

## Chapter 13

# The Transition Twenties and Depression Thirties

Pages 392-421

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**The Twenties: An Era of  
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## Chapter Review

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## Setting the Scene

1926: "You are all a lost generation."  
(An epigraph to Ernest Hemingway's  
*The Sun Also Rises*, from a remark by  
Gertrude Stein)

1928: "We in America today are  
nearer to the final triumph over pov-  
erty than ever before in the history of  
any land.... We shall soon, with the help  
of God, be in sight of the day when  
poverty will be banished from this na-  
tion." (Presidential candidate Herbert  
Hoover, 1928)

### FYI

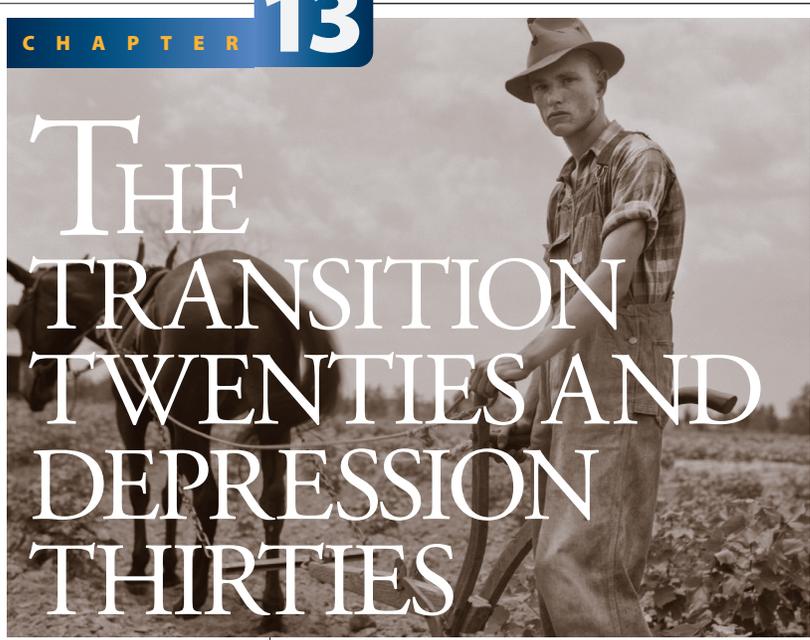
In 1920, the population of the Unit-  
ed States was approximately 105.7  
million. By 1930, it rose to 122.8 million.

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CHAPTER

13

# THE TRANSITION TWENTIES AND DEPRESSION THIRTIES



**Top:** A sharecropper's son mans a plow near Chesnee. **Above:** DuBose and Dorothy Heyward. **Opposite page, above:** A 1936 production of *Porgy and Bess*. **Opposite page, below:** Charleston's Cabbage Row was the real Catfish Row of *Porgy*.

**D**uBose Heyward was a white Charleston businessman in the early twentieth century, but his real passion was poetry and writing. As a boy, he paid close attention when his mother performed the many Gullah stories she had learned from blacks as a girl. Working on the docks as a teen, DuBose learned more of Gullah life from the black *stevedores* (people who load and unload ships). As a businessman, he started contributing to the arts in Charleston. In 1920, he and two other writers organized the Poetry Society of South Carolina. The Society played an important part in the *renaissance* (rebirth) of southern literature in the next two decades.

At the insistence of his wife Dorothy, a playwright, Heyward made a dramatic leap to full-time writing. He wrote about what he knew, loved, and respected—Gullah culture. In 1925, he published his first novel, *Porgy*. The character Porgy was a disabled black beggar. Heyward wrote realistically about him and the little black community in Charleston's Catfish Row. Though many white Charlestonians were not pleased with his sympathetic treatment of blacks, the book was successful and brought national attention to Heyward and to Gullah culture. Heyward and his wife converted the novel into a successful play, the first Broadway production with a virtually all-black cast.

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## State Standards

### Key Concept At a Crossroads

**Standard 4** Demonstrate an understanding of South Carolina's role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.

**Enduring Understanding** Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

For several years, Heyward worked with two of New York's most accomplished composers, George and Ira Gershwin, to create the first great American folk opera, *Porgy and Bess*. After its first Broadway production in 1935, it became a standard opera produced all across the world. It was made into a major motion picture in 1959. A Charleston white man performed a great service by producing a beautiful work of art and teaching the nation a great deal about Gullah culture. He changed forever many white people's stereotyped views of black people.



## CHAPTER PREVIEW

**PEOPLE:** DuBose Heyward, Archibald Rutledge, Julia Mood Peterkin, Herbert Hoover, Franklin D. Roosevelt, John G. Richards Jr., Ellison Durant Smith, Olin D. Johnston, James F. Byrnes

**PLACES:** Catfish Row in Charleston, Harlem in New York City

**TERMS:** jazz, Jazz Age, Roaring Twenties, flappers, Harlem Renaissance, Southern Literary Renaissance, boll weevils, Great Migration, Great Depression, New Deal, collective bargaining, Social Security Act, Solid South, bond issue, workers' compensation law

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## Teacher Note

YouTube has several selections from the musical *Porgy and Bess*. As students first begin this chapter, teachers may want to select several of the songs from this perennial favorite and play them for students. Of course, one of the most recognizable songs is "Summertime." Discuss the meaning of each composition and have students describe the feelings behind each song.

## Examining Anew

If you did not have the opportunity to explore Gullah culture in earlier chapters, work with a group on a specific topic (e.g., Gullah food, celebrations, pastimes, etc.) and present a report to the class. Also discuss why it is important to preserve this culture.

**Note:** Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

## State Standards, continued

### Key Concept Progress

**Standard 5** Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.

**Enduring Understanding** As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina's social standing and political alignment.

## Teacher Note

“YouTube Roaring 20s” has both the music and dances of the period. Having students view the dances and hear the music will give them a quick look at the period.

## FYI

Probably one of the most celebrated changes that took place during the 1920s was the change in women’s apparel. Because of the introduction of the automobile and trolleys, dresses were shortened to make it easier for women. Heretofore, it was not considered polite for a woman ever to show her ankles.

## Using Your Creativity

Choose one of the topics from Signs of the Times and find out more about it. Perhaps you want to learn all about King Tut’s tomb or about Charles Lindbergh’s famous flight. If you’re interested in architecture, the Chrysler Building or Empire State Building might be of interest. Do your research and decide on a creative way to present your new-found knowledge to the class.

## FYI

Movie star magazines and “true story” magazines became popular during this period. The *National Enquirer* was born in 1926.



# SIGNS of the TIMES

### EXPLORATION

King Tut’s tomb was discovered in Egypt in 1922 after years of exploration. Charles A. Lindbergh made the first solo airplane flight over the Atlantic Ocean in 1927.

### LITERATURE

Famous American novelists F. Scott Fitzgerald, Ernest Hemingway, and William Faulkner were first published in the 1920s. Among the best-selling books of the 1930s were Margaret Mitchell’s *Gone With the Wind* and Marjorie Kinnan Rawlings’s *The Yearling*. Archibald Rutledge became South Carolina’s first poet laureate. The Harlem Renaissance produced rich contributions to American literature.

### ARCHITECTURE

In 1930, the Chrysler Building in New York City was completed. Rising to 1,047 feet, it surpassed the Eiffel Tower as the tallest man-made structure in the world. A year later, New York’s Empire State Building (1,454 feet) became the world’s tallest building. One of the major building projects of the Great Depression was Rockefeller Center in New York City. Its construction employed over 40,000 people. The Center officially opened in 1933 but wasn’t completed until the 1940s.

### ENTERTAINMENT

Commercially licensed radio stations began broadcasting in the U.S. around 1920; South Carolina got its first such station in 1930. Between 1933 and 1944, President Franklin D. Roosevelt broadcast thirty radio addresses that were called “fireside chats.” They were more popular with listeners than most other shows during this Golden Age of Radio.

### MOVIES

In 1929, the Academy of Motion Picture Arts and Sciences gave its first awards. They were only later called “Oscars.” Some of the most popular movies of the 1930s, such as *The Wizard of Oz*, *Gone With the Wind*, and Disney’s *Snow White and the Seven Dwarfs*, are still enjoyed by today’s audiences.

### FASHIONS

During the Roaring Twenties, fashionable young women, called “flappers,” began to bob their hair and dress in shorter, looser dresses.

### FOOD

In 1930, Clarence Birdseye patented a frozen food system. Frozen food began to have a major impact on food preparation in the U.S.

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## Your Opinion Counts

The mid-1930s also can be remembered for the introduction of the comic book. Using research skills, investigate the history of the comic book from 1935 to the 1960s. In what ways did it influence the young people of the time, both positively and negatively?

