The Progressive Spirit of Reform

Section 1

MAIN IDEAS
1. Political corruption was common during the Gilded Age.
2. Progressives pushed for reforms to improve living conditions.
3. Progressive reforms expanded the voting power of citizens.

Key Terms and People
political machines  powerful organizations that influenced local governments
Progressives  reformers who wanted to solve the problems of a fast-growing society
muckrakers  journalists who exposed the corruption, scandal, and filth of society
Seventeenth Amendment  a law letting Americans vote directly for U.S. senators
recall  a vote to remove an official before the end of his or her term
initiative  procedure allowing voters to propose a new law
referendum  procedure permitting voters to approve or reject a law
Robert M. La Follette  Wisconsin governor whose reforms became a model for other states

Academic Vocabulary
motive  a reason for doing something

Section Summary
POLITICAL CORRUPTION
During the Gilded Age, governments were riddled with corruption. Political machines controlled most local politics. Illegal activities included buying votes, bribing vote counters, and stuffing ballot boxes with extra votes. Both of President Ulysses S. Grant’s terms were very corrupt. Some members of Congress were involved in a railroad scandal, causing widespread public distrust.

Many of the jobs with the civil service were given to political supporters rather than to qualified candidates. Presidents Hayes and Garfield tried to reform civil service. President Chester Arthur signed an act requiring civil service tests to prove applicants were qualified.

What illegal activities did political machines use to change election results?

_______________________

_______________________
PROGRESSIVES PUSH FOR REFORMS

Progressives were reformers. They wanted to solve problems caused by the fast urban growth of the late 1800s. Journalists wrote articles about such issues as child labor, racial discrimination, and slum housing. Called muckrakers for the scandals they exposed, these writers encouraged reforms.

Many progressives helped the urban poor. This led to improved conditions in cities. Other progressive leaders focused on education. States passed laws requiring children to attend school. Kindergartens opened to teach children basic social skills. John Dewey was a supporter of education. His motive was to help children use problem-solving skills, not just memorization. Education reform also improved the medical profession.

EXPANSION OF VOTING POWER

Reformers hoped to expand voting power. They favored the direct primary, in which voters choose candidates directly. They also favored the Seventeenth Amendment. This allowed Americans to vote for U.S. senators directly. Recall votes removed officials before the end of their terms. In some states voters proposed laws with initiatives. Some states let referendums overrule laws.

Wisconsin governor Robert M. La Follette challenged the power of political machines. His reform plan became known as the Wisconsin Idea, and it was used as a model for reform in other states.

CHALLENGE ACTIVITY

Critical Thinking: Make a Time Line Make a time line of the presidents who served the United States during the Gilded Age.

What does the term muckraker mean?

What does the Seventeenth Amendment allow Americans to do?

Who developed the Wisconsin Idea?
DIRECTIONS Look at each set of terms below. On the line provided, write the letter of the term that does not relate to the others.

1. a. political machine  
   b. muckrakers  
   c. recall  
   d. initiative  
   ____  

2. a. muckrakers  
   b. recall  
   c. Seventeenth Amendment  
   d. referendum  
   ____  

3. a. Robert M. La Follette  
   b. political machines  
   c. Progressives  
   d. Upton Sinclair  
   ____  

4. a. initiative  
   b. reform measures  
   c. referendum  
   d. exploration  
   ____  

DIRECTIONS Write two descriptive phrases that describe the term, person, or event.

5. political machines  
   _____________________________  
   _____________________________

6. Seventeenth Amendment  
   _____________________________  
   _____________________________

7. muckrakers  
   _____________________________  
   _____________________________

8. initiative  
   _____________________________  
   _____________________________

9. Progressives  
   _____________________________  
   _____________________________
The Progressive Spirit of Reform

Section 2

MAIN IDEAS
1. Reformers attempted to improve conditions for child laborers.
2. Unions and reformers took steps to improve safety in the workplace and to limit working hours.

