Chapter 17: The Rise of Industrial America, 1865 - 1900

a. abundance of natural resources
b. huge labor supply
c. growing population and advanced transportation network made the US the largest market
d. capital was plentiful; lots of investment
e. businesses benefited from government policies which protect private property, subsidized railroads with land grants and loans, supported US manufacturers with protective tariffs, and refrained from regulating business operations or heavily taxing corporate profits
f. entrepreneurs built and managed vast industrial/commercial enterprises

2. The Business of Railroads
a. railroad mileage increased more than fivefold in a 35-year period
b. created a national market, encouraging mass production, mass consumption, and economic specialization
c. determined the path by which agricultural and industrial economies developed
d. promoted coal and steel industries
e. created four time zones in 1883, standard time was railroad time
f. railroad companies created the modern stockholder corporation and the regulation of competition
g. railroads depended on the steel industry for rails and parts, also transported the steel
h. Eastern Trunk Lines
   i. trunk line- major route between large cities
   ii. after the Civil War, railroads gauges were standardized and railroads consolidated
   iii. Vanderbilt merged railroads into the New York Central Railroad (1867)
   iv. other large railroad lines like the Baltimore and Ohio Railroad and the Pennsylvania Railroad connected eastern seaports with Chicago and other cities, setting standards of excellence
i. Western Railroads
   i. promoted settlement on the Great Plains and linked the West with the East, creating a national market
   ii. federal land grants
      1. government provided railroad companies with large subsidies (loans and land grants)
      2. land grants given in checkerboard pattern, so railroad companies owned every other square and governments owned every other square
      3. completed railroad would increase the value of both the railroad and government land
      4. railroads would also pay the government back with preferred rates for carrying mail and transported troops
      5. negative consequences:
         a. promoted hasty and poor construction
         b. led to widespread corruption (Credit Mobilier)
         c. railroads controlled half of the land in some western states
   iii. Transcontinental railroads
      1. Congress gave land grants and loans to two companies to build a transcontinental railroad
      2. Union Pacific- westward from Great Plains to California, led by Grenville Dodge, used war veterans and Irish immigrants
      3. Central Pacific- from Sacramento, California to the east across the Sierras,
used Chinese (C for Chinese!)

4. four other transcontinental railroads:
   a. Southern Pacific - tied New Orleans to Los Angeles
   b. Atchison, Topeka, and Santa Fe - between Kansas City and Los Angeles
   c. Northern Pacific - Minnesota and Seattle
   d. Great Northern - Minnesota and Seattle too, only transcontinental railroad
      built without federal subsidies

iv. Competition and Consolidation
   1. railroads were overbuilt, so they were unprofitable
   2. also suffered from mismanagement and fraud
   3. speculators like Jay Gould made millions by watering stock (inflating the value
      of a corporation’s assets and profits before selling its stock-- sold stock for more
      than it was worth)
   4. in order to survive, railroads competed by offering rebates (discounts) and
      kickbacks (money provided for helping in shady business)
   5. they also charged huge freight rates to smaller customers like farmers
   6. formed pools, where they agreed to fix rates and share traffic, but always
      collapsed
   7. 1893- financial panic caused J. P. Morgan and other bankers to consolidate
      bankrupt railroads
   8. without competition, the bankers could stabilize rates and reduce rates
   9. consolidation meant seven giant systems controlling 2/3 of the railroads
   10. pros: efficient rail system
   11. cons: controlled by a few men like Morgan, monopolistic
      “We do not want financial convulsions and have one thing one day and another
      thing another day.”
   12. the public was enamored of railroads, investing heavily in them
   13. individuals felt like victims of ruthlessness
      a. “The public be damned.”- William Vanderbilt
      b. “What do I care about the law? H’aint I got the power?”- Cornelius
         Vanderbilt
      c. Granger laws were overturned by courts (US vs. Knight, re Debs,
         Wabash) and the Interstate Commerce Act of 1886 was ineffective

