

**CHAPTER**  
**15**

**GUIDED READING** *The New Immigrants*

**Section 1**

**A.** As you read about people who emigrated to the United States in the late 19th and early 20th centuries, write notes to answer the questions below.

Immigrants from . . .	What were some of the countries they came from?	What reasons did they often have for coming to the U.S.?	Where did they often enter the U.S.?
1. Southern and Eastern Europe			<input type="checkbox"/> Ellis Island <input type="checkbox"/> Angel Island <input type="checkbox"/> southeastern U.S. <input type="checkbox"/> southwestern U.S.
2. Asia			<input type="checkbox"/> Ellis Island <input type="checkbox"/> Angel Island <input type="checkbox"/> southeastern U.S. <input type="checkbox"/> southwestern U.S.
3. Caribbean Islands and Central America			<input type="checkbox"/> Ellis Island <input type="checkbox"/> Angel Island <input type="checkbox"/> southeastern U.S. <input type="checkbox"/> southwestern U.S.

**B.** In each box below, identify an important difference that tended to exist between native-born Americans and some or all of the new immigrants around the turn of the century.

Native-Born	New Immigrants

**C.** On the back of this paper, explain the purposes of the **Chinese Exclusion Act** and the **Gentlemen's Agreement**. Then, define **culture shock** and **melting pot**.

**CHAPTER**  
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**GUIDED READING** *The Problems of Urbanization*

**Section 2**

**A.** As you read about the rapid growth of American cities in the late 19th and early 20th centuries, take notes to answer the questions below.

The People	Why was each group drawn to cities in the Northeast and Midwest?
1. Immigrants	
2. Farmers	
3. African Americans	

The Problems	What was done in response to each problem?
4. Lack of housing and open areas of land	
5. Lack of safe and efficient transportation	
6. Unsafe drinking water	
7. Lack of sanitation	
8. Fire hazards	
9. Crime	

**B.** On the back of this paper, define **urbanization**. Then, explain how the **Social Gospel movement**, **settlement houses**, and **Jane Addams** were involved in efforts to solve the problems of urbanization.

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**Section 3**

**GUIDED READING**

*The Emergence of the Political Machine*

**A.** As you read about the role that politics played in shaping urban life, write notes to answer the questions.

**Rapid urbanization, inefficient government, and a climate of Social Darwinism opened the way for a new power structure and a new politician.**

1. How was the political machine organized?	
2. What did political or city bosses do?	
3. What role did immigrants play in the machine?	

**As political machines grew stronger, many bosses became greedy and corrupt.**

4. What is graft?	
5. How did the bosses use graft for their own personal gain?	
6. What are kickbacks?	
7. How did the bosses use kickbacks for their own personal gain?	

**B.** On the back of this paper, describe the relationship between **Tammany Hall** and the **Tweed Ring**, and note how they both were affected by **Thomas Nast**.

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**GUIDED READING** *Politics in the Gilded Age*

**Section 4**

**A.** As you read this section, fill out the chart below by writing answers to questions about the Gilded Age.

<b>1876</b>	<b>Rutherford B. Hayes elected president</b>	→	1. What was Hayes’s position on civil service reform? What did he do to promote it?
<b>1880</b>	<b>James A. Garfield elected president</b>	→	2. In the debate over civil service reform, did Garfield seem to favor the Stalwarts or the Mugwumps?
<b>1881</b>	<b>Garfield assassinated; Chester A. Arthur assumes the presidency</b>	→	3. What position did Arthur take on civil service reform, and what did he do to support it?
<b>1883</b>	<b>Pendleton Act passed</b>	→	4. What did the Pendleton Act do?
<b>1884</b>	<b>Grover Cleveland elected president</b>	→	5. What was Cleveland’s position on tariffs, and what did he do to promote this position?
<b>1888</b>	<b>Benjamin Harrison elected president</b>	→	6. What was Harrison’s position on tariffs, and what did he do to support that stand?
<b>1892</b>	<b>Cleveland reelected president</b>	→	7. What happened to tariffs during Cleveland’s second presidency?
<b>1897</b>	<b>William McKinley elected president</b>	→	8. What happened to tariffs during McKinley’s presidency?

**B.** On the back of this paper, define **patronage** and **spoils system**, and note some of the problems they caused.

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**Section 1**

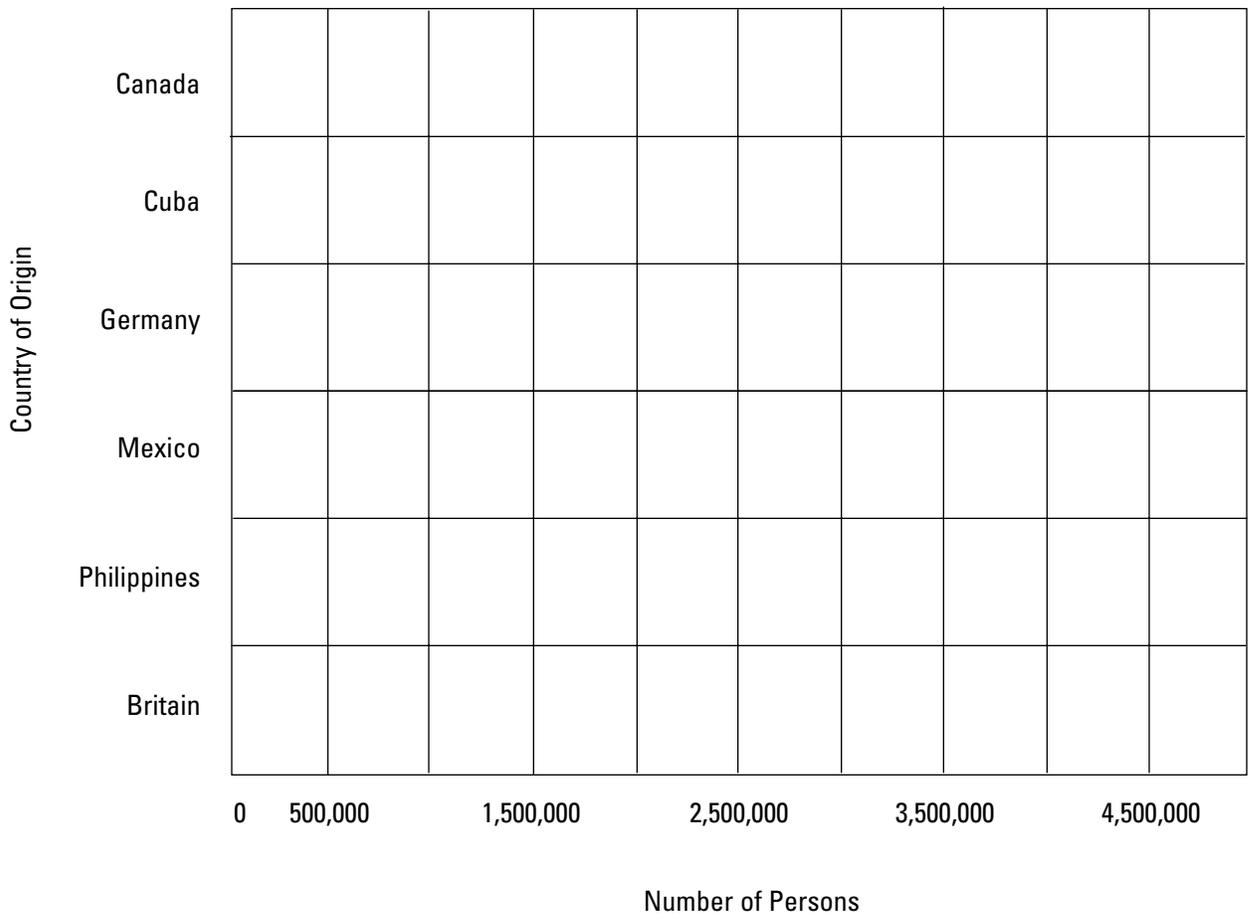
**SKILLBUILDER PRACTICE** *Interpreting Graphs*

