

HISTORY AND COMPUTING S, 3, 1993

# Conclusion

Conclusion section seeks to cover education broadly, encompassing its materials, methods, assessment, organization and resources, and to do so by means of news, views, comments, reports, reviews, articles from the readers of History and Computing. Examples would be reports on the experience of a new computer-based course, reflections on the value for teaching a specific piece of software, or a reflection of the costs and benefits of a particular approach to implementing the computer in the classroom. Discussions of the interconnections (or lack thereof) between research and teaching in historical computing are also appropriate. Contributions concerning developments outside as well as within the UK are very welcomed. Likewise the intention to cover schools as well as higher education remains undiminished. For future numbers should be sent to: Richard Trainor, CTICH, University of Glasgow, 1, University Avenue, Glasgow G12 8QQ, Scotland, UK (JANET: R.H. TRAINOR @ UK.AC.GLASGOW.VME; EARN/BITNET: R.H. TRAINOR @ GLASGOW.AC.UK).

## The Lower Manhattan Project: An Urban Laboratory for the Liberal Arts

William L. Crozier and Chad Gaffield

The turn of the century the Lower East Side of New York City contained crowded, dynamic, polyethnic neighborhoods which had evolved as a consequence of the great historical movements of urbanization, industrialization, and immigration. These neighborhoods, often depicted as ghettos or tenements, were also centers of intellectual intensity, cultural vitality, and significant social and institutional development. Creating these neighborhoods and reconstructing their populations through multidisciplinary research and technologies for instructional purposes would establish a learning environment which would enable students and teachers to study the

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the lives of their people. Reformers, social scientists, and writers who sought to understand, describe, and ameliorate the conditions that prevailed in crowded city neighborhoods concentrated on Lower Manhattan to observe, analyze, and report on life and behavior in this crowded space. As a result a large collection of primary sources in the form of articles, reports, and monographs are available which explain an urban experience.

Outstanding novelists like Abraham Cahan, Stephen Crane, Henry Roth, and Anzia Yezierska drew on their life experiences and their art to portray these neighborhoods and their people in a manner that appeals to the heart as well as to the mind. They too contributed to a growing, but essentially untapped, body of knowledge on the urban experience. Cahan marked the humanity and heroism that existed in these densely populated neighborhoods that were unknown and unappreciated by the public:

To be sure, life in a tenth ward tenement house is wretched enough, but this has nothing to do with the habits and inclinations of its inmates....

The sweating system and its political ally the 'ward heeler' are accountable for ninety-nine percent of whatever vice may be found in the Ghetto....

Would that the public could gain a deeper insight into these struggles than is afforded by newspaper reports! Hidden underneath an uncouth surface would be found a great deal of what constitutes the true poetry of modern life, - tragedy more heart-rending, examples of a heroism more touching, more noble, and more thrilling, than anything that the richest imagination of the romanticist can invent.

There also exists a rich collection of routinely generated sources like manuscript censuses, cost of living studies, neighborhood enumerations, and a variety of statistical reports on urban society which can be constituted into computer assisted learning databases. The addition of a computer assisted learning component transforms this urban environment into a urban laboratory to promote student-centered learning and a deeper analysis of the documents, texts, and data which inspire historically critical questions which transcend these neighborhoods and shed light on policies and problems which continue to confound American society almost a century later.

Moses Rischin, the historian of the Lower East Side community, recognized the contribution

The Lower Manhattan Project created an undergraduate general education course which integrates urban literature, historical studies, and a significant computer assisted learning component that requires students to participate in the learning process. During the course of the project, an anthology was collected and edited, study guides to the literature used in the course were written and produced, and a large computer database on people living in Lower East Side neighborhoods was created. The class was taught in a variety of classroom settings using different teaching strategies.

The general education course, H 340 American Studies: New York City's Lower East Side 1880-1920, is regularly taught at Saint Mary's College of Minnesota. Project databases and classroom materials are currently being used at institutions in the United States, Canada, and the United Kingdom. The Minnesota Historical Society bestowed its Award for Excellence in Post Secondary Curriculum 1992-1993 on this course.

The project course is the collaborative effort of Clarke Chambers (History) University of Minnesota; Patrick Costello (English) Saint Mary's College of Minnesota; Chad Gaffield (History) University of Ottawa, Canada, and Beverly Stadium (Social Work) St. Cloud State University and is under the direction of William L. Crozier (History) Saint Mary's College of Minnesota. The project team achieved its goal of an actual American urban experience presented through urban literature, documents, contemporary observations, and databases containing information about the actual people who lived it. This experience illuminates not only this fragment of city life but resonates with contemporary issues of race, immigration, class, poverty, and social equity.

