TENEMENTS AND IMMIGRATION

PRIMARY SOURCE SET

GRADE LEVELS: 4–12

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ROCKEFELLER ARCHIVE CENTER

RE:SOURCE

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HOW TO USE THIS PRIMARY SOURCE SET

The primary sources in this set can be used for inquiry-based learning exercises and projects. Each document falls under the umbrella topic of tenements and immigration, and students are encouraged to annotate in the margins in order to support the development of document analysis and critical thinking skills. Suggested projects that make use of this set's primary sources are also included for the educator as a springboard for research-based projects.

FRAMING

The primary sources in this reader address the early twentieth-century New York City immigrant experience. Each provides one answer to the complex question facing America amidst the large-scale influx of immigrants at this moment in history: *how do you create a successful and thriving American citizen?*

These documents attest to the community effort required to help the large, primarily European immigrant population adjust to new lives on the East Coast of America. Faced with unsanitary and overcrowded tenement conditions and desirous of helping these new American arrivals thrive in their new home, immigrants partnered with community organizers, and prominent, wealthy individuals to develop new schools for immigrant children, settlement houses that combined educational opportunities with social services, and other organizations designed to facilitate immigrants' acculturation to American life.

The majority of these documents are appeals to John D. Rockefeller, Jr., son of the founder of Standard Oil, John D. Rockefeller, Sr., who was at the time the wealthiest man in America. John D. Rockefeller, Jr. guided the philanthropic activities of the Rockefeller family, and gave generously to humanitarian causes. Rockefeller, Jr. supported all of the initiatives represented in these materials, demonstrating that the wealthy often worked alongside grass-roots community organizations to ensure that America's newest citizens had a healthy and safe start to their new lives.

In addition, these materials illustrate the conditions under which immigrants lived in the early twentieth century. Documents movingly describe the deprivations of tenement life; the quality of life improvements to be gained through education, vocational training, and/or community support; and how important service organizations, such as the Henry Street Settlement Visiting Nurse Service, were created. Other documents provide windows into the administrative infrastructure and human labor required to process the large groups of European immigrants seeking to enter the country.



Photo: Neighborhood Teacher's Association, 1922
Folder 23, Box 3, Series 1016
Laura Spelman Rockefeller Memorial records, Rockefeller Archive Center

It is important to note that changing politics and public sentiment impacted American immigration in the 1920s and 1930s. Following the First World War, the Great Depression, and on the eve of America's entrance into the Second World War, American xenophobic sentiments fostered more a more restrictive immigration policy. A concluding document from 1940, an appeal to Rockefeller, Jr. and all Americans to recognize the integral role immigrants play in the growth and development of the country, hints at the ways in which collective fear and mis-understanding can deny immigrants opportunities to contribute to the growth of the nation.

HISTORICAL CONTEXT[i]

- In the late nineteenth-century, immigrants hoping to start a new life in the United States of America often arrived by ship to the East or West coasts.
- In 1890 the U.S. government assumed control of immigration from the states, and Ellis Island, off the coast of New York's Manhattan, became the first federal immigration station in 1892. At Ellis Island, newly arrived immigrants were processed and assessed for signs of disease, with nearly 450,000 individuals passing through the Island during the first year of its operation.
- Angel Island, off the coast of California, processed newly-arriving immigrants to the West Coast of America starting in 1910.
- Families often came to America in search of a better life, and fled violence, poverty, or a lack of opportunity in their home countries.
- On the East Coast of America, immigrants often found work in New York City's Lower East Side garment districts, in the docks, in construction, and in various trades.
- This immigrant presence answered America's desperate need for labor to sustain the country's rapid economic growth. In turn, newly-arrived immigrants became American citizens, integrating traditions from afar into the fabric of a still-developing nation.



Photo: Neighborhood Teacher's Association, 1928
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Laura Spelman Rockefeller Memorial records, Rockefeller Archive Center

- Housing and care for these new arrivals, however, posed social and political problems.
- Many of New York City's newly-arrived immigrants lived on New York City's Lower East Side, in buildings referred to as "tenements."
- The broad definition of a tenement is a multi-family building. However, in the era before reinforced steel sky scrapers were commonplace, nineteenth-century tenements were typically subdivided multi-storied homes that could accommodate more than one family.

HISTORICAL CONTEXT

- By the early twentieth century, the term "tenement" had become associated with poverty, unsanitary living conditions, and over-crowded living spaces.
- Who could come to America was, however, a contentious issue, and the United States began to pass restrictive immigration laws in the late 1800s and first two decades of the twentieth century.
- In 1882, President Chester A. Arthur signed the Chinese Exclusion Act, which prohibited Chinese laborers from entering the country and, for the first time, banned immigration to the U.S. for an entire ethnic group.
  In 1917, Immigration Act of 1917 further restricted immigration from Asian countries and imposed English literacy tests on new immigrants.
- In 1921, the Johnson Act established quotas for immigrant admittance based on nationality and capped the number of immigrants from any given country who could arrive each month at 20% of that country's annual quota.
- The Immigration Act of 1924, or Johnson-Reed Act, restricted immigration even more severely, establishing quotas that allowed only two percent of a national group's population in the U.S. based on the 1890 census to enter the country. The law also further restricted Asian immigration to the U.S. and drastically reduced the number of southern and eastern European arrivals to the country.

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[i] **Statistics and information taken from the following sources:**

Jie Zong, Jeanne Batalova, and Micayla Burrows, "Frequently Requested Statistics on Immigrants and Immigration in the United States," Migration Information Source (March 14, 2019), https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states. Accessed 7.30.19.

The Statue of Liberty—Ellis Island Foundation, Inc., "A Timeline of Ellis Island," https://www.libertyellisfoundation.org/ellis-timeline . Accessed 7.30.19.

Carmen Nigro, "Tenement Homes: The Outsized Legacy of New York's Notoriously Cramped Apartments," New York Public Library, June 7, 2018, https://www.nypl.org/blog/2018/06/07/tenement-homes-new-york-history-cramped-apartments . Accessed 7.30.19.

DOCUMENT GUIDE

1. **Letter from S. F.Murphy to John D. Rockefeller, Jr.,** *December 29, 1905*
Folder 324 | Box 30 | Series P | RG2
Office of the Messrs. Rockefeller records, Rockefeller Archive Center

2. **Letter to John D. Rockefeller, Jr.,** *April 22, 1913*
Folder 510 | Box 46 | Series P Welfare Interests, Henry Street Settlement
Office of the Messrs. Rockefeller records,, Rockefeller Archive Center

3. **"Unacademic Education," at the Henry Street Settlement,** *1913-1929*
Folder 510 | Box 46 | Series P
Office of the Messrs. Rockefeller records, Rockefeller Archive Center

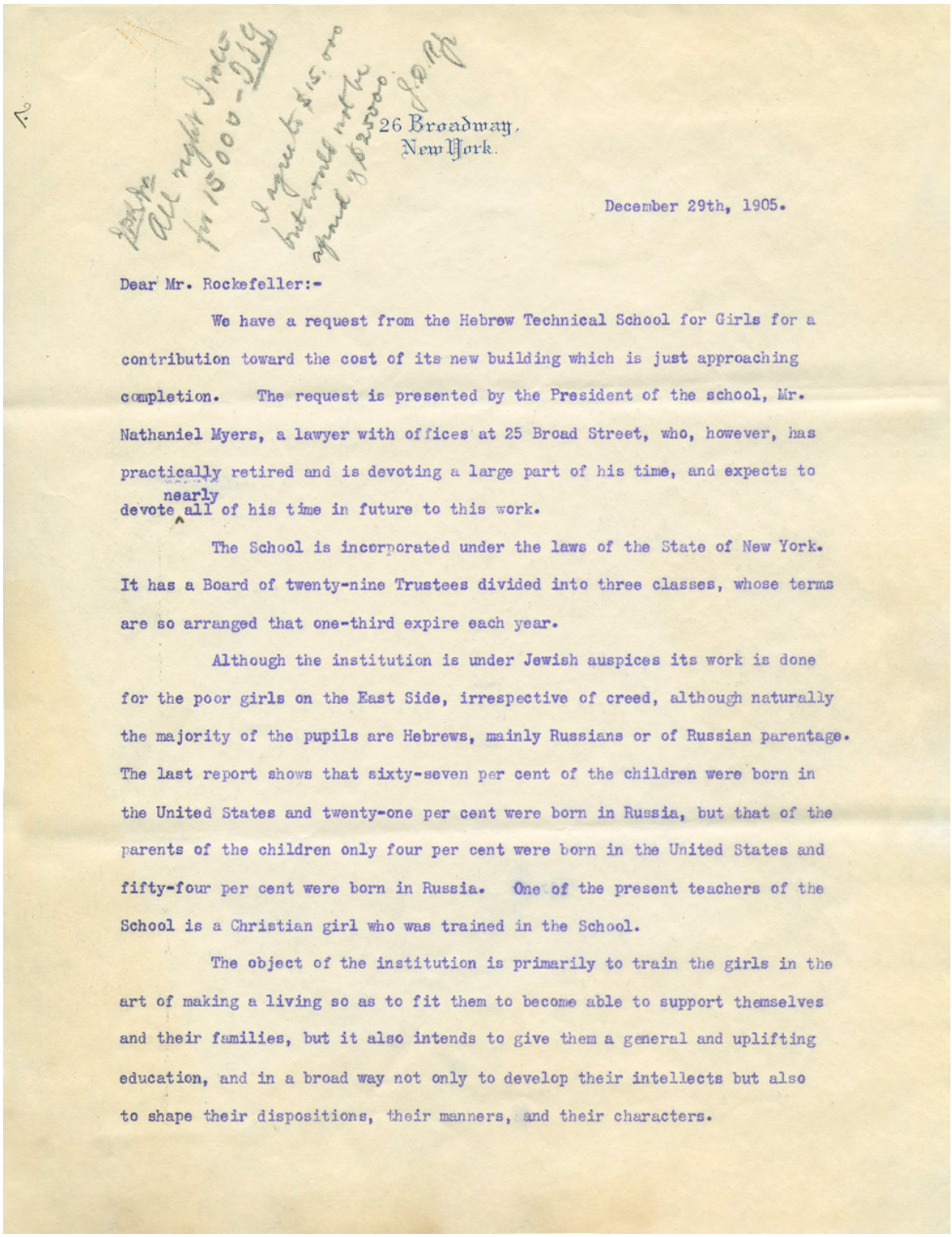
4. **Ernesto Fabbri to John D. Rockefeller, Jr.,** *March 1914*
Box 30 | Series P | RG 2
Office of the Messrs. Rockefeller records, Rockefeller Archive Center

5. **The Society for Italian Immigrants, "Manager's and Executive Secretary's Report 1912,"** *February 26, 1913*
Folder 314 | Box 30 | Series P | RG 2
Office of the Messrs. Rockefeller records, Rockefeller Archive Center

6. **"The Visiting Nurse Service Service: Administered by the Henry Street Settlement,"** *January 24, 1920*
Folder 510 | Box 46 | Series P | RG 2
Rockefeller Foundation records, Rockefeller Archive Center

7. **National Institute of Immigrant Welfare, Inc.**
"A Message to America," *June 1940*
Folder 312 | Box 29 | Series P | RG 2
Office of the Messrs. Rockefeller records, Rockefeller Archive Center

DOCUMENT 1



26 Broadway,
New York.

December 29th, 1905.

Dear Mr. Rockefeller:-

We have a request from the Hebrew Technical School for Girls for a contribution toward the cost of its new building which is just approaching completion. The request is presented by the President of the school, Mr. Nathaniel Myers, a lawyer with offices at 25 Broad Street, who, however, has practically retired and is devoting a large part of his time, and expects to devote nearly all of his time in future to this work.

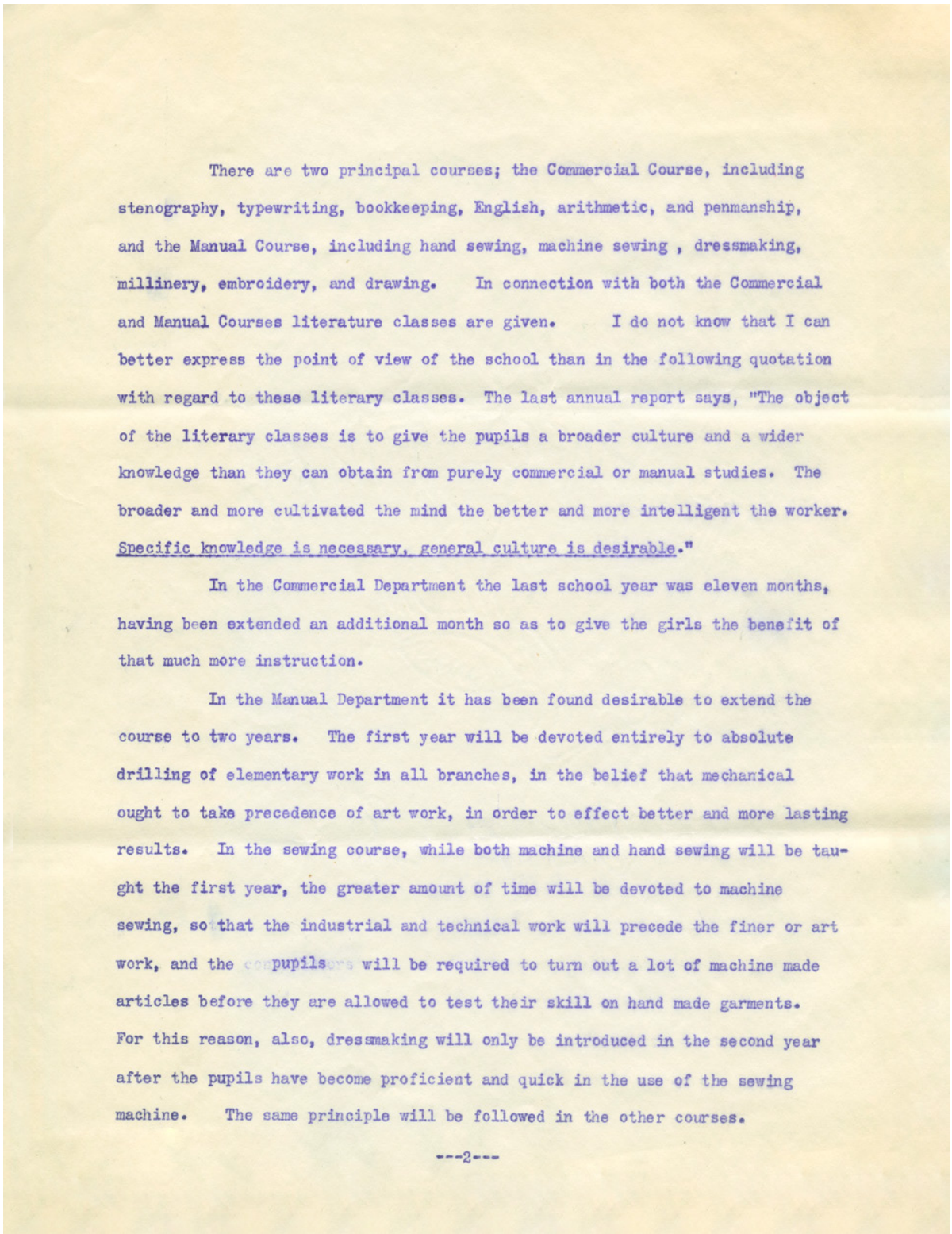
The School is incorporated under the laws of the State of New York. It has a Board of twenty-nine Trustees divided into three classes, whose terms are so arranged that one-third expire each year.

Although the institution is under Jewish auspices its work is done for the poor girls on the East Side, irrespective of creed, although naturally the majority of the pupils are Hebrews, mainly Russians or of Russian parentage. The last report shows that sixty-seven per cent of the children were born in the United States and twenty-one per cent were born in Russia, but that of the parents of the children only four per cent were born in the United States and fifty-four per cent were born in Russia. One of the present teachers of the School is a Christian girl who was trained in the School.

The object of the institution is primarily to train the girls in the art of making a living so as to fit them to become able to support themselves and their families, but it also intends to give them a general and uplifting education, and in a broad way not only to develop their intellects but also to shape their dispositions, their manners, and their characters.

