

Stockton, Cal., C.R. 7-2(?) -1.  
(March 13, 1918).

Bin & Louie Kim Min,

Volume II: Since 1865

heard that your mother often goes to the market, exhibit-  
showiness than other people. I ask whether you are  
yourself to do that. If you do  
it myself when I heard of such th  
I cannot control my own family, I  
t feel the disgrace, you should  
ia that that gives such exhibit  
hurts my name or reputation, and  
ccess. Hereafter, if you put  
that which is good  
e day. If  
ne to



Vertical columns of Chinese calligraphy on a piece of paper, likely a letter or document.



Discovering the American Past

*A Look at the Evidence*

do i  
ee list of Frodo  
Interpreter H. K. Ta

Large section of Chinese calligraphy, possibly a list or a long letter.

李  
石慰 祈  
泉堂 交  
由港李心  
先生  
Mrs. H. EM  
727 Stockton



Wheeler | Becker

5th Edition



Bottom right corner showing a portion of a document with Chinese calligraphy.

# DISCOVERING THE AMERICAN PAST

*A Look at the Evidence*

FIFTH EDITION

✱ VOLUME TWO: since 1865 ✱

William Bruce Wheeler  
*University of Tennessee*

Susan D. Becker  
*University of Tennessee, Emerita*

Houghton Mifflin Company BOSTON NEW YORK

Editor-in-Chief: Jean L. Woy  
Sponsoring Editor: Colleen Shanley Kyle  
Associate Editor: Leah Strauss  
Project Editor: Carla Thompson  
Editorial Assistant: Christian Downey  
Production/Design Coordinator: Lisa Jelly Smith  
Manufacturing Manager: Florence Cadran  
Senior Marketing Manager: Sandra McGuire  
Marketing Assistant: Jim David

Cover Design: Jonathan Wallen/National Archives  
Cover Image: Documents from the San Francisco Office of Immigration and Naturalization;  
photo of Angel Island

*For permission to use copyrighted material, grateful acknowledgment is made to the  
copyright holders listed on pages 309–310, which are hereby considered an extension of  
the copyright page.*

Copyright © 2002 by Houghton Mifflin Company. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of the copyright owner unless such copying is expressly permitted by federal copyright law. With the exception of nonprofit transcription in Braille, Houghton Mifflin is not authorized to grant permission for further uses of copyrighted selections reprinted in this text without the permission of their owners. Permission must be obtained from the individual copyright owners as identified herein. Address requests for permission to make copies of Houghton Mifflin material to College Permissions, Houghton Mifflin Company, 222 Berkeley Street, Boston, MA 02116-3764.

Printed in the U.S.A.

Library of Congress Control Number: 2001131560

ISBN: 0-618-10225-6

2 3 4 5 6 7 8 9-QF-05 04 03 02 01

## Preface

The presidential election of 2000 was an incredibly exciting, confusing, and frustrating experience for our country. But as commentator after commentator noted, the election was also “a history teacher’s dream.” Millions of students—and a surprising number of adult Americans—were suddenly, somewhat painfully, educated about the origins, role, and philosophy of the electoral college. The previously obscure, even unknown, disputed election of 1876 between Rutherford Hayes and Samuel Tilden took on new relevance. Both state and federal judges combed the past for precedents to help them make important decisions in the present. And finally, questions about the evidence of the votes and the methods by which they were counted simply could not be settled completely and to everyone’s satisfaction.

We live in a complex world, and we strongly believe that students need help in developing the skills of critical thinking so essential for coping with life in the twenty-first century. How can we rely on statements made by a president of the United States, any other world leader, the chairman of the Federal Reserve Board, a member of Congress, a radio talk show host, a TV newscaster, or a professor unless we are able to examine and analyze the available evidence to understand how it is being used? How can we ourselves learn to use evidence intelligently when we write a report, make a public address, or participate in a debate? The subject of this volume is American history, but the important skills of examination, analysis, and proper use of evidence are important to every person in every vocation.

In *Discovering the American Past: A Look at the Evidence*, we show students the importance of acquiring and sharpening these skills. Moreover, as they acquire or hone these skills, students generally discover that they enjoy “doing history,” welcome the opportunity to become active learners, retain more historical knowledge, and are eager to solve a series of historical problems themselves rather than simply being told about the

past. Unlike a source reader, this book prompts students actually to *analyze* a wide variety of authentic primary-source material, make inferences, and draw conclusions based on the available evidence, much in the same way that historians do.