The Lower Manhattan Project has produced a learning experience which has inherent educational value because it analyzes an actual urban experience using an interdisciplinary liberal arts approach. On the practical level, this intense study of life provides students an experience through which they can observe public policy issues objectively and hopefully draw the relationship between failure to systematically address social programs which cried out for resolution in the past and compare them to the current deterioration in public social policies and the increasing burden borne by contemporary residents in urban America's many ghettos.

temporary eyewitness documents, stories, and records exist which if collected and integrated would illuminate the history of these neighborhoods and

t a knowledge of this urban experience could be on understanding and improving contemporary American society.

us hope that New York's usable past drawn from an not unlike our own may offer example, insight, and faith for a truly cosmopolitan America extending to all its inhabitants. Great cities like New York, out equal in the world in opportunities for culture, recreation, alternative lifestyles, recreation, and sheer osphere continue to provide the critical massed various and stir of peoples essential for national renewal rehumanization. New York's first great encounter the problems of the city has become that city's and nation's problem writ large. Its travail has been its y, an earnest to a tradition of a promised urbane

The multidisciplinary study of the past inns students of their tradition and heritage. Of importance, these studies provide students information for intelligent decision-making and with se intellectual skills which are necessary in a idly changing society.

This essentially liberal arts learning approach imated a group of professors from diverse academic disciplines and educational institutions who eved that this could be the content and the ning strategy for a multidisciplinary liberal arts ise which would integrate the knowledge of a inct urban process and shed light on contemporary urban society. These professors also believed t electronic pedagogy combined with traditional rnal arts disciplines would enhance practical learning outcomes like critical thinking, historical rearing, and coherent writings, as well as an appreciation for the liberal arts as a method to better nderstand reality.

In 1987, the Fund for the Improvement of t Secondary Education (FIPSE) approved a proposal submitted by these professors, entitled 'The an Experience: Dynamic Computer Assisted ing in the Liberal Arts.' This proposal mained that even though most educators philosophically support the development of multidisciplinary eral education courses that focus on active learning and use innovative technology, the reality is c conventional lecture type courses continue to racterize higher education curricula. There are liberal arts courses that transcend narrow disciplinary boundaries and traditional teaching methods, and almost none which encourage computer

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diately, and there was a waiting list of 61 students who registered for the course.

Based upon student evaluations, the instructor's classroom experience, and observations of project members who visited the classroom, revisions were made to improve the effectiveness of the course. The most persistent concern of many students was familiarizing themselves with the CAL component. Once that was accomplished, their interest in the course rose remarkably, and most of them recognized that the skills they were learning by using computer applications to study historical records from the turn of the century era could be transferred to other courses and their future careers.

The experience gained in teaching this course allowed the instructor to revise and improve course materials and teaching strategies. The most significant revision was to introduce the CAL component early in the course and to schedule regular practice with the database throughout the fifteen weeks of the course. Significant improvements in the software used in the class dramatically increased student use and acceptance of the software. The historical research and writing component of the course was integrated with CAL so that progress in learning one was reflected in accomplishment in the other. The changes made in the course are reflected in the course syllabus in Appendix 1, which is being used in academic year 1992-93. The size of the sections in the course has been restricted to 24 students per section to accommodate the PC Laboratory and to promote student-teacher interaction. The course is offered each year and continues to enjoy enthusiastic student interest and maintains a waiting list. The Minnesota Historical Society bestowed the Award for Excellence for Postsecondary History Curriculum 1992-93 on the course.

The course is introduced with an overview of the objectives and expectations of the course, followed by lectures on the formation and history of the Lower East Side in the perspective of New York City history. The introduction to the essence of the course begins with the reading of urban literature that depicts the lives of the people who lived in those teeming immigrant urban neighborhoods.

The novels used in the course represent exem-

plary urban literature well as reflect the historical reality of the time. All were written by authors who lived in these neighborhoods of Lower Manhattan. The following novels are used for the course: Stephen Crane's *Maggie a Girl of the Streets*, Henry Roth's *Call it Sleep*, and Anzia Yezierska's *Bread Givers*. The novels personalize the CAL component and enable students to sense the rhythm of people's lives in the Lower East Side.

Students can clearly visualize the scene when Sara Smolinsky in *Bread Givers* rejoices in the discovery of her ability to earn money peddling herring and the implications of that discovery to her sense of personal worth:

It began surging in my heart, the music of Hester Street. The pushcart peddlers yelling their goods, the noisy playing of children in the gutter, the women pushing and shoving each other, with their market baskets - all that was only hollering noise before melted over me like a new beautiful song.

It began dancing before my eyes, the twenty-five herring that earned me my twenty-five cents. It lifted me in the air, my happiness. I couldn't help it. It began dancing under my feet. And I couldn't stop myself. I danced into our kitchen. And throwing the fifty pennies, like a shower of gold, into my mother's lap, I cried, 'Now, will you yet call me crazy-head? Give only a look what "Blood and Iron" has done!'

Yezierska understood the value of her writing as a means to bridge the gap between the native and immigrant community, between what was and what could be. In her short story 'America and I,' she comments on this relationship:

Then came a light - a great revelation! I saw America - a big idea - a deathless hope - a world still in the making. I saw it was the glory of America that it was not yet finished. And I, the last comer, had her share to give, small or great, to the making of America, like those Pilgrims who came in the Mayflower.

