

CHAPTER
14

GUIDED READING *The Expansion of Industry*

Section 1

After the Civil War, the United States was still a mostly rural nation. By the 1920s, it had become the leading industrial nation of the world. This immense change was caused by three major factors. Answer the questions for two of the factors.

➔ **Factor 1: Abundant Natural Resources**

1. Which resources played crucial roles in industrialization?	2. How did Edwin L. Drake help industry to acquire larger quantities of oil?	3. How did the Bessemer process allow better use of iron ore?	4. What new uses for steel were developed at this time?
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➔ **Factor 2: Increasing Number of Inventions**

5. How did Thomas Alva Edison contribute to this development?	6. How did George Westinghouse contribute to it?	7. How did Christopher Sholes contribute?	8. How did Alexander Graham Bell contribute?
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➔ **Factor 3: Expanding Urban Population**

Provided markets for new inventions and industrial goods	Provided a ready supply of labor for industry
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GUIDED READING *The Age of the Railroads*

Section 2

A. As you read, take notes to answer questions about the growth of the railroads.

Realizing that railroads were critical to the settlement of the West and the development of the nation, the federal government made huge land grants and loans to the railroad companies.

Benefits	→ The railroad companies built transcontinental and local lines.	→ The nation was transformed from a collection of regions into a united nation.	→ Railroad time became the nation's standard, linking Americans in one more way.
Drawbacks	→ The unchecked power and greed of the railroad companies led to widespread corruption and abuse of power.		

1. What problems did employees of the railroad companies face?	2. What was it like to live as a Pullman employee in the town of Pullman?
3. Who was involved in <i>Crédit Mobilier</i> , and what was the purpose of this company?	4. In what ways did the railroad companies use their power to hurt farmers?
5. Why didn't the decision in the <i>Munn v. Illinois</i> case succeed in checking the power of the railroads?	6. Why didn't the Interstate Commerce Act immediately limit the power of the railroads?

B. On the back of this paper, explain the importance to the United States of the **transcontinental railroad**. Then, describe who **George M. Pullman** was and why he is a significant historical figure.

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GUIDED READING *Big Business Emerges*

Section 3

As you read this section, answer the questions below about government's attempts to regulate big business.

a. What is it?

b. How did it help businesses such as the Carnegie Company and tycoons like Andrew Carnegie?

1. Vertical integration	a. b.
2. Horizontal consolidation	a. b.
3. Social Darwinism	a. b.
4. Monopoly	a. b.
5. Holding company	a. b.
6. Trust	a. b.

c. How did it harm businesses such as Standard Oil and tycoons like John D. Rockefeller?

7. The perception of tycoons as "robber barons"	
8. Sherman Antitrust Act	

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GUIDED READING *Workers of the Nation Unite*

Section 4

A. As you read about labor and management, answer the questions below.

1. What conditions led to the formation of labor unions?

Union	Who led it?	What types of workers belonged to it?
2. Knights of Labor		
3. American Federation of Labor		
4. Industrial Workers of the World		
5. American Railway Union		

Strikes and Violence	What happened?
6. Great Strike of 1877	
7. Haymarket, 1886	
8. Homestead, 1892	
9. Pullman, 1894	
10. Triangle Shirtwaist Factory Fire, 1911	

11. What conditions led to the decline of labor unions?

B. On the back of this paper, identify who **Mary Harris “Mother” Jones** was. Then, define each of the following: **collective bargaining**, **socialism**, and **scab**.

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Section 3

SKILLBUILDER PRACTICE *Forming Opinions*

Controversies over business practices have continued since the days of the so-called robber barons. Read the following passage about a current business practice called downsizing. Then fill in the chart below with your opinion of this business practice and a summary of the supporting information. (See Skillbuilder Handbook, p. 1049.)

Corporate Downsizing During the 1980's and '90s, many American companies sought to increase their profits by reducing their spending. One common solution was to downsize—or cut the working staff—by huge numbers in order to reduce payroll expenses and the costs of providing work space and benefits to employees. In some cases, major staff cuts made the businesses more efficient, as managers left behind old, outdated ways of doing business and found new ways to computerize and streamline operations.

The Company From the company's point of view, lower costs and more efficient procedures paid off in keeping the company and its product competitive in a highly competitive market. Lower production costs meant that the prices of products could be lowered, increasing the marketability of the products. Also, higher profits were a good sign for the national economy in general.

The Employees From the employees' point of view, downsizing had other consequences. Many companies offered generous severance or early retirement benefit packages. Others were not so generous. Their former employees faced an immediate future with no income. While some newly unemployed people had difficulty finding work, others explored new career fields or became self-employed as contract workers.

For employees who survived staff cuts, results of downsizing were varied. Some found that their jobs became more interesting as managers reorganized company processes. For example, a customer service representative for an appliance store might be trained to help troubleshoot problems over the phone with a customer before referring the customer to a repair person. For other workers, however, the tasks of former employees were simply added to their own work loads. Many worried about the security of their own jobs and felt guilty for staying with the company after their friends had been let go.

