

CHAPTER 14 Section 1 (pages 436–439)

The Expansion of Industry

BEFORE YOU READ

In the last section, you read about the growth of the Populist movement.

In this section, you will read how Americans used their natural resources and technological breakthroughs to begin building an industrialized society.

AS YOU READ

Use this diagram to take notes on the technological breakthroughs during the late 1800s and their impact on society.

TERMS AND NAMES

Edwin L. Drake First person to use steam engine to drill for oil

Bessemer process Technique used to make steel from iron

Thomas Alva Edison Inventor of the light bulb

Christopher Sholes Inventor of the typewriter

Alexander Graham Bell Inventor of the telephone

| TECHNOLOGICAL BREAKTHROUGH | IMPACT |
|----------------------------|---|
| <i>electrical power</i> | <i>revolutionized business and daily life</i> |
| | |
| | |

Natural Resources Fuel Industrialization (pages 436–438)

What were America's important natural resources?

In the years after the Civil War, advances in technology began to change the nation. There were three causes of these advances: a large supply of natural resources, an explosion of inventions, and a growing city population that wanted the new products.

One of the more important natural resources was oil. In 1840 a Canadian *geologist* discovered that *kerosene* could be used to light lamps. Kerosene was produced from oil. This increased Americans' demand for oil.

In 1859, **Edwin L. Drake** used a steam engine to drill for oil. This technological breakthrough

helped start an oil boom. Oil-refining industries started in Cleveland and Pittsburgh. There, workers turned oil into kerosene.

Oil produced yet another product—gasoline. At first, gasoline was thrown away. However, when the automobile became popular, gasoline was in great demand.

In addition to oil, Americans discovered that their nation was rich in coal and iron. In 1887, explorers found large amounts of iron in Minnesota. At the same time, coal production increased from 33 million tons in 1870 to more than 250 million tons in 1900.

Iron is a strong metal. However, it is heavy and tends to break and rust. Researchers eventually removed the element carbon from iron. This produced a lighter, more flexible metal that does not rust. It became known as steel. The **Bessemer**

process, named after British manufacturer Henry Bessemer, provided a useful way to turn iron into steel.

Americans quickly found many uses for steel. The railroads, with their thousands of miles of track, bought large amounts of the new metal. Steel was also used to improve farm tools such as the plow and reaper. It also was used to make cans for *preserving* food. Engineers used steel to build bridges. One of the most remarkable bridges was the Brooklyn Bridge. It connected New York City and Brooklyn. Steel also was used to build skyscrapers, such as the Home Insurance Building in Chicago.

1. Name two ways Americans used steel.

Inventions Promote Change

(pages 438–439)

How did the new inventions change Americans' way of life?

Beginning in the late 1800s, inventors produced items that changed the way people lived and worked. In 1876, **Thomas Alva Edison** established the world's first research laboratory in Menlo Park, New Jersey. He used the lab to develop new inventions. Edison perfected an early light bulb there. He then worked to establish power plants to generate electricity.

Another inventor, George Westinghouse, developed ways to make electricity safer and less expensive.

The use of electricity changed America. By 1890, electricity ran machines such as fans and printing presses. Electricity soon became available in homes. This led to the invention of many appliances. Cities built electric streetcars. They made travel cheaper and easier.

In 1867, **Christopher Sholes** invented the typewriter. This led to dramatic changes in the workplace. Almost ten years later, in 1876, **Alexander Graham Bell** and Thomas Watson invented the telephone.

The wave of inventions during the late 1800s helped change Americans' daily life. More women began to work in offices. By 1910, women made up about 40 percent of the nation's office work force. In addition, work that had been done at home—such as sewing clothes—was now done in factories. Unfortunately, many factory employees worked long hours in unhealthy conditions.

Inventions had several positive effects. Machines allowed employees to work faster. This led to a shorter work week. As a result, people had more *leisure* time. In addition, citizens enjoyed new products such as phonographs, bicycles, and cameras.

