

# CHAPTER 21

# World War I and the 1920s

## Why It Matters

*Involvement in World War I, improvements in transportation, and immigration from foreign lands all contributed to an expanded view of the world for Texans. Prosperity, population growth, and modern technology meant that Texas was becoming an urban state.*

## The Impact Today

*Many aspects of Texas today, such as the school system and the highway system, have their origins in reforms made in the 1920s. Texas women began to achieve important victories in their fight for equality, especially on the political front.*



**1916**  
★ General Pershing chased Pancho Villa in Mexico



Texas



United States



World

1910

**1910**  
• Mexican Revolution began

1912

**1913**  
• Zippers became popular in clothing

1914

**1914**  
• World War I began in Europe  
• Panama Canal opened

1916

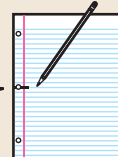
**1915**  
• Albert Einstein completed his Theory of Relativity



**Compare-Contrast Study Foldable** Make this foldable to help you collect and analyze information on the economy and progress of Texas during the first quarter of the twentieth century.

**Step 1** Mark the midpoint of the side edge of a sheet of paper.

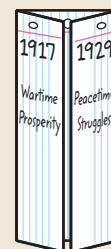
Draw a mark at the midpoint.



**Step 2** Turn the paper and fold the outside edges in to touch at the midpoint.



**Step 3** Label your foldable as shown.



**Reading and Writing** As you read the chapter, write key facts and main ideas under the appropriate tabs of your foldable. Use what you learn to compare and contrast the economy of Texas before, during, and after World War I.



*The painting Fifth Avenue in the Armistice Winter of 1918–1919 by Anna Richards Brewster captures the sense of patriotism felt by all America—including Texas—after the Great War.*

**1918**

★ Annie Webb Blanton elected superintendent of public instruction



**1924**

★ Miriam “Ma” Ferguson elected governor

**1920**

**1922**

**1924**

**1917**

• U.S. entered World War I



**1920**

• Women granted right to vote

**TEXAS HISTORY**  
*Online*

**Chapter Overview**

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 21—Chapter Overviews** to preview chapter information.

**CLICK HERE**

# International Affairs

## Guide to Reading

### Main Idea

Texans were affected by the Mexican Revolution and became involved in World War I.

### Key Terms

recruitment

### Reading Strategy

**Organizing Information** Complete a table like the one shown here by filling in the dates of these significant events.

Historical Event	Date
Mexican Revolution	
General Pershing sent to Mexico	
World War I	
U.S. enters WWI	

### Read to Learn

- about the Mexican Revolution.
- about World War I.
- about life on the home front.

### Section Theme

**Global Connections** The U.S. involvement in World War I led to important changes for Texans.

### Preview of Events

◆ 1916

General Pershing pursues Pancho Villa in Mexico

◆ 1917

**April 5**  
Kelly Field opens as flight training school

**August 23**  
Race riot erupts in Houston



Bessie Coleman

## A Texas Story

Bessie Coleman was an African American who knew prejudice. Born near Atlanta, Texas, in 1892, she was one of 13 children living on a sharecropper's farm raising cotton. She finished high school and went to college for one semester, but then the money ran out. Bessie moved to Chicago and became a successful manicurist. Some of her brothers went to France during World War I. They told Bessie that there was less prejudice there. They also said they saw women in France who flew airplanes. Bessie dreamed of the day she would fly.

### United States Troops Enter Mexico

The outbreak of revolution in 1910 in Mexico soon became a concern for Texans. Revolutionaries replaced long-time dictator **Porfirio Díaz** with a



progressive reformer named **Francisco Madero**. A military dictator, **Victoriano Huerta**, soon removed Madero by having him shot and killed. **Emiliano Zapata** in the south of Mexico and **Francisco (Pancho) Villa** in the north **recruited** (enlisted) armies of thousands to oppose Huerta and his successor, **Venustiano Carranza**.

Pancho Villa used Ciudad Juárez, across the Rio Grande from El Paso, as his base, or headquarters. In March 1916, he and 500 men raided Columbus, New Mexico. Several Americans and Mexican raiders were killed.

**President Woodrow Wilson** responded to the Columbus raid by ordering **General John J. Pershing** and 6,000 troops from San Antonio to pursue Villa across northern Mexico. Pershing could never catch Villa but did keep him away from the border. The presence of American troops on Mexican soil caused anger among the Mexican people and the government.

In 1917 President Wilson ordered Pershing back to San Antonio. Accompanying the troops were more than 500 Chinese immigrants who had helped Pershing in Mexico. Even though Congress had passed laws prohibiting Chinese people from entering the U.S., these immigrants were given special permission to stay in San Antonio. They formed the largest Chinese American community in the state.

## The U.S. Enters World War I

The Pershing expedition returned to the U.S. as Wilson was preparing American forces to fight in the “Great War.” Later, the Great War was called **World War I**. The European nations of France, Great Britain, and Russia had been at war with Germany and Austria–Hungary since 1914. The U.S. remained neutral. But in early 1917, President Wilson found the pressures to enter the war overwhelming. German submarines sank ships carrying American passengers. In January, a German diplomat named Arthur Zimmermann sent a coded telegram to the German representative serving in Mexico. It instructed him to propose an alliance with Mexico in the event that war broke out between Germany and the United States. It further promised to help Mexico regain its lost territo-

ries of Texas, Arizona, and New Mexico in exchange for Mexico’s support of Germany. This famous telegram read, in part:

“We make Mexico a proposal of an alliance on the following basis: 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.”