Opinion:	
Supporting facts and details:	

CHAPTER
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Section 1

GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTIONS
The Changing Labor Force

Directions: Read the paragraphs below and study the charts carefully. Then answer the questions that follow.

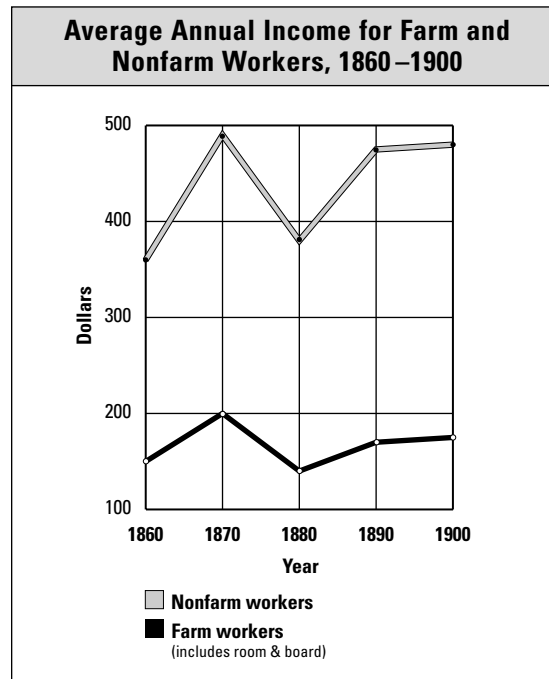
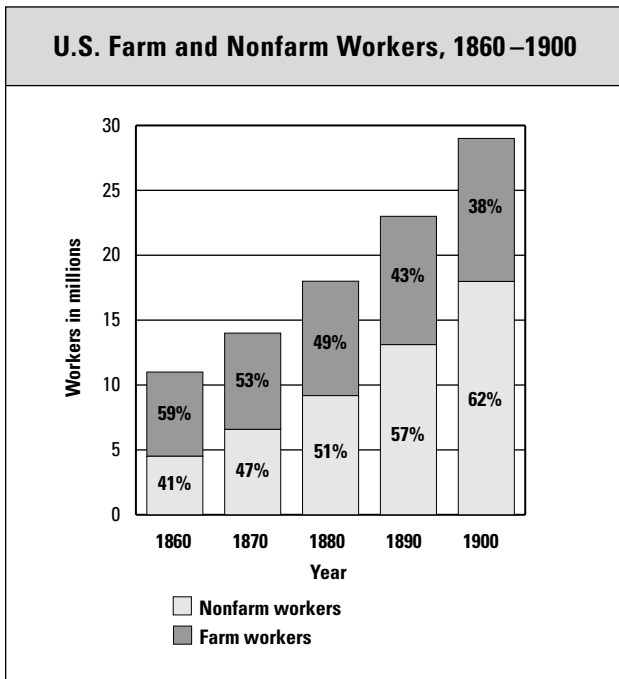
In 1859, the annual value of U.S. industrial production exceeded that of agricultural production for the first time. A shifting toward a predominately urban population was occurring at the same time. This led to profound changes in occupations and income.

During the Civil War and immediately afterward, a broad spectrum of industries in the United States experienced incredible growth while fulfilling the product demands of the war and the expanding urban population. The increasing industrialization, though, brought grim working conditions. Employees often worked up to 12 hours a

day, 6 days a week—with pay often less than \$3 a day. Soon after 1870 industry over-expanded and over-produced, and wages fell.

Those still working on farms also had their problems. New farm machinery reduced the number of farm workers needed, even though the number of farms increased during the period. Then, after farm production greatly increased, prices for crops such as cotton and corn dropped in the 1870s when output exceeded demand.

The graphs below show how these changes affected those who worked on farms and those who did not.



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Interpreting Text and Visuals

1. About how many workers were there in the United States in 1860?

2. What percentage of the American labor force were farm workers in 1860?

3. About how many more farm workers were there in 1900 than in 1860? _____

Explain why the percentage was less in 1900. _____

4. In what decade did the percentage of nonfarm workers first exceed the percentage of farm workers? _____

What was the trend for the rest of the century? _____

5. About how much did the average farm worker earn in 1860? _____

6. How much did the average nonfarm worker earn in 1860? _____

How much did he or she earn in 1900? _____

7. Explain what happened to wages during the decade of 1870 to 1880. _____

8. Contrast the trend in number of workers between 1890 and 1900 with the trend for the same time period in workers' income. _____

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Section 1

PRIMARY SOURCE **The Birth of the Telephone**

While conducting telegraph experiments, Alexander Graham Bell and his assistant, Thomas A. Watson, made an important discovery—the telephone. As you read Watson’s account, consider the inspiration that led to the birth of the telephone.

On the afternoon of June 2, 1875, we were hard at work on the same old job, testing some modification of the instruments. Things were badly out of tune that afternoon in the hot garret, not only the instruments, but, I fancy, my enthusiasm and my temper, though Bell was as energetic as ever. I had charge of the transmitters as usual, setting them squealing one after the other, while Bell was retuning the receiver springs one by one, pressing them against his ear as I have described. One of the transmitter springs I was attending to stopped vibrating and I plucked it to start it again.

