

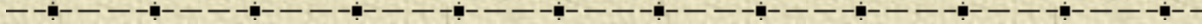


Chapter Nineteen

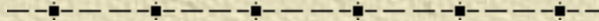
The Incorporation of America, 1865–1900



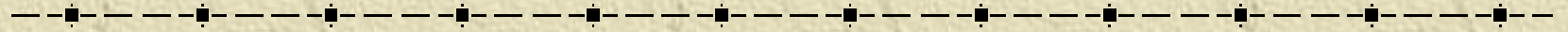
Part One:



Introduction



The Incorporation of America, 1865–1890



✦ What does this painting indicate about the incorporation of America?

Chapter Focus Questions

- ✦ What led to the rise of big business and the formation of the national labor movement?
- ✦ How was southern society transformed?
- ✦ What caused the growth of cities?
- ✦ What was the Gilded Age?
- ✦ How did education change?
- ✦ How did commercial amusements and organized sports develop?



Part Two:

American Communities

Packintown, Chicago, Illinois

- ✦ Packintown mirrored the industrial age.
 - ◆ It attracted immigrants from all over Europe, offering them jobs based on skill, tenure in America, and low wages.
- ✦ The immigrant groups settling in the Chicago neighborhood maintained their ethnic identities and institutions.
- ✦ The one common meeting place was the saloon.
- ✦ The meatpacking houses were a model of monopoly capitalism with huge, specialized factories that polluted the Chicago River and air.
- ✦ Spurred by technology, the Chicago meatpacking companies controlled all aspects of the industry.



Part Three:

The Rise of Industry, the Triumph of Business

Revolutions in Technology and Transportation

- ✦ The post-Civil War era saw a tremendous boom in business and technology. Inventors like Alexander Graham Bell and Thomas Edison brought new products to Americans.
 - ◆ By 1900, Americans had produced over 4,000 cars.
 - ◆ In 1903, the Wright Brothers pioneered airplane flight.
- ✦ Railroads stimulated development, creating a national market.
- ✦ Industry grew at a pace previously unimaginable.

Patterns of Industry

✦ Map: Patterns of Industry, 1900

- ✦ Industrial manufacturing concentrated in the Northeast and Midwest.

Mechanization Takes Command

- ✦ The second industrial revolution was based on the application of new technology to increase labor productivity and the volume of goods.
- ✦ By the early 20th century, the United States produced one-third of the world's industrial goods.
- ✦ Continuous machine production characterized many industries.
- ✦ Coal provided the energy for this second industrial revolution.
- ✦ Assembly line production, beginning with meat-packing, spread throughout American industry.

Expanding the Market for Goods

- ✦ New techniques for marketing and merchandising distributed the growing volume of goods.
 - ◆ Rural free delivery enabled Sears and Montgomery Ward to thrive and required that these companies set up sophisticated ways of reaching their customers.
 - ◆ Chain stores developed in other retail areas, frequently specializing in specific consumer goods.
 - ◆ Department stores captured the urban market.
 - ◆ Advertising firms helped companies reach customers.

Integration, Combination, and Merger

- ✦ Business leaders tried to gain control over the economy and to enlarge the commercial empire.
- ✦ Periodic depressions wiped out weaker competitors and enabled the survivors to grow to unprecedented heights.
- ✦ Businesses employed:
 - ◆ *vertical integration* to control every step of production
 - ◆ *horizontal combination* to control the market for a single product.
- ✦ The Sherman Antitrust Act (1890) hampered unionization but did not prevent the continued consolidation of American business.

The Gospel of Wealth

- ✦ American business leaders saw their success as an indication of their own personal virtues.
- ✦ A “gospel of wealth” seemed to justify ruthless financial maneuvering by men like Jay Gould.
- ✦ More acceptable was the model presented by Andrew Carnegie, a self-made multimillionaire who brought efficiency to the steel industry.
- ✦ Captains of industry seemed to fulfill the lessons of Charles Darwin—survival of the fittest.



Part Four:

**Labor in the Age of Big
Business**

The Wage System

- ✦ In the late nineteenth century, the American labor force was transformed.
 - ◆ The number of Americans working for wages dramatically grew.
 - ◆ Immigrants met the demands of new industries.
 - ◆ Mechanization transformed labor by changing employer-employee relations and creating new categories of workers.
- ✦ In the older trades such as machine tooling and textiles, craft traditions were maintained while new industrial systems were added.

