Section 1: The Expansion of Education

- 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?

I. The Growth of Public Schools

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

II. Illiteracy in the United States, 1870-1920

III. Rules for Teachers

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.

IV. Higher Education Expands
A. Women and Higher Education
1. Between 1880 and 1900, more than ________________ new American colleges and universities opened. College enrollments doubled.
2. Women called for more educational opportunities. Educators and ________________, 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.

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

V. Two Perspectives on African American Education
A. Booker T. Washington
1. Founded the ________________ Institute in Alabama
2. Taught students to put aside temporarily their desire for ________________ equality
3. Thought African Americans should focus on building economic security by gaining vocational skills
4. Washington’s ideas reassured those whites who worried that educated African Americans would seek more equality.

B. W.E.B. Du Bois
1. Became the first African American to earn a Ph.D. from ________________
2. Believed that the brightest African Americans had to lead their people in their quest for political and social equality and civil rights
3. Argued for future leaders to seek a ________________ arts education rather than the ________________ education promoted by Washington
4. In 1905, Du Bois helped found the ________________ Movement that called for full civil liberties.

Section 2: New Forms of Entertainment
- 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?

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

II. What People Were Reading

| 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. |
Section 3: The World of Jim Crow

A. How were African Americans discriminated against after Reconstruction?
B. How did African Americans resist this discrimination?

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

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<thead>
<tr>
<th>Voting Restrictions</th>
<th>States</th>
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<tr>
<td>AL</td>
<td>AR</td>
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<tr>
<td>Grandfather Clause</td>
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<td>Property Test</td>
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<td>Literacy Test</td>
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<td>Poll Tax</td>
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SOURCE: The American Record: Images of the Nation’s Past

II. Post-Reconstruction Discrimination
A. During this period, many states also instituted a system of legal __________________________. Segregation means separation of people by race. When this separation is a result of custom it is called de facto segregation.
B. In the South, segregation was required by statutes called __________________________ laws.
C. 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 __________________________ v. __________________________.
D. Violence or the threat of violence was a way that whites kept African Americans “in their place.” The worst form of violence was __________________________, or the murder of an accused person by a mob without a lawful trial.
E. Many African Americans moved to the North to escape violence and legal segregation. However, they found de facto segregation in housing, education, and employment.

III. Resisting Discrimination
A. As conditions deteriorated for African Americans, black leaders began to seek new solutions.
1. Bishop Henry __________________________ advocated black pride and emigration to Africa.
2. Booker T. __________________________ supported legal cases against segregation and gave financial support to civil rights and black businesses.
3. W.E.B. Du Bois founded the Niagara Movement. Participants in this movement insisted on __________________________ and vowed never to accept inferiority nor bow to oppression.
4. Ida B. __________________________ 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.

5. The __________________________ (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.

Section 4: The Changing Roles of Women

- 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?

I. Women’s Equality and Women’s Work

A. Women’s Equality
   1. Women wanted to be able to __________________________.
   2. Women wanted to be able to control their own __________________________ and __________________________.
   3. Women wanted access to higher __________________________ and professional jobs.

B. Women’s Work in the Home
   1. Women continued to perform most of the jobs in the home.
   2. The washing __________________________ cut down on the full day formerly needed to do the family laundry.
   3. It was estimated that between 18 and 27 hours a week were required just to keep the house clean.
   4. Fewer urban women were making their own bread or butchering and preserving meat.
   5. Fewer women were making __________________________ for the family.

II. From Producer to Consumer

A. As more and more ready-made goods became available, women began spending more time __________________________ food, clothing, and furnishings than they did producing these items.

B. __________________________, 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.

C. Department stores and chain stores such as __________________________ popularized the use of brand names.

D. 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.

E. RFD gave farm families access to big-city goods through mail-order catalogs.

III. Working Outside the Home

A. In 1870, nearly ______ out of every ______ females over the age of ten worked outside the home.

B. __________________________ work, teaching, nursing, clerical, and telephone work were important sources of income for many women.

C. Women rarely received supervisory jobs or advanced training. Women earned an average of ______ to ______ percent less than men.

D. Volunteer service and women’s groups provided opportunities for women to discuss issues including suffrage and political reform.

IV. New Women, New Ideas

A. By the early 1900s, the woman question had grown to include a number of issues besides economic and political rights.

B. As more women entered the work force and went to college, they began to work toward a freer society.

C. Young women wore shorter __________________________ and shorter hemlines to suit their new independent activities.

D. The divorce rates rose as women’s growing __________________________ led them to have higher expectations of fulfillment in marriage.

E. Although most women still saw __________________________ fulfillment as their chief goal, a majority also wanted more societal rights.
Key People, Terms, and Questions:
Define the following terms and answer the questions **in complete sentences on a separate sheet of paper.**
**NOT** all answers are found in the notes; you will have to use your textbook to answer some of the questions.

**Section 1: The Expansion of Education**

- literacy
- assimilation
- philanthropist
- Niagara Movement

1. How did public schools help with the assimilation of new immigrants?
2. Describe how one philanthropist contributed to higher education.
3. How did educational opportunities for women change at this time?
4. What was the Niagara Movement?

**Section 2: New Forms of Education**

- vaudeville
- yellow journalism
- ragtime

5. What was vaudeville, and why did it become popular?
6. What was the most popular spectator sport at this time?
7. What was yellow journalism?
8. Describe ragtime music.

**Section 3: The World of Jim Crow**

- poll tax
- grandfather clause
- segregation
- Jim Crow
- Plessy v. Ferguson
- lynching
- National Association for the Advancement of Colored People (NAACP)

9. How did the poll tax, literacy tests, and grandfather clauses limit African American suffrage?
10. What were Jim Crow laws?
11. How was lynching used to intimidate African Americans?
12. When and why was the National Association for the Advancement of Colored People formed?

**Section 4: The Changing Roles of Women**

- department store
- rural free delivery (RFD)
- mail-order catalog

13. Name three traditional household tasks that women no longer had to do at home after 1900.
14. How did the new system of rural free delivery lead to the popularity of mail-order catalogs?
15. What kinds of jobs were acceptable for women in 1900? What made these jobs acceptable?
16. How did volunteer work prepare women to be influential in public life?