It didn’t start and I kept on plucking it, when suddenly I heard a shout from Bell in the next room, and then out he came with a rush, demanding, “What did you do then? Don’t change anything. Let me see!” I showed him. It was very simple. The make-and-break points of the transmitter spring I was trying to start had become welded together, so that when I snapped the spring the circuit had remained unbroken while that strip of magnetized steel by its vibration over the pole of its magnet, was generating that marvelous conception of Bell’s—a current of electricity that varied in density within hearing distance of that spring.

That undulatory current had passed through the connecting wire to the distant receiver which, fortunately, was a mechanism that could transform the current back into an extremely faint echo of the sound of the vibrating spring that had generated it, but what was still more fortunate, the right man had that mechanism at his ear during that fleeting moment, and instantly recognized the transcendent importance of that faint sound thus electrically transmitted. The shout I heard and his excited rush into my room were the result of that recognition. The speaking telephone was born at that moment. Bell knew perfectly well that the mechanism that could transmit all the complex vibrations of one sound could do the same for any sound, even that of speech.

That experiment showed him that the complex apparatus he had thought would be needed to accomplish that long-dreamed result was not at all

necessary, for here was an extremely simple mechanism operating in a perfectly obvious way, that could do it perfectly. All the experimenting that followed that discovery, up to the time the telephone was put into practical use was largely a matter of working out the details. . . .

You can well imagine that both our hearts were beating above the normal rate, while we were getting ready for the trial of the new instrument that evening. I got more satisfaction from the experiment than Mr. Bell did, for shout my best I could not make him hear me, but I could hear his voice and almost catch the words. I rushed upstairs and told him what I had heard. It was enough to show him that he was on the right track. . . .

It was not until the following March that I heard a complete and intelligible sentence. It made such an impression upon me that I wrote that first sentence in a book I have always preserved. The occasion had not been arranged and rehearsed as I suspect the sending of the first message over the Morse telegraph had been years before, for instead of that noble first telegraphic message—“What hath God Wrought?” the first message of the telephone was: “Mr. Watson, please come here, I want you.” Perhaps, if Mr. Bell had realized that he was about to make a bit of history, he would have been prepared with a more sounding and interesting sentence.

from Richard B. Morris and James Woodress, eds., Voices from America’s Past, Vol. 2, Backwoods Democracy to World Power (New York: Dutton, 1963), 219–221.

Research Options

1. Research the telephone’s growth after Bell first exhibited it in public at the 1876 Philadelphia Centennial Exposition. Then prepare a brief oral report to share your findings.
2. Find a quote or saying that you think would have been a more “noble” first telephone message and share it with classmates.
3. Research Alexander Graham Bell’s life. Write a brief biographical sketch and share it with the class.

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Section 3

PRIMARY SOURCE from “Wealth and Its Uses”
by Andrew Carnegie

Andrew Carnegie, the rags-to-riches industrialist, wrote books, lectures, and articles in which he praised American democracy and the free enterprise system. As you read this excerpt from an 1895 speech, consider his ideas about wealth and its uses.

You may be sure, gentlemen, that the question of the distribution of wealth is settling itself rapidly under present conditions, and settling itself in the right direction. The few rich are getting poorer, and the toiling masses are getting richer. Nevertheless, a few exceptional men may yet make fortunes, but these will be more moderate than in the past. This may not be quite as fortunate for the masses of the people as is now believed, because great accumulations of wealth in the hands of one enterprising man who still toils on are sometimes most productive of all the forms of wealth. . . .

But assuming that surplus wealth flows into the hands of a few men, what is their duty? How is the struggle for dollars to be lifted from the sordid atmosphere surrounding business and made a noble career? Now, wealth has hitherto been distributed in three ways: The first and chief one is by willing it at death to the family. Now, beyond bequeathing to those dependent upon one the revenue needful for modest and independent living, is such a use of wealth either right or wise? . . . It is not the good of the child which the millionaire parent considers when he makes these bequests, it is his own vanity; it is not affection for the child, it is self-glorification for the parent which is at the root of this injurious disposition of wealth. There is only one thing to be said for this mode, it furnishes one of the most efficacious means of rapid distribution of wealth ever known.

There is a second use of wealth, less common than the first, which is not so injurious to the community, but which should bring no credit to the testator. Money is left by millionaires to public institutions when they must relax their grasp upon it. There is no grace, and can be no blessing, in giving what cannot be withheld. It is no gift, because it is not cheerfully given, but only granted at the stern summons of death. The miscarriage of these bequests, the litigation connected with them, and the manner in which they are frittered away seem to prove that the Fates do not regard them with a

kindly eye. We are never without a lesson that the only mode of producing lasting good by giving large sums of money is for the millionaire to give as close attention to its distribution during his life as he did to its acquisition. . . .

