CHAPTER 19

The Vitality and Turmoil of Urban Life, 1877–1920

LEARNING OBJECTIVES

After you have studied Chapter 19 in your textbook and worked through this study guide chapter, you should be able to:

1. Examine the factors responsible for the birth of the modern city in late-nineteenth-early-twentieth-century America, and discuss the characteristics associated with the modern city.

2. Examine the factors responsible for urban growth during the late nineteenth century.

3. Discuss the similarities and differences between the immigrants of the period from 1880 to 1920 and previous immigrants.

4. Examine the means by which upward socioeconomic mobility could be achieved in the late nineteenth century, and discuss the extent to which such mobility was possible.

5. Examine the interaction between immigrants of the late nineteenth century and American society, and discuss the changes brought about by this interaction.

6. Discuss the impact of prejudice and discrimination on nonwhite immigrants and nonwhite Americans of the late nineteenth century.

7. Examine the problems associated with American cities of the late nineteenth century, and evaluate the responses to those problems.

8. Examine the impact of engineers on urban America and on home life in the United States from 1877 to 1920.

9. Examine and evaluate the urban political machines and political bosses of the late nineteenth century.

10. Discuss the ideological bases of the urban reform movements of the late nineteenth and early twentieth centuries, and explain the successes and failures of the reformers associated with these movements.

11. Examine household, family, and individual life patterns in American society between 1877 and 1920.
12. Explain the emergence and characteristics of each of the following, and discuss their impact on American society:
   a. Sports
   b. Show business
   c. Motion pictures
   d. Still pictures and the phonograph
   e. Popular journalism

13. Define cultural pluralism, and discuss its impact on American society.

THEMATIC GUIDE

In Chapter 19, we examine urban growth, the third major theme (along with natural resource development and industrialization) associated with American expansion in the late nineteenth century. Urban industrial development combined with mass transportation and urban growth destroyed the old pedestrian city of the past. The physical expansion of the city attracted industry, capital, and people. By the early 1900s, the modern American city, with its urban sprawl and distinct districts, was clearly taking shape.

Cities grow in three ways: through physical expansion, by natural increase, and through migration and immigration. In the late nineteenth century, immigration from domestic and foreign sources was the most important cause of urban growth, with native whites, foreigners, and African Americans being the three major migrant groups of the period. We consider why these groups moved to the cities, how they differed from and resembled each other, and, in the case of immigrants, how they differed from and resembled earlier immigrants.

American society of the late nineteenth and early twentieth centuries was, even more than today, a transient society. There was constant movement to and from geographic areas and constant movement within urban areas. Migration, in fact, provided one of the two paths to improved opportunity, with occupational change being the second path. Within the context of the discussion of paths to improved opportunity, we dispel certain myths concerning the availability and extent of upward mobility and look at the limiting impact of sexism and racism.

In the late nineteenth and early twentieth centuries, ethnic enclaves or immigrant districts emerged in America’s urban areas as migrants and the “new” immigrants poured into the country. Within these districts there was constant cultural interaction between foreign immigrants and American society. Therefore, as is stated in the text: “Rather than yield completely to pressures to assimilate, migrants and immigrants interacted with the urban environment in a complex way that enabled them to retain their identity while also altering both their own outlook and the social structure of cities themselves.” At the same time, we find the emergence of multiethnic neighborhoods, called urban borderlands, in such industrial cities as Chicago and Detroit. Some ethnic groups, most notably African Americans, Asian immigrants, and Mexicans met with prejudicial attitudes and discrimination. Overall, however, we find that the city of the late nineteenth century nurtured the cultural diversity that so strongly characterizes modern America.

Rapid urban growth created and then intensified urban problems such as inadequate housing, overcrowding, and intolerable living conditions. This situation led to reforms that strengthened the hand of local government in regulating the construction of housing, but American attitudes toward the profit motive and toward private enterprise placed limits on the reforms enacted.
Although scientific and technological breakthroughs improved urban life, the burden of urban poverty remained. While some reformers began to look to environmental factors to explain poverty, traditional attitudes toward poverty—attitudes that blamed the victim—restricted what most Americans were willing to do to alleviate poverty. Even private agencies insisted on extending aid only to the “worthy poor” and on teaching the moral virtues of thrift and sobriety.

