

The Women's Movement

Essential Question

What were the effects of the women's rights movement of the middle to late 1800s?

Reading Guide

Content Vocabulary

suffrage (p. 435) coeducation (p. 437)

Academic Vocabulary

capable (p. 437) ministry (p. 438)

Key People and Events

Lucretia Mott (p. 435)

Elizabeth Cady Stanton (p. 435)

Susan B. Anthony (p. 437)

Catherine Beecher (p. 437)

Emma Hart Willard (p. 437)

Mary Lyon (p. 438)

Elizabeth Blackwell (p. 438)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to identify the contributions these individuals made to women's rights.

| Individual | Contribution |
|------------------------|--------------|
| Lucretia Mott | |
| Elizabeth Cady Stanton | |
| Susan B. Anthony | |

American Diary

When Lucy Stone attended college, she faced many challenges. Her daughter, Alice Stone Blackwell, recalled, "At the low wages then paid to women, it took Lucy nine years to save up money enough to enter college." Stone attended Oberlin College in Ohio, which was the first college in the United States to admit women. Stone graduated from Oberlin in 1847 and became a strong supporter of women's rights.

—from Lucy Stone: Pioneer of Woman's Rights

Mount Holyoke Female Seminary in South Hadley, Massachusetts, was the first women's college in the United States.

Women and Reform

Main Idea Women organized to win equal rights.

History and You Can you imagine a time when women were not allowed to vote and had limited access to education and jobs? Read to learn how women worked to change their status in America.

Many women abolitionists also worked for women's rights. Like many of the women reformers, **Lucretia Mott** was a Quaker. Quaker women enjoyed a certain amount of equality in their own communities. Mott helped fugitive enslaved workers and organized the Philadelphia Female Anti-Slavery Society. At the world antislavery convention in London, she met **Elizabeth Cady Stanton**. There, they joined forces to work for women's rights.

The Seneca Falls Convention

In July 1848, Stanton, Mott, and other women organized the first women's rights convention in Seneca Falls, New York. About 200 women and 40 men attended.

The convention issued a Declaration of Sentiments and Resolutions. The declaration

called for an end to laws that discriminated against women. It also demanded that women be allowed to enter the all-male world of trades, professions, and businesses. The most controversial issue at the Seneca Falls Convention, however, was about **suffrage**, or the right to vote.

Elizabeth Stanton insisted that the declaration include a demand for woman suffrage. The delegates, however, thought the idea of women voting was too radical. Lucretia Mott told her friend, "Lizzie, thee will make us ridiculous." Standing with Stanton, the abolitionist Frederick Douglass argued powerfully for women's right to vote. After a heated debate, the convention voted to include the demand for woman suffrage in the United States.

Growth of the Women's Movement

The Seneca Falls Convention paved the way for the growth of the women's rights movement. During the 1800s women held several national conventions, including the first national women's rights convention, in Worcester, Massachusetts. A number of reformers, both male and female, joined the growing movement.

Time Line Women's Rights

Struggling for Equality Women who fought to end slavery also began to argue for their own rights and an equal place in society.

★ **1833** Oberlin College admits women and African Americans

★ **1844** Female textile workers in Massachusetts form labor association

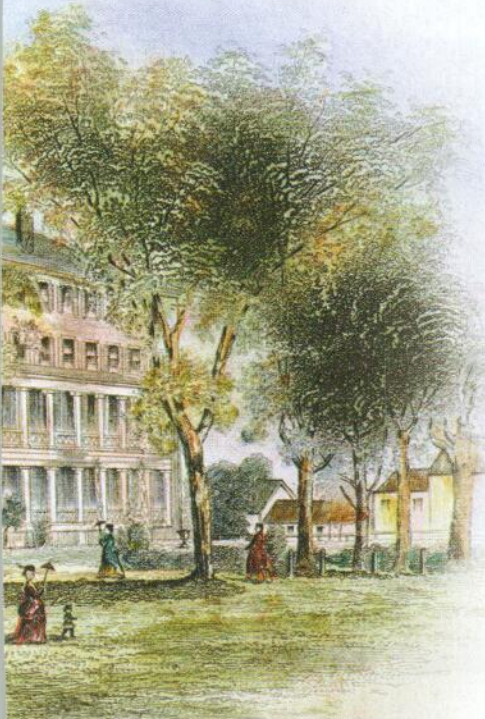
★ **1837** Mary Lyon establishes Mount Holyoke Female Seminary

★ **1848** First women's rights convention held in Seneca Falls, New York

◀ Mary Lyon

Critical Thinking

Speculating Why do you think the Declaration of Independence is often referred to by people struggling to gain rights?



