

# Historical Literacy Project Model Unit Gallery Template

**Unit Title:** The Progressive Era

**Designed by:** John Dunn, Brent Freccia, Dennis Leizear, and Nicole Perry

**Districts:** Ferris School, Christina SD, Padua Academy, and Red Clay SD

**Content Area:** United States History

**Grade Level(s):** Secondary (9-12)

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**Summary of Unit:** This unit will examine different facets of the Progressive Era in examining how the United States became an industrial power. Additionally, it will highlight content specific topics such as Women's Suffrage, Muckrakers, Child Labor and Narcotics.

## Stage 1 – Desired Results

What students will know, do, and understand

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**Delaware Content Standards:** History Standard Two 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

**Big Idea(s):** How did class, race and gender influence social change during the Progressive Era?

**Unit Enduring Understanding(s):** Students will understand that a conclusion that rests on a solid foundation of facts is superior to a conclusion based largely on interpretations.

**Unit Essential Questions(s):**

- Students will understand how to differentiate between historical fact and interpretation.
- Students will understand how to analyze primary sources through studying photographs, newspaper articles, pamphlets and magazine ads from the Progressive Era.
- Students will understand how to recognize and develop their own historical interpretations.

**Knowledge and Skills:**

- Students will know how the muckrakers influenced the Progressive Era.
- Students will know how child labor led to the creation of anti child labor laws during the Progressive Era.
- Students will be able to examine an argument from two different sides and formulate their own conclusion based upon those arguments.
- Students will be able to determine if Progressive Era legislation was designed to improve society or for other reasons.

## Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

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**Suggested Performance/Transfer Task(s):** Students will adopt the role of a muckraker, in that they will research and “reveal” something that needs to be changed either in their own environment or from a historical issue from this unit.

**Essential Question Addressed:**

- Students will understand how to recognize and develop their own historical interpretations.

**Prior Knowledge:**

- Based on discussions and previous lessons in class from the Progressive Era. Students will also understand the role of a muckraker.

**Scenario:**

- See suggested performance/transfer task above. Suggested that CP students deal with current day issues while honors tackle historical issues.

**Requirements:**

- Assessment should be formatted as a letter to students’ local representative or other person of interest.

**Final Product:**

- Letter

**Rubric(s):**

**A:** The letter would utilize many examples (5+) of information from the lesson. The letter would be grammatically correct, spelled correctly and aligned correctly. Their suggestions would be concise and helpful. The tone would encourage the legislator to contact them. Length would be four paragraphs.

**B:** The letter would utilize several examples (3-4) of information from the lesson. The letter would have no more than five corrections total (grammar, spelling, and alignment). Length would be at least three paragraphs.

**C:** The letter would include few examples (1-2) of information from the lesson. The letter would have a maximum of 10 mistakes to be corrected and the letter would be at least two paragraphs.

**D:** The letter includes no information from the lesson. The letter is disorganized, makes little sense, and is only one paragraph.

**F:** Student resembles muck in activity and performance.

**Other Evidence:**

- See existing lessons for examples of student work during the unit.

**Student Self-Assessment and Reflection:**

- See existing lessons for examples of student work during the unit.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson # 1 Muckrakers – Past and Present

Dennis Leizear

**Lesson Description:** Students will look at excerpts from two documents. The first document excerpt comes from Upton Sinclair’s *The Jungle*. The second excerpt comes from the August 31<sup>st</sup>, 2009 edition of *Time Magazine*. Both will be accessed online. Students will then answer some reading comprehension questions based on the readings. Finally, students will write a three paragraph essay comparing the problems of 1905 to 2009

**Time Required:** 60 minutes

**Essential Question Addressed:** Were contemporary issues also problematic for past societies? To what extent can we learn from studying historical responses to societal problems?

**Enduring Understanding:** Students will understand that historical materials reveal patterns of continuity and change that might be used to inform present-day decisions.

**Materials:** Students will need to access the materials for the lesson using the following links:

The Jungle - <http://historymatters.gmu.edu/d/5727/>

The Real Cost of Cheap Food - <http://www.time.com/time/health/article/0,8599,1917458,00.html>

#### **Procedures:**

1. Students should read the excerpt from *The Jungle*
2. Students should answer the questions on Handout 1a – Reading comprehension
3. Students should read the excerpt from *The Real Cost of Cheap Food*.
4. Students should answer the questions on Handout 1b – Reading comprehension
5. Students should answer the questions on Handout 1c – Bringing it all together

**Debrief:** Were contemporary issues also problematic for past societies? To what extent can we learn from studying historical responses to societal problems? Students should consider the similarities between the writings of 1905 and 2009. How might they imagine a solution to the problems of today?

**Formative Assessment (“Check for Understanding”):** Students will turn in the Reading Comprehension sheet to check for completion.

#### **Resources and Teaching Tips**

- **What text/print/media/kit/web resources best support this unit?**
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

Teachers might consider assigning the readings as homework so that students have ample time to complete the readings. This would allow for completion of the reading before the students enter the classroom.

## Lesson # 2 Child Labor in Delaware

Nicole Perry

**Lesson Description:** Students will be working in groups, analyzing Lewis Hine's photos on child labor in 1910, and creating their own piece of anti child labor legislation.

**Time Required:** 1-50 minute class period

**Essential Question Addressed:** Students will understand how to analyze primary sources through studying photographs, newspaper articles, pamphlets and magazine ads from the Progressive Era. What type of historical interpretations can you draw from observing photos of child labor?

**Enduring Understanding:** Students will understand how to create their own historical interpretive framework based on studying photos from the past.

### Materials:

Obtain photos from: <http://aok.lib.umbc.edu/imcat>

Handout 2a: Newsboy, 12 years of age. Lewis Hine. 1910.

Handout 2b: Young Vendors at King Street Market. Lewis Hine. 1910.

Handout 2c: 9 Years of Age, Selling Newspaper. Lewis Hine. 1910.

Handout 2d: 2 Newsgirls. Lewis Hine. 1910.

### Procedures:

1. Anticipatory Set: Begin class by having students answer the following questions on a piece of loose leaf or in notebook:
  - a. Why do teenagers work?
  - b. How many hours a week should a student be permitted to work?
  - c. How do students manage school and work at the same time?
  - d. What should students do with their earnings?
2. Briefly discuss their answers aloud in class. Encourage all students to share their ideas and concerns, in reference to the material.
3. Arrange students into small groups of three-four. Once students are with partners, give each group a copy of the photographs (2a-2d) taken by Lewis Hine in Delaware in 1910.
4. Have each group analyze the group of photos and then draw conclusions. Have groups complete the following questions:
  - a. Predict an age for the children in the photos.
  - b. Briefly describe the roles that each child is fulfilling in the photo.
  - c. What type of sacrifices do you think these children made in order to work, in most cases, for their families?
  - d. What type of purchases do you think these children made with their earnings?
  - e. Do you think these children look beyond their ages? Why or why not?
  - f. Do you think they enjoy their employment opportunities?
  - g. What steps would you take, to either help prevent the use of child labor or limit its availability to employers?
  - h. Have your feelings or answers changed from the questions at the beginning of class?
5. After the groups have finished analyzing the photos and completing questions a-h, ask them to join you in a class discussion. At this time review some of the students' answers and perspectives.

