

CHAPTER 21

The Progressive Era, 1895–1920

LEARNING OBJECTIVES

After you have studied Chapter 21 in your textbook and worked through this study guide chapter, you should be able to:

1. Explain the emergence of progressivism and discuss the movement's basic themes.
2. Discuss the similarities and differences among the ideologies, goals, and tactics of the various groups that constituted the Progressive movement, and analyze the successes and failures of these groups in achieving political, social, and moral reform.
3. Explain the emergence of the Socialist movement, and indicate how it differed from progressivism in ideology, goals, and tactics.
4. Discuss and evaluate the impact of progressive ideas in education, law, and the social sciences; and examine the ideas associated with the Social Gospel and with eugenics.
5. Explain and evaluate the approaches of African Americans, American Indians, and women to the problems they faced during the Progressive era, and discuss the extent to which they were successful in achieving their goals.
6. Explain the relationship between Theodore Roosevelt's political, social, and economic beliefs and his approach toward the major issues of the day.
7. Indicate the reasons for the break between William Howard Taft and Theodore Roosevelt, and explain the impact of this break on the 1912 election.
8. Examine the similarities and differences between Roosevelt and Woodrow Wilson.
9. Explain and evaluate the reform legislation of the Wilson presidency.
10. Assess the political, social, and economic impact of the Progressive era on American society.

THEMATIC GUIDE

In Chapter 21, we focus on the Progressive era and progressivism: a series of movements that brought together reform-minded individuals and groups with differing solutions to the nation's problems in the years 1895 to 1920. The progressives were members of nationwide organizations that attempted to affect government policy. They were people interested in urban issues and urban political and social reform. Although progressives came from all levels of society, new middle-class professionals formed the vanguard of the movement and found expression for their ideas in muckraking journalism.

Revolted by corruption and injustice, the new urban middle class called for political reform to make government more efficient, less corrupt, and more accountable. Such government, they believed, could be a force for good in American society. Some business executives argued for a society organized along the lines of the corporate model; women of the elite classes formed the YWCA and the Woman's Christian Temperance Union. Working-class reformers pressed for government legislation to aid labor and improve social welfare. Although some reformers turned to the Socialist party, they were a decided

minority and cannot be considered progressives. Progressives generally had far too great a stake in the capitalist system to advocate its destruction and, as a result, were political moderates rather than radicals.

The many facets of progressivism can be seen in the section “Governmental and Legislative Reform.” Progressives generally agreed that government power should be used to check the abuses associated with the industrial age, but they did not always agree on the nature of the problem. At the city and state levels, progressives were initially interested in attacking the party system and in effecting political reform designed to make government more honest, more professional, and more responsive to the people. These aims can be seen through the accomplishments of Robert M. La Follette, one of the most effective progressive governors, and in the Seventeenth Amendment, one of the major political reforms achieved by progressives at the national level. Some progressives also worked for social reform at the state level, to protect the well-being of citizens from exploitative corporate power. Still other progressives believed in using the power of government to purify society by effecting moral reform. Such efforts were behind the Eighteenth Amendment and the Mann Act (White Slave Traffic Act).

In “New Ideas in Social Institutions” we find that the Progressive era also witnessed an assault on traditional ideas in education, law, and the social sciences. The ideas that constituted this assault and the changes resulting from this assault are examined and evaluated. This section also looks at progressive reforms in public health, the religious foundations of the Social Gospel and of much Progressive reform, and the movement based on the pseudoscience of eugenics.

The Progressive spirit also had an impact on those seeking equal rights for African Americans, American Indians, and women. After looking at the dilemma faced by activists within these groups, we contrast the approaches of Booker T. Washington and W. E. B. Du Bois toward white racism, and we look at attempts by American Indians to advance their interests through the formation of the Society of American Indians. We then turn to the various aspects of “the woman movement,” contrasting the aims and goals of women involved in the women’s club movement with those involved in the feminist movement and discussing the contrasting viewpoints of elite women and feminists involved in the suffrage movement.

