

Chapter 12

The Progressive Era

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FYI

Henry Ford completed the first practical automobile in Detroit on the morning of June 4, 1896. In the excitement of finishing the car, no one noticed that the shed in which they were working had a door smaller than the car. One of the workers had to take an ax and knock out the bricks in order to move the car onto a path.

But perhaps Ford's equally great invention was the assembly line in 1913. Using this method, a car could be built in ninety-three minutes rather than several hours.



CHAPTER

PREVIEW

PEOPLE: James Buchanan Duke, Robert M. La Follette, Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Duncan Clinch Heyward, Martin F. Ansel, Coleman Blease, Richard I. Manning, Julius Rosenwald, Virginia Durant Young, Susan Pringle Frost, Anita Pollitzer, Eulalie Chafee Salley, Freddie Stowers, Bernard Baruch

PLACES: Newberry, Sumter, Rock Hill, Myrtle Beach, North Augusta, Sandy Springs

Americans born in 1865 would have observed some amazing and revolutionary changes in their lifetime. Soon after their birth, the typewriter was invented and writing became a lot easier—and easier to read. At about the same time, the transcontinental railroad, binding America's east coast with the new golden promise of the west coast, was completed. Then the telephone was invented and soon a voice could be heard through wires across the continent.

Electricity had been known in the form of lightning from the beginning of humankind. But learning to generate electricity and harness it to create light and run machinery happened in the early 1880s. Soon cities and towns were brightly lit at night. By 1893, Columbia, South Carolina, had the world's first all-electric cotton mill. Soon after that, all kinds of factories were powered by electricity. Humans had learned how to expand their capacity to do work far beyond what human and animal power could ever do.

By the time those Americans reached age thirty, they had news that several different inventors were attempting to put gasoline-powered motors on buggies. The automobile revolutionized transportation in the twentieth century. If the gasoline engine could power a car, why not add wings and fly? Before they were forty, they could read about airplanes in newspapers, even if

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State Standards

Key Concept At a Crossroads

Standard 4 Demonstrate an understanding of South Carolina's role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.

Enduring Understanding Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Setting the Scene

“Now, it is very necessary that we should not flinch from seeing what is vile and debasing. There is filth on the floor, and it must be scraped up with the muckrake; and there are times and places where this service is the most needed of all the services that can be performed. But the man who never does anything else, who never thinks or speaks or writes, save of his feats with the muck rake, speedily becomes, not a help but one of the most potent forces for evil.... The effort to make financial or political profit out of the destruction of character can only result in calamity.” (Theodore Roosevelt, “The Man with the Muck Rake” speech, April 1906)

As you go through the chapter, you will read about the “muckrakers” and their influence during this period. What do you suppose Theodore Roosevelt thought of these writers? After reading this speech, do you think he had a favorable opinion of them?

Note: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.



they didn't actually fly in them. Another invention of the 1890s that people could read or hear about was the moving picture. *Still* photographs had advanced to *moving* pictures and recorded music in a hurry.

If they had surgery, anesthesia was available to soothe their pain. If they lived to the ripe old age of fifty, the radio was sending voice messages through the air—no wires. Who knew there were radio waves in the air all around? Americans born in 1865 were too old to fight in World War I, but they heard about the use of airplanes, submarines, tanks, and poison gas. They could only view with awe the new world they were living in.



TERMS: Rural Free Delivery (RFD), hydroelectric, streetcar, trolley, pandemic, pellagra, Progressive Era, direct primary, referendum, recall, trust, Federal Reserve System, women's suffrage, trench warfare, League of Nations, isolationists

Opposite page: Columbia Mills now houses the South Carolina State Museum, where these looms are on display. **Above:** This view of King Street in Charleston shows two important developments of the Progressive Era, the automobile and electric street lamps. **Left:** This monument to South Carolina soldiers who died in World War I is in Newberry.

Notes

Teacher Note

The website www.kids.OLR.com is another Internet site that provides good information for students. The online resources site is entertaining, informative, and easy to read and understand.

Teacher Note

Pull up the four composers—Scott Joplin, W. C. Handy, Arnold Schoenberg, and Igor Stravinsky—on YouTube. Each day, as class begins, play one of the artists' compositions. Ask students to make a mind map of all the things they think about when listening to the music. As you go through the chapter and play the music, have them “sense” the mood of the era.

History's Mysteries

What was the relationship between galoshes and zippers? This search should only take you a few minutes. Then you can report back to the class.

Teacher Note: In 1891, Whitcomb Judson of Chicago invented a “clasp locker or unlocker” for shoes. Prior to this, fasteners were laces or buttons. A few years later (1893), the item was shown at the World's Fair in Chicago. In 1923, the B. F. Goodrich Company began making galoshes or rain shoes. The ads encouraged people to “Zip'er up! Zip'er down!” The name stuck and became the nickname of galoshes. Soon, other footwear and clothing manufacturers started using zippers.

FYI

In 2012, a Houston restaurant owner developed a ten-course menu based on a meal on the *Titanic*. How much would such a meal cost today? (\$12,000 per person)

Search the Internet for the first-class menu on the *Titanic*. Which courses would you have liked? Compare this with the second-class menu. Again, which foods would you have liked?

SIGNS of the TIMES

EXPANSION OF THE U.S.

Between 1907 and 1912, the last three “lower forty-eight” states were added to the Union: Oklahoma, New Mexico, and Arizona.

EXPLOURATION

In 1909, a team led by Americans Robert Peary and Matthew Henson became the first explorers to reach the North Pole. In 1911, Norwegian Roald Amundsen’s team was the first to reach the South Pole.

ENTERTAINMENT

In 1910, director D. W. Griffith’s movie *In Old California* was the first one filmed in the little town of Hollywood, near Los Angeles. In 1915, he directed *The Birth of a Nation*, which glorified the KKK in South Carolina during Reconstruction. The first football bowl game, the Tournament of Roses, was played in 1902, and the first World Series was played in 1903.

LITERATURE

In 1900, L. Frank Baum published *The Wonderful Wizard of Oz*, the first of thirteen Oz books. Jack London was a popular writer of outdoor adventure novels. In England, Beatrix Potter’s *The Tale of Peter Rabbit*

became the rage. Edgar Rice Burroughs published the first of many *Tarzan* books in 1914. Carl Sandburg began publishing poetry.

MUSIC

African American ragtime composer Scott Joplin wrote “The Entertainer” in 1902, later used as the theme song of the popular 1970s movie, *The Sting*. W. C. Handy contributed to the blues with *Memphis Blues*. Arnold Schoenberg and Igor Stravinsky were composing experimental modern music.

SCIENCE & INVENTIONS

Albert Einstein shocked the scientific world with his theory of relativity. Dr. Walter Reed discovered that yellow fever was caused by a virus spread by mosquitoes. Willis Carrier invented the air conditioner. King C. Gillette manufactured the safety razor with disposable blades. Electric washing machines were introduced and zippers became popular.

TRANSPORTATION

In 1903, the Wright Brothers made their first flight at Kitty Hawk, North Carolina. Henry Ford incorporated the Ford Motor Company in 1903. Ocean liners were popular as new floating hotels, but the *Titanic* sank in 1912.

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Notes

Section 1

Life at the Turn of the Century

INTRODUCE

Outline

- A. Resistance to Immigration
- B. Rural Life in South Carolina
- C. Farm Life Improves
- D. Rural Free Delivery
- E. Villages and Towns
- F. Advances in Technology: The Telephone and Electricity
- G. The Automobile
- H. Tourism
- I. Health
- J. Violence and Murder

Materials

Textbook, pages 364-375

Student Workbook

129 Vocabulary: Fill in the Blank

130 Life in South Carolina at the Turn of the Century

Teacher Tech Website

Lesson Plan

Guided Reading, 12-1

mystatehistory.com

Online Textbook

Using Photographs

As a newspaper reporter, conduct an interview with one of the specific people in the photograph, "The Steerage," to find out about their trip across the Atlantic. Then write a newspaper article describing the journey.



Opposite page, above: Ambivalence to immigrants is demonstrated in this cartoon titled "The Immigrant. Is he an acquisition or a detriment?" This immigrant is welcomed by a politician who says "He makes votes for me," and a contractor who says "He gives me cheap labor." But the workman says "He cheapens my labor," and an immigration officer says "He brings disease." **Below:** This famous 1907 photograph of immigrants aboard ship by Alfred Stieglitz is titled "The Steerage."

AS YOU READ, LOOK FOR

- how the new wave of immigrants reshaped America but led to a backlash against them;
- the pleasures and problems of rural life in South Carolina;
- reasons for the growing prosperity of farmers in our state;
- technological advances that improved life in towns and cities;
- the effects of disease and violence on South Carolinians;
- terms: **Rural Free Delivery (RFD), hydroelectric, streetcar, trolley, pandemic, pellagra.**



Life in America and in South Carolina around the turn of the century was affected by great technological changes. But life was also still affected by age-old factors that had shaped American life for centuries. One of these factors was the interaction of European culture with black culture and American Indian culture. That interaction created a unique civilization that was neither European nor African nor Native American. South Carolina and other Deep South states experienced the greatest influence from African cultures simply because the huge numbers of Africans who had been imported as slaves were able to pass on more of their culture.

Another factor is related to the first: America continued to be influenced by waves of immigrants adding their flavors to American life. In the years from 1880 to 1920, millions of foreigners poured into the country. Most of the new immigrants did not come to South Carolina. They were not attracted to the state's

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State Standards

State Standard 4 (T360)

The student will:

8.4.P Summarize the economic changes that emerged in South Carolina and the U.S.

8.4.CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

struggling agriculture or its new mills. More people were moving out of South Carolina than were moving in. Of the 1.4 million people in South Carolina in 1900, only 5,528 were foreign-born. Some of those, however, made significant contributions to the state, such as the Gonzales family from Cuba. N. G., Ambrose, and William Gonzales were journalists who established *The State* newspaper in 1891.

Resistance to Immigration

Not all Americans welcomed the “new immigrants” who arrived after 1880. Instead of appreciating the immigrants’ economic muscle and cultural contributions, many resented the foreigners’ acceptance of lower wages. Resentment first hit the Chinese, who had been brought into the West to work on railroads and in mines. In 1882, Congress passed the Chinese Exclusion Act, the first effort to totally shut America’s doors to any foreign group. The next immigrants to suffer discrimination were from Eastern and Southern Europe.

