

Rise of the Progressive Era (1890-1920): Urban & Social Reforms

I. The Rise of the Progressive Era (1890-1920)

- A. From 1890 to 1920, reformers tried to _____ problems (“*progress*”) created during the Gilded Age:
1. Cities were plagued by _____, _____, disease, tenements
 2. City, state, & national gov’ts were seen as _____ & unresponsive to the needs of Americans
 3. Corporate _____ limited competition & workers’ wages
- B. In the 1880s, many middle-class Protestant Christians embraced the _____ movement:
1. To honor God, people must put aside their own desires & _____, especially the poor
 2. These ideas helped inspire Progressive reform in U.S. cities

II. Urban Progressive Reformers

- A. One of the earliest progressive reforms was the _____ movement led by Jane Addams
1. Addams’ _____ in Chicago offered baths, cheap _____, child care, job training, and health care to poor citizens in the slums
 2. Her efforts inspired reformers in other cities to build settlement houses to assist the _____
- B. Urban reformers tried to improve the lives of poor workers & children
1. _____ created libraries & gyms for young men & children
 2. The _____ created soup kitchens & nurseries
 3. Florence Kelley fought to create _____ laws & laws limiting work hours for women
- C. Many reformers saw alcohol abuse as serious urban problem:
1. Women’s Christian Temperance Union worked to end _____
 2. Reformers gained _____ laws in most states & outlawed alcohol throughout the USA with the _____ Amendment in 1919
 3. Hoped prohibition would end corruption, domestic violence, & help “_____” immigrants
- D. Muckrakers
1. In addition to the Social Gospel, progressive reformers were aided by a new, _____ journalism:
 - a. _____ were journalists who _____ problems like poverty, corruption, monopolization (“*Investigate, _____, Legislate*”)
 - b. Popular monthly _____, like *McClure’s* & *Colliers*, used investigative journalism & photos
 2. Jacob Riis’ *How the Other Half Lives* (1890) exposed urban _____ & life in the _____
 3. Ida Tarbell’s *The History of Standard Oil* (1904) revealed Rockefeller’s ruthless business practices & called for the _____ of large _____
 4. Upton Sinclair’s *The Jungle* (1906) revealed the _____ conditions of slaughterhouses & led to gov’t _____ of food industries
- E. The Progressive movement began as an attempt to fix urban problems
1. Reformers lacked unity & were dedicated to their own causes
 2. But their efforts led to a shift: gov’t began to take _____ for citizens & intervene in their lives
 3. Unlike the _____, these reform efforts led to real change

III. Social Reforms

A. The Women’s Movement

1. In the Gilded Age, women had more opportunities beyond marriage:
 - a. New _____ as secretaries, store clerks, & telephone operators gave a sense of independence
 - b. More girls graduated from _____ & attended _____

2. Women played an important role as Progressive reformers:
 - a. _____ led the settlement house movement
 - b. Muckraker _____ exposed monopoly abuses of Standard Oil
 - c. _____ helped bring about child & women labor laws
 - d. Carrie Nation & Frances Willard helped push for _____
3. Women reformers began to call attention to their own lack of rights:
 - a. In most states, married women could not divorce or own _____
 - b. Women could not _____, but black, _____, & illiterate men could
 - c. Women workers were _____ than men for doing the same jobs
 - d. Middle & upper class women were expected to serve domestic & child rearing roles in the _____
4. Reform for Women
 - a. Women reformers gained laws that banned _____ & limited work hours for women to _____ hours
 - b. Margaret Sanger promoted _____ for women:
 - i. Her journals provided contraceptive information for _____ & middle-class women
 - ii. Sanger opened the 1st birth control _____ in the U.S. in 1915
5. Women's Suffrage
 - a. The most significant reform for women was _____ (suffrage)
 - i. Women demanded _____ since Seneca Falls in 1848
 - ii. Were frustrated in 1870 when the _____ Amendment gave black men the right to vote but not women
 - iii. In 1890, the National American Women Suffrage Association (_____) was formed
 - b. NAWSA leader's _____ & Carrie Chapman Catt pressured states to let women _____ & called for a national suffrage amendment
 - i. By the early 1900s, most _____ states allowed women to vote
 - ii. Finally in 1920, the states ratified the _____ Amendment giving women to right to vote

B. Reform for African-Americans

1. By 1900, African-Americans were in need of progressive reform
 - a. 80% of lived in rural areas in the South, most as _____
 - b. _____ & literacy tests limited black voting rights; _____ & violence were common
 - c. Plessy v Ferguson (1896) allowed Jim Crow laws to _____ in restaurants, hotels, schools
2. But, black leaders were divided on how to address racial problems
 - a. _____ was Harvard educated, studied black urban culture, & was 1st president of Tuskegee University; His "Atlanta Compromise" stressed black _____ & _____ with whites
 - b. _____ was more aggressive; DuBois led the _____ Movement in 1905 calling for immediate _____, integrated schools, & promotion of the "Talented 10th" to be the next generation of black civil rights leaders
 - c. In 1909, reformers formed the National Association for the Advancement of Colored People (_____) to fight for black _____
 - i. Dubois was put in charge of The *Crisis* publication to call attention to the cause
 - ii. The NAACP used _____ to fight segregation laws & voting restrictions
3. Unlike women, African-Americans did not see significant changes:
 - a. Black reformers _____ to convince state or national politicians to offer equality
 - b. By the end of the Progressive Era, segregation & _____ were common throughout the South & in many parts of the U.S.