## Notes

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## Section 1

# The Twenties: An Era of Transition

## INTRODUCE

### Outline

- A. Nationalization of Culture
- B. The Jazz Age or the Roaring Twenties
- C. A Literary Renaissance
- D. Defense of Traditional Values
- E. The Failure of Prohibition

### Materials

Textbook, pages 396-401

Student Workbook

139 Vocabulary

140 Installment Buying

141 *Flappers: A Symbol of the Roaring Twenties*

142 *Lift Every Voice and Sing*

Teacher Tech Website

Lesson Plan

Guided Reading, 13-1

mystatehistory.com

Online Textbook

### Your Opinion Counts

In the mid-twenties, layaways became popular along with purchasing on credit. Suddenly, people no longer had to save until they could afford to purchase a sofa. They could enjoy it now and pay for it later.

Unfortunately, when the Great Depression hit and unemployment rose, the sofa had to be returned to the store. What is your opinion of purchasing on credit as opposed to layaway? (Note: Credit cards did not appear until 1946.)



**Below:** These two flappers in Washington, DC, are giving a demonstration of the “Charleston,” the most famous dance craze of the Roaring Twenties. **Opposite page, below:** This 1927 painting captures the look and the spirit of the Jazz Age. The illustration is executed in an abstract geometric style called Art Deco. This was the dominant visual style of the twenties and thirties, influencing the visual arts, graphic design, architecture, interior design, fashion, industrial design, and jewelry.

### AS YOU READ, LOOK FOR

- how urbanization and advances in mass media brought changes to society;
- the new music, dances, and behaviors of the Roaring Twenties;
- an explosion of literature in the Harlem Renaissance and the Southern Literary Renaissance;
- how reactions against Jazz Age morality led to a rebirth of the Ku Klux Klan;
- the failure of our nation’s experiment with prohibition;
- terms: **jazz, Jazz Age, Roaring Twenties, flappers, Harlem Renaissance, Southern Literary Renaissance.**



America and South Carolina went through several transitions in the 1920s that ushered people into the modern world. The Industrial Revolution went into high gear, a stage some even called a “Second Industrial Revolution.” Its main effect was to mass produce consumer goods, such as automobiles, washing machines, electric irons and toasters, vacuum cleaners, radios, and telephones. Clever advertising made everyone want these products. Many of them could be bought on the “installment plan”—pay a little now and a little each week until paid for. America entered an age of consumerism, credit, and *materialism* (love of possessions).

A flood of rural dwellers poured into the cities to take the new jobs in industry. A new urban culture emerged that challenged the traditional standards of rural America. Movies and other mass media—newspapers, radio, recordings—opened people’s eyes to other lifestyles. Moral standards were changing. Mass media made possible instant celebrity for movie stars and sports figures, but many of America’s new heroes did not live up to the moral expectations of earlier generations. Rural America tended to resist much of the social transition.

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## State Standards

### State Standard 4 (T392)

#### The student will:

**8.4.P** Summarize the economic changes that emerged in South Carolina and the U.S.

**8.4.CX** Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

**8.4.CC** Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.

### Nationalization of Culture

Advancements in mass media in the 1920s brought about a blending of different cultural trends from all over the nation. Urban South Carolinians, by watching movies and listening to radios and recordings, could learn how people in other parts of the country were living. They could hear different speech patterns, dare to try the changing styles in clothes, hear the latest music, and learn the newest dance steps. Blacks in Columbia apparently came up with a new dance themselves, “The Big Apple.” They were no longer isolated.

The South had been considered by other Americans to be something of a cultural desert. The 1920s proved that to be an exaggeration. One of the trends that “went national” during the decade was **jazz** (a type of music that had its roots in African American music—the blues, ragtime, brass band marches, and improvisation). Dixieland jazz burst out of New Orleans, and soon “When the Saints Go Marching In,” “Muskrat Ramble,” and “Tiger Rag” were known and played all over the country. Jazz, in its many different forms, became America’s major original musical contribution to world culture.



### HAVE YOU SEEN...

the Big Apple Club in Columbia? It was an African American hot spot where the famous Big Apple dance was invented. The building had once been a synagogue.

### The Jazz Age or the Roaring Twenties

Often, the 1920s are referred to as the **Jazz Age** or the **Roaring Twenties**, titles that imply a pursuit of excitement and pleasure. Young women who broke traditions of dress and behavior were called **flappers**. By bobbing their hair and shortening their skirts, flappers demonstrated their new freedom. Jazz was the music of the day, and new dances—like the Charleston, fox-trot, and tango—became fashionable. Automobiles gave youth more independence from their parents.

State laws requiring a reduction of work hours in urban factories and offices meant more leisure time. Golf was very popular. Spectator sports—especially baseball—developed into big business. Babe Ruth became a new type of hero, and corporations paid him dearly to advertise their products. Boxers like Jack Dempsey and Gene Tunney attracted huge crowds to the fights and millions more to the radio audience. Football was the big college sport, and universities began to build stadiums that seated seventy thousand people or more.



### FYI

Average per capita income for all Americans in 1929 was around \$750 a year. Average per capita income for American farmers at the same time was a mere \$273.

### What Became of It?

Does the Big Apple Club still exist? If so, what is it used for today? Search the Internet to find the answers. You can also search for videos of the Big Apple dance!

### Find Out More

Google “Clothes in 1910.” Then search “Flappers.” Using poster board, drawing paper, or even sewing skills, draw or make clothes for each period.

### Just So You Know

Dancing marathons and dances like the Charleston became immensely popular. Mah-jongg, flagpole sitting, yo-yo’s, goldfish eating, pogo sticks, and roller skating were a few of the many fads of this era. If you’re not familiar with these fads, look them up.

### Examine the Charleston

Using “YouTube The Charleston,” listen to the music and try the dance steps. In what ways would the music and dance have impacted the public?

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## Contributions to the Nation

Explore “Writers from South Carolina.” Most of the sites will have the names of seventy or more writers in a variety of areas from poet to novelist. Choose at least five and complete a 5 W’s and H chart.

### FYI

Hampton Plantation near McClellanville was given to the state by Archibald Rutledge, South Carolina’s first poet laureate. In the eighteenth century, it had belonged to the Horry family. Eliza Lucas Pinckney lived in the house with her daughter’s family in her later years. President George Washington visited her there on his tour of the South in 1791.

### Bits and Pieces

Pull up “Hampton Plantation State Historic Site.” Click on “Unique Features” and “Education and Kids.” Check each, and record what you can see that would be of interest. Imagine yourself as a teacher, and plan a field trip for your students. What would you have them do while there? What activities would you include? How will you assess them?

### Why?

Look up the authors and their works. Briefly summarize each book. Why do you think it is important to study period literature even if some of the events described are long past?

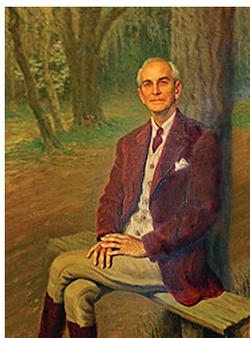


### A Literary Renaissance

The twenties and thirties experienced an explosion of great literature in America. Most of the writers were critical of the materialism, consumerism, and conformity of American life. The major writers tended to be disillusioned with their country, and some chose to live in Paris, France, led by Ernest Hemingway. Most writers, such as F. Scott Fitzgerald, Sinclair Lewis, and John Dos Passos, spent most of their time in America but were no less critical of its values.

### The Harlem Renaissance

African Americans participated in the literary outpouring with the **Harlem Renaissance** (a blossoming of African American culture, particularly in the creative arts). The Harlem section of New York City became a magnet for black intellectuals, where African American literature blossomed. W. E. B. Du Bois and James Weldon Johnson were the leaders. Du Bois, a historian and sociologist, edited *The Crisis*, the monthly magazine of the NAACP. Johnson, a poet, wrote the lyrics to “Lift Every Voice and Sing.” It was set to music by his brother John. Claude McKay, Zora Neale Hurston, Countee Cullen, and Langston Hughes were major contributors to the Harlem Renaissance.



### The Southern Literary Renaissance

The South also contributed a **Southern Literary Renaissance** (a revitalization of American southern literature that began in the 1920s and 1930s), to the amazement of many northern intellectuals. South Carolina made her mark on the national literary scene. Publications of the Poetry Society of South Carolina brought national attention to a number of the state’s poets, novelists, and essayists. Archibald Rutledge wrote nature essays and poems and became South Carolina’s first poet laureate in 1934. Julia Mood Peterkin of Fort Motte wrote several novels about African American characters in South Carolina. While not appreciated by many white Carolinians, her novel *Scarlet Sister Mary* won the Pulitzer Prize in 1929.

Much of the Southern Literary Renaissance occurred outside of South Carolina. Some of its best-known writers were Mississippi’s William Faulkner, who won two Pulitzer Prizes and the Nobel Prize in Literature; Georgia’s Margaret Mitchell, who won the Pulitzer Prize for *Gone With the Wind*; and North Carolina’s Thomas Wolfe. A group known as the Fugitives or the Agrarians, centered at Vanderbilt University in Nashville, Tennessee, captured in their writings the rural emphasis on place, order,

**Top:** W. E. B. Du Bois was one of the founders of the NAACP.  
**Above:** Archibald Rutledge was South Carolina’s first poet laureate.

