

# CHAPTER 16

## The Postwar Period — 1945-1980

### CHAPTER PREVIEW

#### TERMS

GI Bill, suburbs, baby boom, counterculture, hippie, Cold War, appropriate, stalemate, inflation, OPEC, embargo, integration, desegregate, boycott, sit-in, racial profiling

#### PEOPLE

Arch A. Moore, Walter Reuther, William C. Marland, William Trent, Leon Sullivan

#### PLACES

The Greenbrier, Buffalo Creek, Romney, Pruntytown, Salem

The thirty years after the end of World War II marked a period of great change in West Virginia and the United States. Millions of babies were born, families grew, the economy soared and declined, television appeared, highways were built, minorities fought for civil rights, and average citizens feared the unknown of a Cold War.

West Virginians saw their lives change from the carefree, rocking 1950s, to the violent and rebellious 1960s, to the self-centered, me-driven 1970s. Each decade was defined by its own set of unique cultural characteristics as well as world and local events that affected the everyday lives of the people in the state.



**Below:** In the 1950s, families eagerly gathered around their black-and-white television sets to watch their favorite programs, just as families in the 1940s had gathered around their radios to listen to theirs.

# SIGNS of the TIMES



## HISTORY

On February 9, 1950, U.S. Senator Joseph McCarthy, from Wisconsin, launched his anticommunism crusade in Wheeling while speaking at a Republican Club meeting. In 1958, James Jarrett was named the head basketball coach at Charleston High (Kanawha County). Mr. Jarrett was the first black in the state to be appointed as a head coach at a previously all-white public school.

## ECONOMICS

In 1949, the average new home cost \$7,450; by 1976, that price had jumped to \$54,749. A new car cost \$1,420 in 1949; by 1978, the car cost \$5,405. A dozen eggs cost \$0.24 in 1959 and \$0.42 in 1970. A loaf of bread jumped from \$0.14 in 1949 to \$0.42 in 1979. Movie tickets that were \$0.60 in 1949, cost \$2.00 by 1978.

## GOVERNMENT

In 1951, Elizabeth Kee became the first woman from West Virginia to be elected to Congress. (She was elected to finish the unexpired term of her husband.) In 1956, women in West Virginia were approved to serve on juries. West Virginia was the last state in the nation to give women this right.

## GEOGRAPHY

In 1952, the Bluestone Dam on the New River was completed. In 1966, the Summersville Dam on the Gauley River was dedicated.

## EVERYDAY LIFE

**Population:** In 1950, the population of West Virginia was 2,005,552; in 1960, 1,860,421; and in 1970, 1,744,237.

**Science/Technology:** The National Hurricane Center was established. America entered the Space Age and put a man on the moon in 1969. In 1977, the Apple II computer was introduced.

**Transportation:** In 1966, there were 78 million cars and 16 million trucks registered in the United States. American automobile manufacturers began making smaller cars in the 1960s to combat foreign import sales.

**Recreation:** Influential movies included *The Godfather*, *American Graffiti*, *The Graduate*, *E.T.*, *Jaws*, *Saturday Night Fever*, and *Star Wars*. Popular television shows included *Happy Days*, *The Brady Bunch*, *All in the Family*, *Saturday Night Live*, and *Sesame Street*.

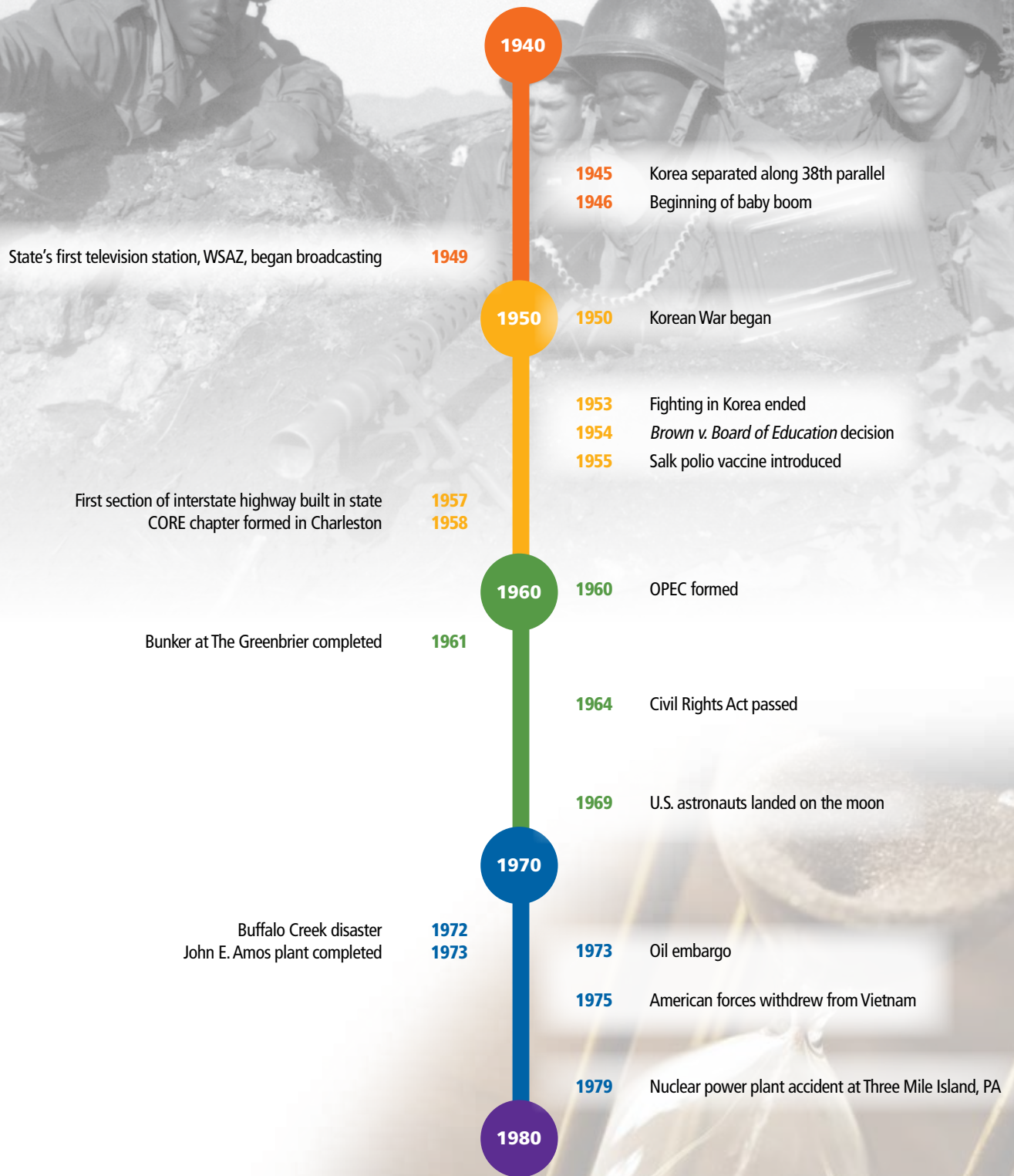
**Religion:** Mother Frances X. Cabrini became the first American saint in the Catholic Church. The U.S. Supreme Court ruled that prayer in schools was unconstitutional.

**Music:** In the 1950s, rock-and-roll, a blending of southern blues and gospel music, hit the airwaves. The Beatles arrived from England, and the top American group was the Beach Boys. Woodstock drew over 400,000 young people to a three-day concert.

**Literature:** Important books of the period included George Orwell's *1984*, Richard Wright's *Black Boy*, Ray Bradbury's *The Martian Chronicles*, Ernest Hemingway's *The Old Man and the Sea*, Ralph Ellison's *Invisible Man*, Truman Capote's *In Cold Blood*, Rachel Carson's *Silent Spring*, Harper Lee's *To Kill a Mockingbird*, Woodward and Bernstein's *All the President's Men*, and *The Pentagon Papers* by Daniel Ellsberg.

