

Missouri History Topics

Note: This contains numerous, categorized primary sources pertaining to Missouri history which will prove useful in research of local history: <https://www.sos.mo.gov/mdh/topics>

- **Garrison School:** In order to provide African Americans with an opportunity for educational advancement during the 1870s, as Civil War Reconstruction efforts were underway, African American residents in Clay County, Missouri, formed the Garrison School: a school capable of providing these residents with an education through the tenth grade. Although this effort was met with numerous significant challenges (students had to use aged and worn learning materials no longer wanted by white schools, and students seeking an education farther than tenth grade would have to be transported across Kansas City to Lincoln High School, to comply with segregation until Brown v. Board prompted the Liberty Public School District to integrate), the cooperation of African Americans for the advancement of education represents a triumph of devotion to knowledge until triumph through integration of public schools.

https://ccaal-garrisonschool.org/garrison_school

- **Alexander Doniphan and Mormon Defense:** During the 1830s, large Mormon migration to Missouri prompted local fear Mormons would gain a hold on votes through a political majority, sparking conflict which led to Mormon subjugation. Doniphan tried to initiate a land-based compromise through the establishment of Caldwell County: a Mormon safe haven. Though an initial triumph for Doniphan in protecting the Mormon community, Mormons began to spillover the county lines, resulting in the Missouri Mormon War. After the capture and ordered unlawful execution of Joseph Smith and his followers, Doniphan refused to take the lives of these Mormon leaders until they were granted a trial, arguing their constitutional rights of Americans.

<https://www.lds.org/ensign/1995/01/news-of-the-church/missouri-honors-man-who-refused-order-to-kill-the-prophet-joseph-smith?lang=eng>

- **The Lindbergh Legacy:**

- a) Charles Lindbergh is best known for completing the first solo nonstop flight across the Atlantic with his plane, the "Spirit of St. Louis." He assisted in the shaping of public opinion in favor of the utilization of an aircraft as a viable means of transportation.
- b) The kidnapping of the Lindbergh baby is another important aspect of the Lindbergh story. This tragedy resulted in the execution of Bruno Hauptmann, but many scholars continue to disagree on the validity of the evidence presented against him.
- c) Anne Morrow Lindbergh was an author and the first licensed female glider pilot in the United States. Her notable works include a plethora of books, diaries, and letters. She acted as her husband's co-pilot, navigator, and radio operator and she received numerous awards and recognition for literary and exploratory accomplishments.

<http://lindberghfoundation.org/lindbergh-history>

<https://www.fbi.gov/history/famous-cases/lindbergh-kidnapping>

- **J.C. Penney; Prevailing through Tragedy:** Born to poor farmers near Hamilton, Missouri, J.C. Penney was unable to fulfill his dreams of becoming a lawyer, because he was unable to afford the necessary education. After working unsuccessfully as a store clerk, Penney was diagnosed with tuberculosis and forced to move to Colorado for the drier climate. Upon reaching Colorado, Penney poured all of his savings into a butcher shop, which soon failed. Undaunted by this continuous strand of personal tragedies, J.C. Penney overcame the challenges posed by poor health and business failures by founding JC Penney's, initially founded to provide quality goods to families for farmers and miners

<https://shsmo.org/historicmissourians/name/p/penney/>

- **Molly Brown:** Born in 1867 in Hannibal, Missouri, Molly Brown served as a social reformer. As a traveler, Molly Brown was a passenger on the Titanic. In the face of tragedy during the sinking of the Titanic, Brown personally worked to save numerous passengers and, following her own rescue, led relief efforts for fellow passengers.

<http://shsmo.org/research/guides/vietnamwar/>

- **Fremont Proclamation:** In 1861, General John Fremont ordered the immediate emancipation of all slaves in Missouri. President Lincoln, however, feared this proclamation would prompt Missouri (a border state) to react by seceding from the Union. Desperate to keep Missouri a part of the US, Lincoln, to the frustration of abolitionists, rescinded this order, allowing slavery to continue in Missouri until passage of the Thirteenth Amendment.

<http://www.shapell.org/manuscript/buchanan-abraham-lincoln-order-fremont-rescind-emancipation-proclamation>

- **Mark Twain:** Samuel Clemens, better known by his pen name Mark Twain, used his position as an author to attack tragedies such as slavery/failed attempts at reconstruction following the Civil War, political corruption in the Gilded Age, and imperialism. Throughout his writing career, Twain also invested much of his money into new inventions, which failed, leaving him in near financial ruin. Ultimately, Twain's criticism of the US government caused many Americans to denounce him, severely damaging his reputation. Twain's works, however, overtime are insightful into key issues during the rapidly changing political and social climate for the late 19th century.

<https://marktwainhouse.org/about/mark-twain/biography/>

Note: Ken Burns has a documentary series on Mark Twain called [*Triumph through Tragedy*](#)

- **Lemma Barkeloo and Phoebe Couzins:** Lemma Barkeloo and Phoebe Couzins became the first female law students in the United States. Shortly after the two entered law school at Washington University, the Supreme Court ruled against an Illinois woman's request to apply to practice law, citing the separate spheres of women (domestic) and men (public) in *Bradwell v. Illinois*. Unwilling to give up following this decision, Barkeloo triumphed in becoming the first female to try a case in federal court in the United States, overcoming social barriers by entering the nearly exclusively male field of law. Couzins, on the other hand, continued to be active in both women's suffrage and temperance movements. Couzins also went on to become the US's first female law school graduate and first female US Marshal.

