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## America Moves to the City, 1865-1900

### PART I: Reviewing the Chapter

#### A. Checklist of Learning Objectives

After mastering this chapter, you should be able to

1. describe the new industrial city and its impact on American society.
2. describe the "New Immigration" and explain why it aroused opposition from many native-born Americans.
3. discuss the efforts of social reformers and churches to aid the New Immigrants and alleviate urban problems.
4. analyze the changes in American religious life in the late nineteenth century.
5. explain the changes in American education from elementary to the college level.
6. describe the literary and cultural life of the period, including the widespread trend towards "realism."
7. explain the growing national debates about morality in the late nineteenth century, particularly in relation to the changing roles of women and the family.

#### B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **megalopolis** An extensive, heavily populated area, containing several dense urban centers. ". . . gave way to the immense and impersonal megalopolis. . . ." (p. 558)
2. **tenement** A multidwelling building, often poor or overcrowded. "The cities . . . harbored . . . towering skyscrapers and stinking tenements." (p. 560)
3. **affluence** An abundance of wealth. "These leafy 'bedroom communities' eventually ringed the brick-and-concrete cities with a greenbelt of affluence." (p. 560)
4. **despotism** Government by an absolute or tyrannical ruler. ". . . people had grown accustomed to cringing before despotism." (p. 561)
5. **parochial** Concerning a religious parish or small district. (By extension, the term is used, often negatively, to refer to narrow or local perspectives as distinct from broad or cosmopolitan outlooks.) "Catholics expanded their parochial-school system. . . ." (p. 565)
6. **sweatshop** A factory where employees are forced to work long hours under difficult conditions for meager wages. "The women of Hull House successfully lobbied in 1893 for an Illinois antisweatshop law that protected women workers. . . ." (p. 568)
7. **pauper** A poor person, often one who lives on tax-supported charity. "The first restrictive law . . . banged the gate in the faces of paupers. . . ." (p. 570)
8. **convert** A person who turns from one religion or set of beliefs to another. "A fertile field for converts was found in America's harried, nerve-racked, and urbanized civilization. . . ." (p. 572)

9. **Fundamentalist** A conservative Protestant who rejects religious modernism and adheres to a strict and literal interpretation of Christian doctrine and Scriptures. "Conservatives, or 'Fundamentalists,' stood firmly on the Scripture. . . ." (p. 572)
10. **agnostic** One who believes that there can be no human knowledge of any God or gods. "The . . . skeptic . . . lectured widely on 'Some Mistakes of Moses' and 'Why I Am an Agnostic.'" (p. 573)
11. **behavioral psychology** The branch of psychology that examines human action, often considering it more important than mental or inward states. "His [work] helped to establish the modern discipline of behavioral psychology." (p. 576)
12. **syndicated** In journalism, material that is sold by an organization for publication in several newspapers. "Bare-knuckle editorials were, to an increasing degree, being supplanted by feature articles and non-controversial syndicated material." (p. 577)
13. **tycoon** A wealthy businessperson, especially one who openly displays power and position. "Two new journalistic tycoons emerged." (p. 577)
14. **feminist (feminism)** One who promotes complete political, social, and economic equality of opportunity for women. ". . . in 1898 they heard the voice of a major feminist prophet." (p. 583)
15. **prohibition** Forbidding by law the manufacture, sale, or consumption of liquor. (Temperance is the voluntary abstention from liquor consumption.) "Statewide prohibition . . . was sweeping new states into the 'dry' column." (p. 586)

## PART II: Checking Your Progress

### A. True-False

Where the statement is true, mark **T**. Where it is false, mark **F**, and correct it in the space immediately below.

- \_\_\_ 1. Rapid and uncontrolled growth made American cities places of both exciting opportunity and severe social problems.
- \_\_\_ 2. After 1880, most immigrants to America came from northern and western Europe.
- \_\_\_ 3. Most of the New Immigrants who arrived in America were escaping from the slums and poverty of European cities.
- \_\_\_ 4. Female social workers established settlement houses to aid struggling immigrants and promote social reform.
- \_\_\_ 5. Many native-born Americans considered the New Immigrants a threat to American democracy and Anglo-Saxon purity.
- \_\_\_ 6. Two religions that gained strength in the United States from the New Immigrants were Roman Catholicism and Judaism.
- \_\_\_ 7. The growth of Darwinian science contributed to the turn towards religious belief in the late nineteenth century.
- \_\_\_ 8. In the late nineteenth century, secondary (high school) education was increasingly carried on by private schools.

