

CHAPTER

19

- ▶ **The disappearing farmer**
- ▶ **Population shifts**
- ▶ **America in the Cold War**
- ▶ **Georgia politics in action**
- ▶ **Politics in the new era**
- ▶ **Growth and change in metropolitan Atlanta**



Georgia Moves into the Modern Era

Pages 318–35

AT A GLANCE

This chapter describes how, at the end of World War II, many returning GIs chose to relocate in Georgia’s cities rather than return to farm life. This factor and the modernization of agriculture contributed to a decline in the state’s rural population. Also, tractors and other mechanized implements made farming more efficient, resulting in the need for fewer farmers. As urban areas grew and rural areas declined, a transformation in state politics resulted. At first, rural areas were able to hold onto power through an apportionment scheme that favored small counties and through the county unit system, which is described in a special feature in the chapter. The rapid growth of Atlanta, however, brought an end to rural dominance, and in the 1960s, the county unit system was abolished. These circumstances, together with “one person, one vote” rulings by the U.S. Supreme Court, meant that urban areas were able to exert more and more influence over state government. Also included in Chapter 19 is a Georgians in History feature on Atlanta educator Benjamin Mays.

CHAPTER OUTLINE

The Disappearing Farmer, 319–20

Population Shifts, 320–21

America in the Cold War, 321–23

Georgia Politics in Action, 324–29

The 1946 Governor’s Race
Governors at Mid-Century
Rural/Urban Power Struggles

Politics in the New Era, 329–32

Growth and Change in Metropolitan Atlanta, 332–34

TEXTBOOK RESOURCES

Locating the Main Ideas, 321, 323, 328, 332, 334
Georgia’s County Unit System, Interpreting the Source, 327
Georgians in History: Benjamin Elijah Mays, 331
Chapter Activities, 335

TEACHER’S MANUAL RESOURCES

[Chapter 19 Task: Anticipation Guide](#)
[Task 19-1: The Big Change](#)
[Task 3-5: Why and How to Do Oral History](#)
[Reproducible 19-1: Birth Rates: Georgia and United States](#)
[Reproducible 8-5: Venn Diagram](#)
[Enrichment Resource 19-1: Rural County Dominance in Politics \(Transparency 19-A\)](#)

GEORGIA PERFORMANCE STANDARDS CORRELATIONS

- SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.**
- Evaluate the impact that the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period. 325–27
- SS8H10 The student will evaluate key post–World War II developments in Georgia from 1945 to 1970.**
- Analyze the impact of the transformation of agriculture on Georgia’s growth. 318–20
 - Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen Jr. and major league sports, contributed to the growth of Georgia. 332–34

Cold War, 322
 communism, 322
 county unit system, 325
 discrimination, 325
 labor unions, 324
 plurality, 327
 reapportionment, 330

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

- a. Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s to include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King Jr., and the 1956 state flag. 324–26, 328–31

SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

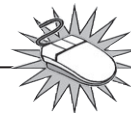
- a. Evaluate the consequences of the end of the county unit system and reapportionment. 326–27, 329–30

SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia’s deepwater ports help drive the state’s economy.

- a. Explain how the three transportation systems interact to provide domestic and international goods to the people of Georgia. 332–34

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
 318–21, 323, 332–34

TECHNOLOGY LINKS



The following topics that relate to this chapter are in the online *New Georgia Encyclopedia* and can be used by students for locating additional information. The encyclopedia is a work in progress, and not all entries listed below have been completed. In addition, other topics that relate to this chapter may be added at a future date. To access the information, go to the Web site www.georgiaencyclopedia.org and enter the topic in the site’s search engine.

Ivan Allen Jr.

Ellis Arnall

Atlanta

Atlanta Negro Voters League

Black Suffrage in the
 Twentieth Century

Howard “Bo” Callaway

James Carmichael

Centers for Disease Control

Clark Atlanta University

Lucius Clay

Coca-Cola

County Unit System

Delta Air Lines

Eastern Air Lines

Emory University

Federal Reserve Bank

Fort McPherson

Georgia Institute of Technology	Benjamin Mays
Georgia State University	Metropolitan Atlanta Rapid
Grady Health System	Transit Authority
<i>Gray v. Sanders</i>	Carl Sanders
Marvin Griffin	Eugene Talmadge
Metropolitan Growth and	Herman Talmadge
Racial Change	Melvin Thompson
Gubernatorial Election of 1966	Three Governors Controversy
Interstate Highway System	Ernest Vandiver Jr.
Lester Maddox	<i>Wesberry v. Sanders</i>
Helen Mankin	



TEACHING STRATEGIES

Estimated Time: 6 days

Introduction. The introduction to Chapter 19 mentions the baby boom that took place immediately after World War II. To illustrate the population increase, show [Birth Rates: Georgia and United States \(Reproducible 19-1\)](#). Have students study the first graph of birth rates in Georgia and the United States for the years 1930 to 1980. Ask what evidence they see of a baby boom. Answer: Actually, the graph shows two baby booms periods, a two-part boom in the 1940s plus a smaller one in the early 1970s. The 1970s boom occurred when the earlier baby boomers themselves created a baby boom.

Have students study the second graph, which is a detail of a 10-year segment (1939–1949) of the first graph. The first portion of the 1940s baby boom occurred as the United States became heavily involved in World War II; it reached its peak in 1943. The second part—the largest—took place in 1947 after U.S. soldiers returned home from the war and began starting their families.

The graph tells us that before World War II, Georgia had a higher birth rate than the nation as a whole. In 1940, there were 26 live births for every 1,000 Georgians. In contrast, for the nation as a whole, there were only 19. In 1947, at the height of the baby boom, there were 32 live births for every 1,000 Georgians, while the U.S. rate climbed to 27.

By examining the graphs, students should be able to see that although the birth rate was higher in Georgia during the baby boom, the rate increased more dramatically for the nation as a whole.