<https://shsmo.org/historicmissourians/name/c/couzins/>

<https://www.sos.mo.gov/archives/history/timeline/timeline7>

- **Edwin Hubble:** Edwin Hubble was a prominent twentieth century astronomer, born in Marshfield, Missouri, who is best known for his work regarding galaxies. Hubble advocated for the notion that many galaxies exist beyond our own and he proved that many objects previously thought to be nebulae were, in fact, other galaxies. He also created the Hubble tuning fork diagram, which can be utilized in the classification of galaxies. His work took place during and between WWI and WWII, but he did not let the tragedies of lost friends and a departed father negatively impact his research. Hubble also promoted the theory that the universe expands uniformly.

https://asd.gsfc.nasa.gov/archive/hubble/overview/hubble_bio.html

- **Golden Lane:** In 1916, nearly 2,000 suffragettes took to the streets of St. Louis, Missouri, during the Democratic Convention. Politicians were confronted by the women who were a part of the Golden Lane demonstration. Their efforts greatly contributed to the women's suffrage movement, but it was not until four years later that American women finally received the vote.

<http://mohistory.org/blog/4-boss-suffragettes-of-missouri-history/>

- **The Tri-State Tornado:** On March 18, 1925, a massive tornado travelled through Missouri, Illinois, and Indiana. There was nearly no warning and the devastation that resulted from the storm included 695 deaths and more than 2,000 injuries.

<http://www.noaanews.noaa.gov/stories/s393.htm>

https://www.weather.gov/pah/1925Tornado_wi

- **Walt Whitman:** The 1800's American poet, most famous for *Leaves of Grass*, left an impact on American literature and society as a whole. Much of his work took place during the Civil War and his poetry and prose are still commonly read and referenced today. Whitman resided on the East Coast, but much of his family took residence in St. Louis, thus prompting his visits to the Missouri city. He faced many familial deaths, including that of his beloved niece, Hattie. After Whitman's death in 1892, his other

niece, Jessie, survived him and assisted in the preservation and promotion of his poetry until her death in 1957.

<http://mohistory.org/blog/uncle-walt/>

- **George Washington Carver:** Carver was born to slaves in (approximately) 1865; shortly before his birth, Carver's father died. A few months following his birth, Carver's mother was kidnapped and sold into slavery elsewhere. After being raised by his owners, the Carvers, George began teaching and researching agricultural science. During his time at the institute, Carver discovered and shared the importance of improving soil quality by planting peanuts. To make such planting practical, he also discovered new uses for not only peanuts, but also sweet potatoes (such as making milk, cheese, soap, and grease) --discoveries which helped revitalize the post-Reconstruction Southern economy.

<https://shsmo.org/historicmissourians/name/c/carver/index.html>

- **Battle of Wilson's Creek:** Occurring near Springfield, Missouri, The Battle of Wilson's Creek was the first major Civil War battle west of the Mississippi River. Leading Union General Nathaniel Lyon attempted to hold back Confederate forces, but would not survive the battle. Lyon was the first Union general to die in the Civil War. Confederate forces took the initial triumph, in winning the field, but the necessity of holding this position prevented them from conquering Missouri---a triumph for the Union, since Missouri would remain a part of the Union.

<https://www.battlefields.org/learn/civil-war/battles/wilsons-creek>

<https://home.nps.gov/wicr/learn/education/upload/Battle-Facts-Sheet-2.pdf>

- **Susan Elizabeth Blow:** Attempting to spread the benefits of an early education, Blow created the US's first public kindergarten in St. Louis (1873). Kindergartens soon spread through St. Louis, becoming an example for US cities hoping to adopt this form of education the future. Blow's efforts to teach not only young students, but also their instructors, led to a lasting triumph for education through the widespread adoption of kindergartens by the United States.

<https://shsmo.org/historicmissourians/name/b/blow/>

- **Walter Cronkite:** Bringing the tumult of public events to the living rooms of families across America, broadcast journalist Walter Cronkite was responsible for sharing tragedies of WWII, the Nuremberg Trial, the assassination of JFK, the Vietnam War, and Watergate. In his time on the air, Cronkite established a lasting set of journalistic standards for broadcast news.

<https://cronkite.asu.edu/about/walter-cronkite-and-asu/walter-cronkite-biography>

<https://shsmo.org/historicmissourians/name/c/cronkite/>

- **Joseph Pulitzer:** Pulitzer, born in Hungary (in 1847), immigrated to New York City to fight for the Union in the Civil War. After being discharged from the military and failing to find a job, he decided to try his hand at a new life in St. Louis. While here, Pulitzer would develop a love of politics and journalism, soon leading him to purchase and operate the St. Louis Dispatch. This paper was initially used to expose and attack city corruption, allowing the truth to triumph. This doctrine of honest journalism was forgotten during the Spanish American War, however, as Pulitzer (now operating the *World* newspaper) took to yellow journalism.

<https://shsmo.org/historicmissourians/name/p/pulitzer/#section10>

<http://www.pulitzer.org/page/biography-joseph-pulitzer>

- **The Pony Express:** Created by William Russell, William Waddell, and Alexander Majors, the Pony Express allowed for communication across the United States (with routes beginning in St. Joseph and ending in Sacramento, CA). Although this system of communication became unnecessary as soon as 1861, with the expansion of telegraph lines, this network of horse-riding postmen represents a triumph for American communication.