The third use, and the only noble use of surplus wealth, is this: That it be regarded as a sacred trust, to be administered by its possessor, into whose hands it flows, for the highest good of the people. Man does not live by bread alone, and five or ten cents a day more revenue scattered over thousands would produce little or no good. Accumulated into a great fund and expended as Mr. Cooper expended it for the Cooper Institute, it establishes something that will last for generations. It will educate the brain, the spiritual part of man. It furnishes a ladder upon which the aspiring poor may climb, and there is no use whatever, gentlemen, trying to help people who do not help themselves. You cannot push any one up a ladder unless he be willing to climb a little himself. When you stop boosting, he falls, to his injury. Therefore, I have often said, and I now repeat, that the day is coming, and already we see its dawn, in which the man who dies possessed of millions of available wealth which was free and in his hands ready to be distributed will die disgraced. . . .

from Andrew Carnegie, “Wealth and Its Uses,” January 1895. Reprinted in Louis M. Hacker, ed. *The Shaping of the American Tradition* (New York: Columbia University Press, 1947), 807–810.

Discussion Questions

1. What did Carnegie say are three ways to use wealth?
2. Which of the three uses did he endorse?
3. From what you know about Carnegie’s life, did he live up to his own philosophy of wealth and its uses? Why or why not? Cite evidence from your textbook to support your opinion.

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Section 3

PRIMARY SOURCE *from The History of the Standard Oil Company*

Journalist Ida M. Tarbell exposed John D. Rockefeller's ruthless building of Standard Oil Company, the first major industrial monopoly in the United States. As you read this excerpt from Tarbell's book, think about how Rockefeller controlled the oil industry.

To know every detail of the oil trade, to be able to reach at any moment its remotest point, to control even its weakest factor—this was John D. Rockefeller's ideal of doing business. It seemed to be an intellectual necessity for him to be able to direct the course of any particular gallon of oil from the moment it gushed from the earth until it went into the lamp of a housewife. There must be nothing—nothing in his great machine he did not know to be working right. It was to complete this ideal, to satisfy this necessity, that he undertook, late in the seventies [1870s], to organize the oil markets of the world, as he had already organized oil refining and oil transporting. Mr. Rockefeller was driven to this new task of organization not only by his own curious intellect; he was driven to it by that thing so abhorrent to his mind—competition. If, as he claimed, the oil business belonged to him, and if, as he had announced, he was prepared to refine all the oil that men would consume, it followed as a corollary that the markets of the world belonged to him. . . .

When Mr. Rockefeller began to gather the oil markets into his hands he had a task whose field was literally the world, for already, in 1871, the year before he first appeared as an important factor in the oil trade, refined oil was going into every civilized country of the globe. Of the five and a half million barrels of crude oil produced that year, the world used five millions, over three and a half of which went to foreign lands. This was the market which had been built up in the first ten years of business by the men who had developed the oil territory and invented the processes of refining and transporting, and this was the market, still further developed, of course, that Mr. Rockefeller inherited when he succeeded in corralling the refining and transporting of oil. It was this market he proceeded to organize.

The process of organization seems to have been natural and highly intelligent. The entire country was buying refined oil for illumination. Many refiners had their own agents out looking for markets; others sold to wholesale dealers, or jobbers, who placed trade

with local dealers, usually grocers. Mr. Rockefeller's business was to replace independent agents and jobbers by his own employees. The United States was mapped out and agents appointed over these great divisions. Thus, a certain portion of the Southwest—including Kansas, Missouri, Arkansas and Texas—the Waters-Pierce Oil Company, of St. Louis, Missouri, had charge of; a portion of the South—including Kentucky, Tennessee and Mississippi—Chess, Carley and Company, of Louisville, Kentucky, had charge of. These companies in turn divided their territory into sections, and put the subdivisions in the charge of local agents. These local agents had stations where oil was received and stored, and from which they and their salesmen carried on their campaigns. This system, inaugurated in the seventies, has been developed until now the Standard Oil Company of each state has its own marketing department, whose territory is divided and watched over in the above fashion. The entire oil-buying territory of the country is thus covered by local agents reporting to division headquarters. These report in turn to the head of the state marketing department, and his reports go to the general marketing headquarters in New York. . . .

But the Standard Oil agents were not sent into a territory back in the seventies simply to sell all the oil they could by efficient service and aggressive pushing; they were sent there to sell all the oil that was bought. "The coal-oil business belongs to us," was Mr. Rockefeller's motto, and from the beginning of his campaign in the markets his agents accepted and acted on that principle. If a dealer bought but a barrel of oil a year, it must be from Mr. Rockefeller.

from Ida M. Tarbell, The History of the Standard Oil Company (New York: Norton, 1966), 110–112.

Discussion Questions

1. How did Rockefeller set out to acquire control of the oil industry?
2. Do you think Rockefeller deserved to be called a "robber baron?" Why or why not?

CHAPTER
14**Section 4****PRIMARY SOURCE** Labor Poster

In 1905 radical unionists and socialists formed the Industrial Workers of the World (IWW) to organize unskilled and semiskilled workers such as western miners, migrant farm workers, lumbermen, and some eastern textile workers. IWW members, known as Wobblies, pasted small posters like this one on fence posts or in railroad boxcars to call attention to their cause. What impression of the IWW do you get from this poster?



