

CHAPTER 29

America at Midcentury, 1945–1960

LEARNING OBJECTIVES

After you have studied Chapter 29 in your textbook and worked through this study guide chapter, you should be able to:

1. Examine the domestic issues that faced the United States during the immediate postwar period; explain the federal government's actions concerning those issues; and discuss the consequences of those actions.
2. Discuss the reasons for and explain the consequences of the postwar baby boom.
3. Examine the forces that caused the growth of the suburbs in the period from 1945 to 1960, and discuss the characteristics of life in the suburbs.
4. Examine the issues and personalities and explain the outcome of the 1948 presidential election.
5. Discuss the goals of Truman's Fair Deal and explain Truman's successes and failures in achieving those goals.
6. Discuss the domestic issues facing the Eisenhower administration; explain and evaluate the administration's handling of those issues; and discuss the consequences of those actions.
7. Discuss the combination of forces and incidents that caused the postwar wave of anti-Communist hysteria, and examine the various ways in which this hysteria manifested itself.
8. Explain Senator Joseph McCarthy's rise to power and his ultimate decline, and discuss the impact of the postwar wave of anti-Communist hysteria on American society.
9. Discuss the gains of African Americans during the late 1940s and early 1950s, and examine the factors responsible for those gains.
10. Examine the reinvigoration of the civil rights movement during the 1950s; discuss the response of white southerners and of the federal government to the demands and actions of African Americans; and explain the extent to which African Americans were successful in achieving their goals.
11. Examine the factors that contributed to the postwar economic boom experienced in American society during the 1950s.
12. Discuss the characteristics of and trends within the labor movement from 1945 to 1960.
13. Discuss the forces that contributed to the growth of the Sunbelt during the 1950s and examine the consequences of that growth.
14. Examine the factors that contributed to the emergence of a national, middle-class culture during the 1950s and discuss the characteristics of that culture.
15. Discuss the growth of organized religion in American society during the 1950s.

16. Discuss characteristics of the American family during the 1950s, and examine the factors that affected the life choices of men and women.
17. Discuss American concepts about sex during the 1950s and explain the challenges that arose to those concepts.
18. Examine the factors that caused the emergence of a distinctive youth culture in America during the 1950s and discuss the characteristics of that culture.
19. Discuss and assess the criticisms leveled against the middle-class culture of the 1950s.
20. Discuss the impact of the postwar economic boom on the environment.
21. Examine the reasons for, extent of, and effects of poverty in America during the postwar era, and discuss the characteristics of the poor.

THEMATIC GUIDE

After the Second World War, the United States experienced an uneasy and troubled transition to peace. Although the unemployment and higher education benefits of the GI Bill were intended, in part, to ease this transition by allowing veterans to be eased into civilian employment, those benefits did not affect the skyrocketing inflation rate and did not prevent a rash of strikes. Despite the fact that the Truman administration's handling of those problems led to widespread public discontent and to Republican victory in the 1946 congressional elections, to the surprise of most analysts, Truman won the presidential election of 1948. Furthermore, even though the transition to a peacetime economy was rocky at first, the economy quickly recovered, and as a result of consumer spending, increased agricultural productivity, and government programs, the United States entered an era of sustained economic growth and prosperity. One of the consequences of this prosperity was the “baby boom,” which fueled more economic growth.

During the 1950s, white Americans, drawn by many factors, increasingly fled from the cities to the suburbs. Life in suburbia was often made possible by government policies that extended economic aid to families making such a move. Unfortunately, these federal policies did not benefit all Americans equally. As a result, nonwhites were often denied the opportunities offered to white Americans. Federal, state, and local expenditures on highway construction also spurred the growth of suburbia by allowing workers to live farther from their jobs in central cities. Although suburbia had its critics, most Americans seemed to prefer the lifestyle it offered.

During Truman's first elected term (1949–1953), he and the American people had to contend with the domestic consequences of the Korean War. Although the war brought prosperity, it also brought inflation and increased defense spending at the expense of the domestic programs of Truman's Fair Deal. Furthermore, both the nature and length of the Korean War led to disillusionment and discontent on the part of many Americans. These factors, coupled with reports of influence peddling in the Truman administration, caused the president's approval rating to plummet and led to a Republican triumph in the presidential and congressional elections of 1952.