Fired up by this revealing light, I began to build a bridge of understanding between the American-born and myself. Since their life was shut out from such as me, I began to open my up my life and the lives of my people to them. And life draws life. In only writing about the ghetto I found America.<sup>3</sup>

The urban literature provides students with one kind of evidence to study the urban experience. The anthology prepared for this course and the CAL components are the other two types of evidence students use in this course.

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During the sixth week of the course students introduced to the documentary sources, the second form of evidence used in the course. The Lower Manhattan Project is drawing upon such documentary evidence in an effort to allow students to consider the actual texture and meaning of life in the Lower East Side at the turn of the century. A selection of contemporary documents has been compiled into an anthology which the students read in the second phase of the course. In this anthology, students can confront the fictional images of historical material and begin reconstructing actual experience of particular neighborhoods at specific moments in time. The anthology, *On the Lower East Side: Observations of Life in Lower Manhattan at the Turn of the Century*, contains articles divided into seven sections. Some articles provide students vivid descriptions of Lower East Side neighborhoods and their people; the impact of the 'new immigration of Russians and Italians'; the assimilation prospects for the Russian 'sweatshops and the conditions of work; conditions of women and family; and attitudes toward poverty. Some sections, like 'The Tenement House Problem' and the 'Lung Block', are designed to articulate a specific problem. The table of contents may be seen in Appendix 2.

Members of the project wrote introductions and brief descriptions of the articles' significance which help students place them in a larger context. Introduction to the section on work and working conditions in the Lower East Side provides this perspective:

Most of the articles that follow reflect the faith, so fully shared in the decades straddling the turn of the century, that poverty could be alleviated and social problems resolved if American citizens could be led, through cooperative reporting and scientific analysis, to recognize the nature of social injustice. Empirical knowledge would lead the spur to social action in behalf of the oppressed. Elite drawn from the professional middle class - social workers, journalists, lawyers, experts in economics and political science, doctors and nurses - shared this faith in research and publicity and frequently worked together. Unroused citizenry would pressure politicians and government to do the right thing - for the poor and oppressed, and for the republic....

There persisted, of course, a wide chasm of class, ethnicity, and religion between these middle-class, well-born progressives, on the one hand, and the immi-

grant and working class persons who populated the Lower East Side. Reform could soften the consequences of an exploitive economic system, but without more fundamental structural changes in society social justice was difficult to achieve.<sup>6</sup>

Experience in teaching this course indicated that the computer component should be introduced early and used frequently in the course. The source of the course database is introduced to the students when the instructor distributes photocopies of actual pages of the 1900 federal manuscript census. One class activity consists of studying photocopies of the manuscript census enumeration sheets on which census enumerator, Harry Harrison, wrote the information he collected on the individuals living on Canal Street between Chrystie Street and Forsyth Street. The purpose of this exercise is to enable the students to understand that the electronic database is derived from an historical document containing detailed information on the actual people who lived in a well-known ghetto block. This block, bounded on the south by Bayard St., was the focus of 'The Tenement House Exhibition of 1899', an international exhibition sponsored by the Charities Organization Society of New York City, which was designed to demonstrate the crowded and wretched conditions that prevailed in New York City's tenement districts. Lawrence Veiller, the chairman of the committee pointed out the severity of the problem.

It has been reserved for New York City, the modern Rome, to duplicate evils of tenement house structure known in ancient Rome among all the cities of the world. In characteristic fashion, she has not only duplicated these evils, but has intensified them to a degree beyond belief.

An analysis of the manuscript census materials for this block enables students to study the population composition, family size, occupations, and other information and to compare what they see with the descriptions they have read in the urban literature. At this point the databases for this block as it existed in 1880 and 1900 are presented to the students enabling them to see how the information from the manuscript census is coded into a machine-readable database. At this time students are taught how to use SPSS PC+, a powerful statistical software package widely used in research and business applications. A new version of

this software SPSS for Windows will significantly increase student's acceptance of the CAL component and dialog boxes. This version is interactive and students can easily analyze the data and instantly transform it into a graphic mode which provides them with a visual means of analysis. These Exhibit Block data are used to show students how change over time affected the demographic character of this block. Appendix 3 contains a sample of the 'Exhibit Block' dataset for 1900.

After this introduction to the source of the database, and the software program which allows them to manipulate and study the data students are better prepared to accept the fact that the computerized data is a rich source of historical evidence describing actual people who lived in the Lower East Side. At this point the class becomes a laboratory. The instructor demonstrates various combinations of commands which generate different types of information. Students are taught how to 'read' printouts, analyze reports, and interpret the data they have 'ordered' from the computer. The level of analysis may be the individual, families, households, buildings, streets, blocks and/or combinations of each level of data. Data subsets currently being used in the course are the following: *Hester Street*, probably the most famous street in the Lower East Side; *Exhibit Block, 1880*; *Exhibit Block, 1900*, these datasets are used to study how neighborhoods change over time in the 'Tenement House Exhibit Block' referred to above; *Elizabeth Street*, a short section of a street in Little Italy and *Sleep*, a data set that corresponds to a neighborhood in Henry Roth's novel *Call it Sleep*.<sup>8</sup> Currently the Lower Manhattan Project's master database includes over 50,000 records. The project database has been compiled on a Vax 8200. Info DB+ is the database management system. Students currently use SPSS/PC+ with subsets of the data drawn from the master database for their course work. Database subsets will also be adapted for use with relational database management and other software analysis programs.<sup>9</sup> See Appendix 4 for a detailed description of the format and variables on the project database.