Library of Congress

Discussion Questions

1. What message do the images and slogans included in this poster convey to you?
2. What do you find most persuasive about this poster? Why?
3. Why do you think IWW posters were often called “silent agitators”?

CHAPTER
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Section 2

LITERATURE SELECTION *from* “The Bride Comes to Yellow Sky” by Stephen Crane

In this excerpt from Stephen Crane’s short story, Jack Potter and his new wife travel by train from San Antonio, Texas, to the frontier town of Yellow Sky. As you read this excerpt, pay attention to Crane’s rich description of trains in the 1800s and to the newlyweds’ reaction to rail travel.

The great Pullman was whirling onward with such dignity of motion that a glance from the window seemed simply to prove that the plains of Texas were pouring eastward. Vast flats of green grass, dull-hued spaces of mesquit and cactus, little groups of frame houses, woods of light and tender trees, all were sweeping into the east, sweeping over the horizon, a precipice.

A newly married pair had boarded this coach at San Antonio. The man’s face was reddened from many days in the wind and sun, and a direct result of his new black clothes was that his brick-coloured hands were constantly performing in a most conscious fashion. From time to time he looked down respectfully at his attire. He sat with a hand on each knee, like a man waiting in a barber’s shop. The glances he devoted to other passengers were furtive and shy.

The bride was not pretty, nor was she very young. She wore a dress of blue cashmere, with small reservations of velvet here and there, and with steel buttons abounding. She continually twisted her head to regard her puff sleeves, very stiff, straight, and high. They embarrassed her. It was quite apparent that she had cooked, and that she expected to cook, dutifully. The blushes caused by the careless scrutiny of some passengers as she had entered the car were strange to see upon this plain, under-class countenance, which was drawn in placid, almost emotionless lines.

They were evidently very happy. “Ever been in a parlour-car before?” he asked, smiling with delight.

“No,” she answered; “I never was. It’s fine, ain’t it?”

“Great! And then after a while we’ll go forward to the diner, and get a big lay-out. Finest meal in

the world. Charge a dollar.”

“Oh, do they?” cried the bride. “Charge a dollar? Why, that’s too much—for us—ain’t it, Jack?”

“Not this trip, anyhow,” he answered bravely. “We’re going to go the whole thing.”

Later he explained to her about the trains. “You see, it’s a thousand miles from one end of Texas to the other; and this train runs right across it, and never stops but four times.” He had the pride of an owner. He pointed out to her the dazzling fittings of the coach; and in truth her eyes opened wider as she contemplated the sea-green figured velvet, the shining brass, silver, and glass, the wood that

Her eyes opened wider as she contemplated the sea-green figured velvet, the shining brass, silver, and glass, the wood that gleamed as darkly brilliant as the surface of a pool of oil.

gleamed as darkly brilliant as the surface of a pool of oil. At one end a bronze figure sturdily held a support for a separated chamber, and at convenient places on the ceiling were frescos in olive and silver.

To the minds of the pair, their surroundings reflected the glory of their marriage that morning in San Antonio; this was the environment of their new estate; and the man’s face in particular beamed with an elation that made him appear ridiculous to the negro porter. This individual at times surveyed them from afar with an amused and superior grin. On other occasions he bullied them with skill in ways

that did not make it exactly plain to them that they were being bullied. He subtly used all the manners of the most unconquerable kind of snobbery. He oppressed them; but of this oppression they had small knowledge, and they speedily forgot that infrequently a number of travellers covered them with stares of derisive enjoyment. Historically there was supposed to be something infinitely humorous in their situation.

“We are due in Yellow Sky at 3:42,” he said,

looking tenderly into her eyes.

"Oh, are we?" she said, as if she had not been aware of it. To evince surprise at her husband's statement was part of her wifely amiability. She took from a pocket a little silver watch; and as she held it before her, and stared at it with a frown of attention, the new husband's face shone.

"I bought it in San Anton' from a friend of mine," he told her gleefully.

"It's seventeen minutes past twelve," she said, looking up at him with a kind of shy and clumsy coquetry. A passenger, noting this play, grew excessively sardonic, and winked at himself in one of the numerous mirrors.

At last they went to the dining-car. Two rows of negro waiters, in glowing white suits, surveyed their entrance with the interest, and also the equanimity, of men who had been forewarned. The pair fell to the lot of a waiter who happened to feel pleasure in steering them through their meal. He viewed them with the manner of a fatherly pilot, his countenance radiant with benevolence. The patronage, entwined with the ordinary deference, was not plain to them. And yet, as they returned to their coach, they showed in their faces a sense of escape.

To the left, miles down a purple slope, was a little ribbon of mist where moved the keening Rio Grande. The train was approaching it at an angle, and the apex was Yellow Sky. Presently it was apparent that, as the distance from Yellow Sky grew shorter, the husband became commensurately restless. His brick-red hands were more insistent in their prominence. Occasionally he was even rather absent-minded and far-away when the bride leaned forward and addressed him.