Upon coming to the presidency in 1953, Dwight D. Eisenhower, a moderate Republican, decided against attempting to dismantle New Deal and Fair Deal programs and adopted the philosophy of “dynamic conservatism.” Eisenhower meant by this that he was “conservative when it comes to money and liberal when it comes to human beings.” While Eisenhower's expansion of the Social Security System was on the liberal side of this philosophy, the increased government funding for education during his administration was, as pointed out by the authors of the text, more a reaction to Cold War pressures than the result of a liberal frame of reference. The pro-business nature of the Eisenhower administration and Eisenhower's belief that government should actively promote economic development may be seen in the president's tax reform program and the Atomic Energy Act. Despite

Eisenhower's fiscal conservatism, the administration's activist foreign policy and three domestic economic recessions caused increased federal expenditures, decreased tax revenues, and deficit spending. As a result, Eisenhower oversaw only three balanced budgets during his eight years in office.

During this “age of consensus”—a period in which Americans agreed on their stance against communism and their faith in economic progress—many people, believing in the rightness of the American system, viewed reform and reformers in a negative light and saw conflict as the product of psychologically disturbed individuals, not as the product of societal ills. It is within this “consensus” context that, during the late 1940s and early 1950s, the United States witnessed a wave of anti-Communist hysteria. The tracing of events from the Verona Project to Truman's loyalty probe to the Hollywood Ten supports the view that fear of communism, long present in American society, intensified during the postwar years. Within this climate of fear and suspicion, Joseph McCarthy began his demagogic anti-Communist crusade and in the process, lent his name to a state of mind that existed before he entered the scene. McCarthyism was further sustained by events, and as Americans pointed accusing fingers at each other, public figures found it difficult to stand against McCarthy's tactics. As a result, liberals and conservatives shared in the consensus on anticommunism, as can be seen in the passage of the Internal Security Act and the Communist Control Act. Moreover, since respected public figures such as President Eisenhower chose to avoid direct confrontation with Senator McCarthy, McCarthy continued to add more victims to his list of alleged subversives and continued to jeopardize freedom of speech and expression. Ultimately, McCarthyism declined, with McCarthy himself being largely responsible for his own demise.

One group that challenged the consensus mood of the age was African Americans. Under Truman, the federal government, for the first time since Reconstruction, accepted responsibility for guaranteeing equality under the law—civil rights—to African Americans. Furthermore, work by the NAACP and decisions by the Supreme Court resulted in a slow erosion of the separate-but-equal doctrine and of black disfranchisement in the South. Then the Supreme Court's historic decision in *Brown v. Board of Education of Topeka* gave African Americans reason to believe that their long struggle against racism was beginning to pay off. However, white southerners reacted with hostility to that decision and actively resisted Court-ordered desegregation. This resistance led to the crisis in Little Rock, Arkansas, a crisis in which Eisenhower felt compelled to use federal troops to prevent violence in the desegregation of the city's public schools. But the Little Rock crisis was merely the tip of an emerging civil rights movement, as can be seen through the discussion of the Montgomery bus boycott, the formation of the Southern Christian Leadership Conference, and criticism concerning the ineffectiveness of the Civil Rights Act of 1957.

As many white middle-class Americans made more money, bought more goods, and created more waste, they also continued a mass migration to the Sunbelt that had begun during the war. In addition, a national middle-class culture began to emerge, and many who were part of this culture were instructed in what behaviors were proper and expected of them through the national mass media, especially television. As Americans sought pleasure through the materialistic values of the era, they were also, paradoxically, drawn to organized religion in unprecedented numbers.

The postwar economic boom also affected the family. The changes it brought included the influence of Dr. Benjamin Spock on the parent-child relationship and the conflicting and changing roles of women as more entered the labor market. While society continued to stress the importance of “proper” female roles, attention was also directed to the “crisis of masculinity,” and, therefore, to the plight of the American male.

After a discussion of the influence of the pioneering work of Dr. Alfred Kinsey in the late 1940s and early 1950s on American attitudes toward sexual behavior, we look at the emergence of a distinctive youth culture, the birth of rock 'n' roll, the fads of the era, and the critiques of American society offered by those who criticized the conformity of the age.