<http://ponyexpress.org/about/>

- **Virginia Minor and *Minor v. Happersett*:** Virginia Minor was born in Virginia, before marrying and emigrating to St. Louis. In 1852, Minor emerged as a leader in the women's suffrage movement and continued to help play a large role in founding the Woman Suffrage Association of Missouri. Minor attempted to register to vote, arguing

that she was guaranteed this right through the 14th Amendment (which states all US citizens have equal protection and privileges under US law). Minor and her husband responded with a civil suit. The Missouri Supreme Court declared the 14th Amendment was intended to give the right to vote to African Americans, not women. After appealing to the US Supreme Court, it was decided suffrage was not considered citizenship--Virginia Minor would not, then, have the right to register to vote: a tragedy for women fighting for suffrage. Nevertheless, Minor served as an inspiration to suffragettes across the United States.

<https://www.nps.gov/jeff/learn/historyculture/the-virginia-minor-case.htm>

<https://law.wustl.edu/Staff/Taylor/WOMEN/MOOFFMAN/mooff1/1stcent.htm>

- **Dred Scott and *Scott v. Sanderford*:** Slave Dred Scott was owned by a US Army Surgeon who was, due to the nature of his job, required to frequently travel. After spending much time with his master in Illinois and Wisconsin, before returning to Missouri. Scott argued that he should have gained freedom after living in Illinois and Wisconsin, where slavery was outlawed. After taking this case to court in St. Louis (and eventually the US Supreme Court) in 1855, Scott was declared unable to sue because, as a slave, he was not a man---he was property. This decision reduced slaves, legally, to property in a tragedy for African Americans throughout the United States.

<https://www.sos.mo.gov/archives/resources/africanamerican/scott/scott.asp>

<https://www.nps.gov/jeff/planyourvisit/dredscott.htm>

- **Thomas Hart Benton:** Benton served as a famous artist, painting numerous murals and portraits depicting Midwestern life. In his earlier days as an artist, Benton lacked a regional focus and painted in Paris, New York, and Massachusetts. After the death of his father, however, Benton began to focus on painting ordinary citizens performing daily chores/tasks in the Midwest; this focus gave way to the regionalism movement within art.

<https://shsmo.org/historicmissourians/name/b/benton/>

http://www.phillipscollection.org/research/american_art/bios/benton-bio.htm

- **Lloyd Gaines and *Missouri ex rel. Gaines v. Canada*:** Mississippi native Lloyd Gaines (an African American man) moved to St. Louis in 1926. After graduating from high school and winning a scholarship essay contest, Gaines earned a history degree from Lincoln

University. Lloyd was hopeful to attend law school, but (in a segregated Missouri) there was no African American law school. After applying (and being turned down to) MU, Gaines partnered with the NAACP to sue Silas Canada, the registrar. The Missouri Supreme Court ruled against Gaines who, determined to triumph, appealed his case to the US Supreme Court. This appeal was fairly successful: although segregation was continued, under the “separate but equal” doctrine, the Supreme Court ruled that Missouri *must* provide an African American law school. Unfortunately, Gaines would not continue to attend this school; he disappeared, and what happened to him remains unknown. Gaines’s determination continued to serve as an inspiration for African Americans seeking opportunities beyond those offered in a segregated world.

<https://shsmo.org/historicmissourians/name/g/gaines/>

<https://www.oyez.org/cases/1900-1940/305us337>

- **Missouri State Penitentiary Riot of 1954:** Arising in part because of poor conditions and conflict between inmates, in 1954 several inmates at the Missouri State Penitentiary beat their guards and proceeded to free hundreds of inmates, who destroyed and set fire to numerous buildings of the prison. Highway patrolmen and law enforcement officials tried desperately to put down the riots, and eventually barricaded prisoners into cell blocks. By the end of the riot, four inmates were killed, fifty were injured (along with four police officers) , and one attempted suicide. This riot prompted tightening of security all throughout the prison. <https://www.missouripentours.com/1954-riot>
- **Josephine Baker, Performer and Spy:** Josephine Baker was born into a segregated St. Louis, and struggled to find immediate success in her performing career, often having to dance on the street. After joining an African American theatre troupe, however, Baker’s career took off--she became one of the most celebrated dancers of the Harlem Renaissance, performing throughout the United States and Europe. The constant travel associated with this career placed Baker in the perfect position to carry out a second mission: serving as a spy for French military officials during WWII (a job she carried out by writing messages into her sheet music in invisible ink). Following WWII, Baker resisted segregation by refusing to perform for segregated audiences. Her resistance to segregation heightened when she adopted thirteen children from different countries before sharing this family with the public as proof that different races and ethnicities

could peacefully coexist and cooperate: a triumph for those fighting the tragedy of segregation.

<https://www.womenshistory.org/education-resources/biographies/josephine-baker>

- **Laura Ingalls Wilder:** Laura Ingalls Wilder grew up in Kansas and spent her early years living throughout the United States. Her family thrived in an agricultural setting despite numerous tragedies that befell them. Some of these included the death of Laura's infant brother, a disease-stricken sister going blind, fires, famine, and locusts. Her family members did not let tragedy define nor deter them. Laura married, had children, continued to work and receive recognition for her farming skills, and she eventually became a successful writer. Laura and her husband lived just outside of Mansfield, Missouri, until their deaths in 1957 and 1949, respectively.