As in previous editions, we try to expose students to the broad scope of the American experience by providing a mixture of types of historical problems and a balance among political, social, diplomatic, economic, intellectual, and cultural history. This wide variety of historical topics and events engages students' interest and rounds out their view of American history.

### ✱ FORMAT OF THE BOOK ✱

Historians are fully aware that everything that is preserved from the past can be used as evidence to solve historical problems. In that spirit, we have included as many different *types* of historical evidence as we could. Almost every chapter gives students the opportunity to work with a different type of evidence: works of art, first-person accounts, trial transcripts, statistics, maps, letters, charts, biographical sketches, court decisions, music lyrics, prescriptive literature, newspaper accounts, congressional debates, speeches, diaries, proclamations and laws, political cartoons, photographs, architectural plans, advertisements, posters, film reviews, fiction, memoirs, and oral interviews. In this book, then, we have created a kind of historical sampler that we believe will help students learn the methods and skills historians use, as well as help them learn historical content.

Each type of historical evidence is combined with an introduction to the appropriate methodology in an effort to teach students a wide variety of research skills. As much as possible, we have tried to let the evidence speak for itself and have avoided leading students to one particular interpretation or another. This approach is effective in many different classroom situations, including seminars, small classes, discussion sections, and large lecture classes. Indeed, we have found that the previous editions of *Discovering the American Past* have proven themselves equally stimulating and effective in very large classes as well as in very small ones.

Each chapter is divided into six parts: The Problem, Background, The Method, The Evidence, Questions to Consider, and Epilogue. Each of the parts relates to or builds upon the others, creating a uniquely integrated chapter structure that helps guide the reader through the analytical process. "The Problem" section begins with a brief discussion of the central issues of the chapter and then states the questions students will explore. A "Background" section follows, designed to help students understand the

historical context of the problem. The section called “The Method” gives students suggestions for studying and analyzing the evidence. “The Evidence” section is the heart of the chapter, providing a variety of primary source material on the particular historical event or issue described in the chapter’s “Problem” section. The section called “Questions to Consider” focuses students’ attention on specific evidence and on linkages among different evidence material. The “Epilogue” section gives the aftermath or the historical outcome of the evidence—what happened to the people involved, who won the election, the results of a debate, and so on.

### ✱ CHANGES IN THE FIFTH EDITION ✱

In response to student evaluations and faculty reviews, we have made significant alterations in the content of this edition. There are five new chapters, three in Volume I and two in Volume II.

In Volume I, we have rewritten Chapter 3 to give students a broader, more diverse view of Americans in the late colonial period. Demographic and statistical material from both the Chesapeake and New England colonies allows students to make regional comparisons as well as learn to use such data to describe people who were not famous. Chapter 9 focuses on the reintroduction of the Wilmot Proviso and the subsequent congressional debates of 1847 about the westward expansion of slavery. Chapter 11 utilizes the political cartoons of Thomas Nast and Matthew Morgan as a window into the important Reconstruction issues of the election of 1872.

Although the hard-fought battle for woman suffrage was won in 1920 with the passage of the Nineteenth Amendment, many social, economic, and political questions about women’s place remained. In Volume II, Chapter 6 looks at women’s issues during the crucial period of the 1920s. Chapter 11 emphasizes immigration as one of the main themes of American history, examining the “fourth wave” of immigrants in California during the latter part of the twentieth century.

### ✱ INSTRUCTOR’S RESOURCE MANUAL ✱

Because we value the teaching of American history and yet fully understand how difficult it is to do it well, we have written our own Instructor’s Resource Manual to accompany *Discovering the American Past*. In this manual, we explain our specific content and skills objectives for each

chapter, and we include an expanded discussion of the method and evidence sections. We also answer some of the questions that students often ask about the material in each problem. Our suggestions for various ways of teaching and for evaluating the students' learning draw not only upon our own experiences but also upon the experiences of those of you who have shared your classroom ideas with us. Finally, we wrote brief, updated bibliographic essays for each problem.

