CHAPTER 18

The Machine Age, 1877–1920

LEARNING OBJECTIVES
After you have studied Chapter 18 in your textbook and worked through this study guide chapter, you should be able to:

1. Cite the technological advances that furthered the process of industrialization in the United States.
2. Discuss the specific innovations and contributions of Thomas Alva Edison, Henry Ford, and the du Ponts to the process of industrialization in the United States; and examine the political, social and economic consequences of those innovations and contributions.
3. Discuss the impact of technology on the development of southern industry.
4. Explain and assess the late-nineteenth-century obsession with time studies and scientific management.
5. Discuss late-nineteenth-century changes in the nature of work, in working conditions, and in the workplace itself, and explain the impact of these changes on American workers.
6. Examine the rise of unionism and the emergence of worker activism in the late nineteenth century, and discuss the reaction of employers, government, and the public to these manifestations of worker discontent.
7. Examine the position of women, children, immigrants, and blacks in the work force and in the union movement in the late nineteenth century.
8. Explain the emergence of the consumer society, and discuss the factors that determined the extent to which working-class Americans were able to participate in this society.
9. Discuss the impact of scientific developments and education on living standards between 1900 and 1920.
10. Discuss the impact of each of the following on American attitudes and lifestyles:
    a. The indoor toilet
    b. Processed and preserved foods
    c. The sewing machine
    d. Department stores and chain stores
11. Explain the characteristics of modern advertising and examine its role in industrial America.
12. Examine the corporate consolidation movement of the late nineteenth century, and discuss the consequences of this movement.
13. Explain and evaluate the ideologies of Social Darwinism, laissez-faire capitalism, and the Gospel of Wealth. Explain the impact of these ideas on workers and on the role of government in society.
14. Discuss and evaluate the ideas and suggested reforms of those who dissented from the ideologies of the Gospel of Wealth, Social Darwinism, and laissez-faire capitalism.
15. Discuss the response of all branches of government at the state and national levels to the corporate consolidation movement on the one hand and to the grievances of workers on the other hand.

**THEMATIC GUIDE**

The theme of Chapter 18 is industrialization as a major component of American expansion in the late nineteenth century. Three technological developments that fostered the “second” industrial revolution of the late nineteenth and early twentieth centuries are mentioned in the chapter’s introduction (the rise of electric-powered machines; the expanded use of engines powered by internal combustion; and new applications in the use of chemicals). The relationship between these three developments and industrialization is obvious in the discussion of Thomas A. Edison and the electric industry, Henry Ford and the automobile industry, the du Ponts and the chemical industry, and the influence of technology on certain industries in the South. Keep these developments in mind as you study the chapter, and try to determine which developments apply to the various topics discussed in the chapter.

Industrialism changed the nature of work and in many respects caused an uneven distribution of power among interest groups in American society. Industrial workers were employees rather than producers, and repeating specialized tasks made them feel like appendages to machines. The emphasis on quantity rather than quality further dehumanized the workplace. These factors, in addition to the increased power of the employer, reduced the independence and self-respect of workers, but worker resistance only led employers to tighten restrictions.

Industrialism also brought more women and children into the labor force. Although job opportunities opened for women, most women went into low-paying clerical jobs, and sex discrimination continued in the workplace. Employers also attempted to cut wage costs by hiring more children. Although a few states passed child-labor laws, such laws were difficult to enforce and employers generally opposed state interference in their hiring practices. Effective child-labor legislation would not come until the twentieth century.

