**EXAM ONE STUDY GUIDE 1302**

1. What was the Conservative Republican viewpoint about Reconstruction? What was the Radical Republican viewpoint about Reconstruction? Know the political position favored by the White House and Congress.—After emancipation became a war aim, the problem was compounded by a new issue: How far should the federal government go to secure freedom and civil rights for four million former slaves? The debate that evolved led to a major political crisis. Advocates of a minimal Reconstruction policy (Conservative Republicans) favored quick restoration of the Union with no protection for the freed slaves beyond the prohibition of slavery. Proponents of a more radical policy (Radical Republicans) wanted readmission of the southern states to be dependent on guarantees that “loyal” men would displace the Confederate elite in positions of power and that Blacks would acquire basic rights of American citizenship. The White House favored the minimal (conservative) approach, whereas Congress came to endorse the more radical and thoroughgoing form of Reconstruction.
2. What did Lincoln’s Proclamation of Amnesty and Reconstruction of 1863 do for Southerners? What percentage of the voting population was needed to set up a new loyal government? Know the states that complied and formed Unionist governments.—Lincoln never set forth a final and comprehensive plan for bringing rebellious states back into the fold. But he did take initiatives that indicated he favored a lenient and conciliatory policy toward Southerners who would give up the struggle and repudiate slavery. In December 1863, he issued a Proclamation of Amnesty and Reconstruction, which offered a full pardon to all Southerners who would take an oath of allegiance to the Union and acknowledge the legality of emancipation. This Ten Percent Plan provided that once 10 percent or more of the of the voting population of any occupied state had taken the oath, they were authorized to set up a loyal government. By 1864, Louisiana and Arkansas, states that were wholly or partially occupied by Union troops, had established Unionist governments.
3. How would Lincoln’s policy shorten the war?—Lincoln’s policy was meant to shorten the war. First, he hoped to weaken the southern cause by making it easy for disillusioned or lukewarm Confederates to switch sides. Second, he hoped to further his emancipation policy by insisting that the new governments abolish slavery.
4. Why did Lincoln assume authority to readmit states to the Union? Why did Congress believe itself to be the final word on the fate of the rebellious states?—Congress believed the president was exceeding his authority by using executive powers to restore the Union. Lincoln operated on the theory that secession, being illegal, did not place the Confederate states outside the Union in a constitutional sense. Since individuals and not states had defied federal authority, the president could use his pardoning power to certify a loyal electorate, which could then function as the legitimate state government. The dominant view in Congress was that the southern states had forfeited their place in the Union and that it was up to Congress to decide when and how they would be readmitted. The most popular justification for congressional responsibility was based on the clause of the Constitution providing that “the United States shall guarantee to every State in this Union a Republican Form of Government.” By seceding, Radicals argued, the Confederate states had ceased to be republican, and Congress had to set the conditions to be met before they could be readmitted. Because of secession, the states had reverted to being territories and it would be up to Congress to readmit them to the Union.
5. How did the Wade-Davis Bill oppose Lincoln’s 10 percent governments?—After refusing to recognize Lincoln’s 10 percent governments, Congress passed a Reconstruction bill of its own in July 1864. Known as the Wade-Davis Bill, this legislation required that 50 percent of the voters take an oath of future loyalty before the restoration process could begin. Once this had occurred, those who could swear they had never willingly supported the Confederacy could vote in an election for delegates to a constitutional convention. The bill in its final form did not require Black suffrage, but it did give federal courts the power to enforce emancipation.
6. Who was John Wilkes Booth and what were his plans for Abraham Lincoln?—Booth was an unstable, egotistical, and fanatical Confederate sympathizer. He saw Lincoln as a tyrant and responsible for the nation’s problems. Booth recruited a group of malcontents from Washington’s criminal world, including a Confederate deserter, a Rebel spy, and a mentally handicapped druggist’s clerk. The surrender of General Robert E. Lee stopped his original plan to kidnap Lincoln and bring him to Richmond, Virginia. Instead, he decided to kill Lincoln, Vice-President Andrew Johnson, and Secretary of State Seward. The conspirator assigned to kill Johnson lost his nerve. The other accomplice did stab and seriously wound Seward who eventually recovered.