Key Terms and People

**Triangle Shirtwaist Fire** tragic fire that killed 146 workers

**workers’ compensation laws** laws that guarantee a portion of lost wages to workers injured on the job

**capitalism** system in which private businesses run most industries and competition determines how much goods cost

**socialism** system in which government owns and operates a country’s industry

**William “Big Bill” Haywood** union leader of the Industrial Workers of the World

**Industrial Workers of the World** labor union founded in 1905 on socialist beliefs

Section Summary

**IMPROVING CONDITIONS FOR CHILDREN**
Reformers also focused on child labor. Children worked in a variety of jobs. Some sold newspapers. Some took care of boarders at their homes. Some sewed clothing. Many worked in industry. Sometimes children as young as seven were sent to work in factories and mills.

Florence Kelley was a reformer who got involved in child labor. She was a board member of the National Consumers’ League. The league spoke out on labor issues involving women and children. In 1912 Massachusetts became the first state to pass a minimum wage law. Congress, too, tried to pass laws protecting working children. However, the Supreme Court ruled many of these laws unconstitutional.

How do you think a minimum wage law helped protect children?

_____________________

_____________________

_____________________

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SAFETY AND WORKING CONDITIONS
Progressives also fought to ensure workers’ safety, limit working hours, and protect workers’ rights. It took several terrible accidents before laws ensuring workers’ safety were passed. One of the worst was the Triangle Shirtwaist Fire in New York City. When the factory caught fire, many workers died because factory owners had locked the exit doors.

Reformers also concentrated on getting workers’ compensation laws passed. These laws guarantee a portion of lost wages to employees who are injured on the job. Some business leaders believed that the economy should operate without government influence. In <i>Lochner v. New York</i>, the Supreme Court ruled that states could not restrict the types of labor agreements between employers and employees. The Supreme Court did, however, put limits on the number of hours women and children could work.

Labor unions also tried to improve working conditions. Some wanted to take drastic measures, such as changing the economic system of the country to socialism. In capitalism, private businesses run most industries and competition determines how much goods cost and how much workers are paid. Under socialism, the government owns all the means of production. A new union, based on socialist ideas, was founded in 1905. Under its leader, William “Big Bill” Haywood, the Industrial Workers of the World hoped to overthrow capitalism. It was not successful and had declined by 1920.

CHALLENGE ACTIVITY
Critical Thinking: Write to Make Judgments
Make a list of the different ways your life would be changed if the reforms discussed here had not happened. Use this list to decide whether or not you agree with the reforms.
DIRECTIONS Use the five words or phrases from the word list to write a summary of what you learned in the section.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

DIRECTIONS Write three descriptive phrases that describe the term given.

1. capitalism ________________________________________________________
   ___________________________________________________________________

2. socialism ________________________________________________________
   ___________________________________________________________________

3. William “Big Bill” Haywood _________________________________________
   ___________________________________________________________________

4. Industrial Workers of the World ______________________________________
   ___________________________________________________________________

5. Triangle Shirtwaist Fire _____________________________________________
   ___________________________________________________________________

6. workers’ compensation laws _________________________________________
   ___________________________________________________________________
The Progressive Spirit of Reform

Section 3

MAIN IDEAS
1. Women fought for temperance and the right to vote.
2. African American reformers challenged discrimination and called for equality.
3. Progressive reforms failed to benefit all minorities.

Key Terms and People

Eighteenth Amendment  amendment banning production and sale of alcoholic drinks

National American Woman Suffrage Association  group that worked for women’s voting rights, founded by Elizabeth Cady Stanton and Susan B. Anthony

Alice Paul  founded a women’s suffrage group that became the National Woman’s Party

Nineteenth Amendment  a constitutional amendment giving women the right to vote

Booker T. Washington  African American educator who encouraged other African Americans to improve their own lives rather than fight discrimination

Ida B. Wells  African American journalist who publicized lynchings in her newspaper

W. E. B. Du Bois  African American reformer who publicized cases of racial prejudice

National Association for the Advancement of Colored People  organization that brought attention to racial inequality

Section Summary

WOMEN FIGHT FOR TEMPERANCE AND VOTING RIGHTS

New educational opportunities opened up for women in the late 1800s. However, many male-dominated fields were still closed to women. Women’s reform groups focused on two issues. One was the right to vote. The other was temperance, for many believed alcohol caused society’s problems.