Figure 16.1

Timeline: 1945 – 1980



# Inferring

## DEFINING THE SKILL

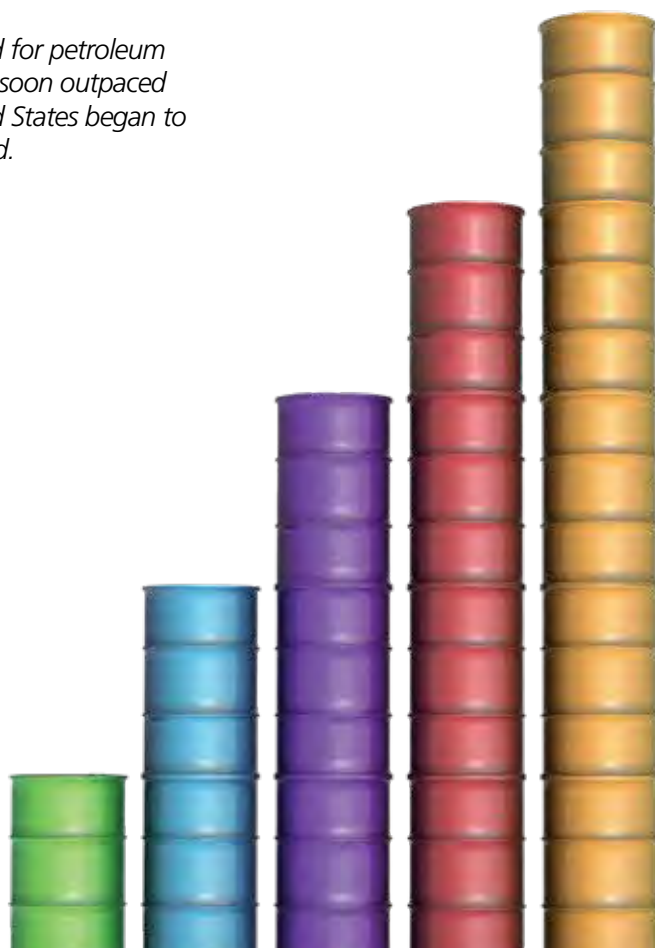
When you cannot easily find the main idea and supporting details in a reading, you may have to infer (predict) what you think the author means. Inferences can also go beyond the literal meaning of the text. When you read, you may want to use some of your own knowledge, beliefs, or experiences to interact with the text. You can make inferences when you

- draw conclusions.
- make predictions.
- interpret a reading.
- make judgments.

## PRACTICING THE SKILL

The following excerpt is found on page 615 in your textbook. Read the excerpt and then infer what you think will happen to the price and production of oil over the next thirty years. After you have made your prediction, turn to page 615, find the passage, and continue reading. Cite evidence to support or refute your prediction.

*After World War II, the demand for petroleum grew rapidly in America, and it soon outpaced production. In 1948, the United States began to import more oil than it exported.*



## SECTION 1

# A Changing Culture

### As you read, look for

- music of each decade;
- events of each decade;
- inventions of each decade;
- entertainment of each decade;
- terms: **GI Bill**, **suburbs**, **baby boom**, **counterculture**, **hippie**.

something  
**extra!**



In 1954, the West Virginia Turnpike was completed.

**West Virginians in the 1950s, 1960s, and 1970s** were very much like the residents of any other state. They readily identified with the cultural and political changes that affected the world. They adapted to changes in music, dress, entertainment, and family values.

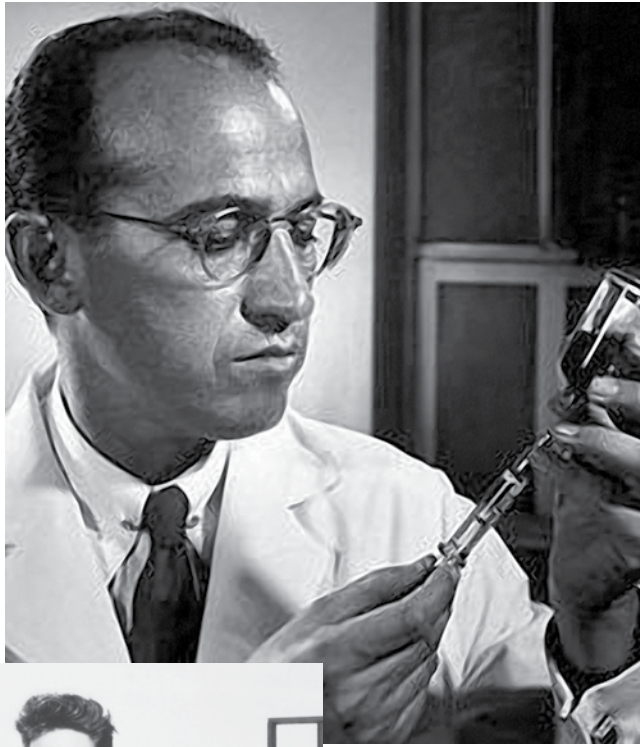
## The Rocking '50s

The 1950s were a good time for most people. Returning veterans were able to attend college on the **GI Bill** (Service-men's Readjustment Act) and to buy homes. Enrollment in colleges and universities soared, and **suburbs** (residential areas around cities) sprang up. Because so many babies were born after World War II, this period has been recognized as the beginning of the **baby boom** (a period of time from 1946 to 1964 when the baby population boomed).

America's love affair with the automobile grew. Riding around and "hanging out" at drive-in restaurants was a favorite pastime for young people. The first McDonald's opened with 15-cent hamburgers. New words used during this decade—*rock-and-roll*, *UFO*, *junk mail*, *credit card*—were added to the dictionary.



**Left:** The original McDonald's, now a museum, with a 15¢ hamburger sign. **Above:** Suburbs sprang up in the 1950s.



New inventions changed the way people lived. Dr. Jonas Salk developed a vaccine to erase the single greatest fear of the decade—polio. Schools in West Virginia provided vaccines to students to protect them from this terrible disease. New consumer products included super glue, radial tires, contact paper, Saran wrap, no-tears shampoo, Velcro, and appliances in color.

Teenagers in the 1950s loved music, and rock-and-roll was the music of choice. They danced to the music of Elvis Presley, Bill Haley, Ricky Nelson, the Platters, and the Big Bopper, sometimes in spite of their parents' disapproval. Beginning in 1957, *American Bandstand*, hosted by Dick Clark, gave teenagers more access to their favorite artists. Every day after school, thousands of teens watched the popular

television show, which featured prominent entertainers as guests. The regular dancers, local teens who appeared on the show each day, became like family to those watching hundreds and thousands of miles from Philadelphia, where the program originated. Viewers knew the dancers' names and other personal details about their family lives.

Television became more popular. At first, television programs ran only six or seven hours a day. Families gathered around the small black-and-white sets to watch such popular performers as Jackie Gleason in *The Honeymooners* and Lucille Ball in *I Love Lucy*; comics Sid Caesar and Milton Berle; and major productions like *The Ed Sullivan Show*, *Gunsmoke*, and *Bonanza*. Television shows like *The Adventures of Rin Tin Tin*, *Lassie*, *The Mickey Mouse Club*, and *Captain Kangaroo* were popular with younger children. *Leave It to Beaver* and *The Adventures of Ozzie and Harriet* provided a look at typical family life in the 1950s.

West Virginia's first television station—WSAZ—began broadcasting in Huntington on October 24, 1949. The station carried programs from four networks, including NBC, ABC, CBS, and DuMont. In 1954, Charleston's WCHS took over the CBS programming. The two stations continued to share ABC programming until WHTN (now WOWK in Huntington) signed on in 1955.



**Top:** Dr. Jonas Salk developed the polio vaccine. **Middle:** Elvis Presley was a popular rock-and-roll singer. **Bottom:** Television became popular with shows like *I Love Lucy*.



## The Rebellious '60s

When the children of the 1950s entered the 1960s as young adults, some turned against the things their parents had valued. They developed a **counterculture** (a culture with antiestablishment values or lifestyles). The 1960s generation proceeded to influence the national culture more than any generation of young people ever has—before or since. During the 1960s, influence switched from the old to the young, from the conservative to the liberal. The early 1960s were marked by a restless mood across the country. The economic boom of the 1950s had slowed, and pressure with the Soviet Union was increasing. The Vietnam War resulted in antiwar demonstrations, which often turned violent. Racial problems were flaring in cities across the nation.

In the 1960s, music, dress, and lifestyle became forms of protest against the traditional values of the past. The **hippies** (persons who rejected many conventional standards and customs of society to follow a liberal lifestyle) rebelled against the work ethic of the previous generation and experimented with drugs and communal living. The language of the 1960s was uniquely its own. Some of the best-remembered phrases included “Make love, not war,” “Do your own thing,” “Right-on,” and “Peace.”

**Below:** The 1960s brought hippies and the “peace” symbol.





**Top Right:** The “Afro” hairstyle and folk music were popular.

**Below:** The Rolling Stones were a popular musical group. **Bottom:** Large outdoor rock concerts such as Woodstock, shown here, were a big scene for the hippies of that generation.

The trend toward more casual dress began in the 1960s. Hippies often wore inexpensive, comfortable, colorful clothing. Faded and worn blue jeans, tie-dyed T-shirts, “love beads,” army surplus clothing, and sandals were standard attire. Both men and women wore their hair very long, and many of the men had beards. Among the general public, women began wearing miniskirts. The Space Age inspired go-go boots and clothing made from shiny fabrics. Loose, flowing clothing also became popular, along with bright prints inspired by African designs. Some black men wore “Afro” hairstyles or shaved their heads, and black women began putting their hair into corn rows again.



Folk music, with its themes of love, protest, and the triumph of the human spirit, was a popular form of music in the counterculture. In the 1960s, the rock-and-roll of the fifties gave way to the rock music of groups such as the Beatles and the Rolling Stones. In the mid-1960s, the black-owned Motown record company began to dominate the pop music scene. Motown artists took the black music of the fifties and turned it into the popular “soul” music of the sixties.



