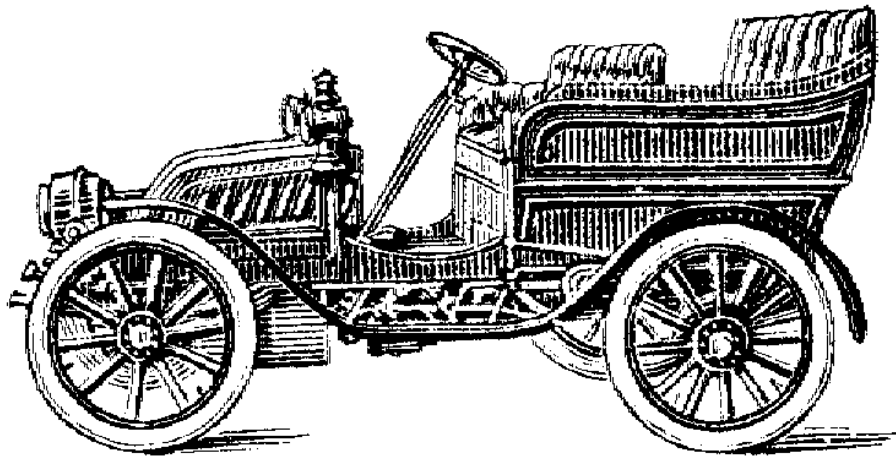


Teacher's Guide

California 1900

October 25, 1999 – February 19, 2000



The *California 1900* Teacher's Guide was written and compiled by Janelle Graves, Director of Education, and Larisa Somsel, Education and Outreach Coordinator at the California Historical Society, 1999.

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How to Use This Teacher's Guide

This Teacher's Guide was designed to support the California Historical Society's exhibition *California 1900*. When used in conjunction with the exhibit, this guide can provide a meaningful experience for students studying History. This guide does not, however, provide a comprehensive historical and cultural overview. It is designed as a supplementary tool to enhance your visit to the California Historical Society and your classroom History teaching.

In addition to providing historical information, this guide provides materials and ideas for classroom activities. We strongly encourage your class to participate in the *California 2000* exhibition activity. It is a wonderful and enriching way for students to actively think about and become a part of history.

Throughout this guide there are **+ Activity Ideas...** that you may like to incorporate into your classroom teaching. These activities will be relevant both before and/or after your visit to the exhibition and will encourage your students to further explore what California and the world was like 100 years ago.



Introduction to the Exhibition

In honor of the new millennium and the end of California's sesquicentennial celebration, the California Historical Society organized an exhibition entitled *California 1900*. The exhibition is drawn from the permanent collections of county historical societies and museums throughout California, and aims to portray and interpret our state in the year 1900 through a rich assemblage of art and artifacts.

By bringing together representative pieces from across the state, the California Historical Society will be able to present a sampling of California's cultural and artistic treasures. In viewing them together, we can not only examine the bewildering diversity of our state at the turn of the century, but also gain a greater understanding of California life 100 years ago.

Each historical society or museum was asked to submit a list of three potential items that are representative of their county or community in the year 1900. Organizations were encouraged to think broadly, to consider the diversity of their region, and to select a variety of potential objects for exhibition. We asked each organization the following questions: When, from what, and by whom was the object made? What is the subject matter? Why did you choose this object? How is it representative of your county or community?

The objects that the various societies and museums have identified include photographs, artifacts, paintings, and even costumes. Thoughtfully chosen, they represent the quintessential products, scenes, and activities of their communities at the turn of the century. Specific objects include: a 1904 Oldsmobile from Marin County, a photograph of an artist painting the Hetch Hetchy Valley in Tuolumne County before the Tuolumne River was dammed, a brass wheat sampler and scale from agriculturally dominated Contra Costa County, a dress from Ventura County printed with an edition of the *Santa Paula Chronicle* newspaper, and a pair of longboard skis representing the county's competitive downhill ski racing, which originated in La Porte, Plumas County.

The show is truly a collaborative effort, and is part of the Society's continuing effort to be more inclusive and at the same time achieve a statewide presence. We hope that *California 1900* will provide a fresh look back at our remarkable state a century ago, as we are poised on the threshold of a new century, ready to look ahead.

By Scott Shields, Fine Arts Curator

School & Youth Group Guidelines

In order to insure that all visitors have a pleasant experience in the galleries and to protect the safety of our objects, the following rules have been established for school and youth groups. We want you to enjoy your visit to the California Historical Society, so please carefully review these guidelines with your students and chaperones before your scheduled visit.

Our galleries are open for tours by reservation Tuesday through Saturday, from 9:00am-3:00pm.

Students should be accompanied by the recommended number of chaperones:

Grades K-5, 1 chaperone per 5 students

Grades 6-12, 1 chaperone per 10 students

If possible, please have your students wear nametags.

Students must be accompanied by a chaperone at all times.

The preferred maximum number of students and chaperones per tour is 30.

No gum, food, or drinks are allowed in the galleries.

No photography is allowed in the galleries.

Backpacks, large handbags, and bags from the Bookstore must be checked in at the front reception area.

Due to its size, only 5 students are allowed into the Bookstore at a time.

Pencils are the only writing instruments allowed in the galleries.

Please do not touch works of art. Remember, pointing can cause an accident.

There is no running allowed in the galleries.

Thank you in advance for your cooperation!

Preparing for Your Tour

To prepare your class for their visit to the California Historical Society, it will be helpful to introduce them to the following material.

What is CHS?

The California Historical Society (CHS), the State's official historical society, is a non-profit educational institution committed to serving the public at large. Knowledge of the past enables people to understand the present and to make informed decisions that will affect the future. The mission of the Society is to ensure that the history of California and the West is kept alive and made accessible for the enlightenment of everyone. To fulfill this mission, the organization is a resource for people who seek to know about California's past: the Society preserves, collects, interprets, publishes and, exhibits materials about the history of California and the West.

What will you do there?

At the museum your class will take part in a one-hour docent-led tour of the exhibition. During this tour your Docent, or guide, will show you art works, objects, and artifacts and teach you all about them and the role they played in California's history. It is okay to ask questions, in fact we encourage it! The best part about history, is that we are all a part of it. We encourage your group to share their stories as well. After the tour your class will participate in a hands-on activity or a creative writing project that is related to the exhibition.

What is a museum?

A museum is a place where objects, artifacts, and art works are stored, collected, and cared for. It is also a place where you can go to learn about history, art, science, and the world. Because we are trying to preserve our objects for future generations, we ask that you don't touch them.

Why do we ask that you do not touch?

Although we all wish we could appreciate the objects through the experience of touch, there are many reasons why it is important that we do not.

- Many of the objects in our collections are one-of-a-kind and cannot be replaced. If something happened, we could lose an important part of history.
- Everyone, students, teachers, and museum employees alike, has oils and acids on their skin that can damage works of art. Think about the fingerprints you leave behind when you touch a window. Imagine what hundreds of years of fingerprints could do to a piece of art or an object.

What is an historian?

Webster's Dictionary defines the word historian as: 1. A writer of history; a chronicler; an annalist. 2. a writer or compiler of a chronicle. An historian, however, can be described in even more ways:

- A reader
- A recorder
- A writer
- A psychologist
- A detective
- A mind reader
- A fortune teller
- An economist
- A scientist
- An environmentalist
- A propagandist
- An archeologist
- A geologist

What does an historian need to do the job?

- Written records (primary sources)
- Artifacts
- Oral histories
- Images drawn or photographed
- Film
- An open mind
- Dialog with others

What stands in an historian's way?

- His or her perspective
- Lack or loss of information
- Conflicting information
- Altered information

What is history?

- A record, background.
- An account of past events and developments.
- The past.
- The academic discipline of understanding and interpreting past events.

One cannot live without history. It is part of our everyday lives and is happening all around us. Some history is recorded for remembrance. Some passes by unnoticed and is therefore forgotten. Some historical events achieve widespread notice. Others stay within a small circle of community, family, or the individual.

With modern technologies such as film, video, sound recording, the World Wide Web, etc., the amount of “history” lost has certainly diminished, adding the complication of determining what knowledge is truly important from what is trivial.

A person would be hard-pressed to say they don’t like history. Initially they may moan about formal, textbook history, but once they understand that they too are part of history, and how closely they are linked to the past, history truly comes alive!