3. Industrial Empires
   a. first Industrial Revolution had concentrated on producing textiles, clothing and leather products
   b. this second Industrial Revolution grew in heavy industry, the production of steel, petroleum,
      electric power, and the industrial machinery to produce other goods
   c. viewed consolidation as a solution to “cutthroat competition”
   d. successful companies were able to eliminate or absorb its competitors
   e. trusts- stockholders in individual corporations transferred stocks to a small group of trustees in
      exchange for shares in the trust itself
      i. trust certificates had no control over the decisions of the trustees; simply received profits
      ii. trustees themselves might literally own only a few companies but exercise control over
          many companies
   f. incorporation laws changed to allow companies to actually buy other companies
   g. holding companies- central corporate body that would buy up stock of various members and
      establish direct, formal ownership of the corporations in the trust
   h. interlocking directorate- placing officers of his bank on the boards of companies for control,
      practiced by JP Morgan
i. The Steel Industry
   i. **Henry Bessemer** from England and **William Kelly** from the US discovered how to create steel
   ii. **Hewitt** introduced the open-hearth process, which replaced the Bessemer process
   iii. The Great Lakes region with its iron ore and coal (used as fuel) resources and already existing iron industry emerged as the leading steel producer
   iv. **Carnegie** used the latest technology and business strategy to beat competition
   v. used **vertical integration**, taking over all the businesses on which a company relied on
   vi. **US Steel Corporation** - the first billion-dollar company, created when Carnegie sold his company to a new steel combination headed by JP Morgan
      1. joint-stock companies with their limited liability already existed

j. The Oil Industry
   i. petroleum only became valuable when Bissell showed in the 1850s that it could be burned in lamps and used in other products
   ii. **Rockefeller** extorted rebates from railroad companies and temporarily cut prices for kerosene, forcing rival companies to sell out to him, creating the **Standard Oil Trust**
   iii. by 1881, Standard Oil controlled 90 percent of the business
   iv. other companies copied Rockefeller’s technique of **horizontal integration** - combining of all competition into a single corporation

k. The Automobile Industry
   i. gasoline created and automobile engines developed
   ii. **the Duryea brothers** created the first gasoline-driven motor vehicle in 1903 and **Ford** began building his cars
   iii. by 1917, there were five million cars

4. Laissez-Faire Capitalism
   a. Conservative Economic Theories and Responses
      i. **Adam Smith** argued in *The Wealth of Nations* that business should be regulated only by the “invisible hand” not by the government
      ii. American industrialists appealed to laissez-faire theory, despite accepting the protection of high tariffs and federal subsidies and aiming to eliminate competition
      iii. **Social Darwinism**
         1. **Herbert Spencer** believed that the concentration of wealth in the hands of the “fit” was a benefit to the future of the human race,
         2. **Professor Sumner** argued that help for the poor interfered with the laws of nature and would weaken the evolution of the species by preserving the unfit
      iv. others, like Rockefeller, Conwell and Carnegie, justified wealth with the **Protestant work ethic**
         "God gave me my money." -- Rockefeller
      v. in dissent, **Lester Frank Ward**’s *Dynamic Sociology* argued that civilization was not governed by natural selection but by human intelligence, which was capable of shaping society as it wished
      vi. in further radical dissent, the **Socialist Labor Party** led by **Daniel De Leon** grew in some popularity
      vii. Carnegie’s **Gospel of Wealth** argued that the wealthy had a responsibility to be philanthropic
   b. Technology and Innovations
      i. **Samuel Morse** - created telegraph
      ii. **Cyrus W. Field** - improved transatlantic cable to send messages across the seas
      iii. **Alexander Graham Bell** - invented telephone
iv. other inventions: typewriter, cash register, calculating machine, adding machine, Kodak camera, fountain pen and safety razor and blade

v. Edison had a research laboratory in Menlo Park for the purpose of inventing new technologies; introduced idea of working together on a team
   1. invented phonograph, lightbulb, dynamo for generating electric power, mimeograph machine and motion picture camera

vi. Westinghouse developed an air brake for railroads and a transformer for high-voltage alternating current, making the lighting of cities and operation of electric streetcars, subways, and electric powered machinery and appliances possible

vii. Wright brothers’ first successful flight invented the airplane

viii. emergence of corporate research and development labs coincided with decline in government support for research decentralized the sources of research funding, research became broader

ix. scientists showed disdain for engineers, who had commercialized knowledge

x. universities and research became interconnected-- faculty received funding for research