4. the baby boom
5. the military-industrial complex
6. the era of consensus
7. Truman's loyalty program (Employee Loyalty Program)
8. the House Committee on Un-American Activities (HUAC)
9. Senator Joseph McCarthy
10. the Alger Hiss case
11. Ethel and Julius Rosenberg

12. the Army-McCarthy hearings

13. Jackie Robinson

14. *Brown v. Board of Education of Topeka*

15. Emmett Till

16. White Citizens Councils

17. the Little Rock crisis

18. Rosa Parks

19. Martin Luther King, Jr.

20. the Montgomery bus boycott

21. the Southern Christian Leadership Conference

22. the Civil Rights Act of 1957

23. rock 'n' roll

IDEAS AND DETAILS

Objective 1

1. Which of the following was a consequence of the GI Bill?
 - a. Those who took advantage of its educational benefits tended to become more elitist and more provincial in their outlook.
 - b. Due to the rapid influx of thousands of veterans into the nation's colleges and universities, many institutions of higher learning experienced severe economic problems.
 - c. By making higher education available to more people, it created social mobility and fostered the emergence of a national, middle-class culture.
 - d. It caused the federal debt to mushroom, which in turn led to high interest rates on mortgages and consumer loans.

Objective 2

2. Which of the following is true of the postwar baby boom?
 - a. The boom had little impact on the American economy.
 - b. The boom was largely due to an increase in the birthrate among immigrants and poor Americans.
 - c. Ignorance concerning birth control and family planning was probably the most important reason for the boom.
 - d. As the baby-boom generation grew older, it would have an impact over the decades on such things as housing, education, the job market, and retirement funds.

Objectives 1, 5, and 6

3. Which of the following is true of many federal programs during the late 1940s and 1950s?
 - a. They led to a significant increase in the number of women receiving college degrees.
 - b. They made it much easier for African Americans to obtain loans for mortgages.

- c. They caused resentment among middle-class Americans because they primarily benefited those with incomes below the poverty level.
- d. They were often biased in favor of white males.

Objective 5

- 4. Why did President Truman score very few successes in the enactment of his legislative agenda?
 - a. The conservative nature of Truman’s legislative agenda was out of step with the electorate.
 - b. Truman’s proposals to expand social welfare programs were unrealistic in light of declining tax revenues during the late 1940s and early 1950s.
 - c. A coalition of Republicans and southern Democrats in Congress prevented passage of many legislative measures put forward by the president.
 - d. When Truman refused to support the creation of a national healthcare program, liberal Democratic congressmen sought revenge by defeating his legislative proposals.

Objective 4

- 5. Truman won the presidency in 1948, in part because
 - a. the Dixiecrat and Progressive Parties threw their support to Truman in the final weeks of the campaign.
 - b. the Republican Party was seriously divided over domestic issues and could not conduct a unified campaign.
 - c. African American voters gave him the edge necessary to carry key northern states.
 - d. the electorate believed that the Republican Party platform was too liberal.

Objective 7

- 6. As a result of the anti-Communist fervor of the 1950s,
 - a. public debate on the faults of American society was encouraged so that grievances could be redressed and American society perfected.
 - b. the boundaries of acceptable dissent narrowed.
 - c. public officials often expressed the fear that Americans could not withstand the pressures of the Cold War.
 - d. Americans were urged to question people in positions of authority and force them to justify their decisions.

Objectives 7 and 8

- 7. Which of the following contributed to the emergence of McCarthyism?
 - a. The use of redbaiting by politicians
 - b. News of a treaty of alliance between Mexico and the Soviet Union
 - c. The rapid increase in Communist Party membership
 - d. Discovery of a well-formed Communist conspiracy under the leadership of Henry Wallace

Objectives 6, 7, and 8

- 8. Which of the following is true of the Communist Control Act of 1954?
 - a. It provided for the internment of known Communists during a national emergency.
 - b. It denied employment to Communists in defense-related industries.
 - c. The act effectively made membership in the Communist Party illegal.
 - d. It put all labor unions suspected of Communist domination under surveillance.

Objective 9

9. During the post-World War II period, African Americans made gains in their struggle for civil rights because
 - a. Congress passed a strong voting rights bill.
 - b. racist practices at home made it more difficult to compete with the Soviet Union for the support of nonaligned nations.
 - c. Truman persuaded southern congressmen to support federal laws against lynching and against the poll tax.
 - d. Congress took a decisive stand against racist organizations by outlawing the Ku Klux Klan.

Objectives 9 and 10

10. In the *Brown* decision, the Supreme Court held that
 - a. the poll tax was unconstitutional.
 - b. segregation in public educational facilities was unconstitutional.
 - c. African Americans had benefited from segregated public educational institutions.
 - d. racial discrimination in public accommodations was unconstitutional.

