**Ch. 19A – QUIZ**

**Option A: Political Machines**

I’ve been readin’ a book by Lincoln Steffens on The Shame of The Cities. Steffens means well but, like all reformers, he don’t know how to make distinctions. He can’t see no difference between honest graft and dishonest graft and, consequent, he gets things all mixed up…. For instance, I ain’t no looter. The looter hogs it. I never hogged. I made my pile in politics, but, at the same time, I served the organization and got more big improvements for New York City than any other livin’ man….

Steffens made one good point in his book. He said he found that Philadelphia, ruled almost entirely by Americans, was more corrupt than New York, where the Irish do almost all the governin’. I could have told him that before he did any investigatin’ if he had come to me. The Irish was born to rule, and they’re the honestest people in the world. Show me the Irishman who would steal a roof off an almhouse! He don’t exist. Of course, if an Irishman had the political pull and the roof was much worn, he might get the city authorities to put on a new one and get the contract for it himself, and buy the old roof at a bargain – but that’s honest graft….

One reason why the Irishman is more honest in politics than many Sons of the Revolution is that he is grateful to the country and the city that gave him protection and prosperity when he was driven by oppression from the Emerald Isle…. His one thought is to serve the city which gave him a home. He has this thought even before he lands in New York, for his friends here often have a good place in one of the city departments picked out for him while he is still in the old country. Is it any wonder that he has a tender spot in his heart for old New York when he is on its salary list the mornin’ after he lands?

***Source: Excerpt from a talk by George Plunkitt, a political boss in New York City. The talk was called “Honest Graft and Dishonest Graft,” recorded in 1905. (Graft is another word for corruption and bribes). In this talk, Plunkitt responds to Lincoln Steffens’s book,* The Shame of the Cities.**

1. Define and describe the term “political machine.”
2. Summarize the main idea advanced by George Plunkitt in the above passage.
3. To what extent did political machines support the needs of immigrants to America in the Industrial Era?

**Ch. 19A – QUIZ**

**Option B: Chinese Exclusion Act**

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***Source: The cartoon was drawn by Thomas Nast for* Harper’s Weekly*, a Northern magazine. In this cartoon, we see Columbia, the feminine symbol of the United States, protecting a Chinese man against a gang of Irish and German thugs. At the bottom it says "Hands off-Gentlemen! America means fair play for all men."***

1. Define and describe the “Chinese Exclusion Act.”
2. Summarize the main idea advanced by Thomas Nast cartoon above.
3. Briefly explain the primary reasons for the passage of the Chinese Exclusion Act.

**Ch. 19A – QUIZ**

**Option C: Settlement Houses**

*[A]n Italian girl who has had lessons in cooking at the public school will help her mother to connect the entire family with American food and household habits. That the mother has never baked bread in Italy–only mixed it in her own house and then taken it out to the village oven–makes all the more valuable her daughter's understanding of the complicated cooking stove. The same thing is true of the girl who learns to sew in the public school, and more than anything else, perhaps, of the girl who receives the first simple instruction in the care of little children–that skillful care which every tenement-house baby requires if he is to be pulled through his second summer….*

*Thus through civic instruction in the public schools, the Italian woman slowly became urbanized in the sense in which the word was used by her own Latin ancestors, and thus the habits of her entire family were modified. The public schools in the immigrant colonies deserve all the praise as Americanizing agencies which can be bestowed upon them, and there is little doubt that the fast-changing curriculum in the direction of the vacation-school experiments will react more directly upon such households.*

***Source: Excerpt from Jane Addams’ book,* Twenty Years at Hull-House, (1910). *This passage comes from a chapter called* *"Immigrants and Their Children.”***

1. Define and describe the term “settlement house.”
2. Summarize the main idea advanced by Jane Addams in the above passage.
3. Briefly describe an additional support mechanism that aided immigrants in assimilating to life in the United States.