The Progressive era reached the national level of government when Theodore Roosevelt became president in 1901. We examine Roosevelt’s political, economic, and social frame of reference and evaluate the progressive legislation passed during his administration. The contrast between the Taft administration that followed and the Roosevelt years spurred progressives to found the Progressive party under Roosevelt’s leadership. We also discuss the similarities and differences between Roosevelt’s New Nationalism and Woodrow Wilson’s New Freedom, and we examine the reasons for Wilson’s election in 1912.

In “Woodrow Wilson and the Extension of Reform,” we analyze Wilson’s frame of reference and evaluate the legislation passed during his two administrations. The chapter ends with a summary and evaluation of the Progressive era.

BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 21. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you

can't understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.

Definitions

guerrilla _____

odyssey _____

ardent _____

cornucopia _____

amenity _____

entrench _____

aura _____

spearhead _____

vexing _____

adulterate _____

pinnacle _____

rebuke _____

unfettered _____

ideological _____

brothel _____

ostensibly _____

vista _____

grapple _____

amenable _____

inviolable _____

invidious _____

perpetuate _____

assimilation _____

articulate (verb) _____

accommodate _____

subtle _____

redress _____

poignant _____

bedevil _____

promulgate _____

condescension _____

exhortation _____

indispensable _____

inherent _____

persevere _____

criterion _____

unscrupulous _____

rebuff _____

cajole _____

exposé _____

adulterate _____

forage _____

malefactors _____

insurgent _____

impetuous _____

Armageddon _____

resolute _____

jurisprudence _____

exude _____

repudiate _____

bellicose _____

exemplify _____

deprivation _____

Difficult-to-Spell Names and Terms from Reading and Lecture

IDENTIFICATION AND SIGNIFICANCE

After studying Chapter 21 of *A People and a Nation*, you should be able to identify fully *and* explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions *who*, *what*, *where*, and *when*.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: *What were the political, social, economic, and/or cultural consequences of this item?*

1. Florence Kelley

a. Identification

b. Significance

2. interest-group politics

a. Identification

b. Significance

3. muckrakers

a. Identification

b. Significance

4. direct primaries and nonpartisan elections

a. Identification

b. Significance

5. the initiative, the referendum, and the recall
 - a. Identification

 - b. Significance

6. Alfred E. Smith, Robert F. Wagner, David I. Walsh, and Edward F. Dunne
 - a. Identification

 - b. Significance

7. Eugene V. Debs
 - a. Identification

 - b. Significance

8. southern progressivism
 - a. Identification

 - b. Significance

9. “old guard” Republicans
 - a. Identification

 - b. Significance

10. Robert M. La Follette

a. Identification

b. Significance

11. the Seventeenth Amendment

a. Identification

b. Significance

12. the National Child Labor Committee

a. Identification

b. Significance

13. the American Association for Old Age Security

a. Identification

b. Significance

14. the war on alcohol

a. Identification

b. Significance

15. the Eighteenth Amendment

- a. Identification

- b. Significance

16. white slavery

- a. Identification

- b. Significance

17. *The Social Evil in Chicago*

- a. Identification

- b. Significance

18. the Mann Act

- a. Identification

- b. Significance

19. G. Stanley Hall and John Dewey

- a. Identification

- b. Significance

20. the expansion of colleges and universities

a. Identification

b. Significance

21. Oliver Wendell Holmes, Jr.

a. Identification

b. Significance

22. Louis D. Brandeis

a. Identification

b. Significance

23. *Mueller v. Oregon*, *Lochner v. New York*, and *Holden v. Hardy*

a. Identification

b. Significance

24. Richard T. Ely

a. Identification

b. Significance

25. Lester Ward, Albion Small, and Edward Ross

- a. Identification

- b. Significance

26. Charles A. Beard

- a. Identification

- b. Significance

27. the National Consumers League

- a. Identification

- b. Significance

28. the Social Gospel

- a. Identification

- b. Significance

29. eugenics

- a. Identification

- b. Significance

30. *The Passing of the Great Race*

a. Identification

b. Significance

31. Booker T. Washington

a. Identification

b. Significance

32. the Atlanta Compromise

a. Identification

b. Significance

33. W. E. B. Du Bois

a. Identification

b. Significance

34. the Niagara movement

a. Identification

b. Significance

35. the National Association for the Advancement of Colored People

a. Identification

b. Significance

36. the Society of American Indians

a. Identification

b. Significance

37. “the woman movement”