7. Following the death of Lincoln, what was President Andrew Johnson’s plan for Reconstruction (\*Presidential Reconstruction\*)?—Andrew Johnson’s terms for Reconstruction were relatively lenient towards the South. He was a Unionist Democrat from Tennessee who was placed on the ticket with Lincoln to get Democratic votes during the Election of 1864. Johnson’s plan called for the former Confederate states to be placed under appointed provisional governors. The governors would call for constitutional conventions in which only “loyal” whites (individuals who took an oath of allegiance to the Union) were permitted to vote for delegates. Confederate leaders and former officeholders who had participated in the rebellion were excluded, as well as anyone with taxable property worth more than $20,000. **\*Once the conventions met, Johnson urged them to: a. declare secession null and void, b. repudiate the Confederate debt, and c. ratify the Thirteenth Amendment.\***
8. How did the excluded citizens with $20,000 in taxable property get back into the political fold? What did they get in return?—The excluded individuals in this category (planters) would have to apply to Johnson for a personal presidential pardon. Johnson hated the planters for their aristocratic domination of the South in their demonstrative disdain of poor whites. By coming to him, the planters were being “humbled.” Nearing the end of 1865, he had issued about 13,000 pardons. The pardons restored all rights, including property rights that hindered plans of widespread land distribution to the former slaves.
9. What were the Black Codes?—Northerners expected the South to support the abolition of slavery, but southerners had other plans. While Blacks were free, restrictions were placed on this freedom and sanctioned by laws known as the Black Codes. Freedmen (former slaves) could marry, own property, sue and be sued, and testify in court (only in cases involving members of their race). What rights were not allowed for Blacks under the Black Codes?—Black Codes in all states prohibited interracial marriage. Some did not allow the freedmen to own certain types of property, such as guns and alcoholic beverages, imposed curfews on Blacks, and expanded vagrancy and apprentice laws to force Blacks back to the fields. According to historian, John Hope Franklin, Blacks who quit their jobs could be arrested and imprisoned for breach of contract, as well as, endure fines for seditious speeches, insulting gestures or acts, and absence from work.
10. What is the Freedmen’s Bureau and where did it achieve its greatest success?—The Freedmen’s Bureau was a temporary agency set up to aid the former slaves by providing relief, education, legal help, and assistance in obtaining land or employment**. \*The Bureau was most successful in education. It set up or supervised all kinds of schools: day, night, Sunday, and industrial schools, as well as, colleges. It cooperated closely with philanthropic and religious organizations in the North in the establishment of many institutions. Among the schools founded in this period that received aid from the bureau were Howard University, Hampton Institute (now University), St. Augustine’s College, Atlanta University, Fisk University, Storer College, and the Biddle Memorial Institute (now Johnson C. Smith University). (The American Missionary Association, as well as, the Baptists, Methodists, Presbyterians, and Episcopalians were all active in establishing schools.) Education was promoted so vigorously that by 1867 schools had been set up in “the remotest counties of each of the confederate states.” \*(**answer from the book, “From Slavery to Freedom” by John Hope Franklin)
11. The Fourteenth Amendment gave the federal government responsibility for guaranteeing equal rights under the law to all Americans. Know the goals of the Fourteenth Amendment: Section 1 defined citizenship for the first time as extending to “all persons born, or naturalized in the United States. Section 2 sought to penalize the South for denying voting rights to Black men by reducing the congressional representation of any state that formally deprived a portion of its male citizens of the right to vote. Section 3 denied federal office to those who had taken an oath of office to support the U. S. Constitution and then had supported the Confederacy. Section 4 repudiated (rejected) the Confederate debt.