Urban areas also had to contend with crime and violence. Whether crime actually increased or was merely more conspicuous can be debated, but in many cases native whites blamed crime on those they considered to be “outsiders” in American society—foreigners and blacks. The ethnic diversity of the cities, combined with urban overcrowding and uncertain economic conditions, hardened antiforeign and white-racist attitudes and increased the incidence of violence in urban areas. Uneven, sometimes prejudicial, application of laws by law enforcement officials raised questions about the nature of justice, equality, and individual freedom in American society.

As America became a culturally pluralistic society, interest groups often competed for influence and opportunity in the political arena. This competition and the rapidity of change in the urban environment caused confusion. In the midst of this confusion, political machines and political bosses emerged to bring some order out of chaos. Eventually, however, a civic reform movement developed. Most reformers strove for efficiency and focused on structural reform in city government. Some concerned themselves with social reform and with city planning and city design. Whatever the goal, American attitudes limited and undermined these reforms. As noted in the textbook, “urban reform merged idealism with naiveté and insensitivity.”

Despite these limiting attitudes, there were technical accomplishments in solving problems such as sanitation, garbage disposal, streetlighting, and bridge and street building. In this respect city engineers, who applied their technical expertise to urban problems, became very important to city governments. Furthermore, engineers also had a tremendous impact on the home life of Americans.

In “Family Life” the focus of the chapter shifts to a discussion of the family in American society and American life. Once distinctions are made between the household and the family, we identify the factors responsible for the high percentage of nuclear families. We also note the varying ways in which households expanded and contracted to meet changing circumstances. Changes in society changed family, as well as individual, lifestyles. Reduction in family size freed adults at an earlier age from the responsibilities of parenthood. Longer life expectancy increased the number of older adults. Childhood and adolescence became more distinct stages of life. As the authors state: “Americans became more conscious of age and peer influence. People’s roles in school, in the family, on the job, and in the community came to be determined by age more than by any other characteristic.”

The leisure-time revolution brought about by labor-saving devices and by a shortened workweek changed the American way of life. As the average workweek decreased to forty-seven hours by 1910, individuals turned to croquet, bicycling, tennis, and golf as favorite leisure activities. Entertaining the public through spectator sports, the circus, show business, and motion pictures became a profitable business endeavor. Moreover, the mass production of sound and images made possible by the phonograph and the still camera dissolved the uniqueness of experience. Even news was transformed into big business and a mass commodity by the “yellow journalism” tactics of Joseph Pulitzer and William Randolph Hearst.

Mass entertainment and mass culture had a nationalizing effect; however, even though show business provided new opportunities for women, blacks, and immigrants, too often it reinforced prejudicial stereotypes—especially concerning black Americans. Furthermore, in an America that was becoming more culturally diverse, different groups pursued their own form of leisure. This often caused concern on the part of some reformers who tended to label individuals as un-American if their activities did not conform to the Puritan traditions of the nation’s past. These reformers wanted to use government to impose their values and lifestyles on immigrant groups. These attempts to create a homogeneous
society led to questions concerning the role of government in society and in the life of the individual, questions that are as relevant today as they were in the late nineteenth century.

The cultural pluralism that resulted from the late-nineteenth-century influx of immigrants, African Americans, and native white Americans into expanding cities is one of the dominant characteristics of modern America. This heterogeneity is one of America’s greatest strengths and has created the richness and the variety that is modern America. In large measure, this diversity is also a reason for the failure of attempts to enforce homogeneity, because the very presence of a number of competing cultural groups prevented any one group from becoming dominant. This has meant, overall, the continued protection of individual rights and the gradual inclusion of more and more groups under the protective umbrella of the Bill of Rights.

BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 19. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

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

Definitions

travail
inception
disquieting
mercantile
centrifugal
centripetal
facilitate
prima donna
burgeon
induce
transience
demeaning
extort
intersperse
foment
covenant
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<th>desperado</th>
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<th>whet</th>
<th>potentate</th>
<th>sordid</th>
<th>muckraking</th>
<th>homogenizing</th>
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**Difficult-to-Spell Names and Terms from Reading and Lecture**
IDENTIFICATION AND SIGNIFICANCE
After studying Chapter 19 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. product specialization
   a. Identification

   b. Significance

2. the electric trolley
   a. Identification

   b. Significance

3. the electric interurban railway
   a. Identification

   b. Significance

4. urban growth
   a. Identification

   b. Significance
5. African American migration
   a. Identification
   b. Significance

6. the “new” immigration
   a. Identification
   b. Significance

7. residential mobility
   a. Identification
   b. Significance

8. occupational mobility
   a. Identification
   b. Significance

9. acquisition of property
   a. Identification
   b. Significance
10. urban borderlands
   a. Identification

   b. Significance

11. ghettos
   a. Identification

   b. Significance

12. Denis Kearney
   a. Identification

   b. Significance

13. Chinese Exclusion Act
   a. Identification

   b. Significance

14. Geary Act
   a. Identification

   b. Significance
15. *barrios*
   
a. Identification

b. Significance

16. Conservative Judaism
   
a. Identification

b. Significance

17. New York State tenement legislation
   
a. Identification

b. Significance

18. “model tenements”
   
a. Identification

b. Significance

19. public health regulations
   
a. Identification

b. Significance
20. steel-frame construction
   a. Identification

   b. Significance

21. urban poverty
   a. Identification

   b. Significance

22. Charity Organization Societies
   a. Identification

   b. Significance

23. Rufus Minor
   a. Identification

   b. Significance

24. urban crime and violence
   a. Identification

   b. Significance
25. the East St. Louis riot of 1917
   a. Identification

   b. Significance

26. city engineers
   a. Identification

   b. Significance

27. professional law enforcement
   a. Identification

   b. Significance

28. political machines
   a. Identification

   b. Significance

29. the political boss
   a. Identification

   b. Significance
30. the urban reform movement
   a. Identification

   b. Significance

31. Mayors Hazen Pingree, Samuel Jones, and Tom Johnson
   a. Identification

   b. Significance

32. social reformers
   a. Identification

   b. Significance

33. the settlement house
   a. Identification

   b. Significance

34. Jane Hunter and Modjeska Simkins
   a. Identification

   b. Significance
35. the City Beautiful movement
   a. Identification

   b. Significance

36. family and household structures in late-nineteenth- and early-twentieth-century America
   a. Identification

   b. Significance

37. the birthrate decline
   a. Identification

   b. Significance

38. the practice of boarding
   a. Identification

   b. Significance

39. the importance of kinship
   a. Identification

   b. Significance
40. the gay subculture
   a. Identification

   b. Significance

41. the stages of life
   a. Identification

   b. Significance

42. board games
   a. Identification

   b. Significance

43. baseball, croquet, bicycling, tennis, golf, college football, and basketball
   a. Identification

   b. Significance

44. Intercollegiate Athletic Association
   a. Identification

   b. Significance
45. the circus
   a. Identification
   b. Significance

46. popular drama
   a. Identification
   b. Significance

47. musical comedies
   a. Identification
   b. Significance

48. George M. Cohan
   a. Identification
   b. Significance

49. vaudeville
   a. Identification
   b. Significance
50. Eva Tanguay
   a. Identification
   b. Significance

51. The minstrel show
   a. Identification
   b. Significance

52. Burt Williams
   a. Identification
   b. Significance

53. Motion pictures
   a. Identification
   b. Significance

54. Birth of a Nation
   a. Identification
   b. Significance
55. the still camera
   a. Identification
   b. Significance

