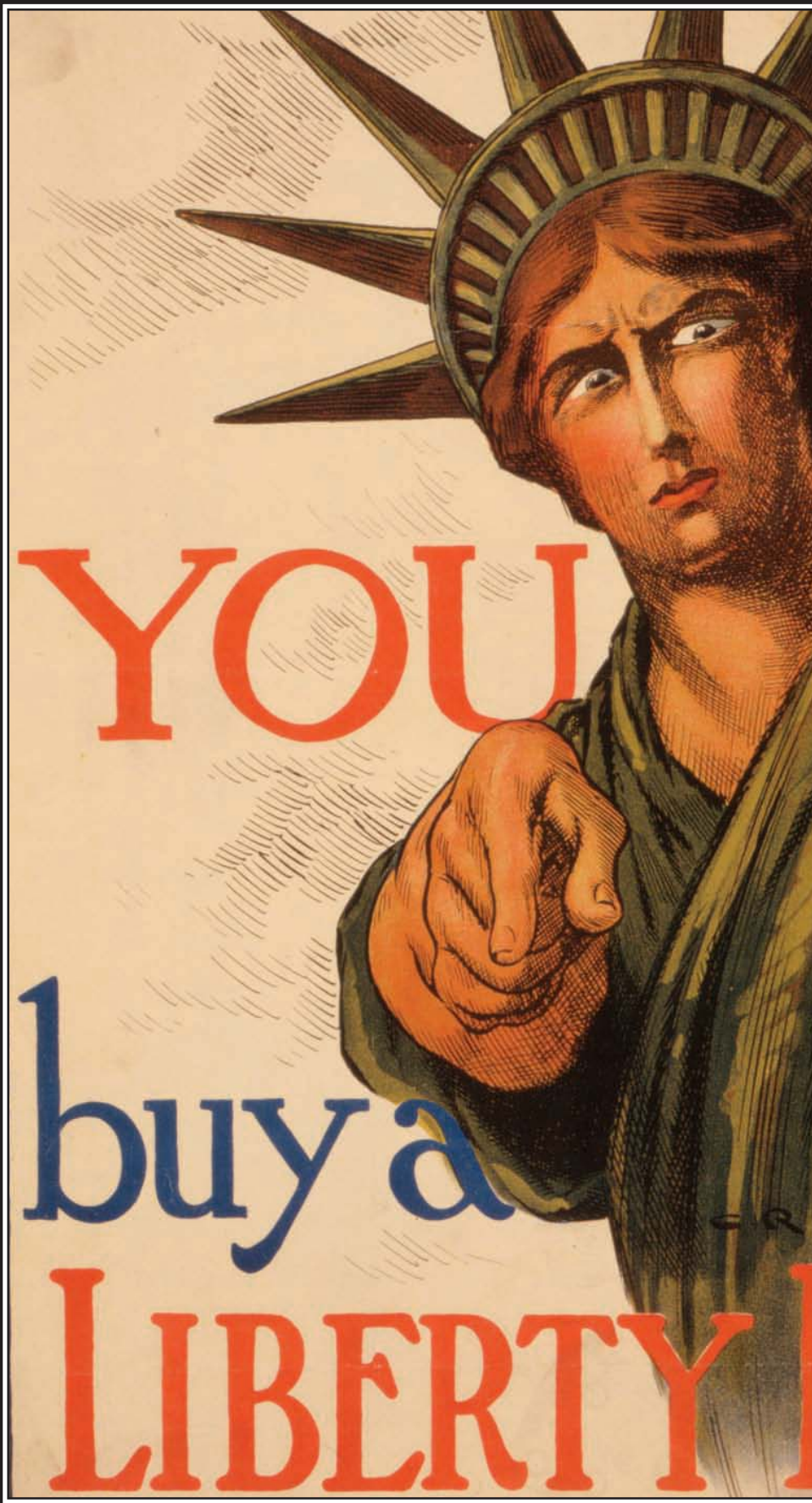


CHAPTER 19

- 1903 United States secures the Panama Canal Zone
W. E. B. Du Bois's *The Souls of Black Folk*
- 1904 Roosevelt Corollary to the Monroe Doctrine
- 1905 The Niagara movement established
Russo-Japanese War ends
- 1907 Gentleman's Agreement with Japan
- 1908 Israel Zangwill's *The Melting Pot*
- 1909 National Association for the Advancement of Colored People organized
- 1911 Mexican Revolution begins
Bailey v. Alabama
- 1912 *Titanic* sinks
- 1914 Assassination of Archduke Ferdinand
- 1914–1919 World War I
- 1915 *Lusitania* sinks
D. W. Griffith's *Birth of a Nation* premieres
- 1916 Battle at Verdun
Madison Grant's *The Passing of the Great Race*
Randolph Bourne's "Trans-National America"
- 1917 Zimmerman Note intercepted
United States enters the war
Espionage Act
Russian Revolution
- 1918 Woodrow Wilson's "Fourteen Points" speech
Eugene V. Debs convicted under the Espionage Act
- 1919 Eighteenth Amendment ratified
Treaty of Versailles signed
- 1919–1920 Red Scare
- 1920 Nineteenth Amendment ratified
Senate rejects the Treaty of Versailles
- 1927 *Buck v. Bell*





Safe for Democracy: The United States and World War I, 1916–1920

AN ERA OF INTERVENTION

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The Roosevelt Corollary
Moral Imperialism
Wilson and Mexico

AMERICA AND THE GREAT WAR

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THE WAR AT HOME

The Progressives' War
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The Coming of Woman
Suffrage
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1919

A Worldwide Upsurge
Upheaval in America
The Great Steel Strike
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A rather aggressive-looking Statue of Liberty directs Americans to purchase Liberty Bonds (that is, loan money to the federal government) during World War I. Symbols of liberty were widely used by the government in its efforts to mobilize popular support for the war. The bottom of the full image included the words, "Lest I perish."



FOCUS QUESTIONS

- In what ways did the Progressive presidents promote the expansion of American power overseas?
- How did the United States get involved in World War I?
- How did the United States mobilize resources and public opinion for the war effort?
- How did the war affect race relations in the United States?
- Why was 1919 such a watershed year for the United States and the world?

In 1902, W. T. Stead published a short volume with the arresting title *The Americanization of the World; or, the Trend of the Twentieth Century*. Stead was an English editor whose sensational writings included an exposé of London prostitution, *Maiden Tribute of Modern Babylon*. He would meet his death in 1912 as a passenger on the *Titanic*, the ocean liner that foundered after striking an iceberg in the North Atlantic. Impressed by Americans' "exuberant energies," Stead predicted that the United States would soon emerge as "the greatest of world-powers." But what was most striking about his work was that Stead located the source of American power less in the realm of military might or territorial acquisition than in the country's single-minded commitment to the "pursuit of wealth" and the relentless international spread of American culture—art, music, journalism, even ideas about religion and gender relations. He foresaw a future in which the United States promoted its interests and values through an unending involvement in the affairs of other nations. Stead proved to be an accurate prophet.

The Spanish-American War had established the United States as an international empire. Despite the conquest of the Philippines and Puerto Rico, however, the country's overseas holdings remained tiny compared to those of Britain, France, and Germany. And no more were added, except for a strip of land surrounding the Panama Canal, acquired in 1903, and the Virgin Islands, purchased from Denmark in 1917. In 1900, Great Britain ruled over more than 300 million people in possessions scattered across the globe, and France had nearly 50 million subjects in Asia and Africa. Compared with these, the American presence in the world seemed very small. As Stead suggested, America's empire differed significantly from those of European countries—it was economic, cultural, and intellectual, rather than territorial.

The world economy at the dawn of the twentieth century was already highly globalized. An ever-increasing stream of goods, investments, and people flowed from country to country. Although Britain still dominated world banking and the British pound remained the major currency of international trade, the United States had become the leading industrial power. By 1914, it produced more than one-third of the world's manufactured goods. Already, Europeans complained of an "American invasion" of steel, oil, agricultural equipment, and consumer goods. Spearheads of American culture like movies and popular music were not far behind.

Europeans were fascinated by American ingenuity and mass production techniques. Many feared American products and culture would overwhelm their own. "What are the chief new features of London life?" one British writer asked in 1901. "They are the telephone, the portable camera, the phonograph, the electric street car, the automobile,

the typewriter. . . . In every one of these the American maker is supreme.” Meanwhile, hundreds of thousands of Americans traveled abroad each year in the early twentieth century. And American racial and ethnic groups became heavily engaged in overseas politics. Through fraternal, religious, and political organizations based in their ethnic and racial communities, Irish-Americans supported Irish independence, American Jews protested the treatment of their co-religionists in Russia, and black Americans hoped to uplift Africa. American influence was growing throughout the world.

America’s growing connections with the outside world led to increasing military and political involvement. In the two decades after 1900, many of the basic principles that would guide American foreign policy for the rest of the century were formulated. The “open door”—the free flow of trade, investment, information, and culture—emerged as a key principle of American foreign relations. “Since the manufacturer insists on having the world as a market,” wrote Woodrow Wilson, “the flag of his nation must follow him and the doors of nations which are closed against him must be battered down.”

Americans in the twentieth century often discussed foreign policy in the language of freedom. At least in rhetoric, the United States ventured abroad—including intervening militarily in the affairs of other nations—not to pursue strategic goals or to make the world safe for American economic interests, but to promote liberty and democracy. A supreme faith in America’s historic destiny and in the righteousness of its ideals enabled the country’s leaders to think of the United States simultaneously as an emerging great power and as the worldwide embodiment of freedom.

More than any other individual, Woodrow Wilson articulated this vision of America’s relationship to the rest of the world. His foreign policy, called by historians “liberal internationalism,” rested on the conviction that economic and political progress went hand in hand. Thus, greater worldwide freedom would follow inevitably from increased American investment and trade abroad. Frequently during the twentieth century, this conviction would serve as a mask for American power and self-interest. It would also inspire sincere efforts to bring freedom to other peoples. In either case, liberal internationalism represented a shift from the nineteenth-century tradition of promoting freedom primarily by example, to active intervention to remake the world in the American image.

American involvement in World War I provided the first great test of Wilson’s belief that American power could “make the world safe for democracy.” Most Progressives embraced the country’s participation in the war, believing that the United States could help to spread Progressive values throughout the world. But rather than bringing Progressivism to



A Russian advertisement for the Singer Sewing Machine Company, one of the many American companies that marketed their goods worldwide in the early twentieth century. Singer established factories in Russia and also imported machines from the United States. The figure that appears to be the number “3” is actually the letter “Z” in the Cyrillic alphabet, representing the company’s name in Russian, Zinger. European and American ads for sewing machines depicted women in modern dress; here, however, the operator wears the traditional attire of a peasant, part of the company’s strategy of trying to sell sewing machines to Russia’s vast rural population.



The Greatest Department Store on Earth, a cartoon from Puck, November 29, 1899, depicts Uncle Sam selling goods, mostly manufactured products, to the nations of the world. The search for markets overseas would be a recurring theme of twentieth-century American foreign policy.

other peoples, the war destroyed it at home. The government quickly came to view critics of American involvement not simply as citizens with a different set of opinions, but as enemies of the very ideas of democracy and freedom. As a result, the war produced one of the most sweeping repressions of the right to dissent in all of American history.

AN ERA OF INTERVENTION

Just as they expanded the powers of the federal government in domestic affairs, the Progressive presidents were not reluctant to project American power outside the country's borders. At first, their interventions were confined to the Western Hemisphere, whose affairs the United States had claimed a special right to oversee ever since the Monroe Doctrine of 1823. Between 1901 and 1920, U.S. marines landed in Caribbean countries more than twenty times. Usually, they were dispatched to create a welcoming

economic environment for American companies that wanted stable access to raw materials like bananas and sugar, and for bankers nervous that their loans to local governments might not be repaid.

“I TOOK THE CANAL ZONE”

Like his distinction between good and bad trusts, Theodore Roosevelt divided the world into “civilized” and “uncivilized” nations. The former, he believed, had an obligation to establish order in an unruly world. Roosevelt became far more active in international diplomacy than most of his predecessors, helping, for example, to negotiate a settlement of the Russo-Japanese War of 1905, a feat for which he was awarded the Nobel Peace Prize. Closer to home, his policies were more aggressive. “I have always been fond of the West African proverb,” he wrote, “‘Speak softly and carry a big stick.’” And although he declared that the United States “has not the slightest desire for territorial aggrandizement at the expense of its southern neighbors,” Roosevelt pursued a policy of intervention in Central America.

Between 1898 and 1934, the United States intervened militarily numerous times in Caribbean countries, generally to protect the economic interests of American banks and investors.





Constructed in the first years of the twentieth century, after Theodore Roosevelt helped engineer Panama's independence from Colombia, the Panama Canal drastically reduced the time it took for commercial and naval vessels to sail from the Atlantic to the Pacific Oceans.

In his first major action in the region, Roosevelt engineered the separation of Panama from Colombia in order to facilitate the construction of a canal linking the Atlantic and Pacific Oceans. The idea of a canal across the fifty-one-mile-wide Isthmus of Panama had a long history. In 1879–1881, the French engineer Ferdinand de Lesseps attempted to construct such a waterway but failed because of inadequate funding and the toll exacted on his workers by yellow fever and malaria. Roosevelt had long been a proponent of American naval development. He was convinced that a canal would facilitate the movement of naval and commercial vessels between the two oceans. In 1903, when Colombia, of which Panama was a part, refused to cede land for the project, Roosevelt helped to set in motion an uprising by conspirators led by Philippe Bunau-Varilla, a representative of the Panama Canal Company. An American gunboat prevented the Colombian army from suppressing the rebellion.