Objective 11

11. Which of the following was a reason for the sustained economic growth America experienced during the 1950s?
 - a. The rising value of stocks and bonds
 - b. The rise in GNP
 - c. Consumer spending
 - d. The computer

Objective 14

12. Which of the following is true of suburban life during the 1950s?
 - a. The suburbs brought together people of diverse backgrounds and helped forge a national, middle-class culture.
 - b. The child-centered nature of suburban life was the major factor in the decline of juvenile delinquency during the 1950s.
 - c. Since most residents of the suburbs were white, these communities were far less diverse than the neighborhoods from which most suburbanites had come.
 - d. The satisfying nature of suburban life was one reason for the decrease in the number of married women in the work force during the 1950s.

Objective 18

13. Which of the following was the most important factor in defining youth culture during the 1950s?
 - a. Music
 - b. Television
 - c. Movies
 - d. Advertising

Objective 19

14. During the 1950s, books such as *The Organization Man* and *The Lonely Crowd*
 - a. praised rock 'n' roll as the music of a revolutionary generation.
 - b. repudiated middle-class culture and the rise of conformity in American life.

- c. were shallow, juvenile writings that had virtually no long-term significance.
- d. chastised American teenagers for their political complacency and hedonistic lifestyle.

Objectives 6 and 21

15. As a result of the termination policy supported by the Eisenhower administration,
- a. Indian reservations were expanded and Indian culture further protected.
 - b. Indians were successfully relocated to urban areas and assimilated into American society.
 - c. the impoverished condition of many Indians was made worse.
 - d. the federal government agreed to aid Indian reservations in the extraction of natural resources from tribal lands.

ESSAY QUESTIONS

Objectives 2, 11, and 18

1. Discuss the baby boom, and explain its social and economic impact on American society.

Objectives 1, 5, and 9

2. Discuss the Truman administration's record on civil rights.

Objectives 7 and 8

3. Defend the following statement: "The Cold War heightened anti-Communist fears at home, and by 1950 they reached hysterical proportions. McCarthy did not create this hysteria; he manipulated it to his own advantage."

Objectives 7 and 8

4. Defend or refute the following statement: "During the 1950s, Americans were confident to the verge of complacency about the perfectibility of American society, and anxious to the point of paranoia about the threat of communism."

Objectives 6, 9, and 10

5. Discuss the reaction of the southern states and the Eisenhower administration to the *Brown* decision.

Objective 10

6. Discuss the emergence of Dr. Martin Luther King, Jr., as the leader of the civil rights movement that emerged in the aftermath of the *Brown* decision and explain Dr. King's philosophy.

Objectives 9 and 10

7. Discuss the successes and failures of the civil rights movement from the Montgomery bus boycott to the late 1950s.

Objectives 3 and 16

8. Discuss the concept of the American family and American attitudes concerning gender roles during the 1950s and early 1960s.

Objective 16

9. Discuss the following statement: “A reason for woman’s dilemma was the conflicting roles she was expected to fulfill.”

Objective 21

10. Examine the reasons for and the extent of poverty in American society during the 1950s and early 1960s.

Multiple-Choice Answers

1.
 - c. Correct. Veterans who took advantage of the educational benefits of the GI Bill poured into American colleges and universities during the postwar years. As a result of the education and technical training they received, they experienced increased social mobility because their career choices were broadened. Furthermore, while in college, beneficiaries of the GI Bill were exposed to new ideas, new experiences, and a diversity of peoples from different backgrounds. As a result, they tended to be more open-minded and less provincial which, in turn, contributed to the emergence of a national, middle-class culture.
 - a. No. Those who took advantage of the educational benefits of the GI Bill were exposed to new ideas, new experiences, and new people from diverse backgrounds. As a result, they tended to become more open-minded and less provincial.
 - b. No. Despite the fears of some educators, the influx of thousands of veterans into America’s colleges and universities created “a golden age for higher education.”
 - d. No. The GI Bill was one factor that increased the federal debt during the late 1940s and during the 1950s. However, due to postwar economic growth and prosperity, federal borrowing did not lead to high interest rates on mortgages and consumer loans.
2.
 - d. Correct. As is indicated in Sylvia Porter’s quote in the text, the baby-boom generation over the years created a demand for more food, clothing, gadgets, housing, and services. In this sense, the baby-boom generation was a reason for the postwar economic boom. Furthermore, when the baby-boom generation began to reach retirement age, it put a strain on healthcare systems and on retirement funds.
 - a. No. The number of births exceeded 4 million per year through the 1950s and into the 1960s. All these extra people had a ripple effect throughout the economy.
 - b. No. The urban middle class, consisting of professionals, white-collar workers, and college graduates, contributed disproportionately to the baby boom.
 - c. No. Many people having second, third, and fourth children had demonstrated in the past that they knew how to practice birth control, but during the 1950s they chose not to do so.