Soon after World War I, this *nativist* (favoring native inhabitants over immigrants) sentiment resulted in passage of the most restrictive immigration legislation in our history. Those laws of the 1920s placed limits on the number of immigrants who could settle in America each year. Only 150,000 were allowed in any year, compared to the previous average of 1 million per year. Most of the new immigrants had to come from Western Europe; very few from Eastern Europe, and none from Asia. These restrictions lasted until the 1960s.

Rural Life in South Carolina

Immigration seldom bothered South Carolina. Most Carolinians lived in small houses scattered along dirt roads with few close neighbors. Some families owned land, but most were tenants or sharecroppers. Almost all were poor.

Diversions

Life was tough, but not without pleasure. There were families to raise and joy to be found in happy children’s faces. The women had quilting bees with their neighbors and baked pies to take to the annual county fair. Men enjoyed hunting coons and rabbits, racing horses and mules, watching cockfights, and



Below: The majority of South Carolinians at the turn of the century lived in the country, along dirt roads, in small frame houses like this one near Goose Creek.



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We Owe Them Thanks

Research N. G., Ambrose, and William Gonzales and record their influence then and now. Skim through the rest of this section and find a picture of one of the Gonzalez brothers. What happened to him?

Another Then and Now

The question of immigration then and now continues to be at the forefront of political thought. What is your opinion about immigration? What about illegal immigration? You must be able to back up your opinion.

Search and Find

Search “U.S. Immigration in 20__ (current year).” Find the steps that must be taken to become a U.S. citizen. Search and find “Naturalization Self-Test.” Try it and see if you would make the grade.

Working with Source Documents

Go to www.ourdocuments.gov/doc.php?flash=true&doc=47 and find out more about the Chinese Exclusion Act of 1882. After reading the explanation, find the actual transcript of the Act. Divide the fifteen sections among your class, with each person (or small group) giving a summary of the meaning and intent of that section.

State Standards, continued

8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.

FYI

Children's games during this period (if the family could afford them) included Erector Sets, Tinkertoys, Lincoln Logs, and teddy bears. Do they still exist? Have you ever played with any of them? If any names are not familiar, look them up and decide what modern toys have replaced them.

Teacher Note

Pull up "Billy Sunday's Booze Sermon." Highlight sections that you think are appropriate. Discuss the sections and ask students for their feelings (positive and negative) had prohibition been maintained.

Read All About It

Go to <https://www.thoughtco.com/history-of-aspirin-4072562> to find out more about aspirin. What is its chemical name? (acetylsalicylic acid) What two things do prostaglandins do in the body? (promote blood clotting and sensitize nerve endings to pain) Salicin is found in the bark of what tree? (willow) When was the first bottle of aspirin produced? (1899) What German chemist rediscovered the compound created earlier by Charles Frederic Gerhardt, and what company did he work for? (Felix Hoffmann, Bayer) Where did the name "Aspirin" come from? ("a" for acetyl chloride, "spir" for spiraea ulmaria, the plant from which they obtained salicylic acid, and "in," a familiar name ending for medicines)

Interesting

Probably one of the most famous patent medicines was Coca-Cola. Research the drink line and describe why it was first used as a medicine.

FYI

"Call and response" is also used in jazz.

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Above: Photos like this one of a baptism were often sold as postcards depicting life in the South.

DID YOU KNOW?

Several black communities on St. Helena Island built "praise houses," small satellite churches for holding Sunday night and midweek services. The praise service was usually informal, with songs, testimony, and prayer, climaxing with a call and response from a leader and the audience—called a "shout." Praise houses were also used for community informational meetings.

drinking whiskey, perhaps distilled from their own corn. They enjoyed sitting with their friends, talking, and chewing tobacco. Both men and women enjoyed church on Sundays and the occasional church picnics.

Churches continued to be "southern," separate from northern churches, and separated by race. Churches were growing and active during the 1880 to 1920 period. Despite few resources, they sent missionaries and created orphanages. They preached passionately against drinking, and they promoted prohibition of alcoholic beverages by state action. Camp meetings focused on individual sin and salvation. The preachers, especially in white churches, tended to neglect social sins such as child labor, the convict lease system, racism, and extreme poverty.

The Country Store

Before the automobile and good roads, the country store was an important institution. Located at a crossroads or in a village or small town, it was usually a large two-story building. The store sold food, work clothes, kerosene, candles, tools, and farm tools. It sold the ever-present *patent medicines* (medicines not prescribed by a doctor) that were supposed to cure everything from stomachache to ingrown toenails. Most of them were useless, but they were popular. Many contained a high alcoholic content, which might explain their popularity. At least one patent medicine available by the end of the century was worth its cost—aspirin, truly a pain reliever.

The country store often served as a post office and meeting place for such white organizations as the Grange, the Farmers' Alliance, Tillman's Farmers' Association, the local Democratic Party, or the Masonic Lodge. At election

Notes

time, the store might serve as a polling place, but more often it was an informal social gathering place. Men liked to meet their friends by the potbelled stove in winter or on the shady porch in summer and talk about the news of the day.

The store owner functioned as a banker as well as a merchant, extending credit to farmers. Sometimes the farmers fell into such heavy debt that they had to turn over their farms to the merchant and become renters or sharecroppers. This happened many times in the 1880s and 1890s, but better times were coming.

Farm Life Improves

Agriculture in South Carolina was generally prosperous, and farm life improved in the first two decades of the twentieth century. Tobacco cultivation soared in the Pee Dee area, which proved to be the only region of the state that was perfect for growing bright leaf tobacco for cigarettes. In 1890, the Pee Dee produced 220,000 pounds of tobacco. Ten years later, the area produced 20 million pounds. Farmers growing tobacco could make at least three times as much profit per acre as those growing cotton.

Cotton crops increased during the first decade, peaking at an all-time high of 1.6 million bales in 1911. Surprisingly, the price the farmers received also went up a bit. In 1914, cotton was bringing thirteen cents per pound, a decent price. World War I began that year in Europe and spurred demand for cotton products, such as uniforms and tents. Cotton prices went up sharply. Encouraged by new demand, farmers bought more land and equipment, on credit. The price of cotton went to forty cents per pound in 1920. Most farmers were feeling pretty good.



Above: Country stores sometimes hosted meetings of local organizations like the Grange, a fraternal organization of farmers that promoted their interests. **Below:** Although cotton was still by far the dominant crop in South Carolina, there was more diversification. This is a field of Irish potatoes near Charleston.



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Research and Report

Google “Bright Leaf Tobacco” and find out what connection Stephen Slade, a slave on Abisha Slade’s North Carolina plantation, had with bright leaf tobacco. Record five facts about this type of tobacco that you did not know before.

Using Math

If, by chance, South Carolina produced the same number of bales of cotton in 1914 and 1920 as it had in 1911, what would be the total income from cotton in 1914 and in 1920? First you’ll need to find out how many pounds are in a bale! Teacher Note: The National Cotton Council of America says a cotton bale weighs about 500 pounds.

(1914: 1,600,000 bales x 500 pounds = 800,000,000 pounds x \$0.13 = \$104,000,000; 1920: 1,600,000 bales x 500 pounds = 800,000,000 pounds x \$0.40 = \$320,000,000)

FYI

The full name of “The Grange” is “The National Grange of the Order of Patrons of Husbandry.” Founded in 1867, it is the oldest surviving agricultural organization in America. In the years of its prominence, its members built “Grange Halls,” meeting places that were important landmarks in their towns. Can you locate a Grange Hall in South Carolina? If so, place it on a South Carolina map. (Donalds Grange No. 497, Donalds, Abbeville County)

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Why?

In your opinion, why would Rural Free Delivery (RFD) become so important to the nation? Here's something to think about. As of this date, the U.S. Post Office is in dire straits. One proposed financial step is to cancel Saturday delivery. What is your feeling about this step? Back up your opinion with facts.

Take a Look

The old Sears, Roebuck Christmas catalog was known as a "Wish Book." Why do you think that was so? You can go to <https://www.sears.com/gifts/b-102009> to see a current Sears catalog online. Using a budget of \$200, make your own wish list. What items in the catalog surprised you?

Check It Out

The Dr. York Bailey House on St. Helena Island was built in 1915 from a kit shipped from a mail-order catalog store. Dr. Bailey was the first African American doctor on the island.

Go to www.nationalregister.sc.gov/beaufort/S10817707035/index.htm to see a picture of the house, which cost about \$1,097. See the floor plan and various renditions of the exterior by going to "Sears Castle-ton." Would you have liked living there? Why or why not? Check out house kits on the Internet. Are house kits still being made? Is there one in which you would be interested? Describe it or download a picture.



Above: Rural Free Delivery was one of the main objectives of the Grange, whose full name was the National Grange of the Order of Patrons of Husbandry. It is the nation's oldest farmer's organization. Experimental Rural Free Delivery began in three South Carolina communities in 1899—Cope, Orangeburg, and St. George.

Rural Free Delivery

An important innovation by the federal government improved life for all rural residents. Beginning in 1902, the government gradually established Rural Free Delivery (RFD) nationally, delivering mail directly to rural areas. In 1913, package delivery began. Mail-order stores, such as Sears, Roebuck and Montgomery Ward, now mailed thick catalogues to farm families. The families could order things they never knew they needed. And all could be brought to them by RFD.

Farmers did not just buy fanciful items from the catalogues. They could buy tools and plows, windmills and weathervanes, lanterns and lightning rods. One could even purchase a house in a kit, which would be shipped by RFD. The mail-order companies cut into the profits of country stores, very much as Internet stores in the twenty-first century are challenging local merchants. But competition brought more choices and better prices.

Villages and Towns

Small towns and villages were a part of the rural scene. All had hitching rails, watering troughs, and livery stables for horses and mules. All the roads were dirt. Most towns had a little hotel with a place to eat, though local people seldom ate out. The towns had stores, cotton gins, churches, a doctor or two, and often a railroad. Saturday was come-to-town day for farmers.

Just So You Know

What was the connection between Dr. York Bailey and Penn Center? (You will recall the special feature about Penn Center in Chapter 9.)

FYI

Until the early 1950s, some doctors continued to make house calls.