Upon establishing Panama's independence, Bunau-Varilla signed a treaty giving the United States both the right to construct and operate a canal and sovereignty over the Canal Zone, a ten-mile-wide strip of land through which the route would run. A remarkable feat of engineering, the canal was the largest construction project in history to that date. Like the building of the transcontinental railroad in the 1860s and much construction work today, it involved the widespread use of immigrant labor. Most of the 60,000 workers came from the Caribbean islands of Barbados and Jamaica, but others hailed from Europe, Asia, and the United States. In keeping with American segregation policies, the best jobs were reserved for white Americans, who lived in their own communities complete with schools, churches, and libraries. It also required a massive effort to eradicate the mosquitoes that carried the tropical diseases responsible, in part, for the failure of earlier French efforts. When completed in 1914, the canal reduced the sea voyage between the East and West Coasts of the United States by 8,000 miles. "I took the Canal Zone," Roosevelt exulted. But the manner in which the canal had been initiated, and the continued American rule over the Canal Zone, would long remain a source of tension. In 1977, President Jimmy Carter negotiated treaties that led to turning over the canal's operation and control of the Canal Zone to Panama in the year 2000 (see Chapter 26).

THE ROOSEVELT COROLLARY

Roosevelt's actions in Panama reflected a principle that came to be called the Roosevelt Corollary to the Monroe Doctrine. This held that the United States had the right to exercise "an international police power" in the Western Hemisphere—a significant expansion of Monroe's pledge to defend the hemisphere against European intervention. Early in Roosevelt's administration, British, Italian, and German naval forces blockaded Venezuela to ensure the payment of debts to European bankers. Roosevelt persuaded them to withdraw, but the incident convinced him that financial instability in the New World would invite intervention from the Old. In 1904, Roosevelt ordered American forces to seize the customs houses of



The World's Constable, a cartoon commenting on Theodore Roosevelt's "new diplomacy," in *Judge*, January 14, 1905, portrays Roosevelt as an impartial policeman, holding in one hand the threat of force and in the other the promise of the peaceful settlement of disputes. Roosevelt stands between the undisciplined non-white peoples of the world and the imperialist powers of Europe and Japan.

the Dominican Republic to ensure payment of its debts to European and American investors. He soon arranged an "executive agreement" giving a group of American banks control over Dominican finances. In 1906, he dispatched troops to Cuba to oversee a disputed election; they remained in the country until 1909. Roosevelt also encouraged investment by American corporations like the United Fruit Company, whose huge banana plantations soon dominated the economies of Honduras and Costa Rica.

Roosevelt's successor, William Howard Taft, landed marines in Nicaragua to protect a government friendly to American economic interests. In general, however, Taft emphasized economic investment and loans from American banks, rather than direct military intervention, as the best way to spread American influence. As a result, his foreign policy became known as Dollar Diplomacy. In Honduras, Nicaragua, the Dominican Republic, and even Liberia—the West African nation established in 1816 as a home for freed American slaves—Taft pressed for more efficient revenue collection, stable government, and access to land and labor by American companies.

MORAL IMPERIALISM

The son of a Presbyterian minister, Woodrow Wilson brought to the presidency a missionary zeal and a sense of his own and the nation's moral righteousness. He appointed as secretary of state William Jennings Bryan, a strong anti-imperialist. Wilson repudiated Dollar Diplomacy and promised a new foreign policy that would respect Latin America's independence and free it from foreign economic domination. But Wilson could not abandon the conviction that the United States had a responsibility to teach other peoples the lessons of democracy. Moreover, he believed, the export of American manufactured goods and investments went hand in hand with the spread of democratic ideals. To Wilson, expanding American economic influence served a higher purpose than mere profit. Americans, he told a



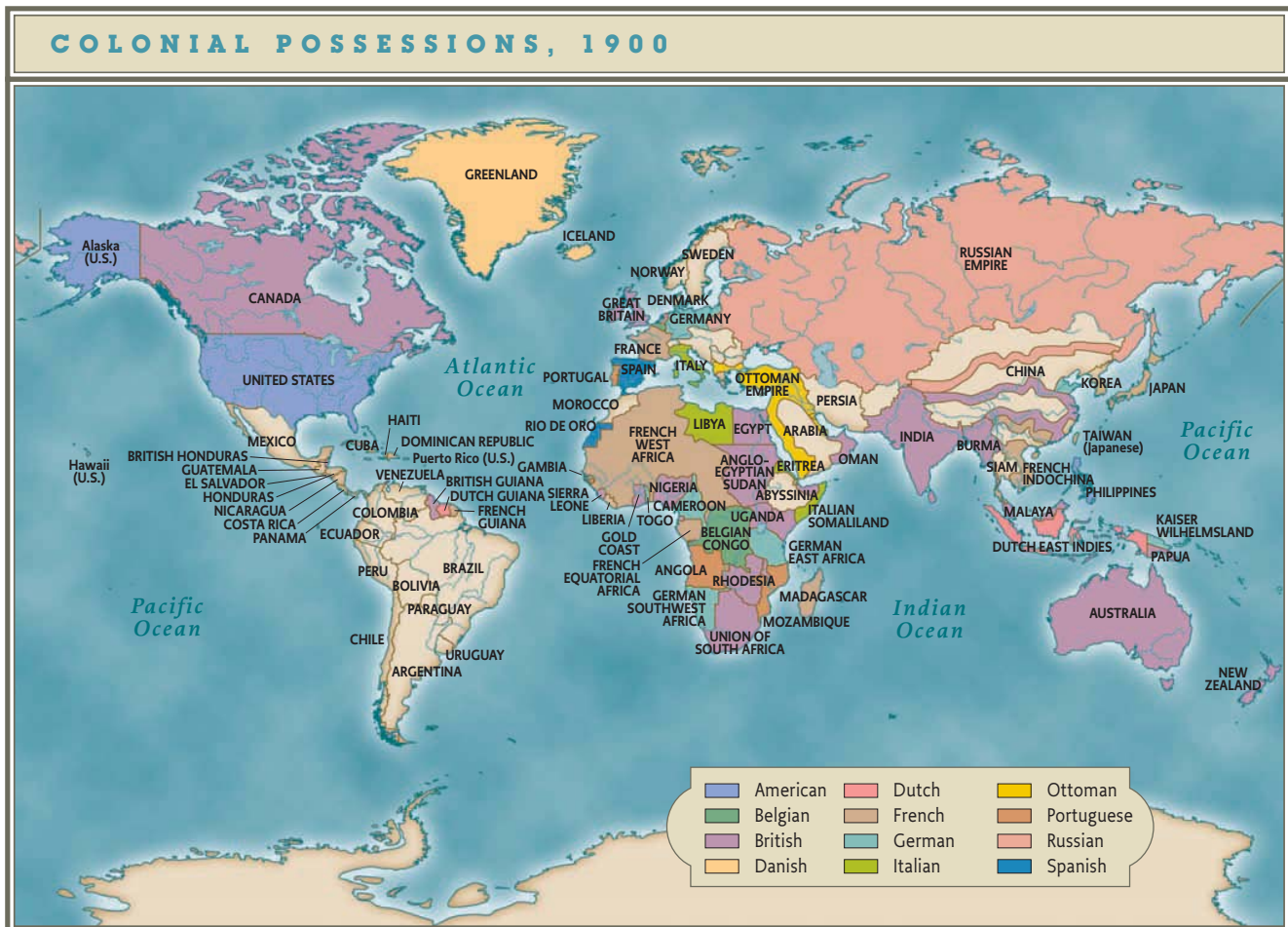
A 1915 postcard portrays two soldiers—one American, one Mexican—at the border between the two countries shortly before Woodrow Wilson ordered American troops into Mexico. The photograph is intended to show a difference in discipline between the two.

group of businessmen in 1916, were “meant to carry liberty and justice” throughout the world. “Go out and sell goods,” he urged them, “that will make the world more comfortable and happy, and convert them to the principles of America.”

Wilson’s “moral imperialism” produced more military interventions in Latin America than any president before or since. In 1915, he sent marines to occupy Haiti after the government refused to allow American banks to oversee its financial dealings. In 1916, he established a military government in the Dominican Republic, with the United States controlling the country’s customs collections and paying its debts. American soldiers remained in the Dominican Republic until 1924 and in Haiti until 1934. They built roads and schools, but did little or nothing to promote democracy. Wilson’s foreign policy underscored a paradox of modern American history: the presidents who spoke the most about freedom were likely to intervene most frequently in the affairs of other countries.

WILSON AND MEXICO

Wilson’s major preoccupation in Latin America was Mexico, where in 1911 a revolution led by Francisco Madero overthrew the government of dicta-



tor Porfirio Díaz. Two years later, without Wilson's knowledge but with the backing of the U.S. ambassador and of American companies that controlled Mexico's oil and mining industries, military commander Victoriano Huerta assassinated Madero and seized power.

Wilson was appalled. The United States, he announced, would not extend recognition to a "government of butchers." He would "teach" Latin Americans, he added, "to elect good men." When civil war broke out in Mexico, Wilson ordered American troops to land at Vera Cruz to prevent the arrival of weapons meant for Huerta's forces. But to Wilson's surprise, Mexicans greeted the marines as invaders rather than liberators. Vera Cruz, after all, was where the forces of the conquistador Hernán Cortés had landed in the sixteenth century and those of Winfield Scott during the Mexican War. More than 100 Mexicans and 19 Americans died in the fighting that followed. Huerta left the presidency in 1914, but civil war continued, and neither side seemed grateful for Wilson's interference.

In 1916, the war spilled over into the United States when "Pancho" Villa, the leader of one faction, attacked Columbus, New Mexico, where he killed seventeen Americans. Wilson ordered 10,000 troops into northern Mexico on an expedition that unsuccessfully sought to arrest Villa. Mexico was a warning that it might be more difficult than Wilson assumed to use American might to reorder the internal affairs of other nations, or to apply moral certainty to foreign policy.

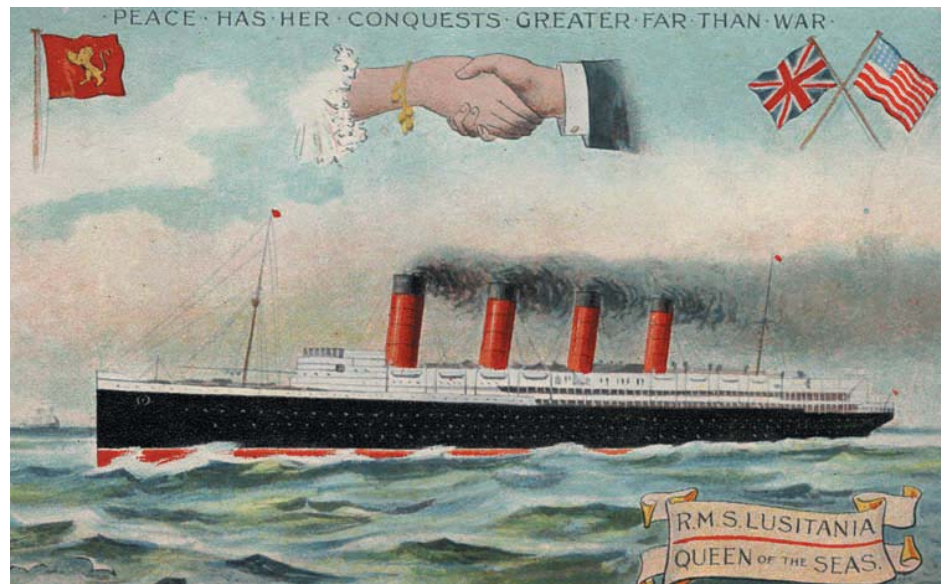
AMERICA AND THE GREAT WAR

In June 1914, a Serbian nationalist assassinated Archduke Franz Ferdinand, heir to the throne of the Austro-Hungarian empire, in Sarajevo, Bosnia. (Today, Sarajevo is the capital of Bosnia and Herzegovina.) This deed set in motion a chain of events that plunged Europe into the most devastating war the world had ever seen. In the years before 1914, European nations had engaged in a scramble to obtain colonial possessions overseas and had constructed a shifting series of alliances seeking military domination within Europe. In the aftermath of the assassination, Austria-Hungary, the major power in eastern Europe, declared war on Serbia. Within a little more than a month, because of the European powers' interlocking military alliances, Britain, France, Russia, and Japan (the Allies) found themselves at war with the Central Powers—Germany, Austria-Hungary, and the Ottoman empire, whose holdings included modern-day Turkey and much of the Middle East.

German forces quickly overran Belgium and part of northern France. The war then settled into a prolonged stalemate, with bloody, indecisive battles succeeding one another. New military technologies—submarines, airplanes, machine guns, tanks, and poison gas—produced unprecedented slaughter. In one five-month battle at Verdun, in 1916, 600,000 French and German soldiers perished—nearly as many combatants as in the entire

Wilbur Wright, who with his brother Orville made the first powered flight in 1903, circling the Statue of Liberty six years later. World War I would reveal the military uses for this new technology.





The liner Lusitania, pictured on a “peace” postcard. Its sinking by a German submarine in 1915 strengthened the resolve of those who wished to see the United States enter the European war.

American Civil War. By the time the war ended, an estimated 10 million soldiers, and uncounted millions of civilians, had perished. And the war was followed by widespread famine and a worldwide epidemic of influenza that killed an estimated 21 million people more.

The Great War, or World War I as it came to be called, dealt a severe blow to the optimism and self-confidence of Western civilization. For decades, philosophers, reformers, and politicians had hailed the triumph of reason and human progress. Despite increasingly bitter rivalries between European powers, especially Germany and Britain, as they competed for political and military dominance at home and carved up Asia and Africa into rival empires, mankind seemed to have moved beyond the time when disputes were settled by war. The conflict was also a shock to European socialist and labor movements. Of the two great ideologies that had arisen in the nineteenth century, nationalism and socialism, the former proved more powerful. Karl Marx had called on the “workers of the world” to unite against their oppressors. Instead, they marched off to kill each other.

NEUTRALITY AND PREPAREDNESS

As war engulfed Europe, Americans found themselves sharply divided. British-Americans sided with their nation of origin, as did many other Americans who associated Great Britain with liberty and democracy and Germany with repressive government. On the other hand, German-Americans identified with Germany. Irish-Americans bitterly opposed any aid to the British, a sentiment reinforced in 1916 when authorities in London suppressed the Easter Rebellion, an uprising demanding Irish independence, and executed several of its leaders. Immigrants from the Russian empire, especially Jews, had no desire to see the United States aid the czar’s regime. Indeed, the presence of Russia, the world’s largest despotic state, as an ally of Britain and France made it difficult to see the war as a clear-cut battle between democracy and autocracy. Many feminists, pacifists, and social reformers, moreover, had become convinced that peace was essential

to further efforts to enhance social justice at home. They lobbied vigorously against American involvement.

