THE CONTRIBUTIONS OF POLISH IMMIGRANTS TO THE MAKING OF AMERICA IN 1880-1924

Sumbangan Imigran Polandia kepada Pembangunan Amerika pada Tahun 1880-1924

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ABSTRACT

This study stems from a curiosity of the life of Polish immigrants in American society and the accomplishments they contributed to the United States in the last quarter of the nineteenth century and the first quarter of the twentieth century, despite the fact that they were illiterate, unskilled, poor peasants who came to this nation as immigrants for bread.

It attempts to find out whether there were important and monumental contributions that Poles had made to the making of America under American prejudice and discrimination against their alien, culture, religion, settlement pattern, and social pattern.

The method applied to the study is library research, while the analysis of this study is made under American Studies discipline that involves theories of American Studies and interdisciplinary approach. This study employs theories of American Studies proposed by McDowell, namely synthesis of times (Past, Present-Future) and synthesis of knowledge. The interdisciplinary approach involves different perspectives: historical, cultural, literary, economic, sociological, psychological, and anthropological.

The research results show that Poles made many important cultural, economic, and social and political contributions to the development of the United States in 1880-1920. Polish cultural contributions were made in sport, art, education and religion. In economy, Polish contributions were in the forms of cheap fish, agricultural products: tobacco and vegetables and enterprises. Polish social and political contributions were social, charitable, fraternal organizations and institutions, military services and sacrifices in the Revolutionary War, the Civil War, and World Wars I and II.

Key words: Prejudice, discrimination, contribution, Poles.

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CHAPTER I
INTRODUCTION

1.1 Background

Polish immigrants are fairly unique because they preserved their culture better than other groups; they had distinguishing cultural characteristics; they consisted of illiterate and unskilled peasants; they worked and lived in major towns of northern America and only a small number of old immigrants worked and lived in the farm communities; and they had significant contributions to the United States.

Polish new immigrants of the first stream is not easy to account for since they came to America not from Poland as a separate country between the 1860s and World War I. They arrived in America as citizens of Prussia, Russia, and Austria because Poland was partitioned by these partitioning countries (Urban-Klaßen 1). Professor S.N. Eisenstadt of the Hebrew University, who has Polish background, stated that "all those giving a birthplace in eastern or central Europe who had obviously Polish names should be considered Poles" (Curti, 1959: 58).

Polish immigrants have different cultural values from those of Americans. These differences certainly caused negative reactions from Americans to Polish immigrants,—prejudice, discrimination, and refusal—and conflicts between members of the two societies (Dinnerstein, 1982: 54).

1.2 Scope of Study

The writer limits the discussion of the thesis to the first massive wave of Polish new immigrants who arrived mainly in the late 1800s up to the end of the First World War. The limitation is also made to the period of 1880-1924. The writer also limits the thesis to the first wave of Polish new immigration.

1.3 Objectives of study

On the basis of the above questions, this study is aimed at finding out:

1.3.1. The push-pull factors of Polish immigration into the United States.
1.3.2. The extent of the reactions of the American people to Polish illiterate and unskilled workers.
1.3.3. The ways Polish immigrants adapted their cultural baggage to American culture including the extent of the ways and continuity and change of Polish Immigrants' culture in American society.
1.3.4. The kinds of social problems that Polish immigrants faced in the
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1.3.5. The social organisations that Polish immigrants formed to struggle for their rights in the United States.

1.3.6. The governmental legal policies that were taken in relation to the existence of the Polish immigrants in the United States.

1.3.7. The significant and important contributions that Polish immigrants contributed to the development of the United States.

1.5 Theoretical Approach

American studies theories that are applicable to this study is, first of all, the Tremain McDowell's synthesis of knowledge. The emphasis of this theory is put on the interdisciplinary approach which, in this study, encompasses historical, cultural, sociological, economic, and literary approaches.

Secondly, McDowell's Reconciliation of Tenses is also important to analyze the life of Polish immigrants in their Old World and New World. The reconciliation of tenses theory stresses that the life of man is a continuity of a sequence of time. Culture is viewed as man's creation that appears in time continuum of past, present, and future (McDowell v-4).

1.6 Method of Research

The method the writer applies to this research is library research. The data are gathered from both print and electronic sources. These data sources are available at several libraries of Gajah Mada University: FPS library, American Studies library, in Yogyakarta, Muhammad yah Yogyakarta (UMY) English Corner.