- \_\_\_ 9. Booker T. Washington believed that blacks should try to achieve social equality with whites but not economic equality.
- \_\_\_ 10. American higher education depended on both public "land-grant" funding and private donations for its financial support.
- \_\_\_ 11. Urban newspapers often promoted a sensational "yellow journalism" that emphasized sex and scandal rather than politics or social reform.
- \_\_\_ 12. Post-Civil War writers like Mark Twain and William Dean Howells turned from social realism toward fantasy and science fiction in their novels.
- \_\_\_ 13. There was growing tension in the late nineteenth century between women's traditionally defined "sphere" of family and home and the social and cultural changes of the era.
- \_\_\_ 14. The new urban environment generally weakened the family but offered new opportunities for women to achieve social and economic independence.
- \_\_\_ 15. Voices like Victoria Woodhull, Kate Chopin, and Charlotte Perkins Gilman signaled women's growing dissatisfaction with Victorian ideas about sex and gender roles.

## B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

- \_\_\_ 1. The new cities' glittering consumer economy was symbolized especially by the rise of
- separate districts for retail merchants.
  - fine restaurants and food shops.
  - large, elegant department stores.
  - large, carefully constructed urban parks.
- \_\_\_ 2. One of the most difficult new problems generated by the rise of cities and the urban American life-style was
- dealing with horses and other animals in crowded urban settings.
  - developing means of communication in densely populated city centers.
  - disposing of large quantities of consumer-generated waste material.
  - finding effective methods of high-rise construction for limited urban space.
- \_\_\_ 3. Two new technical developments of the late nineteenth century that contributed to the spectacular growth of American cities were
- the telegraph and the railroads.
  - the compressor and the internal combustion engine.
  - the electric trolley and the skyscraper.
  - the oil furnace and the air conditioner.
- \_\_\_ 4. Countries from which many of the "New Immigrants" came included
- Sweden and Great Britain.
  - Germany and Ireland.
  - Poland and Italy.
  - China and Japan.

5. Among the factors driving millions of European peasants from their homeland to America were
- American food imports and religious persecution.
  - The rise of European nation-states and the decline of the Catholic Church.
  - the rise of communist and fascist regimes.
  - major international wars among the European great powers.
6. Besides providing direct services to immigrants, the reformers of Hull House worked for general goals like
- the secret ballot and direct election of senators.
  - antisweatshop laws to protect women and child laborers.
  - social security and unemployment compensation.
  - conservation and federal aid to municipal governments.
7. The one immigrant group that was totally banned from America after 1882 as a result of nativist agitation was the
- Irish.
  - Greeks.
  - Africans.
  - Chinese.
8. Two religious groups that grew most dramatically because of the "New Immigration" were
- Methodists and Baptists.
  - Christian Scientists and the Salvation Army.
  - Episcopalians and Unitarians.
  - Jews and Roman Catholics.
9. The phrase "social Gospel" refers to
- the fact that many people were turning to God seeking solutions to social conflicts.
  - the decline in traditional religious beliefs in the late nineteenth century.
  - the efforts of some Christian reformers to apply their religious beliefs to new social problems.
  - the conflict between socialists and traditional religious believers.
10. Besides aiding immigrants and promoting social reforms, settlement houses like Jane Addams's Hull House demonstrated that
- it was almost impossible to bring about real economic reform in the cities.
  - the cities offered new challenges and opportunities for women.
  - women could not bring about successful social change without the vote.
  - labor was unsympathetic to middle-class reform efforts.
11. Traditional American Protestant religion received a substantial blow from
- the psychological ideas of William James.
  - the theological ideas of the Fundamentalists.
  - the chemical theories of Charles Eliot.
  - the biological ideas of Charles Darwin.

