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# The Promise of the West 1820–1850

## Exploration and Settlement in the American West



### HIGHLIGHTS



- Exploration of the West
- Evangelism and Settlement in the Pacific Northwest
- Marcus Whitman and the Oregon Trail
- California and the Gold Rush
- Texas and the Mexican War
- Mexican Cession

Those who crossed the plains . . . never forgot the ungratified thirst, the intense heat and bitter cold, the craving hunger and utter physical exhaustion of the trail, and the rude crosses which marked the last resting place of loved companions. But there was another side. Neither would they forget the level prairie, covered with lush grass and dotted with larkspur, verbena, lupine, and geranium; the glorious sunrise in the mountains; the campfire of buffalo chips at night. . . . True they had suffered, but the satisfaction of deeds accomplished and difficulties overcome more than compensated and made the overland passage a thing never forgotten.

—from the *Diary of Octavius Howe, who traveled the Oregon Trail in the 1840s*

### Trailblazers Explore the West

Ever since the Lewis and Clark expedition in the early 1800s, men had been fascinated by the vast stretch of land between the Mississippi River and the Pacific Ocean. Fur trappers who followed Indian paths through the Rocky Mountains to the Oregon Country or Spanish California gave reports of the beauty and promise of this area. These fur trappers belonged to

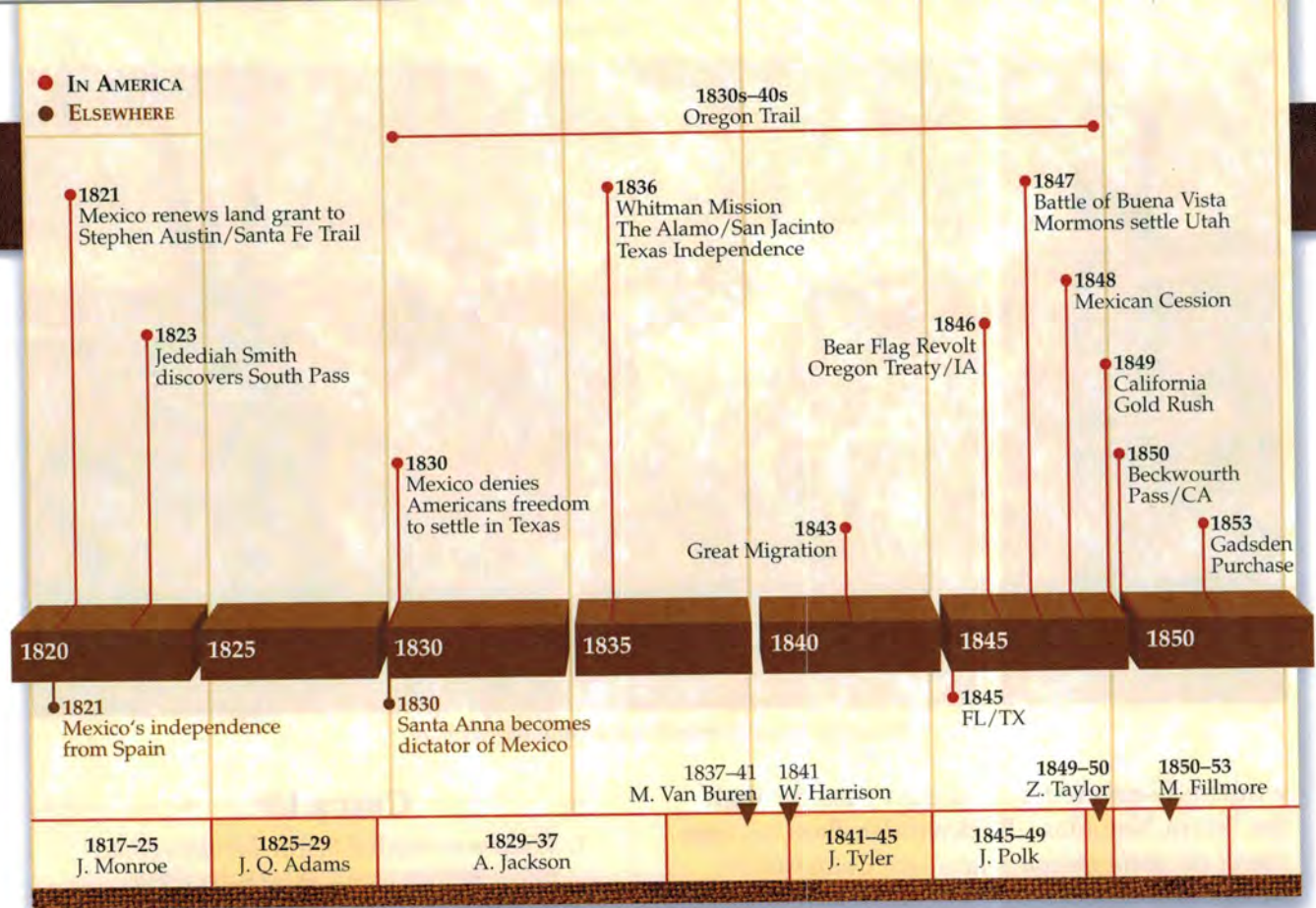
an adventurous group of explorers called **mountain men**. Often accompanied by Indian guides, they “blazed,” or marked, the Indian trails so that others could follow. Often these marks were cut into tree trunks or chiseled into rocks.

### Jedediah Smith: Exploring with Bible and Rifle

Although trails had been blazed to the West, entire families could not move into these areas until they found wagon routes through the mountains. A 24-year-old trapper and hunter named **Jedediah Smith** solved this problem in 1823 when he discovered **South Pass**, a plateau in Wyoming that offered a *wagon route into the Oregon Country*.

Jedediah Smith was also the first American to make the difficult journey across the Great Basin Desert of Utah and Nevada and over the high Sierra Nevada mountains into California. He had come West to trap beaver, hoping to earn enough money to help his five brothers through school. Friends described him as “a bold, outspoken, and consistent Christian.” They said Jedediah took two friends with him wherever he went—his Bible and his rifle. Exploring the West required courage and character, and Jedediah Smith had both.

In the summer of 1826, Jedediah Smith led a party of men into the mountains and across the deserts of Utah and Nevada. As they searched for furs, they explored new country never before seen by white man. Though Mexico claimed the region, few people lived there and no one lived in the desert areas. As Smith and his men crossed the desert, their horses died for



lack of water. The trappers had to eat lizards, snakes, and even their dying horses, and they had to chew cacti for water. In desperation, they decided to head for the Mexican settlements in California.

Jedediah Smith and his men became the *first Americans to cross the Mojave Desert and enter southern California overland*. America's only previous ventures into southern California had occurred when American naval expeditions had sailed into harbors on the coast. The Smith expedition finally reached the Catholic mission at San Gabriel in the Los Angeles basin, where they received food, including "golden apples," or oranges, which the Mexicans grew in orchards.

California had been a Spanish colony but now belonged to the newly independent country of **Mexico**. It was a fertile but sparsely populated land of Catholic missions and haciendas (large estates, ranches, or plantations). The ruling class consisted of old Spanish families who managed vast estates, held rodeos, and entertained with lavish hospitality, while

the poorer Mexicans and Indians did the work on the ranches.

When the governor of Mexican California saw Jedediah Smith, he was greatly concerned; he realized that Smith had come *overland* across deserts and mountains that were supposed to keep the Americans out. The governor told Smith that he would have to leave California.

In 1827, Smith returned to California and proceeded north up the Pacific coast. Thus Smith and his men became the *first white Americans and possibly the first white men to make the journey from northern California to the Columbia River*. Jedediah Smith continued to explore the West and encouraged the eventual settlement of California and the Oregon territory by Americans.

### James Beckwourth: Chief of the Crow Indian Tribe

Some of the mountain men became close friends with the Indians. **James Beckwourth**, a black American, became a warrior and a chief of the Crow Indian tribe. About 1850, Beck-



Vaqueros in a Horse Corral by James Walker

wourth discovered a mountain pass through the Sierra Nevadas. **Beckwourth Pass** became one of the main wagon routes into California's Sacramento Valley.

### **William Becknell: Father of the Santa Fe Trail**

Another American, Captain **William Becknell**, was trading with Indians near **Santa Fe**, New Mexico, when he heard that the territory had fallen into Mexican hands. Hoping that the Mexicans might be more open to trade than the Spaniards had been, Becknell took his goods to Santa Fe, where the people paid him in silver. Returning to Missouri, he purchased three wagon loads of bright cotton cloth, silk, table-wear, and mirrors to catch the eye and the silver of the prosperous residents of Santa Fe. Becknell made a 2,000 percent profit on this journey! Soon, the ladies of St. Louis were wearing brilliant, turquoise stones set in Santa Fe silver.

William Becknell discovered that the current route to Santa Fe was too rugged for wagon caravans. In 1821, he left the main trail in western Kansas and headed across the desert country toward the source of the Cimarron River. For his pioneering efforts, William Becknell became known as the "**Father of the Santa Fe Trail.**"

### **CHECK UP**

1. What was needed before families could move farther west? Who solved this problem?
2. What were Jedediah Smith's two best friends?
3. Why did the governor of California order Smith to leave California?
4. Who was known as the "Father of the Santa Fe Trail"?

**Identify:** mountain men, South Pass, James Beckwourth, Beckwourth Pass, Santa Fe

## *The Call to Oregon*

### **Search for the Book from Heaven**

As explorers blazed many trails through the American West, travel became more frequent. In the autumn of 1832, four Indian chiefs representing the Flathead and Nez Percé tribes arrived in St. Louis, Missouri. They had come on a long journey of more than 3,000 miles from their home in the Oregon Country because a white man had witnessed to their tribes about a "**Book from Heaven**" that told of the one true God. The tribes had held a council fire and chosen these four men to go East and find the Book.



The Indians came to see the Superintendent of Indian Affairs, famous explorer William Clark of the Lewis and Clark expedition. He told them what he knew about the Bible, and then he took them on a tour of St. Louis, thinking that this would impress them. But the Indians only wanted “the Book” and a preacher to explain it. Before long, two of the Indians died of an illness to which they had no natural immunity. When the time came for the two remaining Indians to return home, General Clark honored them with an elaborate banquet, where one of the Indians stood and said:

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My people sent me to get the white man’s Book from Heaven. You took me where you allow your women to dance, as we do not ours, and the Book was not there. You took me where they worship the Great Spirit with candles [Roman Catholic Church], and the Book was not there. You showed me the images of good spirits and pictures of the good land beyond, but the Book was not among them.

I am going back the long, sad trail to my people of the dark land. You make my feet heavy with burdens of gifts, and my moccasins will grow old in carrying them, but the Book is not among them. When I tell my poor blind people, after one more

snow, in the big council, that I do not bring the Book, no word will be spoken by our old men or our young braves. One by one they will rise up and go out in silence.

My people will die in darkness, and they will go on the long path to the other hunting grounds. No white man will go with them and no white man’s Book, to make the way plain. I have no more words.

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In 1833, **George Catlin**, the noted painter of the American West, met these two Indians on the Missouri River and painted their portraits. Some time later, Catlin heard the story behind these native Americans. Doubting the truth of the account, he wrote to General



*George Catlin's painting of Rabbit's Skin Leggings, one of the Indians who came to St. Louis in search of the “Book from Heaven”*

Clark, who answered, "The story is true; that was the only object of their visit." On receiving this response, George Catlin told his friends, "Publish it to the world."

### **John McLoughlin: Father of Oregon**

The first man to respond to the Indians' call for "The Book from Heaven" was **Jason Lee**, a Methodist missionary who established an outpost among the *Chinook Indians* in 1834. When Lee arrived in the Oregon Country, the only sizable settlement was **Fort Vancouver**, an outpost of the British Hudson's Bay Company. Located on the north bank of the Columbia River in Washington, the fort asserted British claim to the northern part of the Oregon Country. **Dr. John McLoughlin**, a tall and rugged Scot, supervised the fort for the company. McLoughlin was a friend both to the Indians, who called him the *White-headed Eagle*, and to American settlers in the area. McLoughlin befriended Jason Lee upon his arrival and recommended that he settle in the Willamette Valley, south of the Columbia River.

As manager at Fort Vancouver, John McLoughlin entertained many visitors. One British naval captain who visited the fort in 1826 casually remarked that a woman in London had given him some apple seeds to plant in the Pacific Northwest. The captain laughed at this fancy, but McLoughlin planted the seeds and thus introduced apples to what is now one of the richest apple-producing regions in the world.

As more Americans began to settle in the area, the British government grew alarmed. When officials discovered that McLoughlin had helped these settlers in the difficult first days of settlement, they removed him from his post. McLoughlin responded, "The Bible tells me 'If thine enemy hunger, feed him. If he be naked, clothe him.' These settlers were not even our enemies. . . . If the directors find fault with me for this then they quarrel with heaven." John McLoughlin moved south to join his American friends and later became a

United States citizen. Today he is known as the "**Father of Oregon**" for the help and protection he provided the early settlers.

### **The Whitman Mission**

*Missionaries to Oregon.* Some of the earliest settlers in Oregon were **Dr. Marcus Whitman** (1802–1847) and the **Rev. Henry Spaulding** and their wives. In 1836, the American Board of Foreign Missions agreed to sponsor them as missionaries to the Indians of the Northwest. Marcus Whitman intended to prove that a wagon train could make the journey from Independence, Missouri, to the Oregon Country—a 2,000-mile trip across windswept plains and rugged mountains. He wanted American families to cross the continent and settle in Oregon, claiming the land for the United States. He believed that first the Bible must go to Oregon to make the land safe for settlement; then families could follow to set up homes and communities.

Marcus Whitman and Henry Spaulding went west to prepare the way for settlement, to preach the gospel to the Indians, and to give them an example of godly family living. Their wives, *Narcissa Whitman and Eliza Spaulding*, became the first white women to journey west of the Rockies.

*The Great Migration.* Not far from where the city of Walla Walla, Washington, stands today, the Whitmans established a mission among the Cayuse Indians. The Spauldings settled on the Clearwater River in Idaho and ministered to the Nez Percé. In 1843, Marcus Whitman led the "**Great Migration**," a train of 120 wagons with 1,000 pioneers, safely into Oregon. It was *the largest wagon train ever to go west*. Missionary activity expanded to include the new settlers. After the Whitmans' two-year-old daughter drowned in the Walla Walla River, they began to adopt children whose parents had died or been killed on the Oregon Trail.

*Massacre at the mission.* The Whitmans' ministry grew and prospered as Marcus and

Narcissa provided an example of Christian living—hard work and service to others backed by prayer and evangelism. In 1847, a wagon train brought a measles epidemic to the settlement at Walla Walla. Before long, half of the Cayuse tribe had died. The Whitmans exhausted themselves trying to help the Indian children, but the Cayuse saw only that their children died while the white children lived.

The Cayuse chief had lost two children to the measles epidemic; like many of his tribe, he thought Whitman was saving the white children but allowing the Indians to die. He could not understand that his children lacked immunity to the disease. On November 29, 1847, the chief and several Cayuse warriors attacked the mission and murdered Marcus and Narcissa Whitman.

Many of the Indians had become Christians and loved the Whitmans. Three of the

Indians risked their lives to protect others at the mission from the attackers. They later buried the dead at the mission.

The Nez Percé tribe surrounded the Spaulding mission on the Clearwater River and protected the Spauldings from violence. This tribe later captured the murderers and brought them to government officials for trial and execution. As a result of the violence, all of the Indians were later removed to reservations.

**Benefits of Christianity.** Despite the Whitmans' deaths, Christianity began to flourish in the Pacific Northwest. Eventually the benefits of Christian civilization—education, high moral standards, medical science, modern agricultural technology, and commerce—would eliminate tribal warfare and famine and make the Indian population larger and healthier than ever before.



## The Oregon Trail

**Wagon trains roll West.** As word of the fruitful Pacific Northwest spread east, thousands of Americans followed their dream of settling the West, and they began the long wagon train journey to Oregon. When a series of fever epidemics struck in the 1830s and 1840s, many families began the westward trek in search of better health. Despite the hardship of the journey, parents felt that their children stood a better chance of surviving into adulthood in the Pacific Northwest.

Stuffing as many of their belongings as possible into a covered wagon, families left friends and relatives behind for a new start in Oregon. Their wagons soon earned the name **prairie schooners**, because their white canvas tops looked like sails billowing in the wind on the wide horizon of the prairie.

**The long trip West.** The long journey of the wagon trains usually started at **Independence, Missouri.** Leaving Independence in the early spring, the pioneers had 2,000 miles of high plains and mountains to cross by late fall in order to avoid the mountain snows. Storms, hostile Indians, sickness, and fatigue claimed

many lives. The more difficult stretches of the trail were clearly marked with the bleaching bones of fallen oxen, the graves of men, women, and children, and abandoned possessions such as tables or dishes too heavy to be carried by exhausted team animals. But most of the pioneers made it, and few regretted the trip.

The wagons were organized in trains with several guides and a wagon master to keep order. The women slept and kept house in the wagons, while the men slept beneath the wagons. The wagon master and the guides slept in the open air, and scouts patrolled the outskirts to guard against Indians. Sometimes they rolled the wagons into a protective ring, locking the wheels together. Going west by wagon train involved much hard work driving oxen, tending horses, hunting game, and cooking meals.

These pioneer families had never experienced such vast, wide-open spaces. Mesas, canyons, badlands, and mountains awed them. As they mounted the high plains of western Nebraska, they came to "**Court House Rock**," a huge rock some 400 feet high named for its resemblance to the court house in St. Louis.

The Oregon Trail by Albert Bierstadt





## EYEWITNESS HISTORY

## Wyeth's Trip West

The journal *Oregon* by John B. Wyeth of Massachusetts, who traveled west in 1833, provided the first detailed narrative account of a journey on the Oregon Trail.

**Western wildlife.** Wyeth wrote vivid accounts of the wildlife encountered on his journey. He described a vast herd of bison and a wolf pack:

We saw them [buffaloes] in frightful droves, as far as the eye could reach, appearing at a distance as if the ground itself was moving like the sea. . . . Our company after killing ten or twelve of them, never enjoyed the benefit of more than two of them, the rest being carried away by wolves before morning.

When he came to the **Black Hills** of South Dakota, so called because of their thick growth of dark cedar trees, Wyeth wrote,

Here is the region of rattlesnakes, and the largest and fiercest bears,— a very formidable animal, which it is not prudent for a man to attack alone.

He was referring to the Western grizzly bear, which then ranged freely throughout the region.

Wyeth marveled at the herds of wild horses that ranged the plains. These horses, later called *mustangs*, were descendants of those brought to America by the Spanish in the 1500s.

**The Flathead Indians.** The Flathead Indians impressed Wyeth as “a brave and, we had reason to believe, a sincere people.” The Flatheads were named for their sloping foreheads, an

effect achieved in infancy by strapping a board to a child’s soft skull.

**The Blackfoot Indians.** Near the front-range of the Rocky Mountains, the pioneers spied “a large moving body of a living something” crossing the distant plain and heading toward them. It turned out to be a large Blackfoot war party. Wyeth described them:

Their appearance was very singular, and, to some of us, terrible. There was a pretty fresh breeze of wind, so as to blow the long manes and tails of their horses out straight. Nor was this all: the wind had the same effect on the long black hair of the warriors, which gave them not only a grotesque but a terrific appearance. Added to all this, they kept up a most horrid yell or war-hoop. They rode up and completely surrounded us; and then all was silent.

The Indians in this war party demanded one thing of the pioneers— tobacco. Many Indians had become addicted to both tobacco and alcohol. Later wagon trains would carry these items to trade for fresh meat and vegetables.

As long as the white man was traveling through their hunting grounds to another spot farther west, the Indians were not usually hostile. In fact, many settlers would never have made it across the plains without the Indians’ help. Some guided the settlers through difficult spots and helped the wagons cross streams.



*Chimney Rock,  
Nebraska*

Less than 15 miles to the west stood “*Chimney Rock*,” a spire of stone rising 500 feet above the plains. Many pioneers carved their names at the base of these rocks, and a few young men and boys climbed high enough to leave their names on the ledges.

Overlooking the Sweetwater River basin in Wyoming stands a dome of granite called *Independence Rock*—so named because most wagon trains reached this point by July. Beyond it lies South Pass, a high meadowland where the plains slope upward to an altitude of 7,000 feet. Even in mid-July, the pioneers shivered as they crossed these high plains, because a huge bed of ice lay only a foot beneath the meadow sod.

From Fort Bridger, the wagons moved on to *Soda Springs* (in southeast Idaho), where carbonated water bubbled from the ground. The pioneers used this water to make bread rise and to put fizz in lemonade made from the citrus extract they used to prevent scurvy. Not far from the springs, those going to California turned southwest into Utah and Nevada. They hoped to cross the deserts and make it over the Sierra Nevada mountains before the winter snows. The others followed the canyon gorges of the Snake River and later the Columbia River into the Pacific Northwest.

So many wagons passed over the Oregon Trail that the path can still be seen today in lonely stretches of western Nebraska, Wyoming, Idaho, and eastern Washington.

### CHECK UP

1. What were the four Indians going to St. Louis in search of?
2. What was the only sizable settlement in the Oregon country? What country controlled it?
3. What did the Indians call John McLoughlin? How is he remembered today?
4. What was the “Great Migration” of 1843?
5. Why did the renegade Cayuse attack the mission and murder the Whitmans?
6. Why did people leave the Mississippi Valley in the 1830s and 1840s to move to the Northwest?
7. What was the main mode of transportation to the West?
8. Where did the wagon trains usually begin?
9. How did horses originally get to America?
10. What did the Indians demand from the settlers in order to give them safe passage?

**Identify:** George Catlin, Jason Lee, Henry Spaulding, Narcissa Whitman, Eliza Spaulding, John Wyeth, mustang, Independence Rock, Soda Springs

## The Rush to California

### John C. Frémont: The Pathfinder

*From Appalachia to California.* Before many wagons rolled into California, **John C. Frémont** led a military expedition into the area. In the 1830s, Frémont explored the rugged heights of the Appalachian Mountains between North Carolina and Tennessee, where he gained the experience he needed to lead military expeditions to the West. In May 1843, Frémont and a small party of soldiers, including the mountain man **Kit Carson**, left Kansas City on an expedition to the West. By September, they had reached the desert lands of Utah, where they marveled at the Great Salt Lake. They found the water so dense with salt that a man could float in it without making any effort to swim.

After traveling north to the Oregon Country, Frémont's party turned south into the Great Basin of Nevada. When they found nothing to eat in this barren desert, Frémont decided to head for the Sacramento Valley beyond the rugged Sierra Nevada Mountains. He knew that Americans from Oregon had settled in this part of northern California with the Mexicans' permission.

No white men had ever crossed the Sierra Nevada range in the winter. Frémont's Indian guides warned him of the danger and refused to follow him. But Frémont pressed on, struggling through snow as much as 20 feet deep in

some places. He and his men became *the first white men to cross the Sierra Nevadas in winter*. By the time they had reached the valley, the men had eaten their mules and dogs, and the horses had tried to eat their saddles.

**The Bear Flag Revolt.** The Americans in the Sacramento Valley welcomed Captain Frémont, but the Mexican authorities were alarmed by the appearance of American troops. Knowing that the United States and Mexico were about to go to war over the future boundary of Texas, Frémont decided to stay in California and lead a revolt against the Mexicans. Even before he received news of the war, Frémont led the **Bear Flag Revolt** in May 1846. Americans in the small town of Sonoma flew a homemade flag with a grizzly bear and a single star for the new **Republic of California**.

The Mexicans put up very little resistance—many of them welcomed the possibility that a union with the United States would bring more prosperity and freedom. By July, the United States had declared war on Mexico. Being an officer in the United States Army, Frémont replaced the Bear Flag with the Stars and Stripes. The United States Navy appeared in California waters, and within two days all of California had fallen into American hands.

### Gold Discovered at Sutter's Mill

The Mexicans had given **John Sutter**, a Swiss settler, a grant of 49,000 acres in north-



Yosemite  
Winter  
Scene

by Albert Bierstadt

It depicts the rugged  
California wilderness.



*Ships in San Francisco Bay*

ern California to develop the land and attract settlers. Sutter imagined a quiet life on his vast ranch, near the site where Sacramento stands today. Planning to sell lumber to American settlers, he built a sawmill in the nearby mountains and hired **James Marshall** to manage it. It was Marshall's job to clean out the trail race, where gravel from the clear mountain stream would accumulate in the wooden chute that channeled the water to turn the water wheel. On the morning of January 24, 1848, as Marshall cleared the chute, a glimmer caught his eye. A closer look revealed pea-sized nuggets of  $98\frac{2}{3}$  percent pure gold!

By 1849, over 100,000 gold seekers called the **forty-niners** had descended on the gold fields of northern California, assuring the American acquisition and settlement of the

territory. Fortune seekers from Europe, Latin America, Australia, and the Orient sailed into San Francisco Bay to take part in the **gold rush**. Once there, even the sailors "jumped ship" to search for gold. The San Francisco Bay area became a forest of masted schooners at anchor.

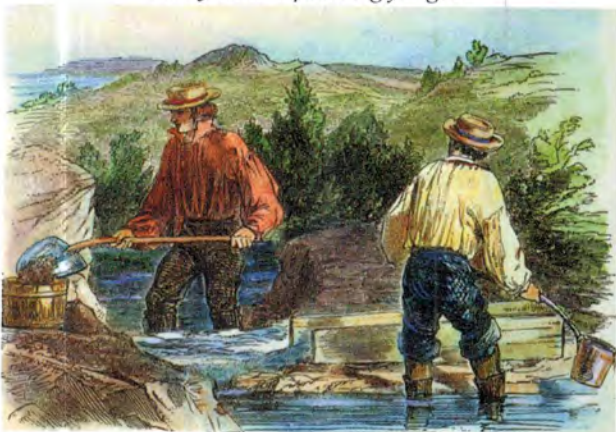
Most of the miners did not "strike it rich" in gold, but many stayed, sent for their families, and set up businesses or began to farm. Soon overland wagon routes led settlers through the Rockies and across the deserts of Utah and Nevada into California.

#### GREAT AMERICANS

### **William Taylor:** *Street Preacher*

At a time when thousands of Americans were seeking their fortune in gold, one "forty-niner," **William Taylor**, came to California to "mine" for lost souls. His ministry of preaching up and down the streets of San Francisco earned him the title, "*the Street Preacher*." Using a wooden crate as a "pulpit," he preached the gospel to many young men on the wharf. Before embarking on a worldwide missionary tour, William Taylor preached along the California coast, winning many souls to Christ.

*Forty-niners panning for gold*



## Americans in Texas

### Stephen Austin: Father of Texas

**Texas changes hands.** Years before California was settled, many Americans moved to the land that is now the state of Texas. In 1820, the area was settled by a few Spanish ranchers who employed Indians and *Mestizos* (people having both Indian and Spanish ancestry) on large estates. Eager to develop the economy of the region, the Spanish granted a large tract of land to an American, Moses Austin, who planned to move families into the area. When, in 1821, Mexico won her independence from Spain and Moses died, his son, **Stephen Austin** (1793–1836), renewed the grant with the Mexican government.

#### *Austin's colony thrives.*

Stephen Austin established a colony in the Brazos River country, not far from where the city of **Houston** stands today, and organized a militia to keep law and order. Soon

30,000 Americans had settled in Texas. Although Spain and Mexico together had held Texas for 300 years, there had never been so many settlers in the region. Today, Stephen Austin is remembered as “**the Father of Texas**” for his hard work and skill in establishing an American colony in the unpredictable and harsh environment of the newly independent country of Mexico.

Despite the intentions of many well-meaning officials in Mexico City, Mexico's constitutional government, modeled after that of the United States, soon crumbled, and a cycle of revolution and bloodshed began.

**A state church comes to power.** During this time of unrest in Texas, Mexico established



Stephen Austin, Father of Texas

Roman Catholicism as the official state religion and required everyone to support the church with taxes. The Mexicans allowed Texans to hold Bible studies in their homes, but they required all baptisms and marriages to be performed by Roman Catholic priests. The Americans ignored this requirement, because the Mexican government had no troops in Texas to enforce it. As long as the Americans paid taxes to support the Roman Catholic Church and the nearly bankrupt government, Mexican officials left them alone. Texans patiently waited for the day when they could establish churches of their own.

### Santa Anna Becomes a Dictator

In time, the Mexican government decided that too many Americans had settled in Texas. On April 6, 1830, authorities declared it illegal for American families to settle in the province. The Mexican government (1) imposed military rule, (2) disbanded the Texas legislature, and (3) jailed some Americans without a trial. They also (4) denied American Texans representation in the Mexican Congress. The Texans remained patient, however, until the President of Mexico, General **Santa Anna**, declared himself the military dictator of all Mexico in 1834. In the resulting civil war, Santa Anna's army battled against all freedom-loving Mexicans. Finally, only one pocket of resistance remained for the military dictator to conquer—the American community in Texas.

### “Remember the Alamo”

As Santa Anna rode north with an army of 3,000 men to conquer the Americans in Texas, the Texans turned to **Sam Houston** (1793–1863), a soldier and a statesman. As the commander of the Texas militia, he prepared to face the larger and better equipped army of the dictator Santa Anna.

**The Alamo.** Santa Anna's army swept into Texas and met its first resistance at a fortified mission called the **Alamo** in the city of San Antonio. Vastly outnumbered, a group

of 187 Americans held off the army for nearly two weeks before Santa Anna's army overran the fort. Still preparing for war, Sam Houston and the Texas militia were unable to help the defenders of the Alamo. Though many Mexican soldiers died, all of the Americans were mercilessly slain.

**Texan independence.** On March 2, 1836, while the battle for the Alamo still raged, Texas declared itself an independent republic. The Texans later adopted a flag modeled after the Stars and Stripes—red, white, and blue but with only one star. Thus Texas became known as the **Lone Star Republic**.

**Heroes of the Alamo.** Among the brave men who died at the Alamo were **Colonel William Barret Travis**, the commanding officer; **Jim Bowie**, the inventor of the Bowie knife; and **Davy Crockett**, a Tennessee frontiersman and former Congressman.

Davy Crockett had just arrived in Texas to help the Americans get arms and support from the United States when Santa Anna's forces descended on San Antonio. One of the best marksmen alive, Crockett promptly joined the brave band of men in the Alamo. He fired his rifle until he ran out of ammunition and then turned the gun around and used it as a club. With his back to the wall and the bodies of those he had killed lying about him, Davy Crockett finally fell—his body riddled with gunshot.



*Battle for the Alamo*

**Victory at San Jacinto.** Santa Anna marched on to the little town of Goliad, where his army massacred 300 Texans. But Sam Houston and his men were ready now; crying "*Remember the Alamo!*" they rushed upon Santa Anna's army, which camped on the banks of the San Jacinto River. Houston's men lacked

*Surrender of Santa Anna by William H. Huddle*



## GREAT AMERICANS

## Sam Houston: *President of Texas*



As a boy in east Tennessee, Sam Houston spent so much time with the Cherokee Indians that the chief adopted him. The Cherokee taught Houston to be an expert rider and marksman, skills he would need as a soldier in days ahead.

In the War of 1812, Sam Houston fought for his country under General Andrew Jackson. After the War of 1812, Sam Houston went to Washington, D.C., to ask for better treatment of the Cherokee Indians, who were to be relocated in the West. Dressed in Indian buckskins, he stood in the formal parlor of the Secretary of War and asked that the Cherokee be given help in relocating west on the Trail of Tears.

Houston soon began a successful political career, serving as U.S. Representative for Tennessee and later as governor for that state. By 1833, Houston had settled in Texas. When war broke out with Mexico,

the Texans looked to Houston for leadership and chose him to command the Texan army. Houston led the Texans to victory and became the first president of the Republic of Texas. As president of Texas he did much to encourage the admission of Texas as a state.

After Texas joined the Union, Sam Houston became a senator for the new state. While in Washington, D.C., Sam Houston received Christ as his Savior. He said, "I enjoy a sweet peace of mind in believing in the Lord Jesus Christ as my Savior." Houston exerted a strong Christian influence in American politics until his death in 1863.

proper ammunition, but they fought with such determination that the enemy scattered and ran.

Using the mobile tactics of mounted cavalry and ambush, 783 Texans defeated 1,500 Mexicans in the **Battle of San Jacinto**, which lasted only 18 minutes. The Texans captured Santa Anna in a nearby hayfield, where he had tried to escape in the heat of the battle. Sam Houston was wounded in the brief but bloody fight. Lying on a Mexican blanket with his head propped up by a saddle, he accepted the surrender of Santa Anna and his entire army. Texas won its war for independence.

### The Republic of Texas

The Republic of Texas elected *Sam Houston* to be its first president in the fall of 1836. Religious liberty was made a part of the republic's constitution, and Bible-believing churches were soon established.

The Mexican government refused to recognize Texan independence and continued to send raiding parties into the Rio Grande Valley, killing American settlers and destroying property. As late as 1843, the Texas navy was still fighting the Mexicans in the Gulf of Mexico. The flagship *Austin*, a 600-ton warship with 38 guns, protected the Texas coast. Many Texans began to think that they would be more secure as part of the United States. Sam Houston continued his efforts to make Texas a state in the Union by appealing to former President Andrew Jackson.

Despite border confrontations with Mexico, Texas began to prosper during the 1840s. American settlers, mostly from Tennessee, Kentucky, North Carolina, Missouri, and Alabama, were joined by immigrants from Germany and Switzerland. At least 140,000 people called Texas home during its period as an independent nation (1836–1845).

## EYEWITNESS HISTORY

## The Lone Star Republic

Commandancy of the Alamo,  
February 24, 1836.

FELLOW CITIZENS:—I am besieged by a thousand or more Mexicans under Santa Anna. I have sustained continual bombardment and cannonade for twenty-four hours, and have not lost one man. The enemy have demanded surrender at discretion, otherwise the garrison [Texas volunteers] is to be put to the sword, if the fort is taken. I have answered the demand with a cannon shot, and our flag still waves proudly from the walls. I shall never surrender nor retreat; then I call on you, in the name of liberty, of patriotism, and of everything dear to the American character, to come to our aid, with all possible dispatch. The enemy are receiving reinforcements daily, and will, no doubt, increase to three or four thousand in four or five days. Though this call may be neglected, I am determined to sustain myself as long as possible, and die like a soldier who never forgets what is due to his own honor, and that of his country, victory or death!

*W. Barret Travis,  
Lieutenant-Colonel Commandant*

P.S. The Lord is on our side. When the enemy appeared in sight, we had not three bushels of corn; we have since found in deserted houses eighty or ninety bushels, and got into the walls twenty or thirty head of beeves [beef cattle].

## CHECK UP

1. Why did Frémont stay in California? What revolt did he lead?
2. About how many gold seekers came to California in 1849? What were they called?
3. Why did William Taylor come to California?
4. Why did the Spanish grant Moses Austin a large tract of land in Texas?
5. What harsh act against the Texas province did the Mexican government pass in 1830?
6. Why couldn't Sam Houston and the Texas militia help the defenders of the Alamo?
7. What did Texas declare during the Battle of the Alamo? After the Alamo fell, what became the Texan battle cry?

**Identify:** Kit Carson, John Sutter, James Marshall, 1849, gold rush, Stephen Austin, Santa Anna, Sam Houston, Lone Star Republic, Colonel William Travis, Jim Bowie, Davy Crockett

## Peace with England, War with Mexico

### Expansion and the Election of 1844

In the 1840s, Americans everywhere were talking about the nation's "**manifest destiny**," the idea that the United States was destined to extend from the Atlantic to the Pacific. Most Americans supported the **annexation** of Texas and Oregon. (Annexation means to take a land and make it part of one's own country.) Thus, expansion was the main issue in the election of 1844.

The Whigs nominated **Henry Clay** as their Presidential candidate, and the Democrats nominated **James K. Polk** (1795–1849) of Tennessee. While Clay and the Whigs said nothing about westward expansion, Polk and the Democrats strongly supported it. They adopted the slogan, "**Fifty-four forty or fight**," meaning they would obtain control of the Northwest all the way to the 54° 40' north latitude line or fight the British to get it. Polk won the election. President Polk, like Sam Houston and Andrew Jackson, was a Tennessean who understood the problems of the frontier. He saw the growth of family farms



and businesses in the West as the best way to keep America strong.

### Annexation of Texas and Oregon

In February 1845, before James K. Polk was inaugurated, Congress passed a joint resolution annexing Texas. President **John Tyler** signed it just three days before the end of his administration. A Texas convention accepted the proposed terms almost unanimously, and in *December 1845, Texas entered the Union as a slave state.*

**A delicate balance.** The Missouri Compromise of 1820 had prohibited slavery in territories north of the 36° 30' north latitude line. This compromise was intended to help maintain the balance between slave states and free states in Congress. But **Florida**, annexed earlier in 1845, and **Texas** were the last territories south of this line. It seemed that the free states would soon outnumber the slave states, upsetting the balance in Congress. To remedy the situation, Congress provided that as many as four additional slave states might be carved out of the Texas territory. For a time, however, the slave states actually outnumbered the free states. Then **Iowa** (1846) and **Wisconsin** (1848) joined the Union, restoring the balance in Congress with *15 free states and 15 slave states.*

**Settling the Oregon question.** In the election of 1844, Polk had promised to annex Oregon, peacefully or otherwise. But by the time he took office, America's relations with Mexico had become severely strained. To avoid war with *both* Mexico and Great Britain, Polk decided to compromise on the Oregon question. By the 1840s, the British realized that American settlers in the Oregon Country far outnumbered the few British settlers in the region. Thus, *Great Britain gave up its claim to the land south of the 49th parallel of latitude.* The United States allowed the British to keep the south end of Vancouver Island, where the city of Victoria, British Columbia, stands today. American relations with Great Britain improved under the Christian monarch, Queen Victoria, and the long, unfortified boundary between British Canada and the United States was finally secure. The land now encompassing the states of Oregon, Washington, and Idaho became American territory by the **Oregon Treaty of 1846.**

### Mexican War

The United States and Great Britain came to a good understanding, but peaceful negotiations with Mexico were impossible while Santa Anna controlled the Mexican govern-

## PRESIDENTIAL PROFILE

### James K. Polk (1795–1849)

**Years of Presidency:** 1845–1849

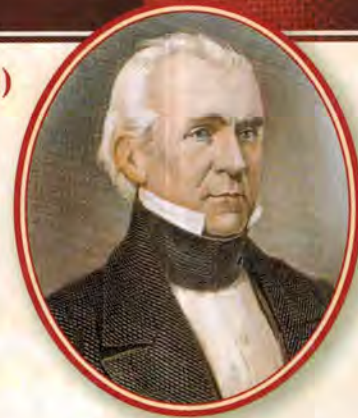
**Vice President:** George Mifflin Dallas

**Political party:** Democratic

**State of residence when elected:** Tennessee

**Remembered for** being the first “dark horse” Presidential candidate (one who is nominated unexpectedly as a compromise between strong candidates)

**Major events during Presidency:** Mexican War; California gold rush; invention of sewing machine (1846); new states—Iowa (1846), Wisconsin (1848)



*11th President*

## EYEWITNESS HISTORY

## Why Americans Moved West

When it comes to history, the most accurate reporting of the facts comes from a close examination of the words of the people who witnessed the events of history. Fortunately, there are many personal accounts, such as diaries and letters, that one can study to know more about what people actually thought in our country's past. Many excellent historians also wrote during the mid-1800s or shortly thereafter, giving accounts of historical events based on eyewitness reports.

The historian refers to personal, eyewitness reports of past events as **primary sources** of information. (Today, many historians prefer to report on the facts from their own perspective; they say that this is more objective because the actual people

“did not really understand why they were acting as they did.” However, in any court of law the eyewitness account or the account closest to the actual event or person is always the most valued.)

When it comes to determining the motivation of the pioneers who moved West, primary sources abound. Certainly, some went West for the sheer romance and adventure of it. Some hoped to get rich, some wished to carry the American flag to the Pacific, and some, like Marcus and Narcissa Whitman, went to take the Word of God to the Indians. But the many diaries and letters these pioneers left behind all point to the near-universal **desire of families to better their condition by seeking new land and business opportunities in the West.**



*Emigrants traveling west stop to camp for the night.*

ment. To reinforce the American acquisition of northern California, **General Stephen Kearny** [kär'nē] led American troops overland along the Santa Fe Trail through the New Mexico territory to San Diego in the earlier Bear Flag Revolt (1846).

**Trouble in Texas.** The southern boundary of the United States was about to be drawn from Texas to California, but this time it would be done with the bloodshed of war. Since his defeat at the Battle of San Jacinto, the Mexican general had restored his military dictatorship. In April of 1846, he invaded the new state of Texas. President Polk promptly sent **General Zachary Taylor** with an army of 4,500 men to chase Santa Anna back into Mexico. "**Old Rough and Ready**," as General Taylor was affectionately known to the younger men in his command, pursued and soundly defeated Santa Anna's army of 15,000 men at the **Battle of Buena Vista**, in February 1847.

**Invasion of Mexico.** When the Mexicans refused President Polk's offer to make peace and buy the New Mexico territory and California, Polk sent an army under **General**



War News from Mexico by Richard Caton Woodville

**Winfield Scott** to capture the Mexican seaport of **Veracruz** on the Gulf Coast of Mexico. With 10,000 troops, General Scott conducted the





General Scott's Entrance into Mexico by Adolphe-Jean-Baptiste Bayot

first major amphibious landing of American forces. Remembering the treachery of Santa Anna in twice trying to conquer Texas, President Polk decided to settle the security of Texas and the disposition of the American Southwest once and for all. After capturing the city of Veracruz, General Scott and his victorious Marines met and defeated Santa Anna as they marched to Mexico City.

With their capital city threatened, many Mexicans took up arms against the Americans despite their dislike of Santa Anna's dictatorship. Young Mexican cadets fought bravely at the fortress of **Chapultepec** [chä·pōōl'tā·pĕk'], which defended Mexico City, but all of them died in the fight. By mid-September 1847, the American flag flew over the Mexican capital. Finally, in 1848, the Mexican government agreed to the **Treaty of Guadalupe Hidalgo**, and all American troops were withdrawn from Mexican soil.