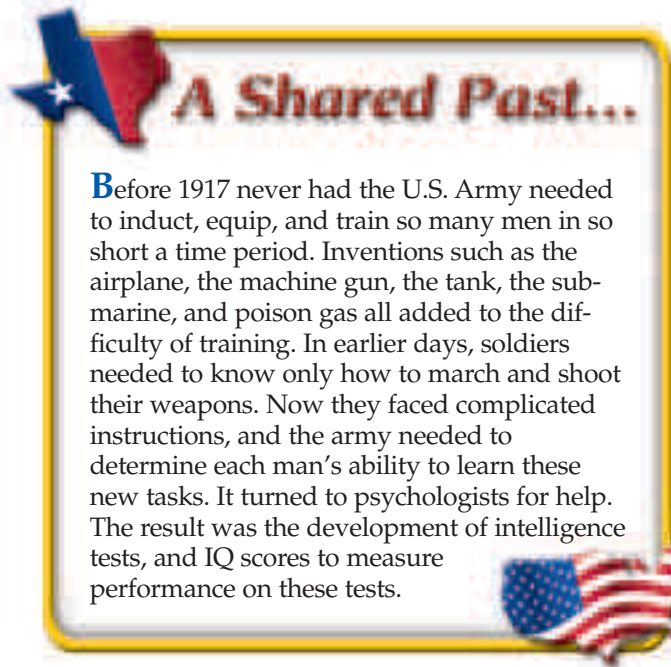
Americans, and Texans in particular, reacted angrily when newspapers published this message. In April 1917, President Wilson asked Congress to declare war on Germany.

**Reading Check Explaining** How did Germany’s actions lead the United States into war?



### **Picturing History**

Rose Wu, a longtime Chinese American resident of San Antonio, was an active community member. In 1937, she testified in Austin against a bill that would prevent Chinese immigrants from owning property. **How do you and your family contribute to your community?**



Before 1917 never had the U.S. Army needed to induct, equip, and train so many men in so short a time period. Inventions such as the airplane, the machine gun, the tank, the submarine, and poison gas all added to the difficulty of training. In earlier days, soldiers needed to know only how to march and shoot their weapons. Now they faced complicated instructions, and the army needed to determine each man's ability to learn these new tasks. It turned to psychologists for help. The result was the development of intelligence tests, and IQ scores to measure performance on these tests.

## Texas Mobilizes for War

The United States was not ready for war. New soldiers had to be trained. Texas supplied almost 200,000 of those troops. Texans served in the Army, Navy, and Marine Corps. The wide open spaces and railroad network made Texas a good place to train troops. The army established training camps at Houston, Fort Worth, Waco, and San Antonio. **Kelly Field** was built at San Antonio in 1917 as a training camp. Pilots would study aviation at other camps, but when it came time to fly, they all came to Kelly. It became the largest flight training school in the world. Pilots also trained at Stinson Field in San Antonio, founded by **Marjorie** and **Katherine Stinson** and their mother.



Military units from Texas included the 36th Division, which was composed primarily of National Guard troops from Texas. Several thousand of its members died fighting in France. The 90th Division included soldiers from both Texas and Oklahoma. Both divisions suffered heavy casualties.

Some Texans held positions of major importance. Colonel Edward M. House of Austin was one of President Woodrow Wilson's most

trusted advisers. The president appointed another Austin resident, Albert Sidney Burluson, postmaster general of the United States. Burluson directed the government's wartime operation of the national telephone and telegraph system. Thomas Watt Gregory, also of Austin, was the United States attorney general.

Approximately one-fourth of the Texans who served were African Americans. One group of African American soldiers was stationed at **Camp Logan** just outside Houston. These regular army troops were not used to restrictions on their freedoms. Tensions developed between them and Houston police enforcing the Jim Crow laws. The soldiers claimed they were mistreated, and were angry when they learned they would not be sent overseas to fight. In 1917 a riot erupted in which 17 people were killed, including 5 police officers. After the war, Camp Logan was purchased by the Hogg family and given to the city of Houston. Today it is Memorial Park.

Mexican Americans were urged by their leaders to support the war effort. Although Mexicans living in Texas who were not citizens were not required to serve in the military, many volunteered. Hundreds of Mexican Americans served with combat troops of the 141st, 125th, 325th, and 359th Infantry Regiments in France.

Several individuals were honored for bravery in battle. **Marcelino Serna**, a Mexican immigrant from El Paso, earned the Distinguished Service Cross and two Purple Hearts. He single-handedly captured 24 enemy soldiers. **Marcos Armijo**, who worked in an El Paso print shop before the war, was awarded the Distinguished Service Cross after his death.

**Reading Check Evaluating** Why was Texas a good place to train new soldiers?

## The War Changes Soldiers

The war caused profound changes for both the soldiers and those who remained at home. Many recruits from the farms and ranches of Texas received medical and dental care for the first time in their lives when they joined the armed services. Some recruits had never traveled outside the county of their birth. Joining



the army often meant a chance for more education and training. Going to France, or even to an army base in the northern United States, provided new experiences that changed the lives of many service personnel. A new world opened up to them, and many were eager to find better lives after their service was completed. A popular song of the day captured this feeling. It asked, "How Ya Gonna Keep 'em Down on the Farm After They've Seen Patee [Paris]?"

African Americans were affected more than any other group. Europeans generally showed less racial prejudice than African Americans had known at home. Restaurants, theaters, and other public places in Europe welcomed African Americans on an equal basis. These experiences would not be forgotten.

## Women and the War

Many Texas women helped the war effort as nurses, factory workers, and farmers. But Katherine Stinson of San Antonio wanted to

make a different kind of contribution. She was an experienced pilot and owned her own flying service. She tried to volunteer for service in World War I. The army refused her offer and told her that women could not be military pilots. Stinson and her sister, Marjorie, however, were allowed to train male pilots. Later, Katherine was an ambulance driver in the campaigns in France.

## At Home in Wartime

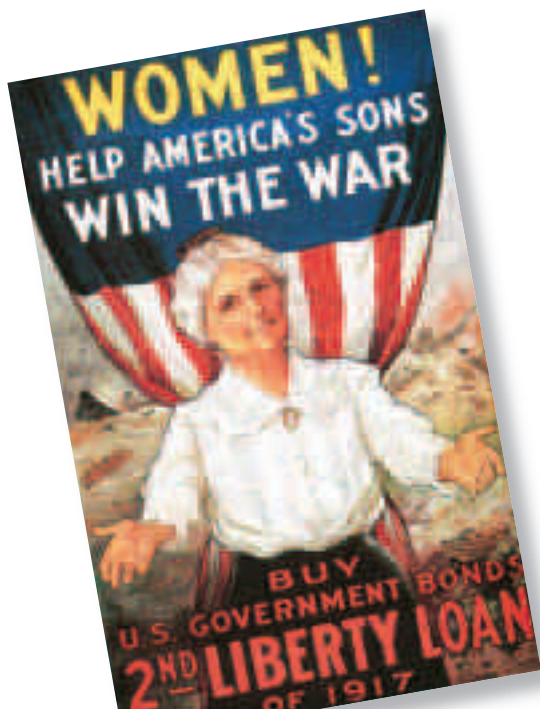
"Do Your Bit" advised the war posters, and the Texans who remained at home did just that. Texans took part in the Liberty Loan campaigns and bought Liberty Bonds, Victory Bonds, and