As a rule, the people of West Virginia have been more conservative (traditional) than people in other parts of the nation. The media coverage of the drug use, sex, and violence that went along with riots and large outdoor rock concerts in other states made West Virginians aware of the increasing social changes nationally. In response to those trends, schools, churches, homes, and other community groups turned their attention to providing drug and sex education and to changing attitudes about racial and ethnic issues.





## The Forgotten '70s

The 1970s saw a shift from the communal ideas of the 1960s to an emphasis on self and self-expression. In an article in *New York* magazine in August 1976, author Tom Wolfe classified the 1970s as the “Me Decade.” The 75 million baby boomers who grew up in the 1950s and 1960s became mature adults in the 1970s. As mature adults, many became preoccupied with their own interests and, as a result, became self-absorbed and passive.

The hippie movement continued into the early 1970s. Antiwar demonstrations continued until 1973, when President Richard Nixon withdrew American troops from Vietnam. One year later, President Nixon found himself embroiled in the Watergate scandals that began in 1972 and ultimately resulted in his resignation from the presidency.

A strong pop culture developed among the youth of the 1970s. Popular fads during the time included mood rings, lava lamps, Rubik’s cubes, smiley face stickers, and pet rocks. Fashions included platform shoes, Earth shoes, and clogs. *Star Wars*, *Love Story*, *The Godfather*, and *Annie Hall* were popular movies during the period.

The music of the 1970s moved away from the rebellious songs of the 1960s. Music of the 1970s included a variety of rock—from soft rock to punk rock. By the middle of the decade, the sound of disco defined the period. Disco was associated with dance clubs, which were made more popular by the release of the John Travolta movie *Saturday Night Fever* in 1977. Popular songs included “The Hustle,” “I Will Survive,” “Stayin’ Alive,”



**Top:** The disco ball and dance clubs were popular in the 1970s.

**Above:** Richard Nixon leaving the White House shortly before his resignation became effective on August 9, 1974.



“YMCA,” and “Ma-cho Man.” Some say that disco came about because people were looking for a release from the problems of the decade, which included events such as Watergate and an oil crisis, and runaway inflation.

West Virginians survived the bad economic times, which included high inflation as well as



an energy crisis that resulted in gasoline rationing, shortened workdays, and closed schools. During the energy crisis, the state experienced some of the coldest weather in its history. Cold weather lasted from October 1976 through March 1977. In January 1977, the state endured twenty-one days of below-freezing temperatures. During this time, the Ohio River froze over. The following year, on January 16, 1978, Huntington had seventeen inches of snow.

## Reviewing the Section

### Reviewing the Content

1. Who were the hippies?
2. How did the culture of the 1960s differ from the 1970s?
3. What were some of the national events that affected West Virginians in the 1970s?

### Using the Content

In which decade—the 1950s, the 1960s, or the 1970s—would you have preferred to live? Write a persuasive essay to convince your classmates that your choice is the best.

### Extending the Literacy Skill

Reread the information in the section about one of the decades. Based on the information, make an inference (judgment) about the quality of life during that decade. What information did you use in your justification?

## something extra!



In 1977, the trans-Alaska pipeline to bring oil to the “lower 48” began operation.

**Top:** The Village People were a popular 1970s singing group.

**Above:** Gasoline was rationed in the 1970s.

## SECTION 2

# The Cold War

### As you read, look for

- the Cold War and the role of The Greenbrier;
- the causes, results, and role of West Virginians in the Korean Conflict;
- the causes, results, and role of West Virginians in the Vietnam War;
- the impact of the Cold War on West Virginia citizens;
- terms: **Cold War, appropriate, stalemate.**

**Instead of the peace that everyone hoped for,** the end of World War II brought about a new rivalry between the United States and the Soviet Union known as the **Cold War**. That term was used to describe a period of distrust and tension between the mid-1940s and the early 1990s. The tension came about as a result of disagreements over the shape of the postwar world. Since the United States and the Soviet Union were the only two countries at the time that possessed enough military strength to threaten one another, those are the two countries associated with



**Bottom:** The Greenbrier played an important role in the Cold War.



the Cold War. The intense rivalry between the two countries caused people in the United States to become fearful of anything that hinted of communism.

During the Cold War, West Virginians lived in fear of a nuclear holocaust. To protect themselves, some built fallout shelters (constructions that protected people from exposure to harmful fallout from a nuclear blast) on their property. Most of the shelters were built in a basement or underground outside the home. In 1961, President Kennedy asked Congress for \$100 million to construct public fallout shelters. As an added precaution, public schools held air-raid drills, which required students to get under their desks when they heard an air-raid signal. By the 1960s, there was less emphasis on fallout shelters and air-raid drills as people became less concerned about nuclear war. The fall of the Berlin Wall on November 9, 1989, is often considered to be the official end of the Cold War.

### The Greenbrier

During the Cold War, The Greenbrier, just as it had done in World War II, played an important role. Since the resort was only 240 miles southwest of Washington, DC, the federal government **appropriated** (set aside for a specific purpose) funds to construct a facility at The Greenbrier that would house 1,100 people—members of Congress and their staffs—in case of a nuclear attack. The bunker, which was buried 700-800 feet into a hillside, would provide protection from fallout for up to sixty days for those housed there. Those who knew about the construction of the 112,000-square-foot bunker displayed the pride and patriotism char-



**Top:** The bunker door in The Greenbrier. **Right:** The Greenbrier briefing room in the bunker, where members of Congress would meet in the event of a nuclear attack.

acteristic of West Virginians by never revealing the federal government’s plans for the resort. At the national level, only a few high-ranking government officials—including the Senate majority and minority leaders, the Speaker of the House and the House minority leader, the president and vice president of the United States, the chief justice of the United States, the secretary of defense, and the director of the FBI—knew of the existence of the bunker.



Although there had been rumors of the bunker for years, it was not until 1993 that the *Washington Post* revealed its existence. Within a week, Congress and the Department of Defense decided to close it. In November 1995, NBC’s *Dateline* television news program took viewers on an exclusive tour of the facility.

Rumors of a luxurious hideaway were put to rest by the television show. The bunker is an austere concrete maze of narrow halls and tiny, stark rooms. It includes meeting rooms, a cafeteria, records rooms, a communication center, dormitories, and a health clinic. The cafeteria has plastic and metal chairs dating from 1962.

If they had been contaminated by radioactive material, those entering the bunker would have had to strip and walk through a narrow hall lined with water jets. Then they would have been given military fatigues and tennis shoes to wear. Access to different areas of the bunker required separate keys or pass cards. The facility was stocked with food and medicine. Medical information on file was updated to correspond to the changing congressional membership over the years. Similar facilities were built elsewhere for the protection of the executive and judicial branches of the federal government.

## Korean Conflict

Although there were no armed conflicts between the Soviet Union and the United States, military encounters erupted with other countries. Specifically, because of the fear of the spread of communism, the U.S. military became involved in Korea and Vietnam.

Korea had been a divided nation since 1945, separated along the 38th parallel. North Korea had a communist form of government, while South Korea had a democratic one. Each half of the country hoped for reunification—on its own terms.

In June 1950, North Korean forces invaded South Korea. Afraid of the expansion of communism, President Harry Truman asked the United



**something extra!**

After its exposure on television, the facility at The Greenbrier was opened for limited public tours.

**Top:** Eighteen dormitories were included in the bunker.

**Bottom:** Korean children pass an M-46 tank.



### Map 16.1

#### Korea, 1950

**Map Skill:** What geographic term describes the area of North and South Korea?

Nations to protect South Korea. Almost immediately, the United Nations condemned the invasion and sent large numbers of troops into the area. Most of those troops were supplied by the United States. The UN troops pushed the North Korean troops back north of the 38th parallel. But the Chinese communists counterattacked, and the war **stalemated** (deadlocked), with neither side gaining the advantage. In one battle, fought between November 30 and December 2, 1950, fifty-one West Virginians lost their lives.

The fighting lasted until a cease-fire was signed on July 27, 1953. In the three years of fighting, nearly 95,000 West Virginians served their country. Of that number, 801 died in battle, while another 2,088 were wounded. West Virginia suffered the greatest percentage of battle deaths of any state and was second in the number of wounded.

The Korean Conflict had several important results. First, blacks and whites served together in the same military units for the first time. Second, the war stimulated industry, keeping both prices and wages high. It also helped Dwight D. Eisenhower be elected president of the United States in 1952.