New Opportunities and Old Obstacles

- ✦ Women workers moved into clerical positions created by the advent of the typewriter and telephone, and into retail as salespeople.
- ✦ Racism kept African Americans and Chinese out of most skilled positions.
- ✦ Factory work was a dangerous and tedious ten- to twelve-hour stint.
- ✦ Periodic depressions threw millions of workers out of jobs.

The Knights of Labor

- ✦ The Knights of Labor, led by Terence V. Powderly, tried with some success to mobilize labor to take control of their own industries.
- ✦ The Knights:
 - ◆ urged workplace cooperation as the alternative to the wage system
 - ◆ set up small cooperatives in various industries
 - ◆ joined the fight for an 8-hour workday
- ✦ Workers normally excluded from craft unions joined the Knights, including unskilled workers, women, and African Americans.

The Decline of the Knights of Labor

- ✦ The Knights lost their crusade for an 8-hour workday due to a violent incident at Chicago's Haymarket Square.
- ✦ Employers pooled resources to rid their factories of union organizers; the Knights lost and the wage system won.

The American Federation of Labor

- ✦ The American Federation of Labor, led by Samuel Gompers, organized skilled workers within the wage system.
- ✦ The AFL:
 - ◆ did not organize unskilled workers, females, or racial and ethnic minorities
 - ◆ focused on short-term goals of higher wages, shorter hours and collective bargaining.
- ✦ Unlike other unions, the AFL did achieve a degree of respectability.



Part Five:

The “New South”

An Internal Colony

- ✦ Southerners like Henry Grady envisioned a “New South” that would take advantage of the region’s resources and become a manufacturing center.
- ✦ Northern investors bought up much of the South’s manufacturing and natural resources, often eliminating southern competition.
- ✦ Southern communities launched cotton mill campaigns to boost the textile industry.
- ✦ By the 1920s northern investors held much of the South’s wealth, including the major textile mills.
- ✦ For the most part, southern industry produced raw materials for northern consumption and became the nation’s internal colony.

Southern Labor

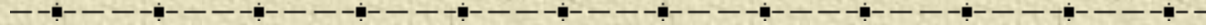
- ✦ Most southern factories were white-only or else rigidly segregated.
 - ◆ African Americans were allowed low-paying jobs with railroads while African-American women typically worked as domestics.
- ✦ With the exception of the Knights of Labor, white workers generally protected their racial position.
- ✦ Wages were much lower for southerners than outside of the region, a situation that was worsened by widespread use of child and convict labor.

The Transformation of Piedmont Communities

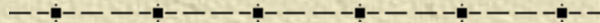
- ✦ The Piedmont (the area from southern Virginia through northern Alabama) developed into a textile-producing center with dozens of small industrial towns.
- ✦ As cotton and tobacco prices fell, farmers sent their children into the mills to pay off debts.
- ✦ Gradually they moved into these company-dominated mill villages.
- ✦ Mill superintendents used teachers and clergy to inculcate the company's work ethic in the community.
- ✦ Mill village residents developed their own cultures, reinforced by a sense of connection to one another.



Part Six:



The Industrial City



The Foreign-Born Population

- ✦ After the Civil War, European immigrants settled primarily in the industrial districts of the Northeast and Midwest.
- ✦ Map: Population of Foreign Birth by Region, 1880

Populating the City

- ✦ In the years after the Civil War, manufacturing moved from rural areas to the city.
 - ◆ Millions of people followed these jobs to American cities, making the United States an urban nation.
- ✦ Many migrants came from rural areas in the United States.
- ✦ Immigrants and their children accounted for most of the urban population growth.
 - ◆ Immigrants came because of economic opportunities.
 - ◆ Success depended on the skills the immigrants brought with them.
- ✦ Groups tended to live near their countrymen and to work in similar trades.
 - ◆ Newcomers frequently moved in search of better opportunities.

The Urban Landscape

- ✦ People were packed into dumbbell tenements in working-class neighborhoods.
- ✦ Wealthy neighborhoods gleamed with new mansions, townhouses, and brownstones.
- ✦ Several cities experienced devastating fires, allowing architects to transform the urban landscape as part of the City Beautiful movement.
- ✦ Streetcars and subways also altered the spatial design of cities.
- ✦ The extension of transportation allowed residential suburbs to emerge on the periphery of the cities.