The Seneca Falls Declaration

The first women's rights convention adopted resolutions proclaiming women's equality and calling for women's right to vote, to speak publicly, and to run for office. Before the meeting, the women published a "Declaration of Sentiments" in the local newspaper to state their goals.



▲ Elizabeth Cady Stanton

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have **hitherto** occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are **endowed** by their Creator with certain **inalienable** rights; that among these are life, liberty, and the pursuit of happiness. . . .

The history of mankind is a history of **repeated injuries and usurpations** on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world. . . .

Now, in view of this entire **disfranchisement** of one-half the people of this country, their social and religious **degradation**—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

This document reflects the ideas in the Declaration of Independence. Like the patriots of 1776, women are announcing the need for revolutionary change.

Here two important words—*and women*—are added to Thomas Jefferson's famous phrase.

During this time, husbands were legal masters of their wives.

A list of specific grievances follows this paragraph.

In addition to the right to vote, most educational and employment opportunities at this time were unavailable to women.

In 1920—more than 70 years after Seneca Falls—American women finally gained the right to vote.

VOCABULARY

hitherto (HIH • thuhr • TOO): before
endowed (ihn • DAU • ehd): provided
inalienable (ih • NAYL • yuh • nuh • buhl): impossible to surrender
usurpations (yoo • suhr • PAY • shuhnz): wrongful seizures of power
disfranchisement (DIHS • FRAN • CHYZ • muhnt): deprivation of rights, especially the right to vote
degradation (DEH • gruh • DAY • shuhn): lowering in status

Critical Thinking

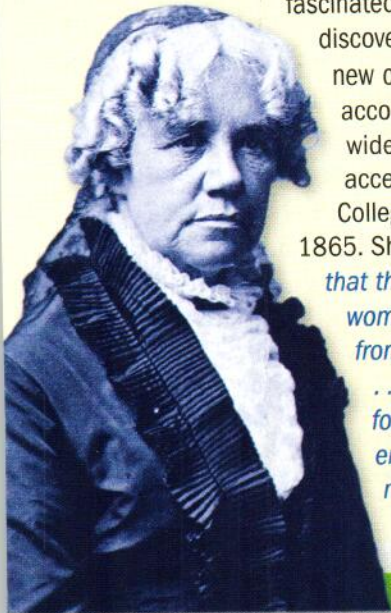
- Drawing Conclusions** Why did the authors of this document use the Declaration of Independence as a model?
- Speculating** How do you think the authors would have responded to critics who ridiculed them as being too bold?
- Making Inferences** How did this document, along with the women's convention, help women acquire more rights?

People IN HISTORY

Maria Mitchell

First professional woman astronomer

Mitchell was educated by her father and became fascinated with astronomy. She discovered the orbit of a new comet in 1847, and her accomplishments became widely known. Mitchell accepted a position at Vassar College when it opened in 1865. She wrote, "It seems to me that the needle is the chain of woman. . . . Emancipate her from the 'stitch, stitch, stitch,' . . . and she would have time for studies which would engross as the needle never can."



Mary Lyon

Founder of Mount Holyoke



After working as a teacher for 20 years, Lyon began raising funds for Mount Holyoke Female Seminary in 1834. She became the school's first principal when it opened in 1837. Lyon wrote that women should be educated in order to "promote human happiness. To advance everything excellent. . . . Promote the best interests of this life & that which is to come. . . . The great secret of the whole in some respects is female education."