Writing letters to friends, hanging certificates on walls, learning about family members, keeping family photos, videos, family trees – each is an action involving history. By recreating, understanding, accepting, and making your own history and memories (a beautiful piece of art, a memorable performance on the playing fields), these actions become part of your own personal history.

Gossip, discussion of sports, news events, etc. are all about history. What happened, what should have happened, what may happen next? What makes history interesting for most is that there is immediacy to the issue, a personal connection to the events.

The history learned in school may be removed from your immediate, personal history, but it can also be fun because you can:

- participate with your imagination.
- investigate like a detective, analyze the clues, and discover the “real” story after all these years.
- dream/fantasize about the adventures, the noble deeds, the breakthroughs.
- imagine yourself back in time. Where would you be? What would you be doing? How would it be different from today?
- link events from the past to events in your everyday life.
- understand history as a resource for making informed decisions about the future.

History classes will help you to gain insight as to why something that happened hundreds of years ago still effects us today, or plays a role in our everyday lives. For example, why is San Francisco’s football team call the 49ers?

History is not an exact science. No matter how hard we try and distance ourselves from the personal, we still will view history with our own perspective, our own prejudices. As hard as we may try, we will still be inflicting our viewpoint of history on others. That is why the *California 1900* exhibit is so interesting. You and your students will view objects that recorded California's history many years ago. Do you think everything in the exhibit will accurately record history as we know it today? If two artists were asked to record the same event, would their art works or stories be the same? *California 1900* is a unique way to look at history through the eyes or lenses of individuals who may or may not share the same views of California's past.



California 2000

The California Historical Society invites your class, and schools from each county in the state, to become part of the *California 1900* exhibition in a special gallery you'll help create.

Our current exhibition, *California 1900* celebrates the beginning of this century by displaying objects, from counties throughout the state, that best represent their community in the year 1900.

We would like your students to imagine that they are working at the California Historical Society 100 years in the future, and that they are creating an exhibit that best represents their county in the year 2000. Have your class brainstorm and decide what single object – a painting, a book, a photograph, an object, or a unique creation – best represents their community. Be creative! If your class thinks a new modern building in their neighborhood best represents their community, have them create their own version. Perhaps they'll choose the best Internet sites produced in the Bay Area – how about making a collage of their home pages? I come from the prune capital, perhaps my class would create a sculpture or painting of a prune tree. Be creative and capture the essence of your community in the year 2000.

Once your class has chosen its object, have students work together to write a short label (on the provided note card, or any 4x6 note card) describing the object and why they think it best represents your community in the year 2000. Bring your object and label on the day of your tour, and we will display it in the CHS Education Gallery during the *California 1900* exhibit.

Unless otherwise arranged, your object and label will be available for pick up at the close of the *California 1900* exhibit (February 19, 2000). So, put your heads together, and become a part of history!



California 2000

Check List

1. Have your students imagine that they are working at the California Historical Society in the year 2100, and that they are creating an exhibit to portray and interpret their community in the year 2000.
2. Have your class brainstorm and decide what **single** object – a painting, a book, a thing - best represents your community in the year 2000.
 - + One object per class please.
 - + Please be sure to mark the bottom of your object with the teacher's name, school, and the date of your tour.
3. Size requirements:
 - + If you would like your object protected in a case, it can stand no taller than 12", and be no wider than 15" on one side. (The object case is 7'10"L x 15"W x 12"H, and will be used to display several objects.)
 - + You may also choose to bring or create an object that can be hung on the wall.
 - + The final option is to create or bring an object that will sit, exposed, on a shelf which is 10" deep. Objects on this shelf will allow our visitors to participate in hands-on learning.
4. Write a label describing the object and why your class thinks it best represents California.
 - + Labels must be no larger than 4x6 in size.
 - + Students may hand write, type, or use a computer to create their labels.
 - + Typical museum labels include the artist or maker's name (school's name and grade); the title, or name of the object; the date it was made (if known); and an explanation of the significance of the object.
 - + Please include the name of the county in which your school resides. + On the backside of your label, please indicate if you would like your object returned by mail, if you plan on picking it up, or if you would like your object to become part of CHS's Education collections.
5. If you have any questions, please contact Janelle Graves at 415/357-1848, ext. 22 (janelle@calhist.org) or Larisa Somsel at 415/357-1848, ext. 24 (larisa@calhist.org).

6. Bring your object and label to the California Historical Society on your scheduled visit.
7. Work with your Docent to install your object, and become a part of the California Historical Society's *California 1900* exhibition – a part of history!

3 3 3

Turn of the Century Facts

Unless specifically noted, all of the following information pertains to the year 1900. While the following information does not cover every important person, place or event at the turn of the century, it does provide useful information that will enhance your visit to the California 1900 exhibit and your classroom teaching.

In the Arts

- The main style of art at the turn of the century is what came to be known as Art Nouveau. Art Nouveau is basically the addition of ornamental value to linear design and organic shapes. Art Nouveau was meant to represent new social developments, new technologies and new expression of the spirit. It was hoped that Art Nouveau would integrate society and art and break away from what had become an almost entirely academic discipline.
- Art Nouveau refers to the “new” art that was produced during the two decades preceding and following the turn-of-the-century. Sigfried Bing, a dynamic German-born Parisian and patron of the arts, is credited with providing the name for this movement. In 1900, he opened a shop called “L’Art Nouveau Bing,” that eventually became identified not only with the emerging style that broke with academic tradition but also with the international decorative arts movement that it embraced.
- In America, the Art Nouveau movement is synonymous with Louis Comfort Tiffany. He made a name for himself with the production of very fine glassware, stained glass, picture frames, trinket boxes, perfume bottles and jewelry.

+ Activity Idea...

Have your students research the Art Nouveau movement and then create Art Nouveau decorations for the classroom.

In Automotive History, 1900

- 1900 Production - 4,192 motor vehicles.
- The first auto show was held in Madison Square Garden, New York City. The cars exhibited ranged in price from \$280 to \$4000.
- America had only 8,000 cars.
- The average price for a car was \$500.
- 96 automobile deaths.
- The Saturday Evening Post - First known automobile advertising.
- Henry Ford - Dissolves Detroit Automobile Company, his first automotive business attempt.
- Deitz - Develops lamps for use on automobiles

- Firestone Tire and Rubber Company - New industry name.
- Auburn (1900-1936) - New industry name. Auburn, IN. Frank and Morris Eckhart built their first single cylinder, solid tired, tiller steered automobile and offered it for \$800. It is not known if they sold any of this vehicle. The company went on to produce vehicles for many years.
- Holley (1900-1904) - New industry name. Bradford, PA. A nice little runabout with interesting design, sold for \$650. Few were sold, but George M. Holley became famous for his carburetor.
- Mack (1900-1902) - New industry name. Brooklyn, NY. Before moving to Allentown, PA to produce the Mack Truck, the Mack Brothers Company produced what they called “Big Cars.” Produced as the Manhattan, these were small custom built buses.
- Milwaukee Steam (1900-1902) - New industry name. Milwaukee, WI. “Thoroughly efficient” was the company slogan. Overproduction was listed as the reason for bankruptcy in 1902.
- National (1900-1924) - New industry name. Indianapolis, IN. Originally produced electric vehicles. Converted to gasoline about 1906. The company was instrumental in the founding of the Indianapolis Motor Speedway.
- Peerless (1900-1931) - New industry name. Cleveland, OH. One of the finest cars of it’s time. A rival of Pierce-Arrow and Packard. The company, after car production ceased, became famous for it’s Carling’s Beer.
- White (1900-1918) - New industry name. Cleveland, OH. Produced by the sewing machine family of the same name, they first were steam but later gasoline powered. This company later produced White Trucks.

In California

- 1895-1899, James Herbert Budd was elected the 19th governor of California. Budd was the first governor to have graduated from the State University. While governor he created a Bureau of Highways and supported improvements in higher education.
- 1899-1903, Henry Tiffit Gage was elected the 20th governor of California. Gage, a former lawyer and a Republican later became Minister to Portugal from 1909-1911.
- On February 23rd, the steamer *Rio de Janeiro* sunk in the San Francisco Bay.
- On January 2nd, a snowstorm blanketed the Cascade Mountains and the Sierra Nevada. On the summit, the fall was fifty-two inches deep and more was expected. In the valleys the rivers were rising, and in Siskiyou County, a mudslide washed down on the rail tracks. In San Francisco, *The Examiner* reported that the tide was the highest in the memory of the oldest inhabitant. A steamer on its regular run to Oakland was struck by a wave of such immense power that it shattered all the windows on the port side of the vessel. In the San Francisco harbor ships were driven onto the mudflats and the schooner *Kodiak* lost its bow when it jammed another ship. Flooding destroyed ranches in the Salinas Valley.
- San Francisco’s population in 1900 was 350,000 people and was the ninth largest city in the country.
- California’s Native American population dropped to 16,500.
- San Francisco was called “The Paris of the Pacific.”