Notes



The townspeople enjoyed the same leisure-time activities as farmers, but more organized activities were possible. Baseball had become popular since Union troops brought the sport south. By the turn of the century, every town, mill village, and college had to have a baseball team, and fans were truly fanatical. A city like Charleston had a professional team; smaller towns had semipro and amateur teams. The most intense competition was among the mill villages of the Upcountry. Mill owners recruited the best players to work and play on their teams.

Towns provided parks, bandstands, spelling bees, horse races, cockfights, and parades for special holidays. (That holiday would not be the Fourth of July. Former Confederates were not yet ready to celebrate American independence.) A few towns built “opera houses” or civic buildings where traveling actors and musicians performed. Opera was not the usual fare. Some of these beautiful structures have been refurbished recently. They are, again, providing a cultural boost to their communities, notably in Newberry, Abbeville, Sumter, and Marion.

Advances in Technology: The Telephone and Electricity

Life for many was transformed by technological changes. The telephone was invented in 1876, and by the end of the century, many townspeople were

Above: The Newberry Opera House was completed in 1881. The opera hall is on the second floor. The first floor was reserved for municipal offices and a jail! The opera house hosted all forms of entertainment, including silent movies. The building was completely renovated in the 1990s.

DID YOU KNOW?

One of the earliest intercollegiate baseball games was in 1875 between USC and Claflin University. Both teams were all black. USC won the game, 41–10.

America’s Pastime

Research the history of baseball. Describe how Union troops made baseball so popular.

Think It Over

Why would something like baseball be offered in a mill village?

Your Thoughts

In what ways do cultural endeavors boost a community?

Art and Information

Go to www.newberryoperahouse.com to find out more about the Newberry Opera House. After reading about its history and its renovation, create one brochure to advertise the opera house as it was “back in the day” and another to advertise it today.

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FYI

Alexander Graham Bell, the inventor of the telephone, uttered these famous first words to Tom Watson, his assistant, who was in the next room: "Mr. Watson, come here. I want to see you." Another set of famous first words is "What Hath God Wrought?" Find out who sent those words and what invention they represent.

Creative Thinking

In many geographic areas, telephone users shared a party line with up to four other neighbors. Each family had a separate ring (i.e., if the phone rang twice, you shouldn't answer because two rings belonged to a neighbor and you had three rings). However, any of the four could pick up the phone and listen in to others talking. Do you think this ever happened?

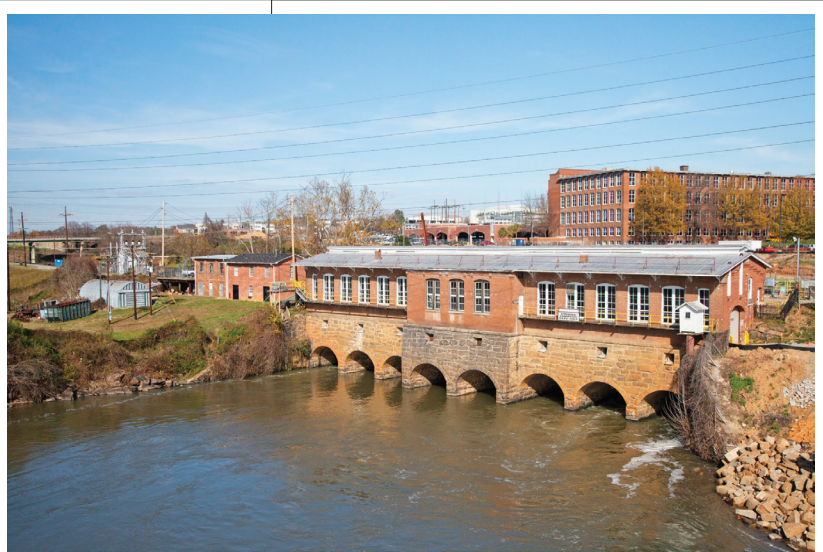
In a group of three, create a humorous skit in which one person from 1910 listens in on another party's conversation and then repeats the gossip to a third party. Be sure that your skit deals only in harmless chitchat.

Check It Out

Use your research skills to discover what each of these three men did to make your life today better: Benjamin Franklin, James Watt, and Michael Faraday.

FYI

Anderson is also called "The Friendliest City in South Carolina."



hearing a woman ask: "Number, please?" A new job opportunity for women was born—telephone operator. Electricity was not far behind. In the 1880s, the user of electrical power had to be located very close to the generating plant, as was the case in Columbia's first all-electric cotton mill in 1893. The mill was only six hundred feet from the **hydroelectric** (producing electricity by waterpower) plant on the Columbia Canal. When electricity could travel by wire for long distances, the use of electric power increased. South Carolina figured large in that development. The first significant distant transmission in the South came when the Portman Shoals hydroelectric plant on the Seneca River sent current ten miles to Anderson. The lights came on and the mill machinery whirred in 1898. Anderson acquired the nickname, the "Electric City," which it has kept to the present.

Soon, North Carolina tobacco tycoon, James Buchanan Duke, began building a series of hydroelectric plants on the Catawba-Wateree River system. Duke Power Company was born. Other companies began damming other rivers and producing electricity. Most cities and larger towns in the state converted from gas to electric streetlights in the 1880s and 1890s. Not many houses were connected to electricity until about 1900. Rural residents had to wait several more decades for the electrical revolution to reach them.

Notes



Several cities provided public transportation on **streetcars** (passenger vehicles that ran on rails and were pulled by mules). By the end of the century, Charleston, Columbia, Spartanburg, Anderson, and Greenville had replaced them with **trolleys** (streetcars that ran on power from overhead wires). These cities could expand in size, link up with mill villages on the outskirts, and connect new suburbs with the downtown jobs and shopping. Early in the twentieth century, railroads were still the most convenient form of land transportation, both within cities and between towns. Twenty-eight passenger trains and thirty-eight freight trains served Columbia every day. But cars were coming on strong.

The Automobile

When cars were invented in the 1890s, they were only for the wealthy, costing nearly \$1,000. (Those who wanted a windshield paid extra!) By 1904, Columbia had about fifty autos, or “horseless carriages.” Many city streets and almost all rural roads were unpaved, muddy messes, almost impassable for cars. Local, state, and federal governments would later take up the burden of building better roads. Horses and carriages were to be around for several decades, despite horses being terrified by the noisy cars whipping by at eight or ten miles per hour.

In 1917, when the United States entered World War I, South Carolina had 40,000 cars and terrible road conditions. Few bridges had been built

Above: King Street in Charleston dazzles at night with its new electric streetlights. Opposite page, above: The first electricity generated in Columbia was provided by this hydroelectric power plant on the Columbia Canal. The electricity powered Columbia Mills (the building on the right behind the power plant), one of the first all-electric mills in the country. It now houses the South Carolina State Museum. The power plant is still operating. Opposite page, below: The invention of the telephone revolutionized communications and provided many new jobs for women.

Check It Out

Go to <https://www.historiccolumbia.org/online-tours/waverly> to take a virtual tour of the historic Waverly neighborhood in Columbia. As you visit the sites, look for answers to these questions.

Which two important schools for blacks were located in or near Waverly? (Benedict College and Allen University)

What newspaper became “the voice of black South Carolina”? (*Lighthouse and Informer*)

What future civil rights leader was born in a one-story brick cottage on Pine Street? (Modjeska Monteith Simkins: She is featured in Chapter 14.)

Whose home is located at 2027 Taylor Street? What do you learn about her in this chapter? (Dr. Matilda Evans: She was the first licensed female physician, black or white, in South Carolina.)

Why did the 1300-1400 blocks of Pine Street have a special nickname? (That area was called Doctors’ Row because of the many academic, medical, and religious doctors who lived and worked there from the 1920s through the 1960s.)

What future civil rights leader and judge lived at 2216 Washington Street as a boy? (Matthew J. Perry: He is featured in Chapter 15.)

Teacher Note

The name “Waverly” was inspired by the Waverly novels of Sir Walter Scott. These novels were popular among southern aristocrats at the time.

Notes

FYI

Today there are approximately thirteen Anderson cars still in existence.

Compare and Contrast

Go to www.american-automobiles.com/Anderson-2.html to find an advertisement for the 1919 or 1920 Anderson 6 automobile. Then go to any appropriate Internet site to find information about the Ford Model T, which was produced during that same time. Using a Venn diagram, compare and contrast the two cars. Which one would you have wanted to own?

Horsing Around

Find out more about the sports associated with horses that were enjoyed in Camden and Aiken. Either write a description or draw a picture of each of them.



HAVE YOU SEEN...

one of the few remaining Anderson cars? It is on display in Columbia's South Carolina State Museum.

over major rivers, so ferryboats had to haul cars across. Look at a map and estimate how many rivers you would have to ferry while driving from Charleston to Beaufort.

Most American cars were manufactured in Detroit, Michigan, but South Carolina had one early venture in making automobiles. John Gary Anderson, a buggy manufacturer in Rock Hill, converted his plant in 1916 to produce cars. Over the next ten years, the company made 6,300 cars, mostly of the luxury variety, but it went bankrupt in 1926. Ford, not Anderson, became the household name because Henry Ford developed the efficient assembly line that enabled him to produce a basic car to sell for about \$400. The Anderson, a bigger car, cost four to six times as much.

Tourism

As more and more wealthy northerners "discovered" South Carolina as an attractive place to spend their winters, the trains brought them in, not cars. Many of the tourists came to enjoy sports associated with horses. Aiken and Camden, in particular, developed brisk tourist businesses, with luxury hotels and expensive "second homes." There were harness races with trotting horses pulling small buggies, and steeplechases for high-jumping thoroughbreds. Polo and foxhunting were also popular.

Notes

The beach was not yet well developed as a tourist destination. In 1900, a railroad was built from Conway to the beach, where there was a farm and a cotton gin. In a naming contest, Myrtle Beach was selected because of the numerous wax myrtle shrubs near the beach. In 1901, the first hotel was built there. The price was right: \$2 per night included three meals, but no electricity or running water. There is little wonder that northern tourists did not yet flock to South Carolina's Grand Strand.

Health

South Carolina was not the healthiest place to live in 1900. One-third of the state's young men volunteering for the Spanish-American War in 1898 were not accepted into the army because of health problems. Killer diseases such as smallpox, malaria, and typhoid still took their toll. Vaccination for smallpox had been available for over a century, but resistance was considerable, especially in the mill villages. Mill workers did not want government or health officials telling them to get shots. But state government did make vaccinations compulsory, and by 1930, smallpox had been eliminated.