### \* ACKNOWLEDGMENTS \*

We would like to thank all the students and instructors who have helped us in developing and refining our ideas for the fifth edition. In addition to our colleagues across the United States, we would like to thank especially our colleagues at the University of Tennessee who offered suggestions and read chapter drafts, along with Penny Hamilton, Kim Harrison, and Denise Barnaby who helped in preparing the manuscript. At Houghton Mifflin, we are indebted to Colleen Kyle, Leah Strauss, and Carla Thompson for their editorial assistance. Finally, the colleagues at other institutions who reviewed chapter drafts made significant contributions to this edition, and we would like to thank them for their generosity, both in time and in helpful ideas and specific suggestions:

- Jamie Bronstein, *New Mexico State University*
- Eliga H. Gould, *University of New Hampshire*
- Donna Cooper Graves, *University of Tennessee—Martin*
- Gaylen Lewis, *Bakersfield College*
- Linda Przybyszewski, *University of Cincinnati*
- Elizabeth Rose, *Trinity College*
- Clarice Stasz, *Sonoma State University*
- Michael Topp, *University of Texas—El Paso*
- Lynn Y. Weiner, *Roosevelt University*
- Robert S. Wolff, *Central Connecticut State University*

As with our four previous editions, we dedicate these volumes to all our colleagues who seek to offer a challenging and stimulating academic experience to their students, and to those students themselves, who make all our work worthwhile.

W. B. W.  
S. D. B.

# Contents

Preface	xi
---------	----

## \* CHAPTER ONE \*

### Grant, Greeley, and the Popular Press: The Presidential Election of 1872

The Problem	1
Background	3
The Method	7
The Evidence	8
<i>Political cartoons by Matt Morgan</i>	
<i>Political cartoons by Thomas Nast</i>	
Questions to Consider	23
Epilogue	24

## \* CHAPTER TWO \*

### The Road to True Freedom: African American Alternatives in the New South

The Problem	27
Background	28
The Method	33
The Evidence	35

- Excerpt from Ida B. Wells's United States Atrocities, 1892*  
*Booker T. Washington's Atlanta Exposition Address, 1895*  
*Excerpt from Henry McNeal Turner's "The American Negro  
and His Fatherland," 1895*  
*Excerpts from W. E. B. Du Bois's "The Talented Tenth"  
(1903) and Niagara Address (1906)*

*Excerpt from Frances E. W. Harper's "Enlightened  
Motherhood," 1892*  
*Table showing migration of Negro population by U.S.  
region, 1870-1920*

Questions to Consider	51
Epilogue	54

**\* CHAPTER THREE \***

**How They Lived:  
Middle-Class Life, 1870-1917** 57

The Problem	57
Background	58
The Method	64
The Evidence	66

*Advertisements for clothing, beauty and health aids,  
firearms, books and home study courses,  
typewriters, insurance, bicycles, automobiles,  
household appliances and furnishings, 1881-1916*  
*Architectural drawings and descriptions of houses,  
1878-1909*

*Excerpts on the new business of advertising,  
1898-1927*

Questions to Consider	99
Epilogue	100

**\* CHAPTER FOUR \***

**Justifying American Imperialism:  
The Louisiana Purchase  
Exposition, 1904** 102

The Problem	102
Background	104
The Method	109
The Evidence	112

*Photographs taken at the Louisiana Purchase  
International Exposition, 1904*

*Excerpt from W. J. McGee's "Anthropology—  
A Congress of Nations at the Fair," 1904*

Questions to Consider	126
Epilogue	128

## \* CHAPTER FIVE \*

**Homogenizing a Pluralistic Nation:  
Propaganda During  
World War I**

	132
The Problem	132
Background	133
The Method	137
The Evidence	139
<i>Song and poetry, advertisements, posters, editorial cartoons, speeches, movie stills</i>	
Questions to Consider	160
Epilogue	162

## \* CHAPTER SIX \*

**The "New" Woman: Social Science Experts  
and the Redefinition of Women's Roles  
in the 1920s**

	165
The Problem	165
Background	166
The Method	170
The Evidence	171
<i>Excerpts from the 1920s' social science literature</i>	
Questions to Consider	185
Epilogue	186

## \* CHAPTER SEVEN \*

**Documenting the Depression:  
The FSA Photographers and  
Rural Poverty**

	188
The Problem	188
Background	189
The Method	191
The Evidence	194
<i>Documentary photographs as instruments of reform</i>	
Questions to Consider	203
Epilogue	203

## \* CHAPTER EIGHT \*

**Presidential Leadership, Public  
Opinion, and the Coming of World  
War II: The USS *Greer* Incident,  
September 4, 1941**