<https://shsmo.org/historicmissourians/name/w/wilder/>

- ***Cruzan v. Director, Missouri Department of Health and the Right to Die:*** After a car accident, twenty five year old Missouri resident Nancy Cruzan was left in a vegetative state. Cruzan's parents entered a legal battle in hopes of removing their daughter's feeding tube and lay her to rest, opening widespread debate concerning a patient's right to refuse treatment. The Missouri Department of Health ruled in favor of existing state policy, which would not allow removal of the feeding tube. Upon appeal to the Supreme Court (in the first ever "right to die" case presented before this court), the Missouri Department of Health's decision was confirmed, stating that individuals in a vegetative state would not be able to make such decisions (while recognizing that competent individuals would, however, have the right to refuse treatment), establishing a legal precedent for "right to die" cases in the future.

<https://www.oyez.org/cases/1989/88-1503>

<http://www.ncll.org/liberty-centers/center-for-life-defense/cld-articles/57-how-the-right-to-die-came-to-america> \

- **Mary Gant:** The first woman elected to the Missouri Senate, Mary Gant forged a path for women in government. Gant's legacy is of a controversial nature to many women's rights advocates. This is mainly the case because Gant refused to support the Equal Rights Amendment, as she believed that the issues such an amendment to the Constitution

would concern were already being addressed by the laws in place. Despite her objections to the proposed amendment, Gant championed herself as a feminist. Some of her most notable legislation addressed child-abuse, elder abuse, the rape-shield law, and female judge appointees.

<https://www.sos.mo.gov/CMSImages/Archives/resources/findingaids/lp/552-17.pdf>

- **Edna Fischel Gellhorn:** Gellhorn served as a dedicated civil activist in her hometown of St. Louis, Missouri. She was just as, if not more, dedicated to the women's suffrage movement. Gellhorn served in the St. Louis and Missouri Equal Suffrage Leagues (both of which she would serve as president for). In her positions, Gellhorn continued to fight against the tragedy of racial and gender inequality.

<https://shsmo.org/historicmissourians/name/g/gellhorne/>

- **Walt Disney:** At the age of five, Chicago native Walt Disney moved to Marceline, Missouri, as his parents sought success in farming. After serving as an ambulance driver in WWI, Disney returned to Missouri to experiment with animation. Walt's earliest attempts at an animation career were marked by failure: his employees left him after going without pay and Disney went bankrupt. Undaunted, Disney decided to try his hand at the art in Hollywood. After this move, Disney was again met with tragedy. His cartoon distributor hired out many of his animators and claimed that Universal Studios owned Disney's animations. Hoping to create a new cartoon which he could have personal ownership of, Disney created the precursor to Mickey Mouse: a massive triumph for the determined animator.

<https://shsmo.org/historicmissourians/name/d/disney/>

- **Scott Joplin:** Born in northern Texas, Joplin began a career in music in Sedalia (MO), where he joined the Queen City Coronet Band. His piece "Maple Leaf Rag," published by a local store owner, became a model for ragtime music by combining classical elements with musical elements found throughout African American heritage. By leading the development of ragtime and sharing this form of music with his students (as a music teacher), Joplin sculpted a form of music which would give other African Americans the opportunity to triumph through success in music.

<https://shsmo.org/historicmissourians/name/j/joplin/#section6>

<http://thesheldon.org/pdf/BluesTexts.pdf>

- **The James Brothers:** Frank and Jesse James of Kearney, MO, leaned heavily towards the South during the Civil War; they supported the cause of the South by participating in guerrilla raids. Both brothers, then, viewed the North's triumph as an utter tragedy. The two, infuriated by the disenfranchisement of Confederates, continued to fight. Following the war, both brothers led lives of criminal activity and terrorized the public through participation in the James-Younger Gang. Jesse would be shot by a fellow outlaw, while Frank turned himself into authorities.

https://www.sos.mo.gov/archives/mdh_splash/default.asp?coll=james

<https://www.pbs.org/wgbh/americanexperience/features/james-jesse/>

- **T.S. Eliot:** St. Louis native T.S. Eliot was a famous poet whose work in modernism shaped 20th century literature. The majority of his poems captured characters suffering a tragedy: they were powerless figures, lacked belonging, and were unable to escape the pain of their conditions--all themes which likely capture Eliot's own emotions as he struggled to find belonging in a life split between Missouri (where his home and family resided) and Massachusetts (where he attended college). Such themes are also reflective of the contrast between Eliot's family (pious Unitarians) and Eliot's own personal beliefs (which defied his family's moral values).

<https://shsmo.org/historicmissourians/name/e/eliot/>

http://www.english.illinois.edu/maps/poets/a_f/eliot/life.htm

- **Missouri Compromise:** As tension over the future of slavery in America continued growing, Missouri sought statehood and admission into the union. To keep a balance between slave and free states, Missouri would be admitted into the US as a slave state, while Maine was admitted as a free state. Additionally, all slavery was banned in the future North of the 36° 30' line. An initial triumph for the preservation of the United States, this compromise was a temporary triumph, to be repealed in 1854 by the Kansas-Nebraska Act, in a legislative move sparking the Civil War.