As a matter of truth, Jack Potter was beginning to find the shadow of a deed weigh upon him like a leaden slab. He, the town marshal of Yellow Sky, a man known, liked, and feared in his corner, a prominent person, had gone to San Antonio to meet a girl he believed he loved, and there, after the usual prayers, had actually induced her to marry him, without consulting Yellow Sky for any part of the transaction. He was now bringing his bride before an innocent and unsuspecting community.

***He knew full well
that his marriage
was an important
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could only be
exceeded by the
burning of the
new hotel.***

Of course people in Yellow Sky married as it pleased them, in accordance with a general custom; but such was Potter's thought of his duty to his friends, or of their idea of his duty, or of an unspoken form which does not control men in these matters, that he felt he was heinous. He had committed an extraordinary crime. Face to face with this girl in San Antonio, and spurred by his sharp impulse, he had gone headlong over all the social hedges. At San Antonio he was like a man hidden in the dark. A knife to sever any friendly duty, any form, was easy to his hand in that remote city. But the hour of Yellow Sky—the hour of daylight—was approaching.

He knew full well that his marriage was an important thing to his town. It could only be exceeded by the burning of the new hotel. His friends could not forgive him. Frequently he had reflected on the advisability of telling them by telegraph, but a new cowardice had been upon him. He feared to do it. And now the train was hurrying him toward a scene of amazement, glee, and reproach. He glanced out of the window at the line of haze swinging slowly in toward the train.

Yellow Sky had a kind of brass band, which played painfully, to the delight of the populace. He laughed without heart as he thought of it. If the citizens could dream of this prospective arrival with his bride, they would parade the band at the station and escort them, amid cheers and laughing congratulations, to his adobe home.

He resolved that he would use all the devices of speed and plainscraft in making the journey from the station to his house. Once within that safe citadel, he could issue some sort of vocal bulletin, and then not go among the citizens until they had time to wear off a little of their enthusiasm.

The bride looked anxiously at him. "What's worrying you, Jack?"

He laughed again. "I'm not worrying, girl; I'm only thinking of Yellow Sky."

She flushed in comprehension.

A sense of mutual guilt invaded their minds and developed a finer tenderness. They looked at each other with eyes softly aglow. But Potter often laughed the same nervous laugh; the flush upon the bride's face seemed quite permanent.

The traitor to the feelings of Yellow Sky narrow-

ly watched the speeding landscape. "We're nearly there," he said.

Presently the porter came and announced the proximity of Potter's home. He held a brush in his hand, and, with all his airy superiority gone, he brushed Potter's new clothes as the latter slowly turned this way and that way. Potter fumbled out a coin and gave it to the porter, as he had seen others do. It was a heavy and muscle-bound business, as that of a man shoeing his first horse.

The porter took their bag, and as the train began to slow they moved forward to the hooded platform of the car. Presently the two engines and their long string of coaches rushed into the station of Yellow Sky.

"They have to take water here," said Potter, from a constricted throat and in mournful cadence, as one announcing death. Before the train stopped his eye had astonished to see there was none upon it but the station-agent, who, with a slightly hurried and anxious air, was walking toward the water-tanks. When the train had halted, the porter alighted first, and placed in position a little temporary step.

"Come on, girl," said Potter, hoarsely. As he helped her down they each laughed on a false note. He took the bag from the negro, and bade his wife cling to his arm. As they slunk rapidly away, his hang-dog glance perceived that they were unloading the two trunks, and also that the station-agent, far ahead near the baggage-car, had turned and was running toward him, making gestures. He laughed, and groaned as he laughed, when he noted the first effect of his marital bliss upon Yellow Sky. He gripped his wife's arm firmly to his side, and they fled. Behind them the porter stood, chuckling fatuously. . . .

Potter and his bride walked sheepishly and with speed. Sometimes they laughed together shamefacedly and low.

"Next corner, dear," he said finally.

They put forth the efforts of a pair walking bowed against a strong wind. Potter was about to raise his finger to point the first appearance of the new home when, as they circled the corner, they came face to face with a man in a maroon-coloured shirt, who was feverishly pushing cartridges into a large revolver. Upon the instant the man dropped his revolver to the ground and, like lightning,

whipped another from its holster. The second weapon was aimed at the bridegroom's chest.

There was a silence. Potter's mouth seemed to be merely a grave for his tongue. He exhibited an instinct to at once loosen his arm from the woman's grip, and he dropped the bag to the sand. As for the bride, her face had gone as yellow as old cloth. She was a slave to hideous rites, gazing at the apparitional snake.

The two men faced each other at a distance of three paces. He of the revolver smiled with a new and quiet ferocity.

"Tried to sneak up on me," he said. "Tried to sneak up on me!" His eyes grew more baleful. As Potter made a slight movement, the man thrust his revolver venomously forward. "No; don't you do it, Jack Potter. Don't you move an eyelash. The time has come for me to settle with you, and I'm goin' to do it my own way, and loaf along with no interferin'. So if you don't want a gun bent on you, just

mind what I tell you."

