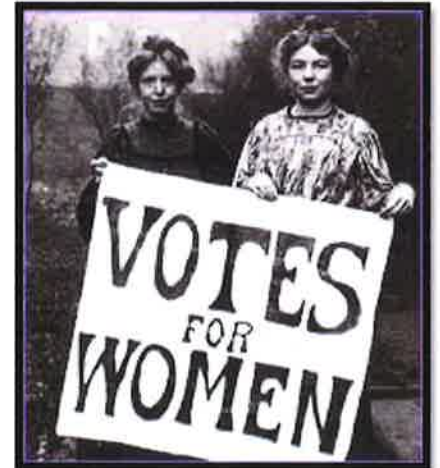


Progressive Era



In the summer of 1900...

The average life expectancy in the U.S. was 47.

Only 8% of homes had a telephone.

Only 14% of homes had a bathtub and a three minute call from Denver to New York cost \$11.

There were only 8,000 cars in the U.S. and 144 miles of paved roads.

The average wage in the U.S. was only 22 cents/hour and the average American worker made \$200-\$400/year.

More than 95% of births took place in the home.

90% of all American doctors had no college education. Instead they attended medical schools that were reportedly "substandard."

Most women washed their hair once a month and used borax or egg yolks for shampoo.

The five leading causes of death in the U.S. were 1. Pneumonia and Influenza 2. Tuberculosis 3. Diarrhea 4. Heart Disease 5. Stroke

Drive-by shootings- in which teenage boys galloped down the street and started randomly shooting at houses, carriages, or anything else- was an on-going problem throughout the West.

Las Vegas, Nevada had a population of only 30 people.

Coca-Cola contained cocaine instead of caffeine.

One in ten U.S. adults couldn't read or write. Only 6% of Americans graduated from High School.

18% of households in the U.S. had at least one full-time servant.

There were about 230 reported annual murders... in the entire country.

Name - _____

Date - _____

US History & Government
CH. 16 – Life at the Turn of the Century

SCIENCE and URBAN LIFE

INNOVATION	How did this invention or development affect Americans' lives?
Skyscraper	Used limited and expensive urban space more efficiently (introduced internal steel skeletons and elevators)
Electric transit	Allowed city workers to live in suburbs; spurred the growth of suburbs; reduced congestion on city streets (electricity)
Suspension bridge	Tied sections of cities together; sometimes provided recreational opportunities (steel cables)
Urban planning	Promoted a greater sense of serenity and well-being by creating open spaces in cities
Airmail	Speed the delivery of the mail (the airplane, the internal combustion engine)
Web-perfecting press	Made printed materials more affordable; satisfied Americans' increasing demand for books, magazines, and newspapers (cheap durable paper & electricity)
Linotype machine	Made printed materials more affordable; satisfied Americans' increasing demand for books, magazines, and newspapers
Kodak camera	Brought photography within the reach of the average American (the camera, new film-processing techniques)

How did the skyscraper, electric transit, suspension bridges, and urban planning lead to urbanization?

What impact did the web-perfecting press, linotype machine, and Kodak camera have on the popularity of newspapers?



EDUCATION and CULTURE

	Chief Characteristics and Important Developments
Elementary schools	Strict discipline; a push for compulsory school attendance; a curriculum emphasis on reading, writing and arithmetic; an emphasis on rote memorization; physical punishment; a surge in kindergarten; growth of parochial schools
High schools	An overall pattern of growth; the curriculum expanded to cover science, civics, home economics, history, literature and vocational training; few were open to African American students
Colleges and Universities	An overall pattern of growth; most students middle- or upper-class; variety of courses were made available; state universities were made higher education more affordable; science and professional programs created more opportunities
Education for immigrant adults	Night schools taught immigrants citizenship skills and English; employers offered daytime courses to “Americanize” immigrants
Art galleries, libraries, & museums	Often financed by wealthy patrons; Carnegie libraries helped to increase the boom of free circulating libraries; focus on high culture

What impact did the emphasis on education have for the people who had access to it?

DAWN of MASS CULTURE – Why did each become so popular? (give an example of each – who invented it or popularized it)

Amusement Parks	Bicycling	Boxing	Baseball
It provided an escape for people – Coney Island (NYC)	Freed women from chaperones (safety bicycle – Col. Albert A. Popo)	Offered an escape from work (John L. Sullivan, “Gentleman Jim” Corbett)	Offered an escape from work (National League, Negro League, Johnny Evers)
Vaudeville	Ragtime	Motion Pictures	Newspapers
Offered an escape from work and everyday concerns (Edwin Milton Royle)	Offered an escape from work (“The Maple Leaf Rag”, Scott Joplin)	Low admission price – 5 cents (<i>The Great Train Robbery</i> , <i>The Perils of Pauline</i> , Charlie Chaplin)	Offered <i>entertaining and sensationalized</i> news coverage (<i>NY World</i> , <i>NY Morning</i> , <i>SF Examiner</i>)
Shopping Centers	Department Stores	Chain Stores	Mail-order Catalogs
Large quantities of reasonably priced manufactured goods (Cleveland, OH)	Offered personalized services (Marshall Field’s)	Offered bargain prices (F.W. Woolworth)	Brought department store goods to farmers and residents of small towns (Montgomery Ward, Sears & Roebuck)

With the introduction of work reforms and new innovations, what did Americans do with all of their free time?

SEGREGATION and DISCRIMINATION

	In what region or regions did it exist?	Who were its targets?	How did it affect the lives of these people?
Literacy test	SOUTH	African Americans & illiterate whites	prevented them from voting; weakened their political power
Poll tax	SOUTH	Poor African Americans and whites	
Grandfather clause	SOUTH	African Americans	
Jim Crow laws	SOUTH	African Americans	Segregated them into facilities separate from whites; second-class services from schools, hospitals, parks, transportation services, etc.
Racial etiquette	EVERYWHERE, but especially in the SOUTH	African Americans	Belittled and humiliated them on a daily basis; made interaction with whites & success dangerous; unequal to whites
Debt peonage	WEST, SOUTHWEST	African & Mexican Americans	Forced them to work against their will to pay debts & made them little more than slaves
Chinese Exclusion Act	EVERYWHERE	Chinese & Chinese Americans	Prohibited Chinese immigration; suspended naturalization for those who were already present

Why did southern states pass laws to deny African Americans the right to vote in violation of the 15th Amendment of the Constitution?

Why did people feel that this type of racism and discrimination was acceptable anywhere in the United States?

The United States entered the Progressive Era from 1880 to 1920 when a variety of reformers tried to clean up problems created during the Gilded Age

Industrialization led to a rise in urbanization, immigration, poverty, and dangerous working conditions

City, state, and federal governments were seen as corrupt

Corporate monopolies limited competition and workers' wages

Progressive Era – set out to eliminate the problems of the era

WHO WERE THE PROGRESSIVES?

- they were largely city dwellers and educated professionals like doctors, lawyers, social workers, clergy and teachers
- MUCKRAKERS – helped bring reform issues to the attention of the public – most were journalists, writers, artists and photographers (they utilized the growing mass media to help spread Progressive ideas and make them public)

WHAT WERE THEIR GOALS?

1. protecting social welfare –
2. promoting moral improvement –
3. creating economic reform –
4. fostering efficiency –

ANTI-PROGRESSIVES:

big businesses and political leaders who had accepted Social Darwinism ideals and resented the progressives

...Their principal enemies were, therefore, all those forces that worked for instability and unpredictability in society: cutthroat competition among large producers and shippers, haphazard rape of natural resources by small business, and chaotic urban government by patronage-glutted machines. And in search for stability and system... Progressives often counted the big corporate managers among their leading allies.

- David M. Kennedy, *Progressivism: The Critical Issues*. (Boston: Little Brown, 1971), p.xi.

Who were the anti-progressives? _____

Reform Movements

I. Poverty Reform -

Social Gospel Movement	
Jacob Riis	
Lincoln Steffens	Wrote <i>The Shame of Cities</i> which forced the examination of political corruption in cities across the country – would lead to the use of city commissions and managers instead of relying on single political groups

1. improve health by improving sanitation and living conditions -> called for building codes, etc

Connect Cause and Effect

The diagram is a timeline with a central horizontal axis. Above the axis, events are listed with vertical lines pointing to the axis. Below the axis, population statistics are listed with vertical lines pointing to the axis. The events and statistics are as follows:

- 1870:** Industrial Era begins, American economy shifts from agriculture to manufacturing. Population in NYC: approximately 900,000 people.
- 1880:** NYC population: 1,200,000.
- 1890:** Jacob Riis published *How the Other Half Lives*.
- 1894:** Tenement Committee in New York State and City legislature is established.
- 1895:** New York Tenement House Act is the first official document to acknowledge the existence of tenements, outlawed rear tenements.
- 1900:** NYC population approximately 3,400,000 of which 1,200,000 are immigrants.
- 1901:** NYS tenement act banned the construction of dark, poorly ventilated tenement buildings, required that new buildings must be built with outward facing windows in every room, open courtyard, proper ventilation systems, indoor toilets and fire safeguards.
- 1914:** NYC population is approximately 4,000,000.

Additional notes on the timeline:

- 1865:** Civil War Ends (vertical line on the left side).
- 1870:** 5,500,000 approximate immigrants to the United States (vertical line on the left side).