When war broke out in 1914, President Wilson proclaimed American neutrality. But as in the years preceding the War of 1812, naval warfare in Europe reverberated in the United States. Britain declared a naval blockade of Germany and began to stop American merchant vessels. Germany launched submarine warfare against ships entering and leaving British ports. In May 1915, a German submarine sank the British liner *Lusitania* (which was carrying a large cache of arms) off the coast of Ireland, causing the death of 1,198 passengers, including 124 Americans. Wilson composed a note of protest so strong that Bryan resigned as secretary of state, fearing that the president was laying the foundation for military intervention. Bryan had advocated warning Americans not to travel on the ships of belligerents, but Wilson felt this would represent a retreat from the principle of freedom of the seas.

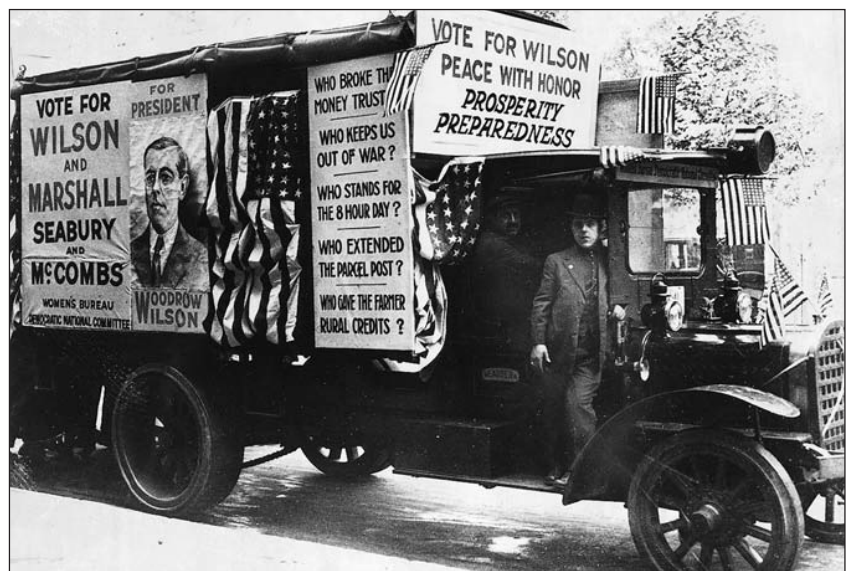
The sinking of the *Lusitania* outraged American public opinion and strengthened the hand of those who believed that the United States must prepare for possible entry into the war. These included longtime advocates of a stronger military establishment, like Theodore Roosevelt, and businessmen with close economic ties to Britain, the country's leading trading partner and the recipient of more than \$2 billion in wartime loans from American banks. Wilson himself had strong pro-British sympathies and viewed Germany as "the natural foe of liberty." By the end of 1915, he had embarked on a policy of "preparedness"—a crash program to expand the American army and navy.

THE ROAD TO WAR

In May 1916, Germany announced the suspension of submarine warfare against noncombatants. Wilson's preparedness program seemed to have succeeded in securing the right of Americans to travel freely on the high seas without committing American forces to the conflict. "He kept us out of war" became the slogan of his campaign for reelection. With the Republican Party reunited after its split in 1912, the election proved to be one of the closest in American history. Wilson defeated Republican candidate Charles Evans Hughes by only twenty-three electoral votes and about 600,000 popular votes out of more than 18 million cast. Partly because he seemed to promise not to send American soldiers to Europe, Wilson carried ten of the twelve states that had adopted woman suffrage. Without the votes of women, Wilson would not have been reelected.

On January 22, 1917, Wilson called for a "peace without victory" in Europe and outlined his vision for a world order including freedom of the seas, restrictions

A 1916 Wilson campaign truck (a new development in political campaigning), promising peace, prosperity, and preparedness.



on armaments, and self-determination for nations great and small. Almost immediately, however, Germany announced its intention to resume submarine warfare against ships sailing to or from the British Isles, and several American merchant vessels were sunk. The German government realized that its actions would probably lead Wilson to intervene, but German strategists gambled that the blockade would strangle Britain economically before the arrival of American troops.

In March 1917, British spies intercepted and made public the Zimmerman Telegram, a message by German foreign secretary Arthur Zimmermann calling on Mexico to join in a coming war against the United States and promising to help it recover territory lost in the Mexican War of 1846–1848. A revolution in Russia that same month overthrew the czar and established a constitutional government, making it more plausible to believe that the United States would be fighting on the side of democracy. On April 2, Wilson went before Congress to ask for a declaration of war against Germany. “The world,” he proclaimed, “must be made safe for democracy. Its peace must be planted upon the tested foundation of political liberty.” The war resolution passed the Senate 82–6 and the House 373–50.

THE FOURTEEN POINTS

Not until the spring of 1918 did American forces arrive in Europe in large numbers. By then, the world situation had taken a dramatic turn. In November 1917, a communist revolution headed by Vladimir Lenin overthrew the Russian government that had come to power the previous spring. Shortly thereafter, Lenin withdrew Russia from the war and published the secret treaties by which the Allies had agreed to divide up conquered territory after the war—an embarrassment for Wilson, who had promised a just peace.

Partly to assure the country that the war was being fought for a moral cause, Wilson in January 1918 issued the Fourteen Points, the clearest statement of American war aims and of his vision of a new international order. Among the key principles were self-determination for all nations, freedom of the seas, free trade, open diplomacy (an end to secret treaties), the readjustment of colonial claims with colonized people given “equal weight” in deciding their futures, and the creation of a “general association of nations” to preserve the peace. Wilson envisioned this last provision, which led to the establishment after the war of the League of Nations, as a kind of global counterpart to the regulatory commissions Progressives had created at home to maintain social harmony and prevent the powerful from exploiting the weak. Although purely an American program, not endorsed by the other Allies, the Fourteen Points established the agenda for the peace conference that followed the war.

The United States threw its economic resources and manpower into the war. When American troops finally arrived in Europe, they turned the tide of battle. In the spring of 1918, they helped to repulse a German advance near Paris and by July were participating in a major Allied counteroffensive. In September, in the Meuse-Argonne campaign, more than 1 million American soldiers under General John J. Pershing helped to push back the outnumbered and exhausted German army. With his forces in full retreat,



the German kaiser abdicated on November 9. Two days later, Germany sued for peace. Over 100,000 Americans had died, a substantial number, but they were only 1 percent of the 10 million soldiers killed in the Great War.

THE WAR AT HOME

THE PROGRESSIVES' WAR

Looking back on American participation in the European conflict, Randolph Bourne summed up one of its lessons: "War is the health of the state." Bourne saw the expansion of government power as a danger, but it struck most Progressives as a golden opportunity. To them, the war offered the possibility of reforming American society along scientific lines, instilling a sense of national unity and self-sacrifice, and expanding social justice. That American power could now disseminate Progressive values around the globe heightened the war's appeal.

After years of stalemate on the western front in World War I, the arrival of American troops in 1917 and 1918 shifted the balance of power and made possible the Allied victory.

Almost without exception, Progressive intellectuals and reformers, joined by prominent labor leaders and native-born socialists, rallied to Wilson's support. The roster included intellectuals like John Dewey, journalists such as Walter Lippmann and Herbert Croly, AFL head Samuel Gompers, socialist writers like Upton Sinclair, and prominent reformers including Florence Kelley and Charlotte Perkins Gilman. In *The New Republic*, Dewey urged Progressives to recognize the "social possibilities of war." The crisis, he wrote, offered the prospect of attacking the "immense inequality of power" within the United States, thus laying the foundation for Americans to enjoy "effective freedom."

THE WARTIME STATE

Like the Civil War, World War I created, albeit temporarily, a national state with unprecedented powers and a sharply increased presence in Americans' everyday lives. Under the Selective Service Act of May 1917, 24 million men were required to register with the draft, and the army soon swelled from 120,000 to 5 million men. The war seemed to bring into being the New Nationalist state Theodore Roosevelt and so many Progressives had desired. New federal agencies moved to regulate industry, transportation, labor relations, and agriculture. Headed by Wall Street financier Bernard Baruch, the War Industries Board presided over all elements of war production from the distribution of raw materials to the prices of manufactured goods. To spur efficiency, it established standardized specifications for everything from automobile tires to shoe colors (three were permitted—black, brown, and white). The Railroad Administration took control of the nation's transportation system, and the Fuel Agency rationed coal and oil. The Food Administration instructed farmers on modern methods of cultivation and promoted the more efficient preparation of meals. Its director, Herbert Hoover, mobilized the shipment of American food to the war-devastated Allies, popularizing the slogan "Food will win the war."



World War I was the first war in which soldiers moved to the battlefield in motorized trucks. This photograph is from 1918.

These agencies generally saw themselves as partners of business as much as regulators. They guaranteed government suppliers a high rate of profit and encouraged cooperation among former business rivals by suspending antitrust laws. At the same time, however, the War Labor Board, which included representatives of government, industry, and the American Federation of Labor, pressed for the establishment of a minimum wage, eight-hour workday, and the right to form unions. During the war, wages rose substantially, working conditions in many industries improved, and union membership doubled. To finance the war, corporate and individual income taxes rose enormously. By 1918, the wealthiest Americans were paying 60 percent of their income in taxes. Tens of millions of Americans answered the call to demonstrate their patriotism by purchasing Liberty bonds. Once peace arrived, the wartime state quickly withered away. But for a time, the federal government seemed well on its way to fulfilling the Progressive task of promoting economic rationalization, industrial justice, and a sense of common national purpose.

THE PROPAGANDA WAR

During the Civil War, it had been left to private agencies—Union Leagues, the Loyal Publication Society, and others—to mobilize prowar public opinion. But the Wilson administration decided that patriotism was too important to leave to the private sector. Many Americans were skeptical about whether democratic America should enter a struggle between rival empires. Some vehemently opposed American participation, notably the Industrial Workers of the World (IWW) and the bulk of the Socialist Party, which in 1917 condemned the declaration of war as “a crime against the people of the United States” and called on “the workers of all countries” to refuse to fight. As the major national organization to oppose Wilson’s policy, the Socialist Party became a rallying point for antiwar sentiment. In mayoral elections across the country in the fall of 1917, the Socialist vote averaged 20 percent, far above the party’s previous total.

In April 1917, the Wilson administration created the Committee on Public Information (CPI) to explain to Americans and the world, as its director, George Creel, put it, “the cause that compelled America to take arms in defense of its liberties and free institutions.” Enlisting academics, journalists, artists, and advertising men, the CPI flooded the country with prowar propaganda, using every available medium from pamphlets (of which it issued 75 million) to posters, newspaper advertisements, and motion pictures. It trained and dispatched across the country 75,000 Four-Minute Men, who delivered brief standardized talks (sometimes in Italian, Yiddish, and other immigrant languages) to audiences in movie theaters, schools, and other public venues.

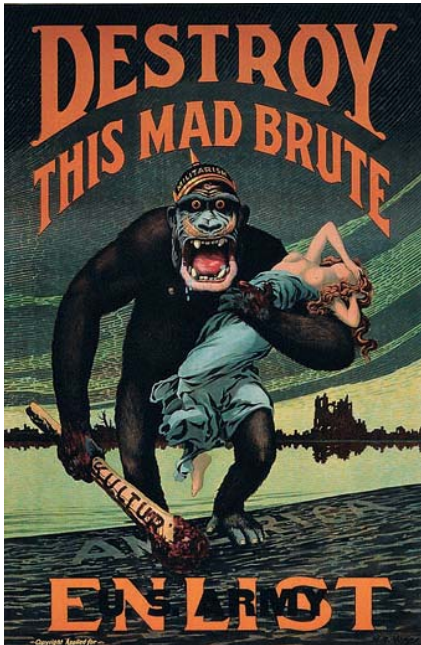
Never before had an agency of the federal government attempted the “conscious and intelligent manipulation of the organized habits and opinions of the masses,” in the words of young Edward Bernays, a member of Creel’s staff who would later create the modern profession of public relations. The CPI’s activities proved, one adman wrote, that it was possible to “sway the ideas of whole populations, change their habits of life, create belief, practically universal in any policy or idea.” In the 1920s, advertisers



A poster addressed to Jewish immigrants by the U.S. Food Administration proclaims, “Food Will Win the War.” It adds, “You came here seeking freedom, now you must help preserve it.” Copies were also printed in other European languages.



A female figure wearing a cap of liberty rings the liberty bell in this patriotic illustration from 1918.



A vivid example of the anti-German propaganda produced by the federal government to encourage prowar sentiment during World War I.

Women during World War I: two women hauling ice—a job confined to men before the war—and woman suffrage demonstrators in front of the White House.



would use what they had learned to sell goods. But the CPI also set a precedent for active governmental efforts to shape public opinion in later international conflicts, from World War II to the Cold War and Iraq.

“THE GREAT CAUSE OF FREEDOM”

The CPI couched its appeal in the Progressive language of social cooperation and expanded democracy. Abroad, this meant a peace based on the principle of national self-determination. At home, it meant improving “industrial democracy.” A Progressive journalist, Creel believed the war would accelerate the movement toward solving the “age-old problems of poverty, inequality, oppression, and unhappiness.” He took to heart a warning from historian Carl Becker that a simple contrast between German tyranny and American democracy would not seem plausible to the average worker: “You talk to him of our ideals of liberty and he thinks of the shameless exploitation of labor and of the ridiculous gulf between wealth and poverty.” The CPI distributed pamphlets foreseeing a postwar society complete with a “universal eight-hour day” and a living wage for all.