a. Identification

b. Significance

38. the women’s club movement

a. Identification

b. Significance

39. the National Association of Colored Women

a. Identification

b. Significance

40. the feminist movement

a. Identification

b. Significance

41. Charlotte Perkins Gilman

a. Identification

b. Significance

42. Margaret Sanger

a. Identification

b. Significance

43. the women's suffrage movement

a. Identification

b. Significance

44. Harriott Stanton Blatch

a. Identification

b. Significance

45. the Nineteenth Amendment

- a. Identification

- b. Significance

46. Theodore Roosevelt

- a. Identification

- b. Significance

47. the Northern Securities Company

- a. Identification

- b. Significance

48. the Hepburn Act

- a. Identification

- b. Significance

49. *The Jungle*

- a. Identification

- b. Significance

50. the Meat Inspection Act

a. Identification

b. Significance

51. the Pure Food and Drug Act

a. Identification

b. Significance

52. the coal strike of 1902

a. Identification

b. Significance

53. the Newlands Reclamation Act

a. Identification

b. Significance

54. Gifford Pinchot

a. Identification

b. Significance

55. the Panic of 1907

a. Identification

b. Significance

56. William Howard Taft

a. Identification

b. Significance

57. the Payne-Aldrich Tariff

a. Identification

b. Significance

58. the revolt against “Cannonism”

a. Identification

b. Significance

59. the Mann-Elkins Act of 1910

a. Identification

b. Significance

60. the Sixteenth Amendment

a. Identification

b. Significance

61. the National Progressive Republican League

a. Identification

b. Significance

62. the Progressive party

a. Identification

b. Significance

63. Woodrow Wilson

a. Identification

b. Significance

64. the presidential election of 1912

a. Identification

b. Significance

65. New Nationalism

a. Identification

b. Significance

66. New Freedom

a. Identification

b. Significance

67. the Clayton Anti-Trust Act

a. Identification

b. Significance

68. the Federal Trade Commission

a. Identification

b. Significance

69. the Federal Reserve Act of 1913

a. Identification

b. Significance

70. the discount rate

a. Identification

b. Significance

71. the Underwood Tariff

a. Identification

b. Significance

72. the income tax

a. Identification

b. Significance

73. the Federal Farm Loan Act of 1916

a. Identification

b. Significance

74. the Adamson Act of 1916

a. Identification

b. Significance

75. the presidential election of 1916

a. Identification

b. Significance

76. the War Industries Board

a. Identification

b. Significance

ORGANIZING, REVIEWING AND USING INFORMATION

Chart A

Approaches to Achieving Rights and Protection for Those with Limited Power, 1895–1920					
Vulnerable Groups	Goals	Group Leaders and Advocates	Strategies	Impact of Non-Leaders' Activities	Helpful and Hindering Factors
WOMEN					
AFRICAN AMERICANS					
INDIANS					
WORKERS					
CONSUMERS					

Chart B

Key Aspects of The “Trust- Buster” Presidencies, 1901–1913: Theodore Roosevelt					
POLITICAL CHARACTER					
Style and Handling of People	Philosophy and Principles	Position <i>vis-à-vis</i> Republican Party			
		1901	1908	1912	
RELATIONSHIP WITH BIG BUSINESS					
Regulation	Policies, Approach	Appointments, Dismissals	Legislation	Supreme Court Rulings	Effect
Prices/Rates					
Taxation					
Tariffs					
Land/Resource Management					
RELATIONSHIP WITH LABOR					
Strikes					
Working Conditions					

Chart C

Key Aspects of The “Trust- Buster” Presidencies, 1901–1913: William Howard Taft						
POLITICAL CHARACTER						
Style and Handling of People	Philosophy and Principles	Position <i>vis-à-vis</i> Republican Party				
		1908	1912			
RELATIONSHIP WITH BIG BUSINESS						
Regulation	Policies, Approach	Appointments, Dismissals	Legislation	Supreme Court Rulings	Effect	
Prices/Rates						
Taxation						
Tariffs						
Land/Resource Management						
RELATIONSHIP WITH LABOR						
Strikes						
Working Conditions						

IDEAS AND DETAILS

Objective 1

1. Organizations such as the American Bar Association, the National Consumers League, and the National Municipal League
 - a. increased the loyalty of the electorate to political parties.
 - b. introduced charismatic personalities to political campaigns.
 - c. stifled debate on major urban issues.
 - d. made politics more issue oriented than in previous eras.

