Chapter 7—Immigrants and Urbanization:

I. The New Immigrants: Chapter 7, Section 1

A. Through the Gold Door

1. Old Immigrants
   a. came between 1800 to 1880
   b. Mostly Protestants from northwestern Europe

2. New Immigrants
   a. Came between 1891 to 1910
   b. From southern or eastern Europe
      i. Areas: Czech, Greek, Hungarian, Italian, Polish, Russian, and Slovak
      ii. Religion: Catholic, Greek Orthodox, or Jewish
   c. Arabs, Armenians, French Canadian, Japanese, Chinese, Mexican, and Caribbean also arrived

3. Europeans
   a. Between 1870-1920 20 million Europeans arrived in the United States on the East Coast (Ellis Island)
   b. Left because
      i. Left to escape religious persecution
      ii. Over population in Europe resulting in lack of food and jobs
      iii. Opportunity—land, jobs, INDEPENDENCE

4. Chinese and Japanese
   a. Between 1851-1883 about 300,000 Chinese arrived in the United States on the West Coast (Angel Island)
   b. Arrived because
      i. Gold Fever
      ii. Jobs to build railroad (transcontinental)
      iii. Jobs farming in Hawaii—annexation of Hawaii

5. The West Indies (Jamaica, Cuba, Puerto Rico, etc.) and Mexico
   a. Between 1880-1920 about 260,000 immigrants arrived
   b. Left because
      i. Lack of jobs—US industrial boom appealing
      ii. flee political turmoil (Mexico—7% of Mexico’s population came to US in 20 years)

B. Life in the New Land

1. A Difficult Journey
   a. Most immigrants traveled by steamship—1 week trip for Atlantic and 3 weeks for Pacific
   b. Immigrants traveled in steerage—poorest accommodations (Titanic—the movie)
      i. below deck near the steering mechanisms (how its name came about)
      ii. offered limited toilet facilities, no privacy and poor food

2. Immigration Centers— where immigrants were detained and processed before being allowed to enter the US
   a. Ellis Island—New York Harbor
      i. Vast majority were allowed to stay; only about 2% did not make it (much different compared to the present)
      ii. Statue of Liberty often the first sight people saw of US—“All of us [immigrants] . . . clustered on the foredeck . . . and looked with wonder on this miraculous lady and the land of our dreams.”
   b. Angel Island—San Francisco Bay
      i. The requirements were the same here as at Ellis Island, however, here they were much more thorough with the requirements and procedures
      ii. It was filthy—was not as well maintained as Ellis Island
   c. Requirements at immigration centers included:
i. Physical: those with health problems, contagious diseases (tuberculosis), or mental disorders were deported
ii. Questioning and Document Check: able to work (healthy and possessed job skills), had money (min. $25 in 1909) or relatives, and had to prove their background (ex. Criminal history)

3. Cooperation for Survival
   a. Immigrant Communities
      i. most immigrants settled in towns or areas of the cities where other immigrants from their homeland lived (Little Italy, China Town, etc.)
      ii. in these towns/neighborhoods, residents often spoke the same languages, owned old country stores (ex. grocery stores), published newspapers in their languages, and followed the customs of the old country
   b. Religious institutions
      i. neighborhood churches, synagogues, and temples provided community centers that helped immigrants maintain a sense of identity and belonging
      ii. some religious organizations offered: economic assistance, day care, gymnasiums, reading rooms, sewing classes, training courses, etc.
      iii. Benevolent societies—Religious and non-religious aid organizations that helped immigrants in cases of sickness, unemployment, and/or death

4. Americanization
   a. Immigrants urged by employers, public institutions, and even their own family to join the American mainstream
   b. Older immigrants found it more difficult to relinquish ties to old country while their children often adopted American cultural practices and to view their parents’ old-world language and customs as old-fashion

C. Immigration Restrictions
1. Different Opinion—Native Born citizens began to tire of immigrants refusing to give up “the old country”
   a. Native-Born Americans viewed the US as a Melting Pot—mixture of people of different cultures and races who blended together by abandoning their native languages and customs
   b. Foreign-Born Americans viewed the US as a Salad Bowl—mixture of people of different cultures and races who blended together but still maintained their native identity

