

## LESSON PLAN: SCAVENGER HUNT

### TO TEACHERS:

The Scavenger Hunt activity is best suited for use in the *Enterprising Women* exhibit. But if you can't visit the exhibit, you can modify this plan and conduct it in school. You can use images found on the Internet at [enterprisingwomenexhibit.org](http://enterprisingwomenexhibit.org), or in the exhibition book by Virginia G. Drachman, available in paperback, published by the University of North Carolina Press and on the Web site.

Like all scavenger hunts, the goal of this activity is to locate specific objects. They may be two- or three-dimensional. They may include clothing, advertisements, broadsides, newspapers, photographs, legal documents, or equipment. They may be items of clear historical value or everyday, mundane items. To be successful, students are encouraged to read the text on the *Enterprising Women* Web site.

There are five teams. Each team will have to identify nine objects. The person running the activity may decide whether the objects must be located in the order indicated or if the people playing the game may search for them randomly. If the leader picks the former approach, she should impose a three-minute limit on finding an object. If, by that time, the players haven't correctly identified the object, they should go on to the next item.

To get credit for identifying an object, the students must note an important fact or form a question about it that the teacher will address later. The teacher is the final authority for accepting or rejecting the observation or question.

The first team to identify and comment on all the objects wins. If no team does so, the team with the most successful identifications wins. The game should continue until the Gold, Silver and Bronze Medal winners are selected.

—Eric Rothschild, Curriculum Developer

**TEAM A**

Directions: With your teammates, find each of the objects below. Next to each, record an important fact or interesting question for class discussion.

1. Women's Army Corps uniform
2. New Bedford whaling ships
3. Curling iron
4. Banknote of Chester Valley Bank
5. Ceramic tile
6. Mexican-style branding iron
7. *Boston Evening Post*, 1751 advertisement
8. 1953 pattern for cutting and setting former First Lady Mamie Eisenhower's bangs
9. Letter from tailor Hannah Adams, 1841

## TEAM B

Directions: With your teammates, find each of the objects below. Next to each, record an important fact or interesting question for class discussion.

10. Original Ken doll

11. Model of Beechcraft Staggerwing 17

12. *Vogue* magazine with cosmetics advertisement

13. Carnegie dress

14. Naval flare

15. Black-on-black Oklahoma State bowl with feather motif

16. Sheet music, "If I Were as Rich as Hetty Green"

17. Polly Bemis with her horse

18. Petition to President Woodrow Wilson and Congress against lynching

**TEAM C**

Directions: With your teammates, find each of the objects below. Next to each, record an important fact or interesting question for class discussion.

19. Tupperware ad, “Wishes Do Come True”
  
20. Hairbrush that comes apart
  
21. Carrier pigeon vest
  
22. 18<sup>th</sup>-century composing stick
  
23. Achievement award for World War II production
  
24. Puffy Eye strap
  
25. WNBA Barbie
  
26. Black-on-black bowl with plumed serpent design
  
27. Tradebill, 1749

## TEAM D

Directions: With your teammates, find each of the objects below. Next to each, record an important fact or interesting question for class discussion.

28. Gold compact with bow

29. Indigo-dyed material

30. Law-related newspaper

31. Goddard's appointment as postmistress

32. Uke-a-doodle ad

33. Two-sided ribbon of the Council of the Order of St. Luke

34. Account book of women tailors in Manchester, New Hampshire

35. Textbook for the School of Beauty Culture

36. Bottle of Vegetable Compound

**TEAM E**

Directions: With your teammates, find each of the objects below. Next to each, record an important fact or interesting question for class discussion.

37. “I dreamed I was a knockout” advertisement
38. First reclining chair for hair care (shampoo)
39. Advertisement for Women’s Tea Co.
40. Book titled *Quilts, Their Story and How To Make Them*
41. Electrode applicator to improve looks
42. Twin Beech Model 18
43. Interior view of Brandywine Iron Works
44. Architect’s drafting table
45. Indigo specimen

## LESSON PLAN: HALL OF FAME SIMULATION

### TO TEACHERS: Setting up a simulation

All of us have experienced those terrible moments when we realize that we are the most interested person in our classroom. We have also experienced the joy that energized students can bring. We have seen students acting passively, and active students who teach each other and their teachers.

Simulations are one way to accentuate the positive. Over the years, I have designed well over a hundred simulation games. Each has been grounded in a set of 10 principles, which apply to this activity, to be used in a museum exhibit, as well.

Here goes:

Simulations should cover topics that are important. Classroom time is precious. There is no sense in wasting time playing simulations as some sort of pre-vacation or post-final exam activity. For example, if you believe the information contained in the *Enterprising Women* exhibition is significant, then the simulation that follows should be of some interest to you. If you don't, then by all means don't use the simulation.

You can design your own simulation or adapt others. Canned, "teacher-proof" simulations never work quite right. The people who design them don't know you or your students. This simulation is my best shot, at least until I hear from my fellow colleagues about it. You should not hesitate to revise it.

Do not pre-teach or review the period covered by a simulation game. If you want your students to learn about *Enterprising Women*, don't give a lecture on the topic and then play the game. Playing the game first and then telling the students what they just learned is also a formula for failure. If you have faith that the game you are using will work, then go with it and it alone. Covering material is a concern for all teachers. Plowing and re-plowing the same field means finishing a U.S. history class in June at the Cuban Missile Crisis.

Every student must be involved all the time. In the Hall of Fame game below, all students will be an advocate for one or two women for admission to the Hall of Fame and, in addition, will double as a member of the selection committee. There is no time for them to be passive learners. They must speak; they must listen closely; and they must take notes.

A student paper, usually assigned a week and a half before the activity begins, should precede every simulation. This paper is critical because it gives the teacher a chance to comment on each student's work, with suggestions on how to make it stronger. When the student makes his or her presentation a few days later, it has a good shot at being "A" work. When students lead the class, their work must be strong for the other students. Also, adolescents hate looking bad in front of

their peers, and they don't mind getting good grades. So the chances are very good that students will revise their initial papers substantially.

Every simulation should end with a closing activity, an open-book test, or a paper, due a week and a half after the end of the game. This will help give students more reason to listen closely to their peers. The notes they take during the classroom presentations will become the basis for the final paper. In the *Enterprising Women* activity below, the students are required to write a closing paper justifying their selections for admission into the Enterprising Women Hall of Fame.

While it is seductive to allow students to pick the roles they will play, it is probably a mistake to do so. First, very few of the students will know anything about the characters in a simulation. More importantly, as teachers we know the ability of our students, their particular interests, their conservative or liberal beliefs, and the ways in which they are influenced by their race, ethnicity, and gender. Only you know whether the school journalist in your class would be particularly attracted to a woman journalist who is a candidate for the Hall of Fame.

The best simulation game in the world won't work without materials for the students to read. Simulations are not research activities. Biographical material about each of the potential candidates is included in this guide.

Careful advance preparation is the key to any successful simulation. Doing so makes it possible for the teacher, and I very much include myself here, to do something that runs counter to our teaching souls—being quiet. If students complete the initial paper, you return it, and they revise it, you should have no reason to interrupt their presentations. Minor mistakes are minor mistakes. Let them go.

Finally, simulations are hard work. The teacher has two sets of papers to grade. Each student has two papers to write. Give your students a break. For the three weeks that they are working on their initial and closing papers, consider lightening up on your other assignments, perhaps limiting yourself to the pages of the textbook you are using.

As you well know, nothing here is earth-shattering. All of us assign homework and all of us expect our students to listen. Designing a simulation for use in connection with a museum exhibition is not preparing for a moon landing. Each and every one of us can do it. The simulation below is just one example. If you have never used a simulation, this one could be an exciting way for you to take on a new educational challenge and bring more joy into your already-joyful classroom.

—Eric Rothschild, Curriculum Developer

## “HALL OF FAME” TEACHING SEQUENCE SUGGESTIONS (in a nutshell)

1. Assign one or two Enterprising Women to each student.
2. If appropriate, review vocabulary with students (see list on page 41).
3. Require each student to research his or her candidate(s). Resources for research include the biographies in this curriculum packet, the exhibit catalog, the Web site, and the exhibit itself. You may also want to use the ATPTAS primary source analysis exercise included in this teacher guide.
4. If you are able to visit the exhibit, ask students to identify objects associated with their Enterprising Women (see the list of suggested objects and study questions).
5. Ask students to choose—and rank—five other women included in the exhibit or the catalog whom they feel deserve a place in the Hall of Fame. Remind students that they will be required to ask at least one question about each of these five women during the simulation.
6. Assign a 500 word persuasive essay in which the students argue for the inclusion (or not) of their candidates in the Hall of Fame. Allow time for students to revise their essays after peer or teacher editing.
7. Conduct the simulation. Remind the students to take notes.
8. Assign another essay. Its opening paragraph should describe the qualities the student believes are the most important for admission into the Hall of Fame. Ask each student to list 10 candidates with at least one paragraph on each to justify her inclusion. On the day the papers are due, conduct an open-ended discussion so that the students can convince others of their selections. The next day, announce the lucky 10.

### On Grading:

While grading is surely not the most important aspect of this project, students should be graded on the quality of their initial papers, the improvements made in them following your comments, the work they accomplished during the visit to the museum, their presentations and responses to the questions raised by classmates, and finally, their general participation, both in examination of the documents brought to class and in the questions they raised following the selection and ranking of the five women.