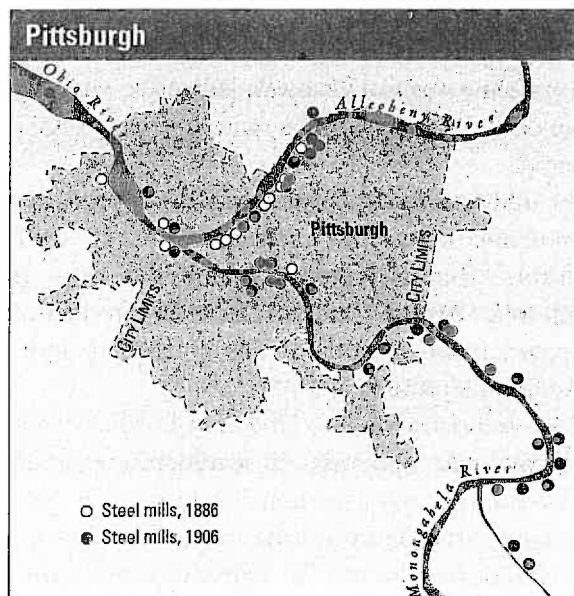
2. Name two ways in which electricity changed people's life.

Geography Skillbuilder

Use the map to answer the questions.

1. Along what feature are all the mills located?

2. What does this map say about the steel industry during the late 1800s and early 1900s?



CHAPTER 14 Section 2 (pages 442–446)

The Age of the Railroads

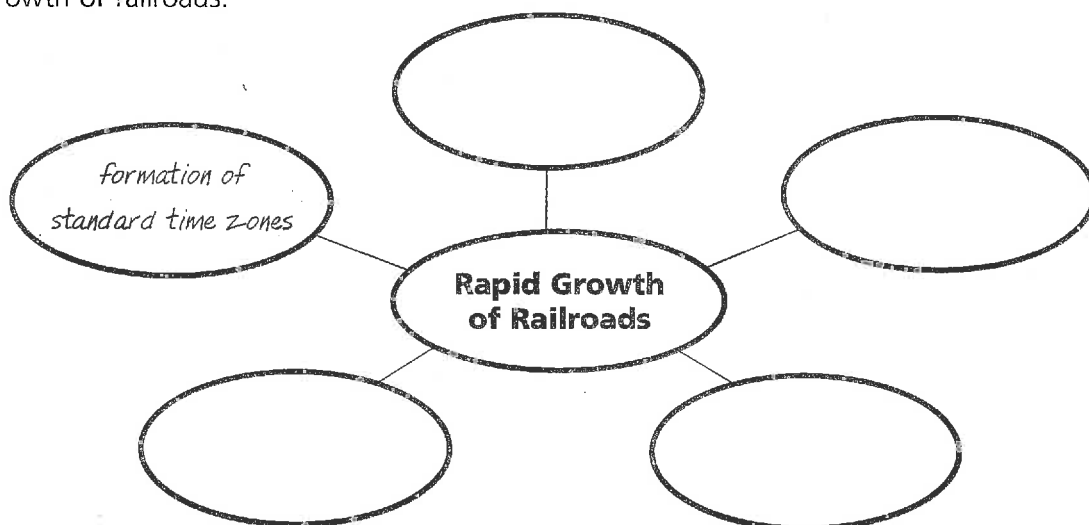
BEFORE YOU READ

In the last section you read about how Americans used their natural resources and numerous inventions to begin transforming society.

In this section you will read about the growth of the nation's railroad industry and its effect on the nation.

AS YOU READ

Use this diagram to take notes on the effects of the rapid growth of railroads.



TERMS AND NAMES

transcontinental railroad A railroad that crosses the entire country

George M. Pullman Inventor of the sleeping car

Crédit Mobilier Name of company involved in stealing of railroad money

Munn v. Illinois Court case that gave government right to regulate private industry

Interstate Commerce Act Law granting Congress authority to regulate railroad activities

Railroads Span Time and Space

(pages 442–443)

How did the railroads change the way Americans told time?

Before and after the Civil War, railroads were built to span the entire United States. In 1869, the nation completed work on its first **transcontinental railroad**—a railroad that crossed the entire continent. In the years that followed, railroad tracks spread throughout the country. By 1890, more than 200,000 miles of rail lines zigzagged across the United States.

Railroads made long-distance travel a possibility for many Americans. However, building and

running the railroads was difficult and dangerous work. Those who did most of the work were Chinese and Irish immigrants and desperate out-of-work Civil War veterans. Accidents and diseases affected thousands of railroad builders each year. By 1888, more than 2,000 workers had died. Another 20,000 workers had been injured.

Railroads eventually linked the many different regions of the United States. However, railroad schedules proved hard to keep. This was because each community set its own times—based mainly on the movement of the sun. The time in Boston, for example, was almost 12 minutes later than the time in New York.