56. the phonograph
   a. Identification
   b. Significance

57. Joseph Pulitzer and William Randolph Hearst
   a. Identification
   b. Significance

58. yellow journalism
   a. Identification
   b. Significance

59. mass-circulation magazines
   a. Identification
   b. Significance
60. the telephone
   a. Identification

   b. Significance

61. cultural pluralism
   a. Identification

   b. Significance
## ORGANIZING, REVIEWING, AND USING INFORMATION

### Kinds of Help Available for the Urban Poor (and Their Drawbacks), 1877–1920

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<th>Supplier of Help</th>
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IDEAS AND DETAILS

Objective 1
1. Which of the following was the primary agent in making suburban life practical and possible?
   a. Long-term mortgage financing
   b. The automobile
   c. Neighborhood shopping centers
   d. Mechanized mass transit

Objective 2
2. Which of the following was the major contributor to urban population growth in late-nineteenth- and early-twentieth-century America?
   a. Natural increase
   b. Mergers
   c. Migration and immigration
   d. Annexation of outlying areas

Objective 6
3. Black migrants to urban areas differed from other migrants in which of the following ways?
   a. Black migrants were more likely to be males.
   b. Blacks did not have the rural background of most other migrants.
   c. Blacks found it more difficult to get factory employment.
   d. Black migrants did not usually move for economic reasons.

Objective 3
4. “New” immigrants differed from “old” immigrants in that new immigrants were
   a. more likely to be non-Protestants.
   b. less family oriented.
   c. attracted to rural as opposed to urban areas.
   d. escaping from persecution rather than seeking opportunity.

Objective 4
5. Studies of occupational mobility in the late nineteenth and early twentieth centuries indicate that
   a. American society had become a static society in which there was little chance for occupational advancement.
   b. at least 10 percent of the population could expect to travel the rags-to-riches path.
   c. major urban areas had approximately equal upward and downward occupational movement.
   d. advancement resulting from movement to a higher status job was relatively common among white males.
Objective 5
6. Information about immigrant cultures in the United States supports the statement that most immigrants
   a. quickly shed Old World attitudes and behaviors.
   b. retained their native languages.
   c. found that religion was the one area not affected by American society.
   d. found that their habits and attitudes had to be modified as they interacted with American society.

Objective 7
7. As a result of concern about urban housing conditions in the late nineteenth and early twentieth centuries,
   a. private investors pooled their resources to build low-income housing.
   b. some states enacted legislation that imposed light, ventilation, and safety codes on new tenement buildings.
   c. federal legislation was enacted that established a standard housing code throughout the United States.
   d. state governments established subsidized housing for the disadvantaged.

Objective 7
8. In the face of urban poverty, most Americans accepted which of the following beliefs?
   a. One’s socioeconomic position within society is based largely on luck.
   b. Poverty can be cured by improving the conditions in which people live and work.
   c. Poverty is a sign that a person is unfit, weak, and lazy.
   d. The government can be a force for good in alleviating the ills of poverty.

Objective 9
9. Urban political machines successfully gained and retained their power because they
   a. were successful in winning and retaining popular support.
   b. brought honesty to city government.
   c. lowered taxes by making city government more efficient.
   d. distributed favors evenly to all groups and classes.

Objective 10
10. Most civic reform leaders
    a. were among the biggest supporters of the accomplishments of political bosses.
    b. concentrated on structural changes rather than on dealing with social problems.
    c. were interested in making government responsive to the social ills of urban society.
    d. supported district representation in city government.
Objective 10

11. Which of the following statements best describes the goals of settlement-house founders?
   a. They wanted to establish an agency through which immigrants could find housing and employment.
   b. They wanted to provide for the needs of street people.
   c. They wanted to establish city-run, tax-supported social welfare agencies.
   d. They wanted to offer a variety of activities through which the lives of working-class people could be improved.

Objective 11

12. The practice of boarding was important in which of the following ways?
   a. It provided a means through which people could find employment.
   b. It provided a transitional stage for many young people between living with their parents and setting up their own households.
   c. It provided childcare facilities to working mothers.
   d. It contributed significantly to overcrowding.