5. Impact of Industrialization
   a. raised the standard of living but also created income disparity
   b. The Concentration of Wealth
      i. richest 10 percent of US. population controlled 9/10 of the nation’s wealth
      ii. Horatio Alger myth- based on his books, people believed that the rich were all like Carnegie and Edison, self-made men who became rich and successful through honesty, hard work, and luck
      iii. Conwell in his lecture “Acres of Diamonds” claimed that everyone could make it big, Protestant work ethic
      iv. however, statistical studies demonstrate that the wealthy were white, Anglo-Saxon, Protestant males who came from upper or middle-class background and whose father was already in business or banking
   c. The Expanding Middle Class
      i. large corporations created the need for white-collar workers (salaried workers whose jobs generally do not involve manual labor)
      ii. helped expand middle-class by creating jobs for accountants, clerical workers, and salespersons
      iii. in turn, these middle-class workers increased demand for other middle-class workers like professionals, public employees and storekeepers
      iv. wage earners
         1. 2/3 of Americans worked for wages at 10 hrs a day, 6 days a week jobs
         2. wages were barely above survival rates b/c of immigrants competing for jobs
         3. low wages justified by David Ricardo’s “iron law of wages” which argued that raising wages arbitrarily would only increase the working population, more workers --> lower wages --> more misery and starvation
         4. wages did increase, but were still not enough to properly support a family
         5. depended on wages of women and children
         6. little job security because of technological advances and/or the seasonal nature of their work
   v. working women
      1. 1/5 women worked for wages
      2. they were young and single women, since everyone believed that if economically possible, women should stay home and raise children (most married women did not work)
3. Women only able to work in factories related to the home, like textiles, garments or food-processing; also worked in domestic service
4. Occupations like secretaries, bookkeepers, typists and telephone operators became feminized, thus lost status and received lower wages and salaries
5. Increasingly hired because need for skilled labor decreased and women could be hired for less

vi. Children
1. Many children worked in factories for extra wages for their families
2. Also because they didn’t want wives to go to work
3. Child labor laws passed in late 1800s, but did not affect the 60% of children employed in agriculture
4. Exhausted children maimed and killed

vii. Labor discontent
1. Before the Industrial Revolution, workers had a relaxed environment in which they were able to appreciate their own work
2. Taylor advocated scientific management: the subdivision of tasks, increasing productivity, making workers interchangeable, reducing the need for skilled workers and increasing the power of managers, thus limiting the value of skilled workers
3. Ford’s moving assembly line increased efficiency and monotony
4. Railroad and mining workers were exposed to chemicals and pollutants
5. Workplace unstable and highly mobile, industrial workers changing jobs about every three years
6. Protested not through labor unions or strikes, but by absenteeism and quitting

6. The Struggle of Organized Labor
   a. Antitrust Movement
      i. Middle class citizens feared the trusts’ unchecked power and urban elites (old wealth) resented the increasing influence of the new rich
      ii. Commonwealth v. Hunt- ruled that labor unions were legal
      iii. Sherman Antitrust Act (1890)- prohibited any “contract, combination, in the form of a trust or otherwise, or conspiracy in restraint of trade or commerce”
         1. Too vaguely worded however
      iv. United States v. E. C. Knight Co. (1895)- Sherman Antitrust Act could only be applied to commerce, not manufacturing
   b. Industrial Warfare
      i. Tactics for defeating unions:
         1. Management held the power b/c of a surplus of cheap labor, strikers could just be replaced with strikebreakers or scabs
         2. Lockout- closing the factory to break a labor movement before it started
         3. Blacklists- names of pro-union workers circulated among employers
         4. Yellow-dog contracts- workers promise not to join unions before being hired
         5. Private guards and state militia sent to put down strikes
         6. Created public fear of unions as anarchist and un-American, so governments would help
         7. Court injunctions (orders) against strikes-- ruled to be okay in re Debs
      ii. Unions used strikes, boycotts, strike funds, picketing, publicity and demanded closed shop- employers only employ unionized workers
      iii. Great Railroad Strike of 1877
         1. Wages cut in order to reduce costs, so strike shut down two-thirds of the railroads
2. **President Hayes** used federal troops to end labor violence
3. showed the depths of worker resentment and the potential power of national action
4. after, some employers improved wages and working conditions, others busted workers’ organizations further