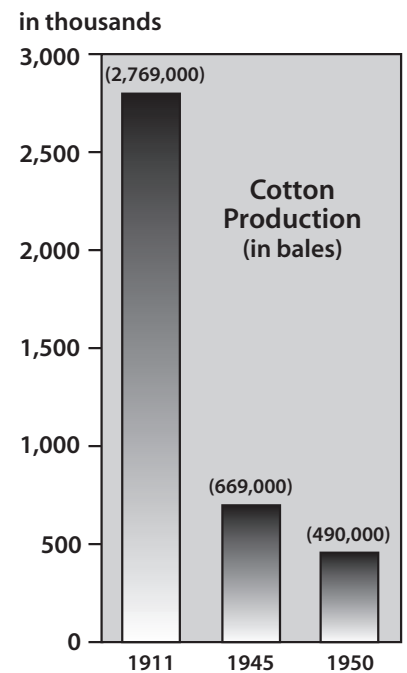
Have students note how the birth rate fell dramatically after its peak in 1947. Also point out how the state birth rate in the late 1950s began approaching the national rate and how the two almost parallel each other from 1960 to 1980.

The Disappearing Farmer, 319–20

Illustration Information. The bottom photo caption on page 319 states that tractors and other mechanized farm equipment reduced the need for farm laborers. Ask students why that is true. As answered in the text on that page, motorized equipment allowed a single farmer to work larger plots of land, reducing the need for the help of laborers. Many crops no longer needed to be planted and harvested by hand. As shown in the picture, the man on the right is able to single-handedly harvest the crop, which is being transferred to a container on the back of a tractor driven by a second man. Before mechanized equipment, this work would have required the labor of many people.

Reading a Graph. The graph at the top of page 320 asks students to compare the number of farms in 1945 to the number of 1974. Answer: There were 226,000 farms in Georgia in 1945 compared with 55,000 in 1974. How many fewer farms were there in 1969 than in 1950? Answer: In 1950, there were 198,000 farms. In 1969, this figure had dropped to 67,000, meaning there were 131,000 fewer farms in 1969 than 1950.

As discussed in earlier chapters, demand for cotton was high before World War I. After the war, the boll weevil and the drought ruined cotton crops in the state. Ask students to make a bar graph showing the decrease in production of bales of cotton for the three years given in the text. Tell students to use increments of 500,000 on the vertical axis of the graph because the number of bales for 1911 is 2,769,000.



Population Shifts, 320–21

Using a Map for Information. The map on page 321 asks which parts of the state grew at a rate greater than the state average between 1960 and 1980. Answer: Generally, the greatest growth took place in the counties around Atlanta (Fulton County), in the mountain areas of north Georgia, and in the counties around Savannah (Chatham County).

Ask students to draw inferences from the map by answering the following question. What does this population shift show was taking place in Georgia between 1960 and 1980? Answer: There is a lot of growth in the metro areas of the state, while at the same time rural areas of the state are losing population.

►Discuss/Answer Locating the Main Ideas, page 321.

America in the Cold War, 321–23

Relating to the Past. The events in Berlin and Korea during the Cold War affect the world today. Discuss the events described in the textbook with the class. In 1990, East and West Germany and the city of Berlin were reunified after having been divided since the end of World War II in

1945. Other dramatic changes took place during the 1990s with the demise of the Communist party in the Soviet Union in 1991, independence of the Baltic states, and the realignment of the Soviet federation.

Although the Cold War has ended, events in Korea during that period and particularly the aftermath of the Korean War affect North and South Korea today. Have students look at the map on page 323 and the world map on pages 508–9 to see the location of Korea in relation to the former Soviet Union and China. Ask students if they think it’s possible that like Germany, Korea will one day be reunited.

Map Reading. Point out that the seal depicting the world on page 335 is the seal of the United Nations. On this polar projection, the entire world can be seen. Ask students which direction is north on this map. Answer: North is at the center of the map.

►Discuss/Answer Locating the Main Ideas, page 323.

Georgia Politics in Action, 324–29

Understanding Significance. Students should be able to describe either in writing or orally the significance of the following events as they relate to Georgia’s changing politics. Write the following topics on the board and ask students to write brief descriptions of their significance to Georgia or discuss the topics with the class.

- Governor Arnall urging Georgians to join labor unions
- The elimination of the white primary and the poll tax
- The election of Helen Mankin
- The 1946 governor’s race

First Woman Elected to Congress. Helen Mankin is generally considered the first woman elected to Congress in her own right and the first candidate to actively solicit the votes of black Georgians. She was an attorney and a member of the Georgia General Assembly from 1937 until 1946. In a special election, Mankin was elected to Congress in 1946 to fill a vacancy created by a resignation. She served until 1947 but was an unsuccessful candidate for renomination to run in the general election. She continued practicing law until her death. Florence Gibbs from Thomson, McDuffie County, preceded Mankin in being elected to Congress. Her election, however, was to fill the vacancy created by the death of her husband. She served only from October 1940 until January 1941, refusing to be a candidate in future elections.

►Discuss/Answer Locating the Main Ideas, page 328.

Georgia’s County Unit System, 327

Ask students to read the description of the county unit system. This system made it possible for Eugene Talmadge to win the 1946 primary

Document Web page:



www.vinsoninstitute.org/Projects/gainfo/tdgh-oct/oct01.htm for information on Gibbs and a link to more information about Mankin.

election even though the other Democratic candidate got more of the popular vote (page 326).

To check that students understand the effect of the county unit system, use **The Big Change (Task 19-1)**. The Big Change illustration also appears on page 326 of the textbook. When students complete the activity, discuss their answers. Use the questions at the end of the county unit feature to reinforce what they read.

►Discuss/Answer Interpreting the Source, page 327.

Politics in the New Era, 329–32

Reapportionment. Page 330 discusses court-ordered reapportionment of Georgia’s General Assembly in the 1960s. Be sure students understand that although similar, this issue is different from the issue of the county unit vote system previously discussed. The 1964 court decision (*Reynolds v. Sims*) struck down a provision in Georgia’s constitution that guaranteed there would be at least one state representative from each county regardless of the population of the county. With this guarantee, rural control of the General Assembly continued. A map, **Rural County Dominance in Politics (Enrichment Resource 19-1, Transparency 19-A)**, shows how many representatives and unit votes each county had under these two systems.

To illustrate the unfairness of guaranteeing at least one representative per county, have the class look at the population of counties in the county profiles on pages 512–15. The total population for Georgia is on page 515. Have students divide Georgia’s 2000 population (8,186,453) by 159 (the number of counties). Rounded off, the answer is 51,487. For “one person, one vote” to be applied, each county should have a population of 51,487. Ask students to scan the 2000 population totals for each county to see how close counties are to this total. Catoosa County at 53,282 is the closest. The purpose of doing this exercise is to show students how unfair representation would be under this method.