- A February 1, 1900 article in *The Washington Post* reported: “The steamer *Australia* ... from Honolulu, arrived here today and reports that up to the time of her departure forty-one deaths from the plague had occurred and there was a total of fifty-two cases. In an effort to stamp out the plague, it was decided to burn one of the blocks in Chinatown. The fire was started and it gained such a headway that the fire department could not control it. The flames spread rapidly from one block to another and soon the whole Chinese quarter was in flames. Hardly a house was left standing; 4,500 people were rendered homeless and they are now living in tents. In June, a federal quarantine, forbidding anyone to leave the city without permission from a US health officer, is ordered in San Francisco over fears caused by bubonic plague.”

† Activity Idea...

Research the Bubonic Plague outbreak in San Francisco. See the *Chronicle's* web site at <http://www.pbs.org/wgbh/aso/databank/entries/dm00bu.html> or the Library of Congress web site at <http://www.sfmuseum.org/loc/chtownvisit.html> for further information. Write a report on the plague and its circumstances.

- 1903-1907, George Cooper Pardee was elected 21st governor of California. Dr. Pardee was governor when the earthquake struck San Francisco on April 18, 1906. A physician, Pardee wrote a chapter on vaccination for a series of school textbooks while in office. Mayor of Oakland (1893-95). Regent of the State University (appt. 3/20/1899). Pardee co-authored the bill that created the state Water Commission (1913). Pardee was a supporter of environmental conservation.
- August 1, 1901, the largest known tree in the world, a *Sequoia gigantea*, was discovered in the Sierra Nevada Mountains. Its circumference, as measured by John Muir, was one hundred and eight feet, one foot from the ground, and at six feet from the ground it measured ninety-three feet in circumference.

In the United States

In 1900...

- U.S. population: 75,994,575.
- The average income was \$637 a year.
- The average worker made \$12.25/week for 59 hours of labor.
- The nation had 193,000 miles of railroad track.
- Five railroad systems spanned the continent.
- Major oil fields were being tapped in Kansas, Illinois, Louisiana, Oklahoma, and Texas.
- The United States was the largest steel producer in the world, turning out 10,000 tons a year.
- The average price for a house was \$4,000.
- Milk cost 30¢.
- Gas cost 5¢ a gallon.
- Bread cost 3¢.
- U.S. Post Office issued first books of postage stamps.
- Postage stamps cost 2¢.
- 1.5 million telephones were in use in the United States, 24 years after their invention.
- Adult literacy stood at 10.7%, down from 20% in 1870.
- The number of immigrants since 1880 reached almost 4 million.
- Life expectancy at birth is 51 years for women, 48 years for men.

- On September 8th, Galveston, Texas was hit with the most severe hurricane to ever hit the United States. 6,000 people lost their lives and 10,000 were left homeless.

In the World

The 25 largest cities in the world in 1900...

Beijing
 Berlin
 Birmingham
 Bombay
 Boston
 Budapest
 Buenos Aires
 Calcutta
 Chicago
 Glasgow
 Hamburg
 Istanbul
 Liverpool

London
 Manchester
 Moskva
 New York
 Osaka
 Paris
 Philadelphia
 Ruhr
 Shanghai
 St. Petersburg
 Tokyo
 Wien

+ Activity Idea...

Have your students research each of these cities. Which countries are they located in? Is the name of the country the same as it was 100 years ago? What was the population in 1900? What is it today?

Fads...

- Ping pong
- “Gibson Girl” look. A Gibson Girl was a type of young woman as portrayed in the magazine drawings of American artist, Charles Dana Gibson, 1867–1944. The costume usually consisted of a shirt-blouse with a tie scarf, worn above a neatly belted, long, tailored back-slung skirt.
- On July 28th, in New Haven, Connecticut, Louis Lassing served a beef patty on two slices of toast, inventing the hamburger. (It would be another 55 years before Ray Kroc starts his McDonald’s empire).
- Teddy Bears (1902).
- Crayola Crayon is born (1903). Cousins Edwin Binney and C. Harold Smith developed Crayola crayons for school children. The name was coined by Binney’s wife, Alice, by combining the French word *craie*, stick of color, and “*ola*,” which means oily.

+ Activity Idea...

What fads are popular now? Beanie babies, Pokeman trading cards, etc. Which ones interest your students the most and why? What do fads tell us about the world we live in?

Fashion...



- Women wore the high, straight-front corset with long hips making the waist as small as possible. Garters came in during this decade. The skirt grew shorter to accommodate stepping onto the new automobiles and trolley. The popular hobble skirt measured a yard around, necessitating a knee-high slit at the side to make walking possible.
- Women also wore shoes with narrow toes and high heels. The high buttoned shoe lasted during this decade.
- Women wore their hair up with curls on the side. Bobbed hair made its appearance by the end of this decade. Hats were large.
- Men wore long slim trousers with a bit of fullness at the top. A cap with goggles and a linen duster made up the motoring outfit. Shoulders were broad and padded. The lightweight, cotton knit shirt became popular for beach and sports wear.
- Men wore their hair ear-length and parted on the side or in the center.

+ Activity Idea...

Have your students put together a fashion scrapbook using images from current magazines. Compare today's fashions with those at the turn of the century. Clothing at the turn of the century was quite different. Why? What do their clothes say about them? What do our clothes today reveal about us? (Example: students today wear baggy clothes because they are comfortable and easy to move around in. Upper class women at the turn of the century wore restrictive clothes because their workload was light.)

Government & Politics...

- 1896, William McKinley (R) was elected president.
- On November 6th, William McKinley is reelected President; Theodore Roosevelt is his Vice President.
- President McKinley signs the Gold Standard Act, requiring all paper money to be backed by gold, - an important move in the international monetary system.
- On June 14th, the Hawaiian Republic became the U.S. Territory of Hawaii. Hawaii, whose population included native tribes and descendants of immigrants from many Asian nations, became the United States last organized territory.
- George H. White gave up his congressional seat on March 4th, 1901. No African-American would serve in Congress for the next 28 years.
- President McKinley died of an assassin's (Leon Czolgosz) bullet on September 14, 1901, a week after being shot in Buffalo, New York. Vice President Theodore Roosevelt succeeded him as president.
- On October 16, 1901, after an afternoon meeting at the White House with Booker T. Washington, President Theodore Roosevelt informally invited Washington to remain and eat dinner with him, making Washington the first African American to dine at the White House with the president.

Literature...

- L. Frank Baum published *The Wonderful World of Oz*.
- Newspaper changed to the four-column, tabloid style paper.
- Jack London's first book, a collection of stories about Alaska, titled *Son of the Wolf* was published in 1900.
- Frank Norris's, *The Octopus* (1901) – an important novel about the West. *The Octopus* is a turn-of-the-century epic of California wheat farmers struggling against the greed of the Pacific and Southwestern Railroad, which stopped at nothing to extend its domination. The company controlled the local paper, the land, the legislature and, when the farmers organized to protect themselves,

even managed to control their representative on the state rate-fixing commission. An unremitting tale of greed and betrayal, originally intended as one-third of Norris' never-completed 'Epic of the Wheat' trilogy.

- Jack London's *Call of the Wild* (1903). In this quintessential adventure story, Jack London takes readers on an arduous journey through the forbidding Alaskan landscape during the gold rush of the 1890s. Buck, a rangy mixed breed used to a comfortable, sun-filled life as a family dog, is stolen by a greedy opportunist and sold to dog traffickers. In no time, Buck finds himself on a team of sled dogs run ragged in the harsh winter of the Klondike. In a climate where every day is a savage struggle for survival, the last traces of Buck's soft, pampered existence are erased as his dormant primordial urges – deeply embedded for generations – are brutally awakened.
- 1901, John Dewey writes *The Child and the Curriculum*. Dewey was a philosopher, psychologist, and educator. His philosophy of education focuses on learning by doing rather than rote memorization. He criticizes education that emphasizes amusing students and keeping them busy.
- Paul Laurence Dunbar was one of the most sought after speakers in 1900. He is also considered the first African American poet.
- For more information on California literature go to <http://www.sfmuseum.org/hist4/liter.html>.

