CHAPTER 17

The Development of the West, 1877–1900

LEARNING OBJECTIVES

After you have studied Chapter 17 in your textbook and worked through this study guide chapter, you should be able to:

1. Examine the factors that affected the life, culture, and economies of western Indian tribes in the late nineteenth century, and discuss the varying responses of the Indians to the pressures they experienced.

2. Examine the rationale behind, the specifics of, and the consequences of the United States government’s policies toward the western Indian tribes from the Treaty of Greenville through the Dawes Severalty Act; and discuss the reactions of Indians to these policies.

3. Discuss the characteristics of each of the frontier societies listed below, and explain the contributions of each to the economic, social, and cultural transformation of the West.
   a. The mineral, timber, and oil frontiers
   b. The farming frontier
   c. The ranching frontier

4. Discuss the role of women and nonwhites in frontier society, and examine the prejudices these groups experienced.

5. Discuss the early conservation movement in the United States, and indicate its successes and failures.

6. Discuss efforts in the West at land reclamation through irrigation; assess the role played by state and federal governments in these efforts; and explain the debate over water rights that accompanied reclamation efforts.

7. Examine the impact of the expansion of the railroad industry on the American economy, perceptions of time and space, standardization of time, technology, and business organization.

8. Examine and assess the role played by federal, state, and local governments in the expansion of the railroad industry.

9. Explain the responses of Plains’ settlers to the living conditions and challenges they encountered, and discuss the impact of their experience on their lives.

10. Discuss the forces responsible for the transformation of American agriculture in the late nineteenth century, and explain the consequences of this agricultural revolution.

THEMATIC GUIDE

Chapter 17 begins a series of four chapters that analyze the transition of American society from an agrarian society to an urban, industrialized society. The expansion westward in the late nineteenth century closed the physical frontier that had been part of American society since its beginnings. As in
the past, American expansion was carried out at the expense of Indians. Americans were and are an ethnocentric people. They see their civilization, their society, and their value and belief systems as being better than those of other peoples. This ethnocentrism led Americans to believe that they had a right to expand and to impose their values and beliefs on the peoples and societies they encountered. It is this attitude that formed the basis of the failed Dawes Severalty Act.

As Americans sought opportunity in this vast western region, they discovered and developed the riches of the land, thus conquering the natural-resource frontier—a prerequisite for the subsequent development of an industrialized economy. Exploitation of the land and its resources for profit raised questions in several areas: (1) who owns the resources, private developers or the American people; (2) which takes precedence—the desire for progress and profit or the desire to protect the natural landscape; and (3) who has rights to the precious streams, rivers, and basins of the West, only those along their banks or all those who intend a beneficial use of river water.

The natural-resources frontier, especially the mining and lumbering frontiers, produced personalities who enriched American folklore; but reality was far different from folk tales. Most westerners worked long hours as they attempted to eke out an existence for themselves and their families. Women and nonwhites suffered discrimination, especially with the development of racial categories by the dominant Anglo-Americans and European immigrants. Furthermore, although individual initiative was important in the development of the West, individuals usually gave way to corporate interests, which had the capital necessary to undertake the expensive extraction of minerals, timber, and oil. In addition, the federal government, as owner of the western lands, encouraged the development of the area by actively aiding individuals and corporations through measures such as the Timber and Stone Act and the Newlands Reclamation Act.

As frontiers of opportunity were conquered in the West, the expansion of regional and transcontinental railroad lines—made possible by generous government subsidies—helped create a vast national marketplace. Besides providing nationwide economic opportunities to farmers and industrialists, the railroad altered concepts of time and space, gave rise to new communities, and brought technological reforms as well as organizational reforms that affected modern business practices.

Railroad expansion and Indian removal made possible the successful settlement and development of the farming and ranching frontiers. These frontiers shared the characteristics of the natural-resource frontier: use of public land for private enrichment; the importance of technological innovations to successful development; government promotion of settlement and development; the bowing of the individual to corporate interests; the emergence of a frontier folk culture, especially in relation to the ranching frontier; and contributions to urbanization and to national economic growth and expansion.

BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 17. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

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

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Definitions

expound
egalitarian
persevere
relegate
rogue
exploit
infinity
avenge
nomad
sinew
reciprocity
lethal
decimate
convergence
impede
preponderance
qualms
preempt
embellish
interloper
categorize
impute
commandeer
degrade
succumb
recalcitrance
relentless
acculturate
assimilation
diligence
servile
dissolution
messianic
forswear
induce __________________________________________________________________________
dupe ___________________________________________________________________________
demoralize _________________________________________________________________________
eradicate _________________________________________________________________________
lode _____________________________________________________________________________
crescent _________________________________________________________________________
mestizo _________________________________________________________________________
ascribe _________________________________________________________________________
demeaning _______________________________________________________________________
tier _____________________________________________________________________________
miscegenation _____________________________________________________________________
benevolent ______________________________________________________________________
hedonism ________________________________________________________________________
notoriety ________________________________________________________________________
extorts (noun) ____________________________________________________________________
posterity _________________________________________________________________________
eccentricity _____________________________________________________________________
reclamation ______________________________________________________________________
subsidy _________________________________________________________________________
salutary _________________________________________________________________________
exemplify _______________________________________________________________________
formidable ______________________________________________________________________
burgeoning ______________________________________________________________________
harrow __________________________________________________________________________
drover __________________________________________________________________________

Difficult-to-Spell Names and Terms from Reading and Lecture
FINDING THE MAIN IDEA
When you begin to read material assigned to you in the textbook, it is important for you to look for (and mark) the main idea and supporting details in each paragraph or paragraph series. To see how to do so, reread “Finding Main Ideas” in the Introduction to this study guide. Then work the following two exercises, and check your answers.

Exercise A
Read the paragraph on pages 460–462 of the textbook that begins with this sentence:

Cutting fir and spruce trees for lumber to satisfy the demand for construction and heating materials needed vast tracks of forest land to be profitable.

1. What is the topic of this paragraph?

2. What is its main idea?

3. What details support the main idea?

Exercise B
Read the two successive paragraphs on pages 462–463 of the textbook that begin with this sentence:

To control labor and social relations within this complex population, white settlers made race an important distinguishing social characteristic in the West.

1. What is the topic of this paragraph series?

2. What is its main idea?

3. What details support the main idea?
IDENTIFICATION AND SIGNIFICANCE

After studying Chapter 17 of *A People and a Nation*, you should be able to identify fully and explain the historical significance of each item listed below.

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

1. Frederick Jackson Turner’s frontier thesis
   a. Identification
   b. Significance

2. Buffalo Bill Cody
   a. Identification
   b. Significance

3. Indian subsistence cultures
   a. Identification
   b. Significance

4. Slaughter of the buffalo
   a. Identification
   b. Significance
5. decline of salmon
   a. Identification

   b. Significance

6. United States government’s reservation policy
   a. Identification

   b. Significance

7. the Battle of Little Big Horn
   a. Identification

   b. Significance

8. George Manypenny and Helen Hunt Jackson
   a. Identification

   b. Significance

9. Canada’s Indian policy
   a. Identification

   b. Significance
10. the Women’s National Indian Association and the Indian Rights Association
   a. Identification

   b. Significance

11. the Dawes Severalty Act
   a. Identification

   b. Significance

12. the government’s Indian school system
   a. Identification

   b. Significance

13. the Ghost Dance movement
   a. Identification

   b. Significance

14. Wovoka
   a. Identification

   b. Significance
15. the Massacre at Wounded Knee
   a. Identification

   b. Significance

16. the Clapp rider to the Indian appropriations bill
   a. Identification

   b. Significance

17. the mining frontier
   a. Identification

   b. Significance

18. the Timber and Stone Act
   a. Identification

   b. Significance

19. mining and lumber communities
   a. Identification

   b. Significance
20. women and nonwhites in frontier society
   a. Identification
   
   b. Significance

21. the home mission movement
   a. Identification
   
   b. Significance

22. the conservation movement
   a. Identification
   
   b. Significance

23. the omnibus bill of 1889
   a. Identification
   
   b. Significance

24. the Clanton family and Johnny Ringo
   a. Identification
   
   b. Significance
25. the Earp brothers, “Bat” Masterson, and “Doc” Holliday
   a. Identification
   b. Significance

26. the shoot-out at the OK Corral
   a. Identification
   b. Significance

27. riparian rights versus prior appropriation
   a. Identification
   b. Significance

28. California irrigation legislation of 1887
   a. Identification
   b. Significance

29. the Newlands Reclamation Act
   a. Identification
   b. Significance
30. standard time zones
   a. Identification
   b. Significance