The following tables are examples of how these data can be organized into displays of evidence of exposition of various topics.

Table 1. Birthplace of Population of the Tenement Exhibit Block, Canal-Bayard-Chrystie-Forsyth, in 1880 and 1900.

Place of Birth	1880	1900
Native Born (except NY)	67	3.0
New York	916	41.0
Austria	28	1.3
China	12	.5
England	49	2.2
Germany	136	6.0
Italy	7	.3
Ireland	186	8.3
Poland	453	20.3
Prussia	295	13.2
Romania	0	0.0
Russia	39	1.7
Other	46	2.0
Total	2234	2870

Source: Manuscript Census of the United States, 1880, 1900.

Table 2 depicts the changes in the function of occupations in the workforce that occurred on that block between 1880 and 1900. The new version of SPSS enable students to immediately transform these tables into graphical displays of data which often reveal significant patterns of human behavior that inform the students analysis of the data.

Students taking the course research and write a paper on some aspect of life in the Lower East Side using the CAL component and traditional sources. Simple SPSS operations enable students to effectively manipulate the data on selected datasets. Output from these manipulations permit students to observe relationships, patterns of behavior, demographic characteristics and social structure of the population they are studying. Combining databases allows them to compare observations over time or between different neighborhoods or populations. These observations may be based on ethnicity, age, gender, social class, occupation, family size and other variables. Manipulating the data provides configurations of information from which students may obtain insights and understanding. Using these relationships and insights, students can develop and test hypotheses which may determine what impact, if any, processes like immigration, industrialization and urbanization had on the lives of people in those Lower East Side neighborhoods

**Table 2. Occupational Ranking of the Workforce of the Tenement House Exhibit Block, Canal-Bayard-Thrystie-Forsyth, by Function in the Economy, 1880 and 1900.**

	1880	%	No.	1900	%	No.
Agricultural	0	0.0	1	0.1	0	
Extractive	0	0.0	1	0.1	0	
Mfg. Food	45	4.9	36	3.1	5	
Mfg. Jewelry	5	0.5	0	0.0	45	
Mfg. Print and Art	45	4.9	20	1.7	24	
Mfg. Metal	24	2.6	12	1.0	9	
Mfg. Transport Trades	9	1.0	9	0.8	204	
Mfg. Clothing	204	22.2	471	41.1	8	
Mfg. Home Furnishing	8	0.9	23	2.0	10	
Mfg. Mechanic	10	1.1	7	0.2	10	
Mfg. Building Mtl.	10	1.1	2	0.6	63	
Mfg. Other Trades	63	6.8	41	3.6	423	
Total Mfg.	423	41.1	623	54.4	43	
Construction	43	4.7	31	2.7	7	
Transport	7	0.8	22	1.9	105	
Commerce	105	11.4	170	14.8	11	
Professions	11	1.2	1	0.1	26	
Labor	26	2.8	46	4.0	29	
Unskilled/Semiskilled	29	3.2	22	1.9	35	
Domestics	35	3.8	26	2.3	89	
Non-Professional Service	89	9.7	48	4.2	27	
Workers	27	2.9	28	2.4	8	
Public Service	8	0.9	1	0.1	4	
Education	4	0.4	10	0.9	14	
Arts-Music-Entertainment	14	1.5	6	0.5	16	
Arts	16	1.7	6	0.5	0	
Arts-Social Work	0	0.0	0	0.0	2	
Communications	2	0.2	2	0.2	78	
Traders	78	8.5	93	8.1	3	
Unclassified	3	0.3	11	1.0	920	
Total Workforce	920		1146			

Source: Manuscript Census of the United States, 1880, 1900.

around the turn of the century. The databases used in combination with other evidence promotes active student learning and practice in critical thinking. Analysis and interpretation of historical populations, events and movements. Students become involved with the data and their study when they seek to answer questions about these people. Who went to school? Who spoke English? Why were there so many peddlers or boarders, or tai-

lors? Were there differences in family size of immigrant women and their native born daughters? Were working women becoming a more significant factor in the economy? Was the status of jobs available to working women changing? What characteristics of the Russian Jews or the Italians or the Irish enabled them to cope with the strains of urban, industrial life and the urgency to become 'American.'

By the end of the course most students have become comfortable with CAL. They are confident in their ability to analyze and interpret different forms of evidence. And they are proud of writing an original research paper based on primary sources. Of equal importance students and the teacher realize that the learning in the course relates to modern American society. The deplorable conditions that abounded in these crowded immigrant neighborhoods are even more excessive in our cities today. This awareness will, hopefully, enable students to draw upon a liberal arts approach to the study of a historical community to address the complex issues of current social policy.

