A family earns money by making artificial flowers in its tenement.
It is 1901, and Theodore Roosevelt has suddenly become president. You and all Americans are counting on him to help end child labor, poverty, business abuses, and political corruption. You’re anxious to see what actions the new president will take to address these problems.

How would you solve one of these problems?

What Do You Think?

- What problems do the photographs show?
- What qualities would a leader need to tackle such problems?
- What might be the cause of these problems?
Identifying and Solving Problems

This chapter focuses on the problems that Americans faced at the turn of the century and how they worked to solve those problems. A graphic organizer can help you keep track of problems and solutions. Major problems faced by the nation at the turn of the century are listed in the first column of the chart below. As you read, record solutions for these problems in the second column of the chart.


<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political: patronage; limited suffrage and democracy</td>
<td></td>
</tr>
<tr>
<td>Social: poverty; alcohol abuse</td>
<td></td>
</tr>
<tr>
<td>Economic: power of big corporations; unemployment</td>
<td></td>
</tr>
<tr>
<td>Environmental: impure food and water; diminishing natural resources</td>
<td></td>
</tr>
</tbody>
</table>
ONE AMERICAN’S STORY

In 1887, journalist Nellie Bly investigated an asylum—a place where people with mental illness can get help. She faked mental illness so that she could become a patient. Afterwards, Bly wrote about what she had witnessed. She described being forced to take ice cold baths.

A VOICE FROM THE PAST

My teeth chattered and my limbs were goose-fleshed and blue with cold. Suddenly I got, one after the other, three buckets of water over my head—ice-cold water, too—into my eyes, my ears, my nose and my mouth.

Nellie Bly, quoted in Nellie Bly: Daredevil, Reporter, Feminist

She reported that nurses choked and beat patients. Shortly after Bly’s stories appeared, conditions at the asylum improved.

Like other reformers, Bly wanted to correct the wrongs in American society. All of these reformers made up the Progressive movement around the turn of the century.

The Rise of Progressivism

As you saw in Chapter 21, the rapid growth of cities and industries in the United States at the turn of the century brought many problems. Among them were poverty, the spread of slums, and poor conditions in factories. A depression in the 1890s made problems worse. In addition, corrupt political machines had won control of many city and state governments. Big corporations had gained power over the economy and government.

To attack these problems, individuals organized a number of reform movements. These reformers believed in the basic goodness of people. They also believed in democracy. The reformers were mostly native born and middle-class. They could be found in either political party. Their reform movements came to be grouped under the label progressivism.

Reformers tried to solve the problems of the cities. They gained a champion in Theodore Roosevelt.

Many of the reforms of the Progressive Era have had an effect on life in America today.

progressivism
muckrakers
direct primary initiative
referendum recall
Sherman Antitrust Act Theodore Roosevelt

8.8.3 Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

HI1 Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

Taking Notes
Use your chart to take notes about problems faced by Americans and their attempted solutions.
About 1900, a new group of writers began to expose corruption in American society. They were called muckrakers. The muckrakers created a public demand for reform. Muckraker Ida Tarbell, for example, accused Standard Oil of using unfair tactics to force small companies out of business.

The progressive reformers shared at least one of three basic goals: first, to reform government and expand democracy; second, to promote social welfare; third, to create economic reform.

Reforming Government and Expanding Democracy

In the 1870s and 1880s, elected officials often handed out government jobs and contracts. In return, they won political support. This practice was called patronage. It became a hot political issue during the presidencies of Rutherford B. Hayes, James Garfield, and Chester Arthur. Finally, Congress passed the Pendleton Civil Service Act in 1883. This law required people to take civil service exams for certain government jobs. It also prevented elected officials from firing civil service workers for political reasons.

In the 1890s and early 1900s, progressive leaders in a number of states sought to expand democracy. They wanted to give voters more control over their government. In 1903, under progressive governor Robert M. La Follette, Wisconsin became the first state to establish a direct primary. In a direct primary, voters, rather than party conventions, choose candidates to run for public office.