Today, representation in the Georgia House of Representatives and the Senate is determined by dividing the state total population by the number of seats in the House (180) and in the Senate (56). Districts that cross county lines are drawn to ensure that each member of the House and Senate represents the same number of people. Have students use the 2000 state total population and calculate the size (number of people) of House districts and Senate districts. Answer: House districts have approximately 45,480 people, and Senate districts should have approximately 146,187 people.

Reapportionment is also required of other legislative bodies whose members are chosen from districts, including the U.S. House of Representatives. Point out that following the 2000 census, Georgia’s population

growth entitled it to two new members in the U.S. House of Representatives, giving the state a total of 13 members. Ask students to calculate the size of Georgia’s congressional districts. Answer: The 2000 population (8,186,453) divided by 13 (districts) is 629,727.

To conclude this section on Georgia’s changing politics, show the final five segments (13 minutes running time) from *By the Will of the People: 250 Years of the Georgia Legislature*. The segments cover significant milestones in the first half of the 20th century, including women voting and getting elected; the end of the poll tax; an explanation of the county unit system; the voting rights act of 1965; how the Georgia House of Representatives gained independence from the governor; and a description of the General Assembly today. The video is available from the Carl Vinson Institute of Government.

► Discuss/Answer Locating the Main Ideas, page 332.

Growth and Change in Metropolitan Atlanta, 332–34

Map Activity. Have students look at the map of Georgia on page 502 to discuss the impact of the interstate highways on Atlanta’s growth. Point out how Atlanta appears to be the hub of a wheel with spokes radiating out in every direction, which helps account for its importance to the trucking industry. Ask students what form of transportation originally was responsible for the creation of Atlanta. Answer: The railroad.

If **Modern Georgia Road Traveler** (the first page of the Unit 8 Task) was not used when the unit was begun, use it here to reinforce the importance and the extent of the interstate highway system in Georgia. If the Unit 8 Task has already been used, you may want to review it with students as you read and discuss the textbook section Growth and Change in Metropolitan Atlanta.

Summarizing. Many businesses, government agencies, colleges, and industries helped spur growth in Atlanta during the 1950s and 1960s. To trace reasons for Atlanta’s growth, divide the class into five groups and assign each group a category. Have students list examples given on pages 332–34 under the following categories:

- Types of transportation
- Types of industry
- Public-sector governments and agencies
- Colleges and universities
- Goals of the Forward Atlanta program

Have one person from each group report findings to the class.

Georgians in History. Benjamin Mays was an influential African American leader in the United States and Georgia. After students read about

him, ask them to choose a character trait that Mays exhibited by his actions and explain how that trait helped him to be an effective leader.

Extension Activity. Many students will know adults who lived in the era after World War II. Use **Why and How to Do Oral History (Task 3-5)** from The Historian’s Tool Kit as a basis for organizing an oral history interview and writing project for this chapter. Encourage students to contact a grandparent or family acquaintance to be an interview subject. Allow some time in class for preparation of interview questions. A list of common questions might be developed so that the interviews may be compared. Interview topics might include economic problems, changes in lifestyle, social customs, and attitudes toward government.

From their interviews, have students report on life after World War II. If possible, compare interviews from people who grew up in different parts of the country.

► Discuss/Answer Locating the Main Ideas, page 334.

Conclude with Chapter Activities, page 335.

ANSWERS TO CHAPTER QUESTION SETS



► Locating the Main Ideas, 321

1. *Identify. GI Bill of Rights:* Benefits, such as college tuition and low interest loans, provided by Congress to GIs after World War II. **Baby boom:** The period after World War II when the nation’s birth rate increased dramatically.
2. *What are some changes automobiles made in how and where Georgians lived after the war?* With the war over, dreams of owning an automobile came true for many Georgians. Having a car changed the way people lived. Drive-in restaurants, drive-in movies, and even drive-in banking were possible if you had a car. As the number of paved roads increased, people who worked in the city began moving to the suburbs, where housing subdivisions and shopping centers were being built. This led to great growth in the suburbs, particularly those around Atlanta.
3. *What effect did new agricultural technology have on Georgia farmers?* Seed technology, fertilizer, pesticides, crop rotation, and erosion control allowed the land to be more productive, farmers to be more efficient, and crop yields to increase. At the same time, tractors, harvesters, and other motorized equipment allowed a single farmer to work larger lots of land, which further reduced the need for farmers. It also resulted in farmers producing more than they could sell. This led to a crop surplus, which caused the price of farm products to fall. In an effort to reduce this surplus, the federal government began paying farmers not to plant.

4. *What were some of the crops Georgia farmers switched to after the war? Why?* Because of the increased use of synthetic fibers, the demand for cotton declined after the war. Cotton farmers, therefore, switched to other crops, such as peanuts, soybeans, tobacco, corn, wheat, and pine trees for pulpwood. Poultry and livestock also became important after the war.
5. *What conditions made Georgia attractive to new businesses and industry?* Atlanta continued to develop as a transportation hub for the Southeast. Georgia enjoyed mild winters, and air conditioning made the summer heat bearable. Because most workers were not unionized, labor was cheap in Georgia compared with the rest of the country. State and local taxes were low, which meant higher profits for industries.

► Locating the Main Ideas, 323

1. *Define. Cold War:* The rivalry between the United States and the Soviet Union after World War II for international advantage using diplomatic, undercover, and economic means rather than warfare. **Communism:** Political system in which the central government, not the individual, controls goods, property, and capital.
2. *Identify. East:* Nations aligned with the Soviet Union. **West:** Nations aligned with the United States. **Berlin airlift:** Massive U.S. relief operation to keep the western zones of Berlin supplied with food and other supplies by air after the Soviet Union blocked ground access to the city.
3. *Why were Americans concerned about Communist agents at work within the United States?* Because the Soviets were taking over countries in eastern Europe, some Americans feared that the United States would be the next target.
4. *How did the Korean War start?* Japan had controlled Korea since 1910 but was forced to give it up at the end of World War II. The United Nations temporarily divided the country, giving the Soviets North Korea and the United States South Korea. In 1950, North Korea invaded South Korea. The United Nations attempted to defend South Korea but could not assemble a military force quickly enough. When it looked like South Korea was going to fall, President Truman sent U.S. troops to defend its ally. Communist Chinese forces then joined the North Koreans, leading to a conflict that lasted three years.