	205
The Problem	205
Background	206
The Method	209
The Evidence	211
<i>Gallup polls</i>	
<i>Deck log and rolls, newspaper reports,     correspondence, speeches, and congressional     testimony pertaining to the USS <i>Greer</i> incident</i>	
Questions to Consider	231
Epilogue	233

## \* CHAPTER NINE \*

**Separate but Equal?  
African American Educational  
Opportunities and the  
*Brown* Decision**

	235
The Problem	235
Background	236
The Method	240
The Evidence	242
<i>First section of the Fourteenth Amendment to     the Constitution</i>	
<i>Excerpts from Plessy v. Ferguson (1896)</i>	
<i>Excerpts from Amicus curiae briefs, Brown v. Board of     Education (1952)</i>	
<i>Excerpts from the oral arguments, 1952 and 1953</i>	
<i>Excerpts from the Brown I decision (1954)</i>	
Questions to Consider	250
Epilogue	251

## \* CHAPTER TEN \*

**A Generation in War and Turmoil:  
The Agony of Vietnam**

	253
The Problem	253
Background	254

The Method	260
The Evidence	264
<i>Sample release forms for oral history interviews</i>	
<i>Interviews with five males and two females (veterans</i>	
<i>and civilians) of the Vietnam War era</i>	
<i>Photographs</i>	
Questions to Consider	287
Epilogue	288

\* CHAPTER ELEVEN \*

<b>A Nation of Immigrants: The Fourth Wave in California</b>	290
The Problem	290
Background	291
The Method	295
The Evidence	296
<i>Excerpts from life stories, memoirs, and</i>	
<i>autobiographies of fourth-wave immigrants</i>	
Questions to Consider	306
Epilogue	306
Text Credits	309

## CHAPTER

# 1

## Grant, Greeley, and the Popular Press: The Presidential Election of 1872

### ✱ THE PROBLEM ✱

By 1872, it appeared that Reconstruction was in serious trouble. Although Congress had increased the powers of military governors in the states of the former Confederacy, many southern whites remained fiercely unrepentant and resisted—sometimes violently—efforts to grant citizenship and voting rights to former slaves. For the most part African Americans remained landless and uneducated, making them highly vulnerable to white landowners and unscrupulous election officials. More serious, among northern white voters the zeal for reconstructing the South was beginning to wane, as new issues and concerns, such as government corruption, civil service reform, continued westward expansion and conflict with Native Americans, currency inflation, and the

rise of industry, vied with one another for people's attention.

In May 1872, a group of disillusioned men broke with the Grant administration and the Republican party and held their own convention in Cincinnati, Ohio. Calling themselves Liberal Republicans, they formally nominated the widely known and controversial *New York Tribune* editor Horace Greeley as the party's presidential candidate and Missouri Governor B. Gratz Brown as his running mate. In a letter accepting the convention's nomination, Greeley called for an end to the failed experiment of Reconstruction, asserting that he had "the confident trust that the masses of our countrymen North and South are eager to clasp hands across the bloody chasm which has too long divided

CHAPTER 1

GRANT, GREELEY,  
AND THE POPULAR  
PRESS: THE  
PRESIDENTIAL  
ELECTION OF 1872

them. . . .”<sup>1</sup> Hoping to turn the Grant administration out of office, the Democrats also nominated Greeley and Brown.

What began as a contest over opposing philosophies and stands on issues such as Reconstruction, however, soon turned into one of the most vicious and personal presidential campaigns in American history. To be sure, some previous presidential contests had been ugly affairs as well (especially those of 1800 and 1828), but the campaign of 1872 seemed to descend to a new low in political vituperation and smear tactics. By November 1872, no office seeker was left unscathed.<sup>2</sup>

Although no one who participated in the 1872 presidential race escaped blame, two people in particular were among the most responsible: Thomas Nast and Matthew Somerville (Matt) Morgan. Nast (1840–1902) was the chief political cartoonist for the popular *Harper’s Weekly*, while Morgan (1839–1890) was Nast’s opposite on the rival *Frank Leslie’s Illustrated Newspaper*. Two of the most talented illustrators of their time, Nast and

Morgan were in large part responsible for their respective weekly publications reaching circulations of 100,000 by 1872, the year that both men were at the zeniths of their power and influence.

Your tasks in this chapter are to analyze the political cartoons of both Thomas Nast and Matt Morgan, and then, using those cartoons, to answer the following questions:

1. How did each side attempt to portray the other? the respective presidential candidates (Grant and Greeley)?
2. What were the principal issues the cartoons attempted to address? Which issues did they *not* address or avoid addressing?
3. How did each side attempt to deal with Reconstruction in the presidential election of 1872?