2. The Rise of Nativism
   a. Nativism—overt favoritism toward native-born Americans and in some cases favoritism towards immigrants from the right countries (Old Immigrants—Anglo Saxon)
      i. Nativist blamed immigrants for not attempting to fit into THEIR cultural and even went as far as to blame social problems (crime, poverty, and violence) and lack of jobs (believed lost to immigrants who would take lower wages)
      ii. Some nativist even pointed out that the new religions that immigrants represented would purposefully undermine the democratic institutions since they were established by our Protestant founders
      iii. anti-immigration organizations began to form and to further lobby for stricter immigration laws
   b. Immigration Restriction League—founded by Prescott F. Hall and other wealthy Bostonians, it sought only immigration of “British, German, and Scandinavian . . .” citizens only.
      i. League successfully pressured Congress to pass a bill requiring a literacy test for immigrants (those who could not read 40 words in English were refused entry)
      ii. President Grove Cleveland vetoed it several times calling it “illiberal, narrow, and un-American” because of how it targeted non-Anglo Saxon immigrants

3. Anti-Asian Sentiment
   a. Nativist feared job competition from the Chinese who were willing to work for less
b. Workingmen’s Party-founded by Denis Kearney (an Irish immigrant himself) led the fight against the Chinese

c. Chinese Exclusion Act-congress responded and passed this act in 1882 that banned all Chinese except students, teachers, merchants, tourists, and government officials, it was not repealed until 1943

4. The Gentlemen’s Agreement
   a. Anti-Chinese sentiments quickly turned to Japanese and other Asian immigrants
   b. In 1906, San Francisco board of education segregated Japanese children
   c. Gentlemen’s Agreement: agreement between Teddy Roosevelt and Japan’s government—Japan would limit emigration of unskilled workers to the US and United States would lift the segregation in San Francisco

II. The Challenges of Urbanization (Chapter 7, Section 2)
   a. Move to Cities
      i. Between 1865 – 1900 the percent of Americans living in cities doubled from 20% to 40%
      ii. Immigrants Settle in Cities
          1. Industrialization leads to urbanization, or growth of cities
          2. Most immigrants settle in cities; get cheap housing, factory jobs
          3. Schools, voluntary groups teach citizenship skills
          4. English, American history, cooking, etiquette
          5. Ethnic communities provide social support
      iii. Migration from Country to City
          1. Farm technology decreases need for laborers; people move to cities
          2. Many African Americans in South lose their livelihood
          3. 1890–1910, move to cities in North, West to escape racial violence
          4. Find segregation, discrimination in North too
          5. Competition for jobs between blacks, white immigrants causes tension
   b. Urban Problems—Noise, traffic jams, slums, air pollution, and sanitation and health problems became commonplace.
      i. Transportation
         1. Mass transit—move large numbers of people along fixed routes
            a. Included public transport like electric commuter trains, subways, trolley cars.
            b. The first system was designed by Frank J. Sprague, an electrical engineer, who invented the electric trolley in 1887, Richmond Virginia.
         2. Most people lived within a 45 minute walk from the city center—a typical city covered 3 sq. miles, as far as a person could walk in a few hours.
         3. Extended cities outward—Due to mass transit, workers no longer had to live with in walking distance of jobs or markets, urban areas expanded to cover as much as 20 sq. miles.
         4. By 20th century, transit systems link city to suburbs—residential neighborhoods on the outskirts of a city.
      ii. Water
         1. 1860s cities have inadequate or no piped water, indoor plumbing rare
            a. Filtration introduced 1870s
            b. Extended water cribs
            c. Chlorination in 1908
      iii. Sanitation
         1. Streets: manure, open gutters, factory smoke, poor trash collection
         2. Contractors hired to sweep streets, collect garbage, clean outhouses
            a. often do not do job properly
         3. By 1900, cities develop sewer lines, create sanitation departments
iv. Fire
1. Fire hazards: limited water, wood houses, candles, kerosene heaters
2. Most firefighters volunteers, not always available
3. 1900, most cities have full-time, professional fire departments
4. Fire sprinklers, non-flammable building materials make cities safer
5. Chicago Fire
   a. The fire burned for over 24 hours.
   b. An estimated 300 people died.
   c. 1000,000 were left homeless.
   d. More than 3 square miles of the city center was destroyed.
   e. Property loss was estimated at $200 million.
   f. 17,500 buildings were destroyed.
      i. The best-known story of the fire is that it was started by a cow kicking over a lantern in the barn owned by Patrick and Catherine O'Leary at the address above.
      ii. Catherine O'Leary was the perfect scapegoat: she was a woman, immigrant, and Catholic—a combination which did not fare well in the political climate of the time in Chicago.
      iii. This story was circulating in Chicago even before the flames had died out and was noted in the Chicago Tribune's first post-fire issue. Michael Ahern, the reporter who created the cow story, admitted in 1893 that he had made up the story because he thought it would make colorful copy.
      iv. Historians agree that on Sunday evening, October 8, 1871, the Chicago Fire did indeed start in the barn of Mr. and Mrs. Patrick and Catherine O'Leary. The board members failed to ascertain the fire's cause, stating merely in their report that "whether it originated from a spark blown from a chimney on that windy night, or was set on fire by human agency, we are unable to determine."

