

Cultural and Intellectual Trends

GUIDE TO READING

The BIG Idea

Ideas, Beliefs, and Values The destruction of World War I and the turmoil of the Great Depression profoundly affected the work of artists and intellectuals.

Content Vocabulary

- photomontage (p. 814)
- uncertainty principle (p. 815)
- surrealism (p. 814)

Academic Vocabulary

- assembly (p. 813)
- trend (p. 814)

People and Places

- Salvador Dalí (p. 815)
- Hermann Hesse (p. 815)
- James Joyce (p. 815)
- Dublin (p. 815)

Reading Strategy

Categorizing Information As you read, use a table like the one below to list literary works by Hesse and Joyce. Describe the techniques used in each work.

Literary Works	Techniques

Mass communications as a propaganda tool was born during World War I as governments worked to win citizen support for the war. In the 1920s and 1930s, people worldwide felt the effects of the Great Depression and political instability. The arts and sciences reflected the changes occurring in people's ideas about the world.

Mass Culture and Leisure

MAIN IDEA Hitler used radio and movies as propaganda tools to promote Nazism.

HISTORY & YOU How would you compare advertising in a democracy to propaganda in a totalitarian state? Read to find out how Hitler used movies to promote his beliefs.

A series of inventions in the late 1800s had led the way for a revolution in mass communications. Especially important was Marconi's discovery of wireless radio waves. A musical concert transmitted in June 1920 had a major impact on radio broadcasting. Broadcasting facilities were built in the United States, Europe, and Japan during 1921 and 1922. At the same time, the mass production of radios began. In 1926 there were 2.2 million radios in Great Britain. By the end of the 1930s, there were 9 million.

Although motion pictures had first emerged in the 1890s, full-length features did not appear until shortly before World War I. The Italian film *Quo Vadis* and the American film *Birth of a Nation* made it apparent that cinema was an important new form of mass entertainment.

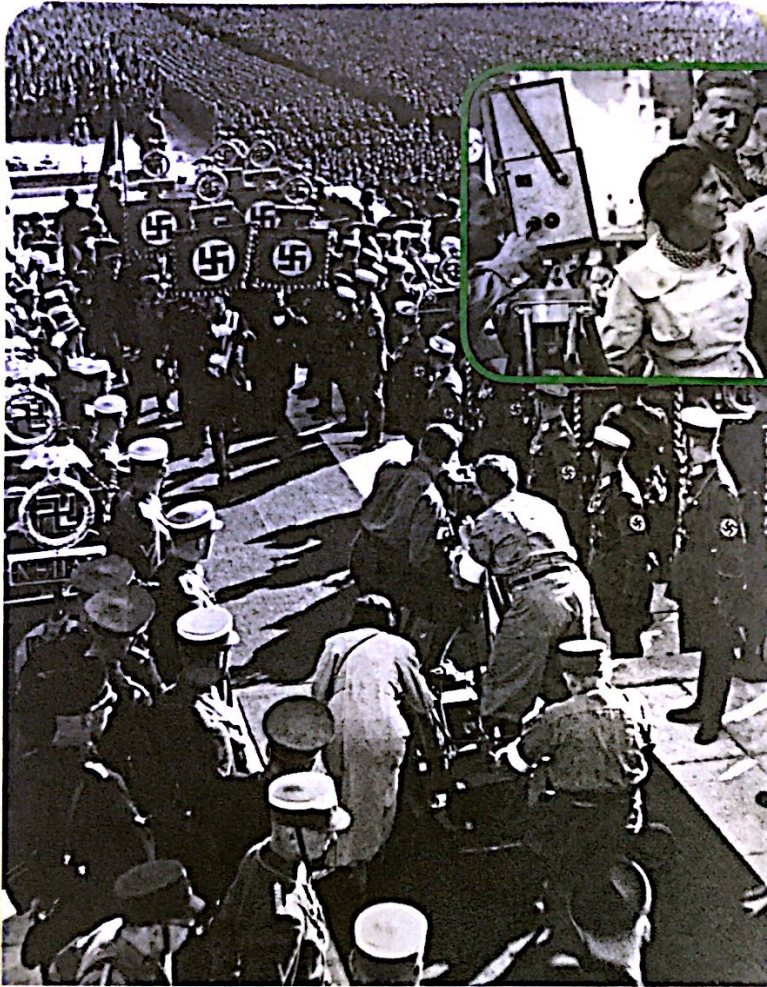
By 1939, about 40 percent of adults in the more developed countries were attending a movie once a week. That figure had increased to 60 percent by the end of World War II.

