

Chapter 9

***Life at the Turn of the
Twentieth Century
(1870–1915)***

America: Pathways to the Present

Chapter 9: Life at the Turn of the Twentieth Century (1870–1915)

Section 1: The Expansion of Education

Section 2: New Forms of Entertainment

Section 3: The World of Jim Crow

Section 4: The Changing Role of Women

The Expansion of Education

PRENTICE HALL

Chapter 9, Section 1

- **How and why did public schools expand during the late 1800's?**
- **How did opportunities for higher education increase after the Civil War?**
- **What were the views of Booker T. Washington and W.E.B. Du Bois regarding African American education?**



MAIN MENU

1

2

3

4

SECTION



The Growth of Public Schools

PRENTICE HALL

Chapter 9, Section 1

- **More than fifty percent of white children were attending public school, but a high school diploma was still the exception.**
- **Students went to school to learn to read, write and ‘cipher’ (do basic arithmetic).**
- **In farm communities, older students only went to school from November to April so they could help there parents in the fields the rest of the year.**
- **Public schools played a role in assimilating immigrants into the American way of life. Assimilation is the process by which people of one culture become part of another culture.**
- **African Americans, Mexican Americans and Asian Americans often went to separate and inferior schools from white students.**



MAIN MENU

1

2

3

4

SECTION

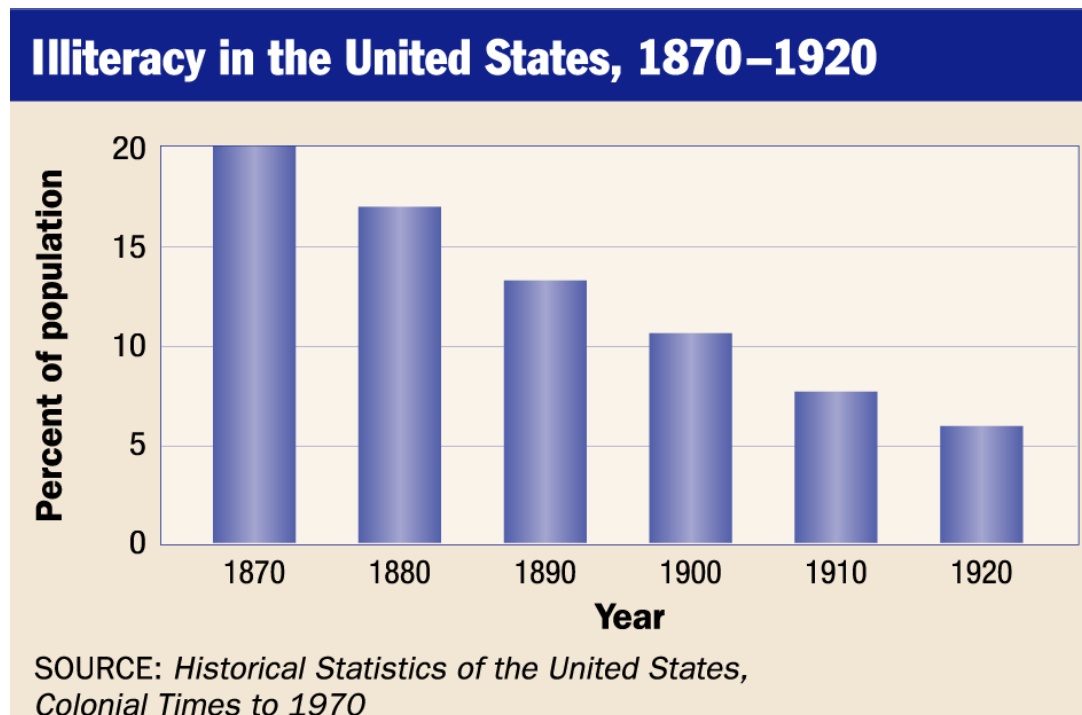


Illiteracy in the United States, 1870-1920

PRENTICE HALL

Chapter 9, Section 1

- A democratic society functions best when it's citizens are **literate**, have the ability to read and write.



