwide?**



Leadbelly

## Leisure-Time Activities

The 1920s was a period of prosperity and excitement for many in the United States. A new freestyle form of music known as jazz became popular, and fast-moving dances like the Charleston swept the nation. As urban society grew, so did the feeling of independence among women. People also began challenging society’s standards for appropriate behavior. Some women wore makeup and dressed in pants or shorter skirts. Because of Texans’ generally traditional nature, however, some of the more daring national fads and fashion trends never really caught on in Texas.

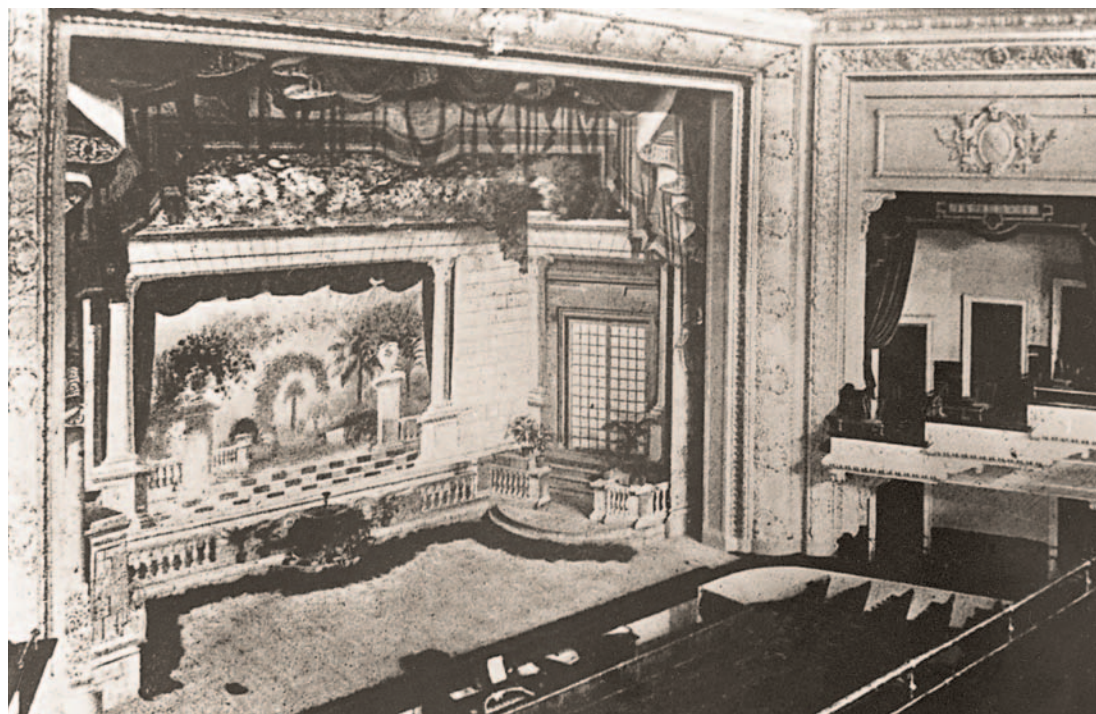
One new development that did capture Texans’ enthusiasm was the motion picture. Soon, movie houses popped up in all but the smallest towns. The first movies to hit the big screen were in black and white and had no sound. A piano or phonograph was played in the theater to provide background music. By 1929 these early silent films had been replaced with “talkies,” or movies with sound.

## Modernizing Education

The 1920s were also times of great changes in education. Governor Neff and the state legislature passed laws to provide special funding for rural schools. A few years earlier, the legislature had passed a measure to provide students with free textbooks. Another measure provided government-paid transportation for students who lived far from schools. It consolidated, or joined together, more than 1,500 small schools to help them pool their resources and tax revenues. Finally, the Better Schools Amendment of 1920 allowed counties to increase taxes used to support local schools.

Texas women were another important factor in the improvement of education during the 1920s. Texas’s first female senator, Margie Neal, proposed a bill that led to the creation of the State Board of Education in 1929. An increasing number of Texas women took seats on local school boards.

- The fancy decorations of the Empire Theatre in San Antonio are typical of those found in many early movie houses. • **How do you think attending a movie in the 1920s differed from attending a movie today?**





## The Changing Role of Women

Having finally won the right to vote, women took their newfound freedom a step further and entered the workforce. By the end of the 1920s, more women than ever worked outside the home. They worked as telephone operators, clerical workers, and salespeople. Others worked as teachers, nurses, and librarians, and a few were doctors and lawyers. However, most women earned only about half of what men earned in similar positions.

On the political front, women in the 1920s organized a **lobby** called the Joint Legislative Council, or “Petticoat Lobby,” to influence state legislation. The women pushed to abolish child labor and asked for better legislation regarding education, health care, and other social reforms. They also pressured city governments to improve sanitation services, provide more parks and playgrounds, and make other improvements.