## LESSON: HALL OF FAME SIMULATION

### TO STUDENTS:

Halls of Fame dot the American landscape. People flock to the exhibits at the baseball and football Halls of Fame in Cooperstown, New York, and Canton, Ohio, and to the Women’s Hall of Fame in Seneca Falls, New York.

Congratulations! You have been selected to help choose the inductees to the newly created and fictitious Enterprising Women Hall of Fame. Your class will select 10 women, active in business between 1750 and 1960, as the initial members of this extraordinary institution.

Here’s how the simulation works and what you have to do. First, each of you will be assigned one or two women. Read the material about your Enterprising Woman carefully. Prepare an argument of no more than 500 words explaining why you believe your Enterprising Woman is or isn’t a good candidate for the Hall of Fame. Consider at least the human qualities of your Enterprising Woman, and her ability to overcome obstacles related to her gender, her race or ethnicity, her social class, and her access to capital. That paper is due on \_\_\_\_\_. A few days after you submit your paper, your teacher will return it to you with questions or suggestions on how to strengthen your argument.

While you are working on your paper, your teacher may give you suggestions of ways to decode a document successfully.

Here are some possible objects:

1. Composing sticks of Mary Katharine Goddard
2. Flare of Martha J. Coston
3. Cape of Hetty Green
4. Patent medicine bottle of Lydia E. Pinkham
5. Elizabeth Arden apparatus for improving chin and throat
6. Glossine of Madam C. J. Walker
7. Women’s Army Corps suit by Hattie Carnegie
8. Curling irons of Martha Matilda Harper
9. Carrier pigeon vest of Ida Rosenthal
10. Lightning flag of Olive Ann Beech

Much of your research will take place in your classroom or assigned as homework. You may be able to visit the *Enterprising Women* museum exhibit. If you visit the exhibit, first walk through the

whole thing so you can get an overview. Then find the part of the exhibit dedicated to your candidate(s). Once there, find documents or objects that strengthen your argument for her inclusion in the Hall of Fame. Make sure you study the objects associated with her, because objects can give you new insights into your candidate.

Next pick five other women in the exhibition who interest you. Take notes on them and rank them as additional candidates for the Hall of Fame, briefly noting why you have done so. Your teacher will collect your rankings.

When you return to your classroom, you should be prepared to present a case for or against the selection of your Enterprising Woman to the Hall of Fame. Your talk should take no more than three minutes. While you are welcome to have notes with you, you should not read your paper. After you are finished, your fellow classmates may ask you questions about your presentation. Students who included your Enterprising Woman as an additional candidate are expected to ask at least one question.

During the presentations, you should take careful notes. After everyone in your class has done a presentation, each of you will prepare an essay of no more than \_\_\_\_\_ words. In its opening paragraph, you should describe the qualities that you believe are the most important for admission into the Enterprising Women Hall of Fame. Then you will list the top 10 candidates with at least one paragraph on each to justify your decision. On the day the papers are due, your teacher will conduct an open-ended discussion in which you will try to convince others of your selections. The teacher will announce the lucky 10.

## LESSON PLAN: CLEO'S DIARY

### TO TEACHERS:

To start this lesson, review examples of diaries and journals. Ask the students to brainstorm reasons why a person might keep a journal and what might go in it. Consider how a journal might change over the course of one's lifetime. If possible, use one or two examples of journals from history.

### TO STUDENTS:

Congratulations! Your name is Cleo Kavet (or any other name you wish), and you are going to write a diary for the period 1750–1830. You are born in 1745. You are precocious, so at five years of age, you start writing entries in your diary. You die on December 31, 1830. You get to decide how. The diary is due on \_\_\_\_\_.

### Some general advice

- A. There is no one correct diary. The assignment is designed to encourage you to use your historical imagination as well as specific materials provided in the exhibition or on the *Enterprising Women* Web site.
- B. The material available on the *Enterprising Women* Web site and/or in the exhibit is helpful in completing this assignment. Your teacher may suggest you do additional outside reading. (There is a bibliography at the back of this teacher's guide.) If you do outside reading, it is critical that you use footnotes and provide a bibliography.
- C. You do not need to have an entry in your diary for every day or even every year.
- D. You may include letters from any of your relatives or friends in your diary. It would be a good idea to place these people all around the country or to do a lot of moving yourself.
- E. Feel free to paint a picture of your home or family or other important matter, draw a cartoon to express your feelings about some event, or provide a sketch or a chart.
- F. The list of specific requirements below is meant as a guide. Many overlap and you may decide to combine them. You may spend more time on one aspect of the assignment than another. If you decide that another theme or topic works better, great. And of course you may attack the requirements in any order you feel comfortable with.

**Specific requirements**

- A. In the course of your diary you must run across each of the following women: Eliza Lucas Pinckney, Mary Katharine Goddard, and Elizabeth Murray.
- B. Comment on the context within which each woman formed her career. (In the *Enterprising Women* book, see Ch. 1. Goddard is featured on pp. 14–19, Murray on pp. 19–26, and Pinckney on pp. 8–14 and 26–27.\*)
- C. Note how each woman started out in her field.
- D. Were these women educated? How?
- E. Describe in detail the business that each of these women conducted.
- F. What qualities do you think these women possessed that made them successful?
- G. In what ways did the men in their lives help them? How did some men try to prevent them from succeeding?
- H. Did it matter if a woman carved her career outside or within traditional women's roles?
- I. Marriage and the family played an intimate part in the lives of each of these women. Discuss their impact.
- J. Although none of these women were politicians, they were political. Explain.
- K. Slavery was a major political issue in this time period. Did any of these women address it?
- L. Would you consider any of these women a role model for the late 18th or early 19<sup>th</sup> centuries? For today?

\*To be helpful, we have included some suggested page references. The teacher may well decide to consider this unnecessary. That's fine!

## LESSON PLAN: LETTERS FROM ABIGAIL TO ELLEN

### TO TEACHERS:

Each pair of students must write at least \_\_\_\_\_ letters totaling approximately \_\_\_\_\_ words. (The length of the assignment should depend on the age and academic talents of the students involved.) It is not necessary to do additional research beyond the material included in the museum exhibit and the *Enterprising Women* Web site.

After the letters are collected and returned, you may wish to post one letter from each pair of students in the classroom. For the first 10 or 15 minutes of the period have the students read their classmates' letters. Then for the rest of the period, answer a broad question about Enterprising Women in the 19<sup>th</sup> and 20<sup>th</sup> centuries. (The question could relate to the letters selected.)

The final in-class essay may not appeal to some teachers and many students. That's fine. The key is the excitement of turning a museum exhibit into a project each student owns and enjoys.

—Eric Rothschild, Curriculum Developer

### TO STUDENTS:

All of us stand on the shoulders of those who have gone before. This assignment builds on that cliché. In this activity, you will be paired with another student in your class. One of you will play Abigail, a woman who had a business career between 1830 and 1890. The other will be a businesswoman, Ellen, who lived between 1890 and 1960. You will exchange letters, experiences, and dreams for the future.

You must get to know and write about at least five women who are central to your era. For the years 1830–1890, consider Rebecca Webb Lukens, Lydia E. Pinkham, Ellen Curtis Demorest, Martha J. Coston, Myra Bradwell, and Hetty Green.

For the years 1890 through 1960, select among Carrie Neiman, Hattie Carnegie, Elizabeth Arden, Madam C. J. Walker, Marie Webster, Hazel Bishop, Lane Bryant, Ida Rosenthal, Julia Morgan, Maggie Lena Walker, Olive Ann Beech, Jennie Grossinger, Ruth Handler, and Isabella Greenway.

To help you focus your letters, we have included a set of questions for you to consider in developing your correspondence. You do not need to cover every question, and you may decide to touch on two or more questions in a letter. Your teacher will tell you which questions to focus on.

### Possible questions or issues to be discussed in your letters:

1. To what extent did the women's business fall within the "separate sphere" of "acceptable" female activities?

2. Did taking that route prove an easier path?
3. On balance, would you have advised a woman setting out for a career in business to stay away from businesses dominated by men?
4. Were the women's businesses part of family-run enterprises?
5. Did the social class into which the businesswomen were born have an effect on their careers?
6. Did the parents have an impact on the development of the women's skills and attitudes?
7. Were these women successful on their own, or were their successes largely based on the support of their husbands and families?
8. Did these women make sudden or a gradual moves into their business careers?
9. Were these women able to have both a career and manage traditional roles as mother and wife? Did they marry for love or other reasons?
10. When did these women move into the business world—after marriage and child rearing? What was the view of society at the time towards pregnancy?
11. Did these women typically engage in one business or a series of businesses?
12. How did the industrial and transportation revolutions of the 19<sup>th</sup> century impact the businesses of these women?
13. Did any events, legislation, treaties, or court decisions affect these women? (See the Married Women's Property Act, the Louisiana Purchase, the Erie Canal, the panics of 1837 and 1873, Civil War, Centennial Exhibition, the Great Chicago Fire of 1871, World War I, the Crash of 1929, and World War II.)
14. In the course of their lives, did these women meet any significant historical figures? (Here see Catharine Beecher, Sarah Josepha Hale, William Lloyd Garrison, Lydia Maria Child,

Lucretia Mott, Elias Howe, Isaac Singer, Tom Thumb, Henry Clay, Dolley Madison, John Quincy Adams, Samuel F. B. Morse, Booker T. Washington, Clare Boothe Luce, Mamie Eisenhower, Joan Crawford, the Duchess of Windsor, Tallulah Bankhead, Clark Gable, Eleanor Roosevelt, Gary Cooper, Rocky Marciano, Cardinal Francis Spellman, Nelson Rockefeller, Robert Kennedy, Jackie Robinson, Ralph Bunche, W. E. B. DuBois, Langston Hughes, and Mary McLeod Bethune.)