MAIN MENU

1

2

3

4

SECTION



Rules for Teachers

PRENTICE HALL

Chapter 9, Section 1

RULES FOR TEACHERS

1. Teachers each day will fill lamps, clean chimneys.
2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs to the individual taste of the pupils.
4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
5. After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in unseemly conduct will be dismissed.
7. Every teacher should lay aside from each day's pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.
8. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.



MAIN MENU

1

2

3

4

SECTION



Higher Education Expands

PRENTICE HALL

Chapter 9, Section 1

Women and Higher Education

- Between 1880 and 1900, more than 150 new American colleges and universities opened. College enrollments doubled.
- Women called for more educational opportunities. Educators and **philanthropists**, or people who give donations to worthy causes, established private women's colleges. New York's Vassar College, which opened in 1865, was the first.

African Americans and Higher Education

- In 1890, only a few colleges, including Oberlin, Bates, and Bowdoin, accepted blacks.
- By 1900, more than 2,000 students had graduated from 34 African American colleges.
- Very few African American women attended college. There were only about 30 black women studying in American colleges in 1891.



MAIN MENU

1

2

3

4

SECTION



Two Perspectives on African American Education

PRENTICE HALL

Chapter 9, Section 1

Booker T. Washington

- Founded the Tuskegee Institute in Atlanta
- Taught students to put aside temporarily their desire for political equality
- Thought African Americans should focus on building economic security by gaining vocational skills
- Washington's ideas reassured those whites who worried that educated African Americans would seek more equality.

W.E.B. Du Bois

- Became the first African American to earn a Ph.D. from Harvard
- Believed that the brightest African Americans had to lead their people in their quest for political and social equality and civil rights
- Argued for future leaders to seek a liberal arts education rather than the vocational education promoted by Washington
- In 1905, Du Bois helped found the **Niagara Movement** that called for full civil liberties.



MAIN MENU

1

2

3

4

SECTION



The Expansion of Education–Assessment

PRENTICE HALL

Chapter 9, Section 1

Schools for African, Mexican, and Asian Americans were

- (A) separate and unequal.**
- (B) separate but equal.**
- (C) closer to their neighborhoods than white schools.**
- (D) places where they could learn exclusively about their history and culture.**

W.E.B. Du Bois believed that African Americans should

- (A) learn a vocation or trade.**
- (B) put aside their desire for equality.**
- (C) seek political and social equality.**
- (D) remain in segregated schools so that they could learn exclusively about their history and culture.**

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MAIN MENU

1

2

3

4

SECTION



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MAIN MENU

1

2

3

4

SECTION



New Forms of Entertainment

PRENTICE HALL

Chapter 9, Section 2

- **What new kinds of performances and recreation did Americans enjoy at the turn of the century?**
- **What were people reading for information and entertainment?**
- **How was American music changing?**



MAIN MENU

1

2

3

4

SECTION



Performances and Recreation

PRENTICE HALL

Chapter 9, Section 2

- The most popular kind of live theatre was **vaudeville**, a type of inexpensive variety show that first appeared in the 1870s.
- Movies began to give vaudeville competition. By 1908, the nation had 8,000 nickelodeons—theaters set up in converted stores or warehouses that charged a nickel admission.
- In 1872, the introduction of the circus train made the annual visit of the circus an anticipated event all over America.
- Amusement parks featured music, games of skill, vaudeville productions, bathing beaches, and exciting rides.
- Women and men watched and participated in sports. The most popular was baseball. Some of the others were football, basketball, bicycle riding, ice skating, swimming, gymnastics, and tennis.



MAIN MENU

1

2

3

4

SECTION



What People Were Reading

PRENTICE HALL

Chapter 9, Section 2

Newspapers	In the late 1800s newspapers became a popular form of entertainment as well as source of information. To sell papers, publishers urged reporters to discover lurid details of murder, vice, and scandal. This sensational news coverage came to be called yellow journalism .
Magazines	Popular magazines of the era featured stories appealing to the average American's desire to succeed including the "rags to riches" stories of Horatio Alger. Magazines also contained helpful articles and advertising.
Popular Fiction	Rags-to riches stories and adventure yarns also appeared as "dime novels," inexpensive books with a wide readership. More educated readers turned to serious novels by Henry James and Edith Wharton and the social protest novels of Upton Sinclair. Local color writers satisfied their audience's hunger for information about distant parts of the country.