The Lower Manhattan Project has produced a learning experience which has inherent educational value because it analyzes an actual urban experience using an interdisciplinary liberal arts approach. The vitality of the manifold humanity and the diverse evidence used to portray life in the Lower East Side enhance its interest. On the practical level, this intense study of life provides students an experience through which they can observe public policy issues objectively and hopefully draw the relationship between failure to systematically address social programs which cried out for resolution in the past and compare them to the current deterioration in public social policies and the increasing burden borne by contemporary residents in urban America's many ghettos.

**Notes**

<sup>1</sup> Abraham Caham, 'The Russian Jew in America', *Atlantic Monthly*, July (1898), p. 135.  
<sup>2</sup> Moses Rischin, *The Promised City: New York's Jews 1870-1914* (Cambridge, MA, Harvard University Press, 1962) p. x.  
<sup>3</sup> Clarke Chambers, the founder and director of the Social Welfare History Archives at the University of Minnesota, is acknowledged as the leading social welfare historian in the United States. Patrick Costello, a student of urban literature, has devoted much of his attention to American Jewish literature. Beverly Stadium has over ten years experience as a social

worker. She teaches social work, but much of her training and research is in social welfare history. Social historians, Gaffield and Crozier have over fifteen years experience using and designing appropriate ways to introduce quantitative methods and CAL into the classroom. Gaffield worked with the Canadian Social History Project and collaborated in designing CAL methods and materials. He has incorporated these materials in teaching historical research at the University of Toronto, McGill University, the University of British Columbia, and the University of Ottawa. Crozier directed the Minnesota Social History Project which designed quantitative classroom materials in local history for secondary schools and taught a course which incorporated CAL datasets of information on the people of two Upper Mississippi River towns around the turn of the century. Chad Gaffield and Ian Winchester, 'The Concept of Total History in the Classroom', *The History and Social Science Teacher*, 16:3 (Spring, 1981), pp. 159-163. William Crozier and John S. Wozniak, 'The New Social History: A Project Report', *The History and Social Science Teacher*, 16:3 (Spring, 1981), pp. 149-158; William Crozier, 'Teaching Comparative Local History: Upper Mississippi River Towns', paper presented to the Organization of American Historians, Minneapolis, April, 1985.  
<sup>4</sup> Anzia Yezierska, *Bread Givers* (New York, Persea Books, 1925), pp. 22-23.  
<sup>5</sup> Anzia Yezierska, 'America and I', in *The Open Cage* (New York, Persea Books, 1979), p. 33.  
<sup>6</sup> William Crozier and Clarke Chambers, Patrick Costello, Chad Gaffield and Beverly Stadium, *On the Lower East Side: Observations of Life in Lower Manhattan at the Turn of the Century* (Winona, St. Mary's College, 1990) p. 190.

<sup>7</sup> Lawrence Vellier, 'The Tenement House Exhibition of 1899', *Charities Review*, 10 (1900-1901), pp. 19-23.  
<sup>8</sup> The Lower Manhattan Project is indebted to the Computer Center staff at Saint Mary's College of Minnesota. Francis Speck, Director of Computer Services, and Barbara John Grover, FSC, Associate Director, have encouraged and expanded classroom use of computer technology. They have found many ways to ease humanists into a technological future. Speck configured the input software which reduced the opportunity for error and increased the efficiency of the input process. He also assisted in the transition from SPSS-1 to SPSS-X. Grover facilitated classroom use of computer technology by making equipment and technical support convenient. David Kudrle, Microcomputing Coordinator, is assisting in the development of the SPSS/PC+ version and Dan Bick supports database management.

<sup>9</sup> William Crozier and Chad Gaffield, 'The Lower Manhattan Project: A New Approach to Computer Assisted Learning in History Classrooms', *Historical Methods*, 23 (Spring 1990), pp. 72-78.

**Appendices**

**Appendix 1**

Lower Manhattan Project Course Syllabus  
 H 340 American Studies I  
 An Urban Experience: New York City's Lower East Side, 1880-1920

*Course Description*

A multidisciplinary inquiry into an urban experience. A study of Lower East Side neighborhoods of New York City around the turn of the century. Emphasis in the course will be placed on, but not limited to, the Tenth Ward of New York City an area bounded by Rivington

Street on the north, a *P* vision Street on the south, the Bowery on the West and Norfolk Street on the East. The sources for this course are: urban literature including novels, stories, and poetry; historical studies including monographs, articles, and documents; a computer assisted learning database which includes information on individuals who lived in the Lower East Side of New York City during the period covered by the course.

*Course materials*

- I. Required Texts  
 A) Urban Literature:  
 1) Stephen Crane, *Maggie: A Girl of the Streets and Other Short Fiction*, New York: Bantam Books, 1986.  
 2) Henry Roth, *Call It Sleep*, New York: Avon Books, 1964.

3) Anzia Yezierska, *Bread Givers*, New York: Persea Books, 1925.