► Locating the Main Ideas, 328

1. *Define. Labor unions:* Organizations of workers who bargain as a group with employers over wages, benefits, and working conditions. **Discrimination:** Withholding rights, privileges, and equal treatment from minority groups. **County unit system:** A formula used from 1917 to 1962 for determining statewide races in Democratic party primary elections that placed political power in the hands of rural counties.

Winners were selected by county unit votes rather than by the statewide popular vote.

2. *Why did Governor Arnall want labor unions in Georgia?* Arnall believed that one way to improve race relations in Georgia was to attack poverty. Economic growth in Georgia, he believed, would improve everyone's lot. At the time, however, Georgia workers—both black and white—were poorly paid. One reason for the low wages was a lack of labor unions in Georgia. Arnall believed that if Georgia workers of all races would unite and join labor unions, employers would be forced to pay higher wages.
3. *How did the election of Helen Mankin help bring Eugene Talmadge back on the political scene?* In 1946, a special election was called to fill a vacancy in the congressional seat representing Atlanta. This election marked the first opportunity blacks had to vote since the elimination of the white primary. Helen Mankin sought support from black voters, and with their help, won the election. Eugene Talmadge was shocked that black voters had been able to swing an election. He announced that he would run again for governor. His platform: bring back the white primary, maintain white supremacy, and protect Georgia from outside agitators.
4. *How did Georgia have three governors at one time?* In 1946, Eugene Talmadge won the general election for governor but died before taking office. Georgia's state constitution had no provision about what to do. In the election, several thousand write-in votes had been cast for other candidates, including Talmadge's son, Herman. Talmadge supporters argued that the candidate who received the most write-in votes should then become governor. In the first count of write-in votes, Herman Talmadge came in third among the candidates. But an additional previously uncounted 58 write-in votes from Talmadge's home county gave him the lead. The General Assembly then declared Herman Talmadge the next governor. Newly elected lieutenant governor M. E. Thompson claimed he should be governor. Meanwhile, Ellis Arnall, the governor still in office, refused to give up the office until the court ruled on the issue. Thus, there were three people claiming to be governor at the same time.

Interpreting the Source, 327

1. *Define. Plurality:* In elections with three or more candidates, a candidate wins more votes than any other candidate but less than a majority.
2. *What was the purpose of the county unit system?* Its purpose was to keep political power from shifting from rural areas to the growing urban centers.
3. *Why was the county unit system unfair to the individual voter? to urban areas?* Under the county unit system, each Georgian's vote did not count equally. In elections for governor and other statewide races, the total statewide vote of the people was not counted. Rather, vote totals were counted county by county. A candidate winning in one county

received all of that county's unit vote. Under the system, it was possible for a candidate for governor to win the majority of the popular vote in Georgia but lose the election.

Urban areas were discriminated against under the county unit system. Two out of every three voters in Georgia lived in the 38 largest counties, but these 38 counties only controlled 40 percent of the total county unit vote in the state. In 1940, Fulton County, the state's most populated county, got 6 county unit votes for its 392,886 residents. In contrast, six small rural counties with a total population of only 23,966 residents got a total of 12 votes. The worst example of the unfairness to urban areas can be seen in a comparison of Echols and Fulton counties. In 1940, the 1,247 citizens in rural Echols County got 1 unit vote. In contrast, 65,481 individuals in urban Fulton County got 1 unit vote.

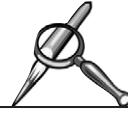
► Locating the Main Ideas, 332

1. *Define. Reapportion:* To redraw election districts for representative bodies, such as Congress and the General Assembly.
2. *Identify.* "One person, one vote": Phrase from the court decision declaring that the votes of some citizens could not count more than the votes of other citizens. Each individual was entitled to only one vote.
3. *What were the benefits from the new sales tax that began during Gov. Herman Talmadge's administration?* The 3 percent sales tax was used to improve the public schools. Funding for education increased by 74 percent.
4. *How did the end of the county unit system change Georgia's political scene?* For the first time, rural counties were not able to determine the outcome of the governor's race. Urban voters were able to influence an election in proportion to their numbers. Because a majority of Georgians lived in urban areas, candidates began to use television to campaign to urban voters.
5. *What was Carl Sanders's idea of a "new Georgia"?* One that avoided the open appeals to racism that had long been part of Georgia's politics. Rather, a "new Georgia" should be concerned with the need for progress. Thus, Sanders encouraged investments from out of state and worked to improve Georgia's system of higher education. He also tried to improve Georgia's relations with the federal government, a difficult task at the time because attempts by the federal government to support civil rights in the South angered many white Georgians.

► Locating the Main Ideas, 334

1. *What decision by Congress helped make Atlanta a transportation hub in the Southeast?* Atlanta was chosen as the southeastern hub for the national 41,000-mile interstate system. It was one of only five cities in the nation served by three separate interstate highways.

2. *Were the goals of Ivan Allen, Jr's, Forward Atlanta program met?*
Yes, a decade after the goals had been set, the five major goals were achieved.
3. *How did the population makeup of Atlanta change during the 1960s?*
The black population in the city increased, while the white population decreased. By the late 1960s, blacks were a majority of Atlanta's population.