1. What kinds of shifts in population did NYC experience between 1870 and 1880? _____
 - a. What kinds of problems did this probably cause for NYC government officials and city services? _____
2. What was the immediate governmental response to the book Jacob Riis Published? _____
3. Based on the timeline above, what was the impact of the muckraking book Jacob Riis published? _____
4. Do you think the book had the impact that Jacob Riis hoped it would? Why or why not? _____
5. Based on the timeline and your understanding of US history, how did industrialization, immigration, and urbanization lead to the problems that Jacob Riis highlighted in his book? _____

2. wanted to offer the poor, especially immigrants, education, child care, social activities and help in finding jobs.

Jane Addams	
Florence Kelley	Advocate for improving the lives of women and children; protected social welfare; was appointed Chief Inspector of factories in Illinois (Illinois Factory Act (1893) – became a model for other states

... During the same winter three boys from a Hull-House club were injured at one machine in a neighboring factory for lack of a guard which would have cost but a few dollars. When the injury of one of these boys resulted in his death, we felt quite sure that the owners of the factory would share our horror and remorse, and that they would do everything possible to prevent the recurrence of such a tragedy. To our surprise they did nothing whatever, and I made my first acquaintance then with those pathetic documents signed by the parents of working children, that they will make no claim for damages resulting from "carelessness."

The visits we made in the neighborhood constantly discovered women sewing upon sweatshop work, and often they were assisted by incredibly small children. I remember a little girl of four who pulled out basting threads hour after hour, sitting on a stool at the feet of her Bohemian mother, a little bunch of human misery. But even for that there was no legal redress [remedy], for the only child-labor law in Illinois, with any provision for enforcement, had been secured [achieved] by the coal miners' unions, and was confined to children employed in mines. . . .

There was at that time no statistical information on Chicago industrial conditions, and Mrs. Florence Kelley, an early resident of Hull-House, suggested to the Illinois State Bureau of Labor that they investigate the sweating system [sweatshops] in Chicago with its attendant [use of] child labor. The head of the Bureau adopted this suggestion and engaged Mrs. Kelley to make the investigation. When the report was presented to the Illinois Legislature, a special committee was appointed to look into the Chicago conditions. I well recall that on the Sunday the members of this commission came to dine at Hull-House, our hopes ran high, and we believed that at last some of the worst ills under which our neighbors were suffering would be brought to an end. . . .

Source: Jane Addams, *Twenty Years at Hull-House with Autobiographical Notes*, MacMillan, 1912

Based on this document, identify one social problem Jane Addams wanted to reform.

First Factory Law of Illinois

FACTORIES AND WORKSHOPS

... 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors. . . .

Source: "Factories and Workshops," *Laws of the State of Illinois*, Thirty-Eighth General Assembly, 1893

Based on this document, state one provision of the Illinois factory law.

3. temperance and prohibition were solutions to societal problems created by alcohol abuse

Building Up His Business



Source: Frank Beard, *The Ram's Horn*, September 12, 1896 (adapted)

Based on this 19th century cartoon and this quotation, state two effects that alcohol had on American society.

(1) _____

(2) _____

“ . . . When four-fifths of the most representative men in America are pronounced unfit for war, what shall we say of their fitness to father the next generation? The time was when alcohol was received as a benefit to the race, but we no longer look upon alcohol as a food but as a poison. Boards of health, armed with the police power of the state eradicate [erase] the causes of typhoid and quarantine the victims, but alcohol, a thousand times more destructive to public health, continues to destroy. Alcoholic degeneracy [deterioration] is the most important sanitary [health] question before the country, and yet the health authorities do not take action, as alcohol is entrenched [well established] in politics. Leaders in politics dare not act, as their political destiny lies in the hands of the agents of the liquor traffic. We are face to face with the greatest crisis in our country’s history. The alcohol question must be settled within the next ten years or some more virile race will write the epitaph of this country. . . .”

Source: Dr. T. Alexander MacNicholl, quoted in President's Annual Address to the Women's Christian Temperance Union of Minnesota, 1912

According to this 1912 document, why does this speaker think the use of alcohol is “the greatest crisis in our country’s history”?

Carry Nation	
Frances Willard	she was a suffragette as a well as a temperance reformer – she was the President of the WCTU and took the movement international
Women’s Christian Temperance Union (WCTU)	
Anti-Saloon League	Promoted temperance; endorsed politicians who opposed alcohol; organized state referendums to ban alcohol
18th Amendment (1919)	

Carry Nation: “Our Loving Home Defender”

This excerpt is from Carry A. Nation, *The Use and Need of Carry A. Nation* (Topeka: F.M. Steves & Sons, 1904), p. 49.

This event probably took place sometime in the summer of 1899.

“When I went to Medicine Lodge there were seven dives where drinks were sold. I will give some reasons why they were removed. I began to harass these dive-keepers, although they were not as much to blame as the city officials who allowed them to run....there was Henry Durst, another jointist of long standing who...had accumulated quite a lot of property by this dishonest business.... Mrs. Elliott, a good Christian woman, came to my home crying bitterly and between sobs told me, that for six weeks her husband had been drinking at Durst’s bar, until he was crazy. She had been washing to feed her three children and for some days had nothing in the house but cornbread and molasses. She said that her husband had come in, wild with drink and run his family out and kicked over the table and she said: ‘I came to you to ask you what to do.’

I did not speak a word, for I was too full of conflicting feelings, but I put on my bonnet and Sister Elliott asked me what I was going to do. I told her that I did not know, but for her to come with me. We walked down to Henry Durst’s place, a distance of half a mile. I fell down on my knees before the screen and began to call on God. There were five men in there drinking. I was indifferent to those passing the street. It was a strange sight to see women on their knees on the most prominent part of the street. I told God about this man selling liquor to this woman’s husband, and told Him she had been washing to get bread, and asked God to close up this den and drive this man out. Mrs. Elliott also prayed. We then told this man that God would hear...if he did not change. In less than two weeks he closed his bar, left his family there, and went to another state. His property was sold gradually and he never returned, except to move his family away, and I heard afterwards he was reduced to great poverty.”

Carry Nation: "Our Loving Home Defender"

This excerpt is from Carry A. Nation, *The Use and Need of Carry A. Nation* (Topeka: F.M. Steves & Sons, 1904), p. 60-62.

"I got a box that would fit under my buggy seat, and every time I thought no one would see me, I went out in the yard and picked up some brick-bats, for rocks are scarce around Medicine Lodge, and I wrapped them up in newspapers to pack in the box under my buggy seat..

I hitched my horse to the buggy, put the box of 'smashers' in, and at half past three o'clock in the afternoon, the sixth of June, 1900, I started to Kiowa.... I got there at 8:30 P. M. and stayed all night with a friend. Early next morning I had my horse put to the buggy and drove to the first place, kept by Mr. Dobson. I put the smashers on my right arm and went in. He and another man were standing behind the bar.

I said: 'Mr. Dobson, I told you last spring...to close this place, and you didn't do it. Now I have come with another remonstrance. Get out of the way. I don't want to strike you, but I am going to break up this den of vice.'

I began to throw at the mirror and the bottles below the mirror. Mr. Dobson and his companion jumped into a corner, seeming very much terrified. From that I went to another saloon, until I had destroyed three, breaking some of the windows in the front of the building. In the last place, kept by Lewis, there was quite a young man behind the bar. I said to him: 'Young man, come from behind that bar. Your mother did not raise you for such a place.' I threw a brick at the mirror, which was a very heavy one, and it did not break, but the brick fell and broke everything in its way. I began to look around for something that would break it. I was standing by a billiard table on which there was one ball. I said: 'Thank God,' and picked it up, and threw it and it made a hole in the mirror.

The other dive keepers closed up, stood in front of their places and would not let me come in. By this time, the streets were crowded with people; most of them seemed to look puzzled....

I stood in the middle of the street and spoke in this way: 'I have destroyed three of your places of business, and if I have broken a statute of Kansas, put me in jail; if I am not a law-breaker your mayor and councilmen are. You must arrest one of us, for if I am not a criminal, they are.'

One of the councilmen, who was a butcher, said: 'Don't you think we can attend to our business.'

'Yes,' I said, 'You can, but you won't....I know you have manufactured many criminals and this county is burdened down with taxes to prosecute the results of these dives. Two murders have been committed in the last five years in this county, one in a dive I have just destroyed. You are a butcher of hogs and cattle, but they are butchering men, women and children...and the mayor and councilmen are more to blame than the jointist, and now if I have done wrong in any particular, arrest me.' When I was through with my speech I got in my buggy and said: 'I'll go home.'

The marshal held my horse and said: 'Not yet; the mayor wishes to see you.'

I drove up where he was, and the man who owned one of the dive-buildings I had smashed was standing by Dr. Korn, the mayor, and said: 'I want you to pay for the front windows you broke of my building.'

I said: 'No, you are a partner of the dive-keeper and the statutes hold your building responsible. The man that rents the building for any business is not better than the man who carries on the business, and you are 'particeps criminus' or party to the crime.' They ran back and forward to the city attorney several times. At last they came and told me I could go."