Objective 2

2. In calling for direct primaries, middle-class progressives demonstrated which of the following beliefs?
 - a. Government should be placed in the hands of professional politicians.
 - b. All citizens should be allowed to participate in the decision-making process.
 - c. Politics can be improved by taking the nomination of candidates for political office out of the hands of party bosses and putting that power in the hands of the electorate.
 - d. Government should respect the rights of the individual.

Objectives 1 and 2

3. With regard to governmental reform, progressives wanted to
 - a. bargain with different interest groups to accomplish needed reforms.
 - b. use scientific principles to achieve political efficiency and to promote social and economic order.
 - c. require literacy tests for voting to ensure that the electorate was educated and responsible.
 - d. require full financial disclosure by all political candidates to ensure their independence from special-interest groups.

Objective 2

4. Unlike middle-class progressives, working-class progressives
 - a. were interested more in political reform than in social reform.
 - b. rejected the idea that the government should regulate the workplace.
 - c. usually supported moral reform movements such as prohibition.
 - d. often realized that urban political bosses could aid their reform efforts.

Objectives 1, 2, and 3

5. Most progressives did not ally with the socialists because progressives
 - a. were offended by the abrasive personality of Eugene Debs.
 - b. had a stake in the capitalist system and did not want to overthrow it.
 - c. rejected the nationalist appeals of the socialists.
 - d. accepted the basic tenets of the laissez-faire philosophy.

Objective 2

6. Governor Robert M. La Follette believed that
- corporations should be driven out of politics.
 - the working classes could never gain social justice in a capitalist society.
 - regulatory commissions represented a threat to the free enterprise system.
 - the federal government should nationalize the railroads.

Objective 4

7. John Dewey believed that
- public education should concentrate on the teaching of basic moral principles.
 - public school teachers should be accredited by a national accreditation agency.
 - mastery by students of a given body of knowledge should be the primary aim of public education.
 - public school curricula should be relevant to the lives of students.

Objective 5

8. Which of the following best expresses the beliefs of Booker T. Washington?
- Blacks should passively accept their inferior position in a white-dominated society.
 - Blacks should prove themselves worthy of equal rights by working hard and acquiring property.
 - Blacks should demand political and social equality in American society.
 - Blacks should challenge discriminatory legislation in the courts.

Objective 5

9. The most decisive factor in the decision to extend the right to vote to women was
- acceptance of the argument that all Americans are equal and deserve the same rights.
 - acceptance of the idea that women would humanize politics.
 - the contributions made by women on the home front during the First World War.
 - the militant tactics of women like Carrie Chapman Catt.

Objective 6

10. President Roosevelt's handling of trusts suggests that he accepted which of the following beliefs?
- Businesses must be allowed to operate and organize without government interference.
 - Antitrust laws should be used to prosecute unscrupulous corporations that exploit the public and refuse to regulate themselves.
 - Bigness is bad in and of itself.
 - The tax power of the government should be used to punish irresponsible corporations.

Objective 7

11. Theodore Roosevelt and William Howard Taft differed in which of the following ways?
- Roosevelt acted assertively to expand presidential power; Taft was cautious in his use of power.
 - Roosevelt took care not to offend business leaders; Taft was tactless and abrasive.
 - Roosevelt insisted on operating within the letter of the law; Taft was willing to bend the law to his purposes.
 - Roosevelt was sympathetic to reform; Taft found reform dangerous and unnecessary.