The most dramatic health problem, not just in South Carolina but around the world, was the influenza (flu) epidemic of 1918-1919. This outbreak was a **pandemic** (a worldwide epidemic) in which 26 million people died. In South Carolina, about 10 percent of the population got the flu, resulting in over 14,000 deaths from the flu or pneumonia.

Below: The Spanish influenza pandemic of 1918-1919 killed many more people than had died in World War I. It has been theorized that the pandemic started at an army base in Kansas and was spread to Europe by American troops. From there it spread around the world, killing millions of people. This photograph shows a demonstration at the Red Cross Emergency Ambulance Station in Washington, DC, during the pandemic.



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History's Mysteries

In 1920, South Carolina was almost nicknamed the "Iodine State." Why? What connection does iodine have with health? Teacher Note: It was because there was so much iodine in the vegetables grown in South Carolina.

Do Your Research

How much do you know about smallpox, malaria, and typhoid? Do some research, and make a chart with categories of your choosing that will inform your classmates about these three diseases.

Think It Over

Find out about other pandemics of the twentieth and twenty-first centuries: Asian flu (1957), Hong Kong flu (1968), swine flu (1976), Russian flu (1977), avian flu (1997), swine flu/H1N1 (2009), and COVID19 (2020). Is there the chance of a pandemic hitting us again? Back up your response with facts.

Map Skills

On a map of South Carolina, label the major phosphate areas in the state. What does the pattern on your map tell you about the geography and mineral resources of the state?

Notes

Art and Information

Find a photograph of the monument to N. G. Gonzales in Columbia. What did the initials “N. G.” stand for? Why (supposedly) was the monument erected on that street? Draw four pictures of the monument, one of each face, and place the words of that face in their appropriate place. Recite the monument’s poem aloud. Do you think the words ring true today?

ASSESS

Answers to “Do You Remember?”

- 1. Rural Free Delivery (RFD)** was a system of routes for the delivery of mail directly to previously unserved rural areas. **Hydroelectric** means producing electricity by water power. A **pandemic** is a worldwide epidemic.
- 2.** The store sold food, work clothes, kerosene, candles, tools, farm implements, and patent medicines. It often served as a post office and meeting place for white organizations, as an election polling place, and as an informal social gathering place. The store owner functioned as a banker as well as a merchant, extending credit to the farmers.
- 3.** They enjoyed harness races with trotting horses pulling small buggies, steeplechases for thoroughbreds, polo, and foxhunting.



Above: Newspaperman N. G. Gonzales, who cofounded *The State* newspaper with his brother Ambrose, was brutally murdered in broad daylight by South Carolina Lieutenant Governor James Tillman. Tillman blamed Gonzales, with justification, for his defeat in the governor’s race.

A less deadly but more lasting problem in South Carolina was pellagra. First diagnosed in the mid-eighteenth century, **pellagra** was a disease that caused diarrhea, mental depression, and skin disorders that left permanent bleached-out blotches on the skin. Mill villages had the highest rate of pellagra. Studies in Spartanburg County mills supported the idea that poverty and poor diet caused the disease. Poorer workers were twelve times more likely to get pellagra than the higher-paid workers who could afford a better diet. Mill hands tended to eat a steady diet of corn meal, salt pork, and molasses. Add green vegetables, milk, eggs, and fresh meat, and the disease did not occur.

When World War I brought higher wages, pellagra nearly ended. When economic hard times returned in the 1920s, the disease came roaring back. Finally, in the late 1930s, researchers found the exact problem—the lack of *niacin* (a form of B-vitamin) in the diet. With this knowledge, the disease has ceased to occur in most of the world.

Violence and Murder

One of the unhealthiest and ugliest aspects of South Carolina in the turn-of-the-century era was the rate of violence and murder. America had always been a violent country, perhaps because of its frontier beginnings. On the frontier, personal disputes were often settled quickly and with violence rather than an appeal to law. The South had traditionally been violent. Then, Civil War and Reconstruction unleashed a rebellion against the established order, showing approval of the illegal use of violence. A South Carolina newspaper blamed the bloodshed on liquor and guns, but they were only part of the story.

Another part of the story was the acceptance of murder by so many South Carolinians. During the 1890s, South Carolina had seven members in the U.S. House of Representatives. Four of the seven had killed a man! In 1903, N. G. Gonzales, editor of *The State* newspaper, was gunned down on the sidewalk across from the State House in Columbia, in broad daylight before several witnesses. His attacker was Jim Tillman, lieutenant governor and nephew of Senator Ben Tillman. A jury found Jim Tillman not guilty of murder.

DO YOU REMEMBER?

1. Define in sentence form: Rural Free Delivery (RFD), hydroelectric, pandemic.
2. What were some of the functions of the country store and the store owner?
3. What were some of the sports associated with horses that tourists to South Carolina enjoyed?

Notes



South Carolina Mill Villages in the Early Twentieth Century By Dr. Tom Terrill

Rosa Kanipe was eighteen years old when a man came riding up to “our gate in a rubber-tire buggy. . . . He was hirin’ hands for the mill.” Soon Rosa and the rest of her family became “hands” in a cotton mill. They were among the many South Carolinians who moved after 1880 to mills from farms, where most had struggled to get enough to live on. By 1905, more than 37,000 South Carolinians worked as mill hands. Nearly 9,000 had not yet reached their sixteenth birthday. Few black South Carolinians joined this large migration. White worker hostility and, later, state law excluded blacks from most if not all but the most menial jobs in the mills.

Almost all the white mill hands and their families lived in mill village houses that cotton mill companies built, owned, and rented. There weren’t enough privately owned houses available, and mill workers needed to live close to the mills so they could walk to work. Mills and mill villages were located in rural areas and near small towns from the Midlands to the Piedmont. They were especially numerous in Greenville, Spartanburg, Anderson, and Columbia.

Mill housing was usually better than the homes cotton mill families like Rosa’s had as farmers. Most were small four-room wood structures arranged in rows along unpaved streets. More than eight people, family members and sometimes people who boarded with them, lived in houses that had only a little space—about a thousand square feet. Plant officials lived in larger, nicer homes in separate rows. Most mill villagers relied on outhouses

and hand-pumped water that served a group of houses. Both were improvements over what they had on the farm. So was the electricity that was increasingly available as more mills after 1900 used electric power. Most houses had unscreened windows. Mill villages often had reminders of their occupants’ farm past: cows, pigs, chickens, and vegetable and flower gardens. However, everyday meals for most families consisted of corn bread, pork, and coffee.



Some children attended birth schools provided by mill companies; others went to public schools if they were located nearby. In 1905, most children went to school only through the fourth grade. More than 20 percent of those younger than sixteen years old worked in the mill. Working children usually gave their earnings to their parents. The “family wage” system was a necessity for most families.

By the eve of American entry into World War I (1917), mill villages had become far more than simply housing for workers and their families. In addition to schools, there were churches—usually Baptist or Methodist. Neighborhoods had developed, often reinforced by relationships of kinship and marriage. Companies improved houses, paved roads, and offered some social services, like hiring nurses and social workers. Work by children less than twelve years of age had ended, and more children went beyond grammar school. Two other big changes lay just ahead: cars and radios. Mill villages, once the home of many South Carolinians, still exist in various forms.

What Was It Like?

Research “Mill Villages.” Either draw or build a village from poster or matte board. Draw the interiors. What was a typical day like for the mill workers? Make a menu for the day. Remember this was before federal school breakfast and lunch programs.

Check It Out

Search “Child Labor during the Industrial Revolution.” After reading, suppose you had been ten years old and had to work. Make a diary of a full day in your life.

Teacher Note

The website <https://www.ncpedia.org/anchor/work-textile-mill> has an explanation of the types of mill jobs performed by different gender/age groups and a chart of average wages. Have students study the chart and match up different jobs with the types of people who would perform them: adult males, adult females, and children.

Set up a scene where there are five members of the family—a mother and father and three children. Two children are nine years old and one is fourteen years old. All work in the mill. What was the most they could make each week as a family? Check out the standard of living in 1910. Compare.

Notes

Section 2

Politics in the Progressive Era

INTRODUCE

Outline

- A. The Progressive Response
- B. Progressivism in Action in the Cities
- C. Progressivism at the State Level
- D. Progressivism at the National Level
- E. Politics in South Carolina: Progressive and Regressive
- F. The Progressive Administrations of Richard I. Manning
- G. The Progressives and Education
- H. South Carolina and Women's Suffrage

Materials

Textbook, pages 376-385

Student Workbook

131 Excerpt from *The Jungle*

132 *The Muckrakers*

133 *Reading Political Cartoons*

134 *Women's Suffrage*

Teacher Tech Website

Lesson Plan

Guided Reading, 12-2

Source Documents

U.S. Constitutional Amendments

mystatehistory.com

Online Textbook

Using Photographs

Google "Lewis Hine." Choose one of his many photographs and imagine the story behind it.

SECTION2



Politics in the Progressive Era

AS YOU READ, LOOK FOR

- how the negative aspects of rapid industrialization led to the progressive movement;
- the reforms carried out by progressives in cities, states, and the nation;
- accomplishments and failures of Progressive Era presidents and governors;
- the temperance movement and struggles for educational reform and women's suffrage;
- terms: **Progressive Era, direct primary, referendum, recall, trust, Federal Reserve System, women's suffrage.**



Above: Workers' rights were an important issue for progressives. Child labor, in particular, continued to be a problem even after laws were passed raising the working age. Lewis Hine, a crusading photographer, traveled around the country documenting the employment of underage children.

The era in the American story from about 1900 to 1917 is called the **Progressive Era** (a time when people concerned about economic and social problems turned to the government for solutions). With rapid industrialization, social and economic problems began to increase. Workers from rural areas and foreign countries flocked to urban areas to fill the factory jobs. Low wages meant cheap, crowded, unsanitary housing conditions. Many factories were crowded firetraps. Machines were dangerous and cut off many a finger or hand. Profit-seeking factory owners often sacrificed safety.

Child labor and lack of worker security were problems. If a worker got sick or lost a hand to a machine, others were hired. The disabled worker received no compensation. Sometimes temporary help with the groceries and rent came from the city's political "boss," who expected political support in return. Corruption was widespread. Businessmen often bribed city officials to get contracts for roads, rail, water, sewer, and electrical systems. The corruption greatly offended the progressive reformers.