+ Activity Ideas...

Have students choose one or more poems by Paul Laurence Dunbar and write an interpretation or appreciation of his work.

The young adult novel *Dragonwings* by Laurence Yep is the story about a Chinese immigrant father and son in San Francisco around the turn of the century. Have students read the book and then research what life was like for Chinese immigrants during that time. Ask them to report on how the book uses historical context to tell its story.

Music...



– Leisure time during the first decade of the twentieth century was spent at family get-togethers, baseball, picnics, long Sunday drives in the horse and carriage (or the new family car). In the evenings families gathered around the piano for a sing-along. Sheet music to popular songs sold over a million copies. Song pluggers carried pianos on their horse-drawn carts and performed for crowds who bought this music from these vendors or dime stores. Barbershop Quartets harmonized on Saturday nights. *Sweet Adeline* was one of the most popular songs of the decade. Nickelodeon was the new hottest rage beginning in 1905. The films were often naughty and men frequented these penny arcades. Nickel arcades came along soon where you paid a nickel to enjoy a short moving picture projected onto a screen. These were enormously popular. There were 10,000 in operation within 3 years.

- Music reflected the events changing in the world outside. Songs like *In My Merry Oldsmobile* (See words below), *Come Josephine in My Flying Machine*, and *Meet Me in St. Louis*, announced the changes brought about by automobiles and airplanes. Songs like *Bill Bailey Won't You Please Come Home* and *The Darktown Strutters Ball* echoed the racial prejudices of the period.
- During this decade, radios brought music to the country and in 1903, the hand-cranked victrola went on the market and many Americans listened to recordings of opera stars. Broadway musicals flourished. Irving Berlin and George M. Cohan opened on Broadway. The Ziegfeld Follies began in 1907. The waltz was replaced with ballroom dancing. Many memorable Vaudeville songs were

performed at this time, including *Only a Bird in a Gilded Cage*. By the 1900s, Scott Joplin had made ragtime popular by bringing it out of the red-light district onto the legitimate stage.



IN MY MERRY OLDSMOBILE
Words by Vincent Bryan Music by Gus Edwards



1905

Verse 1

YOUNG JOHN-NIE STEELE HAS AN OLDS-MO-BILE,
HE LOVES A DEAR LIT-TLE GIRL,
SHE IS THE QUEEN OF HIS GAS MA-CHINE,
SHE HAS HIS HEART IN A WHIRL.
NOW, WHEN THEY GO FOR A SPIN, YOU KNOW,
SHE TRIES TO LEARN THE AU-TO, SO
HE LETS HER STEER WHILE HE GETS HER EAR,
AND WHIS-PERS SOFT AND LOW;

Verse 2

THEY LOVE TO SPARK IN THE DARK OLD PARK,
AS THEY GO FLY-ING A- LONG,
SHE SAYS SHE KNOWS WHY THE MO-TOR GOES;
THE SPARK-ER'S AW-FUL-LY STRONG.
EACH DAY THEY SPOON TO THE EN-GINE'S TUNE,
THEIR HON-EY-MOON WILL HAP-PEN SOON,
HE'LL WIN LU-CILE WITH HIS OLDS-MO-BILE,
AND THEN HE'LL FOND-LY CROON;

Chorus

COME A-WAY WITH ME LU-CILE,
IN MY MERR-RY OLDS-MO-BILE,
DOWN THE ROAD OF LIFE WE'LL FLY,
AU-TO-MO-BUBB-LING YOU AND I.
TO THE CHURCH WE'LL SWIFT-LY STEAL,
THEN OUR WED-DING BELLS WILL PEAL,

YOU CAN GO AS FAR AS YOU LIKE WITH ME,
IN MY MER-RY OLDS-MO-BILE.

+ Activity Idea...

Have your students write a song that reflects living in present-day California.

Names...

The top ten popular names in 1900

	<u>Male</u>	<u>Female</u>
1.	John	Mary
2.	William	Helen
3.	James	Anna
4.	George	Margaret
5.	Charles	Ruth
6.	Joseph	Elizabeth
7.	Frank	Marie
8.	Henry	Rose
9.	Robert	Florence
10.	Harry	Bertha

+ Activity Idea...

Make a list of student's names in your classroom or school and see which are most commonly used.

People...

Susan B. Anthony

(1820–1906) Women's rights leader, born in Adams, Massachusetts, USA. Raised as a Quaker and observant of the working conditions of the women in her father's cotton mill, she briefly attended Deborah Moulson's Seminary for Females in Philadelphia (1837) and then took up teaching, becoming headmistress at the Canajoharie (NY) Academy (1845–48). Returning to her family - her parents knew the prominent abolitionists and had attended the first women's rights convention in Seneca Falls, NY, in 1848 - she met Elizabeth Cady Stanton in 1850. After she was denied a chance to speak at meetings of temperance advocates, she dedicated herself to winning full rights for women. Teamed with Stanton, she gained her first success with the passage of New York State's Married Women's Property Act (1860).

An ardent abolitionist, she nevertheless opposed the male-only Fourteenth and Fifteenth Amendments. Between 1868--70 she was publisher of the Revolution, a woman suffrage paper. With Stanton, she founded the National Woman Suffrage Association (1869); dissatisfaction with Stanton and Anthony's methods and goals led to a schism within the movement, but in 1890 the two main groups were united as the National American Woman Suffrage Association, of which Anthony served as president (1892--1900). She constantly spoke out against injustices of all kinds but concentrated most of the energies of her final decades in seeking a constitutional amendment to allow women to vote.

Although stronger in organizational skills than as a public speaker, she seemed indefatigable in traveling throughout the country to promote her cause. In 1872 she cast a ballot in the 1872 election and was arrested and fined; in 1905 she personally visited President Theodore Roosevelt to urge his support for women's suffrage. She initiated the History of Woman Suffrage, seeing the first four volumes into print (1881--1902). As late as 1904 she was in Berlin, Germany, helping to found the International Woman Suffrage Alliance. The ridicule that had greeted her in her first decades was replaced by respect, and she became internationally known as the symbol of the women's rights movement.

Clara Barton

(1821--1912) (Popular name of Clarissa Harlowe Barton). Nurse and organizer, born in Oxford, Massachusetts. An adventurous and strong-willed farmer's daughter, she nursed an invalid brother as a child, became a teacher at age 15, and worked in the US Patent Office in Washington, DC, during the 1850s. After the Union defeat at the 1st Battle of Bull Run (July 1861) she advertised for provisions for the wounded and received such a large contribution that she set herself up as a distributing agency. From mid-July 1862 Barton operated as a freelance front-line nurse, distributing comforts and tending the sick and wounded of the Army of the Potomac. In 1864 she served as superintendent of nurses for the Army of the James, her only official connection - she had difficulty taking orders, and preferred to work on her own.

After the war Barton worked under the auspices of the International Red Cross in Europe to distribute relief to the French in the Franco-Prussian War. When she returned to the USA she campaigned for the establishment of an American Red Cross. She headed the agency for 23 years after its incorporation in 1881. Small, slightly built but physically hardy, she expended a large portion of her substantial energies in the field; at age 79 she spent six weeks tending the ill and homeless in Galveston, Texas, after the disastrous hurricane there. A poor manager, unwilling to delegate, and more unwilling to share authority, Barton resigned under pressure as head of the Red Cross in June 1904, after which the agency experienced a thoroughgoing reorganization.

William Bourn

(1857--1936) inherited a gold rush mining fortune and in time became president of the SF Gas Co. and of Spring Valley Water Co., as well as the founder of the Napa Valley vineyard and winery that later became the property of the Christian Brothers. Willis Polk designed a house for him at his Empire Mine (near Grass Valley), and another in San Francisco, as well as a country estate in Woodside, Filoli (1916).