3. d. Correct. The policies associated with many postwar federal programs usually benefited white men more than women or nonwhites. For example, as a result of the Selective Service Act's guarantee that veterans would receive priority in postwar employment over war workers, many of the women who had kept the factories running during the war years lost their jobs. Other examples supporting the idea that benefits were distributed unevenly in the postwar years may be found in the text.
- a. No. Postwar federal programs that extended educational benefits, such as the GI Bill, were available to veterans, most of whom were males. As a result, these programs did not benefit women wanting to attend college and did not cause an increase in the number of women receiving college degrees.
- b. No. Just the opposite happened. Federal loan officers and bankers often saw African Americans as a higher credit risk than whites. As a result, African Americans usually found it more difficult to receive loans for mortgages.
- c. No. Federal programs were far more beneficial to middle-class Americans than to low-income Americans.
4. c. Correct. The Republicans who dominated the Eightieth Congress (1947–1949) were joined by conservative southern Democrats in rejecting most of Truman's legislative proposals. Even after Truman was elected to the presidency in his own right in 1948, a coalition of Republicans and conservative southern Democrats stood against and were able to defeat most of Truman's proposals.
- a. No. Truman's legislative agenda, which included the Full Employment Act, civil rights legislation, and national health insurance, is considered liberal.
- b. No. Federal tax revenues remained fairly constant at around \$40 billion per year from 1946 to 1950. Furthermore, in light of the continued growth in the economy during those years Truman's proposals were rather modest and failure to enact them was due more to the political environment than to lack of funds.
- d. No. Truman was not against the creation of a national healthcare program. In fact, he proposed a national health insurance program on two separate occasions. However, largely due to criticisms from the American Medical Association that the program was "socialized medicine" and criticisms from Republicans and conservative southern Democrats that the program was a "communist plot," the program never passed Congress.
5. c. Correct. Truman acted to secure equal rights for African Americans by establishing the President's Committee on Civil Rights and by ending racial discrimination in the federal government. As a result, Truman won the African American vote in key northern states. As a result, Truman carried those states, received the electoral votes from those states, and was elected to the presidency in 1948.
- a. No. Both the Progressive Party candidate (Henry Wallace) and the Dixiecrat candidate (Strom Thurmond) continued their independent campaigns for the presidency through election day.
- b. No. The Democratic Party, not the Republican Party, was divided in 1948.
- d. No. The Republican Party had taken a conservative stance on most issues and was perceived by the electorate as more conservative than the Democratic Party.

6. b. Correct. During the 1950s, most Americans unquestioningly accepted American society and believed that America was the most powerful and most righteous nation on earth. This belief led most Americans to believe that reform was unnecessary. Furthermore, Americans believed that the United States was engaged in a moral crusade against communism. This belief led many to believe that those who criticized America were aiding the enemy and were unpatriotic. This attitude stifled political dissent and diminished Americans' civil liberties and freedoms.
- a. No. During the 1950s, most Americans paid little attention to the "faults" of American society, shunned idealistic causes, and saw society's critics as maladjusted.
- c. No. During the 1950s, most Americans were convinced of their ability to stand against any foe.
- d. No. During the 1950s, most Americans trusted and respected those in positions of authority and seldom questioned their decisions.
7. a. Correct. Although McCarthy was probably the most successful redbaiter in the country, conservative and liberal politicians, labor leaders, religious leaders, and others used the public's fear of communism against their opponents. They all contributed to the anti-Communist hysteria known as McCarthyism.
- b. No. There was no such treaty.
- c. No. Communist Party membership declined from 83,000 in 1947 to 25,000 in 1954.
- d. No. Henry Wallace was a liberal Democrat, not a Communist, and no such conspiracy existed.
8. c. Correct. This act did, in effect, make membership in the Communist Party illegal. The act passed with no dissenting votes in the Senate and with only two dissenting votes in the House. This indicates that liberals and conservatives, Democrats and Republicans all shared in the anti-Communist consensus of the 1950s.
- a. No. The act was anti-Communist in its intent; however, it did not provide for the internment of Communists during a national emergency.
- b. No. The Communist Control Act did not deal with the employment of Communists in defense-related industries.
- d. No. The Communist Control Act did not deal with labor unions.
9. b. Correct. The gap between American ideals and the realities of American society made it difficult to compete with the Soviet Union among the Third World nonaligned nations. To win the support of these nations, the United States had to begin to live up to its ideals.
- a. No. Congress did not pass effective voting rights legislation until 1965.
- c. No. Although Truman sent a special message to Congress in February 1948 calling for federal antilynching and anti-poll tax laws, southern congressmen were openly opposed to such legislation and Congress never formally responded to the message.
- d. No. Congress did not outlaw the Klan.