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and stability. They attacked industrialization, urbanization, and modernism. Many northerners tended to write them off as simply defenders of southern traditions, including racism. They were guilty of that, but Allen Tate, Robert Penn Warren, and others in the group still made major contributions to American literature with their poetry and fiction.

### Defense of Traditional Values

Rural America and South Carolina were often horrified at the declining moral standards of the Jazz Age and city life. Rural Americans viewed cities as the sources of all evil in modern society—saloons, foreigners, Catholics, atheists, communists, and low moral standards. Conservative ministers preached fervently against these evils. They wanted blue laws and prohibition strictly enforced. They insisted that men control their families to make sure their wives were protected and their daughters remained pure.

In this quest to enforce a certain code of conduct, the churches had the assistance, whether they wanted it or not, of the new Ku Klux Klan. The original KKK of the Reconstruction era had disbanded in the 1870s, but its terror did not go away. Its rebirth on Stone Mountain in Georgia in 1915 was related to the appearance of an epic movie, *The Birth of a Nation*, in which the original Klan was portrayed in a favorable light. The new Klan was dedicated to controlling not just blacks, but also Jews, Catholics, and immigrants. Another target was radicals—socialists, communists, and labor union organizers. (The 1917 Communist Revolution in Russia had caused a great wave of fear that there might be communists or “reds” in America.) Klan members tried to enforce their own values. Jews, Catholics, and



**Above:** Julia Mood Peterkin of Fort Motte won a Pulitzer Prize for her novel *Scarlet Sister Mary*.  
**Below:** The Ku Klux Klan had already reached the peak of its influence when it staged a march in Washington, DC, in 1926.



## Think It Over

In 1908, the Gideon Society began putting Bibles in hotel/motel rooms. The practice continues today. Do you think this is a valuable practice? Why or why not?

## Describe It

What exactly were blue laws? (You first read about them in Chapter 8.) Give specific examples. Are you in favor or against these laws? Back up your opinion with reasons.

## Your Opinion Counts

Henry Ford, the automobile magnate, had his own feelings about immigration. He is quoted as saying, “These men of many nations must be taught American ways, the English language, and the right way to live.”

What is your opinion of his quote? What about today’s immigrants and the laws certain states have passed?

## FYI

Julia Mood Peterkin is regarded as a “native speaker” of the Gullah language. She was raised by a Gullah-speaking nurse after her mother’s death. She wrote, “I learned to speak Gullah before I learned to speak English.”

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## Research and Report

Research and describe a typical speakeasy. Why would usually law-abiding citizens frequent illegal speakeasies? Although South Carolina did not have gangsters like those in cities such as Chicago and New York, the Eighteenth Amendment did cause widespread illegal activities. In your opinion, did prohibition do more harm than good?

## ASSESS

### Answers to “Do You Remember?”

- 1. Jazz** is a type of music that became popular in the 1920s. It had its roots in African American music—the blues, ragtime, brass band marches, and improvisation. **Flappers** were young women of the Roaring Twenties who showed their freedom from conventions of dress and behavior. The **Harlem Renaissance** was a blossoming of African American culture, particularly in the creative arts.
- 2.** It was reborn in 1915 at Stone Mountain, Georgia. The new Klan was dedicated to controlling blacks, Jews, Catholics, immigrants, and radicals.
- 3.** Answers will vary but should include some of the following. People disrespected the law. Rumrunners and moonshiners often corrupted law enforcers and public officials. Even though selling liquor was illegal, people still wanted to—and could—obtain liquor. Cities had speakeasies for middle and upper classes; poorer classes drank “rotgut” offered by some bootleggers.

**Below:** Though well intentioned, prohibition was ultimately a failure, giving rise to large criminal enterprises and a lack of respect for the rule of law.



### DID YOU KNOW?

Industrialist John T. Woodside built the Ocean Forest Hotel in Myrtle Beach in 1926. This was the real beginning of the tourism business that was to become so important to the town and the state.



immigrants must conform to “American” ways of life. Women must not follow the new standards of morality. Bootleggers and moonshiners would be punished by the Klan.

The Klan grew rapidly from about 1919 to 1925 and became politically important in several southern states. It was also strong in the Midwest, with headquarters in Indiana. After 1925, the Klan declined even faster than it had arisen. The nation rejected the violence and its burning of Jewish synagogues

and Catholic churches. And its own members were disillusioned by moral and financial scandals among its leadership. By 1930, the Klan was no longer effective.

Most of the Klan activity in South Carolina was in the Upcountry. Some politicians joined the group, and police forces seemed to have cooperated with it. But the new Klan never developed in this state the level of power and influence it had wielded during Reconstruction.

### The Failure of Prohibition

The Eighteenth Amendment to the Constitution, ratified in 1919, prohibited alcoholic beverages within the United States. The law was widely violated in all states—including South Carolina. Though drinking declined a bit, the social price of prohibition was very high. Disrespect for law was the result. Those who trafficked in liquor often corrupted law enforcers and public officials.

Many people made a living in the illegal liquor trade. Rumrunners smuggled in foreign brands. Moonshiners produced homemade liquor, and bootleggers sold it. In South Carolina, it is estimated that well over 25,000 people earned a living making or selling alcohol. Every city had its *speakeasies* (private saloons with guards), where it was fashionable for middle and upper classes to drink. Poorer classes found it difficult to afford even the “rotgut” offered by some bootleggers. Charleston was never deprived of its liquor during the fourteen-year experiment of national prohibition. In 1933, the Eighteenth Amendment was repealed and the experiment ended.

### DO YOU REMEMBER?

1. Define in sentence form: jazz, flappers, Harlem Renaissance.
2. When and where was the Ku Klux Klan reborn, and what was the new Klan’s purpose?
3. What were some reasons for the failure of prohibition?

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## The Charleston Renaissance

**In the 1920s and 1930s, the South experienced** a literary renaissance that contributed mightily to American literature. At the same time, Charleston created a much broader renaissance that included literature, art, music, architecture, and the city's sense of its own history.

Poets, novelists, painters, musicians, and people who wanted to preserve Charleston's historical heritage all joined forces to celebrate the city and revive it. Central to the movement were the painters. Elizabeth O'Neill Verner recognized the beauty of the city and learned how to portray the old distinguished buildings, the flowers, the flower vendors (sellers), and other street scenes. She depicted them accurately, but also gave them a sort of romantic haze that softened the scenes and made them even more appealing.

Alfred Hutty and Anna Heyward Taylor were not born in Charleston but were attracted to the charm of the city and chose to live there. Hutty visited the city and wrote to his wife up north: "Come quickly. Have found heaven." He painted Charleston scenes in oils and watercolors and learned the art of *etching* (making images by action of acid). Taylor was from Columbia, but had traveled much of the world learning her painting and printing. She adopted Charleston as her home in 1929 and, like Hutty, contributed to the artistic outburst that revived the city.

Alice Ravenel Huger Smith (*The Rector's Kitchen*, above) usually painted in watercolors. Her Lowcountry



pictures were mostly painted from memory. They were not intended to show the scenes exactly as they were. She wanted to show them through the filter of her memory. In addition to her artwork, Smith wrote about Charleston's history and its buildings. She was one of the most energetic and important contributors to the Charleston Renaissance.

All these and many lesser-known artists painted Charleston scenes in abundance, made prints, and sold them to tourists. Those pictures, traveling with the tourists to other parts of the country, attracted other tourists. Charleston was becoming a much greater destination for travelers.

The reputation of Charleston as a tourist attraction was spreading, but the city's houses and public buildings were falling apart. Would Charleston lose the very buildings, walls, and monuments that gave the city its character and charm? One positive factor was that the crumbling buildings had not been torn down to make way for new structures because people had little money. It was said that

Charlestonians were "too poor to paint, too proud to whitewash." So, much of the city's grand architecture remained, but needed careful preservation.

The artists were essential in helping other residents recognize the charm and beauty of their city and led in the efforts to preserve the city's historic buildings. They organized the Preservation Society of Charleston and, in 1928, opened the first of many historic house museums. In 1931, Charleston passed a zoning law restricting changes or destruction of buildings in the historic district of the city. Charleston's preservation movement was the first of many similar efforts across the country.

## Talented Artists

Research the artists of the Charleston Renaissance mentioned in this feature and try to find examples of their work. Write a short biography of the one who interests you the most.

## Using Art

What scenes in your hometown would make good paintings that could "spread the word" about its attractions? Choose one of your ideas and make a drawing or painting of that scene that could be sold to a tourist.

## What Do You Think?

What do you think the expression "too poor to paint, too proud to whitewash" means? Does it just refer to buildings, or could it have a broader meaning?

## You Be the Judge

Go to the Preservation Society of Charleston website ([www.preservationsociety.org](http://www.preservationsociety.org)) and find out about their "Seven to Save" program. After reading about the sites, list them in the order of their importance for preservation—in your opinion. Compare your list with those of your fellow students. Is there a consensus among your classmates?