c. Attempts to Organize National Unions
   i. before the 1860s, unions were local associations of craft workers
   ii. unions were divided between indirect political action and using direct confrontation like strikes, picketing, boycotts and slowdowns
   iii. **National Labor Union** - first attempt to organize all workers in all states, both skilled and unskilled, agricultural and industrial
      1. championed higher wages and the 8 hour workday
      2. also wanted equal rights for women and blacks, monetary reform, and worker cooperatives
         a. only wanted women’s rights so that families could be supported, otherwise women were excluded from the NLU
      3. was winning, but lost when a depression began in 1873 and the unsuccessful strikes of 1877
   iv. **Molly Maguires** - militant labor organization who used terrorist tactics to intimidate coal operators
      1. contributed to perception that labor activism was motivated by radicals
      2. but were instigated by informers
   v. **Knights of Labor**
      1. started by Terence V. Powderly in 1869
      2. membership open to all workers, including African Americans and women, but not business and professional people
      3. **Leonora Barry** led the Woman’s Bureau of the Knights
      4. wanted wide range of reforms:
         a. worker cooperatives “to make each man his own employer”
         b. abolition of child labor
         c. abolition of trusts and monopolies
      5. wanted labor disputes to be settled through arbitration, not strikes
      6. also wanted to replace the wage system with a new “cooperative system”
      7. loosely organized, so unable to prevent strikes anyways
      8. grew rapidly but lost popularity because of the Chicago Haymarket riot in 1886
   vi. **Haymarket bombing (1886)**
      1. workers held a public meeting in Haymarket Square, police tried to break it up, and someone threw a bomb
      2. most Americans concluded that the union movement was radical and violent
      3. also became xenophobic b/c of socialist ideas from the Revolutions of 1848
   vii. **American Federation of Labor**
      1. made of only craft unions and skilled workers
      2. excluded women because they thought employers could take advantage of them to drive down wages, but did fight for equal pay so women would be excluded
      3. did not chase ideals like the Knights of Labor, but instead focused on “bread and butter” goals like better wages, hours, and working conditions
      4. wanted to use collective bargaining, but would use strikes if necessary
      5. liked capitalism
6. **Samuel Gompers** directed local unions to walk out until the employer agreed to negotiate a new contract through collective bargaining

7. Wouldn’t achieve major success until the early 20th century

8. **John L. Lewis** led the United Steel Workers of America to join the American Federation of Labor

**viii. Industrial Workers of the World**

1. Believed that large scale means of production should become the property of the community

2. Endorsed worker solidarity, strikes and sabotage

**d. Strikebreaking in the 1890s**

i. Strikes demonstrated the discontent of labor and the continued power of management

ii. **Homestead strike (1892)**

   1. Cut wages by 20 percent, then used lockout, private guards and strikebreakers called by **Henry Clay Frick** to defeat the strike after five months

   2. Wanted to rid the Homestead steel plant of the **Amalgamated Association of Iron and Steel Workers**

   3. Afterwards, other steel mills refused to recognize unions in the steel industry

iii. **Pullman strike (1894)**

   1. Pullman cut wages by 20% without reducing rents in model towns, and fired the workers’ delegation leaders who came to bargain with him

   2. **Debs** (the leader of the American Railroad Union) who directed railroad workers not to handle any trains with Pullman cars

   3. In response, the **General Managers’ Association** persuaded its member companies to discharge switchmen who refused to handle Pullman cars

   4. Together, these actions paralyzed transportation

   5. Those who supported Pullman, linked his cars to mail trains

   6. Federal court forbid interference with the operation of mails and ordered railroad workers to abandon the boycott and the strike

   7. Refused to obey, so Debs and other leaders were arrested and jailed, ending the strike

   8. **In re Debs**, Supreme Court approved the use of court injunctions against strikes

   9. Debs, once out of jail, concluded that socialism was the answer

e. **Conclusion:**

   i. Not very successful; wages did not keep up with the increasing cost of living

   ii. **Lawrence Textile Strike** (1912) was an exception

      1. Wage cuts and speed ups for all Lawrence workers led to IWW strike

      2. Company settled for all union demands, including wage increases and overtime pay

   iii. Some laws passed, but not enforced:

      1. 8 hour work day on public works projects and for government employees

      2. State laws governing hours of labor and safety standards

      3. Some guaranteed compensation for injuries

   iv. Reasons for failure:

      1. Only 4% of workers belonged to unions because the AFL excluded unskilled workers, women, blacks, and recent immigrants

      2. Immigrant workers weren’t willing to organize b/c they believed they wouldn’t be in America for long

      3. Constantly switching homes and jobs, so little time to establish power

      4. Corporations infiltrated unions, spied on working class communities and
Chapter 18: The Growth of Cities and American Culture

1. A Nation of Immigrants
   a. 16.2 million immigrants in the last half of the 19th century
   b. 8.8 million more immigrants from 1901-1910, the top years of immigration
   c. immigrants were the cause of population growth, not because of natural increase
   d. new ocean liners made European and Asian immigration easier and cheaper, but most immigrants from eastern and southern Europe
   e. Growth of Immigration
      i. negative forces causing Europeans to emigrate:
         1. poverty due to the Industrial Revolution
         2. overcrowding and joblessness in cities b/c of the population explosion
         3. religious persecution
      ii. positive reasons to emigrate to US
         1. reputation for political and religious freedom
         2. economic opportunities available on the Great Plains
         3. abundance of industrial jobs in cities
         4. cheap emigration b/c of the steamboat
   f. “Old” Immigrants and “New” Immigrants
      i. throughout the 1880s, most of the immigrants were from northern and western Europe and Protestant
      ii. mostly spoke English, had high level literacy and good occupational skills, so assimilation was easy
      iii. from the 1890s to 1914, “new” immigrants came from southern and eastern Europe, Mexico, Canada and Asia, who were poor, illiterate and unaccustomed to democratic traditions, so no matter their talents, found it difficult to advance b/c of discrimination
      iv. were many different religions: Roman Catholic, Greek Orthodox, Russian Orthodox and Jewish
      v. crowded cities like Chicago and New York
      vi. 25% of them were birds of passage who contracted for unskilled factory, mining and construction jobs who would return to their native lands once they had enough money to bring back
   g. assimilation
      i. many tried to Americanize and were contemptuous towards traditional ethnic habits and values
      ii. put a strain on relations between men and women, since women sought to be more independent
      iii. Native-born Americans encouraged assimilation:
         1. public schools taught in English
         2. employers insisted on English
      iv. stores sold American goods out of necessity
      v. religious leaders encouraged/reformed their teachings to conform to the US
   h. Restricting Immigration
      i. “These people are not American, but the very scum and offal of Europe...Europe’s human and inhuman rubbish.” - Chicago newspaper
      ii. supported by:
         1. labor unions who feared that employers would use immigrants to depress wages
and break strikes
2. social Darwinists, who thought the new immigrants were biologically worse than the old immigrants
3. workers blamed immigrants for the depression in the 1890s; employers blamed immigrants for strikes and the labor movement
4. American Protective Association- nativist, committed to stopping immigration, created by Henry Bowers, hated Roman Catholics
5. Immigration Restriction League- immigrants should be screened through literacy tests to separate the desirable from the undesirable; appealed more to the educated middle-class by avoiding conspiracy theory
   iii. laws:
   1. Chinese Exclusion Act of 1882 banned all new immigrants from China
   2. restriction on immigration of criminals, mentally incompetent people, and illiterates
   3. Labor Contract Law repealed in 1885, which originally allowed employers to pay for passage of workers in advance and deduct amount later from their wages
   4. 1892- rigorous medical and document examinations and pay an entry tax in order to enter the US
   iv. not supported because many native-born Americans welcomed immigration b/c it provided a cheap labor supply
2. Urbanization (it was inexorable!!)
   a. more and more people moved to cities-- by 1900 40% of Americans lived in cities, by 1920, more Americans lived in cities than in rural areas
   b. people went to the cities to find jobs
   c. also provided women and LGBT individuals privacy
   d. railroads made transportation to cities easier
   e. groups who migrated:
      i. women
         1. as farms grew more commercial, they became less family like, so women weren’t needed
         2. the clothes and household goods they used to make could be bought now
      ii. blacks faced such tremendous discrimination in rural settings that, even though they weren’t offered factory jobs, they still moved to cities for low-paying service occupations
   f. Streetcar cities
      i. rather than living within walking distance of their jobs, people now commute many miles by horse-drawn streetcar to their jobs
      ii. by the 1890s, the horse-drawn streetcar and cable car were replaced with electric trolleys, elevated railroads and subways
      iii. large bridges also made longer commutes possible
      iv. upper and middle classes moved to streetcar suburbs to escape the pollution, poverty and crime of the city, leaving the working poor in the older sections of the city
      v. though the wealthy still had mansions in the heart of the city
   g. Skyscrapers
      i. William Le Baron Jenny built the first true skyscraper
      ii. skyscrapers made possible by the Otis elevator, the central steam-heating system, cast iron and steel beams
      iii. Louis Sullivan liked tall, steel framed office buildings
   h. creation of public space
      i. landscapers Olmsted and Vaux planned city parks like Central Park, scenic boulevards
and suburbs