CHAPTER II

ANALYSIS

This chapter deals with Poles' native experience and the ways of adjustment to the United States, reactions of American and the Government of the United States, and the Polish success story in America.

2.1 Poles' Native Experience and The Ways of Adjustment to The United States

Poland was not a nation until the eleventh century when it was "first united as a nation" (www.poloniadotoday.com/history.htm). The first partition of Poland took place in 1772, the second was in 1793, and the
third occurred in 1795 (www.poloniatoday.com/history.htm). Since Poland lost its power, it underwent various economic, social, and political problems because it was under the oppression of three partitioning powers—Austria, Prussia, and Russia—of which each individual power enforced different rules and laws to Polish people. In this context, Polish peasants were those who suffered harshly from the problems (Boberg and Wroblewski, 2004: 105-6). The Poles also experience religious persecution, for instance, the persecution of Uniat Church took place in the 1830s (Halecki, 1992: 253-8). The suppression of Poles extended to politics (Halecki, 1992: 255-6).

The economic hardship was the major factor that caused great waves of Polish peasants' emigration compared to political oppression, religious, and language persecutions (Jones 98; Marger 55; Dinnerstain, 1982: 11).

To Polish immigrants, America was the "golden land," the last place in the world that could be asked to speak for the family of man" (Gross 34). Other reasons accounted for great numbers of immigrants, specifically Poles entering America from 1880s to 1920s were the rapid growth of American industry, the improvement of transportation which made America was relatively accessible by quicker, studier steamships with "highly competitive rates for steerage dropping to ten dollars" (Parrillo, 1985: 148).

The arrivals of Polish immigrants on American shores, in general, were divided into two main periods: old immigration and new immigration. Polish old immigrants arrived, in significant number, in South-central Texas in 1853 (Baker, 1979: 1).

The Polish new immigrants came in three massive streams. The first influx got to America from 1860s up to World War I, whereas the second and third waves of Polish new immigration took place after World War II and 1985 (Urban-Klaehn 1-2).

Mastery of English played important roles in the rate of participation of non-English speaking groups like Polish immigrants in occupation demanding special skills, professional training, or facility in the use of the English language (Curri 62-63), in the increase of wage standards for one group since language incapability was one of the factors lowering the price of one group's labor and in the reduction of job discrimination (Parrillo, 1985: 105).

There were about 2.5 to 3 million of Polish new immigrants who arrived in the United States between 1880 and World War I. Ninety percent of them were peasants. They found work in American indus-
trial towns. They were employed as common laborers because, according to the economist Leopold Carl, American workers did not want to take any low or menial jobs. (Dinerstein, 1982: 25). Few Poles went working in farming as agriculture laborers (Jones 215).

Poles had negative attitude toward Education. Helena Znaenicki Lopala in Parrillo reported in summary. The attitudes of the Polish peasants toward education — which defined it at a time as at best, and as a dangerous thing undermining the traditional way of life at worst — were transplanted to the American soil. The United States Immigration Commission found the children of Poles following this typical educational career: parochial school from the ages of 8 to 12 first communion public school for two years and then work (Parrillo, 1985: 162-163).

2.2 Americans’ and Government’s Reactions to The Existence of Polish Immigrants

In General, reactions of Americans and the government of the United States to foreign immigrants range from acceptance to restriction to refusal (Luska 72). Americans tried to urge Congress to restrict and refuse the influx of Polish immigrants and other new immigrants for social, economic, and cultural reasons. “American laborers felt that the competition offered by this hordes of cheap workers would lower Americans’ wage scale and standard of living” (Chitwood 518). The Poles were feared of subverting the established Anglo-culture for they have “so different customs, language, religion, and physical appearance from the old American stock and northern Europeans to assimilate” (Chitwood, 1949: 517). Americans’ negative reactions—restriction and refusal—stemmed from their negative image or prejudice against Poles.

2.2.1 American Prejudice

There are many experts who put forward definitions of prejudice. Here is the definition of prejudice proposed by McLamore. It is "an attitude toward people because of a particular racial or ethnic group" (McLamore, 1983: 108).

The causes of prejudice are of different and various factors: 1) cultural transmission through process of learning one’s culture, 2) personal traits in the process of psychological development, and 3) group identity that has relation to the human need to have a firm anchorage in a well-defined group (McLamore, 1983: 109-10).
Common American prejudices against Poles were educationally illiterate, mentally deficient, criminally inclined or victimized by their own people, medically experiencing serious health problems, morally being in the state of individual and familial demoralization, to be outwardly clannish and unwilling to assimilate or Americanize (Lopata 70).

