How did cities cope with their growing populations?

By 1900, millions of Americans had settled in the nation’s cities. To accommodate their growing populations, cities had to rely on technology. One example of this was the development of the skyscraper. Skyscrapers are tall buildings that allow people to live many floors above ground. As a result, skyscrapers save space.

Two factors allowed architects to design taller buildings: the invention of elevators, and the development of steel. One of the early skyscraper architects was Louis Sullivan. In 1890, he designed the ten-story Wainwright building in St. Louis. In 1902, Daniel Burnham designed the Flatiron Building, a skyscraper at one of New York’s busiest intersections.

Skyscrapers allowed cities to grow upward. Changes in transportation helped cities spread outward. In 1888, Richmond, Virginia, became the first American city to use electric-powered streetcars. Soon other cities installed electric streetcars. By the turn of the century, electric streetcars carried people from their homes in outlying neighborhoods to downtown stores, offices, and factories. People could now live in one part of a city and work in another.

To avoid overcrowding on streets, a few large cities moved their streetcars above street level. This created elevated or “el” trains. Other cities built subways by moving rail lines underground. Steel bridges joined sections of cities across rivers.
City planners also tried to make cities more livable by creating parks and recreational areas. Journalist and farmer Frederick Law Olmsted led the movement for planned city parks. In 1858, he and an architect drew up plans for Central Park in New York. The finished park included boating and tennis facilities, a zoo, and bicycle paths. All of these were placed in a natural setting.

In Chicago, Daniel Burnham designed a plan that would change a swampy region near Lake Michigan into a recreational area. His plan resulted in elegant parks and sandy beaches along Chicago’s Lake Michigan shores.

1. Name two technological advances that helped make cities more livable.
   - skyscrapers
   - electric street cars

NEW TECHNOLOGIES
(Pages 279–281)

How did technology transform communications?

Technology also improved the field of communications. There were several technological advances in printing. American mills began to produce huge amounts of cheap paper from wood pulp. A new kind of high-speed printing press was able to print on both sides of the paper, making magazines and newspapers more affordable. Two brothers, Orville and Wilbur Wright, built the first airplane. Their first successful flight occurred in 1903 at Kitty Hawk, North Carolina. It covered 120 feet and lasted 12 seconds.

People paid little attention to the Wright brothers’ achievement. Many newspapers didn’t even bother to print the story. Within two years, though, the Wright brothers were making distant flights of 24 miles. By 1908, however, the government took an interest in the new technology and by 1920, the United States had established the first transcontinental airmail service.

In 1888, George Eastman invented his Kodak camera. This provided millions of Americans with an easy way to take pictures. The camera also changed news reporting. Reporters could now photograph events as they occurred, and this helped create the field of photojournalism. When the Wright brothers made their first successful flight at Kitty Hawk, an amateur photographer caught the event on film.

2. Name two inventions that helped change the world of communications.
   - web-perfecting press
   - camera
As you read about how technological changes at the turn of the 20th century affected American life, write notes in the appropriate boxes. Leave the shaded boxes blank.

<table>
<thead>
<tr>
<th>1. Who was involved in its development?</th>
<th>2. What other inventions helped make this one possible?</th>
<th>3. How did this invention or development affect Americans' lives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyscraper</td>
<td>Louis Sullivan, Daniel Burnham</td>
<td>used limited &amp; expensive urban space more efficiently</td>
</tr>
<tr>
<td></td>
<td>elevator, internal steel skeletons</td>
<td></td>
</tr>
<tr>
<td>Electric transit</td>
<td>electricity</td>
<td>allowed city workers to live in suburbs reduced congestion on city streets</td>
</tr>
<tr>
<td>Suspension bridge</td>
<td>John Augustus Roebling</td>
<td>tied sections of cities together provided recreational opportunities</td>
</tr>
<tr>
<td></td>
<td>steel cables</td>
<td></td>
</tr>
<tr>
<td>Urban planning</td>
<td>Frederick Law Olmsted, Calvert Vaux, Daniel Burnham</td>
<td>promoted a greater sense of serenity &amp; well-being by creating open spaces in cities</td>
</tr>
<tr>
<td></td>
<td>airplane, internal combustion engine</td>
<td></td>
</tr>
<tr>
<td>Airmail</td>
<td>Orville &amp; Wilbur Wright</td>
<td>expedited the delivery of mail</td>
</tr>
<tr>
<td></td>
<td>airplane, internal combustion engine</td>
<td></td>
</tr>
<tr>
<td>Web-perfecting press</td>
<td>cheap, durable paper, electricity</td>
<td>made printed materials more affordable, satisfied demand for books, magazines, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kodak camera</td>
<td>George Eastman</td>
<td>brought photography within the reach of the average American</td>
</tr>
<tr>
<td></td>
<td>the camera, new film-processing techniques</td>
<td></td>
</tr>
</tbody>
</table>
EXPANDING PUBLIC EDUCATION