Objective 12

13. As a result of the popularity of bicycling,
   a. the activities of men and women became more separated.
   b. groups began to demand lighted suburban streets.
   c. women’s fashions began to change toward freer styles.
   d. stop and go lights were installed in most cities.

Objectives 6 and 12

14. Both the moral theme of Birth of a Nation and the information concerning Burt Williams’s career support which of the following?
   a. Blacks were subjected to prejudicial stereotyping in popular entertainment in the United States.
   b. The ethnic humor in popular entertainment was gentle and sympathetic.
   c. Show business provided economic opportunities to immigrants.
   d. Vaudeville was the most popular form of entertainment in early-twentieth-century America.

Objective 13

15. The “new” American society created by the urbanization of the late nineteenth century was
   a. a pluralistic society in which different groups competed for power, wealth, and status.
   b. a society in which various ethnic groups had blended into one, unified people.
   c. a smoothly functioning society.
   d. a society in which most people accepted government as an agent for moral reform.
ESSAY QUESTIONS

Objective 1
1. Examine the impact of mass transportation on late-nineteenth-century American cities.

Objective 3
2. Discuss the similarities and differences between “old” immigrants and “new” immigrants, and examine the response of Americans to the latter.

Objective 4
3. Discuss occupational mobility as a means to get ahead and improve one’s status in American society between 1870 and 1920.

Objective 5
4. Discuss the interaction between Old World culture and New World reality as experienced by immigrants to the United States in the late nineteenth and early twentieth centuries. What changes in immigrant culture resulted from these interactions?

Objective 7
5. Discuss the problem of urban poverty in the United States and the responses of Americans to this problem in the late nineteenth century.

Objective 7
6. Discuss the problem of urban crime and the responses of Americans to this problem in the late nineteenth century.

Objective 9
7. Analyze the emergence and evaluate the effectiveness of the urban political machines.

Objective 11
8. Explain the usefulness of the practice of boarding in American society during the late nineteenth and early twentieth centuries.

Objective 12
9. Discuss the emergence of mass entertainment as a commodity in American society.

Objective 12
10. Discuss the characteristics of popular journalism in late-nineteenth-century America.
ANSWERS

Multiple-Choice Questions

1. d. Correct. Development of an inexpensive and efficient mass-transit system, such as the electric trolley, made it possible for people of the late nineteenth and early twentieth centuries to commute from a suburban home to an inner-city job. See page 512.
   a. No. Long-term mortgage financing did not become widely available until the early twentieth century; therefore, it was not the “primary agent” in making suburban life practical and possible. See page 512.
   b. No. The automobile revolutionized American life and was ultimately a factor in the success of suburban development, but the first suburbs were well established by the time the Model T began to come off the assembly line. Therefore, the automobile was not the “primary agent” in making suburban life practical and possible. See page 512.
   c. No. Since shopping centers followed successful suburban development, the success of the suburbs did not depend on shopping centers. See page 512.

2. c. Correct. Of the three ways by which the population of a place may grow, migration and immigration contributed most to urban population growth in the late nineteenth and early twentieth centuries. See pages 512–513.
   a. No. In the late nineteenth and early twentieth centuries, urban death rates declined, but so did urban birthrates. Therefore, although some urban growth may be attributed to natural increase, it was not the most important factor in such growth. See pages 512–513.
   b. No. Although an urban area can grow by merging with surrounding areas (e.g., Manhattan’s merger with four boroughs in 1898), such mergers were not the most important cause of urban population growth in the late nineteenth and early twentieth centuries. See pages 512–513.
   d. No. Annexation of outlying areas is one of the ways in which a place may grow, but it was not the most important source of urban population growth in the late nineteenth and early twentieth centuries. See pages 512–513.