### **Picturing History**

Some Texas men, both volunteers and draftees, reported for service at Camp Travis in San Antonio. The fact that women were not allowed to serve in combat did not stop Katherine Stinson (*right*) from contributing to the war effort. She trained male pilots to fly. [Do you agree with the U.S. government's decision to allow women to serve in combat today?](#)





### Picturing History

The U.S. government printed war posters to urge citizens to buy bonds in support of the war effort. **What type of support is this poster asking for?**

War Savings Stamps to raise money for the war effort. They also gave generously to the Red Cross and other care-giving organizations. Texans voluntarily **rationed**, or cut back on, food so more could be shipped to the troops in

Europe. For example, many Texans reduced the amount of sugar and fat in their diets. They ate no pork on Thursdays and Saturdays and observed meatless Tuesdays. Because wheat was scarce, Texans went without wheat products on Mondays and Wednesdays.

The war heightened strong anti-German feelings. Some German Texans were pressured into joining the army to show their patriotism. Others were forced to kneel and kiss the United States flag. Some communities banned the performance of German music, and many high schools stopped teaching German. Governor Hobby even vetoed funding for the German Language Department at the University of Texas. A favorite German food, sauerkraut, was renamed “liberty cabbage.” Frankfurters briefly became known as “liberty sausages.” To show loyalty to American values, the town of Brandenburg in Stonewall County changed its name to Old Glory. While some Texans spoke out against these actions and the intolerance they produced, many people believed that, in wartime, no measures could be “too drastic” to root out disloyalty.

 **Reading Check Summarizing** Give some examples of anti-German attitudes and actions during World War I.

## SECTION 1 ASSESSMENT

### Checking for Understanding

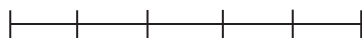
- Using Key Terms** Write a sentence using the key terms **ration** and **recruit** to demonstrate your understanding of the terms.
- Reviewing Facts** What was the name of the world’s largest flight training school built in 1917?

### Reviewing Themes

- Global Connections** In what ways did war change the lives of Texans at home, soldiers who went to serve in other parts of the U.S., and soldiers who fought in Europe?

### Organizing to Learn

- Sequencing** Create a time line like the one below and place the letters of the following events in the proper order.



- President Wilson asks Congress to declare war on Germany.
- World War I ends with an armistice (Nov., 1918).
- Pancho Villa raids Columbus, New Mexico.
- World War I begins.
- Revolution begins in Mexico.

### Critical Thinking

- Drawing Inferences** Many Mexicans living in Texas volunteered to serve in the United States military even though noncitizens were not required to do so in World War I. What reasons might have caused them to take this action?



**Predicting Consequences** African American soldiers found less racial prejudice in Europe than at home. How do you think they felt when they returned to the United States?

## SECTION 2

# A Return to Peace

### Guide to Reading

#### Main Idea

The 1920s were a time of social, economic, and political change in Texas and throughout the world.

#### Key Terms

tenant farmer  
sharecropper  
urban  
rural

#### Reading Strategy

**Cause and Effect** As you read this section, complete a chart like the one shown here listing the effect of each cause.

Causes	Effects
Cotton prices fall	
Electricity in homes	
Ku Klux Klan forms	

#### Read to Learn

- what accounted for Texas's wartime prosperity.
- what postwar life was like for sharecroppers in Texas.
- whom the Ku Klux Klan targeted.

#### Section Theme

**Economic Factors** Social and economic change contributed to political outcomes in Texas.

#### Preview of Events

◆ 1910

Mexican Revolution increases Mexican immigration to Texas

◆ 1920

Ku Klux Klan gains influence in the 1920s

◆ 1924

"Ma" Ferguson is elected governor



*Airplane, c. 1920*

## A Texas Story

When no flight school would let her enroll because she was African American, Bessie Coleman went to France and earned her license in 1921—becoming the only African American in the world with a pilot's license!

She came back to the U.S., bought an airplane, and began flying. One night she celebrated Juneteenth by taking passengers up to view the lights of Houston. It was probably the first time African Americans in Texas had flown.