As the nature of work changed, workers began to protest low wages, the attitude of employers, the hazards of the workplace, and the absence of disability insurance and pensions. The effectiveness of legislation designed to redress these grievances was usually limited by conservative Supreme Court rulings. Out of frustration, some workers began to participate in unions and in organized resistance. Unionization efforts took various directions. The Knights of Labor tried to ally all workers by creating producer and consumer cooperatives; the American Federation of Labor strove to organize skilled workers to achieve pragmatic objectives; and the Industrial Workers of the World attempted to overthrow capitalist society. The railroad strikes of 1877, the Haymarket riot, and the Homestead and Pullman strikes were all marked by violence, and they exemplify labor’s frustration as well as its active and organized resistance. Government intervention against the strikers convinced many workers of the imbalance of interest groups in American society, whereas the middle class began to connect organized working-class resistance with radicalism. Although this perception was by and large mistaken, middle-class fear of social upheaval became an additional force against organized labor.

Not only did industrialization affect the nature of work, it also produced a myriad of products that affected the everyday lives of Americans. As America became a consumer-oriented society, most of its citizens faced living costs that rose faster than wages. Consequently, many people could not take advantage of the new goods and services being offered. But, as has been seen, more women and children became part of the paid labor force. Although many did so out of necessity, others hoped that the additional income would allow the family to participate in the consumer society.

Increased availability of goods and services to a greater number of people was not the only reason for a general improvement in living standards. The era also witnessed advances in medical care, better diets,
and improved living conditions. Furthermore, education, more than ever a means to upward mobility, became more readily available through the spread of public education.

American habits and attitudes were further affected by the democratization of convenience that resulted from the indoor toilet and private bathtub. At the same time, the tin can and the icebox altered lifestyles and diet, the sewing machine created a clothing revolution, and department stores and chain stores emerged that both created and served the new consumerism.

As American society became more consumer oriented, brand names for products were created. Used by advertisers to sell products, these brand names in turn created “consumption communities” made up of individuals loyal to those brands. As producers tried to convince consumers of their need for particular products, advertising became more important than ever. And since the major vehicle for advertising in the late nineteenth century was the newspaper, advertising was transformed into news.

Although the American standard of living generally improved during the late nineteenth century, there were unsettling economic forces at work. Although rapid economic growth is a characteristic of the period, the period is also characterized by the economic instability and uncertainty produced by cycles of boom and bust. In an effort to create a sense of order and stability out of the competitive chaos, industrialists turned to economic concentration in the form of pools, trusts, and holding companies. Therefore, the search for order led to the merger movement and to larger and larger combinations that sought domination of their markets through vertical integration.

Defenders of business justified the merger movement and the pursuit of wealth and profits by advancing the “Gospel of Wealth,” which was based on Social Darwinism and on the precepts of laissez-faire capitalism. The business elite also used this philosophy to justify both its paternalistic attitude toward the less fortunate in society and its advocacy of government aid to business. The paradoxes and inconsistencies associated with the Gospel of Wealth gave rise to dissent from sociologists, economists, and reformers. The general public also began to speak against economic concentration in the form of monopolies and trusts. The inability of state governments to resolve the problems associated with economic concentration led to passage of the Sherman Anti-Trust Act by Congress in 1890, but this legislation represented a vaguely worded political compromise, the interpretation of which was left to the courts. Narrow interpretation by a conservative Supreme Court and failure by government officials to fully support the act meant that it was used more successfully against organized labor than against business combinations, again illustrating the uneven distribution of power among interest groups in late-nineteenth-century American society.

BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 18. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you can’t understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.
### Definitions

<table>
<thead>
<tr>
<th>Word</th>
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<td>incandescent</td>
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<td>eclipse (verb)</td>
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<td>consign</td>
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<td>consumerism</td>
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</table>

**Difficult-to-Spell Names and Terms from Reading and Lecture**
IDENTIFICATION AND SIGNIFICANCE

After studying Chapter 18 of *A People and a Nation*, you should be able to identify fully and explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions who, what, where, and when.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: What were the political, social, economic, and/or cultural consequences of this item?