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There are two principal courses; the Commercial Course, including stenography, typewriting, bookkeeping, English, arithmetic, and penmanship, and the Manual Course, including hand sewing, machine sewing , dressmaking, millinery, embroidery, and drawing. In connection with both the Commercial and Manual Courses literature classes are given. I do not know that I can better express the point of view of the school than in the following quotation with regard to these literary classes. The last annual report says, "The object of the literary classes is to give the pupils a broader culture and a wider knowledge than they can obtain from purely commercial or manual studies. The broader and more cultivated the mind the better and more intelligent the worker. Specific knowledge is necessary, general culture is desirable."

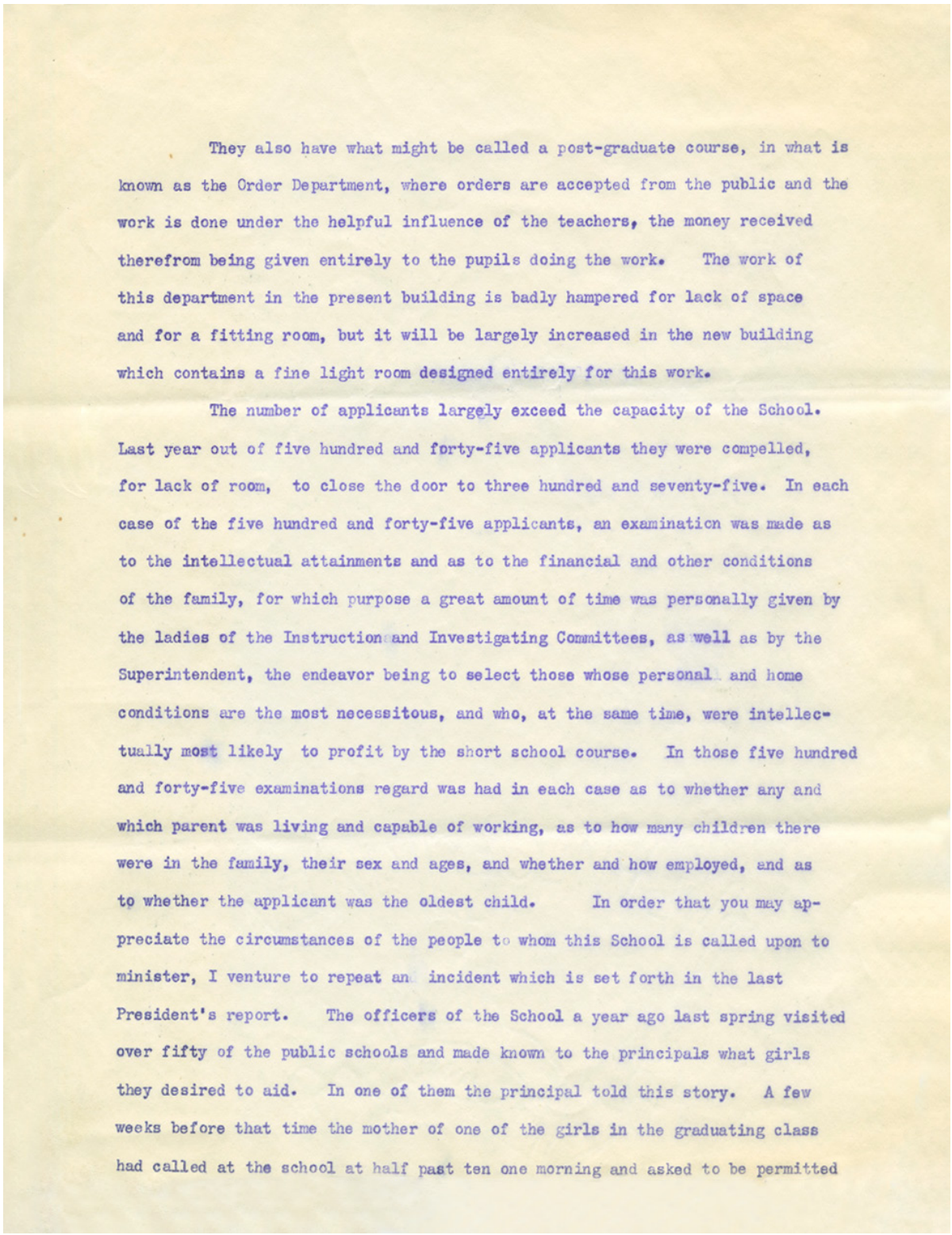
In the Commercial Department the last school year was eleven months, having been extended an additional month so as to give the girls the benefit of that much more instruction.

In the Manual Department it has been found desirable to extend the course to two years. The first year will be devoted entirely to absolute drilling of elementary work in all branches, in the belief that mechanical ought to take precedence of art work, in order to effect better and more lasting results. In the sewing course, while both machine and hand sewing will be taught the first year, the greater amount of time will be devoted to machine sewing, so that the industrial and technical work will precede the finer or art work, and the pupils will be required to turn out a lot of machine made articles before they are allowed to test their skill on hand made garments. For this reason, also, dressmaking will only be introduced in the second year after the pupils have become proficient and quick in the use of the sewing machine. The same principle will be followed in the other courses.

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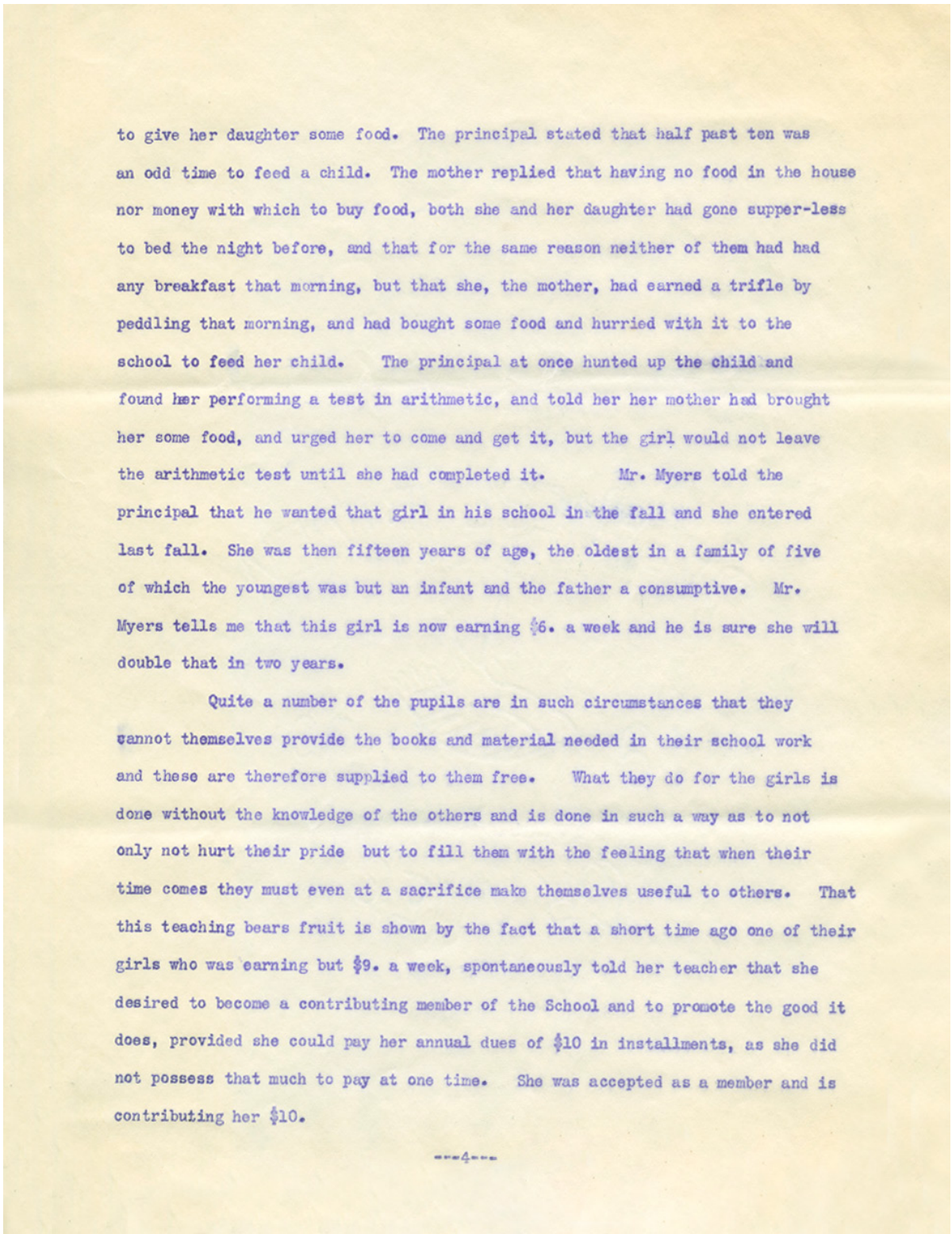


They also have what might be called a post-graduate course, in what is known as the Order Department, where orders are accepted from the public and the work is done under the helpful influence of the teachers, the money received therefrom being given entirely to the pupils doing the work. The work of this department in the present building is badly hampered for lack of space and for a fitting room, but it will be largely increased in the new building which contains a fine light room designed entirely for this work.

The number of applicants largely exceed the capacity of the School. Last year out of five hundred and forty-five applicants they were compelled, for lack of room, to close the door to three hundred and seventy-five. In each case of the five hundred and forty-five applicants, an examination was made as to the intellectual attainments and as to the financial and other conditions of the family, for which purpose a great amount of time was personally given by the ladies of the Instruction and Investigating Committees, as well as by the Superintendent, the endeavor being to select those whose personal and home conditions are the most necessitous, and who, at the same time, were intellectually most likely to profit by the short school course. In those five hundred and forty-five examinations regard was had in each case as to whether any and which parent was living and capable of working, as to how many children there were in the family, their sex and ages, and whether and how employed, and as to whether the applicant was the oldest child. In order that you may appreciate the circumstances of the people to whom this School is called upon to minister, I venture to repeat an incident which is set forth in the last President's report. The officers of the School a year ago last spring visited over fifty of the public schools and made known to the principals what girls they desired to aid. In one of them the principal told this story. A few weeks before that time the mother of one of the girls in the graduating class had called at the school at half past ten one morning and asked to be permitted

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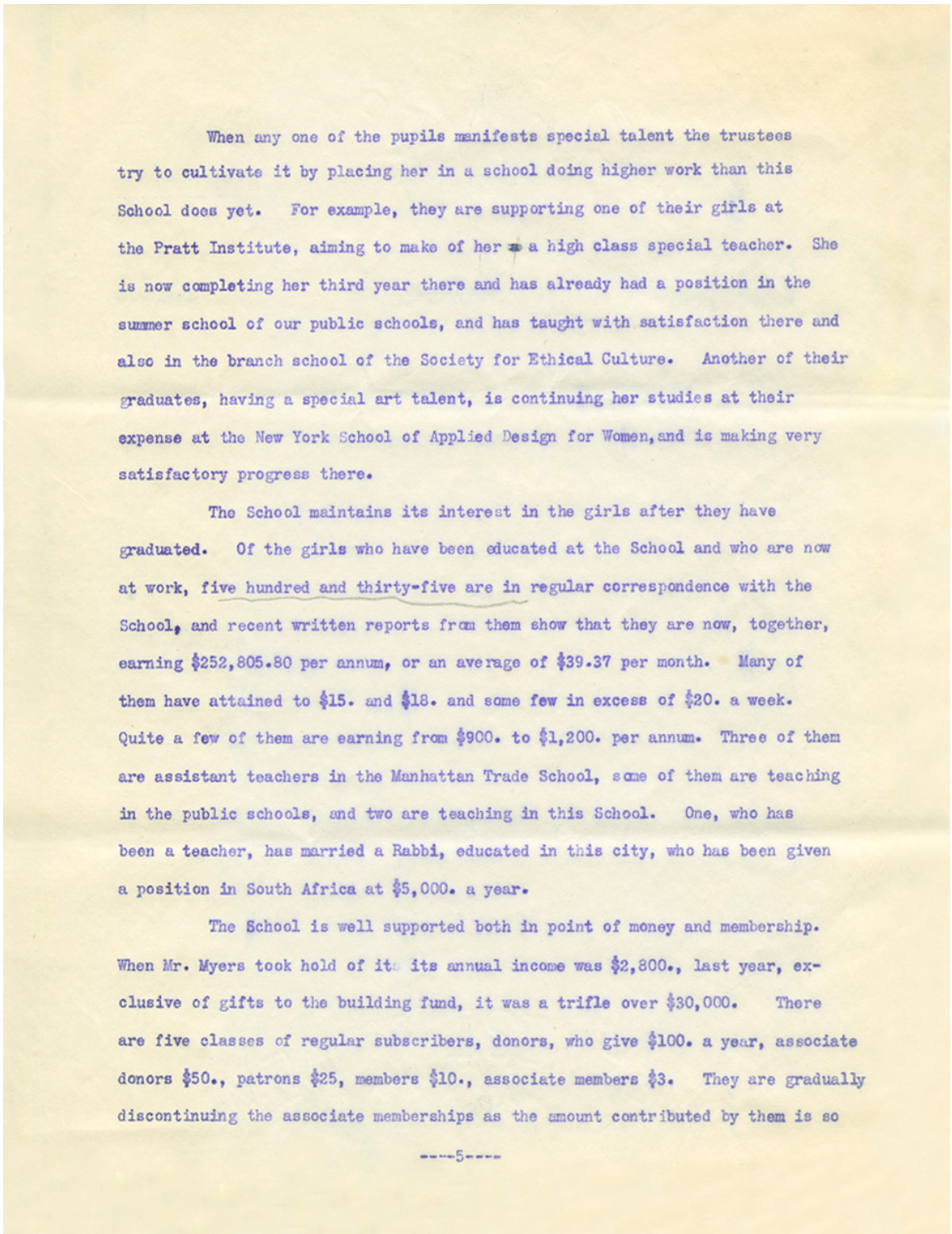
to give her daughter some food. The principal stated that half past ten was an odd time to feed a child. The mother replied that having no food in the house nor money with which to buy food, both she and her daughter had gone supper-less to bed the night before, and that for the same reason neither of them had had any breakfast that morning, but that she, the mother, had earned a trifle by peddling that morning, and had bought some food and hurried with it to the school to feed her child. The principal at once hunted up the child and found her performing a test in arithmetic, and told her her mother had brought her some food, and urged her to come and get it, but the girl would not leave the arithmetic test until she had completed it. Mr. Myers told the principal that he wanted that girl in his school in the fall and she entered last fall. She was then fifteen years of age, the oldest in a family of five of which the youngest was but an infant and the father a consumptive. Mr. Myers tells me that this girl is now earning $6. a week and he is sure she will double that in two years.

Quite a number of the pupils are in such circumstances that they cannot themselves provide the books and material needed in their school work and these are therefore supplied to them free. What they do for the girls is done without the knowledge of the others and is done in such a way as to not only not hurt their pride but to fill them with the feeling that when their time comes they must even at a sacrifice make themselves useful to others. That this teaching bears fruit is shown by the fact that a short time ago one of their girls who was earning but $9. a week, spontaneously told her teacher that she desired to become a contributing member of the School and to promote the good it does, provided she could pay her annual dues of $10 in installments, as she did not possess that much to pay at one time. She was accepted as a member and is contributing her $10.

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When any one of the pupils manifests special talent the trustees try to cultivate it by placing her in a school doing higher work than this School does yet. For example, they are supporting one of their girls at the Pratt Institute, aiming to make of her a high class special teacher. She is now completing her third year there and has already had a position in the summer school of our public schools, and has taught with satisfaction there and also in the branch school of the Society for Ethical Culture. Another of their graduates, having a special art talent, is continuing her studies at their expense at the New York School of Applied Design for Women, and is making very satisfactory progress there.

The School maintains its interest in the girls after they have graduated. Of the girls who have been educated at the School and who are now at work, five hundred and thirty-five are in regular correspondence with the School, and recent written reports from them show that they are now, together, earning $252,805.80 per annum, or an average of $39.37 per month. Many of them have attained to $15. and $18. and some few in excess of $20. a week. Quite a few of them are earning from $900. to $1,200. per annum. Three of them are assistant teachers in the Manhattan Trade School, some of them are teaching in the public schools, and two are teaching in this School. One, who has been a teacher, has married a Rabbi, educated in this city, who has been given a position in South Africa at $5,000. a year.