<https://www.loc.gov/rr/program/bib/ourdocs/missouri.html>

<http://ancestralfindings.com/the-missouri-compromise-what-was-it-and-how-did-it-contribute-to-the-civil-war/>

- **The Kansas-Nebraska Act:** This act repealed the temporary triumph of the Missouri Compromise by trying to allow each individual state to dictate whether or not it would be a slave or free state (a concept known as “popular sovereignty”). Because of this, individuals occupying the Kansas and Nebraska territories would have to popularly decide the status of their states. Though viewed as a triumph for ardent states’ rights supporters, bloody conflict broke out along the Missouri-Kansas border, as those for and against slavery flooded into Kansas, hoping to have a say in Kansas’s status. Consider: what happens when a triumph (MO Compromise) is not sustainable?

<https://www.loc.gov/rr/program/bib/ourdocs/kansas.html>

https://www.senate.gov/artandhistory/history/minute/Kansas_Nebraska_Act.htm

- **Missouri Mormon War:** As Mormons began to migrate in mass to Missouri, native Missourians feared they would lose political dominance in their counties. Tensions led to war as many Mormons were displaced, killed, and persecuted (notably, at the Haun’s Mill Massacre, where Missouri militiamen executed numerous Mormons). Tragedy heightened as widespread after Missouri Governor Lilburn Boggs ordered immediate expulsion of all Mormons from Missouri in MO Executive Order No. 44 (AKA The Extermination Act). The Mormons, through this widespread tragedy, however, were able to triumph through preservation of their religious identity.

<http://www.civilwaronthewesternborder.org/timeline/mormon-war>

http://mormonhistoricsites.org/wp-content/uploads/2013/04/11-MHS_2007_Willard-Gillbert-Smith-Hauns-Mill-Massacre.pdf

- **The Geyer Act and Public Education in Missouri:** Based upon Thomas Jefferson’s plans for the establishment of public education systems in Virginia, the Geyer Act, introduced by James Rollins and written by Henry Geyer, established Missouri Public Schools as well as the University of Missouri. Though well intentioned and largely a triumph for the public schools system in Missouri, impracticalities within this act sparked questions surrounding the proper implementation of public schools systems, forcing lawmakers to revoke the majority of this act in 1841. The Geyer act, nonetheless, largely shaped current Missouri public education systems.

<http://muarchives.missouri.edu/um-hist.html>

- **State Hospital No. 1 (Fulton Missouri):** This hospital, opened in 1851, served as the first public mental institution west of the Mississippi River. Early methods of treatment (spinning individuals around in chairs, pouring high-pressure water on to their skin) developed into more modern approaches focused on treatment rather than immediate prevention of harm, and were eventually paired with recreational therapy, serving as a triumph for patients.
<https://dmh.mo.gov/fulton/history.html>
- **St. Louis Cholera Epidemic of 1849:** As a global cholera epidemic claimed inestimable lives in 1849, St. Louis would not be left behind: in seven months, 10% of the population of this city had perished. Although this city was hit the hardest of any US location in the cholera epidemic, such tragedy would not be in vain. This epidemic prompted the Committee on Public Health to clean up poor living conditions, seek proactive prevention methods, and establish better methods of communication within the St. Louis medical community. Following the epidemic's decline, the Committee on Public Health focused on improvement of sewers and water infrastructure. The Committee on Public Health's handling of this issue would serve as an example for medical professionals combatting the 1918 Spanish Flu Epidemic.
<http://mohistory.org/blog/epidemics/>
<https://stlgs.org/research-2/life-death/medical-disasters/cholera-epidemic-of-1849>
- **St. Louis Fire of 1849:** This tragedy (inflicted upon St. Louis during the 1849 Cholera Epidemic) began aboard a steamboat. As volunteer firefighters tried to salvage the boat, the rope holding it to the dock burned, sending the flaming vessel towards other ships. As a result, twenty two other boats, and eventually the whole riverfront, had been consumed by flames. Though a tragedy for those who saw destruction of their town, buildings were recreated with an emphasis on fireproofing: a triumph for future occupants by ensuring such a disaster would not again grow to such monumental proportions.
https://dynamic.stlouis-mo.gov/history/eventdetail.cfm?Master_ID=356

Harry S. Truman Topics

- *Hiroshima and Nagasaki*: As WWII raged on in the Pacific, Truman was met with a difficult decision: should the United States invade Japan, placing several American lives at risk in Operation Downfall, or should he utilize the atomic bomb amid questions of morality surrounding this newly developed weapon? Ultimately, Truman decided it would be necessary to drop two atomic bombs--Little Boy and Fat Man--on Hiroshima and Nagasaki, costing countless Japanese soldiers and civilians their lives, while contributing to the end of WWII and saving lives which would have been lost in a continuation of conflict. Consider: can tragedy be an inevitable step on the way to attaining a triumph?
www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php
<https://www.nps.gov/articles/trumanatomicbomb.htm>
<https://www.trumanlibrary.org/hst/d.htm>
- *Executive Order 9981 and Integration of the Armed Forces*: Following World War II, with the dawning of the Cold War, African Americans comprised approximately 10% of American armed forces, yet segregation prevented them from serving alongside whites. Amid black calls to boycott segregated armed forces, Harry S. Truman issued Executive Order 9981, requiring integration of the armed forces and creating the Fahy Committee (AKA President's Committee on Equality of Treatment and Opportunity in the Armed Services).
https://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/index.php?action=bq
<https://armyhistory.org/executive-order-9981-integration-of-the-armed-forces/>
<https://www.trumanlibrary.org/anniversaries/desegblurb.htm>
- *Truman and the Korean Conflict*: The conclusion of World War II led to the division of Korea, along the 38th parallel, into a northern government (supported by the Soviets) and a southern government (supported by the US). In 1950, North Korean forces began to attack strategic points along the the 38th parallel, headed towards South Korea. Truman responded to this act by committing American troops to South Korea, seeking a triumph for the containment of communism. Examine the long-term legacy of the Korean Conflict to evaluate whether or not America's response led to an overall triumph or tragedy.