*Immigration statistics often have the most impact when shown graphically. Read the information provided, then on the grid at the bottom of the page create a bar graph that illustrates the information. (See Skillbuilder Handbook, p. 1057.)*

Immigration to the United States changed dramatically from 1900 to 1990. At the beginning of the century, most foreign-born residents in the U.S. were from Europe, but nearing the end of the century, a few generations later, Mexico took the lead as the most common country of origin for foreign-born people in the United States. In the 1990 U.S. census, 4,294,014 persons listed Mexico as the country of their birth, compared to 711,929 who

listed Germany. Second to Mexico was the Philippines, represented by 912,674 persons. Other countries heavily represented in the U.S. census included Canada, with 744,830; Cuba, with 736,971; and Britain, with 640,145. These six countries account for 37 per cent of the total number of foreign-born persons living in the United States as of the 1990 census.

**Foreign-Born Persons in the U.S. as of 1990 Census**



**CHAPTER**  
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**GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTIONS**

*Industry and Urban Growth*

**Section 2**

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

In the late 1800s, the United States experienced not only remarkable industrial growth but also a shift in the types of goods produced.

New technology contributed greatly to the change in goods. For example, the Bessemer process for making steel from iron had been invented. For the first time, steel could be made cheaply in large quantities. As a result, steel—

which lasts up to twenty times longer than iron—became increasingly popular.

Population movement related to immigration and rural migration also occurred in the late 1800s. Industrialized urban areas in the Northwest and Midwest offered jobs to immigrants and former farmers.

**Net Worth of the Ten Largest Manufacturing Industries**

1879		1909	
INDUSTRY	(\$ Millions)	INDUSTRY	(\$ Millions)
Textiles and their products	\$ 602	Food and drink	\$ 2,935
Food and drink	498	Textiles and their products	2,550
Forest products	361	Iron and steel and their products	2,411
Iron and steel and their products	318	Machinery	1,860
Machinery	242	Forest products	1,767
Leather products	157	Chemicals	1,280
Chemicals	137	Cotton goods	860
Metal other than iron	86	Stone and glass products	705
Stone and glass products	83	Leather products	659
Printing and publishing	80	Printing and publishing	611
<b>All manufacturing</b>	<b>\$2,718</b>	<b>All manufacturing</b>	<b>\$16,937</b>

**Urban Growth**

YEAR	INCORPORATED PLACES, 2,500 AND OVER		INCORPORATED PLACES, 100,000 AND OVER		INCORPORATED PLACES, 1,000,000 AND OVER	
	NUMBER	PERCENTAGE OF TOTAL POPULATION	NUMBER	PERCENTAGE OF TOTAL POPULATION	NUMBER	PERCENTAGE OF TOTAL POPULATION
1880	930	28.2	20	12.3	1	2.4
1890	1,348	35.1	28	15.4	3	5.8
1900	1,737	39.7	38	18.7	3	8.4
1910	2,262	45.7	50	22.0	3	9.2

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**Interpreting Text and Visuals**

1. Which manufacturing industry added the most value to the economy in 1879?  
\_\_\_\_\_  
  
in 1909? \_\_\_\_\_
2. Which industry jumped two rankings from 1879 to 1909? \_\_\_\_\_  
  
Which industry fell three rankings from 1879 to 1909? \_\_\_\_\_
3. How does the worth of the tenth-ranked industry in 1909 compare with the top-ranked industry of just thirty years earlier? \_\_\_\_\_  
\_\_\_\_\_  
  
How many times greater is the worth of all manufacturing in 1909 than the worth of all manufacturing thirty years earlier? \_\_\_\_\_
4. What might explain the increase in the rankings of stone, glass, iron, and steel and the decline in rankings of forest products and leather products? \_\_\_\_\_  
\_\_\_\_\_
5. The iron and steel industry increased only one ranking from 1879 to 1909. Yet iron and steel could fairly be called one of the industries that had risen dramatically during that time period. Explain.  
\_\_\_\_\_  
\_\_\_\_\_
6. What percentage of the population lived in incorporated places (towns and cities) having a population of between 100,000 and 1 million in 1880? \_\_\_\_\_  
  
in 1910? \_\_\_\_\_
7. What was the increase in the percentage of the country's total population in all incorporated places of more than 2,500 between the years 1880 and 1910? \_\_\_\_\_  
\_\_\_\_\_
8. The number of incorporated cities over 1,000,000 stayed the same from 1890 to 1910, yet their percentage of the total population rose. Explain. \_\_\_\_\_  
\_\_\_\_\_

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**OUTLINE MAP** *The Urbanization of America*

**Section 2**

**A.** Review the maps of the political and physical features of the United States on pages 1062–1063 and 1064–1065. Then label the following bodies of water and cities on the accompanying outline map.