## Notes

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## Section 2

# The Economy: From Hard Times to Desperate Times

## INTRODUCE

### Outline

- A. Not-So-Roaring Twenties
- B. The Great Migration
- C. The Textile Industry Triumphs, Then Slumps
- D. The Great Depression

### Materials

Textbook, pages 402-407

Student Workbook

143 *The Great Migration*

144 *Expressions of the Great Depression*

Teacher Tech Website

Lesson Plan

Visual Aids

22 *Causes of the Great Depression*

Guided Reading, 13-2

mystatehistory.com

Online Textbook

### FYI

The boll weevil migrated from Mexico through Texas, Louisiana, Mississippi, and throughout the cotton-growing South. The insect pest lays its eggs in the young cotton boll, which is consumed when the weevils hatch.

### Graphing It

Using the statistics in your textbook, make a simple line graph to demonstrate the fall in value of South Carolina's cotton crop between 1918 and 1932.

T402



### DID YOU KNOW?

In 1919, boll weevils wiped out the long-staple cotton crop on the Sea Islands. That special type of cotton never recovered from that blow and ceased to be a factor in the state's economy.



### AS YOU READ, LOOK FOR

- multiple sources of a new agricultural depression in South Carolina;
- how the Great Migration brought new opportunities, but new challenges, for African Americans;
- reasons for the growth, then slump, of the state's textile industry;
- the devastating effects of the Great Depression on the nation and the state;
- terms: **boll weevils**, **Great Migration**, **Great Depression**.

The decade of the 1920s brought rising prosperity for most of the United States, but not for South Carolina. The state had experienced some improvement in the early twentieth century, and World War I increased prosperity. But very soon, hard times were back again.

### Not-So-Roaring Twenties

An agricultural depression began in 1920 following a sharp drop in cotton, tobacco, and grain prices. Cotton prices of 40 cents a pound during the war had inspired farmers to go into debt to buy new equipment and more land. But by 1920 European demand for cotton decreased, so the price fell to 13.5 cents and stayed down for two decades. Poverty, bankruptcy, and hardship resulted.

Then came the plague of **boll weevils** (tiny insects that ate the immature cotton bolls). Some years the weevils demolished half of South Carolina's cotton crop. In 1918, Bamberg County produced 35,000 bales. After the boll weevils struck, the county produced 4,000 bales, selling at about 13 cents per pound.

The third plague to hit the farmers of South Carolina was drought. With little rainfall and many boll weevils, the state's cotton crop in 1922 fell to only one-third of the 1920 crop. The value of all South Carolina crops fell from \$446 million in 1918 to \$156 million in 1929 to \$63 million in 1932.

## State Standards

### State Standard 4 (T392)

#### The student will:

**8.4.P** Summarize the economic changes that emerged in South Carolina and the U.S.

**8.4.CC** Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.

A fourth factor in the farmers' woes in the twenties was less dramatic but more basic than low prices, boll weevils, and drought. South Carolina's farms were wearing out. Topsoil was eroding at an alarming rate, and farmers had to use more fertilizer to keep up production. They couldn't compete with the new farms opening up in California, where cotton growing began to flourish. In the 1920s, about 30,000 of South Carolina's 188,000 farms were abandoned. Farm property lost half its value by 1930. It was clear that agricultural depression came to South Carolina in the twenties and only got deeper when the depression of the thirties hit.

### The Great Migration

One of the responses to the economic agony on the farms was to give up and get out. Many farmers did just that. Actually, a **Great Migration** (a massive movement of African Americans from the state and the South to the North) had begun during World War I, with the promise of better jobs and more freedoms. In the twenties, farmers were pushed out of the state by wretched conditions and lured to the North by the promise of better conditions. In one eight-month period in 1922-1923, at least fifty thousand blacks left the farms and moved north. By 1925, blacks were no longer a majority in South Carolina for the first time in over a century.

Blacks who moved north did not find utopia (a perfect place). W. E. B. Du Bois warned that the trip north was the beginning of a new struggle, not the end of struggle. Most did find better-paying jobs, but still faced discrimination on raises and promotions. Ghettos, which were segregated by choice or by racial hostility, meant crowded conditions that bred crime and disease. But blacks were free to vote, and the concentration allowed them to develop political clout that their southern relatives would not experience for several more decades.

The Great Migration took place primarily from 1915 to 1930, but it did not stop after 1930. It continued until the 1970s, when conditions for blacks in South Carolina changed. Since the 1980s, more blacks have moved into the state than have moved out.

### The Textile Industry Triumphs, Then Slumps

The textile industry in South Carolina grew by leaps and bounds from the 1880s to the 1920s. Two important causes were the state's special tax breaks to the mills and state government's *laissez-faire* policy, which allowed

#### HAVE YOU SEEN...

**the Old Marine Hospital?** Located at 20 Franklin Street, Charleston, it was designed and built by architect Robert Mills in 1833. The building housed the Jenkins Orphanage for African American children from 1895 to 1937. The Jenkins Orphanage Band traveled the United States and Europe, raising money for the institution. The band produced several noted jazz musicians.



## Teacher Note

The years of the Dust Bowl were ones of hunger, despair, and endless migrations. Few books describe this better than *The Grapes of Wrath*. You may wish to Google "The Grapes of Wrath Excerpts" and choose one that you deem appropriate for the eighth grade level.

## Exploring the Migration

Even today, there are families who are just now returning to the South as the third and fourth generations find the way back to their southern roots. Research "The Great Migration" and complete a 5 W's and H chart. Why do you think some families are returning south? Be specific.

## Teacher Note

YouTube has several selections from the Jenkins Orphanage Band, which traveled throughout the United States and Europe. Wearing discarded Citadel uniforms, the band became world famous. In addition to playing selections, teachers may want students to conduct further research on this special orphanage.

## State Standards, continued

### State Standard 5 (T393)

#### The student will:

**8.5.P Analyze the transformation of South Carolina's economy from the Great Depression to its current economic diversification.**

## Vocabulary Review

The term *laissez-faire* was used in an earlier chapter. Review the meaning of the phrase and rewrite the sentence in the text to include the definition.

## FYI

Go to the website <https://localhistory.richlandlibrary.com/> and search for “Olympia Mill Spinning Room” to see a dramatic picture of the mill with its 104,000 spindles. Note the size (and probably young age) of the children working in this room.

## A Change for the Better?

The Olympia and Granby Mills have been converted into “luxurious loft apartments.” Do you think this is a good use of these monumental buildings? What kinds of people do you think would like to live there? See [www.millsliving.com/?page\\_id=258](http://www.millsliving.com/?page_id=258) to view the interiors and some of the amenities offered with these apartments.



**Above:** These houses were once part of the Olympia mill village in Columbia. Conditions in mill villages improved somewhat in the 1920s, with many houses getting electricity and indoor plumbing. **Opposite page, above:** Herbert Hoover, who had won national acclaim directing disaster relief in Europe after World War I and during the Great Mississippi Flood of 1927, easily won the presidential election of 1928. Only eight months into his term, the stock market crashed, and Hoover's attempts at economic recovery proved ineffective.

mills to operate without many safety and sanitation regulations. The *most* important cause was cheap labor. Struggling farmers and starving sharecroppers were willing to take low wages to have at least a little bit of income. The mill owners found it easy to prevent labor unions from getting a foothold in this environment of too few jobs and *laissez-faire* attitudes.

By the 1920s, South Carolina was *the* cotton mill state in the country. Massachusetts, the former leader, could not compete with the cheap labor, low taxes, and lack of regulation. After 1920, one-fourth of the nation's cotton cloth was made in South Carolina. Textile mills were concentrated mainly in Spartanburg, Greenville, and Anderson Counties, but there were many others scattered across the state.

### Improvements in Mill Village Life

Life improved a bit in the mill villages. State government lowered the maximum hours of work per week from sixty to fifty-five. Most of the workers' houses were wired for electricity, and many had running water and flushing toilets. Interviews at one mill village at Spartanburg in 1926 indicated that most families subscribed to a daily newspaper. Many owned phonographs and a few owned pianos and even automobiles.

### Worsening Conditions inside the Mills

Life outside the mills might have improved, but work within the mills did not get better. Many factories began losing money before the end of

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## A First-Hand Look

The website <http://www.loc.gov/pictures/collection/fsa/> provides numerous black-and-white photographs of the Great Depression days. If you are able to download photographs, scan through and make a collage showing how people were affected by the depression.

## Teacher Note

Pull up “WPA Life Histories from South Carolina.” The site has numerous life stories from this period. It is recommended that teachers scan the topics before assigning students to read selections and either draw a storyboard of their assigned life story or write a short story, diary excerpts, poem, or book report showing life during these troubling days.

## Learning Style Accommodations

After researching Hoovervilles, have students draw or make examples of the shacks using boxes from grocery stores (with manager permission). Or some students may choose to write “A Day in the Life of a Hooverville Family.”