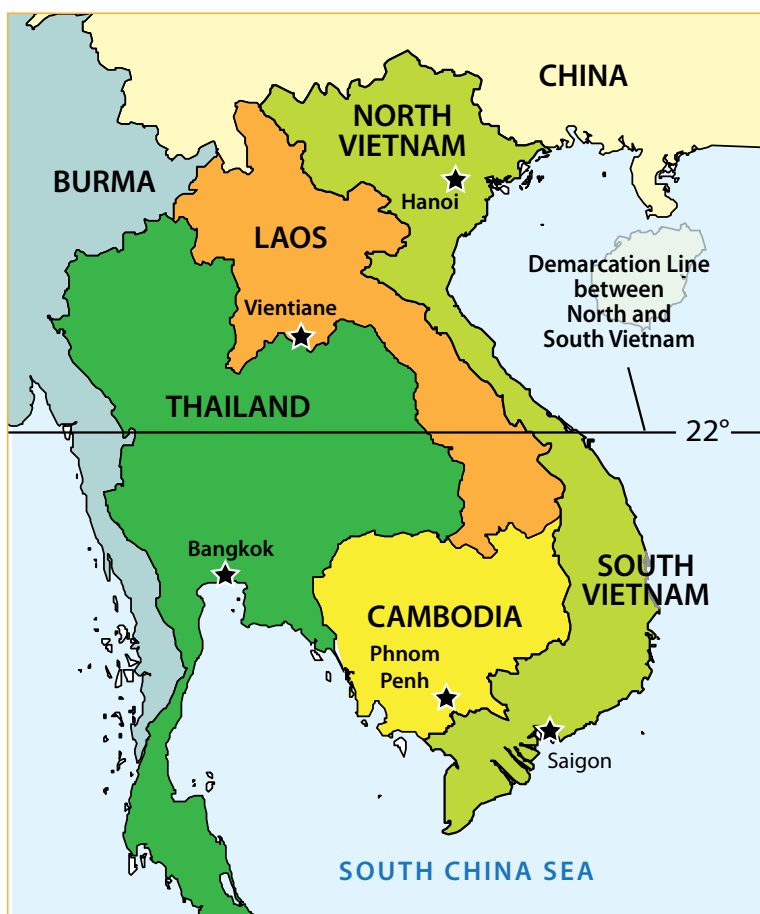
## Vietnam Conflict

The Cold War began to heat up again in the late 1950s as the world turned its attention to a small area of Southeast Asia. The French colony of Vietnam would dominate international affairs for fifteen years.

Vietnam too was a divided nation, with North Vietnam controlled by the communists. Because the United States became more and more concerned about the spread of communism, Presidents Dwight D. Eisenhower and John F. Kennedy sent military “advisers” to South Vietnam to determine how the “menace” could be stopped. Advisers turned into troops, and by 1968 there were almost 600,000 Americans serving there. Vietnam was not a popular war, and Americans were bitterly divided over it. Some young men had such strong beliefs that they moved to Canada rather than be drafted.

For the first time, television provided graphic images of the fighting and of the antiwar protests at home. West Virginia college campuses were relatively quiet during the period, although antiwar speakers spoke at rallies throughout the state.

The effort of carrying on the war in Vietnam while enacting social programs at home was a heavy financial burden for the country. That fact, plus the growing antiwar sentiment, brought an end to U.S. involvement. President Richard Nixon began reducing the number of soldiers in Vietnam when he was elected to office in 1968. In 1973, the United States withdrew its ground forces, and the final evacuation occurred two years later on April 30, 1975.



Map 16.2

### Southeast Asia

**Map Skill:** What were the capitals of North and South Vietnam?

**Above:** *The Three Soldiers* is a bronze statue that is part of the Vietnam Veterans Memorial. When it was unveiled in 1984, it was the first representation of an African American on the National Mall in Washington, DC.



# The Counterculture in West Virginia

The counterculture (any culture whose values and lifestyles are opposed to those of the established mainstream culture) movement was made up of many groups that broke with the traditions of the 1950s. These groups included individuals who rejected capitalism, consumerism, and materialism. They supported civil rights, women's rights, gay rights, and world peace. The counterculture was made up mostly of white, middle-class youth, of which hippies were the largest group. Hippies wore flowers in their hair and dressed in bright colors, ripped jeans, bell bottoms, and tie-dyed clothing. They believed governmental authority was at the root of society's problems. They wanted to be self-sufficient and live peacefully. They listened to folk and rock music that encouraged them to "do your own thing" and "turn on, tune in, drop out." Large outdoor folk festivals were popular with these young people. In 1969, the Woodstock Music Festival in Bethel, New York, attracted thirty-two popular artists who performed outdoors to an audience of perhaps half a million.

In prior years, people had been attracted to cities, which they believed offered more opportunities to build happy, profitable lives. When cities became less appealing due to overcrowding, high taxes, and crime, people moved to the suburbs. Then, people became frustrated with the materialistic, expensive, overcrowded suburban lifestyle. Wanting to be more self-sufficient and live a less commercialized lifestyle, counterculture groups were among those who sought a rural environment.



West Virginia became an inviting location for those looking for a more remote location, surrounded by natural beauty, singing birds, and starlit skies. Members of the counterculture were also attracted by the state's Appalachian heritage. They admired West Virginians' traits of independence, self-reliance, and industriousness. Mountain crafts and music complemented the counterculture lifestyle.

Although the newcomers wanted space to "do their own thing," they did not want to be completely isolated. Some proposed the establishment of a counterculture community. A group of like-minded residents established such a community in Lincoln County. Similar communities were established in other parts of the state, including Putnam County.

Not all West Virginians immediately welcomed these new residents. Some were concerned about their dress, lifestyles, and beliefs. But the newcomers who settled in the state permanently seem to have overcome any negative perceptions. A shared interest in art, music, farming, community development, environmental issues, and education helped to bring people together.

Initially, most of the new residents seemed committed to becoming self-sufficient. They planted gardens, canned food, and made their clothes. Some chose not to have electricity. Even if they had electricity, they avoided television and other modern appliances. As the years passed, many realized that full self-sufficiency was an unrealistic goal, especially without the help of neighbors who could advise and assist them. Eventually, they had to get jobs to support their families. Although changes have occurred through the years, those who have remained in the state are contributing members of their communities.





Approximately 36,578 West Virginians served in Vietnam. Of that number, 711 were killed in the conflict and 4,282 were wounded. West Virginia had the largest number of deaths per 100,000 state residents compared to any other state in the nation.

Sixty-nine percent of those who died in Vietnam were twenty-one years old or younger.

**Top:** The Vietnam Veterans Memorial Wall, on the Mall in Washington, DC, is made up of long black granite panels etched with the names of servicemen killed or missing in that war. The memorial was dedicated in 1982. **Above:** U.S. soldiers waded through the rice paddies of Vietnam.

### Reviewing the Section

#### Reviewing the Content

1. What was the Cold War?
2. Why did fighting break out in Korea?
3. When were American troops removed from Vietnam?

#### Using the Content

Write a letter to a friend in another country explaining the fear that people felt during the Cold War.

#### Extending the Literacy Skill

Read pages 604-605, which focus on the Cold War. The reading ends by saying the Cold War ended with the fall of the Berlin Wall. Infer (Predict) what impact the end of the Cold War will have on international relations. Write down your prediction and, after you complete Chapter 17, cite evidence to support or refute your prediction.

## SECTION 3

# Economic Issues

### As you read, look for

- causes of economic growth after World War II;
- reasons for the construction of the interstate highway system;
- the impact of the oil crisis of the 1970s and its effect on West Virginia;
- West Virginia's industrial growth through the 1970s;
- reasons for the resurgence of labor unions;
- the Buffalo Creek disaster;
- terms: **inflation**, **OPEC**, **embargo**.

**After World War II, many Americans feared that the economy** would return to the prewar depression. The GI Bill and the baby boom, however, helped to eliminate those fears, at least until the 1970s. During the 1970s, economic **inflation** (a steady increase in the price of goods and services in an economy) led to a reduction in industrial production. An oil crisis, brought on by a war in the Middle East and declining oil production in the United States, added to this decline.

The decline in industrial growth resulted in a population loss for West Virginia during the postwar period. In 1950, the state's population was a little over 2 million. By 1970, the population had fallen to 1,744,237, a loss of nearly 300,000 people. One cause of the decline in population was the attraction of the warm, sunny climate of Sunbelt states like Florida and California. Many West Virginians relocated during this time to take advantage of the warmer climate as well as to find jobs. A number of businesses relocated to the Sunbelt because of plentiful resources, less expensive labor, and a working population that was generally against unions.



### Economic Growth

The 1950s were a time of great economic growth. Wartime factories converted to peacetime operations and made consumer goods. The construction industry boomed as thousands of houses were built to meet the needs of growing families. Real estate developers began producing low-cost houses that could be put up quickly.

**Above:** Many families moved from West Virginia to find warmer climates and more jobs.



Sales of furniture and home appliances such as washing machines, stoves, and refrigerators soared. So did sales of clothing, toys, baby food, and other items needed by young children. The automobile industry grew as young parents bought new sedans and station wagons to transport their growing families. Most families had at least one car, and some had two.

As more and more people bought cars and traveled farther away from home, they demanded better highways. In 1956, the Federal-Aid Highway Act established a multilane, limited-access interstate highway system that crisscrossed America. The highway system made travel for pleasure faster, but it also gave a boost to the trucking industry by making the movement of commercial goods from state to state more efficient. The first interstate highway in West Virginia was I-64. The first segment of the interstate, from U.S. 60 to Ona, was constructed in Cabell County in 1957. I-64 crossed the Kanawha River between Nitro and St. Albans in 1966, and finally made its way into Charleston in the mid-1970s.