### Wartime Prosperity

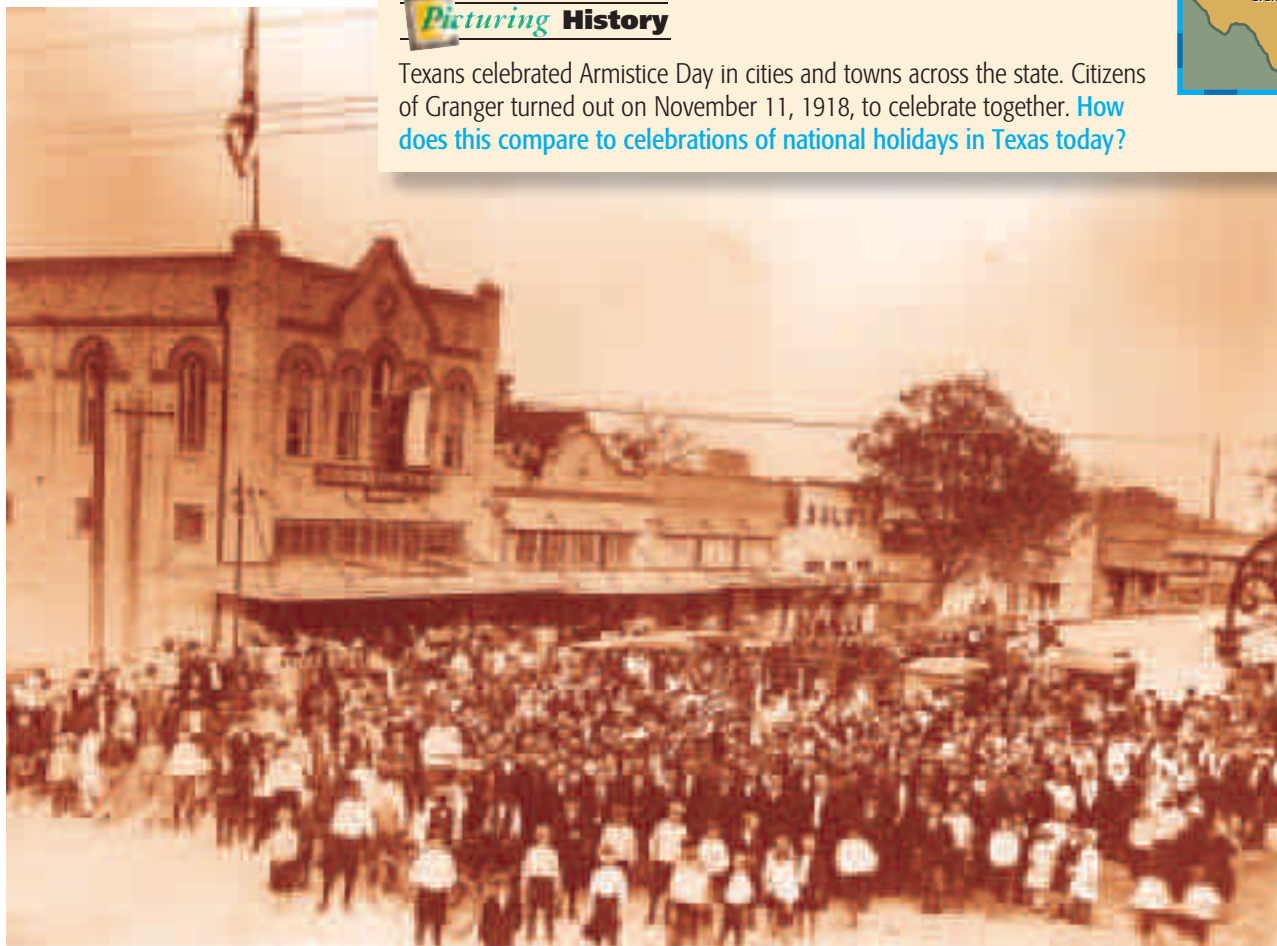
Soldiers returned to a Texas greatly changed by the war. Farmers and ranchers had prospered because Texas produced so many things the military needed. It had cotton and wool for tents and uniforms, leather for





### **Picturing History**

Texans celebrated Armistice Day in cities and towns across the state. Citizens of Granger turned out on November 11, 1918, to celebrate together. [How does this compare to celebrations of national holidays in Texas today?](#)



boots, and meat and grain to feed the troops. High wartime prices encouraged Texas farmers to expand their farms and go into debt for new agricultural machinery.

The petroleum industry expanded to meet the needs of war. More gasoline and lubricants were needed by armies. Ranger Field (1917) and Burkburnett Field (1918) supplied large quantities of both.

## **Cotton Prices Fall**

The high prices Texas cotton farmers received during World War I did not last. In 1920 farmers received \$.42 per pound for their cotton. A year later the price had fallen to less than \$.10 per pound. One result of the decline in cotton prices was that more Texas farmers rented their land rather than owning their own farms. By 1930 about 40 percent of farmers were **tenant farmers** who rented the land, but who provided their own

equipment. About 20 percent were **sharecroppers** who exchanged their labor for a share of the crops. Most farmers were poor, but the poverty of sharecroppers was especially severe. A group of sociologists from the University of North Carolina studied sharecropping throughout the South, including Texas. Here is how they described the system:

“The cultural landscape of the cotton belt has been described as a ‘miserable panorama of unpainted shacks, rain-gullied fields, straggling fences, rattle-trap Fords, dirt, poverty, disease, drudgery, and monotony that stretches for a thousand miles across the cotton belt’ . . .

Although living on abundant land in the south temperate zone, tenant families have probably the most meager and ill-balanced diet of any large group in America . . . The diet can be . . .

strained down to the notorious three M's—meat [fat salt pork], meal, and molasses. Evidence of the slow ravages of this diet are to be found in the widespread evidence of [disease].”

As farmers watched the price of cotton drop, they reacted by growing more cotton. This was not helpful, because the low prices were the result of supply exceeding demand. Often the farmers had little choice, because landlords required tenants or sharecroppers to grow only cotton. Banks and merchants would not extend credit to farmers growing other crops.

**✓ Reading Check Explaining** How did increasing supply lead to lower cotton prices?

## The Ku Klux Klan

The 1920s was a time of reacting to the great social and political changes of the previous decade. There had been revolutions in Mexico and Russia. Millions of Americans had their lives changed by either war or employment in newly built factories. Women had, at long last,

won the right to vote. Some people resisted the rapid social change. The most visible reaction was the growth of the **Ku Klux Klan**.

The Ku Klux Klan had been formed during Reconstruction by Confederate veterans who terrorized African Americans to keep them from participating in politics. The Klan was a secret, anti-minority organization. Its members wore white hoods and robes and took part in rituals. The Reconstruction Klan died out by the 1870s, but a new Klan was formed in Georgia in 1915. After World War I the Klan became very active in Texas. Its victims were African Americans, Jews, Catholics, and “persons of low morality.” Klan members used beatings, tar-and-feathering, and other forms of violence against their victims.

The Klan also engaged in politics. Klan members elected state representatives, judges, sheriffs, and other local officials. At one time or another, the Klan controlled local governments in Dallas, Fort Worth, Beaumont, Wichita Falls, and other cities. Its greatest political success came in 1922 when Klan member, Earle Mayfield, was elected to the United States Senate.

In 1924, however, **Miriam “Ma” Ferguson** won the race for governor on an anti-Klan platform. Her husband, **James Ferguson**, had been impeached and removed as governor in 1917. One of

### **Picturing History**

Entire families were hired to help pick cotton. After it was picked, the cotton was immediately weighed. **Why do you think the cotton was weighed?**





the terms of his sentence was that he could not hold state office again. When voters voted for “Ma,” they believed that “Pa” would be the governor in all but name.