To fix this problem, officials devised a plan in 1870 to divide the earth into 24 time zones, one for each hour of the day. Under this plan, the United States would contain four time zones: Eastern, Central, Mountain, and Pacific. Everyone living in a particular zone would follow the same time. The railroad companies supported this plan. Many communities also supported it.

1. How did times zones first come about?

Opportunities and Opportunists

(pages 443–444)

How did the growth of the railroads affect the nation?

Railroads made it easier for people to travel long distances. They also helped many industries grow. The iron, steel, coal, lumber, and glass industries all grew partly because the railroads needed their products. Railroads also increased trade among cities, towns, and settlements. This allowed many communities to grow and prosper.

Railroads led to the creation of new towns. In 1880, **George M. Pullman** built a factory on the prairie outside Chicago. There, workers made the sleeping cars he invented for trains. As demand for his sleeping cars rose, Pullman built a large town to house the workers he needed. Pullman created quality housing for his workers. But he tried to control many aspects of their lives. Eventually, his workers rebelled.

The railroad industry offered people the chance to become rich. The industry attracted many *corrupt* individuals. One of the most well-known cases of corruption was the *Crédit Mobilier* scandal. In 1868, some officers of the Union Pacific railroad formed a construction company called **Crédit Mobilier**. They gave their company contracts to lay railroad track at two to three times the actual cost. They kept all profits. To prevent the government from interfering, they paid off members of Congress. Eventually, authorities uncovered the *scheme*.

2. What was one positive and negative effect of the growth of railroads?

The Grange and the Railroads

(pages 444–446)

Why did the farmers fight the railroads?

One group angered by corruption in the railroad industry were farmers. Farmers were upset for a number of reasons. First, they claimed that railroads sold government land grants to businesses rather than to families. They also accused the railroad industry of setting high shipping prices to keep farmers in debt.

In response to these abuses, the Grangers took political action. They convinced some states to pass laws regulating railroad activity. Members of the railroad companies challenged the states' rights to regulate them.

The battle reached the Supreme Court in 1877. In the case of ***Munn v. Illinois***, the Court declared that government could regulate private industries in order to protect the public interest. The railroads had lost their fight.

A decade later, Congress passed the **Interstate Commerce Act**. The act gave the federal government even more power over the railroads. The railroad companies, however, continued to resist all government intervention.

Beginning in 1893, an economic depression struck the country. It affected numerous institutions—including the railroads. Many railroad companies failed. As a result, they were taken over by financial firms. By 1900, seven companies owned most of the nation's railways.

3. Give two reasons why farmers were upset with the railroad companies.

CHAPTER 14 Section 3 (pages 447–455)

Big Business and Labor

BEFORE YOU READ

In the last section, you read about the growth of the railroad industry in the United States.

In this section you will read about the growth and power of big business in America and how workers united to improve conditions in the nation's growing industries.

AS YOU READ

Use the diagram below to take notes on the growth of big business and labor.

| PERSON | BUSINESS OR LABOR ACHIEVEMENT |
|----------|-------------------------------------|
| Carnegie | vertical and horizontal integration |
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TERMS AND NAMES

Andrew Carnegie Scottish immigrant who became a giant in the steel industry

vertical integration Process in which a company buys out its suppliers

horizontal integration Process in which companies producing similar products merge

Social Darwinism Theory that taught only the strong survived

John D. Rockefeller Head of the Standard Oil Company

Sherman Antitrust Act Law that outlawed trusts

Samuel Gompers Union leader

American Federation of Labor (AFL) Name of union led by Gompers

Eugene V. Debs Leader of the American Railway Union

Industrial Workers of the World (IWW) Union of radicals and socialists nicknamed the Wobblies

Mary Harris Jones Organizer for United Mine Workers

Carnegie's Innovations; Social Darwinism and Business

(pages 447–449)

How did Carnegie take control of the steel industry?

Andrew Carnegie attempted to control the entire steel industry. Through **vertical integration** he bought companies that supplied his *raw materials* such as iron and coal, and railroads needed to transport the steel. He used **horizontal integration** by buying out or *merging* with other steel companies.

Carnegie's success helped popularize the theory of **Social Darwinism**. This theory, based on the ideas of biologist Charles Darwin, said that "*natural selection*" enabled the best-suited people to survive and succeed. Social Darwinism supported the ideas of competition, hard work, and responsibility.

1. Describe two ways in which Carnegie tried to control the steel industry.

Fewer Control More; Labor Unions Emerge

(pages 449–451)

How did entrepreneurs try to control competition?