The American prejudices were against Polish residential patterns, social patterns, and through epithets. Americans considered the cluster of Poles in urban areas to be the cause of housing problems and slum areas in the United States. These problems, they thought, would burden government budget (Chitwood 520); Poles were alleged to cause health problems in their slum residential areas where illnesses like smallpox and black fever were likely to become endemic. Americans attributed the growth of Polish subculture to the clannishness of Poles in their Polonia. This, in turn, made Polish Assimilation into mainstream culture hardly ever possible. Americans suspected Poles of making efforts to establish a legal, separate nation in the United States, Polish political activities to establish a nation referring to that of their old nation in Europe (Dinnerstein and Reimers, 1982: 3).

Americans prejudiced Polish institutions and neighborhoods seek to imitate or reproduce their old world’s social patterns. It was against the melting pot concept which promoted assimilation of foreign culture of Poles into Anglo-American culture (Remigia, 2004: 4-6; Roberts 3).

The common epithets for Poles were Polack, Polo Hamper, Bohunk, POS, Polok and Hunky (Daniels, 223). Other ethnic slurs for Poles were “Duck Pond,” “Cabbage Hill,” and “Potato Pats” (Accursia, 204: 3).

The ways to reduce American prejudices to Poles and other new immigrants are: Firstly, by removing stereotypes from children school books and putting children from different groups in the same schools or forbidding racial school segregation. Secondly, through films or some other dramatic presentation. Thirdly, through exposing the prejudiced to accurate information regarding ethnic minorities and helping the prejudiced people to “place themselves in the other person’s shoes”. Finally, through “laws and court cases afford to veritable outline of the fight to extenuate equal rights to all citizens” (McLemore, 1983: 138-147).

2.2.2 American Discrimination

Discrimination is the “actions or practices carried out by members of dominant groups, or their representatives which have a differential and harmful impact on members of subordinate groups (McLemore, 1983:}
ly ill-\text{-}their rally in the streets, under slum conditions, in public health centers, and in the homes, urging us to oppose these policies.

Feagin (1974) also discusses the experiences of Polish immigrants, noting that American discriminatory behavior toward Poles can be seen clearly through ethnic or racial discrimination, religious-based discrimination, and labor discrimination.

The racial discrimination of the Anglo-Saxons as a dominant group against Poles was based on cultural differences (language, custom, and manner), social status, and religion. Racially, Poles were considered inferior by Americans for they were known as strikebreakers, strikers, anarchists, and emotionally (Kaczynski; Walasek; Schultz). The base of religious discrimination against Poles and other Catholic immigrants (like Italians, Irishmen, and Greeks) were the fact that Poles attempted to revive the precise forms of their old world's religious life in America (Jones 1985). The anti-Catholicism was due to the nationalist anxiety (Jones 1985), and the Protestants feared subversion led by the Pope to undermine American way of life through the establishment of the local churches and parochial schools (Dinnerstein, 1983: 54).

Labor discrimination against Poles was through the passing of several laws to ban the influx of foreign laborers, including Polish workers. The prohibitive laws included the Chinese Exclusion Act of 1882, the Alien Contract Labor Laws of 1885, 1887, 1888, and 1891 that barred immigrants from entering the United States to work under contracts made before their arrival (Dinnerstein and Ramirez, 1983: 4).

Labor discriminations against Polish immigrants were also in the forms of low wages for Polish workers (accursia 6); risky, dangerous, or death risk works for Poles (Accursia 2). Still another labor discrimination against Poles was in relation to low paid position and career for Poles. Feagin in McLemore sees that this discrimination against Poles is closely related to institutional discrimination in employment (McLemore, 1985: 136).

Ethnicity experts recommended some ways to reduce discrimination in general. Dale McLemore, for instance, states that minority groups made use of boycotts, strikes, sit-ins to reduce discrimination by the majority. He concluded that:

- There are three other main ways of reducing prejudice and discrimination: first through various educational approaches—factual information, vicarious experience, and inter-group contact. Second, through legal approaches—the passing of anti-discrimination laws. Third, organized social protest (McLemore 1985).