**Troops from the South.** The Mexican War served as a training ground for many

future military leaders of the Civil War. Of the 62,000 Americans who volunteered to fight in the Mexican War, 49,000 came from Texas or the states of the lower Mississippi Valley.

### **America Spans the Continent**

**The Mexican Cession.** By the Treaty of Guadalupe Hidalgo, Mexico agreed to recognize the Rio Grande as the southern boundary of Texas and promised to never invade that state again. The United States paid Mexico \$15 million in cash and agreed to pay the claims that Texas citizens had against the invading army of Mexico. The United States gained a half-million-square-mile chunk of land known as the **Mexican Cession**, which includes the states of *California, Nevada, Utah, and parts of New Mexico, Arizona, Colorado, and Wyoming.* *California would enter the Union as the 31st state in 1850.*

**The Mormon migration.** No more than 100,000 people lived in the Mexican Cession, and probably over half of these were native

Americans. The Great Salt Lake area (Utah) already contained the largest concentration of Americans in the region. In 1847, to escape persecution, the **Mormons** journeyed west to the shores of the Great Salt Lake. Led by **Brigham Young**, who had assumed their leadership after the death of founder Joseph Smith in 1844, they established the colony of Deseret. By 1850, over 11,000 people were living in the Utah Territory.

**The Gadsden Purchase.** The southern boundary of the United States was completely settled in 1853 with the **Gadsden Purchase**, when the American ambassador to Mexico **James Gadsden** negotiated the purchase of a stretch of desert land south of the Gila River in *Arizona* and southern *New Mexico*. This desert land was purchased for \$10 million to make a level way for the planned Southern Pacific Railroad.

### CHECK UP

1. What did the Democrat slogan "Fifty-four forty or fight" mean?
2. When was Texas admitted as a state? Was it a free or slave state?
3. What treaty secured the boundary between Canada and the United States?
4. Why did the pioneer families go West?
5. What was the first major amphibious landing of American forces? Who led them?

6. What treaty ended the war with Mexico?
7. What was so important about the Gadsden Purchase?

**Identify:** "manifest destiny," annexation, Henry Clay, James K. Polk, Stephen Kearney, Zachary Taylor, Battle of Buena Vista, Winfield Scott, Chapultepec, Mexican Cession, Brigham Young

## CHAPTER 13 REVIEW

**PEOPLE** *Know the following individuals and be able to explain their importance to American history.*

1. Jedediah Smith
2. James Beckwourth
3. William Becknell
4. George Catlin
5. Jason Lee
6. John McLoughlin
7. Dr. Marcus Whitman and Rev. Henry Spaulding
8. John C. Frémont
9. John Sutter
10. James Marshall
11. William Taylor
12. Stephen Austin
13. Santa Anna
14. William Barret Travis
15. Jim Bowie, Davy Crockett

16. Sam Houston
17. James K. Polk
18. Stephen Kearney
19. Zachary Taylor
20. Winfield Scott
21. Brigham Young
22. James Gadsden

**PLACES** *Know the following places and their significance.*

1. South Pass
2. Beckwourth Pass
3. Fort Vancouver
4. Independence, Missouri
5. Independence Rock
6. Alamo
7. Lone Star Republic
8. Veracruz

CHAPTER 13 REVIEW (cont.)

**TERMS** Define the following terms.

1. "Great Migration"
2. prairie schooners
3. Bear Flag Revolt
4. forty-niners
5. Battle of San Jacinto
6. "manifest destiny"
7. annexation
8. Mexican War
9. primary sources
10. Battle of Buena Vista
11. Treaty of Guadalupe Hidalgo
12. Mexican Cession
13. Gadsden Purchase

**EVENTS** Memorize each date and event.

- 1846—Oregon Treaty
- 1846–1848—Mexican War

**MAP SKILLS** Use the map below (questions 1–4) and on p. 243 (questions 5–8) to answer the following questions.

1. In what city did the wagon trails going west begin their journey?
2. What rivers would one follow to reach San Diego on the Santa Fe Trail?
3. What famous landmark would a pioneer reach between Fort Laramie and the Green River?
4. Following Humboldt River west, what two passes led to Sutter's Fort? What major city was just west of Sutter's Fort?



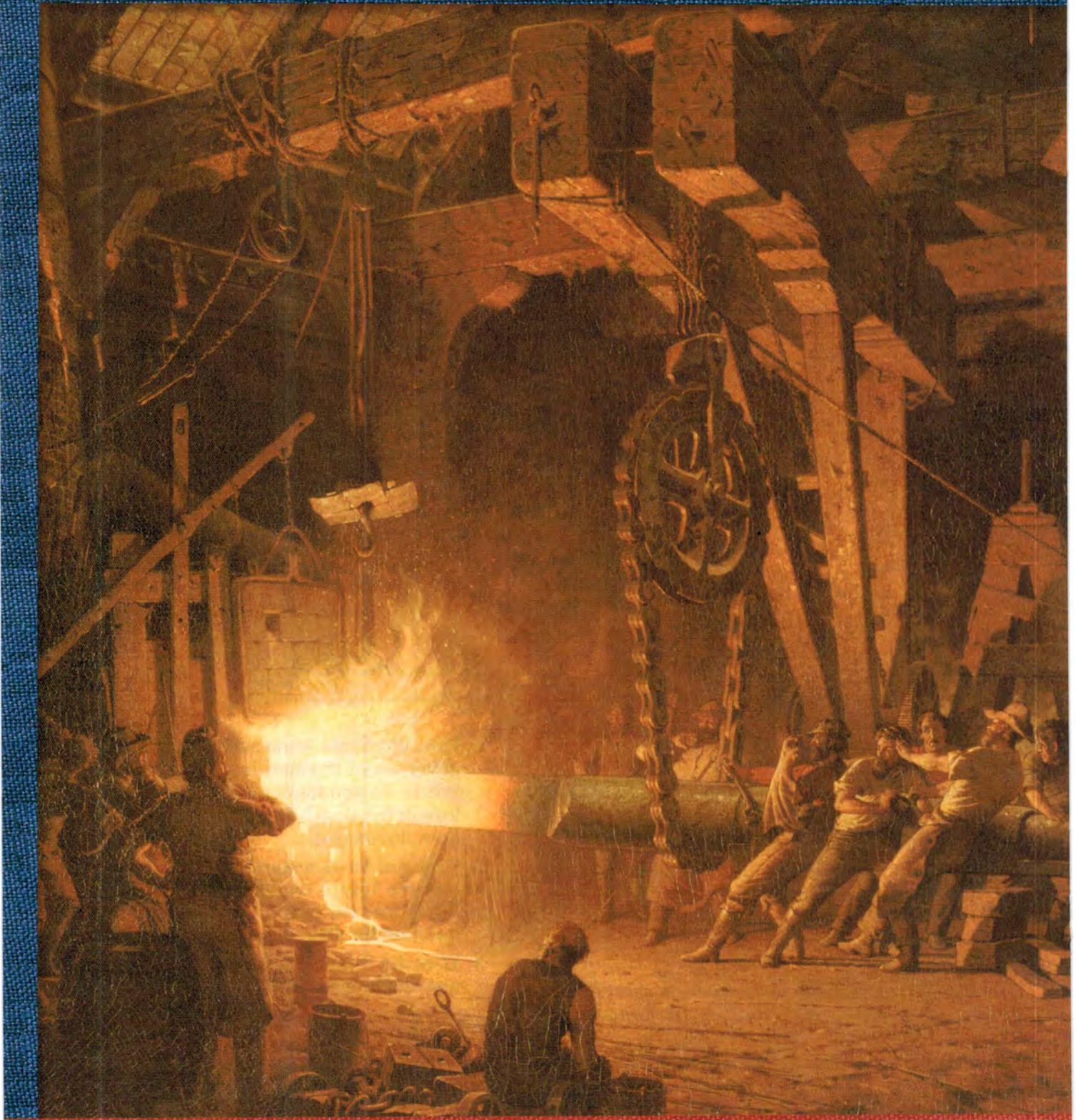


5. What port city did General Scott leave before invading Mexico?
6. What coastal city in California saw a battle just east of its borders?
7. How many battles were fought within the disputed territory? What river served as the territory's southern border?
8. Which American general led troops to Mexico City?
2. How did Santa Anna and the Mexican government threaten Texan liberties? Where do you think most Texans got their love of freedom? How was religious freedom threatened?
3. How did the defeat of the Alamo actually help the Texans win their independence? What does the letter by Colonel Travis tell us about his character?
4. Why did settlers risk everything to make a new life in the West?

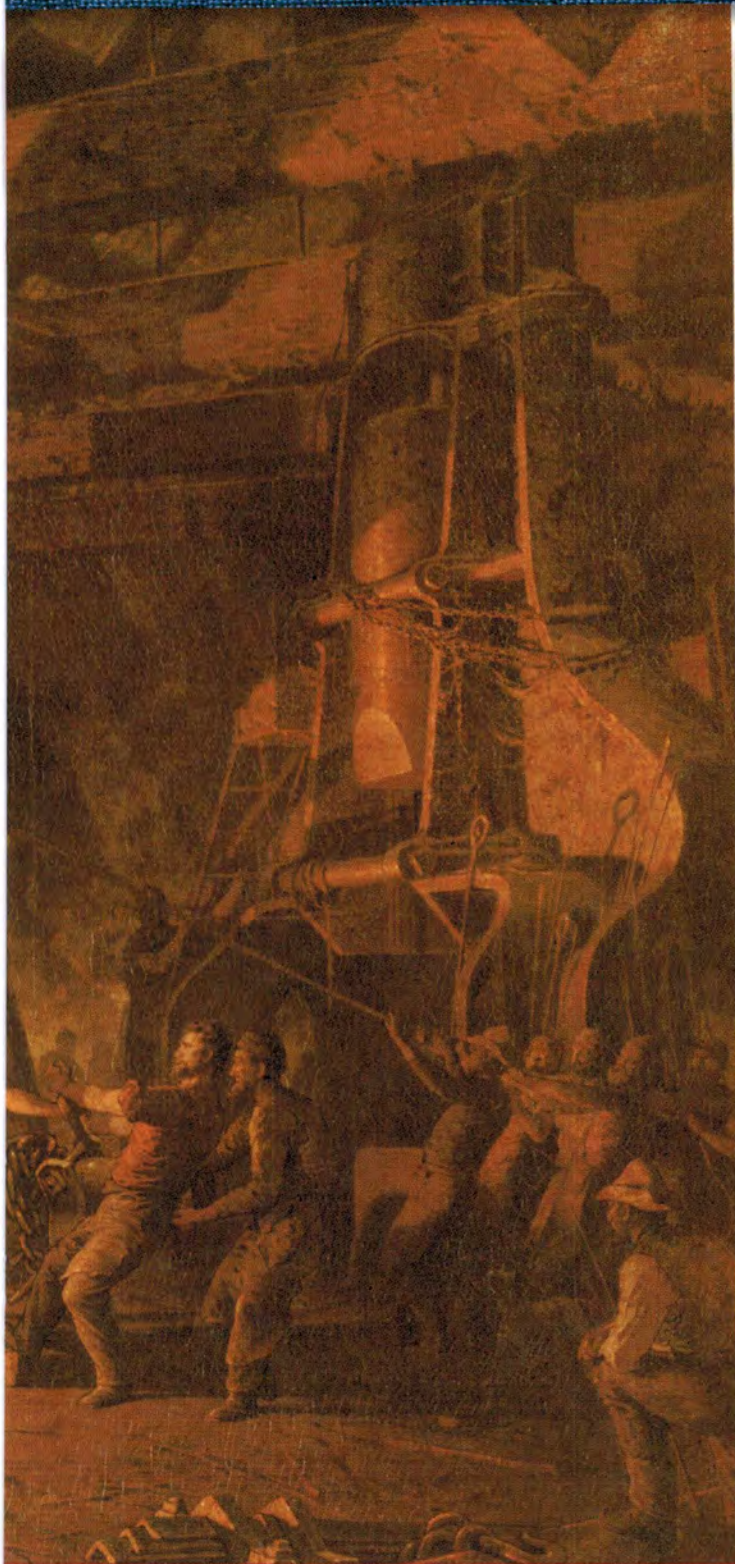
**CRITICAL THINKING** *On a separate sheet of paper, answer the following questions using complete sentences.*

1. Why did four Indian chiefs travel to St. Louis? How important was this book to them? Explain your answer.









Forging the Shaft  
by John Ferguson Weir

# UNIT 4

## TIMES OF TESTING AND TRIUMPH 1848–1913

### 14 The Civil War and Reconstruction



### 15 The Age of Industry



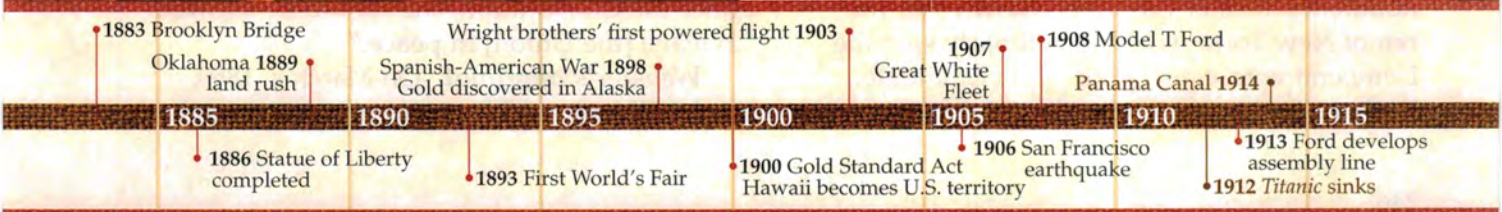
### 16 “The Gilded Age”: *Politics in the Age of Industry*



### 17 Growing into Greatness: *Spanish American War/Progressive Era*



See Overview Time Line on pp. 474–476.



# The Civil War and Reconstruction

## 1848–1877

### HIGHLIGHTS

- States' Rights
- Slavery
- Abraham Lincoln
- Civil War
- Reconstruction of the South
- Black Education

### *A Move toward National Harmony*

#### Popular Sovereignty

After the Mexican War, a controversy arose as to whether or not the new territories acquired from Mexico should allow slavery. Some wanted to ban slavery altogether in the territories, but many, such as Senator Lewis Cass of Michigan, supported *popular sovereignty*, the idea that the people living in a state or territory should decide for themselves whether or not to allow slavery. Most Westerners agreed with Cass, but some politicians in Congress opposed popular sovereignty.

**The election of 1848.** Most members of the two rival parties, Democrats and Whigs, wanted to avoid the slavery question. In the Presidential election of 1848, the Whigs nominated General **Zachary Taylor**, and the Democrats nominated Senator Lewis Cass. Certain Democrats who were opposed to slavery formed a third party, known as the *Free Soil party*, and nominated former President **Martin Van Buren** of New York. The Free Soil party split the Democrat vote, causing the Whig candidate, Zachary Taylor, to win the election of 1848.

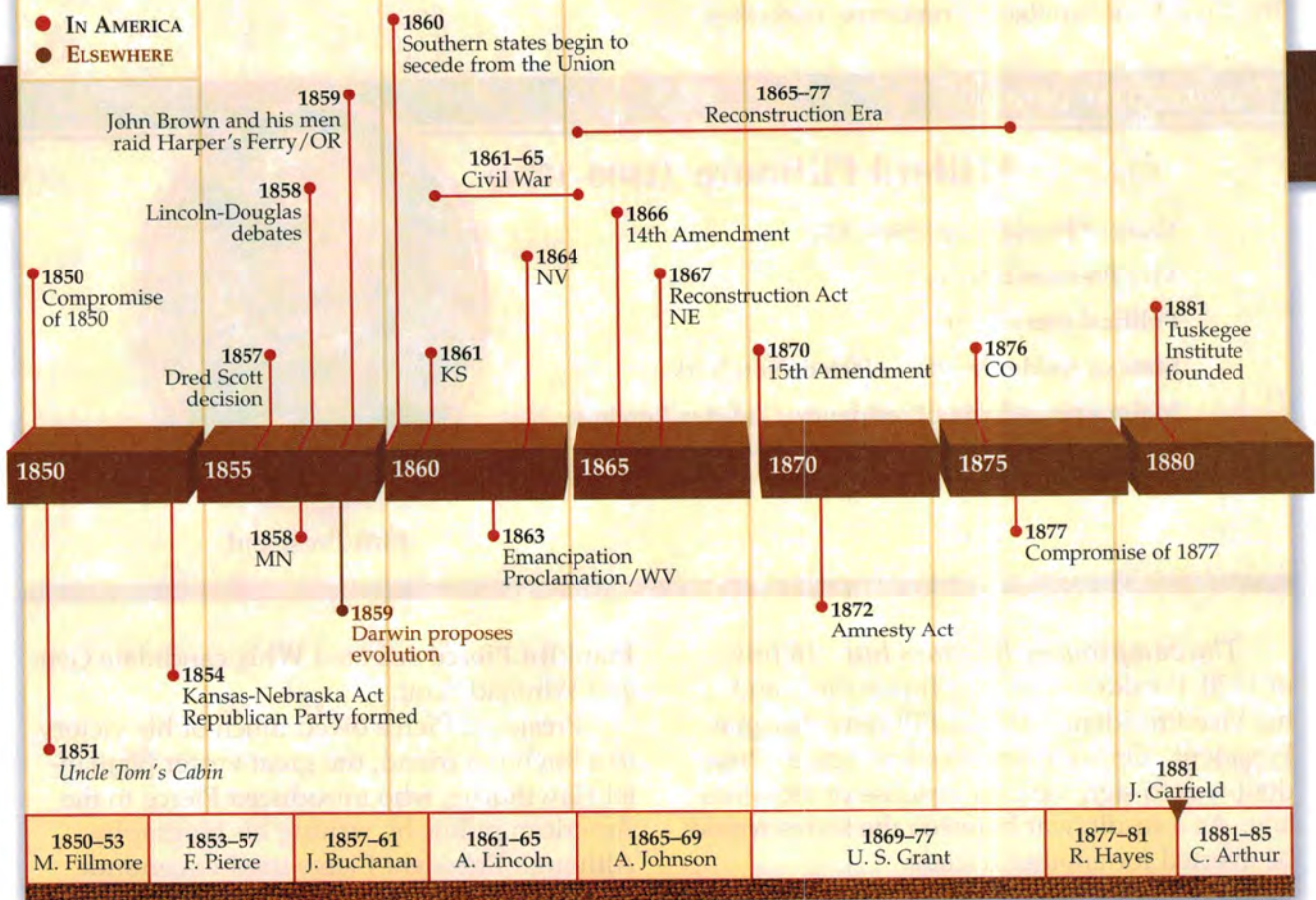
**California upsets the balance.** President Taylor faced the challenge of admitting new states in the West while preserving the Union. By 1849, California had petitioned for admission to the Union as a free, or nonslave, state. Its admission would upset the balance of power in the Senate between the North and the South. If the Union was to be preserved, a compromise had to be reached.

#### The Compromise of 1850

On February 15, 1850, the aged Senator **Henry Clay** presented his plan for compromise to the Senate, appealing to the North as the stronger party to be charitable toward the South. Clay's plan, which became known as the **Compromise of 1850**, would resolve several disputes between North and South. Among other things, it called for the admission of California as a free state and provided for the enforcement of the *Fugitive Slave Law*, requiring Northern states to return runaway slaves to the South.

**Calhoun's last speech.** When Henry Clay finished speaking, a hush fell over the Senate chamber. Everyone turned to the aged Senator **John C. Calhoun** of South Carolina, a pale, gray-headed figure who shivered and coughed with tuberculosis. Because Calhoun was too weak to read his speech, a trusted senator from Virginia spoke for him. Calhoun called for moderation and charity but added that if the South were to be denied her states' rights under the Constitution, she should be allowed "to leave [the Union] in peace."

**Webster's approval.** On March 7, 1850, **Daniel Webster** of Massachusetts rose to make



## PRESIDENTIAL PROFILE

### Zachary Taylor (1784–1850)

**Years of Presidency:** 1849–1850

**Vice President:** Millard Fillmore

**Political party:** Whig

**State of residence when elected:** Louisiana

**Remembered for his nickname, "Old Rough and Ready"**

**Major event during Presidency:** new state of California (1850)



*12th President*

his last great speech in the Senate, remembered as his *Seventh of March Speech*. If he approved, the compromise would be adopted; if he disapproved, the compromise was doomed. Some expected Webster to defend northern interests and use his speech to propel himself to the Presi-

deny. But he put the preservation of the Union above his personal ambitions. Webster spoke "not as a Massachusetts man nor as a Northern man, but as an American." He declared his loyalty to the Union and to the Constitution and gave his support to Clay's compromise.

PRESIDENTIAL PROFILE

**Millard Fillmore (1800–1874)**

**Years of Presidency:** 1850–1853

**Vice President:** none

**Political party:** Whig

**State of residence when elected:** New York

**Major events during Presidency:** Gadsden Purchase; Compromise of 1850; invention of passenger elevator (1852)



*13th President*

*The compromise becomes law.* In July of 1850, President Zachary Taylor died, and his Vice President, **Millard Fillmore**, became President. One of Fillmore’s first acts as President was to sign the Compromise of 1850 into law. As a result, war between the states would be averted for another decade.

***National Harmony Ends***

**President Franklin Pierce**

The spirit of compromise between North and South gave way to increased tension after Calhoun, Clay, and Webster died. In the Presidential election of 1852, Democratic candidate

**Franklin Pierce** defeated Whig candidate General Winfield Scott.

President Pierce owed much of his victory to a boyhood friend, the great writer Nathaniel Hawthorne, who introduced Pierce to the American public by writing his biography. Although President Pierce tried to continue the spirit of cooperation between North and South, events outside Washington, D.C., had a greater impact on the nation.

**Fugitive Slave Law**

In the 1850s, more free blacks lived in the South than in the North. In fact, many Northerners had never seen a black person. But the

PRESIDENTIAL PROFILE

**Franklin Pierce (1804–1869)**

**Years of Presidency:** 1853–1857

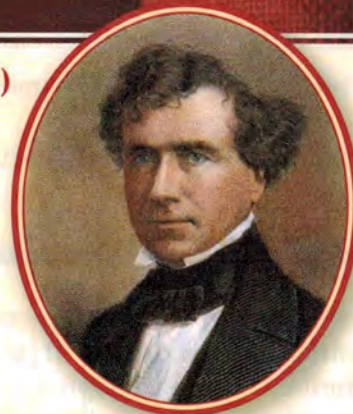
**Vice President:** William Rufus De Vane King

**Political party:** Democratic

**State of residence when elected:** New Hampshire

**Remembered for the absence of speeches during his campaign**

**Major event during Presidency:** Trade agreement with Japan



*14th President*



passing of the *Fugitive Slave Law*, a part of the Compromise of 1850, brought the slavery issue to the attention of many Northerners. Thousands of slaves had escaped to the North since 1830 by way of the *underground railroad*, a series of secret routes leading north. At “stations” along the way, helpful people hid the slaves and provided them with food. One of the “conductors” of the underground railroad, **Harriet Tubman**, an escaped slave from Maryland, led 300 slaves to freedom in the 1850s. Many people in both the North and the South assisted the slaves in their flight to freedom. Now the Fugitive Slave Law made it a criminal offense not to report an escaped slave to the police.

### A Book Moves a Nation

The Fugitive Slave Law stirred up the abolition movement once again. In New England, it prompted abolitionist **Harriet Beecher Stowe** to write the novel *Uncle Tom’s Cabin*, which dramatized the cruelty of slavery. Stowe based her novel on the reports of abolitionist friends, for she actually had little direct knowledge of slavery. In *Uncle Tom’s Cabin*, she traced the plight of a Christian slave named Uncle Tom from his life with the kind Shelby family to his death at the hands of the cruel Simon Legree. To avoid offending her Southern audience,

Stowe cast Legree as a Northerner who lived in Mississippi. Published in 1851, *Uncle Tom’s Cabin* became an instant best seller, selling a record 300,000 copies in the first year of publication. Printing presses ran 24 hours a day to keep up with the demand. Soon, theatrical groups in the North were presenting melodramatic scenes from the novel. Audiences watched in horror as the runaway slave Liza made a desperate escape with her baby across the icy Ohio River, while being chased by slave catchers and their hounds. *Uncle Tom’s Cabin* had such an impact that when President Lincoln met Harriet Beecher Stowe during the Civil War, he said, “So this is the little lady who made the big war.”

### Events in the West

**Trouble in Kansas.** In the midst of the excitement over *Uncle Tom’s Cabin*, Senator Stephen A. Douglas of Illinois presented a bill which became the **Kansas-Nebraska Act** of 1854. The act would create two new territories, *Kansas* and *Nebraska*. Although the Missouri Compromise prohibited slavery that far north, Senator Douglas proposed that the slavery issue be decided by popular sovereignty. As proslavery and antislavery groups began to pour into Kansas, it became difficult to tell which group was in the majority. Radi-

## PRESIDENTIAL PROFILE

**James Buchanan (1791–1868)****Years of Presidency:** 1857–1861**Vice President:** John Cabell Breckinridge**Political party:** Democratic**State of residence when elected:** Pennsylvania**Remembered for** being the only President who never married**Major events during Presidency:** formation of the Southern Confederacy; Pony Express; invention of washing machine (1858); new states—Minnesota (1858), Oregon (1859), Kansas (1861)*15th President*

cal groups on both sides took up arms, and a range war erupted. Eastern newspapers, eager to increase sales, began to publicize the fighting in “**Bleeding Kansas**.”

**The Republican Party.** Northern Whigs and Democrats who opposed the extension of slavery to Kansas met in Wisconsin and Michigan in 1854 to form the **Republican party**. This split the Whig party and allowed the Democrats to win the election of 1856. President **James Buchanan** brought a healthy respect for the Constitution to the Presidency.

**The Dred Scott decision.** In 1857, the Supreme Court made an important ruling known as the *Dred Scott decision*, which increased tension between North and South. In the 1830s, a slave named **Dred Scott** had been taken by his owner from the slave state of Missouri to the Wisconsin Territory (Minnesota), where the Missouri Compromise prohibited slavery. Shortly after Scott and his owner returned to Missouri, his owner died. Scott sued the man’s widow for his freedom, claiming that because he had lived in a free territory, he was no longer a slave. The case went to the Supreme Court, where Chief Justice Taney reasoned that under the Constitution (1) a slave was not a citizen and could not sue in the courts. He further contended that (2) a slave was the property of his owner and that

Congress had no authority to deprive a citizen of his property. Thus Taney declared the Missouri Compromise to be unconstitutional, which meant a slave owner could now take his slaves to any part of the United States.

**The Lincoln-Douglas Debates**

The Dred Scott decision made the extension of slavery the leading political issue in the Illinois senatorial campaign of 1858. Democrat **Stephen Douglas** (1813–1861), promoter of the Kansas-Nebraska Bill, was up for reelection to the U.S. Senate. Many people believed that his popular sovereignty platform offered the best chance to prevent an open break between the North and the South. The entire nation became interested in the Illinois campaign as a predictor of things to come.

The Republican candidate, lawyer **Abraham Lincoln** (1809–1865), challenged Douglas to a series of seven debates, each to be held in a different congressional district. The two candidates provided quite a contrast, both in appearance and manner. Known as the “Little Giant,” the 5-foot 4-inch Douglas was one of the most eloquent speakers of his day. The 6-foot 4-inch “Honest Abe” was known for his short, folksy sayings that cut to the heart of an issue.

**Lincoln’s warning.** In his debates with Douglas, Lincoln warned that nothing now

stood in the way of the extension of slavery. The Compromise of 1850 allowed slavery in the southern portions of the Mexican Cession. The Kansas-Nebraska Act allowed slavery north of the boundary established by the Compromise of 1850, and the Dred Scott decision made the Missouri Compromise unconstitutional, opening all of the Louisiana Purchase territory to slavery. Lincoln suggested that slaveholders might even bring large numbers of slaves into the Northern states and compete against free labor. Douglas won the bid for reelection, but the campaign brought Lincoln to national prominence and helped make him a likely prospect for nomination as the Republican Presidential candidate in 1860.

### Prelude to War

**John Brown's Raid.** The Dred Scott decision upset the abolitionists because it strengthened slavery. In 1859, **John Brown**, an abolitionist who had already stirred up trouble in Kansas, led a band of 18 men into **Harper's Ferry**, a sleepy town nestled in the Virginia mountains. Brown came to raid the federal arsenal, arm the slaves, and then slaughter the families—men, women, and children—who

kept slaves in their homes and on plantations and farms. A detachment of Virginia marines under the command of Colonel **Robert E. Lee** (1807–1870) captured Brown and his men before they could carry out their plot. When Brown was tried for treason and hanged, abolitionists made him a martyr for the antislavery cause.

**Lincoln becomes President.** The Presidential election of 1860 took place in the shadow of these events. The Democratic party split between North and South; Stephen A. Douglas represented the Northern Democrats, and John Breckinridge represented the Southern Democrats. Southern Democrats refused to support Douglas because he did not defend the Dred Scott decision. The division among the Democratic party gave the Republicans the edge they needed to win, and **Abraham Lincoln** of Illinois became the first Republican President of the United States. Men in the South had threatened to leave the Union if Lincoln, who opposed the extension of slavery, were elected President. A special convention in South Carolina soon met in Columbia to decide the issue. On December 20, 1860, they made a formal declaration that *"the Union now subsisting between South Carolina and the other states is hereby dissolved."*



The Lincoln-Douglas debate at Charleston

by Robert Marshall Root

## CHECK UP

1. How did the *Free Soil party* affect the election of 1848?
2. Name one of the issues dividing the North and the South.
3. Did Daniel Webster support the proposed Compromise of 1850?
4. Who became President when Zachary Taylor died? What did he sign into law, averting war between the states?
5. Why did President Pierce owe much of his victory to the great writer Nathaniel Hawthorne?
6. Name the book by Harriet Stowe that moved the nation. What was the book about?
7. What was the purpose of the Kansas-Nebraska Act of 1854?
8. Why did Dred Scott think he could sue for his freedom?
9. What was the purpose of John Brown's Raid?
10. Name the first Republican President of the United States.

**Identify:** popular sovereignty, Zachary Taylor, Martin Van Buren, Henry Clay, John Calhoun, underground railroad, Harriet Tubman, "Bleeding Kansas," James Buchanan, Stephen Douglas, Harper's Ferry, Robert E. Lee

## *Patriot Leaders of North and South*

### **Jefferson Davis: Confederate President**

In February of 1861, Senator **Jefferson Davis** of Mississippi rose to address the Senate. He had just received word that the Mississippi legislature had formally seceded (withdrawn) from the Union. With a sad yet determined heart, he said:

I am sure I feel no hostility toward you, Senators from the North. I am sure there is not one of you, whatever sharp discussion there may have been between us, to whom I cannot now say, in the presence of my God, I wish you well; and such, I am sure, is the feeling of the people whom I represent toward those whom you represent. I, therefore, feel that I but express their desire when I say I hope, and they hope, for peaceable relations with you, though we must part. . . . The reverse may bring disaster on every portion of the country, and, if you will have it thus, we will invoke the God of our fathers, who delivered them from the power of the lion, to protect us from the ravages of the bear; and thus, putting our trust in God and in our firm hearts and strong arms, we will vindicate the right as best we may.

After his emotional farewell to the Senate, Jefferson Davis returned to his Mississippi

plantation, where he looked forward with his wife and children to the spring planting time. But a telegraph soon arrived from Montgomery, Alabama, announcing that a convention of Southern leaders had chosen him to be the provisional president of the Confederacy. Standing on the front porch of the Alabama state capitol, Jefferson Davis took the oath of office on February 18, 1861. As the *first and only president of the Confederate States of America*, he declared that the South would fight just as their forefathers had fought in 1776. If a war must be fought, it would be for freedom and independence from a Northern government that abused the rights of the Southern states.

### **Abraham Lincoln: Union President**

Unlike Jefferson Davis, who grew up on a Mississippi plantation, **Abraham Lincoln** grew up in a humble, backwoods cabin in Indiana. Lacking the money for a formal education, Lincoln educated himself with books borrowed from neighbors and friends. Through hard work, honesty, and loyalty, he rose to prominence as a lawyer, statesman, and finally President of the United States. Yet Lincoln never lost his contact with the common people.

Lincoln revered the Bible and often referred to it in his writing and speeches. When asked why he stood while everyone else kneeled to pray, Lincoln humbly replied,



## PRESIDENTIAL PROFILE

**Abraham Lincoln (1809–1865)****Years of Presidency:** 1861–1865**Vice Presidents:** Hannibal Hamlin (1st term),  
Andrew Johnson (2nd term)**Birth/death:** 1809–1865**Place of birth:** Hardin county (now Larue  
county), Kentucky**Personal description:** Tall (6 feet 4 inches),  
lean and dark with coarse black hair and  
gray eyes; known for his honesty, charac-  
ter, and patriotism**Education:** Self-educated**Family:** Married Mary Todd; had four sons**Political party:** Republican**State of residence when elected:** Illinois**Previous occupations:** Store clerk, member of  
U.S. House of Representatives**Remembered for** the Emancipation Proclama-  
tion; Gettysburg Address; Homestead Act**Of interest:** Lincoln's home and tomb are  
historic sites in Springfield, Illinois. The  
Lincoln Memorial in Washington, D.C.,  
commemorates this great American*16th President***During his Presidency:****Major event:** Civil War**New states:**

1863 West Virginia

1864 Nevada

**Invention:** Railroad sleeping car, 1864**Death:** Age 56; assassinated by John Wilkes  
Booth at Ford's Theater in Washington,  
D.C.

"My generals always stand when they enter my office as I am their Commander-in-Chief. I think it is the very least I can do to stand when in the presence of my Commander-in-Chief." Abraham Lincoln sincerely believed that he was called of God to preserve the Union—the United States of America—as "One nation, under God." Lincoln's closest friends attested to his abiding faith in God and his regular Bible reading.

A group of black citizens from Baltimore presented President Lincoln with a Bible. As he accepted it, he said:

In regard to this Great Book, I have but to say it is the best gift God has given to man. All the good Saviour gave to the world was communicated through this book. But for

it, we could not know right from wrong. All things most desirable for man's welfare, here and hereafter, are to be found portrayed in it. To you I return my most sincere thanks for the very elegant copy of the great Book of God which you present.

***Civil War (1861–1865)*****The First Battle**

The first battle of the Civil War took place at **Fort Sumter**, a Union base located on an island in Charleston harbor, off the coast of Confederate South Carolina. On the morning of April 12, 1861, Major Robert Anderson, the Union commander of Fort Sumter, looked across the harbor to see that Confederate

soldiers had gathered on shore with torches and cannons aimed at the fort. The state of South Carolina had seceded, and the island fort now lay in Confederate territory. Major Anderson and his men needed supplies, but the Confederate commander, General Pierre G. T. Beauregard, had fired upon the supply ship sent by President Lincoln, driving it away. Major Anderson, a native of Kentucky, sympathized with the South. He and General Beauregard had attended West Point together. As happened so often in this conflict of “brother against brother,” two friends aimed their cannons at one another.

General Beauregard had orders from President Davis to prevent the resupplying of Fort Sumter. When Beauregard offered Major Anderson safe passage for himself and his men out of Charleston harbor if they would surrender the fort, Anderson agreed to his offer. But before he could act, a message came from President Lincoln urging Major Anderson to hold the fort. Bound by his duty to the President, Major Anderson sent word to General Beauregard that he must hold the fort. Beauregard waited one hour and then ordered his men to bombard the fort with cannon. About 33 hours later, the battered fort surrendered. **The first shot fired by Confederate soldiers on Fort Sumter in Charleston (South Carolina) harbor marked the beginning of the Civil War.**

### More States Secede

President Lincoln responded to the Confederate siege of Fort Sumter by calling out an army of 75,000 men to invade the South and recapture Union property. In response, four more states seceded: Virginia, North Carolina, Tennessee, and Arkansas. The Confederate government now consisted of **11 states**. The **border states** of Maryland, Kentucky, Missouri, and Delaware remained in the Union after President Lincoln promised that his only desire was to preserve the Union and not to destroy Southern property. The Confederates soon moved their capital from Montgomery,

Alabama, to **Richmond, Virginia**, just 100 miles from Washington, D.C. The secession of Virginia played an important role in the coming Civil War because it guaranteed the loyalty of Robert E. Lee and Stonewall Jackson to the South. Virginia also became the scene of several decisive battles.

### The First Battle of Bull Run

**“On to Richmond.”** The North sought to end the conflict quickly by capturing Richmond, the Confederate capital, and demoralizing the South. On July 16, 1861, Union General Irvin McDowell invaded Virginia with 30,000 men crying “On to Richmond!” as they marched. The Northern army felt confident that the Southerners would abandon their capital, but just 30 miles into Virginia they met a small army of Confederates under General Beauregard. The two armies clashed at **Manassas Junction**, near a creek called Bull Run. Just when it seemed that the superior number of Union troops and munitions would finally turn the battle, General Joseph E. Johnston arrived with fresh Confederate troops to reinforce Beauregard. The South won this first major battle, called **First Bull Run** by the North and **First Manassas** by the South.

**Stonewall Jackson.** The Confederate General **Thomas J. Jackson** became the best remembered soldier in the fight at Manassas Junction. When it seemed that Union troops

Thomas J. (Stonewall) Jackson



would overwhelm his men, General Jackson rode to the front, exposing himself to enemy fire, and urged his men to hold their position until reinforcements could arrive. In the heat of

## GREAT AMERICANS

## Robert E. Lee: Great Christian General

President Lincoln asked **Robert E. Lee** to command the Union forces, but Lee reluctantly decided to resign his position in the U.S. Army and return to Virginia. He immediately wrote to his sister, Anne Marshall, of Baltimore, who remained on the Union side.

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My dear sister:

. . . With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have therefore resigned my commission in the Army, and save in defense of my native State, with the poor hope that my services may never be needed, I hope I may never be called to draw my sword. I know you will blame me; but you must think as kindly of me as you can, and believe that I have endeavored to do what I thought right.

To show you the feeling and struggle it has cost me, I send you a copy of my letter of resignation. I have no time for more. May God guard and protect you and yours, and shower upon you everlasting blessings, is the prayer of your devoted brother, R. E. Lee.

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Lee's letter to his sister reveals the themes that dominated his life. He was (1) a loyal American who desired to protect his home and family, (2) a man who knew the importance of doing the right thing no matter what others might say, and (3) a man of prayer. Lee's character



combined with his military genius gave the South a distinct advantage during the first part of the Civil War.

General **Lee** actually *opposed slavery* and *freed all of his slaves*. William Mack Lee, a black American preacher who served as Lee's bodyguard and cook during the war, had this to say of his former master:

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I was raised by one of the greatest men in the world. . . . All of his servants were set free ten years before the war, but all remained on the plantation until after the surrender.  
—William Mack Lee, *History of the Life of Rev. Wm. Mack Lee*, 1918

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Although Southern boys were dying all about him, he bore no animosity toward the Union forces. He always insisted that the South would have voluntarily abandoned slavery if Northern radicals had not made the situation dangerous by encouraging slave revolts. His capture of John Brown at Harper's Ferry explains his fears for home and family. Just as President Lincoln represented the best of the North, General Lee represented the most noble qualities of the South.

the battle, Confederate General Bernard Bee called out, “There stands Jackson like a stone wall—rally behind the Virginians.” Thus the brave general earned the name “**Stonewall Jackson.**”

### Comparing the North and the South

**Northern advantages.** The South’s plans to either win the war or force the North to sue for peace seemed to be falling into place. Yet several things troubled the Confederates. (1) The North had more manpower. Nearly 22 million people lived in the North; the South had only 9 million, and 3½ million of these were black slaves who were not allowed to fight. (2) The North had more factories to produce munitions and supplies. New York State alone produced twice the manufactured materials of the entire South. (3) The North had a better rail system with 22,000 miles of track to move troops and supplies quickly. The South had only 9,000 miles of track, and many Southern cities were not even linked by rail.

**Southern hopes.** The South had only one major commodity—*cotton*. The Confederates hoped that England would supply them with arms and supplies in exchange for cotton; some even suggested that England might enter the war on the side of the Confederacy. But any sympathy Queen Victoria might have had for the South was shadowed by the death of her husband, Prince Albert, in 1861. The urgent pleas of Jefferson Davis on behalf of the Confederacy went unanswered. The South would fight alone.

**Southern advantages.** Nevertheless, several advantages sustained the South during the first part of the war. (1) The Southern troops had the motivation of defending their homes and families, (2) the South had prepared for war by accumulating a small store of supplies, and (3) the South had better military leaders. All of these advantages depended on a *short* war, however. The South could not hold out indefinitely against a Northern force with unlimited supplies and manpower.

### CHECK UP

1. How did Abraham Lincoln feel about the Bible?
2. Why did President Lincoln stand to pray?
3. Who fired the first shot in the war? Where did the war begin?
4. Why was the secession of Virginia important?
5. How did Stonewall Jackson get his nickname?
6. How did General Lee feel about slavery?
7. Compare the advantages of the North and the South.

**Identify:** Jefferson Davis, Confederate States of America, Fort Sumter, border states, Richmond, Robert E. Lee, Manassas Junction

## Early Battles in the Civil War (1862)

### The Union Strategy

Union General Winfield Scott proposed an ingenious strategy which became known as the **Anaconda Plan**. The Union would strike like an anaconda snake, wrapping its forces around the South and crushing them. The plan had four parts: (1) blockade the entire Southern coastline, (2) seize control of the Mississippi River to cut the South off from the West, (3) further divide the South by capturing the Tennessee River Valley and marching through Georgia to the coast, (4) capture the Confederate capital at Richmond. The Union naval blockade would prevent ships from leaving the South with cotton and from entering the South with needed supplies. The large Northern navy soon positioned itself along the coast, and the siege of the South began.

### General Grant Captures Confederate Forts

In February 1862, a large Union army under **General Ulysses S. Grant** captured the river outposts of *Fort Henry* and *Fort Donelson* in northwestern Tennessee. When the Confederate general at Fort Donelson asked

Grant under what terms he would accept the fort's surrender, Grant replied, "No terms except an unconditional and immediate surrender." This reply earned him the nickname of "Unconditional Surrender" Grant. The Confederates surrendered 13,000 men and much precious equipment at Fort Donelson.