Another anti-Klan politician, **Dan Moody**, succeeded “Ma” Ferguson as governor. Moody had become famous when he prosecuted Klan members for violent crimes. His victory was a sign that most Texans were fed up with Klan violence.

## Texans Face Rapid Changes

Returning soldiers found a Texas that was undergoing great changes. Texas was on its way to becoming an **urban** state. More people were leaving the **rural** countryside and moving to towns and cities. In the 1920s, urban population grew by 58 percent. The average Texas family size decreased from 4.6 to 3.5 in those same years. Because of school attendance laws and better enforcement of child labor laws, fewer children worked outside the home.

Many houses in the cities were now wired for electricity. The horse-drawn ice wagon was seen less frequently as people bought refrigerators. Foods could now be kept longer without spoiling, and fewer trips to the market were necessary. Electric irons replaced the type that had to be heated on the cook stove, and so relieved a major part of household drudgery. Vacuum cleaners and washing machines also helped reshape household routines.



### Picturing History

“Ma” Ferguson ran for governor using the slogan “two governors for the price of one” because she said she would listen to her husband’s advice. **In what political ways are spouses important to politicians?**

Many of these new consumer goods were available on credit through either mail order catalogs or from department stores opening in Texas cities.

**✓ Reading Check Identifying** Which groups were victims of the Ku Klux Klan?

## SECTION 2 ASSESSMENT

### Checking for Understanding

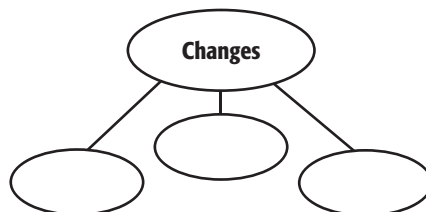
- Using Key Terms** Write a short paragraph describing a **sharecropper’s** life.
- Reviewing Facts** Explain how and why the Ku Klux Klan became so powerful in Texas.

### Reviewing Themes

- Economic Factors** How did the war help farming and the oil industry?

### Organizing to Learn

- Categorizing** Create a web like the one shown here and describe a social, an economic, and a political change after World War I.



### Critical Thinking

- Comparing and Contrasting** Family size decreased as the urban population in Texas grew. Why do you think this was a common trend?

### TAKS PRACTICE

**Analyzing** “As farmers watched the price of cotton drop, they reacted by growing more cotton.” Explain why growing more cotton was not helpful.



# Critical Thinking TAKS Skillbuilder



## Identifying Assumptions

### Why Learn This Skill?

Identifying a writer's assumptions is an important key to understanding a writer's point of view. Assumptions are ideas that the writer believes the reader already understands. Assumptions are usually not stated.

### Learning the Skill

Here are steps in identifying assumptions:

- Read the material carefully.
- Identify the writer's point of view.
- Identify stated and unstated assumptions underlying the writer's views.
- Check the accuracy of these assumptions.

### Practicing the Skill

Read the speech and answer the questions.

"Brothers and sisters, we are oppressed . . . The chains of slavery are broken and we must make our way in this world as free men and women . . . Education is the key that will unlock this door to the future.

"But how can our children get a good education in the Negro schools? These schools cannot train tomorrow's leaders. The school buildings are falling down. There are no books or supplies inside. Negro schools have the least qualified and lowest paid teachers in Texas. As long as our children go to all-Negro schools, they will never get the same education as white children. No, 'colored only' schools must go the way of the slave chains. We must break them before they break us."

- 1 What is the topic of this speech?
- 2 What is the speaker's opinion of segregated schools?
- 3 What support does the speaker give?
- 4 Why is the following statement an assumption: "Education is the key that will unlock this door to the future"?
- 5 What assumption about education is made in the last paragraph?
- 6 How could the accuracy of this assumption be tested?



*African American children in front of their segregated school*



## TAKS PRACTICE

**Identifying Assumptions** People make assumptions every day about information that they hear or read. Find and read an article in one of your favorite newspapers or magazines. Answer the following questions:

1. What is the topic of the article?
2. Can you identify any assumptions in the article? If so, describe them.



Glencoe's **Skillbuilder Interactive Workbook**, Level 1, provides instruction and practice in key social studies skills.

# Progress in the 1920s

## Guide to Reading

### Main Idea

The progressive spirit of the age led to great improvements in education, transportation, and leisure activities in Texas.

### Key Term

appropriate

### Reading Strategy

**Categorizing Information** As you read this section, create a chart like the one shown here to provide examples of lifestyle improvements in Texas.

Education	Transportation	Leisure and Fun

### Read to Learn

- about Annie Webb Blanton.
- how transportation improved.
- about new technologies.

### Section Theme

**Science and Technology** New technology contributed to progress and highlighted ethnic diversity in Texas.

### Preview of Events

◆ 1918

Annie Webb Blanton is elected superintendent of public instruction for Texas

◆ 1922

Commercial radio stations begin

◆ 1926

More than 1 million cars and trucks are registered in Texas



*Bessie Coleman is honored by the U.S. Postal Service*

## A Texas Story

Bessie Coleman was not just a pioneer aviator. She was also a pioneer in civil rights. In Dallas she refused to fly if African American and Anglo spectators had to use separate entrances to her show. She dreamed of establishing a flying school for African Americans, but she died in a plane crash in 1926. Even after death, Bessie continued to inspire Americans of all races. In 1995 the U.S. Postal Service issued a stamp in her honor. In 2000 she was elected to the Texas Aviation Hall of Fame.