## something extra!

The original purpose of the interstate highway system was to be able to quickly move troops in case of a nuclear attack.

**Top:** I-64 had expanded to Charleston by the mid-1970s. **Middle:** Better highways helped fuel a growing economy. **Bottom:** The interstate highway system gave a great boost to the trucking industry.





West Virginia's industries continued to grow after World War II. New inventions were partially responsible for the growth. The inventions made manufacturing faster, and, as a result, production increased. During the three decades after the war, there was more concern for the environment. In fact, the idea to celebrate Earth Day originated in 1962, even though the first national celebration was not held until April 22, 1970. Concern for the environment had a direct impact on West Virginia's timber industry. After World War II, there was an emphasis on replanting trees that were cut to support the lumber industry. As a result of this emphasis, West Virginia's timber and wood industry expanded; and that growth has continued.

Coal continued to play a major role in West Virginia's economy. By 1950, coal production reached over 150 million tons. For many years, West Virginia was a leading producer of bituminous coal nationally. Production did, however, slip somewhat in the 1970s.

The chemical industry also grew. During the 1950s, more than 38,000 workers were employed in the chemical industry. The Kanawha Valley was known as the "Chemical Center of the World."

During the 1970s, West Virginia's electrical power industry grew. The John E. Amos power plant was completed in 1973 in Putnam County. Allegheny Power Company's Willow Island plant in Pleasants County opened after a 1978 construction accident in which one of the cooling towers under construction collapsed, killing fifty-one workers.

Although industrial growth was good for the country's economy, it was not without problems. Industrial growth resulted in fewer farmworkers. Farmers left their farms and moved to cities to seek jobs in factories that paid good wages. As a result of having fewer workers to raise crops and livestock, farmers turned to producing crops that could be harvested by machines rather than by hand. The new farming methods and machinery increased farm production dramatically; but, in the 1950s, farmers again produced more than they could sell. The law of supply and demand affected prices, which fell so low that farmers could barely make a profit on the crops and livestock they raised.



something  
extra!

The John E. Amos power plant at Morgan's Landing produces enough electricity to power three million households.



**Top:** John E. Amos power plant.  
**Bottom:** After World War II, there was an emphasis on replacing trees that had been cut.

## Postwar Labor and Management



The economic growth after World War II also led to a resurgence in labor unions. In 1955, the AFofL and the CIO finally reunited. The merger occurred under the guidance of Walter Reuther, a West Virginian who headed the United Auto Workers and who had been a president of the CIO. In the AFL-CIO, Reuther became a vice president.

Labor had won basic civil rights for workers in the past. In the 1950s and 1960s, however, union leaders were in the forefront of movements to extend civil rights to minorities. They also worked with government to ensure that assistance was available to the poor and those unable to find jobs. The West Virginia Labor Federation helped train antipoverty and community development leaders in the Appalachian region. In addition, West Virginia workers were leaders in the movement for occupational safety and health. In 1969, the UMWA finally forced the coal industry to compensate workers suffering from silicosis, a victory that helped lead to more protections for all workers.

In 1972, one of the worst mining-related tragedies occurred at Buffalo Creek in Logan County when 30-foot-high waters flooded the area. Buffalo Creek is made up of a number of small communities situated on a waterway that empties into the Guyandotte River near the town of Man. On February 26, after days of heavy rain, a sludge pond owned

by the Pittston Coal Company burst and released millions of gallons of “black water” (contaminated wastewater). The water quickly gushed through the communities along Buffalo Creek, taking 125 lives and causing incredible damage. More than 1,000 homes were destroyed, and 4,000 people were left homeless. The disaster at Buffalo Creek resulted in changing a number of laws that affect how companies disposed of coal waste. Today a memorial at Kistler, one of the communities along Buffalo Creek, commemorates the flood and remembers those who lost their lives.



**Top:** At the civil rights march on Washington, leaders marched from the Washington Monument to the Lincoln Memorial. Walter Reuther is the second from the right in front. **Bottom:** Damage done at Buffalo Creek when 30-foot-high black water flooded the area. A sludge pond owned by the Pittston Coal Company burst due to heavy rain.



## The Oil Embargo

Because more and more goods were shipped to faraway markets by road, water, or air, the oil crisis of the 1970s hit businesses particularly hard. Large numbers of businesses depended on reasonable prices and sufficient supplies of oil to operate efficiently. During the period of the oil embargo, businesses could not rely on either.

After World War II, the demand for petroleum grew rapidly in America, and it soon outpaced production. In 1948, the United States began to import more oil than it exported. For years, the price and production of oil around the world was generally controlled by a group of American- and European-owned companies known as the “Seven Sisters.” These companies included Standard Oil of New Jersey (today’s Exxon), Royal Dutch Shell, British Petroleum (BP), Standard Oil of New York (Mobil), Texaco, Gulf Oil, and Standard Oil of California (Chevron). The companies paid the countries where they produced petroleum a royalty or percentage of the profits.

In 1951, a revolution in Iran resulted in the Iranian government taking control of the oil industry in that country. The Shah of Iran contracted with companies to drill and operate the wells. Other oil-rich nations soon followed Iran’s example. In 1960, **OPEC** (Organization of Petroleum Exporting Countries) was organized by Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela. OPEC grew in international prominence in the 1960s and 1970s, and it became a major voice in oil production and pricing in world markets.



Country	Joined OPEC	Location
Algeria	1969	Africa
Angola	2007	Africa
Ecuador	1973; rejoined 2007	South America
Equatorial Guinea	2017	Africa
Gabon	1975; rejoined 2016	Africa
Iran	1960	Middle East
Iraq	1960	Middle East
Kuwait	1960	Middle East
Libya	1962	Africa
Nigeria	1971	Africa
Republic of the Congo	2018	Africa
Saudi Arabia	1960	Middle East
United Arab Emirates	1967	Middle East
Venezuela	1960	South America

Figure 16.2

### Current OPEC Member Nations

**Top:** The oil embargo caused many gas stations to run low on gasoline.



**Below:** Daylight saving time was established year-round to help conserve energy. **Bottom:** Congress lowered the speed limit nationwide to 55 miles an hour to reduce gasoline consumption.

In the late 1960s, environmentalists began to oppose drilling in certain areas because they believed it might harm wildlife and the environment; that debate continues today. Partly as a result of environmentalists' efforts, the U.S. government imposed stricter controls and regulations on drilling. The added controls and regulations, coupled with price regulations, kept many producers from looking for oil in the United States. American oil companies began buying foreign oil because it cost less.

War broke out in the Middle East in 1973 between Egypt, Syria, and Israel. The United States and much of Western Europe supported Israel.

Arab members of OPEC placed an **embargo** (the stopping of all trade) on oil. OPEC refused to ship oil to the countries that supported Israel. At the same time, OPEC quadrupled oil prices. The national average price of gasoline rose from 38.5 cents a gallon to over 55 cents.

In an effort to reduce gasoline consumption, Congress reduced the speed limit nationwide to 55 miles an hour. Daylight saving time went into effect year-round, and everyone was asked to conserve energy.

The increased cost of natural gas and oil in the 1970s led to a renewed interest in West Virginia's oil fields. New methods of drilling deep wells and fracturing helped. In fracturing, the rock that contains oil or gas is cracked or fractured with miniexplosives, releasing the trapped resource.



The oil embargo affected all the residents of West Virginia. Consumers faced gasoline rationing and long lines at service stations. Consumers also found shortages in home heating fuels. As a result of the reduced supply of oil, businesses shortened their workweek, schools closed, and people were asked to stay home.

Governor Arch A. Moore responded to a federal government request that all governors take action to ease public fears and conserve fuel. The governor declared a state of emergency and activated the National Guard to protect fuel delivery. In February 1974, the governor declared that no one could fill up at a gasoline station unless the car's tank was less than one-fourth full. Coal miners objected to this, saying it affected the ability of coal trucks to make deliveries. The miners eventually participated in wildcat strikes to demonstrate their opposition. In March, the embargo was lifted, and the governor lifted the quarter-tank restriction. Even though the embargo was lifted, the effects of the fuel shortage—the first in the United States since World War II—lasted throughout the decade.



something  
extra!

A “wildcat strike” is one workers take part in without the approval of union officials.

### Reviewing the Section

#### Reviewing the Content

1. Why was there economic growth after World War II?
2. When were the first interstate highways built?
3. What caused the oil shortage of the 1970s?

#### Using the Content

Write a newspaper article describing the oil shortage or the tragedy at Buffalo Creek.

#### Extending the Literacy Skill

Reread the paragraphs under Economic Growth on pages 611-613. What inferences (conclusions) can you make about the role industry played in West Virginia's growth?



**Bottom:** Governor Arch A. Moore declared that no one could fill up at a gasoline station unless the car's tank was less than one-fourth full.