<u>Bodies of Water</u>		<u>Cities</u>
Pacific Ocean	Lake Michigan	Los Angeles
Atlantic Ocean	Lake Erie	San Francisco
Mississippi River	Lake Superior	Minneapolis
Lake Ontario	Lake Huron	

**B.** After completing the map, use it to answer the following questions.

1. In 1890, was population density greater east or west of the Mississippi River? \_\_\_\_\_

2. What was the population density of most of the land in Nevada, Wyoming, Arizona, and Oklahoma? \_\_\_\_\_

3. Which four states bordering the Great Lakes had no areas of fewer than two people per square mile? \_\_\_\_\_

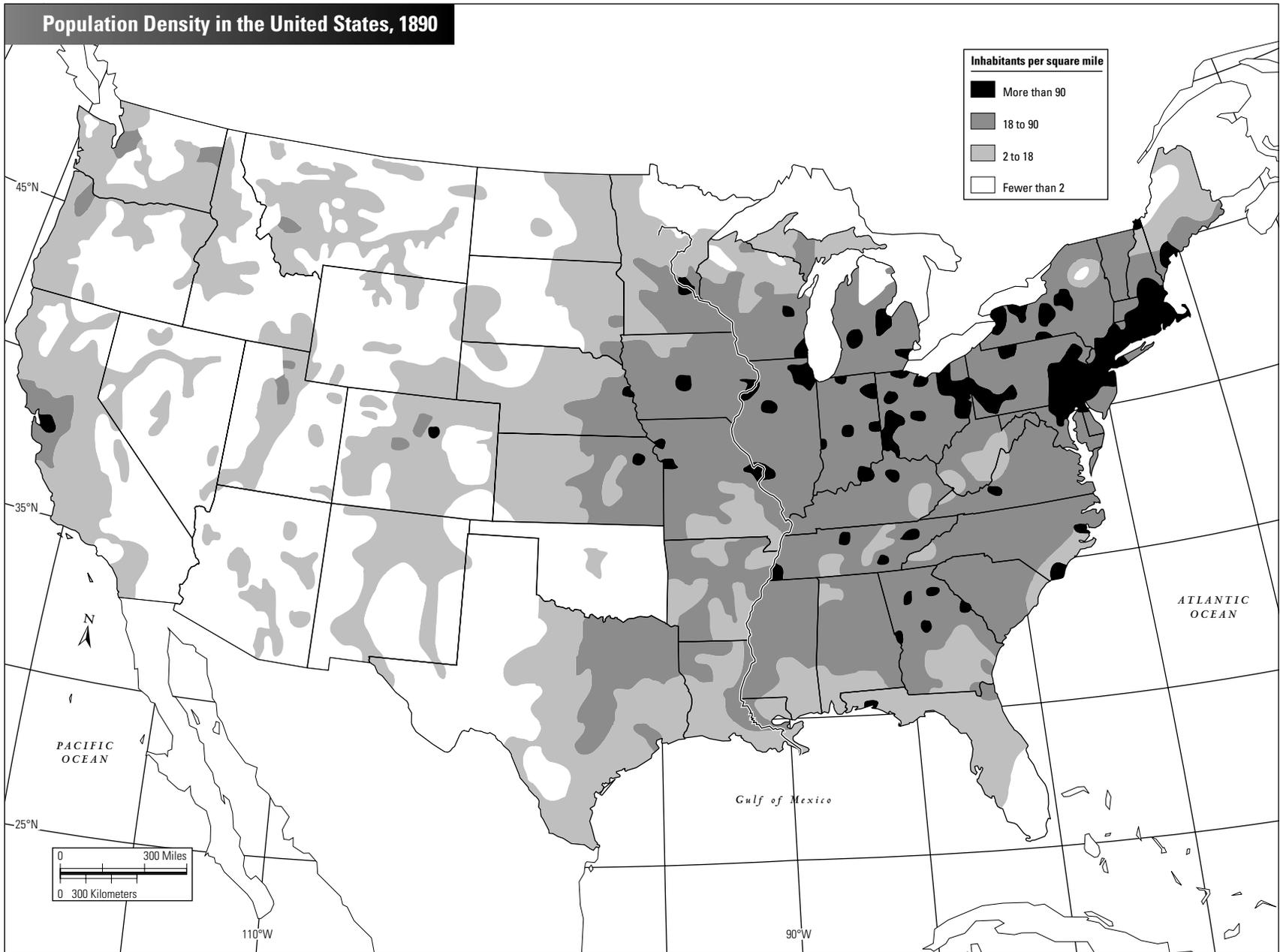
4. Name the only six states entirely east of the Mississippi River that had areas of population density of fewer than two people per square mile. \_\_\_\_\_

Name the only three states entirely west of the Mississippi River that had no areas of population density of fewer than two people per square mile. \_\_\_\_\_

5. What does the area bordering Lake Superior lack in population density that each of the other Great Lakes has? \_\_\_\_\_

6. Describe the 1890 population density of Minnesota. \_\_\_\_\_

7. Describe the population-density change that has taken place in the Los Angeles area from 1890 to the present. \_\_\_\_\_

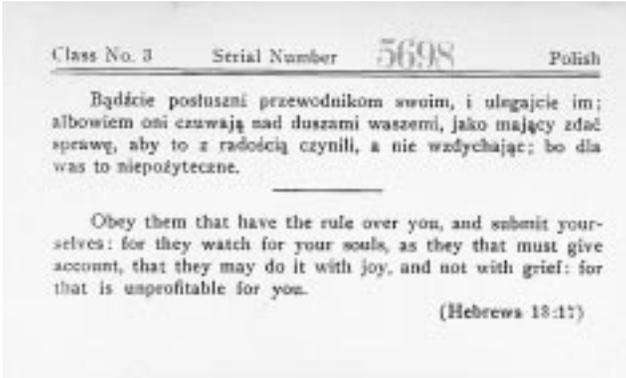


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**Section 1**

**PRIMARY SOURCE** **Artifacts from Ellis Island**

*Ellis Island was the chief immigration station in the United States from 1892 to 1954. What impressions of Ellis Island do you get from these artifacts?*

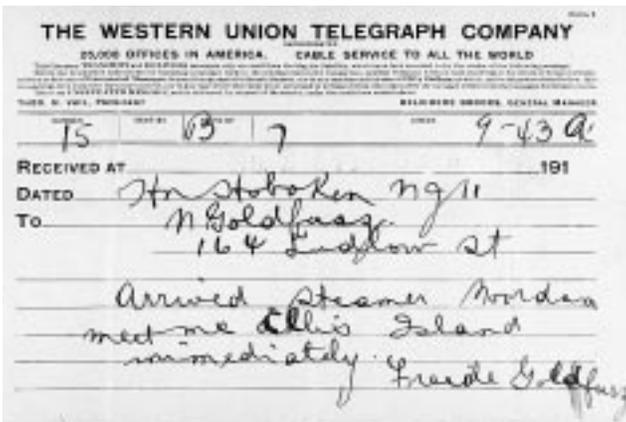
**Literacy Test Card, 1919**



Ellis Island Literacy card—Polish. By courtesy of the Ellis Island Immigration Museum.