In 1874 the Women’s Christian Temperance Union was formed. This group fought for passage of local and state laws restricting alcohol sales. Their efforts were rewarded in 1919 when the Eighteenth Amendment banned the production and sale of alcohol.

Meanwhile, women struggled for the right to vote. By 1890 some western states had given
women suffrage. That year, the **National American Woman Suffrage Association** was founded. Carrie Chapman Catt became its president in 1900. **Alice Paul** founded another group that would become the National Woman’s Party. Paul and other reformers were put in jail. In 1920 the **Nineteenth Amendment** to the Constitution gave women the right to vote.

**AFRICAN AMERICANS CHALLENGE DISCRIMINATION**

African Americans had won their freedom but they still faced discrimination and segregation. African American educator **Booker T. Washington** urged African Americans to focus on education and economic well-being to end discrimination. **Ida B. Wells** focused directly on ending discrimination. She told about lynchings of African Americans in her newspaper. **W. E. B. Du Bois** also used publicity to fight racial injustice. He and others founded the **National Association for the Advancement of Colored People** to show the struggles of African Americans. The National Urban League helped blacks find jobs and housing in northern cities.

**FAILURES OF REFORM**

Chinese and Mexican immigrants and Native Americans were left out by many reforms. In 1911 the Society of Native Americans was founded to fight Indian poverty. Some Native Americans felt that adopting the ways of whites was destroying their heritage. Chinese immigrants faced discrimination and hard lives. Labor laws did not help Mexican immigrants. They did help the western and southwestern economies.

**CHALLENGE ACTIVITY**

**Critical Thinking: Research to Discover**

Research the Eighteenth Amendment and its repeal. Then write a paragraph about your findings.

What did the Nineteenth Amendment to the Constitution address?

Underline the names of all the reformers identified in this section.

List three groups of people that were not generally helped by Progressive reforms.

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What did the Nineteenth Amendment to the Constitution address?

Underline the names of all the reformers identified in this section.

List three groups of people that were not generally helped by Progressive reforms.
DIRECTIONS  Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. Women were given the right to vote by the ______________________.
   (Eighteenth Amendment/Nineteenth Amendment)

2. ______________________ published the newspaper Free Speech and wrote about discrimination. (Ida B. Wells/Booker T. Washington)

3. ______________________ studied racial prejudice and pushed for protest against unjust treatment. (Alice Paul/W. E. B. Du Bois)

4. More than one million volunteers worked to broaden the right to vote as part of the ______________________. (National American Woman Suffrage Association/National Association for the Advancement of Colored People)

5. ______________________ was jailed for supporting women’s suffrage. (Alice Paul/Ida B. Wells)

DIRECTIONS  On the line provided before each statement, write T if a statement is true and F if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement.

_____  6. The Nineteenth Amendment banned the sale of alcohol in 1919.

___________________________________________________________


___________________________________________________________

_____  8. “Our country’s national crime is lynching…” was written by Ida B. Wells.

___________________________________________________________

_____  9. The NAACP fought its battles for justice in the courts.

___________________________________________________________
The Progressive Spirit of Reform

Section 4

**MAIN IDEAS**

1. Theodore Roosevelt’s progressive reforms tried to balance the interests of business, consumers, and laborers.
2. William Howard Taft angered Progressives with his cautious reforms, while Woodrow Wilson enacted far-reaching banking and antitrust reforms.

