

# Brinkley, Chapter 18 Notes

## Immigration and Settlement, 1820-1860

**Sources of Immigration, 1820-1860**

- 39% Ireland
- 31% Germany
- 16% Great Britain
- 4% The Americas
- 1% Scandinavia
- 9% Other

**Immigration to the United States (by decade)**

Number of immigrants (thousands)

1821-30 1831-40 1841-50 1851-60

Source: Historical Statistics of the United States

## Brinkley Chapter 18 The Age of the City

## Immigration 1880s

Immigration 1880s

- Japan 241,846
- China 118,393
- Norway/Sweden 1,491,151
- Russia/USSR 3,241,098
- Ireland 1,529,144
- France 216,510
- Germany 2,527,202
- Poland 153,339
- Austria-Hungary 4,004,940
- Italy 4,114,103

### THE NEW IMMIGRATION, 1861-1920

Decade	Northwestern Europe (mostly Ireland, Germany, and England)	Central and Eastern Europe (mostly Poland, Russia, and Hungary)	Southern Europe (mostly Italy and Greece)	Asia (mostly China)	Other
1861-1880	68%	18%	2%	5%	7%
1881-1900	51%	25%	14%	8%	3%
1901-1920	13%	44%	29%	11%	1%

Source: Historical Statistics of the United States

## The Migrations

In the late 19th century, Americans left the declining agricultural regions of the East at a dramatic rate.

Some moved to the newly developing farmlands of the West. Almost as many moved to the cities of the East and the Midwest.

Among those leaving rural America for industrial cities in the 1880s were black men and women trying to escape poverty, debt, violence, and oppression they faced in the South.

Urban blacks tended to work in service occupations: cooks, janitors, domestic servants, etc.

The most important source of urban population growth, was the new immigrants. New immigrants were unskilled and settled in industrial cities where they worked largely unskilled jobs.

## The Long Journey

Immigrants usually carried very few items such as clothes, pictures of loved ones, and tools of their trade.

### Immigrants Arrive at American Ports

- Processing Station - officials decided who could stay in the US. Immigrants had to be healthy and prove they had money, a skill, or sponsor to provide for them.
- 1st & 2nd class passengers were inspected on the ship and released. All steerage passengers were sent to Ellis Island.
- At Ellis Island immigration officers conducted legal and medical inspections on European immigrants.
- Angel Island was formidable and designed to filter out Chinese immigrants from the influx of Asian immigrants.

After 1882, Chinese laborers were turned away unless they could prove citizenship or family in the U.S.

## The Immigrant Workforce

The industrial workforce expanded dramatically in the late 19th century as a result of:

- Massive migration from rural to urban areas
- 25 million "new immigrants" (Eastern & Southern Europeans).

New Immigrants faced various push and pull factors.

Push factors push an immigrant out of their homeland. Push factors: Escape poverty and religious & political oppression. Pull factors draw an immigrant to a new land. Pull factors: New opportunities working on the RRs and in factories.

The new groups heightened ethnic tensions within the working class. Low-paid immigrants replaced the higher-paid old immigrants.

## Wages and Working Conditions

Average income of workers was at least \$100/year less than what was needed to have a reasonable / comfortable lifestyle.

There was no job security. All were vulnerable to the boom-and-bust cycles of the economy and technological advances. Those who kept their jobs faced wage cuts.

Few workers were ever very far from poverty.

Rural farmers who moved to industrial work had trouble adjusting to the nature of modern industrial labor: routine, repetitive tasks, and a monotonous schedule.

At minimum, most factory laborers worked 10 hour days, 6 days a week.

### Child Labor

Low skilled jobs in factories = increase the use of child and female labor

By 1900, 20% of all manufacturing workers were women. Textile industry remained the largest industrial employer of women and there were at least 1.7 million child laborers

Under public pressure 38 states passed child labor laws in the 19th century. But 60% of child workers were employed in agriculture, which was typically exempt from the laws. Laws merely set a minimum age of 12 years and a 10 hour maximum workday. Laws were often ignored by employers.

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## The Ethnic City

By 1890, most of the population of the major cities consisted of immigrants.

Adjustment for many was hard and immigrant groups formed close knit ethnic communities in cities called "immigrant ghettos." Neighborhoods were close to industrial jobs.

Ethnic neighborhoods offered newcomers much that was familiar such as native language in newspapers and theaters, ethnic food stores, church, and fraternal organizations with close links to their past.



Nativists backed up their prejudices that linked immigrants' physical characteristics to criminal tendencies or lower intellectual abilities.

"Little Italy" "Chinatown"

Jews & Germans advanced economically more rapidly than others (Irish) because they placed education as a high priority, & usually came to America with money or a skill.