ii. public buildings like libraries, art galleries, natural history museums etc were built off the money of philanthropists

i. worker and poor housing

i. to increase profits, landlords divided inner-city housing into small, windowless rooms; reluctant to improve conditions

ii. 1879 law required each bedroom to have a window, which landlords responded to with dumbbell tenements

iii. overcrowding and filth spread diseases like cholera, typhoid and tuberculosis

iv. no plumbing or central heating

v. different ethnic groups had their own neighborhoods (ghettos) with social institutions

vi. eased the transition for immigrants and reinforced the cultural values of their previous countries

vii. conditions exposed by Jacob Riis in How the Other Half Lives

viii. most charitable organizations did not help much because they believed that too much assistance would breed dependence and that poverty was self-caused

ix. made criteria for the “deserving poor,” unlike political machines who gave to all

tax. the Salvation Army concentrated on religious revivalism more than poverty relief

j. residential suburbs

i. factors promoting suburban growth:
   1. abundant, low-cost land
   2. inexpensive rail transportation
   3. low-cost construction methods
   4. ethnic and racial prejudice
   5. American fondness for grass, privacy and detached individual houses

ii. 1860s- Olmsted designed suburbs

k. private city vs. public city

i. city residents didn’t expect any public services from governments, so waste, pollution, disease, crime and other hazards built up

ii. inadequate water sanitation was the worst problem though

iii. over time however, water purification, sewage systems, waste disposal, street lighting, police departments and zoning laws were developed to regulate urban development

l. fires in large cities encouraged the development of professional fire departments and fireproof buildings

m. environmental degradation

i. poor waste disposal contributed to the pollution of rivers and lakes, compromising the city’s drinking water

ii. the horses used for transportation only increased environmental problems

iii. air quality suffered because of factories, stoves and furnaces, causing respiratory infection and related diseases

iv. Alice Hamilton identified pollution in factories, helping prompt the creation of the:

   1. Public Health Service- aimed to prevent occupational diseases, but had limited powers of enforcement

   2. Occupational Health and Safety Administration- gave the government the authority to require employers to create safe and healthy workplaces

n. crime and violence

i. murder rate increased in northern cities, reflecting the lynching and homicide rates of the
south and the rootlessness and instability of the West

ii. the increased crime encouraged larger police forces
iii. these police forces however were corrupt and racist
iv. in fear of uprisings, some middle-class people created urban national guard groups

o. Boss and Machine Politics
   i. political parties in major cities became controlled by political machines, tightly organized groups of politicians
   ii. started out as social clubs, then became power centers
   iii. each machine (like Tammany Hall) had a boss (Boss Tweed) who gave orders and government jobs to supporters
      1. bosses usually foreign born and Irish, since they already knew English
   iv. found jobs, apartments and food for poor and immigrants in exchange for votes
      "I never ask a hungry man about his past. I feed him not because he is good, but because he needs food."
   v. didn’t want to improve immigrant life, wanted to make them dependent on the machine
   vi. they could also be greedy, stealing millions from taxpayers in the form of graft and fraud
      1. “honest” graft- buying interest in the land near where a road or streetcar line was to be built
      2. covert graft- kickbacks from contractors in exchange for contracts, sale of franchises for the operation of public utilities
   vii. helped advance urban society, in contrast to what middle-class critics said they did
   viii. factors allowing for the rise of machine politics:
      1. immigrants cared more about services than political morality
      2. supported by wealthy citizens (real estate value increased)
      3. city governments were weak