While “democracy” served as the key term of wartime mobilization, “freedom” also took on new significance. The war, a CPI advertisement proclaimed, was being fought in “the great cause of freedom.” Thousands of persons, often draftees, were enlisted to pose in giant human tableaux representing symbols of liberty. One living representation of the Liberty Bell at Fort Dix, New Jersey, included 25,000 people. The most common visual image in wartime propaganda was the Statue of Liberty, employed especially to rally support among immigrants. “You came here seeking Freedom,” stated a caption on one Statue of Liberty poster. “You must now help preserve it.” Buying Liberty bonds became a demonstration of patriotism. Wilson’s speeches cast the United States as a land of liberty fighting alongside a “concert of free people” to secure self-determination for the oppressed peoples of the world. The idea of freedom, it seems, requires an antithesis, and the CPI found one in the German kaiser and, more generally, the German nation and people. Government propaganda whipped up hatred of the wartime foe by portraying it as a nation of barbaric Huns.



THE COMING OF WOMAN SUFFRAGE

The enlistment of “democracy” and “freedom” as ideological war weapons inevitably inspired demands for their expansion at home. In 1916, Wilson had cautiously endorsed votes for women. America’s entry into the war threatened to tear the suffrage movement apart, since many advocates had been associated with opposition to American involvement. Indeed, among those who voted against the declaration of war was the first woman member of Congress, the staunch pacifist Jeannette Rankin of Montana. “I want to stand by my country, but I cannot vote for war,” she said. Although defeated in her reelection bid in 1918, Rankin would return to Congress in 1940. She became the only member to oppose the declaration of war against Japan in 1941, which ended her political career. In 1968, at the age of eighty-five, Rankin took part in a giant march on Washington to protest the war in Vietnam.

As during the Civil War, however, most leaders of woman suffrage organizations enthusiastically enlisted in the effort. Women sold war bonds, organized patriotic rallies, and went to work in war production jobs. Some 22,000 served as clerical workers and nurses with American forces in Europe. Many believed wartime service would earn them equal rights at home.

At the same time, a new generation of college-educated activists, organized in the National Women’s Party, pressed for the right to vote with militant tactics many older suffrage advocates found scandalous. The party’s leader, Alice Paul, had studied in England between 1907 and 1910 when the British suffrage movement adopted a strategy that included arrests, imprisonments, and vigorous denunciations of a male-dominated political system. How could the country fight for democracy abroad, Paul asked, while denying it to women at home? She compared Wilson to the Kaiser, and a group of her followers chained themselves to the White House fence,

A 1915 cartoon showing the western states where women had won the right to vote. Women in the East reach out to a western woman carrying a torch of liberty.



resulting in a seven-month prison sentence. When they began a hunger strike, the prisoners were force-fed.

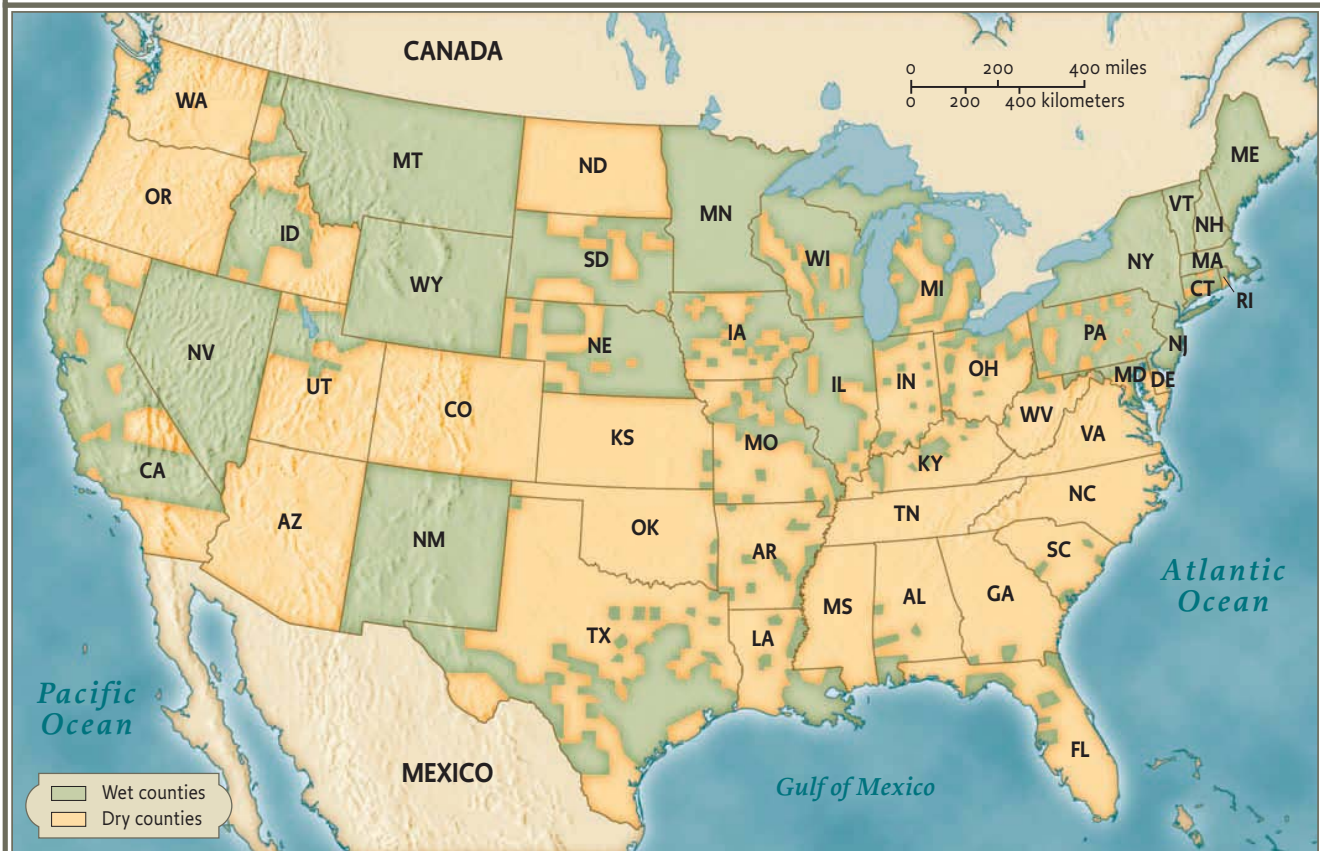
The combination of women's patriotic service and widespread outrage over the mistreatment of Paul and her fellow prisoners pushed the administration toward full-fledged support for woman suffrage. "We have made partners of the women in this war," Wilson proclaimed. "Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?" In 1920, the long struggle ended with the ratification of the Nineteenth Amendment barring states from using sex as a qualification for the suffrage. The United States became the twenty-seventh country to allow women to vote.

In the early years of the twentieth century, many states and localities in the South and West banned the manufacture and sale of alcoholic beverages. ("Wet" counties allowed alcoholic beverages, "dry" counties banned them.) Prohibition became national with the adoption of the Eighteenth Amendment in 1919.

PROHIBITION

The war gave a powerful impulse to other campaigns that had engaged the energies of many women in the Progressive era. Ironically, efforts to stamp out prostitution and protect soldiers from venereal disease led the government to distribute birth-control information and devices—the very action for which Margaret Sanger had recently been jailed, as noted in the previous chapter.

PROHIBITION, 1915: COUNTIES AND STATES THAT BANNED LIQUOR BEFORE THE EIGHTEENTH AMENDMENT (RATIFIED 1919, REPEALED 1933)



Prohibition, a movement inherited from the nineteenth century that had gained new strength and militancy in Progressive America, finally achieved national success during the war. Numerous impulses flowed into the renewed campaign to ban intoxicating liquor. Employers hoped it would create a more disciplined labor force. Urban reformers believed that it would promote a more orderly city environment and undermine urban political machines that used saloons as places to organize. Women reformers hoped Prohibition would protect wives and children from husbands who engaged in domestic violence when drunk or who squandered their wages at saloons. Many native-born Protestants saw Prohibition as a way of imposing “American” values on immigrants.

Like the suffrage movement, Prohibitionists first concentrated on state campaigns. By 1915, they had won victories in eighteen southern and mid-western states where the immigrant population was small and Protestant denominations like Baptists and Methodists strongly opposed drinking. But like the suffrage movement, Prohibitionists came to see national legislation as their best strategy. The war gave them added ammunition. Many prominent breweries were owned by German-Americans, making beer seem unpatriotic. The Food Administration insisted that grain must be used to produce food, not distilled into beer and liquor. In December 1917, Congress passed the Eighteenth Amendment, prohibiting the manufacture and sale of intoxicating liquor. It was ratified by the states in 1919 and went into effect at the beginning of 1920.

LIBERTY IN WARTIME

World War I raised questions already glimpsed during the Civil War that would trouble the nation again during the McCarthy era and in the aftermath of the terrorist attacks of 2001: What is the balance between security and freedom? Does the Constitution protect citizens’ rights during wartime? Should dissent be equated with lack of patriotism? The conflict demonstrated that during a war, traditional civil liberties are likely to come under severe pressure.

In 1917, Randolph Bourne ridiculed Progressives who believed they could mold the war according to their own “liberal purposes.” The conflict, he predicted, would empower not reformers but the “least democratic forces in American life.” The accuracy of Bourne’s prediction soon become apparent. Despite the administration’s idealistic language of democracy and freedom, the war inaugurated the most intense repression of civil liberties the nation has ever known. Perhaps the very nobility of wartime rhetoric contributed to the massive suppression of dissent. For in the eyes of Wilson and many of his supporters, America’s goals were so virtuous that disagreement could only reflect treason to the country’s values. “It is a fearful thing to lead this great peaceful people into war,” Wilson remarked in his speech asking Congress to bring America into the conflict. Even he could not have predicted how significant an impact the war would have on American freedom.

The Liberty Bell, formed by 25,000 soldiers at Camp Dix, New Jersey, in 1918, another example of the use of an image of liberty to inspire patriotic sentiment during World War I.



THE HUMAN LIBERTY BELL.
25000 SOLDIERS & MEN
AT
CAMP DIX, NEW JERSEY
GENERAL JOHN L. SULLY, COMMANDER

THE ESPIONAGE ACT

For the first time since the Alien and Sedition Acts of 1798, the federal government enacted laws to restrict freedom of speech. The Espionage Act of 1917 prohibited not only spying and interfering with the draft but also “false statements” that might impede military success. The postmaster general barred from the mails numerous newspapers and magazines critical of the administration. The victims ranged from virtually the entire socialist press and many foreign-language publications to *The Jeffersonian*, a newspaper owned by ex-Populist leader Tom Watson, which criticized the draft as a violation of states’ rights. In 1918, the Sedition Act made it a crime to make spoken or printed statements that intended to cast “contempt, scorn, or disrepute” on the “form of government,” or that advocated interference with the war effort. The government charged more than 2,000 persons with violating these laws. Over half were convicted. A court sentenced Ohio farmer John White to twenty-one months in prison for saying that the murder of innocent women and children by German soldiers was no worse than what the United States had done in the Philippines in the war of 1899–1903.

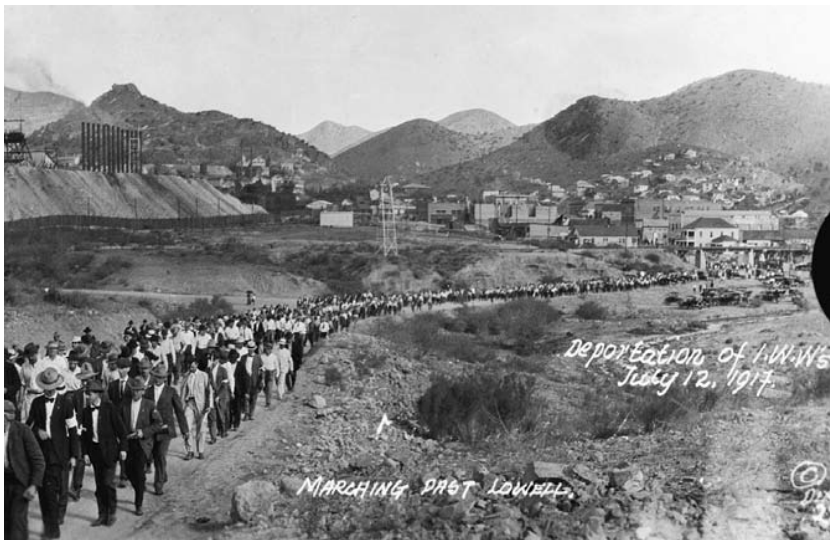
The most prominent victim was Eugene V. Debs, convicted in 1918 under the Espionage Act for delivering an antiwar speech. Before his sentencing, Debs gave the court a lesson in the history of American freedom, tracing the tradition of dissent from Thomas Paine to the abolitionists, and pointing out that the nation had never engaged in a war without internal opposition. Germany sent socialist leader Karl Liebknecht to prison for four years for opposing the war; in the United States, Debs’s sentence was ten years. After the war’s end, Wilson rejected the advice of his attorney general that he commute Debs’s sentence. Debs ran for president while still in prison in 1920 and received 900,000 votes. It was left to Wilson’s successor, Warren G. Harding, to release Debs from prison in 1921.

COERCIVE PATRIOTISM

Even more extreme repression took place at the hands of state governments and private groups. Americans had long displayed the flag (and used it in advertisements for everything from tobacco products to variety shows). But during World War I, attitudes toward the American flag became a test of patriotism. Persons suspected of disloyalty were forced to kiss the flag in public; those who made statements critical of the flag could be imprisoned. During the war, thirty-three states outlawed the possession or display of red or black flags (symbols, respectively, of communism and anarchism), and twenty-three outlawed a newly created offense, “criminal syndicalism,” the advocacy of unlawful acts to accomplish political change or “a change in industrial ownership.”

A 1917 antiwar cartoon from the radical magazine *The Masses* depicts an editor, capitalist, politician, and minister celebrating American involvement in World War I and hoping to benefit from it. President Woodrow Wilson barred *The Masses* and other antiwar publications from the mails.





