

The Industrial City: Building It, Living in It

Teaching Resources

Chapter Instructional Objectives

After you have taught this chapter, your students should be able to answer the following questions:

1. What enabled American cities to grow so dramatically during the nineteenth century?
2. How did industrialization affect urbanization?
3. How did class structure, ethnicity, and gender affect urban political affairs?
4. Why and how did an urban culture with distinctive living and working patterns, civic and religious institutions, family life, and leisure pursuits arise during the late nineteenth century?

Chapter Annotated Outline

I. Urbanization

A. City Innovation

1. The commercial cities of the early nineteenth century were densely settled around harbors or riverfronts.
2. A downtown area emerged, and industrial development followed the arteries of transportation to the outskirts of the city where concentrations of industry were formed.
3. Travel in the larger American city was difficult and challenged the ingenuity of city builders.
4. In 1887 Frank J. Sprague's electric trolley car became the main mode of transportation in the cities; the trolley car had replaced the horsecar, which had in turn replaced the omnibus.
5. Congestion in the cities led to the development of elevated and underground

transportation; with Manhattan's subway, mass transit became rapid transit.

6. With steel girders and passenger elevators available by the 1880s, Chicago soon pioneered skyscraper construction, though New York took the lead after the mid-1890s.
 7. The first use of electricity was for better city lighting, and Thomas Edison's invention of a serviceable incandescent bulb in 1879 put electric lighting in American homes.
 8. By 1900 Alexander Graham Bell's newly invented telephone linked urban people in a network of instant communication.
- #### B. Private City, Public City
1. America gave birth to what has been called the "private city"—shaped primarily by the actions of many individuals, all pursuing their own goals and bent on making money.
 2. The prevailing belief was that the sum of such private activity would far exceed what the community could accomplish through public effort.
 3. Municipal government became more centralized, better administered, and more expansive in the functions it undertook; nowhere in the world were there more massive public projects.
 4. City streets, however, soon became filthy and poorly maintained, smog was a problem, and families lived in crowded tenement housing.
 5. Neither private philanthropy nor legislation had much effect on the problem of overcrowded housing; New York's Tenement House Law of 1901 helped new housing but did little to ease the problems

of existing housing, for only high-density, cheaply built housing earned a profit for landlords of the poor.

6. Frederick Law Olmsted's projects gave rise to the "City Beautiful" movement; the results were based on a **rural ideal** that led to larger park systems, broader boulevards, zoning laws, and planned suburbs.
7. Cities usually heeded urban planners too little and too late; the American city placed its faith in the dynamics of the marketplace, not the restraints of a planned future.
8. Chicago and Berlin had virtually equal populations in 1900, but very different histories and appearance.
9. Berlin served as a cultural pivot for Germany—"a center where Germany's political, intellectual, and material life is concentrated, and its people can feel united."
10. Chicago had no such pretensions; it was strictly a place of business, made great by virtue of its strategic grip on the commerce of America's heartland.
11. Nothing in Chicago evoked the grandeur of Berlin's boulevards or its monumental palaces and public buildings.
12. As a functioning city, however, Chicago was in many ways superior to Berlin in its access to utilities, transportation, public parks, and public libraries.
13. Chicago represented the American urban balance sheet: a superb utilitarian infrastructure but "no municipal splendors of any description."

II. Upper Class/Middle Class

A. The Urban Elite

1. In cities, the interpersonal marks of class began to lose their force, and people began to rely on external signs, such as choice of neighborhood, to confer status.
2. As commercial development engulfed downtown residential areas, many well-to-do people began an exodus out of the city.
3. Some of the richest people preferred to stay in the heart of the city—for example, on New York's Fifth Avenue.
4. Great wealth did not automatically confer social standing; in some cities, an established elite, or "old" money, dominated the social heights.
5. New York attracted the wealthy not only because it was an important financial center but also because of the opportunities it offered for display and social recognition.

6. Ward McAllister's *Social Register* served as a list of all persons deemed eligible for New York society.

7. Americans were adept at making money, but they lacked the aristocratic traditions of Europeans for spending it.

8. In their struggle to find the rules and establish manners, the moneyed elite made an indelible mark on urban life.

B. The Suburban World

1. The middle class left a smaller imprint on the public face of urban society.

2. Many of its members, unlike the rich, preferred privacy and retreated into the domesticity of suburban comfort and family life.

