Section 1: Politics in the Gilded Age

- How did business influence politics during the Gilded Age?
- In what ways did government reform the spoils system and regulate railroads?
- What effect did the transition from depression to prosperity have on politics in the 1890s?

I. The Business of Politics

A. The Gilded Age suggests that there was a glittering layer of prosperity that covered the poverty and corruption that existed in much of society. This term was coined by Mark Twain.

B. In the late 1800’s businesses operated without much government regulation. This is known as laissez-faire economics. Laissez-faire means ‘allow to be’ in French.

C. Although people accepted laissez-faire economics in theory, they supported government involvement when it benefited them. For example, American businesses accepted land grants and subsidies. A subsidy is a payment made by the government to encourage the development of certain key industries, such as railroads.

II. The Spoils System

A. Under the Spoils System, candidates for political office would offer potential jobs in exchange for votes. The spoils system also gave supporters access to money and political favors.

B. During the Gilded Age, the Republicans and Democrats had roughly the same number of supporters. To keep party members loyal, candidates rewarded supporters and tried to avoid controversial issues.

C. The Republicans appealed to the industrialists, bankers, and eastern farmers. They favored the gold standard, high tariffs, and the enforcement of blue laws, regulations that prohibited certain activities people considered immoral.

D. The Democratic party attracted the less privileged groups such as northern urban immigrants, laborers, southern planters, and western farmers.

III. Reforming the Spoils System

A. President Rutherford B. Hayes
   1. Elected in 1877
   2. Hayes began to reform the civil service, the government’s nonelected workers, by appointing qualified political independents instead of giving positions to supporters.
   3. He did not have the support of Congress or his own Republican party.
   4. Hayes did not seek a second term.

B. President James A. Garfield
   1. Before the 1880 presidential election the Republican party was split into three factions.
      a. The Stalwarts defended the spoils system.
      b. The Half-Breeds hoped to reform the system.
      c. The Independents opposed the spoils system.
   2. Garfield wanted to reform the system. His running-mate was Chester Arthur, a Stalwart.
   3. On July 2, 1881 Garfield was assassinated by a Stalwart who wanted Arthur as president.

IV. Arthur Reforms the Civil Service

A. After the assassination, President Arthur was able get congressional support for the Pendleton Civil Service Act. This act created a commission which classified government jobs.

V. Regulating Railroads

A. By 1880, about 14 states had railroad commissions that looked into complaints about railroad practices. One practice that caused problems was railroads offering rebates, partial refunds, to favored customers.

B. In 1877, the Supreme Court, in Munn v. Illinois allowed states to regulate certain businesses within their borders, including
railroads. But since railroads cross state borders, it was argued that only the federal government could regulate them.

C. In 1887, Congress passed the Interstate Commerce Act and set up the nation’s first federal regulatory board, the Interstate Commerce Commission (ICC). However, the ICC did not have the power to set railroad rates and was often overruled in the Supreme Court.

Section 2: People on the Move

- What were the experiences of immigrants in the late 1800s and early 1900s?
- What different challenges did immigrants from Europe, Asia, and Mexico face?

I. The Immigrant Experience

A. Immigrants came to the United States fleeing crop failures, shortages of land and jobs, rising taxes, famine, and religious and political persecution.
B. In the 1880s in Russia many Jewish people fled a wave of pogroms, or violent massacres of Jews.
C. Steam-powered ships could cross the Atlantic Ocean in two or three weeks. Most immigrants traveled in steerage, a large open area beneath the ship’s deck.
D. Between 1865 and 1890 about 10 million immigrants arrived. Most came from northwestern and central Europe.
E. In the 1890s, most new immigrants came from central, southern, and eastern Europe and the Middle East.
F. More than 70 percent of all immigrants came through New York City which was called the “Golden Door.”

II. Immigrants from Europe

A. In 1892, the federal government required all new immigrants to undergo a physical exam.
B. Immigrants with contagious diseases, such as tuberculosis, faced quarantine, a time of isolation to prevent the spread of disease.
C. Urban neighborhoods dominated by one ethnic or racial group of immigrants were called ghettos.
D. Some ghettos formed because immigrants felt more comfortable living near people with the same language and traditions.
E. Other ghettos formed from restrictive covenants, when homeowners agreed not to sell real estate to certain groups.
F. Still other ghettos formed when ethnic groups isolated themselves because of threats of violence, mostly from whites.

III. Immigrants from Europe

- [Diagram of European Immigration, 1870–1920]

- [Chart showing immigration from different European countries to the United States from 1870 to 1920.]

IV. Immigrants from Asia

A. Most immigrants who entered the United States through the West Coast were from Asia. Chinese and Japanese formed the largest groups.
B. In the mid-1800s, American railroad companies recruited about a quarter of a million Chinese workers.
C. Under pressure from labor unions, Congress passed the Chinese Exclusion Act in 1882. The act prohibited Chinese laborers from entering the country. It was not repealed until 1943.
D. In 1906, the San Francisco school board ruled that all Chinese, Japanese, and Korean students should attend separate schools. The Japanese government condemned the policy.
E. President Theodore Roosevelt made a compromise with the Japanese government. It was called the Gentlemen’s Agreement because it was not official. It called for San Francisco to end its policy and for Japan to stop issuing passports to laborers.
V. **Immigrants from Mexico**
   A. Employers hired Mexican laborers to work on farms, ranches, and mines. They also helped construct railroads in the southwest.
   B. When the United States entered World War I in 1917, demand for workers increased sharply.
   C. New opportunities were a “pull” factor that drew Mexican workers to the United States. Turmoil at home was a “push” factor that encouraged them to leave Mexico.
   D. The 1910 Mexican Revolution and the civil war that followed killed approximately ten percent of Mexico’s population.
   E. When the Immigration Restriction Act of 1921 limited immigration from Europe and Asia, labor shortages increased Mexican immigration.