Use of Radio and Movies for Propaganda

Of course, radio and the movies could be used for political purposes. Radio offered great opportunities for reaching the masses. This became obvious when it was discovered that Adolf Hitler's fiery speeches made just as great an impact on people when heard over the radio as they did in person. The Nazi regime encouraged radio listening by urging manufacturers to produce inexpensive radios that could be bought on an installment plan.

Film, too, had propaganda potential, a fact not lost on Joseph Goebbels (GUHR•buhlz), the propaganda minister of Nazi Germany. Believing that film was one of the "most modern and scientific

Nazi Propaganda Film



Director Leni Riefenstahl filming *Triumph of the Will* at the Luitpoldhain Arena in Nuremberg, 1934

In 1934 Adolf Hitler commissioned Leni Riefenstahl to film the 1934 Nazi party rally in Nuremberg. The resulting film, *Triumph of the Will*, is considered one of the greatest documentary films of all time—and a chilling piece of Nazi propaganda.

Riefenstahl later said of the film, “It reflects the truth that was then, in 1934, history. It is therefore a documentary, not a propaganda film.” It is true that the film is the record of an actual event that happened at a specific time. In that respect, it is a documentary. However, Riefenstahl’s

powerful and positive images of Hitler as a kind of savior make it propaganda. For example, at the beginning of the film, Hitler’s plane descends from the sky almost like the chariot of a god coming to visit Earth. The film was edited and set to the music of Richard Wagner, building to a climax when Hitler takes the stand. In this way, it attempts to influence the audience’s attitude toward the Nazis—which is the goal of propaganda.

Today many of Riefenstahl’s films are considered masterpieces, in spite of the fact that they glorify the Nazis.

DOCUMENT-BASED QUESTIONS

1. **Identifying** How can you tell from the photo that this is a huge Nazi rally?
2. **Making Connections** How can a film be both a documentary and propaganda?

means of influencing the masses,” Goebbels created a special film division in his Propaganda Ministry. The film division supported the making of both documentaries—nonfiction films—and popular feature films that carried the Nazi message.

The Uses of Leisure

After World War I, the assembly line and mass production took hold in industry. More consumer goods were available, and more people could buy them because they had more income or credit. By 1920, the eight-hour day had been established for many workers. Gradually, it became the norm.

This new work pattern meant more free time for the leisure activities that had

emerged by 1900. Professional sporting events were an important part of mass leisure. Travel was another favorite activity. Trains, buses, and cars made trips to beaches or holiday resorts popular and affordable.

Mass leisure offered new ways for totalitarian states to control the people. The Nazi regime, for example, adopted a program called *Kraft durch Freude* (“Strength through Joy”). The program offered a variety of leisure activities to fill the free time of the working class. These activities included concerts, operas, films, guided tours, and sporting events.

✓ Reading Check Examining How did the “Strength through Joy” program help support the Nazi regime?

Arts and Science

MAIN IDEA The art, literature, and scientific breakthroughs produced after World War I both embraced the past and reflected uncertainty for the future.

HISTORY & YOU Can you think of a song, book, or movie that reflects the attitudes of your friends? Read to learn what art, literature, and science revealed about society in the years after World War I.

Four years of devastating war had left many Europeans with a profound sense of despair. The Great Depression and the growth of violent fascist movements only added to the despair created by the war. Many people began looking at themselves differently; their future seemed uncertain.

With political, economic, and social uncertainties came intellectual uncertainties. These were evident in the artistic, intellectual, and scientific achievements of the years following World War I.

Art: Nightmares and New Visions

After 1918, artistic trends mainly reflected developments made before the war. Abstract art, for example, became ever more popular. In addition, a prewar fascination with the absurd and the unconscious content of the mind seemed even more appropriate in light of the nightmare landscapes of the World War I battlefronts. "The world does not make sense, so why should art?" was a common remark. This sentiment gave rise to both the Dada movement and surrealism.

The dadaists were artists who were obsessed with the idea that life has no purpose. They were revolted by what they saw as the insanity of life and tried to express that feeling in their art. Dada artist Hannah Höch, for example, used **photomontage** (a picture made of a combination of photographs) to comment on women's roles in the new mass culture.

A more important artistic movement than dadaism was **surrealism**. By portraying the

See page R52 to read an excerpt from *A Room of One's Own* by Virginia Woolf in the Primary Sources and Literature Library.