In Oregon, newspaper editor William S. U'Ren promoted three reforms besides the direct primary.

1. **Initiative**—This reform allowed voters to propose a law directly.
2. **Referendum**—In this reform, a proposed law was submitted to the vote of the people.
3. **Recall**—This reform allowed people to vote an official out of office.

In the years that followed, many other states adopted one or more of these progressive reforms.

Promoting Social Welfare

This goal addressed such problems as poverty, unemployment, and poor working conditions. You read about the social gospel and settlement house movements in Chapter 21. Leaders in these movements promoted many social-welfare reforms. For example, Jane Addams provided social services
to the poor at Hull House. She also worked to help the unemployed. Florence Kelley, also from Hull House, pushed for minimum wage laws and limits on women's working hours.

Another group of reformers who wanted to improve social welfare were the prohibitionists. They worked to prevent alcohol from ruining people's lives. The prohibitionists built on the temperance movement of the 1800s. Annie Kennedy married John Bidwell, the wealthy founder of Chico, California, in 1868. Annie was active in the suffrage and prohibition movements, and strongly influenced her husband's politics. John ran for governor of California in 1875 and 1890, and for president on the Prohibition Party ticket in 1892. The Bidwells also supported election reform, an income tax, and regulation of monopolies.

Creating Economic Reform

The third progressive goal was to create economic reform. This meant limiting the power of big business and regulating its activities. By the late 1800s, business leaders in some major industries had formed trusts. These were combinations of businesses. The business firms in a trust worked together to cut prices and squeeze out competitors. Then the trust would raise prices and make larger profits.

The Sherman Antitrust Act of 1890 made it illegal for corporations to gain control of industries by forming trusts. However, the government did not enforce the law at first. Enforcement required a strong president.

Roosevelt and the Square Deal

Theodore Roosevelt—the first progressive president—provided this strength and leadership. He came to the presidency by accident. In 1898, Roosevelt won fame fighting in the Spanish-American War in Cuba. He returned as a war hero and was elected governor of New York. In 1900, Roosevelt ran on the Republican ticket as President McKinley’s vice president.

Then an assassin shot McKinley, just six months after his inauguration. Roosevelt became president when McKinley died on September 14, 1901. At age 42, Roosevelt was the youngest person ever to become president. He brought his boundless energy to the office. Americans admired Roosevelt’s zest for living. He gained the public’s support for reform.

Roosevelt began his reforms with an effort to break up the corporate trusts. He thought industries should be regulated for the public interest.

A VOICE FROM THE PAST

When I say I believe in a square deal I do not mean, and nobody who speaks the truth can mean, that he believes it possible to give every man the best hand. If the cards do not come to any man, or if they do come, and he has not got the power to play them, that is his affair. All I mean is that there shall not be any crookedness in the dealing.

Theodore Roosevelt, speech on April 5, 1905
Roosevelt saw government as an umpire. Its purpose was to ensure fairness, or a “square deal,” for workers, consumers, and big business. To root out “crookedness,” Roosevelt used the Sherman Antitrust Act. Since its passage in 1890, many corporations had ignored the law, which was intended to regulate the trusts. No one had enforced it—no one, that is, until Roosevelt became president in 1901.

At the end of 1901, the nation’s railroads were run by a handful of companies. The power of railroads continued to grow. It was not surprising, therefore, that one of Roosevelt’s first targets was the railroads. He used the Sherman Antitrust Act to bust up a railroad trust.

Roosevelt was not against big business as such. However, he opposed any trust he thought worked against the national interest. In addition to the railroad trust, Roosevelt broke up the Standard Oil Company and a tobacco trust. In all, the government filed suit against 44 corporations during Roosevelt’s presidency.

Roosevelt Leads Progressive Reforms

As president, Roosevelt had a great deal of power to push progressive ideas. To make such ideas into law, however, he needed help. Roosevelt got it as voters began pressuring their senators and representatives. As a result, Congress passed laws that helped change American society.