*Ulysses S. Grant*

### **Battle of the Ironclads**

The South made several attempts to break through the Union naval blockade. They developed a primitive submarine and even experimented with torpedoes, but neither proved effective. The most promising Southern invention was the **ironclad ship**, which eventually led to the modern, metal-plated warship. When the Union sunk a wooden vessel known as the *Merrimac* to prevent its capture, the South raised the ship, renamed it the *Virginia*, plated the hull with

iron, and equipped it with guns. The ironclad *Merrimac* easily rammed the wooden ships of the Union navy, while cannonballs only bounced off her iron plates.

In March 1862, the North's first ironclad, the *Monitor*, steamed out to meet the *Merrimac* in Chesapeake Bay, Virginia. The *Monitor* had two guns mounted in a revolving turret, and most of the ship lay below the surface of the water. Although the *Merrimac* could outgun the Northern ship, it was bulkier and could not outmaneuver the *Monitor*. When the Confederates first saw the rival ironclad, they called it "a Yankee cheesebox on a raft," but in the end, the "Yankee cheesebox" forced the *Merrimac* to withdraw, allowing the North to continue its naval blockade.

### **Battle of Shiloh**

After the capture of Fort Donelson, General Grant led his army south along the Tennessee River toward Corinth, Mississippi. When Grant came to Shiloh, Tennessee, in April 1862, Confederate forces under the command of **General Albert S. Johnston** attacked the Union troops. Both sides suffered heavy losses in the **Battle of Shiloh**. After two days of fighting, about 3,500 soldiers lay dead and nearly 20,000 more had been wounded. Just when it appeared that the South had won the battle, fresh Union troops arrived, forcing the Confederates to retreat.

*The Merrimac and the Monitor*



### Union Navy Captures New Orleans

New Orleans and the surrounding cotton lands were vital to the South, but the city was poorly defended. Shortly after the Battle of Shiloh, an overpowering fleet of Union warships led by Commodore **David G. Farragut** broke through the Confederate defense at the mouth of the Mississippi and sailed up the river to New Orleans. As Union troops marched into the city, Confederate soldiers burned thousands of bales of cotton and set ships ablaze to prevent their capture. With the fall of New Orleans to Union forces, the Confederacy lost control of the Mississippi River, except for a short stretch between Vicksburg and Port Hudson.

### McClellan's Peninsular Campaign

In February of 1862, Lincoln ordered **Major General George B. McClellan** to march on Richmond. In his **Peninsular Campaign**, McClellan positioned his forces at the tip of the peninsula between the York and James rivers and began a cautious march up the peninsula



Youth's Hour of Glory by Tom Lovell

## IMPORTANT EVENTS AND BATTLES (1860–1865)

### 1860

- Nov. Abraham Lincoln elected President
- Dec. South Carolina secedes from the Union

### 1861

- Feb. Jefferson Davis becomes President of the Confederacy
- Apr. Battle at Fort Sumter
- July First Battle of Bull Run

### 1862

- Feb. Grant's army captures Fort Henry and Fort Donelson
- McClellan's Peninsular Campaign
- Mar. *Monitor* battles the *Merrimac*
- Apr. Battle of Shiloh
- New Orleans falls to Union forces
- June Seven Day's Battle
- Aug. Second Battle of Bull Run
- Sept. Battle of Antietam

- Dec. Battle of Fredericksburg

### 1863

- Jan. Emancipation Proclamation
- May Battle of Chancellorsville
- July Battle of Gettysburg
- Fall of Vicksburg
- Sept. Battle of Chickamauga
- Nov. Lincoln's Gettysburg Address
- Battle of Chattanooga

### 1864

- Mar. General Grant appointed Commander of the Union army
- Aug. Grant's army seizes Petersburg and Richmond
- Sept. Fall of Atlanta
- Nov. Sherman begins March to the Sea

### 1865

- Apr. Surrender at Appomattox

# CIVIL WAR (1861-1865)



## GREAT AMERICANS

## “Jeb” Stuart: The “Eyes of the Confederate Army”

At both Second Bull Run and Antietam, General Lee was aided by the bold and flamboyant cavalry officer, **James Ewell Brown (“Jeb”) Stuart**. General Lee called Stuart the “eyes of the army,” because he twice rode completely around McClellan’s Union army gathering information on Northern troop movements. Stuart always wore a yellow sash and a plumed hat and had a keen sense of humor. He was also acknowledged as the best horseman in the army. Once after leading the Union army on a merry chase, he returned to General Lee with 1,200



horses stolen from McClellan. He often stopped at a Northern telegraph station after such an exploit to thank President Lincoln for the “requisitioned supplies.” Jeb Stuart loved music and enjoyed the booming voice of General Jackson as he sang hymns of praise to the Lord.

toward Richmond. When he came within five miles of Richmond, he stopped to wait for reinforcements. While McClellan hesitated, General Lee was reinforced by troops under Stonewall Jackson. McClellan had waited too long. Lee’s troops took the offensive and attacked the Union army. In the bloody **Seven Days Battle**, from June 25 to July 1, 1862, Lee pushed McClellan back down the peninsula.

### Second Battle of Bull Run

In August 1862, the **Second Battle of Bull Run** took place near Manassas, Virginia. This time, General Lee led 48,000 men to victory over 75,000 Union troops under the command of General John Pope.

### Battle of Antietam

*The Confederates invade Maryland.* The victory at Manassas encouraged the Confederates to push north toward Washington, D.C. If they could threaten the Union capital, they might persuade Great Britain to come to their aid. As General Lee marched his men through the Maryland countryside, he admonished

them to leave the civilians and their property alone. Lee believed that war should be fought between soldiers. But a careless Confederate officer allowed the battle plan to fall into Northern hands, and Union **General George B. McClellan** surprised Lee’s forces at Antietam Creek in September 1862. Before the day was over, more than 5,000 men would be dead and another 18,000 wounded. Antietam proved to be the “bloodiest day” of the war. Despite Lee’s superior leadership, the Confederates lost the **Battle of Antietam**. As more Union troops arrived to help McClellan, General Lee was forced to retreat.

### Battle of Fredericksburg

Shortly after Antietam, **General A. E. Burnside** replaced General McClellan as the Union commander. General Burnside is best known for the way he trimmed his whiskers and combed out the hair on the side of his face. The soldiers called this new style a “burnside” and later “sideburns.” In December 1862, Burnside attempted to capture **Fredericksburg**, Virginia, but Lee and Jackson



defeated his Union troops. The North suffered 10,000 casualties (men killed, wounded, or captured), twice the number lost by the South.

### CHECK UP

1. What was the Union plan of attack called? List its four objectives.
2. What was the most promising Southern invention?
3. Why did McClellan hesitate in the Peninsular Campaign? What was Lee able to do?
4. How did General Lee treat civilians and civilian property?
5. Who did Lee call the "eyes of the army"?
6. Who attempted to take Fredericksburg, Virginia? What was the outcome?

**Identify:** General Ulysses S. Grant, *Merrimac*, *Monitor*, General Johnston, Battle of Shiloh, David G. Ferragut, Major General McClellan, Seven Days Battle, Second Battle of Bull Run, Battle of Antietam

## The War Continues: Important Battles (1863)

### Emancipation

After the Battle of Antietam, President Lincoln decided to issue the **Emancipation Proclamation** which took effect on **January 1, 1863**. The Emancipation Proclamation declared the freedom of the slaves in the states which had seceded from the Union. After the Emanci-

pation Proclamation, black troops joined the Union army. Nearly 200,000 black soldiers served in the Union forces.

### Battle of Chancellorsville

**A costly victory.** The performance of Union generals McClellan and Burnside greatly displeased President Lincoln. Although General Grant's victories in the West attracted his attention, the President chose **General Joseph "Fighting Joe" Hooker** to command the Union army in January of 1863. General Hooker boasted, "My plans are perfect, and when I start to carry them out, may God have mercy on General Lee. I will have none." In May 1863, Hooker began his drive to Richmond, confident that his army, which outnumbered the Confederates two to one, would soon be in the Confederate capital. But General Lee split the Confederate army between himself and General Jackson, and together they lured General Hooker into a trap at **Chancellorsville**. The Union lost 17,000 men and retreated to the Potomac River. Though the South had suffered fewer casualties, it could not match the vast resources and manpower of the North. General Lee knew that time was running out.

**The death of Stonewall Jackson.** The real blow to the South came when a Confederate soldier accidentally shot General Stonewall Jackson as he rode into camp after dark. Attempting to save the general's life, the doctors

*President Abraham Lincoln in a Union camp*



amputated his left arm. When General Lee heard the news, he sighed, “He has lost his left arm, but I have lost my right.”

Jackson, the man whom the English and Scots called a “Heaven-born General,” died of his gun wounds. Both the South and the British Isles mourned his passing. On his deathbed, Jackson, who always preached to his men about the evils of alcohol, refused to drink a mixture of brandy and water, crying out, “It tastes like *fire* and cannot do me any good!” His last words were “Let us cross over the river and rest in the shade of the trees,” probably a reference to the river of life in the hymns he loved to sing.

### Siege of Vicksburg

With the fall of New Orleans in April 1862, the South had lost its greatest water route. But supplies from the West could still be funneled through **Vicksburg**, Mississippi, the South’s last open port. General Grant determined to end the war in the West by conquering Vicksburg. In May 1863, while General Hooker fought the Battle of Chancellorsville, Grant transported his men by night under the guns of the river fortress and surrounded the city on its unprotected southern and eastern flanks.

General Grant’s siege of Vicksburg lasted until July, when the city surrendered. The West was now in Union hands.

### Battle of Gettysburg

**The South’s last hope.** General Lee knew he had to win a decisive victory in the North if he hoped to convince Great Britain to help the South. Many in England began to mourn the fall of the South with the news of Stonewall Jackson’s death. With Grant cutting off Confederate supply lines in the West, Lee had to act fast. In June 1863, Lee marched 70,000 men across the Potomac, through Maryland, and into the heart of Union territory near Gettysburg, Pennsylvania.

President Lincoln sent **General George G. Meade** to meet Lee’s army at Gettysburg. The two armies clashed on July 1, 1863, and fought for three days in the **Battle of Gettysburg**. At first, Confederate forces drove the Union troops back to **Cemetery Ridge**. General Lee knew he had to drive the Union troops from the ridge. On July 3, he sent **General George E. Pickett** with 15,000 men to lead a brave assault on the ridge. In what has become known as **Pickett’s Charge**, Confederate soldiers advanced upon the ridge, pummeled

Pickett’s Charge during the Battle of Gettysburg by Paul Dominique Philippoteaux



by artillery and musket fire. Only 100 men reached the top of the ridge where they engaged in hand-to-hand combat and actually held their position for a short time. But the Confederate flag soon toppled as Union blues overpowered the Confederate grays. Unable to send for supplies or reinforcements, General Lee was forced to retreat. Meanwhile, the Northern army kept the South from again invading the North. Over 7,000 men had been killed and another 44,000 wounded at Gettysburg.

**The Gettysburg Address.** In the fall of 1863, President Lincoln took the train to Gettysburg to dedicate a memorial cemetery established near the battlefield. The famous orator **Edward Everett**, who preceded Lincoln at the podium, spent two hours giving a blow-by-blow account of the battle and condemning the Confederate soldiers as traitors. President Lincoln followed with a brief but profound three-minute speech later known as the **Gettysburg Address**. Unlike Everett, the President focused on the heroism and tragedy shared by both North and South and the possibility of an even stronger Union to come.

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The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced . . . to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

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### **Battles at Chickamauga and Chattanooga**

While both North and South mourned their losses in the Battle of Gettysburg, the

war raged in eastern Tennessee. In September 1863, Union troops under **Generals William Rosecrans** and **George Thomas** advanced on Chattanooga, Tennessee. When Confederate **General Braxton Bragg** moved his army to Chickamauga, Georgia, the Union generals followed him. In the **Battle of Chickamauga**, the Confederates defeated Union troops and forced them to retreat to Chattanooga.

In November 1863, General Bragg led his Confederate army against the Union troops in Chattanooga. But General Grant had come to Chattanooga with reinforcements, giving the North an advantage. In the **Battle of Chattanooga**, particularly at Lookout Mountain and Missionary Ridge, Union forces defeated the Confederate army. With the Union victory at Chattanooga, the way was cleared for Union troops to invade Georgia.

### **Revival and Christian Charity**

**Southern revivals.** Many Christian revivals swept across the Confederate camps as soldiers realized their need to rededicate themselves to God or repent and be saved before a battle. Surely, the strong Christian leadership of General Lee and General Jackson had much to do with this godly movement. General Jackson shared his Christian testimony with his men. Before the war, he taught a Sunday school class for black slaves, and during the war he continued to send money for the support of the Sunday school class. On the battlefield, Jackson was known for his emphasis on Christian behavior among his troops. No doubt the trials of war and the testimony of General Jackson led many Confederate soldiers to rely on God's strength.

**Christian charity in the North.** In the North, volunteers from *The United States Christian Commission* provided food, clothing, medicine, nursing care, and spiritual comfort to soldiers in every major Union camp. They distributed millions of salvation tracts and thousands of Bibles to the soldiers and provided a free mail service to help the men

keep in touch with their families back home. When some soldiers claimed that they drank whiskey because there was no hot coffee in their camps, the Christian Commission established free coffee wagons.

Pastors volunteered their time to preach in the camps and even rolled up their sleeves and pitched in to help make camp life easier. Thousands of young women took care of wounded soldiers and witnessed for the Lord while they went about their duties. The United States government was grateful for the work of The United States Christian Commission and went to great lengths to assure the safety of the volunteers, who were often very close to the battlefield.

### CHECK UP

1. What did the Emancipation Proclamation do? Who issued it? When did it take effect?
2. How did Stonewall Jackson die?
3. What important city served as a supply port on the Mississippi? Who laid siege to the city?
4. What battle was the South's last hope of winning English help? Who were the opposing generals? Who won the battle?
5. Who gave the Gettysburg Address? How long was it?
6. What Union generals led the assault on Chickamauga? Name the Confederate general who fought them there. Which side won?
7. What sparked revival among the Southern troops?
8. What group provided spiritual comfort and met physical needs for the Northern troops?

**Identify:** General Hooker, Chancellorsville, Cemetery Ridge, General Pickett, Pickett's Charge, Edward Everett, Battle of Chattanooga

## Final Confrontations (1864–1865)

### Grant Assumes Command

President Lincoln wanted to end the war as soon as possible, and he knew that Gen-



*The United States Christian Commission*

eral Grant had the fighting spirit needed to win. In March 1864, Lincoln made Ulysses Grant commander of the Union army. General Grant promptly ordered a Union force to march from Chattanooga to Atlanta, while Grant himself led an army toward Richmond. In his **Wilderness Campaign**, Grant led his troops through a heavily wooded area of northern Virginia called the “wilderness” to fight a series of bloody battles with General Lee. By June 1864, General Grant had reached Petersburg, Virginia.

### Sherman's Devastating March to the Sea

In August 1864, **General William Tecumseh Sherman** and 60,000 Union troops besieged the city of **Atlanta**. Young teenaged cadets defended the city because most of the Confederate men had already been killed or wounded. Sherman's troops shelled the city and then burned it to the ground. Women and children fled to Savannah, and Sherman followed, destroying everything in a 60-mile wide path from Atlanta to the sea. After capturing Savannah, Sherman turned his fury on the Carolinas. Soon, Columbia, the capital of South Carolina, lay in smoldering ruins. General Sherman's campaign devastated the South.

## Collapse of the Confederacy

While Sherman marched through Georgia and the Carolinas, Grant's army besieged **Petersburg** and **Richmond**. Finally, in April 1865, after nine months, Jefferson Davis and his government fled Richmond, and the Confederacy dissolved.

## *The War Comes to an End*

### Surrender at Appomattox

On April 9, 1865, General Robert E. Lee rode through the Union lines in Appomattox [äp'ô·mät'uks] County, Virginia, west of Richmond, and into the village of **Appomattox Court House**, where he dismounted in front of the McLean home. Inside, the sharply dressed Confederate general met General Grant, a mud-splattered man in a private's uniform to which the shoulder stripes of a general had been hastily applied.

Lee looked weary but held his head with dignity. He explained that to prolong the war would only be cruel. His own men were surrounded and starving to death. When General Grant learned how few men Lee had left, he

*William Tecumseh Sherman*



was astonished—they had fought so hard he thought their numbers were much greater. General Grant then took the initiative. The entire army of Northern Virginia must surrender immediately. The Confederates would return to their homes and stop fighting. He added that any men having horses or mules could take them home and all officers could keep their side arms. Rations would be given to the starving soldiers. As a final gesture, General Grant allowed General Lee to keep his sword, for Grant admired Lee and did not want to humiliate him.

General James Longstreet rode beside General Lee as he left Appomattox to tell his army of the surrender. Longstreet later wrote, "Why do men fight who were born to be brothers?" Another eyewitness described the last meeting between General Lee and his troops:

General Lee again appeared, a shout of welcome instinctively went up from the army. But instantly recollecting the sad occasion that brought him before them, their shouts sank into silence, every hat was raised and the bronze faces of thousands of grim warriors were bathed in tears. As he rode slowly along the lines, hundreds of his devoted veterans pressed upon the noble chief, trying to take his hand, touch his person, or even lay their hands upon his horse, thus exhibiting their great affection. The General then with head bare, and tears flowing down his manly cheeks, bade adieu to the army.

General Lee spoke only a few words: "Men, we have fought through the war together; I have done my best for you; my heart is too full to say more." Then, as if speaking to the entire nation, he told them to go home, take care of their families, and become good citizens. The great war between brother and brother had ended. It was now time to bind up the nation's wounds and be a United States of America once again.



Surrender at Appomattox by Tom Lovell

Lee's surrender at Appomattox virtually ended the war, although other Confederates surrendered over the next several months. Shortly after Appomattox, Johnston surrendered to Sherman in North Carolina. Union troops captured Jefferson Davis in Georgia early in May. Confederate General **Stand Watie**, a Cherokee chief, and his volunteers, the **Cherokee Mounted Rifles**, were among the last to surrender. About 5,500 native Americans fought for the Confederacy, while some 4,000 fought on the Union side.

### The Home Front

**Financing the War.** While the Civil War raged, much took place on the home front both in the North and in the South. Both sides faced serious financial problems. The North increased taxes, raised tariff duties, established a temporary income tax, and sold **war bonds**, notes that could be redeemed

after a period of time for their purchase value plus interest. But higher taxes and war bonds were not adequate to fund the \$15 billion needed to pay for the war. Thus the Union resorted to issuing paper currency backed by nothing but the government's promise to redeem it in gold and silver at some future date. This paper money, called **greenbacks**, circulated as regular currency. People did not like to be paid in greenbacks, and at one time their value fell to 39 cents on the dollar in comparison with gold. In 1863, Congress adopted the **National Banking Act**, which gave the country a national banking system to regulate the supply of greenbacks and supervise the financing of the war. The South also issued paper currency with no backing except the Confederate government's promise to redeem it at some future date. By the end of the war, a Confederate dollar was worth a little more than 1¢ in gold or silver.

**The draft.** A total of over 2.5 million men served in the Union army during the war. About half that many served the Confederacy. At first, the armies relied on volunteers. Later, men were paid to enlist. Both sides eventually resorted to a **draft system**, in which men are selected for military service with or without their expressed consent. Some men hired substitutes to serve in their place. In the North, a man could get an exemption by paying a fee of \$300. Although most Americans in both North and South were willing to defend their cause, draft riots broke out in several northern cities during the war.

**West Virginia.** After Virginia seceded from the Union in April 1861, the citizens of 48 northwestern Virginia counties allied themselves with the North and set up a new state. This mountainous region had always felt

isolated from the rest of Virginia. They called their state *Kanawha*, after a river in the region. Kanawha was admitted to the Union in 1863 as the state of **West Virginia**.

**Industrial growth.** The war greatly accelerated the growth of industry, farming, and transportation between the North and West. Many miles of railroad track were laid to carry the produce of Midwestern farms and the weapons, ammunition, and supplies manufactured by Northeastern factories to Union troops. Advances in medicine, weaponry, textiles, steel production, food preservation, and corporate organization all developed from the need to produce materials of high quality as quickly and efficiently as possible in time of war.

**Lincoln's reelection.** In 1864, while the war still raged, the North held the Presiden-

## GREAT AMERICANS

### Clara Barton: "Angel of the Battlefield"

After the Civil War, thousands of soldiers were missing. Many were dead. Some were in prison camps or recovering in military hospitals. Many were missing in action on the battlefield, and their families wanted to know the whereabouts of their final remains. Thus, a bureau of missing persons was established under the direction of **Clara Barton** (1821–1912), an army medical nurse.

If anyone "bound up the nation's wounds," both during and after the Civil War, it was Clara Barton. President Lincoln had spoken of her in glowing terms, for she had organized America's first effective and comprehensive **nursing service for soldiers** on the battlefield and in military hospitals. Wounded soldiers called her the *Angel of the Battlefield*. Her professionalism and compassion for those in need inspired thousands of young women to enter the nursing profession.



Clara Barton had an early introduction to the nursing career. When she was eleven years old, her older brother David became seriously ill. Clara devoted the next two years of her life to his care. As a result, he recovered, and in gratitude he taught her many practical skills—knot-tying and handling tools—that she later used when nursing in army and relief camps. Eventually, Clara Barton helped to organize the **American Red Cross** (1881), which helped wounded soldiers and aided the victims of natural disasters.

tial election. The Republicans called themselves the **Union Party** and nominated Lincoln for a second term. As his running mate, they chose Andrew Johnson of Tennessee, a Union Democrat. The Northern Democrats nominated General George McClellan as their Presidential candidate. A radical wing of the Democratic party, known as the **Copperheads**, attacked Lincoln and called for an immediate end to the war. They were named after a poisonous snake found in the Eastern woodlands. Lincoln won reelection by a large margin.

### CHECK UP

1. Who led the devastating March to the Sea?
2. What home served as a meeting place for Lee's surrender?
3. What kind gestures did Grant make toward Lee and his army?
4. How did the North finance the war? The South?
5. What is a draft system?
6. What industrial advances were made as a result of the war?

**Identify:** Wilderness Campaign, Stand Watie, greenbacks, National Banking Act, West Virginia, Clara Barton, Copperheads

## The Reconstruction Era (1865–1877)

No conflict that causes such heavy loss of life and property as the Civil War can pass away without some bitterness and hardship. In terms of human life, the Civil War was the costliest in American history. *Some 600,000 Americans died in the Civil War*, and an uncounted number of men were permanently disfigured or disabled.

The nation faced the difficult task of rebuilding the Union, a task that would take years to complete. The **Reconstruction Era**, as this period of American history is called, was a difficult time for the United States, especially for the South. For several years, Northern troops would occupy the Southern states and military governors would rule the people.

### The Lincoln Plan

In his second inaugural address in March 1865, Lincoln outlined his plans in compassionate tones: "With malice toward none, with charity for all, . . . let us bind up the nation's wounds." The President's plan for reconstruction provided for the speedy readmission of the Southern states.

### UNDERSTANDING HISTORY

## The Civil War: Why Did They Fight?

The conflict between North and South involved sincere differences among loyal Americans on both sides over the interpretation of the United States Constitution. Both Northerners and Southerners valued the rights of the individual states, but many disagreed over the expression of these rights. The Southern states believed they had a right to secede from the Union if the national government infringed upon their rights. But President Lincoln and many others firmly believed that the Union must be preserved because the nation would be weakened and opportunities lost if her

valuable natural resources and citizenry were divided.

The issues of states' rights became subtly intertwined with the issue of slavery. Slavery had troubled the national conscience for many years. While Southerners were outraged by what they considered an abuse of their states' rights, many Northerners were grieved and angered by the practice of human bondage in their land. Thus both sides fought for values they held dear—the North for national unity and freedom for all men, and the South for states' rights and the defense of their homes and families.



**Pardoning the South.** When asked about his plan for the people of the South, President Lincoln replied, “I shall treat them as if they had never been away.” Lincoln believed that the Southern states had never really seceded from the Union. He reasoned that the Constitution created a permanent union of states. Thus, the Southern states did not need to be readmitted; they simply needed to start functioning again as loyal states. He based his right to control reconstruction on his Presidential pardoning power. In 1863, he offered to pardon all Southerners who would take an oath of loyalty to the Union, with the exception of certain Confederate leaders. Once 10 percent of those registered to vote in 1860 had taken the loyalty oath, they could set up a new government. The reestablished governments were required to ratify the proposed **13th Amendment**, which *outlawed slavery*. By the time the war ended, Louisiana, Arkansas, and Tennessee had taken advantage of Lincoln’s “10 percent plan.”

**The Freedmen’s Bureau.** Under the Lincoln plan, individual state governments would work with the federal government to help the former slaves, or **freedmen**, obtain work to support themselves. The federal government set up a **Freedmen’s Bureau** to provide relief for both blacks and whites who had lost everything in the war. President Lincoln believed that the state and local governments in the South should take control of the bureau and their own affairs as soon as possible.

Lincoln believed that government should do only what people cannot do for themselves. Local churches, businessmen, and farmers knew what was best for their own communities. Having been a part of township and county government, President Lincoln wanted most decisions to be made at the local level.

**Opposition in the North.** Congress did not approve of Lincoln’s 10 percent plan. By this time, the Republicans had split into two groups: **Radicals** and **Conservatives**. The Radicals, who controlled Congress, opposed Lincoln’s plan because they felt it was too lenient, or easy, on the South. They wanted

to punish the South for seceding and starting the war. The Radicals also feared that the state and local governments in the South would elect Democrats to office.

### Lincoln’s Assassination

The responsibilities of reuniting the nation weighed heavily on President Lincoln. When his wife noted with alarm that he needed a rest, she planned a diversion for her husband. On the night of April 14, 1865, the Lincolns went to see a new comedy at Ford’s Theater. There, while Lincoln and his wife sat in the Presidential box overlooking the stage, actor **John Wilkes Booth** entered the President’s box and shot President Lincoln in the head.

Booth leaped from the balcony to the stage, breaking his leg in the fall, and escaped out a back door; he was later captured and killed in Virginia. Booth believed that his wild act would avenge the South, but when President Lincoln breathed his last a few hours after being shot, the South had lost her chance for a gentle reconstruction. As the President’s eyes were closed for the last time, Secretary of War Edwin M. Stanton murmured, “*Now he belongs to the Ages.*”

### The Johnson Plan

Upon Lincoln’s death, his Vice President, **Andrew Johnson** (1808–1875), became President. When he assumed office, he faced many problems with the Radical Republicans. Lacking Lincoln’s strong leadership qualities, Johnson tried to compromise with the Radicals on a plan for reconstruction. By late fall of 1865, all of the former Confederate states, except Texas, had agreed to the Lincoln plan. The Southern states sent new representatives to Washington, and President Johnson announced that the Union was restored.

### Congress Takes Charge

**Radical Reconstruction.** But the Republican Radicals controlling the U.S. Congress refused to seat the new Southern representatives because some of them were former Confederate leaders and all were Democrats. If the Southern

## PRESIDENTIAL PROFILE

**Andrew Johnson (1808–1875)****Years of Presidency:** 1865–1869**Vice President:** none**Political party:** Democratic**State of residence when elected:** Tennessee**Remembered for** being the only Southern senator who refused to secede with his state and the only former President to serve as a senator**Major events during Presidency:** Completion of the Transcontinental Railroad; purchase of Alaska; new state—Nebraska (1867)*17th President*

Democrats were seated, the Republicans would lose the majority that gave them control of Congress. Thus the Radicals insisted that the Confederate states had indeed seceded from the Union and that only Congress had the power to bring them back into the Union. Congress would decide what was best for the South.

**Black codes.** The Radicals in Congress had mixed motives. On one hand, they wanted to protect the newly won rights of the freedmen under the 13th Amendment. The new state governments in the South had adopted laws known as “**black codes**,” which restricted black civil rights and kept them from voting. However, the Radicals sought to control the votes of the 3.5 million former slaves, or freedmen, ensuring that Republicans were elected to office.

**The 14th Amendment.** In June 1866, Congress proposed the **14th Amendment** to the Constitution and sent it to the states for ratification. The amendment *made freedmen citizens of the United States and attempted to safeguard their civil rights*, including the right to vote. It also barred Confederate officials from holding federal offices. Tennessee ratified the amendment and was restored to the Union. But the other Southern states rejected the amendment.

**The Reconstruction Act.** On March 2, 1867, Congress passed the **Reconstruction Act of 1867**. President Johnson vetoed the act, but

Congress voted to override his veto. The Reconstruction Act divided the former Confederacy (not including Tennessee) into five military districts and appointed military officers with broad powers to govern each district. It also dictated that a state could be readmitted to the Union by guaranteeing blacks the right to vote and ratifying the 13th and 14th Amendments.

**President Johnson is impeached.** Having established military rule in the South, the Radicals decided to punish President Johnson for opposing their reconstruction plan. When the President dismissed Secretary of War **Edwin M. Stanton** in 1868 for cooperating with the Radicals against his wishes, the House of Representatives charged Johnson with “high crimes and misdemeanors.” Johnson became the first President to be impeached, though he was not removed from office. Lacking evidence to support their charges against him, the Radicals failed to convict Johnson by a margin of 1 vote short of the  $\frac{2}{3}$  majority needed to remove a President from office.

**Reconstruction in the South**

Although most of the Southern states were readmitted to the Union in 1868, federal troops remained in the South until 1877. The process of reconstruction created much political turmoil in the South. Many greedy Northern

politicians went South after the war, carrying their belongings in a suitcase (carpetbag). These politicians, called **carpetbaggers**, took advantage of the situation in the South to gain power and influence for themselves. White Southerners who assisted the carpetbaggers became known as **scalawags**. While many Southern whites were barred from voting, carpetbaggers and scalawags manipulated the freedmen, using their votes to support the corrupt practices of dishonest men. Selfish politicians wasted much tax money, and the South remained economically depressed.

In the face of corrupt government, some Southern whites resorted to illegal methods in attempt to improve the situation. They organized secret societies to remove carpetbaggers, scalawags, and freedmen from political action. These secret societies were sometimes violent and racist. One secret society that became notorious for its violence and cruelty to freedmen, in particular, was the **Ku Klux Klan**. By 1872, the political makeup of Congress had changed, and the **Amnesty Act** restored political rights to most of those who had cooperated with the Confederacy. The political influence of carpetbaggers considerably diminished.

Later, poll taxes (taxes that citizens had to pay before they could vote) and literacy

tests (to prove one's reading ability) would virtually eliminate black voting in the South. Because the Republicans were associated with the harsh years of reconstruction, most Southern voters became Democrats.

**Hard times in the South.** The collapse of the Southern economy after the war brought northern businessmen to the South to help rebuild farms and cities. Southerners who had lost everything in the war found themselves forced to sell their land or take out loans that made them subject to these newcomers from the North. Henry William Ravenel, a planter from South Carolina, left a vivid diary which described the ruined state of the South. He noted that "Louisiana had been second in the nation in per capita [per person] wealth in 1860. By 1880 she moved to the 37th place. South Carolina dropped in the same 20 years from third to 45th in per capita wealth."

### The Grant Presidency (1869–1877)

In the election of 1868, the Republicans nominated General **Ulysses S. Grant** for President. The Democrats nominated Horatio Seymour, former Governor of New York. Grant won on the strength of new black voters from the South. In 1870, Congress passed the **15th Amendment**, which prohibited the

## PRESIDENTIAL PROFILE

### Ulysses S. Grant (1822–1885)

**Years of Presidency:** 1869–1877

**Vice Presidents:** Schuyler Colfax (1st term), Henry Wilson (2nd term)

**Political party:** Republican

**State of residence when elected:** Illinois

**Remembered for** being the strongest commander of the Union forces during the Civil War

**Major events during Presidency:** Battle of Little Bighorn; Chicago fire; invention of telephone (1876) and phonograph (1877); new state—Colorado (1876)



*18th President*

states from denying the right to vote because of “race, color, or previous condition of servitude.” Black voters helped return Grant to the Presidency in 1872.

President Grant was upright and honest. He sympathized with the South and desired to reunite the country by healing the wounds of war. Though he was a talented military leader, Grant was not a skilled politician, for he lacked discernment and trusted people who claimed to be his friends. A series of scandals involving dishonest government officials and businessmen hurt the reputation of the Grant administration. There were many “rings,” or groups of people operating outside the law, in big city governments. In New York, William Marcy “Boss” Tweed managed to steal \$50 million from the city’s treasury. The **Tweed Ring** specialized in bribing city officials.

The caricatures of political cartoonist **Thomas Nast** played a great role in breaking up the Tweed Ring. His cartoons made Tweed a world famous character. Federal authorities captured Boss Tweed in Spain, where he had fled to escape a prison term. Nast’s cartoons in *Harper’s Weekly* brought many cases of political corruption before the American public. Nast also invented the symbols of the two leading political parties: a *donkey* for the Democrats, and an *elephant* for the Republicans.

### Reconstruction Comes to an End

**The Compromise of 1877.** The Presidential election of 1876 promised to be a close race. The Democrats chose as their candidate New York Governor Samuel J. Tilden. He had won a reputation for honesty by smashing the notorious Tweed Ring. The Republicans chose Ohio Governor **Rutherford B. Hayes** (1822–1893), also known for his honesty. Hayes announced his desire to permanently end any ill feelings between the North and South. His background as a Union major general in the Civil War won the votes of many Union war veterans.

Tilden received 250,000 more popular votes than Hayes, but a disagreement arose over the electoral votes. To solve the dispute,

Congress decided to set up an Electoral Commission. In the end, the Southern Democrats decided to give the disputed electoral votes to Hayes under certain conditions, which became known as the **Compromise of 1877**. According to the compromise, Hayes would be the new President, providing that (1) all federal troops be removed from the Southern states, (2) Hayes appoint at least one Southerner to his Cabinet, and (3) federal money be given for economic development in the South. **The Compromise of 1877 ended Reconstruction in the South.**

**The legacy of Reconstruction.** The plans of politicians in Washington, D.C., for Reconstruction in the South had serious flaws. Rather than encourage local government, churches, and individual families to solve their own problems, the federal government forced its own solutions on the people of the South.

The folly of political solutions can be seen in the effect Reconstruction had on agriculture. Southern plantation owners might have sold or even given unused land to the black freedmen to farm in return for a percentage of the profit at harvest. But instead of allowing the plantation owners to manage their own estates, selfish politicians forced them off the land with high property taxes. The confiscation of farmland in the South forced many farmers, both black and white, into the bondage of *sharecropper farming*. Sharecroppers farmed the land for a landlord, who claimed a large percentage of their harvest. They also had to buy their supplies from company stores that charged unreasonably high prices. Sharecropping not only reduced millions of farmers to poverty, but it also ruined the land. Because cotton and tobacco were the best cash crops, the sharecroppers planted these crops year after year until they had exhausted the soil.

### The Hayes Presidency (1877–1881)

Although President Hayes served only one term he did much to restore the morale of the country. In addition to freeing the South from martial law, he appointed a southerner to his Cabinet and began a reform of the **civil service**

program to assure more honesty in the federal government. The civil service is made up of people who work for government agencies.

Although some politicians in Washington were heavy drinkers, First Lady Lucy Hayes refused to serve alcoholic beverages at the White House. Some called her “Lemonade Lucy,” but her kindness and hospitality won the respect of everyone in Washington. The Hayes believed that it was the responsibility of the “First Family” to set a good example for Americans to follow.

### Building a New South

The South had a great need for scientific agricultural skills and technical colleges to encourage industry. Southern leaders wanted to create a **New South**, a region of modern industry and commerce. Private individuals contributed their wealth to build educational institutions in the South. The wealthy railroad owner Cornelius Vanderbilt founded *Vanderbilt University* (1873) in Nashville, Tennessee. Paul Tulane, a wealthy New Orleans businessman, supported the Medical College of Louisiana, which was later renamed *Tulane University* (1884).

#### CHECK UP

1. What was the Reconstruction Era?
2. What did the 13th Amendment do? The 14th? The 15th?
3. Explain the “10 percent plan.”
4. What were the two groups of the Republican party?
5. Who assassinated Lincoln? Why?
6. What were the “black codes”?
7. What did the Reconstruction Act do?
8. Who were the carpetbaggers and scalawags?
9. What was the Tweed Ring? How did Thomas Nast play a part in Boss Tweed’s capture?
10. List the three conditions of the Compromise of 1877.

**Identify:** freedmen, Freedmen’s Bureau, Andrew Johnson, Edwin M. Stanton, Ku Klux Klan, Amnesty Act, Ulysses S. Grant, Rutherford B. Hayes, sharecropper farming, civil service, New South

## Growth of Black Education

Freedmen in the South were helped by private individuals and missionary societies. Two universities, **Fisk University** in Nashville, Tennessee, and **Atlanta University** in Atlanta, Georgia, were founded in 1865. Atlanta University developed into the country’s largest collection of black colleges—Clark, Morehouse, Morris Brown, and Spelman. The Congregational church helped to establish **Howard University** (1867) in Washington, D.C. Its Moreland Library contains the most complete collection of books and records dealing with black history in the United States. The **Hampton Institute** (1868) for vocational training was established in Hampton, Virginia. These black colleges and universities were started and supported by private individuals, charities, and churches.

The most innovative educational institution for black Americans was the **Tuskegee Institute** (1881) in Alabama (now Tuskegee University), founded by a young black man named Booker T. Washington, whose personal life is a testimony to the value of family, hard work, practical education, and spiritual development in building personal integrity and character.

### Booker T. Washington

The great American educator **Booker T. Washington** (1856–1915) believed that the moral character and working skills of the individual do more to advance a man than any amount of political reform. He wrote of his victorious life’s journey in his autobiography *Up From Slavery* (1901). Booker was born a slave in southern Virginia. After the Civil War, he and his mother walked across the Blue Ridge Mountains to join his stepfather, who had a



Booker T. Washington

job packing salt into barrels at a mine in West Virginia. At the age of seven, Booker began working in a salt mine. His mother gave him a copy of Noah Webster's *Blue-Backed Speller* and insisted that he learn to read.

**Hampton Institute.** By the fall of 1872, sixteen-year-old Booker T. Washington had decided to enroll at the Hampton Institute. There he learned a great principle of life, *the dignity of labor*—no matter how menial the task. Under godly teachers at Hampton, he learned to love God's Word. He wrote:

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I learned to love to read the Bible. . . . The lessons taught me in this respect took such a hold upon me that at the present time, when I am at home, no matter how busy I am, I always make it a rule to read a chapter or a portion of a chapter in the morning, before beginning the work of the day.

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The administrator of Hampton, former Union General **Samuel C. Armstrong**, had a great influence on Booker. Booker called him "Christlike—I never saw a man who so completely lost sight of himself." He learned that by imitating the personal behavior of godly men he would receive an education far more important than that from the best books, facilities, and equipment.

After graduating from Hampton in 1875, Booker returned to his hometown in West Virginia and taught for three years in a country school. He believed that his life's work would one day extend beyond the little town of Malden, but for the time being, his family and friends needed him at home.

By 1878, Booker moved to Washington, D.C., to attend a seminary. Life in Washington, D.C., disturbed him, for there he saw many people—educated men and women—who were totally dependent on the government. He wrote:

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The members of this class had little ambition to create a position for themselves, but wanted the Federal officials to create one for them. How many times I wished then, and have often wished since, that by some power of magic I might remove the great bulk of these people into the country districts and plant them upon the soil, . . . where all nations and races that have ever succeeded have gotten their start—a start that at first may be slow and toilsome, but one that nevertheless is real.

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**Tuskegee Institute.** In 1880, Booker T. Washington returned to Hampton to teach and serve as a "house father" to a group of American Indian students. He soon discovered that

*Tuskegee University, Alabama*



both black Americans and American Indians needed practical education and skills to adapt to a changing world. One Sunday in chapel, General Armstrong read a telegram from a group of men in Alabama who were looking for a man to take charge of a new college for black people in that state. Armstrong looked at Booker and read, "Booker T. Washington will suit us. Send him at once."

When Booker arrived at the future site of the college, he found but a few eager students, a stable and a hen house, and almost no educational equipment. Immediately, he began to travel about the state to raise funds and recruit students. Through the help of individuals, charities, and churches throughout the nation, Booker T. Washington raised money to begin the Tuskegee Institute.

By 1901, the students had built 40 buildings on the campus. In the process, they learned such skills as carpentry, brick making, and masonry. The students grew their own food and learned the latest in machine mechanics and agricultural science. They studied the Bible and refined their etiquette, grooming, and necessary communication skills—reading, writing, and speech.

Character-building was a primary goal. Students' rooms were cleaned and inspected every day. The curriculum included daily chapel and evening prayer time, and study hours were strictly observed. "Lights out" was at 9:30 P.M., and the "rising bell" sounded at 5 A.M. For recreation, students attended a variety of social activities, where many met their future husbands or wives. As Booker T. Washington wished, students of Tuskegee graduated with a balanced, practical education that prepared them to earn a living and support their families in the post-war United States.

### General Samuel C. Armstrong

Booker T. Washington patterned his educational methods at Tuskegee after the example set by **General Samuel C. Armstrong** at the Hampton Institute. General Armstrong intro-

duced Booker to the fund-raising possibilities of the Northern lecture circuit by taking Booker and a quartet of singers from Hampton Institute on a tour of important cities. All the money raised went to Tuskegee.

General Armstrong insisted that the training given to the freedmen should also be given to white sharecroppers in the South. Samuel Armstrong was a pioneer for multiracial, vocational training throughout the South. Booker T. Washington later wrote that Armstrong taught him to be completely "color blind" in addressing the needs of all people.

### Summary: A Time of Healing, Growth, and National Unity

Individual freedoms and family responsibilities lay at the root of America's successful recovery after the Civil War.

Walter E. Williams, a famous black scholar, said about slavery:

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If there is one immediate fact in this world, it is: the past cannot be changed. One can learn from the past, and that's all.

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As we study and learn our great nation's history, we can learn from past mistakes, take pride in our country's accomplishments, and strive to become the citizens God wants us to be.