MY HUSBAND A DRUNKARD

March 2, 1901

Dear Friend,

Mrs. Nation I call you a friend, because you have done our state a great favor. I am a poor woman. My husband is a drunkard, and ain't all drunkard's wives poor? I have eight children, and do hope your good work will go on so that the children, mine and everybody's, will be free from liquor, for tis ruin to all that take it. I am strictly temperate, and my boys are so far, but they have such bad influence all around them that I can't tell how soon they will fall in the trap that is set to ruin all moral people. If I had known that you would be in Kansas City, Kan., last week I surely would have talked with you, if you had permitted me to do so. I saw you when you spoke in Missouri. I know you are right, thou' you are condemned by a low class of peopue [sic]. All the good class of people praise you, and I praise you all that is in my power to do. I do wish you could be here with us for a few days. I will go with you and help with all my strength to destroy all kinds of drinks, and there is plenty here that will go if we had a leader. I would lead my self only on account of my little children. I am afraid I might be put in jail so long that they might suffer. I am not afraid for my self, for I have endured all kinds of trouble through dring [sic], but has been by my children to defend them all I could. Do you think you will ever come here to help us? If you do I will be glad to meet you at the depot and bring you home with me and treat you the best I can and as I have said I am poor and poorly fixed but you are welcome to the best I can possibly provide and if you come to Kansas City, Kan., again I hope to see you and may be your advice would enable us in some way to clean our town of saloons all or most all of our officers are in favor of saloons, so they won't do any thing against them and I am sure a hatchet and club is the only think [sic] that will stop them. Well I must close by wishing you success.

Yours Respectfully
 MRS. JANE McNUTT
 Kansas City, Kan.

Carrie Nation – Document Based Questions:

Documents 1 and 2:

Carry Nation believed that the sale and use of alcohol was wrong. Can you find an example showing why she felt this way? If so, please explain.

What did she do to try and close down the joint or dive?

In the story, did Carry Nation succeed in doing what she wanted to do? Why or why not?

If Carry Nation's main goal was to rid Kansas of alcohol entirely do you feel she succeeded? Why or why not?

Document 3:

From reading this document what do you know about the writer's husband and the impact of his actions on his family?

Prohibition made the sale of liquor illegal in Kansas. Does the writer feel this law was enforced in Kansas City? Why did she feel this way?

The writer says she believes Carry Nation has "done our state a great favor." To what was the writer referring? How did she feel Carry Nation's actions would benefit her family and children in general?

The person writing this letter was a woman. List three ways her life in 1901 was different from the life of the average woman in the United States today. Consider how these differences might make the way she dealt with her husband's drinking different from that of a woman today.

a. _____

b. _____

c. _____

II. Women's Rights Reform –

1. Suffrage – the right to vote

National American Women's Suffrage Assn. (NAWSA)	A unification of women's suffragists – they tried to push state gov'ts to pass women's rights and pushed for a national constitutional amendment allowing women to vote
Susan B. Anthony	a women's rights leader from 1851-1906; she fought for women's suffrage (was arrested for trying to vote) and equality as well as abolition and temperance
Carrie Chapman Catt	
Alice Paul	
19th Amendment (1920)	

2. educational opportunities – creation of women's colleges (ex. Vassar, Wellesley, Smith College)
3. birth control (contraception) – in order to slow down the birth rate in cities they promoted the use of contraceptives; Margaret Sanger and Planned Parenthood Federation



Source: Library of Congress, 1917 (adapted)

... As [Elizabeth Cady] Stanton predicted, women's professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of "having voted without the lawful right to vote." At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial...

Source: Sandra F. VanBurkleo, "No Rights But Human Rights: The Emancipation of American Women," *Constitution*, Spring-Summer, 1990

Based on these documents, what were **two** methods used by women's rights groups to influence American public opinion?

1. _____
2. _____



Section 5

AMERICAN LIVES

Carrie Chapman Catt

Organizer for Women's Rights

"Success [in the struggle for woman suffrage] will depend less on the money we are able to command, than upon our combined ability to lift the campaign above this [internal bickering] . . . and to elevate it to the position of a crusade for human freedom."—Carrie Chapman Catt, speech to woman suffrage leaders (1916)

In 1900, women had struggled to win the right to vote for more than 50 years. That year, Susan B. Anthony retired as leader of the National American Woman Suffrage Association (NAWSA). She chose as her successor Carrie Chapman Catt (1859–1947). By 1920, Catt's "Winning Strategy" had achieved the long-sought goal.

Carrie Lane grew up in the frontier of Iowa, where she learned independence and self-reliance. After graduating from high school, she wanted to attend college but her father refused permission. She worked as a teacher for a year and then entered college as a sophomore, working odd jobs to support herself. After graduation she returned to teaching and quickly became superintendent of schools of a small Iowa city. She married newspaper editor Leo Chapman and worked on his paper. Soon, though, her husband died. In 1890, she attended the first annual meeting of the NAWSA. That same year she married George Catt. A prosperous engineer, he was as committed as his wife to the cause of suffrage. He co-signed a contract with her that stated she would spend one-third of her time in suffrage work.

Catt began to work closely with NAWSA president Susan B. Anthony. She proved to be an exceptional speaker and a skilled organizer and strategist. In 1895 she suggested that NAWSA form an Organizing Committee to coordinate all suffrage efforts. Put in charge of the committee, she trained suffrage workers, organized efforts, and raised money. In 1900, she took over from Anthony as president of NAWSA.

In just a few years, Catt built up NAWSA's organization and treasury. However, her presidency was ended by the illness of her husband. After his death, she devoted herself to pushing for the vote in her home state of New York. By 1915, NAWSA was in trouble. One group wanted to focus on a federal constitutional amendment. This idea was opposed by others who wanted to push the states first. Needing a strong hand, NAWSA turned to

Catt. She agreed to become president, but did not view the task eagerly. "If you have any influence with the divinities," she wrote a friend, "please implore their aid on my behalf."

The next year, Catt launched her "Winning Strategy." In a meeting with NAWSA leaders, she outlined her plan. It combined pushing for a federal constitutional amendment with an active campaign for changes in state constitutions. Catt sensed that gaining partial voting rights for women—voting at least for president, something state legislatures could grant—would in turn create pressure to grant full suffrage through a constitutional amendment.

The next year, the United States entered World War I. Catt urged women to join in the war effort. She believed that such action would help the cause of suffrage. At the same time, she said that NAWSA's "number one war job" was suffrage. The remark drew some criticism. Later that year, New York finally approved women's suffrage. It was an important victory in a populous state and helped convince Congress to approve the Nineteenth Amendment.

In 1919, Catt told NAWSA that it should form the League of Women Voters. She declined to organize it, however, feeling that younger women should take the lead. She devoted the remainder of her life to working for peace groups. She also continued work she had begun in 1902, to encourage woman suffrage in other countries.

Questions

1. What events in Catt's early association with woman suffrage show her dedication to the cause?
2. Why do you think people criticized Catt for saying that NAWSA should remain dedicated to suffrage during World War I?
3. Evaluate Catt as a strategist.

III. African American Rights -

- *Plessy v. Ferguson* (1896) – decision that separate, but equal facilities were Constitution (pro-segregation)
- Jim Crow laws and racial etiquette – made African Americans inferior to whites and undermined their Constitutional rights
- eliminated voting rights through literacy tests, poll taxes, and grandfather clause

Booker T. Washington	
WEB DuBois	
Marcus Garvey	<i>Leader of the UNIA and pushed for African Americans to separate themselves from whites and better themselves (revived black pride); Black Star line was est. to bring African Americans back to Africa</i>
Ida B. Wells-Barnett	<i>Wrote about the unfair treatment of African Americans in the South – especially the lynching of more than 25,000 (brought it to America's attention and pushed for racial equality)</i>

This excerpt is from a petition to Congress in 1871 by African Americans in Frankfort, Kentucky, seeking protection from the Ku Klux Klan.

... We would respectfully state that life, liberty, and property are unprotected among the colored race [African Americans] of this State. Organized bands of desperate and lawless men, mainly composed of soldiers of the late rebel armies, armed, disciplined, and disguised, and bound by oath and secret obligations, have, by force, terror, and violence, subverted [undermined] all civil society among colored people; thus utterly rendering insecure the safety of persons and property, overthrowing all those rights which are the primary basis and objects of the Government, which are expressly guaranteed to us by the Constitution of the United States as amended [by the 13th, 14th, and 15th amendments]. ...

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the State our people have been driven from the polls, refused the right to vote; many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? ...

Source: Petition to the United States Congress, March 25, 1871, Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

According to this document, what was one problem faced by African Americans in Kentucky?

... We want full manhood suffrage, and we want it now, henceforth and forever. ...

We want the laws enforced against rich as well as poor; against Capitalist as well as Laborer; against white as well as black. We are not more lawless than the white race, we are more often arrested, convicted and mobbed. We want justice even for criminals and outlaws. We want the Constitution of the country enforced. We want Congress to take charge of Congressional elections. We want the Fourteenth Amendment carried out to the letter and every State disfranchised* in Congress which attempts to disfranchise [deny voting rights to] its rightful voters. We want the Fifteenth Amendment enforced and no State allowed to base its franchise simply on color. ...

These are some of the chief things which we want. How shall we get them? By voting where we may vote, by persistent, unceasing agitation; by hammering at the truth, by sacrifice and work. ...

*The 14th amendment provides that states denying voting rights to male citizens will lose some representatives in Congress.

Source: W. E. B. Du Bois, Niagara Movement Address, 1906 (adapted)

According to the document, what is one demand made by WEB DuBois regarding the rights of African Americans?

“Three Visions for African-Americans”

U.S. History & Government

Directions: Read the handout entitled “Three Visions for African-Americans” and answer the following questions.

Booker T. Washington

List Three Important Ideas Expressed by Washington:

- 1.
- 2.
- 3.

List Two of Washington’s Accomplishments

- 1.
- 2.

W.E.B. DuBois

List Three Important Ideas Expressed by DuBois:

- 1.
- 2.
- 3.