Objective 8

12. Roosevelt’s New Nationalism, unlike Wilson’s New Freedom, called for
- the destruction of big business.
 - a restoration of laissez faire.
 - cooperation between big business and big government through the establishment of regulatory commissions.
 - equality of economic opportunity.

Objectives 8 and 9

13. By advocating passage of the Clayton Anti-Trust Act and the creation of the Federal Trade Commission, President Wilson
- demonstrated his belief that it was possible to legislate open competition.
 - indicated his determination to challenge rulings of the Supreme Court.
 - stubbornly challenged the probusiness Democratic leadership in Congress.
 - acknowledged that government regulatory powers had to be expanded to deal with the reality of economic concentration.

Objective 9

14. The Underwood Tariff
- fostered competition by lowering tariff rates.
 - was rejected by President Wilson because it levied a tax on personal income.
 - established a 50 percent tax on incomes over \$100,000.
 - led to a trade war among the major trading nations.

Objective 10

15. In the final analysis, the progressives were able to
- bring about a redistribution of power in the United States.
 - remove state and national government from the influence of business and industrial interests.
 - establish the principle that government should intervene in social and political affairs to ensure fairness, health, and safety.
 - unite behind a comprehensive reform program for American society.

ESSAY QUESTIONS**Objectives 1 and 2**

1. Explain the social, political, and economic ideas of middle-class progressives, and evaluate their accomplishments at the local level of American society.

Objective 5

2. Discuss the similarities and differences between the approaches of Booker T. Washington and W. E. B. Du Bois to the problems faced by black Americans.

Objective 5

3. Discuss and evaluate the varying approaches of women to the problems they faced in early twentieth-century America.

Objective 6

4. Explain Theodore Roosevelt’s approach to big business and the philosophy behind that approach.

Objectives 8 and 9

5. Defend the following statement: “As president, Wilson had to blend his New Freedom ideals with New Nationalism precepts, and in so doing he set the direction of federal economic policy for much of the twentieth century.”

ANSWERS

Multiple-Choice Questions

1.
 - d. Correct. Organizations such as those mentioned lobbied for their own interests and, as a result, caused politics to become more fragmented. At the same time, however, their attempts to educate the public stimulated debate and made politics more issue-oriented. See page 570.
 - a. No. Voter loyalty to political parties began to decline during the Progressive era. See page 570.
 - b. No. These organizations were not responsible for introducing charismatic personalities to political campaigns. See page 570.
 - c. No. These organizations often served to stimulate debate on urban issues rather than stifle it. See page 570.
2.
 - c. Correct. Most middle-class progressive reformers were opposed to party politics, which they believed had been corrupted by political machines and political bosses. Therefore, the reforms they advocated were intended to improve government by reducing the power of political parties and party bosses. See page 571.
 - a. No. Progressives disliked professional politicians and disliked the fact that such politicians often selected candidates through the party caucus. It was for this reason that Progressives advocated the use of direct primaries to nominate candidates. See page 571.
 - b. No. Although middle-class progressive reformers advocated direct primaries as a way of returning government to “the people,” they often meant middle-class people like themselves, excluding the working classes, blacks, and women from their definition of “the people.” See page 571.
 - d. No. The direct primary was advocated as a way to nominate political candidates for office and does not demonstrate the belief that government should respect the rights of the individual. See page 571.
3.
 - b. Correct. Professionals of the new middle class generally formed the progressive movement’s leadership. They believed that practices important in their professions, such as systematic investigation and application of the scientific method, could be used by government to plan, control, and predict, thus achieving the goal of social and political efficiency. See pages 570–571.
 - a. No. Progressives were not necessarily against compromise, but they disliked the bargaining associated with “old style” politics. See pages 570–571.
 - c. No. Although the evidence indicates that progressives wanted political reforms designed to make government more responsive to “the people” by correcting the ills of “boss-ridden” party politics, progressives did not advocate literacy tests as a requirement for voting. See pages 570–571.
 - d. No. Although progressives advocated political reforms designed to make politicians more responsive to “the people,” they did not suggest requiring full financial disclosure by all political candidates. See pages 570–571.