- **Japanese Internment:**

Following the 1941 attack of Pearl Harbor, FDR decided the triumph of the United States would be better obtained with internment of Japanese-Americans to prevent his fears of Japanese infiltration coming true. Executive Order 9066, warranting internment, resulted in immense tragedy for Japanese descendants throughout the United States. Efforts were made to relocate Japanese American students from internment camps to colleges- including Washington University in St. Louis. Consider the internment of Japanese Americans and the influence colleges like the University of Washington St.Louis had on the effectiveness of Executive Order 9066.

<http://libguides.wustl.edu/japanese-american>

- **Mary Paxton Keeley: Trailblazer for Women in Journalism:** The early twentieth century was a time full of hardship for women in fields outside the home. However, pioneers such as Mary Paxton Keeley made the way easier for future female students in the journalism industry, seeing as she was the first woman to graduate from the University of Missouri School of Journalism and would later work for the Kansas City Post.

<https://www.trumanlibrary.org/hstpapeer/keeley.htm>

Kansas History Topics

- **Brown v. Board of Education:** Brown v. Board served as a triumph for desegregation efforts by unanimously ruling that segregation of schools was unconstitutional, abolishing the previous “separate-but-equal” doctrine in place since Plessy v. Ferguson. Although declaring segregation of public schools illegal, the case offered no solution or recommendations for the integration process. After hearing additional arguments the Supreme Court ordered public schools to integrate with “all deliberate speed.” Lack of specificity caused many to defy swift execution of the court’s wishes, including Arkansas Governor Orval Faubus in attempting to deny entry of the Little Rock Nine to Central High School. Consider the actions necessary to fulfill this legal triumph, and whether some tragedy was necessary to see it fulfilled.

<https://www.nps.gov/brvb/learn/historyculture/index.htm>

<http://www.loc.gov/exhibits/brown/brown-brown.html>

- **Dwight D. Eisenhower Topics**

A collection of Eisenhower Resources (including a page devoted to NHD) can be found here:

https://www.eisenhower.archives.gov/education/student_resources.html

- *Eisenhower and the Federal Highway Act of 1956:* Being stationed in Germany amid WWII gave Eisenhower the opportunity to examine German road system, before hoping for such a system in his own country. Partly in order to allow for faster transcontinental travel and elimination of poor roads, and partly to lessen the tragedy that would be endured amid an atomic attack by allowing for faster evacuation of targeted cities, Eisenhower deemed the creation of a federal interstate highway system an absolute necessity. This act would be fulfilled through Eisenhower’s 1956 Interstate Highway Act. Americans were immediately outraged; anticipating a triumph for transportation, many neighborhoods in the path of the new road system were demolished, creating tragedy for those displaced from their homes to watch their former towns die. In a long-term sense, however, the creation of roads allowed for triumph of American advancement and interconnection.

https://www.army.mil/article/198095/dwight_d_eisenhower_and_the_birth_of_the_interstate_highway_system

<https://www.history.com/topics/interstate-highway-system>

- *The Eisenhower Doctrine*: Announced and approved by Congress in 1957, the Eisenhower Doctrine declared countries being threatened by armed aggression (particularly aggression from Soviet controlled states) would have the opportunity to request US economic assistance. Although never directly invoked, Eisenhower would aim to fulfill the doctrine by sending US troops to Lebanon to prevent attacks against the Lebanese president by his political opponents, who had communist leanings. This action symbolized US determination to protect its Middle Eastern interests.

<https://history.state.gov/milestones/1953-1960/eisenhower-doctrine>

- *Eisenhower and the Civil Rights Act of 1956*: This act served as the first post-Reconstruction piece of Civil Rights legislation; it allowed federal prosecutors to obtain court orders prohibiting individuals from restricting African Americans' right to vote. This act continued to create a Civil Rights division of the justice department. Such action represented the strengthening of presidential dedication to Civil Rights, in a triumph for the movement.

https://eisenhower.archives.gov/research/online_documents/civil_rights_act.html

- **Ku Klux Klan**: This white supremacist group inflicted tragedy upon many- not just in the South. In Kansas, over two thousand murders were committed to deter African American and Republican voters prior to the Election of 1868. Widespread tragedy led Northerners to realize that stricter laws needed to be put in place to protect Southern African American voters. After Grant's victory in the 1868 Election, Northerners disgusted by Klan tactics supported the Fifteenth Amendment (allowing blacks to vote) and the Enforcement Acts, which defined interference with African American voter registration and officeholding as a crime. Consider how the tragedies inflicted by the Klan initiated a counter-response which would pave the way for future triumphs regarding African Americans and voting.