The School is well supported both in point of money and membership. When Mr. Myers took hold of it its annual income was $2,800., last year, exclusive of gifts to the building fund, it was a trifle over $30,000. There are five classes of regular subscribers, donors, who give $100. a year, associate donors $50., patrons $25, members $10., associate members $3. They are gradually discontinuing the associate memberships as the amount contributed by them is so

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small, but with the exception of these the membership shows a very gratifying increase from year to year, as is shown by the following table:

	1902	1903	1904
Donors,	40	42	60
Associate Donors	13	13	22
Patrons	97	111	174
Members	807	941	1038
Associate Members	228	207	176

The present building is situated at 267 Henry Street but has been entirely outgrown. In order to meet the demands of the work a beautiful, sanitary, fireproof building has been erected on the south-east corner of 15th Street and Second Avenue, facing Stuyvesant Square, which will, in a proper manner, accommodate about three times the number which they now crowd into the present building. The new building is approaching completion and I went over it with Mr. Myers the other day. It has a spacious and beautiful gymnasium with running track, ample rooms for its school work and also rooms for dancing and music clubs, a fine auditorium seating nearly four hundred and fifty, a library, court and other rooms for social and literary clubs, a roof garden with basket ball facilities, a model kitchen, and a fine set of shower baths and a swiming pool. The cost is as follows:

Land,.....	$132,500.
Building	210,000.
Swiming Pool (according to detailed estimates)	17,500.
Equipment and furnishing, estimated at	20,000.
Total	380,000.

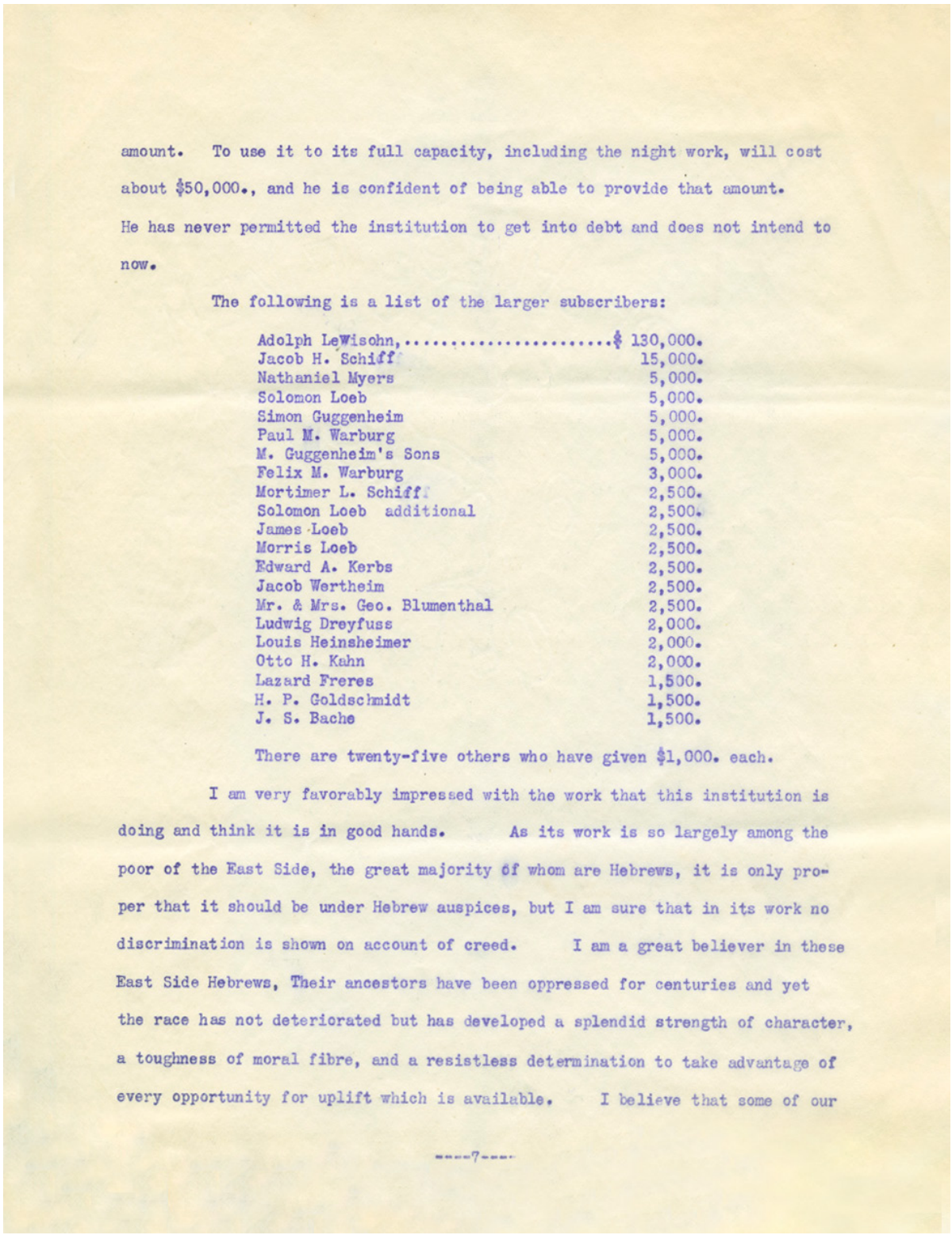
The subscriptions to the new building fund amounted, December 22nd, 1905, to $296,324.63 They have contracted to sell the present building for $28,000. but Mr. Myers wishes to retain this as a maintenance fund, and hopes to be able to pay for the building from subscriptions made specifically for that purpose.

To maintain the building and carry on its work, exclusive of the night school work, Mr. Myers estimates will cost $35,000. The income last year was a trifle over $30,000. and he anticipates no difficulty whatever in securing the

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amount. To use it to its full capacity, including the night work, will cost about $50,000., and he is confident of being able to provide that amount. He has never permitted the institution to get into debt and does not intend to now.

The following is a list of the larger subscribers:

Adolph LeWisohn,	$ 130,000.
Jacob H. Schiff	15,000.
Nathaniel Myers	5,000.
Solomon Loeb	5,000.
Simon Guggenheim	5,000.
Paul M. Warburg	5,000.
M. Guggenheim's Sons	5,000.
Felix M. Warburg	3,000.
Mortimer L. Schiff	2,500.
Solomon Loeb additional	2,500.
James Loeb	2,500.
Morris Loeb	2,500.
Edward A. Kerbs	2,500.
Jacob Wertheim	2,500.
Mr. & Mrs. Geo. Blumenthal	2,500.
Ludwig Dreyfuss	2,000.
Louis Heinsheimer	2,000.
Otto H. Kahn	2,000.
Lazard Freres	1,500.
H. P. Goldschmidt	1,500.
J. S. Bache	1,500.

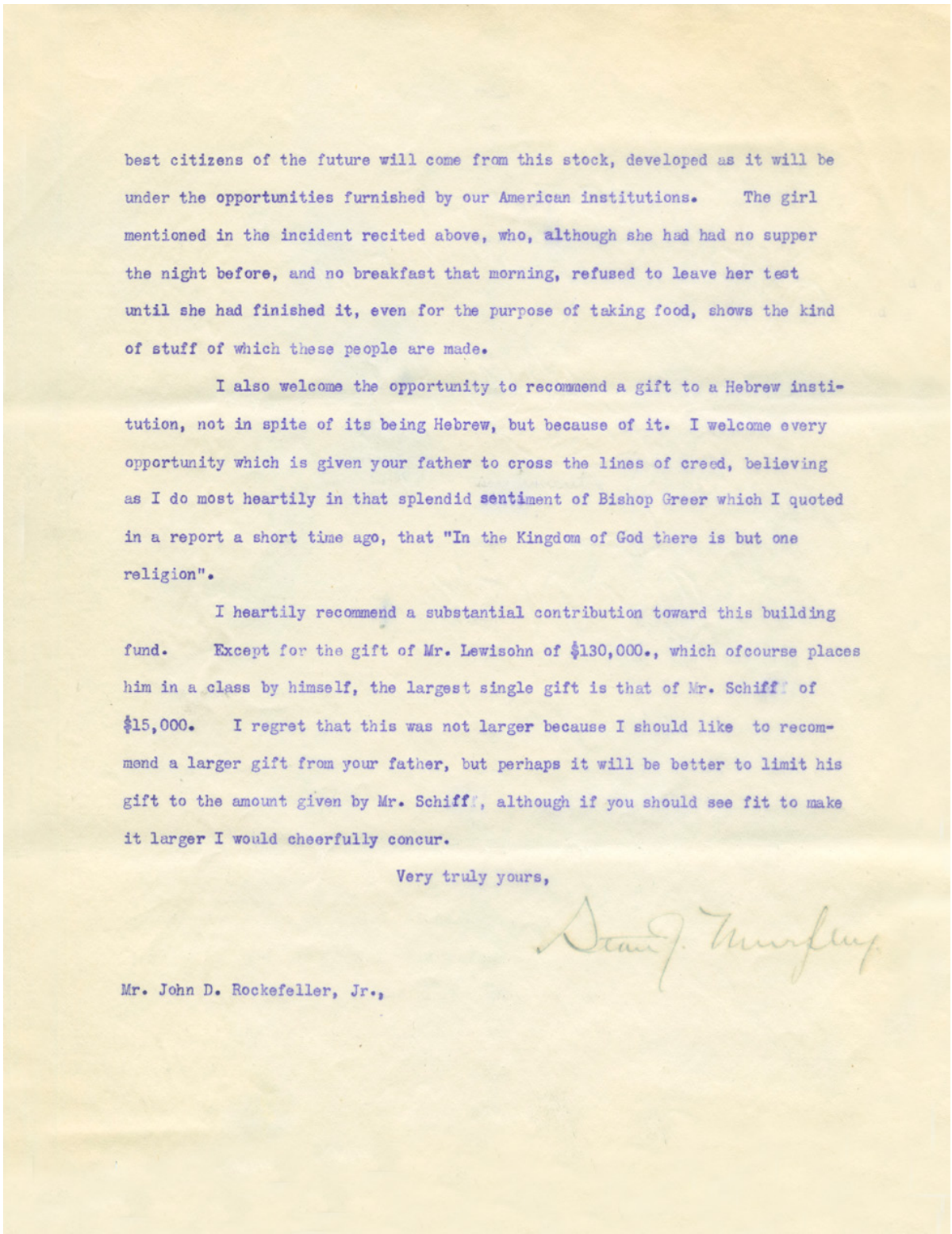
There are twenty-five others who have given $1,000. each.

I am very favorably impressed with the work that this institution is doing and think it is in good hands. As its work is so largely among the poor of the East Side, the great majority of whom are Hebrews, it is only proper that it should be under Hebrew auspices, but I am sure that in its work no discrimination is shown on account of creed. I am a great believer in these East Side Hebrews, Their ancestors have been oppressed for centuries and yet the race has not deteriorated but has developed a splendid strength of character, a toughness of moral fibre, and a resistless determination to take advantage of every opportunity for uplift which is available. I believe that some of our

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best citizens of the future will come from this stock, developed as it will be under the opportunities furnished by our American institutions. The girl mentioned in the incident recited above, who, although she had had no supper the night before, and no breakfast that morning, refused to leave her test until she had finished it, even for the purpose of taking food, shows the kind of stuff of which these people are made.

I also welcome the opportunity to recommend a gift to a Hebrew institution, not in spite of its being Hebrew, but because of it. I welcome every opportunity which is given your father to cross the lines of creed, believing as I do most heartily in that splendid sentiment of Bishop Greer which I quoted in a report a short time ago, that "In the Kingdom of God there is but one religion".

I heartily recommend a substantial contribution toward this building fund. Except for the gift of Mr. Lewisohn of $130,000., which ofcourse places him in a class by himself, the largest single gift is that of Mr. Schiff of $15,000. I regret that this was not larger because I should like to recommend a larger gift from your father, but perhaps it will be better to limit his gift to the amount given by Mr. Schiff, although if you should see fit to make it larger I would cheerfully concur.

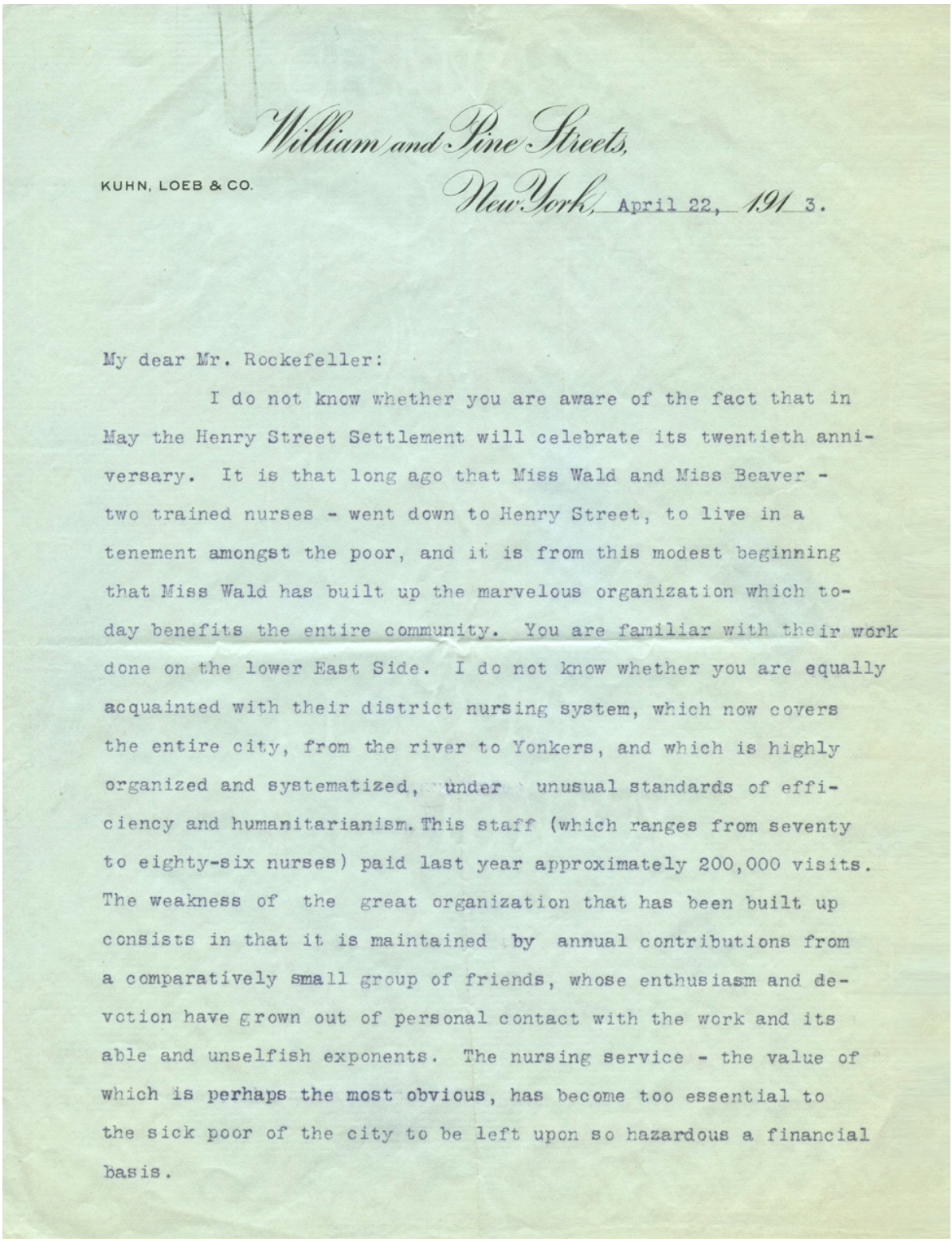
Very truly yours,

Wm. J. Murphy

Mr. John D. Rockefeller, Jr.,

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DOCUMENT 2



William and Pine Streets,

KUHN, LOEB & CO.