How did education change in the late 1800s?

During the late 1800s, reformers tried to improve public education. At that time, most children in the United States received little education. Many children did not even attend school. Those who did left after only four years.

Eventually, the situation began to improve. Between 1865 and 1895, 31 states passed laws requiring children from 8 to 14 years-old to attend school for at least three months out of every year. By 1900, almost three-quarters of American children between those ages attended school. Schools taught reading, writing, and arithmetic.

By the turn of the century, the number of schools had increased greatly. The number of kindergartens grew from 200 in 1880 to 3,000 in 1900. The number of high schools increased even more. In 1878 there were 800 high schools in the United States. By 1898, that number had grown to 5,500.

The high-school curriculum also expanded. It included courses in science, civics, home economics, history, and literature. Many people realized that the new industrial age needed people who had technical and managerial skills. As a result, high schools also included courses such as drafting and bookkeeping. This prepared students for industrial and office jobs.

The growth of public education mainly affected the nation’s white communities. During the late 1880s, only 34 percent of African-American children attended elementary school. Fewer than one percent attended high school.

Unlike African Americans, immigrants attended schools in large numbers. Some immigrant parents hoped that school would “Americanize” their children. Many adult immigrants also went to school. They attended night classes to

Terms and Names

- **Booker T. Washington**: Prominent African-American educator
- **Tuskegee Normal and Industrial Institute**: School headed by Booker T. Washington
- **W.E.B. Du Bois**: First African American to receive Ph.D from Harvard
- **Niagara Movement**: Insisted that blacks should seek a liberal arts education

Compulsory education: Literacy increased;

Growth of high schools: College enrollments increased;

Racial discrimination: All-black colleges founded

As You Read

Use a chart to take notes on developments in education at the turn of the 20th century and their major results.
learn American culture and English. Some employers offered daytime programs to Americanize their workers.

1. Provide two examples of how public education changed in the late 1800s.

   mandatory school days

   expanded curriculum

EXPANDING HIGHER EDUCATION

What changes did colleges make?

At the turn of the century, only about 2 percent of Americans attended college. Most college students came from middle-class or wealthy families. Colleges prepared well-to-do young men for successful careers in business.

Between 1880 and 1900, more than 150 new colleges were founded in the United States. From 1880 to 1920, the number of students enrolled in college quadrupled.

During this time, colleges added more subjects. Before, many universities had taught only classical subjects such as Greek and Latin. Now they began teaching more modern subjects. In response to the needs of expanding big business, the research university emerged offering courses in modern languages, physical sciences, and the new disciplines of psychology and sociology. Professional schools in law and medicine were established. Many private colleges and universities began requiring entrance exams, while some state universities required only a high school diploma for admission.

Thousands of freed African Americans began attending college in greater numbers after the Civil War. With the help of the Freedmen’s Bureau and other groups, blacks founded Howard, Atlanta, and Fisk Universities between 1865 and 1868. Still, blacks were excluded from many private institutions. Financially, it was difficult for private donors to support or educate enough black college graduates to meet the needs of their communities. In 1900, only about 4 percent of all African Americans were in attendance at colleges or professional schools.

   Booker T. Washington founded the Tuskegee Normal and Industrial Institute. Washington believed that racism would end when blacks acquired useful labor skills and were valuable to society. Washington taught those skills at Tuskegee.