Most entrepreneurs tried to control competition. Their goal was to form a *monopoly* by buying out competitors or driving them out of business. **John D. Rockefeller** used the Standard Oil trust to almost completely control the oil industry. Rockefeller's ruthless business practices earned him huge profits, but caused people to label him a *robber baron*. In 1890, the **Sherman Antitrust Act** made it illegal to form a trust, but many companies were able to avoid prosecution under the law. The business boom in the United States bypassed the South which continued to suffer economic stagnation.

Workers responded to business consolidation by forming labor unions. Many workers worked long hours under dangerous conditions for low wages. Women, children, and workers in *sweatshops* worked under especially harsh conditions. The National Labor Union (NLU) was an early labor union that persuaded Congress to legalize an eight-hour day for government workers in 1868. The NLU excluded African-American workers who formed the Colored National Labor Union (CNLU). The Knights of Labor also enjoyed success but declined after the failure of a series of strikes.

2. Why did entrepreneurs form trusts?

Union Movements Diverge; Strikes Turn Violent

(pages 451–455)

What were the two major types of unions?

Two major types of unions made great gains. One was craft unions. **Samuel Gompers** formed the **American Federation of Labor (AFL)** in 1886. Gompers used strikes and *collective bargaining*—negotiations between labor and management to

win higher wages and shorter workweeks. **Eugene V. Debs** believed in industrial unionism—a union of all workers, both skilled and unskilled in a single industry. He formed the American Railway Union (ARU). Debs and other workers turned to socialism. In 1905, a union of radicals and socialists was formed called the **Industrial Workers of the World (IWW)** or the Wobblies. In the West, Japanese and Mexican farm workers formed a union to improve conditions.

Unions used strikes to improve conditions. In 1877, workers for the Baltimore and Ohio railroad went out on strike. The strike was broken up when the railroad president persuaded President Rutherford B. Hayes to bring in federal troops to end the strike.

Later strikes turned violent. The Haymarket Affair took place in 1886. A bomb exploded at a demonstration in Chicago's Haymarket Square in support of striking workers. Several people were killed. Labor leaders were charged with inciting a riot and four were hanged although no one knows who actually set off the bomb. In 1892, steel workers and Pinkerton Guards fought a battle at Homestead, Pennsylvania, near Pittsburgh, that left dead on both sides. Two years later a strike against the Pullman Company led by Eugene Debs and his American Railway Union turned violent when federal troops were called out to break the strike.

Mary Harris Jones, known as Mother Jones, gained fame as an organizer for the United Mine Workers. The unions' struggle for better conditions was hurt by government intervening on the side of management. Courts used the Sherman Antitrust Act against the workers. Despite the pressures of government action, unions continued to grow.

3. What were the two types of unions?

| Glossary | | CHAPTER 14 A New Industrial Age |
|------------------------------|---|---|
| collective bargaining | Negotiations between labor and management | raw materials Unprocessed natural products |
| corrupt | Immoral or dishonest | robber baron Industrial leader of great wealth |
| geologist | Someone who studies the origin, history, and structure of the earth | scheme A plan, usually secret |
| kerosene | A thin oil used as a fuel | sweatshop A small factory with poor working conditions |
| leisure | Freedom from duties or responsibilities | |
| merge | To join together | |
| monopoly | Complete control over an industry | |
| preserve | To protect from injury | |

AFTER YOU READ

Terms and Names

A. If the statement is true, write "true" on the line. If it is false, change the underlined word or words to make it true.

- _____ The Bessemer process was a useful way of turning iron into steel.
- _____ Edwin L. Drake invented the telephone.
- _____ The Interstate Commerce Act increased the federal government's power over the railroads.
- _____ A business firm that controls all the competition in an industry holds a trust over the industry.
- _____ In the late 1800s some unions looked to collective bargaining to reach agreements between workers and employers.

B. Write the letter of the name or term that matches the description.

- | | |
|--|--|
| <ol style="list-style-type: none"> Andrew Carnegie Knights of Labor <i>Munn v. Illinois</i> Industrial Workers of the World Thomas Alva Edison Mary Harris Jones | <ol style="list-style-type: none"> Developed the light bulb and a research laboratory in Menlo Park, New Jersey The court ruling that won states the right to regulate the railroads Millionaire businessman who gained control of the steel industry Union organized by a group of radical union members and socialists. Activist who helped lead the United Mine Workers of America |
|--|--|

AFTER YOU READ (continued) **CHAPTER 14 A New Industrial Age**

Main Ideas

1. In what ways did natural resources and inventions help change the nation in the years after the Civil War?

2. How did the growth of the railroad industry affect the development of other industries?

3. Who benefited more from the ideas of Social Darwinism, business leaders or workers?

4. How successful was the Sherman Anti-Trust Act in accomplishing its goals?

5. What role did the government take in the conflict between unions and management?

Think Critically

Answer the following questions on a separate sheet of paper.