3. The older middle class of mostly self-employed lawyers, doctors, merchants, and proprietors was joined by a new, salaried middle class brought forth by industrialism—managers, accountants, clerks, engineers, chemists, designers, salesmen, advertising executives, and so on.

4. Between 1870 and 1910 these salaried ranks increased much faster than any other occupational group; more than a fourth of all employed Americans held white-collar jobs in 1910.

5. Some of the middle class lived in row houses or apartments, but most preferred to escape to the suburbs.

6. No major American city escaped **suburbanization** during the late nineteenth century; by 1910 about 25 percent of the urban population lived in autonomous suburbs.

7. The geography of the suburbs was a map of class structure; the farther from the city, the finer the house and the larger the lot.

8. The affluent had the time and flexibility to travel a long distance into town, while people closer to the city limits wanted transit lines that went straight into the city center. Lower-income commuters, because they were likely to have jobs requiring movement around the city, needed crosstown lines for their mobility.

9. Suburban boundaries were ever-shifting, and each family's move usually represented an advance in living standard.

10. The need for community lost some of its urgency for middle-class Americans; work and family had become more important.

C. Middle-Class Families

1. In the pre-industrial economy there was little separation between work and family life, but as industrialism progressed, the middle-class family became separated from economic activity.
2. By 1900 a “family” typically consisted of a husband, wife, and three children; the family relationship was usually intense and affectionate—a sharp contrast to the impersonal business world.
3. The duties of domesticity fell on the wife, and it was nearly unheard of for her to seek outside employment.
4. The *American Woman's Home*, *Ladies' Home Journal*, and *Good Housekeeping* told wives that they were responsible for bringing sensibility, love, and beauty to the household.
5. Although the legal status of married women—their right to own property, control separate earnings, make contracts, and get a divorce—improved markedly during the nineteenth century, law and custom still dictated a wife's submission to her husband.
6. The marriage rate fell to its lowest point during the last forty years of the nineteenth century as more than 10 percent of marriageable-age women remained single and bachelorhood lost its status as a social stigma.
7. Middle-class bachelors neither had families to exert patriarchal hold over, nor did they have control over, their jobs. A palpable anxiety arose that the American male was becoming weak and effeminate; men began engaging in competitive sports to combat this image.
8. Around 1890 the glimmerings of a sexual revolution appeared in the middle-class family. Experts abandoned the notion that “the majority of women . . . are not very much troubled by sexual feeling of any kind”; physician Edward Bliss Foote began to favor a healthy sexuality that gave pleasure to women as well as men.
9. During the 1890s Charles Dana Gibson created the image of the “New Woman”—the Gibson girl, who was tall, spirited, athletic, and chaste sexual; in the city, the women's sphere began to take on a more public character, and the department store began catering to women's emerging role as consumers.

10. Parents no longer expected their children to work; instead, families were responsible for providing a nurturing environment.
11. Preparation for adulthood became linked to formal education, and as a youth culture began to take shape, adolescence shifted much of the socializing role from parents to peer groups.

III. City Life

A. Newcomers

1. At the turn of the century, upwards of 30 percent of the residents of New York, Chicago, Boston, Minneapolis, and San Francisco were foreign-born. America's big-city population grew from 6 million to 14 million between 1880 and 1900.
2. By 1910 the influx from southern and eastern Europe had changed the ethnic complexion of many cities; these later arrivals had little choice about where they lived as they needed inexpensive housing near their jobs.
3. Capitalizing on fellow feeling within ethnic groups, immigrants built a rich and functional institutional life in urban America.
4. A great African American migration from the rural South to northern cities began at the turn of the century, but urban blacks could not escape discrimination; job opportunities were few, and they retreated into **ghettos** to live.
5. Urban blacks built their own communities with middle-class businesses; the church was the central institution for city blacks, and the preacher was the most important local citizen.