3. c. Correct. Blacks found it more difficult than foreign immigrants to find employment in northern factories. As a result, many went into the lower-paying service sector. See pages 513–515.
   a. No. Most foreign immigrants were male, but most black migrants were women. Most jobs available to blacks in the cities were in domestic and personal service, and such jobs were traditionally held by women. See pages 513–515.
   b. No. Blacks, like foreign immigrants, came from a peasant background. In other words, both had been small farmers or farm laborers in the areas from which they moved. See pages 513–515.
   d. No. One characteristic that black migrants and foreign immigrants had in common was that both generally moved for economic reasons. See pages 513–515.
4.  
   a. Correct. Since most of the new immigrants came from eastern and southern Europe, they were usually non-Protestants. See pages 515–516.
   b. No. Family bonds were strong for both old and new immigrants. See pages 515–516.
   d. No. The new immigrants were no more likely to be escaping from persecution than were the old immigrants, and most immigrants, old and new, sought opportunity in the United States. See pages 515–516.

5.  
   d. Correct. The evidence indicates that movement along the path from “poverty to moderate success” was relatively common among white males. See page 518.
   a. No. Statistics showing that the rate of upward mobility among manual laborers in Atlanta, Los Angeles, and Omaha was one in five do not support the conclusion that American society was static and offered little chance for occupational advancement. See page 518.
   b. No. Although there were instances of people traveling the rags-to-riches path, this most certainly did not apply to 10 percent of the population of the United States. See page 518.
   c. No. The evidence indicates that in general the rates of upward mobility were almost always double those of downward mobility. This would hold true in urban areas because that is where most opportunities for advancement existed. See page 518.

6.  
   d. Correct. Although immigrants kept many Old World customs, the evidence supports the conclusion that as they interacted with the diversity of peoples and ideas in American society, they were forced to change their traditional habits and attitudes. See page 521.
   a. No. The description of immigrant communities as “urban borderlands” does not support the idea that most immigrants quickly shed their Old World attitudes and beliefs. See pages 519–521.
   b. No. Although many immigrants wanted to retain their native language, the fact that English was taught in the schools and necessary on the job made this virtually impossible. See pages 519–521.
   c. No. The statement that immigrants “practiced religion as they always had” is later qualified by the statements that churches ultimately “had to appeal more broadly to the entire nationality in order to survive” and that groups accommodated their faiths to the new environment. This clearly implies change in the area of religion. See pages 519–521.

7.  
   b. Correct. Traditional attitudes about the role of government often restricted what local government could do or was willing to do to solve urban problems, but some states did take action by legislating light, ventilation, and safety codes for new tenement buildings. See page 523.
   a. No. Private investors, whether as individuals or collectively, were not willing to build housing for low-income residents because they would have to accept lower profits on such units. See page 523.
   c. No. Most Americans did not believe it was either the responsibility of the federal government or within the government’s power to legislate a national housing code. See page 523.
   d. No. People’s beliefs and perceptions concerning the role of government placed restrictions on the response of local, state, and national governments to housing problems. It was believed that government subsidies would undermine private enterprise. See page 523.
8.  c.  Correct. Most Americans believed that the poor were unfit, weak, and lazy. By the same token, they believed that anyone could escape poverty through hard work, thrift, and clean living. See page 524.
   a.  No. Most Americans believed that factors other than luck were responsible for a person’s socioeconomic position. See page 524.
   b.  No. Although some reformers, most notably welfare workers, believed that poverty could be eliminated by changing the environment in which people lived, most Americans did not agree with this view of poverty. See page 524.
   d.  No. Most Americans of the late nineteenth and early twentieth centuries did not believe it to be the responsibility of the federal government to assist the poor. See page 524.

   b.  No. Machine politicians often engaged in bribery, thievery, and extortion. They did not gain and retain their power because they brought honesty to city government. See pages 527–528.
   c.  No. Urban political machines were not efficient or cost effective. Bosses solved many urban problems, but they often did so in a way that was costly to taxpayers. See pages 527–528.
   d.  No. Urban political bosses granted “favors” to their supporters. Therefore, favors were not evenly distributed to all groups and classes. See pages 527–528.