12. What was the Reconstruction Plan suggested by Radical Republicans Senator Charles Sumner, Congressman Thaddeus Stevens, and Congressman George Julian? (hint: “regeneration before Reconstruction”) Why did a majority of the Republican Congressmen find the plan unacceptable?—Congress was now in a position to implement its own plan of reconstruction. In 1867 and 1868, it passed a series of acts that nullified President Johnson’s initiatives and reorganized the South on a new basis. Generally referred to as Radical Reconstruction, the measure represented a compromise between genuine Radicals and Moderates within the party. Consistent Radicals such as Charles Sumner of Massachusetts and Congressman Thaddeus Stevens of Pennsylvania, and George Julian of Indiana wanted to reshape southern society before readmitting ex-Confederates to the Union. Their program of “regeneration before Reconstruction” required an extended period of military rule, confiscation, and redistribution of large landholdings among the freedmen, and federal aid for schools to educate Blacks and whites for citizenship. **The majority of Republican Congressmen found such a program unacceptable because it broke too sharply with American traditions of federalism and regard for property rights and might mean that decades would pass before the Union was back in working order.**
13. What were the five military districts and the states within them resulting from the Reconstruction Act of 1867?—They are: District 1—Virginia, District 2-North Carolina and South Carolina, District 3—Alabama, Georgia, and Florida, District 4—Arkansas and Mississippi, and District 5—Texas and Louisiana
14. The first obstacle to enforcement of congressional Reconstruction was resistance from the White House. Johnson thoroughly disapproved of the new policy and sought to block the will of Congress by administering the plan in his own obstructive fashion. He dismissed officeholders who sympathized with Radical Reconstruction, and countermanded the orders of generals in charge of southern military districts. Congress responded by: 1. Passing the Tenure of Office Act requiring Senate approval to remove persons whose appointment had needed the consent of the Senate and 2. Adding a rider to an army appropriations bill in an effort to limit Johnson’s authority to issue orders to military commanders.

\*\*\*What did the prosecution cite as the reason for Andrew Johnson’s removal as President of the U.S.? Why did some Republicans vote to acquit (not remove) Johnson, rather than impeach him?—The prosecution’s case was that Johnson had abused his powers of his office in an effort to sabotage the congressional Reconstruction policy. Obstructing the will of the legislative branch, they claimed, was sufficient grounds for conviction even if no crime had been committed. The Republicans who broke ranks to vote for acquittal could not endorse such a broad view of the impeachment power. They feared that removal of a president for essentially political reasons would threaten the constitutional balance of powers and open the way to legislative supremacy over the executive.

1. What is “sharecropping” and did it help Blacks become economically independent?—Southern states adopted the sharecropping system as a compromise between former slaves who wanted land of their own and former slave owners who needed labor. The landowners provided land, tools, and seed to a farming family who in turn, provided labor. The resulting crop was to be divided between them with the farmers receiving a “share” of 1/3 to ½ of the crop. The sharecropping system kept many of the former slaves economically bound to their employers (debt peonage, or debt slavery). At the end of a year, the sharecropper tenants might owe most, or all of what they had made to their landlord.
2. Know the difference between carpetbaggers and scalawags.—Carpetbaggers were described as northern opportunists who allegedly rushed South with all of their belongings in carpetbags to grab the political spoils. They were more often than not Union veterans who had arrived as early as 1865 or 1866, drawn by the hope of economic opportunity and by other attractions that many had seen in Union service. Many other so-called carpetbaggers were teachers, social workers, or preachers animated by a missionary impulse. Scalawags were former Whig planters or merchants who were born in the South or had immigrated to the region before the war and now saw a chance to realize their dreams for commercial and industrial development.
3. What were some notable achievements during Republican rule?—The Republicans were able to pass legislation for: universal male suffrage (voting rights); no more imprisonment for debt; reduced use of the death penalty; an increase in the number of facilities for the poor, orphans, mentally ill, deaf and blind; an overhaul of tax structures; rebuilding the infrastructure of the South (harbors, railroads, and bridges), and the acquisition of women’s rights in divorce and possession of property.
4. Who is P.B.S. Pinchback and what is his relevance to the political history of the United States? (Google a picture of him)—Pinckney Benton Stewart Pinchback was the first Black Governor in United States history. He was Governor of Louisiana from December 9, 1872 to January 13, 1873. Pinchback was born free May 10, 1837 and served as a Union Army Officer during the Civil War. In 1868, Pinchback won election to the Louisiana Senate, which later named him Pro Tem. One of his bills created Southern University. He became Lieutenant Governor when the incumbent died and Governor after the impeachment of Governor Warmouth. Elected to the U.S. Senate and House of Representatives, on challenge, Congress declined to seat him. Pinchback studied law and was admitted to the bar. He died on December 21, 1921. (Information from an historical marker on the campus of Southern University, Baton Rouge, Louisiana)
5. How did Blacks test their new freedom?—Blacks tested their freedom by taking to the roads to search for husbands, wives, and children separated by sale and inheritance practices. Many also rushed to have their marriages legalized by the state. Blacks moved away from close proximity to their former masters and patterned their family structure like that of whites with the women and children not working the fields. This would not last as the necessity of survival would involve the financial input of all family members.