1. Thomas A. Edison
   a. Identification
   
   b. Significance

2. Menlo Park
   a. Identification
   
   b. Significance

3. the patent system
   a. Identification
   
   b. Significance

4. the Edison Electric Light Company
   a. Identification
   
   b. Significance
5. George Westinghouse
   a. Identification

   b. Significance

6. Samuel Insull
   a. Identification

   b. Significance

7. the General Electric Company
   a. Identification

   b. Significance

8. Granville T. Woods
   a. Identification

   b. Significance

9. Henry Ford
   a. Identification

   b. Significance
10. mass production and the assembly line
   a. Identification
   b. Significance

11. the Five-Dollar-Day Plan
   a. Identification
   b. Significance

12. the du Pont family
   a. Identification
   b. Significance

   a. Identification
   b. Significance

14. southern textile mills
   a. Identification
   b. Significance
15. economies of scale
   a. Identification

   b. Significance

16. Frederick W. Taylor
   a. Identification

   b. Significance

17. producer versus employee
   a. Identification

   b. Significance

18. the occupational patterns of employed women
   a. Identification

   b. Significance

19. child labor
   a. Identification

   b. Significance
20. industrial accidents
   a. Identification

   b. Significance

21. New York City’s Triangle Shirtwaist Company fire
   a. Identification

   b. Significance

22. the “iron law of wages”
   a. Identification

   b. Significance

23. Holden v. Hardy
   a. Identification

   b. Significance

   a. Identification

   b. Significance
25. *Muller v. Oregon*
   a. Identification
   
   b. Significance

26. the general railway strike of 1877
   a. Identification
   
   b. Significance

27. the National Labor Union
   a. Identification
   
   b. Significance

28. the Knights of Labor
   a. Identification
   
   b. Significance

29. Terence V. Powderly
   a. Identification
   
   b. Significance
30. the Southwestern Railroad System Strike of 1886
   a. Identification

   b. Significance

31. the Haymarket riot
   a. Identification

   b. Significance

32. John P. Altgeld
   a. Identification

   b. Significance

33. the American Federation of Labor
   a. Identification

   b. Significance

34. Samuel Gompers
   a. Identification

   b. Significance
35. the Homestead strike
   a. Identification
   b. Significance

36. the Pullman strike
   a. Identification
   b. Significance

37. Eugene V. Debs
   a. Identification
   b. Significance

38. the Industrial Workers of the World
   a. Identification
   b. Significance

39. “Mother” Jones, Elizabeth Gurley Flynn, and William D. (Big Bill) Haywood
   a. Identification
   b. Significance
40. the “Uprising of the 20,000”
   a. Identification
   
   b. Significance

41. the Telephone Operators’ Department of the International Brotherhood of Electrical Workers
   a. Identification
   
   b. Significance

42. the Women’s Trade Union League
   a. Identification
   
   b. Significance

43. fraternal societies
   a. Identification
   
   b. Significance

44. consumer communities
   a. Identification
   
   b. Significance
45. public high school enrollment  
   a. Identification  
   
   b. Significance  

46. the indoor toilet  
   a. Identification  
   
   b. Significance  

47. the tin can  
   a. Identification  
   
   b. Significance  

48. railroad refrigerator cars  
   a. Identification  
   
   b. Significance  

49. the home icebox  
   a. Identification  
   
   b. Significance
50. John H. Kellogg, William K. Kellogg, and Charles W. Post
   a. Identification

   b. Significance

51. the sewing machine
   a. Identification

   b. Significance

52. department stores and chain stores
   a. Identification

   b. Significance

53. the Great Atlantic and Pacific Tea Company
   a. Identification

   b. Significance

54. modern advertising
   a. Identification

   b. Significance
55. consumption communities
   a. Identification

   b. Significance

56. brand names
   a. Identification

   b. Significance

57. boom and bust business cycles
   a. Identification

   b. Significance

58. pools
   a. Identification

   b. Significance

59. John D. Rockefeller
   a. Identification

   b. Significance
60. the trust
   a. Identification

   b. Significance

61. the holding company
   a. Identification

   b. Significance

62. vertical integration
   a. Identification

   b. Significance

63. the merger movement
   a. Identification

   b. Significance

64. the U.S. Steel Corporation
   a. Identification

   b. Significance
65. Social Darwinism
   a. Identification

   b. Significance

66. the principles of laissez faire
   a. Identification

   b. Significance

67. the Gospel of Wealth
   a. Identification

   b. Significance

68. protective tariffs
   a. Identification

   b. Significance

69. Lester Ward
   a. Identification

   b. Significance
70. Richard Ely, John R. Commons, and Edward Bemis
   a. Identification
   b. Significance