6. San Francisco
   a. The quake lasted 28 seconds; fires burned for 4 days.
   b. An estimated 1,000 people died.
   c. Over 200,000 were left homeless.
   d. Property loss was estimated at $500 million.
   e. 28,000 buildings were destroyed.

v. Housing
1. Working-class families live in houses on outskirts or boardinghouses
2. Later, row houses built for single families—houses that share an outer wall
3. Immigrants take over row houses, 2–3 families per house
4. Tenements—multifamily urban dwellings, are overcrowded, unsanitary
5. Jacob August Riis
   a. He was a Danish-American muckraker journalist, photographer, and social reformer
   b. He is known for his dedication to using his photographic and journalistic talents to help the less fortunate in New York City.
   c. Roosevelt was so deeply moved by Riis's sense of justice that he met Riis and befriended him for life, calling him "the best American I ever knew."
      Roosevelt himself coined the term "muckraking journalism", of which Riis is a recognized protagonist, in 1906.

c. Settlement House Movement
   i. Social welfare reformers work to relieve urban poverty
   ii. Social Gospel movement—preaches salvation through service to poor
iii. Settlement houses—community centers in slums, help immigrants
iv. Run by college-educated women, they:
   v. provide educational, cultural, social services
vi. send visiting nurses to the sick
vii. help with personal, job, financial problem
viii. Jane Adams
   1. Jane Addams was a woman at the forefront of the settlement-house movement; she founded Hull House (along with Ellen Gates Starr).
   2. Addams dedicated her life to helping the poor and promoting women’s suffrage.
   3. She served as president of the Women’s International League for Peace and Freedom.