**Debrief:**

See step 4h above.

**Formative Assessment (“Check for Understanding”):** Homework Assignment: Have each student write their own piece of child labor legislation.

**Homework Prompt:** In your notebooks, using the background knowledge gained from seeing Hine’s photos, please create your own piece of anti child labor legislation.

### **Lesson # 3** **Debate and Ratification of the 19<sup>th</sup> Amendment**

Brent J. Freccia, Christina School District

**Lesson Description:** Students during the course of this lesson will examine the two major positions in the women’s suffrage debate in the period leading up to the eventual ratification of the 19<sup>th</sup> Amendment through the use of primary sources and parliamentary debate.

**Time Required:** Two 90-minute class periods

**Essential Question Addressed:** How did propaganda frame the debate on the issue of women’s suffrage? Did it contribute to the solution of the issue or make the solution tougher to reach?

**Enduring Understanding:** Students will see the way change can come to society through to combination of political pressure and opportunity.

**Materials:**

- **Document i:** Votes for women! The woman's reason. National American Woman Suffrage Association. New York, 1912. <http://hdl.loc.gov/loc.rbc/rbpe.13200400>
- **Document ii:** Women in the home. National American Woman Suffrage Association. New York, 1910. <http://hdl.loc.gov/loc.rbc/rbpe.13200500>
- **Document iii:** Justice. Equality. Why women want to vote. Women are citizens, and wish to do their civic duty. National American Woman Suffrage Association. New York, 1910. <http://hdl.loc.gov/loc.rbc/rbpe.13200300>
- **Document iv:** Some reasons why we oppose votes for women. National Association Opposed to Woman Suffrage. New York, 1894. <http://hdl.loc.gov/loc.rbc/rbpe.1300130c>
- **Document v:** Do want the vote? National State Association Opposed to Woman Suffrage. New York, 1894. <http://hdl.loc.gov/loc.rbc/rbpe.1300130d>
- **Document vi:** Ten Reasons Why the Great Majority of Women Do Not Want the Ballot. Nebraska Association Opposed to Women Suffrage. Omaha, Nebraska. [http://www.nebraskastudies.org/0700/stories/0701\\_0112\\_02.html](http://www.nebraskastudies.org/0700/stories/0701_0112_02.html)
- **Document vii:** 19th Amendment to the U.S. Constitution: Women's Right to Vote (1920). <http://www.ourdocuments.gov/doc.php?flash=true&doc=63>

- **Document viii:** Parliamentary Procedure worksheet

**Procedures:**

- **Day 1:** Divide students into six small groups and distribute documents i-vi (one to each group). Direct each group to examine their document and determine whether it agrees or disagrees with the idea of suffrage. For each document students should also record two points that are logical and two points that are illogical and explain why they feel that way for each point. After the groups have finished analyzing their document and recording their conclusions, they should switch documents with another group. Students will repeat this until each group has looked at all six documents (no less than five minutes per document, no more than ten minutes). Direct a volunteer from each group to report to the class the group's conclusions. Lead a class discussion about the methods behind each piece of propaganda and discuss how it shaped the public perception of women's suffrage.
- **Day 2:** The date is August 18, 1920 and the location is the State Capital Building in Nashville, Tennessee. The issue? Whether to ratify the proposed 19<sup>th</sup> Amendment to the Constitution. As students walk into the room, assign them one of three roles – for ratification, against ratification, or undecided. Based on their “persuasion” students with like minded views should sit together. Pass out Documents vii and viii and remind students of how Parliamentary Procedure works and explain the amendment process and remark on how Tennessee decides today will determine if the amendment is ratified (it would be the 36/48 to ratify – 12 states have either voted no or haven't voted yet). Give the groups a chance to caucus and then turn the class over to the students to debate. Students should refer to their notes from Day 1 in order to create their personas. The two “affiliated” groups should work to convert members of the undecided group as the period goes on. Undecideds should base their affiliation based on the arguments made by the other sides and not their “modern” opinion. The teacher's role will be to call on different interests in an alternating format to give both sides equal time. At the end of the period, vote.
- **Day 3:** See debrief below.

**Debrief:** Have the students discuss whether they felt the documents provided on Day 1 helped or hurt the discussion on Day 2. Make sure you also spend time discussing how Tennessee actually voted (the last few minutes of *Iron Jawed Angels* is a nice visual) and the ramifications of the women's right to vote in the 1920 election.

**Formative Assessment (“Check for Understanding”):** Collect the student assignment from the first day and keep track of the student involvement during the debate.

Lesson # 4  
The Harrison Act of 1914

**John Dunn**

**Lesson Description:** Students will examine the Harrison Act of 1914 and how fit into the Progressive Era. Was it "progressive" legislation designed to improve society or was it motivated by other factors?

**Time Required:** Approximately three days

**Essential Question Addressed:** History 2 [Analysis]: Does differentiating between fact and interpretation matter? Do primary sources always offer facts or can they offer opinionated conclusions?

**Enduring Understanding:** History 2 [Analysis]: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretation.

**Materials:**

Handout 1: *The History of Legislative Control Over Opium, Cocaine, and Their Derivatives*

Handout 2: *"Experts"*

Handout 3: *Harrison Act*

Handout 4: *Harrison Act questions*

Specific websites of assistance listed under "Resources"

**Procedures:**

Day 1:

Spend the first few minutes of class briefly summing up what has been covered so far in the unit and refresh some memories. Use two advertisements for products: "cocaine toothache drops" and the "Bayer" ad touting heroin as a sedative for coughs. Ask students if these products would be legal today? (of course not) How does society today view people who use heroin and cocaine? (drug abusers, addicts) Explain that during the Progressive Era, the use of such drugs was legal although there was much debate over whether or not they should be.

Briefly cover the Pure Food and Drug Act of 1905. The work of muckrakers like Upton Sinclair and publications like *Collier's* had brought attention to the scandals in the food and medical industries. The main intent of this legislation was to ensure the purity of America's food. Drugs sold to the public could contain cocaine and narcotics as long as they were mentioned in the ingredients. Use the product advertisements to demonstrate the difference. ["Mrs. Winslow's Soothing Syrup" which contained unlisted morphine will now be illegal. The coca wine and paregorics would still pass muster.] Use of "patent" medicines containing cocaine and narcotics did decline after the passage of this law.

Since someone will bring up Coca-Cola, it did contain small amounts of cocaine until 1903. After that, small amount of coca flavoring were obtained from coca leaves which has had the cocaine previously extracted. Caffeine became the new drug of choice for soft drinks.

There was a growing trend at the state level to outlaw cocaine and narcotics, similar to the prohibition movement and alcohol. By 1914, 29 states had passed laws controlling opiates and forty-six had done so with cocaine. Estimates said approximately 200,000 users of narcotics in the United States; another estimate said 1 in 400 Americans.