Protestants were suspicious of Catholics. Native born WASPs would not hire, vote, rent to, or work with Catholics or Jews.

## Immigrants Assimilate Into Society

Settlement workers & immigrants believed that society was a "melting pot" in which people of different nationalities blended to create a single culture.

1st generation immigrants held onto the "old country". 2nd generation immigrants were more likely to attempt to break with the old ways.

Established fraternal lodges and churches that made them feel more comfortable. Catholics established churches and parochial schools.

In most cities, ethnic ties had to compete against assimilation. Immigrants disillusioned by their poverty still had the dream of becoming true "Americans".



Young women rebelled against betrothed marriages and tried to enter the workplace.

Native-born Americans encouraged assimilation. Public schools taught English, employers insisted the use of English, non-ethnic stores sold American products.

## Assimilation and Exclusion

The vast number of new immigrants, and the way many of them clung to old ways and created distinctive communities, provoked fear and resentment among some native-born Americans.

In 1894, the Immigration Protection League was formed and proposed screening immigrants through literacy and medical tests to separate the "desirable" from the "undesirable".



After the passage of the Chinese Exclusion Act in 1882, the federal government expanded the list of immigrants who were barred from entering (1924).

The **Scott Act** (1888) expanded upon the Chinese Exclusion Act, prohibiting reentry after leaving the U.S. The Act was renewed for 10 years by the 1892 **Geary Act**, & again with no expiration date in 1902. The act then required "each Chinese resident to register and obtain a certificate of residence. Without a certificate, he or she faced deportation."

The Knights of Labor supported the Chinese Exclusion Act.

## Immigrants Move In to Seize Opportunities

By 1900, some cities had a population that was more than 40% foreign born.

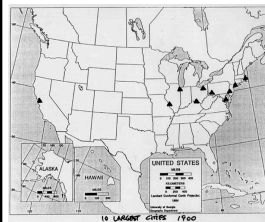
Neighborhoods in cities acquired a majority of workers from particular countries.

Employees at the steel mills in western PA were mostly Polish.

Workers at textile factories in NYC were mainly European Jews



Domestic servants in the northeast were primarily Irish



Late 19th century, America experienced a period of urbanization.

**Urbanization** - expansion of cities and/or an increase in the number of people living in them.

Urban people worked differently than rural. Worked on schedules, paid rent for apartments, and interacted with strangers.

## Cities Offer Advantages



America's major cities manufacturing and transportation centers clustered in the NE, on the Pacific Coast, & along the waterways of the Midwest.

Cities became magnets for immigrants and rural Americans. Attracted by jobs in factories.

Women's opportunities expanded to taking in boarders, doing piecework, or become domestic servants.

One of the greatest urban problems was providing housing for new residents.

The richest lived in large mansions on 5th Ave in NYC. The moderately well-to-do took advantage of the less expensive land on the edges of cities and settled in new **suburbs**, linked to the cities by trains and streetcars.

Most urban residents lived in **tenement** (slum) houses. Landlords tried to squeeze as many renters in one small space. Most tenements were windowless and little or no plumbing or heating.



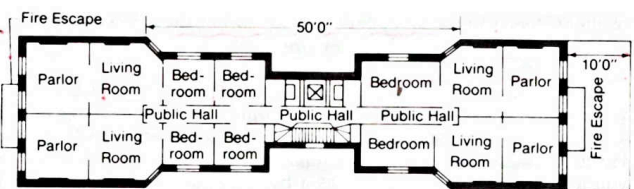
## Tenement Housing

Tenement owners lived in the suburbs or in fashionable downtown areas, away from industry.

Tenement houses had few windows, little sanitation, unhealthy, and dangerous



Jacob Riis, shocked many Americans with his descriptions and pictures of tenement life in his book **How the Other Half Lives**. The solution many reformers adopted was to demolish the tenements without replacing them.



DUMBBELL TENEMENT

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## Fire, Crime, and Conflict

Police were unable to overcome the challenge of tension between urban groups.

Communities clashed along ethnic and racial lines.



Very young boys joined neighborhood gangs for safety

Bowery Boys Gang  
Irish

Italian Gang - "The Black Hand". Those reluctant to comply with society demands were warned by means of the imprint of a black hand



## Water and Sanitation

Alleys between tenements were clogged with food waste and trash.

Only the newest housing had indoor toilets but they often overflowed.



Streets were unpaved and filled with trash and dead animals.



Perfect conditions for breeding epidemics

## Urban Technologies: Transportation and Construction

Urban growth posed transportation challenges. 1870, NYC opened its first elevated railway above streets.

NYC, Chicago, and SF experimented with cable cars. Boston opened the 1st American subway. One of the great technological marvels of the 1880s was the completion of the Brooklyn Bridge - a steel cable bridge. Cities grew upward as well as outward.