   W. E. B. Du Bois was a black educator who disagreed with Washington. Du Bois had been the first black to get a doctorate from Harvard. Du Bois founded the Niagara Movement which insisted that blacks should seek a liberal arts education.

2. Name two ways in which colleges changed during the late 1800s.

   Enrollment increased;

   more modern subjects were offered
As you read this section, write notes to describe the chief characteristics of each type of educational institution and the developments that took place at the turn of the 20th century.

<table>
<thead>
<tr>
<th>Chief Characteristics and Important Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Elementary schools</strong></td>
</tr>
<tr>
<td>STRICT DISCIPLINE - a push for compulsory school attendance; a curriculum emphasis on reading, writing, &amp; arithmetic, note memorization, physical punishment, surge in Kindergartens, &amp; few African American public schools</td>
</tr>
<tr>
<td><strong>2. High schools</strong></td>
</tr>
<tr>
<td>An overall pattern of growth; the curriculum expanded to cover science, civics, home economics, history, literature, &amp; vocational training</td>
</tr>
<tr>
<td>Few public schools open to African-American children</td>
</tr>
<tr>
<td>African American students attended private high schools</td>
</tr>
<tr>
<td><strong>3. Colleges and universities</strong></td>
</tr>
<tr>
<td>An overall pattern of growth; most students middle- or upper-class; research universities offered courses in modern languages, engineering, economics, physical sciences, psychology, and sociology, as well as professional courses in law and medicine; African-American universities and institutes founded</td>
</tr>
<tr>
<td><strong>4. Education for immigrant adults</strong></td>
</tr>
<tr>
<td>Night schools taught immigrants citizenship skills and English</td>
</tr>
<tr>
<td>employers offered daytime courses to</td>
</tr>
<tr>
<td>“Americanize” their workers</td>
</tr>
</tbody>
</table>
Segregation and Discrimination

Terms and Names

Ida B. Wells: African-American reformer who tried to end lynching
Poll tax: Money one had to pay in order to vote
Grandfather clause: Clause that allowed poor, uneducated whites to vote
Segregation: The word used to describe racial separation
Jim Crow laws: Laws that helped keep whites and blacks separate
Plessy v. Ferguson: Court case that upheld the Jim Crow laws
Debt peonage: A system in which a person is forced to work to pay off debts

1890s:
Ida Be. Wells’ anti-lynching campaign
C. D. Allred’s anti-lynching campaign

1896:
Plessy v. Ferguson

Early 1900s:
New York City race riot
Mexicans settle in Southwest

As You Read
Use a time line to take notes on important events in race relations at the turn of the 20th century.

African Americans Fight Legal Discrimination (Pages 286–287)

How were African Americans kept from voting?

Ida B. Wells was a leader in the fight against discrimination. Wells crusaded against racial violence. After Reconstruction, African Americans were kept from voting in the South. By 1900, however, all Southern states had set up new voting restrictions meant to keep blacks from voting.

For example, some states required voters to be able to read. To determine this, officials gave each voter a literacy test. They often gave African Americans more difficult tests. The officials giving the test could pass or fail people as they wished.

Another voting requirement was the poll tax. This was a tax that one had to be pay to enter a voting booth. African Americans and poor whites often did not have the money to pay the tax. So they were unable to vote.

Several Southern states wanted to make sure that whites who could not read or pay a poll tax still could vote. So they added a grandfather clause to their constitutions. This clause stated that any person could vote if their father or grandfather was qualified to vote before January 1, 1867. This date was important because before that time, freed slaves (who had not the right to vote) were not the same as whites. Therefore, the grandfather clause did not allow African Americans to vote. Some Americans challenged the literacy test...
and poll tax laws. But the Supreme Court allowed the laws to stand.

Separating people on the basis of race became known as segregation. Racial segregation developed in such places as schools, hospitals, and transportation systems throughout the South. The Southern states also passed Jim Crow laws. These laws separated whites and blacks in private and public places.

Eventually a legal challenge to segregation reached the U.S. Supreme Court. However, in the case Plessy v. Ferguson, the Supreme Court ruled that separating the races in public places was legal.