B. Ward Politics

1. While race and ethnicity tended to divide newcomers, politics, by contrast, integrated them into the wider urban society, as each migrant became a ward resident and acquired a spokesman at city hall in the form of the local alderman.
2. Urban **political machines** depended on a loyal grassroots constituency, so each ward was divided into election districts of a few blocks.
3. The machine served as a social service agency for city dwellers, providing jobs, lending help, and interceding against the city bureaucracy.
4. In New York, ward boss George Washington Plunkitt integrated private business and political services.

5. For city businesses, the machine served a similar purpose, but it exacted a price in return for its favors: tenement dwellers gave a vote and businesses wrote a check.
 6. In the 1860s boss William Marcy Tweed had made Tammany a byword for corruption, until his extravagant graft in the building of a lavish city courthouse led to his arrest in 1871 and a decline thereafter in the more blatant forms of machine corruption.
 7. Tammanyite George Plunkitt declared he favored “honest graft,” the easy profits that came to savvy insiders.
 8. In an era when so many forces acted to isolate ghetto communities, politics served an integrating function, cutting across ethnic lines and giving immigrants and blacks a stake in the larger urban order.
- C. Religion in the City
1. For many city dwellers the church was a central institution of urban life, although all the great faiths of the time found it difficult to reconcile religious belief with urban secular demands.
 2. The communal environment on which strict religious observance depended could not be re-created in the city. Orthodox Judaism survived by reducing its claim on the lives of its faithful.
 3. The Catholic Church managed to satisfy the immigrant faithful and made itself a central institution for the expression of ethnic identity in urban America.
 4. To counter a decline in the number of its members, city-center Protestant churches turned to evangelizing as well as becoming instruments of social uplift.
 5. For single people new to the city, there were Young Men’s and Women’s Christian Associations; no other association so effectively combined activities with evangelizing appeal through nondenominational worship and a religious atmosphere.
 6. Beginning in the mid-1870s, revival meetings swept through the cities, pioneered by figures such as Dwight L. Moody and Billy Sunday.
- D. City Amusements
1. City people needed amusement as a reward for working and to prove to themselves that life was better in the New World.
 2. Amusement parks and **vaudeville** theaters were built to entertain families, and working-class youth forged a culture of sexual interaction and pleasure seeking.
 3. Prostitution became less closeted and more intermingled with other forms of public entertainment, and opium and cocaine were widely available and not yet illegal.
 4. A robust gay subculture could be found in certain parts of many cities, with a full array of saloons and clubs supported by gay patrons.
 5. Baseball grew into more than just an afternoon of fun; in 1868 baseball became openly professional, and big-time baseball came into its own with the launching of the National League in 1876.
 6. By rooting for the home team, fans found a way of identifying with the city in which they lived and the common experience and language of baseball acted as a bridge among strangers.
 7. Most efficient at creating community were the newspapers, which competed furiously for readers and led to the sensationalist style of newspaper reporting known as **yellow journalism**.
 8. Newspapers were sensitive to the public they served and catered to city people’s hunger for information.
- E. The Higher Culture
1. The Corcoran Gallery of Art opened in 1869, followed by the Metropolitan Museum of Art in 1871, the Boston Museum of Fine Arts in 1876, and Chicago’s Art Institute in 1879.
 2. Symphony orchestras appeared first in New York in the 1870s and in Boston and Chicago during the next decade.
 3. Public libraries, many established by Andrew Carnegie, grew into major urban institutions.
 4. Generous with their wealth, new millionaires patronized the arts partly to establish themselves in society, partly out of a sense of civic duty, and partly out of a sense of national pride.
 5. Mark Twain and Charles Dudley Warner published *The Gilded Age* (1873) to satirize America as a land of money grubbers and speculators.
 6. The idea of culture took on an elitist cast and simultaneously became feminized; men represented the “force principle” and women the “beauty principle.”
 7. The “genteel tradition” dominated univer-

sities and publishers from the 1860s onward.

8. By the early 1900s the city had entered the American imagination and had become a main theme of American art and literature—the city had also become an overriding concern of reformers.