Immigrants 16 years and older had to pass a literacy test in order to enter the United States. They were required to read a 40-word passage from the Bible in their native language.

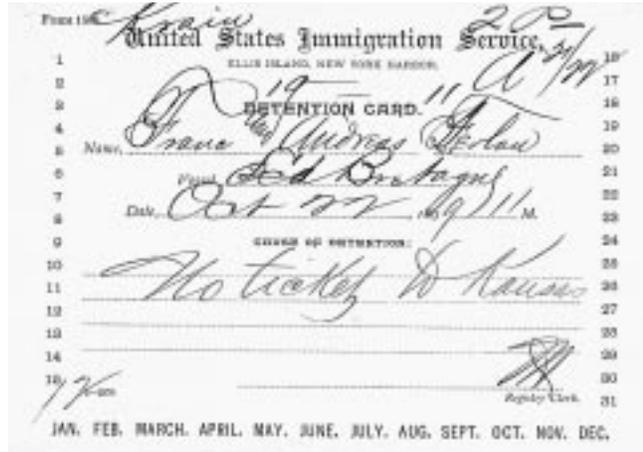
**Immigrant's Telegram, 1912**



Ellis Island telegram. By courtesy of the Ellis Island Immigration Museum.

Freide Goldfusz traveled alone to America to join her husband Morris. She was not allowed to leave Ellis Island until immigration officials knew she was in safe hands. This is the telegram she sent to her relatives in New Jersey.

**Detention Card, 1899**



Ellis Island Detention card. National Archives.

Immigrants who failed inspection received detention cards like this one and remained temporarily at Ellis Island. Inspectors recorded the reason why some immigrants were detained, including a lack of money or health problems.

**Activity Options**

1. Working with a group of classmates, draw up a list of questions you would like to ask an immigrant like Freide Goldfusz who passed through Ellis Island.
2. With your class, brainstorm a list of people in your community who emigrated to the United States. Choose one person from the list and invite him or her to speak to your class about immigration. Afterwards, compare the speaker's experiences with those of immigrants you have read about.
3. Write a poem about immigration from the point of view of Freide Goldfusz or another immigrant who arrived at Ellis Island. Share your poem with classmates.

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Section 2

**PRIMARY SOURCE** *from How the Other Half Lives*  
by Jacob Riis

*Jacob Riis, a Danish immigrant, worked for 12 years on the Lower East Side as a police reporter for the New York Tribune. In 1890 he published How the Other Half Lives, a shocking glimpse of slum life. What sights, sounds, and smells does Riis include in this description of a New York tenement?*

Be a little careful, please! The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. Here where the hall turns and dives into utter darkness is a step, and another, another. A flight of stairs. You can feel your way, if you cannot see it. Close? Yes! What would you have? All the fresh air that ever enters these stairs comes from the hall door that is forever slamming, and from the windows of dark bedrooms that in turn receive from the stairs their sole supply of the elements God meant to be free, but man deals out with such niggardly hand. That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stench. Hear the pump squeak! It is the lullaby of tenement house babes. In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain. But the saloon, whose open door you passed in the hall, is always there. The smell of it has followed you up. Here is a door. Listen! That short hacking cough, that tiny, helpless wail—what do they mean? They mean that the soiled bow of white [a sign of a recent birth] you saw on the door downstairs will have another story to tell—Oh! a sadly familiar story—before the day is at an end. The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it.

“It was took all of a suddint,” says the mother, smoothing the throbbing little body with trembling hands. There is no unkindness in the rough voice of the man in the jumper, who sits by the window grimly smoking a clay pipe, with the little life ebbing out in his sight, bitter as his words sound: “Hush, Mary! If we cannot keep the baby, need we complain—such as we?”

Such as we! What if the words ring in your ears as we grope our way up the stairs and down from floor to floor, listening to the sounds behind the

closed doors—some of quarrelling, some of coarse songs, more of profanity. They are true. When the summer heats come with their suffering they have meaning more terrible than words can tell. Come over here. Step carefully over this baby—it is a baby, spite of its rags and dirt—under these iron bridges called fire escapes, but loaded down, despite the incessant watchfulness of the firemen, with broken household goods, with washtubs and barrels, over which no man could climb from a fire. This gap between dingy brick walls is the yard. That strip of smoke-colored sky up there is the heaven of these people. Do you wonder the name does not attract them to the churches? That baby’s parents live in the rear tenement here. She is at least as clean as the steps we are now climbing. There are plenty of houses with half a hundred such in. The tenement is much like the one in front we just left, only fouler, closer, darker—we will not say more cheerless. The word is a mockery. A hundred thousand people lived in rear tenements in New York last year. Here is a room neater than the rest. The woman, a stout matron with hard lines of care in her face, is at the washtub. “I try to keep the childer clean,” she says, apologetically, but with a hopeless glance around. The spice of hot soapsuds is added to the air already tainted with the smell of boiling cabbage, of rags and uncleanness all about.

*from Jacob Riis, How the Other Half Lives: Studies Among the Tenements of New York (Cambridge, Mass.: Harvard University Press, 1970), 32–34.*

### Discussion Questions

1. What urban problems discussed in your textbook does Riis touch upon in this passage?
2. How would you describe the effect of poverty on children?
3. List three sights, sounds, and smells that in your opinion Riis used most effectively to evoke the reality of slum life.

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Section 2

PRIMARY SOURCE *from Twenty Years at Hull-House*  
by Jane Addams

*On September 18, 1889, social reformers Jane Addams and Ellen Gates Starr moved into Hull-House, a dilapidated mansion in the midst of the Chicago slums. As you read this excerpt, think about why they undertook this social experiment.*

In those early days we were often asked why we had come to live on Halsted Street when we could afford to live somewhere else. I remember one man who used to shake his head and say it was “the strangest thing he had met in his experience,” but who was finally convinced that it was “not strange but natural.” In time it came to seem natural to all of us that the Settlement should be there. If it is natural to feed the hungry and care for the sick, it is certainly natural to give pleasure to the young, comfort to the aged, and to minister to the deep-seated craving for social intercourse that all men feel. Whoever does it is rewarded by something which, if not gratitude, is at least spontaneous and vital and lacks that irksome sense of obligation with which a substantial benefit is too often acknowledged. . . .