Roosevelt acted to regulate the meat-packing industry after reading Upton Sinclair’s The Jungle. The novel describes a packing plant in which dead rats end up in the sausage. Sinclair focused attention on the poor sanitary conditions under which the meat-packers worked. “I aimed at the public’s heart, and by accident I hit it in the stomach,” he noted.

Roosevelt launched an investigation of the meat-packing industry. In 1906, he signed the Meat Inspection Act. This act created a government meat inspection program. Roosevelt also signed the Pure Food and Drug Act. This law banned the sale of impure foods and medicines.

While Roosevelt tried to win a square deal for most Americans, he did not push for civil rights for African Americans. He believed that discrimination was morally wrong. However, he did not take the political risk of leading a fight for civil rights.
Conservation

Roosevelt was a strong crusader for conservation—controlling how America's natural resources were used. As an outdoorsman and hunter, he had observed the gradual loss of natural resources. He camped with naturalist John Muir for four days in Yosemite, California. Because he loved the Yosemite Valley so much, he set out to preserve Yosemite and other areas for people's “children and their children's children.”

Roosevelt preserved more than 200 million acres of public lands. He established the nation’s first wildlife refuge at Pelican Island, Florida. He doubled the number of national parks in the United States. At one point, Congress refused to establish any more national parks. Roosevelt used the Antiquities Act to create national monuments instead. In this way, he preserved the Grand Canyon and the Petrified Forest in Arizona. Roosevelt spoke of the glories of the Grand Canyon while visiting the site in 1903.

A VOICE FROM THE PAST

Leave it as it is. You cannot improve on it. The ages have been at work on it, and man can only mar it.

Theodore Roosevelt, quoted in Yellowstone

Both the Grand Canyon and the Petrified Forest have since become national parks. America’s next president, William Howard Taft, was not as interested in conservation. However, he did continue Roosevelt’s progressive reforms, as you will read in the next section.

Section Assessment

1. Terms & Names
   Explain the significance of:
   - progressivism
   - muckrakers
   - direct primary
   - initiative
   - referendum
   - recall
   - Sherman Antitrust Act
   - Theodore Roosevelt

2. Using Graphics
   Use a chart to list examples of progressive reforms.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Reforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>To expand democracy</td>
<td></td>
</tr>
<tr>
<td>To protect</td>
<td></td>
</tr>
<tr>
<td>social welfare</td>
<td></td>
</tr>
<tr>
<td>To create economic</td>
<td></td>
</tr>
<tr>
<td>reform</td>
<td></td>
</tr>
</tbody>
</table>

   Which reform was most important? Explain. (HI2)

3. Main Ideas
   a. What kinds of problems did progressives attempt to solve? (HI1)
   b. What did President Roosevelt mean by a “square deal,” and how did he try to achieve it? (HI1)
   c. What were Roosevelt’s achievements in the field of conservation? (HI1)

4. Critical Thinking
   Recognizing Effects In what ways do the reforms that President Roosevelt promoted affect your life today? (HI2)

   THINK ABOUT
   - the quality of the food you eat
   - natural resources that have been preserved
The National Parks Movement

As the United States expanded westward, two things became evident. First, this was a land of astonishing beauty. Second, this unspoiled beauty would not last if it wasn’t protected.

President Theodore Roosevelt may have given the conservation movement its most significant boost. An outdoorsman, naturalist, and visionary, he established the U.S. Forest Service and set aside more than 200 million acres of public lands as national parks, forests, monuments, and wildlife refuges.

Creating parks was just the first step in protecting these lands. Problems arose that had not been foreseen. These problems included a lack of funds and growing numbers of tourists and researchers. In 1916, the National Park Service was established with the goal of saving the parks for future generations.

In 1903, Teddy Roosevelt (left) joined conservationist John Muir (right) for a camping trip. Their trip took them from the “big trees” of the Sequoia forest to the wonders of the Yosemite Valley. This photo of Roosevelt and Muir was taken at Glacier Point in Yosemite. Both men wanted to protect the magnificent beauty of America’s most spectacular regions.