CHAPTER ACTIVITIES, 335

Reviewing the Main Ideas

1. *How did the GI Bill of Rights help ex-servicemen?* The purpose of the bill was to help GIs return to civilian life. Among the benefits available under the bill were a college education loan and low-interest loans to buy a home, farm, or business. If GIs couldn't find work, the bill made unemployment benefits available and helped them in finding a job. Such benefits gave ex-servicemen the security to marry, buy a home, and start a family.
2. *Give three reasons why the number of farmers in Georgia decreased after World War II.* (1) The GI Bill gave new opportunities to young men who had farmed before the war. Because it provided college and loan benefits, many ex-servicemen chose not to return to farming. (2) Mechanical farm equipment allowed one person to manage a bigger operation, and scientific techniques guaranteed a higher crop yield per acre. Fewer farmers were needed. (3) The clothing industry's growing use of synthetic fibers instead of cotton caused demand for cotton to drop. Many tenant farmers who had raised cotton got out of the business.
3. *Where did the most dramatic growth occur in Georgia in the 1940s and 1950s?* The growth was in the urban areas and cities of Georgia. Rural counties lost population. The most dramatic growth was in the suburban areas. Outside Atlanta, Marietta grew by 139 percent and Forest Park by 360 percent.
4. *What actions by the Soviet Union after World War II caused Americans to become concerned? As a result, what was America's policy toward communism?* As the Soviets took over eastern European countries and put communist governments in place, Americans began to fear they were next. The United States adopted a policy of containing communism by taking steps to prevent its spread to other countries.
5. *What hurt the effort to bring labor unions to the South?* Labor unions had never been popular in the South. Northern union organizers were often viewed as outside agitators. The effort was really hurt by Cold War charges that Communists were involved in the labor movement.
6. *Why were Eugene Talmadge's promises more popular in rural areas than in Georgia cities in his 1946 campaign for governor?* Talmadge's

promises for maintaining white supremacy and going back to the white primary were popular in rural areas because discouraging blacks from voting was a widely accepted practice there. Rural areas also feared being controlled by large cities, particularly Atlanta, with its growing black population.

7. *How did Secretary of State Ben Fortson prevent official business from being conducted during the three governors controversy?* He refused to let any of the three governors use the official state seal, so little official action could be taken.
8. *What were two effects of the 1964 U.S. Supreme Court decision that forced Georgia to reapportion its legislative districts?* The balance of power between rural and urban areas shifted, with rural areas losing representatives and urban areas gaining. The redistricting also opened up the election process so that the variety of people elected to the legislature increased. White male Democrats were no longer the only kind of legislator found at the capitol. African Americans, women, and Republicans were now being elected.
9. *What changes resulted in the relationship between the governor and the General Assembly after the 1966 election?* Because no candidate got a majority of the total votes in the 1966 gubernatorial election, the state constitution required the General Assembly to choose between the two highest vote-getters. Until then, newly elected governors got to name the speaker of the House of Representatives and the committee chairmen. However, when the General Assembly met to choose the governor, they were free for the first time to choose their own leadership. After that, the custom was permanently changed.
10. *How did the population shift in the state result in a power shift in Georgia politics?* By the mid-1950s, a majority of Georgia's population lived in urban areas. Rural areas, however, continued to control state politics because of the county unit system. When court rulings ended that system and required reapportionment based on equal representation of people, rural areas lost their ability to control state politics. As a result, urban areas were given greater and greater representation in the General Assembly and Congress.

Give It Some Extra Thought

1. *Give Reasons.* After World War II, many rural counties lost population. Returning soldiers who had farmed before the war now had new opportunities through the GI Bill to go to college, buy a house, and start a business. Many chose to settle in urban areas. Due to technological developments such as tractors, fertilizer, and pesticides, it took fewer farmers using less land to produce what had been grown in the past. Rural counties also lost population because new industries and businesses were locating in urban areas, thereby creating new jobs and attracting many rural residents looking for jobs. Because large cities offered more opportunities for African Americans, many rural black Georgians left the countryside for the city.

2. *Making Connections.* Answers will vary, but examples include the following:
 - “My dream of a New South has finally come true.”
 - “This proves that Georgia’s success lies in business and industry.”
 - “The foundation for Georgia that we built in the 1880s is paying off.”
3. *Identifying Trends.* Answers will vary. Direct students to use chapter subheads as clues to trends. Examples of trends include
 - decrease in the number of farmers,
 - revolution in agricultural technology,
 - population shifts, with urban growth and rural decline,
 - rise of black voting strength in Atlanta,
 - rural/urban power struggles,
 - new era of politics in Georgia, and
 - growth and change in metropolitan Atlanta.

Sharpen Your Skills

1. Note: [Reproducible 8-5, the Venn diagram](#) used in Chapter 8, may be copied and used here for answering this question, or students can create their own graphic organizer.

Classifying Information.

Accomplishments of Benjamin Mays		
Education	Both	Civil Rights
Was first in high school graduating class	Mentored future civil rights leader Martin Luther King, Jr., at Morehouse	Filed lawsuit in 1942 that ended the practice of segregated dining cars on Pullman trains
Graduated with honors from college	Was instrumental in gaining support for a compromise desegregation plan and averting a strike by teachers and employees	Encouraged students to hold sit-ins to protest segregated public establishments
Earned a doctorate from the University of Chicago Was a teacher Served as dean of Howard University’s School of Religion Was president of Morehouse College, 1940–67 Was elected president of the Atlanta Board of Education, serving 12 years Increased enrollment and funding for Morehouse Received 49 honorary doctorate degrees from 1945 to 1981		

2. *Using Data.* Responses will vary. Farm products mentioned in the chapter are cotton, peanuts, soybeans, tobacco, corn, wheat, poultry, livestock, and pine trees. The graphs and charts could be displayed on a bulletin board to illustrate the role of agriculture in the state's economy.

Going Further

1. *Investigate.* Responses will vary. *The Dictionary of Georgia Biography* has an entry for Charles Herty. There is also an entry on the This Day in Georgia History feature of the *GeorgiaInfo* Web site. Direct students to the day of December 4. The link is www.vinsoninstitute.org/Projects/gainfo/tdgh-dec.htm. If you have access to someone with the State Forestry Commission or in the pulp and paper industry, you might have them speak to the class about that industry in Georgia.
2. *Fact Finding.* Refer students to world almanacs and encyclopedias for facts on the United Nations. Basic facts include these:
 - The U.N. was chartered in 1945.
 - Its purposes are to maintain international peace and security; to develop friendly relations among nations; to achieve international cooperation in solving economic, social, cultural, and humanitarian problems and in promoting respect for human rights and fundamental freedoms; and to be a center for harmonizing the actions of nations in attaining these common ends.
 - The U.N. is headquartered in New York City with a European office in Geneva, Switzerland. The number of member states changes from time to time. As of 2005 there were 191 member states.
 - Andrew Young of Atlanta served as ambassador to the United Nations in the mid-1970s.