From the first it seemed understood that we were ready to perform the humblest neighborhood services. We were asked to wash the newborn babies, and to prepare the dead for burial, to nurse the sick, and to “mind the children.”

Occasionally these neighborly offices unexpectedly uncovered ugly human traits. For six weeks after an operation we kept in one of our three bedrooms a forlorn little baby who, because he was born with a cleft palate, was most unwelcome even to his mother, and we were horrified when he died of neglect a week after he was returned to his home; a little Italian bride of fifteen sought shelter with us one November evening, to escape her husband who had beaten her every night for a week when he returned home from work, because she had lost her wedding ring. . . .

We were also early impressed with the curious isolation of many of the immigrants; an Italian woman once expressed her pleasure in the red roses that she saw at one of our receptions in surprise that they had been “brought so fresh all the way from Italy.” She would not believe for an instant that they had been grown in America. She said that she had lived in Chicago for six years and had never seen any roses, whereas in Italy she had seen them every summer in

great profusion. During all that time, of course, the woman had lived within ten blocks of a florist’s window; she had not been more than a five-cent car ride away from the public parks; but she had never dreamed of faring forth for herself, and no one had taken her. Her conception of America had been the untidy street in which she lived and had made her long struggle to adapt herself to American ways.

But in spite of some untoward experiences, we were constantly impressed with the uniform kindness and courtesy we received. Perhaps these first days laid the simple human foundations which are certainly essential for continuous living among the poor: first, genuine preference for residence in an industrial quarter to any other part of the city, because it is interesting and makes the human appeal; and second, the conviction, in the words of Canon Barnett [the founder of the first settlement house, Toynbee Hall, in London] that the things which make men alike are finer and better than the things that keep them apart, and that these basic likenesses, if they are properly accentuated, easily transcend the less essential differences of race, language, creed, and tradition.

Perhaps even in those first days we made a beginning toward that object which was afterwards stated in our charter: “To provide a center for a higher civic and social life; to institute and maintain educational and philanthropic enterprises; and to investigate and improve the conditions in the industrial districts of Chicago.”

*from Jane Addams, Twenty Years at Hull-House (Urbana: University of Illinois Press, 1990), 65–66.*

## Research Options

1. Use a print or on-line encyclopedia to find out more about the settlement-house movement, including Hull-House. Prepare an oral report.
2. Find out more about Jane Addams. Then write a brief author’s note for a new edition of *Twenty Years at Hull-House*.

CHAPTER  
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Section 3

PRIMARY SOURCE *from The Shame of the Cities*  
by Lincoln Steffens

*Muckraking journalist Lincoln Steffens investigated political corruption in American cities. As you read this excerpt from his book, consider why he viewed Philadelphia as “a disgrace not to itself alone, nor to Pennsylvania, but to the United States.”*

The Philadelphia machine isn't the best. It isn't sound, and I doubt if it would stand in New York or Chicago. The enduring strength of the typical American political machine is that it is a natural growth—a sucker, but deep-rooted in the people. The New Yorkers vote for Tammany Hall. The Philadelphians do not vote; they are disenfranchised, and their disenfranchisement is one anchor of the foundation of the Philadelphia organization.

This is no figure of speech. The honest citizens of Philadelphia have no more rights at the polls than the Negroes down South. Nor do they fight very hard for this basic privilege. You can arouse their Republican ire by talking about the black Republican votes lost in the Southern States by white Democratic intimidation, but if you remind the average Philadelphian that he is in the same position, he will look startled, then say, “That’s so, that’s literally true, only I never thought of it in just that way.” And it is literally true.

The machine controls the whole process of voting, and practices fraud at every stage. The assessor’s list is the voting list, and the assessor is the machine’s man. . . .The assessor pads the list with the names of dead dogs, children, and non-existent persons. One newspaper printed the picture of a dog, another that of a little four-year-old Negro boy, down on such a list. A ring orator in a speech resenting sneers at his ward as “low down” reminded his hearers that that was the ward of Independence Hall, and, naming the signers of the Declaration of Independence, he closed his highest flight of eloquence with the statement that “these men, the fathers of American liberty, voted down here once. And,” he added, with a catching grin, “they vote here yet.”

Rudolph Blankenburg, a persistent fighter for the right and the use of the right to vote (and, by the way, an immigrant), sent out just before one election a registered letter to each voter on the rolls of a certain selected division. Sixty-three per cent were returned marked “not at,” “removed,”

“deceased,” etc. From one four-story house where forty-four voters were addressed, eighteen letters came back undelivered; from another of forty-eight voters, came back forty-one letters; from another sixty-one out of sixty-two; from another forty-four out of forty-seven. Six houses in one division were assessed at one hundred and seventy-two voters, more than the votes cast in the previous election in any one of two hundred entire divisions.

The repeating is done boldly, for the machine controls the election officers, often choosing them from among the fraudulent names; and when no one appears to serve, assigning the heeler [local political party worker] ready for the expected vacancy. The police are forbidden by law to stand within thirty feet of the polls, but they are at the box and they are there to see that the machine’s orders are obeyed and that repeaters whom they help to furnish are permitted to vote without “intimidation” on the names they, the police, have supplied.

The editor of an anti-machine paper who was looking about for himself once told me that a ward leader who knew him well asked him into a polling place. “I’ll show you how it’s done,” he said, and he had the repeaters go round and round voting again and again on the names handed them on slips. “But,” as the editor said, “that isn’t the way it’s done.” The repeaters go from one polling place to another, voting on slips, and on their return rounds change coats, hats, etc.

*from Lincoln Steffens, The Shame of the Cities (New York: 1904). Reprinted in Richard B. Morris and James Woodress, eds., Voices From America’s Past, Vol. 2, Backwoods Democracy to World Power (New York: Dutton, 1963), 238–240.*

### Discussion Questions

1. How did Philadelphia’s machine control voting?
2. Why did Steffens claim that Philadelphians do not vote?
3. Why do you think Philadelphia’s political machine flourished in the late 19th century?