B) Documentary Sources:

- 1) William Crozier, Clarke A. Chambers, H. Patrick Costello, Chad Gaffield, and Beverly Stadium, eds. *On the Lower East Side: Observations of Life in Lower Manhattan at the Turn of the Century*, Winona, MN: St. Mary's College, 1993.  
 C. Urban History

Moses Rischin, *The Promised City: New York's Jews 1870-1914*, Cambridge: Harvard

University Press, 1977 (Seven Copies on reserve in Fitzgerald Library)

Donna Gabaccia, *From Sicily to Elizabeth Street*, Albany: State University of New York Press, 1984.  
 Hutchins Hapgood, *The Spirit of the Ghetto*. Edited by Moses Rischin. Cambridge: Belknap Press of Harvard University Press, 1967.

Irving Howe, *World of Our Fathers*. New York: Harcourt, Brace, Jovanovich, 1976.

Moses Rischin, *The Promised City*. Cambridge: Harvard University Press, 1962.

Moses Rischin, *Grandma Never Lived in America*. Bloomington: Indiana University Press, 1985

Jacob Rius, *How the Other Half Lives: Studies Among the Tenements of New York*. New York: Dover, 1971.

Allan Schoener (ed.) *Portal To America: The Lower East Side 1870-1925*. New York: Holt, Rinehart and Winston, 1967.

Robert W. DeForest and Lawrence Vellier (eds.) *The Tenement House Problem*. New York: The MacMillan Company, 1903.

Lillian Wald, *The House on Henry Street*, New York: Henry Holt, 1915

David Ward, *Poverty, ethnicity, and the American city, 1840-1925: Changing conceptions of the slum and the ghetto*. Cambridge Studies in Historical Geography 13, Cambridge: Cambridge University Press, 1989.

Required activities: presentation and discussion of research projects. General discussion of the implications of research activities for an understanding of select themes in the history of the United States during the late nineteenth and early twentieth centuries.

**Evaluation**  
The grade for the course will be based on class participation, quizzes and examinations, and the papers assigned. Quizzes are not announced in advance and may not be made up. A mid-term and final examination will be scheduled. A short descriptive paper will be due in on March 10, 1993. A longer research paper will be due April 28, 1993.

Instructor  
Dr. William L. Crozier

**Appendix 2**

Lower Manhattan Project Anthology

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William Crozier, Clarke A. Chambers, H. Patrick Costello, Chad Gaffield, and Beverly Stadium, eds. *On the Lower East Side: Observations of Life in Lower Manhattan at the Turn of the Century*, Winona, MN: St. Mary's College, 1990.

Section I: The Lower East Side: Neighborhood, Ghetto, Community

William Dean Howells, 'An East Side Ramble'  
Robert Alston Stevenson, 'The Poor in Summer'  
Anonymous, 'A Night on the East Side'  
Herman Bernstein, 'The Old East Side Gives Way to the New'

Walter E. Lagerquist, 'Social Geography of the East Side'  
Section II: The Immigrant in New York City

Kate Holladay Claghorn, 'The Foreign Immigrant in New York City'

Section III: The People of New Israel  
Ida M. Van Etten, 'Russian Jews as Desirable Immigrants'

Jacob Riis, 'The Jews of New York'  
Abraham Cahhan, 'The Russian Jew in America'

Mark Twain, 'Concerning the Jews'  
Section IV: The Lower East Side: Work

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Annie S. Daniel, 'The Wreck of the Home: How Wearing Apparel is fashioned in the Tenements'

Elizabeth C. Watson, 'Home Work in the Tenements'  
Mary Sherman, 'Manufacturing Foods in the Tenements'

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Section V: Women's Work and Women's Needs  
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Lillian Brandt, 'The Causes of Poverty'  
Anonymous, 'The Cost of Living'  
Section VII: The 'Lung Block' Case  
Introduction

Ernest Poole, 'The Lung Block: Some Pictures of Consumption in Its Stronghold'

Robert W. DeForest, 'Lung Block or Park Playground—Which?'

Emily Wayland Dinwiddie, 'The Redemption of the 'Lung Block''