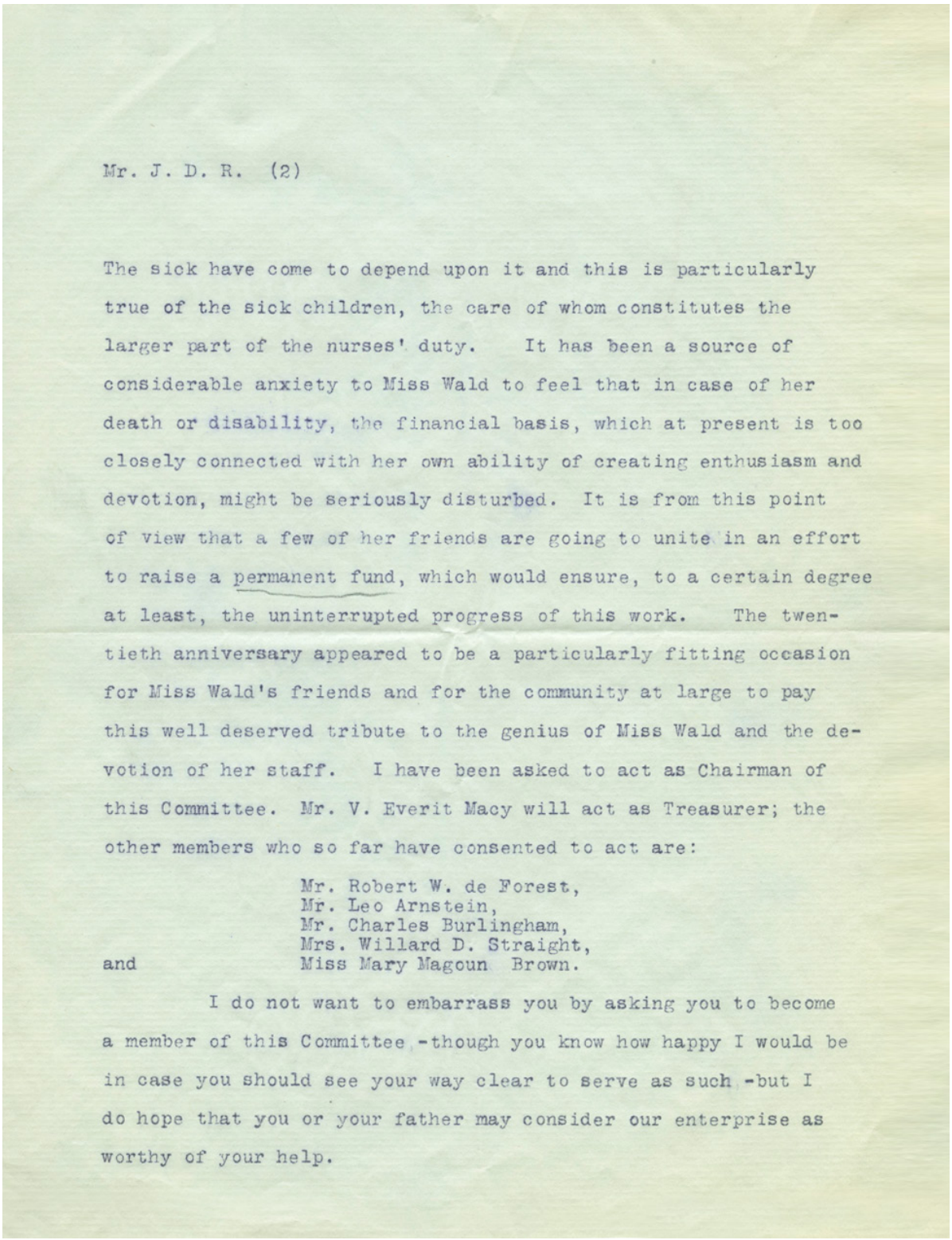
New York, April 22, 191 3.

My dear Mr. Rockefeller:

I do not know whether you are aware of the fact that in May the Henry Street Settlement will celebrate its twentieth anniversary. It is that long ago that Miss Wald and Miss Beaver - two trained nurses - went down to Henry Street, to live in a tenement amongst the poor, and it is from this modest beginning that Miss Wald has built up the marvelous organization which today benefits the entire community. You are familiar with their work done on the lower East Side. I do not know whether you are equally acquainted with their district nursing system, which now covers the entire city, from the river to Yonkers, and which is highly organized and systematized, under unusual standards of efficiency and humanitarianism. This staff (which ranges from seventy to eighty-six nurses) paid last year approximately 200,000 visits. The weakness of the great organization that has been built up consists in that it is maintained by annual contributions from a comparatively small group of friends, whose enthusiasm and devotion have grown out of personal contact with the work and its able and unselfish exponents. The nursing service - the value of which is perhaps the most obvious, has become too essential to the sick poor of the city to be left upon so hazardous a financial basis.

Letter to John D. Rockefeller, Jr., April 22, 1913
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DOCUMENT 2



Mr. J. D. R. (2)

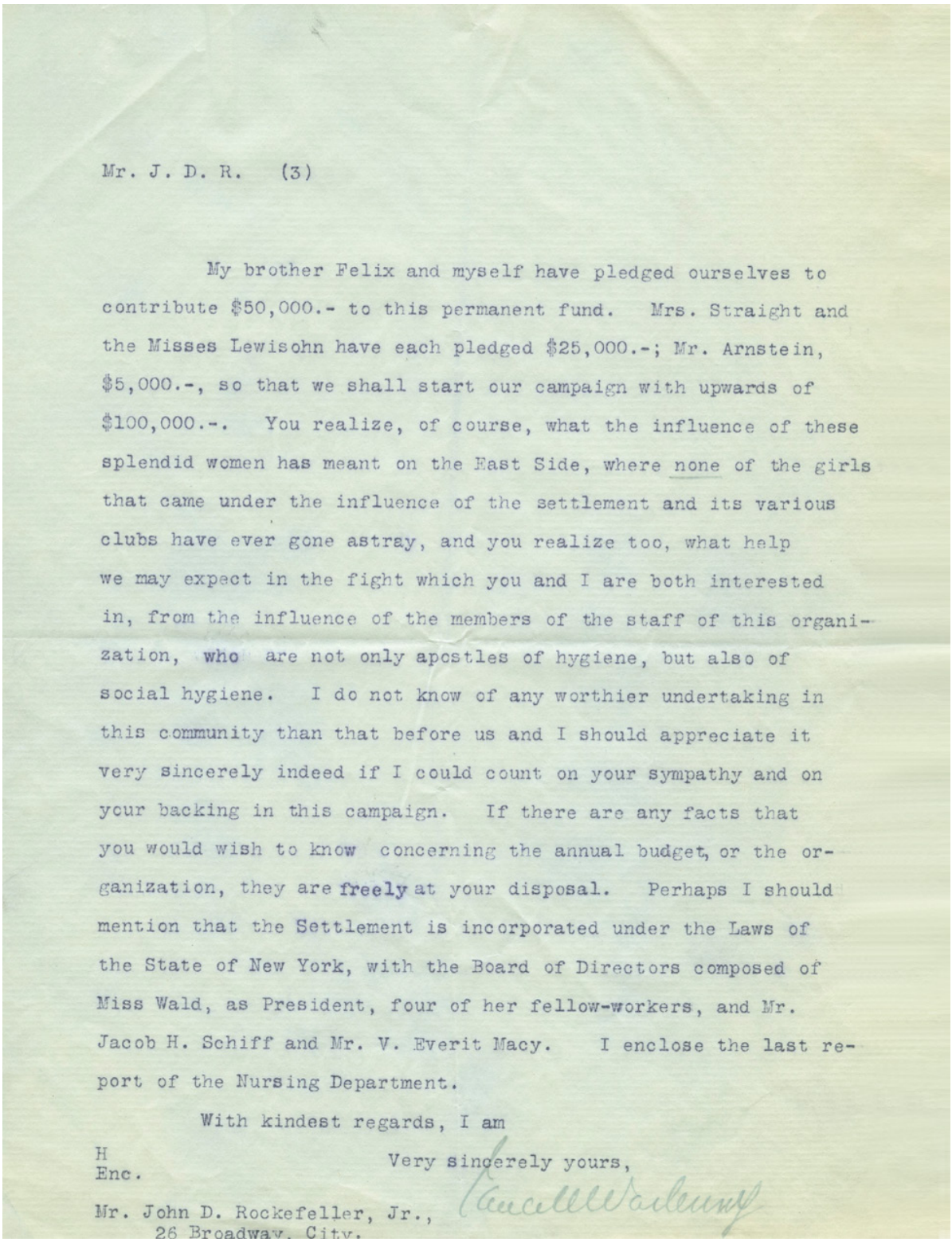
The sick have come to depend upon it and this is particularly true of the sick children, the care of whom constitutes the larger part of the nurses' duty. It has been a source of considerable anxiety to Miss Wald to feel that in case of her death or disability, the financial basis, which at present is too closely connected with her own ability of creating enthusiasm and devotion, might be seriously disturbed. It is from this point of view that a few of her friends are going to unite in an effort to raise a permanent fund, which would ensure, to a certain degree at least, the uninterrupted progress of this work. The twentieth anniversary appeared to be a particularly fitting occasion for Miss Wald's friends and for the community at large to pay this well deserved tribute to the genius of Miss Wald and the devotion of her staff. I have been asked to act as Chairman of this Committee. Mr. V. Everit Macy will act as Treasurer; the other members who so far have consented to act are:

Mr. Robert W. de Forest,
Mr. Leo Arnstein,
Mr. Charles Burlingham,
Mrs. Willard D. Straight,
and Miss Mary Magoun Brown.

I do not want to embarrass you by asking you to become a member of this Committee -though you know how happy I would be in case you should see your way clear to serve as such -but I do hope that you or your father may consider our enterprise as worthy of your help.

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DOCUMENT 2



Mr. J. D. R. (3)

My brother Felix and myself have pledged ourselves to contribute $50,000.- to this permanent fund. Mrs. Straight and the Misses Lewisohn have each pledged $25,000.-; Mr. Arnstein, $5,000.-, so that we shall start our campaign with upwards of $100,000.-. You realize, of course, what the influence of these splendid women has meant on the East Side, where none of the girls that came under the influence of the settlement and its various clubs have ever gone astray, and you realize too, what help we may expect in the fight which you and I are both interested in, from the influence of the members of the staff of this organization, who are not only apostles of hygiene, but also of social hygiene. I do not know of any worthier undertaking in this community than that before us and I should appreciate it very sincerely indeed if I could count on your sympathy and on your backing in this campaign. If there are any facts that you would wish to know concerning the annual budget, or the organization, they are freely at your disposal. Perhaps I should mention that the Settlement is incorporated under the Laws of the State of New York, with the Board of Directors composed of Miss Wald, as President, four of her fellow-workers, and Mr. Jacob H. Schiff and Mr. V. Everit Macy. I enclose the last report of the Nursing Department.

With kindest regards, I am

H
Enc.

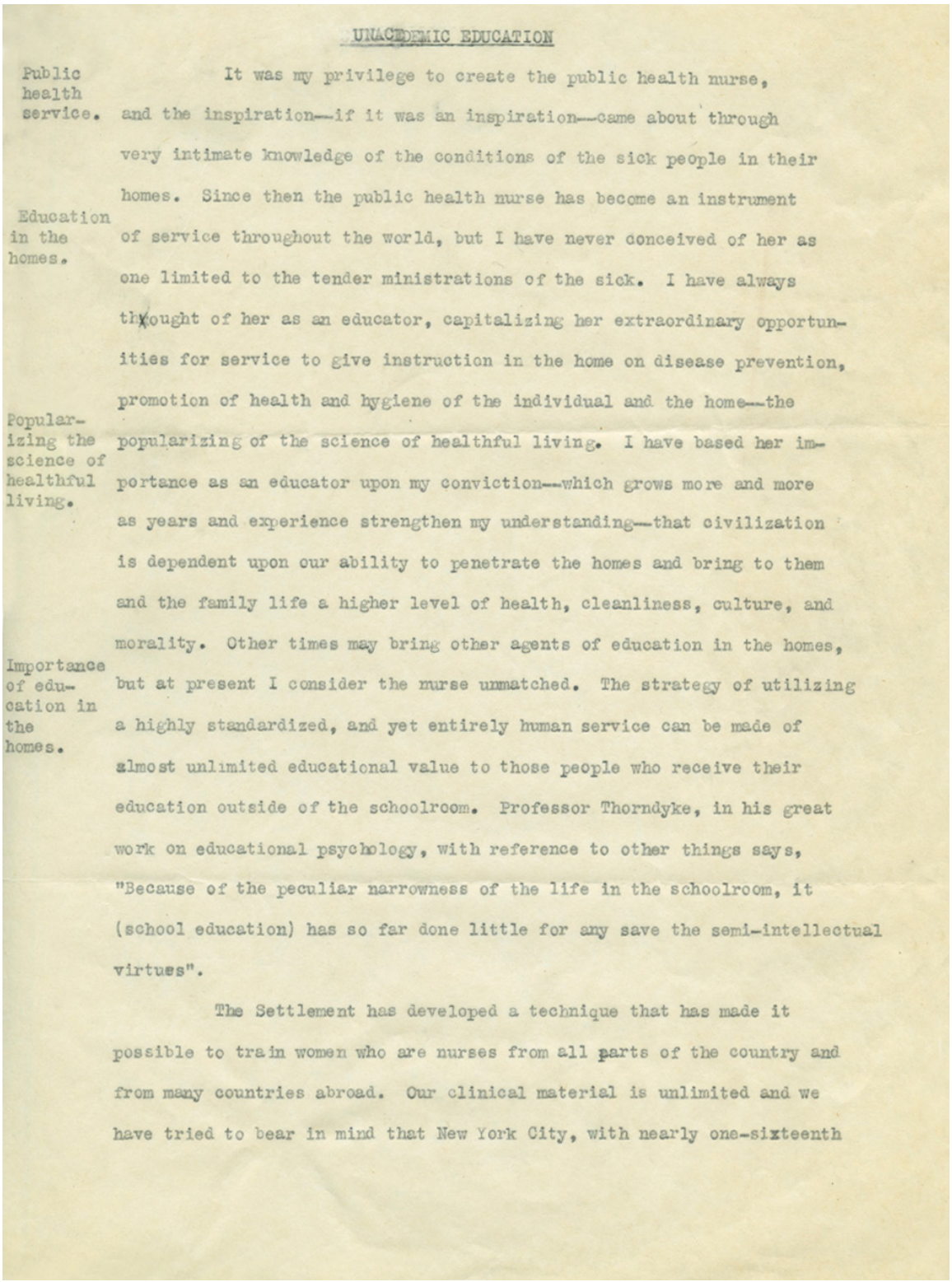
Very sincerely yours,

Lillian D. Wald

Mr. John D. Rockefeller, Jr.,
26 Broadway, City.

Letter to John D. Rockefeller, Jr., April 22, 1913
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DOCUMENT 3



UNACADEMIC EDUCATION

Public health service.