Key Terms

rural ideal Concept advanced by the landscape architect Andrew Jackson Downing urging the benefits of rural life; it was especially influential among middle-class Americans making their livings in cities but attracted to the suburbs. (557)

suburbanization The movement of the upper and middle classes beyond city limits to larger homes in less crowded areas that are connected to city centers by streetcar or subway lines. By 1910, 25 percent of the population lived in these new communities. The 1990 census revealed that the majority of Americans lived in the suburbs. (560)

ghetto Term describing an urban neighborhood composed of the poor, and occasionally used to describe any tight-knit community containing a single ethnic or class group. Ghettos came into being in the nineteenth century, in tandem with the enormous influx of immigrants to American cities. (566)

political machines Nineteenth-century term for highly organized groups operating within and intending to control political parties. Machines were regarded as antidemocratic by political reformers and were the target especially of Progressive era leaders such as Robert La Follette. The direct primary was the factored antimachine instrument because it made the selection of party candidates the product of a popular ballot rather than conventions that were susceptible to machine control. (569)

vaudeville A professional stage show composed of singing, dancing, and comedy routines that changed live entertainment from its seedier predecessors like minstrel shows to family entertainment for the urban masses. Vaudeville became popular in the 1880s and 1890s, the years just before the introduction of movies. (574)

yellow journalism Term that refers to newspapers that specialize in sensationalistic reporting. The name came from the ink used in Hearst's *New York Journal* to print the first comic strip to appear in color in 1895 and is generally associated with the inflammatory reporting leading up to the Spanish-American War of 1898. (577)

Lecture Strategies

1. Write a lecture that focuses on the urban culture of the city. Describe the way urban residents lived, the diversions they enjoyed, and the stresses they faced. Connect these conditions with the rise of industrialization in the late nineteenth century.
2. Write a lecture that discusses the growth of nineteenth-century American cities. Explain the factors that enabled them to expand so dramatically. Compare American cities with those in Europe in terms of population density, the availability of everyday conveniences, and cultural amenities.
3. Immigration had a tremendous social impact on the American city. Write a lecture that covers such points as religious change in the cities, the role of churches in urban areas, the development of ethnic enclaves, the migration of more settled groups into suburbs, the impact of immigration on urban blacks, and the way in which urban living affected the American family.
4. Write a lecture that explores the interrelationship of poverty, ethnicity, and class structure and the rise of political machines in American cities. Use Tammany Hall and Boss Tweed in New York City as an example.
5. Wealth and poverty coexist in American cities. Write a lecture contrasting the city lives of the rich and poor, from birth to death. Compare the educational attainment, housing, social activities, cultural interests, and religious practices of the two classes. Select one or more key individuals to use as an example to illustrate the gulf between rich and poor.
6. Write a lecture that discusses the impact of city life on the family, in particular the roles of women. Note the changing roles of men, women, and children in turn-of-the-century urban America. Compare the family in the modern United States to the family a century earlier. What appears similar and what appears to be drastically different?

Reviewing the Text

These questions are from the textbook and follow each main section of the narrative. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

Urbanization (pp. 552–558)

1. Why can we say that technological innovation was just as significant in building American cities as it was in driving American industrialization?

- Technological innovation shaped the growth of urbanization through mass transit, skyscrapers, and electricity. Railroads relocated near cities and made new markets while bypassing older cities. The rise of factories in northeastern states near areas of coal supplies increased the size of adjacent cities such as Pittsburgh.
2. Why was the American city not capable of doing a better job of protecting the environment and providing adequate housing for the poor?
 - The American city failed because it grew rapidly with little state regulation or government assistance, allowing private capitalist development to pollute the environment and provide substandard housing for the poor.
 3. If we count the degraded environment and poor housing as failures, why does Chicago come off so well in comparison to Berlin?
 - Chicago was a much more functioning city in terms of waterworks, flush toilets, streets lighted by electricity, a larger streetcar system, and a better sanitation system. Chicago had twice as much acreage for parks and a public library.