How widespread was the medical use of cocaine and narcotics? And why was there even a debate over the medical usage of addicting drugs?

Either via overhead or handout, go over the following paragraph with the students:

In addition to being used in the treatment of an assortment of physical ailments, opiates were also widely used to combat a vague disorder known as neurasthenia, or nervous weakness, which was generally ascribed to the new excitement, prosperity, and intellectual challenges of urban America. Neurasthenia appeared to be a catch-all diagnosis for a wide range of conditions, including tenderness of the scalp, spine, and body; vague pains and "flying" neuralgias; flushing and fidgetiness; variability of pulse and palpitations; weakening or legs giving away; sensitivity to cold or hot water; sensitivity to weather changes; ticklishness; insomnia; nervous dyspepsia; partial memory failure; sexual exhaustion; depression and morbid fears; headache; pain and heaviness; floating specks before the eyes; noises in the ears; and chills and heat flashes.

---*Women and Addiction in the United States---1850 to 1920* Stephen R. Kandall, M.D

Based on this paragraph, how widespread could the medical use of opiates be? (limitless) Ask the class who would advocate the use of cocaine and narcotics for public use? (some in the medical profession and the companies that produced them).

For homework, use the handout "*The History of Legislative Control...*" with accompanying questions.

### Day 2:

Check and discuss the answers from the previous night's homework. Based on the class responses to #4, would cocaine and narcotics appear to be outlawed by the Harrison Act?

Proceed to the handout "*Expert*". You can utilize this several different ways: as a whole group, by positives and negatives, or in smaller groups broken down by the different categories.

[warning: the cocaine quotes are overtly racist, you may want to tone them down although that would lose the impact] Ask students to examine the quotes with two main criteria: is the quote a primary or secondary source and does the quote appear to be stating fact or opinion? (Almost all are primary. Does the fact that a medical doctor says something make it fact or is it his opinion?)

After the chaos and excitement of the quotes: Are there any themes from the "experts"? [the positives seem to stress the medical benefits; the negatives stress criminal behavior (prostitution) and overt racism]. Does the strategy of Dr. Wright to attract Southern support for the bill (from the previous night's homework) make sense in the light of the "experts" quotes? Which of the quotes would students use to determine the drug situation during the Progressive Era?

[Option: Use the New York Times article "*Cocaine 'Fiends' Are A New Southern Menace*" from 1911, listed under resources. Explain to students that the New York Times is one of the most respected newspapers in the world both today and in the past. The article is by a medical doctor and appeared in the paper's "magazine" section not in the "news" part of the paper. Would the information presented by a medical doctor be considered fact or interpretation? Would most of the readers at the time make that distinction? Would readers today? How could you tell if an "experts" statement were based on fact or interpretation?]

Proceed to the handout *Harrison Act*. The full text is provided, you may edit as necessary. Have students in small groups answer the questions on *Harrison Narcotics Tax Act, 1914* and bring the class back for discussion of their responses. Did the Act outlaw cocaine and narcotics? (no) Would this prevent the illegal sale of those drugs? (probably not). So, what was the impact/intent of this law? (to provide government regulation of the legal sale of these drugs for medical use only.) [Due to the length of time required for this assignment, this will probably be concluded the following day.]

### Day 3:

Finish up the previous day's work on the Harrison Act. Ask students what they believe the intent of the law was? Was it to follow-up the Pure Food and Drug Act by ensuring the safety of Americans? Was it to improve society by limiting addiction? Was it aimed at certain racial groups? Was it to gain revenue for the government?

The issue of "medicinal marijuana" is a topic gaining growing attention nationwide at the present. Using an article from current media (not included in this lesson since this issue keeps changing monthly), compare the situation now to the Progressive Era. If the intent of the Harrison Act was to insure that addicting drugs were limited to medical use, would this be similar or different to the use of medical marijuana today? Are the proponents of medical marijuana truly interested in the medicinal uses or for legalizing the recreational uses?

[If you wanted to expand the lesson, you could extend with the impact of the law. Initially, a number of physicians were arrested by violating the law for allegedly allowing addicts access to

narcotics. A Supreme Court decision overturned many of the arrests. Most of the narcotics were outlawed in the 1920 with stricter control over the following decades.]

**Debrief:** Was the Progressive Era *war on drugs* motivated by a desire to protect public health or was it targeted at “unpopular” ethnic groups? Was the Harrison Act an example of typical Progressive Era legislation? How does it compare to similar events of the period? How is it different?

**Formative Assessment (“Check for Understanding”):**

Students are to write a letter to the editor in 1914. In it, they should express their support or disapproval for the passage of the Harrison Act. The letter should include their interpretation of the facts as to why the law was proposed.

**What text/print/media/kit/web resources best support this unit?**

**Before Prohibition: images from the preprohibition era**

<http://wings.buffalo.edu/aru/preprohibition.htm>

**The History Of Legislative Control Over Opium, Cocaine, and Their Derivatives**

*David F. Musto, MD*

<http://www.druglibrary.org/schaffer/History/ophs.htm>

**Harrison Act of 1914**

<http://www.druglibrary.org/schaffer/history/e1910/harrisonact.htm>

**The Consumers Union Report on Licit and Illicit Drugs: the Harrison Narcotic Act**

<http://www.drugtext.org/library/reports/cu/cu8.html>

**The Forbidden Fruit and the Tree of Knowledge: An Inquiry into the Legal History of American Marijuana Prohibition: II. The Antecedents: Criminalization of Narcotics and Alcohol**

*Richard J. Bonnie & Charles H. Whitebread, II*

<http://www.druglibrary.org/schaffer/Library/studies/vlr/vlr1.htm>

**Women and Addiction in the United States---1850 to 1920** *Stephen R. Kandall, M.D.*

[http://www.nida.nih.gov/PDF/DARHW/033-052\\_Kandall.pdf](http://www.nida.nih.gov/PDF/DARHW/033-052_Kandall.pdf)

**"America's Crusade"** *Time* September 15, 1986

<http://www.time.com/time/magazine/article/0,9171,962287-6,00.html>

**"Uncle Sam is the Worst Drug Fiend in the World"** *New York Times* March 12, 1911

<http://www.druglibrary.org/schaffer/history/e1910/worstfiend.htm>

**"Cocaine "Fiends" Are A New Southern Menace"** *The New York Times*

<http://query.nytimes.com/gst/abstract.html?res=9901E5D61F3BE633A2575BC0A9649C946596D6CF&scp=1&sq=%22cocaine+fiends%22&st=p>

### **Texts**

*Drugs in American Society* by Erich Goode

*The War on Drugs: Heroin, Cocaine, Crime and Public Policy* by James A. Inciardi

*Drugs, Society, & Human Behavior* by Oakley Ray and Charles Ksir

**What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

The obvious rough spot would be dealing with the issue itself. The issue isn't about the legalization of drugs, it's why they were targeted by the Harrison Act. Obvious the class can get easily distracted by the racist nature of the arguments. The teacher will have to emphasize that this was a reflection of society at the time.

### **Differentiation**

For lower level classes and/or with lower level reading abilities, the larger readings can be abridged without losing too much of the impact.