ANSWERS TO TASKS



Chapter 19 Task

Anticipation Guide Answers

1. False. Congress provided a variety of benefits to former GIs, including four years of college education and low-interest loans to buy a house or business. In Georgia, thousands of returning veterans enrolled in college. Young men who had farmed before the war had new opportunities. Agriculture was changing in many ways, especially with respect to use of tractors and other mechanized equipment. Because farmers became much more efficient, fewer farmers were needed. As a result, there was a dramatic decrease in the number of farms in Georgia. In the five years after the end of World War II, tens of thousands of farm families in Georgia left agriculture and moved to the city.
2. True.

3. False. As farmers became more efficient in the years after the war, prices dropped. Also, the clothing industry increasingly was using synthetic fibers instead of cotton. With the decreasing demand for cotton, many cotton farmers turned to other crops or to growing pine trees.
4. True.
5. False. The majority of rural counties lost population after World War II.
6. True.
7. False. Although there were successful voter registration drives in Atlanta, statewide the story was different. Only 5 out of every 100 African Americans of voting age in Georgia were registered. And because of threats and pressure from whites—especially in rural areas—registered blacks were discouraged from voting.
8. True.
9. True.
10. True.
11. False. Like his father, Herman Talmadge campaigned for governor on a platform that included maintaining white supremacy and bringing back the white primary. Once elected, he fought hard to preserve segregation of the races, although he also sponsored programs to improve the life of all Georgians, especially through increased funding of public education.
12. False. The county unit system was designed to keep political power from shifting from rural areas to Georgia’s growing urban areas.
13. True.
14. False. The “one person, one vote” ruling means that the votes of rural citizens cannot count more than the votes of urban citizens. Regardless of where a citizen lives, whether in a rural or urban area, everyone’s vote counts the same. For example, legislative districts in the Georgia House must have the same number of residents no matter whether the district falls in an urban area or in a rural area.
15. False. As a result of reapportionment rulings by federal courts, urban areas gained representation in the Georgia General Assembly, while rural areas lost representatives.
16. True.
17. True.
18. False. Atlanta’s growth has been due to a diversified economy with a good mix of manufacturing and industry, banking, business, and services. Also important are the variety of federal, state, and local government agencies and facilities located in Atlanta, as well as numerous colleges and universities.
19. False. The Chattahoochee River is not navigable for cargo ships, meaning that water transportation has played no role in the development of Atlanta.
20. True.
21. True.
22. True.

Task 19-1

The Big Change

1. The farmer represents the rural areas of Georgia.
2. The people represent the urban areas of the state.
3. The “before” picture shows the balance of power under the county unit system.
4. 1917–1962
5. 1962–present
6. The “Big Change” means the shift in Georgia from the county unit system to the system of one person, one vote. It also means the shift away from rural dominance.
7. The farmer’s weight represents the fact that rural areas had more power. Under the county unit system, a smaller number of people in rural areas had more votes than a greater number of people in an urban area.
8. After World War II, the population in rural areas declined. As the number of urban citizens grew, they realized the unfairness of the county unit system and challenged it.
9. No. Under the “one person, one vote” system, the votes of a greater number of people should “weigh” or count more than the vote of one person.
10. The votes of the people are in balance. You might say that the power of the people is now in balance because one group or area is not given more power than the others.



Anticipation Guide

GPS: SS8H7(a); SS8H10(a) and (b); SS8H11(a); SS8H12(a); SS8G2(a); SS8E1

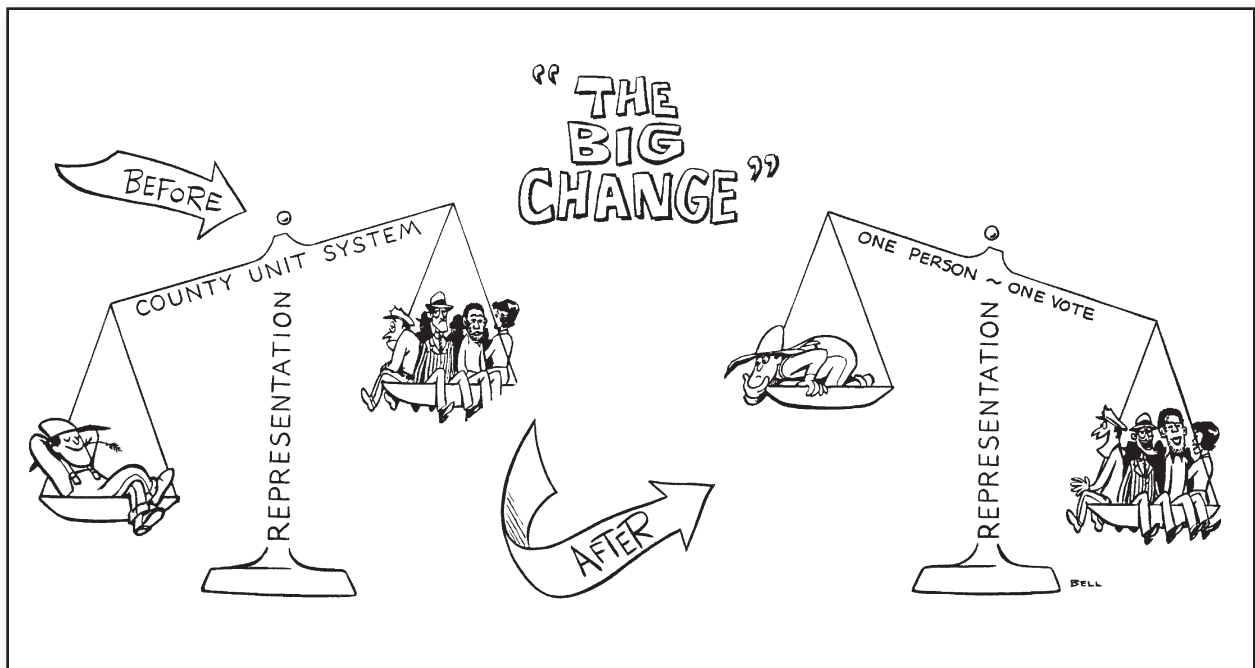
Instructions: In the left column, indicate what you know before beginning this chapter. In the right column, indicate what you learned after completing the chapter. If you find that a statement is false, change the wording so that it becomes a true statement.