Upper Class/Middle Class (pp. 558–566)

1. Why is Ward McAllister so significant a figure in the annals of the rich?
 - McAllister compiled a *Social Register*, listing all those deemed eligible for New York society.
 - He created a guidebook about how to entertain the rich.
 - He also presided over balls and parties, setting the tone for the social elite.
2. Why did the suburbs become so prominent a feature of the late-nineteenth-century city?
 - The rising white-collar middle class desired the rural ideal. The growth of the urban city created the need for new communities that were far enough away from the problems of the inner city but close enough to provide homes for the managerial.
3. In the middle-class family of this era, how might the wife's position have been more stressful than that of her husband? Why was this so?
 - As technological innovation increased, the burden on women to keep a clean home and clean laundry increased the amount of hours spent on domestic work.
 - A husband's long hours of absence left the woman alone at home to tend children.
 - Despite legal improvements for women in divorce and property rights, patriarchy and legal status of married women dictated that a woman remained subservient to her husband.

City Life (pp. 566–579)

1. In both politics and religion, established institutions had to find ways of incorporating a flood of newcomers to the city. But the politicians seemed to have an easier time of it. Why was that?
 - Politicians were the most successful because politics united newcomers into the wider urban society, unlike race and ethnicity, which divided them.
 - Politicians provided city services to newcomers who needed jobs, housing, and entertainment.
 - Politicians represented the democratic side of city life through which all immigrants had the right to participate as voters and aldermen if they chose.
 - Politicians also used city political machines to favor some residents over others, which integrated newcomers more closely into the American system of collusion between politics and business.
2. American cities housed a great many people struggling to get by. Yet most people always seemed ready to dig into their pockets for a newspaper or a ticket to the ball game. Why was that?
 - Despite poverty, Americans went to baseball games because tickets were cheap and they provided an escape from the difficulties of urban existence. Teams became associated with particular cities, helping residents to solidify a personal identity based on the success of their city's team.
 - Leisure pursuits were part of working-class culture. Amusements created a new social space outside of parental supervision that made possible a more easygoing culture of sexual interaction and pleasure seeking.
3. Why is it that we date the arrival of institutions of higher culture with the rise of the industrial city?
 - As the industrial city grew in size, capital, and population, it created the conditions to support institutions of higher culture such as museums, opera houses, and libraries.
 - The abundant population, the concentration of people in relatively small neighborhoods, the

upsurge of capitalist production, the rise of the middle class in suburbs, the increase of mass transit from suburbs to inner city, and the increasing affordability of urban entertainment made possible the increase of high culture in cities.

Chapter Writing Assignments

These questions appear at the end of Chapter 18 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. In what ways does the city growth we study in this chapter intersect with the industrial developments treated in the preceding chapter?
 - City growth stemmed from the new needs for labor, shipping ports, and the concentration of capital required by the rise of industrialization.
 - Cities provided the industrial economy with new sources of energy production, mass transit, steel making, technological innovations, mass production, new ways of organizing business, and new markets for the spread of the market economy.
2. Why did the rich and the middle class develop such different lifestyles in the late-nineteenth-century city?
 - Different lifestyles stemmed from different cultures formed around and from the amount of wealth earned by elites and the middle classes.
 - Elites could afford to live in an urban environment of high cultures, while the middle class utilized mass transit to work in the city but lived in the suburbs.
 - The middle class preferred more private pursuits and the rural ideal to escape the bustle of city work.
3. How did newcomers of deeply rooted, diverse rural backgrounds all become “city people”?
 - The integrative aspects of city life, including politics, job type, and entertainment transcended religious and ethnic differences. All of these activities brought people from diverse religions and ethnicities together in one organization or institution.
 - A city identity associated with living and working in the shadow of massive urbanization and industrialization helped to increase a feeling of commonality.

Class Discussion Starters

1. Why did American cities grow so rapidly during this period?

Possible answers

- a. New industries built factories in metropolitan areas because of convenient railroad service; workers went where jobs were plentiful.
- b. There were new technologies and improved engineering. For example, the construction of skyscrapers and bridges allowed cities to overcome natural barriers to growth.
- c. A significant African American migration from the South began at the turn of the century.
- d. European immigration to the port cities continued, particularly from southern and Eastern Europe.

2. How did the introduction of mass transit and electricity affect urban life?

Possible answers

- a. Mass transit—trolleys, subways, and urban railways—made it convenient for people to live far from their workplaces, thus promoting the growth of suburbs.
- b. Electricity made urban life easier and more pleasant; illumination, for example, made streets safer and allowed citizens to work late and enjoy their private interests at night.
- c. Electricity made the skyscraper possible. Until the invention of electric elevators, buildings could be no more than four or five stories tall.
- d. Electricity made the telegraph and telephone possible, which, in turn, boosted communication.

