I. **INTRODUCTION**: The market economy and expansion encouraged immigration
   and internal migration.  Communities became more diverse.  This trend
   was often resented by native-born Americans.  The extremes of wealth and
   poverty manifested themselves in American society.

II. **CITY LIFE**

     A. **URBAN GROWTH**

          1. In the Northeast the percentage of people living in urban
             areas grew from 9% to 35% between 1800 and 1860.  Most of this
             increase occurred along transportation routes.

          2. By 1810 New York City surpassed Philadelphia as the nation's
             most populous city.  Baltimore and New Orleans dominated the
             South.  San Francisco became the leading West coast city.

     B. **NEW YORK CITY**

          1. Mass transit made it possible for the city to expand.  Horse
             drawn buses appeared in New York in 1827.  The Harlem Railroad
             was completed in 1832.

          2. "Old" residents disliked the growing concentrations of new
             immigrants.  In the 1850's these were mostly Irish and German.
             Some clubs were formed to isolate members from the culture of
             immigrant groups.  The Masonic Order was one of these groups.

          3. Early 19th. century cities were disorderly, unsafe, and
             unhealthy.  Human waste and garbage spread disease, polluted
             the water, and smelled.  Much of city life took place on the
             streets.  It was a volatile situation.  Poverty and squalor
             marked districts of the cities.  New York City's Five Points
             district had the reputation of being the worst slum in Pre-
             Civil War America.  The Old Brewery, which had been converted
             to housing in 1837, was mostly Irish & black.

          4. A youth culture developed on the Bowery in New York City in
             the 1840's.  It revolved around theaters, dance halls, ice-
             cream shops, cafes.  Bowery Boys exhibited a unique style of
             dress and demeanor.  Bowery girls dressed "outlandishly".

          5. Children and young men who earned their living off the streets
             by bootblacking or petty thievery were called street rats.
             Charles Loring Brace founded Children's Aid Society (1853)

          6. Working men and women lived uncertain lives.  Unemployment
             always threatened.  Competition from immigrants and slave
             labor stoked their fear.

          7. Cities did not have the taxing power to raise the money needed
             to provide services.

               a. Services were extended to property owners who were able
                  to pay for them.

               b. Some services were provided by private companies.  Gas
                  service was an example.

               c. Water service remained a problem until cities were able
                  to take over and maintain it.

     C. **LEISURE**: Rural leisure activities could not be pursued in the
        cities.  New activities included tavern games like arm wrestling,
        quoits, nine pins, pitching coins.  Fishing remained popular.
        Theaters were important.

     D. **SPORTS**

          1. City dwellers were increasingly becoming spectators at such
             events as horse racing, boxing, pedestrianism, and beginning
             in the 1850's, baseball.

          2. Sports began to be more organized.  The New York (Racing)
             Association, the Cincinnati Angling Club, the Knickerbocker
             Club established written rules for their respective sports.

     E. **EDUCATION**

          1. In 1800 there were no public schools outside New England.
             By 1860 every state had some public education.

          2. Massachusetts took the lead under Horace Mann, secretary of
             the state board of education (1837-1848).  He laid the basis
             of free public schools.

               a. A minimum 6 month school year was established.

               b. The number of high schools was increased.

               c. Teacher training was formalized.

               d. Emphasis was placed on secular subjects and applied skills
                  as opposed to religious teachings.  Moral education rather
                  than religious indoctrination was stressed.  Preparation
                  for jobs was important.

          3. Teaching became a woman's profession.  Mann saw them as a
             refining influence.

          4. The basic texts were McGuffey's Readers which taught values
             based on commonly held Protestant beliefs.  Catholics
             responded by founding their own schools.

     F. **URBAN RIOTS:** Inequality, urbanization, and immigration created
        conflict and led to riots and incidents of violence in the 1830's.
        Nativists felt threatened & attacked those whom they held responsible
        The ultimate example of urban unrest occurred in Philadelphia in 1844
        during riots in which mostly Protestant skilled workers fought Irish
        Catholics.  To cope with these disorders cities began to replace
        parttime watchmen and constables with uniformed policemen.