William Jennings Bryan

(1860 -- 1925) Political leader and orator; born in Salem, Illinois, USA. After practicing law, he was elected to the US House of Representatives (Democrat, 1891- 95) and began to develop his reputation as "the Great Commoner," using his oratorical skills on behalf of the causes of the common folk. He opposed high tariffs and called for an income tax, direct popular election of senators, a Department of Labor, prohibition, and women's suffrage. Out of office, he turned to journalism and lecturing and when he showed up at the Democratic national convention of 1896 and delivered his famous "Cross of Gold" speech on behalf of free silver, the agrarian West prevailed over the urban East and he ended up with the presidential nomination. He lost, as he would when he ran again in 1900 and 1908. After helping Woodrow Wilson gain the Democratic nomination in 1912, he became Wilson's secretary of state (1913); devoted to establishing arbitration as the solution to international disputes, he resigned in 1915 rather than go along with Wilson's warnings to Germany; when America entered World War I, however, he supported Wilson.

Luther Burbank

(1849--1926) During a lifetime devoted to plant breeding, Luther Burbank developed more than 800 strains and varieties of plants, including 113 varieties of plums and prunes, 10 commercial varieties of berries, and 50 varieties of lilies.

Born in Lancaster, Massachusetts, Burbank was brought up on a farm and received only an elementary education. At age 21 he purchased a 17-acre tract near Lunenburg, Massachusetts, and began a 55-year plant-breeding career that spanned a lifetime.

In 1871 he developed the Burbank potato, which was introduced in Ireland to help combat the blight epidemic. He sold the rights to the Burbank potato for \$150, which he used to travel to Santa Rosa, California. In Santa Rosa, where three of his brothers had already settled, he established a nursery garden, greenhouse, and experimental farms that have become famous throughout the world.

He worked by effecting multiple crosses of foreign and native strains to obtain seedlings, which he grafted onto fully developed plants for rapid assessment of hybrid characteristics. Burbank carried on his plant hybridization and selection on a huge scale. At any one time he maintained as many as 3,000 experiments involving millions of plants. In his work on plums, he tested about 30,000 new varieties. The Plant Patent Act of 1930 amended U.S. patent law to permit protection of new and distinct varieties of asexually reproduced plants, other than tuber-propagated plants. This legislation resulted from the growing awareness that plant breeders had no financial incentive to enter plant breeding because they could not exercise control over their discoveries. In supporting this legislation, Thomas A. Edison testified: 'This (bill) will, I feel sure, give us many Burbanks.'

Andrew Carnegie

(1835–1919) Carnegie, the son of a master weaver in Dunfermline, Scotland, saw his boyhood paradise torn apart when his father's skills were rendered obsolete by the power loom. The Carnegies had to immigrate to the Pittsburgh, Pa., slums when Andrew was twelve. Quick-witted, shrewd and resilient, he survived a childhood that included working as a bobbin boy in a textile mill.

His first breakthrough came when he landed a job as secretary and telegrapher to Tom Scott, a powerful overlord of the Pennsylvania Railroad. At 23 Carnegie headed Pennsy's Pittsburgh division and began to rake in a small fortune from outside investments ranging from oil to iron bridges. When he was 33, the rich young man privately lectured himself that his continued pursuit of wealth "must degrade me beyond hope of permanent recovery." Yet he couldn't abandon the money chase. "Put all your eggs into one basket," Carnegie once advised, "and then watch that basket." For him that basket brimmed with steel. Fiercely competitive, obsessed with innovation and efficiency – he would unhesitatingly scrap a relatively new plant to erect a more modern one.

Carnegie imported the Bessemer forced-air steel process to America. Such innovation permitted him to reduce the price of rails – the product that initially drove the industry – from \$160 a ton in 1875 to \$17 by 1900. His steel furnished the sinews of America's burgeoning towns and factories.

A prolific writer, Carnegie authored eight books and seventy magazine articles. He was an articulate adherent of the Victorian faith in mankind's progress. His romantic ideals often clashed, however, with the brute realities of his steel mills, where men toiled 12-hour days, seven days a week. If Carnegie fancied himself the friend of the workingman, he had to face the ultimate comeuppance in 1892 when his associate Henry Clay Frick brutally suppressed striking workers in Homestead, Pa., in the bloodiest clash in U.S. labor history.

After selling his empire to J.P. Morgan in 1901 to form the centerpiece of the new behemoth, U.S. Steel, Carnegie devoted himself to good deeds. A prodigious philanthropist, he created 2,800 free libraries worldwide. "The man who dies rich dies disgraced," he declared bluntly. Like Rockefeller, Carnegie endowed large corporate foundations with elastic charters that took on an autonomous existence. At his death he had disbursed almost his entire \$350 million fortune.

Leon Czolgosz

(1873--1901) Assassin; born in Detroit, Mich. The fourth child of Polish immigrants, he worked in a wire mill and attended socialist meetings. Following a mental breakdown in 1898, he shot President William McKinley in Buffalo, N.Y. (1901) and was electrocuted that same year.

W.E.B. Du Bois

(1868--1963) (William Edward Burghardt). Editor, historian, sociologist, political activist, author; born in Great Barrington, Mass. Supported by the local school headmaster and the Congregational Church in Great Barrington, he was educated at Fisk University (1885--88), where he was shocked by the racial segregation he experienced in the South. He went on to take a Ph.D. at Harvard (1895), with two years at the University of Berlin (1892--94). Under the auspices of the University of Pennsylvania, he studied black life in the Philadelphia ghetto, writing *The Philadelphia Negro* (1899). A professor of economics, history, and sociology at Atlanta University (1898--1910), he sponsored an annual conference for the Study of the Negro Problem and wrote essays, compiled in *The Soul of Black Folk* (1903), calling for an activist African-American middle class to change racial politics.

Founding the Niagara Movement (1905) to fight segregation, he also organized its official magazine, *Horizon: A Journal of the Color Line* (1907--10). He resigned from teaching (1910) to serve as director of publications and research for the National Association for the Advancement of Colored People (NAACP) in New York, editing *Crisis: A Record of the Darker Races* (1910--34), a magazine that was credited with encouraging many early civil rights activists. However, when he argued that African-Americans should voluntarily segregate themselves to organize economically during the Great Depression of the 1930s, he alienated the NAACP leadership, so he resigned in 1934. He returned to Atlanta University to chair the sociology department (1934--44), where he founded a scholarly journal, *Phylon: A Review of Race and Culture* (1940--44), and completed his autobiography, *Dusk of Dawn* (1940).

Forced to retire at age 76, he returned to the NAACP, serving as director of special research (1944--48), leaving when his Marxist politics became a liability. Chairman of the Peace Information Center, an antinuclear weapons group, he was indicted as a foreign agent in 1951 and although acquitted, his passport was revoked (1952--58). He later toured Europe, China, and the Soviet Union, where he received the Lenin Peace Prize (1959). After joining the Communist Party (1961), he moved to Accra, Ghana, becoming a naturalized citizen just before he died.

Paul Laurence Dunbar

(1872--1906) Poet, writer; born in Dayton, Ohio. The son of former slaves, he attended public schools, worked as an elevator operator (1891--93), and spent most of his life in Dayton. He paid to publish his first book of poems, *Oak and Ivory* (1893), but his second book, *Majors and Minors* (1895), gained him the enthusiastic support of William Dean Howells, who wrote a preface to his third volume, *Lyrics of Lowly Life* (1896). This led to a public for his readings and lectures, which even took him to England (1897). He continued to publish various collections of poetry, short stories, and novels, and was widely recognized as one of the first African-Americans to convert the experiences of their people into forms appreciated by the white majority.

Charles Alexander Eastman

(1858--1939) Santee Sioux physician; author; born at Redwood Falls, Minn. He received a B.A. from Dartmouth (1887) and an M.D. from Boston University (1890). He established 32 Indian Young Men's Christian Association groups and helped to found the Boy Scouts and Campfire Girls. An advocate for Indians' rights, he also wrote several books and lectured widely in the U.S.A. and England.

Charles Dana Gibson

(1867--1944) Cartoonist; illustrator; born in Roxbury, Mass. After studying at the Arts Students League in New York City, he contributed free-lance pen and ink society cartoons to *Life* and *Puck* magazines. He soon developed a bold photographic style that featured handsome men and the ideal American woman; delicate, tousled-haired beauty that became universally known as "The Gibson Girl." His cartoons were featured in countless advertisements and inspired the fashions and manners of an entire generation.