31. westward migration, 1870–1890
   a. Identification
   b. Significance

32. life on the Plains
   a. Identification
   b. Significance

33. the Great Blizzard of 1888
   a. Identification
   b. Significance

34. grasshopper plagues
   a. Identification
   b. Significance
35. the Homestead Act of 1862
   a. Identification
   b. Significance

36. mail-order houses and Rural Free Delivery
   a. Identification
   b. Significance

37. mechanization of agriculture
   a. Identification
   b. Significance

38. the Morrill Land Grant Acts of 1862 and 1890
   a. Identification
   b. Significance

39. the Hatch Act of 1887
   a. Identification
   b. Significance
40. dry farming
   a. Identification

   b. Significance

41. Luther Burbank and George Washington Carver
   a. Identification

   b. Significance

42. the ranching frontier
   a. Identification

   b. Significance

43. the long drive
   a. Identification

   b. Significance

44. open range ranching
   a. Identification

   b. Significance
45. barbed wire
   a. Identification

   b. Significance

ORGANIZING, REVIEWING, AND USING INFORMATION

Look over the following chart or charts and select the one whose subject best fits in with the learning objectives your instructor is emphasizing in your own class. Then, after you complete each reading assignment and attend each class covering Chapter 17, enter appropriate notes on relevant information you derive from the chapter and what your instructor says about the chart’s subject in the blanks in that chart. Of course if this chapter provides more than one chart you may complete more than one. Please note that these instructions apply to every Organizing, Reviewing, and Using Information segment in every chapter in your study guide.

ASSIGNMENT 1 Prepare for your next test by reviewing the information in the rows and columns in your Chapter 17 Organizing Information chart(s) that relate most closely to the learning objectives your instructor has adopted for your class.

ASSIGNMENT 2 Get a topic for an oral presentation from your instructor. Using relevant information that you have entered in rows, columns, or combination of rows or columns in your Chapter 17 Organizing Information chart(s) as a guide, practice giving your presentation.

ASSIGNMENT 3 Once you have completed the Chapter 17 Organizing Information charts, determine whether information you have entered in any of their rows or columns is the information needed to answer questions implied by any of the learning objectives at the beginning of this chapter or essay questions at the end of the chapter.

Write out the questions in interrogative (question) form and choose the one your instructor is most likely to confront you with on a chapter test. Write a mock essay in direct response to that question.
<table>
<thead>
<tr>
<th>Areas Illustrating Conflicting Perspectives</th>
<th>Native Americans</th>
<th>Euro-American (predominantly males)</th>
<th>White Women and Groups Mislabeled As “Races”</th>
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</thead>
<tbody>
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<td>Settlers and Others Migrating to the West</td>
<td>Makers and Interpreters of Policies and Laws</td>
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<td>Wealth and Economic System</td>
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<td>Resources and Resource Management</td>
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<td>Settlement by Whites</td>
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<td>Promotion of Religious or Spiritual, Cultural, and Class Values</td>
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<td>Gov’t Policies and Positions (Reservations, Indian Citizenship, Railroad Expansion)</td>
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<td>Treaty-Making and Treaties</td>
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<td>Social Attitudes, Relations, and Conditions</td>
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</tbody>
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IDEAS AND DETAILS

Objective 1
1. To achieve subsistence, the economies of most western Indian tribes
   a. relied solely on the buffalo.
   b. combined capitalistic trading practices with crop growing.
   c. sold clothing, shoes, and blankets to get the money necessary to buy food in the marketplace.
   d. relied on a balance among activities such as crop growing, livestock raising, hunting, and trading.

Objective 1
2. The slaughter of the buffalo by whites
   a. was encouraged by Indians of the Great Plains.
   b. was undertaken to prevent the spread of lethal animal diseases to sheep and goat herds.
   c. was only one of a combination of circumstances that doomed the buffalo.
   d. began the process that led to the bison’s virtual extinction.

Objective 1
3. Which of the following undermined the subsistence culture of Northwestern Indians?
   a. Salmon reduction
   b. Slaughter of the buffalo
   c. The lack of irrigation facilities during prolonged periods of drought
   d. Animal diseases

Objective 2
4. Which of the following assumptions was generally made by whites settling the Great Plains?
   a. Fearing competition from African American workers, white settlers assumed that the federal government would bar blacks from the territories.
   b. Well-schooled in egalitarian principles, white settlers assumed that equality of opportunity would be extended to all ethnic groups in the territories.
   c. Disregarding the rights of Plains Indians, white settlers assumed that they could settle wherever they wished.
   d. Out of concern for Indian cultures, white settlers assumed that the land rights of Native Americans would have to be respected.