**Key Terms and People**

**Theodore Roosevelt**  vice president who became president upon McKinley’s death

**Pure Food and Drug Act**  law stopping the manufacture, sale, or transportation of mislabeled or contaminated food and drugs

**conservation**  protection of nature and its resources

**William Howard Taft**  president elected in 1908

**Progressive Party**  nicknamed the Bull Moose Party; formed so Roosevelt could run for President in 1912

**Woodrow Wilson**  Democratic president who worked to regulate tariffs, banking, and business

**Sixteenth Amendment**  amendment that allows the federal government to impose direct taxes on people’s incomes

**Academic Vocabulary**

**various**  of many types

**Section Summary**

**ROOSEVELT’S PROGRESSIVE REFORMS**

Vice President **Theodore Roosevelt** became president when President McKinley was assassinated. Roosevelt was a progressive president. He believed the interests of businesses, workers, and consumers should be balanced, or even sided. This policy was called the Square Deal.

During a 1902 coal miner strike, Roosevelt forced mine managers and strikers to settle their dispute. This was done through arbitration, a formal way of settling an argument. Roosevelt’s Square Deal idea helped him win the 1904 election.

**What did Theodore Roosevelt mean when he used the term Square Deal?**

_______________________

_______________________

_______________________

_______________________
President Roosevelt made regulating big business a top goal. Muckrakers helped him by focusing public attention on industry problems. One muckraker, Upton Sinclair, wrote a book on meat processing. The terrible conditions he described led to a meat-inspection law. His book also led to the Pure Food and Drug Act of 1906.

Roosevelt was the first president to consider conservation an important national issue. Nearly 150 million acres of public land was saved from development under Roosevelt.

REFORMS OF TAFT AND WILSON

William Howard Taft became President in 1908 with Roosevelt’s support. He felt Roosevelt had more power than the Constitution allowed. So he moved toward reform slowly. Various Progressives, including Roosevelt, were not satisfied with some of his reforms. In 1912 Roosevelt ran with the Progressive Party against Taft. However, Democrat Woodrow Wilson won.

President Wilson immediately began to push for reforms. He was especially interested in tariffs and banking. His reforms led to passage of the Sixteenth Amendment, allowing a direct income tax.

Wilson worked to regulate banking with the Federal Reserve Act in 1913. Passage of the Clayton Antitrust Act and the creation of the Federal Trade Commission helped regulate big business. These programs also helped Wilson win re-election in 1916.

CHALLENGE ACTIVITY

Critical Thinking: Write to See Connections

Write a short paragraph explaining how muckrakers played an important role in the reforms backed by U.S. presidents.
**DIRECTIONS**  Match the terms in the first column with their correct definitions from the second column by placing the letter of the correct definition in the space provided before each term.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theodore Roosevelt</td>
<td>a. the protection of nature and its resources</td>
</tr>
<tr>
<td>2. Pure Food and Drug Act</td>
<td>b. formed by Theodore Roosevelt in 1912 to challenge President Taft</td>
</tr>
<tr>
<td>3. conservation</td>
<td>c. believed the interests of businesspeople and laborers should be balanced for the public good</td>
</tr>
<tr>
<td>4. William Howard Taft</td>
<td>d. won the election of 1912 after the Republican vote was split between two other candidates</td>
</tr>
<tr>
<td>5. Progressive Party</td>
<td>e. allowed the government to impose taxes directly on citizens’ incomes</td>
</tr>
<tr>
<td>6. Woodrow Wilson</td>
<td>f. law that prohibited the sale of mislabeled or contaminated food and drugs</td>
</tr>
<tr>
<td>7. Sixteenth Amendment</td>
<td>g. followed Theodore Roosevelt as president but upset many Progressives</td>
</tr>
</tbody>
</table>

**DIRECTIONS**  Write a sentence using the word *motive* as a noun.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
**Analyzing Political Cartoons**

Study the political cartoons, and then answer the questions that follow.

1. How does the cartoon illustrate the idea of pass the buck, which is to shift responsibility to someone else?

2. How does this cartoon illustrate a political machine at work?