4. d. Correct. In their belief that government should be responsible for alleviating many of the problems associated with urban-industrial growth, working-class progressives realized that political bosses could be useful and that they were not necessarily enemies of reform. See page 571.
- a. No. Evidence indicates that most middle-class progressives were interested in political reform (the initiative, referendum, and recall), and most working-class progressives were interested in social reform (improvements in housing, safe factories, workers' compensation). See page 571.
- b. No. By advocating reforms that would shorten working hours and ensure safe factories, working-class progressives demonstrated their belief that government should ensure the safety and welfare of the worker by regulating the work place. See page 571.
- c. No. Working-class progressives usually rejected moral reforms such as prohibition and Sunday closing laws. See page 571.
5. b. Correct. Most progressives of the middle and working classes accepted the capitalist system, had relatively comfortable economic and social positions within that system, and had too much of a stake in that system to advocate its overthrow. See page 572.
- a. No. Eugene Debs's personality is not the reason that most progressives rejected socialist ideology. See page 572.
- c. No. A nationalist appeal is one that emphasizes devotion to country and nation. Progressives had a strong sense of devotion to the United States and often saw socialism as a radical attack against the nation's fundamental principles. See page 572.
- d. No. Progressives rejected the basic tenets of the laissez-faire philosophy as outdated and obsolete in an age of urban-industrial growth. See page 572.
6. a. Correct. La Follette believed that corporate involvement in politics was a source of political corruption and that corporations had amassed power at the expense of the people. Therefore, he advocated that corporations be driven out of politics. See page 574.
- b. No. Although this was a belief held by Eugene Debs (the leader of the Socialist party), La Follette, a progressive, did not share this belief. See page 574.
- c. No. La Follette's program (known as the "Wisconsin Idea") involved the establishment of regulatory commissions staffed with experts. See page 574.
- d. No. Although La Follette advocated regulation of railroad rates, he did not advocate nationalization (government ownership) of the railroads. See page 574.
7. d. Correct. Dewey believed that education should be related to the interests of students and that the subjects taught should relate directly to their lives. See page 577.
- a. No. Dewey did not believe that the teaching of moral principles should be the primary concern of public education. Furthermore, when such principles were dealt with, Dewey, who rejected the idea of moral absolutes, believed that they should be subjected to scientific inquiry. See page 577.
- b. No. Dewey did not propose the accreditation of public school teachers by a national accreditation agency. See page 577.
- c. No. Dewey rejected the idea that there was a fixed body of knowledge to be conveyed to students. He favored the "student-centered" as opposed to the "subject-centered" school. See page 577.

8. b. Correct. Washington argued that while temporarily accepting their inferior position in American society, blacks should prove themselves worthy of equal rights by adopting a strategy of self-help. See pages 580–581.
- a. No. It is incorrect to say that Washington believed that black Americans should “passively” accept their position in American society. See pages 580–581.
- c. No. Washington believed that actively demanding and fighting for their political and social rights would prove to be counterproductive for black Americans. See pages 580–581.
- d. No. Although it is true that Washington secretly contributed money to support legal challenges to discriminatory legislation, he did not believe that black Americans should challenge such legislation in an open, direct, or active manner. See pages 580–581.
9. c. Correct. The efforts of women during the First World War were probably the most decisive factor in convincing legislators to extend the vote to women. See page 584.
- a. No. Although the suffrage crusade grew out of the 1830s abolitionist argument in favor of equal rights for all Americans, the idea was rejected by many Americans in the 1910s just as it had been rejected in the 1830s. See page 584.
- b. No. Since most Americans accepted traditional gender roles and the restrictions such roles placed on women, some suffragists used a traditionalist view (that women have “unique” qualities) to defend female suffrage. However, use of this argument was not “the most decisive factor” in the extension of the vote to women. See page 584.
- d. No. Although Carrie Chapman Catt organized women at the precinct level so that pressure could be put on male politicians who opposed the extension of the vote to women, she is considered a moderate and did not engage in militant tactics. See page 584.
10. b. Correct. Roosevelt preferred cooperation between government and business and preferred that business regulate itself. However, he was willing to prosecute trusts that unscrupulously exploited the public and refused to regulate themselves. See page 586.
- a. No. Roosevelt’s policy toward the Northern Securities Company and his support of the Hepburn Act, the Pure Food and Drug Act, and the Meat Inspection Act demonstrate his rejection of the idea that business must be allowed to organize and operate without government interference. See page 586.
- c. No. Roosevelt, recognizing that business consolidation could bring efficiency, did not see bigness as bad in and of itself. See page 586.
- d. No. Roosevelt’s handling of the trusts does not indicate that he believed in using the tax power of the government (which was minimal since there was no income tax) to punish irresponsible corporations. See page 586.
11. a. Correct. Roosevelt’s handling of the trusts, his labor policy, and his actions on the issue of conservation indicate an assertion of presidential power. On the other hand, Taft’s handling of the tariff issue and his inability to publicize issues he supported indicate caution and restraint. See pages 586–588.
- b. No. Although Roosevelt preferred cooperation between business and government to confrontation, he often offended business leaders by speaking against their unscrupulous abuse of power. In contrast, although Taft supported federal regulation of business, he was quieter and his accomplishments were less publicized. See pages 586–588.
- c. No. On the contrary, Roosevelt was far more willing to bend the law to his purposes than was Taft, who believed in the strict restraint of the law. See pages 586–588.
- d. No. Both Roosevelt and Taft were sympathetic to reform. See pages 586–588.