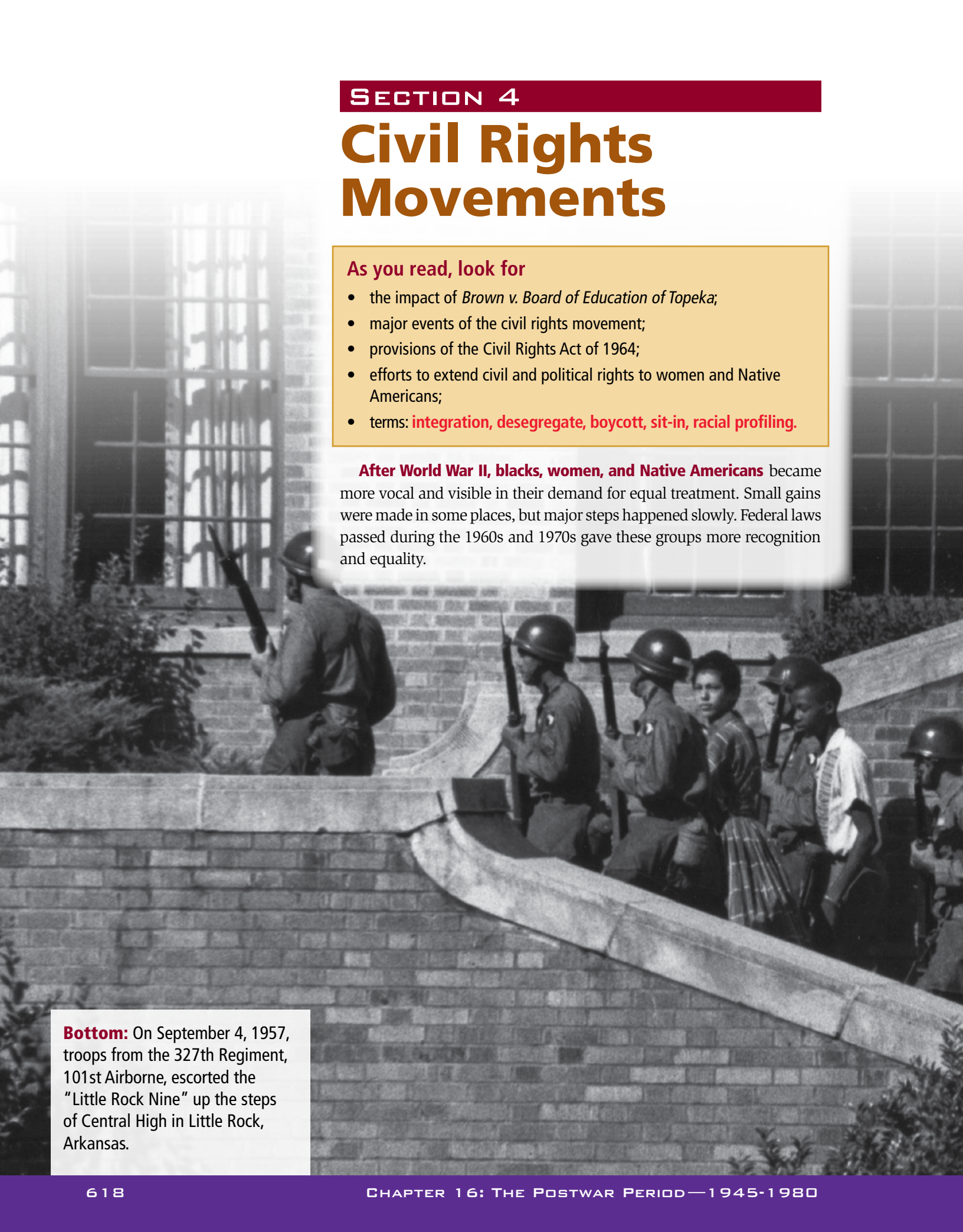
## SECTION 4

# Civil Rights Movements

### As you read, look for

- the impact of *Brown v. Board of Education of Topeka*;
- major events of the civil rights movement;
- provisions of the Civil Rights Act of 1964;
- efforts to extend civil and political rights to women and Native Americans;
- terms: **integration, desegregate, boycott, sit-in, racial profiling.**

**After World War II, blacks, women, and Native Americans** became more vocal and visible in their demand for equal treatment. Small gains were made in some places, but major steps happened slowly. Federal laws passed during the 1960s and 1970s gave these groups more recognition and equality.



**Bottom:** On September 4, 1957, troops from the 327th Regiment, 101st Airborne, escorted the "Little Rock Nine" up the steps of Central High in Little Rock, Arkansas.

## Civil Rights for Blacks

What little influence blacks had came from organizations that were formed to work for black civil rights. Among those groups were the National Association for the Advancement of Colored People (NAACP), the National Urban League, the Congress of Racial Equality (CORE), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Conference (SNCC).

## Integration of Schools

The NAACP is the oldest of the groups. It had worked within the white political system using court cases to challenge discriminatory laws. The NAACP supported education for blacks, believing that better-educated blacks would be able to gain voting rights and push for better wages.

In 1954, the U.S. Supreme Court handed down a significant civil rights decision in *Brown v. Board of Education of Topeka*. The case involved a young black girl who attended an all-black school in Topeka, Kansas. Her parents sued the school district to let her attend the white school, which was closer to her home. The lower courts upheld Topeka's segregated school system on the basis of *Plessy v. Ferguson*. NAACP lawyer Thurgood Marshall argued the case before the U.S. Supreme Court. In its decision, the Court overturned (reversed) the decision of the lower courts and its own decision in the *Plessy* case. The Court said that separate facilities were equal in name only. After nearly sixty years of court-approved segregation, the Court declared the separate-but-equal concept unconstitutional. The Supreme Court ordered the **integration** (bringing different groups into society as equals) of schools "with all deliberate speed," but it did not instruct the lower court justices on how to achieve integration.

something  
extra!



In 1967, President Lyndon Johnson named Thurgood Marshall to the U.S. Supreme Court. He served until 1991.



**Above:** Thurgood Marshall.



Although West Virginia maintained separate schools, the state had always made an effort to provide equal educational opportunities for children of all races. As early as the 1920s, West Virginia University permitted African Americans to enroll in certain extension courses (courses given at a location away from the university). The state also established the position of State Superintendent of Negro Schools, a comparable position to that of Superintendent of Free Schools. In 1933, during the restructuring of the state's schools, a "Negro Assistant County Superintendent" was hired in all counties that had fifty or more African American teachers. By 1952, there were thirty-five black public high schools with an enrollment of 7,584 students in West Virginia. Some blacks did, however, have to leave the state or live with families outside their home communities to attend school.

Education changed in West Virginia, as it did throughout the nation, because of the *Brown v. Board of Education of Topeka* decision. After the *Brown* decision, two individuals took what could have been a chance for political grandstanding and instead performed a heroic act of statesmanship. Governor William C. Marland and Superintendent of Free Schools William W. Trent met the issue of integrating public schools with speed and determination. Marland informed Trent that the decision was the law of the land, and he wanted West Virginia's schools integrated as soon as possible. The governor threatened to jail school officials who resisted the order. Marland's courage in tackling this controversial issue may have cost him his political career. He had hoped to run for the U.S. Senate after

**Above:** March on Washington for integrated schools.

his term as governor ended, but after his stand on integration, he did not receive the nomination of the Democratic Party. As a result, Marland disappeared from West Virginia politics and from West Virginia.

Trent, who had been elected superintendent of free schools six times, was directly responsible for overseeing the integration of the schools during his last term in office. Trent described the events in his autobiographical *Mountaineer Education*.

*By November 1954, all colleges in the state, except one . . . had enrolled Negro students. No Negro applications had been made to Glenville State College—the one not having Negro students. . . . With the opening of the school year 1954-55, twenty-nine of the fifty-five counties desegregated in part or in full; ten counties had no Negro pupils; and sixteen counties postponed action. . . . In October 1954, the West Virginia Education Association for white teachers, by resolution, adopted unanimously by both organizations, united under the name of the West Virginia Education Association which . . . teachers of both races have equal rights and equal opportunities. . . . In May 1955, the Kanawha County Board of Education hired a Negro to teach . . . children (including white children) with impaired vision. . . . At the end of the year 1955-56, only five counties had not taken steps toward integration; Berkeley, Grant, Hampshire, Hardy, and Jefferson. . . . Within two years following . . . the action of these counties in beginning desegregation . . . gave the State credit for having complied with the declaration of the United States Supreme Court.*



something  
**extra!**



When he was inaugurated, William C. Marland was the state's youngest governor up to that time.



**Top:** Governor William C. Marland. **Bottom:** By the 1954-1955 school year, 29 of the 55 counties in West Virginia were desegregated.



**something extra!**

"Industrial school" was a nice name for a juvenile prison.

**Above:** Ramer Memorial High School was a school for black children in Martinsburg. **Below:** Rosa Parks chose to be arrested and go to court rather than give up her seat on a bus.

Although most schools were integrated without issue, it took a number of lawsuits to integrate schools in southern West Virginia. In keeping with the directive to integrate the public schools, children from the school for the deaf and blind at Institute were transferred to the West Virginia Schools for the Deaf and Blind at Romney. In the fall of 1956, the Industrial School at Lakin was closed and the boys transferred to the school at Pruntytown. African American girls were transferred from the Industrial School at Huntington to the West Virginia Industrial Home for Girls at Salem. Integration had many positive effects; however, some African Americans chose to keep their children in all-black schools to maintain their sense of identity. As a result, some all-black schools continued to operate until the late 1960s.