Frances Benjamin Johnson

Photography was all the rage in 1900. Advances in the process allowed everyday people the chance to create and be part of photographs. Journalism, too, was transformed by the addition of photographic pictures that accompanied text. In 1900, 36-year-old Frances Benjamin Johnson stood at the forefront of the burgeoning field of photojournalism. Trained in France as a painter and illustrator, Benjamin Johnson embraced photography, calling it a “more accurate medium.” Her skill as a photographer put her in demand among the well known and the well to do. Presidents, socialites, and captains of commerce gladly sat for her. But Frances Benjamin Johnson was not content to merely capture the poses of the high and mighty. When she turned her camera on the lives of ordinary people – factory workers, farmers, coal miners, African American students – her lens revealed personal stories rich with meaning and hope. All the world observed the power of her still images when her collection of photographs depicting progress in the lives of African Americans since Emancipation, commissioned by Thomas J. Calloway, was displayed at the Paris Exposition of 1900.

Scott Joplin

(1868--1917) Composer; pianist; born in Texarkana, Texas. Originally a self-taught and itinerant musician, he studied at the George R. Smith College in Sedalia, Mo., to advance his musical skills (1896). He played piano in disreputable dives but used his musical knowledge to help other itinerant musicians notate their own compositions, just as he was doing with his. He then joined with a music publisher, John S. Stark of Sedalia, and began to receive both credit and money from his own “rags,” especially after the success of his “Maple Leaf Rag” (1899). He toured throughout the Midwest, billed as the “King of Ragtime” as he played dozens of his own original ragtimes on the piano, among them *The Easy Winners* (1901) and *The Entertainer* (1902).

By 1905 he had settled into Harlem in New York City and began an attempt to “elevate” ragtime. He had already used the ragtime style with dance beats – a waltz, a habanera – and had evidently tried a ragtime “opera” (*A Guest of Honor*, 1903--now lost), but in New York he composed an ambitious opera drawing on folk music themes, *Treemonisha* (1915); it was never performed beyond the rehearsal stage. (It was first produced on stage in Atlanta, Ga., in 1972.) It is believed that the collapse of the original production helped to cause his premature death. He and his music were largely forgotten until several of his rags were selected for the soundtrack of the popular movie, *The Sting* (1973), and this in turn led to a revival of interest in more of his music.

Jack London

(1876--1916) (John Griffith). Writer; born in San Francisco. He is said to be the illegitimate son of William Henry Chaney, an astrologer; his mother, a spiritualist, married John London shortly after Jack was born. He had little formal schooling although he was an avid reader, and he spent much of his youth on the Oakland, Calif., waterfront, where he worked at a variety of jobs, some of which – such as oyster pirating – were illegal. In 1893 he worked on a ship that hunted seals from the Arctic to Japan. From 1894 - 95 he traveled as a hobo and oddjobber throughout Canada and the U.S.A. – at one point joining “Coxey’s army” in its march to Washington – and was arrested for vagrancy in New York City. His experiences and reading (including the “Communist Manifesto”) convinced him that he was a socialist, and on returning to California he briefly enrolled at the University of California and tried to sell his early writings. Beginning his restless wanderings again, he worked as a goldminer in the Klondike, Yukon Territory (1897--98).

Returning to San Francisco, he began to sell stories, novels, and nonfiction, much of it drawing on his experiences in the North; the best known of these are *The Call of the Wild* (1903), *The Sea Wolf* (1904), and *White Fang* (1906). In 1902 he visited the slums of London, and this inspired his book *The People of the Abyss* (1903). In 1904 he covered the Russo-Japanese War for the Hearst newspapers and in 1914 he covered the Mexican Revolution for Collier’s. In 1907 he went to the South Pacific in a small sailboat, a trip described in *The Cruise of the Snark* (1907).

His nomadic life was the major source for his fiction, especially his thinly autobiographical novels, *Martin Eden* (1908--09) and *John Barleycorn* (1913). From 1905 on he was based on his large ranch

in Glen Ellen, Calif., but he often traveled on the lecture circuit. His work earned him over a million dollars but he never seemed able to deal with his success; he promoted explicit socialist views in both fictional and non-fictional works, even while exalting the life of the primitive and self-sufficient. He was an alcoholic and by 1909 he was plagued by a variety of ailments; dependent on painkillers, he died from a (possibly self-inflicted) overdose of morphine.

President William McKinley

(1843--1901) Twenty-fifth U.S. president; born in Niles, Ohio. After briefly teaching, then serving in the Civil War, he studied law in Ohio and began practice in 1867. His interest in politics took him to the U.S. House of Representatives (Rep., Ohio; 1877--91), where his campaign for a protective trade policy finally resulted in the high McKinley Tariff of 1890. Although that tariff contributed to his losing his seat in, he became governor of Ohio (1891--97).

In 1896 he ran a successful presidential campaign with the help of big business and Republican kingmaker, Mark Hanna. A new high tariff soon appeared, but more urgent matters took precedence; reluctantly giving in to widespread militant sentiment, he declared war on Spain in 1898. After a short war, America found itself a colonial nation in possession of Puerto Rico, Guam, and the Philippines, and McKinley was soon endorsing international initiatives from Cuba to China. He was reelected in 1900 with Theodore Roosevelt as vice-president, but on September 6, 1901, he was shot by an anarchist, Leon F. Czolgosz, and died eight days later. Although personally decent, honest, and well intentioned, McKinley would always be associated with the special interests of big business and party politics.

Joaquin Miller

(1837--1913) (Pseudonym of Cincinnatus Hiner Miller). Indiana-born schoolteacher, lawyer, pony express rider, newspaper editor, and horse thief who went to San Francisco where he wrote poetry. Part of the literary circle of Bret Harte, Ina Coolbrith, and Charles Warren Stoddard, he wrote such works as *The Destruction of Gotham* (1886), *Specimens* (1868), *Pacific Poems* (1870), and *Life Amongst the Modocs* (1873). He lived in his estate, called "The Hights," in the hills above Oakland, where he was known as a bearded sage and a remnant of the Old West.

J.P. Morgan

(1837--1913) (John Pierpont). Financier, art collector, philanthropist; born in Hartford, Conn. He worked in various banking houses, including his father's (Junius Spencer Morgan) in London, until 1871 when he established Drexel, Morgan & Co. with Anthony J. Drexel. The firm -- known as J. P. Morgan & Co. after 1895 -- became one of the most powerful banking houses in the world. In 1873 the U.S. treasury allowed his firm to secure part of a government loan, thereby breaking a monopoly held by the unscrupulous Jay Cooke, and although Morgan definitely worked to advance his own fortune, he established a reputation as a positive force for the nation's financial and industrial base.

He helped stabilize the railroads, for instance, and in 1895 he stanching the gold drain from the U.S. treasury reserves. In 1901 he bought out Andrew Carnegie's and others companies to form the United States Steel Corporation. By this time he was the best known, richest, and most influential financier America had ever seen, and inevitably he was attacked by many, but he emerged from a 1912 Congressional investigation with his reputation largely intact. He gave away large sums to a variety of institutions. A knowledgeable collector of art, he was a major benefactor of the Metropolitan Museum of Art. His large and superb collection of books, manuscripts, and drawings were left to the Morgan Library in New York City.

John Muir

(1838--1914) Scottish-born naturalist who studied geology, chemistry, and botany and undertook several long walking journeys throughout the U.S., making reports aimed at forest conservation. Among his writings are *The Mountains of California* (1894) and *The Yosemite* (1912). He worked for causes such as Yosemite's establishment as a national park and the creation of forest reservations.

John Muir--explorer, writer, and conservationist--was born on April 21, 1838 in Dunbar, Scotland. Until the age of eleven he attended the local schools of that small coastal town. In 1849, the Muir family immigrated to the United States, settling first at Fountain Lake and then moving to Hickory Hill Farm near Portage, Wisconsin.

Muir's father was a harsh disciplinarian and worked his family from dawn to dusk. Whenever they were allowed a short period away from the plow and hoe, Muir and his younger brother would roam the fields and woods of the rich Wisconsin countryside. John became more and more the loving observer of the natural world. He also became an inventor, a carver of curious but practical mechanisms in wood. He made clocks that kept accurate time and created a wondrous device that tipped him out of bed before dawn. In 1860, Muir took his inventions to the state fair at Madison where he won admiration and prizes. Also that year he entered the University of Wisconsin. He made fine grades, but after three years left Madison to travel the northern United States and Canada, odd-jobbing his way through the yet unspoiled land.