List two of DuBois’ accomplishments:

- 1.
- 2.

Marcus Garvey

List Three Important Ideas Expressed by Garvey:

- 1.
- 2.
- 3.

List two of Garvey’s accomplishments:

- 1.
- 2.

Three Visions for African Americans

In the early years of the 20th century, Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey developed competing visions for the future of African Americans.

Civil War Reconstruction failed to assure the full rights of citizens to the freed slaves. By the 1890s, Ku Klux Klan terrorism, lynchings, racial-segregation laws, and voting restrictions made a mockery of the rights guaranteed by the 13th, 14th, and 15th amendments, which were passed after the Civil War.

The problem for African Americans in early years of the 20th century was how to respond to a white society that for the most part did not want to treat black people as equals. Three black visionaries offered different solutions to the problem.

Booker T. Washington argued for African Americans to first improve themselves through education, industrial training, and business ownership. Equal rights would naturally come later, he believed. W. E. B. Du Bois agreed that self-improvement was a good idea, but that it should not happen at the expense of giving up immediate full citizenship rights. Another visionary, Marcus Garvey, believed black Americans would never be accepted as equals in the United States. He pushed for them to develop their own separate communities or even emigrate back to Africa.

Booker T. Washington

Booker T. Washington was born a slave in Virginia in 1856. Early on in his life, he developed a thirst for reading and learning. After attending an elementary school for African-American children, Washington walked 500 miles to enroll in Hampton Institute,



Booker T. Washington (1856–1915) was the head of the Tuskegee Institute. To improve the lot of African Americans, he favored job training and economic independence instead of political action. (Perry-Castaneda Library, University of Texas)

one of the few black high schools in the South.

Working as a janitor to pay his tuition, Washington soon became the favorite pupil of Hampton's white founder, General Samuel Chapman Armstrong. Armstrong, a former Union officer, had developed a highly structured curriculum, stressing discipline, moral character, and training for practical trades.

Following his graduation from Hampton, for a few years Washington taught elementary school in his hometown. In 1880, General Armstrong invited him to return to teach at Hampton. A year later, Armstrong nominated Washington to head a new school in Tuskegee, Alabama, for the training of black teachers, farmers, and skilled workers.

(Continued on next page)

Controversies

This issue of *Bill of Rights in Action* examines three controversial issues that resonate today. The first article looks at competing visions put forward by three African American leaders at the turn of the 20th century: W. E. B. DuBois, Booker T. Washington, and Marcus Garvey. The second article explores the Armenian genocide that took place during World War I, which still generates charges and counter charges between Turks and Armenians. The last article looks at the Bush Doctrine, a controversial change in American foreign policy.

U.S. History: Three Visions for African Americans

World History: "Forgotten Genocide": The Destruction of the Armenians During World War I

Current Issues: The Bush Doctrine

Washington designed, developed, and guided the Tuskegee Institute. It became a powerhouse of African-American education and political influence in the United States. He used the Hampton Institute, with its emphasis on agricultural and industrial training, as his model.

Washington argued that African Americans must concentrate on educating themselves, learning useful trades, and investing in their own businesses. Hard work, economic progress, and merit, he believed, would prove to whites the value of blacks to the American economy.

Washington believed that his vision for black people would eventually lead to equal political and civil rights. In the meantime, he advised blacks to put aside immediate demands for voting and ending racial segregation.

In his famous address to the 1895 Cotton States and International Exposition in Atlanta, Georgia, Washington accepted the reality of racial segregation. He insisted, however, that African Americans be included in the economic progress of the South.

Washington declared to an all-white audience, "In all things social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress." Washington went on to express his confidence that, "No race that has anything to contribute to the markets of the world is long in any degree ostracized [shut out]."

White Americans viewed Washington's vision as the key to racial peace in the nation. With the aid of white philanthropists such as Andrew Carnegie, Washington's Tuskegee Institute and its philosophy of economics first and equal rights later thrived.

Recognized by whites as the spokesman for his people, Washington soon became the most powerful black leader in the United States. He had a say in political appointments and which African-American colleges and charities would get funding from white philanthropists. He controlled a number of newspapers that



W. E. B. Du Bois (1868–1963) helped found the NAACP and saw political action as the best hope to improve the lives of African Americans. (National Archives and Records Administration)

attacked anyone who questioned his vision.

Washington considered himself a bridge between the races. But other black leaders criticized him for tolerating racial segregation at a time of increasing anti-black violence and discrimination.

Washington did publicly speak out against the evils of segregation, lynching, and discrimination in voting. He also secretly participated in lawsuits involving voter registration tests, exclusion of blacks from juries, and unequal railroad facilities.

By the time Booker T. Washington died in 1915, segregation laws and racial discrimination were firmly established throughout the South and in many other parts of the United States. This persistent racism

blocked the advancement of African Americans.

W. E. B. Du Bois

W. E. B. Du Bois was born in Massachusetts in 1868. He attended racially integrated elementary and high schools and went off to Fiske College in Tennessee at age 16 on a scholarship. Du Bois completed his formal education at Harvard with a Ph.D. in history.

Du Bois briefly taught at a college in Ohio before he became the director of a major study on the social conditions of blacks in Philadelphia. He concluded from his research that white discrimination was what kept African Americans from good-paying jobs.

In 1897, two years after Booker T. Washington's "Atlanta Address," Du Bois wrote, "We want to be Americans, full-fledged Americans, with all the rights of American citizens." He envisioned the creation of an elite group of educated black leaders, "The Talented Tenth," who would lead African Americans in securing equal rights and higher economic standards.

Du Bois attacked Washington's acceptance of racial segregation, arguing that this only encouraged whites to deny African Americans the right to vote and to undermine black pride and progress. Du Bois also criticized Washington's Tuskegee approach as an attempt

“to educate black boys and girls simply as servants and underlings.”

Lynchings and riots against blacks led to the formation in 1909 of the National Association for the Advancement of Colored People (NAACP), an organization with a mainly black membership. Except for Du Bois who became the editor of the organization’s journal, *The Crisis*, the founding board of directors consisted of white civil rights leaders.

The NAACP used publicity, protests, lawsuits, and the editorial pages of *The Crisis* to attack racial segregation, discrimination, and the lynching of blacks. Booker T. Washington rejected this confrontational approach, but by the time of his death in 1915 his Tuskegee vision had lost influence among many African Americans.

By World War I, Du Bois had become the leading black figure in the United States. But he became disillusioned after the war when white Americans continued to deny black Americans equal political and civil rights. During the Great Depression of the 1930s, Du Bois increasingly advocated socialist solutions to the nation’s economic problems. He also questioned the NAACP’s goal of a racially integrated society. This led to his resignation as editor of *The Crisis* in 1934.

Du Bois grew increasingly critical of U. S. capitalism and foreign policy. He praised the accomplishments of communism in the Soviet Union. In 1961, he joined the U.S. Communist Party. Shortly afterward, he left the country, renounced his American citizenship, and became a citizen of Ghana in Africa. He died there at age 95 in 1963.

Du Bois never took part in the black civil rights movement of the 1950s and 60s, which secured many of the rights that he had fought for during his lifetime.

Marcus Garvey

Marcus Garvey, the third major black visionary in the early part of the 20th century, was born in Jamaica in 1887. He founded his Universal Negro Improvement Association (UNIA) in 1914.



Marcus Garvey (1887–1940) favored separation of the races and even began a “back to Africa” movement. (National Archives and Records Administration)

UNIA stressed racial pride and self-improvement, much like the views of Booker T. Washington whom Garvey admired. Garvey, however, had greater international ambitions, including the development of worldwide black-owned industries and shipping lines. He also called for the end of white colonial rule in Africa.

At the invitation of Washington, Garvey traveled to the United States in 1916. He soon established his UNIA in New York City, opened a restaurant, and started a newspaper. In 1919, he formed the Black Star Line, the first black-owned shipping company in the United States.

The publicity over the Black Star Line caused great excitement among black Americans, many of whom bought stock in it. Garvey organized huge parades to promote this and other UNIA projects. He often appeared in a colorful uniform, wearing a plumed hat.

In 1920, over 20,000 people attended Garvey’s first UNIA convention in New York. The convention produced a “Declaration of Negro Rights,” which denounced lynchings, segregated public transportation, job discrimination, and inferior black public schools. The document also demanded “Africa for the Africans.” Without actually consulting any African people, the convention proclaimed Garvey the “Provisional President of Africa.”

Garvey believed that white society would never accept black Americans as equals. Therefore, he called for the separate self-development of African Americans within the United States.

The UNIA set up many small black-owned businesses such as restaurants, groceries, a publishing house, and even a toy company that made black dolls. Garvey’s goal was to create a separate economy and society run for and by African Americans.

Ultimately, Garvey argued, all black people in the world should return to their homeland in Africa, which should be free of white colonial rule. Garvey had grand plans for settling black Americans in Liberia, the only country in Africa governed by Africans. But, Garvey’s

UNIA lacked the necessary funds and few blacks in the United States indicated any interest in going "back to Africa."

A poor economy and the near-bankruptcy of the Black Star Line caused Garvey to seek more dues-paying members for the UNIA. He launched a recruitment campaign in the South, which he had ignored because of strong white resistance.

In a bizarre twist, Garvey met with a leader of the Ku Klux Klan in Atlanta in 1922. Garvey declared that the goal of the UNIA and KKK was the same: completely separate black and white societies. Garvey even praised racial segregation laws, explaining that they were good for building black businesses. Little came of this recruitment effort. Criticism from his followers grew.