### CHECK UP

1. Name some of the colleges and universities founded to educate freedmen in the North and the South.
2. What did Booker T. Washington believe would do the most to advance the individual?
3. How did Washington feel about government dependence?
4. Who taught Washington to be "color blind" in addressing the needs of the people of the South? Explain.

**Identify:** Hampton Institute, Tuskegee Institute, Booker T. Washington, General Samuel C. Armstrong


 CHAPTER 14 REVIEW

**PEOPLE** *Know the following individuals and be able to explain their importance to American history.*

1. Zachary Taylor
2. Henry Clay
3. John C. Calhoun
4. Daniel Webster
5. Millard Fillmore
6. Franklin Pierce
7. Harriet Tubman
8. Harriet Beecher Stowe
9. James Buchanan
10. Dred Scott
11. Stephen Douglas
12. Abraham Lincoln
13. John Brown
14. General Robert E. Lee
15. Jefferson Davis
16. General Thomas J. Jackson
17. General Ulysses S. Grant
18. James Ewell Brown Stuart
19. General William Tecumseh Sherman
20. General Stand Watie
21. Clara Barton
22. John Wilkes Booth
23. Andrew Johnson
24. Thomas Nast
25. Rutherford B. Hayes
26. Booker T. Washington

**PLACES** *Know the following places and their significance.*

1. Fort Sumter
2. Richmond, Virginia
3. Fredericksburg
4. Vicksburg
5. Appomattox Court House, Virginia

6. West Virginia
7. Fisk University (Nashville) and Atlanta University
8. Tuskegee Institute

**TERMS** *Define the following terms.*

1. popular sovereignty
2. Compromise of 1850
3. Fugitive Slave Law
4. underground railroad
5. *Uncle Tom's Cabin*
6. Kansas-Nebraska Act
7. Dred Scott decision
8. Civil War
9. ironclad ship
10. Anaconda Plan
11. Peninsular Campaign
12. Emancipation Proclamation
13. Gettysburg Address
14. National Banking Act
15. Reconstruction Era
16. 13th Amendment
17. Freedmen's Bureau
18. 14th Amendment
19. Reconstruction Act of 1867
20. carpetbaggers
21. scalawags
22. Ku Klux Klan
23. 15th Amendment
24. Tweed Ring
25. Compromise of 1877

**EVENTS** *Understand the significance of the following battles and be able to tell whether it was a Union victory or a Confederate victory.*

1. Manassas Junction
2. Battle of Shiloh



3. Seven Days Battle
4. Second Battle of Bull Run
5. Antietam
6. Gettysburg
7. Battle of Chickamauga
8. Battle of Chattanooga

**MAP SKILLS** Use the map on p. 259 to answer the following questions.

1. In what state did most of the major battles take place?
2. Were the majority of battles fought in Northern states or in Southern states?
3. What three battles were fought in Georgia?
4. Name the coastal battles of the Civil War.
5. What battle was the farthest North? What battles took place along the Mississippi River?

**CRITICAL THINKING** On a separate sheet of paper, answer the following questions using complete sentences.

1. Compare Jefferson Davis with Abraham Lincoln. What did each believe he was fighting for?
2. Why did Robert E. Lee return to Virginia and fight for the South? What did he think of slavery? Explain the three themes that dominated his life.
3. How did revival affect the Southern army? How did the United States Christian Commission help the Northern army? Name leaders from both sides that were godly examples to follow.
4. How did Reconstruction hurt the South? How did it help the South? How did Lincoln wish to help the South before he was assassinated?
5. What did Booker T. Washington believe was more important than political reform? Can this belief still be applied today? Explain.



# The Age of Industry

## 1865–1900

### HIGHLIGHTS

#### Inventors

- Alexander Graham Bell (telephone)
- Thomas Edison (light bulb and others)
- George Washington Carver (agriculture)

#### Other Wonders of Technology

- Transcontinental Railroad
- Brooklyn Bridge
- Statue of Liberty
- Skyscrapers

#### Entrepreneurs

- Andrew Carnegie (steel)
- John D. Rockefeller and Lyman Stewart (oil)

After the Civil War, a great age of industrial progress began in which new inventions and technology transformed American life and industry. Many of the modern conveniences we enjoy today came about during this **Age of Industry** or through technology pioneered during the period. This era introduced America to manufactured clothing, packaged cereals, commercially canned foods, typewriters, telephones, light bulbs, electric stoves, and many other innovations that we take for granted today. It also brought great advances in agriculture, transportation, and industry, particularly the steel and oil industries. This wonderful progress came about through the dedication and labor of American inventors and entrepreneurs [än' trê · prê · nûr' z] working under an economic system that rewarded initiative and hard work. An *entrepreneur* is one who risks personal loss to develop and market a new product. The wealth produced

by new inventions and industries benefited all Americans as it provided jobs, improved the standard of living, and funded charities and public works.

### *Great American Inventors*

#### **Bell and the Telephone**

One of the inventors who revolutionized American life during this period of growth and prosperity was **Alexander Graham Bell** (1847–1922), who invented the *telephone* in **1876**. Alexander Bell grew up in Edinburgh, Scotland, where he and his brothers helped their father teach deaf children. When both of Alexander's brothers died of tuberculosis in 1870, doctors urged the Bells to move to a better climate for Alexander's sake. Thus the family moved to Canada, and by 1872, Alexander had become a teacher of the deaf in Boston, Massachusetts.

Fascinated by the telegraph, Alexander began to think that the human voice might be transmitted by electricity. To test his ideas, he set up a small laboratory, but he could not afford the expensive scientific equipment he needed. Then Bell met a Boston lawyer whose daughter, Mabel Hubbard, was deaf. With Alexander's help, Mabel blossomed into a lively and active member of Boston society. In gratitude, her father offered to help Alexander finance his experiments.

Bell soon discovered that his "talking machine" would need certain electrical parts that he could envision but not make. He went to a nearby machine shop and there met **Thomas Watson**. The two men became fast



*Alexander Graham Bell making the first New York to Chicago call, 1892*

friends—Bell supplied the ideas and Watson the “hands” to produce the first telephone.

For three years (1873–1876), Bell and Watson worked continuously on the invention. On March 10, 1876, the two sat in separate rooms. As Bell worked on a crude transmitter, he spilled a container of battery acid on himself. “Mr. Watson, come here. I want you!” he shouted. Watson heard his friend, but not through the wall of the next room. He heard him through the telephone transmitter! As

Watson rushed in to help Bell, both men realized that the first understandable words had been transmitted by the telephone.

Alexander Bell received a patent on the telephone in 1876. The next year, he married Mabel and sailed for England. There he demonstrated the telephone for Queen Victoria, who immediately had one installed in the royal palace. President Rutherford B. Hayes also had a telephone installed in the White House that year.

## PRESIDENTIAL PROFILE

### Rutherford B. Hayes (1822–1893)

**Years of Presidency:** 1877–1881

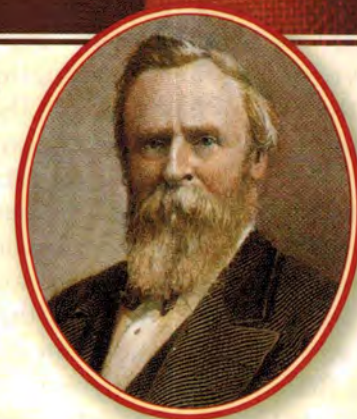
**Vice President:** William Almon Wheeler

**Political party:** Republican

**State of residence when elected:** Ohio

**Remembered for** being a major general in the Union Army

**Major event during Presidency:** invention of electric light bulb (1879)



*19th President*

### Edison's "Invention Factory"

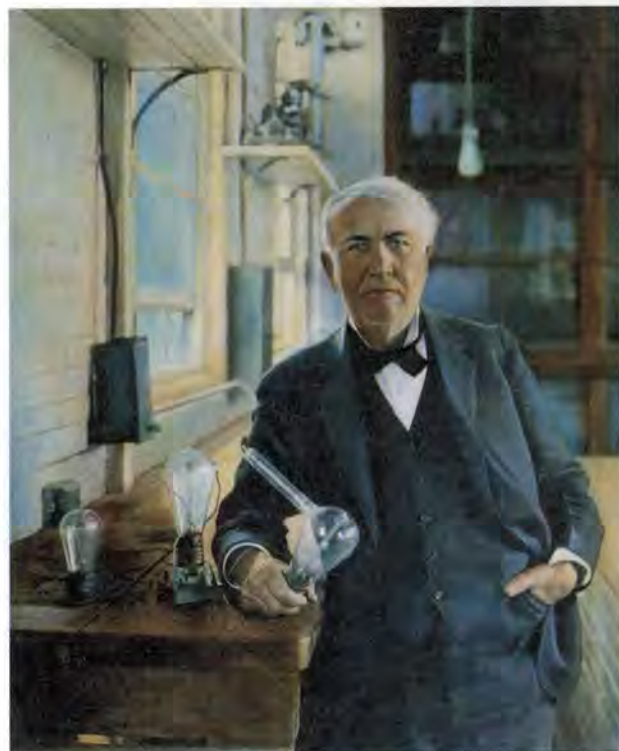
Although scientists had developed electric light bulbs by the mid-1800s, their bulbs burned out within seconds. It was not until 1879, after two years of constant experimentation and many failures, that **Thomas Alva Edison** (1847–1931) developed the first successful *incandescent light bulb*. Soon inefficient and dangerous gas lights were replaced by electric light bulbs in homes, schools, and factories.

Edison, a firm believer in free enterprise and private research, continued to invent marvelous things. His laboratory in Menlo Park, New Jersey, became known as "**the invention factory**." His inventions included *electric generators, the storage battery, the phonograph, motion picture machines*, and many others.

Edison was certainly the greatest inventor America has ever produced and was perhaps the greatest inventor of all time. He said that he owed his success to hard work. When a reporter called him a genius, he replied that his inventions came from "*1% inspiration and 99% perspiration!*" At the age of 70, Edison was told by his doctors to slow down and rest. He replied, "There will be plenty of time to rest at 100."

### Carver Revolutionizes Southern Agriculture

At Booker T. Washington's Tuskegee Institute in Alabama, **George Washington Carver** (1860–1943) worked in his own "invention factory," where he gained a reputation as a genius in the field of *horticulture*, the study and growing of plants. Carver, born a slave a few years before slavery was abolished, developed his talents as a young man by studying rocks and plants on the Missouri farm where he grew up. Later, he attended a college in Iowa, working his way through as a laundry worker, cook, and janitor. He went on to Iowa State College, where he excelled as a plant biologist in the chemistry department and later joined the faculty. Thousands of students learned chemistry from George Wash-



Thomas Edison

ington Carver during the years he taught at Tuskegee Institute. Carver is perhaps best remembered for his efforts to improve Southern agriculture.

Most Southern farmers grew cotton, which wears out the soil by depleting it of nutrients. Carver convinced farmers that soybeans, peanuts, and sweet potatoes were better crops, because they restored the productivity of the soil. But farmers would not grow these crops unless they could find a market for them. Researching in his laboratory at Tuskegee, *Carver found so many uses for peanuts and sweet potatoes that they were soon in demand throughout the world*. Carver's genius turned the simple sweet potato into 118 different products ranging from flour to rubber to chocolate flavoring. He pressed wood shavings together in a special process to produce synthetic marble. Cotton stalks became wallboard for building construction. From the peanut, he produced over 300 products, including milk, cheese, butter, coffee, flour, shaving lotion, shoe polish, and candy.



George  
Washington  
Carver

George Washington Carver's discoveries completely transformed agricultural practices in the South. No man did more to sustain the livelihood of millions of black and white Southern families than this great American inventor.

### CHECK UP

1. Who assisted Alexander Bell in the invention of the telephone?
2. Name Thomas Edison's most famous invention. How did it benefit homes, schools, and factories?
3. List some of the inventions that Edison developed in his "Invention Factory."
4. How did George Washington Carver help Southern farmers?

**Identify:** entrepreneur, horticulture

## Other Wonders of Technology

### First Transcontinental Railroad

By the 1860s, railroads had become America's most important means of transportation, carrying nearly  $\frac{2}{3}$  of the nation's internal trade. At that time, most of the nation's railroads lay east of the Mississippi River, although one line

ran as far west as St. Joseph, Missouri, on the edge of the frontier. During the Civil War, railroads proved their value by transporting troops and supplies; wartime business greatly increased the demand for railroads. Thus, by the close of the war, many Americans were looking forward to railroad expansion. For years, men had talked of building a railroad to span the frontier and link the East with the West. Then, in 1862, while the Civil War still raged, Congress authorized two railroad companies to construct a transcontinental railway.

In 1863, workers for the *Central Pacific Railroad* began laying railroad tracks in Sacramento, working their way eastward through the Sierra Nevadas using explosives. In 1865, workers for the *Union Pacific Railroad* began laying railroad tracks in Omaha, Nebraska, working their way westward across the Great Plains and over the Rocky Mountains. Some 10,000 Chinese immigrants laid track for the Central Pacific, while Irish immigrants and Civil War veterans laid most of the Union Pacific track. Often, the workers of both lines had to lay aside their tools and take up weapons to fight off hostile Indians, who saw the railroad as a threat to their way of life. Hun-

## AMERICAN INVENTIONS IN THE AGE OF INDUSTRY

Date	Invention	Inventor
1865	liquid soap	William Sheppard
1866	machine-made needle	Excelsior Needle Co.
1867	ready-mixed paint	D. R. Averill
1868	steam-driven motorcycle	W. A. Austin
1868	tape measure	A. J. Fellows
1868	commercial typewriter	Christopher Sholes
1869	air brake	George Westinghouse
1869	chewing gum	W. F. Semple
1869	voting machine	Thomas A. Edison
1869	suction-type vacuum cleaner	Ives W. McGaffey
1870	petroleum jelly	R. A. Chesebrough
1871	margarine	H. W. Bradley
1872	motion pictures	Eadweard Muybridge & John Isaacs
1872	mail-order catalog	Montgomery Ward Co.
1873	earmuffs	Chester Greenwood
1873	barbed wire	Joseph F. Glidden
1874	ice cream soda	R. M. Green
1874	electric street car	S. D. Field
1875	telephone	Alexander Graham Bell
1875	electric dental drill	G. F. Green
1876	mimeograph machine	Thomas A. Edison
1877	microphone	Thomas A. Edison
1877	phonograph	Thomas A. Edison
1878	baseball catcher's mask	F. W. Thayer
1879	electric incandescent lamp	Thomas A. Edison
1879	cash register	James Ritty
1880	evaporated milk	John B. Meyenberg
1881	color photography	Frederic E. Ives
1882	electric fan	Schuyler S. Wheeler
1882	electric flatiron	Henry W. Seeley
1883	fountain pen	Lewis E. Waterman
1884	roller skates	L. M. Richardson
1888	revolving door	T. Van Kannel
1888	box camera and roll film	George Eastman
1888	drinking straw	M. C. Stone
1889	electric sewing machine	Singer Sewing Machine Co.
1891	zipper	W. L. Judson
1891	motion-picture camera	Thomas A. Edison
1891	trading stamp	T. A. Sperry
1892	book matches	Joshua Pusey
1892	bottle cap	W. Painter
1893	adding machine	William Burroughs
1895	safety razor	King C. Gillette
1896	electric stove	William S. Hadaway
1897	breakfast cereal	C. W. Post
1898	bottle-making machine	Michael Owens
1899	household refrigerator	A. T. Marshall

## George Eastman and the Kodak Camera

Today, we collect photographs by the dozens in frames and albums, but 150 years ago, few people had ever seen a photograph or camera. Early cameras were bulky and expensive. The photographer had to cover his head with a cloth to keep out the light while he looked through the viewfinder, and his subjects had to remain perfectly still while the camera recorded their image on glass plates.

Though photographic methods improved over the years, cameras remained expensive and impractical until 1888, when **George Eastman** invented the *box camera* and *roll film*. Planning to vacation in Santo Domingo, Eastman bought a camera "about the size of a soapbox" for \$94.36. As he examined the awkward device, he became convinced that it could be smaller and simpler. Thus Eastman set out to build a better camera to simplify picture-taking "for the lazy, casual millions."

Eastman's camera, which he called the "*Kodak*," consisted of a light-proof box with a lens in the front and film in back. It was the first camera to use roll film; earlier models used heavy glass plates. For \$25, one could buy a Kodak loaded with enough film for about 100 pictures. When he used up the film, he returned the camera to the factory to have the film developed and the camera reloaded. With the Kodak box camera, American families began to capture memories of holidays and vacations, and photographs became the most common collectibles in the world.



**WESTERN TRAILS, CITIES,  
AND RAILROAD LINES**



Promontory Point

dreds of railroad workers lost their lives, either in Indian attacks or accidents along the way. The rugged mountains of the West proved to be their greatest obstacle. It took the workers of the Central Pacific nearly three years to cut through the Sierra Nevadas.

As the project neared completion, the companies raced to see who could lay the most track in the shortest time; crews sometimes laid as much as eight miles of track per day. Finally, on May 10, 1869, the two railroad lines met at **Promontory Point**, Utah, completing the *first transcontinental railroad*. The railroads celebrated this momentous occasion with a ceremony known as the "Driving of the Golden Spike." The inscription on the solid-gold spike read, "May God continue the unity

"View from  
South Street  
New York,  
in 1892,"

from the  
original oil  
painting by  
William G.  
Muller



of our Country as this Railroad unites the two great Oceans of the world." The transcontinental railroad did indeed bring all sections of the nation together in a harmony of economic trade and cultural interests. Now, large numbers of people could travel from coast to coast in a matter of days. Eventually, four transcontinental railroads would link East and West.

### The Brooklyn Bridge

#### *Bridging America from East to West.*

Like the railroads, the great bridge-building projects of the late 1800s also reflected the industrial growth of America. John **Roebling**, a German-born engineer, pioneered the design of suspension bridges in the United States, building railroad bridges across the gorge at Niagara

## Christopher Sholes and the Typewriter

As industry began to boom in the late 19th century, a need arose for businesses to handle paperwork more efficiently. In the past, clerks had recorded transactions and accounts by hand, but with the increasing volume of business, the need for a faster method arose. Though men had been tinkering with typewriters since the early 1800s, none of their efforts proved to be faster than handwriting. Thus men continued recording by hand until 1866 when **Christopher Sholes**, a newspaper editor, teamed up with two other men to produce the *first practical commercial typewriter*.

Sholes got the idea for his typewriter's design from watching someone play the piano. He first arranged the keys alphabetically like the older models but

found that the most frequently used letters were too close together and the keys often jammed. He solved this problem by spreading the most common letters apart on the keyboard, arranging what we know as the QWERTY system (the first six letters on the keyboard). Though technology today has advanced beyond the typewriter to computers, Sholes's keyboard remains much the same.

The typewriter had a tremendous impact on the world. Businesses especially benefited, and many hired women as secretaries and shorthand typists. Books could also be typed instead of written. In 1883, Mark Twain became the first writer to type an entire book (*Life on the Mississippi*) on a typewriter.



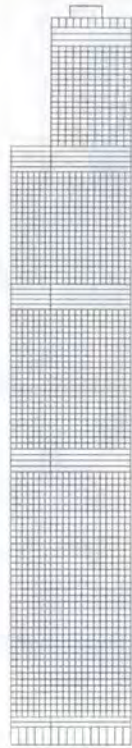
Falls, the Allegheny River at Pittsburgh, and the Ohio River between Cincinnati, Ohio, and Covington, Kentucky. In 1874, James Buchanan Eads constructed the first steel bridge across the Mississippi at St. Louis. With the bridging of the Mississippi, travelers could span the continent entirely by land-based transportation (railroad).

### *The Brooklyn*

**Bridge.** In 1869, John Roebling began building a bridge across the East River between the cities of New York and Brooklyn. When Roebling died, his son Washington

took over the **Brooklyn Bridge** project. Washington Roebling supervised the project until the spring of 1872, when an accident permanently disabled him. For the next decade, Roebling supervised the building of the bridge from the window of his home in Brooklyn.

In 1876, steam engines stretched two steel wires  $\frac{3}{4}$  inch thick across the East River. These wires would help support the massive steel cables, which were too heavy to be lifted by steam engines alone. Before the supporting wires could be suspended from the towers, they had to be inspected and tested for strength. A man would have to slide under the wires, at times almost 300 feet above the churning waters of the East River. A 50-year-old master mechanic volunteered for the job. Positioned on a little board seat connected by pulleys to the support wire, Edwin Farrington dangled high above the East River near the top of the first tower. He had refused to be strapped to the seat so that he could move about freely. Far below on the river, steamboats sounded their whistles in praise of his bravery. When he finally reached the top of



Sears Tower  
Chicago  
110 Stories



Empire State Building  
New York City  
102 Stories



Chrysler Building  
New York City  
77 Stories



Woolworth Building  
New York  
60 Stories



Wainwright Building  
St. Louis  
10 Stories

the other tower just off the Manhattan shore, thousands cheered. Edwin Farrington, just an ordinary construction worker, is one example of the millions of Americans who had the courage and skill to help build our great nation.

Completed in 1883, the Brooklyn Bridge could accommodate six lanes of traffic and a double-tracked trolley line.

### **Skyscrapers**

Improvements in transportation encouraged the growth of American industry. As businesses grew, more and more office workers were needed to manage the increased paperwork and accounts. Inventions such as the *typewriter* (1867), *stock ticker tape* (1867), *cash register* (1879), *adding machine* (1888), *telephone*, and *electric lights* completely changed the methods and hours of business. Because the growth of business increased the demand for more office space, the price of building sites in the cities skyrocketed. The solution was to build *up* instead of *out*, which became possible in the 1880s with elevators and steel-framed buildings.

**The rise of modern Chicago.** In 1871, fire destroyed the city of Chicago, Illinois. The fire was said to have started when a cow in Mrs. Patrick O’Leary’s barn kicked over a lantern. Chicago made a robust recovery from the great fire and soon became one of the fastest-growing cities in America.

**Pioneer architect.** In 1873, a young Irish-American from Boston, **Louis Sullivan** (1856–1924), traveled to Chicago to help rebuild the city. After several years of apprenticeship and study as an architect, Sullivan went to St. Louis to study the use of steel girders firsthand. There he built his first skyscraper, the **Wainwright Building**, in 1890. Although the Wainwright is only 10 stories high, many architects view it as the first modern American skyscraper. After making his reputation with the Wainwright Building, Sullivan returned to practice architecture in Chicago. Sullivan became a pioneer of skyscraper architecture, and *Chicago became the first center of skyscraper architecture.*

**Race for the sky.** Although other cities were building skyscrapers, Chicago and New York City competed for the tallest building. The 1906 earthquake in San Francisco discouraged the building of high office towers in California for many years. In other cities, lower real estate prices made tall buildings unnecessary. In New York City, the Singer Tower reached a height of 612 feet, making it the tall-



*Chicago in the late 1800s*

est building in the world in 1908; the 60-story Woolworth Building claimed that record in 1913. The 77-story Chrysler Building followed in 1930. Technological improvements resulted in the giant 102-story **Empire State Building** in 1931, and the twin towers of the World Trade Center in New York City in 1972. Chicago had the title of having the world’s tallest building with the 110-story Sears Tower in 1974.

**Profile of a city.** With Lake Michigan before it and a vast expanse of prairie farmland behind it, Chicago developed into a great

## Otis and the Elevator

Elevators had been used for many years, but they were neither safe nor efficient. In 1854, **Elisha Otis** demonstrated his **safety elevator** to a New York City crowd. Otis stood atop a model while a rope hoisted it up an iron framework in an exhibition hall. When the inventor had reached a considerable height, he cut the rope. Spectators gasped, but Otis had faith in his device. Instead of falling down the shaft, the

elevator was stopped by a series of braking mechanisms under the cab. Elisha’s teenage son, Charles, had worked with his father to develop the safety elevator. With his younger brother, Charles Otis built Otis Brothers and Company into the largest elevator manufacturer in the world. By 1889, the introduction of electric motors and the first steel girder skyscrapers greatly expanded the market for elevators.

industrial hub. Three things made Chicago a great city—(1) the *rich prairie soil* of Illinois, (2) the *railroads* that transported crops from farms to the city, and (3) the *people* who worked on the farms and in the factories—hard working people, including many immigrants from Eastern Europe, Germany, Scandinavia, Italy, and Ireland.

### Advances in Medicine

The tremendous number of casualties in the Civil War greatly increased the need for surgeons, nurses, ambulances, and hospitals in America. As a result, American medical technology improved and continued its advance through the Age of Industry.

**Advances in surgery.** Many soldiers wounded in the war died because they did not have the benefit of sterilized surgical instruments and wound dressings. The connection between germs and infection remained a mystery until 1865, when Joseph Lister, an English doctor, demonstrated the effectiveness of **antiseptic** (germ-killing) **solutions** to treat wounds. Antiseptics soon caught on in America, dramatically increasing the success of surgical procedures.

With the introduction of better **anesthetics** (pain killers), surgery made even greater progress. In 1867, American doctors discovered that a combination of nitrous oxide (laughing gas) and oxygen made an effective painkiller. They also found that a gas inhaler covering the nose and mouth improved the delivery of chloroform and ether during surgery. In 1884, the first injected local anesthetic was introduced; by 1899, painkillers could be injected into the spine.

**Capitalism at work.** America led the world in developing new drugs and medical technology at affordable prices. When foreign doctors made a new medical discovery, they often turned to the United States to develop their ideas. For example, a German scientist discovered the x-ray in 1895 and applied it to medical technology, but Thomas Edison, an American inventor, improved the instrument that was used to view the x-ray image.

**Medical schools and hospitals.** Many women began serving in hospitals as nurses and surgical assistants during the Civil War and the years that followed. In 1873, **Bellevue Hospital** in New York opened the first school of nursing; by 1900, 432 nursing schools had been established in the United States. Medical schools experienced a similar spurt of growth; between 1873 and 1890, 112 medical schools were founded. The idea of extensive medical research began with the opening of **Johns Hopkins Medical School** in 1893. Daniel Hale Williams, a black physician who pioneered heart surgery, established **Providence Hospital** in Chicago, the first interracial hospital in the United States.

### CHECK UP

1. Name the two railroad lines that constructed the first transcontinental railroad. When was it completed?
2. List some of the inventions that aided offices in the late 1800s.
3. How did the growth of American businesses result in the building of skyscrapers?
4. What three things made Chicago a great city?
5. Name some of the advances made in surgery during the Age of Industry.

**Identify:** George Eastman, Promontory Point, Brooklyn Bridge, John and Washington Roebling, Christopher Sholes, Chicago, Louis Sullivan, Elisha Otis, Empire State Building

## Entrepreneurs of American Business

### Andrew Carnegie and the Age of Steel

**The promise of America.** In May 1848, the Carnegie family set sail from Scotland for New York City. They were among the first wave of immigrants coming from the British Isles, Germany, and Scandinavia before 1870. Although coming to a new land meant leaving behind friends and relatives, immigrants seldom struck out on their own without the benefit of close personal connections. Most immigrants came

to America as small family units, or they joined family and friends already in the New World. The Carnegies came as a family and lived with relatives in Pennsylvania until they could find employment and their own housing.

**Carnegie's beginnings.** Young **Andrew Carnegie** joined his father at work in a cotton factory. He soon became a messenger in a telegraph office, and then a telegraph operator. When Andrew was not working, he read, thanks to a wealthy man who allowed working boys to use his personal library. This kindness would later be repaid many times over, as *Carnegie became the world's greatest builder of free public libraries.*

Thomas A. Scott, superintendent of the Pennsylvania Railroad, noticed young Carnegie at the telegraph office and hired him to be his personal secretary. By 1865, Carnegie had taken Scott's place as superintendent. By wisely investing his money, making loyal friends, and forming sound business partner-



*Andrew Carnegie, entrepreneur and philanthropist*

ships, he laid the financial foundation for his leap into the "Age of Steel."

**Carnegie discovers steel.** Before steel, railroads and engine parts were made of cast iron; but that metal was too brittle to withstand the stress of the increased friction and speed of modern machines. In 1856, an Englishman named **Sir Henry Bessemer** developed an inexpensive method of turning iron ore into steel,

## The World's Fair: Showplace of Technology (1893)

In 1893, Americans celebrated their industrial progress with a great **World's Fair** in Chicago. Called the *World's Columbian Exposition*, the fair drew about 27 million people with fascinating inventions and exhibits of new technology. For the grand opening, President Grover Cleveland pressed an ivory telegraph key to activate 10,000 electric lights and 37 steam engines throughout the gleaming, white alabaster city built for the fair.

Although the exposition featured exhibits from all over the world, it was the display of American technology which most impressed fairgoers. Exhibits featured powerful engines and machines and a variety of electrical wonders, including Thomas Edison's *phonograph* and one of his earliest *motion picture machines*. The American Bell Telephone Company in-

vited people to make *long distance phone calls* to faraway New York and Boston for the first time.

A 264-foot high *Ferris wheel* towered over the exhibition. From glass-enclosed cars, passengers could view the fair in detail by day or watch its electric lights twinkling like thousands of stars at night. Fairgoers also enjoyed ice skating on artificial ice, balloon rides, and Buffalo Bill's Wild West Show.



a stronger, lighter, and more flexible material than iron. Andrew Carnegie visited England to observe the Bessemer method of steel-making and returned to the United States to build steel factories. By the 1890s, he controlled much of the steel industry in America and had become *one of the wealthiest men in the world*.

Back in Pittsburgh, Pennsylvania, the **Carnegie Steel Company** became the largest manufacturer of steel in the world. Carnegie's steel mills revolutionized the steel industry, and his style of business management had a great impact on other business firms. At Carnegie's death in 1919, the United States was the leading producer of steel and the leading industrial power in the world.

**Stewardship of wealth.** In his autobiography, Carnegie wrote that profits (surplus money) should never be worshiped as an "idol," for profits were the means by which a man could reach out and help others. Carnegie practiced *philanthropy*, giving away large sums of money to needy individuals and private charities. During his life, he gave away more than \$350 million. Carnegie donated more than 7,000 pipe organs to churches and paid for the construction of over 3,000 public libraries. Tuskegee Institute was one of the many schools and colleges that Carnegie helped financially. Andrew Carnegie set a generous example of philanthropy that would be followed by many Americans who made their fortunes during America's rise to industrial greatness.

### The Rise of the Oil Industry

For many years, coal fueled the steam engines that powered railroad locomotives, millstones, and power looms. As engines were made smaller and refined to power the first automobiles and airplanes, the need arose for a more efficient fuel. The new internal combustion engines used refined gasoline made from petroleum; thus, the hunt for *oil* began.

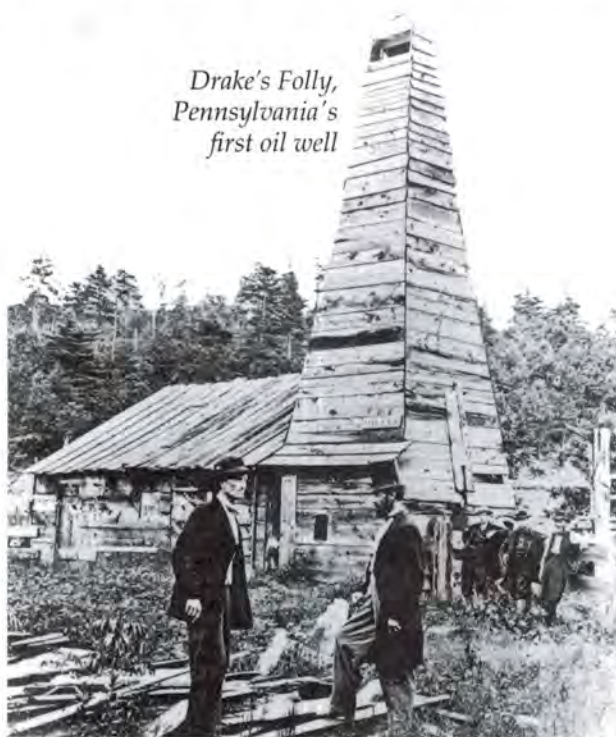
**Kerosene replaces whale oil.** In 1855, a professor from Yale University proposed that oil could be refined into a lighter substance, *kerosene*, which could be used for lighting in

homes and businesses. Kerosene would be a much cheaper and more abundant fuel source than whale oil, which had been the chief fuel in lamps for many years.

**Colonel Drake's well.** In 1859, Colonel **Edwin L. Drake** and his partner, Uncle Billy Smith, a local blacksmith, drilled for oil outside of Titusville, in the Venango Valley of Pennsylvania. No one had ever drilled for oil before; people had simply collected it wherever it seeped from the ground. Drake and Smith believed that underground oil could be tapped in large quantities in the same manner that one drills for water. Smith made the drill and the bits, and Drake invented a stovepipe casing to keep the hole from caving in. Most people laughed at this attempt to drill for oil, calling the well *Drake's Folly*. But on August 27, 1859, after drilling down about 70 feet, Smith and Drake struck oil. Although the oil did not flow or erupt in a "gusher" as in later finds, it could be easily pumped out. In the next few years, a forest of oil derricks appeared in the valley.

**John D. Rockefeller.** **John Davison Rockefeller** (1839–1937) visited the Venango

*Drake's Folly,  
Pennsylvania's  
first oil well*





Oil industry

Valley in 1860 to observe the oil wells firsthand. Rockefeller saw the money that could be made in oil and, by 1869, had formed the **Standard Oil Company** of Ohio. Standard Oil grew over the years into a worldwide network of oil pipelines, refineries, and marketing outlets. Eventually, Rockefeller became the wealthiest man in America.

**Lyman Stewart.**

When Rockefeller visited the Venango Valley in 1860, Pennsylvanian **Lyman Stewart**, a committed Christian, had just begun his quest for oil. After serving the Union army during the Civil War, Lyman returned to Pennsylvania and began, with his brother, to build an oil company. By the 1880s, the Stewarts' business was thriving. Lyman looked beyond Pennsylvania to the rich oil fields of California, and in 1883, he set out for Los Angeles.

**Los Angeles** was still a small town of about 14,000 people in 1882, but by 1900, the population would reach 100,000. Railroads brought thousands of job seekers and farmers in search of opportunity and a milder climate. To the north, the city of San Francisco was already a



Lyman Stewart established the Union Oil Company of California.

well-established seaport. Besides the development of the oil industry in the Los Angeles Basin (the name given to the valley that cradles the city), *irrigation* led to a thriving agricultural market. As farms and ranches thrived, fruits and nuts from California, shipped East by rail, began to appear on the nation's grocery shelves. California was on her way to becoming our richest and most populous state.

Although most of the early "oil pioneers" in California met with limited success, Stewart drilled deeper than the others. Stewart did not experience immediate success in his search for oil. Several years of near bankruptcy loomed ahead before he was able to firmly establish the **Union Oil Company of California** in 1886. Union Oil became the largest independent oil company on the West Coast.

**Summary: Results of the American Free Enterprise System**

The hard work and initiative of American entrepreneurs and inventors transformed American life in the late 1800s. Men like Edison, Carver, and Carnegie thrived under the American system of free enterprise and played a vital role in the advance of technology. As growing industries produced more jobs, more American families were able to afford electric lights, telephones, automobiles, and other new inventions that made life easier. The profits made from inventions and industries enabled entrepreneurs to give to charities and worthy causes. Thus America entered the 20th century as a world leader in technology and industry.

**CHECK UP**

1. Name the steel company that became the largest manufacturer of steel in the world around the turn of the century.
2. What fuel powered steam engines before the introduction of oil? What type of lamp fuel did kerosene replace?

**Identify:** Andrew Carnegie, Sir Henry Bessemer, philanthropy, John D. Rockefeller, Standard Oil Company, Lyman Stewart, Union Oil Company


 CHAPTER 15 REVIEW

**PEOPLE** *Know the following individuals and be able to explain their importance to American history.*

1. Alexander Graham Bell
2. Thomas Watson
3. Thomas Alva Edison
4. George Washington Carver
5. George Eastman
6. John Roebling
7. Christopher Sholes
8. Louis Sullivan
9. Elisha Otis
10. Andrew Carnegie
11. Sir Henry Bessemer
12. Edwin L. Drake
13. John D. Rockefeller
14. Lyman Stewart

**PLACES** *Know the following places and their significance.*

1. Promontory Point
2. Wainwright Building
3. Bellevue Hospital
4. Johns Hopkins Medical School
5. Providence Hospital

**TERMS** *Define the following terms.*

1. Age of Industry
2. entrepreneur

3. "the invention factory"
4. horticulture
5. Central Pacific Railroad
6. Union Pacific Railroad
7. Carnegie Steel Company
8. philanthropy
9. "Drake's Folly"

**EVENTS** *Memorize each date and event.*

- 1869—The first transcontinental railroad is completed.
- 1871—Chicago is destroyed by fire.
- 1893—World's Columbian Exposition (World's Fair) in Chicago

**CRITICAL THINKING** *On a separate sheet of paper, answer the following questions using complete sentences.*

1. How did the Age of Industry benefit all Americans?
2. What did Thomas Edison believe about hard work? Use the quotations given on p. 280 in your answer.
3. What did Carnegie write about profit? How does philanthropy benefit a society?



# The Gilded Age 1865–1900

## Culture and Politics in the Age of Industry



### HIGHLIGHTS



- Immigration
- Evangelism
- Social Reform
- Populist Movement
- Settlement of the Great Plains

The Age of Industry (1865–1900) brought great prosperity to the United States. With the growth of business and industry, jobs became plentiful and wages increased. Most Americans worked hard to provide for their families and looked to God for strength and guidance. Unfortunately, as some grew more prosperous, they became obsessed with material pursuits. The author Mark Twain called the Age of Industry the **Gilded Age** because when a cheap object is covered with gold paint (*gilded*) it appears to be worth more than it actually is. Twain felt that the prosperity of the age covered up a great deal of corruption in politics and society. For those who approached the prosperity of this era in a worldly fashion, it was indeed a “Gilded Age.”

### The Growth of American Cities

#### From Farm to City

The Age of Industry drew many Americans from the farms to the cities, where they joined thousands of immigrants in search of work. As a result, America’s cities experienced a population explosion in the late 1800s. In 1860, only 16 cities in the United States had a population of 50,000 or more;

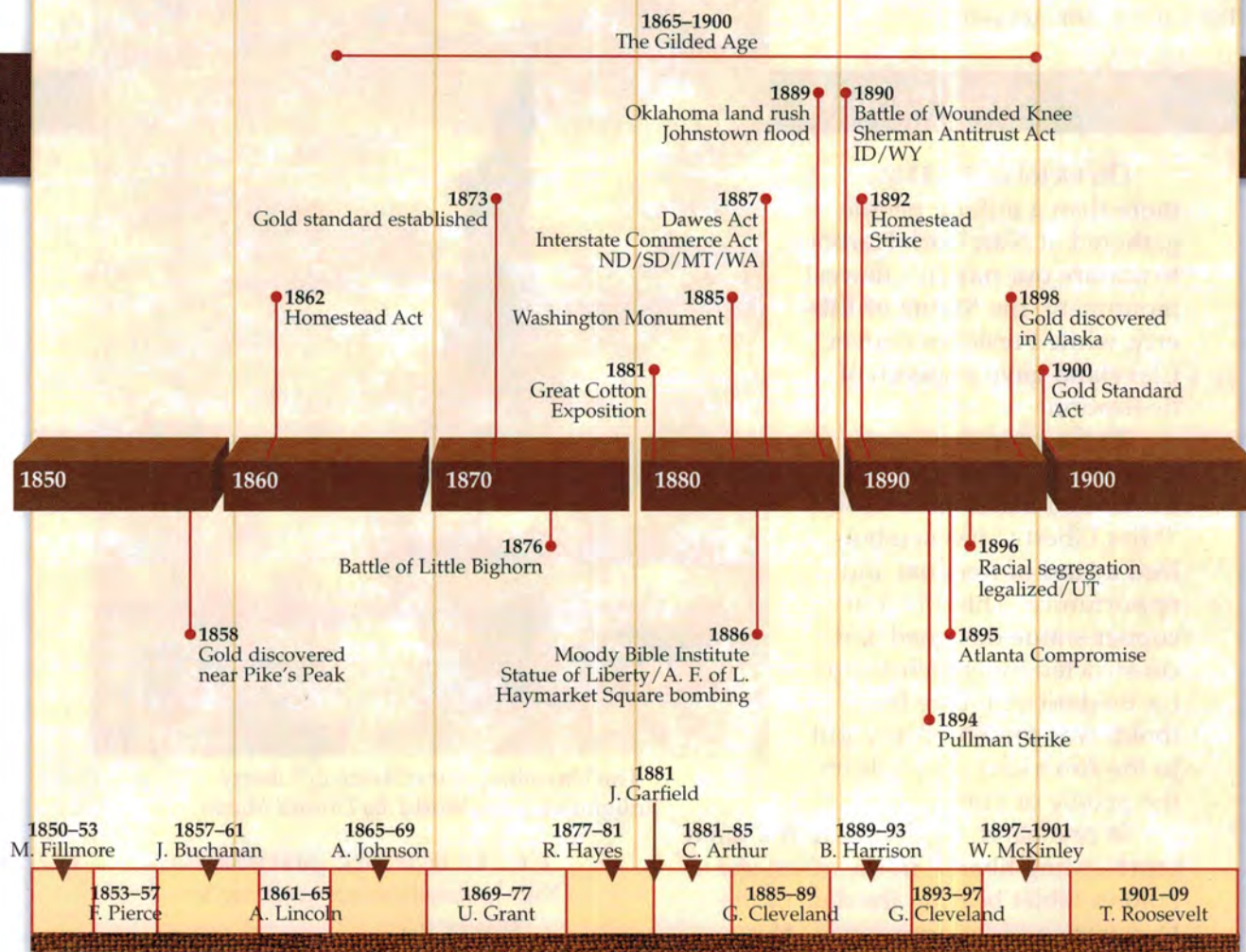
by 1910, there would be 100. In just 50 years (1860–1910), the number of Americans living in cities went from 6 million to 30 million. New York City, Philadelphia, and Chicago grew the most. Between 1850 and 1900, New York City’s population grew from 500,000 to 3.4 million, and Chicago’s population soared from 121,000 to 1.3 million.