### Blanton Fights for Better Schools

Despite groups like the Ku Klux Klan, most Texans embraced progress. One of the most important areas of change was in education. In 1918 **Annie Webb Blanton** was elected superintendent of public instruction for

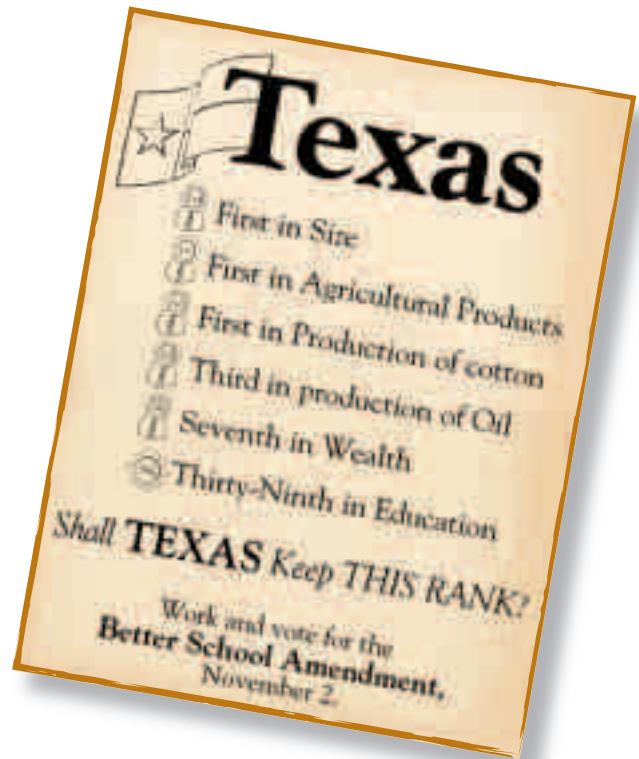
Texas. From that influential office, she worked tirelessly to improve Texas schools. During her administration the state raised school taxes and began providing free textbooks for children. Superintendent Blanton organized the Better Schools Campaign to influence voters to give schools more money. The constitutional amendment that allowed local school districts to collect property taxes passed 221,223 to 126,282.

Annie Webb Blanton served two terms as superintendent of public instruction before becoming a professor at the University of Texas in Austin. There she founded Delta Kappa Gamma, a national sorority designed to promote women's leadership in education. The organization now has more than 15,000 members in 14 countries.

## Women and Equality

Living conditions for women improved somewhat in the 1920s as they continued their struggle for equality. Women worked in jobs outside the home in about the same proportions as they had in earlier times. More women, however, were working in business and in the professions. The number of married women who worked outside the home began to increase considerably.

Women also played a greater role in politics during the 1920s than ever before. The election of women as governor and as state superintendent of public instruction were important victories in the struggle for equality. Three women won seats in the state legislature. One of the legislators, **Senator Margie Neal** of Carthage, won passage of a law that provided money to help disabled people work and find jobs. **Jane Y. McCallum** held powerful posts in the state Democratic Party and served as secretary of state under two governors. **Adina de Zavala** was one of the leaders of an earlier crusade to protect the site of the Alamo. As a member of the Daughters of the Republic of Texas, she continued her efforts to preserve the heritage of the state in San Antonio and elsewhere. In 1929 **María Hernández** and her husband organized a civil rights group. Women also ran for and won local offices, serving as treasurers and on city councils.



Posters and flyers, similar to this one, helped Annie Webb Blanton spread her message to improve Texas schools.

Several women's clubs banded together to form the **Women's Joint Legislative Council**. This organization, also known as the Petticoat Lobby, supported the passage of laws that provided more money for education, registered births, and provided care for expectant mothers and their children. The Council also pushed for laws to regulate the use of child labor in Texas. The Council may be the most successful public interest lobby Texas has seen. The entire legislative program of this organization was adopted.

In some ways, the struggle for equality was only partly successful. Few women became physicians or attorneys or accountants. Even fewer studied to be engineers or ministers. Women still received lower wages than men for doing the same job. African American and Hispanic women were still mostly limited to low-paying domestic and service jobs. Moreover, women still did not have the same legal rights as men, particularly with respect to owning and selling property.

 **Reading Check** **Evaluating** How did women contribute to Texas politics in the 1920s?





### **Picturing History**

A 1920s couple use a “new” invention to mark a special day. They were married via radio at different stations in Dallas, Texas. The minister who performed the ceremony was at a third station. **What unusual locations and hobbies have been used in more recent wedding ceremonies?**

## **Improvements in Transportation**

The 1920s saw the end of the “horse and buggy” era in Texas. Before World War I, automobiles rarely were seen in Texas. By 1922 more than one million cars and trucks were registered in Texas. New measures were needed to control these vehicles and their drivers. City governments enacted new ordinances setting speed limits, often of 5 or 10 miles (8 or 17 km) per hour. Cities hired police officers to enforce the new traffic laws. The growing number of drivers demanded better roads. Counties had been responsible for Texas roads, and the quality of roads varied tremendously from county to county. The U.S. Congress **appropriated**, or set aside, funds for highway construction but specified that the money would go only to states that had highway departments. Texas quickly created the **Texas Highway Department** so it would be eligible for those funds.

The new Highway Department was soon embroiled in politics. The Fergusons were accused

of awarding profitable contracts to build highways to their political supporters. Eventually Texas was divided into districts with professional engineers—rather than politicians—overseeing highway construction and maintenance in those districts. Today, the Texas highway system is among the finest in the United States.

**✓ Reading Check Describing** What changes were necessary as the automobile replaced the horse and buggy?

## **Texans Enjoy Leisure Activities**

Texas was changing from a rural, agricultural state to an urban, diversified state. One of the by-products of this shift was an increase in the amount of time spent on recreation and leisure. New technologies, such as motion pictures and radio, provided hours of entertainment and introduced Texans to a wider world.

The first radio broadcasts were from science departments of the University of Texas, Southwestern University, and Texas A&M University. In 1922, though, commercial radio stations started in Fort Worth (WBAP), Amarillo (KGNC), Dallas (WFAA), Houston (WEV and WGAB), San Antonio (KFJZ and WOAI), Galveston (KILE), and Waco (WACO). Radio stations in the 1920s broadcast a wide variety of programs. There were news shows, sporting events, church services, political speeches, drama, and comedy. Many radio stations featured musicians who provided live music from the radio studio. Many musicians who later became famous recording artists started their careers with Texas radio stations.

Texas music reflected the ethnic diversity of the state. The influence of African American jazz was so great in the 1920s that some historians refer to that decade as the “Jazz Age.” African American blues stars “Blind” Lemon Jefferson and Huddie “Leadbelly” Ledbetter influenced many younger singers.

**TEXAS HISTORY**  
*Online*

### **Student Web Activity**

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and click on **Chapter 21—Student Web Activity** to learn more about early radio.