It was my privilege to create the public health nurse, and the inspiration—if it was an inspiration—came about through very intimate knowledge of the conditions of the sick people in their homes. Since then the public health nurse has become an instrument

Education in the homes.

of service throughout the world, but I have never conceived of her as one limited to the tender ministrations of the sick. I have always thought of her as an educator, capitalizing her extraordinary opportunities for service to give instruction in the home on disease prevention, promotion of health and hygiene of the individual and the home—the

Popularizing the science of healthful living.

popularizing of the science of healthful living. I have based her importance as an educator upon my conviction—which grows more and more as years and experience strengthen my understanding—that civilization is dependent upon our ability to penetrate the homes and bring to them and the family life a higher level of health, cleanliness, culture, and morality. Other times may bring other agents of education in the homes,

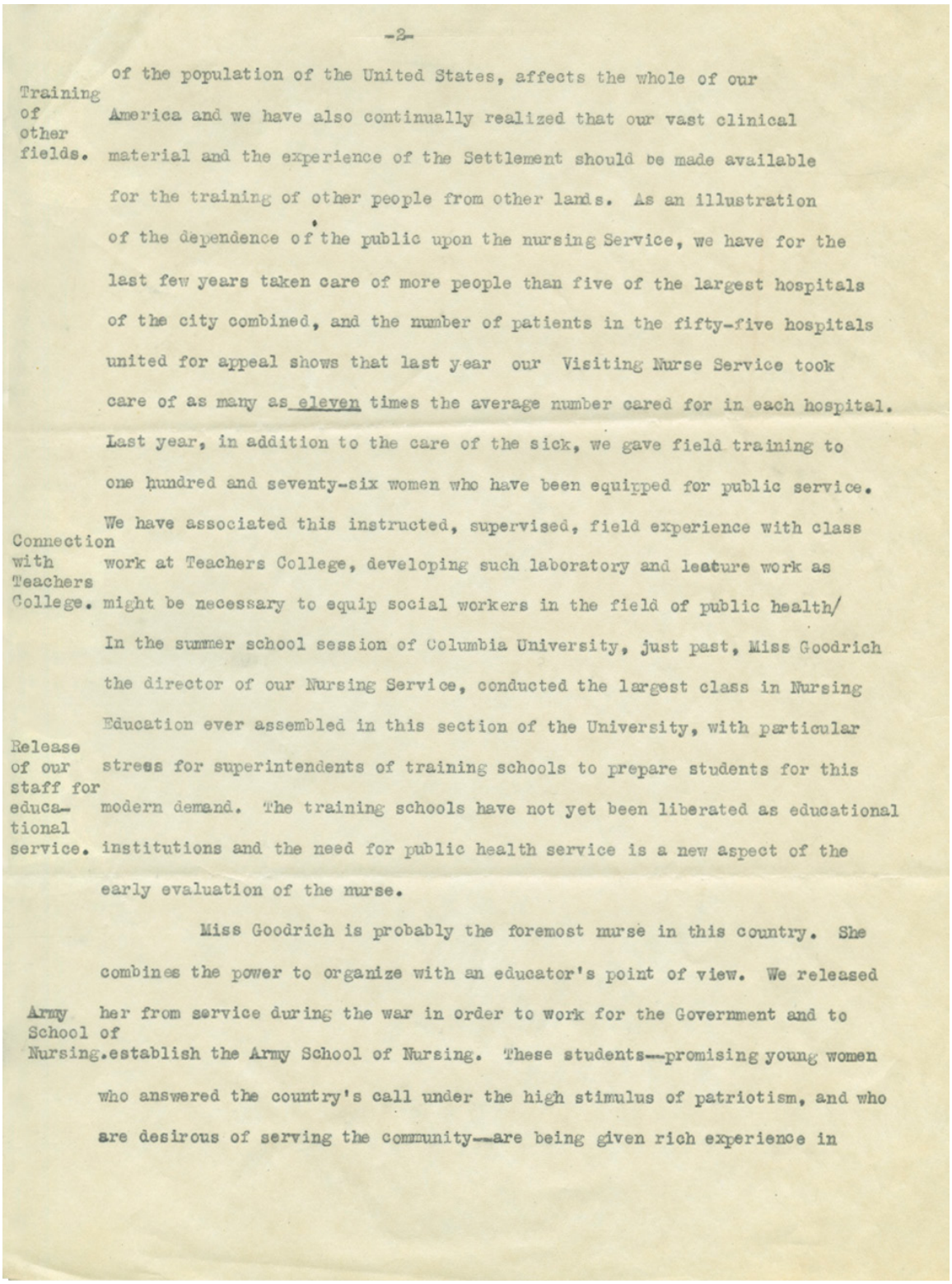
Importance of education in the homes.

but at present I consider the nurse unmatched. The strategy of utilizing a highly standardized, and yet entirely human service can be made of almost unlimited educational value to those people who receive their education outside of the schoolroom. Professor Thorndyke, in his great work on educational psychology, with reference to other things says, "Because of the peculiar narrowness of the life in the schoolroom, it (school education) has so far done little for any save the semi-intellectual virtues".

The Settlement has developed a technique that has made it possible to train women who are nurses from all parts of the country and from many countries abroad. Our clinical material is unlimited and we have tried to bear in mind that New York City, with nearly one-sixteenth

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DOCUMENT 3



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of the population of the United States, affects the whole of our

Training of other fields.

America and we have also continually realized that our vast clinical material and the experience of the Settlement should be made available for the training of other people from other lands. As an illustration of the dependence of the public upon the nursing Service, we have for the last few years taken care of more people than five of the largest hospitals of the city combined, and the number of patients in the fifty-five hospitals united for appeal shows that last year our Visiting Nurse Service took care of as many as eleven times the average number cared for in each hospital. Last year, in addition to the care of the sick, we gave field training to one hundred and seventy-six women who have been equipped for public service.

Connection with Teachers College.

We have associated this instructed, supervised, field experience with class work at Teachers College, developing such laboratory and lecture work as might be necessary to equip social workers in the field of public health/

In the summer school session of Columbia University, just past, Miss Goodrich the director of our Nursing Service, conducted the largest class in Nursing Education ever assembled in this section of the University, with particular

Release of our staff for educational service.

stress for superintendents of training schools to prepare students for this modern demand. The training schools have not yet been liberated as educational institutions and the need for public health service is a new aspect of the early evaluation of the nurse.

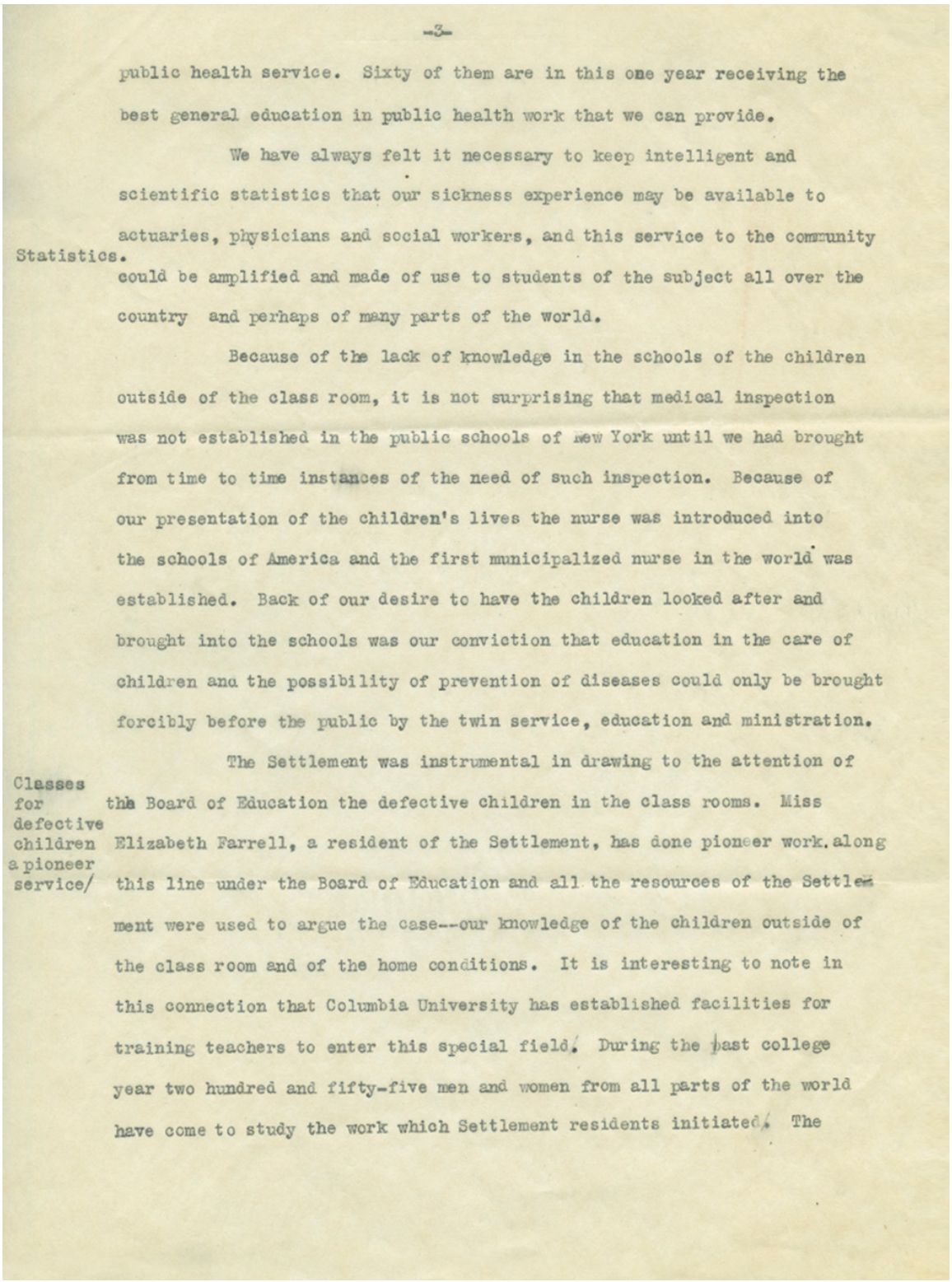
Miss Goodrich is probably the foremost nurse in this country. She combines the power to organize with an educator's point of view. We released

Army School of Nursing.

her from service during the war in order to work for the Government and to establish the Army School of Nursing. These students—promising young women who answered the country's call under the high stimulus of patriotism, and who are desirous of serving the community—are being given rich experience in

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public health service. Sixty of them are in this one year receiving the best general education in public health work that we can provide.

We have always felt it necessary to keep intelligent and scientific statistics that our sickness experience may be available to actuaries, physicians and social workers, and this service to the community could be amplified and made of use to students of the subject all over the country and perhaps of many parts of the world.

Statistics.

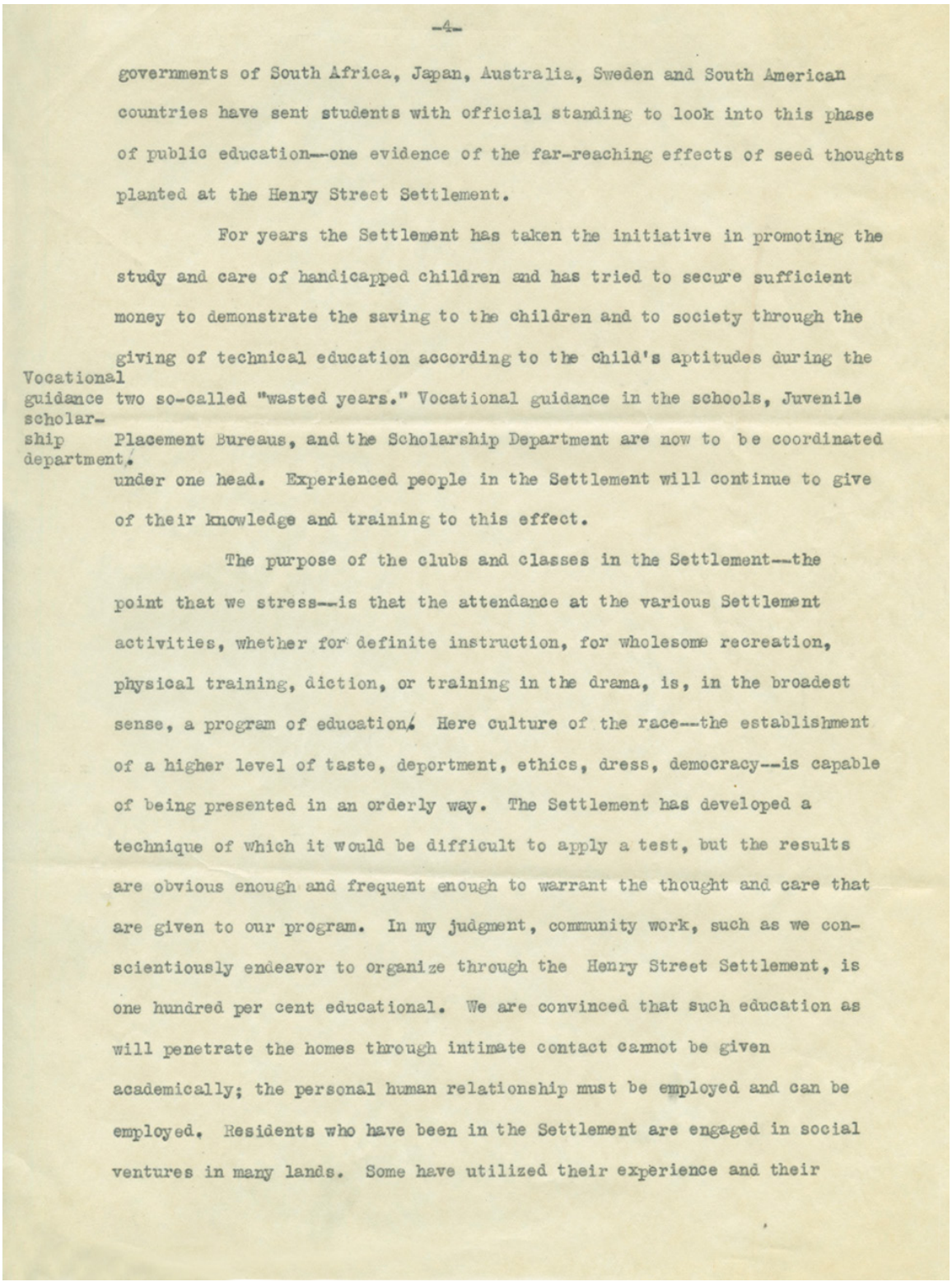
Because of the lack of knowledge in the schools of the children outside of the class room, it is not surprising that medical inspection was not established in the public schools of New York until we had brought from time to time instances of the need of such inspection. Because of our presentation of the children's lives the nurse was introduced into the schools of America and the first municipalized nurse in the world was established. Back of our desire to have the children looked after and brought into the schools was our conviction that education in the care of children and the possibility of prevention of diseases could only be brought forcibly before the public by the twin service, education and ministration.

Classes for defective children a pioneer service/

The Settlement was instrumental in drawing to the attention of the Board of Education the defective children in the class rooms. Miss Elizabeth Farrell, a resident of the Settlement, has done pioneer work along this line under the Board of Education and all the resources of the Settlement were used to argue the case--our knowledge of the children outside of the class room and of the home conditions. It is interesting to note in this connection that Columbia University has established facilities for training teachers to enter this special field. During the past college year two hundred and fifty-five men and women from all parts of the world have come to study the work which Settlement residents initiated. The

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governments of South Africa, Japan, Australia, Sweden and South American countries have sent students with official standing to look into this phase of public education--one evidence of the far-reaching effects of seed thoughts planted at the Henry Street Settlement.

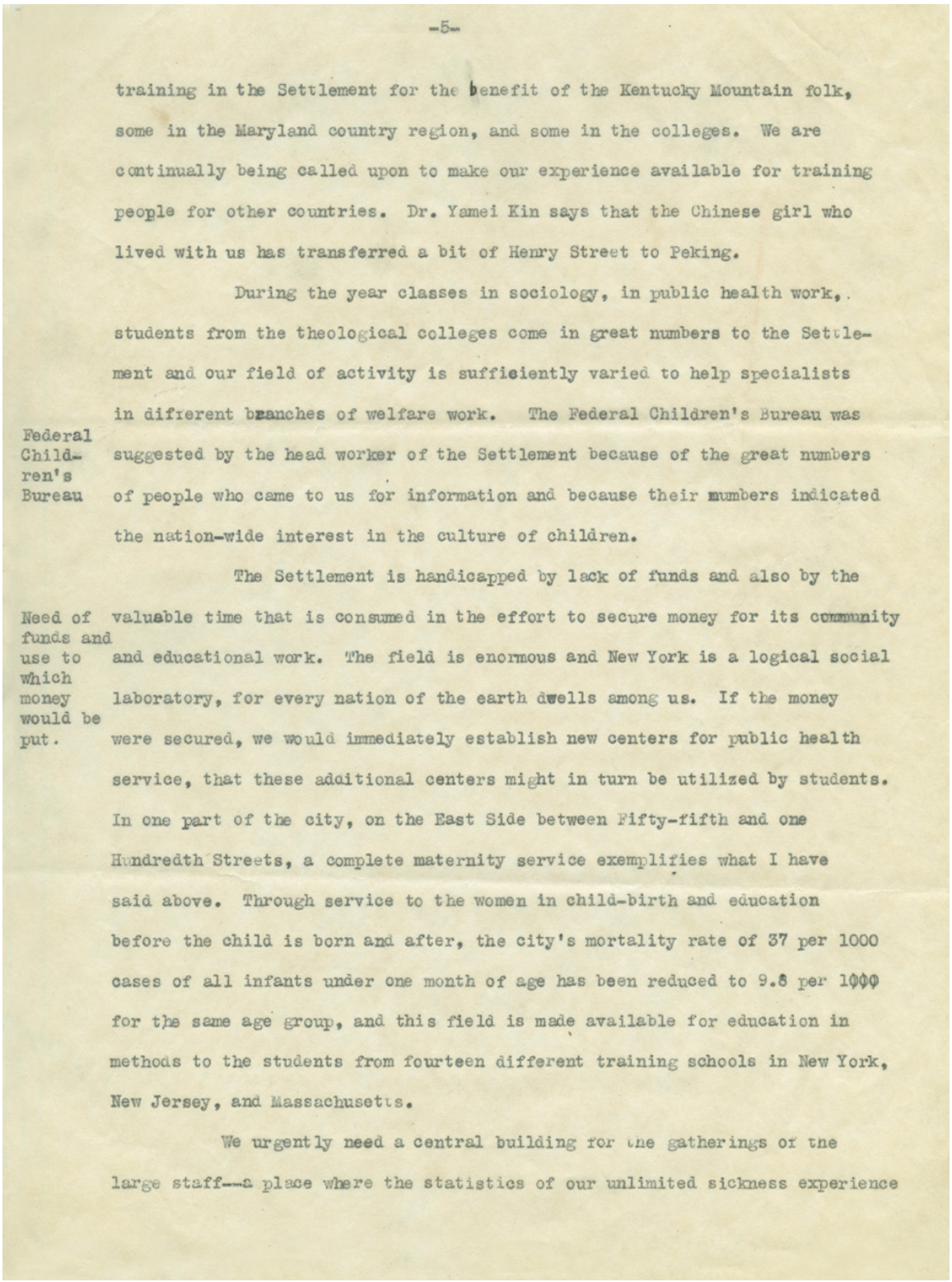
For years the Settlement has taken the initiative in promoting the study and care of handicapped children and has tried to secure sufficient money to demonstrate the saving to the children and to society through the giving of technical education according to the child's aptitudes during the two so-called "wasted years." Vocational guidance in the schools, Juvenile Placement Bureaus, and the Scholarship Department are now to be coordinated under one head. Experienced people in the Settlement will continue to give of their knowledge and training to this effect.