6. Who won the Election of 1868? Was he a good President? Know the scandals connected with his presidency.—Former Union General Ulysses S. Grant won the election over the Democrat contender, New York Governor, Horatio Seymour. Grant was a great military leader, but as President, he was susceptible to the deceit of influence peddlers and awed by men of wealth to whom he was very loyal. According to historians, Gary Nash and Julie Jeffrey, “the scandals of his administration touched his relatives, his cabinet, and two vice presidents. Under Grant’s appointments, outright graft, as well as, loose prosecution and generally negligent administration, flourished in a half dozen departments. Most scandals involved large sums of public money. The Whiskey Ring affair, for example, cost the public millions of dollars in lost tax revenues siphoned off to government officials. Jay Gould’s attempt to corner the gold market almost succeeded with the unwitting aid of Grant’s Treasury Department and the President’s brother-in-law. Credit Mobilier, a dummy railroad corporation supposedly building the transcontinental railroad, received generous bonds and contracts in exchange for giving congressmen gifts of money, stocks, and railroad lands.”
7. With the passage of the 15th Amendment, came white hostility for Black male suffrage (voting rights). How was the vote of Blacks protected from domestic terrorism?—According to historians George Tindall and David Shi, “whites were hostile to Republican governments because of their inclusion of Blacks and not because of rampant corruption. Most white southerners were so conditioned by slavery that they were unable to conceive of Blacks as citizens or even free agents. Terrorist groups like the Ku Klux Klan (KKK) and Louisiana’s Knights of the White Camellia used threats, physical assault, and murder to prevent Blacks and their white supporters from voting. **\*Congress responded with the Enforcement Acts (1870-1871). The first levied penalties on persons who interfered with any citizen’s right to vote. The second placed the election of Congressmen under surveillance by federal election supervisors and marshals. The third (the Ku Klux Klan Act) outlawed the characteristic activities of the Klan-wearing disguises, intimidation, and resisting officers-and authorized the president to suspend habeas corpus where necessary to suppress “armed combinations.” (habeas corpus-A written warrant requiring that a prisoner be brought to court to determine legality of confinement.)**
8. What signified the end of Reconstruction and the Republican Party’s shift from moral reform to material interest?—Shortly after Grant’s second inauguration, the Panic of 1873, caused by railroad mismanagement and the collapse of some eastern banks, began a depression lasting throughout the mid-1870s. In these times of hardship, economic issues diverted attention from the freedmen. Politicians were concerned with more Grant scandals , unemployment, and public works projects, the currency, and tariffs.
9. What were the terms of the “Compromise of 1877?”-The Election of 1876 resulted in a controversy over twenty electoral votes between Rutherford B. Hayes (Republican) and Samuel J. Tilden (Democrat). A special commission of five senators, five representatives, and five Supreme Court justices was created to settle the disputed electoral votes. Eight of the commission members were Republicans and seven were Democrats. The election was decided along party lines. The Democrats agreed to not dispute the electoral count and Hayes was declared President**.\*\*\*After his inauguration, Hayes removed the last of the federal troops out of the South, appointed a former Confederate general to his cabinet, supported federal aid for economic and railroad development in the South, and promised to let southerners handle race relations themselves.**
10. What was the feminist response to the 15th Amendment?—Many feminists were bitterly disappointed that the amendment did not extend the vote to women as well as freedmen. A militant wing of the women’s rights movement, led by Elizabeth Cady Stanton and Susan B. Anthony, was so angered that the Constitution was being amended in a way that, in effect, made gender a qualification for voting that they campaigned against ratification of the Fifteenth Amendment. Another group of feminists led by Lucy Stone supported the amendment on the grounds that this was “the Negro’s hour” and that women could afford to wait a few years for the vote. This disagreement divided the woman suffrage movement for a generation to come.