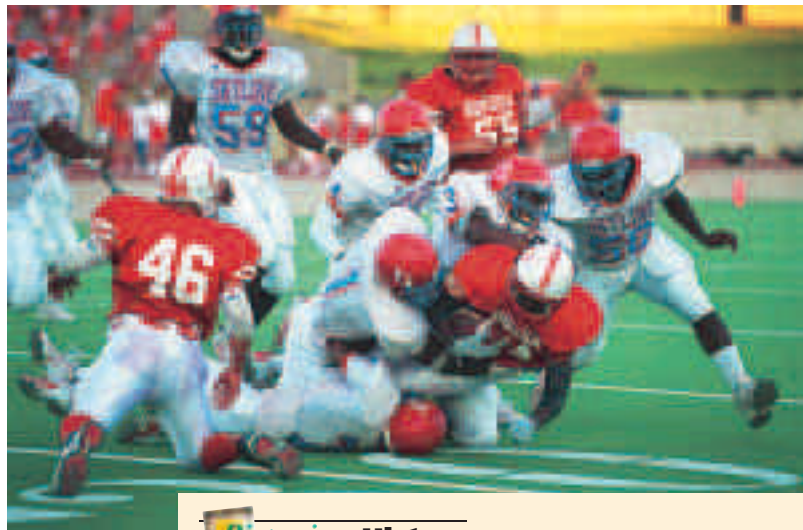
**CLICK HERE**

Cowboy songs that originated on the Texas plains found a wider audience because of radio. Marion Slaughter, who sang under the name of Vernon Dalhart, recorded the first country record to sell a million copies, “The Prisoner’s Song.” He was the nation’s top-selling recording artist during the late 1920s.

Recording companies such as Columbia and RCA set up studios in Texas. Mexican American musicians such as La Familia Mendoza and Santiago Jiménez became stars in Texas, the U.S., and Mexico in the late 1920s and 1930s.

The growing motion picture industry did not ignore Texas. The San Antonio area was a popular site for filming movies. *Wings*, the first film ever to win an Academy Award for best picture, was made in San Antonio.


Sports, including hunting, fishing, and baseball, were popular by the 1920s. After that, a new sport—football—became an important part of Texas recreation. Huge crowds were attracted to high school games. Many of the best teams came from the oil boomtowns such as Wichita Falls. Universities also competed on the gridiron. Six



### Picturing History

Today’s high school football traditions can be traced back to the 1920s. **What do you think are some reasons for football’s great popularity in Texas?**

Texas colleges (the University of Texas, Texas A&M, Baylor, Rice, Texas Christian University, and Southern Methodist University) and the University of Arkansas were members of the Southwest Conference.

 **Reading Check Examining** What was a by-product of Texas’s shift from a rural to an urban state?

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Using Key Terms** Look up the term **appropriate** in the dictionary. What part of speech is the word as it is used in this section?
- Reviewing Facts** Name four musical recording artists of the era who reflected the ethnic diversity of Texas.

### Reviewing Themes

- Science and Technology** Write a short paragraph explaining why Texans were beginning to have more time to spend on recreation and leisure.

### Organizing to Learn

- Summarizing Contributions** In the 1920s women became more involved in government than ever before. Create a chart like the one shown here and describe how each of the individuals listed participated in Texas politics.

Woman	Contribution
Neal	
McCallum	
de Zavala	
Hernández	

### Critical Thinking

- Understanding Cause and Effect** Explain how Superintendent Annie Webb Blanton’s Better Schools Campaign worked.
- Drawing Conclusions** What is one way radio affected the development of Texas?

### TAKS Practice

**Drawing Inferences** How did life change for the average Texas family as a result of improvements in education and transportation, and the increase in leisure time activities?

# Chapter Summary

## World War I and the 1920s

**1910**

- Revolution breaks out in Mexico.

**1914**

- ★ World War I begins in Europe.

**1916**

- ★ U.S. troops try to capture Pancho Villa.

**1917**

- The U.S. enters WWI.
- ★ Troops are trained at new army camps in Texas.

**1918**

- World War I ends.
- Annie Webb Blanton is elected superintendent of public instruction for Texas.

**1920**

- The 19th Amendment guarantees women the right to vote.

**1922**

- ★ Commercial radio stations are established in Texas cities.
- More than one million cars and trucks are registered in Texas.

**1924**

- ★ Miriam "Ma" Ferguson is elected governor.

### Reviewing Key Terms

Match the key term with its definition by pairing the correct letter and number. Then create your own sentences in which you use the key terms to show you know what they mean.

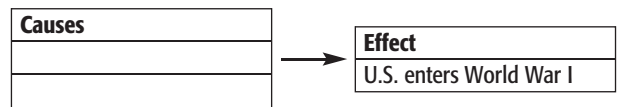
- |                  |                                     |
|------------------|-------------------------------------|
| 1. ration        | a. does not own the land            |
| 2. tenant farmer | b. relating to a city               |
| 3. appropriated  | c. a food allowance                 |
| 4. rural         | d. country life or agriculture      |
| 5. urban         | e. set aside for a specific purpose |

### Reviewing Key Facts

- At which point in the Mexican Revolution did the United States send troops across the border?
- Which three European nations were at war with Germany and Austria–Hungary in 1914?
- List three contributions that Texans on the home front made to the war effort.
- What was the economic impact of World War I on farmers and ranchers in Texas?
- Who won the 1924 race for governor on an anti-Ku Klux Klan platform?
- Why did Texas create the Texas Highway Department?
- How did population changes affect Texas in the 1920s?

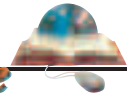
### Critical Thinking

- Analyzing Information** Why did President Wilson call the Pershing expedition back to the United States?
- Understanding Cause and Effect** Use a graphic organizer similar to the one below to show some of the reasons why President Wilson felt pressured to enter the war.



- Drawing Inferences** What do you think caused some of the racial tension during and after World War I?
- Evaluating** What were some of the important social and political changes that took place in the world that also affected the lives of Texans in the first 20 years of the century?
- Predicting Consequences** What was the probable effect of increased school taxes on Texas's system of education during Annie Webb Blanton's administration?