- \_\_\_ 12. Unlike Booker T. Washington, W. E. B. Du Bois advocated
- economic opportunity for blacks.
  - integration and social equality for blacks.
  - practical as well as theoretical education for blacks.
  - that blacks remain in the South rather than move north.
- \_\_\_ 13. In the late nineteenth century, American colleges and universities benefited especially from
- federal and state "land-grant" assistance and the private philanthropy of wealthy donors.
  - the growing involvement of the churches in higher education.
  - the fact that a college degree was becoming a prerequisite for employment in industry.
  - the growth of federal grants and loans to college students.
- \_\_\_ 14. American social reformers like Henry George and Edward Bellamy advocated
- utopian reforms to end poverty and eliminate class conflict.
  - an end to racial prejudice and segregation.
  - the resettlement of the urban poor on free western homesteads.
  - a transformation of the traditional family through communal living arrangements.
- \_\_\_ 15. Authors like Mark Twain, Stephen Crane, and Jack London turned American literature toward a greater concern with
- close observation and contemplation of nature.
  - postmodernism and deconstruction of traditional narratives.
  - fantasy and romance.
  - social realism and contemporary problems.

### C. Identification

Supply the correct identification for each numbered description.

- \_\_\_\_\_ 1. High-rise urban buildings that provided barrackslike housing for urban slum dwellers
- \_\_\_\_\_ 2. Term for the post-1880 newcomers who came to America primarily from southern and eastern Europe
- \_\_\_\_\_ 3. Immigrants who came to America to earn money for a time and then returned to their native land
- \_\_\_\_\_ 4. The religious doctrines preached by those who believed the churches should directly address economic and social problems
- \_\_\_\_\_ 5. Settlement house in the Chicago slums that became a model for women's involvement in urban social reform
- \_\_\_\_\_ 6. Profession established by Jane Addams and others that opened new opportunities for women while engaging urban problems
- \_\_\_\_\_ 7. Nativist organization that attacked "New Immigrants" and Roman Catholicism in the 1880s and 1890s
- \_\_\_\_\_ 8. The church that became the largest American religious group, mainly as a result of the "New Immigration"

- \_\_\_\_\_ 9. Black educational institution founded by Booker T. Washington to provide training in agriculture and crafts
- \_\_\_\_\_ 10. Organization founded by W. E. B. Du Bois and others to advance black social and economic equality
- \_\_\_\_\_ 11. Henry George's best-selling book that advocated social reform through the imposition of a "single tax" on land
- \_\_\_\_\_ 12. Federal law promoted by a self-appointed morality crusader and used to prosecute moral and sexual dissidents
- \_\_\_\_\_ 13. Charlotte Perkins Gilman's book urging women to enter the work force and advocating cooperative kitchens and child-care centers.
- \_\_\_\_\_ 14. Organization formed by Elizabeth Cady Stanton and others to promote the vote for women
- \_\_\_\_\_ 15. Women's organization founded by reformer Frances Willard and others to oppose alcohol consumption

#### D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- |                                    |  |
|------------------------------------|--|
| _____ 1. Louis Sullivan            | A. Controversial reformer whose book <i>Progress and Poverty</i> advocated solving problems of economic inequality by a tax on land              |
| _____ 2. Walter Rauschenbusch      | B. Midwestern-born writer and lecturer who created a new style of American literature based on social realism and humor                          |
| _____ 3. Jane Addams               | C. American painter whose sensitive portrayals made her one of the prominent new impressionists  |
| _____ 4. Dwight L. Moody           | D. Author and founder of a popular new religion based on principles of spiritual healing   |
| _____ 5. Mary Baker Eddy           | E. Leading Protestant advocate of the "social gospel" who tried to make Christianity relevant to urban and industrial problems                   |
| _____ 6. Booker T. Washington      | F. Former slave who promoted industrial education and economic opportunity but not social equality for blacks                                    |
| _____ 7. W. E. B. Du Bois          | G. Harvard scholar who made original contributions to modern psychology and philosophy   |
| _____ 8. William James             | H. Radical feminist propagandist whose eloquent attacks on conventional social morality shocked many Americans in the 1870s                      |
| _____ 9. Henry George              | I. Brilliant feminist writer who advocated cooperative cooking and child-care arrangements to promote women's economic independence and equality |
| _____ 10. Emily Dickinson          | J. Leading social reformer who lived with the poor in the slums and pioneered new forms of activism for women                                    |
| _____ 11. Mark Twain               | K. Vigorous nineteenth-century crusader for sexual "purity" who used federal law to enforce his moral views                                      |
| _____ 12. Victoria Woodhull        |  |
| _____ 13. Anthony Comstock         |  |
| _____ 14. Charlotte Perkins Gilman |  |