III. Politics in the Gilded Age (Chapter 7, Section 3)
a. Gilded Age: refers to the post-Civil War and post-Reconstruction Era from 1865 to 1901 in the US
   i. The politics of scandal and corruption shocked and troubled voters (Credit Mobilier Scandal, Teapot Dome Scandal, etc.)
   ii. In response to the growing interest by voters—In 1873 Mark Twain and Charles Dudley Warner published a satirical novel, The Gilded Age, that examined wealth and politics in the US
   iii. Twain and Warner believed that politics was like the base material that hides beneath the glittering gold surface of gilded objects
b. Political Machines: Well-organized political parties that dominated city governments in the United States
   i. They were mainly in the larger cities—Boston, Chicago, Cleveland, New York City, Philadelphia, etc.
   ii. Machines got the support of voters by: providing jobs, housing, help in naturalization (immigrants), political favors, misc. services, building public services (parks, sewer systems, and waterworks), donating money (schools, hospitals, orphanages, etc.) etc.
   iii. In return—citizens voted the way the political machine asked them to
   iv. With the machine holding so much voter power, politicians lined up to gain the support of the machine; however, the politician now owed the machine
   v. The main strength of political machines resided with ward bosses and precinct captains
c. Political Bosses managed the Political Machine
   i. He controlled:
     ii. access to city jobs
        1. City offices
        2. Business licenses
        3. The courts
   iii. “Big Jim” Pendergast was a well liked boss in Kansas City, Missouri
        1. He gained considerable political support by providing jobs and special services to his African American, Irish America, and Italian American constituents
        2. “There is no kinder hearted or sympathetic man in Kansas City than Jim Pendergast. “He will go down in his pockets after his last cent to help a friend.” —Kansas City Resident
   iv. Other Notable City "Bosses" and their political machines
        1. "Blind Boss" Buckley of San Francisco
        2. Fred A. Busse of Chicago
        3. James Michael Curley of Boston
        4. Richard J. Daley of Chicago
        5. Tom L. Johnson of Cleveland, Ohio
           a. Johnson is considered a great influence in the progressive movement in the United States that took place in the early 20th century. He is also considered Cleveland's greatest mayor.
        6. Robert E. McKisson of Cleveland, Ohio
7. Tom Pendergast of Kansas City
8. Abe Ruef of San Francisco
9. William Tweed of New York City

d. Immigrants and the Political Machine
   i. Bosses were usually first-generation or second-generation immigrants so they could relate to immigrants
   ii. Often met immigrants when they arrived in city (harbor [Ellis Island], train station, etc.)
   iii. Offered to help find temporary housing and jobs
   iv. Helped them with naturalization (attaining full citizenship)
   v. What did they want in return—their VOTE

e. Election Fraud
   i. Political Machines had to maintain their power over elections to maintain their influence
   ii. When jobs and favors were not enough, they turned to fraud
      1. Hired men went all over the city voting as different people and changing clothes in the process
      2. Voting as a recently deceased person

f. Graft
   i. Graft: acquisition of money or political power through illegal or dishonest methods
   ii. Collected Kickbacks (bribes/payoffs)—illegal payments that were part of earnings from a job or contract—for things such as:
      1. Bribes to allow illegal activities (i.e. Gambling)
      2. Favors and/or contracts to businesses
      3. Cooking the books: overcharging by employee who received job from political boss or political machine
   iii. Examples of Graft
      1. In Chicago, railroad company paid as much as $25,000 for votes on local ordinances that would grant it special privileges
      2. Also in Chicago, a businessman built a street railway empire by paying for support on city ordinances favorable to his company
      3. In New York, George Plunkitt of Tammany Hall would get knowledge of zoning to purchase land which he knew was planned for development, before this was publicly known, and then he sold it at a significant profit

g. Tammany Hall
   i. Tammany Hall: New York City’s powerful Democratic Party political machine
   ii. played a major role in New York City politics from the 1790s to the 1960s
   iii. It is best known for Boss Tweed’s tenure

h. The Tweed Ring
   i. William Tweed (“Boss Tweed”) ran Tammany Hall as its political boss
   ii. Tweed and his ring of supporters used power to gain bribes and kickbacks
   iii. Historians estimate the Tweed Ring got more than $200 million in graft between 1865 and 1871
      1. Example: The New York City courthouse should have cost $3 million to construct, after graft it cost $11 million. It became nicknamed “Tweed Courthouse”
   iv. Downfall of Tweed Ring
      1. His corruption was revealed in a series of political cartoons drawn by Thomas Nast
      2. Tweed said, “Stop them . . . Pictures. I don’t care so much was the papers write about me. My constituents can’t read. But . . . They can see pictures.”
      3. Nast’s cartoons exposed the corruption and contributed to Tweed’s indictment for fraud and extortion—but he escaped from jail
      4. Tweed escaped and fled to Spain
      5. He was a fugitive there for a year until he was recognized by his likeness to a Nast cartoon and captured
6. He died in a debtor's prison on April 12, 1878

i. Thomas Nast
   i. Thomas Nast was an influential political cartoonist in the late 1800s
   ii. Nast drew cartoons for Harper’s magazine, one of the early illustrated periodicals in the United States.
   iii. Nast created and/or popularized many now-commonplace caricatures, including Uncle Sam, the Democratic donkey, the Republican elephant, and Santa Clause.