Potter looked at his enemy. "I ain't got a gun on me, Scratchy," he said. "Honest, I ain't." He was stiffening and steadying, but yet somewhere at the back of his mind a vision of the Pullman floated; the sea-green figured velvet, the shining brass, silver, and glass, the wood that gleamed as darkly brilliant as the surface of a pool of oil—all the glory of the marriage, the environment of the new estate. "You know I fight when it comes to fighting, Scratchy Wilson; but I ain't got a gun on me. You'll have to do all the shootin' yourself."

The two men faced each other at a distance of three paces. He of the revolver smiled with a new and quiet ferocity.

Activity Options

1. Hold a small-group discussion in which you compare and contrast train travel today with that of the description in this excerpt from "The Bride Comes to Yellow Sky."
2. Draw a sketch of a Pullman car based on Crane's description. Then label your sketch and display it in the classroom.
3. Imagine that you are Jack Potter or his bride. Write a postcard to a friend in which you describe your trip from San Antonio to Yellow Sky. Share your postcard with your classmates.

CHAPTER
14

Section 3

AMERICAN LIVES **Andrew Carnegie**

Hard Worker, Generous Patron

"Make no effort to increase fortune, but spend the surplus each year for benevolent purposes. Cast aside business for ever, except for others."— Andrew Carnegie, memo to himself (1868)

Andrew Carnegie showed how hard work and shrewd thinking can be used to build a fortune. He then showed how that fortune can be used to benefit others.

Born in Scotland, Carnegie (1835–1919) emigrated to the United States with his family when his father could no longer find work. They settled near Lake Erie, and Carnegie—only 13—began working in a textile mill. He regretted not having had the chance for an education but found a substitute. He took advantage of the offer of a local man who provided access to his personal library to any working boys in the area. Carnegie borrowed more books than anyone else. He maintained his wide reading all his life, using it to make himself entertaining at social gatherings.

His main goal was to rise on the job, though. Carnegie soon became a telegraph messenger. He gained attention by learning to decipher messages by sound and was promoted to telegraph operator. Soon a top manager in the Pennsylvania Railroad hired him as his personal secretary. Carnegie was only 18.

He advanced through many positions at the railroad, eventually taking his former boss's job as head of the Pittsburgh division by age 30. He helped organize troop transportation and telegraph systems used in the Civil War. After the war, Carnegie resigned from the railroad and started his own company to build iron bridges. Railroad contacts helped him win business, and his company thrived.

By 1873, Carnegie was ready to launch a new business: making steel. He formed the Carnegie Company and led it to success. With strong organizational skills and a knack for spotting and promoting talent, Carnegie built a huge empire. He was committed to improving technology whenever possible. Shrewdly, he chose recessions as the time to improve his factories. The improvements cost less then, and when the economy improved he was ready to produce steel more cheaply than competitors. The strategy worked: his company earned \$40 million in prof-

its in 1900, of which \$25 million was his.

Carnegie wrote and spoke, hoping to spread his ideas about success and the responsibilities of the successful. He told students at a Pittsburgh business school how to succeed: "The rising man must do something exceptional, and beyond the range of his special department."

In 1889, he published an article called "Wealth," also known as "The Gospel of Wealth." In his essay, Carnegie argued that after accumulating a fortune, a wealthy man had a duty: he should use some of his money for "the improvement of mankind." He sold his steel company in 1901 and spent most of the rest of his life fulfilling this "gospel."

He donated about \$350 million. More than a third went to endow the Carnegie Corporation, which could continue his generosity beyond his death. He gave some \$20 million to U.S. colleges and another \$10 million to Scottish universities. He created the Carnegie Institute of Pittsburgh, which had a library, an art museum, and a music hall. He also created the Carnegie Institute of Washington for basic research in science. He also gave \$60 million to create more than 3,000 public libraries.

Carnegie lost some of his good name in the Homestead strike of 1892. Steel workers were shut out of one of his plants and lost their jobs. Although he did not direct the company's actions, he did nothing to help the situation, which cost him public support. Long after, though, he was remembered as a generous benefactor.

Questions

1. What evidence do you find that Carnegie followed his own advice in rising to the top?
2. Do you agree with Carnegie's "gospel of wealth"? Why or why not?
3. What do you consider the most important example of Carnegie's generosity?

CHAPTER
14

AMERICAN LIVES **Mary Harris “Mother” Jones**
Labor’s Inspiration

Section 4

“The workers asked only for bread and a shortening of long hours of toil. The agitators gave them visions. The police gave them clubs.”—The Autobiography of Mother Jones (1925)

Mary Harris “Mother” Jones was a short woman whose grandmotherly looks hid a steely determination and a fiery tongue. She put both to use in her quest for workers’ rights.

