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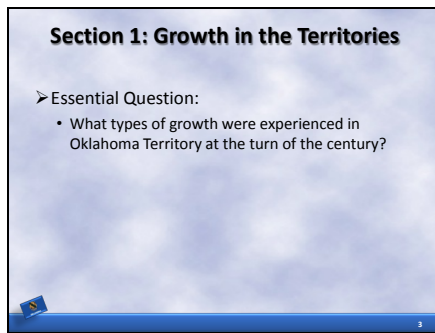
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Chapter 12: Creating the 46th State QuickNotes

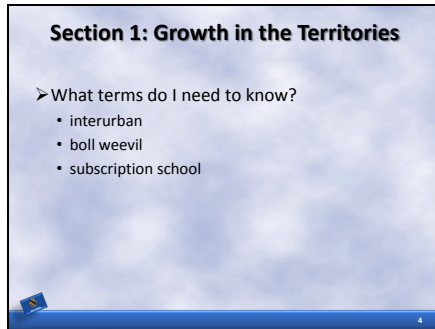
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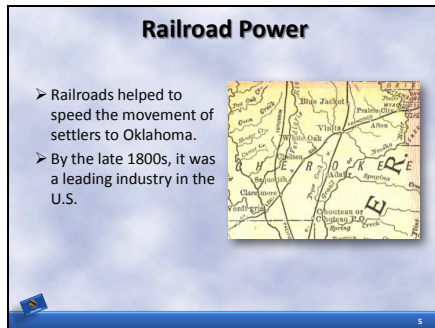
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Railroad Power: Importance of Railroads


- Coal, asphalt, and timber were *exported*, but people and their belongings were *imported* to OK.
- Railroads in a town were good for its economy and could mean a town would boom (El Reno) or go bust (Reno City).
- Government town planners and railroad town planners sometimes planned for settlements in different places; results could be frustrating for citizens who could not get the rail service they wanted.

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Railroad Power: Growing Towns



- Oklahoma City was crossed by four railroads by 1897.
- The freight yards at Bricktown were a center of local exports (cattle, cotton, horses, wheat, corn, etc.).
- Inbound trains were filled with hardware, machines, and farm equipment.
- Shawnee was another big rail center and served as repair center for the Rock Island Railroad. A **grand depot** was built here for the Santa Fe Railroad.
- Tulsa paid \$12,000 to get The Katy to stop there.
- Interurbans were short train routes within a town (trolleys) started in Oklahoma City (1902).

[Click for 1894 Railroad Map](#)7

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Agriculture

- Farmers' success depended on rainfall.
- Sorghum was planted often by the first settlers and was good for livestock feed and sorghum molasses (sweetener).
- Cotton, oats, maize and broomcorn could grow in drier climates.
- Cotton grew well, but required labor to keep down weeds, to pull bolls, and to bag and haul the cotton to gin (to remove seeds from inside the cotton boll).
- The boll weevil was an insect that damaged many farmers' cotton crops until a method was found to kill it.
- Russian immigrants brought wheat seeds that grew well in territories; invention of machinery for wheat farming improved production




A boll weevil attacks a cotton boll.

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Education

- Schools were important for education and as a center of community life.
- Subscription schools cost parents \$1-2/month per student.
- The 1890 Organic Act established schools that were free.
- J.H. Lawhead was the first territorial superintendent.
- In 1897, mixed race schools were declared unlawful.
- Black students rarely had the chance to go to school after 8th grade.

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Mining


- Salt, coal, lead and zinc mining were important industries.
- The “Tri-State” or “Joplin” region was rich in lead.
- 1913: large lead deposits found in Picher.
- 1926: Ottawa County was the world’s largest supplier of lead and zinc.
- **Gypsum** was found in Blaine County.
- The 1904 **St. Louis World’s Fair** was a chance to demonstrate the quality and usefulness of gypsum.
- An 1890s gold rush was brief. Geologists determined that the ore quality was not good.

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Section 2: Statehood


- Essential Question:
 - What factors led to the statehood of Oklahoma?