In 1867, while working at a carriage parts shop in Indianapolis, Muir suffered a blinding eye injury that would change his life. When he regained his sight one month later, Muir resolved to turn his eyes to the fields and woods. There began his years of wanderlust. He walked a thousand miles from Indianapolis to the Gulf of Mexico. He sailed to Cuba, and later to Panama, where he crossed the Isthmus and sailed up the West Coast, landing in San Francisco in March, 1868. From that moment on, though he would travel around the world, California became his home.

It was California's Sierra Nevada and Yosemite that truly claimed him. In 1868, he walked across the San Joaquin Valley through waist-high wildflowers and into the high country for the first time. Later he would write: "Then it seemed to me the Sierra should be called not the Nevada, or Snowy Range, but the Range of Light...the most divinely beautiful of all the mountain chains I have ever seen." He herded sheep through that first summer and made his home in Yosemite.

By 1871 he had found living glaciers in the Sierra and had conceived his controversial theory of the glaciation of Yosemite Valley. He began to be known throughout the country. Famous men of the time – Joseph LeConte, Asa Gray and Ralph Waldo Emerson – made their way to the door of his pine cabin. Beginning in 1874, a series of articles by Muir entitled "Studies in the Sierra" launched his successful career as a writer. He left the mountains and lived for awhile in Oakland, California. From there he took many trips, including his first to Alaska in 1879, where he discovered Glacier Bay. In 1880, he married Louie Wanda Strentzel and moved to Martinez, California, where they raised their two daughters, Wanda and Helen. Settling down to some measure of domestic life, Muir went into partnership with his father-in-law and managed the family fruit ranch with great success.

But ten years of active ranching did not quell Muir's wanderlust. His travels took him to Alaska many more times, to Australia, South America, Africa, Europe, China, and Japan, and of course, again and again to his beloved Sierra Nevada.

In later years he turned more seriously to writing, publishing 300 articles and 10 major books that recounted his travels, expounded his naturalist philosophy, and beckoned everyone to "Climb the mountains and get their good tidings." Muir's love of the high country gave his writings a spiritual quality. His readers, whether they be presidents, congressmen, or plain folks, were inspired and often moved to action by the enthusiasm of Muir's own unbounded love of nature.

Through a series of articles appearing in *Century* magazine, Muir drew attention to the devastation of mountain meadows and forests by sheep and cattle. With the help of *Century*'s associate editor, Robert Underwood Johnson, Muir worked to remedy this destruction. In 1890, due in large part to the efforts of Muir and Johnson, an act of Congress created Yosemite National Park. Muir was also personally involved in the creation of Sequoia, Mount Rainier, Petrified Forest and Grand Canyon national parks. Muir deservedly is often called the "Father of Our National Park System".

Johnson and others suggested to Muir that an association be formed to protect the newly created Yosemite National Park from the assaults of stockmen and others who would diminish its boundaries.

In 1892, Muir and a number of his supporters founded the Sierra Club to, in Muir's words, "do something for wildness and make the mountains glad." Muir served as the Club's president until his death in 1914.

In 1901, Muir published *Our National Parks*, the book that brought him to the attention of President Theodore Roosevelt. In 1903, Roosevelt visited Muir in Yosemite. There, together, beneath the trees, they laid the foundation of Roosevelt's innovative and notable conservation programs.

Muir and the Sierra Club fought many battles to protect Yosemite and the Sierra Nevada, the most dramatic being the campaign to prevent the damming of the Hetch Hetchy Valley within Yosemite National Park. In 1913, after years of effort, the battle was lost and the valley that Muir likened to Yosemite itself was set to become a reservoir to supply the water needs of a growing San Francisco. The following year, after a short illness, Muir died at his daughter's house in Los Angeles.

John Muir was perhaps this country's most famous and influential naturalist and conservationist. He taught the people of his time and ours the importance of experiencing and protecting our natural heritage. His words have heightened our perception of nature. His personal and determined involvement in the great conservation questions of the day was and remains an inspiration for environmental activists everywhere.

Jacob Riis

(1849--1914) Photographer, social reformer; born in Ribe, Denmark. Son of a journalist, he emigrated to New York City in 1870, where he worked as a laborer before joining the New York Tribune in 1873. As the *Evening Sun* crime reporter in 1888, he took stunning pictures of nightlife in the slums using a magnesium flash. Riis's *How the Other Half Lives* (1890) moved Police Commissioner Theodore Roosevelt to help the tenement reform movement.

Theodore Roosevelt

(1858--1919) Twenty-sixth U.S. president; born in New York City (fifth cousin of Franklin Delano Roosevelt). Born into a patrician family, he was sickly as a boy but he built up his body and physical abilities. He graduated from Harvard in 1880, and the next year gained election to the New York legislature (Rep., 1882 - 84). During the 1880s he also began his extensive historical writings, including such works as *The Naval War of 1812* (1882), *Essays on Practical Politics* (1888), and the four-volume *The Winning of the West* (1889-96). In 1884 - 86 he ran a ranch in Dakota Territory. He went to Washington, D.C., to serve as a U.S. Civil Service commissioner (1889-95). Named president of the New York police board in 1895, his vigorous reformist efforts - and his tendency to get himself into the headlines - gained him a national reputation, which led to his being appointed assistant navy secretary by President William McKinley (1897).

When war with Spain broke out in 1898, Roosevelt resigned to lead the "Rough Riders," a volunteer cavalry unit whose celebrated charge up Kettle Hill in the battle outside Santiago, Cuba, made him a national hero; this helped take him to the governorship of New York (1889--1901) and then to the 1900 Republican ticket as McKinley's vice-president. Roosevelt succeeded to the presidency following the assassination of McKinley in 1901, and proved a powerful and effective leader in a time of national expansion, easily gaining reelection in 1904. Citing as his motto, "Speak softly and carry a big stick," he demonstrated American power on the world stage - including machinations that led to the creation of the Panama Canal - and built up the Navy. In the "Roosevelt corollary" to the Monroe Doctrine he proclaimed the U.S.A. "the policeman of the Western Hemisphere."

Equally active on the domestic front, he pioneered in government regulation of big business with his prosecution of corporations for trust violations; he also created national parks, oversaw passage of the Pure Food and Drug Act, and signed the Hepburn Act regulating railroads. During his campaign in 1904, he declared that he would not run again; in 1908, reluctantly, he promoted his protégé William Howard Taft in a successful presidential campaign. He moved on to a life of traveling, hunting, and writing, but by 1911 he was clearly unsatisfied with the conservative direction of the government. He made an unsuccessful bid for the presidency in 1912 with the Progressive ("Bull Moose") Party. As

World War I proceeded, he began to denounce President Wilson's cautious policy and he was considering another run for the presidency when he died suddenly. Theodore Roosevelt can be claimed as a hero or villain by proponents of many ideologies or causes, but all would agree that he was defiantly one of a kind as both man and president.

John Philip Sousa

(1854--1932) Composer, bandmaster; born in Washington, D.C. He studied violin and trombone in childhood and at age 13 joined the U.S. Marine Band (1867--72). After some years of playing in popular orchestras, he returned in 1880 as director of the Marine Band. In 1892 he formed his own band and toured with it much of the rest of his life. His compositions include ten operettas, but he is known chiefly for his over 100 marches, which earned him the title "the March King"; they include classics such as *The Stars and Stripes Forever* and *The Washington Post*. He also wrote three novels and an autobiography, *Marching Along* (1928).

Booker T. Washington

(1856--1915) (b. Booker Taliaferro). Educator; born in Hale's Ford, Va. He was born into slavery and adopted the name "Booker Washington" as a schoolboy – he graduated from Hampton Institute, Virginia (1875). As its first principal (1881–1915), Washington built Tuskegee Institute, Alabama, into a major black institution offering "industrial education," or vocational training, to its own students and, through its extension programs, to rural blacks. His teaching, writing, and lecturing – particularly a famous address in Atlanta in September 1895 – established him as America's foremost African American leader, although his promotion of education and economic progress rather than demanding equal rights as the key to progress alienated many African-American intellectuals. He was the founder and first president (1900–15) of the National Black Business League. The first of his three autobiographical volumes was *Up from Slavery* (1901).

Sports...