3. Awakening of Reform
   a. social criticism books
      i. class distinctions were recognized in Henry George’s Progress and Poverty, which claimed that progress at the price of equality is fake, blamed all social problems on economic disparity and advocated for a single tax on land value
      “This association of poverty with progress is the great enigma of our times. . . . So long as all the increased wealth which modern progress brings goes but to build up great fortunes . . . progress is not real and cannot be permanent.”
      ii. Edward Bellamy’s utopian novel Looking Backward described a future when the government owned everything-- called it “nationalism”
   b. settlement houses
      i. settlement houses- places where volunteers taught English, pioneered early-childhood education, taught industrial arts and established neighborhoods theaters and music schools
      ii. volunteers were usually college educated, middle class men and women
      iii. took interest in legislative reforms
      iv. Jane Addams’ Hull House was the most well known
      v. Frances Perkins and Harry Hopkins were settlement workers who moved on to work in Roosevelt’s New Deal program
   c. social gospel- Protestant ministers urged people to apply Christian principles to social problems-- social justice for the poor, don’t confuse with Gospel of Wealth
   d. religion and society
      i. James Gibbons popularized Roman Catholicism by gaining the support of old and new immigrants by supporting the Knights of Labor
ii. Dwight Moody and his Moody Bible Institute adapted traditional Christianity to city life
iii. The Salvation Army provided goods for the homeless and poor while preaching Christianity
iv. Mary Baker Eddy taught that good health was because of correct thinking about “Father Mother God”

e. Families and women in urban society
i. strained families by isolating them from extended family and village support
ii. divorce rates increased b/c of the stress and expansion of divorce laws to include cruelty and desertion
iii. fewer children born because unlike in rural areas, they were an economic liability in cities
iv. 1848- Seneca Falls started the women’s rights movement
v. Elizabeth Cady Stanton and Susan B. Anthony founded the National American Woman Suffrage Association to secure the vote for women
vi. 1869- Wyoming granted suffrage to women
vii. 1900- some states allowed women to vote in local elections, most allowed women to own and control property after marriage

f. Temperance and morality
i. women believed that excessive drinking of alcohol by male factory workers was a cause of poverty
ii. Frances E. Willard led the Woman’s Christian Temperance Union which advocated for total abstinence from alcohol
iii. Antisaloon League had persuaded 21 states to close down all saloons and bars by 1916
iv. Carry A. Nation raided saloons and smashed barrels of beer
v. Anthony Comstock formed the Society for the Suppression of Vice
vi. persuaded Congress to pass the Comstock Law, which prohibited the mailing or transportation of obscene and lewd material and photographs

4. Intellectual and Cultural Movements
a. Changes in Education
i. Public schools
   1. continued to teach the 3 R’s (reading, writing, arithmetic) and the traditional values promoted in McGuffey’s readers
   2. compulsory laws increased the number of children enrolled in public schools
   3. literacy rate rose to 90%
   4. kindergarten became popular
   5. more support for tax-supported public high schools
   6. became comprehensive and emphasized vocational and citizenship education
ii. higher education
   1. number of US colleges increased because:
      a. Morrill acts established land grant colleges
      b. philanthropists established universities
      c. new colleges for women (71% of them admitted women)
   2. Charles W. Eliot reduced number of required courses and more electives
   3. Johns Hopkins University emphasized research and free inquiry
      4. fewer than 5% of Americans attended college
      5. more opportunities for women, though still fewer opportunities than men had
      6. college gave women the opportunity to pursue careers
iii. John Dewey supported educational reform
b. social sciences and the professions
   i. application of scientific method and the theory of evolution to human affairs
   ii. social scientists studied actual human behavior
   iii. Richard T. Ely attacked laissez-faire economics, instead studied labor unions, trusts and other existing economic problems
   iv. Oliver Wendell Holmes, Jr taught that law should evolve with the times and not be restrained by legal precedents and judicial decisions
   v. Clarence Darrow argued that criminal behavior could be caused by a person’s environment
   vi. WEB Du Bois advocated full equal rights for blacks, integrated schools, and equal access to higher education for the top 10% of blacks