## Intolerance on the Rise

The 1920s were carefree times for many Americans, but they also were a time of rising **intolerance**. The Ku Klux Klan declared that its postwar goals were to preserve patriotism and moral behavior, but its members openly opposed Catholics, Jews, African Americans, and Hispanics. The Klan also claimed it would stem a rising tide of crime and moral decay. This idea especially appealed to rural Texans who were worried about the relatively broad-minded lifestyles of urban Texans.

To carry out its plan, the Klan enlisted large numbers of police officers and judges. It used the voting power of its 100,000 members to elect Klan-friendly sheriffs, city officials, legislators, and even a U.S. senator, Earl B. Mayfield. By 1923 the Klan controlled several city governments and probably a majority of the Texas House of Representatives.

As the Ku Klux Klan grew in size, it also became more violent. Support for the Klan began to fade as the public became more aware of its violent tactics. Newspapers began speaking out against Klan activities. Some police officers and judges threatened to publish members’ names. By 1928 Klan membership had decreased to fewer than 2,500 members in Texas.

◀ After World War I, the roles of many women changed dramatically. • **How did their new roles benefit Texas?**



### Bessie Coleman

**B**essie Coleman, the first African American female pilot, was born in Atlanta, Texas, and raised in Waxahachie. Her parents were cotton sharecroppers. Turned down by U.S. flight schools, Coleman learned French and earned enough money to go to France. She returned with a pilot’s license and a dream to start an African American flight school. To

raise money she gave lectures and performed stunts. In 1926 while riding with another pilot she fell from the plane and died. • **What were the two reasons Coleman was turned down by U.S. flight schools?**

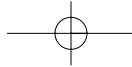


**lobby** *a group that tries to influence legislators to vote in a certain way*

**intolerance** *an unwillingness to accept different people, ideas, or behaviors*



*Newspaper headline*



### Miriam A. "Ma" Ferguson

Miriam Amanda Ferguson was born in Bell County, Texas, in 1875. Her outspoken devotion to motherhood—and the combination of her first two initials—earned her the nickname "Ma." "Ma" won the governor's race in 1924 and again in 1932. Miriam Ferguson almost faced impeachment for unfair practices in the granting of state road contracts. • **Why do you think Miriam Ferguson's near impeachment was no surprise to some Texans?**



## "Ma" Ferguson Versus the Klan

One of the main opponents of the Texas Klan was Governor Miriam A. "Ma" Ferguson. In 1924 the wife of impeached governor James Ferguson entered the race for governor against Klan candidate Felix D. Robertson. Her anti-Klan feelings were supported by many. Ferguson did little, however, to help the cause of women.

### TEXAS VOICES

I was originally opposed to woman suffrage. I have always held, and I believe it firmly still, that if a woman's home demands her, that should be her duty—her husband and her children. She should be willing to give it her undivided attention.

Miriam A. Ferguson, interview

"Ma" Ferguson entered the governor's race because her husband, James "Pa" Ferguson, had been banned from holding any public office. With "Ma" as governor, "Pa" could run the governor's office behind the scenes. On the campaign trail, the pair claimed voters would get "two governors for the price of one." "Ma" Ferguson defeated Robertson in the Democratic primary by more than 100,000 votes. She then defeated the Republican candidate. Ferguson became the first female governor of Texas and one of only two female governors in the country.

Like her husband, Ferguson created few reforms and offended many people. She was criticized for pardoning more than 2,000 prisoners and for granting highway contracts to her supporters. In 1926 she lost the governor's race to Daniel J. Moody, who would guide Texas through tough times.

## SECTION 3 ASSESSMENT

### Terms & Names

#### Identify:

- mercantile
- Margie Neal
- lobby
- Petticoat Lobby
- intolerance
- Ku Klux Klan
- Miriam A. "Ma" Ferguson

### Organizing Information

Use a graphic organizer like the one shown to identify at least five items that became common to Texans or events that occurred in Texas in the 1920s.



Which event do you think had the longest lasting

effect on Texas? Was the effect positive or negative? Explain.

### Critical Thinking

1. What specific economic factors contributed to the growth of cities in Texas?
2. How did the growth of cities lead to new occupations for some Texans? What were some of these new jobs?
3. How did the changing role of women pose a conflict for many Texans, both male and female?

### Interact with History

Review your response to *Interact with History* in your Texas Notebook. Do you think you would want to return to farm life? How might this type of attitude contribute to Texans moving from rural areas to cities?



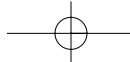
Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research the Activity topic.

### ACTIVITY

#### Science, Technology & Society

Research the fads, social trends, and scientific and technological advances that changed life for Texans in the 1920s. Create a poster or radio commercial advertising life in Texas cities in the 1920s.