15. What role, if any, did race play in these women's lives?
16. What role, if any, did education play in these women's lives?
17. What role, if any, did religion play in these women's lives?
18. In what ways did unanticipated crises and the ways each woman responded to them mark these women's careers?
19. Were there any specific incidents in which men tried to thwart these women's success?
20. Were there other obstacles to these women's success?
21. What role did the print media have on their business lives? Advertising?
22. Did geographic location matter in their success or failure in business?
23. Did other women help them in their careers? Did they assist other women?
24. Did any of these women participate in the reform movements of their time?
25. Did any of these women serve as symbolic figures for other women?
26. What did the women in the years 1830 to 1890 have in common with the women from 1890 to 1960?
27. In what ways were the women in the years 1830 to 1890 different from the women in 1890 to 1960?

28. If you had a choice, in which period would you have liked to be a businesswoman and why?

Finally, in addition to references to written materials, your set of letters must include pictures or descriptions of at least a dozen printed documents or objects.

**Required reading:** Virginia G. Drachman, *Enterprising Women: 250 Years of American Business*, (Chapel Hill: University of North Carolina Press, 2002), ch. 2–4; also available at [enterprising-womenexhibit.org](http://enterprising-womenexhibit.org). See below for specific page numbers.

Rebecca Webb Lukens, pp. 33–40

Lydia E. Pinkham, pp. 40–46

Ellen Curtis Demorest, pp. 46–55

Adams Sisters, p. 47

Elizabeth Keckley, p. 54

Martha J. Coston, pp. 55–61

Myra Bradwell, pp. 61–69

Hetty Green, pp. 69–73

Madam C. J. Walker, pp. 79–87

Elizabeth Arden, pp. 87–92

Hazel Bishop, pp. 92–96

Hattie Carnegie, pp. 97–101

Maggie Lena Walker, pp. 130–136

Ida Rosenthal, pp. 105–107

Maria Martinez, p. 111

Marie Webster, pp. 113–115

Isabella Greenway, pp. 120–124

Mary Pickford, p. 138

Ruth Handler, pp. 139–144

Olive Ann Beech, pp. 143–146

Brownie Wise, p. 142

## PRIMARY SOURCE STUDY

### TO TEACHERS:

We have provided two activities to help introduce primary sources to your students. The first unit includes focusing questions to help with the study of primary sources, and the second unit introduces ATPTAS, a tool for analyzing historical documents relating to the *Enterprising Women* exhibition.

### I. OBJECT STUDY QUESTIONS

These questions will help you introduce primary sources to your students. Open this lesson with a brief overview of what primary sources are and what can be learned from them (for example, why do we study objects? why do we study documents?). Share the object study questions with your class, adding others as you go. If available, look at some modern objects as examples. You may want to choose one of the objects and go through the process as a class. Then, divide the class into smaller groups and evenly distribute other objects. Allot time for groups to work together and to record their observations of the objects. At the end of class, ask each group to describe its findings.

Variations: If your class size is small or you find it works better, this activity can be done individually. Presenting findings will take longer and may require more encouragement from you to ensure that everyone participates.

- What is the primary source? Describe it with as much detail as you can. What may be unusual or different about it?
- If it is a document, what type is it? A newspaper? A letter? Something else? Who is the author? Who is it written for?
- What is it like? What can you compare it to? How does it compare with its modern counterpart? If it is paired with another object, compare them to each other.
- When was it made? If there is no date, can you guess the period? What specifically makes you think so?
- How was the object used? What was it for? Advertising? Information? Art? Decoration? Something else? What specifically makes you think so?
- What does the object tell you about its owner or user?
- What details may be clues to tell you more?
- What is at least one thing you can learn from this object or these objects?

## II. ANALYZING PRIMARY SOURCES

### TO TEACHERS:

Few good middle or high school history or social studies classes today operate without the inclusion of primary sources. Primary sources provide the immediacy and spark that capture student interest and rescue history from being a dry list of names and dates. They tell the story of history better than any textbook. They can be in written form, including census records, editorials, laws, letters, diaries, newspaper articles, speeches, treaties, and U.S. Supreme Court decisions. They can be visual, including cartoons, paintings, and photographs. They can be recordings. They can be material culture.

To many students, however, the excitement and historical importance of primary sources is lost. They tend to accept primary sources at face value. To them, one document is as good as another. If it is in print, they think it must be true.

Accordingly, we have created an acronym, ATPTAS. Students who use it should have a more sophisticated understanding of primary sources. We recommend that students use the ATPTAS criteria in the order indicated.

Also included are six documents that have been interpreted using ATPTAS.

—Eric Rothschild, Curriculum Developer

### TO STUDENTS:

One primary source is NOT as good as the next. Each source material was shaped by a number of forces that affects its reliability. Here is a tool—ATPTAS, which stands for Author, Time and Place, Preconceptions, Thesis, Audience, Significance—that will help you to analyze and interpret any primary source.

#### A = AUTHOR

What do you know about the author? What were the motives of the person or institution that produced the document? Did the author have any reason to twist the facts? Is the author a credible source, especially for the subject the document addresses? Was the document produced for public consumption or private correspondence?

#### T = TIME AND PLACE

When and where was the primary source produced? It matters whether the document was written at the time the event described took place. It matters if the geographic site where the document

was produced was miles from the activity reported. This is a chance to brainstorm. You should reflect on the prior knowledge you have about the events reported in the document.

### **P = PRECONCEPTIONS**

What are the stated and unstated assumptions of the author? Are there any loaded words that give away this bias? Are the author's values different from the values of our time? What preconceptions do you bring to your evaluation of the document? What about your teacher's biases?

### **T = THESIS**

What is the author's argument? Does it differ sharply from other sources on the same subject? What is the most powerful evidence the author advances to make a case? Is there anything about the structure of the author's writing that strengthens or weakens that case?

### **A = AUDIENCE**

Who does the document hope to influence? What evidence do you have that the author was aiming at a particular audience? Could there be more than one audience? Is there any evidence that one or more audiences responded to the document?

### **S = SIGNIFICANCE**

Ya, so what? After all the analysis is over, did this document really matter? The key here is to return to motives that led you to look at the document originally. Did it provide specific evidence that strengthened one argument or another? Did it provide an alternative approach from other documents on the subject? What criticisms of the usefulness of this document could you make?

**ATPTAS FOR ELIZABETH MURRAY** (Developed by Patricia Cleary)

**PRIMARY SOURCE:** Excerpt from a letter Elizabeth Murray Smith wrote from England to her brother James Murray in Boston.<sup>1</sup> In it she explains that her niece Polly should become a shopkeeper in America. She outlines a plan for how Polly might learn to keep shop and discusses Polly's skills and education. Some of the punctuation and the spelling have been modernized and a few words added for clarity.

26 February 1770

Dear Brother

Your letter dated Dec. 24th I had the pleasure of last week. I am much obliged to you for the care you are taking of my affairs. I hope you will not be anxious or fatigue yourself too much about them. You desire to know what remittance I shall want. I think it will be better to pay the debts as soon as possible. Then if you please, I would take the whole of the interest. There is a great demand for money here. I have told the Doctor that I am determined to spend none of the principal, that I will not be expensive myself & he shall be welcome to what I can spare.

Polly has been at boarding school since she was ten years old. She has now finished her education, is a very capable girl, understands writing & arithmetic very well. I advise to her going with Jacky [her brother] & carrying a venture of two hundred pounds' worth of goods. Selling them to Mr. Clark, Miss Cummings, or anybody that will let her have the money for them in three or six months. Then she can return that sum & have it in goods again until she is acquainted with the place & people. She might board with Miss Cummings where she might gain experience by attending to their selling things & with a very little of your assistance, she might keep their books. As to making up things, she can do that very well. Therefore I think her time & fifty or a hundred pound would be entirely thrown away by staying a year or six months with a milliner in London. Mr. Bridgden I have wrote to. He says shopkeeping in London & Boston are so different that she would have it all to learn over again. The most he says that is required is an exactness in arithmitic and an acquaintance with the people & the money, which he thinks cannot be learnt in London.

I should not be anxious about her going into business so early if she was not so forward in her education. If she stays here any longer, she must enter the gay scenes of life & become a fine Lady. In

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<sup>1</sup> J.M. Robbins papers, Massachusetts Historical Society

my opinion that will enervate her so much that business will ever be irksome to her. Mrs. Murray has my plan under consideration. How she will determine it I know not. It must be disagreeable to part with her Children & could I see any other way of providing for them, I would not propose it. As to holding them up as fine ladies, if it was in my power, I would not do it. We have had enough of that. Useful members of society are certainly preferable to all the delicate creatures of the age.