In 1922, the U.S. government arrested Garvey for mail fraud for his attempts to sell more stock in the failing Black Star Line. At his trial, the evidence showed that Garvey was a poor businessman, but the facts were less clear about outright fraud. The jury convicted him anyway, and he was sentenced to prison.

In 1927, President Calvin Coolidge commuted his sentence, and he was released. The government immediately deported him to Jamaica.

His vision for black separatism and "back to Africa" never caught on with most African Americans, and he and his spectacular movement soon faded away. Garvey died in 1940, an almost forgotten man.

* * * * *

The visions of Washington, Du Bois, and Garvey all fell short of settling the future of black people in American society. In the mid-20th century, new leaders emerged to guide the civil rights movement. Martin Luther King Jr. and others pursued a strategy of passive non-violence to overcome segregation in the South. Leaders of the NAACP, such as Thurgood Marshall, pushed forward legal cases to end segregation. Some took more militant stands. The Black Muslims led by Elijah Muhammad advocated separation. Malcolm X broke from the Muslims and founded a rival organization opposing separation. The Black Panthers led by Huey Newton prepared for revolution. Today, new black leaders continue to struggle among themselves over the best way for African Americans to improve their lives.

For Discussion and Writing

1. Compare the visions for African Americans of Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey.
2. Write an editorial that critiques the vision of Washington, Du Bois, or Garvey.
3. Considering the state of race relations in the United States in the early years of the 20th century, what do you think was the best way for black people to improve their lives as American citizens? Why?

For Further Reading

Harlan, Louis R. *Booker T. Washington in Perspective*. Jackson, Miss.: University Press of Mississippi, 1998.

Stein, Judith. *The World of Marcus Garvey*. Baton Rouge, La.: Louisiana State University Press, 1986.

Walters, Raymond. *Du Bois and His Rivals*. Columbia, Mo.: University of Missouri Press, 2002.

A C T I V I T Y

African American Leaders Today

Just as Washington, Du Bois, and Garvey differed in their visions for black people, African American leaders today do not all hold one viewpoint. Form the class into sets of two students. Each set will research one of the following current African American leaders:

Julian Bond	Kweisi Mfume
Ward Connerly	Carol Moseley-Braun
Marian Wright Edelman	Colin Powell
Myrlie Evers-Williams	Condoleezza Rice
Louis Farrakhan	Al Sharpton
Jesse Jackson Sr.	Clarence Thomas
Coretta Scott King	J. C. Watts Jr.
John Lewis	Andrew Young

1. One student in each set should research the life and accomplishments of the African-American leader. The other student should research the leader's ideas and views on current issues such as affirmative action, reparations for slavery, hate crimes, housing, tax policy, foreign affairs, or other matters important to him or her.
2. The students should write a report and give a brief oral presentation, highlighting the life and ideas of the African American leader they have researched.



"Strike for your lives and liberties... **Let your motto be Resistance!** Resistance! Resistance! What kind of resistance you make you must decide by the circumstances that surround you."

Former slave and abolitionist, Henry Highland Garnet, speaking to a group of northern free blacks in 1843.

Resistance to Jim Crow took many forms throughout the nation and over the years. It included individual acts of defiance, organized legal challenges, and efforts at getting more education and employment opportunities for African Americans. People agreed on the fact that Jim Crow laws were unfair and cruel, but they disagreed about how to best deal with the problem. Booker T. Washington and W.E.B. Du Bois are the leading examples of the two main approaches.



Booker T. Washington (1856-1915)

Washington was born on a plantation in 1856. After emancipation, he and his family moved to West Virginia where he worked and went to school. His interest in education led

him to head the Tuskegee Institute, where African Americans were taught to be teachers, farmers, and active citizens.

Washington became one of the most influential black men of his time. He called for African Americans to focus on hard work and create community support groups. He wanted to strengthen the race from the inside *before* fighting against segregation and Jim Crow. He believed economic security would lead to greater civil rights and better race relations.

How risky was Washington's approach?



How long might this approach take?



W.E.B. Du Bois (1868-1963)

Du Bois was born after emancipation in Massachusetts. He earned his Ph.D. at Harvard University. Du Bois studied and researched the lives of African Americans.

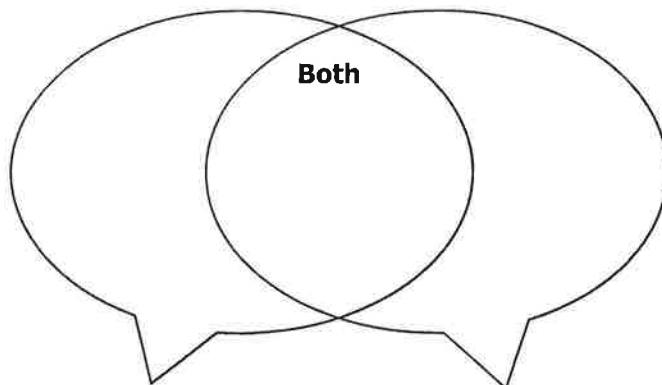
The more he learned, the more he believed that the only way black Americans could gain civil rights was through protest and activism. He disagreed with Washington's desire to earn respect of whites first and hope that rights would follow.

W.E.B. Du Bois was involved in the creation of the NAACP (National Association for the Advancement of Colored People). This organization challenged segregation, lynching, and unfair voting laws in court.

How risky was Du Bois' approach?



How long might this approach take?



Booker T. Washington

W.E.B. Du Bois

Who Might Have Said This? Place the letter of the statement in the correct area of the quote bubbles.

- A. I created the NAACP to fight discriminatory laws
- B. I founded Tuskegee Institute to train blacks in agriculture and education.
- C. African Americans are not treated equally.
- D. Now is the accepted time, not tomorrow.
- E. It is at the bottom of life that we must begin, not at the top.
- F. I worked to advance African Americans' rights.
- G. Protesting is necessary to fight for constitutional rights.
- H. We can earn constitutional rights through economic security and respectability.

IV. City and State Government Reforms –

1. City government reform – power is shifted from mayors and city council to a city management plan (includes a city council, manager, and municipal departments)
was done to make government more efficient and less corrupt

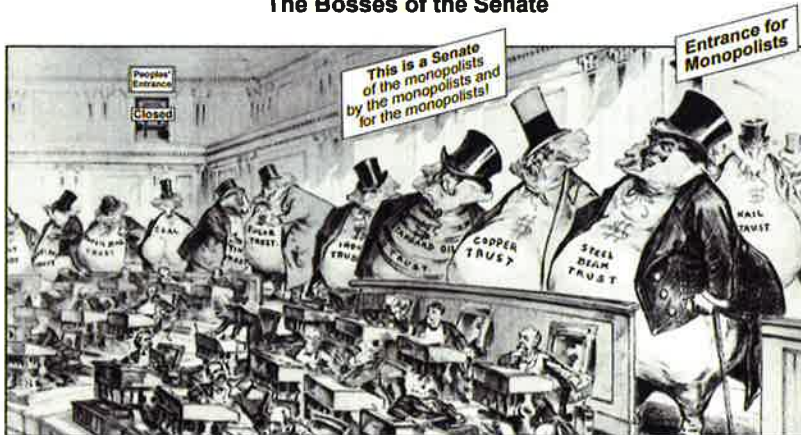
(ex. Regulated public transportation, water, sanitation & utilities and built schools, libraries and museums)

2. State government reform – wanted to increase citizen participation in government (led by reform Wisconsin Governor Robert LaFollette)

- a. **secret ballots** – to decrease voter intimidation
- b. **initiative** – citizens can petition the legislature to consider a proposed law
- c. **referendum** – voters decide fate of a bill or amendment
- d. **recall** – used to force elected officials from office
- e. **direct primary** – voters, not party leaders, choose candidates to run for office

(ex. Civil reform, tax reform, workman’s compensation, factory safety, business regulation, living conditions, etc.)

The Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

According to the cartoonist, what was one way the people’s control of the government in the United States was limited?

1. _____

... Popular [democratic] government in America has been thwarted and progressive legislation strangled by the special interests, which control caucuses, delegates, conventions, and party organizations; and, through this control of the machinery of government, dictate nominations and platforms, elect administrations, legislatures, representatives in Congress, United States Senators, and control cabinet officers....

The Progressive Republican League believes that popular government is fundamental to all other questions. To this end it advocates:

- (1) The election of United State Senators by direct vote of the people.
- (2) Direct primaries for the nomination of elective officials.
- (3) The direct election of delegates to national conventions with opportunity for the voter to express his choice for President and Vice-President.
- (4) Amendment to state constitutions providing for the Initiative, Referendum and Recall....

Source: Declaration of Principles of the National Progressive Republican League, January 21, 1911, in Henry Steele Commager, ed., *Documents of American History*, Appleton-Century-Crofts

What were two proposals made by the Progressive Republican League that would expand the people’s control of government?

1. _____

2. _____

V. Federal Government Reforms –

Theodore Roosevelt’s Square Deal (1901-1909) – TR wanted a square deal (an equal relationship) between the people and big business

1.) consumer protection – he wanted to protect the people health and well being

Upton Sinclair’s <i>The Jungle</i>	
Pure Food and Drug Act (1906)	
Meat Inspection Act (1906)	Inspired by <i>The Jungle</i> , the legislation dictated strict cleanliness requirements for meatpackers and created the program of federal meat inspection that is used for decades

... Upton Sinclair wrote “The Jungle” as a labor exposé. He hoped that the book, which was billed as “the ‘Uncle Tom’s Cabin’ of wage slavery,” would lead to improvements for the people to whom he dedicated it, “the workingmen of America.” But readers of “The Jungle” were less appalled by Sinclair’s accounts of horrific working conditions than by what they learned about their food. “I aimed at the public’s heart,” he famously declared, “and by accident I hit it in the stomach.” . . .