Vocational guidance scholarship department.

The purpose of the clubs and classes in the Settlement--the point that we stress--is that the attendance at the various Settlement activities, whether for definite instruction, for wholesome recreation, physical training, diction, or training in the drama, is, in the broadest sense, a program of education. Here culture of the race--the establishment of a higher level of taste, deportment, ethics, dress, democracy--is capable of being presented in an orderly way. The Settlement has developed a technique of which it would be difficult to apply a test, but the results are obvious enough and frequent enough to warrant the thought and care that are given to our program. In my judgment, community work, such as we conscientiously endeavor to organize through the Henry Street Settlement, is one hundred per cent educational. We are convinced that such education as will penetrate the homes through intimate contact cannot be given academically; the personal human relationship must be employed and can be employed. Residents who have been in the Settlement are engaged in social ventures in many lands. Some have utilized their experience and their

"Unacademic Education" at the Henry Street Settlement, 1913-1929
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training in the Settlement for the benefit of the Kentucky Mountain folk, some in the Maryland country region, and some in the colleges. We are continually being called upon to make our experience available for training people for other countries. Dr. Yamei Kin says that the Chinese girl who lived with us has transferred a bit of Henry Street to Peking.

During the year classes in sociology, in public health work, students from the theological colleges come in great numbers to the Settlement and our field of activity is sufficiently varied to help specialists in different branches of welfare work. The Federal Children's Bureau was suggested by the head worker of the Settlement because of the great numbers of people who came to us for information and because their numbers indicated the nation-wide interest in the culture of children.

Federal Children's Bureau

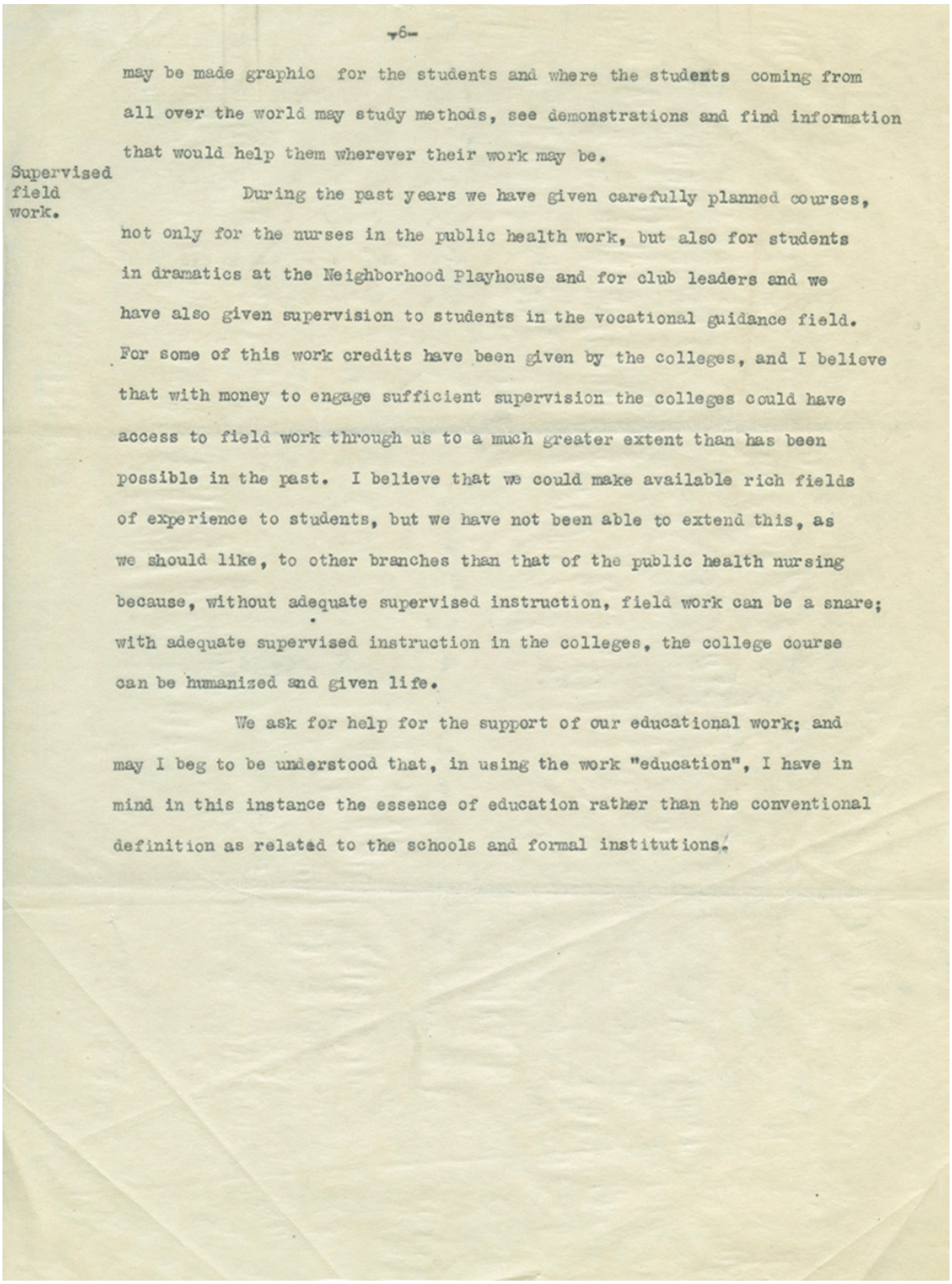
The Settlement is handicapped by lack of funds and also by the valuable time that is consumed in the effort to secure money for its community and educational work. The field is enormous and New York is a logical social laboratory, for every nation of the earth dwells among us. If the money were secured, we would immediately establish new centers for public health service, that these additional centers might in turn be utilized by students. In one part of the city, on the East Side between Fifty-fifth and one Hundredth Streets, a complete maternity service exemplifies what I have said above. Through service to the women in child-birth and education before the child is born and after, the city's mortality rate of 37 per 1000 cases of all infants under one month of age has been reduced to 9.8 per 1000 for the same age group, and this field is made available for education in methods to the students from fourteen different training schools in New York, New Jersey, and Massachusetts.

Need of funds and use to which money would be put.

We urgently need a central building for the gatherings of the large staff--a place where the statistics of our unlimited sickness experience

"Unacademic Education" at the Henry Street Settlement, 1913-1929
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may be made graphic for the students and where the students coming from all over the world may study methods, see demonstrations and find information that would help them wherever their work may be.

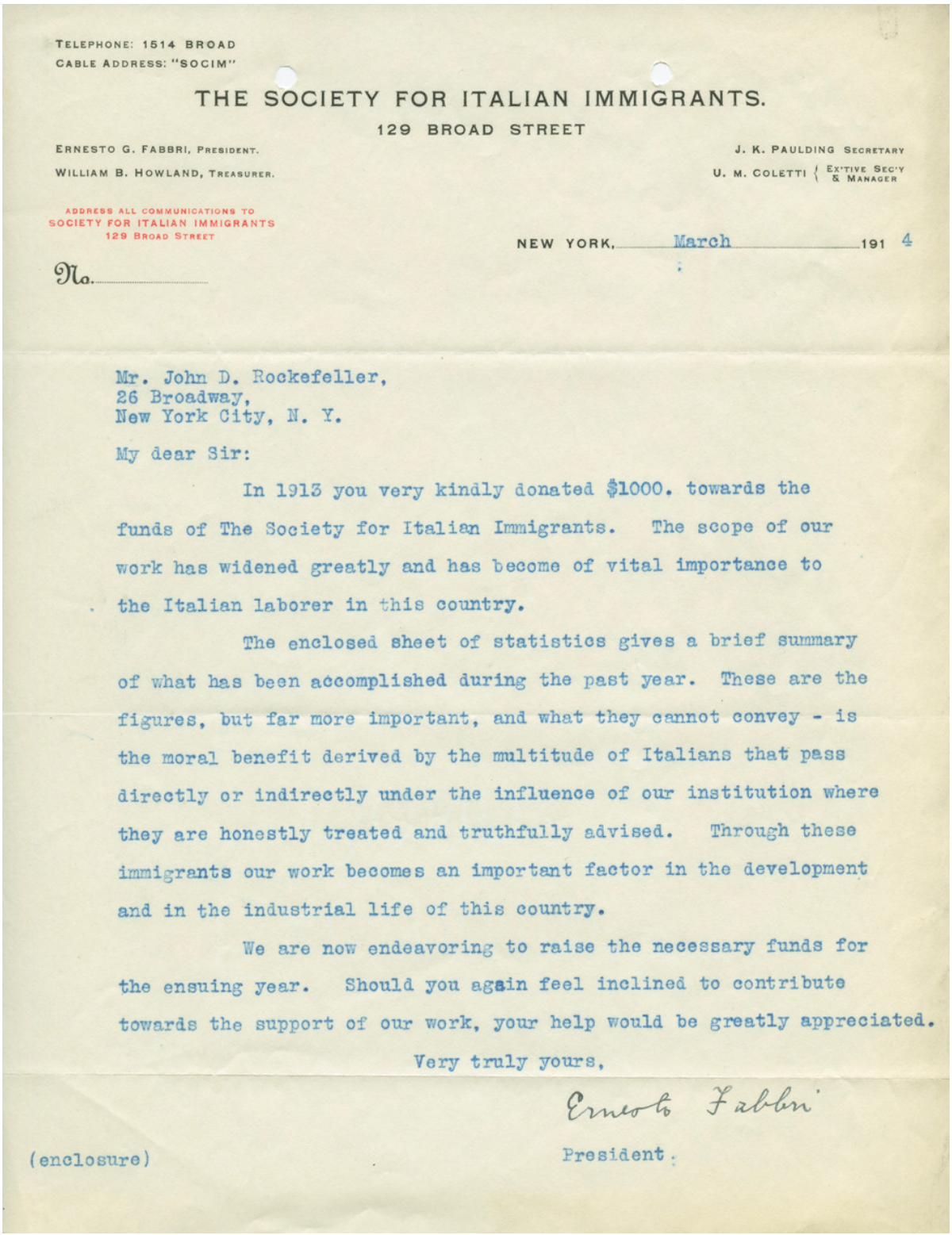
Supervised field work.

During the past years we have given carefully planned courses, not only for the nurses in the public health work, but also for students in dramatics at the Neighborhood Playhouse and for club leaders and we have also given supervision to students in the vocational guidance field. For some of this work credits have been given by the colleges, and I believe that with money to engage sufficient supervision the colleges could have access to field work through us to a much greater extent than has been possible in the past. I believe that we could make available rich fields of experience to students, but we have not been able to extend this, as we should like, to other branches than that of the public health nursing because, without adequate supervised instruction, field work can be a snare; with adequate supervised instruction in the colleges, the college course can be humanized and given life.

We ask for help for the support of our educational work; and may I beg to be understood that, in using the work "education", I have in mind in this instance the essence of education rather than the conventional definition as related to the schools and formal institutions.

"Unacademic Education" at the Henry Street Settlement, 1913-1929
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DOCUMENT 4



TELEPHONE: 1514 BROAD
CABLE ADDRESS: "SOCIM"

THE SOCIETY FOR ITALIAN IMMIGRANTS.
129 BROAD STREET

ERNESTO G. FABBRI, PRESIDENT.
WILLIAM B. HOWLAND, TREASURER.

J. K. PAULDING SECRETARY
U. M. COLETTI { EX'TIVE SEC'Y & MANAGER

ADDRESS ALL COMMUNICATIONS TO
SOCIETY FOR ITALIAN IMMIGRANTS
129 BROAD STREET

No.

NEW YORK, March 191 4

Mr. John D. Rockefeller,
26 Broadway,
New York City, N. Y.

My dear Sir:

In 1913 you very kindly donated $1000. towards the funds of The Society for Italian Immigrants. The scope of our work has widened greatly and has become of vital importance to the Italian laborer in this country.

The enclosed sheet of statistics gives a brief summary of what has been accomplished during the past year. These are the figures, but far more important, and what they cannot convey - is the moral benefit derived by the multitude of Italians that pass directly or indirectly under the influence of our institution where they are honestly treated and truthfully advised. Through these immigrants our work becomes an important factor in the development and in the industrial life of this country.

We are now endeavoring to raise the necessary funds for the ensuing year. Should you again feel inclined to contribute towards the support of our work, your help would be greatly appreciated.

Very truly yours,

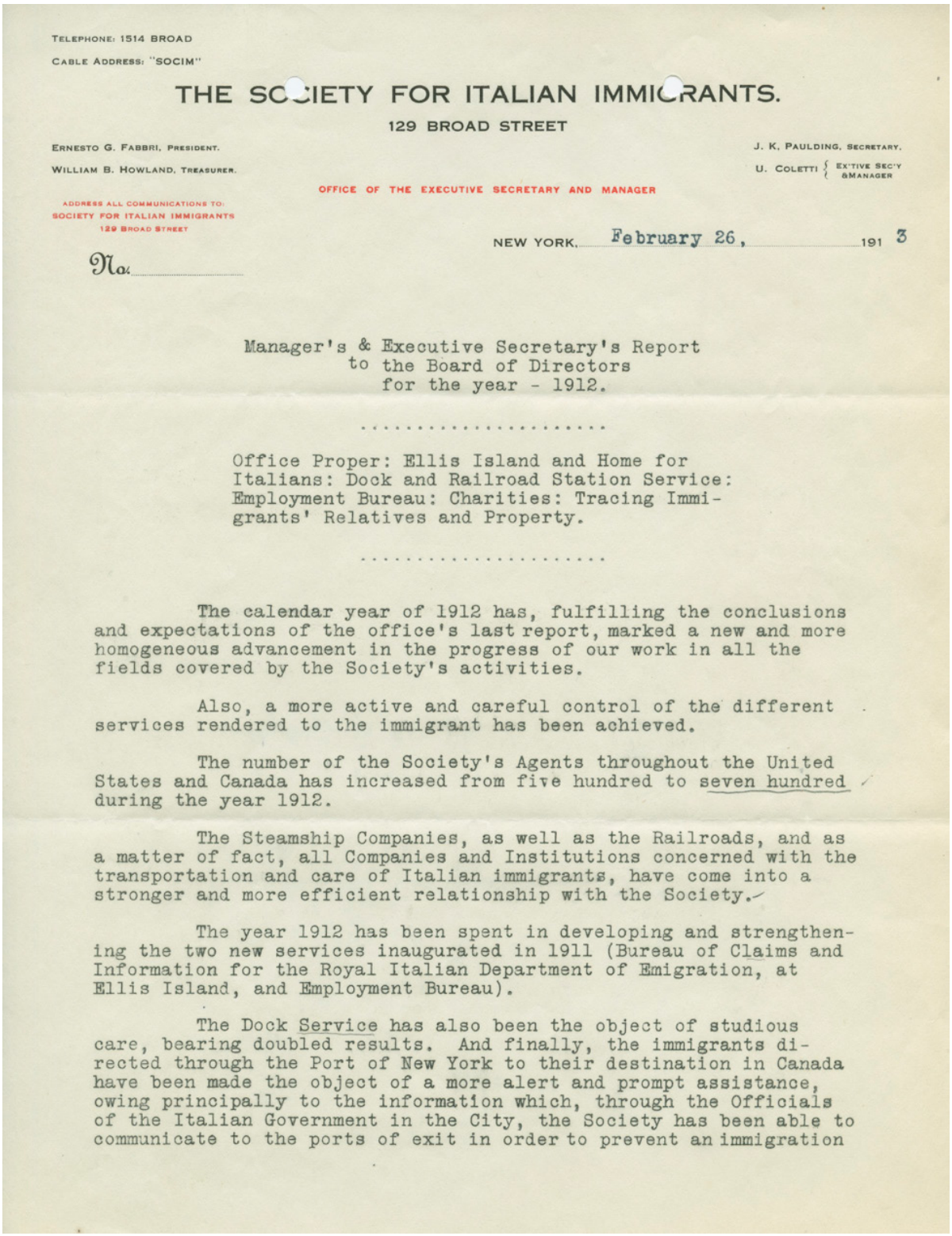
Ernesto Fabbri

President.