III. **EXTREMES OF WEALTH**

     A. In 1831-32 Alexis de Tocqueville toured the 24 existing states.
        When he returned to his native France he wrote Democracy in America,
        an analysis of the American people and nation.  He stressed the
        equality of conditions and the opportunity that existed.  He ascribed
        this to mobility.  It was commonly held that talent, hard work, and
        saving money led to success.

     B. **DIFFERENCES IN WEALTH**: New York Sun publisher Moses Yale Beach
        wrote Wealth and Biography of the Wealthy Citizens of New York City
        in which he revealed the enormous wealth of New York's upper class.
        Wealth was becoming concentrated in the hands of a relatively
        small number of people.

     C. **THE URBAN ELITE**: Masked balls were big social events for the rich.
        Dinner parties, country estates, retinues of servants, ocean resorts,
        mineral spas, grand tours of Europe figured prominently in the
        lives of the 1% of the people who owned 50% of the wealth.  Much of
        this wealth was inherited.  Some married into wealth.  They increased
        this wealth by investing in transportation, commerce, and
        manufacturing.

     D. **THE MIDDLE CLASS**: This expanded between 1800 & 1860.  Its members
        enjoyed the benefits of increasing consumer products.  They took
        advantage of the educational opportunities offered.  They became the
        backbone of society, preserving its religious and cultural heritage.

IV. **WOMEN AND THE FAMILY**

     A. **WORKING WOMEN**: Women worked in the textile mills in the early 19th.
        century.  In the 1840's they worked as clerks and cash runners in new
        urban department stores.  Many worked as teachers.  For many women
        work was only a stage of their lives between their paternal
        households and their marital households.

          1. But for working class women jobs were needed to support the
             family.  Many worked as domestics, laundresses, seamstresses,
             cooks, and boarding-house keepers.

          2. For middle class women the home, child rearing, interest in
             education, religion, morality, domestic arts, and culture
             became their special sphere. Women were to be self-sacrificing,
             preparing their children to fill a role in a virtuous republic.
             The family was supposed to be a stable force in a competitive
             world.  Paying jobs for middle class women were limited -
             teaching was OK.

     B. **DECLINE IN THE BIRTHRATE**

          1. Many viewed small families as desirable.  Children would have
             greater opportunities.  Parents could pay more attention to
             them & could afford to educate them & help them financially.

          2. The harmful effects of too many children on a woman's health
             began to be mentioned in marriage manuals.

          3. Without the need for child labor in some families they became
             consumers but not producers in the family and therefore a
             greater economic cost to the family.

     C. **BIRTH CONTROL**

          1. Some married later in life thus shortening childbearing years.

          2. Birth control methods included coitus interruptus, rubber
             condoms (available in the 1850's), rhythm, and abstinence.

          3. Surgical abortion was available after 1830.  As the number of
             abortions increased so too did legislation restricting it.

          4. As the cult of domesticity arose, the refinement and purity
             of women ruled the household, including the bedroom.  Men were
             to curb their passions.

     D. **ROLES FOR MARRIED WOMEN**: The woman was a "domestic goddess".  As
        some women were freed from childcare since they were giving birth to
        fewer children, they formed benevolent societies, an extension of
        their domestic concerns.  Religion and charity combined to give women
        new experiences in organization and leadership.

     E. **SINGLE WOMEN**: 17% of native-born women chose this as a lifestyle
        during the mid-19th. century.

V. **IMMIGRANT LIVES IN AMERICA**

     A. Five million immigrants came to the United States between 1820 and
        1860.  The vast majority were from Europe.  The peak period of
        immigration was from 1847 through 1857.  By 1860 15% of the white
        population was foreign-born.

     B. **PROMOTION OF IMMIGRATION**: Western states lured potential settlers
        in the interest of promoting their economies.  Large construction
        projects & mines needed strong young laborers.  Textile mills and
        cities attracted young women workers.  Immigrants who were successful
        in the U.S. encouraged others to emigrate.

     C. **JOURNEY TO AMERICA**: The average crossing took six weeks. (Up to 3
        months-bad weather)  Disease spread among people crowded together in
        steerage.  "Ship fever" killed many.  Con artists and swindlers
        worked the docks ready to take advantage of unsuspecting immigrants.
        New York established Castle Garden on the tip of Manhattan Island in
        1855 to process immigrants and protect them from fraud.  Not all
        immigrants were successful and some returned to their former
        countries.