2.3 Governmental Restrictive Immigration Policy

The response of Congress to the pressure from Americans was in...
the form of restrictive immigration laws. These laws consisted of Exclusion Acts, Immigration Naturalization Service (INS), and Quota Acts. The enactment of these laws to bar the less desirable immigrants had social, economic, cultural, and religious objectives. These objectives can be seen in the following limiting immigration laws i.e., Immigration Exclusion Acts and Quota Acts.

The Exclusion Act of 1875 was an evidence of the effort of the United States government to exclude immigrants of the inferior type from entering America at the end of old immigration era. This act required every arriving immigrant to go on physical examination (Dinnerstein 47). During the new immigration era, there were two Exclusion Acts passed by Congress. The first Act was Chinese Exclusion Act of 1882. This exclusive law was to mandate the exclusion of convicts, polygamists, prostitutes, people suffering from communicable diseases, and persons likely to become dependent of public financial assistance (Chitwood 316; Dinnerstein and Reimers 4). The second Exclusion Act enacted by Congress was the Immigration Act of 1917. "The Immigration Act expanded the classes of foreigners excluded from the United States" (Encarta 5). The Exclusive Acts also include the Alien Contract Laws of 1885, 1887, and 1891 which prohibited immigrant contract laborers from entering the United States to work under contracts signed in advance of their arrival (Dinnerstein and Rutan 1983: 4).

The exclusive laws included Immigration Naturalization Service (INS) of 1891 and 1892 as well. The purpose of 1891 law was to "administer federal laws relating to the admission, exclusion, and deportation of aliens and to the naturalization of aliens lawfully residing in the United States." The naturalization law of 1892 opened the federal immigrant receiving station at Ellis Island for processing 12 million immigrants entering the United States (Encarta 4; www.digitalhistory uh edu/historyonline/ immigration_chron cfm)

There were two important Quota Acts passed by the Congress. They were the Quota Acts of 1921 and of 1924. The so-called Emergency Quota Act of 1921 limited the number of immigrants who could be admitted every year from "the 800,000 annual average in 1910-1914 to about 155,000 annually" and restricted immigration from all European Countries to 3% based on the number of immigrants of each nationality in the United States census in 1910 (McLemore, 1983: 67; Parrillo 157; Steinier 9). The other was Quota Act of 1924 (Joh-Rud Act), known as National Origin Act, limited the annual European immigration to 2% of each nationality group counted in 1890. This Act only permitted around 15,000 to enter the United States. This act was passed by Congress with a religious ground, as well (Luedke, 1992: 75).
2.3 The Polish Success Story in America

It is undeniable that assimilation was the "entrance gate" for the Poles to enter American society and contribute to the development of the United States in all walks of life: Polish cultural, social, and economic contributions.

2.3.1 Polish Assimilation

The Polish assimilation came up in the forms of cultural assimilation, structural assimilation, mental assimilation, identification, and slightly civic assimilation (www.busczy:st.maryjo.vcu.edu/davender/wood/ethnic_relations/theories_of_ethnic_relations.htm; Dinerstein 135).

The assimilation of Poles into American society was through "coercive" actions of government and Americans of the United States and self-initiative actions (Boznań 191). Another way was through self-initiative actions. These actions were effective through intermarriage between Poles and dominant ethnic group members, participation in social, political, and economic activities (Steinberg, 1983: 68). The non-coercive assimilation also occurred through social, personal interactions of Poles in social clubs, neighborhoods, families, and as church members in churches (McLemore 36).

2.3.2 Cultural Contributions

Countless significant cultural strides and accomplishments have been made by Polish-Americans in the United States. The cultural contributions were made in sport, art, science and technology, and religion and education (Maisel 215).

The successful endeavors of Piekarz and Ketchel in sport in 1900s became motivations for young Polish-Americans to obtain achievements in baseball, American football, boxing, and other sport branches, such as golf, tennis, and basketball in the succeeding years (Maisel 215).

Polish-American contributions to the United States in art include music, dance, sculpture, film and drama, painting, and literature. In music there were Adam Didur, opera singer for twenty-five years principal bass of the Metropolitan Opera at the beginning of the twentieth century; Bronisław Kaper, composer of about 150 Hollywood movies and winner of Oscar for Lili, and others (Bohdiwiec-Borowiec 1-2). The kinds of music Polish-Americans developed in the nineteenth century were Polka, Mazurka, and Oberek (Maisel 217).

In films and on the stage, many Polish-Americans have made their
accomplishments: Screen Actress Bella Darvi (Maisel, 217), film actress Pola Negri who became star of many films in the early years of Holly-
wood, and Actress Helena Modrzejewski appearance in Shakespeare’s
plays made her famous in the nineteenth century (Bohdziewicz-Borowiec
1-2).