3. What was the African American experience in urban areas?

Possible answers

- a. Urban blacks experienced racism, including residential segregation.
- b. Skilled job opportunities evaporated for urban blacks, and they were forced to compete with white immigrants for jobs.
- c. Amid adversity, urban blacks built their own tightly knit communities and churches.

4. What role did ward politicians play in the lives of immigrants?

Possible answers

- Ward politics was an avenue of advancement for immigrants.
- Immigrants received assistance at crucial times, and their votes kept ward politicians in office.
- Ward politicians helped to integrate immigrants into American life.
- Ward politicians, by bowing to ethnic customs and a sense of ethnic pride, endorsed ethnic divisions.

5. How did wealthy Americans display their affluence?

Possible answers

- The conspicuous display of lavish houses, clothes, and entertaining other rich people was common.
- The wealthy were sure to live in the “right” neighborhood.
- Many joined elite clubs or fraternal organizations.
- The truly wealthy funded public works such as parks, libraries, museums, and concert halls.

6. What impact did industrialization have on the family?

Possible answers

- The family ceased being an interdependent economic unit.
- Families became smaller, and relations within the family grew more intense.
- Husbands became breadwinners, frequently absent from the home for extended periods. Wives became household managers, and children went to school longer.
- The divorce rate increased. Unmarried men were no longer stigmatized.
- Fewer women married than in preceding generations.

7. What were some developments that indicated the spread of “higher culture”?

Possible answers

- Major museums were established.

- Most thriving cities built public libraries.

- Symphony orchestras began to appear.

- The “city beautiful” movement, which wanted to keep citizens’ senses from being dulled by dirt and ugliness, came into being.

Classroom Activities

- To help the students understand the struggle between organized labor and industrial capitalists, create the conditions for a debate between Emma Goldman or Big Bill Haywood, and Andrew Carnegie or Jay Gould.
- Bring a film clip into class. Ask the students ahead of time to devise a series of questions to decipher the film’s content and perspective. In other words, use the film as a lesson in historical analysis and the use of bias in portraying the past. This assignment works well over the course of two days: one day to create the questions and another to watch and critique the film. See the film section of this chapter for suggestions.

Oral History Exercise

- The immigrant experience is essential for understanding the growth of both the industrial movement and urbanization, but also the history of organized labor. Ask the students to interview an immigrant student, relative, or friend about their expectations, why they left home, and the obstacles and challenges they face as newcomers to urban (or rural) America. This assignment works well as a research paper built around the theme of immigration in late-nineteenth-century history. As the instructor, you can create a series of questions for the students to use, or students can prepare their own for you to preview.

Working with Documents

COMPARING AMERICAN VOICES

Coming to America: The Downside (p. 570)

- In the first letter, the deserted wife seems bewildered by her situation. She has no idea why Max has abandoned her. How would you explain her incomprehension?
 - She is viewing her predicament in America through the cultural lens or viewpoint of Russia,

where industrial capitalism had not dislocated families because of poor working conditions as it has in the United States.

2. In the second letter, the incarcerated husbands seem equally bewildered. They can't understand why refusing to support their wives would be regarded as a crime. Can you explain their irresponsibility? Or why they would resent the assistance given to their families by Jewish charity organizations? What part of their confusion would you ascribe to their traditional role as patriarchal heads of families? And what part to their American experience?
 - Their confusion stems from old world values being applied in a new setting of unfettered capitalism, the rise of the police state, and industrial development. Traditionally, the state did not respond in times of need, and people had the "right" to be poor without being thrown in jail. Patriarchy also shaped the men's antipathy toward private charity and assistance toward women who will forget their wifely duties if given a "gay" life.
3. In his response to their letter, the Editor acknowledged that among the thirty-seven "there must be some who weren't in a position to support their families, but it's nothing new to find innocent men suffering along with the guilty." Is that a distinction you would accept? And what does it suggest about the economic causes of family instability in the ghettos?
 - Other reasons besides the lack of supporting their family motivated the men's wives to accuse them, most likely the social dislocation associated with life in America.
4. Deadbeat husbands, of course, are not a problem only of the past. They're still very much with us. Would you regard the sentence meted out to them a hundred years ago—six months in jail—an appropriate punishment today?
 - The men did not receive the right to defend themselves. A six-month sentence for failure to provide child support appears harsh, and would hinder any efforts for employment and financial support. A fine or lien on property seems more appropriate.