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**Appendix 3**

LOWER MANHATTAN PROJECT DATABASE  
TWELFTH CENSUS OF THE UNITED STATES, 1900

Enumeration District 166

RECORDS 1801-1844

166180103201080300341FURLONG	JAMES	01111655	901901901551212241900	1112
166180203201080300341FURLONG	MARY	0512324	032901901 025430800	111
166180303201080300341FARREL	THERESA	2512282	032901901 0000924	111
166180403201080300342BERNSTEIN	NATHAN	011151133	650650650711110123100	1112
166180503201080300342BERNSTEIN	REBECCA	0312531330301	650650650791246022200	222
166180603201080300342BERNSTEIN	LOUIS	0411282	650650650791246022200	111
166180703201080300342WEBER	WOLF	2511282	650650650881201921500	111
166180803201080300343ROSENBERG	LOUIS	011148117	208208208751020521500	1112
166180903201080300343ROSENBERG	LIZZIE	03123911702	03220820820820868	0700825
166181003201080300343ROSENBERG	MORRIS	04111162	032208208	0900825
166181103201080300344MEYER	ISAAC	04111092	032208208	0801825
166181203201080300344MEYER	ISAAC	0111342	208208208731247320500	1112
166181303201080300344MEYER	JACOB	1811362	208208208731247320500	111
166181403201080300344MEYER	BERTHA	1912312	208208208730000924	111
166181503201080300344MEYER	JOSEPH	1811292	208208208731221522100	111
166181603201080300344MEYER	RUDOLPH	1811242	032208208	060621500
166181703201080300344MEYER	BLANCHE	1912212	032208208	0000924
166181803201080300344MEYER	JACKSON	1811202	032208208	025031500
166181903201080300345WOLF	MARY	0212534	060620820820870	0000924
166182003201080300345WOLF	GEORGE	0411262	032208208	0098221
166182103201080300345WOLF	EMMA	0512222	032208208	043122603
166182203201080300345WOLF	MARY	0512202	032208208	037130500
166182303201080300345WOLF	WILLIAM	0411172	032208208	0900825
166182403201080300345WOLF	HILDA	0512152	032208208	0900825
166182503201080300345WOLF	BERTHA	0512122	032208208	0900825
166182603201080300346SPILLANE	JAMES	011152129	901901901631014151700	1112
166182703201080300346SPILLANE	CATHERINE	0312471290704901	90190166 0700825	111
166182803201080300346SPILLANE	AGNES	0512182	032901901	0801825
166182903201080300346SPILLANE	THOMAS	0411152	032901901	0900825
166183003201080300346SPILLANE	JAMES	0411112	032901901	0900825

Computer Assisted Learning Component  
Mainframe files of Manuscript Census Enumerations, 1st Ward, New York City, 1900 and selected enumeration districts, 1880, 1900, and 1910.  
SPSS 11 and SPSS-PC files of subsets of above file.  
Hard copies of these files are on reserve in the Fitzgerald Library.

Lower Manhattan Project Database Codebook and SPSS Users Manual

15  
ter Street

Immigrant Experience: A Long, Long, Journey

Weekly Schedule  
Introduction

Weeks One and Two  
Overview of the course (concepts, sources, connections).

Historical perspectives of New York City.  
Assigned Readings: *Maggie a Girl of the Streets*, and selected chapters from Riis's *The Promised City*  
One: *The Lower East Side in Literature*

Weeks Three to Five:  
Assigned reading: each student will read for discussion one of *Maggie*, *Yeziarska's Bread Givers*, or *Roth's It Sleep*.

Literary: Introduction to computer assisted learning for the humanities. A computer analysis of Ward 10 in 1900. Description of the computerized data. Observation of the original manuscript census data and databases created for this course. Preliminary analysis and interpretation of observed data. Introduction to SPSS/PC. Practice in SPSS/PC+ procedures and analysis.

Weeks Six to Ten:  
Assigned reading: reports and discussion based on Assigned readings in *the Lower East Side*.

Literary: Creating SPSS control files. SPSS commands: QUENCIES, CROSSTABS, SELECT IF, PROCESS COMPUTE, LIST CASES. Practice in analysis of workforce, family structure, population concentration, race, ethnicity. Practice in interpretation of data. SPSS: SPSS syntax formation and testing. Presentation of preliminary research and analysis.

Weeks Eleven to Thirteen:  
Assigned reading: *Writing a Paper on the Lower East Side*

Assigned reading: historical research; gathering information; types of evidence; use of evidence; integrating narrative and traditional evidence; historical reasoning; writing and documentation.

Weeks Fourteen and Fifteen:

## Appendix 4

Lower Manhattan Project Database Description  
The Lower Manhattan Project database is designed to compile as much information on each individual as possible so that students may analyze individual level data and also do studies based on family, household, street, or enumeration district.

Data was coded into the computer from the microfilm or photocopies of the manuscript census by data processing teams-one person reading the other keyboarding. Teams were assigned enumeration districts for coding. Data were input to a screen which displayed the individual variables in the database. Parameters were set in the software to prevent codes which were not appropriate for the variable. While elimination of all error is very difficult each enumeration district was verified by a different dataprocessing team to make the data as reliable as possible.

The format form for the 1900 manuscript census database displays the information which is coded into the database, its location on the original census forms, variable name, and the format of the data. Each student in the course has a codebook which identifies the coded data for each variable.

A brief explanation of the principal variables in the databases as listed in the format form follows:  
ENUMERATION DISTRICT. Census enumerators called on each individual dwelling in an enumeration district which usually constituted a ward. Large cities, like New York, however, were divided into enumeration districts that depending on the density of the population could be as small as a square block.

IDENTIFICATION NUMBER. Each person in the database is given an ID number which combines the Enumeration District number and a count from 01 to the number which equals the total number of persons in an enumeration district.  
STREET. Street name which is part of the address of the dwelling.

HOUSE NUMBER. Number which is part of the address of the dwelling.

HOUSEHOLD NUMBER. The enumerator gave each dwelling in the district a number in the order the census was taken.