71. Henry George
   a. Identification
   b. Significance

72. Edward Bellamy
   a. Identification
   b. Significance

73. the Sherman Anti-Trust Act
   a. Identification
   b. Significance

74. United States v. E. C. Knight Co.
   a. Identification
   b. Significance
# ORGANIZING, REVIEWING, AND USING INFORMATION

## Chart A

Worker Activism in the Machine Age, 1877–1920

<table>
<thead>
<tr>
<th></th>
<th>Haymarket Riot 1886</th>
<th>Railroad Strikes (widespread) 1877</th>
<th>Railroad Strike (Southwest) 1886</th>
<th>Pullman Strike 1893</th>
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<tbody>
<tr>
<td>Immediate Cause(s)</td>
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<td>Unions and Union Leaders Involved</td>
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<tr>
<td>Workers’ Demands</td>
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<td>Workers’ Tactics</td>
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<td>Employers’ Reactions</td>
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<tr>
<td>Government Involvement (State or Federal)</td>
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<td>Public Reaction and Its Causes</td>
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<tr>
<td>Outcome</td>
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</table>
## Chart B

### Quality of Life in the Machine Age

<table>
<thead>
<tr>
<th>Kind or Indicator of Change</th>
<th>Change (from 1877 to 1920)</th>
<th>Causes of Change, Factors</th>
<th>Effects of Change</th>
</tr>
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<tbody>
<tr>
<td>Family Income</td>
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<td>Cost of Living</td>
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<tr>
<td>Access to Consumer Goods and Conveniences</td>
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<td>Class Mobility</td>
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<td>Privacy</td>
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</table>
## Chart C

### The Merger Movement in the Machine Age, 1877–1920

<table>
<thead>
<tr>
<th>New or Revamped Forms of Business Organizations</th>
<th>Advantages Sought</th>
<th>Reactions of Governments and Courts and Their Results</th>
<th>Effects on Consumers and the General Population</th>
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</thead>
<tbody>
<tr>
<td><strong>CORPORATIONS</strong></td>
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<tr>
<td><em>Definition</em></td>
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<td><strong>POOLS</strong></td>
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<td><em>Definition</em></td>
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<td><strong>TRUSTS</strong></td>
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<td><em>Definition</em></td>
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<td><strong>HOLDING COMPANIES</strong></td>
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<td><em>Definition</em></td>
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IDEAS AND DETAILS

Objective 2
1. Which of the following innovations by Henry Ford reduced the cost of his automobiles and made them more affordable?
   a. Interchangeable parts
   b. The machine-tool industry
   c. The assembly line
   d. Team production

Objective 4
2. The emphasis on efficient production had the effect of
   a. making skilled labor more valuable.
   b. lowering the wage scale for most workers.
   c. increasing the size of the work force.
   d. making time as important as quality in the measure of acceptable work.

Objectives 5 and 6
3. In relation to the wage system, most wage earners
   a. appreciated the freedom it gave them to negotiate with the employer for higher wages.
   b. recognized that job competition among workers caused the base pay of all workers to rise steadily.
   c. advocated that Congress establish a minimum wage for all workers.
   d. felt trapped and exploited in a system controlled by employers.

Objectives 6 and 15
4. In cases involving legislation that limited working hours, the Supreme Court
   a. declared that Congress, not the states, had the power to enact such legislation.
   b. declared that the Fourteenth Amendment did not apply to state actions.
   c. reduced the impact of such legislation by narrowly interpreting which jobs were dangerous and which workers needed protection.
   d. consistently upheld the regulatory powers of the states.