For those who maintain that recent presidential contests have reached a new level of personal attacks and general nastiness, the 1872 election is a much-needed corrective.

1. For Greeley’s acceptance letter see William Gillette, “Election of 1872,” in Arthur M. Schlesinger Jr., ed., *History of American Presidential Elections* (New York: Chelsea House, 1971), Vol. II, p. 1359.

2. An excellent book on the earliest “nasty” election is Bernard A. Weisberger’s *America Afire: Jefferson, Adams, and the Revolutionary Election of 1800* (New York: William Morrow, 2000).

## \* BACKGROUND \*

Although Radical Republicans<sup>3</sup> outdid each other in oratorical eulogies to Abraham Lincoln, secretly they were not altogether displeased by the death of the president. Not only could the Radical Republicans then use Lincoln as a martyr for their own cause, but also they had reason to believe that Lincoln's successor, Andrew Johnson of Tennessee, would be more sympathetic to their plans than the late president had been. After all, Johnson had been a harsh military governor of Tennessee (1862-1864) who had said many times that treason "must be made odious, and the traitors must be punished and impoverished."<sup>4</sup>

Yet it did not take Radical Republicans long to realize that President Andrew Johnson was not one of them. Although he had spoken harshly, he pardoned around 13,000 former Confederates, who quickly captured control of southern state governments and congressional delegations. Many northerners were shocked to see former Confederate officers and officials, and even former Confederate Vice President Alexander Stephens, returned to Washington. At the same time, the new southern state legislatures passed a series of laws, known collectively as black codes, that so se-

verely restricted the rights of former slaves that they were all but slaves again. Moreover, Johnson privately told southerners that he opposed the Fourteenth Amendment to the Constitution, intended to confer full civil rights on the newly freed slaves. When Radical Republicans in Congress attempted to enact harsher measures, Johnson vetoed them and, simultaneously, appeared to do little to combat the widespread defiance of white southerners, including insulting federal troops, desecrating the American flag, and participating in organized resistance groups such as the Ku Klux Klan.

The congressional elections of 1866 gave Radical Republicans enough seats in Congress to override Johnson's vetoes. Beginning in March 1867, Congress passed a series of Reconstruction acts that divided the South into five military districts, to be ruled by military commanders under martial law. Southern states had to ratify the Fourteenth Amendment and institute African American suffrage before being allowed to take their formal places in the Union. The Freedmen's Bureau, founded in 1865, was given additional federal support to set up schools and hospitals for African Americans, negotiate labor contracts, and, with military assistance, monitor elections. When President Johnson attempted to block these acts and purposely violated the Tenure of Office Act and the Command of the Army Act (both of which were Radical Republican measures passed over his vetoes),

3. The Radical Republicans were the left wing of the Republican party. They favored the abolition of slavery, a harsher policy against the defeated South, and full equality for African Americans.

4. See his remarks on the fall of Richmond, April 3, 1865, in LeRoy P. Graf, ed., *The Papers of Andrew Johnson* (Knoxville: University of Tennessee Press, 1986), Vol. VII, p. 545.

he was impeached by Congress in 1868, but fell one vote short of the two-thirds required to remove him.

With the impotent Johnson left to serve out the final months of his term, Radical Republicans picked the popular war hero General Ulysses Grant as the Republican party's 1868 presidential nominee. Although it was not widely known at the time, Grant had harbored presidential ambitions as early as 1863. At war's end, he set out on a series of national tours on which he attended celebrations in his honor, received honorary degrees, delivered carefully written noncontroversial speeches, and attended funerals of his comrades. A far more wily politician than he was credited with being, Grant simultaneously stayed on good terms with Andrew Johnson while privately cultivating the president's enemies. Only in early 1868 did Johnson fully realize what Grant was doing. In a conversation with Johnson, Gideon Welles told Johnson that "Grant is going over." Ruefully, Johnson replied, "Yes." The open break came in January of 1868.<sup>5</sup> After Grant won the 1868 presidential race in a very close vote (versus the Democratic governor of New York, Horatio Seymour), Johnson bitterly refused to attend the new president's inauguration.