Objective 2
5. Which of the following was a feature of the federal government’s reservation policy?
   a. It did not allow Indians any say over their own affairs.
   b. It helped foster mutually beneficial trade relationships between Indians and whites.
   c. It forced Indians to concentrate on crop production.
   d. It protected Indians against white encroachment.
Objectives 1 and 2
6. As a result of the Dawes Severalty Act,
   a. thousands of Indian children educated in white boarding schools rejected Indian culture.
   b. most western Indians were Christianized.
   c. community-owned Indian property was dissolved and land allotments were granted to individual Indian families.
   d. the western Indians were encouraged to actively participate in decisions that would affect their lives and their culture.

Objective 3
7. The mining, timber, and ranching frontiers had which of the following characteristics in common?
   a. In the earliest stages of development, these frontiers required large capital outlays.
   b. Those associated with the development of these frontiers found ways of using the Timber and Stone Act to their advantage.
   c. Individuals were ultimately replaced by corporations in the development of these frontiers.
   d. Those involved in the development of these frontiers understood the need for careful and planned use of natural resources.

Objectives 3 and 4
8. In the frontier communities, ethnic minorities
   a. were welcomed because of the skills they brought with them.
   b. usually had to endure white prejudice.
   c. found that opportunities abounded.
   d. were usually able to gain economic and political power.

Objective 7
9. To help solve scheduling problems, the railroads in 1883
   a. began to coordinate all their schedules through a central clearing-house.
   b. requested that the government establish daylight-saving time.
   c. asked that the government create the Interstate Commerce Commission.
   d. established four standard time zones.

Objectives 3 and 8
10. Both the cattle-ranching industry and the railroad industry
    a. profited from free use of public lands.
    b. developed a mutually beneficial relationship with farmers.
    c. were respectful of Indian rights and culture.
    d. welcomed government regulation of industry.

Objective 9
11. Which of the following is associated with the Great Plains?
    a. A temperate climate
    b. An abundance of timber for housing and fuel
    c. Grasshopper plagues
    d. Vast stretches of desert
Objective 9
12. Social isolation was a characteristic of life on the Plains because
   a. the competitive frontier spirit did not create an atmosphere conducive to social interaction.
   b. the rugged terrain made traveling difficult.
   c. the absence of farm machinery resulted in no time for socializing.
   d. farmhouses on the 160-acre tracts received by settlers under the Homestead Act were widely separated.

Objective 9
13. Which of the following helped lessen the sense of isolation experienced by farm families in the Plains in the late nineteenth century?
   a. Railroad expansion
   b. The radio
   c. The telegraph
   d. Rural Free Delivery

Objectives 3 and 10
14. The extension of the farming frontier, including the conquering of the Plains, would not have been possible without
   a. the expanded use of farm machinery.
   b. new pesticides.
   c. better fertilizers.
   d. extensive use of migrant labor.

Objectives 3 and 10
15. The federal government encouraged the advancement of farming technology by
   a. subsidizing the research of George Washington Carver.
   b. passing the Hatch Act of 1887.
   c. appointing Luther Burbank to head the research division of the Department of Agriculture.
   d. funding a vast irrigation network in the Plains.

ESSAY QUESTIONS

Objectives 1 and 2
1. Discuss the federal government’s reservation policy, and explain its impact on western Indian tribes.

Objective 3
2. Discuss the characteristics of the natural-resource frontier and the methods by which developers gained land and extraction rights. What role did the federal government play in the development of this frontier?

Objective 6
3. Discuss the controversy over water rights in the West and assess the importance of this debate and its outcome.
Objective 7
4. Discuss the impact of the expansion of the railroad industry on the American economy.

Objective 8
5. Explain the role of federal, state, and local governments in the expansion of the railroad industry, and discuss the effects of that role.

Objective 9
6. Describe the life of a farm family of the Plains.
ANSWERS

Finding the Main Idea

Exercise A

The first sentence is a transition sentence from a discussion of the mining frontier to a discussion of the lumbering frontier. It also makes the point that lumbering required vast stretches of land.