Objectives 6 and 7
5. The Knights of Labor, unlike the American Federation of Labor,
   a. advocated the use of violence against corporate power.
   b. pressed for pragmatic objectives that would bring immediate benefits to workers.
   c. believed in using strikes as the primary weapon against employers.
   d. welcomed all workers, including women, blacks, and immigrants.
Objective 6
6. Which of the following was a consequence of the Haymarket riot?
   a. National legislation was passed mandating an eight-hour workday for industry in the United States.
   b. The military forces of the United States were put on alert because of fear of revolution.
   c. Revival of the middle-class fear of radicalism led to the strengthening of police forces and armories in many cities.
   d. The Knights of Labor was strengthened.

Objectives 6 and 7
7. Which of the following is true of the Women’s Trade Union League?
   a. Although initially dominated by middle-class women, working-class leaders gained control in the 1910s.
   b. Although its members opposed the idea, its leaders actively worked for a constitutional amendment guaranteeing equal rights to women.
   c. Both its leaders and its members worked tirelessly against extension of the vote to women.
   d. As an anarchist organization, it advocated working-class unity and the waging of war against capitalist society.

Objective 8
8. Data on wages and living costs in the late nineteenth and early twentieth centuries indicate which of the following?
   a. Most working-class wage earners suffered because of declining wages and increasing living costs.
   b. While wages rose for farmers and factory workers, they declined for most members of the middle class.
   c. While incomes rose for most workers, the cost of living usually rose at a higher rate.
   d. Professional workers suffered more from the rising cost of living than did industrial workers.

Objective 10
9. As a result of the indoor bathroom, Americans of the late nineteenth and early twentieth centuries
   a. became conscious of personal appearance for the first time.
   b. viewed bodily functions in a more unpleasant light.
   c. insisted on private facilities in hotels.
   d. were unconcerned about human pollution.

Objectives 8 and 11
10. The main task of advertisers in a society of abundance is to
    a. respond to an individual’s particular need by offering a product that uniquely fills that need.
    b. persuade groups of consumers that they have a need for a particular product.
    c. display products in an attractive way.
    d. convince the consumer that a particular product is a quality product offered at a fair price.
**Objective 12**

11. Businessmen turned to devices like trusts and holding companies because
   a. they were a means by which to combat the uncertainty of the business cycle.
   b. such cooperative business arrangements were responsive to consumer needs.
   c. they allowed business owners to concentrate on quality production while financial specialists handled monetary matters.
   d. they encouraged an open market in which many people had economic opportunity.

**Objective 13**

12. Social Darwinists believed that in a free society run in accordance with natural law
   a. there would be no poverty.
   b. power would flow into the hands of the most capable people.
   c. wealth would be distributed equally.
   d. people would become less aggressive.

**Objective 13**

13. The philosophy accepted by most businessmen in the late nineteenth century included the idea that
   a. government could intervene if it were doing so to protect the disadvantaged.
   b. government power could rightly be used to protect consumers from unfair prices.
   c. government should extend a helping hand to workers by encouraging the development of labor organizations.
   d. government should extend a helping hand to business interests through tariff protection.

**Objective 14**

14. Lester Ward expressed the belief that
   a. cooperative action and government intervention could be useful in creating a better society.
   b. business forms, like life forms, evolved from the simple to the complex as part of the natural order of things.
   c. tampering with natural economic laws would lead to economic disaster.
   d. the government had no responsibility in society other than national defense.

**Objective 15**

15. In the case of United States v. E. C. Knight Co., the Supreme Court
   a. held all trusts to be illegal.
   b. strengthened the powers of the Interstate Commerce Commission.
   c. reduced the government’s power under the Sherman Anti-Trust Act to combat combinations in restraint of trade.
   d. held that workers had the right to organize and strike.
ESSAY QUESTIONS

Objectives 5 and 6
1. Discuss the grievances of workers in the late nineteenth century, the means by which they sought redress and the effectiveness of those means.