Another problem was the huge gap between the few wealthy owners of factories, mines, and railroads, and the masses of poverty-stricken workers. Inequalities in income and wealth were not new, but by 1900, the contrasts were more dramatic.

376Chapter 12: **The Progressive Era**

State Standards

State Standard 4 (T360)

The student will:

8.4.CO Compare perspectives toward reform that emerged during the Progressive Era.

8.4.P Summarize the economic changes that emerged in South Carolina and the U.S.

8.4.CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

The Progressive Response

Progressives argued that humans are thinking beings who can plan their own progress. Humans are not subject to a blind, wasteful, natural evolution of their society. They can educate the masses; build safer, more beautiful cities; clean up corruption in politics and business; make factories healthier; and prevent labor abuses.

How would progressives perform these wonders? They thought democratic government, controlled in the people's interest, was the perfect instrument for changing society for the good. In the first two decades of the new century, progressives were successful in using local, state, and federal governments to make changes in American society.

Progressivism in Action in the Cities

The most severe problems of industrialization were in the cities; thus middle-class city dwellers led the reforms. They demanded better public schools with required attendance, health services for the poor, compulsory immunization against contagious diseases, and better care for pregnant women and new mothers to cut the high infant mortality rate. In addition to replacing the dirty fire-prone slums with safer apartments, they promoted urban beauty with parks, open spaces, and fresh air. Subways and trolley systems were built. Many progressives wanted prohibition, believing that alcoholic beverages were the affliction of the poor.

Below: Hampton Park in Charleston was created in 1907 and named for Wade Hampton III. It occupied land that had been, at various times, a plantation, a horse race course, a Civil War prisoner-of-war camp, and the site of the South Carolina Inter-State and West Indian Exposition.



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A Tragedy Waiting to Happen

It was the afternoon of March 25, 1911. Workers at the Triangle Shirtwaist Factory (Triangle Waist Company) in New York City were thinking about getting off and what to have for dinner, but 146 of them would never know. Search the Internet for “Triangle Shirtwaist Factory Fire.” Describe what occurred. Why do you think this tragedy became a symbol of the problems of industrialization in the cities?

The School Bell Rings

The progressive movement *then* continues to impact our school districts *now*. Research “Progressive Education and John Dewey.” What changes in education affect your schools today? In what ways would you change our educational system today? Be specific.

Using Photographs

Go to <http://lowcountrydigital.library.cofc.edu/> and search for “South Carolina Inter-State and West Indian Exposition.” After viewing the photographs and finding out more about the exposition online, imagine that you had been on a field trip to the fair. Write a school report on your day.

State Standards, continued

8.4.CC Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.

Think It Over

At what point does hiring people you know and trust cross over into cronyism?

What Do You Think?

Today, you see television ads for elections that are a year and a half away. What is your opinion about primaries? What would you change in the primary system?

Creating a Timeline

Read more about Theodore Roosevelt, and create a timeline showing the important events in his life.

Opposite page, above: President Theodore Roosevelt (right) made a trip in 1902 to attend the South Carolina Inter-State and West Indian Exposition in Charleston. As part of his visit, he was taken on a cruise around Charleston harbor, and posed for this photograph with Governor Miles McSweeney.



Above: Wisconsin governor, and later U.S. senator, Robert M. La Follette was the face of progressivism in the first decades of the twentieth century. He ran for president in 1924 on the Progressive Party ticket, winning 17 percent of the vote, a very strong showing for a third-party candidate.

Progressive reformers preferred a government run by experts rather than the corrupt *cronyism* (giving jobs and other favors to “cronies,” or friends) of the city bosses. A new development, adopted by many cities in South Carolina and the nation, was the *commission* form of city government. Elected officials would appoint expert commissioners to run the police, water and sewer, and other departments. An alternative was the *city manager* form of government. The elected mayor and city council would hire an expert to manage the city’s affairs. This was the progressives’ way of blending democracy with expert management.

Progressivism at the State Level

States have often been considered the base of democracy in America—a place to test ideas before trying them at the national level. A famous example was the state of Wisconsin under Governor Robert M. La Follette, elected in 1900. “Battling Bob” La Follette, a Republican, took on the big businesses of his state, lowered railroad rates, required more taxes from corporations, regulated safety and sanitation in factories, and regulated public utilities (electricity, gas, and telephone). He emphasized education as the way to develop good citizens and train the experts needed to cope with problems in the industrialized society.

Several states experimented with ideas to make politics more democratic. Many states adopted the **direct primary** (an election that allows party members to choose candidates, instead of selecting them in small conventions of political operators). South Carolina had adopted the direct primary under Ben Tillman. The party primary became the only *real* election in this state because it had become a one-party state, the Democratic Party. The Democratic primary was the citizens’ only chance to have a voice. The ballot of the general election listed only one candidate for each office, the Democratic nominee.

During the Progressive Era, all states adopted the secret ballot, so a person could vote in private. Several states adopted the referendum and the recall. The **referendum** adopted by South Carolina allowed the people to vote on issues put to them by the legislature. The **recall** is a means to remove an official from office before his term has expired. South Carolina did not adopt the recall.

Progressivism at the National Level

Theodore Roosevelt became president upon the assassination of President William McKinley in 1901. In contrast to the conservative Republican McKinley, Roosevelt was a progressive Republican and an active president, willing to use the federal government as an instrument for making moral changes in society. He was concerned about the rise of business mo-

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nopolies, which were called trusts, or near monopolies. A **trust** is a combination of corporations that reduces or may reduce competition.

For example, if most Americans could only buy their kerosene, oil, and gasoline from John D. Rockefeller's Standard Oil Company, then Standard Oil could charge high prices for its products and make outrageous profits. Without competition, the "free" was taken out of the free enterprise system. He believed these men he called "malefactors (wrong-doers) of great wealth" should act in the best interests of the whole society, not just their own selfish interests. To Roosevelt, it was a moral issue.

Theodore Roosevelt was the first president to take advantage of the Sherman Antitrust Act of 1890. He used the act in 1902 to break up a gigantic trust in the railroad industry. In 1906, Congress gave the Interstate Commerce Commission authority to set reasonable and fair railroad rates. When coal miners went on strike for better wages and shorter hours, the coal companies refused their demands, and coal production halted. Roosevelt called the two sides to the White House to hammer out a deal. Once the president threatened to use the army to take away the mines, the companies agreed to a 10 percent wage increase and shorter hours.

"Muckrakers" (crusading newspaper reporters and authors) often influenced public opinion and prodded the government into action. A book by muckraker Upton Sinclair called *The Jungle* resulted in important legislation. This book described the unsanitary conditions in Chicago's meatpacking industry. Progressives demanded regulations. Congress passed two acts in 1906 that are still central to the federal government's efforts to regulate the nation's food and drug supply. These were the Meat Inspection Act and the Pure Food and Drug Act. For progressives, action was necessary to preserve free enterprise and to protect the American people.

Roosevelt's handpicked successor in the election of 1908 was William Howard Taft, a more conservative Republican. He actually broke up more trusts than Roosevelt had, but this record was not enough for Roosevelt. In the election of 1912, Roosevelt formed a new party, the Progressive or Bull Moose Party. The new party split the Republican vote and gave Woodrow



Above: William Howard Taft is the only president to have also served as chief justice of the United States. He was appointed to the post in 1921.

Think It Over

Is there a need to have muckrakers today? Why or why not? Teacher Note: Be sure students think of the connection between yesteryear's muckrakers and today's investigative reporters, consumer reporters, and "action lines."

Who Was She?

Most people have heard of John D. Rockefeller, but fewer have heard of Ida Tarbell. Find out how she relates to the famous head of Standard Oil Company. Would she be considered a muckraker? Did she like that term? Why or why not? Name five character traits that can be attributed to Ida Tarbell.

Compare and Contrast

Complete a Venn diagram or other graphic organizer about the presidencies of three Republicans from the early twentieth century: William McKinley, Theodore Roosevelt, and William Howard Taft.

What Can You Tell Me?

The election of 1912 was unusual not just because former allies, William Howard Taft and Theodore Roosevelt, were now rivals and were both running for president. There was also a sad circumstance involving the man who had been Taft's vice president during his first term and his running mate for the second term. Do some research and find out what happened to him.

Notes

Check It Out

Go to <https://www.scpictureproject.org/richland-county/woodrow-wilson-home.html> or visit another website regarding Woodrow Wilson's boyhood home in Columbia. Write down ten facts that you did not already know about Wilson and his family, his home, and the time he spent in Columbia. Caution: If you just Google "Wilson Boyhood Home," you may be led to another of his homes, in Augusta, Georgia.

Search Again

Examine the back of the one dollar bill. What do the images and words mean? (You can also Google "Meanings on the One Dollar Bill.") Using at least two Internet sites, draw and describe the symbols.

Did You Know?

Research the tax amount paid by the average taxpayer. If you make \$75,000 a year without deductions, what would you owe the federal and state governments in taxes?



HAVE YOU SEEN...

the Woodrow Wilson Boyhood Home? Woodrow Wilson (below) and his family lived in this house on Hampton Street in Columbia during his teen years.



Wilson, a progressive Democrat, a chance to win. A fourth candidate was Eugene Debs, the Socialist Party nominee. The race, therefore, included a moderate conservative, two progressives, and one candidate who wanted more radical reforms. It appeared America was about to undergo major changes.

Wilson, who had lived during his teen years in Columbia, was elected. He pushed through the Democratic Congress progressive measures that are still part of our political and economic systems. One far-reaching change was the **Federal Reserve System** (an independent government agency designed to regulate the banking and money system). Look at a dollar bill and you will see that it is a Federal Reserve Note. Free of political interference, somewhat like the Supreme Court, its experts have vast powers to regulate the nation's economy.

The Congress strengthened antitrust laws and set up the Federal Trade Commission to force corporations to treat the public fairly. The Sixteenth Amendment to the U.S. Constitution gave the government authority to place a tax on incomes. The income tax was to be graduated (or progressive), so that people who made the most money paid a higher percentage in taxes than low-income taxpayers. This tax started out very low, but has grown to become the main source of revenue for the federal government.