### The Civil Rights Movement

The integration of schools ignited a national civil rights movement to **desegregate** (to end the separation of races) the rest of society. Two events that took place outside of West Virginia brought about increased interest in the civil rights movement in the Mountain State.

One event occurred in December 1955 when Rosa Parks, a black seamstress in Montgomery, Alabama, refused to give up her seat on a bus to a white man. According to the law, blacks were to sit in the back of city buses. If a white person boarded and needed a seat, a black person was supposed to give up his or her seat. Parks said that she was tired and that her feet hurt, and she refused to give up her seat. She was arrested, put in jail, and fined. Her arrest led the blacks in Montgomery to **boycott** (to refuse to do something until demands are met) the city buses until blacks were seated on a first-



come, first-served basis. Because a majority of bus riders were black, the boycott put a tremendous financial strain on the city bus company. The U.S. Supreme Court ruled in 1956 that segregation on public transportation was unconstitutional. The bus boycott, which lasted almost a year, was reported to the nation over television, and it inspired many West Virginians to get involved in the civil rights movement. The boycott also thrust Dr. Martin Luther King Jr. into the limelight. Dr. King led the boycott and became the leading spokesman for the civil rights movement in America.

West Virginia native Leon Sullivan used the boycott idea in Philadelphia in the late 1950s to break down the barriers of discrimination. Sullivan was serving as a minister at the Zion Baptist Church in Philadelphia when he encountered a number of businesspeople who refused to hire blacks. Sullivan believed that the lack of jobs was one of the biggest problems facing the young blacks he worked with and counseled. To change this discriminatory practice, Sullivan and a group of four hundred black ministers boycotted Philadelphia businesses that would not hire African Americans.

West Virginia's first chapter of the Congress of Racial Equality (CORE) was founded in Charleston in 1958. CORE began boycotts at Woolworth's, Kresge's, and J. J. Newberry five-and-ten-cent stores as a way to pressure these businesses to end discriminatory practices.

A second event occurred in February 1960. Black students at North Carolina Agricultural and Technical College in Greensboro started a new era of protest with their lunch counter **sit-in** at the city's Woolworth's store. The students were refused service, but they refused to leave until their demands were met. Sit-ins spread to other states, including West Virginia, where college students organized sit-ins at lunch counters in various parts of the state in the 1960s. Many of these students, who belonged to the Student Nonviolent Coordinating Committee (SNCC), sang a James Island folk song, "We Shall Over-

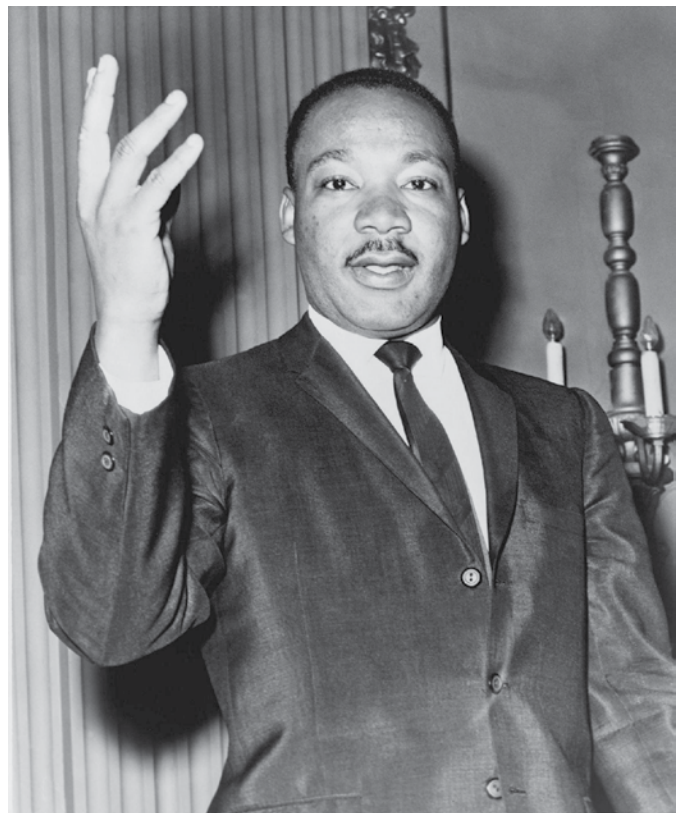
come." The song, together with the sit-ins, inspired many Americans to change the way they viewed blacks and helped promote the equality of all races. Within a short period of time, lunch counters at stores, including the Diamond Department Store in Charleston, were integrated.

The refusal of service to blacks at lunch counters in West Virginia was reminiscent of a time some thirty years earlier when a young Leon Sullivan sat down at a counter in a drugstore to buy a Coca-Cola. Sullivan recalled in a speech in Charleston in 1999 that he was startled when a white man yelled, "Stand on your feet, black boy! You can't sit here!"

something  
extra!



Just a few weeks after the Montgomery bus boycott began, the city's bus revenue had dropped by 65 percent.



**Above:** Dr. Martin Luther King Jr.



# Leon Sullivan

Leon Sullivan was born October 16, 1922, in Charleston and grew up in a poor, segregated area of the city. Sullivan was educated at all-black Garnet High School, West Virginia State College, Columbia University, and Union Theological Seminary. He became a minister and spent most of his career at the Zion Baptist Church in Philadelphia, where he was known as the “Lion of Zion.” He served the congregation there from 1950 to 1988 and saw the membership of the church grow from 600 to 6,000 during that time. Sullivan was an untiring champion for equal rights for all people. He learned at an early age that he had to stand up and speak out for his beliefs.

When he was in Philadelphia, he led a successful boycott against businesses that refused to hire blacks. He implemented what became known as selective patronage. This practice encouraged blacks to not buy from businesses where they could not work. Later, the Reverend Martin Luther King Jr. adopted Sullivan’s program, transformed it into Operation Breadbasket, and implemented it nationwide.

In Philadelphia, Sullivan also began to realize that, while he was able to open up job opportunities for blacks, often they were not trained to do the jobs that were available. As a result, he founded the Opportunities Industrialization Centers (OIC). The first center began in an abandoned jail in Philadelphia; the second opened in Charleston, West Virginia. An international branch of OIC was established in 1969 with offices in Europe, Central America, Asia, and sub-Saharan Africa.



Sullivan became the first African American member on the General Motors board of directors. In 1977, while in this position, he was instrumental in developing a code of conduct for businesses operating in South Africa. Sullivan fought against apartheid (South Africa’s policy of strict racial segregation) and became a friend of Nelson Mandela.

In the late 1990s, Sullivan brought world and business leaders together to expand the Sullivan Principles created at General Motors into the Global Sullivan Principles of Corporate Responsibility. These principles, whose goal was to improve human rights, social justice, and economic fairness throughout the world, were introduced in 1999 at a special meeting of the United Nations.

Sullivan, who was the recipient of many awards, passed away on April 24, 2001. The city of Charleston named a street that went by his boyhood home in his honor. Broad Street in the middle of the city is now called Leon Sullivan Way.

## The Civil Rights Act of 1964

In June 1963, President John F. Kennedy went on national television and described the segregation issue as a moral crisis for the country and its citizens. He told of his plan to ask Congress to pass a new civil rights law. Later that month, Kennedy sent the strongest civil rights bill in history to Congress. When Congressional leaders were in no hurry to pass the bill, black leaders planned a march on Washington to demonstrate their support for it.


The march was planned for August 1963. Marchers riding “freedom buses” and “freedom trains” came from all over the country. Civil rights leaders from West Virginia joined over 250,000 people—black and white—in Washington to demonstrate for equal rights. Several black leaders spoke that day, but the speech that has long been remembered was the one made by Dr. Martin Luther King Jr. In a portion of his speech, he said

*I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident; that all men are created equal.”*

Millions of Americans watched the television coverage of the march. For the first time, they saw both blacks and whites peacefully demonstrating for a better America.

President Kennedy did not live to see the civil rights bill he sent to Congress become law. He was assassinated in November 1963. After Kennedy’s assassination, President Lyndon B. Johnson urged passage of the bill. In 1964, the Civil Rights Act became law. This legislation gave the “equal protection of the laws” clause of the Fourteenth Amendment greater influence. Segregation in public facilities—including restaurants, theaters, hotels, public recreational areas, schools, and libraries—became illegal. The act also made discrimination in business and labor unions illegal. The civil rights movement of the 1950s and 1960s had won passage of legislation that made it illegal to discriminate in “terms or conditions of employment” because of race or color.

Although the civil rights movement ended many discriminatory practices against African Americans, many negative perceptions still exist. In West Virginia, more blacks are referred for special education classes. Many blacks also charge whites with **racial profiling** (the tendency to believe people are more likely to have committed a crime because of their race). Because these situations exist,



**Above:** Robert F. Kennedy speaking to a civil rights crowd in front of the Justice Department building in June 1963.



there is still work to be done to fully effect the words of the Declaration of Independence that “all men are created equal.” The 2008 election of the first African American president, Barack Obama, provided a big step forward to dispel old prejudices and validate the words of our country’s founders.