Two of the Polish-American sculptors and painters whose works
contributed to American sculpture and painting development were first,
sculptor Jacek Mazurk (1897-1970). Mazurk’s “stained glass works can
be found in Churches in Philadelphia, New York, and Buffalo.” Second,
painter Jozef Bakos (1891-1977). In Bakos’ collaboration with Mruk, they
exhibited some paintings at the Museum of Fine Arts in Santa Fe in
1920s (Drabik at al.6-8).

In literature and book-writing, Czesław Miłosz; poet, writer, and
Noble Prize winner for Literature in 1980. Leopold Tyrmand; writer
and editor of Chronicles of Culture, Jerzy Kosinski; writer and author of
The Painted Bird (Bohdziewicz-Borowiec-1-2), and Isaak Bashevis Singer,
writer and winner of the 1978 Nobel Prize for Literature (www.lib.udel.edu/
spec/exhibits/polish. htm).

Many Polish-Americans did many accomplishments in social, natu-
ral, and technological sciences in their professions. Among the early Pol-
ish-American Professional men: Dr. Anthony Kaminski, Dr. Walter K.
Kwecinski, Dr. S.I. Wyszynski, Dr. J. Bowiecki, Dr. S. Lachajewski,
and others (Remigis 3).

Besides contributing to the parochial school system, religion contrib-
uted to American Culture. Today, there are numerous old Polish Catho-
lic churches that have attracted millions of domestic and foreign visitors
to enjoy the beautiful architecture of the churches in different parts of the
United States of America. For instance, Polish churches in Buffalo,
New York are of great value to Polish-Americans and the society at
large. St. Stanislaus Roman Catholic Church, located on 435 Amherst St.,
Buffalo, New York was founded in 1873 by Fr. John Pitass (Drabik 2-3).

2.3.3 Economic Contribution

The Poles made economic contributions to the United States. They
became source of low-waged laborers in industries and entrepreneurs
and producers of agricultural products (Clancy 2; Accursia 2).

The early Polish farmers produced potatoes in large quantity, spe-
cifically in Portage County (Lucille 1). Polish farmers prospered with
farm products. They grew corn and wheat in Midwest; they raised to-
bacco, onions, and asparagus and become farm laborers and tenants in
venture. They settled in the Connecticut Valley and specialized in truck-farming. The long Island
Silverman & Boberg and Wroblewski 126).

Enterprise Polish-Americans turned their attention to the pursuit of happiness through industrial and commercial activities (Boberg and Wroblewski 135). The most important Polish industries were tailoring, brewing, baking, and tobacco industry (Remigia 2-3); and mass media.

2.3.4. Social Contribution

The real social impact of Polish existence in the United States was clearly seen in their ethnic organizations, although functionally the organizations were more oriented to Poland's social and political life than to that of America. It was estimated that there were seven thousand Polish ethnic organizations in 1910 (Daniels 222). The Polish organizations could be roughly grouped into three categories. First, charitable institutions. Secondly, Polish Mutual Aid Communities (Seroczynski 12). Third, Polish parishes and parochial schools (Boberg and Wroblewski, 133-134). The Polish-Americans who had made contributive accomplishments in social fields were many. Among them was Father Vincent Brynanski C.R., the most commanding figure among American Poles, who had a forward extending vision into the future (Seroczynski 8).

2.3.5. Political contribution

Polish-American political position was not equivalent to their number—the third biggest after Irish and Italians—in the United States. Their weak political position was evident since their arrivals in this nation of immigrants with the fact that they had no experience to guide them in American politics as they were illiterate, poor peasants whose economic incapability prevented them from participating in American Politics (Masel 217-8).

Among the Polish-American politicians were Edmund Muskie (Marcinkiewicz) who became senator in Maine for 22 years and attempted to enter the White House twice; Dr. Zbigniew Brzezinski who was one of the leading foreign policy statemen of the United States and was President Carter's National Security Advisor from 1977-1981 ([www.Polish.org/ en/frames/old/usa_main.html]; Jareczek, 1).