**Above:** The shanty towns of the dispossessed were mockingly named “Hoovervilles.” **Below:** The sons of a sharecropper prepare to leave their farm near Spartanburg. Thousands of farms were abandoned during the Depression.

fundamental cause had more to do with the fact that most Americans’ incomes were not high enough to buy all the goods they were producing. This led to overproduction (or underconsumption), layoffs of workers, and slowdown of production. Declining value of shares in corporations triggered a loss of confidence. Businesses laid off workers. Unemployed persons bought less. Then more people became unemployed, thus buying fewer goods, and so the spiral

continued downward from 1930 to 1933. Nearly eleven thousand banks closed across the country, wiping out people’s savings.

At the depth of the Great Depression in 1933, about one-fourth of the workers in America and in South Carolina were unemployed. Many homeless people built shacks of scrap tin and cardboard for shelter. Clusters of shacks under bridges or on any little piece of unused land were called “Hoovervilles,” a bitter reference to President Herbert Hoover.



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**Left:** No single group suffered the hardships of the Great Depression more keenly than African American sharecroppers and tenant farmers.

No one had a clear vision of what should be done or how the government could help. Local governments, charities, and churches tried to assist those in need, but their resources were quickly overwhelmed. Columbia charitable organizations provided 700,000 free meals to hungry citizens in 1931—but their efforts were never enough. *Hoboes* (men who hopped on freight trains looking for work) showed up at back doors, begging for any available scrap of food. A few people in South Carolina actually starved to death.

The problem was not lack of food, but people's lack of money to buy food. Cotton was less than \$0.05 a pound. The value of farm products in South Carolina plunged from \$150 million in 1929 to \$71 million in 1931. And most Carolinians' livelihood depended on farm products. Income *per capita* (per person) in the state fell from \$261 in 1929 to \$151 in 1932. South Carolina and the nation had reached a new low. Hope for the future focused on the election of 1932.

#### HAVE YOU SEEN...

Lake Murray Dam on the Saluda River? Built to generate electric power, it was the largest earthen dam in the world when completed in 1930. Lake Murray covers about fifty thousand acres and has about five hundred miles of jagged shoreline.



#### DO YOU REMEMBER?

1. Define in sentence form: boll weevils, Great Migration, Great Depression.
2. What were some ways in which mill village life improved in the 1920s?
3. What were "Hoovervilles"?

Section 2: **The Economy: From Hard Times to Desperate Times** 407

### Teacher Note: Student Exploration

Allow advanced students to compare and contrast the Great Depression with the "Great Recession" that began in 2008, using any teacher-selected graphic organizer.

### Planning a River Trip

Google "Lake Murray Dam on the Saluda River" and, using the river resources available, plan an imaginary recreational outing with at least four activities. You may prefer researching the history of the Lake Murray Dam and developing a timeline of its construction.

## Find Out More

Research "Children and the Great Depression." Using at least three different sites, describe what life was like during the depression. Compare and contrast it with your life today.

## ASSESS

### Answers to "Do You Remember?"

1. **Boll weevils** were tiny insects that ate the immature cotton bolls, thereby destroying the cotton crop. The **Great Migration** was a massive movement of African Americans from the state and the South to the North. It began in World War I. The **Great Depression** was a severe economic downturn that began with the stock market crash of 1929 and continued until World War II.
2. State government lowered the maximum hours of work per week from sixty to fifty-five. Most workers' houses were wired for electricity and had running water and flushing toilets. Most families subscribed to a daily newspaper. Many owned phonographs, and a few owned pianos and automobiles.
3. "Hoovervilles" were clusters of scrap tin and cardboard shacks built by homeless people under bridges or on unused land during the Great Depression. They were named after President Herbert Hoover.

## Section 3

# The New Deal

## INTRODUCE

### Outline

- A. Relief, Recovery, and Reform
- B. Relief and Jobs
- C. Labor Troubles
- D. The Santee Cooper Project
- E. Reforms
- F. The Legacy of the New Deal

### Materials

Textbook, pages 408-415

Student Workbook

145 *Alphabet Soup*

146 *South Carolina and the New Deal* (covers material in Sections 3 and 4)

Teacher Tech Website

Lesson Plan

Guided Reading, 13-3

mystatehistory.com

Online Textbook

### Teacher Note: Examining the New Deal

Divide the class into small groups and assign each group one of the New Deal programs listed on page 411. Have them conduct research on their assigned program and report back to the class. If you use cooperative learning models, this would be a good Jigsaw or STAD project.

## SECTION 3

# The New Deal

AS YOU READ, LOOK FOR

- how President Roosevelt's New Deal was designed to save banks, put people to work, relieve poverty, and permanently reform the economy;
- the objectives of the FDIC, CCC, PWA, and WPA;
- lasting effects of the General Textile Strike;
- successes and failures of the New Deal;
- terms: **New Deal**, **collective bargaining**, **Social Security Act**.

**Below:** Franklin D. Roosevelt, seen here campaigning in Georgia, won the presidential election of 1932 with the promise of a "new deal" for America.

**Herbert Hoover, the Republican president, had not caused the Great Depression.** He had tried to fight the economic downturn, but nothing was improving the desperate conditions. Hoover and the Republicans got most of the blame. In 1932, Democrat Franklin D. Roosevelt (a distant cousin of President Theodore Roosevelt) was elected by a landslide. Roosevelt prom-



408 Chapter 13: The Transition Twenties and Depression Thirties

## State Standards

### State Standard 5 (T93)

#### The student will:

**8.5.P** Analyze the transformation of South Carolina's economy from the Great Depression to its current economic diversification.

**8.5.CC** Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians.

**8.5.E** Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.



## In Other Words

**doling out**—giving out (often as an act of charity)

**buoyant**—cheerful, upbeat

## Teacher Note

Pull up “YouTube President Roosevelt Fireside Chat.” Choose one or two and play them for the class. Discuss why these chats would have been so important to the radio listeners. Remind them that network television did not begin until 1948, and it would be well into the 1950s before black-and-white television came into most homes.

## Close to Home

Pull up <http://www.teachingushistory.org/pdfs/Doc4CCCinSC.PDF> to find information about the Civilian Conservation Corps in South Carolina, 1933-1942. Choose the projects closest to your present location. Identify each program, chart its location on a map, and describe what the program accomplished. Finally, include a description of what can be seen today as a result of the CCC work.

**Below:** The Civilian Conservation Corps was run along military lines. Here, CCC director Robert Fechner inspects a new uniform. **Bottom:** Some of the most durable CCC projects are the state parks that were built across the country. Many CCC structures are still in use today, like this bathhouse at Paris Mountain State Park.



## Relief and Jobs

Federal relief and job agencies began distributing grants of money to states to spend on relief. In South Carolina, nearly one-fourth of the population was eligible for relief, compared to about one-tenth nationwide. Soon the federal agencies were spending over \$1 million every week in South Carolina. They hired workers at \$0.40 to \$1.00 an hour to build and repair highways, bridges, sewer lines, school buildings, and courthouses. Emergency federal funds were spent to hire teachers, start free school lunch programs in some rural areas, and even pay a relief orchestra in Richland County, in addition to doling out money to needy families.

Complaints began to come in about favoritism, political connections, and unfairness, but Carolinians started to feel that help had finally arrived. Roosevelt’s buoyant optimism was starting to rub off on Americans. FDR, as everyone called him, talked to the people informally by radio in occasional “fireside chats,” to explain programs and build confidence. His radio talks proved the usefulness of this new technology.

## The CCC

The Civilian Conservation Corps (CCC) was created shortly after Roosevelt’s inauguration. This popular and well-run New Deal program allowed young men from families on relief to sign on for six months of conservation work for \$30 per month. The CCC sent \$22 of their earnings home to their families, but it provided the men with three hearty meals a day, cloth-



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## FIGURE 21

### New Deal Programs and Legislation

Program/Legislation	Date	Purpose
Tennessee Valley Authority (TVA)	1933	Built dams on the Tennessee River to control flooding and generate electricity.
Public Works Administration (PWA)	1933	Put people to work building roads, buildings, and other public works projects.
Federal Deposit Insurance Corporation (FDIC)	1933	Insured individual savings accounts so that people did not lose their money if banks failed or closed their doors.
Federal Emergency Relief Administration (FERA)	1933	Provided federal funds for state and community relief efforts.
Civil Works Administration (CWA)	1933	Provided temporary federal jobs for the unemployed.
Civilian Conservation Corps (CCC)	1933	Provided jobs for young single men building forest trails and roads, planting trees to reforest the land and control flooding, and building parks.
Federal Housing Administration (FHA)	1934	Insured home loans for low-income families.
Securities and Exchange Commission (SEC)	1934	Regulated stocks and gave stock information.
Social Security Administration (SSA)	1935	Created a system for retirement and unemployment insurance.
Works Progress Administration (WPA)	1935	Employed out-of-work Americans to repair roads, build or repair bridges, paint murals, write guidebooks, put on plays and musical performances, and create statues in parks.
National Labor Relations Act	1935	Guaranteed the right of employees to organize and to bargain collectively with their employers. Created the National Labor Relations Board to hear unfair labor practices.
National Youth Administration (NYA)	1935	Provided job training and part-time work for college students.
Fair Labor Standards Act	1938	Established a maximum workweek and minimum wage, prohibited child labor in certain industries, and set a minimum age for child workers.