HISTORY & ARTS

PRIMARY SOURCE

Cultural Disillusionment in the Interwar Years

World War I not only took the lives of a generation of Europe's youths but also destroyed established social systems and political institutions. Disillusionment and pessimism set the tone for European and American writers of the interwar years. Europe, especially Paris, was the destination of a generation of American writers who became known as "the lost generation." F. Scott Fitzgerald, author of *The Great Gatsby*, described his contemporaries as a generation "grown up to find all gods dead, all wars fought, all faiths in man shaken." Novels such as Erich Maria Remarque's *All Quiet on the Western Front* and Ernest Hemingway's *A Farewell to Arms* reflected this generation's belief that there was nothing heroic about war and death in battle was meaningless.

The visual arts also took a new perspective on modern life. Edward Hopper belonged to the American Scene school of painting. These artists portrayed a new realism that emphasized the dreariness of post-war life in the United States. Both urban and rural locales are scenes of loneliness and isolation, yet Hopper was able to transform the dismal and comfortless environments into something beautiful in simplicity and form.

▼ Edward Hopper, *Automat* (1927)

DOCUMENT-BASED QUESTIONS

1. **Defining** To whom does the term "the lost generation" refer? How are they "lost"?
2. **Interpreting** Edward Hopper's painting depicts a young woman in an automat, the first vending machine restaurant. How does Hopper's painting reflect the cultural disillusionment of the 1920s?



unconscious—fantasies, dreams, and even nightmares—the surrealists sought to show the greater reality that exists beyond the world of physical appearances. One of the world's foremost surrealist painters, the Spaniard **Salvador Dalí**, placed recognizable objects in unrecognizable relationships. Dalí created a strange world in which the irrational became visible.

Not everybody accepted modern art forms. Many people denounced what they saw as decay in the arts. In Germany, Hitler and the Nazis believed that they were creating a new and genuine German art to glorify heroic Germans. What the Nazis developed, however, was actually derived from nineteenth-century folk art and emphasized realistic scenes of everyday life.

Literature: The Search for the Unconscious

The interest in the unconscious also appeared in new literary techniques. "Stream of consciousness" was a technique used by writers to show the innermost thoughts of each character. The most famous example is the novel *Ulysses*, published by the Irish writer **James Joyce** in 1922. *Ulysses* tells the story of one day in the life of ordinary people in **Dublin**.

The novels of German writer **Hermann Hesse** reflect the influence of both Freud's psychology and Asian religions. His works often focus on the spiritual loneliness of modern human beings in a mechanized urban society. In *Siddhartha* and *Steppenwolf*, Hesse uses Buddhist ideas to show the psychological confusion of modern existence. Hesse's novels had a great impact on German youth in the 1920s. He won the Nobel Prize for literature in 1946.

The Heroic Age of Physics

The prewar physics revolution begun by Albert Einstein continued in the 1920s and 1930s. In fact, Ernest Rutherford, one of the physicists who showed that the atom could be split, called the 1920s the "heroic age of physics."

The unfolding new physics undermined the classical physics of Newton. Newtonian physics had made people believe that all phenomena could be completely defined and predicted. In 1927 German physicist Werner Heisenberg's **uncertainty principle** shook this belief. Physicists knew that atoms were made up of smaller parts (subatomic particles). The unpredictable behavior of these subatomic particles is the basis for the uncertainty principle. Heisenberg's theory essentially suggests that all physical laws are based on uncertainty. The theory's emphasis on randomness challenged Newtonian physics and, in a way, represented a new worldview. Thus, the principle of uncertainty fit in well with the other uncertainties of the interwar years.

✓ Reading Check Explaining How did Heisenberg's uncertainty principle challenge the Newtonian worldview?

Vocabulary

1. Explain the significance of: assembly, trend, photomontage, surrealism, Salvador Dalí, James Joyce, Dublin, Hermann Hesse, uncertainty principle.

Main Ideas

2. Describe the method the Nazi regime used to encourage radio listening.
3. Identify the artistic movements of this period, using a chart like the one below.

Artistic Movement	Description
	life has no purpose; expresses the insanity of life
	seeks a reality beyond the material world

4. List the qualities that the Nazis wanted German art to glorify.

Critical Thinking

5. **The BIG Idea Evaluating** What impact did technological advances in transportation and communication have on Western culture between the wars?
6. **Making Generalizations** Why do you think Hitler was so concerned with issues such as the content and style of art?
7. **Analyzing Visuals** Examine the Nazi rally photograph on page 813. Is this photograph a credible historical source? Why or why not?