In military, the Polish-Americans' contributions to this nation's independence were evident during the American Revolutionary War in 1775-1778, the American Civil War in 1861-1865, World War I in 1915-
potentially received some support to American Revolution. the war was to gain for gain experience for their struggle to pursue independence for their home coun- try, Poland (www.ksy.com/tadeuz.htm; www.members.aol.com/nobleman66/ pulaski.htm). The well-known of Polish voluntary personnel in the Civil War were General Kryzynowski, who gained his military title in this war and Carl Schurz, who was commander of Kryzynowski (Serocznyski B). In the First World War, no less than 28,000 Polish volunteers from the United States were sent to Poland to support Kossowski Army during the war (Wytrwal 59; Boberg and Wroblewski 113).

CHAPTER III

CONCLUSION

Polish immigration into the United States occurred in four distinct waves, despite the different periods of time range that historians have set forth. The first wave arrived before 1880, consisting of a small number of Poles for economic, ideological and romantic reasons. The second wave was from 1800-1865. The Poles of this wave were influenced deeply by their nationalistic and political belief to fight for Poland’s freedom. The third wave lasted until the end of the First World War. During this period, many Poles were in search of economic and religious freedom or they had economic and religious motivations to immigrate to this nation of immigrants. The fourth wave took place from the end of World War 1 to the present. This final wave consisted of political refugees and others.

From the American viewpoint, historians roughly divided immigration into two major eras, namely: old immigration and new immigration. The former era lasted from before 1600s to 1880s consisting of western and northern European immigrants whose religion was mostly Protestant, whereas the latter era was from 1800 to the present.

During the old immigration era, Polish immigrants came to America in three streams. The first stream consisted of a few Poles who came with Columbus in 1492. The second stream arrived during American Revolution War in 1776. The third stream, consisted of political and military refugees, made their arrival on American shores after they failed in Polish November Uprising (1830-1831). During the new immigration era, Polish immigrants entered the United States in three great waves or so-called the main waves. The first wave of new immigrants, the focus of
this thesis, arrived mainly from the late 1880s up to the end of the First World War. The second stream of Polish new immigration occurred after World War II. The third wave started arriving in 1980.

Polish strange culture had invited American and governmental negative reactions in the form of prejudice, discrimination, and refusal. The prejudices were directed toward Polish settlements, social patterns, and through epithets or ethnic slurs. The discriminations of Americans toward Polish American were cultural, structural, institutional, political, religious, and housing discriminations.

There are, at least, three reasons that lie behind the American negative reactions toward Poles. Firstly, the difference in culture. Secondly, localism or territoriality and clumsiness of Polish settlement patterns. Finally, Polish low waged laborers bring about the lowering of American standard of living and American wage scale.

Polonia consists of some social strata of Polish-Americans. The first stratum, the intelligentsia, includes newspaper editors of ethnic and national press teachers, researchers, artists, and those associated with economic associations. The second stratum, professional and business elites, comprises professionals like doctors, lawyers, and dentists. The third stratum, political and organizational elites, involves persons who hold political offices. The fourth stratum, religious personnel and excombatants. The fifth stratum, blue-collar class, embraces “personalities” connected with the playing, recording, mass broadcasting of Polka music, and laborers.

Assimilation is the key word for Polish-American contributions to the development of the United States. Besides maintaining their customs and traditions, Polish-Americans also have to adapt to and adopt some of the American cultural values. The mixture of these two cultures becomes Polish-American culture. The difference can be seen clearly in Polish-American Catholicism.

In general, Polish social and economic mobility was getting better in the second and third generations in the last quarter of the nineteenth century and the first quarter of twentieth century. Factors that indicate the mobility of Polish-Americans were: 1) High income gains which kept pace with changes in their occupational status. 2) Change in occupations from low-wage or blue collar jobs to median and high paid or white collar jobs. 3) Stability and prosperity of Polish-Americans in terms of home ownership. 4) The awareness of good education and education achievements of second and third generation Polish-Americans were high.

A great deal of contributions had been made by Polish-Americans in
the United States. Their cultural contributions were most strikingly evi-
dent in the fields of sport, art, education and religion. In economy, they
functioned as a source of low-wage laborers and manpower for agricul-
tural products—especially tobacco and vegetables, as well as entre-
preneurial skills. Their contributions in social and politics encompassed
fraternal, charitable and political organizations and other ethnic and
national organizations, military sacrifice and dedication in the Ameri-
can Revolutionary War for independence, the Civil War, and in World
War I and World War II.

The Polish-Americans were really self-motivated to sacrifice to their
nation. Through all their sacrifices, they showed their contributions,
nationalism, and patriotism as good citizens to the United States of
America.

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