# SKILL BUILDER

# Map & Geography

## Interpreting a Population Density Map



### LEARNING *the Skill*

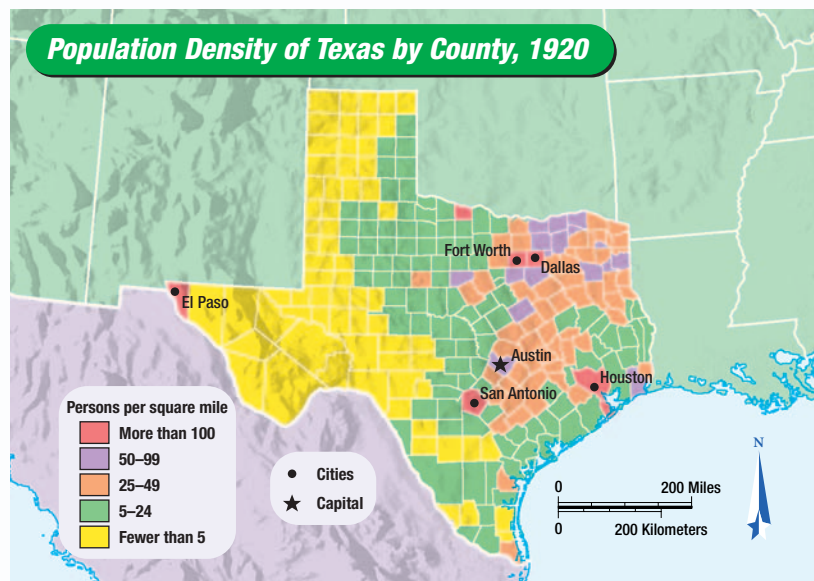
Population density maps are very useful for learning where people live. Population density measures the number of people living in a square mile or square kilometer. The population density of an area is found by dividing the number of people by the total land area. Areas with many people, such as cities and some farming areas, have high population densities. Places where few people live have low population densities.

**To interpret a population density map, use the following steps:**

- Read the map title. It will tell you the area that the map illustrates. It may also tell the time period the map covers.
- Study the map key. The different colors or patterns show the number of people living in a square mile or kilometer in a certain area.
- Observe the patterns on the map. The different patterns or colors are used to distinguish the areas of different population density.
- Examine the map itself. Look at the areas that have high or low population density. Where are they located? Can you see a pattern? If there is a pattern, analyze what accounts for it.

### PRACTICING *the Skill*

Study the map below. Then answer the questions that follow.



1. What time period is represented on the map?
2. What units of measurement are used to calculate population density?
3. Which cities are located in counties that have a population density of more than 100 persons per square mile?
4. Why do you think there is one county in far West Texas with a high population density?
5. What conditions might account for low population density in some areas of Texas?
6. What conditions might account for high population density in some areas of Texas?

### APPLYING *the Skill*

Obtain a current edition of the *Texas Almanac*. Research the population and area data for ten counties. Using this information, create a population density map for your selected counties. Then exchange maps with a partner. Ask each other three to five questions that can be answered by reading and interpreting the map. Finally, compare your current population density maps with the 1920 population density map on this page.



Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research this topic.

## CHAPTER

## 22

## ASSESSMENT

## TERMS &amp; NAMES

Explain the significance of each of the following:

1. Allies
2. Central Powers
3. Mexican Revolution of 1910
4. Francisco “Pancho” Villa
5. Zimmerman Telegram
6. April 2, 1917
7. November 11, 1918
8. Margie Neal
9. Petticoat Lobby
10. Miriam A. “Ma” Ferguson

## REVIEW QUESTIONS

*Texans Go to War* (pages 456–459)

1. Why do you think some Mexican citizens helped Pancho Villa escape from Pershing’s troops?
2. Why did thousands of U.S. troops stop in Texas before going to Europe?

*Business and Agriculture in the 1920s* (pages 462–464)

3. What major shift occurred in Texas industry after World War I?
4. What was the most important economic development in Texas after World War I?

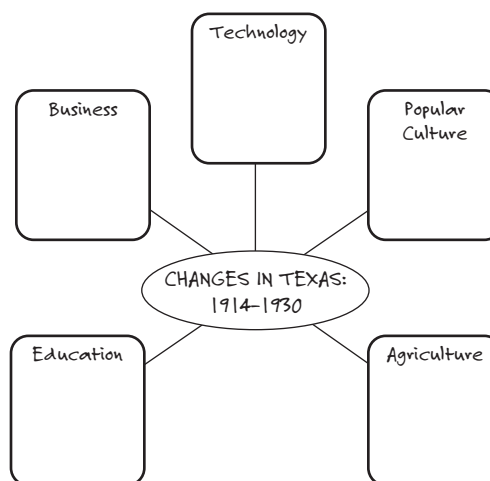
*Texas Becomes a Modern Society* (pages 466–470)

5. What impact did the development of the automobile industry have on the growth of cities in Texas?
6. What two issues probably helped Miriam Ferguson be elected governor of Texas?