CHAPTER  
**15**

LITERATURE SELECTION *from Call It Sleep*  
by Henry Roth

Section 1

*This novel tells the story of David Schearl, an immigrant boy who comes to the United States in the early 1900s and grows up in the dark, crowded tenements of New York. What happens when David and his mother first arrive at Ellis Island?*

The small white steamer, *Peter Stuyvesant*, that delivered the immigrants from the stench and throb of the steerage to the stench and throb of New York tenements, rolled slightly on the water beside the stone quay in the lee of the weathered barracks and new brick buildings of Ellis Island. Her skipper was waiting for the last of the officials, laborers and guards to embark upon her before he cast off and started for Manhattan. Since this was Saturday afternoon and this the last trip she would make for the week-end, those left behind might have to stay over till Monday. Her whistle bellowed its hoarse warning. A few figures in overalls sauntered from the high doors of the immigration quarters and down the grey pavement that led to the dock.

It was May of the year 1907, the year that was destined to bring the greatest number of immigrants to the shores of the United States. All that day, as on all the days since spring began, her decks had been thronged by hundreds upon hundreds of foreigners, natives from almost every land in the world, the joweled close-cropped Teuton, the full-bearded Russian, the scraggly-whiskered Jew, and among them Slovack peasants with docile faces, smooth-cheeked and swarthy Armenians, pimply Greeks, Danes with wrinkled eyelids. All day her decks had been colorful, a matrix of the vivid costumes of other lands, the speckled green-and-yellow aprons, the flowered kerchief, embroidered homespun, the silver-braided sheepskin vest, the gaudy scarfs, yellow boots, fur caps, caftans, dull gabardines. All day the guttural, the high-pitched voices, the astonished cries, the gasps of wonder, reiterations of gladness had risen from her decks in a motley billow of sound. But now her decks were empty, quiet, spreading out under the sunlight almost as if the warm boards were relaxing from the strain and the

pressure of the myriads of feet. All those steerage passengers of the ships that had docked that day who were permitted to enter had already entered—except two, a woman and a young child she carried in her arms. They had just come aboard escorted by a man.

About the appearance of these late comers there was very little that was unusual. The man had evidently spent some time in America and was now

*He paid only the scantest attention to the Statue of Liberty or to the city rising from the water or to the bridges spanning the East River.*

bringing his wife and child over from the other side. It might have been thought that he had spent most of his time in lower New York, for he paid only the scantest attention to the Statue of Liberty or to the city rising from the water or to the bridges spanning the East River—or perhaps he was merely too agitated to waste much time on these wonders. His clothes were the ordinary clothes the ordinary New Yorker wore in that period—sober and dull. A black derby

accentuated the sharpness and sedentary pallor of his face; a jacket, loose on his tall spare frame, buttoned up in a V close to the throat; and above the V a tightly-knotted black tie was mounted in the groove of a high starched collar. As for his wife, one guessed that she was a European more by the timid wondering look in her eyes as she gazed from her husband to the harbor, than by her clothes. For her clothes were American—a black skirt, a white shirtwaist and a black jacket. Obviously her husband had either taken the precaution of sending them to her while she was still in Europe or had brought them with him to Ellis Island where she had slipped them on before she left.

Only the small child in her arms wore a distinctly foreign costume, an impression one got chiefly from the odd, outlandish, blue straw hat on his head with its polka dot ribbons of the same color dangling over each shoulder.

Except for this hat, had the three newcomers been in a crowd, no one probably could have singled out the woman and child as newly arrived immigrants. They carried no sheets tied up in huge bundles, no bulky wicker baskets, no prized feather beds, no boxes of delicacies, sausages, virgin-olive oils, rare cheeses; the large black satchel beside them was their only luggage. But despite this, despite their even less than commonplace appearance, the two overalled men, sprawled out and smoking cigarettes in the stern, eyed them curiously. And the old peddler woman, sitting with basket of oranges on knee, continually squinted her weak eyes in their direction.

The truth was there was something quite untypical about their behavior. The old peddler woman on the bench and the overalled men in the stern had seen enough husbands meeting their wives and children after a long absence to know how such people ought to behave. The most volatile races, such as the Italians, often danced for joy, whirled each other around, pirouetted in an ecstasy; Swedes sometimes just looked at each other, breathing through open mouths like a panting dog; Jews wept, jabbered, almost put each other's eyes out with the recklessness of their darting gestures; Poles roared and gripped each other at arm's length as though they meant to tear a handful of flesh; and after one pecking kiss, the English might be seen gravitating toward, but never achieving an embrace. But these two stood silent, apart; the man staring with aloof, offended eyes grimly down at the water—or if he turned his face toward his wife at all, it was only to glare in harsh contempt at the blue straw hat worn by the child in her arms, and then his hostile eyes would sweep about the deck to see if anyone else were observing them. And his wife beside him regarding him uneasily, appealingly. And the child against her breast looking from one to the other with watchful, frightened eyes. Altogether it was a very curious meeting.

They had been standing in this strange and silent manner for several minutes, when the woman, as if driven by the strain into action, tried to smile, and touching her husband's arm said timidly, "And this is the Golden Land." She spoke in Yiddish.

The man grunted, but made no answer.

She took a breath as if taking courage, and tremu-

lously, "I'm sorry, Albert, I was so stupid." She paused waiting for some flicker of unbending, some word, which never came. "But you look so lean, Albert, so haggard. And your mustache—you've shaved."

His brusque glance stabbed and withdrew. "Even so."

"You must have suffered in this land." She continued gentle despite his rebuke. "You never wrote me. You're thin. Ach! Then here in the new land is the same old poverty. You've gone without food. I can see it. You've changed."

"Well that don't matter," he snapped, ignoring her sympathy. "It's no excuse for your not recognizing me. Who else would call for you? Do you know anyone else in this land?"

"No," placatingly. "But I was so frightened, Albert. Listen to me. I was so bewildered, and that long waiting there in that vast room since morning. Oh, that horrible waiting! I saw them all go, one after the other. The shoemaker

and his wife. The coppersmith and his children from Strij. All those on the Kaiserin Viktoria. But I—I remained. To-morrow will be Sunday. They told me no one could come to fetch me. What if they sent me back? I was frantic!"

"Are you blaming me?" His voice was dangerous.

"No! No! Of course not Albert! I was just explaining."

"Well then let me explain," he said curtly. "I did what I could. I took the day off from the shop. I called that cursed Hamburg-American Line four times. And each time they told me you weren't on board."

"They didn't have any more third-class passage, so I had to take the steerage—"

"Yes, now I know. That's all very well. That couldn't be helped. I came here anyway. The last boat. And what do you do? You refused to recognize me. You don't know me." He dropped his elbows down on the rail, averted his angry face. "That's the greeting I get."

"I'm sorry, Albert," she stroked his arm humbly. "I'm sorry."