MAIN MENU

1

2

3

4

SECTION



Musical Diversions

PRENTICE HALL

Chapter 9, Section 2

The Negro Spiritual	One series of concerts in 1871 introduced African American religious folk songs, called spirituals, to white audiences. The concerts were originally organized as a fundraiser by a music teacher at the African American Fisk University.
Ragtime and Jazz	Ragtime originated among black musicians in the South and Midwest in the 1880s. The music featured melodies with shifting accents over a marching band beat. Jazz grew out of the vibrant musical culture of New Orleans. By 1915, jazz and jazz dances were becoming a national passion.
Music at Home	Two new inventions allowed people to enjoy music at home. The player piano was a piano that had a paper roll “played” by wooden fingers to reproduce the music recorded on the roll. The phonograph invented by Thomas Edison in 1877 sold at a rate of more than 500,000 per year by 1914.



MAIN MENU

1

2

3

4

SECTION



New Forms of Entertainment—Assessment

PRENTICE HALL

Chapter 9, Section 2

What was yellow journalism?

- (A) A new type of ink for newspaper printing**
- (B) News stories by frightened reporters**
- (C) News stories about the personal lives of vaudeville stars**
- (D) Reporting that uncovered the lurid details of murders and scandal**

Who was given credit for inventing the phonograph?

- (A) Alexander Graham Bell**
- (B) George Washington Carver**
- (C) Thomas Alva Edison**
- (D) Sarah Orne Jewett**

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MAIN MENU

1

2

3

4

SECTION



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MAIN MENU

1

2

3

4

SECTION



The World of Jim Crow

PRENTICE HALL

Chapter 9, Section 3

- **How were African Americans discriminated against after Reconstruction?**
- **How did African Americans resist this discrimination?**



MAIN MENU

1

2

3

4



























SECTION



Voting Restrictions for African Americans in the South, 1889-1908

PRENTICE HALL

Chapter 9, Section 3

Voting Restrictions	States										
	AL	AR	FL	GA	LA	MS	NC	SC	TN	TX	VA
Grandfather Clause											
Property Test											
Literacy Test											
Poll Tax											
SOURCE: <i>The American Record: Images of the Nation's Past</i>											



MAIN MENU

1

2

3

4

SECTION



Post-Reconstruction Discrimination

PRENTICE HALL

Chapter 9, Section 3

- During this period, many states also instituted a system of legal segregation. **Segregation** means separation of people by race. When this separation is a result of custom it is called *de facto* segregation.
- In the South, segregation was required by statutes called **Jim Crow** laws.
- One of the greatest setbacks to African American equality was the Supreme Court's establishment of the "separate-but-equal" doctrine in the case of **Plessy v. Ferguson**.
- Violence or the threat of violence was a way that whites kept African Americans "in their place." The worst form of violence was **lynching**, or the murder of an accused person by a mob without a lawful trial.
- Many African Americans moved to the North to escape violence and legal segregation. However, they found *de facto* segregation in housing, education, and employment.



MAIN MENU

1

2

3

4

SECTION



Resisting Discrimination

PRENTICE HALL

Chapter 9, Section 3

- As conditions deteriorated for African Americans, black leaders began to seek new solutions.
 - **Bishop Henry Turner** advocated black pride and emigration to Africa.
 - **Booker T. Washington** supported legal cases against segregation and gave financial support to civil rights and black businesses.
 - **W.E.B. Du Bois** founded the Niagara Movement. Participants in this movement insisted on equality and vowed never to accept inferiority nor bow to oppression.
 - **Ida B. Wells** refused to leave a segregated railroad car and filed a lawsuit against the railroad company. She initially won the lawsuit, but it was overturned by the Tennessee Supreme Court. She began an editorial campaign and speaking tour against lynching.
 - The NAACP (**National Association for the Advancement of Colored People**) formed in 1909 and works to abolish segregation and discrimination, to oppose racism, and to gain civil rights for African Americans.



MAIN MENU

1

2

3

4

SECTION



The World of Jim Crow—Assessment

PRENTICE HALL

Chapter 9, Section 3

What was the purpose of the grandfather clause?