(enclosure)

Ernesto Fabbri to John D. Rockefeller, Jr., March 1914
Folder 314, Box 30, Series P, RG 2, Office of the Messrs. Rockefeller records, Rockefeller Archive Center

DOCUMENT 5



TELEPHONE: 1514 BROAD
CABLE ADDRESS: "SOCIM"

THE SOCIETY FOR ITALIAN IMMIGRANTS.
129 BROAD STREET

ERNESTO G. FABBRI, PRESIDENT.
WILLIAM B. HOWLAND, TREASURER.

J. K. PAULDING, SECRETARY.
U. COLETTI { EX'TIVE SEC'Y & MANAGER

OFFICE OF THE EXECUTIVE SECRETARY AND MANAGER

ADDRESS ALL COMMUNICATIONS TO
SOCIETY FOR ITALIAN IMMIGRANTS
129 BROAD STREET

No.

NEW YORK, February 26, 191 3

Manager's & Executive Secretary's Report
to the Board of Directors
for the year - 1912.

.....

Office Proper: Ellis Island and Home for Italians: Dock and Railroad Station Service: Employment Bureau: Charities: Tracing Immigrants' Relatives and Property.

.....

The calendar year of 1912 has, fulfilling the conclusions and expectations of the office's last report, marked a new and more homogeneous advancement in the progress of our work in all the fields covered by the Society's activities.

Also, a more active and careful control of the different services rendered to the immigrant has been achieved.

The number of the Society's Agents throughout the United States and Canada has increased from five hundred to seven hundred during the year 1912.

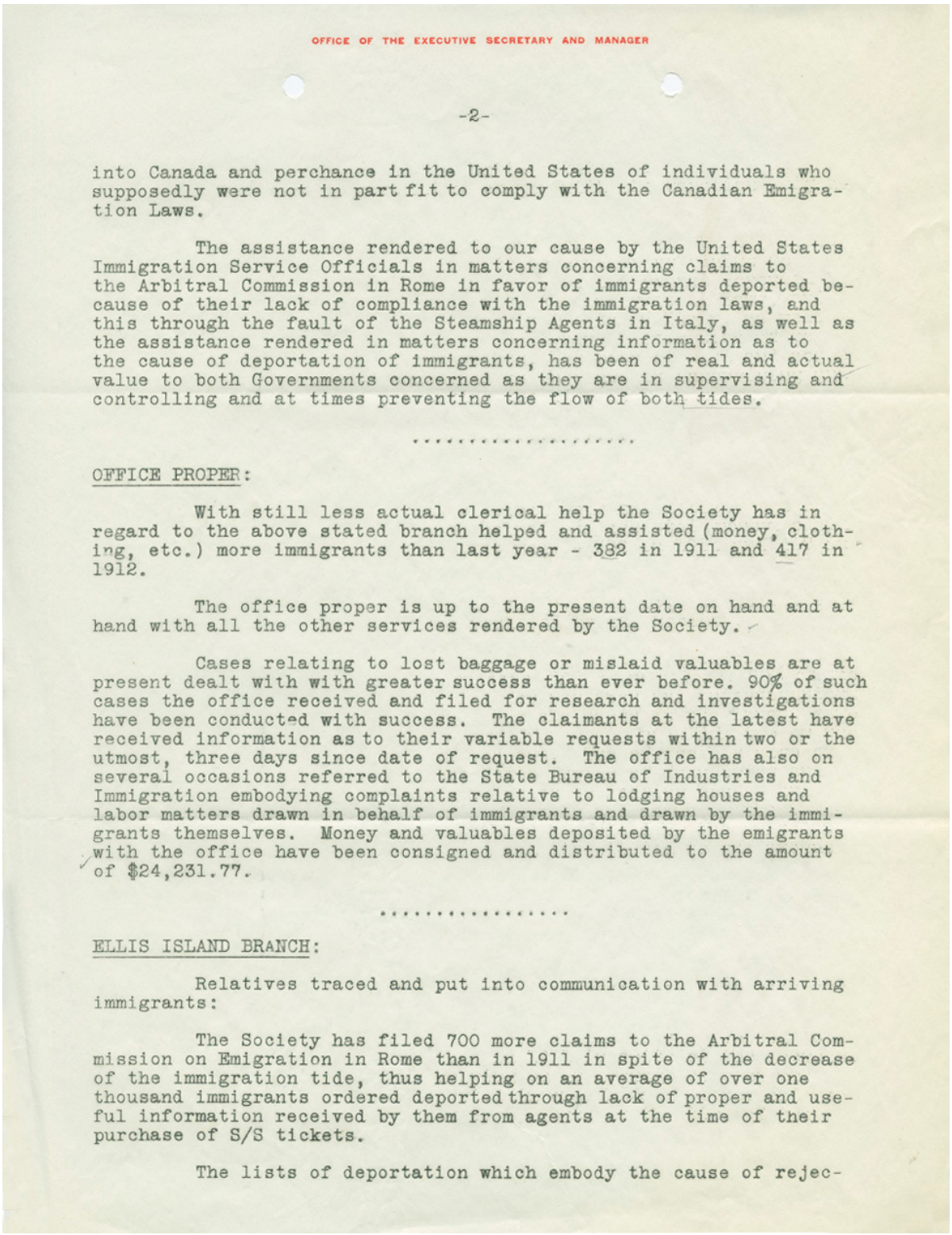
The Steamship Companies, as well as the Railroads, and as a matter of fact, all Companies and Institutions concerned with the transportation and care of Italian immigrants, have come into a stronger and more efficient relationship with the Society.

The year 1912 has been spent in developing and strengthening the two new services inaugurated in 1911 (Bureau of Claims and Information for the Royal Italian Department of Emigration, at Ellis Island, and Employment Bureau).

The Dock Service has also been the object of studious care, bearing doubled results. And finally, the immigrants directed through the Port of New York to their destination in Canada have been made the object of a more alert and prompt assistance, owing principally to the information which, through the Officials of the Italian Government in the City, the Society has been able to communicate to the ports of exit in order to prevent an immigration

The Society for Italian Immigrants, "Manager's and Executive Secretary's Report 1912," February 26, 1913
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OFFICE OF THE EXECUTIVE SECRETARY AND MANAGER

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into Canada and perchance in the United States of individuals who supposedly were not in part fit to comply with the Canadian Emigration Laws.

The assistance rendered to our cause by the United States Immigration Service Officials in matters concerning claims to the Arbitral Commission in Rome in favor of immigrants deported because of their lack of compliance with the immigration laws, and this through the fault of the Steamship Agents in Italy, as well as the assistance rendered in matters concerning information as to the cause of deportation of immigrants, has been of real and actual value to both Governments concerned as they are in supervising and controlling and at times preventing the flow of both tides.

.....

OFFICE PROPER:

With still less actual clerical help the Society has in regard to the above stated branch helped and assisted (money, clothing, etc.) more immigrants than last year - 382 in 1911 and 417 in 1912.

The office proper is up to the present date on hand and at hand with all the other services rendered by the Society.

Cases relating to lost baggage or mislaid valuables are at present dealt with with greater success than ever before. 90% of such cases the office received and filed for research and investigations have been conducted with success. The claimants at the latest have received information as to their variable requests within two or the utmost, three days since date of request. The office has also on several occasions referred to the State Bureau of Industries and Immigration embodying complaints relative to lodging houses and labor matters drawn in behalf of immigrants and drawn by the immigrants themselves. Money and valuables deposited by the emigrants with the office have been consigned and distributed to the amount of $24,231.77.

.....

ELLIS ISLAND BRANCH:

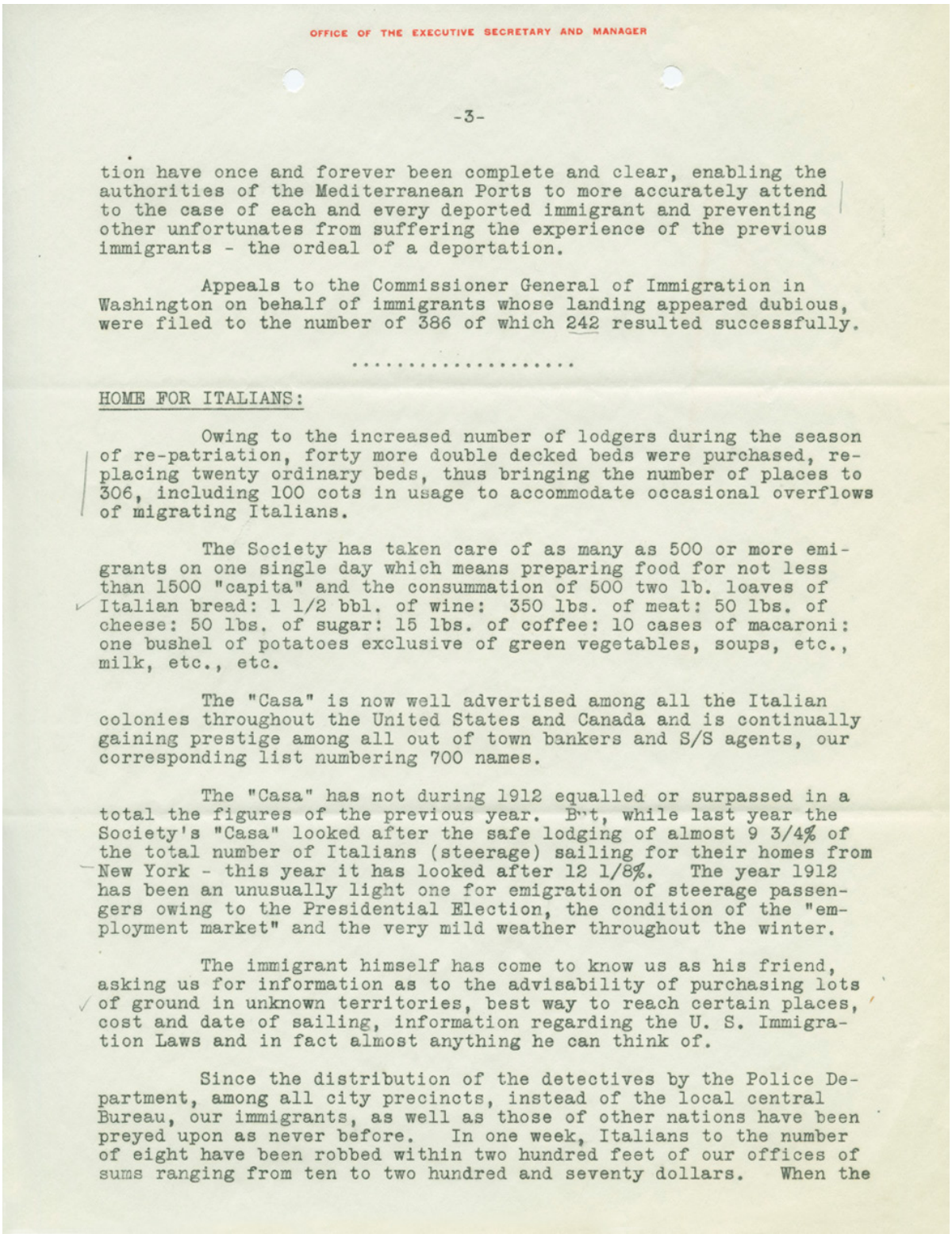
Relatives traced and put into communication with arriving immigrants:

The Society has filed 700 more claims to the Arbitral Commission on Emigration in Rome than in 1911 in spite of the decrease of the immigration tide, thus helping on an average of over one thousand immigrants ordered deported through lack of proper and useful information received by them from agents at the time of their purchase of S/S tickets.

The lists of deportation which embody the cause of rejec-

The Society for Italian Immigrants, "Manager's and Executive Secretary's Report 1912," February 26, 1913
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OFFICE OF THE EXECUTIVE SECRETARY AND MANAGER

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tion have once and forever been complete and clear, enabling the authorities of the Mediterranean Ports to more accurately attend to the case of each and every deported immigrant and preventing other unfortunates from suffering the experience of the previous immigrants - the ordeal of a deportation.

Appeals to the Commissioner General of Immigration in Washington on behalf of immigrants whose landing appeared dubious, were filed to the number of 386 of which 242 resulted successfully.

.....

HOME FOR ITALIANS:

Owing to the increased number of lodgers during the season of re-patriation, forty more double decked beds were purchased, replacing twenty ordinary beds, thus bringing the number of places to 306, including 100 cots in usage to accommodate occasional overflows of migrating Italians.

The Society has taken care of as many as 500 or more emigrants on one single day which means preparing food for not less than 1500 "capita" and the consummation of 500 two lb. loaves of Italian bread: 1 1/2 bbl. of wine: 350 lbs. of meat: 50 lbs. of cheese: 50 lbs. of sugar: 15 lbs. of coffee: 10 cases of macaroni: one bushel of potatoes exclusive of green vegetables, soups, etc., milk, etc., etc.

The "Casa" is now well advertised among all the Italian colonies throughout the United States and Canada and is continually gaining prestige among all out of town bankers and S/S agents, our corresponding list numbering 700 names.