#### Immigration

**Old and new immigrants.** Of the millions who flooded the cities, the majority were immigrants. Before the 1880s, most immigrants came from northwestern Europe, especially the British Isles, Germany, and the Scandinavian countries. These immigrants became known as the **old immigrants**. Beginning in the 1880s, many immigrants came from southern and eastern Europe—Russia, Poland, Austria-Hungary, the Balkans, Italy, Greece, and other nations. Many of these **new immigrants** came to America to escape political and religious persecution and economic hardship. Over 1 million Jews came between 1881 and 1907, fleeing *pogroms* [pō·grōmz’], organized massacres, in Eastern Europe. Others came for economic opportunities. Thousands of Chinese came to lay railroad tracks for the transcontinental railroad (1869). From 1865 to 1914, the United States welcomed about 25 million immigrants.

**Ethnic neighborhoods.** Although the large number of immigrants pouring into America around the turn of the century strained the resources of many cities, their lives were better in America than in the countries from which they had come. America remained the land of opportunity. As immigrant





families settled in the cities, they often formed ethnic neighborhoods with others from their native land. Every major city had its “Little Italy” or “Little Poland.” Most black Americans still lived on farms in the South, but more and more were moving to Northern cities. Many black families settled in the district of Harlem on New York City’s Manhattan Island. Many different ethnic groups lived together in New York and other cities.

**Dwight Lyman Moody** (1837–1899), who stirred hearts in America and Great Britain for 40 years.

### *Evangelism and Reform*

#### **D. L. Moody: From Salesman to Soulwinner**

Many dedicated Christian workers accepted the challenge of evangelizing America’s growing cities in the last half of the 19th century. The best known of these was evangelist



*D. L. Moody preaching*

## Miss Liberty

On October 28, 1886, more than a million people gathered at New York Harbor to admire our nation's newest monument, the **Statue of Liberty**, while President Grover Cleveland gave a speech of dedication.

To the countless immigrants who have come to the United States since 1886, "Miss Liberty" has symbolized a land of freedom and opportunity. This 152-foot copper statue designed and constructed by French sculptor Frédéric-Auguste Bartholdi was presented as a gift to the American people from the people of France.

In one hand, she holds aloft a torch representing liberty; in the other, she holds a tablet bearing the date of the Declaration of Independence. Her pedestal, built by contributions from schoolchildren across America, bears the inscription of a poem by Emma Lazarus entitled "The New Colossus." These lines capture the far-reaching message of the statue:



The Unveiling of the Statue of Liberty  
Enlightening the World by Edward Moran

*"Give me your tired, your poor,  
Your huddled masses yearning to  
breathe free,  
The wretched refuse of your  
teeming shore.  
Send these, the homeless,  
tempest-tost to me,  
I lift my lamp beside the  
golden door!"*

D. L. Moody, a Boston shoe salesman, accepted Christ as his Savior through the witness of his Sunday school teacher in 1855. Moody soon moved to the booming city of Chicago, where he divided his time between business and church. He founded a large Sunday school class and developed an overwhelming burden for lost souls.

D. L. Moody served as president of the Chicago YMCA (Young Men's Christian Association) from 1865 to 1869. In 1886, he founded the **Moody Bible Institute** for the

advanced training of Christian workers. **Ira David Sankey** (1840–1908) traveled with D.L. Moody as a song leader in revivals across America, Canada, Great Britain, and Northern Ireland. It is believed that 50 million people heard Moody preach, and hundreds of thousands came to Christ through his ministry.

### God Raises up More Great Evangelists

The last years of the 19th century were full of Christian revival and endeavor—a fitting climax to what one historian called "the

greatest century which Christianity has thus far known." One well-known evangelist of the 19th century was **Sam Jones** (1847–1906), who was often called the "Moody of the South." The Presbyterian evangelist **J. Wilbur Chapman** (1859–1918) held evangelistic meetings around the world.

### Rescue Missions

The *Pacific Garden Mission*, called "The Old Lighthouse," in Chicago provided for the physical as well as spiritual needs of thousands of poor and homeless people. One cold winter day, a drunken man wandered down a windy Chicago street toward Lake Michigan, planning to end his ruined life in the icy waters. But on the way he stopped at the Pacific Garden Mission, where he found a new life in Christ. This man, **Mel Trotter** (1870–1940), developed a burden to help others who were "slaves to the liquor bottle." During his lifetime, he founded 67 rescue missions in the United States. Others founded similar ministries. The *Salvation Army*, founded in 1865 by General William Booth of England, helped the homeless and needy in many American and Canadian cities.

### Social Work

Those who were concerned with improving political and economic conditions became known as **social workers**. Many worked for private charities (and later for the government) to improve living conditions among the poor in America's cities. In 1889, **Jane Addams** (1860–1935) founded a *settlement house*, or shelter, known as **Hull House** in a Chicago *slum*, a run-down part of the city. Addams purchased an old mansion with her own money and converted it into a nursery center for working mothers and a job-training school. Hull House later served as a model for other settlement houses.

American cities faced many problems around the turn of the century. In larger cities, the poor often lived in crowded apartment buildings known as **tenements**, many of which lacked running water, garbage collection, and

adequate plumbing. But as the 19th century progressed, living conditions improved in the cities. **Sanitation** improved as cities established building codes requiring pure running water and better sewage systems. By 1900, New York City had some of the purest drinking water in the world.

### CHECK UP

1. Why did author Mark Twain call the Age of Industry a "Gilded Age"?
2. Who were the "old immigrants"? The "new immigrants"?
3. What did Moody found in 1886? Why?
4. What role did Ira Sankey play in Moody's revivals?
5. What was "The Old Lighthouse" in Chicago? What desperate man was saved there? How many rescue missions did he, in turn, found?

**Identify:** pogroms, Sam Jones, J. Wilbur Chapman, Salvation Army, social workers, Jane Addams, Hull House, tenements

## Settlement of the Great Plains

### The Home Missions Movement

The growth of American cities during the Gilded Age coincided with the settlement of the West. While D. L. Moody and others preached in cities throughout the East and Midwest, many found opportunities for evangelism on the Western frontier. Church denominations began *home missionary* projects (missions to people here in the United States). As a result, *Sunday schools* were started in rural areas, especially in the South and West. Many of these Sunday schools later grew into self-supporting churches. As American families settled beyond the Mississippi River, God called many evangelists and home missionaries to the deserts, mountains, and rugged coastlands of the West.

One of the most active home missionaries in the West, **Sheldon Jackson** (1834–1909),

took the gospel to the newest and largest American acquisition—**Alaska**. In 1884, the Department of Interior asked Jackson, a pioneer missionary to the Tlingit Indians and Eskimos, to set up a public school system for the territory of Alaska.

### Cowboys and Cattle

The last great expanse of land to be settled in the United States was the **Great Plains** region of the American West. From about 1870 to 1890, the cattle driver, or **cowboy**, was king of the plains. The growing cities of the East and the spread of railroad lines in the west made it both profitable and practical to raise beef cattle on the plains.

In Texas, cattle known as *Texas longhorns* roamed the plains. Ranchers discovered that they could drive these cattle northward in the summer to graze on the grasses from Texas to the Dakotas, Wyoming, and Montana. At several intervals on this *long drive*, the cowboys delivered cattle to railroad shipping points or sold them to other ranchers along the way.

Most Westerners were law-abiding citizens—store owners, school teachers, ranchers, and farmers—but some were troublemakers. Greedy liquor merchants in such towns as

**Dodge City and Abilene, Kansas**, set up saloons that cheated men out of their hard-earned money. New “cow” towns sprang up on the prairie almost overnight, often before local government could be organized and a sheriff and deputies could be hired. Shipments of silver from the Rockies added to the temptations of crime. Thus some Westerners became outlaws, and criminals from the East came West for the “easy pickings” a gunslinger could realize.

The “shootout days” of the Old West were brief, however. By 1882, the noted train robber, **Jesse James** had been killed by one of his own men. That same year, the former sheriff of Dodge City, **Wyatt Earp** met his two brothers, who were deputies, in the silver camp of **Tombstone, Arizona**, where they killed several outlaw gunmen. The shootout became known as the *Battle of the O. K. Corral*. With the taming of Tombstone, the brief episode of the gunfighter was virtually over.

### Problems of the Plains Indians

The Plains Indian tribes that Lewis and Clark encountered on their famous expedition continued their nomadic existence as long as the buffalo roamed the plains. But the great herds of bison began to disappear because

Trailing Texas Cattle  
by Frederic Remington



of (1) settlement, (2) wasteful shooting, and (3) competition for grasslands with the large herds of beef cattle and, later, sheep. Soon the Plains Indians, who were hunters and not farmers, began to suffer food shortages.

The Indians had other disadvantages. Although the government paid them for their lands with a yearly allotment of money, the Indians lost much of this money to greedy liquor sellers who encouraged drunkenness. Tribal warfare and malnutrition plagued many tribes. Those Indian tribes who took up farming, however, began to prosper.

**Trouble in the Black Hills.** The Sioux Indian tribe lived on a reservation in the **Black Hills** of South Dakota and Wyoming. These rugged hills were not good for farming or ranching, and the Indians had been promised that no white man would set foot in them. The Indians considered the Black Hills “sacred ground,” the “dwelling place of the earth spirits,” which the Indians worshiped. But in 1874, gold was discovered in the Black Hills, and prospectors began to swarm into the area.

A medicine man named **Sitting Bull** of the Teton Sioux tribe claimed that the “Great Spirit” had spoken to him, warning that the white man was hurting the sacred Black Hills. If the Indians did not stop the white man, the earth spirits would be angry and the Indian people would die.



Medicine man  
Sitting Bull of  
the Teton Sioux  
tribe

### **General Custer meets Crazy Horse.**

Soon, Sioux warriors began to attack and kill white settlers in the Black Hills and other parts of the Dakota Territory and Montana. In the summer of 1876, several thousand Indians led by Chief **Crazy Horse** attacked **General George Armstrong Custer** and 264 cavalry troops (soldiers on horses) at the **Little Bighorn River** (Montana) and killed every man, including Custer.

**More tragedy.** Such incidents caused much hatred against the Indians. In 1886, warfare in the Southwest ended when the **Apache** tribe, under their leader **Geronimo**, surrendered. The last great Indian battle fought in the West came about as a result of a ritual called the **Ghost Dance**. Certain influential leaders on a Sioux reservation in South Dakota convinced young braves that if they took part in this ritual, bullets could not harm them. Protected by the spirits, these Sioux braves could defeat the cavalry troops sent to stop them. The Ghost Dance led to a confrontation between U.S. soldiers and the Sioux on December 29, 1890, at **Wounded Knee, South Dakota**. Some 200 Indians, including women and children, died in the battle.

**Reservations.** In 1887, Congress passed the **Dawes Act**, which broke up tribal lands into separate plots and offered land and U.S. citizenship to any head of an Indian family who would take up farming or ranching. Farmers received 160 acres of land; ranchers received 320 acres for grazing livestock. Tribes that had previously lived a nomadic life, hunting buffalo and other wild game, found the transition difficult, but many Indian families adapted to their new way of life and became successful. By the 1890s, most native Americans were living on **reservations**, lands set aside by the government for Indian settlement.

**Indians today.** Today, many Indian tribes are working to improve life on their lands in the West. For example, both the Navajo and the Sioux have worked to develop ranching, farming, and industry. Missionary efforts continue on many Indian reservations.

## Pioneer Life

After the days of the Lewis and Clark Expedition, the plains changed rapidly. The few permanently settled Indians on the plains were replaced by nomadic bands of Indians on horseback. White fur trappers and buffalo hunters came next, followed by cattle drivers and ranchers. It was not until after the Civil War that large numbers of farmers came to the Great Plains.

**Hardy pioneers.** In 1862, the **Homestead Act** opened the Great Plains for settlement by granting 160 acres of land to anyone willing to live on it and start a farm. Thousands of people from the East and many immigrants from Europe rode the railroads west to settle on the plains. Farming on the plains could be rewarding when there was enough rainfall. Free of trees and rocks, the prairie could yield abundant crops of wheat, oats, and other grains. The prairie could also be a harsh land with droughts, tornadoes, hail, dust storms, locusts (grasshoppers), and blinding blizzards, but those who endured the bad years also experienced the good. In time, better crops and new methods of irrigation transformed many parts of the prairie into fertile farmland. Until lumber could be shipped in by way of the railroad, settlers often lived in **sod houses**, which they built by cutting blocks of thick sod from the prairie soil.

Many new immigrants came to America to settle the West. Most came from **Northern Europe** and **Canada**. The largest group of immigrant farmers came from **Germany** and the **Scandinavian** countries. Others came from **Czechoslovakia**, **Poland**, and the **Ukraine**. Of course, many native-born Americans also moved West from the midwestern and southern states. Several thousand black Freedmen from the South came to the Great Plains in a movement called the **Exodus of 1879**. Most established farms in Kansas and Nebraska.

**Barbed wire and windmills.** By the mid-1880s, the “open range” of the cattle drivers had begun to disappear. The cowboys became ranch hands as ranchers fenced in their land to raise better breeds of cattle, feeding them grain from their own fields. Cattle raised on the ranch produced more tender meat than those that roamed the open range. Consumers soon made their preference known, and the long-horn of the cattle drives lost favor.

Because few trees grew on the plains, ranchers and farmers needed a fencing material other than wood to keep cattle in the pasture and out of the crop fields. In the 1870s, **Joseph Glidden** came up with the idea of spinning steel strands into **barbed wire**. Soon farmers began to fence in their fields with this new invention.

Many prairie farmers lived in sod houses.



By the 1890s, efficient steel *windmills* pumped water out of deep underground wells, providing water for crops and cattle. Railroads allowed farmers to ship their crops to distant markets in the East or on the West coast. New technology was quickly overcoming old barriers to growth and progress.

**Revival on the frontier.** Through the efforts of evangelists, the communities of the West experienced revival, local churches flourished, business ethics improved, and homes were strengthened. In the more remote regions, circuit-riding preachers served small country churches, while missions and schools evangelized the Indian tribes, and trade schools helped the Indian people learn modern business and farming methods. By the 1890s, these home missionary efforts had been extended to the territories of Alaska, Hawaii, and Puerto Rico.

Historian Frederick Jackson Turner wrote in 1893 that the frontier “shaped customs and character; gave rise to independence, self-confidence, and individualism; and fostered invention and adaptation.” Letters and diaries written by the pioneers also recorded the importance of neighborly cooperation and family values on the frontier. These bedrock values were shaped by the evangelism and revival that swept across the frontier.

## Settling the Great Plains

The first areas to be settled before 1870 were **Kansas, Nebraska**, western **Iowa**, eastern **South Dakota**, and west **Texas**. After the 1870s, a period of above-average rainfall encouraged farming throughout the Dakotas and the eastern parts of **Montana, Wyoming**, and **Colorado**, but these regions remained largely unsettled until dry farming and irrigation measures were adopted later in the 19th century. The **Oklahoma** territory, which was largely Indian Territory, was not settled until 1889. *Between 1870 and 1900, the population on the plains tripled and a record amount of land was cultivated for farming.*

## The Mining Frontier

With the settlement of the plains came the development of mining centers in the Rocky Mountains. In 1858, **gold** was discovered in the Colorado Territory near Pike’s Peak. Soon covered wagons bearing the slogan “**Pike’s Peak or Bust!**” rolled into the territory with nearly 100,000 gold seekers. Most went “bust,” that is, they did not discover gold; but many stayed in Colorado and started farms and ranches.

In the spring of 1859, a prospector named Henry Comstock stumbled upon a rich vein of gold and silver on the eastern slopes of the Sierra Nevada Mountains near Lake Tahoe. The mine



soon became known as the **Comstock Lode** and proved to be one of the richest silver mines in the West. A *lode* is a vein, or band, of metal ore. The Comstock Lode yielded \$300 million worth of gold and silver in the first 20 years of operation. This mine and others soon made **Virginia City**, Nevada, the silver-mining capital of the world. **Nevada** became a state in 1864. **Colorado** joined the Union in 1876, the year of our nation's *centennial* (100th birthday), earning the title of "*the Centennial State*." Gold discoveries in **Montana** and **Idaho** brought more settlement to these regions. The discovery of copper ore at **Butte, Montana**, and the building of the Northern Pacific Railroad catapulted Montana into statehood by 1889. Idaho followed in 1890.

### Farewell to the Frontier

The last frontier of the Old West—the Great Plains and the Rocky Mountains—had been settled by the close of the 19th century. *The 1890 census revealed that, although there were pockets of unsettled land, the frontier was officially settled.*

#### CHECK UP

1. What were home missionary projects? What type of schools resulted from the projects?
2. What famous outlaw was shot by his own men? In what town did Wyatt Earp and his brothers kill several outlaw gunmen?
3. Explain the disappearance of the buffalo. How did this affect the Plains Indians?
4. Why did white settlers begin to move into the Black Hills? What medicine man tried to stop the settlers?
5. What was the last great Indian battle? What ritual caused the battle?
6. What was the Homestead Act of 1862?
7. Why did people want cattle raised on the ranch? What invention kept cattle in pastures and out of crop fields?
8. What brought thousands of settlers into the Colorado territory? How did most fare? What man struck a rich silver mine?

**Identify:** Sheldon Jackson, Great Plains, cowboy, Crazy Horse, General George Custer, Little Bighorn, Apache, Geronimo, Dawes Act, Exodus of 1879, windmills, "Pike's Peak or Bust!", "The Centennial State"

## Politics in the Gilded Age

The Gilded Age (Age of Industry) was also an exciting period in the history of American politics. The Republican party had the advantage during most of this time, with Republican Presidents serving for all but two terms between 1877 and 1912. Much important legislation took place, and several third-party movements became active. With the end of the Reconstruction period in 1877, the nation focused on financial, labor, and economic reforms as her industries and businesses prospered.

### Troubles on the Farm

Not only did America's factories hum busily, but her farms also thrived as new farming methods and new farm machinery dramatically increased production. However, progress also brought problems. As farm production increased, a crop surplus developed, causing prices to fall. Low crop prices combined with high shipping and machinery costs forced many farmers to borrow large amounts of money at high interest rates. Many began to think that neither major political party—Democrat nor Republican—could solve their financial problems.

**The Grange.** In 1867, **Oliver H. Kelly**, an employee of the Department of Agriculture, had founded a national organization known as the **Grange**. Although it began as a social and cultural association for farm families, it soon became a politically active organization. The Grange influenced state legislatures in Illinois and several other western and midwestern states to pass "Granger laws," regulating railroad freight rates. Grangers also organized **cooperatives (co-ops)**, businesses owned and operated by members. The main purpose of a co-op was to save its members money in the sale of crops and the purchase of farm supplies. Any profits the co-op made were shared by its members, but most of the co-ops failed to make a profit and eventually closed down.



## UNDERSTANDING HISTORY

## The McGuffey Reader Generations: 1880–1929

*Most Americans lived in small towns or on farms until well into the 1920s, and those who lived in the cities could remember a childhood spent in the country. The political leaders of the period received the same quality of education and shared these values with the American people.*

In the 1920s, historian Mark Sullivan wrote about American history around the turn of the century. Not content to simply record dates and events, he searched for those things that contributed to character, conviction, and moral behavior in people's lives. As he studied the textbooks used between 1830 and 1915, he discovered the main influence on students to be either *Webster's Blue-Backed Speller* or the *McGuffey Readers*. These books

defended family, private property, patriotism, and the Bible.

McGuffey's first reader was published in Cincinnati, Ohio, in 1836. Subsequent volumes and editions continued to be published throughout the 1920s. Although the readers presented the values of America, they were especially the product of small-town and farm life in the Midwest. Ohio might be considered the heart of "McGuffey Country." Between 1869 and 1923, seven sons of Ohio became American Presidents—Grant, Hayes, Harrison, Garfield, McKinley, Taft, and Harding. A rural upbringing, the country school education, regular church attendance, and family values greatly influenced our Presidents during this period in our history.

**Inflation.** Many farmers wanted the government to print more paper money to increase the amount of money in circulation. Whenever the supply of money is increased without sound backing such as gold, the value of the dollar declines because paper money is only worth the gold backing it. When the value of the dollar declines, prices go up as it takes more dollars to buy the same goods. This rapid increase of prices is called **inflation**. Farmers wanted inflation because they thought it would increase the prices they received for their crops and make it easier to pay off their loans. *They did not realize that inflation would make it difficult for them to buy the goods they needed.*

**Greenbacks.** When Congress announced its intention to withdraw the **greenbacks** (paper money) issued during the Civil War, farmers protested. Withdrawing the greenbacks would *decrease* the money supply and increase the value of the dollar. The Grangers

and some labor groups supported the **Greenback Labor party**, which was dedicated to maintaining and actually increasing the number of greenbacks in circulation. After winning 14 seats in Congress in 1878, the Greenback party managed to convince Congress to halt the withdrawal of the greenbacks.

### President James Garfield (1881)

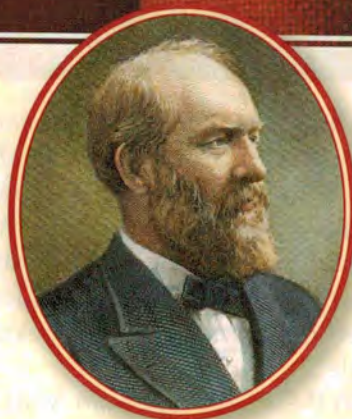
The Presidential election of 1880 proved to be an exciting one. The Republicans nominated **James A. Garfield** (1831–1881), and the Democrats nominated General Winfield S. Hancock of Pennsylvania. The Greenback party also ran a candidate for the Presidency, but the Greenback party had few members, and most Americans continued to vote within the Democratic or Republican party. After a close race, James Garfield won the election, becoming the 20th President of the United States.

On July 2, 1881, after only four months in office, President Garfield was fatally shot

PRESIDENTIAL PROFILE

**James A. Garfield (1831–1881)**

**Years of Presidency:** 1881  
**Vice President:** Chester A. Arthur  
**Political party:** Republican  
**State of residence when elected:** Ohio  
**Remembered for his nickname, the “Preacher President”**  
**Major events during Presidency:** Founding of American Red Cross



*20th President*

by Charles J. Guiteau, a man who felt he had been cheated out of a political job. Since the Presidency of Andrew Jackson, Presidents had practiced the *spoils system*, awarding government positions (the spoils of their victory) to faithful supporters, which encouraged political favoritism. Garfield’s assassination called attention to the need for political reform. People began to suggest that the spoils system be replaced by civil service examinations that would qualify a person for a government post.

came President. Arthur found little support in Congress and had few friends in Washington, D.C. The most important legislation of Arthur’s administration, the *Pendleton Civil Service Act*, provided for competitive examinations for civil-service workers. President Arthur sponsored this act as a memorial to President Garfield.

**President Chester Arthur (1881–1885)**

With Garfield’s death, Vice President Chester Arthur (1830–1886) of Vermont be-

came President. In 1881, Atlanta, Georgia, celebrated the great *Cotton Exposition*, featuring both the industrial and agricultural growth and recovery of the South. The South was now raising more grain and cotton than in the years before the Civil War. In 1883, the country was divided into *standard time zones* to help the

PRESIDENTIAL PROFILE

**Chester A. Arthur (1830–1886)**

**Years of Presidency:** 1881–1885  
**Vice President:** none  
**Political party:** Republican  
**State of residence when elected:** New York  
**Remembered for establishing the U.S. Civil Service Commission**  
**Major event during Presidency:** invention of shoe-lasting machine, 1883



*21st President*

new transcontinental railroads keep orderly schedules. Before standard time was adopted, each local community set its own time according to the position of the sun. Thus the exact time differed from one community to the next. Now railroad travelers could reset their watches as they crossed the continent and expect to arrive at their destination “on time.”

### President Grover Cleveland's First Term (1885–1889)

In the election of 1884, the Republican party nominated James G. Blaine of Maine, for President. But the party vote was split because a group of independent-minded Republicans, nicknamed the *mugwumps*, openly campaigned for the Democratic candidate, Governor **Grover Cleveland** (1837–1908) of New York. After a close race, Grover Cleveland won, becoming the first Democrat to win the Presidency after the Civil War. He also became the *only President to be married in the White House* when he married Frances Folsom, the daughter of an old friend, in 1886. Cleveland's first term was marked by the completion of the *Washington Monument* (1885) in the nation's capital and the dedication of the *Statue of Liberty* (1886) in New York.

**Rise of unions.** The Age of Industry brought a great increase in the number of factory workers: in 1860, there were less than 3 million; by 1900, there were more than 13 million. Many workers banded together with others of their trade to form craft or **trade unions**. These organizations became popular because they provided workers with an opportunity to meet and discuss working conditions, wages, and other subjects of common interest. Sometimes, union members bargained with their employers for higher pay. A group known as labor organizers wanted to organize the trade unions into national organizations. Two early attempts were the *National Labor Union*, founded in 1866, and the *Knights of Labor*, founded in 1869. Labor leaders wanted to use unions as a political tool to improve working conditions. Some were socialists who used the labor union movement to gain political power.

In 1886, **Samuel Gompers** (1850–1924) organized the first successful national labor union, the **American Federation of Labor (A. F. of L.)**. Gompers opposed socialism, insisting that such worthy goals as better wages, shorter hours, and the elimination of child labor could be accomplished by work-

#### PRESIDENTIAL PROFILE

### Grover Cleveland (1837–1908)

**Years of Presidency:** 1885–1889, 1893–1897

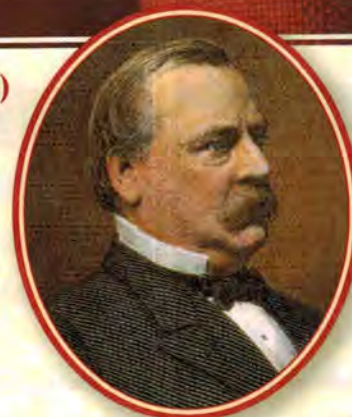
**Vice Presidents:** Thomas Andrews Hendricks (1st administration), Adlai Ewing Stevenson (2nd administration)

**Political party:** Democratic

**State of residence when elected:** New York

**Remembered for** being the only president to serve two nonconsecutive terms of office

**Major events during Presidency:** Oklahoma land rush; Statue of Liberty; invention of box camera and roll film (1888) and motion-picture camera (1889); new state—Utah (1896)



*22nd and 24th President*

ing within the capitalist system. Gompers warned against violence and **anarchy**, violent opposition to *all* government authorities. He supported the use of **strikes**, organized shut-downs in which employees refuse to work until their employers meet their demands.

**Strikes and violence.** Americans soon learned that strikes could easily lead to mob violence and destruction. Anarchists, Communists, and even socialists often used labor strikes to stir up trouble. In the national rail strike of 1877, anarchists stirred up the workers until federal troops had to be called in to restore order. In 1886, a union demonstration in Chicago's **Haymarket Square** led to tragedy when someone threw a bomb into the crowd, killing seven people. A number of anarchists were tried and convicted for this crime.

**The Interstate Commerce Act.** The Granger laws that regulated railroad freight rates were declared unconstitutional in 1886. The Grangers and a new politically active farm group known as the **Farmer's Alliance** appealed to Congress for help. As a result, Congress passed the **Interstate Commerce Act** of 1887, which regulated shipping rates charged by the railroads. This act set up the **Interstate Commerce Commission (ICC)**, the first government agency to actually regulate private business.

## President Benjamin Harrison (1889–1893)

In the Presidential election of 1888, the Democratic party supported President Cleveland for a second term. The Republicans nominated **General Benjamin Harrison** (1833–1901) of Indiana, grandson of William Henry Harrison. The tariff (tax on imports) became the main issue in the election. The Democrats wanted to lower the tariff, and the Republicans wanted to continue protecting American business with a high tariff. Although Cleveland won the popular vote, Harrison carried some of the larger states by a small minority and won the electoral vote. Thus, Benjamin Harrison became the 23rd President of the United States.

**New Western states.** Benjamin Harrison took special interest in the development of the American West. Six Western states—**Washington, the Dakotas, Idaho, Montana, and Wyoming**—joined the Union during his Presidency. President Harrison also made arrangements for the admission of **Utah** into the Union, but its admission was delayed until 1896.

In 1889, **Oklahoma territory** opened for settlement. Knowing that the amount of land available was limited, thousands flocked to Oklahoma to claim a piece of land for themselves. By April 22, 1889, nearly 100,000 people had gathered to take part in the West's last great land rush. People riding everything from

### PRESIDENTIAL PROFILE

## Benjamin Harrison (1833–1901)

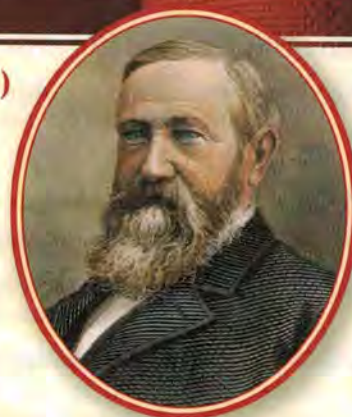
**Years of Presidency:** 1889–1893

**Vice President:** Levi Parsons Morton

**Political party:** Republican

**State of residence when elected:** Indiana

**Major events during Presidency:** McKinley Tariff Act; Sherman Antitrust Act; new states—Montana, North Dakota, South Dakota, Washington (1889); Idaho, Wyoming (1890)



*23rd President*



Oklahoma land rush

bicycles to fancy touring carriages and ordinary horse-drawn wagons charged into Oklahoma at the sound of the gunshot that marked the opening of the territory for settlement. The Santa Fe Railroad provided 15 trains for the swarms of homesteaders (original settlers).

**Johnstown flood.** On May 31, 1889, one of the worst natural disasters in American history struck **Johnstown, Pennsylvania**, when a dam on the Conemaugh River gave way upstream because of heavy rains. More than 5,000 people died in the disaster. Many people contributed to the relief effort through private charities. Soon, Johnstown was rebuilt, its factories were once again humming, and the town's families had resumed their daily activities.

### CHECK UP

1. Who founded the Grange? What did "Granger Laws" do? Why did Grangers form co-ops?
2. What is inflation?
3. Why was the Greenback Labor party formed?
4. What was the most important legislation of Arthur's administration? What did it do?
5. What worthy goals did Samuel Gompers have for the American Federation of Labor?
6. What is a strike? Who often stirred up trouble during labor strikes?
7. What did the Interstate Commerce Commission do? What act was it based upon?
8. What struck Johnstown, Pennsylvania, in 1889? How many people died?

**Identify:** greenbacks, James A. Garfield, Cotton Exposition, trade unions, anarchy, Haymarket Square, Farmer's Alliance, Benjamin Harrison

## New Opportunities for Women

In the Gilded Age, American women enjoyed greater freedoms and opportunities than women anywhere else in the world. **Wyoming**, admitted to the Union in 1890, became the first state to grant women full political privileges. By 1896, Colorado, Utah, and Idaho had granted women *suffrage*, or the right to vote. Many other states soon followed their example.

## Rise of the Populist Party

In the 1890 elections, the *Farmers Alliance* elected several state governors, won majorities in several state legislatures, and sent 44 representatives to Congress. Encouraged by this success, they joined with several labor groups to organize the People's party, more commonly called the **Populist party**. The centerpiece of the Populist program was the **free silver movement**.

**The free silver issue.** By the 1890s, those who supported the printing of paper money without gold to back it up had abandoned the unpopular greenbacks and had begun to call for the *free coinage of silver* (the unlimited making of silver coins). Traditionally, the U.S. mint made both gold and silver coins and used both metals to back the paper money it printed, paying a fixed price for each metal based on its market value. When, in 1853, the mint slightly undervalued silver (set a price below market value), silver miners began to sell their silver on the open market rather than to the U.S. mint. Thus, for many years, little or no silver was coined. Then, in the 1860s and 1870s, the discovery of new deposits of silver in the West increased the supply of silver on the market, causing the market value of silver to drop. By 1874, it was more profitable for silver miners to sell their silver to the U.S. mint than on the open market. But Congress had passed a coinage act in 1873, establishing gold as the only standard for currency (money).

The Populists opposed the gold standard because it limited the amount of money in

circulation and discouraged inflation. They wanted the government to coin silver dollars to increase the money supply and encourage inflation. They told farmers that inflation would bring higher prices for crops, making it easier to pay off past debts; they also promised city factory workers that wages would rise with inflation. Of course, the idea also appealed to silver miners in the West. But the Populists and their supporters had not learned that inflation undermines the money system and hurts the economy by decreasing the value of the dollar and increasing prices for goods. In response to the free silver movement, Congress passed the *Bland-Allison Act* (1878) and the *Sherman Silver Purchase Act* (1890), providing for the purchase and coinage of a limited amount of silver each month. This satisfied few, however, for the supply of silver continued to increase and the money supply grew slowly. The free coinage of silver would be a major issue in the election of 1896.

**The Populist platform.** The Populists presented their ideas for reform in their party **platform**, a listing of the party's beliefs. The Populist platform included: (1) the free coinage of silver, (2) a graduated income tax (under which those with higher incomes would pay a higher percentage of income tax), (3) government ownership and control of railroads, telephones, telegraphs, and all other forms of transportation and communication, (4) government control of banking, (5) direct election of senators by the voters, (6) shorter workdays for employees, (7) immigration restrictions, and (8) the adoption of the initiative, referendum, and secret ballots. An **initiative** is a process by which voters in a state can sign a petition and begin the passage of a law without waiting for the legislature to propose the law. A **referendum** has to do with referring a proposed law directly to the voters; their decision is final and does not need the consent of the legislature. *The Populist platform was perhaps the first widespread political expression of the idea that the government can solve practically all problems.*

**Sherman Antitrust Act.** Criticism of big business led to the passage of the **Sherman Antitrust Act** in 1890, which broke up large companies. Political reformers insisted that this would lead to more competition and lower prices. The Sherman Antitrust Act set a precedent for government regulation of American business.

**The Homestead Strike.** In 1892, the Carnegie steel mill at Homestead, Pennsylvania, became the scene of labor violence. Protesting a wage cut, the ironworkers' union went on strike. Henry Frick, chairman of the Carnegie Company, hired new workers, but the strikers would not let the new employees through their lines. The **Homestead Strike** was broken, but only after several men were killed in a clash between police and workers.

### President Grover Cleveland's Second Term (1893–1897)

**The election of 1892.** In the Presidential election of 1892, the Republicans supported President Harrison for a second term, the Democrats nominated former President Grover Cleveland, and the Populists nominated General James Weaver, a Civil War veteran from Iowa. Weaver received about nine percent of the votes and won the popular vote in four western states, a remarkable accomplishment for a third party candidate. **Grover Cleveland** won the election, becoming the only President to serve two terms not in direct succession with each other.

**Pullman strike.** In 1893, a stock market panic led to a business depression. Bank failures, low farm prices, and increased unemployment in the cities all brought about increased labor problems. The **Pullman Strike of 1894** threatened to stop the delivery of U.S. mail by shutting down the nation's railroad lines. President Cleveland sent in troops to break up the strike, and Congress issued an **injunction** (court order) commanding the workers to stop interfering with the mail service. The socialist union

leader **Eugene Debs** went to jail for failing to obey the injunction.

**Union activity.** In the years following the Civil War, labor unions became a strong political force in the United States, although the vast majority of Americans did not join a union. In 1900, only three percent of all workers were union members.

### The Birth of Segregation

**Separate but equal.** Many black Americans in the South suffered after Reconstruction ended in 1877. As the southern Democrats regained control of their states, they began to take away the civil rights of black people because many had supported the radical Republican party. Southern states began to enforce **segregation**, the separation of blacks from areas used by white people. In 1896, the Supreme Court declared that racial segregation was legal in the United States in the case **Plessy v. Ferguson**. The case began in Louisiana when a black man named Homer Plessy was denied a seat in a railroad car reserved for whites. Plessy sued on the grounds that the 14th Amendment guaranteed him the right to use any and all public facilities. The Supreme Court ruled that Louisiana law did not violate the Constitution as long as the separate railcars for blacks and whites were equal. Thus, the legal ruling of *separate but equal* was applied. Soon, the South had segregated all facilities for blacks, including bathrooms, drinking fountains, and picnic areas.

**Threats and violence.** Many southern states passed laws to bypass the 15th Amendment, which gave black Americans the right to vote. Because most black voters were Republicans, white southern Democrats wanted to prevent them from voting. One southern state had 130,000 registered black voters in 1896, yet by 1900, there were only 5,300 registered blacks in the state. The use of violent force, although not supported by most Southerners, was not uncommon. **Lynching**, the hanging of a victim by a mob, often went unpunished.

**The Atlanta Compromise.** In light of this tragic situation, *Booker T. Washington*, founder of Tuskegee Institute, gave a speech in September 1895. Addressing an audience in Atlanta, Georgia, he expressed his belief that black Americans should strive to achieve economic equality first. Once blacks gained private property and economic skills, they would have the influence to achieve their political rights in American society. The speech soon became known as the **Atlanta Compromise**. Some black Americans criticized Booker T. Washington for emphasizing economic equality at the expense of political equality, but most saw the wisdom of his goals.

### President

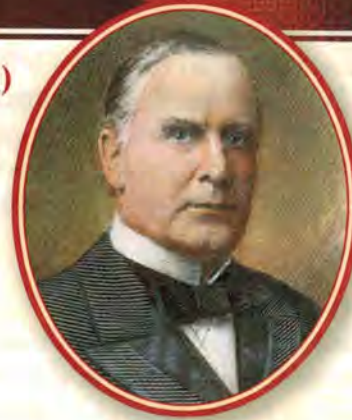
#### William McKinley (1897–1901)

**The election of 1896.** Currency (money) became the main issue in the Presidential campaign of 1896. The Republican party nominated Ohio Governor **William McKinley**, who favored a gold standard. The Democratic candidate **William Jennings Bryan** (1860–1925) adopted the Populist platform for the free coinage of silver. In fact, the Democratic party adopted so many of the Populist ideas for cheap money and big government that many Populists became Democrats.

**A great orator.** William Jennings Bryan was one of the greatest orators (public speakers) in American history. Before the invention of the microphone, a powerful voice was often the key to political success. At the Democratic National Convention, Bryan's booming voice captured the audience with powerful word pictures, but McKinley won the election with his call for a sound money system based on gold. The Populist ideas adopted by the Democrats were too radical for most Americans.

**Gold rush in Alaska.** In 1898, the discovery of gold in Alaska enabled the federal government to print more money backed by gold. Thus the money supply was increased without resorting to the free coinage of silver. Money backed by gold made a sound foundation for economic recovery. In 1900, Congress

## PRESIDENTIAL PROFILE

**William McKinley (1843–1901)****Years of Presidency:** 1897–1901**Vice Presidents:** Garret Augustus Hobart (1st term), Theodore Roosevelt (2nd term)**Political party:** Republican**State of residence when elected:** Ohio**Major events during Presidency:** Spanish American War (1898); invention of breakfast cereal (1897) and household refrigerator (1899)*25th President*

finally passed the **Gold Standard Act**, which made gold the only standard for monetary value. Having failed in their drive for the free coinage of silver, the Populist party soon faded away, but many of its big government ideas for regulating the economy had been adopted by the Democratic party.

**CHECK UP**

1. In what way was Wyoming “first” when admitted to the Union in 1890?
2. What was the centerpiece of the Populist party platform?
3. What did the Bland-Allison Act and the Sherman Silver Purchase Act do?
4. Did the Populists support the gold standard? Why or why not?
5. What did the Populists believe about government?
6. Where did the Homestead Strike occur? What was the result of the strike?
7. What was unusual about Grover Cleveland’s two terms?
8. What did the Pullman Strike of 1894 threaten to stop? What did Congress issue to the workers? Who was jailed as a result?
9. What was the main issue in the election of 1896? What did each candidate stand for?

**Identify:** initiative, referendum, Sherman Anti-trust Act, Plessy v. Ferguson, lynching, Atlanta Compromise, Gold Standard Act

**Arts in the Gilded Age****Literature**

Literature, poetry, and painting reflected life in the late 19th century. Much of the literature was **local color writing**, which told a story using the scenery, customs, and dialect of a particular region of the country. Women were especially active on the American literary scene. **Louisa May Alcott** wrote the classic *Little Women* and other works that taught the importance of the family and moral living.

**Mark Twain.** By far the most famous author of the period was Samuel Clemens (1835–1910), better known as **Mark Twain**. Twain wrote many interesting and often humorous stories. His novels *Tom Sawyer* (1876) and *Huckleberry Finn* (1885) recalled his boyhood experiences growing up along the Mississippi River. *Huckleberry Finn* is considered one of the greatest American novels ever written.

**Christian classics.** During the Gilded Age, the best-selling novels were the Christian classics *Ben-Hur* and *In His Steps*. **General Lew Wallace** (1827–1905) wrote *Ben-Hur: A Tale of the Christ*, published in 1880. Wallace accepted Christ as his Savior while writing the novel. *Ben Hur* was the most popular novel in America in the late 19th century.

*In His Steps*, published in 1897 by **Charles M. Sheldon**, tells the story of people in a ficti-



tious American town who face life's problems by asking themselves the question, "What would Jesus do?" *In His Steps* sold over 2 million copies in the United States alone and has been translated into at least 20 foreign languages.

**Poets.** Some of America's best poets lived during the late 19th century. **Walt Whitman** (1819–1892) became well known for his poems about the energy and hopes of the American worker. The death of Abraham Lincoln prompted Whitman to write one of his most moving poems, "O Captain, My Captain."

**Emily Dickinson** (1830–1886) wrote short, untitled poems full of passion, wit, and humor. She often wrote about everyday events that occurred in and about her New England home. She saw things in an unusual way, elevating simple events to the status of important moments in God's divine plan. In her poems, even the act of sweeping out a room becomes an expression of godly dignity and love. The work of this great poet was not published until well after her death.

**James Whitcomb Riley** (1849–1916) became famous as "the Hoosier poet" and "the poet of the common people" because he wrote folksy poems in the Hoosier dialect of rural Indiana. Audiences loved to hear him recite his works, such as "When the Frost Is on the Punkin" and "The Raggedy Man." No one has ever captured the dignity and warmth of rural and small town America like James Whitcomb Riley.