**CALIFORNIA STANDARDS**

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

**ARTIFACT FILE**

**Sequoia National Park** is a land of giants. In a forest where many trees are more than 250 feet high, it is difficult to get a sense of scale when looking at the biggest of these giants. The General Sherman Tree, shown here, is the largest tree by volume in the world. A number of trees in Sequoia National Park are named for Civil War generals.

**Everglades National Park** in Florida is part of the approximately 1,500,000-acre Everglades region. This wetland habitat is home to birds, especially waders such as herons, egrets, and ibis, and is famous for its alligators.
The Progressive Era

Connect to Geography
1. Region What might be two reasons the national parks are concentrated where they are?

2. Human-Environment Interaction What effects might visits from many tourists have on a national park?


Connect to History
3. Analyzing Causes What general mood of the era made the late 1800s a likely time for successfully starting a national park?

The National Parks Today

National parks are identified on the map above. The National Park System includes many areas, all of which are under the management of the National Park Service (NPS).

On-Line Field Trip

Yellowstone National Park was designated the world’s first national park in 1872. Covering about 2,200,000 acres, Yellowstone is still the largest national park in the United States. There are many geysers in Yellowstone, including Old Faithful (at right).

For more about national parks...
Taft and Wilson as Progressives

**Main Idea**

Progressive reforms continued under William Howard Taft and Woodrow Wilson.

**Why It Matters Now**

Constitutional amendments passed during this time affect Americans today.

**Terms & Names**

- William Howard Taft
- Sixteenth Amendment
- Seventeenth Amendment
- Clayton Antitrust Act
- Federal Reserve Act

**California Standards**

- 8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- HI6 Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

**One American’s Story**

During the Progressive Era, many Americans became disturbed by the problems caused by capitalism. Some even turned to socialism. This is a system in which business and industry are totally controlled by the state. Labor leader Eugene V. Debs became a socialist while serving time in prison for his role in an 1894 labor strike.

In the 1908 presidential election, Debs ran as the Socialist Party candidate. In his campaign, he urged American workers to consider what competition was like in a capitalist system.

**A Voice From the Past**

Competition was natural enough at one time, but do you think you are competing today? ... Against whom? Against Rockefeller? About as I would if I had a wheelbarrow and competed with the Santa Fe [railroad] from here to Kansas City.

Eugene V. Debs, quoted in *The Annals of America*

Debs made a decent showing in the election, winning more than 420,000 votes. However, the Republican candidate Taft did better and was elected.

**Taft and Progressivism**

In the 1908 election, Debs ran against Republican William Howard Taft and Democrat William Jennings Bryan. Neither Debs nor Bryan stood much of a chance against Taft. He was Roosevelt’s handpicked successor. Roosevelt’s popularity swayed many people to vote for Taft, who promised to follow Roosevelt’s progressive policies.

Taft continued Roosevelt’s attack on trusts. During his four years in office, Taft pursued almost twice as many antitrust suits as Roosevelt had in nearly eight years in office. But Taft received less credit for his progressivism because he became allied with conservative Republicans rather...
than Roosevelt’s progressive Republicans. Nevertheless, Taft did move forward with progressive reforms. His reforms addressed the progressive goals of democracy, social welfare, and economic reform. Two of the major progressive achievements under President Taft were constitutional amendments.

Two Progressive Amendments

The Sixteenth Amendment was passed in 1909 and ratified in 1913. It gave Congress the power to create income taxes. The Constitution previously did not allow direct taxes on an individual’s income. This amendment was intended to provide a means of spreading the cost of running the government among more people. The income tax soon became the main source of federal revenue.

Types of Taxes

The Sixteenth Amendment, ratified in 1913, made it constitutional for the federal government to have an income tax. Congress quickly passed an income tax law the same year. The income tax provides revenue to the federal government by taxing profits and earnings. In a graduated income tax, larger incomes are taxed at higher rates than smaller incomes. The income tax is only one of several taxes that governments use to raise money.