## READING SOCIAL STUDIES

*After You Read*

Review your cluster diagram with a partner. Did both of you note similar changes? Add any additional details to your organizer. Which aspects of life in Texas that developed during World War I and the 1920s do Texans still enjoy today?



## CRITICAL THINKING

*Drawing Conclusions*

1. Why do you think the Zimmerman Letter had such a tremendous impact on the United States?

*Identifying Cause and Effect*

2. How did technological advances in the 1920s result in Texas, the United States, and the world becoming more dependent on one another?

*Summarizing*

3. How did women’s lives change in the 1920s? What effect did this have on the Texas government?

### VISUAL Summary

**Texans Go to War**

After dealing with problems at home, the United States entered the war in Europe. Texans of all ages rallied to the cause and helped secure an Allied victory.

**Business and Agriculture in the 1920s**

After the war ended, industry shifted its focus from war products to a growing demand for consumer goods. Farmers, on the other hand, overproduced, sending farm prices spiraling downward.

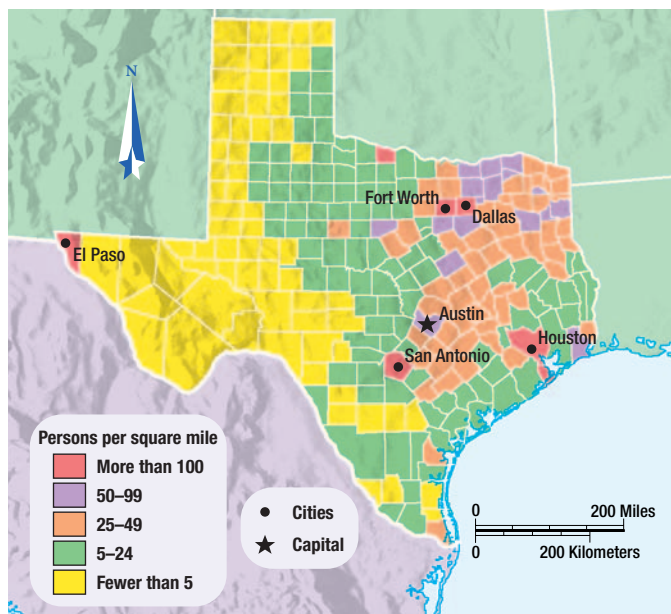
**Texas Becomes a Modern Society**

The depressed farm economy led many rural Texans to take factory jobs in the cities. This led to massive urbanization and the modernization of Texas society.



## MAP & GEOGRAPHY SKILLS

### Applying Skills



According to the map, in which region are the counties with the highest population density concentrated?

## SOCIAL STUDIES SKILLBUILDER

### Making Generalizations

Life in Texas cities became much more modern during the 1920s. Conveniences not available in many rural areas became commonplace in town. Electricity made its way into homes and other establishments, bringing with it the benefit of electric lights. Mass transportation made it easier to get from one place to another. Telephone and telegraph lines allowed people to communicate quickly and easily.

1. What generalization can you make from the information in this selection?
2. What details support your conclusion?
3. Explain whether the following generalization is supported or unsupported: *Electricity made daily life easier for Texans.*



## CHAPTER PROJECT

**Analyzing Songs** Strong feelings about political issues and a changing society emerged during World War I and the 1920s. Many of these feelings were expressed in songs made popular throughout Texas and the United States. Working with a partner, research the lyrics to a song that was popular in Texas in the 1920s. What opinions and attitudes do you think the song expresses? Share your selection with the class. Explain how it serves as a historical resource.



Go to [www.celebratingtexas.com](http://www.celebratingtexas.com) to research this topic.



## SCIENCE, TECHNOLOGY & SOCIETY ACTIVITY

**1920s Radio Broadcast** During the 1920s,

radio stations began springing up in many Texas cities. In addition to providing music and commercials, WFAA in Dallas was the first radio station to carry educational programming and to produce a radio drama series. WOAI in San Antonio was one of the first stations to employ a local news staff. As a class, research and plan ten minutes of radio programming that might have been heard on one of these stations during the 1920s. Then work in small groups to develop the program elements you planned. Finally, tape record your radio broadcast and play it back. How might your broadcast have benefited Texans in the 1920s?



## CITIZENSHIP ACTIVITY

**Protecting Citizens' Rights** In the 1920s

many groups experienced discrimination in Texas. Many years later, some individuals and groups in Texas still suffer discrimination in employment, housing, education, and social activities. Working in groups of three or four students, review school guidelines that prohibit bias and discrimination on campus. Refer to the history of our state to explain why such policies are necessary to protect the rights of all citizens.