Before the Reading <i>(True or False)</i>		After the Reading <i>(True or False)</i>
_____	1. At the end of World War II, most Georgia GIs returned to farming, resulting in a dramatic increase in the number of farms.	_____
_____	2. Tractors and other mechanized farm equipment plus improvements in seeds, fertilizer, and pesticides reduced the need for farmers following World War II.	_____
_____	3. The demand for cotton increased after the end of the war.	_____
_____	4. After the war, many cotton farmers in Georgia switched to raising pine trees, soybeans, peanuts, and other crops.	_____
_____	5. Most rural counties in Georgia gained population after World War II.	_____
_____	6. After the war, many residents in rural areas moved to Atlanta and other large cities in Georgia and other states.	_____
_____	7. During the 1940s and 1950s, black Georgians fought discrimination by successfully organizing voter registration drives across the state.	_____
_____	8. In 1946, with the end of the white primary, black voters participated for the first time in Georgia’s Democratic primary, helping to decide the popular vote in the governor’s race.	_____
_____	9. Despite losing the popular vote, Eugene Talmadge won the 1946 Democratic primary election for governor because of the county unit system.	_____
_____	10. Eugene Talmadge’s death before he could take office led to the “Three Governors Affair.”	_____
_____	11. Unlike his father, Herman Talmadge fought for civil rights for black Georgians during his years as governor in the late 1940s and early 1950s.	_____
_____	12. The county unit system was designed to give greater political power in statewide elections to Georgia’s growing urban centers, especially Atlanta.	_____



Continued

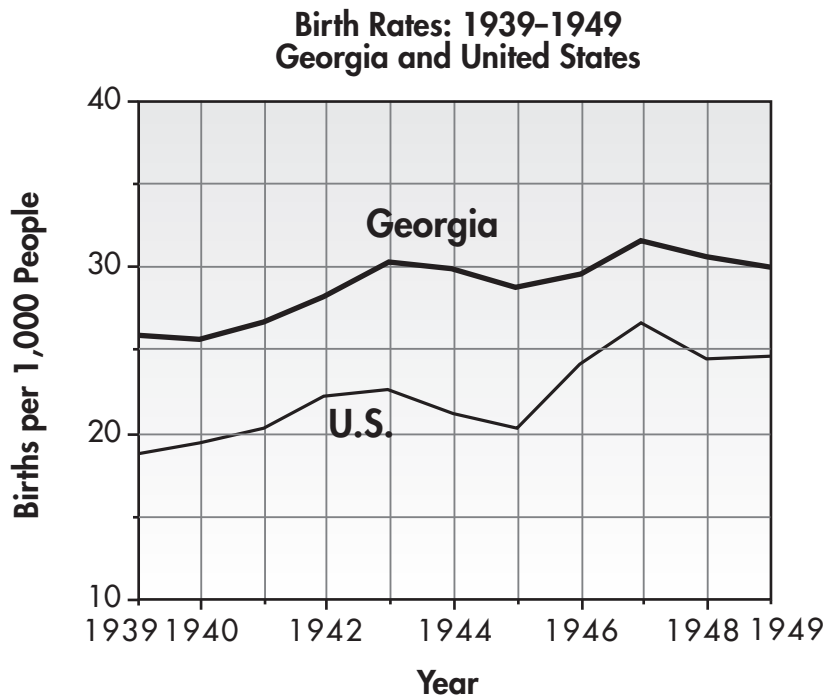
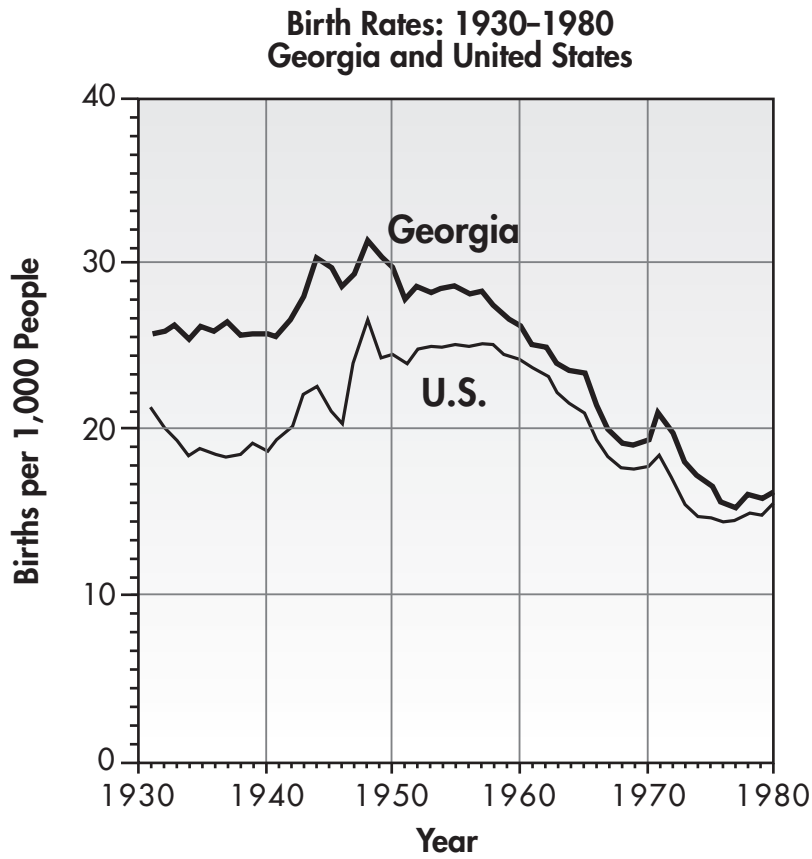
Before the Reading <i>(True or False)</i>		After the Reading <i>(True or False)</i>
_____	13. In 1963, the U.S. Supreme Court ruled that Georgia’s county unit system was unconstitutional because it allowed the votes of rural citizens to count more than those of urban citizens.	_____
_____	14. The U.S. Supreme Court’s “one person, one vote” ruling means each person gets to vote, no matter what their race.	_____
_____	15. As a result of federal court decisions in the 1960s requiring reapportionment of legislative districts in Georgia, rural areas gained and urban areas lost representatives.	_____
_____	16. Benjamin Mays was an important Atlanta educator and civil rights advocate who served as president of Morehouse College and later as president of the Atlanta Board of Education.	_____
_____	17. One factor contributing to the growth of Atlanta in the 1960s was the decision by the federal government to make Atlanta the southeastern hub of the national interstate highway system.	_____
_____	18. Since the 1950s, metropolitan Atlanta has grown dramatically because of the decision by city and business leaders to concentrate primarily on manufacturing.	_____
_____	19. Easy access for cargo ships using the Chattahoochee River is a major reason for the growth of Atlanta in recent decades.	_____
_____	20. By the 1960s, Atlanta was the transportation, business, financial, governmental, and educational center of the Southeast.	_____
_____	21. In 1961, Mayor Ivan Allen, Jr., launched a “Forward Atlanta” campaign that included a plan to build a sports stadium in an effort to attract professional baseball and football to Atlanta.	_____
_____	22. In the 1960s, Atlanta became a majority black city, in part because of the success of the “Forward Atlanta” campaign in creating new jobs and opportunities for rural Georgians.	_____