A long line of striking miners being led out of Bisbee, Arizona, in July 1917. Some 1,200 members of the Industrial Workers of the World were transported into the desert by armed vigilantes and abandoned there.

“Who is the real patriot?” Emma Goldman asked when the United States entered the war. She answered, those who “love America with open eyes,” who were not blind to “the wrongs committed in the name of patriotism.” But from the federal government to local authorities and private groups, patriotism came to be equated with support for the government, the war, and the American economic system, while antiwar sentiment, labor radicalism, and sympathy for the Russian Revolution became “un-American.” Minnesota established a Commission of Public Safety to root out disloyalty from the state. Local authorities formally investigated residents who failed to subscribe to Liberty Loans. Throughout the country, schools revised their course offerings to ensure their patriotism and required teachers to sign loyalty oaths.

The 250,000 members of the newly formed American Protective League (APL) helped the Justice Department identify radicals and critics of the war by spying on their neighbors and carrying out “slacker raids” in which thousands of men were stopped on the streets of major cities and required to produce draft registration cards. Many private groups seized upon the atmosphere of repression as a weapon against domestic opponents. Employers cooperated with the government in crushing the Industrial Workers of the World (IWW), a move long demanded by business interests. In July 1917, vigilantes in Bisbee, Arizona, rounded up some 1,200 striking copper miners and their sympathizers, herded them into railroad boxcars, and transported them into the desert, where they were abandoned. New Mexico’s governor ordered them housed in tents and provided with food and water. Few ever returned to Bisbee. In August, a crowd in Butte, Montana, lynched IWW leader Frank Little. The following month, operating under one of the broadest warrants in American history, federal agents swooped down on IWW offices throughout the country, arresting hundreds of leaders and seizing files and publications.

The war experience, commented Walter Lippmann, demonstrated “that the traditional liberties of speech and opinion rest on no solid foundation.” Yet while some Progressives protested individual excesses, most



VOICES OF FREEDOM

FROM EUGENE V. DEBS, Speech to the Jury before Sentencing under the Espionage Act (1918)

The most prominent spokesman for American socialism and a fervent opponent of American participation in World War I, Eugene V. Debs was arrested for delivering an antiwar speech and convicted of violating the Espionage Act. In his speech to the jury, he defended the right of dissent in wartime.

I wish to admit the truth of all that has been testified to in this proceeding. . . . Gentlemen, you have heard the report of my speech at Canton on June 16, and I submit that there is not a word in that speech to warrant the charges set out in the indictment. . . . In what I had to say there my purpose was to have the people understand something about the social system in which we live and to prepare them to change this system by perfectly peaceable and orderly means into what I, as a Socialist, conceive to be a real democracy. . . . I have never advocated violence in any form. I have always believed in education, in intelligence, in enlightenment; and I have always made my appeal to the reason and to the conscience of the people.

In every age there have been a few heroic souls who have been in advance of their time, who have been misunderstood, maligned, persecuted,

sometimes put to death. . . . Washington, Jefferson, Franklin, Paine, and their compeers were the rebels of their day. . . . But they had the moral courage to be true to their convictions. . . .

William Lloyd Garrison, Wendell Phillips, Elizabeth Cady Stanton . . . and other leaders of the abolition movement who were regarded as public enemies and treated accordingly, were true to their faith and stood their ground. . . . You are now teaching your children to revere their memories, while all of their detractors are in oblivion.

This country has been engaged in a number of wars and every one of them has been condemned by some of the people. The war of 1812 was opposed and condemned by some of the most influential citizens; the Mexican War was vehemently opposed and bitterly denounced, even after the war had been declared and was in progress, by Abraham Lincoln, Charles Sumner, Daniel Webster. . . . They were not indicted; they were not charged with treason. . . .

I believe in the Constitution. Isn't it strange that we Socialists stand almost alone today in upholding and defending the Constitution of the United States? The revolutionary fathers . . . understood that free speech, a free press and the right of free assemblage by the people were fundamental principles in democratic government. . . . I believe in the right of free speech, in war as well as in peace.

**FROM W. E. B. DU BOIS,
“Returning Soldiers,” *The Crisis* (1919)**

Scholar, poet, activist, founder of the National Association for the Advancement of Colored People and editor of its magazine, *The Crisis*, W. E. B. Du Bois was the most prominent black leader of the first half of the twentieth century. He supported black participation in World War I, but he insisted that black soldiers must now join in the struggle for freedom at home.

We are returning from war! *The Crisis* and tens of thousands of black men were drafted into a great struggle. For bleeding France and what she means and has meant and will mean to us and humanity and against the threat of German race arrogance, we fought gladly and to the last drop of blood; for America and her highest ideals, we fought in far-off hope; for the dominant southern oligarchy entrenched in Washington, we fought in bitter resignation. For the America that represents and gloats in lynching, disfranchisement, caste, brutality and devilish insult—for this, in the hateful upturning and mixing of things, we were forced by vindictive fate to fight, also.

But today we return! . . . We sing: This country of ours, despite all its better souls have done and dreamed, is yet a shameful land.

It *lynches*.

And lynching is barbarism of a degree of contemptible nastiness unparalleled in human history. Yet for fifty years we have lynched two Negroes a week, and we have kept this up right through the war.

It *disfranchises* its own citizens.

Disfranchisement is the deliberate theft and robbery of the only protection of poor against rich and black against white. The land that disfranchises its citizens and calls itself a democracy lies and knows it lies.

It encourages *ignorance*.

It has never really tried to educate the Negro. A dominate minority does not want Negroes educated. It wants servants. . . .

It *insults* us.

It has organized a nationwide and latterly a worldwide propaganda of deliberate and continuous insult and defamation of black blood wherever found. . . .

This is the country to which we Soldiers of Democracy return. This is the fatherland for which we fought! But it is *our* fatherland. It was right for us to fight. . . .

We *return fighting*.

Make way for Democracy!

QUESTIONS

1. Why does Debs relate the history of wartime dissent in America?
2. What connections does Du Bois draw between blacks fighting abroad in the war and returning to fight at home?
3. In what ways does each author point up the contradiction between America's professed values and its actual conduct?

failed to speak out against the broad suppression of freedom of expression. Civil liberties, by and large, had never been a major concern of Progressives, who had always viewed the national state as the embodiment of democratic purpose and insisted that freedom flowed from participating in the life of society, not standing in opposition. Strong believers in the use of national power to improve social conditions, Progressives found themselves ill prepared to develop a defense of minority rights against majority or governmental tyranny. From the AFL to *New Republic* intellectuals, moreover, supporters of the war saw the elimination of socialists and alien radicals as a necessary prelude to the integration of labor and immigrants into an ordered society, an outcome they hoped would emerge from the war.

WHO IS AN AMERICAN?

In many respects, Progressivism was a precursor to major developments of the twentieth century—the New Deal, the Great Society, the socially active state. But in accepting the idea of “race” as a permanent, defining characteristic of individuals and social groups, Progressives bore more resemblance to nineteenth-century thinkers than to later twentieth-century liberals, with whom they are sometimes compared.

THE “RACE PROBLEM”

Even before American participation in World War I, what contemporaries called the “race problem”—the tensions that arose from the country’s increasing ethnic diversity—had become a major subject of public concern. “Race” referred to far more than black-white relations. The *Dictionary of Races of Peoples*, published in 1911 by the U.S. Immigration Commission, listed no fewer than forty-five immigrant “races,” each supposedly with its own inborn characteristics. They ranged from Anglo-Saxons at the top down to Hebrews, Northern Italians, and, lowest of all, Southern Italians—supposedly violent, undisciplined, and incapable of assimilation.

In 1907, Congress had decreed that an American woman who married an alien automatically forfeited her American citizenship. Popular best-sellers like *The Passing of the Great Race*, published in 1916 by Madison Grant, president of the New York Zoological Society, warned that the influx of new immigrants and the low birthrate of native white women threatened the foundations of American civilization. The new science of eugenics, which studied the alleged mental characteristics of different races, gave anti-immigrant sentiment an air of professional expertise. If democracy could not flourish in the face of vast inequalities of economic power, neither, most Progressives believed, could it survive in a nation permanently divided along racial and ethnic lines.

AMERICANIZATION AND PLURALISM

Somehow, the very nationalization of politics and economic life served to heighten awareness of ethnic and racial difference and spurred demands for “Americanization”—the creation of a more homogeneous national culture.



VISIONS OF FREEDOM



An Americanization Celebration. A photograph of a Catholic assembly on National Slavic Day, September 3, 1914, illustrates how immigrants strove to demonstrate their patriotism. Children wear Old World dress, but most of the adults are in American clothing or nurses' uniforms.

QUESTIONS

1. What does this image suggest about whether these immigrants are seeking to assimilate into American society?
2. How does the image connect the ideas of liberty, war, and patriotism?

A 1908 play by the Jewish immigrant writer Israel Zangwill, *The Melting Pot*, gave a popular name to the process by which newcomers were supposed to merge their identity into existing American nationality. Public and private groups of all kinds—including educators, employers, labor leaders, social reformers, and public officials—took up the task of Americanizing new immigrants. The Ford Motor Company's famed sociological department entered the homes of immigrant workers to evaluate their clothing, furniture, and food preferences and enrolled them in English-language courses. Ford fired those who failed to adapt to American standards after a reasonable period of time. Americanization programs often targeted women as the bearers and transmitters of culture. In Los Angeles, teachers and religious missionaries worked to teach English to Mexican-American women so that they could then assimilate American values. Fearful that adult newcomers remained too stuck in their Old World ways, public schools paid great attention to Americanizing immigrants' children. The challenge facing schools, wrote one educator, was "to implant in their children, so far as can be done, the Anglo-Saxon conception of righteousness, law and order, and popular government."

A minority of Progressives questioned Americanization efforts and insisted on respect for immigrant subcultures. At Hull House, teachers offered English-language instruction but also encouraged immigrants to value their European heritage. Probably the most penetrating critique issued from the pen of Randolph Bourne, whose 1916 essay, "Trans-National America," exposed the fundamental flaw in the Americanization model. "There is no distinctive American culture," Bourne pointed out. Interaction between individuals and groups had produced the nation's music, poetry, and other cultural expressions. Bourne envisioned a democratic, cosmopolitan society in which immigrants and natives alike submerged their group identities in a new "trans-national" culture.

With President Wilson declaring that some Americans "born under foreign flags" were guilty of "disloyalty . . . and must be absolutely crushed," the federal and state governments demanded that immigrants demonstrate

Graduates of the Ford English School at the conclusion of their 1916 graduation ceremony. Dressed in their traditional national costumes, they disembarked from an immigrant ship into a giant melting pot. After teachers stirred the pot with ladles, the Ford workers emerged in American clothing, carrying American flags.



their unwavering devotion to the United States. The Committee on Public Information renamed the Fourth of July, 1918, Loyalty Day and asked ethnic groups to participate in patriotic pageants. New York City's celebration included a procession of 75,000 persons with dozens of floats and presentations linking immigrants with the war effort and highlighting their contributions to American society. Leaders of ethnic groups that had suffered discrimination saw the war as an opportunity to gain greater rights. Prominent Jewish leaders promoted enlistment and expressions of loyalty. The Chinese-American press insisted that even those born abroad and barred from citizenship should register for the draft, to "bring honor to the people of our race."

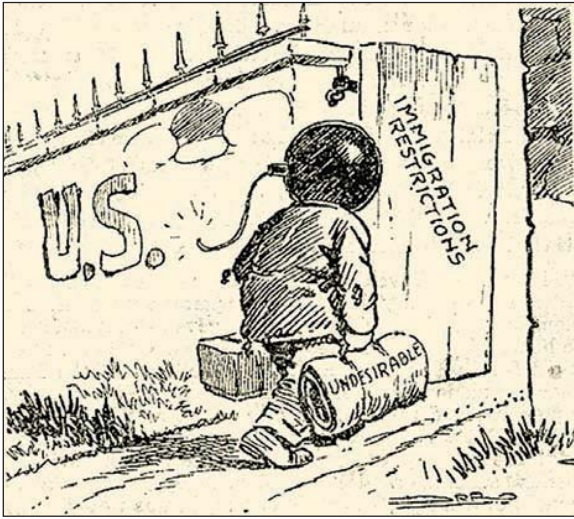


A 1919 Americanization pageant in Milwaukee, in which immigrants encounter Abraham Lincoln and the Statue of Liberty.

THE ANTI-GERMAN CRUSADE

German-Americans bore the brunt of forced Americanization. The first wave of German immigrants had arrived before the Civil War. By 1914, German-Americans numbered nearly 9 million, including immigrants and persons of German parentage. They had created thriving ethnic institutions including clubs, sports associations, schools, and theaters. On the eve of the war, many Americans admired German traditions in literature, music, and philosophy, and one-quarter of all the high school students in the country studied the German language. But after American entry into the war, the use of German and expressions of German culture became a target of prowar organizations. In Iowa, Governor William L. Harding issued a proclamation requiring that all oral communication in schools, public places, and over the telephone be conducted in English. Freedom of speech, he declared, did not include "the right to use a language other than the language of the country."

By 1919, the vast majority of the states had enacted laws restricting the teaching of foreign languages. Popular words of German origin were changed: "hamburger" became "liberty sandwich," and "sauerkraut" was renamed "liberty cabbage." Many communities banned the playing of German music. The government jailed Karl Műch, the director of the Boston Symphony and a Swiss citizen, as an enemy alien after he insisted on including the works of German composers like Beethoven in his concerts. The war dealt a crushing blow to German-American culture. By 1920, the number of German-language newspapers had been reduced to 276 (one-third the number twenty years earlier), and only 1 percent of high school pupils still studied German. The Census of 1920 reported a 25 percent drop in the number of Americans admitting to having been born in Germany.



A 1919 cartoon, *Close the Gate*, warns that unrestricted immigration allows dangerous radicals to enter the United States.