<http://www.pbs.org/wgbh/americanexperience/features/grant-klk/>

- **1930's Illegal Deportations of Mexican-American Citizens (Mexican Repatriation Program)**: As a result of scapegoating during the Great Depression, state governments began to propose legislation that targeted immigrants and their families. The Harris

Mexican Exclusion Bill was introduced in Kansas in 1930. Its purpose was to limit employment opportunities for individuals with Mexican ancestry. A combination of legislation, fear, and stereotyping led to the raids that followed and by the end of the Great Depression more than 400,000 legal United States citizens had been deported illegally.

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200520060SB670

- **William Allen White:** This Kansas newspaper editor rose to prominence after using the influence of his press to attack the Populist party. White continued to champion the freedom of speech. As publications helped White rise to state recognition, he decided to attempt to influence affairs of Kansas in a manner separate from the press: he ran for governor on a platform founded upon opposition to the KKK. Though he lost the election, White's exposal of tragedies caused by the group would continue to have influence, eventually causing Kansas to be the first state to outlaw the Klan.

<https://www.kshs.org/kansapedia/william-allen-white/16139>

<http://www2.ku.edu/~jschool/school/waw/bio/waw/WAWhitebio.html>

- **Hattie McDaniel:** Hattie was born in post-Reconstruction Kansas to two former slaves. After moving to Colorado and graduating high school, she began to perform dramatic recitations of poetry. When not serving as a nightclub maid, she took to the stage to perform. Though forced to deal with challenges to opportunity posed by a segregated US, McDaniel's talent was recognized: she became the first African American to win an Oscar for her role in *Gone with the Wind*. McDaniel's success in this film served as more than a personal triumph--her efforts began to change overwhelming views of the ability of African American actors for the better.

<https://www.kshs.org/kansapedia/hattie-mcdaniel/12146>

- **The Spanish Influenza Epidemic of 1918:** Amid WWI, a flu outbreak spread throughout Fort Riley, Kansas, forcing 500 soldiers into the hospital in a week. Unlike common strands of the flu which are especially harmful to children and elders, the "Spanish Influenza" was most devastating in 20-40 year old, healthy males. After symptoms relented, the Fort Riley soldiers were sent to fight in Europe, carrying along the deadly strains. The disease soon spread throughout North America, South America,

Europe, Asia, and Africa, taking the lives of individuals within a day of first symptoms' appearance. Back in Kansas, public schools were closed and public gatherings were prohibited in an attempt to contain this illness. Efforts did lessen deaths in Kansas, but worldwide deaths still totaled more than twice the casualties of WWI. Though tragic for those forced to live through this period of suffering, years later, this epidemic sparked research (currently still ongoing) which continues to provide insight into the nature of this influenza virus.

<https://kshs.org/kansapedia/flu-epidemic-of-1918/17805>

<https://www.pbs.org/wgbh/americanexperience/features/influenza-investigation/>

- **Potawatomi Trail of Death:** Menominee acted as a chief of a Potawatomi Native American Village living on protected land in Northern Indiana and Michigan during the early 19th century. An upsurge in Westward expansion, however, led to attempts to push Menominee and his people off of their land, which would be sold and used for farming. Menominee's attempts to resist encroachment upon Potawatomi land were unsuccessful; in 1832, this land was sold in the Treaty of Tippecanoe. An Indiana militia removed 859 Potawatomis at gunpoint, forcing them on an arduous and painstaking 600 mile trek to Kansas. Struck by starvation and typhoid fever, over forty would perish along the way. Upon arrival, attempts at assimilation were made by a Catholic Church at Sugar Creek. Such a plight was not tragic merely because of death, but also because of forced loss of tribal identity.

<https://www.kshs.org/kansapedia/potawatomi-trail-of-death/17944>

- **The Kansas-Nebraska Act:** This act repealed the temporary triumph of the Missouri Compromise by trying to allow each individual state to dictate whether or not it would be a slave or free state (a concept known as "popular sovereignty"). Because of this, individuals occupying the Kansas and Nebraska territories would have to popularly decide the status of their states. Though viewed as a triumph for ardent states' rights supporters, bloody conflict broke out along the Missouri-Kansas border, as those for and against slavery flooded into Kansas, hoping to have a say in Kansas's status. Consider: what happens when a triumph (MO Compromise) is not sustainable?

<https://www.loc.gov/rr/program/bib/ourdocs/kansas.html>

https://www.senate.gov/artandhistory/history/minute/Kansas_Nebraska_Act.htm

- **Laura Ingalls Wilder:** Laura Ingalls Wilder grew up in Kansas and spent her early years living throughout the United States. Her family thrived in an agricultural setting despite numerous tragedies that befell them. Some of these included the death of Laura's infant brother, a disease-stricken sister going blind, fires, famine, and locusts. Her family members did not let tragedy define nor deter them. Laura married, had children, continued to work and receive recognition for her farming skills, and she eventually became a successful writer. Laura and her husband lived just outside of Mansfield, Missouri, until their deaths in 1957 and 1949, respectively.

<https://shsmo.org/historicmissourians/name/w/wilder/>

- **Carry A. Nation:** After Carry nation was forced to leave her alcoholic husband, she was determined to prevent the tragedy of alcoholism from harming both individuals and families. Nation actively worked to spread the message of the Women's Christian Temperance Union (WCTU) throughout Kansas, which pushed for prohibition. Desperate to end drinking in Kansas Bars, Carry was determined to destroy them, and did so by throwing bricks and smashing bars with a hatchet. Her work led to the creation of the 18th Amendment, prohibiting sale of alcohol.