Some of the medical terminology can either be translated into "plain English" or bypassed.

### **Technology Integration**

Normally I would encourage greater use of the internet for students to research the topic further. Given the topic, this could be a bit controversial. The one warning to make to students would be that many of the sites related to this topic are completely people's opinions without any factual basis that are presented as fact.

### **Content Connections**

History 4: Emergence of Modern America (1890-1930)

- Explain the importance of the progressives in social and political reform.

All handouts follow on page 13

### **Handout 1a – Reading Comprehension**

Directions: After reading the web excerpt from *The Jungle*, please answer the following sentences in your own words. Make sure you offer support of all of your statements.

- a. How does Sinclair describe the meat processing facilities?
- b. Why do you think he chooses to describe them that way?
- c. What are some of the problems of the workers?
- d. Why do you think they put up with such conditions?
- e. Do you think *The Jungle* was an effective means of journalism?

### **Handout 1b – Reading Comprehension**

Directions: After reading the web excerpt from *The Real Cost of Cheap Food*, please answer the following sentences in your own words. Make sure you offer support of all of your statements.

- a. How does Time describe the meat farms?
- b. What impact do these farms have on the environment?
- c. Can you identify bias in the writing? Give examples.
- d. Do you think *The Real Cost of Cheap Food* is an effective means of journalism?

### **Handout 1c – Bringing it all together.**

Directions: Use the following questions below to help you craft a three paragraph essay detailing the problems and solutions presented in the articles. Your essay should be typed, double-spaced in 12point Times New Roman font.

- a. What similarities do you see between the two articles?
- b. Why do you think these situations exist one hundred years apart?

**VOTES FOR WOMEN!**  
**THE WOMAN'S REASON.**

**BECAUSE**

- BECAUSE** women must obey the laws just as men do,  
They should vote equally with men.
- BECAUSE** women pay taxes just as men do, thus supporting the government,  
They should vote equally with men.
- BECAUSE** women suffer from bad government just as men do,  
They should vote equally with men.
- BECAUSE** mothers want to make their children's surroundings better,  
They should vote equally with men.
- BECAUSE** over 5,000,000 women in the United States are wage workers and their health and that of our future citizens are often endangered by evil working conditions that can only be remedied by legislation,  
They should vote equally with men.
- BECAUSE** women of leisure who attempt to serve the public welfare should be able to support their advice by their votes,  
They should vote equally with men.
- BECAUSE** busy housemothers and professional women cannot give such public service, and can only serve the state by the same means used by the busy man—namely, by casting a ballot,  
They should vote equally with men.
- BECAUSE** women need to be trained to a higher sense of social and civic responsibility, and such sense develops by use,  
They should vote equally with men.
- BECAUSE** women are consumers, and consumers need fuller representation in politics,  
They should vote equally with men.
- BECAUSE** women are citizens of a government of the people, by the people and for the people, and women are people.  
They should vote equally with men.

**EQUAL SUFFRAGE FOR MEN AND WOMEN.**

**WOMEN** Need It.  
**MEN** Need It.  
**The STATE** Needs It.

**WHY?**

**BECAUSE**

**Women** Ought To **GIVE** Their Help.  
**Men** Ought To **HAVE** Their Help.  
**The State** Ought To **USE** Their Help.

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**National American Woman Suffrage Association**

**Headquarters: 505 FIFTH AVENUE, NEW YORK**

# WOMEN IN THE HOME

We are forever being told that the place for women is in the HOME. Well, so be it. But what do we expect of her in the home? Merely to stay in the home is not enough. She is a failure unless she does certain things for the home. She must make the home minister, as far as her means allow, to the health and welfare, moral as well as physical, of her family, and especially of her children. She, more than anyone else, is held responsible for what they become.

SHE is responsible for the cleanliness of her house.

SHE is responsible for the wholesomeness of the food.

SHE is responsible for the children's health.

SHE, above all, is responsible for their morals, for their sense of truth, of honesty and decency, for what they turn out to be.

## How Far Can the Mother Control These Things?

She can clean her own rooms, BUT if the neighbors are allowed to live in filth, she cannot keep her rooms from being filled with bad air and smells, or from being infested with vermin.

She can cook her food well, BUT if dealers are permitted to sell poor food, unclean milk or stale eggs, she cannot make the food wholesome for her children.

She can care for her own plumbing and the refuse of her own home, BUT if the plumbing in the rest of the house is unsanitary, if garbage accumulates and the halls and stairs are left dirty, she cannot protect her children from the sickness and infection that these conditions bring.

She can take every care to avoid fire, BUT if the house has been badly built, if the fire-escapes are insufficient or not fire-proof, she cannot guard her children from the horrors of being maimed or killed by fire.

She can open her windows to give her children the air that we are told is so necessary, BUT if the air is laden with infection, with tuberculosis and other contagious diseases, she cannot protect her children from this danger.

She can send her children out for air and exercise, BUT if the conditions that surround them on the streets are immoral and degrading, she cannot protect them from these dangers.

ALONE, she CANNOT make these things right. WHO or WHAT can?

THE CITY can do it—the CITY GOVERNMENT that is elected BY THE PEOPLE, to take care of the interest of THE PEOPLE.

And who decides what the city government shall do?

FIRST, the officials of that government; and,

SECOND, those who elect them.

DO THE WOMEN ELECT THEM? NO, the men do. So it is the MEN and NOT THE WOMEN that are really responsible for the

UNCLEAN HOUSES

UNWHOLESOME FOOD

RISK OF TUBERCULOSIS AND OTHER DISEASES

IMMORAL INFLUENCES OF THE STREET.

BAD PLUMBING

DANGER OF FIRE

In fact, MEN are responsible for the conditions under which the children live, but we hold WOMEN responsible for the results of those conditions. If we hold women responsible for the results, must we not, in simple justice, let them have something to say as to what these conditions shall be? There is one simple way of doing this. Give them the same means that men have. LET THEM VOTE.

Women are, by nature and training, housekeepers. Let them have a hand in the city's housekeeping, even if they introduce an occasional house-cleaning.

National American Woman Suffrage Association

Headquarters: 505 FIFTH AVENUE, NEW YORK

JUSTICE

EQUALITY

Why Women Want to Vote.

WOMEN ARE CITIZENS,

AND WISH TO DO THEIR CIVIC DUTY.

WORKING WOMEN need the ballot to regulate conditions under which they work.

Do working men think they can protect themselves without the right to vote?

HOUSEKEEPERS need the ballot to regulate the sanitary conditions under which they and their families must live.

Do MEN think they can get what is needed for their district unless they can vote for the men that will get it for them?

MOTHERS need the ballot to regulate the moral conditions under which their children must be brought up.

Do MEN think they can fight against vicious conditions that are threatening their children unless they can vote for the men that run the district?

TEACHERS need the ballot to secure just wages and to influence the management of the public schools.

Do MEN think they could secure better school conditions without a vote to elect the Mayor who nominates the Board of Education?

BUSINESS WOMEN need the ballot to secure for themselves a fair opportunity in their business.