VOICES FROM ABROAD

José Martí: Coney Island, 1881 (p. 575)

1. When Martí says America is "devoid of spirit," what does he mean? Why would such a thought be prompted by his observation of people having fun at Coney Island?
 - He believes the Americans are motivated only by capitalist gain and conspicuous consumption at the expense of others.
2. In the final paragraph, Martí describes what might be considered a technological marvel—the capacity of New York's transportation system to move many thousands of revelers from Coney Island back to their homes in a few hours. But consider how Martí characterizes this—"a monster that vomits its contents into the angry maw of another monster"—with this question in mind: Does Martí's distaste negate the value of his account as a historical source about city mass transit?
 - Martí's account stands on its own merits. It should be added to other accounts of mass transit and evaluated based on comparison with those other accounts.
3. Let's put the above question in a larger context. Suppose you hadn't read the text's treatment of urban leisure. Would you profit from reading Martí's account? Having read the text's discussion, do you find it amplified—are new insights added—by Martí's account?
 - Martí's account is valuable in that it adds to the ideas discussed in the text: that mass transit moved thousands of people through a noisy mechanized system of transportation that arose during the industrial era. His account is vivid: one can "feel" the train station based on his description.

Reading American Pictures

Challenging Female Delicacy: The New Woman (p. 565)

1. Sargent presents Mrs. Phelps Stokes in a shirtwaist and long skirt, the uniform of the "New Woman." Does anything else about her appearance convey independence and strength? How do these qualities contrast with older views of women? Does she strike you as someone likely to suffer a nervous collapse?

- Independence and strength emanates from Mrs. Phelps's posture; she gazes with a smile at the viewer, with hand on hip, hat in hand. Her husband is in the background.
 - The composition contrasts with the older notions that women should be inferior to men in all ways, their central role being as helpmate and mother, rather than women enjoying an independent life for the sake of entertainment.
 - Women of the "New Woman" generation were liberated from the stress of being only an appendage of men, hence a decline in nervous breakdowns for women in the early twentieth century.
2. Implicit in the New Woman was a repudiation of the idea of wives as "the companion or ornamental appendage of man." Is there anything about the way Mr. and Mrs. Phelps Stokes are presented as a couple that suggests this marital revolution?
 - He is shown behind her, almost like he is an appendage of her, a silent partner who dominates neither the image nor marriage.
 3. Sargent was a high-society painter. His subjects were almost exclusively elite women, decked out in their finest. Wealthy patrons prized his portraits partly because they enjoyed having their women depicted as the objects of conspicuous consumption. But in this portrait, Sargent dispenses with the evening gown and jewels and shows Mrs. Phelps Stokes in everyday dress. Can the fact that she is not depicted as an object of conspicuous consumption be explained by her portrayal as a New Woman? Does it throw any light on the changing relations between men and women in this period?
 - New Women were no longer viewed as important only for their connection to the home and the fruits of men's labor. They existed as independent persons following their own agenda, which sometimes included husbands and children. The relationship between men and women, as the image shows, was clearly evolving more toward equality than female subservience to men and their work lives.

Electronic Media

Web Sites

- *The World's Columbian Exposition: Idea, Experience, Aftermath*
<http://xroads.virginia.edu/~ma96/WCE/title.html>

Sponsored by the University of Virginia, this site on the Columbian Exposition of 1893 provides a history, tour, and detailed guide to every exhibit at the fair and an analysis of its lasting impact.

- *On the Lower East Side*
<http://www.tenant.net/Community/LES/contents.html>

A collection of first-rate articles and documents written at the turn of the century about life on New York's Lower East Side.