The progressive Democratic Congress and President Wilson aided agriculture by setting up county agents to advise farmers, and home dem-

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onstration agents to help farmers' wives. These experts were associated with land-grant colleges such as Clemson and South Carolina State. They informed farm families about the latest techniques of farming, pest control, and food preservation and preparation. They still provide these kinds of services: giving advice on radio or television and analyzing farmers' and gardeners' soil samples to see what fertilizers are needed. The government supported vocational and agricultural training in high schools. It began a modest program to provide loans to farmers, helping save farmers from high-interest loans from banks and country stores.

Women were the driving force behind many progressive causes. Many women learned the techniques of political activism through their involvement with the temperance movement, which worked for the prohibition of alcoholic beverages. In organizations like the Women's Christian Temperance Union (WCTU), middle-class women across the nation provided much of the "manpower" necessary to enact progressive reforms. Despite their usefulness on other issues, women had great difficulties gaining male progressives' support for **women's suffrage** (the right of women to vote). The suffrage movement was building nationally, and women finally won the right to vote with ratification of the Nineteenth Amendment in 1920, but the road was not easy.

Politics in South Carolina: Progressive and Regressive

South Carolina was more cautious about progressive reforms than many other states. Many white Carolinians opposed almost any type of reform, fearing it might bring changes in race relations. But progressives did push some reforms through the legislature. Governor Duncan Clinch Heyward, a rice planter and political newcomer elected in 1902, advocated a fairly progressive program in his two terms. He began improvements in education, but could not get compulsory school attendance. He managed to abolish child labor in factories for children under ten. The minimum age for work moved up to twelve by 1905. The maximum hours of work for mill hands was lowered to sixty hours per week.

Heyward tried to strictly enforce the law, including the Dispensary law, but was unable to overcome the corruption in the liquor distribution system. His successor, Martin F. Ansel, was a prohibitionist who abolished the statewide Dispensary in 1907. Counties were allowed to continue the Dispensary within their boundaries, and a few did. But in 1915, the whole state adopted prohibition and the state went dry, except for the "moonshiners" and "bootleggers" (illegal alcohol producers and dealers), who were nearly impossible to control. The nation adopted prohibition with the ratification of the Eighteenth Amendment in 1919.

Progressivism took a recess during the two terms of Governor Coleman L. Blease, 1911-1915. A lawyer from Newberry, Blease called himself the



Above: Duncan Clinch Heyward was a political newcomer when he ran for governor in 1902. He won the backing of Benjamin Tillman because of his support for the Dispensary, and was re-elected to a second term in 1904.

Close to Home

Does your county have county agents or home demonstration agents—or some modern successors to these experts? What services do they provide? Are they associated with any of the state's colleges or universities? What kinds of advice might your family seek from agents like these?

In Your Opinion

Some people trace the beginning of the women's rights movement back to a convention held in 1848 in Seneca Falls, New York. Yet women did not win the right to vote until the Nineteenth Amendment was ratified in 1920. Read about both of those milestones and others in between, and give your opinion as to why the struggle for women's suffrage took so long. Back up your opinion with facts you have learned in your reading.

List the Accomplishments

Google "Accomplishments of the Progressive Movement." List those improvements that continue to influence our lives today.

Your Life Today

Had it not been for the changes implemented by Governor Heyward, how would your life be different?

Notes

In Your Opinion

What was the single most important thing you think Richard Manning did for South Carolina? Give the reason for your choice.

Dig a Little Deeper

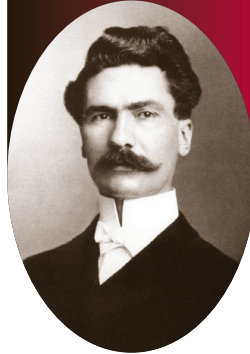
Make a chart outlining the lives and careers of the era's governors: Duncan Clinch Heyward, Martin F. Ansel, Coleman L. Blease, and Richard I. Manning. Possible categories of information could include their background (childhood, schooling, etc.), other offices held, accomplishments as governor, and other categories of your choosing.

Build It and They Will Come

From the floor up, describe your ideal school.

DID YOU KNOW?

Governor Cole Blease promised to pardon any man who shot a doctor for examining his children without his permission.



Above: The administration of Governor Richard I. Manning was progressive on labor law, and established the State Tax Commission and the Highway Commission.

champion of the mill workers and the poorest white sharecroppers. Yet he consistently blocked progressives' efforts to improve workers' conditions. He vetoed state inspections of factories to improve sanitation and safety. He opposed regulating hours of labor. (Workers should be able to decide such matters for themselves, he said.) Blease also opposed laws regulating child labor, requiring school attendance, or allowing physical examinations of school children.

Two very positive developments came out of Blease's two terms. The state created a tuberculosis sanatorium and accepted the South Carolina Medical College as a state-supported institution. This colorful political figure ran for governor eight times and was elected twice. He ran for the U.S. Senate five times and won once (in 1924). His death in 1942 removed an interesting, if not very constructive, figure from Palmetto politics.

The Progressive Administrations of Richard I. Manning

Richard I. Manning, governor from 1915 to 1919, was a Sumter County planter, lawyer, and banker who was a genuine progressive. Governor Manning and the General Assembly passed several laws to help working-class Carolinians. These included laws to

- prevent employers from cheating employees,
- provide insurance compensation to workers laid off from their jobs,
- raise the minimum child labor age to fourteen, and
- establish a board to help settle labor disputes between employers and employees.

The progressive governor and legislature brought the State Hospital (for the mentally ill) up to modern standards. They introduced the secret ballot. They established the State Tax Commission to equalize tax assessments and regularize tax collections. Progressives considered road building an essential function of local, state, and federal governments. The number of cars in the state had grown to forty thousand. Car owners were calling out strongly for more and better roads. South Carolina established the State Highway Commission in 1917 to take advantage of federal money under the Federal Road Act. The Highway Commission is now called the Department of Transportation, one of the largest and most powerful state agencies.

The Progressives and Education

Progressives placed much faith in education as the best way to advance economic development and to build better and safer communities. Progressives wanted more schools and better-trained teachers. Their efforts were sorely needed. In 1900, nearly one-half of South Carolina citizens over age ten were illiterate. Only one-third of children were in school, and they only attended an average of four months or less per year.

Notes

The progressives more than doubled the funding for education during Manning's two terms as governor, and passed a law allowing counties to adopt compulsory school attendance. Special schools were created, one for the mentally handicapped and another for delinquent girls. The state established certification requirements for teachers and raised their salaries by 20 percent.

By 1920, educational improvements had been made, but they were uneven across the state—depending largely on individual counties and school districts. Spartanburg County was the best funded, and the county boasted seven accredited high schools. Columbia built several new schools, including two new high schools. Calhoun County had the longest school year, 180 days; Cherokee County had the shortest, 90 days. In 1920, per-pupil expenditures in South Carolina were the lowest in the country and the state's illiteracy rate was the highest.

South Carolina progressives also cooperated with the great philanthropist Julius Rosenwald, president of Sears, Roebuck and Co. of Chicago, to build schools for rural black children. From 1913 through the 1930s, the Rosenwald Fund contributed to building 450 rural schools in South Carolina. The Fund built about 5,000 across the South.

South Carolina and Women's Suffrage

Virginia Durant Young of Fairfax was a pioneer organizer for women's rights and suffrage. She organized the South Carolina Equal Rights Association (SCERA) in 1890. The three dynamic leaders in the last years of the struggle for women's suffrage were Susan Pringle Frost and Anita Pollitzer of Charleston, and Eulalie Chafee Salley of Aiken.

Frost demonstrated against President Wilson (who was at first a foe of women's suffrage) in Washington. Salley raised money for women's suffrage by dropping leaflets from an airplane over Aiken and even participating in a boxing match. After the women's suffrage amendment passed the Congress in 1919 (without votes from South Carolina), the suffragists tried unsuccessfully to get the South Carolina General Assembly to ratify the amendment.



Top: These children attended a one-room schoolhouse in Summerville. **Above:** Anita Pollitzer of Charleston was a leader of the women's suffrage movement.

Research and Report

Conduct research on the history of Rosenwald Schools in the South. Give an oral or written report explaining how the schools came about, what kind of community involvement was required, and what curriculum was taught. Then go to <http://rosenwald.fisk.edu> to see a list of Rosenwald Schools in the South. (You can search by state.) Was there a Rosenwald School in your town or county? What was the nearest school to your home? Give details about the building and sketch a picture of it if possible. Does the building still exist?

Another Hero of Education

When you are researching the origin of Rosenwald Schools, you will come across the name Booker T. Washington. Research the role of Booker T. Washington in establishing the Tuskegee Institute. Why was it so important during this period? Also reexamine his speech at the Cotton States Exposition. What is your opinion of his speech?

What Can You Tell Me?

What can you find out about the lives of Virginia Durant Young, Susan Pringle Frost, Anita Pollitzer, and Eulalie Chafee Salley? After you have researched them, decide which one you think made the greatest contributions to the women's suffrage movement. Why did you choose her?

Notes

We Owe It to Others

Research the "South Carolina Equal Suffrage League (SCESL)." What is its purpose and what is its achievement?

Just for Fun

The four Progressive Era Amendments were ratified within a period of eleven years. It's often hard to remember which one is which and which one came when. Use your creativity to come up with a memory device that will help you match up the amendment number with its content. One possibility is remembering that the Seventeenth Amendment has to do with the election of Senators. What others can you think of?

ASSESS

Answers to “Do You Remember?”

1. The **Progressive Era** was a time when people concerned about economic and social problems turned to the government for solutions. A **direct primary** is an election that allows party members to choose candidates, instead of selecting them in small conventions of political operators. The **Federal Reserve System** is an independent government agency designed to regulate the banking and money system.
2. They thought democratic government, controlled in the people's interest, was the perfect instrument for changing society for the good.
3. Women were allowed to vote in 1920 when the Nineteenth Amendment was ratified.

FIGURE 18

Progressive Era Amendments

Sixteenth Amendment

Adopted by Congress: 1909 • Ratified by 3/4 of States: 1913 • Ratified in South Carolina: 1910

Purpose: Established Congress's right to impose a federal income tax.

Seventeenth Amendment

Adopted by Congress: 1912 • Ratified by 3/4 of States: 1913 • Ratified in South Carolina: Never

Purpose: Allowed voters to cast direct votes for U.S. senators (rather than state legislatures choosing senators).