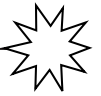


Directions. Use the drawings and the information in your text on page 297 to answer the questions. Write your answers on a separate sheet of paper.

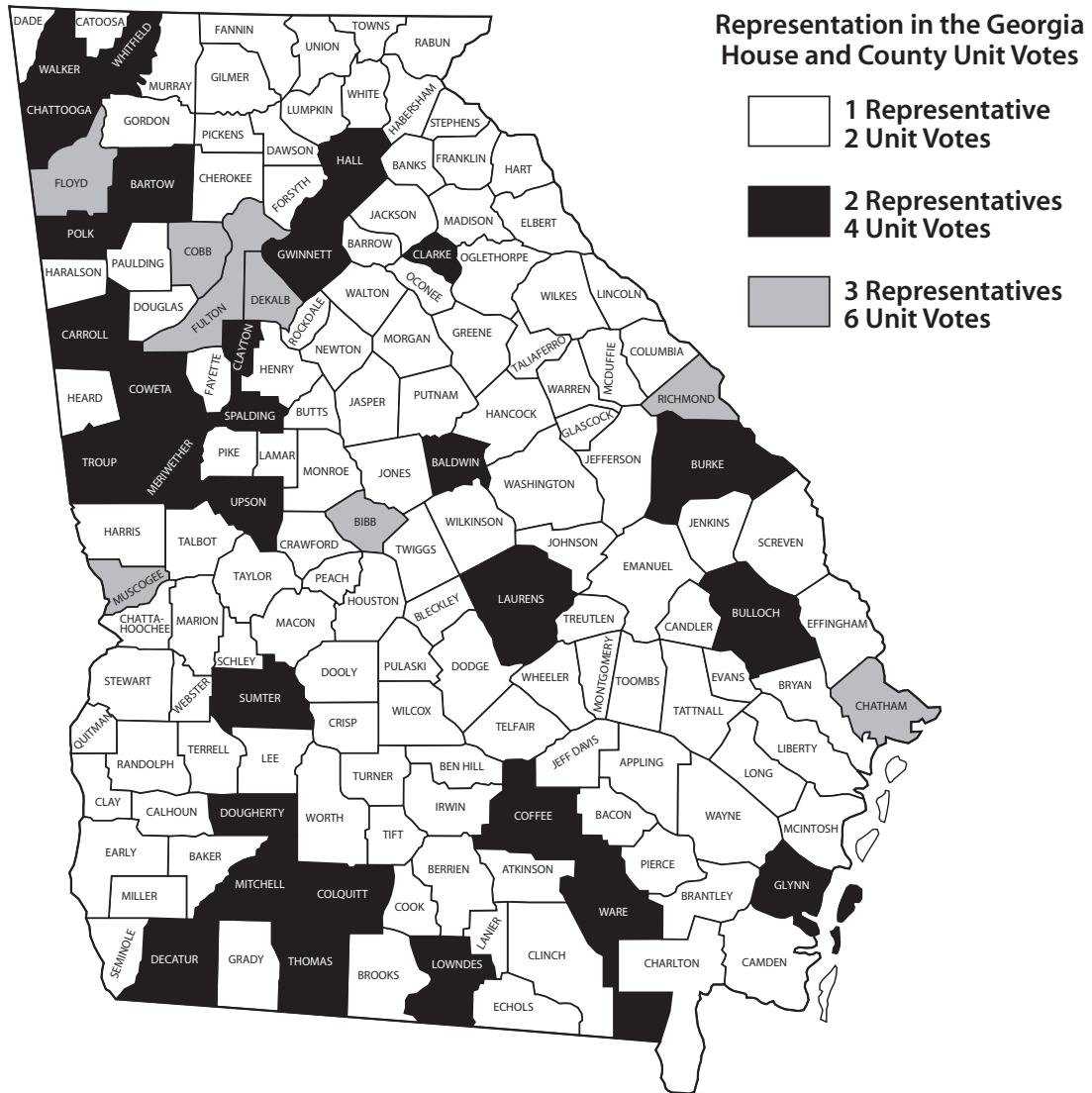
1. Who does the farmer on the left side of the balance scale represent?
2. Who do the people on the right side of the balance scale represent?
3. The “before” picture shows representation in Georgia under what system?
4. What would be the dates of the “before” picture?
5. What would be the dates of the “after” picture?
6. What is the “Big Change” that the title of this drawing refers to?
7. In the first picture, the farmer weighs more than all the people on the other side of the scale. What does his weight represent?
8. What change took place in Georgia after World War II that brought about a challenge to the county unit system?
9. In the second drawing, the scales are not balanced; the people outweigh the farmer. Does this mean that the “one person, one vote” rule is not fair?
10. The artist used balance scales to represent the voting systems in Georgia. What is really being balanced by the scales—the people, votes, or something else? Explain.

Birth Rates: Georgia and United States





RURAL COUNTY DOMINANCE IN POLITICS



Notes: Under the county unit system, each county had one, two, or three unit votes that went to the candidate who won the popular vote of the county in the primary election of the Democratic party. The Georgia Constitution guaranteed that each county would have at least one representative in the Georgia House of Representatives. The number of representatives were distributed as follows: The 8 most populous counties had three representatives, the 30 next most populous counties were guaranteed two representatives, and the remaining counties had one representative.