## Other Civil Rights Movements

The events of the 1960s regarding the civil rights of blacks inspired other groups to fight for their own equality. Women and Native Americans made significant gains during this time.

something  
extra!



In 1969, Virginia Mae Brown of West Virginia became the first woman to head a federal regulatory commission when she was appointed chair of the Interstate Commerce Commission.

## Women’s Rights

Women had actively pursued equal rights for more than one hundred years. Perhaps their greatest accomplishment came with the passage of the Nineteenth Amendment in 1920, when women gained the right to vote. After its passage, women continued to pursue equal treatment in other areas.

In 1961, President John F. Kennedy created a Committee on Equal Employment Opportunity to help achieve fair employment for all races. That committee was to “take affirmative action” to ensure that hiring and employment practices were free of racial bias. President Lyndon Johnson took the effort a step further in Title VII of the Civil Rights Act of 1964, which required equal employment opportunity without regard to race, religion, or national origin.

In 1968, gender was added to the protected categories of the Civil Rights Act. The energized feminist movement eventually helped to achieve “equal pay for equal work,” to open new career possibilities, and to remove barriers for advancement of women.

**Above:** The National Museum of African American History and Culture opened in 2016 in Washington, DC. It is the 19th and newest museum of the Smithsonian Institution.

**Below:** An ERA demonstration in front of the White House.

The National Organization for Women (NOW) and the National Women’s Political Caucus gained nationwide momentum for a proposed Equal Rights Amendment (ERA) to the U.S. Constitution. The amendment’s text read “Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.” Congress approved the ERA in 1972 and sent it to the states for ratification. Thirty-five states, including West Virginia, approved the amendment. However, three-fourths of the states, or 38, were needed for it to become law. Perhaps because of federal pressure and the renewed emphasis on equal rights for women, American Cyanamid’s Willow Island plant in Pleasants County hired thirty-six women between 1974 and 1976.

In 1970, an amendment was added to Title VII of the Civil Rights Act to prohibit sex discrimination in education; in 1972, this amendment became legislation known as Title IX. Any educational institution that receives federal funding—elementary through college—is required to provide equal opportunities in educational programs and athletics.

Girls’ basketball in West Virginia has had a long history, but before Title IX, the opportunity for female athletes beyond high school was almost nonexistent. Girls played their games at a different time of year than boys. Because girls’ games were mostly played in the fall, they did not receive the recognition of the “traditional” fall sport—football. More than thirty years after the passage of Title IX, this has all changed. Girls’



and boys' games are held at the same time of year. State tournaments are held at the same time of year. Additionally, significantly more women are earning college degrees, and the number of female athletes continues to increase at all levels.



## American Indian Rights

American Indians also made a renewed effort to make their voices heard. Delegates from ninety tribes met in 1961 at the American Indian Chicago Conference to bring attention to such serious issues as health care, education, and employment. The conference stimulated new leadership, which moved forward to promote these issues.

Congress enacted the Indian Civil Rights Act of 1968 to extend basic civil rights to Indians. Then, in 1975, the Indian Self-Determination and Education Assistance Act opened even more opportunities. The

1975 act gave tribal governments the option to assume responsibility for tribal administration and to increase control over their resources.

### Reviewing the Section

#### Reviewing the Content

1. Name some groups that worked for civil rights for African Americans in the twentieth century.
2. What did the Civil Rights Act of 1964 do?
3. What was the ERA?

#### Using the Content

Make a poster advocating civil rights for all American citizens.

#### Extending the Literacy Skill

Review the advances in civil rights in Section 4. Make an inference (prediction) as to what advances will be made in civil rights between 1980 and 2020.



**Above:** American Indians also faced discrimination.

# Focus on Technology

## LEARNING SKILL: ACQUIRING INFORMATION

Identify and acquire sources of needed information to complete an assignment.

## TECHNOLOGY TOOL: SEARCH ENGINES

Use various search engines to find appropriate websites to complete an assignment. Evaluate the content on each website for its validity, appropriateness, and usefulness.

Use a search engine to find a copy of the Voting Rights Act of 1965. Read the document and then answer the following questions on a separate sheet of paper.

1. What group of citizens does the act protect?
2. According to the act, what is meant by the word *test*?
3. What grade does a non-English speaking person have to finish to be able to vote?
4. What is the punishment for someone who keeps a person from voting on the basis of race or color?



Search Engine

# Chapter Summary

## Section 1: A Changing Culture

- The 1950s were characterized by a baby boom, the rise of suburbs, new inventions, rock-and-roll, and television.
- The 1960s had a counterculture, hippies, war protests, folk and protest music, the Beatles, and Motown.
- The 1970s emphasized self-expression. The Vietnam War ended, President Richard Nixon resigned, and there was an energy crisis.

## Section 2: The Cold War

- The Cold War was a period of distrust and tension after World War II between the United States and the Soviet Union.
- A bunker was built at The Greenbrier to protect congressional personnel in case of nuclear attack.
- The Korean War lasted from 1950 to 1953. West Virginia had the greatest percentage of battle deaths.
- The Vietnam War was unpopular, partly because of television's role in shaping public opinion. West Virginia had the greatest percentage of war deaths.
- The fall of the Berlin Wall in 1989 marked the end of the Cold War.

## Section 3: Economic Issues

- West Virginia's population declined by nearly 300,000 persons between 1950 and 1970.
- After World War II, West Virginia's timber, coal, chemical, and electrical power industries grew.
- In 1955, the AFofL and CIO reunited. Unions gained civil rights for workers and supported helping the poor and unemployed and advancing safety and health.

- In 1972, a sludge pond burst, flooding communities along Buffalo Creek.
- The increased demand for oil after World War II and decrease in U.S. production led to higher oil imports. A Middle East war created an oil embargo on countries that supported Israel. This caused gasoline rationing and heating oil shortages in the United States.

## Section 4: Civil Rights Movements

- The NAACP, National Urban League, CORE, SCLC, and SNCC worked for black civil rights.
- The *Brown v. Board of Education of Topeka* decision declared the separate-but-equal concept unconstitutional.
- Governor William Marland immediately complied with the *Brown* integration mandate.
- The Montgomery, Alabama, bus boycott came about after Rosa Parks refused to give up her bus seat. Leon Sullivan used a boycott to break down discrimination in Philadelphia.
- The 1963 march on Washington is remembered for Dr. Martin Luther King Jr.'s "I Have a Dream" speech.
- The Civil Rights Act of 1964 ended segregation in public facilities and forbade discrimination in business and labor unions.
- Congress approved the Equal Rights Amendment in 1972, but it was never ratified.
- Title IX, which banned sex discrimination in education, has particularly helped female athletes.
- In 1975, the Indian Self-Determination and Education Assistance Act helped tribal governments increase control over their resources.

## The Postwar Period — 1945-1980

### Recalling the Facts



1. What was life like during the 1950s?
2. What were some popular television programs during the 1950s?
3. What was the most popular music of the 1970s?
4. What structure was built at The Greenbrier during the Cold War?
5. What purpose did fallout shelters serve?
6. How were West Virginia's residents affected by the oil shortage?
7. Give three examples of industrial growth in West Virginia.
8. What happened at Buffalo Creek?
9. What was the *Brown v. Board of Education of Topeka* case?
10. What role did Governor William Marland play in the integration of West Virginia's schools?
11. What did the Indian Self-Determination and Education Assistance Act do?

### Learning Skill



1. Which decade—the 1950s, 1960s, or 1970s—had the most interesting music? Give reasons for your choice.
2. What might have happened if the United States had not withdrawn its troops from Vietnam before the end of the fighting?
3. How were West Virginians affected by the Cold War?
4. What might the United States (or West Virginia) be like without interstate highways?
5. How are the problems with oil supply today similar to those of the 1970s?

# Chapter Review

6. Why do you think certain groups of people have not been treated equally throughout history?
7. How might the United States be different today if all citizens had been treated equally when the country was formed?

### Community Connection



1. Interview people who grew up in the 1950s, 1960s, and 1970s and ask about their dress, music, and entertainment. Share your findings with the class.
2. Interview family members or other people about three phenomena from the Cold War: bomb shelters, civil defense shelters, and "duck-and-cover drills." Based on your interviews, write a paragraph describing one or two of them.

### Literacy Skill



1. Write a poem describing one of the events discussed in the chapter.
2. Find a copy of Dr. Martin Luther King Jr.'s "I Have a Dream" speech. After reading it or listening to an audio version, write your own "I Have a Dream" speech giving your vision of America ten years from now.

### Technology Tool



1. Use a search engine to find examples of music from one of the decades described in Section 1. Write a paragraph describing how the lyrics reflect the culture of the time.
2. Go to website <http://thewall-usa.com> and click on Photo Gallery. Choose and make a copy of one of the images. Then, write a title for the photograph.