1. Which invention do you consider more important, the telephone or electricity? Explain.

2. Do you think workers today can benefit from unions? Why or why not?

CHAPTER 15 Section 1 (pages 460–465)

The New Immigrants

BEFORE YOU READ

In the last section, you read about the nation's labor union movement.

In this section, you will read how millions of immigrants entered the United States, where they faced culture shock, prejudice, and opportunity.

AS YOU READ

Use this diagram to take notes on the anti-immigration measures that the United States took.

TERMS AND NAMES

Ellis Island Inspection station for immigrants arriving on the East Coast

Angel Island Inspection station for immigrants arriving on the West Coast

melting pot A mixture of different cultures living together

nativism Overt favoritism toward native-born Americans

Chinese Exclusion Act Act that limited Chinese immigration

Gentlemen's Agreement Agreement that limited Japanese emigration to U.S.

| MEASURE | DESCRIPTION |
|-----------------------|-------------|
| Chinese Exclusion Act | |
| Gentlemen's Agreement | |

Through the "Golden Door"

(pages 460–462)

Where did the immigrants come from?

Between 1870 and 1920, about 20 million Europeans *immigrated* to the United States. Many of them came from eastern and southern Europe.

Some immigrants came to escape religious *persecution*. Many others were poor and looking to improve their economic situation. Still others came to experience greater freedom in the United States. Most European immigrants arrived on the East Coast.

A smaller number of immigrants came from Asia. They arrived on the West Coast. About 200,000 Chinese immigrants came between 1851 to 1883. Many Chinese immigrants helped build the nation's first transcontinental railroad. When the United States *annexed* Hawaii in 1898, several thousand Japanese immigrants came to the United States.

From 1880 to 1920, about 260,000 immigrants arrived from various islands in the Caribbean Sea. They came from Jamaica, Cuba, Puerto Rico, and other islands. Many left their homelands because jobs were *scarce*.

Many Mexicans came to the United States as well. Some became U.S. citizens when the nation

acquired Mexican territory in 1848 as a result of the Mexican War. About a million Mexicans arrived between 1910 to 1930 to escape *turmoil* in their country.

1. Name two regions of the world where immigrants to the U.S. came from.
-

Life in the New Land (pages 462–464)

How did immigrants cope in America?

Many immigrants traveled to the United States by steamship. On board the ship they shared a cramped, unsanitary space. Under these harsh conditions, disease spread quickly. As a result, some immigrants died before they reached America.

Most European immigrants to the United States arrived in New York. There, they had to pass through an immigration station located on **Ellis Island** in New York Harbor. Officials at the station decided whether the immigrants could enter the country or had to return. Any immigrant with serious health problems or a *contagious* disease was sent home. Inspectors also made sure that immigrants met the legal requirements for entering the United States.

Asian immigrants arriving on the West Coast went through **Angel Island** in San Francisco. The inspection process on Angel Island was more difficult than on Ellis Island.

Getting along in a new country with a different language and culture was a great challenge for new immigrants. Many immigrants settled in communities with other immigrants from the same country. This made them feel more at home. They also formed organizations to help each other.

2. Name two ways immigrants dealt with adjusting to life in the United States.
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Immigration Restrictions

(pages 464–465)

How did some Americans react to immigration?

By the turn of the century, some observers called America a **melting pot**. This term referred to the fact that many different cultures and races had blended in the United States.

However, this was not always the case. Many new immigrants refused to give up their culture to become part of American society.

Some Americans also preferred not to live in a melting pot. They did not like the idea of so many immigrants living in their country. The arrival of so many immigrants led to the growth of **nativism**. Nativism is an obvious preference for native-born Americans. Nativism gave rise to anti-immigrant groups. It also led to a demand for immigration restrictions.

On the West Coast, *prejudice* against Asians was first directed at the Chinese. During the depression of the 1870s, many Chinese immigrants agreed to work for low wages. Many American workers feared they would lose their jobs to the Chinese. As a result, labor groups pressured politicians to restrict Asian immigration. In 1882, Congress passed the **Chinese Exclusion Act**. This law banned all but a few Chinese immigrants. The ban was not lifted until 1943.