**Naturalistic writers.** A few writers in the Gilded Age were strongly influenced by evolutionary thought. They were known as **naturalistic** writers, because they saw man as little more than an animal controlled by heredity and environment. The naturalistic authors Stephen Crane (*Red Badge of Courage*) and Jack London (*The Call of the Wild*) gained wide recognition.

### Painting and Sculpture

Many Americans gained a new appreciation of the arts through the opening of **art galleries** in cities. In the late 19th century, artistic



*The Pioneer's Home* by Currier and Ives

enterprise in America was funded by private individuals. Among the noted painters were **Winslow Homer** (1836–1910), who specialized in seascapes, and the portrait painters **James Whistler** (1834–1903) and **John Singer Sargent** (1856–1925). **Frederic Remington** (1861–1909) became well known for his paintings, drawings, and bronze sculptures of cowboys and Indians. Many American homes displayed color prints by **Nathaniel Currier** (1813–1888) and **James Merritt Ives** (1824–1895). *Currier and Ives* prints provide a pictorial record of American life in the 19th century.

### Music

Americans also gained a greater appreciation for fine music. Schools of music were opened in many cities, and **symphony orchestras** appeared in the major cities. New York's **Metropolitan Opera House** was built in 1883. Thomas Edison's *phonograph* eventually made it possible for the average American to enjoy fine music at home. In many communities, marching bands stirred the hearts of citizens. By the turn of the 20th century, the most popular marching band was led by conductor and composer **John Philip Sousa** (1854–1932), "the March King." Once the bandmaster of

the United States Marine Band, he organized his own band in 1892 and toured the country. When Sousa's band played patriotic marches like his "Stars and Stripes Forever," Americans swelled with pride in their great land.

Hymns and gospel songs still stirred the hearts of the American people. Composers like **Ira Sankey**, **P. P. Bliss**, and **Fanny Crosby** produced many new hymns in the late 1800s. Sankey's "*There Were Ninety and Nine*" and Crosby's "*Blessed Assurance*" were especially popular. *Spirituals*, *folk songs*, and *ballads* about rural and frontier life remained an important part of the nation's folk tradition.

### Summary: Preparing for World Responsibilities

The Age of Industry made the United States an economic world power, encouraging missionary activity, evangelistic campaigns, and social reform. The American people took their place in the international arena in the late 1890s when President McKinley faced the threat of war with Spain. The **Spanish-American War** (1898) gained for the United States international recognition as a world power. President McKinley faced this challenge with a firm belief

in God. Taking strength from the Scriptures, he said:

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The more profoundly we study this wonderful book [the Bible], and the more closely we observe its divine precepts, the better citizens we will become and the higher will be our destiny as a nation.

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### CHECK UP

1. What was local color writing?
2. What was Mark Twain's real name? List some of his famous works.
3. What was the most popular novel in late 19th century America? Who wrote it? Who wrote *In His Steps*?
4. What type of poetry did Emily Dickinson write? When was her work published?
5. What American artist was known for his seascapes? Who was known for his bronze sculptures?
6. Who was "the March King"?

**Identify:** Louisa May Alcott, Walt Whitman, James Whitcomb Riley, naturalistic writers, Nathaniel Currier, James Merritt Ives, Metropolitan Opera House, P. P. Bliss, Fanny Crosby

## CHAPTER 16 REVIEW

**PEOPLE** Know the following individuals and groups and be able to explain their importance to American history.

1. Dwight L. Moody
2. Jane Addams
3. Jesse James/Wyatt Earp
4. Crazy Horse
5. George Armstrong Custer
6. Geronimo
7. Joseph Glidden
8. Oliver H. Kelly
9. James A. Garfield
10. Chester Arthur
11. Grover Cleveland
12. Samuel Gompers
13. Benjamin Harrison
14. William McKinley
15. William Jennings Bryan
16. Louisa May Alcott
17. Mark Twain
18. Lew Wallace
19. Charles M. Sheldon
20. Walt Whitman
21. Emily Dickinson
22. James Whitcomb Riley
23. Winslow Homer, James Whistler, John Singer Sargent, Frederic Remington

## CHAPTER 16 REVIEW

24. Nathaniel Currier, James Merritt Ives
25. John Philip Sousa
26. Ira David Sankey, P. P. Bliss, Fanny Crosby

**PLACES** *Know the following places and their significance.*

1. Moody Bible Institute
2. Pacific Garden Mission
3. Black Hills
4. Little Bighorn
5. Wounded Knee
6. Comstock Lode
7. Oklahoma territory
8. Wyoming

**TERMS** *Define the following terms.*

1. Gilded Age
2. Dawes Act
3. reservations
4. Homestead Act
5. "the Centennial State"
6. the Grange
7. inflation
8. Greenback Labor party
9. Pendleton Civil Service Act
10. trade unions
11. American Federation of Labor
12. Haymarket Square
13. Farmer's Alliance
14. Interstate Commerce Commission

15. Populist party
16. initiative
17. referendum
18. Sherman Antitrust Act
19. Homestead Strike
20. Plessy v. Ferguson
21. Gold Standard Act
22. local color writing

**EVENTS** *Memorize each date and event.*

1862—Homestead Act

1900—Gold Standard Act

**CRITICAL THINKING** *On a separate sheet of paper, answer the following questions using complete sentences.*

1. How did both evangelists and social workers make life better for the poor and needy?
2. What led to the demise of the Plains Indians? How did their false religion sometimes make matters worse?
3. What did the Populists believe about government control? Who did they think could solve the problems of the day?
4. How did Booker T. Washington respond to the problems faced by many blacks? Why was his approach wise? Why did some criticize his message?
5. What were the best-selling novels of the Gilded Age? What does this reveal about American society?



# Growing into Greatness 1898–1913

Spanish-American War (1898)

Progressive Era (1900–1917)



## HIGHLIGHTS



- Spanish-American War
- U.S. Territorial Acquisitions
- Teddy Roosevelt and the Progressive Movement

By the end of the 19th century, the United States had become a great industrial power, boasting vast natural resources, productive farms, and thriving factories. In the midst of this progress and prosperity, America remained a land of opportunity where biblical values gave people a deep respect for the dignity of the individual and the rewards of hard work. Greatness at home meant increased responsibilities in the world at large; the United States was quickly becoming a world leader. For a time, Americans tried to avoid entangling alliances with foreign powers, but national security soon led to international involvements.

## The Spanish-American War

### The Monroe Doctrine

America had declared herself the protector of Latin America as early as 1823 when President James Monroe announced the **Monroe Doctrine**. This Doctrine proclaimed that *the United States would oppose any European interference in the affairs of independent Latin American nations*. However, the Monroe Doctrine worked only because the British supported it. For example, during the American Civil War, the French attempted to take over Mexico. In keeping with the Monroe Doctrine, the United

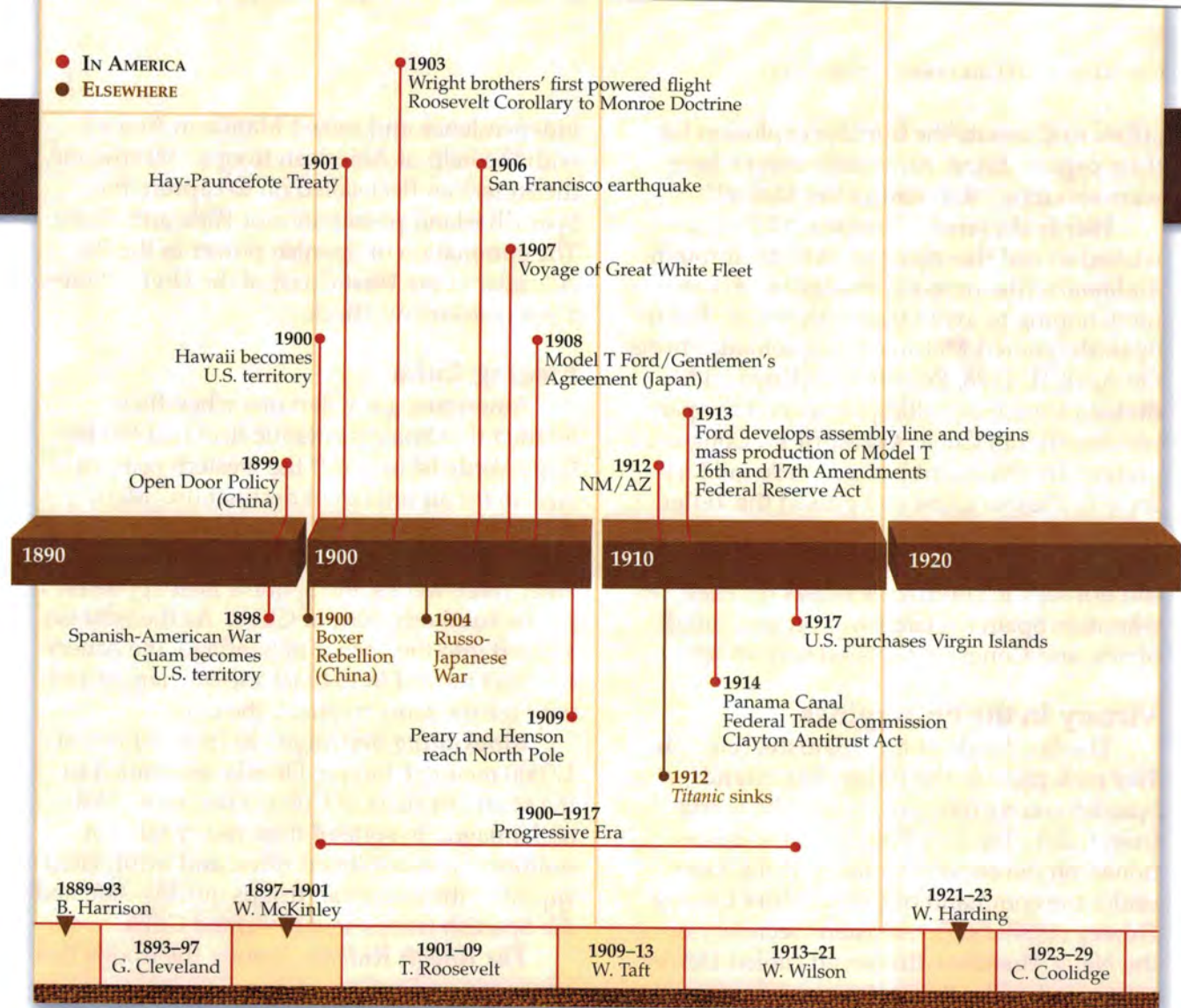
States ordered them to withdraw, but the French left only when Great Britain threatened to back up the American demand.

In an incident known as the **Venezuelan Boundary Dispute**, the United States determined to enforce the Monroe Doctrine by itself, without relying on the power of the British navy. In the late 1800s, Venezuela and the British colony of Guiana engaged in a boundary dispute. Fearing war with Britain, Venezuela asked the United States to negotiate a peaceful settlement.

President Grover Cleveland agreed and, in 1894, sent Secretary of State **Richard Olney** to meet with the British. Olney informed them that the Monroe Doctrine gave the United States the right to prevent a war by insisting on a compromise between the two disputing countries. Britain protested, but the United States was too powerful to be ignored. Thus, in 1897, Venezuela and Britain reached a peaceful agreement, and Great Britain suggested that the United States be her partner in foreign affairs.

### Trouble in Cuba

In 1895, during Grover Cleveland's second term as President, the Cuban people revolted against Spanish rule, and the Spanish government responded with harsh military rule. Because farmers in the countryside had supplied the Cuban army with food, the Spanish herded more than 300,000 into camps where thousands died of malnutrition and disease. Cuban sugar mills began to shut down, throwing Cuban laborers out of work and hurting American investors. American missionaries



returning from Cuba reported that Spanish authorities had persecuted them, as well.

Many newspapers printed dramatic, and sometimes exaggerated, stories about Spanish *atrocities* (cruel crimes) in Cuba. Two rival newspapers in New York, Joseph Pulitzer's *World* and William Randolph Hearst's *Journal* decided to increase their circulation with **yellow journalism**, the *printing of sensational stories intended to excite the reader*. Shocked by the mistreatment of the Cuban people, most Americans sided with the Cubans in their movement for independence.

**The Delome letter.** In February 1898, a Cuban rebel in Havana, Cuba, intercepted a letter written by the Spanish ambassador Dupuy Delome to a friend in Havana. In the letter, De-

lome made insulting remarks about President McKinley. When the **Delome letter** fell into the hands of reporters for the *New York Journal*, Hearst decided to publish it. As expected, the letter infuriated the American people. Delome resigned and the Spanish apologized, but the damage had already been done.

**"Remember the Maine!"** Less than a week after the publication of the Delome letter, a more serious incident occurred. The U.S. battleship *Maine* had been sent to Havana to protect American lives and property. On February 15, 1898, the ship suddenly exploded in the harbor, killing 260 American sailors. Although the Spanish government of Cuba denied any responsibility, the American people were outraged. Both Pulitzer and Hearst hired

artists to illustrate the horrible explosion for their papers. Soon, Americans everywhere were shouting “**Remember the Maine!**”

**War is declared.** President McKinley wished to end the atrocities in Cuba through *diplomacy* (the peaceful resolution of a conflict), hoping to avoid war with Spain. But the Spanish ignored McKinley’s diplomatic efforts. On April 11, 1898, President McKinley addressed Congress, calling for an end to Spanish atrocities in Cuba. On April 19, Congress granted the President power to use military force to liberate Cuba and passed the **Teller Resolution**, stating that the United States intended only to free Cuba from tyranny and did not seek to control the island for itself. In response, Spain declared war on the United States, and Congress declared war on Spain.

### Victory in the Philippines

The first battle of the **Spanish-American War** took place in the **Philippine Islands**, a Spanish colony halfway around the world from Cuba. The U.S. Pacific fleet was stationed on the coast of China at Hong Kong, under the command of **Commodore George Dewey** (1837–1917). Assistant Secretary of the Navy **Theodore Roosevelt** cabled Dewey to proceed to the Philippines and “capture or destroy” the Spanish fleet.

On May 1, the American fleet entered Manila Bay. Spanish shore batteries fired on the ships, but the shells fell short of their targets. When the American ships had come within three miles of the Spanish fleet, Dewey turned to his captain and uttered the famous words, “Fire when ready, Gridley.” The Spanish fleet, which consisted of outdated wooden vessels, could not withstand the artillery of the modern steel ships that made up America’s navy. Spain’s Pacific fleet soon lay on the ocean floor. Some 400 Spanish sailors had been killed, but not a single American died in the **Battle of Manila Bay**.

After the American naval victory, the Filipinos themselves rose up against the Spanish. Led by *Emilio Aguinaldo*, the rebels fought for

independence and seized Manila in August with the help of American troops. Meanwhile, the American fleet sailed on to capture the Spanish island possessions of *Wake* and *Guam*. The elimination of Spanish power in the Pacific spared the West Coast of the United States a possible enemy attack.

### Freeing Cuba

Americans grew nervous when they learned that Spain’s Atlantic fleet had left the Cape Verde Islands (off the western coast of Africa) for an unknown destination. Many on the East Coast feared that the fleet might suddenly appear and bombard their cities. After three weeks, the Spanish fleet appeared on the southern coast of Cuba. As the Spanish slipped into the harbor of Santiago, the American fleet moved in to blockade the harbor and wait for the army to attack the city.

**Blockading Santiago.** In June, a force of 17,000 men left Tampa, Florida, and sailed to the southern coast of Cuba, a few miles east of Santiago. In spite of their heavy woolen uniforms, old-fashioned rifles, and insufficient supplies, the American troops quickly defeated the Spanish troops sent to defend Cuba.

**The Rough Riders.** Among the troops that advanced on Santiago rode a division of cavalry volunteers (soldiers on horses) called the **Rough Riders**. This group of college athletes,

*Roosevelt and the Rough Riders at San Juan Hill*



cowboys, and American Indians was led by Colonel Leonard Wood and Lieutenant Colonel **Theodore Roosevelt**, who had resigned his post as Assistant Secretary of the Navy to serve in the army. On July 1, the Americans took El Caney, and the Rough Riders charged up **San Juan Hill**. Two regiments of black infantrymen covered the Rough Riders with rifle fire as they rushed the hill. With the capture of the hills overlooking Santiago, U.S. forces stood ready to attack the city.

**Destroying the Spanish fleet.** On the morning of July 3, the Spanish fleet decided to flee Santiago Harbor. The American fleet gave chase and within four hours every Spanish ship had been destroyed. The Spanish forces defending Santiago surrendered two weeks later. On July 25, American troops landed on the island of **Puerto Rico**. The Spanish put up little resistance, and the Puerto Ricans welcomed the Americans.

### Results of the War

**Overseas possessions.** On August 12, less than four months after the war began, Spain and the United States declared an **armistice**, or cease-fire. The Treaty of Paris formally ended the Spanish-American War on October 1, 1898. The treaty (1) recognized Cuban independence from Spain, (2) confirmed America's acquisition of *Puerto Rico* and *Guam*, and (3) agreed that Spain should cede the *Philippines* to the United States for \$20 million.

The Spanish-American War was a great victory for the United States. It was a short war, lasting not quite four months. The United States suffered no defeats and fewer than 400 soldiers died in combat, although about 3,000 died of disease. The war with Spain was important for political and economic reasons: (1) the United States gained recognition as a leading naval power, (2) Great Britain's support of the United States during the war fostered a growing alliance between the two nations, and (3) the war helped stimulate American trade and industry both at home and abroad.

**The Philippines.** American ownership of the Philippines met with some political debate. Some people thought that the United States was becoming **imperialistic** by acquiring an overseas empire. An *imperialist* is a person who wants to control the governments and resources of other nations, conquering and making them into colonies. *Emilio Aguinaldo*, who fought alongside the Americans against the Spanish, accused the United States of imperialism. He wanted the Philippines to be an independent nation and, in 1899, led a rebel army against American rule. It took three years and 70,000 American troops to put down this uprising.

President McKinley and most other Americans did not see themselves as imperialists, since the United States had no desire to rule over the Filipino people. Instead, President McKinley believed that America must stay in the Philippines to protect them from other foreign powers, improve their living conditions, and organize a unified Filipino government.

The Philippine Islands were torn with strife between various races, ethnic groups, and religions—Catholic, Muslim, and pagan. American occupation resulted in new health and sanitation programs, better education, the start of a modern economy, instruction in democratic self-government, and ultimately national independence on July 4, 1946. Independence was delayed because of the Japanese threat to the islands before and during World War II.

**Cuba.** To maintain orderly government and prepare Cuba for independence, an American army, under the command of General Leonard Wood (1860–1927), occupied the island for four years. Thus Cuba became an American **protectorate**. A protectorate, while not a colony, is not completely independent either. After years of rebellion and Spanish misrule, the people of Cuba were on the brink of starvation. Yellow fever epidemics frequently swept across the island, taking thousands of lives. The American army es-

tablished hospitals for the sick, fed the hungry, and cared for the homeless. **Dr. Walter Reed**, a U.S. Army doctor, and a Cuban physician **Dr. Carlos Finlay** worked together to prove that mosquitoes spread **malaria** and **yellow fever**. As the malarial swamps were drained and purer drinking water became available to the Cuban people, their health improved. The Americans also built modern schools and highways and introduced scientific agriculture, improving the Cuban economy.

In 1901, Congress passed the **Platt Amendment**, which provided for Cuban independence under certain conditions: (1) Cuba was never to give up its independence to a foreign power, (2) Cuba would not run up a foreign debt that could not be paid (European powers used this as an excuse to

invade nations), (3) the United States would retain the right to *intervene* (send in troops), to maintain law and order or protect Cuba from an invasion, and (4) Cuba would either sell or lease naval bases to the United States. The Cuban government agreed to the Platt Amendment, and American troops were withdrawn in May 1902.

**Puerto Rico.** Puerto Rico quickly began to benefit from American rule. As new health and sanitation measures improved living conditions, and a free enterprise economy began to flourish, Puerto Rico developed the highest standard of living in the Caribbean. American occupation also prepared Puerto Rico for more self-government, and in 1917, Puerto Ricans were granted **American citizenship**. Puerto Rico eventually became a **self-governing commonwealth** of the United





States (in 1954). A *commonwealth* is much like a state in the Union, except that it has certain privileges not granted to the states.

**Guam.** In 1898, the Pacific island of Guam became a **territory** of the United States under the control of the United States Navy. The island's residents also became U.S. citizens. Guam remains an important American air and naval base in the Pacific today.

**Hawaii.** In the late 19th century, many Americans settled in the Hawaiian Islands. Some worked as missionaries, but most were involved in growing sugar cane. The United States was the major market for Hawaiian sugar. In 1887, King Kalakaua [kă·lä'kä'ōō·ä] of Hawaii granted the United States the right to establish a naval base at **Pearl Harbor**. In return, the American navy agreed to protect Hawaii from foreign invasion.

Then in 1891, **Queen Liliuokalani** [lē·lē'ōō·ō·kä·lä'nē], who disapproved of the influence of white settlers in the islands, came to the throne. She wanted to take over the property of the whites (eventually chasing them out altogether), do away with the Hawaiian constitution, and rule as an absolute monarch. Some Americans, mostly sugar planters, organized a movement that forced Liliuokalani from power. They established their own *provisional*, or temporary, government. They hoped to have Hawaii annexed to the United States.

Throughout the 1890s, Congress moved slowly on the annexation issue, unsure that the Hawaiians really wanted to become a part of the United States. Then, in 1898, the outbreak of the Spanish-American War led to the annexation of the islands. In 1900, Hawaii became a U.S. territory, and its people became U.S. citizens. (Hawaii would remain a territory until 1959, when it became a state.)

**American Samoa.** Americans interested in Pacific trade became especially interested in the **Samoa Islands** in the South Pacific. In the 1870s, the United States arranged to establish a *coaling station* for steam-powered ocean ships at **Pago Pago** [pä'gō pä'gō], on

the island of *Tutuila* [tōō'tōō·ē'lā] in the Samoan chain. Because England and Germany were also interested in Samoa, the three nations agreed to a joint supervision of the islands.

Within a few years, Germany tried to seize complete control of Samoa. In 1889, German and American ships were preparing for battle when an unexpected hurricane destroyed the warships in Apia harbor. Germany, Britain, and the United States then agreed to a joint protectorate over the islands, lasting until 1899. In a later agreement, England gave up all claims to the islands, and the United States gained control of Tutuila and several smaller islands. Germany controlled the rest of Samoa until 1917, when New Zealand took control of the islands. That part of Samoa controlled by the United States eventually became known as **American Samoa**.

### Preparation for Self-Government

Of course, some Americans had economic interests in the Pacific islands, but *the United States prepared all of her overseas possessions to govern themselves*. The Philippines became an independent nation, Puerto Rico a commonwealth, Guam a territory, and Hawaii a state. Other islands became self-governing protectorates. Most important, wherever the American flag went, it was followed by Christian missionaries, who took the gospel to the native people.

### McKinley's Assassination

In 1900, President McKinley ran for a second term, with Theodore Roosevelt as his Vice-Presidential running mate. For the second time, the Democrats nominated William Jennings Bryan for President. Because McKinley's first term had been marked by prosperous times, he won reelection with the promise of continuing economic growth.

President McKinley began his second term in 1900. On September 6, 1901, he attended a public reception at the Pan-American Exposition in Buffalo, New York.

While shaking hands in one of the large exhibition halls, President McKinley was fatally shot by a young man who claimed to be an anarchist (one who opposes all government).

The wounded President died on September 14. Those at his bedside heard him utter, “Good-bye, all; good-bye! It is God’s way. His will be done; not ours.” Then, apparently speaking to no one, he recited these words from a well-known hymn, “‘Nearer, my God, to thee, e’en though it be a cross,’ is my constant prayer.”

On September 15, Vice President Theodore Roosevelt took the Presidential oath of office in the presence of several members of the Cabinet.

### CHECK UP

1. What did the Monroe Doctrine state? What major European power supported it?
2. What was the Delome letter?
3. What U.S. battleship exploded in Havana’s harbor? What slogan resulted from this incident?
4. Where did the first battle of the Spanish-American War take place?
5. What was the result of the Battle of Manila Bay?
6. Who were the Rough Riders? Who led them? Where did they attack?
7. How much did the U.S. pay Spain for the Philippines?
8. List three important results of the Spanish-American War.
9. What is an imperialist?
10. Who worked to stop the spread of malaria and yellow fever?
11. In the Platt Amendment, why did the U.S. require Cuba to avoid excessive debt?
12. What governments do the islands of Puerto Rico and Guam have today?

**Identify:** Venezuelan Boundary Dispute, yellow journalism, diplomacy, Teller Resolution, Commodore Dewey, Puerto Rico, armistice, General Leonard Wood, protectorate, commonwealth, Pearl Harbor, Queen Liliuokalani, Samoan Islands, Pago Pago, President William McKinley

## Theodore Roosevelt: The Progressive Era Begins

### A Popular President

Theodore Roosevelt personified the youthful vigor and confidence of a growing nation facing a new century. Affectionately known to the American people as “Teddy” or “T. R.,” he was the most popular President of the early 1900s and one of the most colorful Presidents in American history.

As a boy, Teddy suffered from severe asthma and poor eyesight. Forced to spend much of his time resting at home, he read many books and received an excellent education from a private tutor. With encouragement from his father, Teddy began to exercise with weights and participate in such sports as hiking, swimming, horseback riding, and boxing. Gradually, he overcame his asthma.

Roosevelt’s political career began in 1881, when he became a member of the New York legislature. Then, in 1884, tragedy struck when his wife and his mother died on the same day. Grieved by his loss and suffering from a recurrence of asthma, Teddy retired from the political scene and moved to the Dakota Territory, where he spent two years as a rancher and hunter. In 1886, Roosevelt returned East, where he remarried and resumed his political career. In 1900, he became Vice President, and in 1901, with the assassination of McKinley, Teddy Roosevelt became President.

For the first time in many years, the White House was filled with six lively children, called the “White House Gang” by the President’s Secret Service (security men). Once, Roosevelt’s boys brought a pony into the White House! To the American people, it was obvious that the Roosevelt children had inherited their father’s energetic spirit. Several times, the President challenged his friends to a swim across the Potomac River in midwinter. Teddy was always first to plunge into the icy water. His Secret Service men dreaded these escapades because they had to swim beside him for protection.

Despite his adventurous personality, Teddy Roosevelt took the office of President seriously. He promised the American people what he called a “square deal,” meaning fair treatment for everyone. Roosevelt stood for honesty in business and conservation of natural resources.

Teddy Roosevelt did more than anyone else to popularize the **Progressive Movement**, a widespread effort to make changes in the American political system. Some of these changes were good, because they *introduced reforms* to take corruption and inefficiency out of government. But some *led to government intervention* in business and industry. The Progressive Movement began in the West and Midwest and spread throughout the country. Because the movement greatly influenced the first two decades of the 20th century, this time period is often called the **Progressive Era**.

One of the earliest Progressive leaders was **Robert M. La Follette** (1855–1925). As Wisconsin governor and later as U.S. senator, he earned the nickname “Battlin’ Bob” because of his fight for what he considered to be good government. La Follette wanted to take power away from corrupt politicians and give voters a more direct voice in political affairs. As governor (1900–1906), he passed laws regulating the railroads and attempted to set prices for **public utilities**, companies that sell power, gas, and water to the public. The *initiative* and *referendum* became law, along with the **recall**, which allowed voters to remove a politician from office before his term expired. Governor La Follette also passed a law calling for a **direct primary**, in which the voters of a state choose a party’s candidate rather than delegates at a state party convention.

Progressives were people from every political party—Democrats, Republicans, and Independents—who supported “progressive” ideas. They adopted many of the big government ideas of the Populists. But unlike the Populists, who were mostly small town and rural people, the Progressives represented professional people educated in colleges and universities. Many doctors, lawyers, teachers,

professors, social workers, and liberal preachers belonged to the movement. *Progressives often made the mistake of believing that government regulation of private property could solve poverty, crime, and other problems of human nature.*

### **T. R. Deals with Business and Labor**

In his first message to Congress, President Roosevelt expressed his belief in both the capitalist system and government regulation of private property. Unlike some of the Progressives, Roosevelt praised private property and the entrepreneurs of industry for building a great nation. But he cautioned that dishonest men were using the system to build up monopolies and trusts that reduced free competition. A **monopoly** is a company that has complete control of a market, which means that it has no competition. A **trust** is a business combination of several companies that eliminate competition by fixing prices. The Sherman Antitrust Act made it illegal for monopolies and trusts to take advantage of the lack of competition and raise their prices. *Roosevelt promised to enforce the Sherman Antitrust Act and break up monopolies and trusts.*

Early in 1902, President Roosevelt ordered his Attorney General to file suit against the Northern Securities Company, a railroad company that controlled three major railroads in the Northwest. The President said that the company was a monopoly that controlled prices by excluding fair competition. The case went to the Supreme Court, which ruled that the company be broken up. This was the first time that the Supreme Court ruled in favor of the antitrust law.

**The muckrakers.** Many Progressive writers and journalists practiced yellow journalism, grossly distorting the facts in order to sell their writing or promote radical ideas. In 1902, *McClure’s Magazine* began to publish a series of articles by **Ida Tarbell** on the history of Standard Oil. Tarbell accused J. D. Rockefeller, founder of Standard Oil Company, of using unfair practices to drive out his competition. *McClure’s* also published “Shame of the

Cities,” a series of articles by **Lincoln Steffens** describing corrupt practices in big city politics. In *The Jungle*, **Upton Sinclair** wrote about the unsanitary conditions in Chicago’s meatpacking industry. Many of these writers intended to promote socialism by exposing what they considered to be flaws in the capitalist system.

President Roosevelt called these writers **muckrakers**, after the character in *Pilgrim’s Progress* who spent his time raking through the “mud” of corruption and never looked up to see the truth. The name caught on with the American people, most of whom were familiar with *Pilgrim’s Progress*. Soon this entire group of writers became known as muckrakers.

The muckrakers liked to call Roosevelt a “**trust buster**,” but he did not oppose *all* trusts. Often, a bigger business can be more efficient and produce goods more cheaply than a smaller one. *Roosevelt discriminated between “good” trusts that obeyed the law and “bad” trusts that set high prices and abused their position.* But the more radical Progressives wanted the government to regulate *all* businesses.

**The Coal Strike.** President Roosevelt was also concerned that labor got a “square deal.”

In June of 1902 the United Mine Workers union went on strike, calling for shorter working hours and pay increases. The **Coal Strike** continued for several months, and many Americans faced a winter without fuel. President Roosevelt called the representatives of labor and management to the White House and suggested that the owners and miners agree to an **arbitrator**, a third party to settle the dispute between them. When the mine owners refused to *arbitrate* with the labor union, Roosevelt threatened to send in the army to seize and work the mines. Only then did the mine owners agree to arbitration, and the miners went back to work. President Roosevelt demonstrated that he respected the interests of labor.

**The election of 1904.** Roosevelt served the remainder of McKinley’s term and then won the Presidential election of 1904 against Democratic candidate Judge Alton B. Parker of Louisiana. Roosevelt won by a landslide of more than 2.5 million popular votes, the largest margin of victory for a Presidential election up to that time.

**Federal acts under Roosevelt.** In 1906, Congress strengthened the power of the Inter-

## PRESIDENTIAL PROFILE

### Theodore Roosevelt (1858–1919)

**Years of Presidency:** 1901–1909

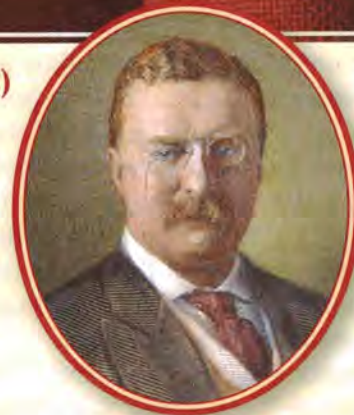
**Vice President:** none (1st term), Charles Warren Fairbanks (2nd term)

**Political party:** Republican

**State of residence when elected:** New York

**Remembered for** being the first American to win a Nobel Prize

**Major events during Presidency:** invention of air conditioning (1902); first successful airplane flight (1903); San Francisco earthquake and fire (1906); new state—Oklahoma (1907)



*26th President*

production and cutting the cost of the Model T. He wrote, “We began taking the work to the [workers], instead of the [workers] to the work.” In the assembly line, workers remained in one place as conveyor belts brought the auto parts to them. Each worker performed a specific task as the partly built car moved by. Other industries soon adopted the idea, increasing productivity in American factories everywhere.

**The birth of aviation.** The early 1900s also gave birth to the age of aviation. Men had been experimenting with gliders for years, but **Wilbur and Orville Wright**, owners of a bicycle shop in Dayton, Ohio, were not satisfied with simply gliding. They wanted to achieve powered flight. After developing a successful glider, the Wright brothers began to construct an airplane with a gasoline engine and propellers. By December 17, 1903, they were ready to test it. On the advice of the U.S. Weather Bureau, they hauled their plane, which they called the *Flyer*, to Kitty Hawk, North Carolina, where sandy beaches would cushion its landing and good ocean winds would help it fly. Starting the engine, they took their places. Orville

would ride in the plane, while Wilbur ran alongside to balance its wing. Slowly, the *Flyer* moved forward and began to pick up speed until at last it lifted itself into the air. The Wright brothers had achieved powered flight! Their first flight lasted 12 seconds and carried Orville 120 feet. After a second flight, he gave Wilbur a turn. The third flight lasted 59 seconds and carried Wilbur 852 feet. The Wright brothers’ flights at Kitty Hawk were the first controlled flights of an airplane.

Surprisingly, few people took the airplane seriously in 1903. Only a few newspapers even published the Wright brothers’ story. But experiments and later flights by the Wright brothers and others would eventually convince the world of the importance of aviation.

### The “Conservation” President

**National parks and forests.** President Roosevelt’s experience in the West made him aware of the needs, potential, and scenic beauty of that region. More than any previous President, he worked to establish national parks and forests throughout the United States. Some of these lands were set aside to preserve their natural beauty and to provide

Wright brothers  
at Kitty Hawk



state Commerce Commission over the railroads. The **Hepburn Act** gave the government authority to determine “just and reasonable” shipping rates to be charged by the railroads. This act strengthened the new (1903) **Department of Commerce and Labor**, which investigated companies suspected of violating federal laws. After reading *The Jungle* by Upton Sinclair, Roosevelt supported the **Meat Inspection Act** of 1906, which gave government authorities the power to inspect all meat shipped in *interstate* (state-to-state) commerce. In the same year, Congress passed the **Pure Food and Drug Act**, requiring that all foods and medicines be properly labeled. This act allowed government inspectors to make sure that foods and medicines were clean and labeled accurately.

### Progress in the Progressive Era

Teddy Roosevelt appreciated the new inventions and technologies that made the Gilded Age an Age of Industry. In 1902, he became the first President to ride in an automobile, and in 1910, he bravely took to the air in one of the early *bi-planes* (planes with double wings).

*The rise of the auto industry.* As America entered the 20th century, the industrial progress of the Gilded Age continued to improve life for American families. This progress was nowhere more evident than in the area of transportation. Horse-drawn

carriages still dominated the road around the turn of the century, but the “horseless carriage,” or automobile, was beginning to make its mark. No man did more to revolutionize the American auto industry than **Henry Ford** (1863–1947). Several automobile companies had been organized in the United States and Europe by the time Ford constructed his first gasoline-powered auto in 1896, but the vehicles they produced had to be individually assembled by hand. Because production was slow and expensive, only the wealthy could afford these autos. Henry Ford determined to build an automobile that the average American could afford.

While he supported his family as an engineer for the Edison Illuminating Company in Michigan, Ford spent his off hours building automobiles. He soon became known for his race cars; his “999” model set the record speed of 80 miles per hour. Then, in 1903, Henry Ford founded the Ford Motor Company. Ford’s first automobiles were expensive like their competition, but he continued to strive for an affordable auto. In 1908, Ford introduced the **Model T**, the most famous automobile ever built. The Model T was cheaper than many autos of the day, but Ford would not be satisfied until the average American could afford one. Finally, in 1913, he engineered an automobile **assembly line**, dramatically increasing the speed of



Henry Ford's  
Model T assembly line

a home for wildlife while allowing for recreational use. But most national lands were to be carefully managed—the forests would be periodically harvested and the mineral resources would be mined as long as the land was reclaimed and the water table restored. President Roosevelt supported the wise stewardship of creation for the benefit of mankind. He meant for these government lands to benefit the American people. Roosevelt was a close friend of the famous naturalist and explorer **John Muir** (1838–1914). Muir founded the **Sierra Club**, which he intended to be a conservationist group balancing the need for development with the desire for natural preservation.

**Wise development in the West.** With the help of his Secretary of Agriculture, Gifford Pinchot, President Roosevelt promoted irrigation projects in the West. In 1902, the **Newlands Reclamation Act** determined that money from the sale of public land in 16 western states be used for irrigation projects to make arid land productive. Pinchot stationed forest rangers to protect and oversee national forests and parklands.

**Agriculture in the South.** Although industrial development had come to the South, agriculture continued to be the most important economic activity there. Many of the farm lands suffered from soil erosion, and crops like cotton depleted the soil of vital nutrients needed for plant growth. George Washington Carver's efforts to establish peanut production greatly helped the region, and Booker T. Washington's Tuskegee Institute began to spread the benefits of scientific agriculture throughout the South. Washington also promoted the conservation of Southern forests, urging periodic harvesting and replanting of trees. He insisted that in addition to their natural beauty, trees helped prevent erosion and preserve the water table. President Roosevelt recognized Washington's contribution to soil conservation and agriculture by inviting him to dinner. Thus, Booker T. Washington became the first black man to be honored at a White House reception.

**The Alaska boundary.** In 1903, representatives from the United States, Canada, and Great Britain met to settle the boundary dispute between southeastern Alaska and British Canada. To maintain good relations, Great Britain gave the United States additional land in the Alaska panhandle.

### CHECK UP

1. How did Theodore Roosevelt become President?
2. What was the Progressive Movement? What time period is called the Progressive Era?
3. Explain the Sherman Antitrust Act.
4. Who were the muckrakers? Where did the name originate?
5. What is an arbitrator?
6. Name two of the federal acts passed under Roosevelt to regulate industry.
7. What was Henry Ford determined to build? What was his most famous automobile?
8. Who made the first controlled flight of an airplane? Where?
9. Who was John Muir? What conservationist group did he found?
10. What did the Newlands Reclamation Act do?

**Identify:** square deal, Robert M. La Follette, public utilities, recall, direct primary, monopoly, trust, Coal Strike, Department of Commerce and Labor, assembly line

## Theodore Roosevelt's Foreign Policy

### Asian Affairs

The acquisition of the Philippines and other Pacific islands greatly increased American interest in Asia. China's weak condition after losing a war with Japan in 1895 concerned many Americans. European powers, especially Russia and Germany, had taken control of several Chinese ports and had carved out "**spheres of influence**," large areas in which they controlled trade with the outside world.

**The Open Door Policy.** This carving up of China disturbed many Americans. Christians were concerned about losing opportunities for evangelism, and businessmen were worried about losing trade with China. In 1899, Secretary of State John Hay sent “Open Door” notes to the European powers and Japan requesting that each nation agree not to interfere with the trade rights of other nations or discriminate against citizens of other nations within its sphere of influence. He also requested that each power respect certain Chinese rights. The nations reluctantly agreed to this **Open Door Policy**, and the United States gained respect as a world military and economic power.

**The Boxer Rebellion.** Early in 1900, only a few months after the Open Door Policy was announced, new trouble flared up in China. A group of radical Chinese nationalists rose up in rebellion against the influence of Western civilization in China. Foreigners called the radical Chinese “**Boxers**” because they practiced a martial art exercise in which they boxed the air with their fists. The Boxers detested the Christian religion for undermining their pagan beliefs. With the help of the Chinese government, the Boxers brutally murdered over 200 Americans and Europeans, many of whom were missionaries, and killed thousands of Chinese Protestants and Catholics.

An international rescue force, including some 2,500 American troops, put down the Boxer Rebellion. Although the European powers wanted to punish China for this rebellion, the United States insisted that a policy of mutual respect and good will would do more to prevent future unrest. As a result, many Chinese students came to the United States to receive a college education. Later, these scholars would fight against Communism in China. In the decade following the Boxer Rebellion, missionary work prospered in China as never before.

**The Russo-Japanese War.** In 1904, Japan declared war on Russia. As the war dragged on, President Roosevelt realized that the balance of power in Asia would be upset if either Japan or Russia won the conflict. Thus, in 1905, Roosevelt served as the *arbitrator* at a peace conference that ended the Russo-Japanese War. For his efforts, Theodore Roosevelt was awarded the Nobel Peace Prize in 1906.

**The Gentlemen’s Agreement.** After the Russo-Japanese War, many Japanese families moved to California. As thousands of Japanese immigrants arrived on the West Coast, Californians became concerned and began to pass laws to protect American workers from job competition with Asians, who worked for very low wages. In 1906, the San Francisco school board segregated its schools, ruling that Asian students could not attend the same school as whites. When the Japanese government protested, Roosevelt stepped in. After persuading the San Francisco school board to cancel its segregation order, he worked out a *compromise with Japan*, called the **Gentlemen’s Agreement** (1908), by which the Japanese government agreed to control the immigration of Japanese laborers to the United States.

**The Great White Fleet.** Many Americans feared that Japan might invade the Philippine Islands. *To demonstrate American military strength to the world, particularly Japan, President Roosevelt sent the United States Navy on*

*Great White Fleet*





a 14-month world cruise. The American navy was now a modern and powerful fighting force. Late in 1907, a fleet of 16 white battleships and 12 other supporting craft steamed away from the Virginia coast. Roosevelt called the voyage of the **Great White Fleet** a goodwill mission to the ports of the world, but the cruise also demonstrated American naval power.

### The Panama Canal

The voyage of the Great White Fleet helped rekindle interest in building a canal through Central America. Such a canal would take 8,000 miles off the ocean trip from New York to San Francisco by eliminating the long, and often hazardous, trip around the southern tip of South America. It would be a great benefit both to the U.S. Navy and to world trade.