11. Know the Supreme Court decisions affecting Black Civil Rights (1875-1900).—
12. Hall v. DeCuir (1878)-Struck down Louisiana law prohibiting racial discrimination by “common carriers” (railroads, steamboats, buses). Declared the law a “burden” on interstate commerce, over which states had no authority
13. United States v. Harris (1882)-Declared federal laws to punish crimes such as murder and assault unconstitutional. Declared such crimes to be the sole concern of local government. Ignored the frequent racial motivation behind such crimes in the South.
14. Civil Rights Cases (1883)-Struck down Civil Rights Act of 1875. Declared that Congress may not legislate on civil rights unless a state passes a discriminatory law. Declared the Fourteenth Amendment silent on racial discrimination by private citizens.
15. Plessy v. Ferguson (1896)-Upheld Louisiana statute requiring “separate, but equal” accommodations on railroads on railroads. Declared that segregation is *not* necessarily discrimination.
16. Williams v. Mississippi (1898)-Upheld state law requiring a literacy test to qualify for voting. Refused to find any implication of racial discrimination in the law, although it permitted illiterate whites to vote if they “understood” the Constitution. Using such laws, southern states rapidly disfranchised Blacks.
17. Know the nations and locations of the Plains Indians:
18. **Sioux**-present-day Minnesota and the Dakotas
19. **Blackfoot**-present-day Idaho and Montana
20. **Cheyenne, Crow, and Arapaho**-present-day Central Plains
21. **Pawnee**-present-day western Nebraska
22. **Kiowa, Apache, and Comanche**-present-day Texas and New Mexico
23. Know the cultural differences that led to battles between the Plains Indians and whites.—The Indians viewed the buffalo as an absolute necessity, but the settlers saw the animal as an obstacle to western expansion since the herds interfered with construction by knocking over telegraph poles and fences and derailing trains during stampedes. Anglo-Americans viewed capitalism as fostering competition and frontier living promoting rugged individualism. The Plains Indians were taught to put the interests of the group over the interests of the individual. Emphasis was placed on cooperation rather than competition. Chiefs did not have the final word in group matters and relied on the advice of a council to make decisions. Whites were incorrect to believe that an individual Indian could make agreements and decisions that would be assumed legal by the rest of the group. Most Native Americans did not view land as something to own, but to be held in high regard as sacred. Whites saw land, plants, and animals as resources to be exploited
24. What did schools do to “transform” Indians into being like white Americans? Know the name of the **two famous schools** in this endeavor.—While Congress worked to break down the tribes, educators trained young Native Americans to adjust to white culture. In 1879, fifty Pawnee, Kiowa, and Cheyenne youths were brought east to the new **Carlisle Indian School** in Carlisle, Pennsylvania. Other Native American schools soon opened, including the **Haskell Institute** in Kansas and numerous day schools on the reservations. The schools taught students to fix machines, trim their long hair and made them speak English, banned the wearing of tribal paint or clothes, and forbade tribal ceremonies and dances. “Kill the Indian and save the man,” said Richard H. Pratt, the army officer who founded the Carlisle School.
25. Know the units that made up the Buffalo Soldiers.—The Buffalo Soldiers came out of the former units comprising the USCT (United States Colored Troops) from the Civil War. Their new assignment reorganized these units:

-38th and 41st Units—24th Negro Infantry Regiment

-39th and 40th Units—25th Negro Infantry Regiment

-9th Cavalry

-10th Cavalry

1. How did “barb wire” change the West?—Barbed wire forever altered land use in the West. Perfected in 1874, it was the first wire technology capable of restraining cattle. These fences were easier and cheaper to build and made it affordable to fence much bigger areas than before. Reflecting on its importance to western farmers, barbed wire soon came in hundreds of varieties, including decorative versions.