Eighteenth Amendment

Adopted by Congress: 1917 • Ratified by 3/4 of States: 1919 • Ratified in South Carolina: 1918

Purpose: Banned manufacture, sale, and transportation of alcoholic beverages. (Repealed by 21st Amendment in 1933.)

Nineteenth Amendment

Adopted by Congress: 1919 • Ratified by 3/4 of States: 1920 • Ratified in South Carolina: 1969

Purpose: Granted women the right to vote.

DID YOU KNOW?

The South Carolina General Assembly finally ratified the Nineteenth Amendment in 1969, fifty years later, soon after finally allowing women to serve on juries.

The House voted against ratification 93 to 21; the Senate by a vote of 32 to 3. The Nineteenth Amendment was ratified nationally and went into effect in all the states in 1920. South Carolina had to allow women to vote, but didn't allow women to serve on juries.

DO YOU REMEMBER?

1. Define in sentence form: Progressive Era, direct primary, Federal Reserve System.
2. What did progressives think was the perfect instrument for changing society for the good?
3. In what year and by which amendment were women allowed to vote?

Notes



Dr. Matilda A. Evans

By Meribeth Walton Moore

Would it surprise you to learn that there were no female doctors in Columbia until 1897 and that the first female physician in the city was an African American? She was Dr. Matilda A. Evans, who was born in Aiken County.

At age twelve, Matilda was picking cotton and studying hard, hoping to be admitted to Aiken's Schofield High School, one of the nation's first high schools for black children. Her parents, who had been born into slavery, knew that education was the key to escaping a lifetime of sharecropping. Matilda got into the school but had to continue to work in the cotton fields and study really hard.

Martha Schofield, a teacher from Philadelphia, had founded the Aiken school in 1868, with financial help from northerners. Matilda Evans later wrote in her biography of Ms. Schofield that she "had the heroic courage to risk her life in the unselfish and holy cause of implanting in the Negro mind and soul that which is beautiful, noble and sentimental."

Matilda did very well at Schofield and was admitted to Oberlin College in Ohio. After college, she returned to Aiken with the strong desire to become a doctor. She enrolled in the Women's Medical College in Philadelphia, and was the only African American in her class. After receiving her medical degree in 1897, Dr. Matilda Evans again came home to South Carolina, settling in Columbia. She was determined to improve health care for blacks in her home state. At the time, there



were not even many male African American doctors.

Dr. Evans specialized in gynecology, obstetrics, and surgery. She treated black and white patients in her home and also traveled by bicycle or horse and buggy to visit patients in their homes. Because black citizens were denied access to Columbia's hospital, in 1901 Dr. Evans began the Taylor Lane Hospital, the first Columbia hospital for black patients. People came from other southern states for care that they could not receive at home. Running the hospital

and its nursing school was expensive. The nurses received free training and housing in exchange for their unpaid nursing services. White physicians volunteered in the hospital in exchange for clinical experience. Because of these free services, she was able to offer hospital care without charge. Dr. Evans was well respected in both the black and white communities.

Dr. Evans published a weekly newspaper, *The Negro Health Journal of South Carolina*. She went into the schools in Columbia and examined the children. As a result of Dr. Evans's efforts, the school district started a permanent physical exam program in each school. In 1930, with financial help from the Richland County Health Department, she established a free clinic for black children and pregnant women. "Our children will not be deprived of the advantages which a first class, most modern clinic can give."

While working at her medical practice, Dr. Evans raised eleven children who were without a home plus five of her deceased sister's children. Each child had the opportunity to go to college. Dr. Matilda Evans died in 1935. She received numerous awards during her lifetime. Richland Memorial Hospital in Columbia established an award in Dr. Evans's name to honor her dedication to the medical profession.

Opening Doors

Research this question. What doors did Dr. Evans open? Record your findings and complete a 5 W's and H on Dr. Evans.

Higher Education

Matilda A. Evans attended Oberlin College in Ohio and the Women's Medical College in Philadelphia. Research the history of these institutions. Does either one still exist under the same or under a different name?

History by the Side of the Road

A historical marker for the Aiken Schofield School is located at 220 Sumter Street, NE, Aiken. A historical marker at 2027 Taylor Street, Columbia, identifies the location of the first black hospital in Dr. Matilda Evans's home. If you're ever in those neighborhoods, look for them. Perhaps you can take a photograph and show it to your class.

Notes

Section 3

America and South Carolina at War

INTRODUCE

Outline

- A. America Goes to War
- B. South Carolina in the War
- C. Disappointments at War's End

Materials

Textbook, pages 386-389

Student Workbook

135 *Using the Internet: Learning About World War I*

136 *The Zimmermann Telegram*

Teacher Tech Website

Lesson Plan

Guided Reading, 12-3

mystatehistory.com

Online Textbook

Stepping Stones

What were the stepping stones to World War I, and why was it called the “war to end all wars”?

Teacher Note

The National Archives website, www.archives.gov/education/lessons/zimmermann/, has a photograph of the actual coded Zimmermann Telegram, which helped propel the U.S. into World War I, and of the letter containing the decoded message. There is a “Teaching with Documents Lesson Plan” that will help explain the importance of this source document.

3
SECTION



America and South Carolina at War

Below: Following the sinking of U.S. merchant ships by German submarines, and other violations of American neutrality, President Woodrow Wilson went before a joint session of Congress on April 2, 1917, to ask for a declaration of war against Germany.

AS YOU READ, LOOK FOR

- the events leading up to America's entry into World War I;
- ways in which South Carolinians supported the war;
- the effects of war on the state's economy;
- opposition to President Wilson's League of Nations by a rising group of isolationists;
- terms: **trench warfare, League of Nations, isolationists.**



In 1917, America entered World War I, and the attention of Governor Manning and President Wilson turned from progressive reforms to the war effort. Since 1914, when European countries went to war, most Americans had hoped to stay out of the conflict. In his 1916 reelection campaign, President Wilson had pledged to keep the nation out of the war. However, German submarines began sinking American ships that were bringing vital supplies to the British and French. Americans were unwilling to accept this interference with freedom of the seas. Reluctantly, President Wilson asked the Congress to declare war on Germany and her allies: Austria-Hungary, the Ottoman Empire (Turkey), and, later, Bulgaria. They were called the Central Powers. The United States fought on the side of the Allied Powers: Great Britain, France, Russia, and many other smaller allies.

America Goes to War

The Wilson administration mobilized the whole nation for the war effort. Wilson effectively “sold” the war to the American people as a “war to make

386Chapter 12: The Progressive Era

State Standards

State Standard 4 (T360)

The student will:

8.4.CX Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

8.4.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.

the world safe for democracy” and a “war to end all wars.” He created an agency to propagandize for citizens’ support of the war. The government passed tough laws to prevent people from expressing opposition to the war or criticizing government policies and leaders. Literature and mail that criticized the war were confiscated, and a few citizens were imprisoned for speaking out against the war.

The United States mobilized the military and drafted men into an army of 2.8 million men, 2 million of whom went to Europe. The first units landed in Europe in June 1917 and began to make a difference. American military muscle, supplies, and enthusiasm helped turn the nasty, bloody trench warfare into victory over the Central Powers. In **trench warfare**, opposing forces attack and counterattack from a relatively permanent system of protected trenches (ditches). Though the war was mostly fought in the trenches of France and Belgium, many new and dramatic tools of war were employed: submarines, tanks, airplanes, machine guns, and poison gas.

South Carolina in the War

Governor Manning and most Carolinians were very supportive of the war effort. Cole Blease strongly denounced the war at first, but this time the mill workers would not follow him. Manning established a State Council of Defense to generate support for the war. Two hundred respected leaders were enlisted to speak at patriotic rallies. The enthusiasm was such that, for the first time since the Civil War, white Carolinians began celebrating the Fourth of July again. Patriotism also included strong anti-German attitudes that had some interesting results. The town with the offensive German name of Hamburg became North Augusta. In Charleston, the German-language newspaper would no longer be tolerated.

South Carolinians’ Contributions

Over 65,000 South Carolinians were in uniform during the war. Of those, 2,085 were killed, including 1 of the 6 sons of Governor Manning who fought in the war. Another killed was Freddie Stowers of Sandy Springs in Anderson County, the only black man to win the Medal of Honor in World War I. Whites and blacks served in segregated units.

Carolinians also supported the war effort by buying government bonds to help pay for it. They helped deal with food shortages by observing meatless and wheatless days, as the federal government recommended, and tended “liberty gardens” to grow more of their own food. Women played the major role in these efforts. Women also filled vital jobs in factories and offices when men were drafted into the army. South Carolina ranked high among other states in its support of the war.

Many workers, especially African Americans, migrated to northern cities to take jobs in war industries. Blacks migrating north had begun as a trickle in the 1890s, but greatly accelerated during the war. In the 1920s,

DID YOU KNOW?

Bernard Baruch (below) purchased several old rice plantations on Waccamaw Neck in Georgetown County in the early 1900s and combined them into the 17,000-acre Hobcaw Barony. It became a hunting preserve and place of relaxation for the rich and powerful of the first half of the twentieth century. Among Baruch’s guests were Franklin Roosevelt and Winston Churchill.



Find Out More

The use of mustard gas in World War I had such horrible effects that, during the peace talks ending the war, all sides swore never to use it again. Why was it so horrible?

Teacher Note

Ask students if they have seen the 2011 movie *War Horse*, either in theaters or at home. Discuss what they recall about the movie and its vivid scenes of trench warfare in World War I. They can read a summary or review of the movie to help remember the details. A more recent movie about World War I is the (R-rated) film *1917*, which was released in 2019.

What Was It?

What was a liberty garden? After researching, draw what you consider to be a good liberty garden. Label the plants.

Notes

Who Was He?

Complete a 5 W's and H on Bernard Baruch.

Road Trip

Pull up "Hobcaw Barony" on the Internet. Visit online and find five things you didn't know before about this place.

Research and Report

Conduct research on the South Carolina military installations that were active during World War I. Do they still exist under those World War I-era names? Under different names? What was their mission—then and now? If they have closed down, when and why did they close?

Teacher Note

At www.worldwar1.com/heritage/rpoppy.htm, have students read John McCrae's poem, "In Flanders Fields." Assign students two lines or a verse of the poem to memorize, and then have a class recitation. Have students write in prose what the poem is saying in verse.