Section 3: **The Challenge of the Cities**
- Why did cities expand in the late 1800s an early 1900s?
- What new developments helped cities grow?
- How did living conditions in cities change?
- What were the results of city growth?

I. **How Cities Grew**
   A. Before the Civil War cities were small. Most people walked wherever they needed to go.
   B. The introduction of the horse-drawn carriage allowed people to move out of the cities to the suburbs, or residential communities surrounding the cities.
   C. Later in the 1800s, motorized transportation made commuting even easier.
   D. The first elevated trains opened in 1868 in New York and the first subway trains appeared in Boston in 1897.
   E. Buildings became taller too. The first skyscraper in Chicago was ten stories tall.

II. **Urban Living Conditions**
   A. The Dumbbell Tenement

III. **The Results of City Growth**
   A. Rapidly growing cities were difficult to govern.
   B. Increased revenue and responsibilities gave city governments more power and competition for control grew more intense.
   C. Different groups represented the interests of different classes.
   D. The political machine, born from these clashing interests, was an unofficial city organization designed to keep a particular group in power.
   E. Political machines worked through the exchange of favors. Many people who wanted favors would pay money, graft, to the machine. Graft was a major source of income for the machines.
Section 3: Ideas for Reform

- How did different movements help the needy?
- How and where did sociology develop?
- What efforts were made to control immigration and personal behavior in the late 1800s?

I. Helping the Needy

| The Charity Organization Movement | • Kept detailed files on people who received their help  
|                                 | • Decided who was worthy of help  
|                                 | • Wanted immigrants to adopt American, middle-class standards. |
| The Social Gospel Movement       | • Sought to apply the gospel teachings of charity and justice to society's problems. |
| The Settlement Movement          | • Moved into poor communities  
|                                 | • Their settlement houses served as community centers and social service agencies.  
|                                 | • Hull House, a model settlement house in Chicago, offered cultural events, classes, childcare, employment assistance, and health-care clinics. |

II. The Development of Sociology

A. Philosopher Auguste Comte coined the term sociology to describe the study of how people interact with one another in a society.
B. Sociology is a social science. A sociologist collects data on societies and measures the data against theories of human behavior.
C. Sociology provided a scientific counterpart to the settlement houses’ practical experience.
D. Sociologists studied cultures around the world to learn what institutions and practices define a society.
E. In the late nineteenth century, many sociologists studied the effects of industrialization and urbanization on established communities.

III. Controlling Immigration and Behavior

A. Many Americans linked the problems of the cities to the new immigrants. By controlling immigrants, they hoped to restore what they believed was a past of purity and virtue.
B. Groups were formed to pursue this goal. Some sought to keep immigrants out of the United States. Others wanted to change their behavior.
C. Many people were Nativists, who believed in nativism, or favoring native-born Americans over immigrants.
D. In the 1850s, the Know-Nothing Party had gained many followers by vowing to restrict immigration. The rise of immigrants to positions of power in the cities during the late 1800s provoked a new wave of antiforeign bias.
E. Several groups, such as the American Protective Association, tried to make it more difficult for immigrants to assimilate to American culture or to even come into this country at all.

IV. Prohibition and Purity Crusaders

A. Prohibition
   1. The temperance movement, an organized campaign to eliminate alcohol consumption saw a revival in the late 1800s.
   2. Three major groups led the movement and supported prohibition, a ban on the manufacture and sale of alcoholic beverages.
   3. These groups believed that drinking led to personal tragedies, and they also saw a link among saloons, immigrants, and political bosses.
B. Purity Crusaders
   1. As cities grew, drugs, gambling, prostitution, and other forms of vice (immoral or corrupt behavior) became big business.
   2. Many residents fought to rid their communities of these activities.
   3. “Purity crusaders” led the way. They fought against such things as the sending of obscene materials through the mail, information about birth control, and political machines.
Key People, Terms, and Questions:
Define the following terms and answer the questions in complete sentences.

Section 1: Politics in the Golden Age

1. Gilded Age
2. laissez-faire
3. subsidy
4. blue law
5. civil service
6. Pendleton Civil Service Act
7. rebate
8. Munn v. Illinois
   ● Is the term Gilded Age a positive or negative description of this period? Explain.
   ● What is the purpose of a subsidy?
   ● How did the Pendleton Civil Service Act address the problems of the spoils system?
   ● How did the Interstate Commerce Act affect railroads?

Section 2: People on the Move

9. pogrom
10. steerage
11. quarantine
12. ghetto
13. restrictive covenant
14. Chinese Exclusion Act
15. Gentlemen's Agreement
16. Alien
   ● How did pogroms affect life for Jews in Russia?
   ● Describe conditions in the steerage section of a ship.
   ● What were the shared goals of the Chinese Exclusion Act and the Gentlemen's Agreement?
   ● Why did immigrants leave Mexico for the United States between 1910 and 1920?
Section 3: The Challenges of the Cities

17. suburb
18. tenement
19. political machine

- Describe the living conditions in a tenement apartment.
- What were three technological developments that enabled cities to house more people?
- What contributed to the rise of political machines?
- Why did some people criticize graft?

Section 4: Ideas for Reform

20. social gospel movement
21. settlement house
22. sociology
23. nativism
24. temperance movement
25. prohibition

- What was the purpose of the New York Charity Organization Society?
- What is the purpose of sociology?
- What was the goal of nativist movements?
- How did temperance groups and purity crusaders differ from charity, social gospel, and settlement movements?