2. How did the horse and buffalo define the life of the Plains Indians?—Nomadic and warlike, the Plains Indians depended on the buffalo and the horse. The Plains nations gave up farming almost entirely and hunted the buffalo that were thriving over the rolling plains. The men became superb warriors and horsemen, among the best light cavalry in the world. The bands followed and lived off the buffalo which in turn provided food, clothing, and shelter. The Indians used every part of the animal. The meat was dried or “jerked” in the hot Plains air. The skins made teepees, blankets, and robes. Buffalo bones became knives; tendons were made into bowstrings; horns and hooves were boiled into glue. Buffalo “chips”—dried manure—were burned as fuel. All in all, the buffalo was a “department store on the hoof.”
3. Know the major battles of the Plains Wars between the U.S. Army and the nations of the Plains:
4. Chivington Massacre 1864—murder of a band of friendly Cheyenne and their Chief, Little Rock under the direction of Col. John M. Chivington.
5. Fetterman Massacre 1866—death of Captain William J. Fetterman and his men by Sioux warrior, Crazy Horse in a pursuit-turned-ambush.
6. Red River War 1874-1875—Col. Ranald Slidell MacKenzie’s campaign against the Comanche War Chief, Quanah Parker to an Oklahoma reservation.
7. Little Big Horn 1876—defeat of Lieutenant Colonel George Armstrong Custer and 265 soldiers by the Sioux nation led by War Chiefs Rain-in-the-Face, Crazy Horse, and Chief Sitting Bull with 2500 warriors.
8. Wounded Knee 1890—U.S. soldiers killed 300 Sioux men, women, and children with rapid-fire Hotchkiss guns when they resisted the U.S. Army’s efforts to disarm them after the death of Sitting Bull.
9. Who is Chief Joseph and why is he called the “Red Napoleon?”—In 1877, the Nez Perce tribe of Oregon rebelled against government policy. Chief Joseph led 200 men and 350 women, children, and old people 1321 miles in 75 days in an attempt to reach Canada and freedom. They defeated a pursuing U.S. Army of 5000 troops in several skirmishes. To cover their shame, the generals nicknamed Chief Joseph “the red Napoleon.” Joseph was within sight of the Canadian border, but gave up because his people were almost frost bitten and hungry. The Nez Perce were denied a return to the Idaho reservation and sent to the Indian Country of Oklahoma where many of them died, including Joseph’s six children.
10. Matching: Know the Native American leader and his nation:
11. Little Crow –Sioux
12. Crazy Horse—Sioux
13. Cochise—Apache
14. Geronimo—Chiricahua Apache
15. Wovoka-Paiute
16. Dull Knife—Cheyenne
17. Know the laws used to assimilate Native Americans into American culture:
18. Dawes Severalty Act of 1887—passed by Congress to break up traditional Indian life by promoting individual land ownership. It divided tribal lands into smaller plots that were distributed among members of each tribe. Provisions were made for Indian education and eventual citizenship. The law led to corruption, exploitation, and the weakening of Native American tribal culture.
19. Curtis Act 1898—ended tribal sovereignty in Indian Territory, voiding tribal control of mineral rights, abolishing tribal laws and courts, and imposing the laws and courts of the United States on the Indians.
20. Dead Indian Act 1902—permitted Indians to sell allotted lands they had inherited, thereby circumventing the twenty-five year trust period imposed by the Dawes Act.
21. Burke Act 1905—eliminated the trust period altogether and allowed the Secretary of the Interior to decide when Indians were competent to manage their own affairs.
22. Snyder Act 1924—granted all Indians born in the U.S. full citizenship.
23. How did the Spanish influence the American Southwest?—Pushing northward from Mexico, the Spanish gradually established the present-day economic structure of the Southwest. They brought with them techniques of mining, stock raising, and irrigated farming. After winning independence in the 1820s, the Mexicans brought new laws and ranching methods, as well as chaps and the burro. Both the Spanish and Mexicans created the legal framework for distributing land and water, a precious resource in the Southwest. They gave large grants of lands to communities for grazing, to individuals as rewards for service and to the various Native American pueblos. In Southern California, the Californios, descendants of the original colonizers, began after the 1860s to lose their once vast landholdings to drought and mortgages. Some turned to crime and became feared bandidos, while others such as Jose Maria Amador lived in poverty.