—Elizabeth Murray Campbell Smith

### **A = AUTHOR**

The author of this letter, Elizabeth Murray Campbell Smith, was a Scottish immigrant to America who lived in or near Boston for most of her life. Born Elizabeth Murray in 1726, she was married in 1755 to Thomas Campbell. She was widowed in 1759 and remarried in 1760 to James Smith, a wealthy sugar refiner. From 1750 to 1760, she kept a shop where she sold imported British goods and also made clothing for consumers who wanted British fashions. During the 1750s, 1760s, and 1770s, Elizabeth helped establish other women, both relatives and friends, in shops of their own. She retired from shopkeeping in 1760, after she married James Smith. He died in 1769, leaving her widowed for the second time. This document is a private letter from Elizabeth to her brother, James Murray, who had relocated to Boston from North Carolina several years before the letter was written.

### **T = TIME AND PLACE**

After her husband's death in 1769, Elizabeth traveled to England to visit her family and friends. In early 1770, while visiting her older brother, John Murray, a doctor who had moved from Scotland to settle in England, Elizabeth met his many children. At this time, Elizabeth, like most other colonists in North America, thought of themselves as British subjects, loyal to the crown. This letter, written in England, provides instructions for the economic activities of Elizabeth's niece Polly, whom she was going to set up in a shop in Boston. She planned to send Polly to America in the spring of 1770. Elizabeth stayed in England until the summer of 1771.

### **P = PRECONCEPTIONS**

The preconceptions of this period regarding a woman's abilities were complicated by her economic class. For girls from families with limited wealth, education would be practical, oriented toward the skills of housekeeping, and may have included basic literacy. For girls from genteel families, education might have included additional decorative or ornamental skills, such as embroidery, dancing, speaking French, and drawing. People at the time disagreed about the content and purpose of girls' education. For someone like Elizabeth Murray Campbell Smith who had supported

herself as a shopkeeper, a girl with an ornamental education, such as the one Polly had received in boarding school in England, could present a problem. Polly might not have the money to attract a rich husband who could support her, nor did she have many practical skills for earning a living. Elizabeth wanted her niece to be a useful, productive, and economically self-sufficient woman.

### **T = THESIS**

Elizabeth's letter advances several theses. She argues first that Polly is capable and has enough basic math and literacy skills to go into business on her own. She next asserts that Polly can learn what she needs to know about shopkeeping by observing other women in Boston at work; in other words, shopkeeping is an accessible occupation for Polly. It makes sense for Polly to learn how to keep shop in America because shopkeeping is practiced differently in England. Most importantly, Elizabeth argues that Polly needs to go to work. Doing so will make Polly an industrious woman and save her from the moral corruption, idleness, and economic dependence that awaits her as a young woman with a decorative education. Elizabeth holds a low opinion of women who cannot take care of themselves and spend their time devoted to leisure.

### **A = AUDIENCE**

Elizabeth is writing to her oldest brother, James Murray. She thanks him for taking care of her business and explains her efforts to help their brother John and his large family. It is clear that she asks for his assistance with the expectation that he will provide it without hesitation. Family responsibilities are widely shared. James originally brought Elizabeth to the colonies when she was 13 and he was running a plantation in North Carolina. Where once he directed and advised her in a paternal manner, she now addresses James as an equal. She sounds confident and authoritative in explaining her plan for their niece.

### **S = SIGNIFICANCE**

This letter reveals a competent, thoughtful, and experienced woman of business, with strong opinions about the education and role of women. Her letter suggests her familiarity with business practices and merchants, the importance of her wealth to her extended family, and her distaste for certain kinds of activities. Especially notable is that although Elizabeth intends to help her brother John support his family, she is unwilling to consider simply giving them money. Rather, she wants to enable her niece to become economically independent. Elizabeth views work in a positive light, as contributing to society overall and to an individual's good character. She assumes the role of her niece's mentor with authority and ease.

## ATPTAS FOR ELIZA LUCAS PINCKNEY

**PRIMARY SOURCE:** Letters from Eliza Lucas to her father, Colonel Lucas, and to a young friend, Miss Bartlett.<sup>2</sup>

June the 4th, 1741

To my Father.

Hon'd Sir

Never were letters more welcome than yours of Feb 19<sup>th</sup> and 20<sup>th</sup> and March the 15<sup>th</sup> and 21<sup>st</sup> which came together. It was near 6 months since we had the pleasure of a line from you.

The Cotton, Guiney corn, and most of the Ginger planted here was cut off by a frost. I wrote you in a former letter we had a fine Crop of Indigo Seed upon the ground, and since informed you the frost took it before it was dry. I picked out the best of it and had it planted, but there is not more than a hundred bushes of it come up – which proves the more unlucky as you have sent a man to make it. I make no doubt Indigo will prove a valuable Commodity in time if we could have the seed from the West Indies in time enough to plant at the latter end of March, that the seed might be dry enough to gather before our frost. I am sorry we lost this season. We can do nothing towards it now but make the works ready for next year ...

Mama tenders you her affections and Polly joins in duty with My dear Papa,  
Your most obedient and ever devoted daughter,

—Eliza Lucas

[c. March–April 1742]

[To Miss Bartlett]

Dr. Miss B

I admire your resolution of conquering the lazy deity Somnus [sleep] you talk of. I assure you the sight of a comet [comet] is not the only pleasure you lose if you lie late a bed in a morning; for this, like every other pernicious custom, gains upon us the more we indulge it. I can't help calling it pernicious and I divide it into heads like a Sermon: 1st, because by losing so much of our time, we lose so much of life; 2dly because 'tis unhealthy; 3dly and lastly, because we lose by far the

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<sup>2</sup>*The Letterbook of Eliza Lucas Pinckney* ed. Elise Pinckney (Charleston: University of South Carolina Press, 1997)

pleasantest part of the day. From all which I could draw some useful inferences, but whether it will be so agreeable to you to hear preaching any where but in a pulpit I am in doubt.

An old lady in our Neighborhood is often quarreling with me for rising so early as 5 o'Clock in the morning, and is in great pain for me lest it should spoil my marriage, for she says it will make me look old long before I am so; in this, however, I believe she is mistaking for whatever contributes to health and pleasure of mind must also contribute to looks. But admitting what she says, I reason with her thus: If I should look older by this practice I really am so; for the longer we are awake the longer we live. Sleep is so much the Emblem of death that I think it may be rather called breathing than living. This then I have advantage of the sleepers in point of long life so I beg you will not be frightened by such sort of apprehensions as those suggested above and for fear of your pretty face give up your late pious resolution of early rising...The same old Gentlewoman ...has a great spite at my books and had like thrown a volume of my Plutarch's Lives into the fire the other day. She is sadly afraid, she says, I shall read myself mad ...

—Eliza Lucas

[To Miss Bartlett]

Dr. Miss B

...Why, my dear Miss B, will you so often repeat your desire to know how I trifle away my time in our retirement in my father's absence...to show you my readiness in obeying your command, here it is.

In general then I rise at five o'Clock in the morning, read till Seven, then take a walk in the garden or field, see that the Servants are at their respective business, then to breakfast. The first hour after breakfast is spent at my music, the next is constantly employed in recollecting something I have learned lest for want of practice it should be quite lost, such as French and short hand. After that I devote the rest of the time till I dress for dinner to our little Polly and two black girls who I teach to read, and if I have my papa's approbation (my Mama's I have got) I intend [them] for school mistress's for the rest of the Negro children – another scheme to see. But to proceed, the first hour after dinner as the first after breakfast at music, the rest of the afternoon in Needle work till candle light and from that time to bed time read or wrote. 'Tis the fashion here to carry our work abroad with us so that having company, without they are great strangers, is no interruption to mine. Mondays my music Master is here. Tuesdays my friend Mrs. Chardon (about 3 miles distant) and I are constantly engaged to each other, she at our house one Tuesday — I at hers the next and this is one of the happiest days I spend at Woppoe. Thursday the whole day except what necessary

affairs of the family take up is spent in writing, either on the business of the plantations or letters to my friends. Every other Friday, if no company, we go a visiting so that I go abroad once a week and no oftener.

O! I had like to forget the last thing I have done a great while. I have planted a large fig orchard with design to dry and export them. I have reckoned my expense and the prophets [profits] to arise from these figs, but was I to tell you how great an Estate I am to make this way, and how 'tis to be laid out, you would think me far gone in romance. ...I own I love the vegetable world extremely. I think it is an innocent and useful amusement.

—Eliza Lucas

### A = AUTHOR

The author of the three letters, Eliza Lucas Pinckney, was not yet married when she wrote these three letters. Born into a wealthy South Carolina family, she was schooled in England, read widely, and lived the life of a daughter of the elite. When she was 16, her father put her in charge of his plantations. It was an unusual and wise decision. Eliza became the model of the entrepreneurial woman, successfully running the plantations and, in time, growing an indigo crop that supplied England's textile industry. The letters are all personal, clearly not intended for publication. Given her relationship with her father and the warmth of the letters to her young friend, Miss Bartlett, there was little reason for the author to twist the facts.

### T = TIME AND PLACE

Plantations and subsistence farms marked mid-18<sup>th</sup> century South Carolina. Slavery was an integral part of the economy, and the majority of the population was black. During these years, the Atlantic coast economy flourished. Yet few colonial women could participate in this economy because, under the legal doctrine of coverture, married women could not own property or make contracts.