- (A) It exempted white men from certain voting restrictions if their grandfathers had voted.**
- (B) It gave the vote to people with grandfathers.**
- (C) It kept black grandfathers from voting.**
- (D) It exempted black voters from paying a poll tax.**

***Plessy v. Ferguson* was a Supreme Court decision that established the doctrine of _____.**

- (A) universal integration**
- (B) separate but equal**
- (C) separate but unequal**
- (D) universal suffrage**

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MAIN MENU

1

2

3

4

SECTION



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MAIN MENU

1

2

3

4

SECTION



The Changing Roles of Women

PRENTICE HALL

Chapter 9, Section 4

- **What were the issues in the debate over women's equality?**
- **How did women's work in the home change at the turn of the century?**
- **How did stores and catalogs serve women's new role as consumers?**
- **What kind of work did women do outside the home?**



MAIN MENU

1

2

3

4

SECTION



Women's Equality and Women's Work

PRENTICE HALL

Chapter 9, Section 4

Women's Equality

- **Women wanted to be able to vote.**
- **Women wanted to be able to control their own property and income.**
- **Women wanted access to higher education and professional jobs.**

Women's Work in the Home

- **Women continued to perform most of the jobs in the home.**
- **The washing machine cut down on the full day formerly needed to do the family laundry.**
- **It was estimated that between 18 and 27 hours a week were required just to keep the house clean.**
- **Fewer urban women were making their own bread or butchering and preserving meat.**
- **Fewer women were making clothing for the family.**



MAIN MENU

1

2

3

4

SECTION



From Producer to Consumer

PRENTICE HALL

Chapter 9, Section 4

- As more and more ready-made goods became available, women began spending more time purchasing food, clothing, and furnishings than they did producing these items.
- Transportation, electric lighting, and an abundance of ready-made goods contributed to the development of **department stores**. These were large retail stores that divided their merchandise into departments.
- Department stores and chain stores such as Woolworth's popularized the use of brand names.
- Families in the rural areas of the Midwest wanted access to manufactured goods at low prices. The U.S. Post Office began offering **rural free delivery (RFD)** in 1896.
- RFD gave farm families access to big-city goods through **mail-order catalogs**.



MAIN MENU

1

2

3

4

SECTION



Working Outside the Home

PRENTICE HALL

Chapter 9, Section 4

- **In 1870, nearly one out of every eight females over the age of ten worked outside the home.**
- **Domestic work, teaching, nursing, clerical, and telephone work were important sources of income for many women.**
- **Women rarely received supervisory jobs or advanced training. Women earned an average of 30 to 60 percent less than men.**
- **Volunteer service and women's groups provided opportunities for women to discuss issues including suffrage and political reform.**



MAIN MENU

1

2

3

4

SECTION



New Women, New Ideas

PRENTICE HALL

Chapter 9, Section 4

- **By the early 1900s, the woman question had grown to include a number of issues besides economic and political rights.**
- **As more women entered the work force and went to college, they began to work toward a freer society.**
- **Young women wore shorter hairstyles and shorter hemlines to suit their new independent activities.**
- **The divorce rates rose as women's growing independence led them to have higher expectations of fulfillment in marriage.**
- **Although most women still saw domestic fulfillment as their chief goal, a majority also wanted more societal rights.**



MAIN MENU

1

2

3

4

SECTION



The Changing Role of Women—Assessment

PRENTICE HALL

Chapter 9, Section 4

How did an abundance of ready-made goods change the role of women?

- (A) As consumers women had less work to do.**
- (B) Becoming consumers opened more professional opportunities for women.**
- (C) Ready-made goods changed the role of women from producer to consumer.**
- (D) Consumer goods gave women the right to vote.**

The concept of equality for women included which demands?

- (A) The right to vote**
- (B) The right to control their own property and income**
- (C) Access to higher education and professional jobs**
- (D) All of the above**

Want to link to the Pathways Internet activity for this chapter? [Click here!](#)



MAIN MENU

1

2

3

4

SECTION



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PRENTICE HALL

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Want to link to the Pathways Internet activity for this chapter? [Click here!](#)



MAIN MENU

1

2

3

4

SECTION