When “The Jungle” was published, the public reaction was instantaneous. Outraged readers deluged President Theodore Roosevelt with letters. Roosevelt was ambivalent, but he invited Sinclair to the White House for lunch, and promised to send his labor commissioner and assistant Treasury secretary to Chicago to investigate. . . .

Source: Adam Cohen, “100 Years Later, the Food Industry Is Still ‘The Jungle,’” *New York Times*, January 2, 2007

... By the spring of 1906, both meat inspection and pure food and drugs legislation had many supporters. This was not a simple, black-and-white fight between the public on one side and big business on the other. But the pure food and drugs issue encouraged a broad range of Americans to think of their identities as consumers, as people who were imperiled by rotten meat or adulterated drugs. Physicians, federal experts, and women’s groups supported legislation. State officials, assiduously [persistently] courted by Harvey Wiley [a pioneer consumer activist], agreed that federal supervision was necessary. So did Westerners, angry at the “foreign” corporations from the East and Midwest. So, too, did more than a few of those corporations. Pabst, H. J. Heinz, and other producers, setting individualism aside, recognized the benefits of federal regulation; Washington’s supervision could bring order and stability to the business; it could protect the big companies from state supervision; it could make the business too expensive for potential competitors. At the least, regulation could rescue the corporations from their public predicament in 1906. Roosevelt’s investigators had largely confirmed the essentials of *The Jungle*; the meatpackers were unable to discredit Sinclair’s account. Under the circumstances, a crucial group of food and drug producers accepted the inevitability of regulation and tried to shape the legislation to protect their interests as much as possible. . . .

Source: Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870–1920*, Oxford University Press, 2005

Based on these documents, what were two effects of the publication of *The Jungle*?

(1) _____

(2) _____

Excerpts from the Jungle by Upton Sinclair

Underline any passages that describe the hazards of working in a meat-packing plant.

Section 1-

Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floor-men, the beef-boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss- crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails, – they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour.

There were the beef-luggers, who carried two-hundred-pound quarters into the refrigerator-cars; a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be five years. There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. There were those who made the tins for the canned meat; and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not give out and forget himself and have a part of his hand chopped off. There were the "hoisters," as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam; and as old Durham's architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on; which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees.

Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor, – for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting, – sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard!

Section 1:Questions

- 1. Name 4 jobs described in Section 1, and explain the hazards of each of those.**
- 2. Why does the author say the job of a fertilizer man was the worst of all?**
- 3. What would happen to the bodies of the men who fell into the vats?**
- 4. Of the jobs described which one would you most want to do? Explain why.**

Section 2-

Jonas had told them how the meat that was taken out of pickle would often be found sour, and how they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any colour and any flavor, and any odour they chose. In the pickling of hams they had an ingenious apparatus by which they saved time and increased the capacity of the plant – a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working it with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some with an odour so bad that a man could hardly bear to be in the same room with them. To pump into these the packers had a second and much stronger pickle with destroyed the odour – a process known to the workers as ‘giving them thirty per cent’...

Cut up by the two-thousand-revolutions- a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white – it would be dosed with borax and glycerin, and dumped into the hoppers, and made over again for home consumption.

There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one – there were things that went into the sausage in comparison with which a poisoned rat was a tidbit.

There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water – and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage – but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatin to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

Section 2: Questions

- 5. Who would you say was treated better: the workers or the meat? Explain.**

- 6. What changes would you make to the way the meat is handled in the factories?**

- 7. If you were the manager of the factory, how would you justify the conditions in your factory?**

- 8. Do you think problems such as these exist in food production today? Explain your thoughts on this issue.**

2.) business regulation – he took on the big business interests in the best interest of the American people

Hepburn Act (1906)	Strengthened the Interstate Commerce Commission and allowed for the government to regulate railroad shipping rates
Ida Tarbell	

Ida Tarbell concluded her series with a two-part character study of Rockefeller, where she described him as a “living mummy,” adding, “our national life is on every side distinctly poorer, uglier, meaner, for the kind of influence he exercises.” Public fury over the exposé is credited with the eventual breakup of Standard Oil, which came after the U.S. Supreme Court ruled in 1911 that the company was violating the Sherman Antitrust Act. Tarbell ultimately forced Americans to consider that the nation’s best-known tycoon was using nefarious tactics to crush legitimate competitors, driving honest men from business. Ultimately, Standard Oil was broken into “baby Standards,” which include ExxonMobil and Chevron today. Rockefeller, a great philanthropist, was deeply stung by Tarbell’s investigation. He referred to her as “that poisonous woman,” but told advisers not to comment on the series or any of the allegations. “Not a word,” Rockefeller told them. “Not a word about that misguided woman.”

- www.smithsonianmag.com

What impacts did Ida Tarbell’s *The History of Standard Oil* have on Rockefeller and Standard Oil?

(1) _____

(2) _____



Rockefeller and his associates did not build the Standard Oil Co. in the board rooms of Wall Street banks. They fought their way to control by rebate and drawback, bribe and blackmail, espionage and price cutting, by ruthless efficiency of organization.

— *Ida Tarbell* —

3.) labor conditions – he seemed to favor the workers by aiding them against the big business owners

Anthracite Coal Strike (1902)	Coal mine owners refused to negotiate with railroad workers, so TR sent the army to take over the mine and forced arbitration (workers won shorter hours & higher wages)
Employer's Liability Act (1906)	Provided accident insurance for workers on interstate railroads and in Washington DC
Conservation	Wanted to protect the environment and wilderness: Forest Reserve Act (1891), National Reclamation Act (1902), Conservation Congress (1908)

Theodore Roosevelt enjoyed what he called “the *strenuous* life.” He spent many days outdoors hiking, camping, swimming, hunting and fishing. He also knew that the nation needed *natural resources* like wood, fuel and minerals. But unlike most presidents before him, Roosevelt also listened to *conservationists* like John Muir, who wanted to set aside natural areas. He said:

“We have become great because of... our resources. But... what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils have... washed into the streams, polluting the rivers...”

During his presidency, Roosevelt set aside almost 230 million acres of the United States, including five National Parks, 18 National Monuments, 150 National Forests and 51 Federal Bird Reservations.



In 1906, Roosevelt stood with John Muir in Yosemite (yo- SEM- uh- tee), which was already a National Park. Study the photo. Think about the quote above and answer the questions.

1. Look closely at the photo and name at least 2 natural resources. _____

2. According to the document, how might conservation of natural areas affect people who live in the cities?

Roosevelt's Reforms

By the early 20th century, most of the larger cities and more than half the states had established an eight-hour day on public works. Equally important were the workman's compensation laws, which made employers legally responsible for injuries sustained by employees at work. New revenue laws were also enacted, which, by taxing inheritances, incomes, and the property or earnings of corporations, sought to place the burden of government on those best able to pay.

It was clear to many people – notably President Theodore Roosevelt and Progressive leaders in the Congress (foremost among them Wisconsin Senator Robert LaFollette) – that most of the problems reformers were concerned about could be solved only if dealt with on a national scale. Roosevelt declared his determination to give all the American people a "Square Deal."

1. Which U.S. president promised the American people a "Square Deal"?
 - a. Calvin Coolidge
 - b. Franklin Roosevelt
 - c. Theodore Roosevelt
 - d. Woodrow Wilson

During his first term, he initiated a policy of increased government supervision through the enforcement of antitrust laws.

With his backing, Congress passed the Elkins Act (1903), which greatly restricted the railroad practice of giving rebates to favored shippers. The act made published rates the lawful standard, and shippers equally liable with railroads for rebates. Meanwhile, Congress had created a new Cabinet Department of Commerce and Labor, which included a Bureau of Corporations empowered to investigate the affairs of large business aggregations.

2. What 1903 act greatly restricted the railroad practice of giving rebates to favored shippers?

Roosevelt won acclaim as a "trust-buster," but his actual attitude toward big business was complex. Economic concentration, he believed, was inevitable. Some trusts were "good," some "bad." The task of government was to make reasonable distinctions. When, for example, the Bureau of Corporations discovered in 1907 that the American Sugar Refining Company had evaded import duties, subsequent legal actions recovered more than \$4 million and convicted several company officials. The Standard Oil Company was indicted for receiving secret

rebates from the Chicago and Alton Railroad, convicted, and fined a staggering \$29 million.

Roosevelt's striking personality and his trust-busting activities captured the imagination of the ordinary individual; approval of his progressive measures cut across party lines. In addition, the abounding prosperity of the country at this time led people to feel satisfied with the party in office. He won an easy victory in the 1904 presidential election.

Emboldened by a sweeping electoral triumph, Roosevelt called for stronger railroad regulation. In June 1906 Congress passed the Hepburn Act. It gave the Interstate Commerce Commission real authority in regulating rates, extended the commission's jurisdiction, and forced the railroads to surrender their interlocking interests in steamship lines and coal companies.