Section 3: The New Deal 411

## Compare and Contrast

Two New Deal programs that were designed to help young people and their families were the Civilian Conservation Corps and the National Youth Administration. In what ways were they the same? How were they different? Complete a Venn diagram or other graphic organizer comparing and contrasting these two programs. Which one would you have wanted to join had you lived during the Great Depression?

## Art as a Sign of the Times

The website [www.loc.gov/exhibits/goldstein/goldamer.html](http://www.loc.gov/exhibits/goldstein/goldamer.html) has an explanation of the connection between the WPA and the “people’s art” of the 1930s. Look through the collection of prints and see if you see a similarity of style among the various artists. Find the artists and artwork that had some connection to South Carolina.

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## Check It Out

Look up information about the state parks constructed by the Civilian Conservation Corps: Hunting Island, Poinsett, Paris Mountain, and Myrtle Beach. Is there still evidence of the original CCC building projects in these parks? Have you ever visited any of them? The next time you do, you'll be aware of their connection to the Civilian Conservation Corps.

## Teacher Note

Go to <https://www.sencyclopedia.org/sce/entries/ashwood-plantation/> to find information on the Ashwood Community during the New Deal. Discuss the written description of the community and describe those things that worked, along with projects that didn't work. You might also want to discuss the basic idea of communal living but without students researching the topic. (Some communal living sites would not be appropriate for this age student.)

## Still Around Today

Referring back to "New Deal Programs in South Carolina," or by Googling "PWA and WPA in South Carolina," list and locate projects in the state that are still utilized today. In what way did each improve the state?



### DID YOU KNOW?

The federal government chose some land in Lee County to resettle people without homes and jobs from around the country. The Ashwood Community (above, enjoying a May Day picnic) was an experiment in communal living. Each family was given ten acres of land and a mule, a cow, and some hogs.

**Right:** The city of Abbeville used Public Works Administration funds to build the Abbeville hydroelectric plant and dam, completed in 1940. The plant is still in operation today.

### The PWA and WPA

The federal Public Works Administration (PWA) was important in South Carolina for providing immediate employment and income for desperate people, as well as for building schools, libraries, courthouses, and other community improvements across the state. Another agency, the Works Progress Administration (WPA), also built lasting structures such as hospitals, highways, bridges, sewer systems, parks, and airports. In addition, the WPA supported artists, writers, musicians, and teachers. For several years, the federal WPA was the largest employer in the state. These government agencies lifted both incomes and spirits.



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The WPA provided much of the funding to rebuild the old Dock Street Theatre in Charleston. It reopened in 1936 with a performance of *The Recruiting Officer*, which was the same play the original theater opened with two hundred years before.

### Labor Troubles

South Carolina textile workers had been angered by the speed-up and stretch-out techniques of the late twenties. Many had joined unions for protection. The New Deal programs set new rules and standards for labor that were more advantageous to workers. In 1934, the United Textile Workers called a nationwide General Textile Strike to force mill owners to live up to the new standards. Strikers closed down most of the mills in South Carolina. Tensions rose and violence threatened. At Honea Path in Anderson County, violence broke out between strikers on one side and strikebreakers, factory officials, the South Carolina National Guard, and law officers on the other. Six strikers were killed and twelve wounded, most shot in the back.

The union lost the strike. Textile workers had to go back to their jobs or lose their income and face an overwhelming armed force. Many workers



**Above:** The WPA funded the restoration of Charleston's two-hundred-year-old Dock Street Theatre. **Below:** Members of the United Textile Workers of America march in Gastonia, North Carolina, protesting against mill working conditions, during the General Textile Strike of 1934.



## Check It Out

For students interested in theater, a history of the Dock Street Theatre would be a good project.

## Vocabulary Review

Do you remember what was involved in the “speed-up” and “stretch-out” techniques? Refer back to Section 2 of this chapter if you have forgotten.

## See What It Was Like

Conduct an Internet search for “Independent Mail Chiquola Incident Honea Path” to find accounts of the “Chiquola Incident,” as the tragedy at Honea Path was called. After reading the accounts, discuss why it is still important to remember this incident many years later.

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## A Geographical Feat

Using a blank map of South Carolina along with researching “The Santee Cooper PWA Project,” draw and label all parts of the state that benefit from this New Deal Program.

### FYI

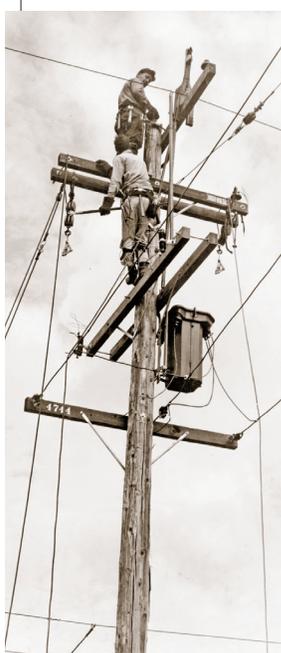
The fair market price of land was usually determined by the federal government.

### Check It Out

What is the minimum wage today? How much of an increase does it represent since the first wage was set? Teacher Note: As of 2020, the wage was \$7.25. Students will need to check the present wage before completing their computations.

### FYI

At the present time, the retirement age for Americans in your age group will probably be at least age seventy. The Social Security benefit amount is based on the amount of money you have put into the Social Security system. The day of the month when you receive your check is based on the day of your birth during a month. If you are interested, Google “Day of the Month Social Security Benefits Are Paid.”



#### WHAT DO YOU THINK?

If you had lived and owned land in the river bottoms to be flooded by the Santee Cooper dams in the 1930s, you would have been required to sell your land to the state at the fair market price and move out. Do you think you would have favored building the dams and the hydroelectric power plants?

in South Carolina were not rehired unless they signed an agreement not to join a union. The General Textile Strike disillusioned and disheartened workers so thoroughly that most were reluctant to try to organize for collective bargaining. In **collective bargaining**, all workers bargain as a group with their employers on wages and working conditions, giving them much more strength than when each worker bargains only for himself. Despite New Deal laws protecting the right of laborers to join unions, South Carolina has remained one of the states with the fewest labor union members.

### The Santee Cooper Project

The South Carolina Public Service Authority, better known as Santee Cooper, is a state-owned utility company that today provides electrical power to rural areas of all counties in the state. Although delayed until 1939, the project hired 15,000 workers with federal PWA money, cleared 160,000 acres of timberland, relocated cemeteries, built dams to create two lakes, and erected a power plant. It was the biggest New Deal project in the state. The federal Rural Electrification Administration built distribution lines. Lakes Marion and Moultrie, built by the project, have become favorite recreation areas with lakefront homes, state parks, marinas, and championship fishing. Santee Cooper and the lakes are great economic assets to the state.

### Reforms

Most of the reforms of the New Deal greatly magnified the federal government's role in the economy and in individual lives. Reforms in agriculture included government support for crop prices and requirements to reduce crop acreage. Both were designed to increase crop prices, and they worked. That helped landowners, but with fewer acres being tilled, many sharecroppers and tenants lost their jobs and had to move off the land.

New Deal labor legislation was designed to strengthen the position of workers in negotiations with management. Legislation protected laborers' right to join labor unions. The Fair Labor Standards Act established a forty-hour workweek and set the minimum wage. The initial minimum of forty cents per hour has been increased many times over the decades.

One of the most important reforms of the New Deal was the **Social Security Act**, which set up the federal retirement system that is in place today. Both laborer and employer pay into a pension program. Around age sixty-five, the retiree begins to receive monthly checks. This insurance system also provides payments for disabled persons and for children of deceased workers. It provides a sort of “safety net” to keep people who cannot work from falling to the desperate levels many Americans experienced in the 1930s.

Housing reforms saved many homeowners in South Carolina from losing their homes by mortgage foreclosure. The government bought mortgages from banks and allowed homeowners affordable rates. The government

### FYI

In 2009-2012, the federal government again tried to prevent widespread mortgage foreclosures by refiguring interest rates and the length of loans. However, many homeowners found themselves “under water” (with mortgages higher than the real estate value). And banks found themselves with foreclosed houses. How did this happen?