1. **Paragraph topic:** Methods by which the lumber industry gained land.

2. **Main idea:** The main idea is developed in the first three sentences.
   a. Lumber production required vast stretches of land.
   b. Due to the depletion of forests in the upper Midwest and South, lumber companies moved into the Northwest.
   c. These lumber corporations exploited an act of Congress (the Timber and Stone Act) for their own purposes rather than adhering to the intent of the act. By doing so they obtained the vast stretches of land required in lumber production.

3. **Supporting details:**
   a. The Timber and Stone Act was passed by Congress in 1878 to stimulate western settlement. Provisions of the act are noted to provide evidence that the intent of the act was to stimulate western settlement and to establish that the act was intended for “private citizens.”
      The point about Congress’s intent in passing the Timber and Stone Act—to aid the settlement and development of the frontier—is an underlying theme in this chapter’s discussions of natural resources, ranching, and farming.
   b. Lumber companies hired seamen to register claims to timberland; these claims were then turned over to the lumber companies. The point provides further evidence of exploitation.
   c. Most of the 3.5 million acres bought by 1900 under the Timber and Stone Act belonged to corporations.

Exercise B

Paragraph 1  The first paragraph establishes the theme for the two-paragraph series and develops the first part of that theme.

1. **Paragraph topic:** The establishment of racial categories by white settlers in the West.

2. **Main idea:** White settlers separated people in the West into racial categories and used those categories to control labor and social relations.

3. **Supporting details:** The details used in this paragraph support the first part of the theme for the two-paragraph series. The first part of the theme is: White settlers separated people in the West into racial categories.
   a. White settlers in the West established four nonwhite racial categories.
   b. All such nonwhites were considered inferior by white settlers using these categories.
Paragraph 2  The second part of the theme established in the first paragraph is developed in the second paragraph of this two-paragraph series. The second part of the theme is: Racial categories were used by white settlers in the West to control labor and social relations.

1. **Paragraph topic:** The development of a two-tiered labor system in western communities

2. **Main idea:** Race was used by white western settlers to determine whether a person was in the top tier or the bottom tier of a two-tiered labor system.

3. **Supporting details:**
   
a. Whites were to be in the top tier as managers and skilled laborers.

b. Racial minorities occupied the bottom tier of this labor system.
   
   (1) Work done by the Irish, Chinese, and Mexicans
   
   (2) Work done by blacks

c. All nonwhites plus the Irish experienced prejudice.
   
   (1) Experience of the Chinese when they were hired by the Union Pacific Railroad to replace white workers
   
   (2) Experience of the Mexicans

**Multiple-Choice Questions**

1. d. Correct. Although western Indian tribes differed culturally, they all depended on a balance among four main economic activities to achieve subsistence—crop growing; livestock raising; hunting, fishing, and gathering; and trading and raiding. This system depended on an ecological balance that was destroyed as whites moved west. See page 453.

   a. No. Much of the life of Plains Indians centered on the buffalo, but they did not rely solely on the buffalo for subsistence. See page 453.

   b. No. Although the western Indian tribes traded with whites and with other Indians, they did so mainly to obtain necessities and not for reasons of profit. Furthermore, they did not believe that they could depend only on trade and crop growing to achieve subsistence. See page 453.

   c. No. The western Indians were not part of a market economy in which they sold items for the purpose of obtaining money to buy food and other necessities. See page 453.

2. c. Correct. Slaughter of the buffalo by whites was simply one a many factors that doomed the buffalo to near extinction. Other factors were: increased buffalo kills by Indians, competition with humans for space and water, lethal animal diseases, and competition for grazing land with Indian and white-owned livestock. See pages 454–455.

   a. No. Indians of the Great Plains depended on the buffalo for food, clothing, and tools. Because of the importance of the buffalo in their lives, they did not encourage whites to slaughter the buffalo. See pages 454–455.

   b. No. Since animal diseases such as anthrax and brucellosis were brought into the Plains by white-owned livestock, whites did not slaughter the buffalo to prevent the spread of such diseases to sheep and goat herds. Of course, these animal diseases spread to the buffalo and caused many to die. See pages 454–455.

   d. No. The process that led to the virtual extinction of the buffalo began before whites began to slaughter the buffalo in the late 1800s. See pages 454–455.
3. a. Correct. The subsistence culture of the Northwestern Indians was centered on salmon. Therefore, the decline of the salmon population, due to the actions of white commercial fishermen and canneries, undermined the subsistence culture of Northwestern Indians. See page 455.

b. No. The Northwestern Indians were not affected by the slaughter of the buffalo because the buffalo was not important to their subsistence. See page 455.

c. No. Lack of irrigation facilities did not undermine the subsistence culture of Northwestern Indians. See page 455.

d. No. Animal diseases were not an important factor in the undermining of the subsistence culture of Northwestern Indians. See page 455.