3. Which of the following did the Hepburn Act (1906) **not** give the Interstate Commerce Commission real authority to do?
- Extend its jurisdiction
 - Force the railroads to surrender their interlocking interests in steamship lines and coal companies
 - Regulate rates
 - Subsidize seniors' train fares

Other congressional measures carried the principle of federal control still further. The Pure Food and Drug Act of 1906

prohibited the use of any "deleterious drug, chemical, or preservative" in prepared medicines and foods. The Meat Inspection Act of the same year mandated federal inspection of all meat-packing establishments engaged in interstate commerce.

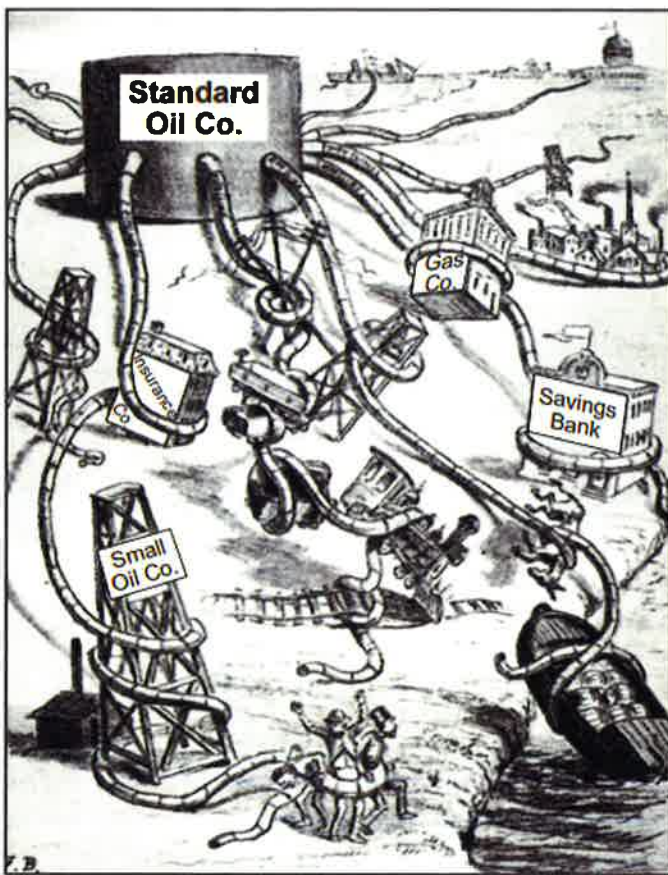
4. deleterious :
- foreign
 - harmful
 - helpful
 - organic

Conservation of the nation's natural resources, managed development of the public domain, and the reclamation of wide stretches of neglected land were among the other major achievements of the Roosevelt era. Roosevelt and his aides were more than conservationists, but given the helter-skelter exploitation of public resources that had preceded them, conservation loomed large on their agenda. Whereas his predecessors had set aside 18,800,000 hectares of timberland for preservation and parks, Roosevelt increased the area to 59,200,000 hectares. They also began systematic efforts to prevent forest fires and to re-timber denuded tracts.

5. Teddy Roosevelt increased federal timberland to how many hectares?

President Howard Taft (1909-1913)

<i>Standard Oil Co. (NJ) v. United States (1911)</i>	Brought unfair practices of Standard Oil to the public; Supreme Court ruled that the monopoly should be shut down
16th Amendment (1913)	
Mann-Elkins Act (1910)	Gave the ICC the power to regulate communication by telephone and telegraph



Source: Frank Beard, *The Judge*, July 19, 1884 (adapted)

_____ 1. Which type of business organization is being criticized in this cartoon?

- (1) monopoly
- (2) multinational corporation
- (3) partnership
- (4) proprietorship

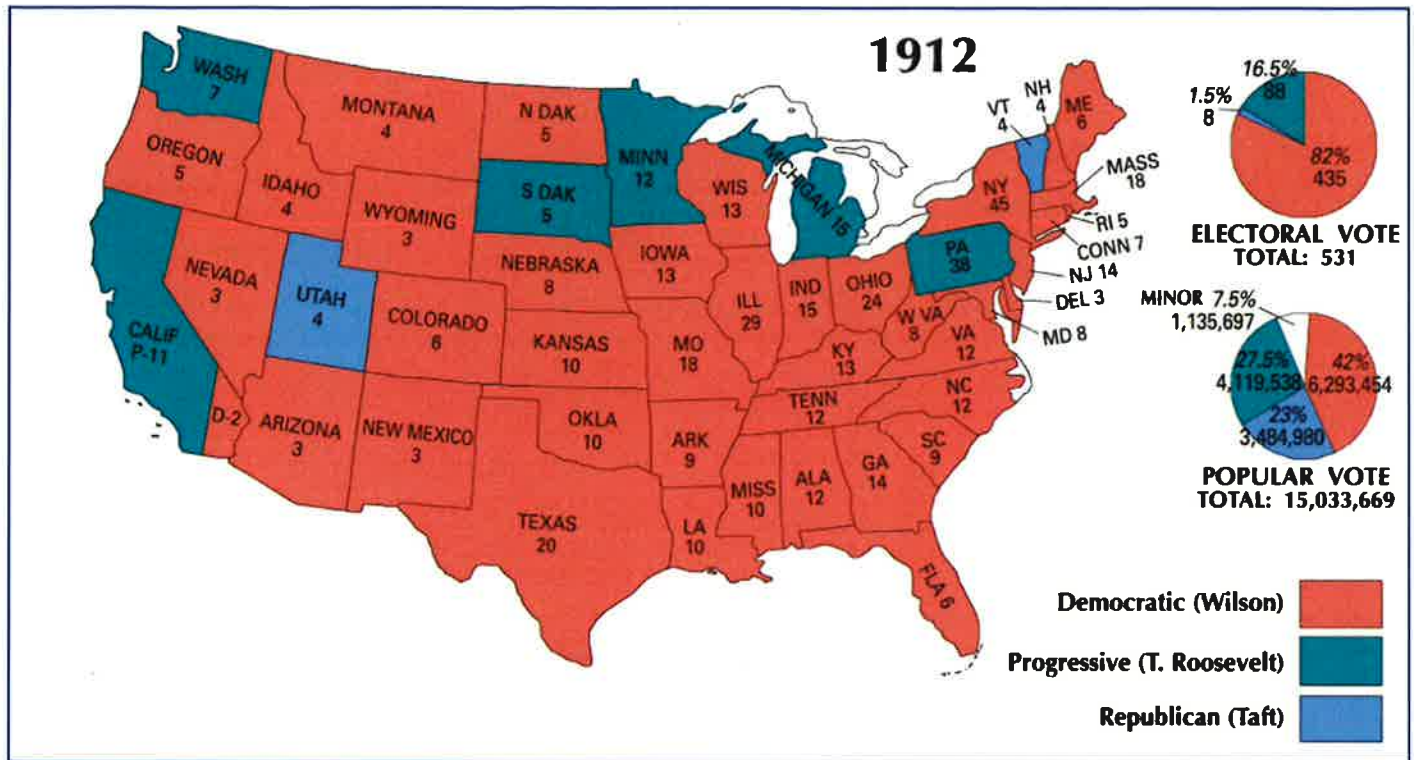
_____ 2. Which government policy would this cartoonist most likely support?

- (1) adopting antitrust laws
- (2) easing regulations regarding mergers
- (3) giving government subsidies to financial institutions
- (4) encouraging large companies to relocate overseas

_____ 3. Which argument was used by Progressive Era reformers to support the use of a graduated income tax?

- 1. Imports should be taxed to make foreign goods more expensive than domestic goods.
- 2. Taxes on corporations should be reduced so jobs can be created.
- 3. People who earn more money should pay taxes at higher rates.
- 4. All citizens should be taxed at the same rate to treat all people equally.

Bull Moose Party - The Progressive Party, which splintered off from the Republican Party



According to the map above, what happened to President Taft’s re-election bid as a result of Theodore Roosevelt’s decision to run as a third party candidate?

Declaration of Principles of the Progressive Party

... We of the Progressive Party here dedicate ourselves to the fulfillment of the duty laid upon us by our fathers to maintain that government of the people, by the people and for the people whose foundation they laid.

It is time to set the public welfare in the first place.

In particular, the party declares for direct primaries for nomination of State and National officers ... and for the direct election of United States Senators by the people. ...

Effective legislation looking to the prevention of industrial accidents, occupational diseases, overwork, involuntary unemployment, and other injurious effects incident to modern industry. ...

The prohibition of child labor:

Minimum wage standards for working women, to provide a living scale in all industrial occupations;

The prohibition of night work for women and the establishment of an eight-hour day for women and young persons;

One day’s rest in seven for all wage-workers. ...

1. According to the Progressive Party platform, what were two election reforms that the party hoped to achieve?

(1) _____

(2) _____

2. According to the Progressive Party platform, what were two labor reforms that the party hoped to achieve?

(1) _____

(2) _____

— Platform of the Progressive Party, August 7, 1912
presidential candidate — Theodore Roosevelt

President Woodrow Wilson's (1913-1921) New Freedom

1.) Financial Reform

Underwood Tariff Act (1913)	Lowered taxes and created a graduated income tax (people who make more pay more in taxes)
Federal Reserve Act (1913)	

_____ 1. A major purpose of the Federal Reserve System is to

1. deal with the trade deficit through tariffs and quotas
2. control the minimum wage
3. establish the federal budget
4. regulate interest rates and the money supply

2.) Business Reform

Clayton Anti-Trust Act (1914)	
--------------------------------------	--

“That it shall be unlawful for any person engaged in commerce, in the course of such commerce, either directly or indirectly to discriminate in price between different purchasers of commodities which commodities are sold for use, consumption, or resale within the United States, where the effect of such discrimination may be to substantially lessen competition or tend to create a monopoly in any line of commerce... That the labor of a human being is not a commodity or article of commerce. Nothing contained in the antitrust laws shall be construed to forbid the existence and operation of labor organizations.”