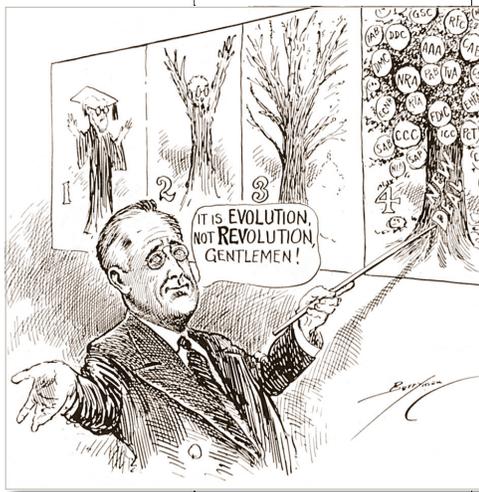
aided banks and homebuyers by insuring the loans. These measures encouraged people to become homeowners. All these reforms caused the federal government to have a much greater presence in the lives of citizens than ever before.

### The Legacy of the New Deal

The New Deal in South Carolina had many successes and some failures. The intervention of the federal government in the state's economy helped many people to survive who would not have without assistance. After the reforms in banking, only two banks failed in the state by the end of the decade. The state gained many water and sewer systems, bridges, thousands of miles of highways, hydroelectric plants, state parks, and hundreds of schools and other public buildings. Laborers got a better deal—shorter hours, higher wages, and the guaranteed right to join unions.

A major failure of the New Deal in the entire country was that it never brought the economy back to full recovery. Real progress was being made, it seemed. Then in 1937, Roosevelt was persuaded to slow down government spending, which caused a recession (a reduction of economic activity that is less severe than a depression). World War II, with its massive government spending, pulled the nation out of the economic doldrums and set it on a path of prosperity that lasted several decades.

Finally, on a positive note, both South Carolina and the nation experienced a renewal of confidence in their democracy, in the free enterprise system (as modified by the New Deal), and in the possibility of progress. Americans learned that their government could provide them with a degree of economic security without taking away their liberties, as was happening in some other countries damaged by depression.



**Above:** This cartoon pokes fun at the ever-increasing number of federal agencies that were part of the New Deal. **Opposite page:** After Rural Free Delivery, the agency that did the most to change the lives of those living on farms was the Rural Electrification Administration, which brought electricity to unserved areas.

#### DO YOU REMEMBER?

1. Define in sentence form: New Deal, collective bargaining, Social Security Act.
2. What were some of the projects of the Civilian Conservation Corps (CCC)?
3. What lasting effect did the General Textile Strike have on workers in South Carolina?

## ASSESS

### Answers to “Do You Remember?”

1. The **New Deal** was a set of programs started by President Franklin D. Roosevelt during the Great Depression. Their purposes were recovery, relief and reform. **Collective bargaining** is when all workers bargain as a group with their employers on wages and working conditions. The **Social Security Act** set up a federal retirement system, with both laborer and employee paying into a program that begins to pay the worker a pension around age sixty-five. It also includes many government welfare programs that provide a sort of “safety net” for Americans.
2. The CCC men cleared firebreaks in national forests, planted trees, thinned trees to prevent forest fires, worked on soil conservation projects, and worked on state parks.
3. Because the union lost the strike, textile workers had to go back to work or lose their income and face an overwhelming armed force. Many South Carolina workers were not rehired unless they agreed not to join a union. The strike made workers reluctant to organize for collective bargaining. South Carolina has remained one of the states with the fewest labor union members.

## Need to Know

**What do prospective homeowners need to know before buying a home?**

- (1) Can they afford the monthly payment, insurance, and taxes?
- (2) Is their credit good, with a FICO score around 800?
- (3) Have they saved at least 6-8 months living costs?
- (4) Are homes in the neighborhood at least equal in value to their prospective home?
- (5) Is the area job market relatively secure?

## Section 4

# Politics of the Twenties and Thirties

## INTRODUCE

### Outline

- A. John G. Richards Jr.
- B. Ellison Durant “Cotton Ed” Smith
- C. Olin D. Johnston
- D. James F. Byrnes

### Materials

Textbook, pages 416-419  
Teacher Tech Website  
Lesson Plan  
Guided Reading, 13-4  
mystatehistory.com  
Online Textbook

### Dig a Little Deeper

Research the governorship of John G. Richards Jr. and list his accomplishments for South Carolina that continue today.

### FYI

At two miles in length, the Cooper River Bridge connecting Charleston with Mt. Pleasant was one of the longest bridges in the world at the time it was completed in 1929.

“The 2.71-mile bridge, later to be named the Grace Memorial Bridge, was built in just 17 months, at a total cost of approximately \$6 million. It was opened with a three-day celebration on Aug. 8, 1929.” (SCDOT) Check out the “Souvenir Cooper River Bridge Celebration” for more information.

SECTION4

## Politics of the Twenties and Thirties

AS YOU READ, LOOK FOR

- how the state Democratic Party assured that all their candidates would win the general election;
- the accomplishments of South Carolina’s important political figures of the 1920s and 1930s;
- terms: **Solid South, bond issue, workers’ compensation law.**



**Above:** Governor John G. Richards Jr. increased the pace of road building in South Carolina with a \$65 million bond issue.

**The fundamental fact about South Carolina politics in the first half of the twentieth century** is that the state was a part of the **Solid South** (electoral support in the southern U.S. for only Democratic candidates). This meant that every person elected governor, senator, representative, sheriff, or any other government official would be a Democrat. All the political battles were between factions within the Democratic Party, and those primary fights could be ferocious.

**John G. Richards Jr.**

Several political figures of the twenties and thirties stand out as particularly interesting or important. John G. Richards Jr. was interesting. He was a follower of Ben Tillman, and then shifted his allegiance to Coleman Blease. Elected governor in 1926, Richards tried to impose his moral values on the people. He insisted that people should live by the Ten Commandments. Blue laws were strictly enforced, including arresting men for playing golf on Sunday.

Richards’s lasting contribution was in road building. The state had been financing roads on a pay-as-you-go basis. It spent on roads in a year the amount of taxes raised for roads in that year. Road building was going too slowly. Richards got the legislature to approve a \$65 million **bond issue** (an opportunity for citizens and banks to lend money to a government for specific improvements or public works). This borrowed money allowed the state to build the roads and use them for many years while it was paying off the loan.

416Chapter 13: The Transition Twenties and Depression Thirties

## State Standards

### State Standard 5 (T393)

#### The student will:

**8.5.P Analyze the transformation of South Carolina’s economy from the Great Depression to its current economic diversification.**

**8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.**

### Ellison Durant “Cotton Ed” Smith

Ellison Durant Smith was elected to the United States Senate in 1908 and remained there for thirty-six years. A colorful figure, he campaigned from the back of a cotton wagon with a cotton boll in his lapel. “Cotton Ed” came into the Senate as a southern progressive Democrat and supported progressive farm legislation during Woodrow Wilson’s presidency. He was also a strong advocate of states’ rights.

He opposed most New Deal programs because they increased the power and size of the federal government. When northern blacks began to pour into the Democratic Party because of the Roosevelt programs, he was appalled. He walked out of the 1936 Democratic National Convention.

### Olin D. Johnston

Born near a mill village in Honea Path, Olin D. Johnston went to work in the mill at age eleven and continued to work the night shift while in high school and college. He joined the army in 1917 and served in the war in Europe. Returning home, he continued to work in the mills while finishing a degree from Wofford and a law degree from USC. This experience in the mills gave him credibility with the mill workers that lasted throughout his political career.

Johnston became an avid supporter of the New Deal. He saw Roosevelt’s programs as good for mill workers and for laborers in general. He won election to a four-year term as governor in 1934, defeating Coleman Blease, once his hero. As governor, he promoted workers’ interests, created a department of labor, and got a **workers’ compensation law** (a law that provided payments for workers injured on the job). He worked with the federal government to bring electricity to the rural areas of the state.

### James F. Byrnes

James F. Byrnes is probably the most significant and influential South Carolinian in national political affairs since John C. Calhoun. He served in an amazing variety of political offices, including as U.S. representative and senator, U.S. Supreme Court justice, director of the Office of War Mobilization in World War II, U.S. secretary of state, and governor. He was a U.S. representative during World War I and became friends with Franklin Roosevelt, the assistant secretary of the Navy. As senator in the 1930s, Jimmy Byrnes worked very closely with President Roosevelt on New Deal legislation. He helped write some of the laws and was a reliable ally in getting many of them passed.



**Top:** Senator Ellison “Cotton Ed” Smith was a firm opponent of the New Deal. **Above:** Governor Olin D. Johnston, a former mill worker and World War I veteran, supported the New Deal and improved working conditions in factories.

## Read More About It

As you recall from Chapter 2, Mary Gordon Ellis was the first woman elected to the South Carolina Senate. Elected from Jasper County in 1928, she served one term. She was especially interested in improving the lives of women and African Americans. Do some further research on Mary Gordon Ellis and complete a 5 W’s and H chart on her career.

## Using Your Creativity

Draw a picture or a political cartoon showing “Cotton Ed” Smith campaigning from the back of a cotton wagon.