**Self-Check Quiz**

Visit the [texans.glencoe.com](http://texans.glencoe.com) Web site and check on **Chapter 21—Self-Check Quizzes** to prepare for the chapter test.



**Geography and History Activity**

18. On a blank map of Texas, locate and label the six Texas colleges that were part of the Southwest Conference in the 1920s. Find a picture of the college or of the football uniforms (past or present) for each college. Label the pictures and place them on the map of Texas.

**Economics and History Activity**

19. **Effects of Technology** What do you think were some of the effects on the economy and the use of resources that resulted from the increase in the number of motor vehicles in Texas?



**Portfolio/TAKS Writing Activity**

20. **Predicting Consequences** Reflect on the ideas and information presented in the chapter and choose one of the lifestyle improvements that you think is important and interesting: better education, improvements in transportation, more time for and choices of recreation. Write a paragraph in which you identify your particular choice and some of its political and economic consequences. Save your work for your portfolio.



**Building Technology Skills**

21. **Using the Internet or Library for Research** Work with another student to research one of the army training camps in Texas that served to prepare soldiers for World War I. If possible, choose a military unit and trace its fate on the battlefields of Europe. After you have completed your research, develop a multimedia presentation of the information using photographs, maps, and narration. Share your presentation with the rest of the class.

**Practicing Skills**

22. **Identifying Assumptions** Read the following paragraph and answer the questions: *Every day more and more Mexicans cross the border into Texas, sometimes thousands in a week. If immigration continues at this rate, however, Texas will be unable to provide jobs for all these people. Then we will have large numbers of people in need of food, clothing, and shelter.*

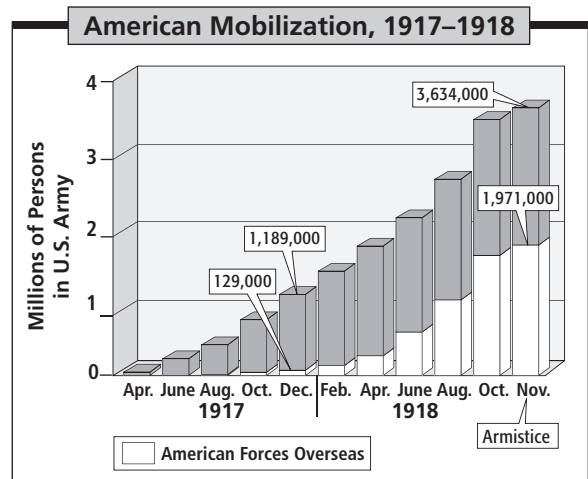
- a. What is the main topic?
- b. What assumptions are made?
- c. How could the accuracy of these assumptions be checked?

**Cooperative Learning Activity**

23. **Creating a Presentation** Working in groups of four, research the kinds of cars and trucks that were being manufactured in the United States in the 1920s. Each group should focus on one make of vehicle. Create an oral and visual presentation for the rest of the class featuring drawings and interesting details about each type of car or truck.



Use the graph to answer the following question.



At the time of the armistice, how many American soldiers were in the U.S. Army?

- A 129,000
- B 1,129,000
- C 1,971,000
- D 3,634,000

**Test-Taking Tip:**

In order to understand the information in a graph, read the title, the labels, and the legend carefully. To find the number of soldiers, look at the choices and then use the legend to make sure you locate the correct area on the graph.

# Economics & History

## Women on Tenant Farms

**M**eeting the needs of a family is not easy. Parents or guardians must find ways of paying for shelter, food, clothes, and entertainment for themselves and their children. Often, it is necessary for more than one person to work and earn money to contribute to the family budget.

Until recent times, most families had only one income earner. Women were expected to stay home to care for the children. But during the period from 1910 through the 1930s, in the cotton farms of central Texas (in counties such as Caldwell, Bastrop, Milam, McLennan, and Navarro) many women worked out of necessity.

Many of these women were wives or daughters of an earlier generation of tenant farmers. Their husbands or fathers did not have steady jobs and were always in debt. To help support the family, women worked alongside their menfolk on the tenant farms of the region.

### Hard at Work

From March until November, women performed every task in the field, including the plowing at times. When the cotton seeds sprouted around May, women cultivated and chopped cotton alongside the men. Next came the “cleaning of the fields”—or weeding—a necessary step to give the cotton plants room to grow. Towards the latter part of the summer, women helped harvest

the cotton. For protection, they wore gloves, bonnets, long-sleeve shirts, pants, and kneepads.

For many women, working the fields meant doing double duty, for they could not neglect their responsibilities as mothers. Somehow, they had to feed their families, nurse sick children, and take care of toddlers or infants. Sometimes they would tie one- or two-year-olds to nearby wagons to keep them from wandering off. They also placed babies on top of their cotton sacks and dragged them along to keep them close.

The mother’s contribution to family did not end after long hours of working under the hot sun. There was still the cooking to be done, as

All members of the tenant farmer’s family shared in the workload.







Windmills pumped water from aquifers to irrigate cotton fields on the Texas plains.

well as the washing, cleaning, and sewing. At that time, there were no modern appliances to help them. Their shabby homes often lacked electricity for lighting, washing machines, stoves, and refrigerators. Water had to be fetched from afar and carried into the home. In addition to household chores, a mother's role included all tasks relating to child care, including teaching the children proper conduct.

### Paying Their Way

Women on the tenant farms of central Texas contributed a good share to the financial needs of their families. Despite all their efforts, most received no money for their fieldwork and

house duties, however, as husbands often decided how all the family's income would be spent. Usually, the money earned from working in the fields fell short of what was needed to pay off a family's back debts. The next spring, the cycle would begin again with women joining their men to work on the harvest. It took a strong woman to be a tenant farmer's wife.

## TAKS PRACTICE

- 1. Drawing Conclusions** What difficulties do you think working women face today to provide for the care of their children?
- 2. Making Inferences** What do you think when you hear the term "women's work"?
- 3. Writing About Economics** Write a paragraph that develops one of the themes below. Use standard grammar, spelling, sentence structure, and punctuation. Include information and examples from the feature as details to support your argument.
  - a.** Women should not work outside the home.
  - b.** A husband and wife should decide together how money is spent.
  - c.** Employers should offer on-site daycare to their working parents.