**The Hay-Pauncefote Treaty.** In 1850, the United States and Great Britain had agreed that if such a canal were built, it would be under the joint control of the two nations. In 1901, Secretary of State John Hay and the British ambassador Pauncefote [pōns'fōōt]



Teddy Roosevelt on an earth mover in Panama

entered into an agreement known as the **Hay-Pauncefote Treaty**. This treaty gave the United States the right to build and police a canal, providing that the canal remain open to the ships of all nations.

**Panamanian independence.** In 1902, the United States began plans for a canal across the 50-mile-wide Isthmus of Panama. A French company had already begun construction on a canal there, but, plagued by poor management and tropical disease, they had abandoned the project. After negotiating the purchase of French rights in the area, Congress began negotiations with the Colombian government because at that time Panama belonged to Colombia.

The Colombians refused to negotiate a treaty, but the people of Panama wanted the Americans to build the canal. Thus, in the fall of 1903, Panama revolted against Colombia. Panama had revolted before, but this time the United States sent a naval cruiser to prevent Colombian troops from crossing the isthmus to attack Panama City. Thus Panama achieved its independence from Colombia with little bloodshed. Three days after the revolution began, President Roosevelt extended diplomatic recognition to the new **Republic of Panama**.

**The Canal Zone.** For \$10 million, the new Panamanian government granted the United States a zone 10 miles wide through the isthmus. Panama was to receive annual usage fees, but the **Canal Zone** was to remain a possession of the United States forever.

**Mosquito-proofing.** Much of the 50-mile-long route for the canal consisted of tropical swamps infested with mosquitoes, which carried *malaria* and *yellow fever*. Disease had taken a terrible toll on the French canal workers. Before the work could begin, the Canal Zone had to be cleared of the disease-bearing insects. **Colonel William Gorgas**, who had organized the sanitation department in Havana, Cuba, after the Spanish-American War, was sent to rid the Canal Zone of tropical fevers. Between 1904 and 1906,

Gorgas destroyed the breeding grounds of the mosquito and made Panama a safe place to live and work. Soon thousands of men had come to Panama to work on the canal.

**Engineers meet the challenge.** The canal consisted of much more than a great ditch spanning the isthmus. Even at this narrow point of land between the two oceans, there was a ridge of high hills to cross. Thus, an elaborate series of *locks* was constructed, so that the water level could be raised or lowered as ships traveled from one end of the canal to the other. President Roosevelt appointed **Colonel George Washington Goethals** (1858–1928) of the Army Corps of Engineers to take charge of the project.

President Roosevelt visited the canal in 1906. By 1913, over 43,000 people were working on the canal. When the Panama Canal opened in **1914**, it encouraged international trade and economic growth throughout Latin America.

### Latin American Concerns

In foreign affairs, Teddy Roosevelt often summarized his policy with the slogan, “Speak softly and carry a big stick.” By this, he meant that the United States was a peace-loving nation that did not wish to pick a fight, but we were ready to fight if necessary. In the early 1900s, the United States took a growing interest in Latin American affairs. The opening of the Panama Canal would soon make the Caribbean Sea a highway of international trade, and the United States wanted to maintain peace and stability in the region.

**The Roosevelt Corollary.** Several Latin American nations had run up large debts with European nations. When, in 1902, Venezuela stopped payment on its debts, Great Britain and Germany decided to blockade Venezuelan ports. The German navy actually sank some ships and bombarded a coastal town. Roosevelt asked the two nations to submit the debt dispute to arbitration. Great Britain agreed, but Germany refused to ac-

cept Roosevelt’s offer. When the President threatened to send in American warships, the Germans backed down and submitted to arbitration.

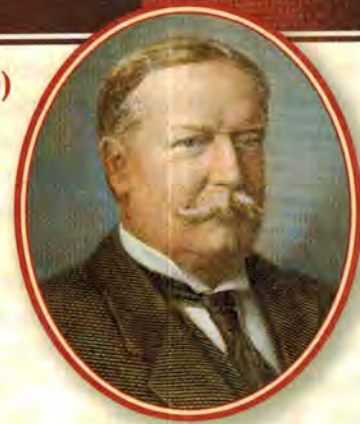
A similar situation developed in the Dominican Republic in 1903. In order to collect their debts, several European nations, particularly Germany, threatened to invade the Dominican Republic and collect the debts by force. To resolve the dispute, Roosevelt decided to make a foreign policy statement known as the **Roosevelt Corollary** to the Monroe Doctrine. A *corollary* is anything that follows as a logical result of something else. The Monroe Doctrine already stated that the United States could not allow European nations to intervene in Latin American affairs. The Roosevelt Corollary made it clear that the United States could keep other nations from intervening by stepping in for itself. In other words, the United States would manage the problems of Latin American nations threatened with European intervention. Roosevelt had no desire to colonize the Dominican Republic, but he did take over the *customs duties* (tariffs on imported goods) of that country. These customs duties were used to pay off the foreign debt and to help run the Dominican government.

### CHECK UP

1. What was the Open Door Policy? Who suggested it?
2. Who won the Nobel Peace Prize in 1906? Why?
3. What was the Gentlemen’s Agreement?
4. What did the Hay-Pauncefote Treaty do?
5. Why did the French fail to build a canal in Panama?
6. Who was sent to rid the Canal Zone of tropical fevers?
7. What was the Roosevelt Corollary?

**Identify:** “spheres of influence,” Boxers, Russo-Japanese War, Great White Fleet, Isthmus of Panama, Colonel George Washington Goethals

## PRESIDENTIAL PROFILE

**William H. Taft (1857–1930)****Years of Presidency:** 1909–1913**Vice President:** James Schoolcraft Sherman**Political party:** Republican**State of residence when elected:** Ohio**Major events during Presidency:** first experimental radio broadcast (1910); sinking of the *Titanic* (1912); invention of assembly line (1913); new states—New Mexico, Arizona (1912)*27th President***President William H. Taft  
(1909–1913)**

Having served nearly two complete terms as President, Theodore Roosevelt decided not to seek reelection in 1908. Instead, he supported his secretary of war and close friend **William H. Taft** (1857–1930). By promising to continue Roosevelt's policies, Taft handily defeated the Democratic candidate William Jennings Bryan.

**Roosevelt's Famous Travels**

**African safari.** With Taft in the White House, Teddy Roosevelt decided to seek adventure outside the political arena and sailed to Africa on a big-game hunting expedition, or *safari*. Crates filled with stuffed animal heads and other plant and animal specimens began to arrive in New York Harbor as Roosevelt made his way from the Congo Basin, down the Nile River, and into Egypt.

**European tour.** From Africa, Roosevelt embarked on a tour of Europe. Many royal families invited him to their palaces to hear of his adventures. Teddy brought a note of cheer to European leaders beset with many political troubles. To them, he symbolized the energy, optimism, and promise of America.

**President Taft's Administration**

As he had promised, President **Taft** continued many of Roosevelt's Progressive policies. During his administration, Congress created a separate **Department of Labor** and greatly expanded the **Civil Service**. In 1912, **New Mexico** and **Arizona** were admitted to the Union as the 47th and 48th states.

**Regulating business.** President Taft started almost 80 antitrust suits, twice as many as Roosevelt had begun. In 1910, Congress passed the **Mann-Elkins Act**, increasing the government's power to regulate business. This act strengthened the Interstate Commerce Commission by giving it greater control over railroad freight rates and by bringing the supervision of telephone, telegraph, and cable companies under its control.

**The "rule of reason."** In 1911, the Supreme Court declared its famous "**rule of reason**," agreeing with former President Roosevelt that not every big business is bad. Only those corporations suspected of an "unreasonable" restraint of trade, or free competition, should be brought to court. The fact that a business was *big* could not be used by the courts as an excuse to break it up.

**Taft's Foreign Policy**

**Trouble in Nicaragua.** In Central America, the nation of **Nicaragua** faced financial prob-

lems, political unrest, and a threat of revolution. President Taft exercised the *Roosevelt Corollary* in 1912 when the President of Nicaragua asked for U.S. Marines to preserve law and order. Because American lives and property were also threatened, American troops remained almost continuously in Nicaragua until 1933.

**Dollar Diplomacy.** President Taft tried to avoid Roosevelt's "big stick" policy by encouraging American businessmen to invest in Latin America and the Far East. Taft hoped that through "**Dollar Diplomacy**" he could promote friendly foreign relations by creating close economic ties. However, most American businessmen were reluctant to invest in unstable countries. *A display of military strength proved to be the most effective force for international law and order.*

### The Bull Moose Party

During the Taft Presidency, the Republican party divided into conservative and Progressive wings. Taft had promised to lower the tariff rates, appealing to the Progressive wing. Senator La Follette and other Progressives said that the tariff decreased competition and allowed American businesses to keep their prices high. Farmers opposed the tariff because they wanted to sell their goods abroad. Taft compromised with Congress and supported a tariff bill that kept a high tariff on most goods. The Progressive Republicans felt betrayed and turned to Teddy Roosevelt for relief. Roosevelt announced that he would seek the Republican nomination for the Presidency in 1912.

**The Progressive party.** When conservative Republicans nominated Taft for a second term, the Progressive Republicans organized their own **Progressive party** and nominated Roosevelt for President. They drew up a platform supporting a "**New Nationalism**," which included more government regulation of business, women's suffrage, a lower tariff, an 8-hour workday, child labor laws, workmen's compensation, and unemployment

insurance. Because Teddy Roosevelt boasted that he felt "as strong as a bull moose," the Progressive party became known as the **Bull Moose party**.

**The election of 1912.** The Democrats had both Progressives and conservatives within their ranks, but they managed to hold together. They nominated the Progressive Governor of New Jersey, **Thomas Woodrow Wilson** (1856–1924) for President. The socialists also ran a candidate for President, labor agitator Eugene Debs. With the Republican party split, the Democrats won the election. Wilson won 41 percent of the popular vote, and Roosevelt claimed 27 percent, leaving Taft with only 23 percent and Debs with only 6 percent.

## President Woodrow Wilson (1913–1921)

### Wilson's Progressivism

**The Underwood Act.** A few weeks after his inauguration, President Wilson proposed a drastic lowering of tariffs. Congress responded to his proposal with the **Underwood Act** (1913), the first significant tariff revision since before the Civil War. Because the tariff was the main source of government revenue, the Underwood Act also provided for a tax on personal incomes.

**The income tax.** Congress was able to pass an income tax law because of the **16th Amendment** (1913), which gave Congress the power to tax personal incomes. The states actually ratified the 16th Amendment before President Taft left office, but few people realized that the *income tax would become the government's chief source of revenue.*

**The 17th Amendment.** Also ratified in 1913, the **17th Amendment** called for the direct election of U.S. senators by voters. (U.S. senators were originally elected by the state legislators.) This amendment reflected the Progressive belief that people should have a more direct voice in political affairs. Although it was intended to make the U.S. Senate more

## PRESIDENTIAL PROFILE

**Woodrow Wilson (1856–1924)****Years of Presidency:** 1913–1921**Vice President:** Thomas Riley Marshall**Political party:** Democratic**State of residence when elected:** New Jersey**Major events during Presidency:** World War I (1914–1918); Communist government in Russia (1917); women given right to vote; prohibition; first commercial radio station (1920)*28th President*

representative of the people, the 17th Amendment defeated the original purpose of the U.S. Senate, which was to represent *state* governments on the national level.

**The Federal Reserve Act.** In December 1913, Congress adopted the **Federal Reserve Act**, which created a privately controlled central banking system under the sponsorship of the government. This act divided the nation into 12 districts, each with a *Federal Reserve Bank*, and forced all national banks in the country to participate in the Federal Reserve System. Our nation's banks still operate under the Federal Reserve System today.

The Federal Reserve decides how much money should be released into the banking system. A seven-member board appointed by the President runs the Federal Reserve. Among other things, this board determines the interest rate charged on loans, which expands or restricts the amount of money in circulation. *The Federal Reserve has almost complete control over the nation's money supply.*

**Wilson's view of business.** Former President Roosevelt had distinguished between businesses that were simply big and those that were illegally restricting free competition. He recognized that many businesses were big because they were efficient and made good products. President Wilson, however, wanted to break up *all* big

businesses. He believed that only smaller businesses were fair competitors. In 1914, he urged Congress to create the **Federal Trade Commission (FTC)**. This agency used the courts to punish businesses which the government accused of unfair trading practices.

**The Clayton Antitrust Act.** Congress also adopted the **Clayton Antitrust Act** in 1914. Like the Sherman Antitrust Act (1890), this act further regulated business. For instance, the Clayton Act made it illegal for businesses to temporarily cut their prices in an attempt to put a competitor out of business. But the courts often sided with business because many charges brought by the government under the Clayton Act were difficult to prove. President Wilson also favored labor unions. The Clayton Act specifically exempted labor organizations from the antitrust laws and limited the use of court injunctions in labor disputes.

### Foreign Relations

Latin American relations played an active role in President Wilson's administration. From 1914 to 1916, U.S. Marines were sent to restore order in **Haiti** and the **Dominican Republic**, where violent revolutions were disrupting life. The United States built roads and bridges, improved sanitation and schooling, and provided many other benefits to the citizens of Haiti and the Dominican Republic. In



*Caneel Bay at St. John, U.S. Virgin Islands*

1917, the United States purchased the *Danish West Indies* (the **Virgin Islands**) for \$25 million. These islands provided an important base for defense of the Panama Canal.

### **Trouble in Mexico**

In the early 20th century, Mexico was torn by a series of violent revolutions stirred up by Communist and anarchist leaders from Europe. In 1911, a new Mexican leader, Francisco Madero [mä·thä'ró], promised to make democratic reforms, but he was overthrown by a military dictator, **Victoriano Huerta** [wër'tä]. Huerta's dictatorship proved to be a bloody one, for he murdered many of his political opponents. Much American property in Mexico was destroyed or threatened by violence.

**Watchful waiting.** President Wilson did not approve of Huerta's cruel dictatorship, but he refused to intervene in Mexican affairs, adopting a policy known as "watchful waiting." The President did allow arms to be shipped to Huerta's rivals, **Venustiano Carranza** [kär·rän'sä] and **Francisco ("Pancho") Villa** [vē'yä]. Meanwhile, several Americans in Mexico were murdered, prompting Wilson to station a squadron of American warships at the seaport town of **Tampico**, Mexico. In April 1914, Huerta's government arrested a small group of American sailors in Tampico. They were released, but the U.S. Navy demanded an apology. Huerta refused to apologize.

**Marines occupy Veracruz.** About this time, President Wilson learned that a German merchant ship was headed for **Veracruz**, Mexico, to supply Huerta's forces with arms. To prevent European involvement in Mexican affairs, the President quickly deployed U.S. Marines to Veracruz to seize control of the city. While American troops occupied Veracruz, they cleaned up the city by improving public facilities and establishing honest, efficient government. When Huerta threatened to go to war with the United States, the nations of Argentina, Brazil, and Chile agreed to negotiate a settlement. But Huerta was soon overthrown by his rival Carranza, who promised to respect American lives and property. Thus President Wilson withdrew the marines from Veracruz.

**Pancho Villa.** A new problem soon arose when Carranza's former ally, Pancho Villa, turned against him. In 1916, Villa murdered 18 Americans in northern Mexico, hoping to weaken Carranza by provoking American intervention. After this massacre, Villa and his gang of *banditos* (bandits) crossed the border and killed 17 more Americans in Columbus, New Mexico. With this invasion of American soil, President Wilson sent **General John Pershing** with 6,000 American troops into Mexico to capture Pancho Villa. Carranza agreed to this action, hoping to get rid of his rival. But as Villa eluded the Americans, leading them ever deeper into Mexico, Carranza became alarmed



*Pancho Villa*

and threatened war. Finally, in January 1917, Wilson ordered all American troops out of Mexico. Tension between the United States and Mexico continued, but the threat of war subsided. In 1920, a revolution in Mexico deposed Carranza. The new Mexican government pardoned Pancho Villa and persuaded him to retire from politics with the gift of a ranch. Villa died three years later at the hands of an assassin.

### CHECK UP

1. Who won the election of 1908?
2. What became the 47th and 48th states?
3. What did the Mann-Elkins Act do?
4. What was "Dollar Diplomacy"?
5. How did the Bull Moose party get its name?
6. Who won the election of 1912?
7. What did the 16th Amendment do? The 17th Amendment?
8. Who has almost complete control over the nation's money supply?
9. What did the Danish West Indies become when the U.S. purchased them? Why are they important today?
10. What type of government did Victoriano Huerta establish? What was Wilson's policy toward Mexico?

**Identify:** safari, Department of Labor, Civil Service, "rule of reason," "New Nationalism," Underwood Act, Federal Trade Commission, Clayton Antitrust Act, Venustiano Carranza, Pancho Villa, Tampico, Veracruz

## *Major News Events in the Progressive Era*

### **Earthquake in San Francisco**

In 1906, the people of San Francisco eagerly followed the progress of the Panama Canal. With one of the finest natural harbors in the world, their city would benefit greatly from the increased shipping between the East and West coasts. Boasting a population of over 350,000, San Francisco had become the trading and cultural hub of the entire West Coast. People visiting the city remarked that its dramatic hills and harbor made it one of the most beautiful cities in the world.

In the early morning hours of April 18, 1906, an earthquake shook the **San Francisco** area. As hundreds of buildings collapsed and gas pipes ruptured, gas escaping from the pipes

*San Francisco after the quake*



caught fire and exploded. Soon flames had engulfed the entire downtown business district. When the smoke cleared, most of the city lay in ruins.

The San Francisco earthquake gave city planners a chance to build new and better buildings. Sturdy, steel-framed buildings replaced old masonry (brick) structures. A new, modern San Francisco soon arose from the ruins. Within three years, the San Francisco Bay area was almost completely rebuilt.

### Peary and Henson at the North Pole

While Roosevelt explored the steamy jungles of Africa in 1909, two Americans explored the frigid Arctic. Aboard their ship, the *Roosevelt*, **Robert E. Peary** and **Matthew Henson** sailed to Ellesmere Island in the Canadian North. From there, they set out over the ice by sled and dog team, accompanied by several Eskimos.

Henson was the first black man that many of the Eskimos had ever seen. They felt a special kinship with him, and Henson was able to gain their trust. Without the Eskimos and their knowledge of the treacherous ice, Peary and Henson would never have survived. On April 6, 1909, Peary and



*Robert Peary and Matthew Henson*

Henson became the first men to reach the North Pole.

### Tragedy on the *Titanic*

On April 14, 1912, the *Titanic*, the largest passenger liner in the world, struck an iceberg and sank off the coast of Newfoundland while on its maiden (first) voyage from England to New York. Some 1,522 lives were lost, many of them American. The *Titanic* did not carry enough lifeboats for everyone because it was supposed to be “unsinkable,” but the iceberg had sliced a great gash in the ship’s side. Most women and children boarded lifeboats, but some women who did not have children chose to remain with their husbands.

*Sinking of the Titanic*





Survivors said that they heard a horrible hissing sound as the cold water engulfed the lower decks of the ship, rushing into and quenching the white-hot coals in the massive boilers. The remaining passengers scrambled to the stern (rear) of the ship as the bow (front) began to sink below the surface. With hundreds of people hanging on for dear life, the great stern rose several hundred feet into the air and slipped into the sea—plunging down to the ocean floor nearly 13,000 feet below.

Among the passengers who went down with the ship was **John Jacob Astor III**, one of the wealthiest men in America. Astor,

an inventor and science fiction writer, had eagerly booked passage on the *Titanic's* first voyage, believing it to be one of man's greatest achievements. As the ship sank, he calmly stood by on the deck, allowing others to board the lifeboats.

The sinking of the *Titanic* was a sobering event for many people. All across Great Britain and the United States, people gathered in churches to hear sermons about the dangers of excessive pride in human achievement. For most Americans living in 1912, the *Titanic* disaster was far more memorable than any of the political or economic events of the time.

### UNDERSTANDING HISTORY

## Looking Back on the Gilded Age and the Progressive Era

During the **Gilded Age (1865–1898)**, agricultural abundance, mineral wealth, and the technological marvels of American industry made the United States a land of opportunity. A new wave of immigrants came to America seeking a better way of life for themselves and their families. The free enterprise system made America the only place in the world where the average family could begin to afford the marvels of modern technology.

Biblical precepts set the cultural and moral tone of the country. In the cities, men like D. L. Moody brought spiritual revival. Christian values discouraged crime and led to better living conditions as honesty, truthfulness, courtesy, justice in the courts, and righteousness prevailed throughout much of the nation. Some considered political and economic reform to be more important than spiritual revival, but the fruits of Christianity allowed for gradual and orderly reform without the violence of a godless revolution.

The biblical morality, patriotism, Protestant work ethic, and sound learn-

ing found in *Webster's Blue-Backed Speller* and the *McGuffey Readers* molded the character of millions of young American students causing a sense of law, order, and decency to characterize the American workplace, schoolroom, and home.

By the turn of the century, the United States was ready to play a key role in world affairs. During the **Progressive Era (1900–1916)**, many politicians made a sincere effort to change the American political system. Most Progressives had good intentions: they desired to stamp out political corruption, increase efficiency in government, and advance the ideals of a representative republic. But much can be learned from their mistakes. Progressives often had a mistaken belief in the innate goodness of human nature. Their faith in the goodness of man led the Progressives to believe a government elected by the people would naturally be good and therefore could be trusted to make life better by regulating people's lives. Although the Progressives trusted the people, they insisted that government was best run by *experts*.

## *False Philosophies Introduced in the Late 19th Century*

In the early 1900s, the people of the United States experienced a wonderful time of philanthropic giving, social advances, great industrial productivity, law and order, and the highest standard of living in the world up to that time. The United States had become a world power both politically and economically.

She had also become a leader in Christianity and world missions. The American spiritual revival and foreign missions movement in the 19th century had a great influence throughout the world as it improved the moral health of America and many other nations. Homes, churches, schools, businesses, and government agencies also upheld and promoted Christian values and virtues. But Satan countered the spiritual influences in America by raising up false, anti-Biblical philosophies that would eventually erode our Christian heritage. He “hatched” the ideas of **Modernism** (religious liberalism), **evolution**, **Marxist-socialism** (Communism), **progressive education**, and **modern psychology** in the latter half of the 19th century, but they did not affect society until the 20th century and did not come into full bloom until the latter half of the 20th century.

**Modernism.** Modernism began in German universities when German theologians began to exalt their own reason above God’s Word, teaching that the Bible was a collection of myths, legends, and a few historical facts. They denied the existence of Heaven, Hell, and the sin nature, insisting that Jesus was not the Savior of man but only a great man whose teachings could help men evolve into perfect beings. The German modernists introduced the word *evolution* to the academic vocabulary. As ministerial students from America attended these German schools, they were filled with doubts and disbelief in the Bible. They brought their unbelief (modernism) back to American seminaries and universities.

**Evolution.** Without the Bible, the world had no answer to the question of origins until 1859, when **Charles Darwin** (1809–1882) proposed his philosophy of evolution and the survival of the fittest. Darwin said that man had “evolved” from some apelike creature. If man were an animal and had not been created in the image of God, man could not be answerable to God for his actions. The false philosophy of evolution seemed to free man from the burden of sin without the need of God.

In the United States, the reaction to Modernism and evolution was threefold: (1) some university professors turned their backs on Christianity, (2) Bible-believing pastors and churches rejected these false philosophies, and (3) many prominent seminaries tried to work out a compromise between the new ideas and their faith.

**Marxist-socialism.** The father of modern socialism (Communism), **Karl Marx** (1818–1883), gladly embraced the Modernism and evolution taught in German universities. Marx compared Darwin’s struggle for survival among animals to his own ideas of the struggle between social classes. He believed that government should take all private property and eliminate the upper classes.

Socialism had little effect on America in the 19th century; but in the early part of the 20th century, some politicians and university professors were calling for the government to get involved in man’s social welfare.

**Progressive education.** In the last half of the 19th century, German universities started to apply evolutionary thought to the field of education. By the 1880s, the philosophy department at Johns Hopkins University in Baltimore was teaching the philosophy of the German modernists. **John Dewey** (1859–1952), the father of **progressive education** in America, based his work on studies done at Johns Hopkins. Dewey, an atheist who believed that man was an animal and solely the product of his environment, integrated the philosophy of evolution into the American educational system.

Dewey emphasized *permissiveness in the classroom*, saying that children should be permitted to “do their own thing” because they learn best when allowed to follow their own instincts. He stressed social adjustment rather than academic learning. According to progressive education, problems are a result of social environment; this philosophy eliminates individual accountability and responsibility. Progressive education eventually led to the breakdown of academic and moral standards in American schools in the latter half of the 20th century.

**Modern psychology.** German and Austrian universities helped produce the father of modern psychology, **Sigmund Freud** (1856–1939). Freud believed that man is a social animal, a product of evolution. Thus, man is not responsible for his actions. He believed that man’s basic problems are related to the sex drive. Freud dismissed Christi-

anity as a primitive myth and denied the reality of sin. To rid people of guilt (the inward personal testimony that man *does* sin), Freud suggested **psychoanalysis**, a method of treating mental disorders which attempts to blame others or their environment for personal failures and wrongdoings. Americans who studied in Germany and Vienna brought Freud’s views back to the United States. Few Americans took Freud seriously until the 1920s.

Most Americans held to biblical morality throughout the 19th century and most of the 20th century. However, as liberal professors in universities and seminaries began to promote Modernism, evolution, Communism, progressive education, and modern psychology, these false philosophies slowly began to permeate the American educational scene and some churches. In time, they would have a devastating effect upon American life.

### CHECK UP

1. Who were the first men to reach the North Pole?
2. How did the *Titanic* sink? How many people died?
3. What lesson was learned by the sinking of the *Titanic*?
4. What are the dates of the Gilded Age? Of the Progressive Era?
5. What mistaken belief about man did the Progressives have?
6. What false ideas threatened to destroy the Christian heritage of our forefathers?
7. What country was a strong promoter of Modernism?
8. Who promoted the idea of evolution? Of socialism?
9. Who is the father of progressive education? What did he believe man to be?
10. What does psychoanalysis do with man’s guilt? Who promoted this idea?

**Identify:** San Francisco, John Jacob Aster III, Modernism, socialism, progressive education

★ CHAPTER 17 REVIEW ★

**PEOPLE** *Know the following individuals and be able to explain their importance to American history.*

1. Commodore George Dewey
2. Theodore Roosevelt
3. Drs. Walter Reed and Carlos Finlay
4. Robert M. La Follette
5. Henry Ford
6. Wilbur and Orville Wright
7. John Muir
8. Colonel William Gorgas
9. Colonel George Washington Goethals
10. William H. Taft
11. Thomas Woodrow Wilson
12. Venustiano Carranza and Francisco (“Pancho”) Villa
13. General John Pershing
14. Robert E. Peary and Matthew Henson
15. Charles Darwin
16. Karl Marx
17. John Dewey
18. Sigmund Freud

**PLACES** *Know the following places and their significance.*

1. San Juan Hill
2. Canal Zone

**TERMS** *Define the following terms.*

1. Monroe Doctrine
2. Venezuelan Boundary Dispute
3. yellow journalism
4. Delome letter
5. Teller Resolution
6. Rough Riders

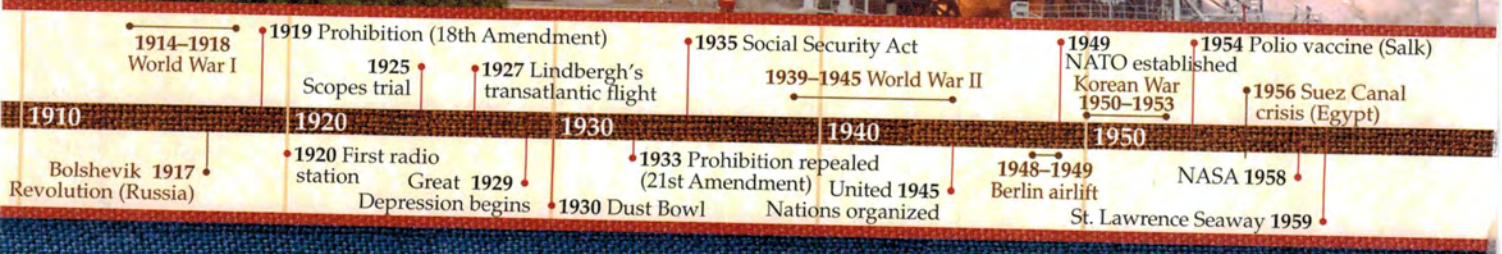
7. Treaty of Paris
8. imperialist
9. Platt Amendment
10. trust
11. muckrakers
12. Hepburn Act
13. Department of Commerce and Labor
14. Meat Inspection Act
15. Pure Food and Drug Act
16. assembly line
17. Newlands Reclamation Act
18. Open Door Policy
19. Boxer Rebellion
20. Russo-Japanese War
21. Gentlemen’s Agreement
22. Great White Fleet
23. Hay-Pauncefote Treaty
24. Roosevelt Corollary
25. Mann-Elkins Act
26. “Dollar Diplomacy”
27. Bull Moose party
28. 16th Amendment
29. 17th Amendment
30. Federal Reserve Act
31. Federal Trade Commission
32. *Titanic*

**EVENTS** *Memorize each date and event.*

- 1898—Spanish-American War  
 1900–1917—Progressive Era  
 1906—San Francisco is devastated by an earthquake.  
 1912—*Titanic* sinks in the North Atlantic.  
 1914—Panama Canal opens.



Space shuttle liftoff



**CRITICAL THINKING** *On a separate sheet of paper, answer the following questions using complete sentences.*

1. How did the Venezuelan Boundary Dispute and the Great White Fleet demonstrate the growing prestige and importance of American power?
2. Was America imperialistic in the Philippines and Cuba? Explain your answer.
3. What were the positive and negative beliefs of the Progressive Movement? What did Teddy Roosevelt believe about private property?
4. Who were the muckrakers? Why were they given this title?
5. What false ideas of the latter 19th century threatened to destroy our Christian heritage? How can these philosophies be fought?





Iwo Jima monument



Apollo 11 crew



Pres. Ronald Reagan

UNIT

5

# TIMES OF CHALLENGE AND PROMISE

## 1914–2005

**18** Into the Twentieth Century:  
*World War I/Roaring Twenties*



**19** The Rise of Big Government:  
*Great Depression/FDR's New Deal*



**20** A World at War:  
*World War II/Korean War/Cold War*



**21** Time for Freedom and Responsibility:  
*America in the '50s/Kennedy Years*



**22** Troubled Times for America:  
*Vietnam War/'60s and '70s*



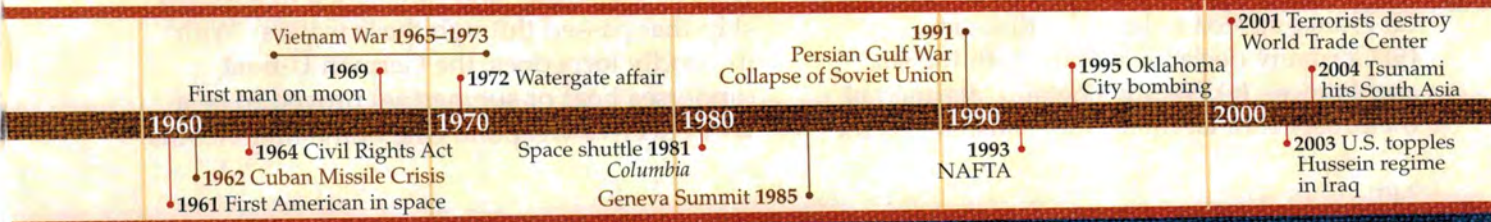
**23** Which Way, America?  
*Reagan Era and the '90s*



**24** A New Millennium:  
*Hope for the Future*



See Overview Time Line on pp. 476–479.



# Into the Twentieth Century 1914–1928

## World War I (1914–1918)

### Roaring Twenties



#### HIGHLIGHTS



- World War I
- Billy Sunday and Prohibition
- Roaring Twenties
- Evolution: Scopes trial
- Presidents Harding and Coolidge
- Charles Lindbergh

In the early 1900s, while America continued to enjoy the fruits of spiritual revival, the spiritual condition in Europe was alarming. The ideas of Darwinian *evolution* and Marxist *socialism* had become popular in Europe, and the cold, formal state churches of Europe offered little resistance. Evolutionists presented man as an animal, failing to recognize the sanctity of human life. Socialists and Communists reinforced evolution by promoting atheism and violent revolutions as in Russia (1917) to guarantee the “survival of the fittest.”

### World War I (1914–1918)

In 1914, spiritually bankrupt Europe found an excuse for war when, in the tiny country of Bosnia, a young Serbian terrorist shot and killed the heir to the throne of Austria-Hungary, **Archduke Ferdinand**, and his wife. In response, (1) Austria-Hungary declared war on Serbia. (2) Russia agreed to help Serbia. (3) Germany agreed to help Austria-Hungary. (4) France agreed to help the Russians. (5) Germany declared war on both Russia and France. (6) Finally, England, alarmed at the prospect of German troops just across the

English Channel, declared war on Germany. Soon all of the major powers of Europe and their worldwide colonies were at war. **World War I (1914–1918)**, the first war to be fought on a global scale, had begun.

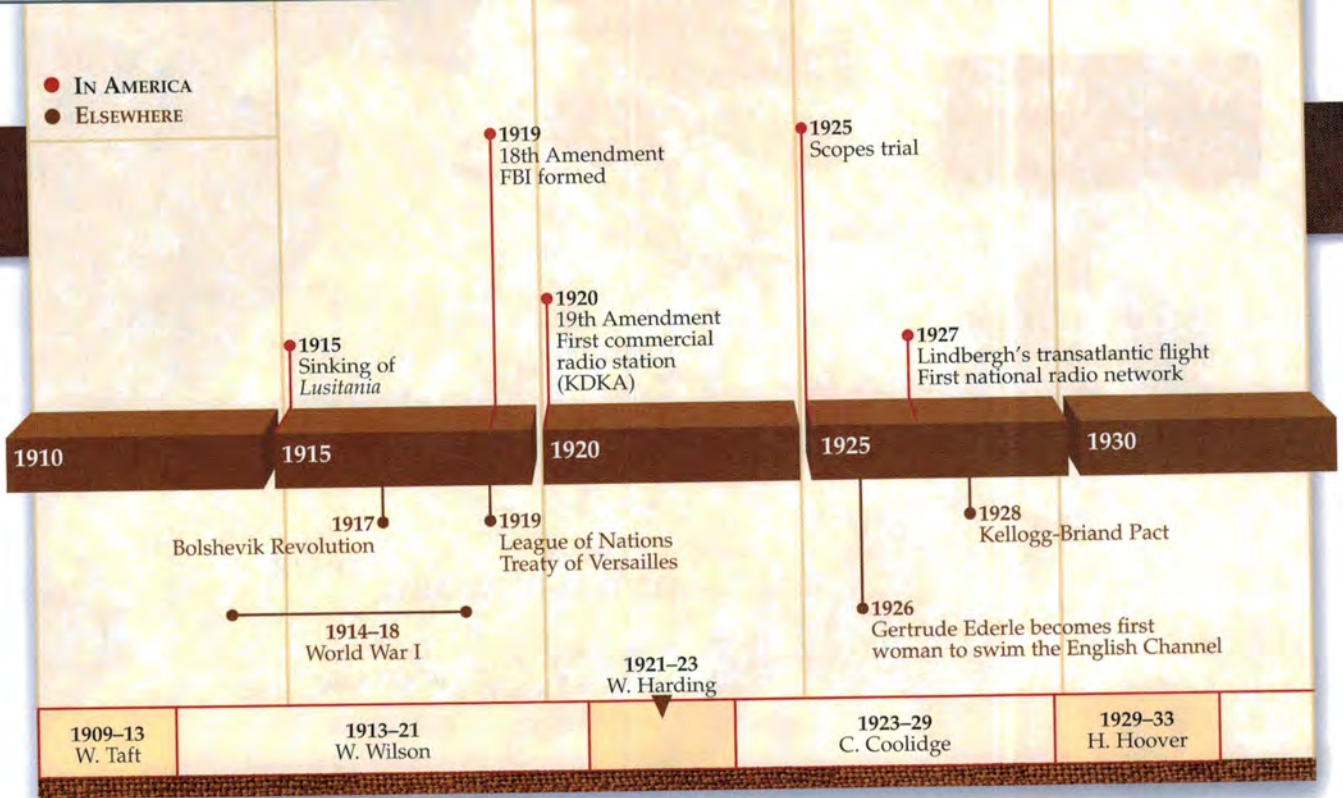
#### Steps toward War

Hoping to avoid involvement in the conflict, the United States declared her *neutrality*, claiming the right to trade with both the **Allied Powers** (including Great Britain and France) and the **Central Powers** (those countries sided with Germany). However, as the war progressed, it became increasingly difficult to maintain neutrality at sea.

**British blockade.** At the start of the war, Great Britain sent her navy to blockade Germany’s ports and proclaimed the North Sea a military zone. All neutral ships headed for Germany were to dock at Allied ports to be searched for contraband of war (ammunition and weapons). Soon Britain expanded the contraband list to include nearly all products normally shipped to Germany, including food. The United States protested that this violated her rights as a neutral nation, but Germany soon proved to be a greater threat.

**Submarines.** To get around the British blockade, Germany resorted to submarine warfare. In February 1915, the Germans declared all waters surrounding the British Isles to be a “war zone” and threatened to sink any ship that passed through these waters. With its deadly torpedoes, the German **U-boat** (undersea boat or submarine) proved to be a very effective weapon. One of the first victims





of submarine warfare was the British luxury liner *Lusitania*. Before the *Lusitania* sailed from New York, the German embassy in the United States warned people not to board the ship, claiming that it carried war supplies for the British army. But the *Lusitania* embarked with passengers and crew despite their warning, and on May 7, 1915, the vessel sank off the coast of Ireland after being hit by two torpe-

does from a German submarine. Some 1,198 passengers, including 128 Americans, lost their lives in the sinking of the *Lusitania*. This incident angered the American people, turning many against the Central Powers.

**The election of 1916.** In the election of 1916, President Wilson won a second term in office with the slogan, "He kept us out of war." Wilson defeated the Republican candidate,



News of the *Lusitania*, May 8, 1915



Supreme Court Justice Charles Evans Hughes, in one of the closest Presidential elections in American history.

**Unrestricted submarine warfare.** Shortly after the election, President Wilson offered to settle the war in Europe by arbitration. Realizing that the United States may be called upon to join the war effort, he also approved the buildup of American military forces. In a speech before Congress in January 1917, he called for the Europeans to lay down their arms and seek a “peace without victory.” The President’s speech went unheeded, however, for the Germans soon adopted a policy of *unrestricted submarine warfare*. After February 1, 1917, German submarines would sink,

without warning, all ships in the designated war zone around Great Britain. Germany hoped to win the war by cutting off British supplies and defeating the Allies before the United States had time to mobilize (prepare for war) and join the Allied forces. On February 3, 1917, the United States broke off diplomatic relations with Germany.

### World War I (1914–1918)

<i>Central Powers</i>	<i>Allied Powers</i>	
Austria-Hungary	Belgium	Italy
Bulgaria	British Empire	Russia
<b>Germany</b>	Canada	<b>United States</b>
Ottoman Empire	France	and others

**The Zimmermann note.** Meanwhile, British agents intercepted a message to the government of Mexico from the German foreign secretary, Arthur Zimmermann. This letter, called the **Zimmermann note**, *promised Mexico land from the states of New Mexico, Texas, and Arizona in return for helping the Germans in the war.* The British released this message to America, and on March 1, 1917, the Zimmermann note appeared in newspapers across the country.

**America goes to war.** Later in March, German submarines sank four unarmed American merchant ships, killing 36 Americans. By this time, the German **Kaiser** (ruler) and his civilian government had lost control in Germany, and the nation had become a military dictatorship. President Wilson asked Congress to declare war on Germany, and **America officially entered World War I on April 6, 1917.**

### The Home Front

**The draft.** One of the first tasks the nation faced was to raise an army large enough to help the Allies defeat the Central Powers. About six weeks after declaring war, Congress passed a **Selective Service Act** requiring all men from 21 to 30 to register with local draft boards. (The age limits were later extended to include all men from 18 to 45.) Some 24 million men were eventually registered for the draft. New army recruits were sent to special training camps, while the Student Army Training Corps trained army officers in the colleges. *For the first time, women were admitted to America's armed forces.* Within a few months, the U.S. Army increased from about 200,000 men to over 4 million.

**Industry backs the war effort.** While the army trained recruits at camps across the country, American factories switched to war-time production. To coordinate their efforts, the national government established a **War Industries Board** in 1917 to regulate prices and industrial production. American workers played an important role in the war effort. About a million women, many of them housewives, joined the industrial labor force to help fill the gap left by men in the armed forces.

Many retired men also took their place in the production lines. Factories churned out war supplies, and farmers produced record crops to help feed the people of Britain and France.

During the war, the national government also took control of the nation's railroads and combined them into one large rail system. Many passenger trains were eliminated to clear the tracks for the hauling of war materials and troops. The government controlled the railroads for about two years. After the war, the railroads were returned to private management but with considerably more restrictions than before.

**Cooperation for victory.** The American people contributed to the war effort in a variety of ways. In October 1917, Congress instituted a *new tax program* to help finance the war, increasing income taxes and levying special taxes on business profits, inheritances, and certain luxury items. Many people also contributed voluntarily by purchasing "*Liberty Loans*" (war bonds) from the government and by giving generously to private organizations. In addition to giving financially, most Americans conserved food and fuel for the war effort. By August 1917, the government had established a Fuel Administration to ration coal and gas. *Rationing* means to restrict the consumption or use of an item.

**Preserving national security.** Some people in the United States opposed the war in Europe. In June 1917, Congress adopted the **Espionage Act**, which provided stiff penalties for anyone who supplied information to the enemy, interfered with recruiting, or encouraged insubordination in the armed forces. (*Espionage* is a term for spying or interfering with a nation's security.) The act was later amended to provide punishment for other unpatriotic activities. Few Americans opposed their nation's involvement in World War I, however; most gave their full support to the cause of victory.