Objectives 5, 6, and 15
2. Discuss the Haymarket riot, the Homestead strike, and the Pullman strike. Explain the reaction of the government and the public to these instances of labor unrest.

Objective 7
3. Examine the changing position of women in the labor market in the late nineteenth century.

Objectives 9 and 10
4. Indicate the developments that made the indoor bathroom possible, and discuss its impact on American attitudes and life styles.

Objective 11
5. Explain changes that took place in advertising in American society in the late nineteenth and early twentieth centuries, and discuss the impact of these changes on American society.

Objective 13
6. Explain the concept of Social Darwinism and its use by business leaders to justify their position and wealth in society.

Objectives 13 and 15
7. Analyze the relationship between the three branches of the federal government and the business community in the period between 1877 and 1920.
ANSWERS

Multiple-Choice Questions

1. c. Correct. When the Ford Motor Company began operation in 1903, it utilized mass production and, through use of the electric conveyor belt, introduced the moving assembly line at its Highland Park plant in 1913. This drastically reduced the time and cost of producing cars. See pages 482–483.

   a. No. The use of precision machinery to make interchangeable parts was first seen as part of the “American system of manufacturing” during the first half of the nineteenth century. Therefore, the manufacture and use of interchangeable parts was well established long before the Ford Motor Company began operation in 1903. See pages 482–483.

   b. No. The machine-tool industry—the mass manufacture of specialized machines for various industries—was born in the 1820s, long before the Ford Motor Company opened for operation in 1903. See pages 482–483.

   d. No. Team production suggests that a team of workers is responsible for making and assembling the entire automobile. The Ford Motor Company was not organized in this way when it began operation in 1903. See pages 482–483.

2. d. Correct. Systems of efficiency, such as those espoused by Frederick Taylor, equated time with money. As a result, the time taken to perform specific tasks became as important as the quality of the end product. See page 487.

   a. No. To increase efficiency in the work place, work was divided into specific tasks. A worker could then specialize in the repetitious performance of a given task in as little time as possible. Such a process does not increase the value of skilled labor. See page 487.

   b. No. Efficiency in the production of a product can lead to decreased production costs, higher profits, and higher wages. See page 487.

   c. No. In many cases efficiency in production leads to a reduction in the work force. For example, after studying the shoveling of ore, Frederick Taylor designed fifteen different shovels and outlined the proper motions for using each. As a result, a work force of 600 was reduced to 140. See page 487.
3. d. Correct. Many employers of the late nineteenth century believed in the “iron law of wages.” In other words, they believed that labor is sold in the marketplace and, like any other commodity, its price (wages in this case) should be dictated by the law of supply and demand. It was further held that if workers are paid unnaturally high wages they will simply be able to support more children. That, in turn, will lead to an increase in the supply of workers and to more unemployment. Therefore, many employers held that they were actually doing workers a favor by keeping wages at a low level, in accordance with the “natural” economic law of supply and demand. In such a system, most wage earners felt trapped and exploited in a system controlled by employers. See pages 490–491.

   a. No. Many workers of the late nineteenth century were very dissatisfied with the wage system because they believed it was weighted in favor of the employer. Theoretically the wage system was based on the idea that workers were free to negotiate with the employer for the highest wages possible. However, this theory was based on the worker and the employer having equal power in such negotiations. In fact, this was not true and many workers felt at the mercy of employers. See pages 490–491.

   b. No. Competition for jobs among workers did not cause the base pay of all workers to rise steadily during the late nineteenth century, and most wage earners did not see the wage system in this way. See pages 490–491.

   c. No. Although some forward-looking thinkers of the late nineteenth century may have believed that Congress should establish a minimum wage, such a concept was beyond the frame of reference of most workers of the era. See pages 490–491.