**INCOME TAXES**

1. **Individual:** You pay a percentage of what you earn at work or from investments. Under the payroll deduction plan, income taxes are deducted (taken out) from your wages or salary before you get your paycheck.
2. **Corporate:** Corporations pay a percentage of their profits in income tax.

**SALES TAXES**

Sales tax is imposed on the retail price of merchandise and collected by the retailer. For example, when you buy a pair of jeans, you pay sales tax, which will be listed on your receipt.

**PROPERTY TAXES**

People pay taxes on property they own, such as land or a house. Property taxes are often used to support public services such as schools.

**ESTATE TAXES**

This tax is charged against the value of the property of a person who has died. It is also called the “death tax” because it is collected from the dead person’s estate before the estate is passed on to the heirs.

**CONNECT TO HISTORY**

1. **Making Inferences** How might a corporate income tax fit the goals of the Progressive Era?

**CONNECT TO TODAY**

2. **Drawing Conclusions** Some states that have a sales tax do not charge that tax on the purchase of goods like food or clothing. Why do you think they make an exception for these purchases?

For more about taxes . . .
The Seventeenth Amendment was ratified in 1913. It provided for the direct election of U.S. senators by voters in each state. Formerly, state legislatures had chosen U.S. senators. Under this system, many senators obtained their positions through corrupt bargains. Because of this, the Senate was called the “Millionaires’ Club.” The Seventeenth Amendment gave people a more direct voice in the government.

The Election of 1912
Taft achieved a number of progressive reforms. However, a deep split developed between him and progressive leaders in the Republican Party. Still, with the support of conservative Republicans, Taft won the party’s nomination as its presidential candidate in 1912.

However, many progressive Republicans supported Theodore Roosevelt. He had entered the race and formed the Progressive Party, also known as the Bull Moose Party.

The Democrats chose Governor Woodrow Wilson of New Jersey as their presidential candidate. Eugene Debs again entered the race as the Socialist candidate. With the Republicans deeply divided, Wilson won the election.

The Wilson Presidency
As president, Wilson established a progressive record. Wilson believed that “bigness” itself was dangerous. He wanted the government to use its powers to break up monopolies—groups that sought complete control over an industry. He also wanted the government to help workers in their struggles against business owners.

At Wilson’s urging, Congress passed the Clayton Antitrust Act of 1914. The new law laid down rules forbidding business practices that lessened competition. A business, for example, could no longer buy the stock of a competitor. The Clayton Act gave the government more power to regulate trusts. In addition, the Clayton Act was also prolabor:

1. It said labor unions and farm organizations could merge and expand.
2. It limited the ability of the courts to force workers to end strikes.
3. It legalized such labor tactics as strikes, picketing, and boycotts.

During Wilson’s two terms, reforms to the nation’s financial system occurred. In 1913, the Federal Reserve Act was passed. This improved the nation’s monetary and banking system. The law created the modern banking system, which resembles a pyramid. At the top is the Federal Reserve Board, which is appointed by the president. Next are 12 Federal Reserve Banks for different regions of the country. These are “bankers’
banks.” They serve the bottom level—the member banks.

The Federal Reserve Act created a more flexible currency system by allowing banks to control the money supply. To raise money, for example, the Federal Reserve Board, or “Fed,” lowers the interest rate that it charges member banks. These banks then borrow more from the Fed and thus have more money to lend to people and businesses.

Wilson did no more to advance civil rights for African Americans than Roosevelt did. In fact, Wilson approved the segregation, or separation, of African-American and white employees in the federal government. Throughout the Progressive Era, presidents Roosevelt, Taft, and Wilson did not actively promote civil rights for African Americans.

**The Eighteenth Amendment**

Another amendment passed during the Progressive Era was the Eighteenth Amendment. This is also called the Prohibition Amendment. During Wilson’s administration, supporters of prohibition gained strength. Reformers thought an alcohol ban would reduce poverty. They argued that liquor added to unemployment and violence. Business leaders saw that alcohol made workers less efficient. Finally, in 1917, Congress passed a constitutional amendment. The Eighteenth Amendment prohibited the manufacture and sale of alcoholic beverages. The states ratified the amendment in 1919.