24. Who are the cowboys? Know the names of the cattle trails worked by these men.—Cowboys pushed steers northward in herds of 2-3,000. Novels and movies have portrayed them as white, but at least ¼ were Black and possibly another ¼ were Mexicans. A typical crew on the trail might have eight men, half of them Black, or Mexican. Most of the trail bosses were white, earning $125/month. James “Jim” Perry, a famous Black cowboy who worked for 20 years as a rider, roper, and cook for the XIT Ranch said, “If it weren’t for my damned old black face, I’d have been a boss long ago.” The cattle trails worked by the cowboys: **GOODNIGHT—LOVING TRAIL, WESTERN TRAIL, CHISHOLM TRAIL, and the SEDALIA AND BAXTER SPRINGS TRAIL.**
25. Who were the “Exodusters” and what was the origin of their name? Know the former states where they once lived.—Newcomers to the plains included Blacks who had fled the South, fed up with beatings and murders, crop liens, and the Black Codes that institutionalized their subordinate status. In 1879, about six thousand African Americans known as the Exodusters left their homes in Louisiana, Mississippi, and Texas to establish new and freer lives in Kansas, the home of John Brown and the Free-Soil campaigns of the 1850s. Once there, they farmed or worked as laborers; women worked in the fields alongside the men or cleaned houses and took in washing to make ends meet. All told, the Exodusters homesteaded 20,000 acres of land, and though they met prejudice, it was not as extreme as they had known at home. Disappointed with the failures of Reconstruction and fearful of the violence that surrounded them, many southern Blacks migrated to Kansas in the 1870s and 1880s. Comparing their trek to the Biblical story of the Israelites’ exodus from Egypt, they became known as Exodusters.
26. Know the name, mission, and membership of the fraternal organization improved upon by Terence V. Powderly. What was the platform of the order?—In 1869, Uriah S. Stephens and a group of Philadelphia garment workers founded the Noble Order of the Knights of Labor, known simply as the Knights of Labor. It was a secret fraternal order which grew slowly grew through the 1870s until Terence V. Powderly, the new Grand Master Workman elected the in 1879, ended the secrecy and embarked on an aggressive recruitment program. Wanting to unite all labor, the Knights welcomed everyone who “toiled”, regardless of skill, creed, sex, or color. Unlike most unions, it organized women workers, and at its peak had 60,000 Black members. The order’s platform included the eight-hour day and the abolition of child labor, but more often it focused on uplifting, utopian reform.
27. Know the organization that took the place of Powderly’s in 1886. What was its goals and preferred membership structure? Who was its’ founder? How were Blacks kept from joining? In addition to Blacks, who else was excluded and why?—In 1886, the American Federation of Labor (AFL) was founded by **Samuel Gompers** as a loose alliance of national craft unions. It organized only skilled workers along craft lines, avoided politics, and worked for specific practical objectives. The AFL did not expressly forbid Black workers form joining, but member unions used high initiation fees, technical examinations, and other means to discourage Black membership. The AFL’s informal exclusion practices were, all in all, a sorry record, but Gompers defended his policy toward Blacks, women, and the unskilled by pointing to the dangers that unions faced. Only by restricting membership, he argued, could the union succeed.
28. How did the courts affect labor? (hint: court injunction) Know the court decisions of Holden v. Hardy (1898) and Lochner v. New York (1905).—Many employers believed in an “iron law of wages” in which supply and demand, not the welfare of their workers, dictated wages. Wanting a docile labor force, employers fired union members, hired scabs to replace strikers, and used a new weapon, the court injunction, to quell strikes. The injunction forbade workers to interfere with their employer’s business. It was used to break the Pullman Strike of 1894. The Supreme Court upheld the use of the injunction in the “*In re Debs”* (1895) case. Court decisions also affected the legal protection offered to workers. In *Holden v. Hardy* (1898), the Court upheld a law limiting working hours for miners because their work was dangerous and long hours might cause injuries. In *Lochner v. New York* (1905), the Court struck down a law limiting bakery workers to a sixty-hour week and ten-hour day. Because baking was safer than mining, the Court saw no need to interfere with the right of bakers to sell their labor freely.
29. How did the Haymarket Riot diminish support for labor rights in America?—On May 4, 1886, a demonstration in Chicago’s Haymarket Square to protest the slayings of two workers during a strike turned into a violent riot after a bomb explosion killed seven policemen. Although the bomb thrower was never found, the incident was blamed on labor “radicalism” and resulted in public condemnation of organized labor and contributed to the weakening of the national labor movement.