Americans showed prejudice against Japanese immigrants as well. In San Francisco, the local school board put all Chinese, Japanese, and Korean children in special Asian schools. This led to anti-American riots in Japan. President Theodore Roosevelt persuaded San Francisco officials to stop their separation policy. In exchange, Japan agreed to limit *emigration* to the United States under the **Gentlemen's Agreement** of 1907–1908.

3. Give two examples of anti-immigration measures in the U.S.
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CHAPTER 15 Section 2 (pages 468–472)

The Challenges of Urbanization

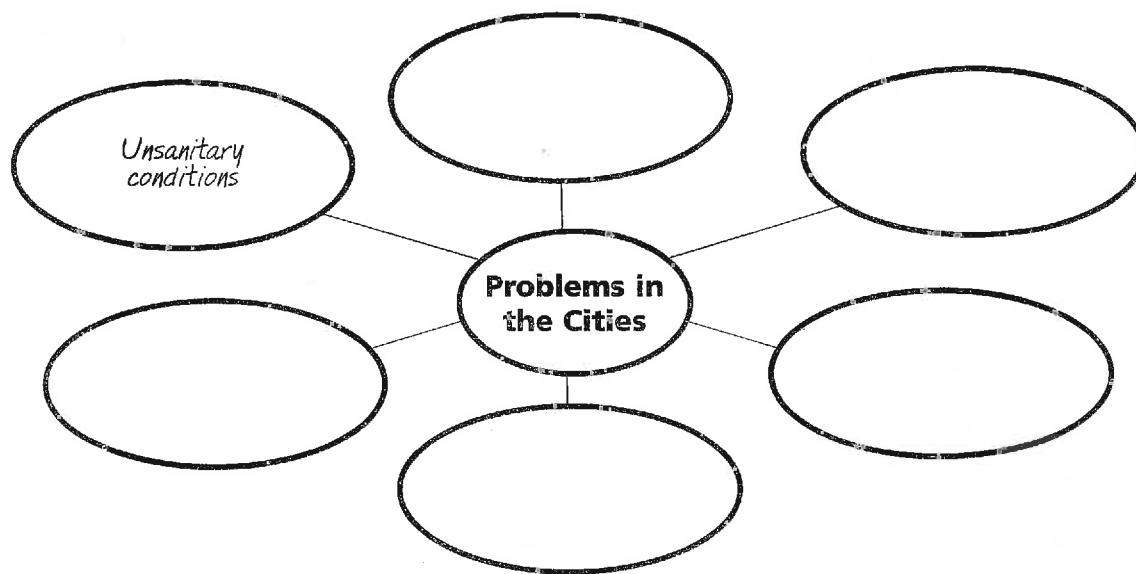
BEFORE YOU READ

In the last section, you read about the arrival of millions of immigrants to America's shores.

In this section, you will read how the arrival of so many immigrants caused cities' populations to swell—and their problems to increase.

AS YOU READ

Use this diagram to take notes on the problems that residents faced in America's rapidly growing cities.



TERMS AND NAMES

urbanization The growth of cities

Americanization movement Program to teach American culture to immigrants

tenement Multifamily urban dwellings

mass transit Transportation system designed to move large numbers of people along fixed routes

Social Gospel movement Movement that urged people to help the poor

settlement house Community center that addressed problems in slum neighborhoods

Jane Addams Social reformer who helped the poor

Urban Opportunities (pages 468–469)

Why did people move to the cities?

Many of the nation's new immigrants settled in the cities in the early 1900s. They came there to find jobs in the cities' growing factories and businesses. Immigrants settled mainly in cities in the Northeast and Midwest. The result was rapid **urbanization**, or growth of cities, in those regions.

By 1910, immigrants made up more than half of the populations of 18 major American cities. Many

immigrants settled in neighborhoods with others from the same country or even from the same village.

Newcomers to the United States learned about their new country through an education program known as the **Americanization movement**. Under this program, schools taught immigrants English, and American history and government. These subjects helped immigrants become citizens.

Immigrants were not the only people who settled in the cities around the turn of the century. On the nation's farms, new machines replaced

workers. As a result, many workers in the rural areas lost their jobs. Unemployed farm workers soon moved to cities to find jobs.

Many of the Southern farmers who lost their jobs were African Americans. Between 1890 and 1910 about 200,000 African Americans moved from the South to cities in the North. They hoped to escape economic hardship and racial violence. However, many found prejudice and low wages in the North.