Above: Members of the National Guard practice scaling a wall as part of their training for combat in World War I at Camp Wadsworth, near Spartanburg.

that migration became a flood as blacks were repelled by their treatment in the South and were attracted by better-paying jobs in the North.

One of the major players in the national war effort was Bernard Baruch, who was born in Camden and lived there until his family moved to New York when he was eleven. This extremely successful investor on Wall Street became an adviser to every president from Woodrow Wilson to Dwight D. Eisenhower. He was a good friend of President Wilson and served as chairman of the War Industries Board. This agency organized the American economy to fight the war effectively. After the war, Baruch advised Wilson at the Peace Conference at Versailles in France.

War's Effect on the Economy

The war had a positive effect on South Carolina's economy. Military installations brought huge increases in employment. Camp Wadsworth at Spartanburg, Camp Sevier at Greenville, and Camp Jackson at Columbia trained infantrymen. The Marine Base at Parris Island near Beaufort and the Charleston Navy Yard expanded.

The war stimulated agricultural and industrial production. The price of cotton increased, tripling farm income between 1916 and 1918. The demand for textiles caused the value of the state's manufactured goods to double in that two-year period. Temporarily, the state's economy was better than it had been any time since 1861.

Disappointments at War's End

The fighting in World War I ended in November 1918, and the struggle for peace began. Wilson's slogan, "a war to end all wars," seemed hollow

Notes



within two years. The United States emerged from the war the most powerful nation on earth. Wilson had an idealistic vision of a world of peace, order, and fairness among nations. He urged the major countries to join a **League of Nations** (an organization that would try to solve international disputes the way we settle disputes within a nation—by laws and courts, not by violence and war).

The League of Nations was established, with halfhearted European support and too little American support. Wilson's vision was unacceptable to the Republican Party's **isolationists** (those who wanted the United States to isolate herself from the age-old struggles of Europe and just tend to our own business). Isolationists in the Senate voted down the League of Nations and rejected the Treaty of Versailles. A sad Woodrow Wilson predicted another great world war within a generation. (World War II started twenty years later.)



Top: The 115th Field Artillery poses for a regimental portrait at Camp Sevier near Greenville. **Above:** Camp Wadsworth was one of the locations of the Army School of Nursing, which trained nurses for service in World War I.

DO YOU REMEMBER?

1. Define in sentence form: trench warfare, League of Nations, isolationists.
2. Who were the Central Powers in World War I, and who were the Allied Powers?
3. In what ways did World War I have a positive effect on our state's economy?

Aims of an Organization

Research the League of Nations and record its purposes. When was it closed down?

ASSESS

Answers to “Do You Remember?”

1. **Trench warfare** was a type of fighting in World War I where opposing forces attacked and counterattacked from a relatively permanent system of protected trenches (ditches). The **League of Nations** was an organization that would try to solve international disputes by laws and courts, not by violence and war. **Isolationists** were those who wanted the United States to isolate herself from the age-old struggles of Europe and just tend to our own business.
2. The Central Powers were Germany and her allies: Austria-Hungary, the Ottoman Empire (Turkey), and, later, Bulgaria. The Allied Powers were the United States, Great Britain, France, Russia, and many other smaller allies.
3. Military installations brought increases in employment. The war stimulated agricultural and industrial production. Between 1916 and 1918, the price of cotton rose, tripling farm income, and the demand for textiles doubled the value of the state's manufactured goods.

Notes

Your Opinion Counts

In recent years, as America fought in Iraq and Afghanistan, some Americans wanted to go back to a policy of isolation. What is your opinion? Should we get mixed up in wars on foreign soil? Explain your response.

CHAPTER REVIEW

Reviewing People, Places, and Things

1. Referendum
2. Matilda A. Evans
3. Trust
4. Richard I. Manning
5. Theodore Roosevelt
6. Duncan Clinch Heyward
7. Woodrow Wilson
8. Recall
9. Nativism
10. Women's suffrage

Understanding the Facts

1. The outbreak of war in Europe in 1914 brought the need for cotton uniforms and tents. Because the war lasted four years, this brought a great demand for cotton products and prosperity to South Carolina farmers.
2. Many mill workers got smallpox because they refused to take the vaccine. Ten percent of South Carolinians got the Spanish flu and many died from it. South Carolinians also contracted pellagra because of a poor diet among the poorer working class.
3. Four of seven U.S. congressmen from South Carolina had killed someone, yet they were elected to a high position. Witnesses saw Jim Tillman shoot N. G. Gonzales in broad daylight, yet he was found not guilty of murder in the case.
4. Corruption was most rampant in the urban areas. Cities were crowded and full of immigrants who could not speak for themselves.
5. direct primary, referendum, and recall
6. The Republican vote split between conservative and



Chapter Summary

During the late nineteenth and early twentieth centuries, many changes occurred in the United States. It was a time of progressive thought, which brought some much-needed reforms to the nation as a whole and to South Carolina. New laws protecting laborers were passed as were laws protecting children who had to work. There were political reforms aimed at ending corruption in voting procedures and in government in general. Social reforms brought about more educational opportunities for black Americans and improved treatment for the mentally ill.

The United States concentrated on itself during the Progressive Era but that would change when war broke out in Europe in 1914. The United States stayed out of Europe's war until 1917, when events finally brought about a declaration of war against Germany and the Central Powers. South Carolina, along with all the other states, contributed money and manpower to the war effort. President Woodrow Wilson hoped this would be the "war to end all wars." When President Wilson's plan for the establishment of a League of Nations failed to gain American support, he realized that his hope for no more wars was a dream rather than a reality.

Activities for Learning

Reviewing People, Places, and Things

Fill in each blank with the correct person or term.

- Nativism
- Referendum
- Recall
- Trust
- Women's suffrage
- Theodore Roosevelt

- Duncan Clinch Heyward
- Richard I. Manning
- Woodrow Wilson
- Matilda A. Evans

1. _____ allows voters to vote on issues that the legislature puts before them.
2. _____ was the first female physician in Columbia, South Carolina, and she just happened to be African American.
3. _____ is a combination of businesses or corporations that may reduce competition.
4. _____ was a progressive governor of South Carolina who, along with the state legislature, brought the State Hospital up to modern standards and introduced the secret ballot to South Carolina.
5. _____ became president of the United States after the assassination of President McKinley; he was a progressive Republican.
6. _____ was a progressive governor of South Carolina who fought for improvements in education and for better working conditions in factories.
7. _____ was elected president of the United States in 1912 and 1916 and asked for Congress to declare war on Germany in 1917.
8. _____ is a method of removing an official from office before his/her term expires.
9. _____ is a policy of favoring original inhabitants over immigrants.
10. _____ refers to the right of females to vote.

Notes

Understanding the Facts

1. What happened to spur the need for more cotton in the early twentieth century, and how did this help South Carolina farmers?
2. What health problems existed in South Carolina during the first quarter of the twentieth century?
3. Give evidence to support the statement that violence and murder were not considered so bad by many South Carolinians.
4. Why was there more action by progressives in urban (city) areas than in rural areas?
5. What democratic policies were adopted by some states or, in some cases, all of the states during the Progressive Era?
6. What helped Woodrow Wilson, a progressive Democrat, win the presidential election of 1912?
7. How did “muckrakers” prod the U.S. government into action?
8. What did the Sixteenth Amendment do?
9. What did progressives do to improve education in South Carolina?
10. What did Julius Rosenwald and South Carolina progressives do for rural black children?

Developing Critical Thinking Skills

1. President Theodore Roosevelt saw trusts as entities that hurt most citizens and believed that men who created trusts were trying to become richer at the rest of society’s expense. What is your opinion about the president’s assessment?
2. What similarities and differences do you see between the way immigrants were viewed in the late nineteenth and early twentieth centuries and the way immigrants are seen today?

Writing across the Curriculum

Pretend you are a muckraking journalist at the turn of the twentieth century. Write an exposé on the dangers of having children work in textile factories.

Exploring Technology

1. Using information you find online, write a one-page report about the Triangle Shirtwaist Factory fire that occurred in New York City in 1911.
2. Go to this website (https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3147) to see what life was like for Chinese laborers who helped build the transcontinental railroad in the 1860s.

Applying Your Skills

Make a timeline showing at least five acts that were passed or events that occurred between 1901 and 1909 showing President Roosevelt’s support of conservation and railroad regulation.

Building Skills: Examining All Sides of an Issue

This skill is especially important in this day of instant access to all kinds of information. It is very easy for information to be posted on the Internet and quite easy to manipulate information to suit people’s needs. To make an informed decision about an issue, you need to know something about the person who has written or made a verbal comment on that issue. Facts are facts, but issues can be given all kinds of slants. Look for differing views on an issue so you can weigh the positives and negatives that people give it. Also, look for a view that is totally neutral. This skill demands a lot of thought.

Try This!

Pretend you are the owner of a meatpacking plant in 1902 in Chicago. Weigh the pros and cons of hiring American workers who belong to unions or immigrants who are new to Chicago. Which type of worker do you eventually decide to hire and why?

requirements for teachers and raised teachers’ salaries considerably.

10. They worked together to build schools for the children to attend.

Developing Critical Thinking Skills

1. Answers will vary.
2. Answers will vary.

Writing across the Curriculum

Answers will vary.

Exploring Technology

1. Answers will vary but should include the horrendous working conditions and lack of concern for worker safety by the factory owners.
2. Ask students what they think about the fact that the Chinese were paid less than white workers and that they had to provide their own food. Also ask them about the Chinese work ethic.

Applying Your Skills

Answers may vary slightly but should include some of the following: Newlands Reclamation Act of 1902, Elkins Act of 1903, establishment of the U.S. Forest Service in 1905, Hepburn Act of 1906, Antiquities Act of 1908.

Building Skills: Examining All Sides of an Issue

Answers will vary but should include references to union guidelines that factory owners must adhere to concerning working conditions as well as why immigrants would not join unions, something owners might find good for themselves.

Notes

progressive candidates. A fourth candidate was quite radical. This allowed Wilson to be elected.

7. They wrote news articles and books exposing society’s evils and horrible conditions for workers.
8. It established the income tax.
9. They more than doubled funding for education between 1915 and 1919. They also allowed counties to adopt compulsory attendance. They established certification