Writing About History

8. **Informative Writing** Prepare a poster that shows the development of mass communication from the radio to modern technological advances in computers. Include photos and illustrations in your poster. Write a brief paragraph that summarizes twentieth-century innovations.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central™.

CHAPTER 24 Visual Summary

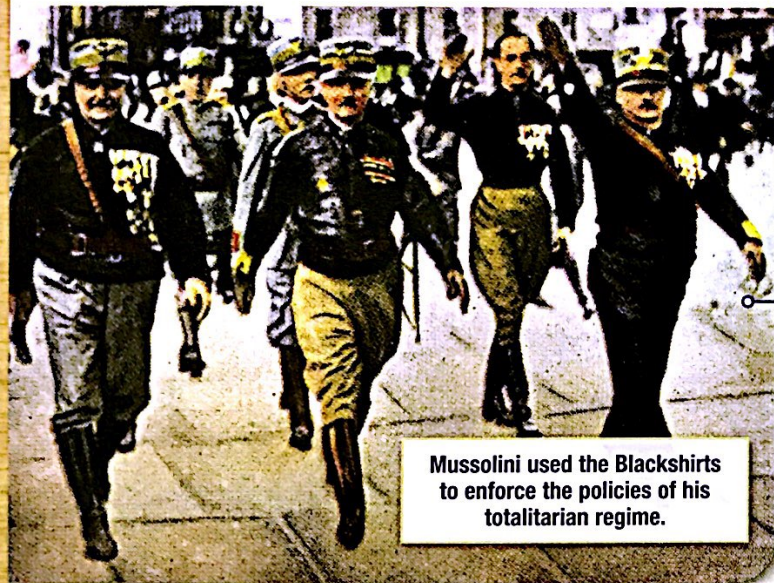


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The AFTERMATH OF WAR and Impact of GLOBAL DEPRESSION

- Many nations were unhappy with the peace settlement after World War I.
- The crash of the U.S. stock market triggered a world-wide financial crisis and a global depression.
- The Great Depression made people doubt democracy and look to authoritarian leaders for simple solutions to problems.

MUSSOLINI'S BLACKSHIRTS MARCH THE STREETS OF ROME ON OCTOBER 28, 1922

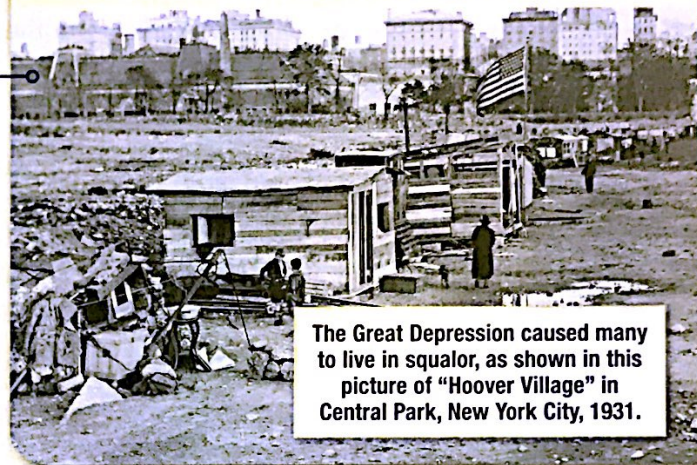


Mussolini used the Blackshirts to enforce the policies of his totalitarian regime.

The Rise of NAZI GERMANY

- Losses in World War I and economic devastation led to political struggles in Germany.
- Hitler's Nazi Party created a totalitarian state based on racism and German nationalism.
- The Nazis enforced their will through secret police and concentration camps.

THE GREAT DEPRESSION



The Great Depression caused many to live in squalor, as shown in this picture of "Hoover Village" in Central Park, New York City, 1931.

TOTALITARIAN AND AUTHORITARIAN Governments in Europe Take Power

- Some nations in Europe replaced democracy with totalitarian governments.
- Mussolini's Fascist regime in Italy controlled citizens with mass propaganda.
- In the Soviet Union, Stalin gained control of the Communist Party, arresting or killing those who opposed him.

NAZI PARTY USES ANTI-SEMITIC POLICIES



This anti-Semitic banner hung outside Nazi headquarters in Nuremberg in 1935. It reads: "By resisting the Jews, I fight for the Lord."