Do business MEN think they could protect themselves against adverse legislation without the right to vote?

TAX PAYING WOMEN need the ballot to protect their property.

Do not MEN know that "Taxation without representation" is tyranny?

ALL WOMEN need the ballot, because they are concerned equally with men in good and bad government; and equally responsible for civic righteousness.

ALL MEN need women's help to build a better and juster government, and

WOMEN need MEN to help them secure their right to fulfil their civic duties.



National American Woman Suffrage Association

Headquarters: 505 FIFTH AVENUE, NEW YORK

# Some Reasons Why We Oppose Votes for Women

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Because the basis of government is force—its stability rests upon its physical power to enforce its laws; therefore it is inexpedient to give the vote to women. Immunity from service in executing the law would make most women irresponsible voters.

Because the suffrage is not a question of right or of justice, but of policy and expediency; and if there is no question of right or of justice, there is no case for woman suffrage.

BECAUSE IT IS THE DEMAND OF A MINORITY OF WOMEN, AND THE MAJORITY OF WOMEN PROTEST AGAINST IT.

Because it means simply doubling the vote, and especially the undesirable and corrupt vote of our large cities.

Because the great advance of women in the last century—moral, intellectual and economic—has been made without the vote; which goes to prove that it is not needed for their further advancement along the same lines.

Because women now stand outside of politics, and therefore are free to appeal to any party in matters of education, charity and reform.

Because the ballot has not proved a cure-all for existing evils with men, and we find no reason to assume that it would be more effectual with women.

Because the woman suffrage movement is a backward step in the progress of civilization, in that it seeks to efface natural differentiation of function, and to produce identity, instead of division of labor.

Because in Colorado after a test of seventeen years the results show no gain in public and political morals over male suffrage States, and the necessary increase in the cost of elections which is already a huge burden upon the taxpayer, is unjustified.

Because our present duties fill up the whole measure of our time and ability, and are such as none but ourselves can perform. Our appreciation of their importance requires us to protest against all efforts to infringe upon our rights by imposing upon us those obligations which cannot be separated from suffrage, but which, as we think, cannot be performed by us without the sacrifice of the highest interests of our families and of society.

Because it is our fathers, brothers, husbands and sons who represent us at the ballot-box. Our fathers and our brothers love us; our husbands are our choice, and one with us; our sons are what WE MAKE THEM. We are content that they represent US in the corn-field, on the battle-field, and at the ballot-box, and we THEM in the school-room, at the fireside, and at the cradle, believing our representation even at the ballot-box to be thus more full and impartial than it would be were the views of the few who wish suffrage adopted, contrary to the judgment of the many.

We do, therefore, respectfully protest against the proposed Amendment to establish "woman suffrage" in our State. We believe that political equality will deprive us of special privileges hitherto accorded to us by law.

Our association has been formed for the purpose of conducting a purely educational campaign. If you are in sympathy with this aim and believe as we do in the righteousness of our cause, will you not send your name to us and pass our appeal on to some one else?

NATIONAL ASSOCIATION OPPOSED TO WOMAN SUFFRAGE.

35 West 39th St., New York City.

# DO WOMEN WANT THE VOTE?

Suffrage is not a natural right. It is a question to be determined by the community solely by a consideration of its effect upon the public welfare. The majority of women do not want to assume the burden of government. A very small minority of women demand the ballot. It is unjust to force new duties upon a large body of women who are indifferent or opposed to woman suffrage.

Voting is only a small part of government. If the duty of voting is laid upon women, the duty will also be laid upon them of taking an active part in the preliminaries necessary to voting, and in the consequences which result from voting. They must take part in political discussions and share in political campaigns, and see that the laws which they help to enact are enforced upon those that refuse to obey the laws.

## Would it Promote the General Welfare ?

Woman suffrage would double the number of voters and double the expense of elections to the tax payer, without any corresponding gain. The need of America is not an increased quantity, but an improved quality of the vote, and there is no adequate reason to believe that Woman Suffrage, by doubling the vote, will improve its quality.

## Would it not impose Great Hardship on Many Women ?

Equality in character does not imply similarity in function; the duties and life of men and women are different in the State, as in the home. Women have many physical limitations which do not exist for men, and already, as a rule their strength is over-taxed. The energies of women are engrossed by their present duties and interests, from which men cannot relieve them, and it is better for the community that they devote their energies to the better performance of their present work, than to divert them to new fields of activity. The ballot is not essential for the performance of woman's present duties.

## Are not the Interests of Women Safe in the Hands of Men ?

Quite as safe as in those of other women!

The woman suffragists always imply that men legislate only for their own interests. But in America men cannot be accused of indifference to the wishes and happiness of women. They would make any reasonable amendments in the laws affecting the welfare of women, if urged with half the force now brought to bear in favor of suffrage. Moreover, in general the interests of men and women are very much the same. Both desire good schools, good roads, good drainage, and good government. The prosperity of the town and of the State benefits both alike. Only in the common division of labor, certain duties are apportioned to each, according to their special conditions of strength and organization. These differences are not of human origin, and therefore cannot be changed by any so-called "reform."

Political equality will deprive woman of special privileges hitherto accorded to her by law.

## Will Woman Suffrage Help the Cause of Temperance ?

No woman suffrage State is a prohibition State; no woman suffrage State is a high license State. Eight States where women do not vote are prohibition States.

## Is the Ballot Essential to Woman's Public Usefulness ?

Woman Suffrage would force woman into the political arena. This would impair her usefulness which she exercises to-day as a disinterested, non-partisan worker for the public good. She would duplicate man's work and lose her special value if she went into party politics.

## What would happen to Legislation and Government ?

Behind law there must always be force to make it effective. Women, by the limitations of their sex, are unfitted for the stern work of enforcing law. It would be ill for any State where legislation was shaped by women over the heads of a majority of men. Under such conditions you would soon have, not government, but chaos.

# Ten Reasons Why The Great Majority of Women Do Not Want the Ballot.

BECAUSE they have not lost faith in their fathers, husbands, sons and brothers, who afford full protection to the community, there being no call for women to relieve them of the task.

BECAUSE women realize that when they become voters they will in consequence have to serve as jurors, and be compelled to hear all the repugnant details incident to murder trials and trials for other crimes disclosing unspeakable wickedness. Jury service is abhorrent to every normal woman.

BECAUSE in political activities there is constant strife, turmoil, contention and bitterness, producing conditions from which every normal woman naturally shrinks.

BECAUSE the primary object of government is to protect persons and property. This duty is imposed by nature upon man, the women being by nature absolved from assuming a task to them impossible.

BECAUSE when women noisily contest and scramble for public office—woman pitted against woman—they write an indictment of womankind against which all right-minded women strenuously protest.

BECAUSE women can accomplish more through counselling than they ever can attain through commanding.

BECAUSE woman suffrage will not enhance peace and harmony in the home, but, on the contrary, in the heat of a campaign, it is sure to bring about dissension and discord.

BECAUSE Nebraska women are already enjoying a greater measure of protection and privilege under the law than do women of any state where women vote.