10. b. Correct. The NAACP’s legal campaign against desegregation scored a major victory when the Court ruled separate educational facilities to be “inherently unequal.”
- a. No. The *Brown* decision did not declare the poll tax to be unconstitutional. Use of the poll tax to abridge a citizen’s right to vote was not made illegal nationally until ratification of the Twenty-fourth Amendment in 1964.
- c. No. In the *Brown* decision, the Supreme Court found that African Americans had suffered from segregated public educational institutions.
- d. No. It was not until 1964 that the Civil Rights Act of that year made discrimination in public accommodations illegal. This was upheld by the Court in the same year.
11. c. Correct. During the postwar years the income of most Americans increased. Per capital real income (based on actual purchasing power) rose 6 percent between 1945 and 1950. It then rose another 15 percent during the 1950s. As a result, not only were many Americans able to purchase more, they did purchase more. In addition, many Americans took advantage of the ready availability of credit. If they did not have cash to buy what they wanted, they borrowed. This resulted in the growth of consumer credit from \$5.7 billion in 1945 to \$58 billion in 1961.
- a. No. Although stocks and bonds rose in value, most Americans did not invest heavily in the stock market. Furthermore, rising stock values do not automatically translate into real money or increased purchasing power.
- b. No. Although the nation’s GNP rose from \$286.5 billion in 1950 to \$506.5 billion in 1960, this rise was a consequence of sustained economic growth rather than the basis of that growth.
- d. No. The computer, although an important technological achievement of the age, did not put money into the hands of consumers, allowing them to purchase consumer goods. Therefore, the computer was not the economic basis of the sustained economic growth during the 1950s.
12. a. Correct. The truth of this answer is made clear in the opening vignette of this chapter. The people who lived on Nancy Circle consisted of (1) a divorced mother who worked as a secretary, dyed her hair blond, drove a convertible, and had a sister born with dwarfism; (2) a Japanese war bride and a German war bride; (3) people from Appalachia and from the small farms in south Georgia; and (4) people who had grown up in inner-city tenements. In all likelihood, that represents far more diversity than any one of those people would have experienced in the neighborhoods in which they grew up.
- b. No. Although life in the suburbs did tend to be child centered, juvenile delinquency increased during the 1950s rather than declining.
- c. No. It is true that most suburban residents were white. However, race is not the only determinant of diversity.
- d. No. Although many women found suburban life satisfying, the number of married women in the work force increased rather than decreased during the 1950s.
13. a. Correct. Although many factors such as fads and movies helped define youth culture during the 1950s, music was the most important factor.
- b. No. While it is true that television was important in youth culture during the 1950s and even helped shape certain fads, television was not the most important factor in defining youth culture.
- c. No. Although movies were important to young people during the 1950s and often helped shape fads and fashions, movies were not the most important factor in defining youth culture.

- d. No. Many times advertising was directed at America's youth during the 1950s; however, advertising was not the most important factor in defining youth culture.
14. b. Correct. *The Organization Man* by William H. Whyte and *The Lonely Crowd* by David Riesman were both critical of the conformity that was a component of middle-class culture during the 1950s.
- a. No. Neither *The Organization Man* nor *The Lonely Crowd* dealt with the music of the 1950s.
- c. No. *The Organization Man* by William H. Whyte and *The Lonely Crowd* by David Riesman were not juvenile writings.
- d. No. *The Organization Man* by William H. Whyte and *The Lonely Crowd* by David Riesman did not deal with the political complacency or the "hedonistic" lifestyle of teenagers during the 1950s.
15. c. Correct. In this attempt to dissolve reservations and end federal services to Native Americans, many Indians were displaced and many joined the ranks of the urban poor.
- a. No. The intent of the termination policy was to dissolve Indian reservations, not expand them.
- b. No. Although one in eight Indians left the reservations between 1954 and 1960, it cannot be said that they were either "successfully relocated" or "successfully assimilated."
- d. No. This was not a program designed to aid Indians in the extraction of natural resources from tribal lands.