<https://shsmo.org/historicmissourians/name/n/nation/>

- **The Grasshopper Plague of 1874:** After the Civil War, many settlers took advantage of cheap land in Kansas, settling and starting farms. Tragedy struck, however, when millions of grasshoppers flooded into Kansas plains, devouring crops. In order to provide recent settlers, lacking sufficient food for the winter, with supplies, Governor Osborn issued a successful nation-wide plea for help. Numerous states contributed supplies; railroads often transported these for free. The wide-spread and generous aid represents a triumph for Osborn and Kansans in overcoming the severe consequences of the Grasshopper Plague.

<https://www.kshs.org/kansapedia/grasshopper-plague-of-1874/12070>

- **Shawnee Indian Mission:** This manual training school served children from many Native American nations during the mid 1800's. The school was the result of forced relocation of Native Americans Before closing in 1862,

<https://www.kshs.org/kansapedia/shawnee-indian-mission/11913>

<https://www.kshs.org/p/shawnee-indian-mission/19570>

- **Amelia Earhart:** Amelia Earhart was born in 1897 in Atchison, Kansas. Despite countless familial losses, Earhart became a pilot and went on to receive recognition for her flight skills, her literary works, and her founding of organizations, such as The Ninety-Nines. Earhart was often “the first” to accomplish many feats. Her flights were unprecedented and she served as an example for pilots everywhere. In 1937, Earhart’s circumnavigation of the globe was cut short when she got lost somewhere above the Pacific Ocean. Although she was declared deceased two years later, Earhart’s accomplishments helped forge a path for female pilots and inspired citizens and pilots everywhere. Her legacy is still keenly observed in countries all over the world.

<https://www.pbs.org/wgbh/americanexperience/features/earhart-timeline/>

- **John Brown; Sacking of Lawrence and Pottawatomie Creek Massacre:** Following passage of the Kansas-Nebraska Act, tensions erupted between those for and against slavery along the Missouri/Kansas border. In 1856, advocates of slavery sacked Lawrence, KS, which was largely inhabited by slavery opponents. Shortly after the attack, slavery opponent John Brown arrived in Kansas and led a small group in the murder of five men supporting slavery---an event now known as the Pottawatomie Massacre. Although initially a triumph for John Brown, this massacre contributed to the expansion of distrust between pro and anti slavery forces.

<https://www.kshs.org/kansapedia/pottawatomie-massacre/16699>

Kansas City History Topics

- **Controversial Legacy of J.C. Nichols:** Nichols' architectural triumphs can still be seen in Kansas City today in both urban areas and suburban areas. However, his success was the result of redlining and deliberate segregation practices that explicitly banned African-Americans from taking residence in certain subdivisions, the consequences of which can still be seen today.
- **Union Station Massacre (Kansas City Massacre):** The mass murder committed in front of Union Railway Station on June 17th, 1933, was the result of a prisoner's escape. Frank Nash, who had been sentenced and pardoned twice before, escaped from the U.S. https://asd.gsfc.nasa.gov/archive/hubble/overview/hubble_bio.html Penitentiary in October of 1930. Three years later, officers captured and attempted to return him, but Nash's colleagues gathered at Union Railway Station and opened fire. The assault lasted approximately 30 seconds, but five people were killed.
<https://www.fbi.gov/history/famous-cases/kansas-city-massacre-pretty-boy-floyd>
- **Nelle Nichols Peters:** Nelle Nichols Peters was an architect based in Kansas City during the early/mid 1900's. She was one of few women to have her own independent practice and her innovative ideas inspired both men and women in the architectural field. Despite her numerous successes, Peters struggled mental and physical illnesses, along with the difficulties presented by the Great Depression. Her work impacted architecture in more locations than Kansas City; her legacy is still seen all over the Midwest.
<https://shsmo.org/historicmissourians/name/p/peters/>
- **Lucile Bluford:** A journalist and civil rights advocate, Lucile Bluford grew up in Kansas City, Missouri, before attending the University of Kansas. One of her most well known struggles occurred because the University of Missouri refused to accept her into its graduate journalism program. After several lawsuits and appeals, the Missouri supreme court finally ruled in Bluford's favor; however, the University of Missouri ultimately closed the program. Bluford's fight for equality continued and her powerful writing helped shape the movement as a whole. In 1989, the University of Missouri presented her with an honorary degree.
<https://shsmo.org/historicmissourians/name/b/bluford/>

<http://library.umkc.edu/spec-col-collections/bluford>

- **Pendergast Machine:** Leader of this political machine, Thomas Pendergast, was elected to preside over a ward (a small unit of) Kansas City. In this position, he championed the interests of working class constituents, for better (establishing a garbage system, supporting construction of a park) and worse (protecting gambling and prostitution). Pendergast fought to control Kansas City politics by filling positions with his followers, fellow members of the machine. This control represented a triumph for many working class men, as Pendergast continued to enhance the lives of poorer residents by creating jobs. This legacy was tarnished when over two hundred members of the machine were imprisoned for voting fraud. Eventually, Pendergast himself was imprisoned for tax evasion. Public outrage led to efforts to improve the corrupt nature of politics in Kansas City.

<https://shsmo.org/historicmissourians/name/p/pendergast/>

<http://pendergastkc.org/article/decline-and-fall-pendergast-machine>

<http://socialwelfare.library.vcu.edu/people/pendergast-machine>