- Although games have been around for quite some time, in the first decade of the 20th century, the whole idea of playing sports professionally was just taking off. Rules were being designed, stadiums were being built, and people were becoming even more competitive.
- 1896, the first modern Olympic Games were held in Athens, Greece.
- **Baseball** began in the 19th century as a variation of many ball games, however, it's growth reached higher ground in the early 1900s. The first World Series was played in 1903 in which the Boston Red Sox beat the Pittsburgh Pirates, 5 games to 3.
- Although Dr. James Naismith is recognized for inventing the game of **basketball** in December 1891, it wasn't until June 18, 1932, in Geneva, Switzerland that an International Federation concerned solely with basketball was formed.
- **Boxing** traces its origins to 688 BC and the Ancient Olympic Games in Greece. The sport was officially recognized in the United States in 1888. Boxing first appeared on the Modern Olympic program in 1904 in St. Louis, Mo. Since that time, the United States has captured 47 of the 191 gold medals available, more than twice the number won by the second-place country, Cuba (23).

- **Cycling** has been a part of the Olympics since the start of the modern movement, with five events contested in Athens a century ago. The United States won its first medal at Paris in 1900, as John Henry Lake took the bronze medal in the sprint.
- The sport of **golf** had been played since the 15th century in Scotland. However in 1894, the United States Golf Association (U.S.G.A.) was established to regulate the game in the U.S. and Mexico. By 1900, there were more than 1000 golf courses in the U.S. In 1900, golf was made an Olympic sport.

Technology...

- In 1889, the dishwasher was produced by Mrs. W.A. Cockran of Shelbyville, Indiana.
- In 1891, the escalator was introduced by Jesse W. Reno as a novelty ride at Coney Island. The escalator was shown at the Paris Exposition of 1900, where it was named the escalator.
- 1892, the first gasoline-powered car was fabricated by brothers Frank and Charles Duryea in the U.S.
- 1893, the first zipper was introduced by Whitcomb L. Judson at the World’s Columbian Exposition in Chicago. (The name “zipper” was not coined until 1923 by workers at B.F. Goodrich).
- Wilhelm Röntgen discovered x-rays.
- 1897, Edwin S. Votey patented his self-plying piano, which he calls the pianola.
- 1898, the J.P. Holland torpedo boat company launched the first practical submarine, commissioned by the U.S. Navy.
- 1899, Aspirin first manufactured.
- Physicist Reginald A. Fessenden spoke the first words transmitted by radio.
- Eastman Kodak introduces its \$1 Box Brownie camera, making photography accessible to everyone. (The first hand-held box camera for portable use was developed in 1888.)
- The first photocopy machine was invented in France.
- 1901, Ling Camp Gillette creates a double-edged safety razor. By the end of 1904, he sold 90,000 razors and 12.4 million blades.
- 1902, William H. Carrier designed the first system to control temperature and humidity – the air conditioner.
- On Dec. 17th, 1903, Orville and Wilbur Wright successfully flew their gasoline-powered airplane, *Flyer I*, at Kitty Hawk, North Carolina.

+ Activity Idea...

Make a list of inventions and advances in technology that were created in 1900. Then have students, using popular science and technology magazines, create a list of the new inventions and technological advances predicted to come out in the year 2000. Ask students to come up with their own ideas for a new invention. To present their idea, have them draw a picture, caption, or create an advertisement to sell the invention.

Which technological inventions of the early 1900s do you feel changed the lives of Americans the most? Specifically, what did the inventions change in people’s lives and how did these changes alter America as a country? You may wish to use reference books such as *How Things Work* by David McCauley or *The Visual Dictionary of Everyday Things*.

What Do You See?

Turn-of-the-Century California

What do you see when you look at a photograph? Photographs can capture images of people, places, events and things from all over the world. What can they tell you about turn-of-the-century California? The following photographs were all taken in the Bay Area around a hundred years ago. Look at them closely to see what life was like at that time and how things have changed or stayed the same.

Use the provided slides of photographs from CHS collections to answer the following questions.

#1 Charles Weidner

S.F.F.D. 1900, Engine #10

California Historical Society, FN-862

- What is the subject of this photograph? What can you tell about the technology of the period? Have students give an oral description of the sights, sounds, and smells that surround the scene, presenting evidence from the photograph itself.

#2 Gabriel Moulin

View of the Golden Gate, ante 1939

California Historical Society, FN-24522

- Does this image look familiar to you? What is missing? How did people travel from San Francisco to Sausalito? How has this location changed? Stayed the same?

#3 Andrew Price

Myrtle Viola (Cooke) Priest and Maud Shaw, 1899

California Historical Society, FN-31382

- How would you describe this photograph? Is it a portrait or a candid photograph? What can you learn about daily life from this photo? How is it different from today? How is it the same? How did clothing styles reflect people's work and their roles in society?

#4 I. W. Taber

Columbia Grammar School, San Francisco, ca. 1890s

California Historical Society, FN-24827

- Is this like the school you go to? What is different about the way it looks? Do you think that means that students were taught differently? Predict what will happen one minute and one hour after the photograph was taken. Explain the reasoning behind your predictions.

Other Activity Ideas

- Go to the “In the United States” section (p. 14), and find the equivalents for the year 1999 (i.e. In 1900, gas cost 5¢ a gallon, today, gas can cost close to \$2 a gallon).
- Typically, what types of jobs did women hold in 1900? What roles did women have at home, at work, and in society in 1900? What groups in society benefited from denying women the right to own property, belong to a union, or vote? Create a photo essay on women today. Have teams of students take photographs of women at work and at home. Be sure to have a diverse group of women represented. Students may want to designate various members of the team to take photographs, write accompanying captions or brief essays, and create an appropriate scrapbook or other display.
- The natural beauty of California inspired many writers and painters to write descriptions and do paintings. Write a description or make a work of art about your county.
- In what specific ways did the influx of immigrants affect and challenge ideas of national unity and American identity? Ask students what factors might motivate someone to leave his/her country of origin and immigrate to a foreign land.
- Ask students to research some of the reasons people came to America around the turn of the century from Europe and Asia. What kind of life did they find when in New York, Chicago, San Francisco, or other cities? Have students create a brochure that describes life in the country of origin on one panel and describes the expectations of immigrants as they travel to America on two other panels. The interior of the brochure should describe the reality of life in America in 1900 for these immigrants. See <http://www.bergen.org/AAS/Projects/Immigration/>
- Have students locate a speech delivered by William Jennings Bryan, W.E.B. Du Bois, Theodore Roosevelt, or another influential person, and present it to the class. Analyze the speeches and discuss their relevance today.
- Have students research the life and writings of John Muir. You may want to contact the Sierra Club for information about the organization he founded. Have students choose an environmental issue they care about. Working in teams, have students develop a campaign to support their cause.
- When he addressed the delegates to the Pan-African Congress in 1900, W.E.B. Du Bois warned that the “problem of the twentieth century is the problem of the color line.” Do students agree or disagree? Do they feel that his statement is relevant today? Ask students to write a persuasive essay explaining their viewpoints.

Recommended Web Sites

PBS's America 1900 site: www.pbs.org/wgbh/pages/amex/1900/

The California Historical Society: www.calhist.org

Turn of the Century Child: www.nueva.pvt.k12.ca.us/~debbie/library/cur/20c/turn.html

1900 Diary: www.tcel.com/~brownb/dir05vi.htm

American Cultural History: www.nhmccd.edu/contracts/lrc/kc/decade00.html

Cultural History 1900-1909: www.geocities.com/Athens/Parthenon/3148/1900/

PBS's Peoples Century: www.pbs.org/wgbh/peoplescentury/

Time Magazines Time Warp Site: www.pathfinder.com/time/time100/timewarp/timewarp.html

White House's Theodore Roosevelt site: www.whitehouse.gov/WH/glimpse/presidents/html/tr26.html

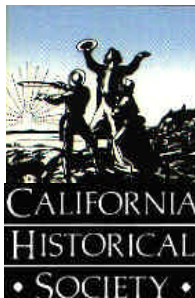
Theodore Roosevelt Association: www.theodoreroosevelt.org

The Age of Imperialism: www.simplenet.com/imperialism/toc.html

The Spanish American War: www.spanam.simplenet.com/imperialism.htm

American History 102: us.history.wisc.edu/hist102/

Time 100, 1900 vs. now: http://www.pathfinder.com/time/time100/timewarp/timewarp_us.html



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