### American Forces Enter the War

**Western Front.** By the time the United States entered the war in 1917, the Allied position in western Europe looked grim. Ger-

many occupied Belgium and much of northern France, and the **Western Front** stretched for 600 miles from the English Channel to the Swiss border. On both sides of the front, soldiers took cover in deep *trenches*. Now and then, a squad would leave their trenches and run across the open ground to attack enemy fortifications, braving heavy gunfire and shelling. Several **new weapons** had been introduced to the battlefield since 1914, including *poison gas*, *machine guns*, *flame throwers*, *hand grenades*, and *tanks*; thus, **trench warfare** claimed many lives.

**Convoys.** As soon as the United States declared war, the U.S. Navy mobilized for war. Soon naval *destroyers* were protecting great **convoys** of merchant ships carrying men and supplies across the North Atlantic. The American fleet also laid a great **mine field** in the North Sea to limit the activity of German submarines.

**The American Expeditionary Force.**

In June 1917, **General John Pershing** (1860–1948), commander of the American Expeditionary Force (AEF), arrived in Paris. American troops began to arrive in France shortly thereafter. By the summer of 1918, they would be arriving at the rate of 300,000 a month. The popular American songwriter George M. Cohan wrote a rousing tune assuring the Allies that “The Yanks are comin’ over there!” By the end of the war, nearly 2 million American troops, including nearly 350,000 black Americans, would be serving in Europe. American *infantrymen*, or foot soldiers, were often called **doughboys**. The origin of this nickname remains a mystery, but it may have something to do with the biscuit-shaped buttons worn by the infantrymen during the Civil War.

**Air warfare** made its debut during World War I, and the American military quickly began to develop an air force. At first, airplanes were used mainly for scouting purposes. In the earliest air combat encounters, pilots fought with pistols or rifles. Later, planes were used to drop bombs and were equipped with machine guns. Many daring pilots called “**aces**” flew on both sides. The most famous American ace, “**Eddie**”

**Rickenbacker** (1890–1973), shot down over 20 enemy planes and several balloons.

**Revolution in Russia.** Since the outbreak of the war, the Russians had suffered over a million casualties in an effort to hold the **Eastern Front** against the Central Powers. By 1917, economic collapse and political turmoil plagued the nation. In March, Russian peasants, soldiers, and workers revolted, deposed the **czar** (ruler), and set up a Provisional Government. But the unrest grew as the war continued to rage on the Eastern Front. In November 1917, revolution once again rocked the nation when the **Bolsheviks**, a group of Communist radicals led by **Vladimir** (Nikolai) **Lenin** (1870–1924), overthrew the Provisional Government and established a Communist dictatorship eventually called the Soviet Union. Lenin pulled Russia out of the war and signed an armistice (cease-fire) with Germany. With the *Treaty of Brest-Litovsk* (March 1918), Russia and Germany entered into a peace treaty, allowing the German army to concentrate all of its strength on the Western Front.

**Paris is threatened.** Hoping to win the war before the Allies could be reinforced by fresh American troops, the Germans launched a major offensive to capture Paris in March 1918. For weeks, the German army fought French and British forces along the Western Front. With one of their famous long range guns, **Big Bertha**, the Germans bombarded Paris from 75 miles away. Steadily they drove the Allies back, conquering territory and taking prisoners, until they had come within 40 miles of Paris.

**Important battles.** By May 1918, however, American reinforcements were on their way to the front. On May 28, American troops stormed the fortified position of **Cantigny** [kän'tē'nyē']. In June, they joined the French north of the **Marne** River and helped to drive the Germans from **Belleau** [bē·lō'] **Wood**. In mid-July, American forces helped to stop a German advance at Chateau-Thierry [shā'tō'tyē' rē'] on the Marne. On July 18, the Allies launched their counteroffensive, a move to push the German lines back. The Americans captured the strong

German fortification at **St. Mihiel** [sǎn/mē/yěh'] in September and pushed on through the heavily fortified **Argonne** [ár/gôn'] **Forest** to capture the German railroad center at Sedan. Over a million Americans took part in the Argonne campaign; more than 100,000 were killed or wounded. In 47 days of fierce fighting, American forces advanced 23 miles. The Americans would continue to advance until the Germans signed an **armistice**, or cease-fire.

### CHECK UP

1. Whose assassination sparked the beginning of World War I? Name the opposing sides.
2. What country practiced unrestricted submarine warfare? What ocean liner was sunk, angering many Americans?
3. What did the Zimmermann note promise to Mexico?
4. What was the Selective Service Act?
5. Name some of the new weapons developed in World War I. How did they affect trench warfare?
6. What nickname was given to American infantrymen under General Pershing's command?
7. Name the most famous American "ace."
8. Who led the Bolsheviks in the Communist revolution of 1917? What treaty made peace between Germany and Russia?
9. List some of the important battles American soldiers fought.

**Identify:** 1914, U-boat, Kaiser, 1917, War Industries Board, Espionage Act, Western Front, John Pershing, aces, czar, Big Bertha

### The Great War Ends (Nov. 11, 1918)

**Wilson's Fourteen Points.** Earlier in 1918, President Wilson had presented a list of war aims to the American people. In a speech to Congress on January 8, he listed **Fourteen Points** for world peace. The first 5 points proposed a new program of international relations; points 6 through 13 dealt with the political and territorial future of Russia and eastern Europe. The 14th point, which President Wilson believed to be the most important of all,

called for a "general association," or league, of nations to guarantee world peace.

**Germany surrenders.** By November 1918, the Central Powers had begun to collapse. Crippled by mutiny and revolution and overwhelmed by the Allied advance, Germany appealed to President Wilson for an armistice based upon his Fourteen Points. Thus on November 11, **1918**, the Germans signed an armistice, to go into effect at 11:00 that morning—the 11th hour of the 11th day of the 11th month. In the early morning hours of Armistice Day (now called **Veterans Day**), whistles and sirens sounded and church bells pealed throughout Europe and the United States in celebration of the end of World War I. President Wilson wrote,

*New York City celebrates the armistice.*





A war hero in the Parade of the 369th Infantry

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Everything for which America fought has been accomplished. It will now be our fortunate duty to assist by example, by sober, friendly counsel, and by material aid, in the establishment of just democracy throughout the world.

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World War I brought the greatest destruction, both in property and people, that the world had ever seen. The United States lost about 53,000 men in combat, and other nations lost thousands more, including many civilians. A total of 5 million people were killed, and 21 million were wounded. With much of Europe in ruins, America began to ship food and medical supplies to those nations. American food relief shipments kept millions of Europeans, including Germans, from starving following the devastation of World War I.

**The Conference of Versailles.** On January 18, 1919, a peace conference convened at Versailles Palace outside Paris. The signing of a peace treaty seemed urgent. Much of Europe lay in ruins, and many parts of the continent were in political upheaval. Communism had taken control in Russia and threatened to spread revolution to other parts of the world.

The **Conference of Versailles** made little progress, however, for although it was supposed to achieve a “peace between equals,” no representatives from the defeated Central Powers were invited to attend. After two slow months, the leadership of the conference fell to four influential men. The “**Big Four**” included President Wilson, Prime Minister David Lloyd George of England, Premier Georges Clemenceau [klā’ mān’ sō’] of France, and Prime Minister Vittorio Orlando of Italy.

President Wilson believed that his Fourteen Points were the key to world peace, particularly the last point, which called for a **League of Nations**. At Wilson’s insistence, the delegates at Versailles appointed a commission to draw up a covenant, or charter, for an international body. By mid-February 1919, the Peace Conference had approved the Covenant of the League of Nations.

In its final form, the **Treaty of Versailles** was a series of compromises—Wilson’s Fourteen Points influenced the terms of the treaty, but his ideal of peace among equals was not obtained. The treaty did contain the Covenant of the League of Nations, as well as the following provisions:

- (1) **German territorial losses.** Germany would be forced to surrender all colonies and overseas possessions as well as territory on her northern, eastern, and western borders. France would receive the rich industrial district of Alsace-Lorraine on the French-German border.
- (2) **Demilitarization of Germany.** Germany would be stripped of her military might. The German army was reduced to 100,000 men, the draft was prohibited, and the German navy and merchant marine were severely limited in size.
- (3) **Reparation and admission of guilt.** The “war guilt” clause forced the Germans to admit full responsibility for causing the war. On that basis, Germany was expected to pay heavy **reparations**, or payments for the cost of the war. A special committee later decided that total reparations should be about \$33 billion.

## GREAT AMERICANS

**Sergeant York: WWI Hero**

One of the best-known American heroes of World War I was **Alvin York** (1887–1964), a tall, red-haired mountain boy from eastern Tennessee. When York received his draft notice, he wanted to serve his country, but, as a new Christian, he hesitated to join the army because the violence of war troubled him. After spending two days in prayer on a mountain near his home, however, York told his family, “I’m going” and enlisted in the army. With years of experience hunting turkeys and other wild game, York soon proved to be an excellent marksman on the battlefield.

By October 1918, Alvin York was fighting for the Allies in the Argonne Forest. Approaching a nest of German machine gunners, York climbed a nearby hill and took aim with his rifle. In an incredible display of marksmanship, he killed 17 Germans with 17 shots. When York had emptied his rifle, seven Germans charged him with bayonets. Taking out his pistol, he shot them one by one.

After he had killed more than 20 Germans, York managed to capture the



German officer, who understood English. With his gun in the officer’s back, York convinced him to command the rest of the German forces to surrender. As Corporal York and seven fellow American soldiers marched back to the American front, they continued to collect enemy soldiers. All together, they captured 132 Germans, forcing them to carry 35 German machine guns and the American wounded.

Corporal York became Sergeant York, the title by which he would be remembered as the *greatest hero of World War I*. The French commander gave him France’s highest military honor, and he also received the Congressional Medal of Honor.

When German officials received the final terms of the Treaty of Versailles, they protested that it did not reflect Wilson’s Fourteen Points, which Germany had accepted in signing the armistice. However, they had little choice but to accept the treaty. The Germans were especially humiliated by the “war guilt” clause. *The resentment and economic hardship that resulted in Germany because of the Treaty of Versailles helped to sow the seeds for another world war.*

**America Rejects the League of Nations**

Ironically for President Wilson, the United States was the only important nation *not to join*

the League of Nations. Many senators opposed the League because they feared it would surrender American independence and drag us into future world conflicts. When it became obvious that the Senate would not accept the Treaty of Versailles with the League covenant attached, President Wilson decided to appeal to the American people by means of a speaking tour. However, he soon discovered that most Americans agreed with the Senate. They did not want to be involved in entangling alliances with the nations of Europe.

The strain of the war, the peace conference, and his speaking tour had taken its toll

on President Wilson, and on September 25, 1919, he collapsed while speaking in Pueblo, Colorado. A special train rushed the President back to Washington, D.C., where he spent many months recovering, unable to carry out his responsibilities. Woodrow Wilson never regained his health, and finally died in 1924, a few years after leaving office.

America officially ended its hostilities toward Germany by a joint Congressional resolution in 1921, but the United States never ratified the Treaty of Versailles or joined the League of Nations.

### The Communist Threat

**Communists in America.** The 1917 Bolshevik Revolution in Russia started a worldwide Communist movement. In March 1919, the leaders of international Communism met in Moscow to form the **Third International**, a terrorist organization dedicated to worldwide revolution. A small group *organized a Communist party in America in 1919.* Socialist and Communist sympathizers in America supported Moscow's program for the overthrow of capitalism by revolution. Communist organizers were a guiding force behind many labor strikes in the United States in 1919. William Z. Foster, a key figure in the early American Communist movement, planned and led a violent steelworkers' strike. Many labor union members were influenced by Communist propaganda.

**The Red Scare.** Immediately following World War I, as the troops returned from Europe's battle scenes, social unrest began to surface in America. President Wilson's Attorney General, A. Mitchell Palmer, warned of a Communist plot to mail bombs to a number of prominent Americans. In June 1919, bombs exploded within minutes of one another in eight American cities. One of these bombs destroyed the front porch of the Attorney General's home in Washington, D.C. Another bomb damaged the Wall Street offices of banker J. P. Morgan. The fear of a plot of revolution gripped many Americans, though. Scoffers

called the panic the "Red Scare." People often referred to Communists as "**Reds.**"

**The FBI fights Communism.** In August 1919, Attorney General Palmer ordered the Department of Justice to gather information about terrorists, or **radicals**, who wanted to overthrow the American government. Palmer established the General Intelligence Division, later known as the Federal Bureau of Investigation (**FBI**). **J. Edgar Hoover** (1895–1972) took charge of the investigations into Communist activities. Hoover and Palmer organized anti-Communist raids in the winter of 1919–1920. Government officers, assisted by local authorities, raided Communist headquarters in 33 cities and sent 500 people back to their homelands. Some socialists who opposed violence were also arrested and later released. The Communist menace was a real *threat to the nation.* Terrorists sponsored by Moscow were at work to overthrow American institutions and establish dictatorial rule.

#### CHECK UP

1. When did Germany surrender? What is Armistice Day known as today?
2. Who were the "Big Four"?
3. What was Wilson's last point of the Fourteen Points?
4. What were the three main provisions of the Treaty of Versailles?
5. Why did America reject the League of Nations?
6. Who were the "Reds"? What was the Red Scare?

**Identify:** Fourteen Points, reparations, Sergeant York, Third International, radicals, J. Edgar Hoover

## The Roaring Twenties

### Advances in Industry

The decade after World War I, often called *The Roaring Twenties*, became an economic and cultural turning point for the United States.

**Mass production.** By the 1920s, American factories were the most productive in the world, churning out high quality goods at low



cost to the consumer. This productivity was due mainly to the development of the **assembly line** and mass production, which began with *Ford Motor Company* in 1913. With the assembly line, the production time for a single **Model T** went from 14 hours to only 93 minutes. By 1925, Ford was producing a new Model T every 10 seconds.

**An affordable car.** Time saved in production meant money saved for consumers. The ability of the average person to own an automobile was perhaps the greatest single material change in the 1920s. The "Tin Lizzie," the name given to Ford's Model T, sold for \$850 in 1908. By 1916, the price had dropped to \$360; and by 1924, a Model T cost only \$260. Between 1908 and 1927, Ford sold over 15 million Model Ts, making Ford Motor Company the world's largest manufacturer of cars.

**Higher wages.** Ford not only produced a less expensive car, but he also raised the hourly wages of his workers. In 1914, Ford paid his workers \$5 a day (an excellent wage for that time). By 1926, he paid his workers \$10 a day. The American system of free enterprise (capitalism) not only encouraged the production of modern conveniences but made it possible for more people to afford them.

**Decline of labor unions.** In addition to increasing wages, many companies in the 1920s started offering their workers benefit packages,

including health care, paid vacations, and recreation facilities. As a result, labor unions lost members.

**Competition.** Competition played a major role in the success of industry in the 1920s. For years, Ford offered the Model T in only one color—*black*. By offering a wide choice of colors and models, General Motors was able to compete with Ford, giving the consumer lower prices and more variety to choose from.

### The Auto Transforms American Life

The *auto*, as it was called in the 1920s, certainly changed life in the American family as many took to the road. The auto put an end to the isolation of farms and small towns. Before the auto, most people never traveled more than 50 miles from their birthplace. As better roads were built, autos took people across the country to see new places and visit friends or relatives in distant places. No other invention has had such a great impact on the average citizen.

Regional distinctions began to blur as people drove from North to South or visited the mountainous West. In the 1920s, thousands visited sunny California. Many decided to sell their homes in the East and move permanently to the West Coast, especially southern California. Not since the days of the Oregon Trail had so many people pulled up stakes and



*A busy street  
in the 1920s*



*Electric vacuum cleaners made housework easier in the 1920s.*

moved West. People also began to move to Florida, where automobile travel was contributing to the development of new real estate.

### New Goods and Services

As *electricity* became available throughout the nation, many new appliances became commonplace in the home, including wringer-type *washing machines*, *electric sewing machines*, *toasters*, and *refrigerators*. Before the introduction of the electric refrigerator, people used *iceboxes* to keep food and beverages cold. Every few days an *ice man* went from door to door delivering large blocks of ice.

**Advertising and credit.** Advertising became big business in the 1920s. Magazines, newspapers, billboards, and radio created a \$3 billion advertising industry. With the influence of advertising, consumers bought more goods than ever before. To boost the demand for new products even further, store owners offered **installment plans** through which people paid part of the price at the time of purchase and extended the rest over several years in small monthly installments (payments). During the 1920s, Americans used **consumer**

## UNDERSTANDING HISTORY

### The “Roar” of the Twenties

How did the Twenties “Roar”? They roared with big band music, crowds at ball games, with millions of trucks and cars, and with countless machines in homes and factories. The Twenties also “roared” economically with a booming stock market and thriving industries.

*The mass production of the automobile created at least 4 million jobs.* Many worked in the auto factories, and many more worked in factories that produced the steel, rubber, glass, fabric, and paint used to make the cars. Still others paved roads and built bridges for the cars to travel on.

Throughout the land, new businesses sprang up to service the traveling public. Gas stations, the first motels—called “tourist cabins” in the 1920s—roadside restaurants, camping areas, and resorts now dotted the American landscape.

**credit** to purchase half of all household goods and 60 percent of all cars.

### Entertainment

**Radio.** In 1920, KDKA radio in Pittsburgh broadcast the Presidential election results, becoming the *first commercial broadcasting station* in the United States. Soon, hundreds of local radio stations were operating in every section of the country. The National Broadcasting Company (NBC) became the *first national radio network* in 1927. By 1929, there were radio sets in half the homes in the United States. Families gathered in the evening to hear a live broadcast of the New York Philharmonic orchestra or listen to a drama.

**Fads and fashions.** Family life was strong and people worked hard throughout the 1920s,

but those who had wealth and free time pursued fads and fashion. Dancing, jazz music, and gambling became popular with many. Although most states banned horse races and casinos (gambling houses), organized crime made big profits on gambling and illegal alcohol sales in major cities. Though Prohibition made liquor sales illegal, *speakeasy* clubs secretly and quietly sold alcoholic beverages. Many churches taught their congregations to avoid such practices, but movies often glamorized these illegal activities as the fashionable and “modern” thing to do. Divorce also became more common during this era.

**New York City.** The theater district in **New York City**, known as **Broadway**, became a major center of world culture. By the 1920s, New York City became the world center for (1) banking, (2) the arts, and (3) international trade.

**Hollywood.** While New York remained the center of American culture for several decades, a giant film industry began to emerge in Hollywood, California. The ease of transportation by train or car, combined with the mild climate and spectacular scenery made that area popular with movie producers. Soon many people in cities and towns began to attend *motion picture* theaters with silent, black and white movies. The first talking picture came in 1927. *The United States became the first country in the world to make these inventions available to*

*Many families gathered around the radio in the evening for favorite broadcasts.*



*the average citizen.* Millions of people in foreign lands received their impressions of America from the motion pictures.

### Golden Age of Sports

Increased productivity and prosperity meant more leisure time, and this contributed to the growth of major league sports. The “superstar” of the period was George Herman “**Babe**” **Ruth**, baseball’s first great home-run hitter. Golfing, tennis, swimming, and boxing grew popular, and college football became a major spectator sport. Radio made it possible for millions of sports fans to follow the action of their favorite athletes. The Illinois quarterback **Red Grange** ruled the gridiron, while **Bill Tilden** and **Helen Wills** excelled in tennis competition. **Bobby Jones** was the king of the golf links, and everyone talked about **Gertrude Ederle**, who in 1926 became the first woman to swim the English Channel. Her time (14 hours, 31 minutes) broke the existing men’s record.

### American Literature

**The “Lost Generation.”** During the early 20th century, a group of American writers known as the *Lost Generation* rejected the traditional, biblical morality of American culture. Young writers like **Ernest Hemingway** and **F. Scott Fitzgerald** represented a generation that wanted to escape the “narrow confines” of traditional values and copy the loose morality of Paris. A “sophisticated” Parisian way of life began to influence the artistic communities in New York, Chicago, Hollywood, and San Francisco. While critics trumpeted the writings of the Lost Generation, most Americans rejected the literature as too immoral or depressing.

**The people’s poets.** Among the more traditional writers were the poets **James Whitcomb Riley**, **James Weldon Johnson**, **Carl Sandburg**, and **Robert Frost**. Besides poetry, Carl Sandburg wrote a monumental biography of Abraham Lincoln. **James Weldon Johnson**, a black American who drew on the rich heritage of the Negro spiritual, captured its rhythm and power

in *God's Trombones*, a collection of poetic sermons. Robert Frost, considered by many to be the *most outstanding poet of the 20th century*, described family life on the farms of New England. By far the *most popular poet in the late 19th century and well into the 20th* was James Whitcomb Riley.

### Social Unrest

**Ku Klux Klan.** During the 1920s, the Ku Klux Klan movement spread throughout the South, Midwest, and Far West. By 1923, it boasted a membership of 5 million. Whenever Klansmen felt the law was slack or slow, they took the law into their own hands, denying the due process of our legal systems. The Klan's use of threats and violence against whites and blacks began to disturb many Americans. After 1924, Klan membership rapidly declined. By 1930, the Klan had only about 9,000 members.

**NAACP.** In the early part of the 20th century, some black Americans had begun to follow the teachings of socialist **W. E. B. Du Bois**, a Harvard graduate. Du Bois sharply opposed Booker T. Washington's beliefs and encouraged blacks to actively oppose discrimination. In 1909, he helped found the *National Association for the Advancement of Colored People* (NAACP).

During and after World War I, black people went north to get jobs in the cities. Henry Ford hired many blacks to work in his factories. Racial prejudice arose when blacks competed with whites for jobs. In 1919, a serious race riot broke out in Chicago. The activities of the Ku Klux Klan further increased tensions during the first part of the 1920s. Acts of violence against blacks strengthened the NAACP.

In city neighborhoods such as **Harlem** in New York City, blacks ran for political office; writers and artists started a movement known as the **Harlem Renaissance**, which produced works promoting racial and ethnic pride. In his later years, W. E. B. Du Bois became impatient with the slow progress of the civil rights movement. He joined the Communist Party and moved to Ghana, Africa.

**Organized crime.** During the 1920s (Prohibition years), organized gangs of *professional*

*criminals* became wealthy by dealing in illegal liquor, gambling, and other vices. The profit of the underworld was estimated to be more than \$12 billion a year by 1930. The most notorious "gangster" was "Scarface" **Al Capone**, named by the FBI as "Public Enemy Number One." He rode the streets of Chicago in an armored car with bulletproof windows. The attempt of one gang to "muscle in" on another's "racket" or "turf" resulted in bloody gang wars. On February 14, 1929, the nation was shocked when members of Al Capone's gang gunned down six members of a rival gang in downtown Chicago. Newspapers dubbed the incident the "*St. Valentine's Day Massacre*." By the mid-1930s, FBI director J. Edgar Hoover had successfully apprehended many of the big-time criminals, but Capone remained free until 1931, when he went to prison for failing to pay his income taxes.

### CHECK UP

1. How did the assembly line benefit industries? What company began the mass production of automobiles?
2. What was the greatest single material change in the 1920s?
3. Why did labor unions decline in the 1920s?
4. What changes did electricity bring to the home?
5. Name the first commercial broadcasting station. When did it begin operating? Name the first national radio network. When did it begin operating?
6. What three things centered in New York City? What industry centered in Hollywood?
7. Name several sports heroes of the 1920s. What sports were popular?
8. Name some of the traditional writers and poets of the time. Who was the most popular poet?
9. What organization did W. E. B. Du Bois help found?
10. What was the Harlem Renaissance?

**Identify:** assembly line, Model T, installment plans, consumer credit, Broadway, Lost Generation, Ku Klux Klan, Al Capone

## Revival Continues in America

America continued to enjoy the fruits of spiritual revival that were strong at the turn of the century. Evangelists held revivals and spoke at camp meetings and Bible conferences throughout the land. Many churches, particularly in towns and rural areas, held revival meetings each spring and fall for several weeks. Many of the lost were saved, and believers were stirred to holier living.

### Modernism: Religious Liberalism

Gradually, a *theological debate* arose, especially in the northern denominations, as seminaries began to embrace *German liberal theology*, called **Modernism**. Those opposed to Modernism became known as Fundamentalists.

Modernism came to America through ministers who studied at liberal German universities, where Darwin's theory of evolution was often combined with a sympathy toward Marxist socialism. Soon, Modernist teachings had infected many seminaries and church denominations, denying biblical truths and teaching that man was only an animal—the highest product of the evolutionary process. Modernist preachers believed the Bible to be a collection of ancient myths or fairy tales. The Modernists argued that (1) the Bible is full of errors and unreliable, (2) man is basically good, (3) Jesus is not God, and (4) there is no heaven nor hell.

**Defenders of the faith.** The noted scholar, **J. Gresham Machen** (1881–1937), effectively challenged the compromise of religious liberals (**Modernists**) and wrote against the errors of Modernism. His books are still popular among Christians today. **R. A. Torrey**, D. L. Moody's successor, and many others, preached against the errors of Modernism. Many Bible-believing churches left denominations that embraced Modernism; those who rejected Modernism became known as "fundamentalists" because they held to the fundamental doctrines of biblical Christianity which the Modernists denied. Some of these churches formed their own

associations, such as the Bible Presbyterian, Orthodox Presbyterian, General Association of Regular Baptist Churches (GARBC), and the Independent Fundamental Churches of America. A great struggle took place between fundamentalists and Modernists in many of the northern denominations. The fundamental churches that came out of the Modernist denominations grew and prospered, while the Modernist denominations eventually shrank in size and combined with other liberal denominations.

### Billy Sunday: The Baseball Evangelist

By far the best-known evangelist from 1900 to 1935 was **Billy Sunday** (1863–1935), the baseball-player-turned-evangelist. Billy's father had died in the Civil War a month before Billy was born. For two years, he and his brother lived in orphanages. Despite hardships, Billy developed a strong, agile body and rose to success as a baseball star, eventually landing in the major leagues as a player for the Chicago White Stockings (later called the White Sox).

One Sunday afternoon in the fall of 1887, Billy sat on a curb in downtown Chicago. He and five other baseball players had visited local saloons and, as Billy recalled later, were "pretty tanked up." As he listened to music and testimonies of workers from the **Pacific Garden Rescue Mission**, tears rolled down his cheeks. A young man in the group asked him if he would like to come down to the mission and hear drunkards testify of their new life in Christ. Billy recalled, "I arose and said to the boys, 'I'm through, I am going to Jesus Christ.'"



Billy  
Sunday

Billy made no secret of his new life; every major paper in the country reported that Billy Sunday had become a Christian. He refused to play ball on Sundays, but he was such a good player that the owner of the Chicago White Stockings was happy to have him the other six days of the week. Billy used his spare time to witness to young people at the YMCA.

By 1896, Billy Sunday was a full-time evangelist. He became the most exciting, effective, and popular evangelist of the early 20th century. In a ministry that lasted until 1935, Billy Sunday preached to an estimated *100 million people*. Several hundred thousand people were won to Christ during his revivals.

When the Billy Sunday evangelistic team came to a city, local churches recruited volunteers to build a temporary wooden “**tabernacle**” to hold the crowds. Sawdust and wood shavings were spread over the dirt floor. When a person walked the aisle, people called it “*hitting the sawdust trail.*”

## Prohibition

**The 18th Amendment.** Having seen lives ruined and homes destroyed by alcohol, Billy Sunday preached strongly about the evils of liquor. Wherever he preached, bars closed for lack of customers.

Billy Sunday was perhaps more responsible than any other person for the adoption of the **18th Amendment** to the Constitution in 1919, prohibiting the sale of alcoholic beverages. *Prohibition* resulted in healthier babies, fewer broken homes, and a decrease in the number of diseases and deaths caused by alcoholism. Despite the rise of organized crime to supply illegal liquor, the consumption of alcohol decreased substantially. More personal savings and greater worker efficiency on the job led to more prosperity for millions of people. One evidence of this was that new home sales reached record levels in the 1920s.

**The 19th Amendment.** Women played a major role in the prohibition movement. The **Woman’s Christian Temperance Union** (WCTU) became a political power as it cam-

paigned for sobriety and decency. The political activities of women led to the passage of the **19th Amendment** (women’s suffrage) to the Constitution in 1920. Women voted for the first time in the Presidential election of that year.

## Evolution: Scopes Trial

Until the 1920s, most churches believed the fundamental truths of the Bible. In **1925**, the town of **Dayton, Tennessee**, drew national interest when an organization called the *American Civil Liberties Union* (ACLU) drafted John Scopes, a substitute teacher, to be tried in court for allegedly teaching the theory of evolution in the classroom. Because the Tennessee state legislature had banned the teaching of evolution in the public schools, they decided that to be fair it should be illegal to teach the biblical doctrine of Creation as well.

Newspaper reporters and radio announcers from far and wide descended on Dayton for the *Scopes*, or “*monkey,*” trial. The famous lawyer and statesman **William Jennings Bryan** brilliantly defended the Bible and won the case against evolution being taught in the schools.

Christian scholar **Harry Rimmer** (1890–1952), lectured for Creation and against evolution in American universities. He successfully held back the error of evolution from influencing the general population for several decades.

## Politics in the Twenties

### President Warren Harding (1921–1923)

The newly elected Republican President **Warren G. Harding** (1865–1923) had his Presidency immediately marred by a series of scandals—most notably the *Teapot Dome* scandal. In this affair, Secretary of the Interior Albert Fall personally profited by selling government oil leases, including the rich Teapot Dome oil field in Wyoming, to private companies. For this deed Fall eventually went to prison. Many blamed President Harding for this and other disloyal conduct on the part of his political appointees.

## PRESIDENTIAL PROFILE

**Warren G. Harding (1865–1923)**

**Years of Presidency:** 1921–1923

**Vice President:** Calvin Coolidge

**Political party:** Republican

**State of residence when elected:** Ohio

**Major events during Presidency:** Teapot Dome scandal; USSR (Union of Soviet Socialist Republics) formed



*29th President*

At the conclusion of a speaking tour of the western states and Alaska, President Harding mysteriously became ill and died on August 2, 1923, in San Francisco.

**Prosperity under Calvin Coolidge (1923–1929)**

When President Harding died, **Vice President Calvin Coolidge** was vacationing on his father's farm in Vermont. In these simple surroundings of his boyhood, Coolidge had learned the traditional ideals of honesty, hard work, frugality, and respect for family and the Bible. In his autobiography, Calvin Coolidge

wrote about the people of his boyhood in rural Vermont:

The neighborhood around The Notch was made up of people with exemplary habits. Their speech was clean and their lives were above reproach. They had no mortgages on their farms. If any debts were contracted, they were promptly paid. Credit was good and there was money in the bank.

The break of day saw them stirring. Their industry continued until twilight. . . . They cherished the teachings of the Bible and sought to live in accordance with its precepts.

## PRESIDENTIAL PROFILE

**Calvin Coolidge (1872–1933)**

**Years of Presidency:** 1923–1929

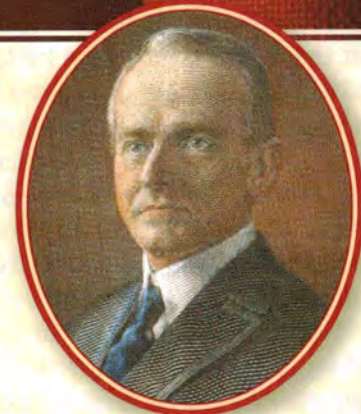
**Vice President:** none (1st term), Charles Gates Dawes (2nd term)

**Political party:** Republican

**State of residence when elected:** Massachusetts

**Remembered for his nickname,** "Silent Cal"

**Major events during Presidency:** Civil war in China; invention of liquid-fuel rocket (1926); Lindbergh's solo flight across the Atlantic (1927)



*30th President*

The conduct of the young people was modest and respectful. For most of the time during my boyhood regular Sunday school classes were held in the church which my Grandmother Coolidge superintended until in her advanced years she was superseded by my father. She was a constant reader of the Bible and a devoted member of the church, who daily sought for divine guidance in prayer.

I stayed with her at the farm much of the time and she had much to do with shaping the thought of my early years.

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News of President Harding's death came to the Coolidge farm early in the morning while Coolidge still slept. The Vice President dressed, prayed, and went downstairs to the simply furnished living room, where kerosene lamps glowed dimly. Several witnesses stood by as Colonel Coolidge, a justice of the peace, administered the oath of office to his son, Calvin. The Vice President repeated the last word of the oath and then, placing his hand on the open family Bible, added, "So help me God!" For the first time in our history, a father inaugurated his son as President of the United States.

**A history of public service.** Calvin Coolidge had already served in the Massachusetts House of Representatives and as governor of the state. As governor, he settled the Boston police strike in 1919 and let it be known that the citizens of Massachusetts would not tolerate threats to public safety. Coolidge warned labor unions that they were being used by **Communist radicals** to disrupt law and order in the city. His appeals to law, order, decency, and patriotism were heeded, and the police strike ended. The American public hailed Governor Coolidge's actions, and, in 1920, he became Warren Harding's running mate. **Calvin Coolidge**, the first Vice President in our history to sit in on cabinet meetings, knew what needed to be done when he became President.

**Efficient, limited, and honest government.** During the Coolidge administration (1923–1929), the economy prospered and the White House set high standards of honesty and

moral conduct. Taxes were lowered, government spending was reduced, and private business expanded without government regulations. Prohibition decreased the amount of drunkenness, careless accidents, and violence; as a result, productivity and consumer spending increased. Americans as a whole enjoyed a higher standard of living than ever. Business profits and wages rose, and contributions to private charities increased throughout the 1920s.

### Foreign Affairs under Harding and Coolidge

**Reducing navies.** President Harding had called the *Washington Conference* for Limitations of Armaments in 1921–1922, where Secretary of State Charles Evans Hughes proposed that the leading European nations, Japan, and China agree to build no new warships for the next 10 years. Some ships already in use were to be "scrapped," or put out of service. Great Britain, the United States, France, Italy, and Japan agreed to Hughes's plan.

**War debt.** After World War I, the Allied nations owed the United States some \$10 billion, which was to be repaid with interest. Because of Europe's financial hard times, the U.S. Congress agreed in the mid-1920s to *drastically reduce the amount to be repaid by the debtor nations*. President Coolidge warned this action would threaten the future economic security of the United States. Under the *Dawes Plan*, put together by the American financier *Charles Dawes*, the German war debt was renegotiated to include smaller payments to the Allies. In addition, the United States extended a large loan to Germany.

**Latin America.** President Coolidge faced several challenges in regard to Latin American affairs. A revolt in Nicaragua, dangerously close to the Panama Canal, put American lives and property at risk in 1927. President Coolidge sent over 5,000 marines to bring law and order to Nicaragua. New elections were held, but the side supported by the United States did not win. Even so, the United States withdrew the marines once order was restored in 1933.



## FAMOUS AMERICANS

## Charles Lindbergh: *The Lone Eagle*

For many Americans, the greatest single event of the decade occurred in May 1927, when **Charles Lindbergh** (1902–1974) made the first solo flight across the Atlantic Ocean to win \$25,000 for the **first nonstop transatlantic flight**. On a rainy morning in May 1927, the shy but confident pilot took off from Long Island, New York, in a small, single-engined plane called *The Spirit of St. Louis*. Lindbergh planned to cross the Atlantic alone, going the entire distance—New York to Paris—without touching down in Ireland or Great Britain. He estimated that the flight, if successful, would last over 36 hours.

In New York's Yankee Stadium, 40,000 rose to their feet and prayed for Lindbergh that evening. From Tokyo to Paris people were heard to say, "Any word on Lindbergh?" Many wondered if a man could make such a trip. The newspapers called him "*the Lone Eagle*."

Lindbergh later recalled that he became so tired as he fought to steer the plane through sleet and rough weather that he literally pried his eyes open to stay awake. He crossed Newfoundland and, leaving behind the North American continent, followed a northeast track across the icy waters of the North Atlantic until he finally sighted the southern coast of Ireland. People in an Irish village spotted him flying overhead and ran out into the streets to cheer. From there, he continued across England and on to Paris. Having gotten a second wind, he first flew over Paris and circled the Eiffel Tower. When he finally landed, he had covered more than 3,600 miles in less than 34 hours.



Charles Lindbergh landed outside Paris on the second night of his historic flight, 3 hours ahead of schedule. Delighted Parisians mobbed the plane. As the lanky, smiling pilot slipped out of his little plane, he said, "I am Charles Lindbergh."

When Lindbergh returned to the United States, an estimated 4.5 million people turned out in New York City to give him a ticker-tape parade. It was the biggest crowd in the city's history. The Lone Eagle went on to Washington, D.C., where President and Mrs. Coolidge welcomed Lindbergh at a reception at the foot of the Washington Monument. In a stunning speech, President Coolidge captured the mood of the time. He compared Lindbergh to the pioneers whose individual initiative had won the West. Besides ushering in the age of modern air travel, Lindbergh inspired many Americans that an individual can still make a difference in an increasingly modern and technological world.

In the mid-1920s, Mexican authorities took steps to *nationalize* (seize) the oil-producing properties of American citizens in Mexico. President Coolidge sent his old friend, Wall Street banker Dwight W. Morrow, as ambassador to Mexico in 1927. Morrow's wisdom and friendliness impressed Mexican officials. The ambassador was aided in his mission of peace by the young aviator Charles Lindbergh, who made a good will tour of Mexico. Morrow succeeded in reaching a compromise agreement with Mexico. American investors were able to keep some of their oil rights. President Coolidge's *major achievement* in Latin American relations was the establishment of more *friendly relations with Mexico*.

**Kellogg-Briand Pact.** In 1928, French foreign minister Aristide Briand and U.S. Secretary of State *Frank Kellogg* sponsored a peace pact that would outlaw war between nations. Within a few years a total of 62 nations, including the major powers, had signed the **Kellogg-Briand Pact**, an agreement which *ignored the sin nature of man*. Thus world powers convinced themselves that they had outlawed international war.

### Summary: Wrapping up the Twenties

World War I boosted America's economy and spurred great advances in technology. Prospering businesses and industries brought a higher standard of living, allowing people to work to provide for their families. Most Americans still held to traditional values based on biblical principles. However, the Roaring Twenties became a turning point in American thought and culture, as prosperity encouraged Americans to pursue pleasure and material gain. Entertainment especially reflected an increasing decline in morality.

A conflict between small town traditional values and big city materialism was revealed in the choice of candidates for the 1928 Presidential election. The Democrats nominated New York governor **Alfred Smith** (1873–1944), a native of New York City who opposed prohibition and supported the repeal of the 18th Amendment. The Republicans nominated Secretary of Commerce **Herbert Hoover** (1874–1964), a self-made millionaire from a small town in Iowa. Hoover favored prohibition. The American people showed their support of traditional values by voting for the Republican candidate who favored prohibition. Herbert Hoover won the election by a landslide, defeating Al Smith by 6 million popular votes.

### CHECK UP

1. What is Modernism? What do Modernists believe about the Bible?
2. Who was the "Baseball Evangelist"? How did he become a Christian? What is meant by "hitting the sawdust trail"?
3. What was the 18th Amendment? What group was influential in passing the 18th and 19th Amendments?
4. Explain the Scopes trial. What was the decision made?
5. Who became President when Warren Harding died in office? Who swore the new President in?
6. What was the Dawes Plan?
7. What made Charles Lindbergh famous? What did many newspapers call him?
8. Who sponsored the Kellogg-Briand Pact? What did the pact supposedly do?

**Identify:** J. Gresham Machen, R. A. Torrey, tabernacle, Harry Rimmer, Teapot Dome scandal, *Spirit of St. Louis*, nationalize

## CHAPTER 18 REVIEW

**PEOPLE** *Know the following individuals and be able to explain their importance to American history.*

1. Archduke Ferdinand
2. Woodrow Wilson
3. General John Pershing
4. "Eddie" Rickenbacker
5. Vladimir Lenin
6. Alvin York
7. J. Edgar Hoover
8. Babe Ruth
9. Gertrude Ederle
10. James Whitcomb Riley
11. James Weldon Johnson
12. Robert Frost
13. W. E. B. Du Bois
14. Al Capone
15. Billy Sunday
16. William Jennings Bryan
17. Harry Rimmer
18. Warren G. Harding
19. Calvin Coolidge
20. Charles Lindbergh
21. Herbert Hoover

**PLACES** *Know the following places and their significance.*

1. New York City
2. Hollywood

**TERMS** *Define the following terms.*

1. Allied Powers
2. Central Powers
3. U-boat

4. Lusitania
5. Zimmermann note
6. Selective Service Act
7. War Industries Board
8. Espionage Act
9. doughboys
10. Bolsheviks
11. Soviet Union
12. Treaty of Brest-Litovsk
13. Fourteen Points
14. Veterans Day
15. "Big Four"
16. League of Nations
17. Treaty of Versailles
18. Third International
19. "Red Scare"
20. KDKA
21. NBC
22. Lost Generation
23. Harlem Renaissance
24. Modernism
25. 18th Amendment
26. Woman's Christian Temperance Union
27. 19th Amendment
28. Scopes "monkey" trial
29. Teapot Dome scandal

**EVENTS** *Memorize each date and event.*

- 1914–1918—World War I  
 1917—Bolshevik Revolution  
 November 11, 1918—Armistice Day

CHAPTER 18 REVIEW (cont.)

**MAP SKILLS** Use the map on p. 342 to answer the following questions.

1. How many battles took place in France and Belgium?
2. What two battles took place in the Ottoman Empire?
3. Where did the battle of Jutland occur? What country lies just east of the battle? What country lies west of the battle?
4. Who controlled the following islands: Corsica, Sardinia, and Cyprus?
5. Name the battle that was fought northwest of Warsaw. In what Central Power country did it occur?

**CRITICAL THINKING** On a separate sheet of paper, answer the following questions using complete sentences.

1. Why did the sinking of the *Lusitania* and the discovery of the Zimmermann note turn Americans against the Central Powers?
2. How did the automobile transform American life?
3. Why wasn't the poetry of the "Lost Generation" as popular in its time as the traditional poetry of Riley and Frost?
4. Compare Modernists to Fundamentalists. What did the Modernists believe about the Bible, Jesus, Heaven, and Hell? What happened to Modernist church membership?
5. What benefits did Prohibition bring to America?
6. Why was the Kellogg-Briand Pact doomed to fail?