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Section 2: Statehood

- What terms do I need to know?
 - Enabling Act
 - progressive movement
 - referendum
 - governor
 - bicameral
 - amendment
 - initiative
 - suffrage
 - prohibition
 - Jim Crow laws
 - charter


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Introduction

- The call for statehood was persistent in Oklahoma Territory.
- The population grew with each land opening.
- Leaders of the Five Tribes opposed joining Indian Territory and Oklahoma Territory.
- Tribal leaders saw that statehood was inevitable, however, but though it better for Indian Territory to be separate from Oklahoma.

| | Indian Territory | Oklahoma Territory |
|------|------------------|--------------------|
| 1890 | 61,000 | 197,000 |
| 1900 | 400,000 | 300,000 |
| 1907 | 722,441 | 691,736 |

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The State of Sequoyah

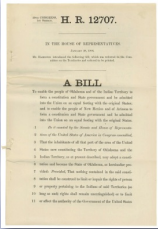
- In 1905, the Five Tribes called for a constitutional convention to create a state of Sequoyah.
- Creek leader Pleasant Porter presided and William Wirt Hastings chaired a committee to draft the constitution.
- It had a bill of rights, three branches of government and a system of checks and balances similar to the U.S. government model.
- Delegates approved the constitution and sent it to Congress. The issue was tabled in favor of discussion of unification.



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The Enabling Act

- The Enabling Act, or Hamilton Statehood Bill (1906), provided for joining the twin territories.
- It required the people to organize a government similar to other states.
- The constitution had to forbid liquor in Indian Territory and the Osage Nation; establish religious freedom; prohibit polygamy; guarantee all races the right to vote; establish free public schools.
- Guthrie was to remain the capital until 1913.
- 112 delegates met on November 6, 1906 to debate the matter, but there were no women or blacks.
- 77 counties were organized.



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Writing the Constitution

- The Progressive Movement was popular at the time. Supporters believed that government could best solve the problems in society.
- They wanted to break up and/or regulate large businesses such as railroads.
- They supported an income tax and a greater amount of say in government by the people.

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Writing the Constitution: State Government

- Three branches of government were set up with a system of checks and balances.
- Most state officials were elected by the people, including the governor, and there was a two house (bicameral) legislature.
- The plan was for a legislature to have more power than the governor who could serve for only one four-year term.
- Citizens could propose a law or constitutional amendment (an initiative).



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Writing the Constitution: Labor Rights & Education

- A Labor and Arbitration Committee wrote laws to shorten the workday to eight hours in mines and public works projects.
- Convict labor was prohibited.
- Children under 15 could not be employed in hazardous work.
- Boys had to be 16 to work in mines.
- The constitution called for free public schools not affiliated with a religious group.
- Children 8-16 years old were required to attend school.

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Writing the Constitution: Suffrage

- Statehood was discussed at the same time that the Women's Suffrage Movement was active.
- Southern Democrats did not want women to have the right to vote because they thought it would encourage more black voters.
- Paupers, felons, women, and the mentally incapable were not allowed to vote.

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Writing the Constitution: Prohibition

- Alcohol was legal in Oklahoma Territory but not in Indian Territory.
- Many disagreed with the laws on both sides.
- The Women's Christian Temperance Movement (WCTM) was a powerful force at the time. It worked to outlaw alcohol use.
- Carrie Nation led a prohibition campaign in Kansas and Oklahoma; she tore down saloons, broke mirrors, and smashed liquor bottles.
- Many European immigrants wanted to keep alcohol legal since its use was a part of their culture.
- A Constitutional Convention decided to leave the issue to a vote by the people.

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Writing the Constitution: Rights for Blacks

- African Americans wanted to escape Jim Crow laws (these limited rights of blacks).
- Some delegates at the convention wanted to add Jim Crow provisions on segregation to the constitution.
- The matter was tabled until statehood.



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Writing the Constitution: Business Issues

- All corporations had to be chartered by the state.
- They could not influence political campaigns or own stock in competing firms.
- Records were subject to state inspection.
- Large businesses were to be regulated by an elected corporation commission.

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Writing the Constitution: Ratification

- A very long constitution was completed after several months. It was considered very "progressive" but was later criticized for being inflexible.
- It was accepted by popular vote on September 17, 1907.
- Charles N. Haskell (Democrat) was elected governor.
- The prohibition amendment passed.
- Five congressional representatives were elected, but senators could not be elected until statehood and the meeting of the legislature.

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Statehood Proclaimed

- November 16, 1907: President Theodore Roosevelt signed the statehood proclamation.
- Great celebrations began in Guthrie and Haskell was sworn in as governor.
- A symbolic marriage of "Mr. Oklahoma Territory" to "Miss Indian Territory" was held for the 46th state.
- Its population was 1,414,177.
- Many Indians felt betrayed and that the new state wiped out their identity.

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