### P = PRECONCEPTIONS

Most men at the time held the preconception that women's lives were directly tied to the economic successes of their husbands. Women could act on behalf of their husbands, fathers and brothers, but not independently. They were responsible for feeding, clothing, and caring for the children. Eliza's father, Colonel George Lucas, had a broader vision. He believed in Eliza's abilities and trusted her to manage his plantations. Eliza herself held preconceptions, some of which were sharply different from those of her time—see the assumptions behind her teaching slaves to read

and write—and others that were quite similar to the values of the Southern elite. While she enjoyed the leisure associated with music lessons, she never questioned the institution of slavery that made her leisure time possible. The letters to Miss Bartlett extol the values of keeping busy and working hard, similar to Benjamin Franklin's ideas.

#### **T = THESIS**

Eliza Lucas's three letters advance three separate theses. First, she argues that there is a strong future for indigo, but that weather and bad timing have put things on hold for now. Her first letter to Miss Bartlett informs her that too much sleep robs people of time and reassures her that those who believe that rising early will diminish a woman's youthful features have it backwards. The second letter to Miss Bartlett suggests that by rising early, a woman can feed her aesthetic side, do good, and succeed in business. Taken together, Eliza's thesis is that a strong woman can do anything.

#### **A = AUDIENCE**

Eliza is clearly writing with her father in mind. Both the opening paragraph of the first letter and an additional reference in the final letter attest to her love for him. Miss Bartlett, a young friend, is the beneficiary of her words of wisdom.

#### **S = SIGNIFICANCE**

Eliza Lucas's letters reveal that a risk-taking, active, wealthy and educated woman could surmount the obstacles that law and custom had placed in her path. Her efforts to carve a successful business out of an indigo crop contributed to the economy of South Carolina. Her father's encouragement underscores the significance of family support for the enterprising woman. Her letters to Miss Bartlett show that the mentoring of young women by their seniors (although Eliza was only 20 when she wrote these letters) was of great importance.

## ATPTAS FOR THE ADAMS SISTERS

Letter from Hannah Adams in Manchester, New Hampshire, to her parents, Captain Edmund and Mrs. Adams in Derry, New Hampshire

Sabbath Eve Nov 14, 1841

Dear Father and Mother:

I will try to live up to my word in writing to you. It is just 3 weeks last Thursday since I came up ... [and] I thought you would like to hear the news....

As it respects ourselves, we live as happy as pigs in the clover nothing to do but to work and of that we are overrun. After we lay our work aside we have a plenty of intellectual enjoyment, books and papers, meetings and lectures, & of this kind we also have an abundance. I sometimes think that we are the most happily situated of any persons in our knowledge. As it respects health, it is allowed by all that our atmosphere is and probably will be free from the contagious disease that pervades the Village and corporation. I begin to think that it is a Providence that has placed us where we are and already feel thankful for it. The sickness in the Village will probably abate during the Winter, but whoever lives to see next summer will see a sickly place unless the ... drains, vaults and other effluvia are attended to.

As it respects our Village.... Mrs. Buxton keeps a temperance house on Amherst St. Mrs. Southwick had a number of visitors; one is Margaret Aiken waiting to go into the mill & Mrs. Perry from Vermont & daughter, who want to take a dressmaker's shop. I am going with her down on the street tomorrow to select a shop & her daughter will work for us while I am gone.

I am something like the girl who wrote to her sweetheart to keep what lay nearest her heart to say last. I have a great favor to ask of you & as you have never denied me, I will take courage & ask it. I want you Dear Father & Mother to become temperance folks. I will not ask you to sign the pledge until you wish to. But I ask you in the name of all your children to leave off taking Alcohol in any form for it is the gall of bitterness to us to see you when reason is dethroned & appetite made ruler. O govern your passions with absolute sway & grow wiser [and] better as life wears away. I will [rejoice in?] the day if you please ... to begin. Let it be Thanksgiving day & we will celebrate it in all our future generations with a truly thankful heart. If I had time I would tell you what an influence it would have in your children's children. But I must close hoping to see you up here Thanksgiving Day.

I remain ever your dutiful daughter, H. T. Adams

## Letter from Hannah, Mary, and Margaret Adams to their mother

Manchester 23, 1842

Dear Mother,

I embrace this opportunity to write you by Mr. Boyd – hope you are all well – feel very anxious about Father’s health and Edmunds, hope they will be careful in future. We feel very anxious about you at home, both in our waking and sleeping moments, but I don’t know what to advise you. You ought to have a girl to help you but Mrs. Woodward says that you won’t have any, but one of your own daughters & she don’t blame you for they ought to stay at home & help their mother till they are married. My dear Mother we are not wanting in affection towards you, but do you, can you, who are so kind & tenderhearted to your children, believe this dreadful doctrine that your daughters were born slaves to serve you until they are married & afterwards it may be to serve drunken husbands? It were better that they had never been born than to be born slaves. But Mother, you do not believe it. I feel you do not believe it. Are we not as good & as free to act for ourselves as your sons[?] If we are not, then pray tell us, for we are yet to learn that daughters of freeborn citizens are not as free as sons according to the laws of our country. Mrs. Woodward says that we are not. Perhaps you don’t know that it is difficult for either of us to leave & that we are worth \$3.00 a week here & that it would not be profitable for you to have one so high priced when one worth a dollar a week would be as good if not better for you. Instead of letting out a girl we should like to hire. We will give you a dollar a week to do our housework & have the rest of your time play. But Mother don’t be put out with us for using candor with you; we love you & almost adore you if I may use the expression & will do any thing for you that reason requires. Come up & see us Independence [Day] if not before. We want to see you very much...

Your affectionate daughters,

H.T., M., &amp; M. Adams

**A = AUTHOR(S)**

Hannah, Mary, and Margaret Adams were born in Salem, New Hampshire, early in the 19<sup>th</sup> century. At age 21, Mary apprenticed herself to a tailor in Nashua, New Hampshire, to learn the tailor's craft. She learned well, and five years later, in 1838, she, Hannah, and Margaret established a tailoring business of their own, making men's clothes as well as women's hats, dresses, and shoes. In 1841 and 1842, the years of the two letters above, the sisters' income was \$560 and \$589 respectively.

The letters to their parents are intensely private. Indeed, the "temperance" letter may go well beyond what dutiful daughters of the time could ask of their parents.

**T = TIME AND PLACE**

In pre-Civil War New England, sewing and needlework were considered domestic tasks reserved for women. The craft of tailoring, especially cutting, was men's work. The Adams sisters took their sewing skills, turned them into tailoring, and then into financial independence.

The Second Great Awakening had great influence on people in New England and in much of the United States in the second quarter of the 19<sup>th</sup> century. Part of that religious movement was an effort to preserve the family, and a strong temperance movement played an important role in that effort.

**P = PRECONCEPTIONS**

The values of the Adams sisters confront the assumptions of their era. In addition to being successful entrepreneurs in a "man's field," they reject the idea that, as single women, they owed it to their mother to come home and care for her. Indeed, they chose to challenge their father's affinity for drink, a habit well ingrained in American culture.

**T = THESIS**

In the letters, the Adams sisters believe that, as enterprising women, they are "as happy as pigs in clover." They also assert their independence from the demands of their parents.

**A= AUDIENCE**

The audience for the Adams sisters' letters is their parents. They hope to influence their parents' behavior and their parents' expectations for their daughters' behavior. It is possible that since these letters are signed by different sisters and carry slightly different messages, the sisters may have been trying to influence each other.

**S = SIGNIFICANCE**

Women during the second quarter of the 19<sup>th</sup> century were speaking out for a host of reforms, including abolitionism, temperance, and women's property rights. These letters directly underscore the power that economic independence conferred on the women of the era.

## ATPTAS FOR MYRA BRADWELL

**PRIMARY SOURCE:** *Bradwell v. Illinois* is a critical U.S. Supreme Court decision that reinforced the principle of separate spheres for men and women. Think about...whether the values of American society regarding the role of women today are the same as Justice Bradley's.

SUPREME COURT OF THE UNITED STATES  
83 U.S. 130; 1872 U.S. LEXIS 1140; 21 L. Ed. 442  
DECEMBER, 1872, Term

Mrs. Myra Bradwell, residing in the State of Illinois, made application to the judges of the Supreme Court of the State for a license to practice law.

On Mrs. Bradwell's application first coming before the court, the license was refused, and it was stated as a sufficient reason that under the decisions of the Supreme Court of Illinois, the applicant — “as a married woman would be bound neither by her express contracts nor by those implied contracts which it is the policy of the law to create between attorney and client.” After the announcement of this decision, Mrs. Bradwell, admitting that she was a married woman — though she expressed her belief that such fact did not appear in the record — filed a printed argument in which her right to admission, notwithstanding that fact, was earnestly and ably maintained... The Supreme Court of Illinois denied the application on the ground that, by the common law, which is the basis of the laws of Illinois, only men were admitted to the bar, and the legislature had not made any change in this respect.