c. The rise of mass consumption
   i. income increased for “white collar” workers and northern working-class workers
   ii. affordable products increased demand for products and made fashion a hobby
   iii. Macy in New York and Field in Chicago popularized the large department store
   iv. nationwide chain stores Woolworth’s Five and Ten Cent Store and A & P stores brought greater variety and lower prices of products to towns and urban neighborhoods
   v. Sears and Roebuck + Montgomery Ward used the rail system to ship rural customers everything
   vi. Kellogg and Post made packaged foods common
   vii. refrigerated railroad cars and canning allowed Gustavus Swift and other packers to change the eating habits of Americans with mass-produced meat and vegetable products
   viii. The National Consumers League- attempted to mobilize the power of women as consumers to force retailers and manufacturers to improve wages and working conditions
   ix. women became bigger consumers b/c women’s fashion changed more often and b/c they bought the food in the house

d. Literature and the Arts
   i. Realism and naturalism
      1. right after the Civil War was romanticism
      2. Bret Harte broke that tradition by depicting rough mining camps
      3. Mark Twain revealed the greed, violence and racism in American society
      4. William Dean Howells considered industrialization and unequal wealth in his novels The Rise of Silas Lapham and A Hazard of New Fortunes
      5. Stephen Crane’s naturalistic novel Maggie: A Girl of the Streets told how a brutal urban environment could destroy the lives of young people and his Red Badge of Courage told about fear and human nature on the Civil War
      6. Jack London’s The Call of the Wild portrayed the conflict between nature and civilization
      7. Theodore Dreiser’s Sister Carrie caused a sensation and shocked moral sensibilities
   ii. Painting
      1. some became more realistic, forming the Ashcan School
      2. Winslow Homer painted seascapes and watercolors
      3. Thomas Eakins painted the everyday lives of working-class men and women, used photographs to study human anatomy
      4. James McNeill Whistler’s Arrangement in Grey and Black studied color not subject, influencing modern art
5. Mary Cassatt learned impressionism
6. abstract art was rejected in the Armory Show

iii. Architecture
1. Henry Hobson Richardson used massive stone walls and rounded arches
2. FORM harnesses FUNCTION
3. Frank Lloyd Wright developed an “organic” style of architecture that was in harmony with its natural surroundings
4. Burnham revived classical Greek and Roman architecture

iv. music
1. large cities had symphony orchestra, opera house or both
2. smaller towns had outdoor bandstands
3. black musicians in New Orleans introduced jazz and blues to America

v. Popular Culture
i. initially, leisure was faintly scorned because only on the Sabbath was “rest” permitted
ii. however, as free time increased, leisure became more normal
iii. economist Simon Patten argued that the economy had shifted from valuing thrift, self-denial, and restraint to “...a pleasure economy [which] should be an abundance of goods and the pursuit of pleasure.”
iv. leisure became more of a public activity, but did not bridge the divides between gender, race and class
v. popular press
1. newspapers became less a medium of objective information and more of a mass medium for amusement
2. used the telegraph to supply news and features throughout the country and standardized newspapers
3. Joseph Pulitzer’s New York World became wildly popular because it was filled with sensationalist stories about corruption, crime and disaster
4. William Randolph Hearst used similar sensationalist techniques
5. mass-circulation magazines also became more popular
vi. amusements
1. factors contributing to growth of leisure-time activities:
   a. reduction in the hours people worked
   b. improved transportation
   c. promotional billboards and advertising
   d. decline of restrictive Christian values that discouraged play
   e. railroad companies promoted it so they could have business on the weekends
2. people liked drinking at saloons, the theater (legit ones and vaudeville), movies, circus and Wild West show
   a. saloons were linked to crime, violence and prostitution
   b. DW Griffith introduced serious plots and elaborate productions to filmmaking
   c. Birth of a Nation was heroized the Ku Klux Klan
3. everyone celebrated the Fourth of July
4. people also like reading dime novels
vii. spectator sports
1. John L. Sullivan was a famous heavyweight boxer
2. boxing matches attracted male spectators of all classes to wage
3. baseball was an urban game that demanded team and league organization
4. college sport teams were developed
5. football was especially violent, prompting the creation of the **National College Athletic Association**
6. created a bachelor subculture whose lives centered around gambling, drinking, horse races, and pool halls

viii. amateur sports
1. people learned that sports was healthy exercise for the body
2. women considered unfit for competitive sports, but played croquet and bicycling
3. only the rich were able to play polo and yachting, and attend athletic clubs to play golf and tennis
4. clubs discriminated against Jews, Catholics and blacks