\_\_\_ 15. Mary Cassatt

- L. Harvard-educated scholar and advocate of full black social and economic equality through the leadership of a "talented tenth"
- M. Chicago-based architect whose high-rise innovation allowed more people to crowd into limited urban space
- N. Popular evangelical preacher who brought the tradition of old-time revivalism to the industrial city
- O. Gifted but isolated New England poet, the bulk of whose works were not published until after her death

### E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- \_\_\_ Well-educated young midwesterner moves to Chicago slums and creates a vital center of social reform and activism.
- \_\_\_ Introduction of a new form of high-rise slum housing drastically increases the overcrowding of the urban poor.
- \_\_\_ Nativist organization is formed to limit the "New Immigration" and attack Roman Catholicism.
- \_\_\_ The formation of a new national organization signals growing strength for the women's suffrage movement.
- \_\_\_ A western territory becomes the first U.S. government to grant full voting rights to women.

### F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
___ 1. New industrial jobs and urban excitement	A. Encouraged the mass urban public's taste for scandal and sensation
___ 2. Uncontrolled rapid growth and the "New Immigration" from Europe	B. Created intense poverty and other problems in the crowded urban slums
___ 3. Cheap American grain exports to Europe	C. Weakened the religious influence in American society and created divisions within the churches
___ 4. The cultural strangeness and poverty of southern and eastern European immigrants	D. Led women and men to delay marriage and have fewer children
___ 5. Social gospel ministers and settlement-house workers	E. Helped uproot European peasants from their ancestral lands and sent them seeking new opportunities in America and elsewhere
___ 6. Darwinian science and growing urban materialism	F. Supported the substantial improvements in American undergraduate and graduate education in the late nineteenth century

- \_\_\_ 7. Government land grants and private philanthropy
  - \_\_\_ 8. Popular newspapers and "yellow journalism"
  - \_\_\_ 9. Changes in moral and sexual attitudes
  - \_\_\_ 10. The difficulties of family life in the industrial city
- G. Lured millions of rural Americans off the farms and into the cities
  - H. Assisted immigrants and other slum dwellers and pricked middle-class consciences about urban problems
  - I. Provoked sharp hostility from some native-born Americans and organized labor groups
  - J. Created sharp divisions about the "new morality" and issues such as divorce

## G. Developing Historical Skills

### Interpreting a Line Graph

A line graph is another visual way to convey information. It is often used to present notable historical changes occurring over substantial periods of time. Study the line graph on p.561 and answer the following questions.

1. There are five major "peaks" of immigration, and four major "valleys." What factors helped cause each of the periods of heavy immigration? What helped cause each of the sharp declines?
2. About how long did each of the first four periods of major immigration last? About how long did each of the four "valleys" last? How long has the current (to 1997) phase of rising or steady immigration lasted?
3. During what five-year period was there the sharpest rise in immigration? What five-year period saw the sharpest fall?
4. In about what *three* years did approximately 800,000 immigrants enter the United States? In about what *seven* years did approximately 200,000 immigrants enter the United States?
5. Approximately how many fewer immigrants came in 1920 than in 1914? About how many more immigrants came in 1990 than in 1950?



### PART III: Applying What You Have Learned

1. What new opportunities did the cities create for Americans?
2. What new social problems did urbanization create? How did Americans respond to these problems?
3. How did the "New Immigration" differ from the "Old Immigration," and how did Americans respond to it?
4. How was American religion affected by the urban transformation, the New Immigration, and cultural and intellectual changes?
5. How did American social criticism, imaginative writing, and art all relate to the urban industrial changes of the late nineteenth century?
6. How and why did women assume a larger place in American society at this time? (Compare their status in this period with that of the pre-Civil War period described in Chapter 16.) How were changes in their condition related to changes in both the family and the larger social order?