BECAUSE the woman worker wants rest and quietude—not political excitement.

BECAUSE every reason supporting the claim of women to vote supports also the right of women to be consulted as to whether they shall or shall not be given the ballot.

# Sixty-sixth Congress of the United States of America;

## At the First Session,

Begun and held at the City of Washington on Monday, the nineteenth day of May,  
one thousand nine hundred and nineteen.

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### JOINT RESOLUTION

Proposing an amendment to the Constitution extending the right of suffrage  
to women.

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*Resolved by the Senate and House of Representatives of the United States  
of America in Congress assembled (two-thirds of each House concurring therein),  
That the following article is proposed as an amendment to the Constitution,  
which shall be valid to all intents and purposes as part of the Constitution when  
ratified by the legislatures of three-fourths of the several States.*

"ARTICLE \_\_\_\_\_.

"The right of citizens of the United States to vote shall not be denied or  
abridged by the United States or by any State on account of sex.

"Congress shall have power to enforce this article by appropriate  
legislation."

*F. H. Gillett*

*Speaker of the House of Representatives.*

*Thos. R. Marshall*

*Vice President of the United States and*

*President of the Senate.*

**Votes for women! The woman's reason. ... National American woman suffrage association. Headquarters: 505 Fifth Avenue, New York.** New York, 1912.

<http://hdl.loc.gov/loc.rbc/rbpe.13200400>

**Women in the home ... National American woman suffrage association. Headquarters: 505 Fifth Avenue, New York [1910]** New York, 1910. <http://hdl.loc.gov/loc.rbc/rbpe.13200500>

**Justice. Equality. Why women want to vote. Women are citizens, and wish to do their civic duty ... National American woman suffrage association. Headquarters: 505 Fifth Ave, New York [1910].** New York, 1910. <http://hdl.loc.gov/loc.rbc/rbpe.13200300>

**Some reasons why we oppose votes for women ... National association opposed to woman suffrage. New York City [1894].** New York, 1894. <http://hdl.loc.gov/loc.rbc/rbpe.1300130c>

**Do want the vote? ... Issued by the National state association opposed to woman suffrage, 29 West 39th Street, New York [1894].** New York, 1894. <http://hdl.loc.gov/loc.rbc/rbpe.1300130d>

**Ten Reasons Why the Great Majority of Women Do Not Want the Ballot. ... Nebraska Association Opposed to Women Suffrage, Omaha, Nebraska.** [http://www.nebraskastudies.org/0700/stories/0701\\_0112\\_02.html](http://www.nebraskastudies.org/0700/stories/0701_0112_02.html)

**19th Amendment to the U.S. Constitution: Women's Right to Vote (1920).** <http://www.ourdocuments.gov/doc.php?flash=true&doc=63>

## **THE HISTORY OF LEGISLATIVE CONTROL OVER OPIUM, COCAINE, AND THEIR DERIVATIVES**

by David F. Musto, MD

### **The Foster Anti-Narcotic Bill (1910-1911)**

Republican Congressman David Foster of Vermont introduced Wright's bill in April 1910. In addition to opium and cocaine, as in the eventual Harrison Act, the bill was aimed at cannabis (marijuana) and chloral hydrate, the same substances the Food and Drug Act of 1906 required to be revealed on labels. It did not allow small amounts of the drugs in mild remedies such as cough syrup to be exempt from the stringent reporting requirements and their severe penalties. Druggists feared the multitude of stamps and labels at each stage; the fines, which would range from \$500 to \$5,000; and the one-to-five-year jail sentences. The word "knowingly" did not qualify the prohibited actions, making it likely that simple errors without any intention to deceive would result in horrendous punishments. Although support for the bill could be found, the individuals in the drug trade would not endorse the detailed and hazardous provisions of the Foster Bill. It never came to a vote in the Sixty-first Congress, which ended in March 1911.

The next Congress was marked by a significant change: For the first time in almost two decades, the Democrats gained control of the House of Representatives. The South now had achieved new importance, in that committee chairmanships changed hands. In the Sixty-second Congress the Foster Bill became the Harrison Bill, named after Francis Burton Harrison, a New York City Democrat who served on the Foreign Relations Committee. Dr. Wright continued his difficult task of trying to obtain the most stringent bill consistent with winning essential political support from the medical and pharmaceutical interests and now from the Democratic Party. In order to mitigate the severity of the original Foster Bill, the drug trades established the National



## "Experts" on the use of cocaine and opiates during the Progressive Era

### Opium: positives

"For the relief of pain, the treatment is all summed up in one word and that is *opium*. This divine drug overshadows all other anodynes.... You can easily educate her to become an *opium-eater*, and nothing short of this should be aimed at by the medical attendant."

Dr. T. Gaillard Thomas, President of the American Gynecological Society, 1879

"To women of the higher classes, ennuyee and tormented with neuralgias or the vague pains of hysteria and hypochondriasis, opium brings tranquility and self-forgetfulness."

*A System of Practical Medicine by American Authors*, 1886 (medical textbook)

### Cocaine: positives

"...a Cincinnati physician who 'had fashionable ladies come to him to get hypodermic injections of cocaine to make them lively and talkative.'"

J.T. Whitaker, *Cocaine for the opium habit*, 1885

Cocaine "can supply the place of food, make the coward brave, and silent eloquent..."  
Parke-Davis Pharmaceutical Company advertisement, 1885

### Opium: negatives

"If the Chinaman cannot get along without his dope, we can get along without him."  
---*Committee on the Acquirement of the Drug Habit* (a blue-ribbon citizens' panel), 1903

### Cocaine: negatives

Cocaine "is used by those concerned in the white slave traffic to corrupt young, and when the habit of using the drug has been established, it is but a short time before such girls fall to the ranks of prostitution."

*New York Times*, March 12, 1911

"It is generally recognized that immoral women and their "cadets" are addicted to the use of cocaine and morphine as well as other drugs and liquor."

Vice Commission of Chicago, 1911

"many of the horrible crimes committed in the Southern States by the colored people can be traced directly to the cocaine habit."

Colonel J.W. Watson of Georgia, *New York Times* 1903

African-Americans "would just as leave rape a woman as anything else and a great many of the southern rape cases have been traced to cocaine."

---testimony to U.S. House of Representatives, 1910

"cocaine is often the direct incentive to the crime of rape by the Negro in the South and other sections of the country."

---1910 federal survey

“In the South the use of cocaine among the lower order of working negroes is quite common....[contractors of labor have] the impression that cocaine stimulates the negro laborers to a greater output of work...”

Hamilton Wright, U.S. Opium Commissioner, *New York Times* March 12, 1911

"Most of the attacks upon white women of the South are a direct result of a cocaine-crazed Negro brain."

Dr. Christopher Koch, article in *Literary Digest*, 1914

Southern sheriffs believed cocaine even rendered blacks impervious to .32-cal. bullets (as a result many police departments switched to .38-cal.).