In the next section, you will read about the most important amendment of the era—the Nineteenth Amendment, which gave women the vote.
Women Win New Rights

MAIN IDEA
Women became leaders in social reform movements and won the right to vote during the Progressive Era.

WHY IT MATTERS NOW
Today, American women enjoy the right to vote because of women reformers in the Progressive Era.

TERMS & NAMES
Susan B. Anthony
Carrie Chapman Catt
Nineteenth Amendment

ONE AMERICAN’S STORY
In the 1890s, Lillian Wald was teaching a home nursing class at a school for immigrants in New York City. One day a child asked Wald to help her sick mother. Following the child home, Wald was shocked by what she saw.

A VOICE FROM THE PAST
Over broken asphalt, over dirty mattresses and heaps of refuse we went. The tall houses reeked with rubbish. . . . There were two rooms and a family of seven not only lived here but shared their quarters with boarders.

Lillian Wald, quoted in Always a Sister

Inspired to help such poor immigrants, Wald founded the Nurses’ Settlement. This was later called the Henry Street Settlement. The program mainly helped poor women and children. In this section, you will read about others like Wald who worked to make life better for all women.

New Roles for Women
The social reform movements of the Progressive Era were led by educated, middle-class women. At the turn of the century, women like Wald were looking for new roles outside the home. The growth of industry had changed many urban, middle-class homes. These homes now had indoor running water and electric power for lamps and vacuum cleaners.

In addition, factories produced the products that women once made in the home, such as soap, clothing, and canned goods. Such technological advances reduced some of the unpleasant work of homemaking. At the same time, families were becoming smaller as women had fewer children.
As a result, the homemaker’s role began to change. High schools, colleges, and women’s clubs offered courses in home economics and domestic science. In these courses, women were encouraged to apply the latest methods to running their homes.

Other women responded to changes in the home by taking jobs in factories, offices, and stores. Women worked as telephone operators, store clerks, and typists. Those who gained a college education could pursue a profession. The choices were limited to such fields as teaching and nursing. Women who could afford to were expected to quit their jobs when they married. In 1890, approximately 30 percent of women between the ages of 20 and 24 worked outside the home. However, only about 15 percent between the ages of 25 and 44 did so.

**Women Progressives**

The social reform movements that many middle-class, college-educated women took part in were focused on helping people. These included the settlement house and prohibition movements. A settlement house is a community center providing assistance to residents—particularly immigrants—in a slum neighborhood.

Jane Addams was a good example of the progressive female leader. After graduating from college, Addams sought a meaningful way to participate in society. She was financially independent. A visit to a settlement house in a London slum inspired her to start a similar program in Chicago. She was helped by her friend Ellen Starr.

With donations from wealthy Chicagoans, Addams and Starr rented an old mansion. Hull House was located in a poor, immigrant neighborhood. Within just a few years, they organized a full program of services, classes, and clubs. These were run by a group of young women residents and over 90 volunteers. Hull House served as an information bureau for new immigrants. It also helped the unemployed find jobs. It offered a kindergarten, a day nursery, after-school youth clubs, nutrition classes, and a concert program. Workers also pressured politicians for improved city services for the neighborhood.

**A VOICE FROM THE PAST**

One function of the settlement to its neighborhood somewhat resembled that of the big brother whose mere presence in the playground protected the little ones from bullies.

*Jane Addams,* quoted in *Women and the American Experience*

The young women residents of Hull House received no salary and had to pay for their room and board. This meant that they had to be financially...
independent. For some, Hull House provided training for other public service. Florence Kelley, for example, worked at Hull House from 1891 to 1898. She later became secretary of the National Consumers’ League. This group promoted better working conditions in factories and stores.