1. Name two ways that Southern states restricted the voting rights of African Americans.

   ________________________________  ________________________________

2. Name two ways blacks had to show respect to whites.

   ________________________________  ________________________________

HATS IN FRONT OF WHITES
DISCRIMINATION IN THE WEST
(Pages 288–289)

What other groups faced discrimination in America?

African Americans were not the only ones who faced discrimination at the turn of the century. Mexican Americans faced similar treatment. In the 1880s and 1890s, railroad companies hired many Mexicans to build new rail lines in the Southwest. Railroad managers hired Mexicans because they were used to the Southwest’s hot, dry climate. Managers also felt they could pay Mexicans less than members of other ethnic groups.

Mexicans also played an important role in the Southwest’s mining and farming industries. Raising crops such as grapes, lettuce, and citrus fruits required large amounts of labor. Mexicans provided much of this farm work.

Landowners often forced Mexicans to work to repay debts. This system was called debt peonage. The Supreme Court ruled against this system in 1911. The Court called it a violation of the Thirteenth Amendment.

African Americans who did not follow the customs could face severe punishment. Often, African Americans accused of failing to perform the customs were lynched—hanged without trial.

African Americans in the North also faced discrimination. They lived in segregated neighborhoods. They faced discrimination in the workplace, some of which turned violent.

3. Name two groups that faced discrimination in the West.

- MEXICAN
- CHINESE
As you read about racial tensions at the turn of the 20th century, write notes to answer the questions.

<table>
<thead>
<tr>
<th>In what region or regions did it exist?</th>
<th>Who were its targets?</th>
<th>How did it affect the lives of these people?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literacy test</td>
<td>SOUTH</td>
<td>AFRICAN AMERICANS ILLITERATE WHITES</td>
</tr>
<tr>
<td>2. Poll tax</td>
<td>SOUTH</td>
<td>POOR AFRICAN AMERICANS POOR WHITES</td>
</tr>
<tr>
<td>3. Grandfather clause</td>
<td>SOUTH</td>
<td>AFRICAN AMERICANS</td>
</tr>
<tr>
<td>4. Jim Crow laws</td>
<td>SOUTH</td>
<td>AFRICAN AMERICANS</td>
</tr>
<tr>
<td>5. Racial etiquette</td>
<td>ALL . . . BUT ESPECIALLY THE SOUTH</td>
<td>AFRICAN AMERICANS</td>
</tr>
<tr>
<td>6. Debt peonage</td>
<td>WEST SOUTHWEST</td>
<td>MEXICAN AMERICANS AFRICAN AMERICANS</td>
</tr>
<tr>
<td>7. Chinese Exclusion Act</td>
<td>ALL</td>
<td>CHINESE CHINESE/AMERICANS</td>
</tr>
</tbody>
</table>
The Dawn of Mass Culture

Terms and Names

Joseph Pulitzer  Owner of the New York World newspaper
William Randolph Hearst  Owner of the New York Morning Journal San Francisco Examiner
Ashcan school  A school of painting that featured urban life and working people with gritty realism
Mark Twain  Pen name of the novelist and humorist Samuel Langhorne Clemens
rural free delivery (RFD)  System that brought packages directly to homes

Leisure:
amusement parks, bicycling, tennis, boxing, baseball, & shopping

Culture:
newspapers, fine arts, popular fiction, libraries

As You Read
Use a diagram to take notes on the development of leisure activities and mass culture.

AMERICAN LEISURE (Pages 292–294)
How did Americans spend their free time?
The use of machines allowed workers at the turn of the century to do their jobs faster. This led to a shorter workweek. As a result, Americans had more leisure time.

Americans found new ways to use that time. Many city dwellers enjoyed trips to amusement parks. There, rides such as the roller coaster and the Ferris wheel thrilled people.

Another recreational activity that became popular at the turn of the century was bicycling. This activity entertained both men and women. Many Americans also grew fond of playing tennis.

Several kinds of snack foods also became popular. Americans turned to brand-name snacks such as a Hershey chocolate bar and drinks such as a Coca-Cola.

Those Americans who did not wish to exercise watched professional sports. Boxing became popular in the late 1800s. Baseball also became a well-loved spectator sport. The National League was formed in 1876 and the American League in 1901. African-American baseball players were not allowed to play in either league. As a result, they formed their own clubs—the Negro National League and the Negro American League.