12. c. Correct. Roosevelt called for federal regulatory commissions to establish cooperation between big business and big government, thereby protecting citizens' interests; but Wilson emphasized breaking up monopolies, returning to open competition, and using government to accomplish both. See page 589.
- a. No. Neither Roosevelt nor Wilson called for the "destruction" of big business. See page 589.
- b. No. Neither Roosevelt nor Wilson called for a restoration of the laissez-faire philosophy. See page 589.
- d. No. Both Roosevelt and Wilson supported equality of economic opportunity. See page 589.
13. d. Correct. As president, Wilson realized that economic concentration had gone so far that a return to free competition was impossible. With this realization, Wilson accepted expansion of the government's regulatory powers to deal with the reality of economic concentration in the hands of big business. Wilson's acceptance of this principle is demonstrated by his support of the Clayton Anti-Trust Act and creation of the FTC. See page 590.
- a. No. Wilson's support of the Clayton Antitrust Act and creation of the FTC demonstrates his acceptance of the fact that a return to open competition was impossible. See page 590.
- b. No. Neither the Clayton Antitrust Act nor the bill creating the FTC was passed as a consequence of Supreme Court rulings. Therefore, they do not indicate a challenge by Wilson to the Court. See page 590.
- c. No. The Democratic leadership in Congress favored passage of the Clayton Act and the bill creating the FTC. See page 590.
14. a. Correct. By reducing tariffs and thus encouraging imports, the Underwood Tariff encouraged free competition and free trade. See page 590.
- b. No. President Wilson proposed and actively supported passage of the Underwood Tariff, including the income-tax provision. See page 590.
- c. No. The Underwood Tariff imposed a graduated income tax on residents of the United States; the maximum rate was 6 percent, and that rate was applied to incomes over \$500,000. See page 590.
- d. No. Since the Underwood Tariff dramatically reduced tariff rates on imports, it did not lead to a trade war. See page 590.
15. c. Correct. By gaining public support for trust-busting and for legislation such as the Pure Food and Drug Act and the Meat Inspection Act, Progressives established the principle that government power could be used for the common good by ensuring fairness, health, and safety. See pages 591–592.
- a. No. The strength of opposition to reform, court rulings against progressive legislation, and shortcomings of regulatory agencies are a few indications that, in many respects, progressives failed to bring about a redistribution of power. In 1920 government remained under the influence of business and industry. See pages 591–592.
- b. No. Use of such devices as the initiative, the referendum, and the recall by special interests indicates that business and industrial interests still had influence and power at the state level, and the shortcomings of regulatory agencies indicate the same was true at the national level. See pages 591–592.
- d. No. Progressives stressed different themes and different causes and often worked at cross-purposes. See pages 591–592.