TOWARD IMMIGRATION RESTRICTION

Even as Americanization programs sought to assimilate immigrants into American society, the war strengthened the conviction that certain kinds of undesirable persons ought to be excluded altogether. The new immigrants, one advocate of restriction declared, appreciated the values of democracy and freedom far less than “the Anglo-Saxon,” as evidenced by their attraction to “extreme political doctrines” like anarchism and socialism. Stanford University psychologist Lewis Terman introduced the term “IQ” (intelligence quotient) in 1916, claiming that this single number could measure an individual’s mental capacity. Intelligence tests administered to recruits by the army seemed to confirm scientifically that blacks and the new immigrants stood far below native white Protestants on the IQ scale, further spurring demands for immigration restriction.

In 1917, over Wilson’s veto, Congress required that immigrants be literate in English or another language. The war accelerated other efforts to upgrade the American population. Some were inspired by the idea of improving the human race by discouraging reproduction among less “desirable” persons. Indiana in 1907 had passed a law authorizing doctors to sterilize insane and “feeble-minded” inmates in mental institutions so that they would not pass their “defective” genes on to children. Numerous other states now followed suit. In *Buck v. Bell* (1927), the Supreme Court upheld the constitutionality of these laws. Justice Oliver Wendell Holmes’s opinion included the famous statement, “three generations of imbeciles are enough.” By the time the practice ended in the 1960s, some 63,000 persons had been involuntarily sterilized.

GROUPS APART: MEXICANS, PUERTO RICANS, AND ASIAN-AMERICANS

No matter how coercive, Americanization programs assumed that European immigrants and especially their children could eventually adjust to the conditions of American life, embrace American ideals, and become productive citizens enjoying the full blessings of American freedom. This assumption did not apply to non-white immigrants or to blacks. Although the melting-pot idea envisioned that newcomers from Europe would leave their ethnic enclaves and join the American mainstream, non-whites confronted ever-present boundaries of exclusion.

The war led to further growth of the Southwest’s Mexican population. Wartime demand for labor from the area’s mine owners and large farmers led the government to exempt Mexicans temporarily from the literacy test enacted in 1917. Mexicans were legally classified as white, and many Progressive reformers viewed the growing Mexican population as candidates for Americanization. Teachers and religious missionaries sought to instruct them in English, convert them to Protestantism, and in other ways promote their assimilation into the mainstream culture. Yet public officials in the Southwest treated them as a group apart. Segregation, by law and custom, was common in schools, hospitals, theaters, and other institutions in states with significant Mexican populations. By 1920, nearly all Mexican

children in California and the Southwest were educated in their own schools or classrooms. Phoenix, Arizona, established separate public schools for Indians, Mexicans, blacks, and whites.

Puerto Ricans also occupied an ambiguous position within American society. On the eve of American entry into World War I, Congress terminated the status “citizen of Puerto Rico” and conferred American citizenship on residents of the island. The aim was to dampen support for Puerto Rican independence and to strengthen the American hold on a strategic outpost in the Caribbean. The change did not grant islanders the right to vote for president, or representation in Congress. Puerto Rican men, nonetheless, were subject to the draft and fought overseas. José de Diego, the Speaker of the House of the island’s legislature, wrote the president in 1917 asking that Puerto Rico be granted the democracy the United States was fighting for in Europe.

Even more restrictive were policies toward Asian-Americans. In 1906, the San Francisco school board ordered all Asian students confined to a single public school. When the Japanese government protested, president Theodore Roosevelt persuaded the city to rescind the order. He then negotiated the Gentlemen’s Agreement of 1907 whereby Japan agreed to end migration to the United States except for the wives and children of men already in the country. In 1913, California barred all aliens incapable of becoming naturalized citizens (that is, Asians) from owning or leasing land.

THE COLOR LINE

By far the largest non-white group, African-Americans, were excluded from nearly every Progressive definition of freedom described in Chapter 18. After their disenfranchisement in the South, few could participate in American democracy. Barred from joining most unions and from skilled employment, black workers had little access to “industrial freedom.” A majority of adult black women worked outside the home, but for wages that offered no hope of independence. Predominantly domestic and agricultural workers, they remained unaffected by the era’s laws regulating the hours and conditions of female labor. Nor could blacks, the majority desperately poor, participate fully in the emerging consumer economy, either as employees in the new department stores (except as janitors and cleaning women) or as purchasers of the consumer goods now flooding the marketplace.

Progressive intellectuals, social scientists, labor reformers, and suffrage advocates displayed a remarkable indifference to the black condition. Israel Zangwill did not include blacks in the melting-pot idea popularized by his Broadway play. Walter Weyl waited until the last fifteen pages of *The New Democracy* to introduce the “race problem.” His comment, quoted in the previous chapter, that the chief obstacles to freedom were economic, not political, revealed little appreciation of how the denial of voting rights underpinned the comprehensive system of inequality to which southern blacks were subjected.

Most settlement house reformers accepted segregation as natural and equitable, assuming there should be white settlements for white neighborhoods and black settlements for black. White leaders of the woman suffrage movement said little about black disenfranchisement. In the South, members of upper-class white women’s clubs sometimes raised funds for black schools and community centers. But suffrage leaders insisted that the

vote was a racial entitlement, a “badge and synonym of freedom,” in the words of Rebecca Felton of Georgia, that should not be denied to “free-born white women.” During Reconstruction, women had been denied constitutional recognition because it was “the Negro’s hour.” Now, World War I’s “woman’s hour” excluded blacks. The amendment that achieved woman suffrage left the states free to limit voting by poll taxes and literacy tests. Living in the South, the vast majority of the country’s black women did not enjoy its benefits.

ROOSEVELT, WILSON, AND RACE

The Progressive presidents shared prevailing attitudes concerning blacks. Theodore Roosevelt shocked white opinion by inviting Booker T. Washington to dine with him in the White House and by appointing a number of blacks to federal offices. But in 1906, when a small group of black soldiers shot off their guns in Brownsville, Texas, killing one resident, and none of their fellows would name them, Roosevelt ordered the dishonorable discharge of three black companies—156 men in all, including six winners of the Congressional Medal of Honor. Roosevelt’s ingrained belief in Anglo-Saxon racial destiny (he called Indians “savages” and blacks “wholly unfit for the suffrage”) did nothing to lessen Progressive intellectuals’ enthusiasm for his New Nationalism. Even Jane Addams, one of the few Progressives to take a strong interest in black rights and a founder of the National Association for the Advancement of Colored People (NAACP), went along when the Progressive Party convention of 1912 rejected a civil rights plank in its platform and barred black delegates from the South.

Woodrow Wilson, a native of Virginia, could speak without irony of the South’s “genuine representative government” and its exalted “standards of liberty.” His administration imposed racial segregation in federal departments in Washington, D.C., and dismissed numerous black federal employees. Wilson allowed D. W. Griffith’s film *Birth of a Nation*, which glorified the Ku Klux Klan as the defender of white civilization during Reconstruction, to have its premiere at the White House in 1915. “Have you a ‘new freedom’ for white Americans and a new slavery for your African-American fellow citizens?” William Monroe Trotter, the militant black editor of the *Boston Guardian* and founder of the all-black National Equal Rights League, asked the president.

Blacks subject to disenfranchisement and segregation were understandably skeptical of the nation’s claim to embody freedom and fully appreciated the ways the symbols of liberty could coexist with brutal racial violence. In one of hundreds of lynchings during the Progressive era, a white mob in Springfield, Missouri, in 1906 falsely accused three black men of rape, hanged them from an electric light pole, and burned their bodies in a public orgy of violence. Atop the pole stood a replica of the Statue of Liberty.



A cartoon from the *St. Louis Post-Dispatch*, April 17, 1906, commenting on the lynching of three black men in Springfield, Missouri. The shadow cast by the Statue of Liberty forms a gallows on the ground.

W. E. B. DU BOIS AND THE REVIVAL OF BLACK PROTEST

Black leaders struggled to find a strategy to rekindle the national commitment to equality that had flickered brightly, if briefly, during Reconstruction. No one thought more deeply, or over so long a period, about the black

condition and the challenge it posed to American democracy than the scholar and activist W. E. B. Du Bois. Born in Great Barrington, Massachusetts, in 1868, and educated at Fisk and Harvard universities, Du Bois lived to his ninety-fifth year. The unifying theme of his career was Du Bois's effort to reconcile the contradiction between what he called "American freedom for whites and the continuing subjection of Negroes." His book *The Souls of Black Folk* (1903) issued a clarion call for blacks dissatisfied with the accommodationist policies of Booker T. Washington to press for equal rights. Du Bois believed that educated African-Americans like himself—the "talented tenth" of the black community—must use their education and training to challenge inequality.

In some ways, Du Bois was a typical Progressive who believed that investigation, exposure, and education would lead to solutions for social problems. As a professor at Atlanta University, he projected a grandiose plan for decades of scholarly study of black life in order to make the country aware of racism and point the way toward its elimination. But he also understood the necessity of political action.

In 1905, Du Bois gathered a group of black leaders at Niagara Falls (meeting on the Canadian side since no American hotel would provide accommodations) and organized the Niagara movement, which sought to reinvigorate the abolitionist tradition. "We claim for ourselves," Du Bois wrote in the group's manifesto, "every single right that belongs to a free-born American, political, civil, and social; and until we get these rights we will never cease to protest and assail the ears of America." The Declaration of Principles adopted at Niagara Falls called for restoring to blacks the right to vote, an end to racial segregation, and complete equality in economic and educational opportunity. These would remain the cornerstones of the black struggle for racial justice for decades to come. Four years later, Du Bois joined with a group of mostly white reformers shocked by a lynching in Springfield, Illinois (Lincoln's adult home), to create the National Association for the Advancement of Colored People. The NAACP, as it was known, launched a long struggle for the enforcement of the Fourteenth and Fifteenth Amendments.

The NAACP's legal strategy won a few victories. In *Bailey v. Alabama* (1911), the Supreme Court overturned southern "peonage" laws that made it a crime for sharecroppers to break their labor contracts. Six years later, it ruled unconstitutional a Louisville zoning regulation excluding blacks from living in certain parts of the city (primarily because it interfered with whites' right to sell their property as they saw fit). Overall, however, the Progressive era witnessed virtually no progress toward racial justice. At a time when Americans' rights were being reformulated, blacks, said Moorfield Storey, the NAACP's president, enjoyed a "curious citizenship." They shared obligations like military service, but not "the fundamental rights to which all men are entitled unless we repudiate . . . the Declaration of Independence."



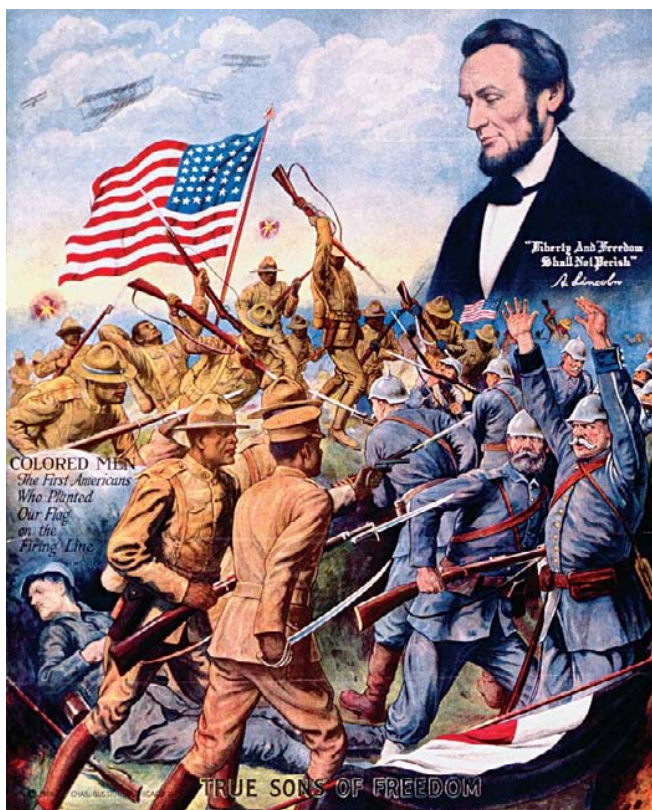
W. E. B. Du Bois, founder of the NAACP and editor of its magazine, *The Crisis*, in his New York office.

CLOSING RANKS

Among black Americans, the wartime language of freedom inspired hopes for a radical change in the country's racial system. With the notable exception of William Monroe Trotter, most black leaders saw American participation in the war as an opportunity to make real the promise of freedom. To Trotter, much-publicized German atrocities were no worse than American lynchings; rather than making the world safe for democracy, the government should worry about "making the South safe for the Negroes." Yet the black press rallied to the war. Du Bois himself, in a widely reprinted editorial in the NAACP's monthly magazine, *The Crisis*, called on African-Americans to "close ranks" and enlist in the army, to help "make our own America a real land of the free."

Black participation in the Civil War had helped to secure the destruction of slavery and the achievement of citizenship. But during World War I, closing ranks did not bring significant gains. The navy barred blacks entirely, and the segregated army confined most of the 400,000 blacks who served in the war to supply units rather than combat. Wilson feared, as he noted in his diary, that the overseas experience would "go to their heads." And the U.S. Army campaigned strenuously to persuade the French not to treat black soldiers as equals—not to eat or socialize with them, or even shake their hands. Contact with African colonial soldiers fighting alongside the British and French did widen the horizons of black American soldiers. But while colonial troops marched in the victory parade in Paris, the Wilson administration did not allow black Americans to participate.

A 1918 poster celebrates black soldiers in World War I as "True Sons of Freedom." At the upper right, Abraham Lincoln looks on, with a somewhat modified quotation from the Gettysburg Address.



THE GREAT MIGRATION AND THE "PROMISED LAND"

Nonetheless, the war unleashed social changes that altered the contours of American race relations. The combination of increased wartime production and a drastic falloff in immigration from Europe once war broke out opened thousands of industrial jobs to black laborers for the first time, inspiring a large-scale migration from South to North. On the eve of World War I, 90 percent of the African-American population still lived in the South. Most northern cities had tiny black populations, and domestic and service work still predominated among both black men and women in the North. But between 1910 and 1920, half a million blacks left the South. The black population of Chicago more than doubled, New York City's rose 66 percent, and smaller industrial cities like Akron, Buffalo, and Trenton showed similar gains.