The City and the Environment

- ✦ Despite technological innovations, pollution continued to be an unsolved problem.
- ✦ Overcrowding and inadequate sanitation bred a variety of diseases.
- ✦ Attempts to clean up city water supplies and eliminate waste often led to:
 - ◆ polluting rivers
 - ◆ building sewage treatment plants
 - ◆ creating garbage dumps on nearby rural lands



Part Seven:

**The Rise of Consumer
Society**

“Conspicuous Consumption”

- ✦ The growth of consumer goods and services led to sweeping changes in American behavior and beliefs.
- ✦ The upper classes created a style of “conspicuous consumption“ in order to display their wealth to the world around them.
 - ◆ They patronized the arts by funding the galleries and symphonies of their cities.
 - ◆ They built vast mansions and engaged in new elite sports.
 - ◆ Mansions and wealthy hotels had great open windows so that people passing by could marvel at the wealth displayed within the building.
 - ◆ Women adorned themselves with jewels and furs.

Self-Improvement and the Middle Class

- ✦ A new “middle class” developed its own sense of gentility.
 - ◆ Salaried employees were now part of the middle class.
- ✦ Aided by expanding transit systems, they moved into suburbs providing both space and privacy but a long commute to and from work.
- ✦ Middle-class women devoted their time to housework.
 - ◆ New technologies simplified household work.
- ✦ The new middle class embraced “culture” and physical exercise for self-improvement and moral uplift.
 - ◆ Middle-class youth found leisure a special aspect of their childhood.

Life in the Streets

- ✦ Many working-class people felt disenchanting amid the alien and commercial society. To allay the stress, they established close-knit ethnic communities.
 - ◆ Chinese, Mexicans, and African Americans were prevented from living outside of certain ghettos.
 - ◆ European ethnic groups chose to live in closely-knit communities.
- ✦ Many immigrants came without families and lived in boarding houses.
- ✦ For many immigrant families, home became a second workplace where the whole family engaged in productive labor.

Immigrant Culture

- ✦ Despite their meager resources, many immigrant families:
 - ◆ attempted to imitate middle-class customs of dress and consumption
 - ◆ preserved Old World customs
- ✦ Immigrant cultures freely mixed with indigenous cultures to shape the emerging popular cultures of urban America.
- ✦ Promoters found that young people were attracted to ragtime and other African-American music.
- ✦ Promoters also found that amusement parks could attract a mass audience looking for wholesome fun.



Part Eight:

**Cultures –
in Conflict,
in Common**

Education

- ✦ Stimulated by business and civic leaders and the idea of universal free schooling, America's school system grew rapidly at all levels.
 - ◆ Only a small minority attended high school or college.
- ✦ Supported by federal land grants, state universities and colleges proliferated and developed their modern form, as did the elite liberal arts and professional schools.
 - ◆ Professional education was an important growth area.
 - ◆ Women benefited greatly by gaining greater access to colleges.
- ✦ Vocational education also experienced substantial expansion.

African American Education

- ✦ African Americans founded their own colleges and vocational schools.
- ✦ Howard University, established for African Americans, had its own medical school.
- ✦ Educator Booker T. Washington founded the Tuskegee Institute to press his call for African Americans to concentrate on vocational training.
 - ◆ Washington encouraged African Americans to learn practical, moral, and industrial trades.
 - ◆ Teachers and domestic servants were trained through these new schools.

Leisure and Public Space

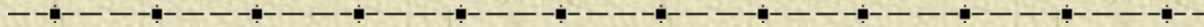
- ✦ In large cities, varied needs led to the creation of park systems.
- ✦ The working class and middle class had different ideas on using public spaces.
 - ◆ Park planners accommodated these needs by providing the middle-class areas with cultural activities and the working class with space for athletic contests.
 - ◆ Regulations such as no walking on the grass, picnicking, or playing ball without permission were enforced in many parks.

National Pastimes

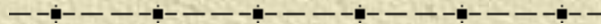
- ✦ Middle and working classes found common ground in a growing number of pastimes.
 - ◆ Ragtime, vaudeville, and especially sports brought the two classes together in shared activities that helped to provide a national identity.
- ✦ After the Civil War, baseball emerged as the “national pastime” as professional teams and league play stimulated fan interest.
 - ◆ Baseball initially reflected its working-class fans both in style of play and in organization but soon became tied to the business economy.
- ✦ By the 1880s, baseball had become segregated, leading to the creation of the Negro Leagues in the 1920s.



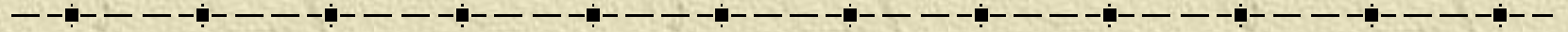
Part Nine:



Conclusion



The Incorporation of America



Media: Chronology