Another prominent but controversial progressive leader was Carry Nation. She campaigned for prohibition. Nation had once been married to an alcoholic. Tall and strong, she adopted dramatic methods in her opposition to alcoholic beverages. In the 1890s, she smashed saloons with a hatchet. This caused law enforcement officials to arrest her for disturbing the peace. Although some people criticized Nation, her efforts helped bring about passage of the Eighteenth Amendment in 1919.

**Suffrage for Women**

Many women progressives were active in the struggle for woman suffrage, or the right to vote. American women fought longer for the right to vote than they did for any other reform. Some leaders in the fight died before realizing their goal.

In 1890, two separate woman suffrage groups merged to form the National American Woman Suffrage Association (NAWSA). Elizabeth Cady Stanton served as its first president. Two years later, in 1892, Susan B. Anthony became president. She held the position until 1900.

Expressing their frustration over the difficulty of gaining suffrage, Elizabeth Cady Stanton and Susan B. Anthony wrote, “Words can not describe the indignation, the humiliation a proud woman feels for her sex in disfranchisement [being deprived of the right to vote].”

NAWSA at first focused on state campaigns to win the right to vote, since earlier efforts at passing a federal amendment had failed. But by 1896, only four states allowed women to vote. These were Wyoming, Utah, Idaho, and Colorado. Between 1896 and 1910, women did not gain the right to vote in a single state. Then, between 1910 and 1914, seven more Western states approved full suffrage for women.
The Nineteenth Amendment

The Western successes turned the tide in favor of woman suffrage. The United States’ entry into World War I in 1917 made the final difference. During the war, membership in NAWSA reached 2 million. Carrie Chapman Catt, president of NAWSA, argued that the nation could no longer deny the right to vote to women, who were supporting the war effort by selling war bonds and organizing benefits. President Wilson urged the Senate to pass a women’s suffrage amendment. He called passage “vital to the winning of the war.”

In 1918, the House passed the Nineteenth Amendment, which gave women full voting rights. The Senate approved the amendment in 1919. In 1920, the states ratified it. In the final state campaigns, women staged marches, parades, and rallies around the country. Charlotte Woodard had attended the first women’s rights convention in 1848 at Seneca Falls as a teenager. In 1920, the 91-year-old Woodard voted in a presidential election for the first time.

SKILLBUILDER  Interpreting Charts
1. For which amendment was there the longest gap between passage by Congress and ratification by states?
2. What do the dates 1909 and 1920 represent in this chart?

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2. What do the dates 1909 and 1920 represent in this chart?

The Western successes turned the tide in favor of woman suffrage. The United States’ entry into World War I in 1917 made the final difference. During the war, membership in NAWSA reached 2 million. Carrie Chapman Catt, president of NAWSA, argued that the nation could no longer deny the right to vote to women, who were supporting the war effort by selling war bonds and organizing benefits. President Wilson urged the Senate to pass a women’s suffrage amendment. He called passage “vital to the winning of the war.”

In 1918, the House passed the Nineteenth Amendment, which gave women full voting rights. The Senate approved the amendment in 1919. In 1920, the states ratified it. In the final state campaigns, women staged marches, parades, and rallies around the country. Charlotte Woodard had attended the first women’s rights convention in 1848 at Seneca Falls as a teenager. In 1920, the 91-year-old Woodard voted in a presidential election for the first time.

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TERMS & NAMES
Briefly explain the significance of each of the following.
1. progressivism
2. muckrakers
3. referendum
4. Theodore Roosevelt
5. William Howard Taft
6. Sixteenth Amendment
7. Seventeenth Amendment
8. Susan B. Anthony
9. Carrie Chapman Catt
10. Nineteenth Amendment

REVIEW QUESTIONS
Roosevelt and Progressivism (pages 639–645)
1. What problems did progressivism address? (HI1)
2. How did progressive reformers expand democracy in the states? (HI1)
3. What was Roosevelt’s “square deal”? (HI1)
4. What were Roosevelt’s achievements in the area of conservation? (HI1)

Taft and Wilson as Progressives (pages 646–649)
5. In what area did Taft achieve a more impressive progressive record than Roosevelt? (HI1)
6. What progressive goals did the Sixteenth and Seventeenth amendments address? (HI1)
7. How did Wilson’s position on big business differ from Roosevelt’s? (HI1)