1. Name two groups that settled in the cities.
-
-

Urban Problems (pages 470–472)

What problems did city dwellers face?

City populations grew rapidly. This created many problems. One major problem was a shortage in housing. New types of housing allowed many people to live in a small amount of space. One type was the row house. This was a single-family dwelling that shared side walls with other similar houses.

Another type was **tenements**, multifamily urban houses that were often overcrowded and unsanitary. The growing population of cities created transportation challenges. Cities developed **mass transit**—transportation systems designed to move large number of people along fixed routes.

Cities also faced problems supplying safe drinking water. New York and Cleveland built public waterworks but many city residents were still left without convenient water and had to get their water from taps on the street. Sanitation was also a problem. People threw garbage out their windows. Sewage flowed in the streets. By 1900, many cities had built sewers and created sanitation departments.

Crime and fire were also ongoing problems. Overcrowded and poorly built tenements and lack of water made fire especially dangerous.

2. Name two problems that city residents faced.
-
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Reformers Mobilize (page 472)

How did reformers help the poor?

A number of social reformers worked to improve life in the cities. One early reform program was the **Social Gospel movement**. Leaders of this movement preached that people reached *salvation* by helping the poor. Many reformers responded to the movement's call. They established **settlement houses**. These were community centers located in slum neighborhoods. Workers there provided help and friendship to immigrants and the poor.

Many of these houses were run by middle-class, college-educated women. The settlement houses also offered schooling, nursing, and other kinds of help to those in need.

One of the more well-known social reformers of this time was **Jane Addams**. She helped establish Hull House. This was a settlement house that helped the poor of Chicago.

3. Name two things a settlement house provided for the poor.
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CHAPTER 15 Section 3 (pages 473–477)

Politics in the Gilded Age

BEFORE YOU READ

In the last section, you read about the problems that residents faced in America's growing cities.

In this section, you will read about the people and organizations that controlled the nation's major cities and how reformers tried to end corruption.

AS YOU READ

Use this diagram to take notes on the achievements of these presidents regarding patronage and tariffs.

| PRESIDENT | ACHIEVEMENTS |
|-------------------|--------------------------------------|
| Chester Arthur | Pendleton Act—reformed civil service |
| Grover Cleveland | |
| Benjamin Harrison | |

TERMS AND NAMES

political machine A group that controlled a political party

graft Illegal use of political influence for personal gain

Boss Tweed Head of New York City's powerful Democratic political machine

patronage The giving of government jobs to people who had helped a candidate get elected

civil service Government administration

Rutherford B. Hayes 19th president of the United States

James A. Garfield 20th president of the United States

Chester A. Arthur 21st president of the United States

Pendleton Civil Service Act That implemented merit system in civil service hiring

Grover Cleveland 22nd and 24th president of the United States

Benjamin Harrison 23rd president of the United States

The Emergence of Political Machines

(pages 473–474)

How did political machines control the cities?

During the late 1800s, many cities were run by a **political machine**. This was an organized group, headed by a city boss, that controlled the activities of a political party in a city. The machine offered services to voters and businesses in exchange for political or financial support.

The boss controlled city government, as well as jobs in the police, fire, and sanitation departments.

Bosses also controlled city agencies that granted licenses to businesses, and funded construction projects. By controlling the cities' finances, and by solving problems for voters, bosses won loyalty and influence. Furthermore, many bosses were immigrants who had worked their way up in politics. They could speak to the immigrants in their own language, helping them to find jobs and housing. In return, the immigrants pledged their votes.

1. Name two ways in which political machines held power.

Municipal Graft and Scandal

(pages 475)

How were political bosses corrupt?

Political machines provided city dwellers with vital services. But as they gained power, many bosses became corrupt. They became rich through **graft**, or the illegal use of political influence for personal gain. To win elections, some bosses filled the list of *eligible* voters with the names of dogs, children, and people who had died. They then used those names to cast votes for themselves.

Another illegal practice was the *kickback*. Workers on city construction projects would charge a higher price for their service and then “kick back” part of the fee to the bosses, who were also taking *bribes* from businesses in return for allowing illegal or unsafe activities.

One of the most powerful political bosses was William Marcy Tweed, known as **Boss Tweed**. He became the head of Tammany Hall, New York City’s most powerful Democratic political machine. The Tweed Ring was a group of corrupt politicians led by Boss Tweed.

Thomas Nast, a political cartoonist, made fun of Tweed in newspapers. Eventually, the public grew outraged by Tweed’s corrupt practices. Authorities broke up the Tweed Ring in 1871. Tweed and many of his followers were sentenced to prison.