**Extract from the opinion of Justice Bradley who concurred and affirmed the judgment of the Supreme Court of Illinois:**

The claim that, under the fourteenth amendment of the Constitution, which declares that no State shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States, the statute law of Illinois, or the common law prevailing in that State, can no longer be set up as a barrier against the right of females to pursue any lawful employment for a livelihood (the practice of law included), assumes that it is one of the privileges and immunities of women as citizens to engage in any and every profession, occupation, or employment in civil life. It certainly cannot be affirmed, as an historical fact, that this has ever been established as one of the fundamental privileges and immunities of the sex. On the contrary, the civil law, as well as nature herself, has always recognized a wide difference in the respective spheres and destinies of man and woman. Man is, or should

be, woman's protector and defender. The natural and proper timidity and delicacy which belongs to the female sex evidently unfits it for many of the occupations of civil life. The constitution of the family organization, which is founded in the divine ordinance, as well as in the nature of things, indicates the domestic sphere as that which properly belongs to the domain and functions of womanhood. The harmony, not to say identity, of interests and views which belong, or should belong, to the family institution is repugnant to the idea of a woman adopting a distinct and independent career from that of her husband. So firmly fixed was this sentiment in the founders of the common law that it became a maxim of that system of jurisprudence that a woman had no legal existence separate from her husband, who was regarded as her head and representative in the social state; and, notwithstanding some recent modifications of this civil status, many of the special rules of law flowing from and dependent upon this cardinal principle still exist in full force in most States. One of these is, that a married woman is incapable, without her husband's consent, of making contracts which shall be binding on her or him. This very incapacity was one circumstance which the Supreme Court of Illinois deemed important in rendering a married woman incompetent fully to perform the duties and trusts that belong to the office of an attorney and counsellor. It is true that many women are unmarried and not affected by any of the duties, complications, and incapacities arising out of the married state, but these are exceptions to the general rule. The paramount destiny and mission of woman are to fulfil the noble and benign offices of wife and mother. This is the law of the Creator. And the rules of civil society must be adapted to the general constitution of things, and cannot be based upon exceptional cases.

The humane movements of modern society, which have for their object the multiplication of avenues for woman's advancement, and of occupations adapted to her condition and sex, have my heartiest concurrence. But I am not prepared to say that it is one of her fundamental rights and privileges to be admitted into every office and position, including those which require highly special qualifications and demanding special responsibilities. In the nature of things it is not every citizen of every age, sex, and condition that is qualified for every calling and position. It is the prerogative of the legislator to prescribe regulations founded on nature, reason, and experience for the due admission of qualified persons to professions and callings demanding special skill and confidence. This fairly belongs to the police power of the State; and, in my opinion, in view of the peculiar characteristics, destiny, and mission of woman, it is within the province of the legislature to ordain what offices, positions, and callings shall be filled and discharged by men, and shall receive the benefit of those energies and responsibilities, and that decision and firmness which are presumed to predominate in the sterner sex.

For these reasons I think that the laws of Illinois now complained of are not obnoxious to the charge of abridging any of the privileges and immunities of citizens of the United States.

**A = AUTHOR**

Associate Justice Samuel Freeman Miller wrote the majority opinion of the U.S. Supreme Court case *Bradwell v. Illinois* in 1872. Miller, appointed to the Supreme Court by Abraham Lincoln, rejected Myra Bradwell's claim that she had a right to practice law in Illinois because of the recent passage of the Fourteenth Amendment. Instead, the court held that each state could determine who could practice law and, further, that the Fourteenth Amendment did not apply to law licensing. Associate Justice Joseph P. Bradley, who had been appointed to the U.S. Supreme Court two years earlier, agreed with his colleagues, but for separate reasons. His argument went even farther than the Illinois Court's opinion, which claimed that, according to English common law, women were not accepted as attorneys and that the Illinois law was founded on those principles. Bradley argued, "The civil law, as well as nature herself, has always recognized a wide difference in the respective spheres and destinies of man and woman. Man is, or should be, woman's protector and defender. The natural and proper timidity and delicacy which belongs to the female sex evidently unfits it for many of the occupations of civil life."

**T = TIME AND PLACE**

The *Bradwell* decision was rendered just after the Civil War when, energized by the revolutionary changes the war brought, women such as Myra Bradwell sought to take their place in the professional life of the nation. During the war she worked for the Sanitary Commission, which distributed medicine, clothing, and food to Union troops. In 1868 Bradwell founded the *Chicago Legal News*. At the same time, to prepare for a career as a lawyer, she read the law with her husband and passed the Illinois bar exam with honors. It was her 1869 appeal to the Illinois Supreme Court for a law license that triggered the Supreme Court decision. At that time, there were only twenty-one law schools in the United States. Arabella Mansfield was practicing law in Iowa. She was the only woman doing so in the country.

**P = PRECONCEPTIONS**

Justice Bradley's decision explicitly lays out his assumptions on the role of the woman within the family. He is equally explicit about women's destiny to serve as wife and mother. To Bradley, God ordained this status. According to his decision, "The constitution of the family organization, which is founded in the divine ordinance, as well as in the nature of things, indicated the domestic sphere as that which properly belongs to the domain and functions of womanhood. . . . It is true that many women are unmarried and not affected by any of the duties, complications, and incapacities arising out of the married state, but these are exceptions to the general rule. The paramount

destiny and mission of woman are to fulfill the noble and benign offices of wife and mother. This is the law of the Creator.”

#### T = THESIS

“God designed the sexes to occupy different spheres of action, and it belonged to men to make, apply, and execute the laws.” And it is up to the states to determine which occupations and callings should be reserved for women and which for “the sterner sex.”

#### A = AUDIENCE

State legislatures, political leaders, activist women, lawyers, and readers of the *Chicago Legal News*.

#### S = SIGNIFICANCE

The significance of *Bradwell v. Illinois* went beyond its impact on Myra Bradwell. It signaled opposition of those in charge—men—to the ambitions of post-Civil War American women. It captures the “separate spheres” argument of the time. However, the defeat of Myra Bradwell was only temporary. Four years after the decision, the state of Illinois passed legislation that allowed women to practice law. Other states soon followed. Bradwell also continued to have a profound impact on her profession. Her *Chicago Legal News* became the indispensable newspaper for lawyers. And her work with women’s rights advocate Elizabeth Cady Stanton helped set the scene for the Nineteenth Amendment.

**ATPTAS FOR *MULLER V. OREGON***

**PRIMARY SOURCE:** *Muller v. Oregon* is a Supreme Court case that reinforced the view that the state has a responsibility to protect a woman's health and safety because women are different from men. How do your values square with this decision? Do you applaud a decision that protects women from the extremes of factory life, or do you deplore a decision that assumes that women by their very nature are inferior?

**MULLER, PLAINTIFF IN ERROR, v. THE STATE OF OREGON.**

**No. 107.**

**SUPREME COURT OF THE UNITED STATES**

**208 U.S. 412; 28 S. Ct. 324; 52 L. Ed. 551; 1908 U.S. LEXIS 1452**

Argued January 15, 1908.

February 24, 1908, Decided

THE facts, which involve the constitutionality of the statute of Oregon limiting the hours of employment of women, are stated in the opinion.

Rights under the 14th Amendment to the Federal Constitution are not infringed by the limitation of the hours of labor of women employed in laundries to ten hours daily which is made by Oregon Laws 1903, p. 148, although like legislation affecting male employees may be invalid.

This court takes judicial cognizance of all matters of general knowledge — such as the fact that woman's physical structure and the performance of maternal functions place her at a disadvantage which justifies a difference in legislation in regard to some of the burdens which rest upon her.

As healthy mothers are essential to vigorous offspring, the physical well-being of woman is an object of public interest. The regulation of her hours of labor falls within the police power of the State, and a statute directed exclusively to such regulation does not conflict with the due process or equal protection clauses of the Fourteenth Amendment.

The right of a State to regulate the working hours of women rests on the police power and the right to preserve the health of the women of the State, and is not affected by other laws of the State granting or denying to women the same rights as to contract and the elective franchise as are enjoyed by men.

While the general liberty to contract in regard to one's business and the sale of one's labor is protected by the Fourteenth Amendment, that liberty is subject to proper restrictions under the police power of the State.

The statute of Oregon of 1903 providing that no female shall work in certain establishments more than ten hours a day is not unconstitutional so far as respects laundries.

**Extract from Justice Brewer's opinion:**

That woman's physical structure and the performance of maternal functions place her at a disadvantage in the struggle for subsistence is obvious. This is especially true when the burdens of motherhood are upon her. Even when they are not, by abundant testimony of the medical fraternity, continuance for a long time on her feet at work, repeating this from day to day, tends to injurious effects upon the body, and as healthy mothers are essential to vigorous offspring, the physical well-being of woman becomes an object of public interest and care in order to preserve the strength and vigor of the race.