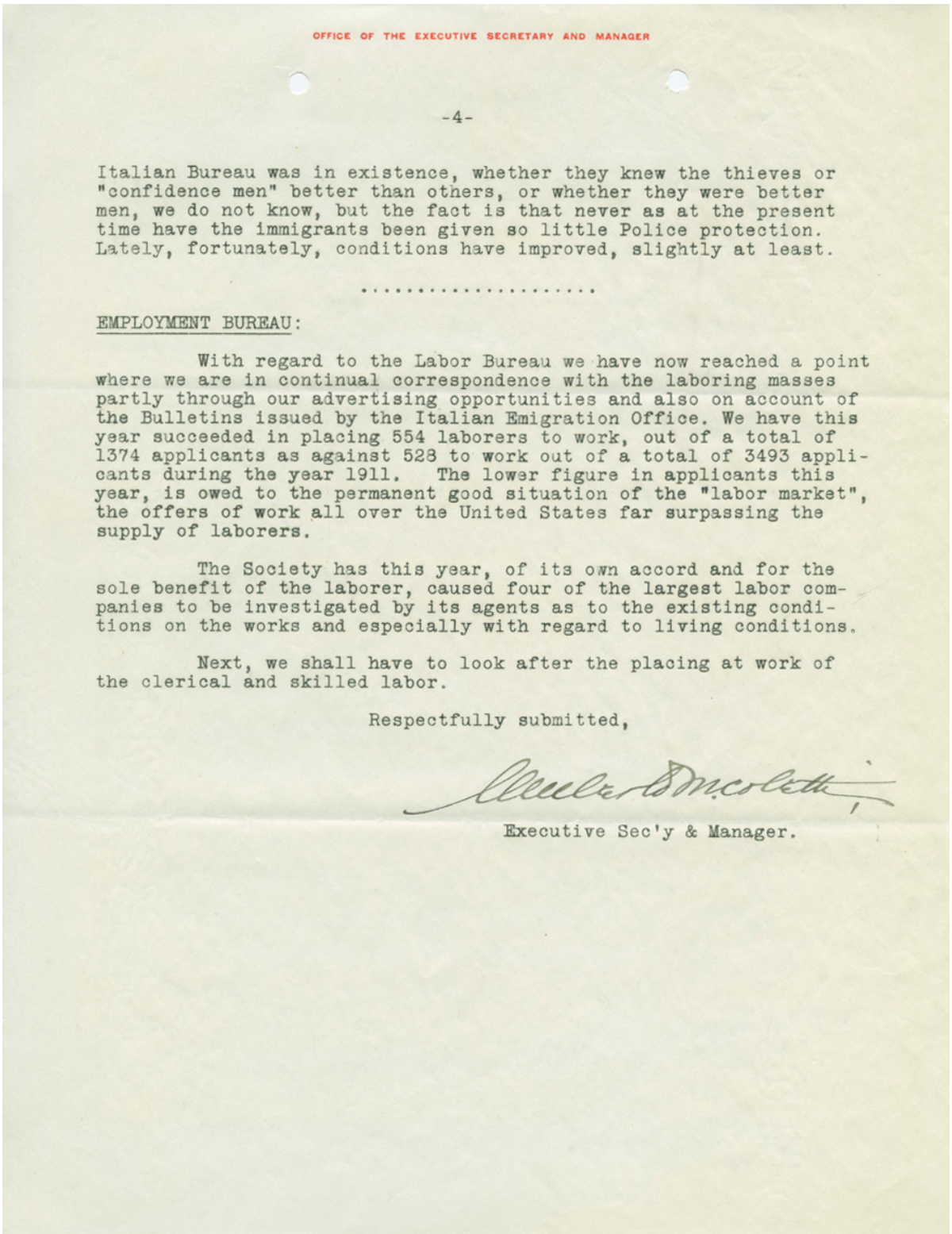
The "Casa" has not during 1912 equalled or surpassed in a total the figures of the previous year. But, while last year the Society's "Casa" looked after the safe lodging of almost 9 3/4% of the total number of Italians (steerage) sailing for their homes from New York - this year it has looked after 12 1/8%. The year 1912 has been an unusually light one for emigration of steerage passengers owing to the Presidential Election, the condition of the "employment market" and the very mild weather throughout the winter.

The immigrant himself has come to know us as his friend, asking us for information as to the advisability of purchasing lots of ground in unknown territories, best way to reach certain places, cost and date of sailing, information regarding the U. S. Immigration Laws and in fact almost anything he can think of.

Since the distribution of the detectives by the Police Department, among all city precincts, instead of the local central Bureau, our immigrants, as well as those of other nations have been preyed upon as never before. In one week, Italians to the number of eight have been robbed within two hundred feet of our offices of sums ranging from ten to two hundred and seventy dollars. When the

The Society for Italian Immigrants, "Manager's and Executive Secretary's Report 1912," February 26, 1913
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OFFICE OF THE EXECUTIVE SECRETARY AND MANAGER

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Italian Bureau was in existence, whether they knew the thieves or "confidence men" better than others, or whether they were better men, we do not know, but the fact is that never as at the present time have the immigrants been given so little Police protection. Lately, fortunately, conditions have improved, slightly at least.

.....

EMPLOYMENT BUREAU:

With regard to the Labor Bureau we have now reached a point where we are in continual correspondence with the laboring masses partly through our advertising opportunities and also on account of the Bulletins issued by the Italian Emigration Office. We have this year succeeded in placing 554 laborers to work, out of a total of 1374 applicants as against 528 to work out of a total of 3493 applicants during the year 1911. The lower figure in applicants this year, is owed to the permanent good situation of the "labor market", the offers of work all over the United States far surpassing the supply of laborers.

The Society has this year, of its own accord and for the sole benefit of the laborer, caused four of the largest labor companies to be investigated by its agents as to the existing conditions on the works and especially with regard to living conditions.

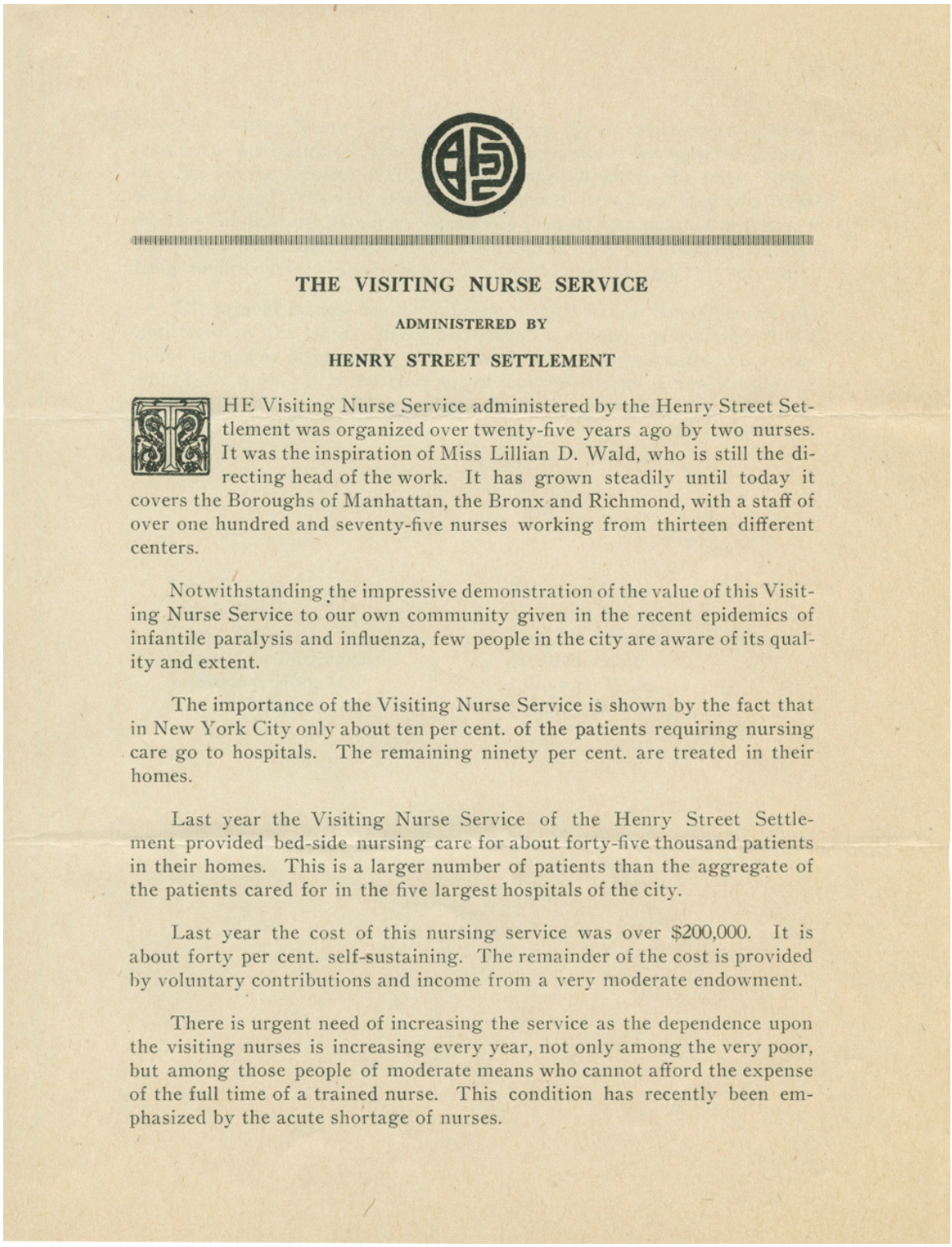
Next, we shall have to look after the placing at work of the clerical and skilled labor.

Respectfully submitted,

Executive Sec'y & Manager.

The Society for Italian Immigrants, "Manager's and Executive Secretary's Report 1912," February 26, 1913
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DOCUMENT 6



THE VISITING NURSE SERVICE

ADMINISTERED BY

HENRY STREET SETTLEMENT

THE Visiting Nurse Service administered by the Henry Street Settlement was organized over twenty-five years ago by two nurses. It was the inspiration of Miss Lillian D. Wald, who is still the directing head of the work. It has grown steadily until today it covers the Boroughs of Manhattan, the Bronx and Richmond, with a staff of over one hundred and seventy-five nurses working from thirteen different centers.

Notwithstanding the impressive demonstration of the value of this Visiting Nurse Service to our own community given in the recent epidemics of infantile paralysis and influenza, few people in the city are aware of its quality and extent.

The importance of the Visiting Nurse Service is shown by the fact that in New York City only about ten per cent. of the patients requiring nursing care go to hospitals. The remaining ninety per cent. are treated in their homes.

Last year the Visiting Nurse Service of the Henry Street Settlement provided bed-side nursing care for about forty-five thousand patients in their homes. This is a larger number of patients than the aggregate of the patients cared for in the five largest hospitals of the city.

Last year the cost of this nursing service was over $200,000. It is about forty per cent. self-sustaining. The remainder of the cost is provided by voluntary contributions and income from a very moderate endowment.

There is urgent need of increasing the service as the dependence upon the visiting nurses is increasing every year, not only among the very poor, but among those people of moderate means who cannot afford the expense of the full time of a trained nurse. This condition has recently been emphasized by the acute shortage of nurses.

"The Visiting Nurse Service: Administered by Henry Street Settlement," January 24, 1920
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DOCUMENT 7

From: National Institute of Immigrant Welfare, Inc.,
2 West 45th Street, New York City

CONFIDENTIAL
Not for release

June 1940

A MESSAGE TO AMERICA

As the shadow of war spreads over the world and we hasten our defenses against it, the undersigned citizens join in this appeal to our fellow Americans to be calm and just as we must be vigilant and devoted. There are many signs of growing mass hysteria which is born of fear and hate. It is vital that all good citizens resist this unreasoning mob spirit if we are to save the very soul of the country we seek to serve.

We are a nation of immigrants and the descendants of immigrants welded into a great democracy by our common faith in freedom and social justice. Let us then join in reaffirming what we know to be the truth -- that a passionate devotion to this land possesses the millions of our people born under other skies. They are "American by choice", while we are merely heirs to the cherished liberties our own immigrant fore-fathers achieved through common struggle.

Foreign born citizens from every land in Europe fought in our War of Independence; helped save the Union; died in defense of democracy in the World War. We must not permit the solidarity of our Citizenry to be undermined by the corrosive acids of baseless fears and mass suspicions.

Citizenship is no greater proof of patriotism than birth under another flag is evidence of disloyalty to our country and its ideals. Whenever such disloyalty may come to light it should be dealt with, promptly and vigorously by the constituted authorities. But there is increasing evidence that well meaning misguided private citizens are developing baseless prejudices against whole groups of loyal Americans of foreign birth; that they are inflicting upon them, without reason or discrimination, unjust hardships and abuses, denying them their liberties, cutting them off from employment or attacking their livelihood through withholding their patronage.

This course we believe, is playing directly into the hands of those who are the real enemies of our country. It is losing for America the full values of the loyalty of her foreign born citizens at a time when this loyalty is an integral factor of our national defense.

Let us pledge ourselves to do everything in our power to keep America sane, true to the faith in which this country was founded. Let us hold steadfastly to our basic American creed, that men and women shall be judged upon their own individual worth, regardless of the land of their birth.

Signed: _____

Note:

An invitation to sign this message is being extended by the National Institute of Immigrant Welfare to one hundred outstanding American citizens.

National Institute of Immigrant Welfare, Inc., "A Message to America," June 1940
Folder 312, Box 29, Series P, RG 2, Office of the Messrs. Rockefeller, Rockefeller Archive Center

GUIDED QUESTIONS

DOCUMENT 1

1. What is the aim of the Hebrew Technical School for Girls?
2. Describe the courses offered by the school.

DOCUMENT 2

1. How did the Henry Street Settlement come into existence?
2. Why was this letter written to John D. Rockefeller, Jr.?

DOCUMENT 3

1. What were the intended goals of those who became a public health nurse?
2. How did the Henry Street Settlement help achieve those goals?

DOCUMENT 4

1. Of what society is Ernesto Fabbri president?
2. What would John D. Rockefeller, Jr's funds continue to support?

DOCUMENT 5

1. What type of document is this and what is its purpose?
2. What were some of the Society's developments that took place in 1912?

DOCUMENT 6

1. What areas of New York City were covered by the Visiting Nurse Service?
2. For what audience was this documented created?

DOCUMENT 7

1. What was the message the National Institute of Immigrant Welfare, Inc. hoped to spread?
2. What is the tone of this document?

SUGGESTED PRIMARY SOURCE PROJECTS

PROJECT 1

The students use provided documents to generate a research question

LEARNING OBJECTIVES

- Students will filter through documents to find archival sources of interest
- Students will learn how to develop a research question
- Students will learn about the research process

REFLECTION QUESTIONS

1. How did you hone your research question?
2. What was the research process like for you?
3. What connections can you make between the documents, daily life, and current issues?

PROJECT 2

The students create an annotated bibliography of primary and secondary sources related to tenements and immigration

LEARNING OBJECTIVES

- Students will be introduced to the primary source documents and start to analyze documents
- Students will learn why and how to cite sources
- Students will be introduced to pathfinders (links to useful primary and secondary sources)

REFLECTION QUESTIONS

1. What were some useful searching strategies?
2. Why is an annotated bibliography a useful resource?
3. What are some differences between primary and secondary sources?

SUGGESTED PRIMARY SOURCE PROJECTS

PROJECT 3

The students host a Research Forum where students share their tenements and immigration research with their peers and wider community

LEARNING OBJECTIVES

- Students will work on close reading, corroborating, and contextualizing primary and secondary sources
- Students will present their research in an organized manner
- Students will learn effective public speaking strategies

REFLECTION QUESTIONS

1. What were some of the difficulties immigrants faced?
2. Describe some of the organizations that were started to help immigrants.
3. What were some important lessons you took away from your research?

SUGGESTED PRIMARY SOURCE PROJECTS

PROJECT 4

The students host a Research Forum where students share their tenements and immigration research with their peers and wider community

LEARNING OBJECTIVES

- Students will select, analyze, and cite three documents in a web platform
  - -Title of document
  - -Type of document
  - -Creator of document
  - -Audience
  - -Important content
  - -Purpose of document and supporting document
  - -Further questions
- Students will reflect on how the documents can be connected to their present day community
- Students will connect the documents to current day issues
- Students will develop skills in web creation
- Students will showcase their website to their peers and wider community

REFLECTION QUESTIONS

1. Why did you select those three documents?
2. What was the process like when creating your website?
3. What were some important lessons you took away from your research?

ABOUT US



Marissa Vassari is Archivist and Educator at the Rockefeller Archive Center. She specializes in developing educational outreach project models that build research and information literacy skills. Marissa regularly presents at conferences on her work, and in 2016, she created the Archival Educators Roundtable, which facilitates communication among professionals who use primary sources in public outreach and teaching. She holds a BA in Psychology and Special Education, an MA in Childhood Education, and an MLIS degree with an Archival Studies specialization.



Elizabeth Berkowitz is the 2018–2020 Mellon/ACLS Public Fellow at the Rockefeller Archive Center, where she works as the Outreach Program Manager for the Research + Education division. An art historian with a PhD from the CUNY Graduate Center, Elizabeth has taught extensively in museums and universities, and has published both popular and academic articles.

ABOUT US

The Rockefeller Archive Center (RAC) is a not-for-profit repository and research center that preserves and makes available for research the records of several dozen foundations and nonprofit organizations.

In addition to the papers of the Rockefeller family, the RAC's collections include the records of the Rockefeller Foundation, Ford Foundation, Near East Foundation, Commonwealth Fund, Rockefeller Brothers Fund, Henry Luce Foundation, W. T. Grant Foundation and many other philanthropic organizations. The papers of leaders of the philanthropic community, Nobel Prize laureates, and world-renowned investigators in science and medicine supplement the institutional collections.

RE:source is the digital platform for the Rockefeller Archive Center's Research and Education division. RE:source's stories, photo-galleries, and archival education teaching materials showcase the many facets of philanthropic practice—from the fields touched by philanthropic giving, to issues particular to the philanthropic sector.

CONTACT

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