## Make a Chart

Compare the accomplishments of the following governors: “Cotton Ed” Smith, Olin D. Johnston, and James F. Byrnes. List the accomplishments of each.

Teacher Note: After students have read about each governor in their text and researched each on the Internet, conduct an election and determine which would be more likely to win in the current year.

## Make a Timeline

James F. Byrnes held so many political offices and had so many accomplishments that it’s hard to remember them all. Do some research and make a timeline of the significant events in his life.

## Notes

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## Building Vocabulary

Everyone has a general idea of what it means to “bring home the bacon.” Do you know where the expression arose? Do some research and see if there is a definitive answer. There may be more than one theory.

## ASSESS

### Answers to “Do You Remember?”

1. The **Solid South** was electoral support in the southern U.S. for only Democratic candidates. A **bond issue** is an opportunity for citizens and banks to lend money to a government for specific improvements or public works. A **workers’ compensation law** is a law that provides payments for workers injured on the job.
2. Governor Richards’s lasting contribution was in road building. He got the legislature to approve a \$65 million bond issue that allowed the state to build roads and use them for many years while it was paying off the loan.
3. James F. Byrnes was a U.S. representative and senator, U.S. Supreme Court justice, director of the Office of War Mobilization in World War II, U.S. secretary of state, and governor.



**Above:** As a U.S. representative during World War I, James Byrnes became friendly with Franklin Roosevelt, who was assistant secretary of the Navy at the time. **Above right:** As a senator, Byrnes was one of President Roosevelt’s closest allies, and one of the most influential men in the nation.



While in Washington, Byrnes also strongly influenced state affairs. He was very active in promoting Santee Cooper and in getting federal funds for its construction. He was the type of senator who could “bring home the bacon.” In his campaign for reelection in 1936, he pointed out that, for every dollar Carolinians paid in federal taxes, the state got twenty-four dollars back. The money could be spent to pay teachers, fight hunger, build roads and bridges, and sponsor other useful projects. Senator Byrnes’s strong support of the New Deal was in stark contrast to Senator Smith’s equally strong attacks.

#### DO YOU REMEMBER?

1. Define in sentence form: Solid South, bond issue, workers’ compensation law.
2. What was the most lasting accomplishment of Governor John G. Richards Jr., and how did he accomplish it?
3. What positions did James F. Byrnes hold that made him such an influential politician?

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## Two Extraordinary Women

**T**wo South Carolina women had a major impact on education in the first half of the twentieth century. One worked mostly within the state; the other followed her mission outside the state and on the national stage.



### Mary McLeod Bethune

Mary McLeod was born in 1876 and helped her family scratch out a living on a farm near Mayesville in Sumter County. But she was also able to attend both a nearby Presbyterian school and the Scotia

Seminary for Negro Girls in North Carolina.

Mary and her husband, Albertus Bethune from Wedgefield, ended up in Florida where, in 1904, she started a mission school in Daytona Beach for Negro girls. With help from the Methodist Episcopal Church, she added a junior college. In 1929, her school merged with Cookman Institute and became Bethune-Cookman College, with Bethune as president.

Bethune served as president of the National Association of Colored Women and later as founder and president of the National Association of Negro Women. She was an adviser to Herbert Hoover on matters of housing and home ownership. She also advised President Franklin D. Roosevelt and served as director of the Office of Negro Affairs in the National Youth Administration from 1936 until 1944. In 1945, Bethune served as a consultant in drafting the United Nations Charter.



### Wil Lou Gray

Wil Lou Gray was born in 1883 into a prosperous Laurens family and could have enjoyed a life of leisure. Instead she graduated from Columbia College and taught in a one-room rural school in Greenwood County. There she

began her lifelong attack on illiteracy.

In graduate study at Columbia University in New York City, Gray absorbed the latest progressive educational philosophies, which included learning through experience and using education to promote democracy.

As supervisor of schools in Laurens County, she established successful night schools for adults. When America began drafting soldiers in World War I, it became evident that South Carolina had the nation's highest illiteracy rate. A new state commission on illiteracy hired Wil Lou Gray to battle the problem.

Using all her talent, training, and persistence, she organized classes in country stores, churches, school buildings, and tobacco barns all over the state. She trained teachers and convinced mill owners to hire instructors to teach their workers. Gray also opened four-week "Opportunity Schools" in the summer. She had to have separate schools for men and women, blacks and whites.

After World War II, Gray was able to set up a permanent Opportunity School campus at the Columbia Air Base, which the government was closing. There the school still flourishes under its motto, "Why Stop Learning?" At least 275,000 adults learned to read and write—and a whole lot more—in her programs. The illiteracy rate in South Carolina dropped from 25.7 percent in 1910 to 5.3 percent in 1950. Wil Lou Gray deserves much of the credit for that accomplishment.

## Research and Report

Go to the website of Bethune-Cookman College (now Bethune-Cookman University) and write down ten facts about the school that are of interest to you.

## Plan a Trip

The Mary McLeod Bethune Council House National Historic Site in Washington, DC, would be an interesting place for a field trip. Go to the National Park website [www.nps.gov/mamc/index.htm](http://www.nps.gov/mamc/index.htm) and begin planning an imaginary field trip to this place of honor. Be sure to download the special student packet to see pictures of Mrs. Bethune and a picture of the statue honoring her in Lincoln Park, Washington, DC. You may even find out about the unusual things she collected as a hobby.

## Seeing Is Believing

The Wil Lou Gray Opportunity School website ([www.willougray.org](http://www.willougray.org)) has an informative video about the latest mission of the "WLGOS." How has the focus of the schools changed in recent years? Do you think its new mission fills a particular need in current society?

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# CHAPTER REVIEW

## Reviewing People, Places, and Things

1. True
2. False—Franklin Roosevelt’s
3. True
4. False—Social Security Act
5. True
6. True

## Understanding the Facts

1. They cut their hair short and wore short skirts. They experienced new freedom of movement in automobiles, and they listened to jazz and danced the new dances.
2. It increased its targeted audience to include Jews, Catholics, immigrants, and radicals.
3. Many Americans ignored the law and sold or bought illegal liquor. Liquor traffickers corrupted law enforcers and public officials.
4. (1) sharply falling crop prices in 1920 (2) boll weevils (3) drought (4) erosion of farm land
5. They were lured by the promise of better jobs and more freedoms. They were fleeing from harsh conditions in the South.
6. Positives: better paying jobs, opportunity to vote, and some political clout; Negatives: workplace discrimination on raises and promotions, crowded living conditions that bred crime and disease
7. Struggling farm workers were willing to take low wages just to have income, so cheap labor was plentiful.
8. Poor people would spend the money immediately, increasing the demand for goods, putting more people to work, and starting an upward spiral toward recovery.
9. Relief, Recovery, and Reform



### Chapter Summary

After World War I ended, the United States soon entered a new decade that has been called the “Jazz Age” and the “Roaring Twenties.” Those terms characterize what some Americans felt as they enjoyed prosperity and some isolation from the rest of the world. However, there were Americans who did not feel the prosperity that others enjoyed. South Carolinians were among those who seemed to be left out.

All was not great in the 1920s as shown by the reemergence of the Ku Klux Klan, which added religious groups and immigrants to its target list of groups to terrorize. African Americans moved in great numbers to the North hoping to experience some of the country’s prosperity.

Because of many factors, the prosperous 1920s would end with the stock market crash of 1929. Soon after the crash, a depression would begin in the United States and in the rest of the world. Americans would find themselves in long lines hoping to get some food, or they might be turned away from the bank that had run out of money—their money! The dire condition of most Americans demanded immediate action by the U.S. government. When Franklin D. Roosevelt was elected president in 1932, he presented his “New Deal” to the American people. It took nearly a decade to come out of the Great Depression, but it finally ended as the world was becoming embroiled in another world war.

### Activities for Learning

#### Reviewing People, Places, and Things

Indicate whether the following statement is TRUE or FALSE. If it is FALSE, change the underlined word(s) to make it true.

1. A nickname given to the decade of the 1920s is the Jazz Age.
2. The New Deal was Theodore Roosevelt’s plan to help the American people get through the Great Depression.
3. One of the methods workers used to strengthen their position when trying to improve their working conditions was collective bargaining.
4. The Public Works Administration set up a federal retirement system for Americans.
5. Archibald Rutledge became South Carolina’s first poet laureate in 1934.
6. W. E. B. Du Bois was an African American who edited *The Crisis*, a publication of the NAACP.

### Understanding the Facts

1. How did young women “flappers” express their sense of freedom in the 1920s?
2. How was the new Ku Klux Klan different from the original KKK of the early years of Reconstruction?
3. How did Americans react to the Eighteenth Amendment, which outlawed the manufacture, sale, and consumption of alcohol?
4. What four factors affected prosperity for South Carolinians in the 1920s?
5. Why did many African Americans migrate from the South to the North in the 1920s?
6. What were the positives and the negatives of the “Great Migration” of the 1920s?
7. What was the main reason for South Carolina’s growth in the textile industry?

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