j. Patronage Leads to Reform
   i. Patronage: giving of government jobs to people who had helped a candidate get elected—spoils system
      1. Many of these employees were not qualified to hold their position
      2. Many used their place of power for personal gain
   ii. Reformers started demanding changes in hiring jobs in civil service—government jobs

k. Reform Under Hayes
   i. 19th President—Rutherford B. Hayes (1877-1881)
   ii. He failed to convince congress to reform
   iii. In response:
      1. He hired independents for his cabinet
      2. Set up commission to investigate corruption
      3. Fired those found of corruption

l. Response to Hayes
   i. Hayes’s reform efforts angered his party and the Republican party end up splitting
      1. Stalwarts: strongly opposed reform; led by Senator Roscoe Conkling, they liked the spoils system
      2. Half-Breeds: wanted reform; led by James G. Blain, they wanted an exam to grand jobs based on merit
   ii. 1880 Election
      1. Based on the division of his party, Hayes chose not to run
      2. Half-Breeds won and nominated Games A. Garfield but satisfied the Stalwarts by putting Chester A. Arthur as Vice-President

m. Reform Under Garfield
   i. 20th President—James A. Garfield (1881)
   ii. President James A. Garfield edged out the Democratic candidate
   iii. Garfield was assassinated by Charles Guiteau, whom Garfield turned down for a job
      1. Guiteau announced, “I did it and I will go to jail for it. I am a Stalwart and Arthur is now president.”

n. Reform Under Arthur
   i. 21st President—Chester A. Arthur (1881-1885)
   ii. Despite his ties, Arthur became a reformer as president
   iii. He secured the Pendleton Civil Service Act which established the Civil Service Commission 
   iv. Civil Service Commission administered competitive examinations for those seeking government jobs—merit based system

o. Response to Arthur
   i. 1884 Election
      1. Arthur’s reform efforts angered many in his party
      2. The Stalwarts refused to support Arthur’s 1884 reelection campaign and instead nominated Half-Breeds leader James Blaine
      3. Blaines’s nomination upset Republic reformers
         a. These reformers became known as mugwumps (Algonquin word for “big chiefs”)
         b. Mugwumps supported Grover Cleveland who ended up winning the election
p. Tariffs
   i. Tariff is a tax on imported goods
   ii. A "revenue tariff" is a tax designed to raise money for the government
      1. A tariff on coffee imports, for example (by a country that does not grow coffee) raises a steady flow of revenue
   iii. A "protective tariff" is intended to artificially inflate prices of imports and "protect" domestic industries from foreign competition
      1. For example, a 50% tax on a machine that importers formerly sold for $100 and now sell for $150. Without a tariff the local manufacturers could only charge $100 for the same machine; now they can charge $149 and make the sale

q. Tariffs Under Grover Cleveland
   i. 22nd President—Grover Cleveland (1885-1889)
   ii. Cleveland tried to lower tariff rates, but Congress refused to support him
   iii. 1888 Election
      1. Cleveland ran for reelection on low-tariff platform
      2. Benjamin Harrison ran pushing for high tariffs; and was financed by large contributions from corporate America
      3. Despite winning the popular vote, Cleveland lost
      4. Harrison took the majority of electoral votes

r. Tariffs Under Harrison/Cleveland/McKinley
   i. 23rd President—Benjamin Harrison (1889-1893)
      1. Harris won the passage of the McKinley Tariff Act of 1890, which raised tariffs to their highest levels
   ii. 24th President—Grover Cleveland (1893-1897)
      1. He is the only president to serve two non-consecutive terms
      2. He passed a bill that lowered the tariff: Wilson-Gorman Tariff
   iii. 25th President—William McKinley (1897-1901)
      1. He raised tariffs once again