Films

- *The Godfather* (1972, Paramount Pictures, 175 minutes)
 Directed by Francis Ford Coppola, this film portrays the life of an Italian American family in urban America.
- *Hester Street* (1975, Midwest Films, 90 minutes)
 Directed by Joan Silver, this re-creation of New York City life in 1900 follows the struggles of a Jewish-American family.

Literature

- William L. Riordan, *Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics* (New York: McClure, Phillips & Co., 1905)
 The early-twentieth-century journalist William L. Riordan explores the political side of urban life in the late nineteenth century.
- Jacob Riis, *How the Other Half Lives* (New York: Scribner's, 1890)
 The famous photojournalist's account of the lives of the urban poor in New York City.

Additional Bedford/St. Martin's Resources for Chapter 18

FOR INSTRUCTORS

Transparencies

The following maps and images from Chapter 18 are available as full-color acetates:

- Mulberry Street, New York City, c. 1900
- Map 18.1 The Expansion of Chicago, 1865–1902
- *Mr. and Mrs. Isaac Phelps Stokes*, John Singer Sargent (1897)
- Map 18.2 Sources of European Immigration to the United States, 1870–1910

- Map 18.3 The Lower East Side, New York City, 1900

Instructor's Resource CD-ROM

The following maps, figures, and images from Chapter 18, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 18.1 The Expansion of Chicago, 1865–1902
- Map 18.2 Sources of European Immigration to the United States, 1870–1910
- Map 18.3 The Lower East Side, New York City, 1900
- Figure 18.1 Floor Plan of a Dumbbell Tenement
- Mulberry Street, New York City, c. 1900
- Manliness
- *Mr. and Mrs. Isaac Phelps Stokes*, John Singer Sargent (1897)
- The National Pastime

Using the Bedford Series with *America's History*, Sixth Edition

Available online at bedfordstmartins.com/usingseries, this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture into the U.S. History Survey. Relevant titles for Chapter 18 include

- *Thomas Edison and Modern America: A Brief History with Documents*, by Teresa M. Collins, Rutgers University, and Lisa Gitelman, Catholic University of America
- *Muckraking: Three Landmark Articles*, Edited with an Introduction by Ellen F. Fitzpatrick, University of New Hampshire
- *HOW THE OTHER HALF LIVES* by Jacob A. Riis, Edited with an Introduction by David Leviatin
- *PLUNKITT OF TAMMANY HALL* by William L. Roridan, Edited with an Introduction by Terrence J. McDonald, University of Michigan

FOR STUDENTS

Documents to Accompany *America's History*

The following documents and illustrations are available in Chapter 18 of the companion reader by Kevin J. Fernlund, *University of Missouri-St. Louis*:

1. Frederick Law Olmstead and Calvert Vaux, Central Park (1858)
2. Julian Ralph, Colorado and Its Capital (1893)
3. Louis H. Sullivan, The Tall Office Building Artistically Considered (1896)
4. Thorstein Veblen, Conspicuous Consumption (1899)
5. Catherine E. Beecher, The Christian Family (1869)
6. Theodore Dreiser, Sister Carrie (1900)
7. Jacob Riis, *How the Other Half Lives* (1890)
8. The Immigrant Experience: Letters Home (1901–1903)
9. Giuseppe Giacosa, A Visitor in Chicago (1892)
10. Josiah Strong, The Dangers of Cities (1886)

Online Study Guide at bedfordstmartins.com/henretta

The Online Study Guide helps students synthesize the material from the text as well as practice the skills historians use to make sense of the past. The following map, visual, and documents activities are available for Chapter 18:

Map Activity

- Map 18.1 The Expansion of Chicago, 1865–1902

Visual Activity

- Reading American Pictures: *Challenging Female Delicacy: The New Woman*

Reading Historical Documents Activities

- Comparing American Voices: *Coming to America: The Downside*
- Voices from Abroad: Jose Marti: *Coney Island 1881*

Critical Thinking Modules at bedfordstmartins.com/historymodules

These online modules invite students to interpret maps, audio, visual, and textual sources centered on events covered in the U.S. history survey. Relevant modules for Chapter 18 include

- Documenting Poverty: A Jacob Riis Photograph, c. 1890