Still again, history discloses the fact that woman has always been dependent upon man. He established his control at the outset by superior physical strength, and this control in various forms, with diminishing intensity, has continued to the present. As minors, though not to the same extent, she has been looked upon in the courts as needing especial care that her rights may be preserved. Education was long denied her, and while now the doors of the school room are opened and her opportunities for acquiring knowledge are great, yet even with that and the consequent increase of capacity for business affairs, it is still true that in the struggle for subsistence, she is not an equal competitor with her brother. Though limitations upon personal and contractual rights may be removed by legislation, there is that in her disposition and habits of life which will operate against a full assertion of those rights. She will still be where some legislation to protect her seems necessary to secure a real equality of right. Doubtless there are individual exceptions, and there are many respects in which she has an advantage over him; but looking at it from the viewpoint of the effort to maintain an independent position in life, she is not upon an equality. Differentiated by these matters from the other sex, she is properly placed in a class by herself, and legislation designed for her protection may be sustained, even when like legislation is not necessary for men and could not be sustained. It is impossible to close one's eyes to the fact that she still looks to her brother and depends upon him. Even though all restrictions on political, personal and contractual rights were taken away, and she stood, so far as statutes are concerned, upon an absolutely equal plane with him, it would still be true that she is so constituted that she will rest upon and look to him for protection; that her physical structure and a proper discharge of her maternal functions — having in view not merely her own health, but the well-being of the race — justify legislation to protect her from the greed as well as the passion of man. The limitations which this statute places upon her contractual powers, upon her right to agree with her employer as to the time she shall labor, are not

imposed solely for her benefit, but also largely for the benefit of all. Many words cannot make this plainer. The two sexes differ in structure of body, in the functions to be performed by each, in the amount of physical strength, in the capacity for long-continued labor, particularly when done standing, the influence of vigorous health upon the future well-being of the race, the self-reliance which enables one to assert full rights, and in the capacity to maintain the struggle for subsistence. This difference justifies a difference in legislation and upholds that which is designed to compensate for some of the burdens which rest upon her.

#### A = AUTHOR

David J. Brewer wrote the opinion of U.S. Supreme Court case *Muller v. Oregon*. Associate Justice Brewer was appointed to the U.S. Supreme Court in 1889 by President Benjamin Harrison and served on the bench until 1910. He was a leading conservative on the Supreme Court, speaking out on behalf of vested property rights. In an 1891 address at Yale University he said, “From the time in earliest records, when Eve took loving possession of even the forbidden apple, the idea of property and sacredness of the right of its possession has never departed from the race, for human experience declares that the love of acquirement, mingled with the joy of possession, is the real stimulus to human activity.”

In the U.S. Supreme Court case following the Pullman Strike, Brewer’s decision led to the incarceration of labor radical Eugene V. Debs. Brewer also joined the majority in *Lochner v. New York*, which found a law limiting work hours for bakers unconstitutional. Given his history, Justice Brewer’s decision on the *Muller* case was extraordinary.

In part, the *Muller* decision resulted from a brief written on behalf of the Oregon law by Boston lawyer Louis D. Brandeis. Brewer took the extraordinary step of citing Brandeis’s brief in his decision. In one sense, therefore, Brandeis is also an author of this document.

#### T = TIME AND PLACE

The U.S. Supreme Court delivered the *Muller* decision in 1908 at the high point of the Progressive movement. Many states had passed legislation aimed at improving the lot of the common worker, including workmen’s compensation laws, and laws setting minimum wages and maximum hours. In 1903, the Oregon legislature passed an act which stated “that no female [shall] be employed in any factory or laundry in the State more than ten hours during any one day.” This was also a time in which most state and federal courts had accepted the argument of big business that private property was sacrosanct. Three years earlier, the U.S. Supreme Court had declared a New York state law limiting bakers to a ten-hour day unconstitutional.

**P = PRECONCEPTIONS**

Two assumptions lay behind the decision of the U.S. Supreme Court to reject the 14<sup>th</sup> amendment due process argument of the opponents of the Oregon law. First, the justices thought the United States was engaged in an international struggle with other races for the survival of the fittest. They very much believed that women were an important part of that struggle. At the same time, they believed that women were physically inferior. The decision said, “That women’s physical structure and the performance of maternal functions place her at a disadvantage in the struggle for subsistence is obvious.” It concludes saying “as healthy mothers are essential to vigorous offspring, the physical wellbeing of women becomes an object of public interest and care in order to preserve the strength and vigor of the race.”

**T = THESIS**

The thesis of the *Muller* decision is that a state has a responsibility to protect a woman’s health and safety because women are different from men. The evidence drawn from the Brandeis brief underscores this position.

**A = AUDIENCE**

This decision had multiple audiences: progressives, members of state legislatures, businessmen, and probably most importantly, ordinary, working women in America. For them especially, the *Muller* decision signaled that the U.S. Supreme Court would take into consideration the lives that they lived every day.

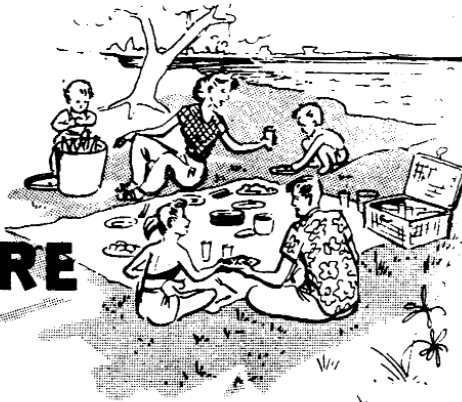
**S = SIGNIFICANCE**

On a number of levels, this decision was an important one. The Brandeis brief was a revolutionary step in American jurisprudence. Instead of simply relying on precedent, the U.S. Supreme Court accepted the more than 100 pages of statistical, sociological, economic, and physiological evidence advanced by Brandeis. And of course, it made the protection of women part of American law. For those people who took note of such things, the decision did *not* reverse *Lochner*, so the male worker was pretty much left where he had been before this decision was delivered.

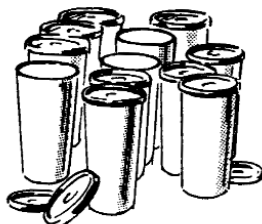
# ATPTAS FOR BROWNIE WISE

PRIMARY SOURCE: Advertisement for Tupperware picnic

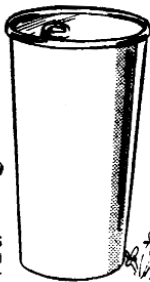
## Enjoy a TUPPERWARE picnic



Pack your food and drinks in **TUPPERWARE** . . . . .  
securely sealed from ants, sand and air.



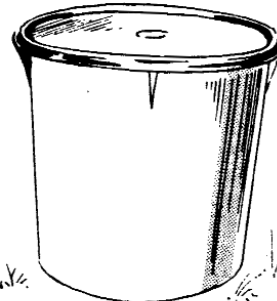
The 12½-ounce **TUMBLERS** and **SEALS** serve triple duty at picnics . . . packed with ice and placed around the other food-filled **TUPPERWARE** containers, they keep your lunch fresh. They're ready for the cold drink, too! Their insulating quality keeps drinks colder, longer. **TUPPERWARE** lightens the picnic basket — eliminates breakage. Use two **TUMBLERS** and **SEALS** for cream and sugar . . . protect against spoilage and spilling.



The **50-OUNCE CANISTER** . . . a perfect picnic packer. Ideal for cold drinks . . . will keep "iced" for several hours even in torrid summer heat. Perfect for biscuits, cookies and hamburger buns, they'll be oven-fresh at "eating time". Use it, too, for potato salad, slaw, celery, carrots, and hot dogs or hamburgers.



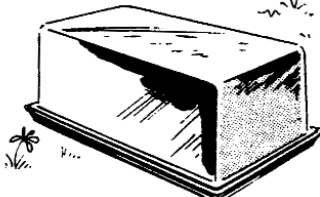
The **TUPPERWARE SALT** and **PEPPER SHAKERS** are as natural a part of your picnic basket as the handle . . . your salt and pepper will be sand-dry and make for easy pouring . . . no chance for having to sift salt out of broken glass . . . it's protected in **TUPPERWARE**.



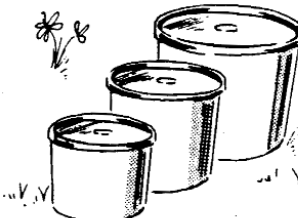
For a sizeable picnic group, the **JUMBO CANISTER** is an absolute "must". It will hold a generous quantity of potato salad or slaw, and, surrounded by ice-filled tumblers, will keep it tastily chilled. To enjoy a wonderful supply of melon . . . just put ice cubes right in with the sliced melon. The **JUMBO CANISTER** is a natural for cold drinks . . . holds over five quarts . . . keeps it cold and inviting.



The **TUPPERWARE PLATES** are a "must" for all picnic groups from two to two hundred. Light as a feather, **TUPPERWARE PLATES** eliminate breakage . . . clean with just a rinse of water and, of course, they make a beautiful picnic table setting.



The **BREAD SERVER** keeps 8 to 12 sandwiches fresh and moist from the time they're packed until it's time to eat. No need for wrapping them . . . so you save time in preparation, too. Just pack the **BREAD SERVER** and seal it. Use a second **BREAD SERVER** for a supply of potato salad or slaw . . . surround it with ice-filled tumblers to keep the salad crisp.



The **CANISTER SET** is great for carrying tomatoes, cucumbers, or deviled eggs, and keeping them chilled. Use the **CANISTER** for baked beans or fried chicken or for any of the uncooked foods you plan to prepare. Like all of the other pieces of **TUPPERWARE**, it will keep its contents free from sand, insects, and moist air.