---America's Crusade, *Time*, September 15, 1986

# Harrison Narcotics Tax Act, 1914

Public Acts of the Sixty-Third Congress of the United States

Woodrow Wilson, President; Thomas R. Marshall, Vice-President; James P. Clarke, President of the Senate pro tempore; Claude A. Swanson, Acting President of the Senate pro tempore, December 21 to 23, 29 to 31, 1914, and January 2, 1915; Nathan P. Bryan, Acting President of the Senate pro tempore, January 22, 1915; Champ Clark, Speaker of the House of Representatives

Chap 1. - An Act To provide for the registration of, with collectors of internal revenue, and to impose a special tax on all persons who produce, import, manufacture, compound, deal in, dispense, sell, distribute, or give away opium or coca leaves, their salts, derivatives, or preparations, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that on and after the first day of March, nineteen hundred and fifteen, every person who produces, imports, manufactures, compounds, deals in, dispenses, distributes, or gives away opium or coca leaves or any compound, manufacture, salt, derivative, or preparation thereof, shall register with the collector of internal revenue of the district, his name or style, place of business, and place or places where such business is to be carried on: Provided, that the office, or if none, then the residence of any person shall be considered for purposes of this Act to be his place of business. At the time of such registry and on or before the first of July annually thereafter, every person who produces, imports, manufactures, compounds, deals in, dispenses, distributes, or gives away any of the aforesaid drugs shall pay to the said collector a special tax at the rate of \$1 per annum: Provided, that no employee of any person who produces, imports, manufactures, compounds, deals in, dispenses, distributes, or gives away any of the aforesaid drugs, acting within the scope of his employment, shall be required to register or to pay the special tax provided by this section: Provided further, That officers of the United States Government who are lawfully engaged in making purchases of the above-named drugs for the various departments of the Army and Navy, the Public Health Service, and for Government hospitals and prisons, and officers of State governments or any municipality therein, who are lawfully engaged in making purchases of the above-named drugs for State, county, or municipal hospitals or prisons, and officials of any Territory or insular possession, or the District of Columbia or of the United States who are lawfully engaged in making purchases of the above-named drugs for hospitals or prisons therein shall not be required to register and pay the special tax as herein required.

It shall be unlawful for any person required to register under the terms of this Act to produce, import, manufacture, compound, deal in, dispense, sell, distribute, any of the aforesaid drugs without having registered and paid the special tax provided for in this section.

That the word "person" in this Act shall be construed to mean and include a partnership, association, company, or corporation, as well as a natural person; and all provisions of existing law relating to special taxes, so far as applicable, including the provisions of section thirty-two hundred and forty of the Revised Statutes of the United States are

hereby extended to the special tax herein imposed.

That the Commissioner of Internal Revenue, with the approval of the Secretary of the Treasury, shall make all needful rules and regulations for carrying the provisions of this Act into effect.

Sec. 2 That it shall be unlawful for any person to sell, barter, exchange, or give away any of the aforesaid drugs except in pursuance of a written order of the person to whom such article is sold, bartered, exchanged, or given, on a form to be issued in blank for that purpose by the Commissioner of Internal Revenue. Every person who shall accept any such order, and in pursuance thereof shall sell, barter, exchange, or give away any of the aforesaid drugs shall preserve such order for a period of two years in such a way as to be readily accessible to inspection by any officer, agent, or employee of the Treasury Department duly authorized for that purpose, and the State, Territorial, district, municipal and insular officials named in Section five of this Act. Every person who shall give an order as herein provided to any other person for any of the aforesaid drugs shall, at or before the time of giving of such order, make or cause to be made, a duplicate thereof on a form to be issued in blank for that purpose by the Commissioner of Internal Revenue, and in the case of the acceptance of such order, shall preserve such duplicate for said period of two years in such a way as to be readily accessible to inspection by the officers, agents, employees, and officials herein mentioned. Nothing contained in this section shall apply -

(a) To the dispensing or distribution of any of the aforesaid drugs to a patient by a physician, dentist, or veterinary surgeon registered under this Act in the course of his professional practice only: Provided, That such physician, dentist, or veterinary surgeon shall keep a record of all such drugs dispensed or distributed, showing the amount dispensed or distributed, the date, and the name and address of the person to whom such drugs are dispensed or distributed; except such as may be dispensed or distributed to a patient upon whom such physician, dentist, or veterinary surgeon shall personally attend; and such record shall be kept for a period of two years from the date of dispensing or distributing such drugs, subject to inspection, as provided in this Act.

(b) To the sale, dispensing, or distributing of any of the aforesaid drugs by a dealer to a consumer under and in pursuance of a written prescription issued by a physician, dentist, or veterinary surgeon registered under this Act. Provided, however, That such prescription shall be dated as of the day on which signed and shall be signed by the physician, dentist, or veterinary surgeon who shall have issued the same: And provided further, That such dealer shall preserve such prescription for a period of two years from the day on which such prescription is filled in such a way as to be readily accessible by the officers, agents, employees, and officials hereinbefore mentioned.

(c) To the sale, exportation, shipment, or delivery of any of the aforesaid drugs by any person within the United States or any Territory or the District of Columbia or any of the insular possessions of the United States to any person in any foreign country, regulating their entry in accordance with such regulations for importation thereof into such foreign country as are prescribed by said country, such regulations to be promulgated from time to time by the Secretary of State of the United States.

(d) To the sale, barter, exchange, or giving away of any of the aforesaid drugs to any

officer of the United States Government, or any State, territorial, district, county, or municipal or insular government lawfully engaged in making purchases thereof for various departments of the Army and Navy, the Public Health Service, and for Government, State, territorial, district, county, or municipal, or insular hospitals and prisons.

The Commissioner of Internal Revenue, with the approval of the Secretary of the Treasury, shall cause suitable forms to be prepared for the purposes mentioned above, and shall cause the same to be distributed to collectors of internal revenue for sale by them to those persons who shall have registered and paid the special tax as required by section one of this Act, in their districts, respectively; and no collector shall sell any of such forms to any persons other than a person who has registered and paid the special tax as required by section one of this Act in his district. The price at which said forms shall be sold by collectors shall be fixed by the Commissioner of Internal Revenue with the approval of the Secretary of the Treasury, but shall not exceed the sum of \$1 per hundred. Every collector shall keep an account of the number of forms sold by him, the names of the purchasers, and the number of forms sold to each of such purchasers. Whenever any collector shall sell any of such forms, he shall cause the name of the purchaser thereof to be plainly stamped thereon before delivering the same; and no person other than such purchaser shall use any of said forms bearing the name of such purchaser for the purpose of procuring any of the aforesaid drugs, or furnish any of the forms bearing the name of such purchaser to any person with intent thereby to procure the shipment or delivery of any of the aforesaid drugs. It shall be unlawful for any person to obtain by means of said order forms any of the aforesaid drugs for any purpose other than the use, sale, or distribution thereof by him in the conduct of a lawful business in said drugs or in the legitimate practice of his profession.