Many motives sustained the Great Migration—higher wages in northern factories than were available in the South (even if blacks remained confined to menial and unskilled positions), opportunities for educating their children, escape from the threat of lynching, and the prospect of exercising the right to vote. Migrants spoke of a Second Emancipation, of "crossing over Jordan," and of

leaving the realm of pharaoh for the Promised Land. One group from Mississippi stopped to sing, “I am bound for the land of Canaan,” after their train crossed the Ohio River into the North.

The black migrants, mostly young men and women, carried with them “a new vision of opportunity, of social and economic freedom,” as Alain Locke explained in the preface to his influential book, *The New Negro* (1925). Yet the migrants encountered vast disappointments—severely restricted employment opportunities, exclusion from unions, rigid housing segregation, and outbreaks of violence that made it clear that no

region of the country was free from racial hostility. More white southerners than blacks moved north during the war, often with similar economic aspirations. But the new black presence, coupled with demands for change inspired by the war, created a racial tinderbox that needed only an incident to trigger an explosion.

Table 19.1 THE GREAT MIGRATION

<i>City</i>	<i>Black Population, 1910</i>	<i>Black Population, 1920</i>	<i>Percent Increase</i>
New York	91,709	152,467	66.3%
Philadelphia	84,459	134,229	58.9
Chicago	44,103	109,458	148.2
St. Louis	43,960	69,854	58.9
Detroit	5,741	40,838	611.3
Pittsburgh	25,623	37,725	47.2
Cleveland	8,448	34,451	307.8

RACIAL VIOLENCE, NORTH AND SOUTH

Dozens of blacks were killed during a 1917 riot in East St. Louis, Illinois, where employers had recruited black workers in an attempt to weaken unions (most of which excluded blacks from membership). In 1919, more than 250 persons died in riots in the urban North. Most notable was the violence in Chicago, touched off by the drowning by white bathers of a black teenager who accidentally crossed the unofficial dividing line between black and white beaches on Lake Michigan. The riot that followed raged for five days and involved pitched battles between the races throughout the city. By the time the National Guard restored order, 38 persons had been killed and more than 500 injured.

Violence was not confined to the North. In the year after the war ended, seventy-six persons were lynched in the South, including several returning black veterans wearing their uniforms. In Phillips County, Arkansas, attacks on striking black sharecroppers by armed white vigilantes left as many as 200 persons dead and required the intervention of the army to restore order. The worst race riot in American history occurred in Tulsa, Oklahoma, in 1921, when more than 300 blacks were killed and over 10,000 left homeless after a white mob, including police and National Guardsmen, burned an all-black section of the city to the ground. The violence erupted after a group of black veterans tried to prevent the lynching of a youth who had accidentally tripped and fallen on a white female elevator operator, causing rumors of rape to sweep the city.

THE RISE OF GARVEYISM

World War I kindled a new spirit of militancy. The East St. Louis riot of 1917 inspired a widely publicized Silent Protest Parade on New York’s



The silent parade down Fifth Avenue, July 28, 1917, in which 10,000 black marchers protested the East St. Louis race riot.

Fifth Avenue in which 10,000 blacks silently carried placards reading, “Mr. President, Why Not Make America Safe for Democracy?” In the new densely populated black ghettos of the North, widespread support emerged for the Universal Negro Improvement Association, a movement for African independence and black self-reliance launched by Marcus Garvey, a recent immigrant from Jamaica. Freedom for Garveyites meant national self-determination. Blacks, they insisted, should enjoy the same internationally recognized identity enjoyed by other peoples in the aftermath of the war. “Everywhere we hear the cry of freedom,” Garvey proclaimed in 1921. “We desire a freedom that will lift us to the common standard of all men, . . . freedom that will give us a chance and opportunity to rise to the fullest of our ambition and that we cannot get in countries where other men rule and dominate.” Du Bois and other established black leaders viewed Garvey as little more than a demagogue. They applauded when

the government deported him after a conviction for mail fraud. But the massive following his movement achieved testified to the sense of betrayal that had been kindled in black communities during and after the war.

1919

A WORLDWIDE UPSURGE

The combination of militant hopes for social change and disappointment with the war’s outcome was evident far beyond the black community. In the Union of Soviet Socialist Republics (or Soviet Union), as Russia had been renamed after the revolution, Lenin’s government had nationalized landholdings, banks, and factories and proclaimed the socialist dream of a workers’ government. The Russian Revolution and the democratic aspirations unleashed by World War I sent tremors of hope and fear throughout the world. Like 1848 and, in the future, 1968, 1919 was a year of worldwide social and political upheaval. Inspired by Lenin’s call for revolution, communist-led governments came to power in Bavaria (a part of Germany) and Hungary. General strikes demanding the fulfillment of wartime promises of “industrial democracy” took place in Belfast, Glasgow, and Winnipeg. In Spain, anarchist peasants began seizing land. Crowds in India challenged British rule, and nationalist movements in other colonies demanded independence. “We are living and shall live all our lives in a revolutionary world,” wrote Walter Lippmann.

The worldwide revolutionary upsurge produced a countervailing mobilization by opponents of radical change. Even as they fought the Germans,

the Allies viewed the Soviet government as a dire threat and attempted to overturn it. In the summer of 1918, Allied expeditionary forces—British, French, Japanese, and Americans—landed in Russia to aid Lenin’s opponents in the civil war that had engulfed the country. The last of them did not leave until 1920.

Wilson’s policies toward the Soviet Union revealed the contradictions within the liberal internationalist vision. On the one hand, in keeping with the principles of the Fourteen Points and its goal of a worldwide economic open door, Wilson hoped to foster trade with the new government. On the other, fear of communism as a source of international instability and a threat to private property inspired military intervention in Russia. The Allies did not invite the Soviet Union to the Versailles peace conference, and Wilson refused to extend diplomatic recognition to Lenin’s government. The Soviet regime survived, but in the rest of the world the tide of change receded. By the fall, the mass strikes had been suppressed and conservative governments had been installed in central Europe. Anticommunism would remain a pillar of twentieth-century American foreign policy.

UPHEAVAL IN AMERICA

In the United States, 1919 also brought unprecedented turmoil. It seemed all the more disorienting for occurring in the midst of a worldwide flu epidemic that killed between 20 and 40 million persons, including nearly 700,000 Americans. Racial violence, as noted above, was widespread. In June, bombs exploded at the homes of prominent Americans, including the attorney general, A. Mitchell Palmer, who escaped uninjured. Among aggrieved American workers, wartime language linking patriotism with democracy and freedom inspired hopes that an era of social justice and economic empowerment was at hand. In 1917, Wilson had told the AFL, “While we are fighting for freedom, we must see to it among other things that labor is free.” Labor took him seriously—more seriously, it seems, than Wilson intended. The government, as one machinist put it, had “proclaimed to the World that the freedom and democracy we are fighting for shall be practiced in the industries of America.”

By the war’s end, many Americans believed that the country stood on the verge of what Herbert Hoover called “a new industrial order.” Sidney Hillman, leader of the garment workers’ union, was one of those caught up in the utopian dreams inspired by the war and reinforced by the Russian Revolution. “One can hear the footsteps of the Deliverer,” he wrote. “Labor will rule and the World will be free.” In 1919, more than 4 million workers engaged in strikes—the greatest wave of labor unrest in American history. There were walkouts, among many others, by textile workers, telephone operators, and Broadway actors. Throughout the country, workers appropriated the imagery and rhetoric of the war, parading in army uniforms with Liberty buttons, denouncing their employers as “kaisers,” and demanding “freedom in the workplace.” They were met by an unprecedented mobilization of employers, government, and private patriotic organizations.

The strike wave began in January 1919 in Seattle, where a walkout of shipyard workers mushroomed into a general strike that for once united



An advertisement placed by a steel company in a Pittsburgh newspaper announces, in several languages, that the steel strike of 1919 “has failed.” The use of the figure of Uncle Sam illustrates how the companies clothed their anti-union stance in the language of patriotism.



Local police with literature seized from a Communist Party office in Cambridge, Massachusetts, November 1919.

AFL unions and the IWW. For five days, a committee of labor leaders oversaw city services, until federal troops arrived to end the strike. In September, Boston policemen struck for higher wages and shorter working hours. Declaring “there is no right to strike against the public safety,” Massachusetts governor Calvin Coolidge called out the National Guard to patrol the city and fired the entire police force. In the nation’s coalfields, a company manager observed, wartime propaganda had raised unrealistic expectations among workers, who took the promise of “an actual emancipation” too “literally.” When the war ended, miners demanded an end to company absolutism. Their strike was ended by a court injunction obtained by Attorney General Palmer.

THE GREAT STEEL STRIKE

The wartime rhetoric of economic democracy and freedom helped to inspire the era’s greatest labor uprising, the 1919 steel strike. Centered in Chicago, it united some 365,000 mostly immigrant workers in demands for union recognition, higher wages, and an eight-hour workday. Before 1917, the steel mills were little autocracies where managers arbitrarily established wages and working conditions and suppressed all efforts at union organizing. During the war, workers flooded into the Amalgamated Association, the union that had been nearly destroyed by its defeat at Homestead a generation earlier. By the end of 1918, they had won an eight-hour day. Employers’ anti-union activities resumed following the armistice that ended the fighting. “For why this war?” asked one Polish immigrant steelworker at a union meeting. “For why we buy Liberty bonds? For the mills? No, for freedom and America—for everybody. No more [work like a] horse and wagon. For eight-hour day.”

In response to the strike, steel magnates launched a concerted counterattack. Employers appealed to anti-immigrant sentiment among native-born workers, many of whom returned to work, and conducted a propaganda campaign that associated the strikers with the IWW, communism, and disloyalty. “Americanism vs. Alienism” was the issue of the strike, declared the *New York Tribune*. With middle-class opinion having turned against the labor movement and the police in Pittsburgh assaulting workers on the streets, the strike collapsed in early 1920.

THE RED SCARE

Many Progressives hoped to see the wartime apparatus of economic planning continue after 1918. The Wilson administration, however, quickly dismantled the agencies that had established controls over industrial production and the labor market, although during the 1930s they would serve as models for some policies of Franklin D. Roosevelt’s New Deal. Wartime repression of dissent, however, continued. It reached its peak with the Red Scare of 1919–1920, a short-lived but intense period of political intolerance inspired by the postwar strike wave and the social tensions and fears generated by the Russian Revolution.

Convinced that episodes like the steel strike were part of a worldwide communist conspiracy, Attorney General A. Mitchell Palmer in November

1919 and January 1920 dispatched federal agents to raid the offices of radical and labor organizations throughout the country. They carried search warrants so broad that they reminded those with a sense of history of the writs of assistance against which James Otis had eloquently protested as being destructive of liberty in 1761. The Palmer Raids were overseen by the twenty-four-year-old director of the Radical Division of the Justice Department, J. Edgar Hoover. More than 5,000 persons were arrested, most of them without warrants, and held for months without charge. The government deported hundreds of immigrant radicals, including Emma Goldman, the prominent radical speaker mentioned in the previous chapter. Hoover also began compiling files on thousands of Americans suspected of holding radical political ideas, a practice he would later continue as head of the Federal Bureau of Investigation.

The abuse of civil liberties in early 1920 was so severe that Palmer came under heavy criticism from Congress and much of the press. Secretary of Labor Louis Post began releasing imprisoned immigrants, and the Red Scare collapsed. Even the explosion of a bomb outside the New York Stock Exchange in September 1920, which killed forty persons, failed to rekindle it. (The perpetrators of this terrorist explosion, the worst on American soil until the Oklahoma City bombing of 1995, were never identified.) The reaction to the Palmer Raids planted the seeds for a new appreciation of the importance of civil liberties that would begin to flourish during the 1920s. But in their immediate impact, the events of 1919 and 1920 dealt a devastating setback to radical and labor organizations of all kinds and kindled an intense identification of patriotic Americanism with support for the political and economic status quo. The IWW had been effectively destroyed, and many moderate unions lay in disarray. The Socialist Party crumbled under the weight of governmental repression (the New York legislature expelled five Socialist members, and Congress denied Victor Berger the seat to which he had been elected from Wisconsin) and internal differences over the Russian Revolution.

WILSON AT VERSAILLES

The beating back of demands for fundamental social change was a severe rebuke to the hopes with which so many Progressives had enlisted in the war effort. Wilson's inability to achieve a just peace based on the Fourteen Points compounded the sense of failure. Late in 1918, the president traveled to France to attend the Versailles peace conference. Greeted by ecstatic Paris crowds, he declared that American soldiers had come to Europe "as crusaders, not merely to win a war, but to win a cause . . . to lead the world on the way of liberty." But he proved a less adept negotiator than

Part of the crowd that greeted President Woodrow Wilson in November 1918 when he traveled to Paris to take part in the peace conference. An electric sign proclaims "Long Live Wilson."



World War I and the Versailles Treaty redrew the map of Europe and the Middle East. The Austro-Hungarian and Ottoman empires ceased to exist, and Germany and Russia were reduced in size. A group of new states emerged in eastern Europe, embodying the principle of self-determination, one of Woodrow Wilson's Fourteen Points.

his British and French counterparts, David Lloyd George and Georges Clemenceau.

While the Fourteen Points had called for “open covenants openly arrived at,” the negotiations were conducted in secret. The Versailles Treaty did accomplish some of Wilson’s goals. It established the League of Nations, the body central to his vision of a new international order. It applied the principle of self-determination to eastern Europe and redrew the map of that region. From the ruins of the Austro-Hungarian empire and parts of Germany and czarist Russia, new European nations emerged from the war—Finland, Poland, Czechoslovakia, Austria, Hungary, Latvia, Lithuania, Estonia, and Yugoslavia. Some enjoyed ethno-linguistic unity, while others comprised unstable combinations of diverse nationalities.