The political skills that helped Grant reach the presidency seemed to abandon him once he got there. A series of scandals rocked the administration, two of the most prominent occurring before 1872 and involving the president's brother-in-law in a scheme

to corner the gold market and his vice president Schuyler Colfax who, along with some Republican congressmen, was linked to a fraudulent construction company (the Credit Mobilier) designed to skim off government funds appropriated for the Union Pacific Railroad (Colfax was dropped from the Republican ticket in 1872). In addition, the Grant administration increased tariff rates in 1870 (thus driving up the prices for certain goods), reinstated paper money in 1871 (to inflate the currency), opposed civil service reform, and advocated what one historian called a "farcical plan" to annex the Dominican Republic. As one disillusioned Republican said of Grant, the "rascals . . . know they can twist him around their thumb by flattering him."<sup>6</sup> Reconstruction in the South seemed as if it would never end.

By early 1872, a diverse group of editors, professional men, businessmen, disappointed office seekers, upper-class intellectuals, and reform-minded Republicans was determined to overthrow the Grant administration. Calling themselves Liberal Republicans, they gathered in Cincinnati in May 1872 to establish a new political party to oust the "stalwart" Republicans.

Deciding who would be the standard bearer of such a disparate conglomeration was no easy matter. U.S. Supreme Court Chief Justice Salmon P. Chase was available and eager, but he had been a perennial candidate who, it was felt, could never beat Grant. Venerable Senator Charles Sumner of Massachusetts was in poor health and former Minister to Great Britain Charles

5. See William S. McFeely, *Grant: A Biography* (New York: Norton, 1981), p. 263. Gideon Welles (1802-1878) was U.S. Secretary of the Navy, 1861-1869.

6. Gillette, "Election of 1872," pp. 1303, 1307.

Francis Adams (son of former President John Quincy Adams) was considered a poor campaigner and too aristocratic (he had opposed universal suffrage). Senator Carl Schurz of Missouri was one of the original founders of the Liberal Republicans, but he was ineligible because of his foreign birth (Germany). Missouri Governor B. Gratz Brown was widely known to be a heavy drinker, and U.S. Supreme Court Associate Justice David Davis had written some court decisions that were unpopular. Finally, on the sixth ballot, the Cincinnati convention nominated *New York Tribune* editor Horace Greeley.

Horace Greeley had made no secret of the fact that he yearned to be the Liberal Republicans' presidential candidate. Born into a poor New Hampshire family in 1811, Greeley was considered a child prodigy in the tiny community of Amherst. But the family was evicted from its farm when Horace was nine years old, and he was unable to attend school past the age of thirteen. Apprenticed to a printer, he worked his way up from apprentice to journeyman to printer and finally to editor of a number of newspapers, most of which folded for lack of readers. In 1841, his fortune turned, as he became editor of the *New York Tribune* and built that paper into one of the largest and most influential in the nation. Greeley knew great talent when he saw it, employing at various times Charles Dana, Margaret Fuller, and George Ripley. Authors whose work was accepted for inclusion in the *Tribune* included Ralph Waldo Emerson, Nathaniel Hawthorne, Walt Whitman (first published in the *Tribune*), and Karl Marx (on the revolutions of

1848). A three-month term in the U.S. House of Representatives (filling out the term of a congressman removed from office) was the only office Greeley had held previously, although he had sought a seat in the U.S. Senate and the governorship of New York.

The Greeley candidacy had several liabilities. To begin with, over the years Greeley's editorials in the *Tribune* had made him many enemies. As early as 1853, he had confessed to William Seward that a man "says so many things in the course of thirty years that may be quoted against him. . . ."<sup>7</sup> In addition, in his years at the *Tribune*, Greeley had advocated a number of causes, including prohibition (his father almost certainly was an alcoholic), vegetarianism, changing the name of the United States to Columbia, opposing women's corsets, and other ideas that made him appear to some people as an eccentric. Finally, Greeley was on record as criticizing the Democratic party, whose support he certainly would need to overthrow Grant, and being at odds with key provisions of his own party's platform. Hearing of Greeley's nomination, one politician exclaimed, "Six weeks ago I did not suppose that any considerable number of men, outside of a Lunatic Asylum, would nominate Greeley for President."<sup>8</sup>

No sooner had the Liberal Republicans' Cincinnati convention concluded than the nation's newspapers and newsmagazines began to take aim at one presidential candidate or the

7. Glyndon G. Van Deusen, *Horace Greeley, Nineteenth-Century Crusader* (Philadelphia: University of Pennsylvania Press, 1953), p. 414.

8. Gillette, "Election of 1872," p. 1316.