Differing Views on Civil Rights and Reform for African-Americans:

Booker T Washington vs. W.E.B. DuBois

Introduction: *Booker T. Washington, founder and head of Tuskegee Institute, was the most influential black American of his time. Born a slave, he worked in coal mines and salt furnaces before attending Hampton Institute. Washington stressed the importance of practical, job-oriented skills for blacks. He believed that greater political and social equality for blacks would come naturally if they first established an economic base. This selection is from the speech Washington made in 1895 at the opening of the Atlanta Cotton States and International Exposition.*

To those of my race who depends on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the southern white man, who is their next-door neighbor, I would say, "Cast down your bucket where you are." Cast it down in making friends, in every manly way, of the people of all races by whom you are surrounded. Cast it down in agriculture, in mechanics, in commerce, in domestic service, and in the professions.

Our greatest danger is that in the great leap up from slavery to freedom we may overlook the fact that the masses of us are to live by the production of our hands and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupation of life. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.

To those of the white race who look to immigrants for the prosperity of the South, were I permitted, I would repeat what I say to my own race, "Cast down your bucket where you are." Cast down your bucket among those people who have, without strike and labor wars, tilled your fields, cleared your forests, built your railroads and cities, brought forth treasures from the bowels of the earth, and helped make possible this magnificent representation of progress of the South. Casting down your bucket among my people, helping and encouraging them as you do on these grounds, and to education of head, hand and heart, you will find that they will buy your surplus land, make the waste places in your field's blossom, and run your factories. While doing this, you can be sure in the future, as in the past, that you and your families will be surrounded by the most patient, faithful, law-abiding, and unresentful people that the world has seen. In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.

The wisest among my race understand that the agitation of questions of social equality is the extremist folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized (excluded). It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth indefinitely more than the opportunity to spend a dollar in an opera house,

—Booker T. Washington

Introduction: *Black scholar W.E.B. DuBois objected strongly to both Booker T. Washington's basic ideas and his suggestions about the proper training for blacks. The first black American to receive a Ph.D. from Harvard, DuBois believed firmly in the goal of higher education for blacks. DuBois was a historian, sociologist, and writer. This selection is from a collection of essays.*

It has been claimed that the Negro can survive only through submission. Mr. Washington distinctly asks that black people give up, at least for the present,

- First, political power,
- Second, insistence on civil rights,
- Third, higher education of Negro youths,

And concentrate all their energies on industrial education, the accumulation of wealth, and the conciliation of the South. As a result of this tender of the palm-branch, what has been the return? In these years since Booker T. Washington's Atlanta speech there have occurred:

1. The disenfranchisement of the Negro.
2. The legal creation of a distinct status of civil inferiority.
3. The steady withdrawal of aid from institutions for the higher training of the Negro.

These movements are not, to be sure, direct results of Mr. Washington's teachings; but his propaganda has, without a shadow of a doubt, helped their speedier accomplishment.

Negroes do not expect that the free right to vote, to enjoy civic rights, and to be educated will come in a moment. They do not expect to see the bias and prejudices of years disappear at the blast of a trumpet; but they are absolutely certain that way for a people to gain their reasonable rights is not by voluntarily throwing them away and insisting that they do not want them. They know that the way for a people to gain respect is not by continually belittling themselves. They believe, on the contrary, that Negroes must insist continually that voting is necessary to proper manhood, that color discrimination is barbarism, and that black boys need education as well as white boys.

So far as Mr. Washington preaches Thrift, Patience, and Industrial Training for the masses, we must hold up his hands and strive with him. But so far as Mr. Washington apologizes for injustice, North or South, does not rightly value the higher training and ambition of our brighter minds – we must unceasingly and firmly oppose him. By every civilized and peaceful method we must strive for the rights which the world accords to men, clinging unwaveringly to those great words of the Founding Fathers: "We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness."

—W.E.B. DuBois

Differing Views on Civil Rights and Reform for African-Americans:

Booker T Washington vs. W.E.B. DuBois

1. Briefly describe the discrimination African-Americans faced after the end of Reconstruction
2. Which civil rights leader, Booker T. Washington or W.E.B. DuBois, do you associate each of the following ideas? Place a "W" or a "D" in each space below.

_____ *Demand for immediate enforcement of the Reconstruction Amendments*

_____ *Urged accommodation with whites, not agitation*

_____ *A gradual approach to civil rights*

_____ *Emphasized training for manual labor*

_____ *Found Jim Crow laws totally unacceptable and wanted them abolished immediately*

_____ *Advised blacks to try to solve their problems by leaving the South*

_____ *Opposed black membership in labor unions and strikes*

_____ *Said blacks must pull themselves up by their own efforts*

_____ *Urged protest in order to achieve black equality*

3. In your opinion, which leader, Booker T. Washington or W.E.B. DuBois, would have been more successful in achieving civil rights for African-Americans in the early 1900s? Explain.