1. Name two activities that were popular in the United States at the turn of the century.

   PLAYING TENNIS
   WATCHING BASEBALL
THE SPREAD OF MASS CULTURE
(Pages 294–296)

How did newspapers attract more readers?

Newspapers also entertained Americans. Many publishers changed their newspapers in order to attract more readers. They filled their pages with sensational headlines. They also devised promotional stunts. In 1889, for example, one newspaper introduced its story about the horrors of a flood in Johnstown, Pennsylvania with the headline “THE VALLEY OF DEATH.”

Some publishers used other techniques. Joseph Pulitzer, the owner of the New York World, introduced a large Sunday edition. It included comics, sports coverage, and women’s news. Pulitzer presented news in a sensational way to beat his main competitor, William Randolph Hearst. Hearst owned the New York Morning Journal and the San Francisco Examiner. Hearst tried to outdo Pulitzer by publishing exaggerated and even made-up stories. By 1898, both publishers were selling more than one million copies each day.

By 1900, at least one art gallery could be found in every large city. American artists like Thomas Eakins of Philadelphia used realism to portray life as it was really lived. Eakins was a leader of the Ashcan School which painted urban life and working people with gritty realism and no frills.

Light fiction such as “dime novels” was popular as more people read books. Mark Twain, the pen name of the humorist and novelist Samuel Langhorne Clemens, wrote realistic portrayals of American life that became popular. His novel The Adventures of Huckleberry Finn became a classic of American literature. The efforts of American libraries and art galleries to raise public taste were not always successful. Many Americans had no interest in high culture. African Americans and others were denied access to most white-controlled cultural institutions.

2. Name two ways in which publishers tried to sell more newspapers.

WROTE SENSATIONAL HEADLINES
& EXAGGERATED STORIES

NEW WAYS TO SELL GOODS
(Pages 296–297)

How did Americans shop?

Americans at the turn of the century also began to change the way they shopped. As cities grew, shopping centers emerged. These structures made many kinds of stores available in one area.

Another new development was the department store. This type of store offered consumers a wide range of goods to buy. Marshall Field of Chicago was the first department store in America. Chain stores—groups of stores owned by the same person—also started in the late 1800s. F. W. Woolworth’s “five-and-dime store” and other chain grocery stores became popular. These types of stores offered consumers brand names and low-cost sales.

As shopping became more popular, so too did advertising. Companies filled magazines and newspapers with ads for their products. Advertisers also placed their products on barns, houses, and billboards.

In the late 1800s, Montgomery Ward and Sears Roebuck introduced mail-order catalogs. These books brought department store items to those who lived outside of the cities. Each company’s catalog contained a description of its goods. The company mailed its catalog to farmers and small town residents. These people then could order goods from the catalog. By
1910, about 10 million Americans shopped by mail. The United States Post Office increased mail-order business by starting a rural free delivery (RFD) system. This brought packages directly to every home.

3. Name two developments in the ways goods were sold.

DEPARTMENT STORES

MAIL - ORDER CATALOGUES
As you read about the emergence of modern mass culture, give *either* an example of each item *or* mention one of the people who invented or popularized it. Then note one reason why the item became so popular around the turn of the 20th century.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Coney Island</td>
<td>Safety bicycle</td>
<td>John L. Sullivan, James J. “Gentleman Jim” Corbett</td>
<td>National League, Negro American League</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>escape</td>
<td>Freed women from chaperones</td>
<td>Offered an escape from work and everyday concerns</td>
<td>Offered an escape from work</td>
</tr>
<tr>
<td><strong>Reason</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping centers in Cleveland, Ohio</td>
<td>Marshall Field</td>
<td>F.W. Woolworth</td>
<td>Montgomery Ward, Sears &amp; Roebuck</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large quantities of reasonably priced manufactured goods</td>
<td>Offered personalized services</td>
<td>Offered bargain prices</td>
<td>Brought department-store merchandise to farmers &amp; residents of small towns</td>
</tr>
<tr>
<td><strong>Reason</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>