"And as if those blue-coated mongrels in there weren't mocking me enough, you give them that brat's right age. Didn't I write you to say seventeen months because it would save half fare! Didn't you hear me inside when I told them?"

"How could I, Albert?" she protested. "How could I? You were on the other side of that—that cage."

***"They didn't have any more third-class passage, so I had to take the steerage—"***

“Well why didn’t you say seventeen months any way? Look!” he pointed to several blue-coated officials who came hurrying out of a doorway out of the immigration quarters. “There they are.” An ominous pride dragged at his voice. “If he’s among them, that one who questioned so much, I could speak to him if he came up here.”

“Don’t bother with him, Albert,” she exclaimed uneasily. “Please, Albert! What have you against him? He couldn’t help it. It’s his work.”

“Is it?” His eyes followed with unswerving deliberation the blue-coats as they neared the boat. “Well he didn’t have to do it so well.”

“And after all, I did lie to him, Albert,” she said hurriedly trying to distract him.

“The truth is you didn’t,” he snapped, turning his anger against her. “You made your first lie plain by telling the truth afterward. And made a laughing-stock of me!”

“I didn’t know what to do.” She picked despairingly at the wire grill beneath the rail. “In Hamburg the doctor laughed at me when I said seventeen months. He’s so big. He was big when he was born.” She smiled, the worried look on her face vanishing momentarily as she stroked her son’s cheek. “Won’t you speak to your father, David, beloved?”

The child merely ducked his head behind his mother.

His father stared at him, shifted his gaze and glared down at the officials, and then, as though perplexity had crossed his mind, he frowned absently. “How old did he say he was?”

“The doctor? Over two years—and as I say he laughed.”

“Well what did he enter?”

“Seventeen months—I told you.”

“Then why didn’t you tell them seventeen—” He broke off, shrugged violently. “Baah! You need more strength in this land.” He paused, eyed her intently and then frowned suddenly. “Did you bring his birth certificate?”

“Why—” She seemed confused. “It may be in the trunk—there on the ship. I don’t know. Perhaps I left it behind.” Her hand wandered uncertainly to her lips. “I don’t know. Is it important? I never thought of it. But surely father could send it. We need only write.”

“Hmm! Well, put him down.” His head jerked brusquely toward the child. “You don’t need to carry him all the way. He’s big enough to stand on his own feet.”

She hesitated, and then reluctantly set the child down on the deck. Scared, unsteady, the little one edged over to the side opposite his father, and hidden by his mother, clung to her skirt.

“Well, it’s all over now.” She attempted to be cheerful. “It’s all behind us now, isn’t it, Albert? Whatever mistakes I made don’t really matter any more. Do they?”

“A fine taste of what lies before me!” He turned his back on her and leaned morosely against the rail. “A fine taste!”

They were silent. On the dock below, the brown hawsers had been slipped over the mooring posts, and the men on the lower deck now dragged them dripping from the water. Bells clanged. The ship throbbed. Startled by the hoarse bellow of her whistle, the gulls wheeling before her prow rose with slight creaking cry from the green water, and as she churned away from the stone quay skimmed across her path on indolent, scimitar wing. Behind the ship the white wake that stretched to Ellis Island grew longer, raveling wanly into melon-green. On one side curved the low drab Jersey coast-line, the spars and masts on the waterfront fringing the sky; on the other side was Brooklyn, flat, water-towered; the horns of the harbor. And before them, rising on her high pedestal from the scaling swamy brilliance of sunlit water to the west, Liberty. The spinning disk of the late afternoon sun slanted behind her, and to those on board who gazed, her features were charred with shadow, her depths exhausted, her masses ironed to one single plane. Against the luminous sky the rays of her halo were spikes of darkness roweling the air; shadow flattened the torch she bore to a black cross against flawless light—the blackened hill of a broken sword. Liberty. The child and his mother stared again at the massive figure in wonder.

## Activity Options

1. Draw a sketch to accompany this excerpt from *Call It Sleep*. Then display your sketch on a classroom bulletin board.
2. With a partner, role-play the Schearls’ reunion on the docks of the *Peter Stuyvesant* for the class. Then discuss why you think Mr. and Mrs. Schearl react as they do.
3. Imagine that you are Mrs. Schearl. Write a postcard to a friend or family member back home in Poland in which you describe your trip to America.

CHAPTER  
**15**

Section 2

AMERICAN LIVES **Jane Addams**  
*Helping the Poor—and the Well-to-Do*

*“Insanitary housing, poisonous sewage, contaminated water, infant mortality, the spread of contagion, adulterated food, impure milk, smoke-laden air, ill-ventilated factories, dangerous occupations, juvenile crime, unwholesome crowding, prostitution, and drunkenness are the enemies which the modern city must face and overcome would it survive.”— Jane Addams, “Utilization of Women in City Government” (1907)*

Jane Addams (1860–1935) dedicated herself to helping the many poor U.S. immigrants at the turn of the century. In the process of helping them, she also aimed to help even the middle class.

Illinois-born Jane Addams was little more than two when her mother died, and she was raised by her father. He was a successful businessman, and she loved him deeply. She attended college—unusual for females of her time—but the same year that she graduated, her father died. Plagued by frail health and dissatisfied with the restrictions of her middle-class life, Addams drifted for a few years. Then, on a tour of Europe with her college roommate, Ellen Gates Starr, she visited a settlement house in London. At Addams’s urging, the two decided to create such a house in the United States.

They returned to the United States and in 1889 purchased a rundown mansion in Chicago. Hull House, as it was called, had been in the suburbs of Chicago when it was built. Now it was surrounded by tenements housing immigrants. It was the perfect location for their idea.

Addams and Starr did not know exactly what to do at first. One of their first programs offered the nearby Italian immigrants a chance to hear a novel read aloud in Italian and see photographs of Italy. The event was not a success. Soon, though, they saw a need: to create a kindergarten for the immigrants’ young children. It was welcomed eagerly and launched many years of helpful programs. Eventually Hull House provided art and craft classes, created a theater group, and offered classes teaching English and job skills. The settlement house grew to be a large complex of buildings visited by some two thousand Chicagoans each week.

From the start, Hull House had two purposes. It was intended not only to help the poor immigrants but also to provide benefits for the middle class. Addams and Starr wished to give privileged young people—especially young women—a chance to learn skills, experience life, and take part in

important activity. By working at the settlement house, they could avoid “being cultivated into unnourished and over-sensitive lives.”