4. c. Correct. The Court’s decisions in the Holden, Lochner, and Muller cases demonstrated a narrow interpretation of what constituted a dangerous job and, therefore, of which workers needed protection. See page 491.

   a. No. This was not a distinction made by the Court in cases involving limitations on working hours. See page 491.

   b. No. In striking down a maximum-hours law for bakers, the Court in Lochner v. New York held that the law violated the Fourteenth-Amendment guarantee that no state may deprive any person of property (wages) without due process of law. In this way, the Court applied the Fourteenth Amendment to state action. See page 491.

   d. No. The Lochner v. New York case is evidence that the Court did not always uphold the regulatory powers of the states. See page 491.

5. d. Correct. The Knights of Labor welcomed all workers into its ranks, including women, blacks, and immigrants, and including both skilled and unskilled workers. In contrast, the AFL allowed only skilled workers, was openly hostile to women, and often excluded immigrants and blacks. See pages 492–494.

   a. No. Neither the Knights of Labor nor the American Federation of Labor advocated the use of violence against corporate power. See pages 492–494.

   b. No. Many of the goals of the Knights of Labor were long range, abstract, and vague. The objectives of the American Federation of Labor, in contrast, were much more specific and pragmatic. See pages 492–494.

6. c. Correct. As a result of strikes and labor unrest, a sense of crisis existed at the time of the Haymarket riot (May 1886) and increased as a result of the riot. This led to the consequences stated in the choice. See pages 492–493.

   a. No. This answer suggests that Congress was receptive to organized labor and to its demands at the time of the Haymarket riot in 1886. Reread the section on the union movement on pages 492–493.

   b. No. Although the Haymarket riot was falsely identified in the newspapers and in the minds of many people as an “anarchist riot,” the government did not respond by putting military forces on alert. See pages 492–493.

   d. No. As a result of its association with the Haymarket riot, the Knights of Labor was weakened rather than strengthened. See pages 492–493.

7. a. Correct. Initially, the WTUL was dominated by middle-class as opposed to working-class women. However, this changed in the 1910s. See page 496.

   b. No. The leadership of the WTUL accepted the idea that women needed protection from exploitation. On these grounds it supported protective legislation for women and argued against a constitutional amendment guaranteeing equal rights to women. See page 496.

   c. No. The WTUL worked for women’s suffrage. See page 496.

   d. No. The WTUL did join with the Ladies Garment Workers Union in a strike against New York City sweatshops, but it did not advocate a war against capitalist society. Gradually, the union even backed away from active union organization. See page 496.

8. c. Correct. Although the income of factory workers, farm laborers and middle-class workers rose in the period from 1890 to 1920, the cost of living rose as well and usually outpaced wage increases. See page 497.

   a. No. The data indicate that the wages of working-class wage earners increased between 1890 and 1920. See page 497.

   b. No. The data indicate that wages increased for farm laborers, factory workers, and middle-class workers. See page 497.

   d. No. We are not given enough data on the income of professionals to determine the rate of increase from 1890 to 1920. We cannot logically infer from the data supplied that inflation caused professionals to suffer more than industrial workers. See page 497.

9. b. Correct. Americans began to see bodily functions in a more unpleasant light as a result of two factors: (1) the germ theory of disease, which raised fears about the link between human pollution and water contamination, and (2) the indoor bathroom’s association with cleanliness and privacy. See page 498.

   a. No. Most bathrooms have mirrors and mirrors make people conscious of personal appearance, but mirrors were available before indoor bathrooms. See page 498.

   c. No. Although there is a certain amount of truth in this choice, it is important to remember two factors: (1) in the late nineteenth century few Americans could afford to stay in hotels; and (2) there is not sufficient evidence in the text to support this choice. See page 498.

   d. No. The fact that indoor bathrooms became more and more common in American society in the late nineteenth and early twentieth centuries indicates that Americans were concerned about human waste as a source of infection and water contamination. See page 498.
10. b. Correct. In a society of abundance, supply often outstrips demand. In such a society, it is the task of advertisers to create demand by convincing groups of consumers that they need a particular product. It is in this way that “consumption communities” are created. See pages 500–501.

a. No. Although that was the task of the traditional salesperson, it is not the task of the advertiser in a society of abundance. See pages 500–501.


d. No. Advertisers are not necessarily concerned with the quality of the product with which they are dealing or with the price, except as those factors relate to their primary task. See pages 500–501.