2. Describe two forms of corruption practiced by political bosses.

Civil Service Replaces Patronage

(pages 476–477)

How was civil service reformed?

For many decades, presidents had complained about the problem of **patronage**. This is the giving of government jobs to people of the same party who had helped a candidate get elected. As a result, many unqualified and corrupt workers were hired.

Reformers wanted to end the patronage system. They called for a merit system, in which jobs in **civil service**—government administration—would go to the most qualified people, regardless of their political views.

President Rutherford B. Hayes attempted to reform civil service, but when some members of the Republican party objected, Hayes decided not to run for reelection in 1880.

The party quickly divided over the issue of patronage hiring. The Stalwarts opposed changes in the patronage system. The reformers supported changing the system. The party eventually settled on an independent candidate, **James A. Garfield**, who won the presidential election but turned out to have ties to the reformers. Shortly after being elected he was assassinated by a Stalwart.

Garfield’s vice-president, **Chester A. Arthur**, succeeded him. Despite being a Stalwart, Arthur turned reformer when he became president. He pushed through a civil service reform bill known as the **Pendleton Civil Service Act** of 1883. This act created a civil service commission to give government jobs based on merit, not politics. It helped reform the civil service.

However, the Pendleton Act had mixed results. More qualified workers did fill government positions. But because politicians had no jobs to offer, they had trouble seeking money from supporters. As a result, some politicians turned to wealthy leaders for financial support. This strengthened the ties between government and business.

3. Describe two effects of the Pendleton Act.

Business Buys Influence (page 477)

What happened to tariffs?

Political reformers in the late 1800s also addressed the issue of tariffs. A tariff is a tax placed on goods coming into or going out of a country. Most Americans believed that tariffs were necessary to protect U.S. industries from foreign competition. But tariffs did cause prices to rise.

For 12 years tariffs were a key issue in presidential elections. President **Grover Cleveland**, a Democrat, tried, but failed to reduce tariffs. In 1890, Republican President **Benjamin Harrison**, who was supported by big business, signed the McKinley Tariff Act into law, raising tariffs to their highest level ever. Cleveland defeated Harrison in 1892 but was unsuccessful in reducing tariffs.

4. Which two presidents raised tariffs?

Glossary**CHAPTER 15****Immigration and Urbanization****annexed** Incorporated territory into an existing country**bribe** An illegal payment given for a favor**contagious** Spreading or tending to spread from one person to another**eligible** Qualified to do something**emigration** The act of leaving a country to settle in another**immigrate** To enter and settle in a new country**kickback** An illegal payment**persecution** The act of oppressing or treating badly**prejudice** A judgment formed without knowledge of the facts**salvation** Deliverance from evil, the act of being saved**scarce** Not often seen or found**turmoil** Extreme unrest and commotion**unsanitary** Dirty, unhealthy**AFTER YOU READ****Terms and Names****A. Write the letter of the name or term that best answers the question.**

- a. Social Gospel movement
- b. Jane Addams
- c. "Boss" Tweed
- d. melting pot
- e. political machine
- f. patronage

- _____ 1. Which term refers to a mixture of different cultures living together?
- _____ 2. Which term refers to a reform program that urged Christians to help improve the lives of the poor?
- _____ 3. Who was the founder of Chicago's Hull House?
- _____ 4. Who was one of the most powerful political bosses and the head of a New York City political machine?
- _____ 5. Which term refers to the giving of government jobs to people who had helped a candidate get elected?

B. Write the name or term that best completes each sentence.

- mass transit
- Ellis Island
- tenement
- Angel Island
- civil service
- nativism

- 1. Immigrants arriving on the East Coast in the late 1800s gained entry into the United States through _____.
- 2. A _____ was a new type of multifamily urban dwelling.
- 3. A _____ job is one in government administration.
- 4. Many growing cities developed _____ systems to alleviate transportation challenges.
- 5. Favoritism toward native-born Americans is called _____.

AFTER YOU READ (cont.) **CHAPTER 15** Immigrants and Urbanization

Main Ideas

1. What difficulties did immigrants face in the United States?

2. What problems did rapid growth pose for cities?

3. Why were immigrants such strong supporters of political machines?

4. What problems did the patronage system create?

5. Why did big business support high tariffs?

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. Do you think America should be a melting pot? Why or why not?

**2. Consider modern cities. What problems that existed at the turn of the 20th century have been fixed?
Which do you think still exist?**