4. c. Correct. White settlers to the Great Plains in the 1870s and 1880s held white-racist and white-superiority beliefs and tended to see Indians as “barbarians.” As a result, these white settlers generally assumed that they had a right to settle wherever they pleased. See pages 455–456.

a. No. White settlers to the Great Plains did not assume that the federal government would bar African American workers from settling in that area. See pages 455–456.

b. No. White settlers who moved into the Great Plains in the 1870s and 1880s generally carried with them the ethnocentric frame of reference of the age. Those settlers assumed that there would be equality of opportunity among white males; but, because of their prejudices against nonwhites, they did not apply that concept to other ethnic groups. See pages 455–456.

d. No. White settlers to the Great Plain in the 1870s and 1880s had little or no concern for Indian cultures and did not generally believe that they had to respect the land rights of Native Americans. See pages 455–456.

5. a. Correct. The reservation policy was designed to “civilize” the Indian tribes. Three major problems characterized the policy: (1) the Indians had no say over their own affairs; (2) it was impossible to keep reservations isolated; and (3) the government disregarded variations among tribes. See pages 456–457.

b. No. Many Indians, in order to preserve their own culture, resisted involvement in a market economy. Furthermore, the trade relationships that emerged were generally imposed on the Indians, were beneficial to whites, and made Indians more dependent on whites. See pages 456–457.

c. No. Under the reservation policy, the government, in an effort to engage the Indians more completely in the market economy, promised to provide natives with food, clothing, and necessities. As Indians concentrated on producing trade items demanded by whites, many were forced to give up crop production. See pages 456–457.

d. No. Although the government, through the reservation policy, promised the Indians protection from white encroachment, in the long run it was impossible to keep the reservations isolated. Therefore, since whites continued to seek Indian land for their own purposes, they continued to encroach on that land. See pages 456–457.
6. c. Correct. The Dawes Act attempted to “civilize” western Indians by dissolving tribal, or community-owned, lands and dividing this land among individual families. The policy was ineffective, was misused by whites, and was abandoned. See page 458.

   a. No. A boarding-school program was established by the Dawes Severalty Act in an attempt to “civilize” Indian children. However, most Indian children educated in such schools did not reject their culture and returned to their reservations. See page 458.

   b. No. Under the Dawes Act the Indian Bureau did establish religious schools among the Indians in an attempt to Christianize them. However, most Indians continued to practice their native religions. See page 458.

   d. No. Indians had no voice in United States Indian policy as established under the Dawes Act and carried out by the Indian Bureau. The United States government assumed a paternalistic attitude and assumed that it knew what was best for Indians. See page 458.

7. c. Correct. Corporate interests had the capital necessary for profitable long-term development of these industries and replaced the individual lumberman, prospector, and cowboy. See pages 460–462 and page 475.

   a. No. In the earliest stages of development one sees the individual prospector in relation to the mining frontier, the individual rancher and cowboy in relation to open-range ranching, and, to some extent, the individual timberman. Such individuals did not need large outlays of capital. See pages 460–462 and page 475.

   b. No. Misuse of this act was important in the development of the lumber industry but not in the development of the mining and ranching industries. See pages 460–462 and page 475.

   d. No. Those involved in the development of these frontiers were usually more interested in profit than in conservation or planned use of natural resources. See pages 460–462 and page 475.