11. a. Correct. Both centralized management, in the form of trusts, and centralized ownership, in the form of holding companies, were means by which business leaders of the late nineteenth century attempted to deal with the uncertainties of the business cycle. See pages 502–504.

b. No. Trusts and holding companies were “devices of control” within a particular industry. Businesspeople did not turn to such devices out of a desire to be more responsive to the needs of consumers. See pages 502–504.

c. No. Trusts and holding companies did not separate the management of production from the management of finances and were not used by businesspeople to achieve that end. See pages 502–504.

d. No. Trusts, which brought several companies under centralized management, and holding companies, which brought several companies under centralized ownership, did not create a more open market. See pages 502–504.

12. b. Correct. Social Darwinists believed that human society should be allowed to operate in accordance with natural laws, with “survival of the fittest” being one of those laws. Therefore, they believed, wealth and power would flow into the hands of the “most capable.” See page 504.

a. No. Social Darwinists believed that there would always be people within society who were less “fit” than others. Because of this belief, they argued that poverty would always be present. See page 504.

c. No. Social Darwinists believed that if natural laws were allowed to operate freely, wealth would continue to be maldistributed. They did not desire, nor did they advocate, an equal distribution of wealth. See page 504.

d. No. Social Darwinists believed that people are aggressive by nature. Therefore, if natural laws were allowed to operate freely, this aggressiveness would continue to be part of human society. See page 504.
13. d. Correct. Although business leaders argued against government aid to the disadvantaged, to labor unions, or to consumers, they advocated government aid to business interests in the form of protective tariffs, government loans, and the like. See pages 504–505.
   
a. No. Since most businesspeople accepted the ideas of Social Darwinism and laissez-faire conservatism, they believed that extending help to the disadvantaged was beyond the proper sphere of government. See pages 504–505.

b. No. In accepting the tenets of laissez-faire conservatism, most businesspeople believed that the use of government power to regulate prices would threaten the right of the producer to charge the highest price the market would bear. See pages 504–505.

c. No. In accepting the tenets of laissez-faire conservatism, most businesspeople stood against organized labor as a threat to the rights of both factory owners and factory workers. See pages 504–505.

14. a. Correct. Ward challenged the determinism of Social Darwinism by arguing that human beings, unlike other animals, are not at the mercy of natural laws. On the contrary, they can, through cooperative activities, create a better society. See page 505.

b. No. Lester Ward did not accept the theory, espoused by Social Darwinists, that human institutions and corporate structures are the product of an evolutionary process that follows the dictates of natural law. See page 505.

c. No. Lester Ward did not accept the idea that a society’s economy should be allowed to operate in accordance with natural economic laws, and he rejected the notion that tampering with such laws would have disastrous consequences. See page 505.

d. No. Lester Ward believed that government, as the agent of the people, could act as a positive force for good in human society. This, he believed, entailed more than merely providing for the national defense. See page 505.

15. c. Correct. In this case the Court narrowly interpreted Congress’s power to regulate interstate commerce by ruling that manufacturing (in this case the refining of sugar) took place within a state and did not fall under congressional control. See page 506.

a. No. The Court did not declare all trusts to be illegal in this case involving the so-called Sugar Trust. See page 506.

b. No. The case did not involve the Interstate Commerce Commission, which was established by Congress in 1887 to regulate the rail industry. See page 506.

d. No. The E. C. Knight Co. case did not deal with organized labor. See page 506.