

## Chapter 19- Political Reform and Progressive Era

### Section 4- Struggles for Justice

**Focus Question:** What challenges faced minority groups?

#### I. African Americans

- A. African Americans faced discrimination in the North as well and the South.
- B. Booker T. Washington emerged as a prominent African American.
  - 1. Born into slavery Washington taught himself how to read, he worked in coal mines and attend school when ever he could.
  - 2. In 1881, Washington helped found the Tuskegee Institute in Alabama, which offered training in industrial and agricultural skills.
  - 3. Washington believed that African Americans should learn trades and then gradually move up in society and once they gain power and money they can then demand equality.
    - a) This approach gained the support of business men like Carnegie and Rockefeller, who helped him to build more trade schools for African Americans.
- C. W.E.B. Du Bois was a brilliant scholar and agreed with Washington, to an extent.
  - 1. Du Bois criticized Washington for being willing to accept segregation, so he urged blacks to fight discrimination rather than to submit to it.
  - 2. In 1909, Du Bois along with Jane Addams and other reformers, formed the National Association for the Advancement of Colored People (NAACP)
- D. Campaign Against Lynching
  - 1. In the 1890's more than 1,000 African Americans were victims of lynching, and that number increased after the economic depression of 1893.
    - a) These murders outraged the African American journalist, Ida B. Wells, who urged her readers to protest the lynchings and boycott segregated streetcars and white owned businesses.
- E. Setbacks and Successes
  - 1. Few white Progressives gave much thought to the struggles that African American and other minorities faced.
  - 2. Some African Americans despite segregation and prejudice succeed, including George Washington Carver, a scientists and Sarah Walker, the first African American woman to earn more than 1 million dollars.
  - 3. Black owned businesses, banks and churches were the training grounds for the next generation.

#### II. Mexican Americans

- A. By 1900, about 500,000 Mexican Americans were living in the states and they were facing the same type of legal segregation as African Americans.
- B. Increased Immigration
  - 1. In 1910 revolution and famine swept across Mexico and many families from all socioeconomic levels fled to the United States.
  - 2. At first many immigrants moved to the southwest region of the United States, but as jobs became scarce people began to spread in the Midwest and Rocky Mountain regions of the United States.
- C. Daily Life
  - 1. Many Mexican Americans on farms or railroads or in city factories, and were unable to take skilled positions.

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2. Just like other groups if immigrants, Mexican Americans formed ethnic neighborhoods, known as barrios to preserve their language and culture.
  - a) Los Angeles was home to one of the largest barrios and its population tripled from 1910 to 1920.
3. Mexican immigrants and Mexican Americans formed mutual aid groups known as mutualistas, that would collect money to help pay for insurance, legal aid or to help the poor or sick in their communities.

### III. Asian Americans

- A. The Chinese Exclusion Act of 1882, prevented Chinese from settling in the United States, so many west coast businesses looked to other Asian countries for labor, mainly Japan and the Philippines.
- B. Japanese Immigrants
  1. In the early 1900's more than 100,000 Japanese immigrants entered the United States, many of whom started in Hawaii.
    - a) In 1898, when the United States annexed Hawaii many Japanese moved to the mainland for better opportunities.
  2. Many Japanese immigrants began working on farms and through hard work they eventually were producing a large percentage of California's fruits and vegetables.
- C. A Gentleman's Agreement
  1. Asian immigrants faced similar prejudice as other ethnic minorities in the United States.
    - a) In 1906, San Francisco segregated schools, Japan protested this decision, which almost resulted in an international crisis.
  2. Theodore Roosevelt was pressured to limit Japanese immigration, but avoid the issue in effort to not upset Japan, which was a growing naval power in the world.
    - a) So he said that he would limit Japanese immigration, if San Francisco would end their school segregation.
  3. Theodore Roosevelt reached a "Gentleman's Agreement" with Japan.
    - a) The agreement included that Japan would stop sending workers to the United States and in return the United States would allow the wives for men already in the United States to be reunited.
  4. Anti-Japanese feeling remained high, which was evident when in 1913 the states of California did not allow Asians to own land unless they were citizens.

### IV. Religious Minorities

- A. Nativists groups worked hard to restrict immigration, especially those who were Catholic and Jewish.
- B. Even those who were not immigrants to the United States, but natives faced prejudice, especially in schools.
  1. Some teachers lectured against the Pope, so as a result Catholic Americans created parochial schools.
- C. Anti-Semitic feelings were also high.
  1. The worst cases of anti-Semitism was in Georgia, when Leo Franks was falsely accused of murder, he was put on trial and sentenced to death
    - a) The governor reduced the sentence which resulted in Franks being taken out of prison and lynched.

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2. In response to the lynching and other cases of anti-Semitism, American Jews formed the Anti-Defamation League, who worked to promote understanding and to fight prejudice against Jews.