30. What were the shortcomings of industrialization that were exposed by the Homestead Strike?—Events like the Homestead Strike troubled many Americans who wondered whether industrialization, for all its benefits, might carry a heavy price in social upheaval, class tensions, and even outright warfare. Most workers did not share in the immense profits of the industrial age. As the nineteenth century ended, there were workers who rebelled against the inequity.
31. Describe the immigrants who came to the U.S. between 1880-1910.—Beginning in the 1880s, the sources of immigration shifted from northern and western Europe, the chief source of immigration for more than two centuries. More and more immigrants came from southern and eastern Europe: Italy, Greece, Austria-Hungary, Poland, and Russia. Between 1880-1910, approximately 8.4 million people came from these lands. The new immigrants tended to be Catholics, or Jews rather than Protestants. Like their predecessors, most were unskilled rather than skilled, and they often spoke “strange” languages. Most were poor and uneducated; sticking together in close-knit communities (ghettos), they clung to their customs, languages, and religions.
32. Who or what were Mugwumps?—With slavery abolished, reformers turned their attention to new moral and political issues. One group known as the Mugwumps, worked to end corruption in politics. These Republican political activists were mainly from the educated and upper class. They were instrumental in helping to elect Democrat Grover Cleveland to the presidency in 1884.
33. What was the purpose of the National Grange of the Patrons of Husbandry (the Grange?-Touring the South in the 1860s, Oliver H. Kelley of the Department of Agriculture, was struck by the drabness of rural life. In 1867, he founded the National Grange of the Patrons of Husbandry, known simply as the Grange. The Grange provided social, cultural, and educational activities for its members. Its’ constitution banned involvement in politics, but Grangers often ignored the rules and supported railroad regulation, among other measures. Most of the 20,000 local Granges were in the Midwest and South. The Granges set up cooperative stores, grain elevators, warehouses, insurance companies, and farm machinery factories. Many failed, but in the meantime, the organization made its mark. Picking up where the Grange left off, farm-oriented groups such as the Farmer’s Alliance with branches in both the South and West, began to attract followers.
34. What were the discoveries in medicine that improved life between 1870 and 1900?-Medical science was in the midst of a major revolution. Louis Pasteur’s recent discovery that germs cause infection and disease created the new science of microbiology and led the way to the development of vaccines and other preventive measures. Tuberculosis, typhoid, diphtheria, and pneumonia (now curable) were still the leading causes of death. There were few hospitals and no hospital insurance. Most patients stayed at home, although medical practice, especially surgery, expanded rapidly. Once brutal and dangerous, surgery in these years became relatively safe and painless. Anesthetics, such as ether and chloroform, eliminated pain and antiseptic practices helped prevent postoperative infections. Antiseptic practices at childbirth also cut down on puerperal fever, and infection that for centuries had killed many women and newborn infants.
35. What is Psychology? Who was its American practitioner? What is the premise of behavioral psychology?-The new science of Psychology began to explore the mind which up to this time had not been studied. William James, leading American psychologist and philosopher, laid the foundations of modern behavioral psychology, which stressed the importance of the environment on human development.
36. How were women treated under the practice of *femme couverte*? How did divorce change for women in 1890?-Women were facing changes in their societal roles in the late 19th century, albeit slowly. One important change occurred in the legal codes pertaining to women, particularly in the common law doctrine of *femme couverte*. Under the doctrine, wives were the chattel of their husbands: they could not legally control their own earnings, property, or children unless they had drawn up a specific contract before marriage. By 1890, many states had substantially revised the doctrine to allow wives control of their earnings and inherited property.
37. Know the objectives of Black education as expressed by Booker T. Washington and W.E.B. DuBois.-**Booker T. Washington** believed Blacks should have economic independence through a vocation-centered education. He did not believe Blacks should agitate for social/political equality and felt that white mainstream America would accept Blacks in this capacity at some point in time (be patient). On the other hand, **W.E.B. DuBois** wanted Blacks to get a college education (classical education)to create a class of trained professionals (doctors, lawyers, dentists, teachers, etc.) and agitate for civil rights (political action).