Mary Harris was born in Ireland in 1830 and emigrated with her family to Canada when she was 11. They settled in the United States some years later, and she worked at teaching and dressmaking. In 1861, she married George Jones, an iron worker and devoted union man. They had four children, but tragedy struck. Jones and all the children died in an 1867 Memphis yellow-fever epidemic. Later Mary Jones remembered bitterly that the victims of the epidemic “were mainly among the poor and the workers. The rich and the well-to-do fled the city.” She moved to Chicago to work as a dressmaker again—and then lost everything in the great fire that destroyed much of that city in 1871.

Wandering the devastated city, Jones stopped into a union meeting hall. It belonged to the Knights of Labor, a union that tried to organize both skilled and unskilled workers. She began to attend regularly, and she soon fully embraced the cause. At one meeting, she entered in a lively debate with a Knights of Labor official. He asked to speak to her afterwards and was impressed by her awareness of labor issues. He was Terence Powderly, soon to be the head of the Knights. They became friends, and Jones became a dedicated union organizer and agitator.

Her strength was not organizational skills but inspiration. “No matter what impossible ideas she brought up,” one observer wrote, “she made the miners think she and they together could do anything.” Despite her small size, she was a strong and vocal union advocate. Workers affectionately called her “Mother” Jones.

Jones crisscrossed the country, helping workers wherever she thought she was needed. She supported striking railroad workers in Pittsburgh in 1877 and in Birmingham, Alabama, in 1894. She worked for miners in Pennsylvania from 1900 to

1902, in Colorado from 1903 to 1906, in Idaho in 1906, and back in Colorado in 1913 to 1914. Then she moved to New York City to support garment workers and streetcar workers.

She also staged clever events. During the 1902 coal strike, she led miners’ wives to march to a mine’s gates as nonstriking workers arrived for work. The women persuaded these miners to join the strike afterward. She planned another move the following year—a 22-day march of child workers from Pennsylvania to New York. Her goal was to show President Theodore Roosevelt the suffering caused by child labor. The march lost strength over time, and the president refused to see her. But the event won newspaper space that publicized the problem.

Revered by workers, she was feared and hated by management and law-enforcement officials. A West Virginia prosecutor called her “the most dangerous woman in America” because she could rouse workers to act. She was arrested many times and in 1913 was convicted on a trumped-up charge of conspiracy to murder that was later overturned.

She continued the fight throughout her long life, joining the steel strike of 1919 and helping coal miners in 1923—at age 93. In 1930, Jones received many honors on reaching 100. One congratulatory note came from millionaire businessman—and long-time foe—John D. Rockefeller. He praised Jones for “loyalty to your ideals.” Before the end of that year, though, Jones died. She was taken to Illinois, where she was laid to rest in the Union Miners Cemetery along with those who died in an 1898 mine riot.

Questions

1. Do you think that Jones’s appearance helped her or hurt her in the effort to unionize?
2. Why did getting publicity help the union cause?
3. Why did management and law-enforcement officials fear Jones?

CHAPTER
14
Project

LIVING HISTORY *Writing Science Fiction*

GETTING A BIG PICTURE Before you plan your story, first consider the ways industrialization has shaped your own life. This understanding can help you describe how the characters in your story might live without it. Brainstorm ideas with your friends and classmates. Use these questions to focus your thinking:

- How do people without industrialization provide for food, clothing, and shelter?
- What kind of entertainment do they have?
- What kinds of social and religious customs do they have?
- What circumstances may have prevented them from industrializing their society?

ESTABLISHING YOUR SETTING Be sure to include the following elements in your story: a specific time period; a geographical location; a description of the physical environment; and aspects of industrial life that are conspicuously lacking.

DEVELOPING THE CHARACTERS Create at least two main characters. Consider the following points to help you develop believable characters:

- the main characters' ages and personality traits
- their values and goals in life
- what work or other activity they do
- what relationships they have (conflicts, love, friendship, family, etc.)

DEVELOPING THE PLOT As you think about your plot (or what happens), keep in mind that most stories

- have a beginning, a middle, and an end
- build around a conflict—a problem or a struggle between opposing forces
- include events leading up to the conflict
- explain how the conflict is resolved (either positively or negatively)

WRITING A FIRST DRAFT Organize the notes you've been gathering as you think about and plan your story. Try writing quickly at first to get the basic elements of your story down on paper. You can always go back to add details and explanations when you revise.

REVISING AND EDITING When revising your story, look carefully at the connection between setting, plot and characters:

- Do your characters act like people who have not experienced industrialization?
- Are their motivations for acting (or not acting) clear?
- Is the conflict believable?
- Is the resolution to the conflict logical—in other words, does it make sense given the circumstances in your story?



LIVING HISTORY *Standards for Evaluating
Science Fiction*

IDEAS AND CONTENT	Exceptional	Acceptable	Poor
1. Describes a specific time and place in an industrially undeveloped country			
2. Provides detailed information about the characters and the way they live			
3. Focuses on at least two well-developed main characters			
4. Clearly explains why the society is not industrialized			
5. Introduces and resolves a conflict			
STRUCTURE AND FORM			
6. Has a beginning, a middle, and an end			
7. Has a plot that is understandable in terms of character motivation and setting			
8. Is well organized			

Comments _____

Overall Rating _____