© 1953 TUPPERWARE HOME PARTIES INC.  
Printed in U. S. A. (393)

**A = AUTHOR**

Brownie Wise, the first woman selected by *BusinessWeek* for its cover, was a single mother who fully grasped the isolation of post-World War II suburban women. Her Tupperware parties, which began in 1948, met the emotional and social needs of a generation of women who remained home to nurture the post-war baby boom.

**T = TIME AND PLACE**

Until August 1945, the development and use of plastics were focused on victory in World War II. Immediately after victory over Japan, creative entrepreneurs turned plastics into big business at home. Tupperware was a shining example. First developed the year after the war, Tupperware products initially didn't sell well because customers needed instruction in how to use airtight seals. After a successful experiment in the late 1940s in home parties, in 1951 Tupperware leaders took their product off store shelves and only sold them through direct contact with homemakers.

The introduction of the Tupperware party could not have been better. It combined entertainment, good fellowship, and consumption. Women in post-war America had few career opportunities, an abrupt change from the war years. They were expected to remain home, caring for their children in the rapidly growing suburbs. Yet, at the same time, many of these women hoped to help their families become more successful financially. Tupperware parties let them have it all. They earned money, they stayed at home, and they shared common experiences with other women. And because they held the parties while their husbands were at work and their older children were at school, they could remain good wives and mothers.

**P = PRECONCEPTIONS**

Look closely at the ad. It assumes that people in post-war America had leisure time. Backyard barbecues and picnics on a beach were weekend features of the suburban family. Tupperware appealed to the family who wanted cold drinks, fresh egg salad sandwiches, hamburgers, and coleslaw for lunch. This vision of the suburban lifestyle, however, was largely white, as seen in the ad's image of a picnic. Although one cannot be positive about the relationship of the people in the ad, it suggests that having two young children was the norm. The man pictured suggests that husbands were enlisted in the Tupperware vision.

**T = THESIS**

Family life is enhanced by Tupperware, and the women use or sell the product and are good wives and mothers.

**A = AUDIENCE**

Middle-class, white suburban women were the prime target audience of the Tupperware company, but it also targeted men. After all, in post-World War II, men had the financial power and the family muscle to say no.

**S = SIGNIFICANCE**

The ad suggests the overwhelming faith in plastics and technology that marked post-World War II America. In addition, it underscores the relationship between the family and consumerism in suburban America.

**QUESTIONS AFTER VISITING AND/OR STUDYING** *Enterprising Women: 250 Years of American Business*

1. Describe your experience touring *Enterprising Women*. Include your thoughts and step-by-step impressions.
2. What questions has this exhibition raised for you?
3. What lessons have you learned?
4. Which woman's story did you find most compelling? Who was she? What did you learn about her? Why did you think she was interesting?
5. How have women entrepreneurs changed over time? In what ways? Are they different from men?
6. What does it take to be a successful businesswoman?
7. Did the women in this exhibition share any common traits? Any common experiences? Can you identify any common themes in their stories?
8. Choose two of the following quotes. What does the quote mean to you? What do you think the enterprising woman meant when she said it?

**Elizabeth Murray**

"I prefer a useful member of society to all the finer delicate creatures of the age."

**Martha J. Coston**

"We hear much of the chivalry of men towards women; but let me tell you dear reader, it vanishes like dew before the summer sun when one of us comes into competition with the manly sex."

**Hetty Green**

"My father taught me never to owe anything, not even kindness."

**Madam C. J. Walker**

“I had little or no opportunity when I started out in life... I had to make my own living and my own opportunity. But I made it. That is why I want to say to every Negro woman present, don't sit down and wait for opportunities to come, but you have to get up and make them!”

“I am in the business world, not for myself alone, but to do all the good I can for the uplift of my race.”

**Elizabeth Arden**

“I only want people around me who can do the impossible.”

**Hazel Bishop**

“Open your own business, even if it's a peanut stand.”

**Olive Ann Beech**

“Being a woman isn't a handicap... Ability is the measure of an executive—not gender.”

**Maggie Lena Walker**

“If our women want to avoid the traps and snares of life, they must ...organize ... put their mites together, put their hands and their brains together, and make work and business for themselves.”

## RESOURCES

### WEB SITES

- <http://www.enterprisingwomenexhibit.org/> Includes teacher resources and lesson plans, virtual exhibition, and on-line exhibition book. To access and download Virginia G. Drachman's *Enterprising Women: 250 Years of American Business*, click on [www.enterprisingwomenexhibit.org/teacher.html](http://www.enterprisingwomenexhibit.org/teacher.html). This site is for educational use only.
- <http://www.radcliffe.edu/schles/> Online sources on the history of women in America at the Arthur and Elizabeth Schlesinger Library
- <http://www.library.hbs.edu/hc/wes/> Online resources to collections in the Harvard Business School's Historical Collections on women, enterprise and society
- [http://www.library.hbs.edu/hc/19th\\_century\\_tcard/](http://www.library.hbs.edu/hc/19th_century_tcard/) Information about Harvard Business School's Historical Collections trade card collection
- <http://www.elizabethmurrayproject.org> Primary sources relating to colonial shopkeeper Elizabeth Murray, both images and texts; time line; family tree; bibliography; grade-level-specific lesson plans for elementary, middle, and high school classes; and rotating examples of student work accomplished in response to the lesson plans

### BOOKS

Books on women in careers, professions, and work including law, medicine, and the social sciences: Rosalind Rosenberg, *Beyond Separate Spheres: Intellectual Roots of Feminism* (New Haven: Yale University Press, 1982); Ellen Fitzpatrick, *Endless Crusade: Women Social Scientists and Progressive Reform* (New York: Oxford University Press, 1990); Virginia G. Drachman, *Sisters in Law: Women Lawyers in Modern American History* (Cambridge, Mass.: Harvard University Press, 1998); Ellen S. More, *Restoring the Balance: Women Physicians and the Profession of Medicine, 1850–1955* (Cambridge, Mass.: Harvard University Press, 1999) and Patricia M. Hummer, *The Decade of Elusive Promise: Professional Women in the United States, 1920–1930* (Ann Arbor: University of Michigan Research Press, 1979).

Business histories: The classic history of the corporation and big business is by Alfred D. Chandler, Jr., *The Visible Hand: The Directorial Revolution in American Business* (Cambridge: Belknap, 1977).

On the role of women in the history of the economy, see Claudia Goldin, *Understanding the Gender Gap: An Economic History of American Women* (New York: Oxford University Press, 1990).

For the importance of women and gender in the history of American business, see Virginia G.

Drachman, *Enterprising Women: 250 Years of American Business* (Chapel Hill: University of North Carolina Press, 2002), Wendy Gamber, *The Female Economy: The Millinery and Dressmaking Trades, 1860–1930* (Chicago: University of Illinois Press, 1997); Kathy Peiss, *Hope in a Jar: The Making of America's Beauty Culture* (New York: Henry Holt, 1998); and Angel Kwolek-Folland, *Incorporating Women: A History of Women and Business in the United States* (New York: Twayne, 1998). Mary A. Yeager, “Will There Ever Be a Feminist Business History?” in Mary A. Yeager, ed., *Women in Business* (Northampton, Mass.: Elgar, 1999), vol. 1, pp. 3–43. The essays in this three-volume collection present interpretive analyses of women's place as entrepreneurs, laborers, and consumers in the history of American business.

On gender in business history, see also Joan W. Scott, “Comment: Conceptualizing Gender in American Business History,” *Business History Review*, vol. 72 (summer 1998), pp. 242–9; Wendy Gamber, “Gendered Concerns: Thoughts on the History of Business and the History of Women,” *Business and Economic History*, vol. 23 (fall 1994), pp. 129–140; Alice Kessler-Harris, “Ideologies and Innovation: Gender Dimensions of Business History,” *Business and Economic History*, vol. 20 (1991), pp. 45–51; and Kathy Peiss, “‘Vital Industry’ and Women's Ventures: Conceptualizing Gender in Twentieth Century Business History,” *Business History Review*, vol. 72 (summer 1998), pp. 219–41.

On gender in the history of the corporation in its early decades, see Angel Kwolek-Folland, *Engendering Business: Men and Women in the Corporate Office, 1870–1930* (Baltimore: Johns Hopkins University Press, 1994).

On the intersection of race and gender in business history, see Juliet E. K. Walker, *The History of Black Business in America: Capitalism, Race, Entrepreneurship* (New York: Macmillan, 1998).

Biographies of women entrepreneurs can be found in biographical dictionaries available in many public libraries. They include *American National Biography* (New York: Oxford University Press, 1999); *Notable American Women, vols. 1–4* (Cambridge, Mass.: Harvard University Press, 1971, 1980); *Jewish Women in America: An Historical Encyclopedia*, (New York: Routledge, 1997) *Notable Black American Women* (Detroit: Gale Research, 1992–96.) See also A'Lelia Bundles, *On Her Own Ground: The Life and Times of Madam C. J. Walker* (New York: Scribner, 2001), Jane Plitt, *Martha Matilda Harper and the American Dream* (Syracuse, N.Y.: Syracuse University Press 2000) and Patricia Cleary, *Elizabeth Murray: A Woman's Pursuit of Independence in Eighteenth-Century America* (Amherst: University of Massachusetts Press, 2000). Katharine Graham's memoir, *Personal History* (New York: Vintage, 1998) documents the making of a businesswoman in modern America.