Source: Clayton Antitrust Act, October 15, 1914

What was declared unlawful by the Clayton Antitrust Act?

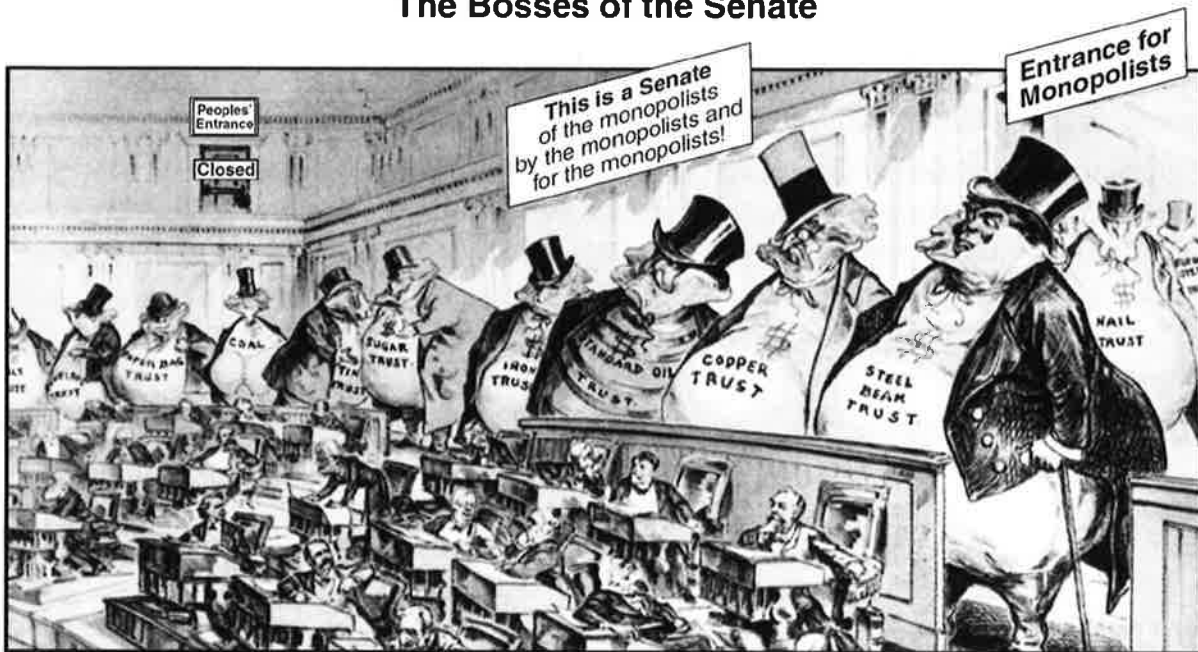
What may not be lessened according to the Clayton Antitrust Act?

What is allowed to exist and operate according to the Clayton Antitrust Act?

3.) Amendments to the Constitution

17th Amendment (1913)	
----------------------------------	--

The Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

1. What are two political problems identified by Joseph J. Keppler in this cartoon?

- (1) _____
- (2) _____

... The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures. . . .
— 17th Amendment, Section 1, 1913

2. State two ways the 17th amendment addressed the concern expressed in the cartoon.

- (1) _____
- (2) _____

Name _____

Date _____

US History – Progressive Review

1. _____ started Hull House, a settlement house, to help immigrants in Chicago.
2. The _____ established a new banking system that helped make our currency more sound by allowing the government to control the money supply.
3. President Roosevelt's interest in _____ led to the beginning of the National Parks System.
4. A _____ is a journalist who described the problems facing Americans through print and or pictures.
5. The _____ assured that party leaders and city bosses could not know how people voted.
6. The _____ passed to protect people from unsafe food and medicines.
7. The _____ gave the people of each state the power to directly elect their U.S. Senators.
8. The _____ clearly listed the things that businesses were not allowed to do.
9. President Woodrow Wilson's _____ was a continuation of progressive ideas that worked to control the power of big business .
10. The _____ gave American women over age 21 the right to vote.
11. The 16th Amendment gave Congress the power to create a _____.
12. The landmark Supreme Court decision in Plessy v. Ferguson (1896) set the precedent that " _____ " was constitutional.

13. *How the Other Half Lives* by _____ helped to illuminate the problems created by rapid industrialization and urbanization.
14. The _____ led to the deaths of 146 workers but steered the movement to improve worker safety by mandating fire codes.
15. Those that were against the arrival of immigrants and discriminated against them were known as _____.
16. The release and popularity of Upton Sinclair's book *The Jungle* led to the creation of laws like _____ which outlawed the transportation of impure beef.
17. The rapid movement of people to cities is known as _____.
18. A co-founder of the NAACP, _____ called for immediate integration of African Americans into American society.
19. President of the New Women's Party, _____ went to great lengths to help women's suffrage including going on a hunger strike while in prison as form of protest.
20. The progressive Governor of Wisconsin _____ created reforms within his state's government like the recall election and referendum.

List at least 5 examples of problems caused by rapid industrialization and urbanization	Solution to fix the problem

Reforms of the Progressive Movement

Problem Before the Reform	The Reform(s)
<p style="text-align: center;">Spoils System/Patronage</p> <p>Victorious candidates used the spoils system to give government positions to friends and supporters. But many of these people lacked the qualifications necessary for doing a good job.</p>	
<p style="text-align: center;">Voters Don't Select Candidates</p> <p>Candidates running for office were usually chosen by a small group of party leaders. Voters had no say in who the candidates would be.</p>	
<p style="text-align: center;">Election Fraud</p> <p>Political leaders often lined up voters who were willing to be bought and gave them ballots on easily identifiable colored paper. Counterfeiting ballots, stuffing ballot boxes, and other illegal practices were widespread.</p>	
<p style="text-align: center;">Political Machines & Party Bosses</p> <p>In New York City and other large urban areas, party bosses controlled strong political machines. Favors were done for people in return for their votes. Bribes were regularly accepted. "Boss" Tweed of New York was the worst of the corrupt politicians, stealing an estimated \$30 million or more of the taxpayer's money.</p>	
<p style="text-align: center;">High Railroad Rates</p> <p>In spite of the Interstate Commerce Act, railroad rates remained excessively high. Railroad companies found ways to avoid charging lower rates set by Interstate Commerce Commission.</p>	
<p style="text-align: center;">Poor Working Conditions</p> <p>Workers, including women and children, were on the job 12 to 14 hours a day, six or seven days a week. Wages were terribly low. Bad working conditions often caused illness and accidents.</p>	
<p style="text-align: center;">Little Coordination/Regulation in Banking</p> <p>It was difficult for the Federal Government to help ease economic recession by increasing the supply of money in circulation because banks acted independently. Also, state banking regulation varied widely & some banks were allowed to operate in irresponsible ways.</p>	
<p style="text-align: center;">Monopolies</p> <p>Many big businesses became monopolies or trusts. One company, or several companies working together, gained control of an industry, such as oil. They charged high prices because there was no competition to hold prices down.</p>	

Problem Before the Reform	The Reform
<p align="center">Tainted Food and Medicine</p> <p>Terrible conditions existed in the food processing industry. Upton Sinclair, a muckraker, told how packing houses often kept meat on dirty floors. He found that chopped meat sometimes contained rat hairs, wood splinters, bits of rope, or pieces of spoiled meat.</p>	
<p align="center">Pollution & Environmental Destruction</p> <p>Wilderness areas were being ruined. Great buffalo herds disappeared, the passenger pigeon became extinct, and other forms of wildlife were threatened. Government land and mineral resources were either sold cheaply or given away.</p>	
<p align="center">Unfair Taxation System</p> <p>Taxes were usually based on the amount of property a person owned. But many wealthy people hid some of their property from the government. Consequently, they did not pay their fair share of the taxes being collected.</p>	
<p align="center">Indirect Election of Senators</p> <p>The two Senators that each state sent to Congress were chosen by the members of the various state legislatures.</p>	
<p align="center">Suffrage Restricted to Males</p> <p>Only male citizens 21 or older could vote. In 1869 Susan B. Anthony and Elizabeth Cady Stanton founded the National Woman Suffrage Association which campaigned for the right of women to vote.</p>	
<p align="center">Lack of Water in the West</p> <p>Scarce water resources led to competition between landowners in the West. Farmers needed water for irrigation, cities needed it for drinking & waste disposal, and ranchers needed it for their stock.</p>	
<p align="center">Alcohol Abuse</p> <p>Excessive alcohol abuse, especially by workers. It lowered worker efficiency when workers took off "Saint Monday" (when Monday becomes a holiday because you're still drunk from the weekend)</p>	
<p align="center">Irresponsiveness of Elected Officials to Public Opinion</p> <p>Elected officials sometimes disregarded the needs and desires of the people. While citizens could petition government, they could not propose a law unless it was sponsored by a legislator. There was also increasing concern about corruption among legislators and citizens wanted to pass some laws through direct votes.</p>	
<p align="center">"Lame Duck" Presidents</p> <p>Since Presidents were elected in November and took office in March, they had several months to take unpopular actions without much political consequence.</p>	