10. b.  Correct. In an effort to remove politics from government, most civic reform leaders concentrated on structural changes. They focused only on the waste and corruption associated with political bosses and failed to recognize that bosses succeeded because they used government to meet people’s needs. See page 528.
   a.  No. Civic reform leaders of the late nineteenth and early twentieth centuries saw political bosses as irresponsible leaders and a threat to American society. See page 528.
   c.  No. Most civic reform leaders wanted to make city government more businesslike and efficient. Only a few reformers, such as Thomas L. Johnson, attempted to make government responsive to the social ills of society. See page 528.
   d.  No. Most civic reform leaders supported citywide election of government officials and were opposed to the district representation associated with the ward system. See page 528.

11. d.  Correct. Settlement-house founders believed that they could improve the lives of working class people by providing education, job training, childcare, and other benefits to the residents of working-class neighborhoods. See page 529.
   a.  No. Although settlement-house founders worked with immigrants, acting as an employment and housing agency for immigrants was not their primary focus. See page 529.
   b.  No. Settlement-house founders were not primarily concerned with “street people.” See page 529.
   c.  No. It was not the aim of settlement-house founders to establish city-run, tax-supported social welfare agencies. See page 529.
12.  b.  Correct. Although housing reformers complained that boarding caused overcrowding and lack of privacy, it provided many young people who had left home with the semblance of a family environment. Therefore, it was a transitional stage between dependence and total independence. See page 531.
   a.  No. Although boarding sometimes provided extra income to middle- and working-class families, it was not a means by which people found employment. See pages 530–531.
   c.  No. Boarding was not important as a provider of childcare for working mothers. See pages 530–531.
   d.  No. Housing reformers charged that boarding caused overcrowding and a loss of privacy. This may have been true, but it does not indicate the importance of boarding, which was useful to many people. See pages 530–531.

13.  c.  Correct. Bicycling was an important sport for both men and women. In order to ride, women’s garments had to be less restrictive than the traditional Victorian fashions. The freer styles necessary for cycling gradually influenced everyday fashions. See page 534.
   a.  No. Since both sexes could participate in bicycling, it was instrumental in bringing men and women together. This was especially true of the bicycle-built-for-two. (The most popular song of 1892 was “Daisybelle.”) See page 534.
   b.  No. There is no indication that bicycling groups demanded lighted suburban streets. See page 534.
   d.  No. Stop and go lights were a response to the advent of the automobile in the 1920s and were not installed because of the popularity of bicycling. See page 534.

14.  a.  Correct. Burt Williams mainly played stereotypical roles. Birth of a Nation depicts blacks in a stereotypical way and as a threat to white moral values. Therefore, information about both supports the inference that blacks were subjected to prejudicial stereotyping in popular entertainment in the United States. See page 537.
   b.  No. Ethnic humor was often gentle and sympathetic, allowing people to laugh at the human condition. However, such an inference about ethnic humor cannot be drawn from information about Burt Williams’s career or from Birth of a Nation. See page 537.
   c.  No. The statement that show business provided economic opportunities to immigrants is a true statement. However, it is not an inference that is logically derived from the information about Burt Williams’s career or from Birth of a Nation. See page 537.
   d.  No. Although vaudeville was the most popular form of entertainment in early-twentieth-century America, this statement is not supported by the information about Burt Williams’s career or by Birth of a Nation. See page 537.
15. a. Correct. Urbanization in the late nineteenth century created a culturally pluralistic society. In such a society, politics became important as the arena in which different interest groups were competing for power, wealth, and status. See pages 538–539.

b. No. The idea of a society in which ethnic groups had blended into one, unified people is an expression of the “melting pot” idea. Such a society was not created by the urbanization in America in the late nineteenth century. See pages 538–539.

c. No. The discussion of urban growth in Chapter 19 deals with overcrowding, inadequate housing, urban poverty, urban crime and violence, ethnic prejudice, and governmental confusion. These topics do not suggest the emergence of a “smoothly functioning society.” See pages 538–539.

d. No. Although some Americans attempted to use government as an agent for moral reform, the evidence does not support the conclusion that urbanization created a society in which most Americans accepted this as the proper role of government. See pages 538–539.