Women Win New Rights (pages 650–653)
8. How did women’s lives change around 1900? (HI1)
9. What was the background of many women progressives? (HI1)
10. What helped further the passage of the Nineteenth Amendment in 1918? (HI2)

CRITICAL THINKING
1. USING YOUR NOTES: IDENTIFYING AND SOLVING PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal: patronage, limited suffrage and democracy</td>
<td></td>
</tr>
<tr>
<td>Social: poverty, alcohol abuse</td>
<td></td>
</tr>
<tr>
<td>Economic: power of big corporations, unemployment</td>
<td></td>
</tr>
<tr>
<td>Environmental: impure food and water, diminishing natural resources</td>
<td></td>
</tr>
</tbody>
</table>

Use your completed chart from the beginning of this chapter to answer these questions. (HI2)

a. Which solution to a problem do you think was most effective? Why?
b. Which solution was least effective and why?
c. To which problem on the chart might you offer a different solution, and what is your solution?

2. ANALYZING LEADERSHIP
Based on their domestic record, which president—Roosevelt, Taft, or Wilson—was most effective? Why? (HI1)

3. APPLYING CITIZENSHIP SKILLS
Why might women at the turn of the century consider the right to vote important enough to devote their lives to fighting for it? (HI1)

4. THEME: IMPACT OF THE INDIVIDUAL
In what ways did individuals affect the political, social, and economic life of the country during the Progressive Era? (HI2)

Interact with History
How did your solution to one of the social problems of the Progressive Era compare to the solutions proposed by reformers?
Use the chart and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

Election of 1912

- Theodore Roosevelt: 65%
- Woodrow Wilson: 6%
- Eugene V. Debs: 27%
- William H. Taft: 23%

1. To which political party did Theodore Roosevelt belong? (8.12)
   A. Democratic  B. Progressive  C. Republican  D. Socialist

2. How many electoral votes did Eugene Debs receive? (8.12)
   A. 0  B. 6  C. 8  D. 88

This quotation from Eugene V. Debs describes his feelings about capitalism. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

Competition was natural enough at one time, but do you think you are competing today? . . . Against whom? Against Rockefeller? About as I would if I had a wheelbarrow and competed with the Santa Fe [railroad] from here to Kansas City.

Eugene V. Debs, quoted in The Annals of America

3. Which of the following best summarizes Debs’ opinion of capitalism? (8.12.6)
   A. Capitalism creates fair markets.
   B. Capitalism creates unfair markets.
   C. Capitalism creates competitive railroads.
   D. Capitalism creates competitive farms.

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**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**
   Jane Addams established Hull House with the help of donations from wealthy Chicago residents. Write a letter that Jane Addams might have written to people asking them to donate money to her project. (HI1)
   - Research your letter by reading books about Jane Addams or about Hull House.
   - Explain why people should donate money.

2. **COOPERATIVE LEARNING**
   Working in a group, research the problems that African Americans faced during the Progressive Era and investigate President Wilson’s attitudes toward civil rights. Write a script for a meeting in which African-American leaders confront Wilson about his voting record regarding civil rights. (REP4)

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**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

Use the Internet to find information about national parks that interest you. Then choose one of these as the subject of a classroom presentation. (REP3)

- Begin your research on nationalparks.com where you can find information about all the parks. Use that information to decide on one park to research.
- Each national park has its own Web site. Use these sites to gather information.
- Include a map, a description of park features and recreational activities, photographs, and a database of facts in your presentation.

For more about national parks . . .

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**STANDARDS-BASED ASSESSMENT**

**Election of 1912**

**Electoral Vote**

- Wilson: 435
- Roosevelt: 88
- Taft: 8
- Debs: 0

**Popular Vote**

- Wilson: 6,296,547
- Roosevelt: 4,118,571
- Taft: 3,486,720
- Debs: 900,672

*Other candidates received about 2% of the popular vote.

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