

CHAPTER
12

GUIDED READING *The Harding Presidency*

Section 2

A. On the back of this page, note four measures taken by the Harding administration to maintain world peace.

B. Complete this description of how the Fordney-McCumber Tariff worked against Harding's efforts to maintain world peace. On each blank, write **B** for Britain, **F** for France, **G** for Germany, or **U** for the United States.

(1)___ adopted the Fordney-McCumber Tariff to protect businesses in (2)___ from foreign competition. This tariff made it difficult for (3)___ and (4)___ to sell goods in (5)___ and, therefore, difficult to repay their war debts to (6)___. To get money to pay those debts, they demanded reparations from (7)___, and troops from (8)___ invaded the Ruhr, an industrial region of (9)___. To avoid a new war, (10)___ adopted the Dawes Plan. Under this program, investors from (11)___ made loans to (12)___. It used the money to repay war debts to (13)___ and (14)___. Then they used the same money to repay war debts to banks in (15)___. In effect, (16)___ was repaid with its own money. This arrangement caused bad feelings on both sides of the Atlantic.

C. In the blank boxes below, write one or two words that describe how each nation, person, or group felt about the issues listed.

1. Americans → Kellogg-Briand Pact	
3. Americans → Immigrants	
5. Harding → Administration scandals	
2. Britain and → Dawes Plan France	
4. Ohio gang → Public service	
6. Americans → Harding	

D. On the back of this page, note how the actions of **Charles Evans Hughes** and **Albert B. Fall** affected the reputation of the Harding administration.



Section 2

RETEACHING ACTIVITY *The Harding Presidency*

Matching

A. Complete each sentence with the appropriate term or name.

- | | |
|-------------------|-------------------------|
| business affairs | Fordney-McCumber Tariff |
| Charles R. Forbes | Andrew Mellon |
| Dawes Plan | upper house |
| Albert B. Fall | Kellogg-Briand Pact |
| social reform | Charles Evans Hughes |

1. In 1928, fifteen nations signed the _____, which renounced war as a national policy.
2. Under the _____, American investors loaned Germany billions of dollars to pay its war reparations to Britain and France.
3. As president, Warren G. Harding favored a limited role for government in _____ and _____.
4. _____, a member of Harding's so-called Ohio Gang, was caught illegally selling government and hospital supplies to private companies.
5. As Harding's secretary of treasury, _____ set about cutting taxes and reducing the national debt.

Evaluating

B. Write *T* in the blank if the statement is true. If the statement is false, write *w* in the blank and then write the corrected statement on the line below.

_____ 1. Russia was not invited to the U.S.-sponsored Washington Naval Conference in 1921 because it did not have a navy.

_____ 2. A significant weakness of the Kellogg-Briand Pact was that it had no means of enforcement.

_____ 3. The Dawes Plan caused great resentment among the United States, Britain, and France.

_____ 4. For his role in the Teapot Dome Scandal, Secretary of the Interior Albert B. Fall became only the second sitting cabinet member to be convicted of a felony.

_____ 5. President Harding died while in office in August 1923, the victim of an assassination.

CHAPTER
12

AMERICAN LIVES

Ernesto Galarza
Scholar, Educator, Activist

Section 2

“When [Mexican-Americans] came to California, Anglo-Americans preached to us about our apathy and scolded us. . . . [But] what is mistaken for apathy is simply a system of self-defense. . . . ‘La mula no nació arisca’—the mule isn’t born stubborn, he’s made stubborn.”—Ernesto Galarza, “La mula no nació arisca” in Center Diary (September/October, 1966)

Ernesto Galarza, born in a small village in Mexico in 1905, came to the United States when he was six, one of hundreds of thousands of Mexicans who fled the turmoil of the Mexican Revolution. He became a scholar, an educator, and an activist.

Galarza was first involved in activism when he was in high school, while working picking crops. A teacher encouraged Galarza to pursue his education, and he went to college. Afterwards, he attended Stanford University for his master’s degree and Columbia for his doctorate. While studying for his degree, he and his wife also launched their own school.

Galarza became a researcher for the Pan American Union. In ten years there, he studied a number of issues. Most prominent was the bracero program of the 1940s. During World War II, the United States suffered a shortage of farm workers. The government signed an agreement with Mexico to permit the entrance of temporary workers called *braceros*. At first the United States agreed to provisions required by Mexico that aimed to ensure that these workers were not discriminated against. In 1943, Congress allowed those limitations to be ignored if doing so was required for the war effort. With the limits lifted, the number of braceros jumped. The large growers used their economic power to take advantage of the workers. When other farm workers tried to organize and strike, the growers replaced those workers with braceros.

Galarza protested the bracero program. He believed that workers should be admitted to the United States as immigrants—so they could have the full rights of immigrants. Because he thought that the Pan American Union did not do enough to support the workers, he left that organization.

Meanwhile, Galarza was working for the National Farm Labor Union trying to organize farm workers. He led several strikes from the late

1940s through the mid-1950s. Each time, the union was defeated. He grew angry over the lack of support from organized labor, which was more interested in helping industrial workers. He also realized that the bracero program—still in force even though the war had ended—hampered moves to unionize farm workers.

In fighting the bracero program, Galarza was largely alone. One study describes his lonely effort: “He had neither large numbers of supporters, nor finances, nor friends in high places. His weapons were highly personal: the shield of research and analytical thought, the sword of the written and spoken word.” One of those swords was his 1955 report, *Strangers in Our Fields*, a book based on a tour of 150 migrant-worker camps in California and Arizona. In 1964, he financed publication of another critical look at the growers, *Merchants of Labor*. That year, the bracero program was finally ended.

Over the next two decades, before his death in 1984, Galarza remained active in many ways. He taught at universities from Notre Dame to the University of California. He taught elementary school and—in San Diego—pioneered bilingual education. He wrote children’s books in Spanish and in both Spanish and English. He helped organize community groups and advised foundations on Mexican-American issues. He had come far from the small village where he was born.

Questions

1. What does Galarza mean by using the Spanish saying about the mule?
2. What obstacles prevented the farm workers from organizing?
3. Why would a scholar and activist like Galarza become involved in elementary education?