The provisions of this Act shall apply to the United States, the District of Columbia, the Territory of Alaska, the Territory of Hawaii, the insular possessions of the United States, and the Canal Zone. In Porto Rico and the Philippine Islands the administration of this Act, the collection of said special tax, and the issuance of the order forms specified in section two shall be performed by the appropriate internal revenue officers of these governments, and all revenues collected hereunder in Porto Rico and the Philippine Islands shall accrue intact to the governments thereof, respectively. The courts of first instance in the Philippine Islands shall possess and exercise jurisdiction in all cases arising under this Act in said islands. The President is authorized and directed to issue such executive orders as will carry into effect in the Canal Zone the intent and purpose of this Act by providing for the registration and the imposition of a special tax upon all persons in the Canal Zone who produce, import, compound, deal in, dispense, sell, distribute, or give away opium or coca leaves, their salts, derivatives, or preparations.

Sec. 3 That any person who shall be registered in any internal revenue district under the provisions of section one of this Act shall, whenever required to do so by the collector of the district, render to the said collector a true and correct statement or return, verified by affidavit, setting forth the quantity of aforesaid drugs received by him in said internal revenue district during such period immediately preceding the demand of the collector, not exceeding three months, as the said collector may fix and determine; the names of the persons from whom said drugs were received; the quantity in each instance of the

quantity received from each of such persons, and the date received.

Sec. 4 That it shall be unlawful for any person who shall not have registered and paid the special tax as required by section one of this Act to send, ship, carry, or deliver any of the aforesaid drugs from any State or Territory or the District of Columbia, or any insular possession of the United States, to any person in any other State or Territory or the District of Columbia or any insular possession of the United States: Provided, that nothing contained in this section shall apply to common carriers engaged in transporting the aforesaid drugs, or to any employee acting within the scope of his employment, of any person who shall have registered and paid the special tax as required by section one of this Act, or to any person who shall deliver such drug which has been prescribed or dispensed by a physician, dentist, or veterinary surgeon required to register under the terms of this Act, who has been employed to prescribe for the particular patient receiving such drug, or to any United States, State, county, municipal, District, territorial, or insular officer or official acting within the scope of his official duties.

Sec. 5 That the duplicate-order forms and the prescriptions required to be preserved under the provisions of section two of this Act, and the statements or returns filed in the office of the collector of the district, under the provisions of section three of this Act, shall be open to inspection by officers, agents, and employees of the Treasury Department duly authorized for that purpose; and such officials of any State or Territory, or of any organized municipality therein, or of the District of Columbia, or any insular possession of the United States as shall be charged with the enforcement of any law or municipal ordinance regulating the sale, prescribing, dispensing, dealing in, or distribution of the aforesaid drugs. Each collector of internal revenue is hereby authorized to furnish, upon written request, certified copies of any of the said statements or returns filed in his office to any of such officials of any State or Territory, or organized municipality therein, or of the District of Columbia, or any insular possession of the United States, as shall be entitled to inspect said statements or returns filed in the office of the said collector, upon the payment of a fee of \$1 for each one hundred words in the copy or copies so requested. Any person who shall disclose the information contained in the said statements or returns or in the said duplicate-order forms, except as herein expressly provided, and except for the purpose of enforcing the provisions of this Act, or for the purpose of enforcing any law of any State or Territory, or the District of Columbia, or any insular possession of the United States, or ordinance of any organization or municipality therein, regulating the sale, prescribing, dispensing, dealing in, or distribution of the aforesaid drugs shall, on conviction, be fined or imprisoned as provided by section nine of this Act. And collectors of internal revenue are hereby authorized to furnish upon written request, to any person, a certified copy of the names of any and all persons who may be listed in their respective collection district as special tax-payers under the provisions of this Act, upon payment of a fee of \$1 per hundred names or fraction thereof in the copy so requested.

Sec. 6 That the provisions of this Act shall not be construed to apply to the sale, distribution, or giving away, dispensing, or possession of preparations and remedies which do not contain more than two grains of opium, or more than one-fourth of a grain of morphine, or more than one-eighth of grain of heroin, or more than one grain of codeine, or any salt or derivative of them in one fluid ounce, or, if a solid or semi-solid preparation, in one avoirdupois ounce, or to liniments, ointments, and other preparations

which contain cocaine or any of its salts or alpha or beta eucaine or any of their salts or any synthetic substitute for them: Provided, that such remedies and preparations are sold, distributed, given away, dispensed, or possessed as medicines and not for the purpose of evading the intentions and provisions of this Act. The provisions of this Act shall not apply to decocainized coca leaves or preparations made therefrom, or to other preparations of coca leaves which do not contain cocaine.

Sec. 7 That all laws relating to the assessment, collection, remission, and refund of internal revenue taxes, including section thirty-two hundred and twenty-nine of the Revised Statutes of the United States, so far as applicable to and not inconsistent with the provisions of this Act, are hereby extended and made applicable to the special taxes imposed by this Act.

Sec. 8 That it shall be unlawful for any person not registered under the provisions of this Act, and who has not paid the special tax provided for by this Act, to have in his possession or under his control any of the aforesaid drugs; and such possession or control shall be presumptive evidence of a violation of this section, and also a violation of the provisions of section one of this Act: Provided, That this section shall not apply to any employee of a registered person, or to a nurse under the supervision of a physician, dentist, or veterinary surgeon registered under this Act, having such possession or control by virtue of his employment or occupation and not on his own account; or to the possession of any of the aforesaid drugs which has or have been prescribed in good faith by a physician, dentist, or veterinary surgeon registered under this Act; or to any United States, State, county, municipal, district, Territorial or insular officer or official who has possession of any of said drugs, by reason of his official duties, or to a warehouseman holding possession for a person registered and who has paid taxes under this Act; or to common carriers engaged in transporting such drugs; Provided further, that it shall not be necessary to negative any of the aforesaid exemptions in any complaint, information, indictment or other writ or proceeding laid or brought under this Act; and the burden of proof of any such exemption shall be upon the defendant.

Sec. 9 That any person who violates or fails to comply with any of the requirements of this Act shall, on conviction, be fined not more than \$2,000 or be imprisoned not more than five years, or both, in the discretion of the court.

Sec. 10 That the Commissioner of Internal Revenue, with the approval of the Secretary of the Treasury, is authorized to appoint such agents, deputy collectors, inspectors, chemists, assistant chemists, clerks, and messengers in the field and in the Bureau of Internal Revenue in the District of Columbia as may be necessary to enforce the provisions of this Act.

Sec. 11 That the sum of \$150,000, or so much thereof as may be necessary, be, and hereby is, appropriated, out of any moneys in the Treasury not otherwise appropriated, for the purpose of carrying into effect the provisions of this Act.

Sec. 12 That nothing contained in this Act shall be construed to impair, alter, amend, or repeal any of the provisions of the Act of Congress approved June thirtieth, nineteen hundred and six entitled "An act for preventing the manufacture, sale, or transportation of adulterated, or misbranded, or poisonous, or deleterious foods, drugs, medicines, and liquors, and for regulating traffic therein, and for other purposes" and any amendment

thereof, or of the Act approved February ninth, nineteen hundred and nine entitled, "An act to prohibit the importation and use of opium for other than medicinal purposes" and any amendment thereof.

Approved, December 17, 1914