Despite Wilson’s pledge of a peace without territorial acquisitions or vengeance, the Versailles Treaty was a harsh document that all but guaranteed future conflict in Europe. Clemenceau won for France the right to occupy the Saar Basin and Rhineland—iron- and coal-rich parts of Germany. The treaty placed strict limits on the size of Germany’s future

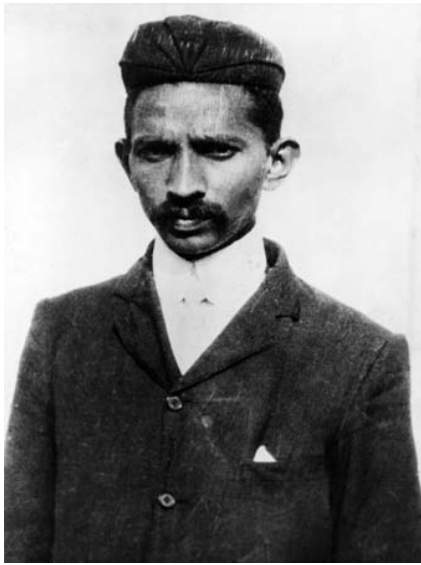


army and navy. Lloyd George persuaded Wilson to agree to a clause declaring Germany morally responsible for the war and setting astronomical reparations payments (they were variously estimated at between \$33 billion and \$56 billion), which crippled the German economy.

THE WILSONIAN MOMENT

To many people around the world, the Great War seemed like a civil war among the nations of Europe. The carnage destroyed European claims that theirs was a higher civilization, which gave them the right to rule over more barbaric peoples. In this sense, it helped to heighten the international prestige of the United States, a latecomer to the war. Like the ideals of the American Revolution, the Wilsonian rhetoric of self-determination reverberated across the globe, especially among oppressed minorities (including blacks in the United States) and colonial peoples seeking independence. In fact, these groups took Wilson's rhetoric more seriously than he did. Despite his belief in self-determination, he had supported the American





Mahatma Gandhi, pictured here in 1919, became the leader of the nonviolent movement for independence for India. He was among those disappointed by the failure of the Versailles peace conference to apply the principle of self-determination to the colonial world.

annexation of the Philippines, believing that colonial peoples required a long period of tutelage before they were ready for independence.

Nonetheless, Wilsonian ideals quickly spread around the globe—not simply the idea that government must rest on the consent of the governed, but also Wilson’s stress on the “equality of nations,” large and small, and that international disputes should be settled by peaceful means rather than armed conflict. These stood in sharp contrast to the imperial ideas and practices of Europe. In Eastern Europe, whose people sought to carve new, independent nations from the ruins of the Austro-Hungarian and Ottoman empires, many considered Wilson a “popular saint.” The leading Arabic newspaper *Al-Ahram*, published in Egypt, then under British rule, gave extensive coverage to Wilson’s speech asking Congress to declare war in the name of democracy, and to the Fourteen Points, and translated the Declaration of Independence into Arabic for its readers. In Beijing, students demanding that China free itself of foreign domination gathered at the American embassy shouting, “Long live Wilson.” Japan proposed to include in the charter of the new League of Nations a clause recognizing the equality of all people, regardless of race. Hundreds of letters, petitions, and declarations addressed to President Wilson made their way to the Paris headquarters of the American delegation to the peace conference. Few reached the president, as his private secretary, Gilbert Close, carefully screened his mail.

Outside of Europe, however, the idea of “self-determination” was still-born. When the peace conference opened, Secretary of State Robert Lansing warned that the phrase was “loaded with dynamite” and would “raise hopes which can never be realized.” Wilson’s language, he feared, had put “dangerous” ideas “into the minds of certain races” and would inspire “impossible demands, and cause trouble in many lands.” As Lansing anticipated, advocates of colonial independence descended on Paris to lobby the peace negotiators. Arabs demanded that a unified independent state be carved from the old Ottoman empire in the Middle East. Nguyen That Thanh, a young Vietnamese patriot working in Paris, pressed his people’s claim for greater rights within the French empire. Citing the Declaration of Independence, he appealed unsuccessfully to Wilson to help bring an end to French rule in Vietnam. W. E. B. Du Bois organized a Pan-African Congress in Paris that put forward the idea of a self-governing nation to be carved out of Germany’s African colonies. Koreans, Indians, Irish, and others also pressed claims for self-determination.

The British and French, however, had no intention of applying this principle to their own empires. They rebuffed the pleas of colonial peoples for self-rule. During the war, the British had encouraged Arab nationalism as a weapon against the Ottoman empire and had also pledged to create a homeland in Palestine for the persecuted Jews of Europe. In fact, the victors of World War I divided Ottoman territory into a series of new territories, including Syria, Lebanon, Iraq, and Palestine, controlled by the victorious Allies under League of Nations “mandates.” South Africa, Australia, and Japan acquired former German colonies in Africa and Asia. Nor did Ireland achieve its independence at Versailles. Only at the end of 1921 did Britain finally agree to the creation of the Irish Free State, while continuing to rule the northeastern corner of the island. As for the Japanese proposal to establish the principle of racial equality, Wilson, with the support of Great Britain and Australia, engineered its defeat.

THE SEEDS OF WARS TO COME

Du Bois, as noted above, had hoped that black participation in the war effort would promote racial justice at home and self-government for colonies abroad. “We return,” he wrote in *The Crisis* in May 1919, “we return from fighting, we return fighting. Make way for Democracy!” But the war’s aftermath both in the United States and overseas left him bitterly disappointed. Du Bois concluded that Wilson had “never at any single moment meant to include in his democracy” black Americans or the colonial peoples of the world. “Most men today,” he complained, “cannot conceive of a freedom that does not involve somebody’s slavery.” In 1903, in *The Souls of Black Folk*, Du Bois had made the memorable prediction that “the problem of the twentieth century is the problem of the color-line.” He now forecast a “fight for freedom” that would pit “black and brown and yellow men” throughout the world against racism and imperialism.

Disappointment at the failure to apply the Fourteen Points to the non-European world created a pervasive cynicism about Western use of the language of freedom and democracy. Wilson’s apparent willingness to accede to the demands of the imperial powers helped to spark a series of popular protest movements across the Middle East and Asia, and the rise of a new anti-Western nationalism. It inspired the May 4 movement in China, a mass protest against the decision at the Versailles peace conference to award certain German concessions (parts of China governed by foreign powers) to Japan. Some leaders, like Nguyen That Thanh, who took the name Ho Chi Minh, turned to communism, in whose name he would lead Vietnam’s long and bloody struggle for independence. The Soviet leader Lenin, in fact, had spoken of “the right of nations to self-determination” before Wilson, and with the collapse of the Wilsonian moment. Lenin’s reputation in the colonial world began to eclipse that of the American president. But whether communist or not, these movements announced the emergence of anticolonial nationalism as a major force in world affairs, which it would remain for the rest of the twentieth century.

“Your liberalness,” one Egyptian leader remarked, speaking of Britain and America, “is only for yourselves.” Yet ironically, when colonial peoples demanded to be recognized as independent members of the international community, they would invoke both the heritage of the American Revolution—the first colonial struggle that produced an independent nation—and the Wilsonian language whereby the self-governing nation-state is the most legitimate political institution, and all nations deserve equal respect.

As Du Bois recognized, World War I sowed the seeds not of a lasting peace but of wars to come. German resentment over the peace terms would help to fuel the rise of Adolf Hitler and the coming of World War II. In the breakup of Czechoslovakia and Yugoslavia, violence over the status of Northern Ireland, and the seemingly unending conflict in the Middle East between Arabs and Israelis, the world was still haunted by the ghost of Versailles.

THE TREATY DEBATE

One final disappointment awaited Wilson on his return from Europe. He viewed the new League of Nations as the war’s finest legacy. But many



Interrupting the Ceremony, a 1918 cartoon from the *Chicago Tribune*, depicts Senate opponents of the Versailles Treaty arriving just in time to prevent the United States from becoming permanently ensnared in “foreign entanglements” through the League of Nations.

Americans feared that membership in the League would commit the United States to an open-ended involvement in the affairs of other countries. Wilson asserted that the United States could not save the world without being continually involved with it. His opponents, led by Senator Henry Cabot Lodge of Massachusetts, argued that the League threatened to deprive the country of its freedom of action.

A considerable majority of senators would have accepted the treaty with “reservations” ensuring that the obligation to assist League members against attack did not supercede the power of Congress to declare war. As governor of New Jersey and as president, Wilson had proved himself to be a skilled politician capable of compromising with opponents. In this case, however, convinced that the treaty reflected “the hand of God,” Wilson refused to negotiate with congressional leaders. In October 1919, in the midst of the League debate, Wilson suffered a serious stroke. Although the extent of his illness was kept secret, he remained incapacitated for the rest of his term. In effect, his wife, Edith, headed the government for the next seventeen months. In November 1919 and again in March 1920, the Senate rejected the Versailles Treaty.

American involvement in World War I lasted barely nineteen months, but it cast a long shadow over the following decade—and, indeed, the rest of the century. In its immediate aftermath, the country retreated from international involvements. But in the long run, Wilson’s combination of idealism and power politics had an enduring impact. His appeals to democracy, open markets, and a special American mission to instruct the world in freedom, coupled with a willingness to intervene abroad militarily to promote American interests and values, would create the model for twentieth-century American international relations.

On its own terms, the war to make the world safe for democracy failed. Even great powers cannot always bend the world to their purposes. The war brought neither stability nor democracy to most of the world, and it undermined freedom in the United States. It also led to the eclipse of Progressivism. Republican candidate Warren G. Harding, who had no connection with the party’s Progressive wing, swept to victory in the presidential election of 1920. Harding’s campaign centered on a “return to normalcy” and a repudiation of what he called “Wilsonism.” He received 60 percent of the popular vote. Begun with idealistic goals and grand hopes for social change, American involvement in the Great War laid the foundation for one of the most conservative decades in the nation’s history.

SUGGESTED READING

BOOKS

Bederman, Gail. *Manliness and Civilization: A Cultural History of Race and Gender in the United States, 1880–1917* (1995). Explores how ideas concerning civilization and gender affected American foreign policy.

- Dawley, Alan. *Changing the World: American Progressives in War and Revolution* (2003). Presents the war as a fulfillment and betrayal of the Progressive impulse.
- Gilmore, Glenda E. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896–1920* (1996). A careful study of how black and white women negotiated the boundaries of segregation in a southern state.
- Green, Elna C. *Southern Strategies: Southern Women and the Woman Suffrage Question* (1997). Describes how southern women campaigned for the vote without challenging the subordinate status of African-Americans.
- Greene, Julie. *The Canal Builders: Making American Empire at the Panama Canal* (2009). Tells the story of the construction of the Panama Canal and the tens of thousands of workers who did the work.
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- Healy, David. *Drive to Hegemony: The United States in the Caribbean, 1898–1917* (1988). Examines American foreign policy in the Caribbean from McKinley to Wilson.
- Kennedy, David M. *Over Here: The First World War and American Society* (1980). A comprehensive account of how the war affected domestic life in the United States.
- Knock, Thomas J. *To End All Wars: Woodrow Wilson and the Quest for a New World Order* (1992). Discusses Wilson's internationalist vision and how it led the United States into a successful war and a failed peace.
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- The Bisbee Deportation of 1917: www.library.arizona.edu/exhibits/bisbee/



CHAPTER REVIEW

REVIEW QUESTIONS

1. Explain the role of the United States in the global economy by 1920.
2. Explain how building the Panama Canal reflected American global expansion as well as U.S. racial attitudes.
3. What did President Wilson mean by “moral imperialism,” and what measures were taken to apply this to Latin America?
4. Describe how World War I was a blow to the ideals of a “superior” Western civilization and to global socialism.
5. Why did Progressives see in the expansion of governmental powers in wartime an opportunity to reform American society?
6. What were the goals and methods of the Committee on Public Information during World War I?
7. Give some wartime examples of coercive patriotism and describe their effects.
8. Identify the goals of those pressing for global change in 1919, and of those who opposed them.
9. What were the major causes—both real and imaginary—of the Red Scare?
10. Describe how World War I and the U.S. failure to join the League of Nations sowed the seeds of future twentieth-century wars.



FREEDOM QUESTIONS

1. Explain how the Committee on Public Information supported the war effort by promoting freedom and democracy abroad while there were restrictions on both in the United States.
2. What were the effects of the war effort on the freedoms of people in the United States?
3. What were the experiences of the following groups during the war: German-Americans, Mexicans, Puerto Ricans, Asian-Americans, and African-Americans?
4. What were the major arguments made by W. E. B. Du Bois in his efforts to expand civil rights in America?
5. Explain how Wilsonian ideals and rhetoric spread around the globe, promoting calls for freedom and independence among colonial peoples.



KEY TERMS

- "liberal internationalism" (p. 769)
- Panama Canal Zone (p. 772)
- yellow fever (p. 772)
- Roosevelt Corollary (p. 772)
- "moral imperialism" (p. 773)
- sinking of the *Lusitania* (p. 777)
- Zimmerman Telegram (p. 778)
- Fourteen Points (p. 778)
- Selective Service Act (p. 780)
- War Industries Board (p. 780)
- Committee on Public Information (p. 781)
- Espionage Act (p. 786)
- Sedition Act (p. 786)
- American Protective League (p. 787)
- intelligence quotient (IQ) (p. 794)
- Brownsville affair (p. 796)
- National Association for the Advancement of Colored People (p. 796)
- Garveyites (p. 800)
- United States in Russia (p. 801)
- Red Scare (p. 802)

REVIEW TABLE

Wartime and Freedom

Event	Date	Consequences
Espionage Act	1917	Restricted freedom of speech by prohibiting "false statements" that might impede military success
American Protective League	1917–1919	Members spied on their neighbors in order to identify radicals and critics of the war to the federal government
Anti-German Crusade	1917–1919	Prowar organizations targeted the use of German and expressions of German culture, banning German music and changing German names
Red Scare and Palmer Raids	1919–1920	Over five thousand persons are arrested without warrants and held without charge, while hundreds of others are deported; government collects files on suspected radicals; IWW targeted by business and governmental opponents