8. b. Correct. Although there was an ethnic mixture in many of the frontier communities, ethnic minorities such as blacks, Chinese, Mexicans, and Indians experienced abuse as a result of white prejudice. See pages 462–463.

   a. No. Passage of immigration laws in 1881 and 1882 to exclude Chinese immigrants and additional evidence noted on pages 462–463 do not support the conclusion that ethnic minorities were welcomed into the frontier communities.

   c. No. Undoubtedly some opportunities were available to ethnic minorities in the frontier communities, but the evidence does not support the conclusion that “opportunities abounded.” See pages 462–463.

   d. No. Blacks, Indians, Mexicans, and Chinese did not usually gain economic or political power in the frontier communities. See pages 462–463.
9. d. Correct. Because of the difficulties posed by the hodgepodge of times throughout the United States, the railroads established four standard time zones for the whole country in 1883. They did so without consulting anyone in government. See pages 468–469.

a. No. Although some individual railroad companies turned to central business offices to keep track of equipment, freight, rates, and schedules, the railroads did not collectively coordinate all their schedules through a “central clearing house.” See pages 468–469.

b. No. The idea of daylight-saving time was first suggested by the resourceful and pragmatic Benjamin Franklin in the eighteenth century. The railroads did not request government establishment of this in 1883. See pages 468–469.

c. No. Railroad companies generally accepted the philosophy of laissez-faire capitalism. Therefore, believing that property owners should be free to make their own economic decisions without government interference, the railroads did not ask for the creation of the ICC. See pages 468–469.

10. a. Correct. The railroads were given some 180 million acres of land by the federal government (page 468). Much of this land was used as security for bonds or sold for cash. Ranchers often bought land bordering streams and allowed their cattle to graze on adjacent public domain (page 474).

b. No. Although farmers became dependent on the railroad for transportation of goods, they bitterly complained about railroad abuses. Many farmers also complained about ranchers who denied them the use of fenced-in pastureland. See pages 468, 474.

c. No. There is no indication from the evidence given that either the cattle industry or the railroad industry respected the rights and culture of Indians. See pages 468, 474.

d. No. Both the railroad industry and the cattle industry objected to government regulation. See pages 468, 474.

11. c. Correct. One of the hardships of farm life on the Great Plains was the periodic grasshopper plagues of the 1870s and 1880s. See page 470.

a. No. The Great Plains is characterized by climatic extremes. See page 470.

b. No. Because of the absence of timber in the Great Plains, many farm families had to build their houses of sod and use buffalo and cow chips for fuel. See page 470.

d. No. Although rainfall in the Plains was unpredictable and often inadequate during the fall and summer, the area was often plagued by flooding during March and April. These characteristics are not descriptive of a desert area. See page 470.
12. d. Correct. Settlers acquired 160-acre rectangular plots of land under the Homestead Act if they agreed to live on and improve the land. This restriction prevented European-style villages from emerging and led to social isolation. See pages 470–471.
   a. No. Plains settlers were not so much in competition with each other as with their environment. At any rate, a competitive frontier spirit was not the cause of social isolation on the Plains. See pages 470–471.
   b. No. A plain is by definition an area of flat, level land. Therefore, the Great Plains region of the United States is not an area in which travel is difficult because of “rugged terrain.” See pages 470–471.
   c. No. The authors of the text state that increased use of farm machinery made conquering the Plains possible. Therefore, farm machinery was widely used in the Great Plains. See pages 470–471.

   a. No. Railroad expansion in the late nineteenth century linked farmers of the Great Plains with an international marketplace, but the railroad did not relieve the loneliness of farm life. See pages 471–472.
   b. No. Commercial radio broadcasts did not begin until 1920. In addition, most rural areas did not have electricity until the 1940s. See pages 471–472.
   c. No. Since the majority of farm families did not have electricity until the 1940s, the telegraph did not lessen farm isolation in the late nineteenth century. See pages 471–472.

14. a. Correct. Machines, increasing productivity and reducing the time and cost of farming various crops, made the extension of the farming frontier possible. See pages 472–473.
   b. No. Truly effective and selective pesticides were not used on a wide scale until the mid-twentieth century. See pages 472–473.
   c. No. Although scientists in the nineteenth century began to identify the nutrients necessary for plant growth, commercial fertilizers did not become widely available until the twentieth century. See pages 472–473.
   d. No. Extensive use of migrant labor did not make the extension of the farming frontier possible. See pages 472–473.

15. b. Correct. The Hatch Act of 1887 provided for agricultural experiment stations in every state, thus encouraging the advancement of farming technology. See page 473.
   a. No. Carver worked as a botanist and an instructor at Tuskegee Institute from 1896 until his death in 1943. His agricultural research was not subsidized by the federal government. See page 473.
   c. No. Luther Burbank, noted plant breeder and horticulturist, never headed the research division of the Department of Agriculture. See page 473.
   d. No. The federal government did not fund a vast irrigation network in the Great Plains. See page 473.