They attracted many talented people to their work. Those who worked at Hull House backed such causes as improving urban sanitation and ending child labor. They convinced Illinois to require safety inspections in factories and to create the first court system for juveniles.

While Addams and Starr worked together at Hull House, Addams was the chief spokeswoman for the effort. In countless speeches and articles and a number of books, she backed various social reforms. She also became a powerful voice on behalf of opportunities for women.

In later years, she embraced the cause of peace. This position cost her some support during World War I, but she did not hesitate to take her stand. She became president of the Woman’s International League for Peace and Freedom in 1919 and was a founding member of the American Civil Liberties Union the next year. For her peace efforts, she won the Nobel Peace Prize in 1931. She died just four years later.

## Questions

1. What kind of programs do you think helped immigrants the most?
2. What opportunities did middle-class women have for their lives in Addams’s time?
3. Would it be helpful to have settlement houses or similar programs in cities today?

CHAPTER  
**15**

AMERICAN LIVES

# William Marcy Tweed

## *Corrupt Boss of the Political Machine*

Section 3

*“There is not in the history of villainy a parallel for the gigantic crime against property conspired [to] by the Tammany Ring.”—Henry G. Stebbins, report of the Committee of Seventy that investigated the Tweed Ring (1871)*

William Marcy Tweed was the most spectacular example of the corrupt boss of the urban political machine of the 1800s. Rising from obscurity to control New York City in a time of its great growth, Tweed and his friends raked in a fortune. Then their empire quickly collapsed.

Tweed (1823–1878) was born in New York. He became a bookkeeper and seemed ready for modest success. After becoming chief of a volunteer fire company, he turned to politics, running for alderman as a Democrat. Knowing that he would probably lose the election to the Whig candidate, he persuaded a friend to run as an independent Whig. By splitting that party’s vote, Tweed won the election.

Tweed took over New York’s Democratic Party, called Tammany Hall after its headquarters. Soon he was elected to the board of supervisors. Despite having no legal training, he opened a law office in 1860. One client paid him \$100,000 in one year alone, knowing that his so-called legal advice would prove useful. Winning the election of friends to various city posts, Tweed built his power. In 1861 his candidate defeated a rival for mayor. The campaign cost Tweed \$100,000—but he made the money back quickly.

Soon thereafter Tweed was the head of several New York politicians, a corrupt group—known as a “ring”—that took over control of city finances. They cheated the government out of millions of dollars.

In 1868, the ring controlled the mayor of New York City, the speaker of the state assembly, and the state’s governor. In 1869, the ring decided that all bills sent to New York City and the county would be doubled, with the extra money going into their pockets. Later the share was increased even more.

Because the city did not enjoy complete free-

dom from state control, Tweed had a new city charter written. It appeared to simplify city government, thus winning the support of many prominent New Yorkers as a useful reform. Its real purpose, though, was to increase Tammany control over the city government. Tweed got the state legislature to pass the charter.

By authorizing the building of the Brooklyn Bridge, Tweed collected \$40,000 in stock. The millions received from the fraudulent scheme to build the county courthouse was split five ways. Four parts went to Tweed and three friends. The final share was used to distribute among lesser politicians.

In 1870, the press began a campaign against the Tweed Ring. *Harper’s Weekly*, led by cartoonist Thomas Nast, was first. It was followed by the *New York Times*. The next year, two Democratic opponents of the ring gave the *Times* official records that showed widespread corruption. The ring offered the newspaper \$5 million not to publish the evidence—and another \$500,000 to Nast to stop drawing his cartoons. But they went ahead, and New Yorkers rose in anger. An investigating committee condemned Tweed and his partners, who were then arrested. Tweed spent his last eight years in and out of court and prison. He died in jail at age 55.

### Questions

1. What was Tweed’s first political “dirty trick”?
2. What was the secret to Tweed’s holding power for as long as he did?
3. The evidence offered to the *New York Times* in 1871 included pages from the city’s account books. Why would they be damaging to the ring?

**CHAPTER**  
**15**  
**Project**

**LIVING HISTORY** *Tracing the Growth of a Town*

**RESEARCHING YOUR TOPIC** Since you are discussing a local topic, tap the following sources of information:

- Your local historical society or Chamber of Commerce
- The local newspaper, library, or museum
- Books of state, regional, or local history
- Maps and atlases
- Family photographs and memorabilia
- Long-time residents you can interview
- Local sites of historical interest

**Remember!**

- Use at least 3 sources.
- Document your sources with author, title, year of publication, and page numbers.

**TAKING NOTES** As you read the information you have gathered, take notes to determine the highlights of your town's or neighborhood's history. The following categories may help you focus.

- The Founders** (Include information about the people who founded the town or neighborhood and the time period.)
- The Population** (Include information about ethnic groups who settled the area, their cultural contributions, and how the population changed over the years.)
- Major Events** (Include significant events that influenced the history of the area.)
- Problems** (Include problems created by the area's growth and how those problems were solved.)
- Possible Future** (Include how the population might change, how growth might be affected in the future, and future problems and solutions.)
- Illustrations** (Choose or create maps, charts, graphs, photos, drawings, and other visuals to illustrate your biography.)

**ORGANIZING YOUR MATERIAL** Once you have taken notes and gathered illustrations, think about how you want to organize your information. Here are two possible strategies:

- Order events chronologically, that is, in the order that events happened.
- Begin with a flashback to a significant event that had a major impact on the area; then explain the contrast in the area before and after that event.

**DRAFTING AND REVISING** As you write and revise your biography, keep in mind these standards:

- ✓ Include descriptive details to give a vivid portrait of your town or neighborhood.
- ✓ Use a logical organization so that the reader can understand the order and importance of events.
- ✓ Use examples and quotations whenever possible to illustrate your points and support your ideas.

**CHAPTER**  
**15**  
**Project**

**LIVING HISTORY** *Standards for a Town Biography*

<b>RESEARCH</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Poor</b>
1. Shows evidence of research from at least three sources			
2. Documents sources by listing author, title, year of publication, and pages where material was found			
<b>IDEAS AND CONTENT</b>			
3. Includes information about the area's founders			
4. Describes the area's ethnic groups			
5. Includes major events in area's history			
6. Discusses area's problems and solutions			
7. Predicts the future of the area			
8. Includes informative visuals (maps, graphs, charts, photos, etc.)			
<b>INDIVIDUAL PERFORMANCE</b>			
9. Shows sound judgment in organizing material and in choice of visuals			
10. Shows consistent effort			

Comments \_\_\_\_\_  
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Overall Rating \_\_\_\_\_