FAMILY NUMBER. Each individual family within a dwelling was given a family number. This variable is used to determine family type.

LAST NAME. Individual's surname.

FIRST NAME. Individual's given name.

HOUSEHOLD RELATIONSHIP. Relationship of each person in relation to the Head of the Household.

RACE, SEX, AGE, MARITAL STATUS are self

explanatory.

NUMBER OF YEARS MARRIED is used to determine age at marriage.

MOTHER, NUMBER OF CHILDREN is used to study family size in relationship to ethnicity, generation, and year of immigration.

NUMBER OF CHILDREN LIVING. This variable is used to study mortality.

BIRTHPLACE, FATHER'S BIRTHPLACE, MOTHER'S BIRTHPLACE are significant variables used to study the relationship between birthplace and ethnic stock on other variables like occupation, literacy, school attendance, family size, age of marriage, voting behavior, and so on.  
YEAR OF IMMIGRATION. Important variable to determine social mobility and rate of assimilation.  
NATURALIZATION. Citizenship status of immigrants.  
OCCUPATION, VERT, FUNC. Occupation was the most complex variable to manage for the database. Coding and recoding occupations for use in historical research has been studied and debated by historians and social scientists. (Hershberg, et al, 1974).

We determined to identify and preserve as many different occupations as possible on the database. Differences in occupation, even if they were minute could provide the researcher a basis for finer analysis. In a large city like New York there are thousands of different occupations. The coding process involves an ever increasing list of occupations. The census manuscript, like most documents historians use, is flawed. Individuals did not respond precisely to the enumerators questions. Some enumerators did not write clearly. Some respondents and enumerators lied or invented responses. There is no universally acceptable occupational dictionary. The occupation variable, with all its liabilities, is still a significant item in the database. Occupation, and categories of occupations are used and misused as surrogates for social class, status, functional relationship to the economy, and mobility studies. Historians and students can learn much using this variable but they must be aware that the relationship between occupation and a corresponding social class, status, or function is subjective and controversial.

Because there are thousands of occupations included in the database we have recoded occupation into two additional variables.

VERT which classifies occupations into nine occupational rankings which correspond to social status.

FUNC combines occupations into 30 categories that reflect their function in the economy. (The codebook lists the VERT and FUNC category for each occupation.)

The VERT and FUNC categories for this database are extrapolated from the work of a group of historians who classified historical occupations into these categories (Theodore Hershberg, et al, 1980) an Occupational Dictionary provided the author by Theodore Hershberg,

THE LOWER MANHATTAN PROJECT  
LOWER MANHATTAN PROJECT FORMAT AND VARIABLE NAMES  
1900 FEDERAL CENSUS

LOCATION ON CENSUS FORM	VARIABLE FROM THE CENSUS NAME	VARIABLE DIGITS	COLUMNS
TOP	ENUMERATION DISTRICT	ED	3
NONE	IDENTIFICATION NUMBER	ID	4
SIDE	STREET	STR	3
00	HOUSE NUMBER	HN	4
01	HOUSEHOLD NUMBER	HSLD	3
02	FAMILY NUMBER	FAMN	4
03	LAST NAME	LN	12
03	FIRST NAME	FN	7
04	HOUSEHOLD RELATIONSHIP	HSRL	2
05	RACE	RACE	1
06	SEX	SEX	1
08	AGE	AGE	2
09	MARITAL STATUS	MS	1
10	NUMBER OF YEARS MARRIED	NMAR	2
11	MOTHER, NUMBER OF CHILDREN	NKID	2
12	NUMBER OF CHILDREN LIVING	NKDL	2
13	BIRTHPLACE	BFL	3
14	FATHER'S BIRTHPLACE	FBP	3
15	MOTHER'S BIRTHPLACE	MBP	3
16	YEAR OF IMMIGRATION	YIMM	2
18	NATURALIZATION	NT	1
19	OCCUPATION	OCC	4
NONE	SOCIAL STATUS CODE	VERT	1
NONE	FUNCTION IN ECONOMY CODE	FUNC	2
20	MONTHS NOT EMPLOYED	UNE	2
21	ATTENDED SCHOOL	SCH	1
22	CAN READ	LITR	1
23	CAN WRITE	WRIT	1
24	CAN SPEAK ENGLISH	SENG	1
25	OWN OR RENT HOME	OWN	1

Philadelphia Social History Project, and other occupational classification studies. The final decision to classify a given occupation is, by necessity, subjective and arbitrary but these classifications, used judiciously, enable students to study the social and functional implications of occupation in a specific historical setting. Students are instructed to use FUNC and VERT with care and qualification.  
MONTHS NOT EMPLOYED. Indicates the number of

months a respondent was unemployed.  
ATTENDED SCHOOL. Indicates number of months individual attended school. Used to relate attitudes toward education and ethnicity.  
CAN READ, CAN WRITE, CAN SPEAK ENGLISH. These variables are useful for literacy studies.  
OWN OR RENT HOME, HOME OWNED OR MORTGAGED.