Chicago, 1884 - the first modern "skyscraper". Launched a new era in urban architecture. New kinds of steel girders could support much greater tension. The invention and development of the passenger elevator made much taller buildings possible.



Steel also protected cities from fires that could spread in minutes.

## The Machine and the Boss

Immigrants were in need of institutions to help them adjust to American life. For many, the principal source of assistance was the political "machine."

The urban machine existed because of the power vacuum that the chaotic growth of cities created & the potential voting power of immigrants. Out of that combination emerged the "urban bosses."

Main function of the boss was simple: win votes for his organization and win the loyalties of the constituents.

To do so, a boss might provide them with occasional relief - a basket of groceries, or a bag of coal. He rewarded many followers with patronage: jobs in city government or police (controlled by the machines).



Machines were also a vehicle for making money. Politicians enriched themselves and their allies through various forms of graft and corruption.

Most famous boss was Boss Tweed of NYC Tammany Hall in the 1860s and 1870s. His extravagant use of public funds and kickbacks took him to prison in 1872.

## Toward Universal Schooling

The growing demand for specialized skills and scientific knowledge naturally created a growing, and changing, demand for education. The late 19th century was a time of rapid expansion and reform of American schools and universities.

Free public primary and secondary school spread rapidly. By 1900, compulsory school-attendance laws existed in 31 states. Education was still far from universal.

Rural areas lagged far behind urban ones. In the South, many blacks had no access to schools at all. But for many white men and women, educational opportunities were expanding dramatically.

Educational reformers tried to extend educational opportunities to the Indian tribes as well, in an effort to "civilize" them and help them adapt to white society.

## Universities & the Growth of Science & Technology

Colleges and universities proliferated rapidly in the late 19th century. The Morrill Land Grant Act of 1862 caused the expansion. They played a vital role in the economic development of the US in the late 19th century and beyond.

The land-grant institutions were specifically mandated to advance knowledge in "agriculture and mechanics." From the beginning, therefore, they were committed not just to abstract knowledge but to making discoveries that would be of practical use to farmers and manufacturers.



As they evolved into great state universities, they retained that tradition and became the source of many of the great discoveries that helped American industry and commerce to advance.

## Universities & the Growth of Science & Technology

Private universities emerged that served many of the same purposes: MIT, John Hopkins, and Rockefeller University.

By the early 20th century, even older and more traditional universities were beginning to form relationships with the private sector and the government, doing research that did not just advance knowledge for its own sake but that was directly applicable to practical problems of the time.





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## Medical Science

Both the culture of and the scientific basis for medical care was changing rapidly in the early 20th century.

Most doctors were beginning to accept the new medical assumption that there were underlying causes to particular symptoms - that a symptom was not itself a disease.

They were also making use of new or improved technologies - the X-ray, improved microscopes, and other diagnostic devices that made it possible to classify, and distinguish among, different diseases.

Lab tests could now identify infections such as typhoid and dysentery which was the first step to treatment.

## Medical Science

Pharmaceutical research began to produce important new medicines such as Aspirin. 1906 - the use of blood transfusions revolutionized surgeries.

The widespread acceptance by the end of the 19th century of the germ theory of disease had important implications. Physicians quickly discovered that exposure to germs did not by itself necessarily cause disease, and they began looking for the other factors that determined who got sick and who did not.

Among the factors they discovered were general health, previous medical history, diet and nutrition, and eventually genetic predisposition.

The awareness of the importance of infection in spreading disease also encouraged doctors to sterilize their instruments and use surgical gloves.

By the early 19th century, American physicians and surgeons were recognized as among the best in the world, and American medical education was beginning to attract students from other countries.



1928 Ad

## Education for Women

Most public high schools openly accepted women, but opportunities for higher education were fewer.

At the end of the Civil War, only 3 American colleges were coeducational, one in particular was Oberlin College. After the war, many of the land-grant colleges began to accept women such as Cornell and Wesleyan.

Coeducational opportunities were less crucial than the creation of a network of women's colleges: Mount Holyoke (MA), Vassar, and Wellesley.

A few of the larger private universities created separate colleges for women on their campuses: Columbia and Harvard.

The female college was an important phenomenon in the history of modern American women: the emergence of distinctive women's communities outside the family.

Most faculty members and many administrators were women (unmarried).

## Education for Women

College life produced a spirit of sorority and commitment among educated women that had important effects in later years.

Most female college graduates ultimately married, but they married at an older age than their non-college counterparts.



The growth of female higher education clearly became for some women a liberating experience, persuading them that they had roles other than those of wives and mothers to perform in their rapidly changing urban-industrial society.