CRITICAL Thinking

1. **Analyzing** What beliefs did Maria Mitchell and Mary Lyon share?
2. **Identifying** What did Mitchell mean by the phrase "the needle is the chain of woman"?

Susan B. Anthony was the daughter of a Quaker abolitionist in New York. Anthony worked for women's rights and temperance. She called for equal pay for women, college training for girls, and **coeducation**—the teaching of males and females together. Anthony organized the country's first women's temperance association, the Daughters of Temperance.

Anthony met Elizabeth Cady Stanton at a temperance meeting in 1851. They became lifelong friends and partners in the struggle for women's rights and suffrage. For the rest of the century, Anthony and Stanton led the women's movement. They worked with other women to win the right to vote. Beginning with Wyoming in 1890, several states granted women suffrage. It would not be until 1920, however, that women would gain the right to vote throughout the United States.

Reading Check **Explaining** What is suffrage?

Progress by Women

Main Idea Women made progress in achieving equality in education, marriage laws, and professional employment.

History and You Are there some laws that you consider unfair or unjust? Read to learn how some women worked to change laws and social customs that they thought were unjust.

Pioneers in women's education began to call for more opportunity. Early champions such as **Catherine Beecher** and **Emma Hart Willard** believed that women should be educated for their traditional roles in life. They also thought that women could be **capable**, or skillful, teachers. The Milwaukee College for Women created courses based on Beecher's ideas "to train women to be healthful, intelligent, and successful wives, mothers, and housekeepers."

Education

Some young women began to make their own opportunities. They broke the barriers to female education and helped other women do the same.

After her marriage, Emma Willard educated herself in subjects considered suitable only for males, such as science and mathematics. In 1821 Willard set up the Troy Female Seminary in upstate New York. Willard's seminary taught mathematics, history, geography, and physics, as well as the usual homemaking subjects.

Mary Lyon established Mount Holyoke Female Seminary in Massachusetts in 1837. She modeled its curriculum on that of nearby Amherst College.

Marriage and Family Laws

During the mid to late 1800s, women made some gains in marriage and property laws. New York, Pennsylvania, Indiana, Wisconsin, Mississippi, and the new state of California recognized the right of women to own property after their marriage.

Some states passed laws permitting divorced women to share the guardianship of their children with their husbands. Indiana

was the first of several states that allowed women to seek divorce if their husbands were chronic abusers of alcohol.

Breaking Barriers

In the 1800s, women had few career choices. They could become elementary teachers, but school boards often paid lower salaries to women than to men. Employment in professions that were dominated by men, such as medicine and the **ministry**, or Christian service, was even more difficult. Some strong-minded women, however, succeeded.

For example, **Elizabeth Blackwell's** medical school application was turned down repeatedly. Finally accepted by Geneva College in New York, Blackwell graduated first in her class and achieved fame as a doctor.

Despite the accomplishments of notable women, and their gains in education, state laws, and employment opportunities, women remained limited by social customs and expectations. Women had just begun the long struggle to achieve their goal of equality.

 **Reading Check** **Identifying** What gains were made by women in the field of education?

Section 3 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

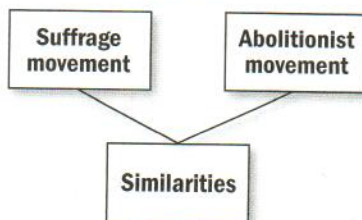
1. Write a short paragraph about the women's movement of the middle to late 1800s that uses the following terms correctly: **suffrage**, **coeducation**, **capable**, **ministry**.

Main Ideas

2. **Listing** What opportunities were reserved for males in the middle to late 1800s?
3. **Explaining** Describe the rights within marriage that women gained in the 1800s.

Critical Thinking

4. **Making Connections** Many reformers in the 1800s focused on abolition and woman suffrage. Use a diagram like the one below to help you consider ways in which the two movements were similar.



5. **Expository Writing** What arguments might have been used by women who supported suffrage? You are a female pioneer traveling west. Write a paragraph explaining why women should have the right to vote.

Answer the Essential Question

6. What were the effects of the women's rights movement of the middle to late 1800s?