

Who'll Weep for Me?



A Teacher's Guide to
**The Rise of the Poorhouse System
in Ulster County**

by Susan Stessin-Cohn

with Dr. Rose Rudnitski

How it all began...

During the years I spent as a professor of education developing material for the NYS social studies curriculum with its emphasis on local document material, I often utilized the death records at the New Paltz Town Hall. Time after time, references to death and burial at the Ulster County Poorhouse came to my attention. Although I knew where most local burial grounds were located, this one was dropped from the maps and from most memories. After countless phone calls to local senior residents and past legislators, it appeared that I had unearthed a long forgotten piece of county history.

In the fall of 2000, address in hand, I set out to explore the site of this old cemetery. Believe it or not, I was standing on the grounds of the land surrounding the Ulster County Pool and Ulster County Fairgrounds. My two colleagues, Carol Johnson and Brian Macadoo, and I spent hours searching the land until a groundsman gave us a clue as to where he had once noticed an extremely tall, old tombstone.

Rebekah MacClang's stone was hidden in the woods on a bluff, overlooking the Wallkill River. I would later discover stories about this young woman who died at the age of 30. She was said to have been the overseer's daughter, but after months of research, I found Rebekah's name in the 1849 admission books of the Ulster County Poorhouse. She was not an overseer's daughter, nor was she poor, as indicated by the obvious expense of her head and footstone. The only explanation of Rebekah's admission to the poorhouse is the word – "insanity". How she ended up at the poorhouse, why she died so young and why hers is the only tombstone found in a cemetery of over 2,500 people may always remain a mystery.

The following inscription is found on Rebekah's tombstone:

WHO'LL WEEP FOR ME?
*Wher' neath the cold damp earth lay
And sleep in quiet day by day
And have no more on earth to say*

WHO'LL WEEP FOR ME?
*When I am sleeping in the tomb
And o'er my head fair flowers bloom
Or midnight's showers in her gloom*

WHO'LL WEEP FOR ME?
*Yes others too will weep for me
As here I sleep beneath this tree
That waves its branches over me*

THEY TOO WILL WEEP FOR ME
*My mother dear – I know she'll weep
And father too while here I sleep
My brothers and my sisters dear
Will weep for me while I lay here*

Thus began my three-year journey into the records of the Ulster County Poorhouse.

Please feel free to e-mail me at poorhouse@co.ulster.ny.us if you have any questions, or if you would like to send feedback on these activities.

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Introduction

Have you ever read the story or seen the movie *Oliver Twist*? In the most famous scene that takes place in a squalid dining hall, Oliver eats porridge at a long table with other poor boys in tattered clothes. He asks the overseer for a second helping with a plaintive, "Please, sir, may I have some more?" The overseer's response is one that many people have toward the poor who cannot pay, but who still ask for assistance – indignation. It illustrates part of the dilemma a society faces as it attempts to assist its poor. It is a dilemma that our country has faced throughout its history and of course we derive much of our history and many of our governmental ideas from England, the setting of *Oliver Twist*. The scene described above took place in eighteenth century England, where the concept of the poorhouse originated.

Every society has poor people, and their care is a problem for each society. We teach that it is morally right to help those less fortunate than we are; the issue for a society is how to do that collectively. Recent revisions of our welfare laws and the invention of "workfare" also demonstrate that provisions for the poor do not remain static, but are subject to change as the context changes and society changes its mind. When this happens, societies change the structures by which they support their poor. These structures reflect the socioeconomic, cultural, and political contexts of the times in which they are developed. The poorhouse system primarily reflects the context of the nineteenth century United States, a young nation that modeled its system on the workhouse structure used by its former colonizers in England. The system no longer exists.

Linda Crannel, known to visitors of her website (poorhousestory.com) as the Poorhouse Lady, explains the poorhouse system as:

residential institutions to which people were required to go if they could not support themselves. They were started as a method of providing a less expensive (to the taxpayers) alternative to what we would now days call "welfare" - what was called "outdoor relief" in those days. People requested help from the community Overseer of the Poor (sometimes also called a Poor Master) - an elected town official. If the need was great or likely to be long-term, they were sent to the poorhouse instead of being given relief while they continued to live independently. Sometimes they were sent there even if they had not requested help from the Overseer of the Poor. That was usually done when they were found guilty of begging in public, etc.

Poorhouses were not debtors' prisons. People went to the poorhouse when they could not meet their immediate needs for sustenance and survival. People who were able to work sometimes stayed in poorhouses between seasonal jobs or when they were injured, because they had no friends or relatives who could take them in.

At the poorhouse, everyone earned his or her "keep" in some way, working to support and maintain the poorhouse. Early poorhouses were called almshouses. Alms means charity given to the poor, usually in a religious context. This is fitting because, as the students will learn through experiencing this curriculum, the earliest methods used to support the poor were based upon the churches, as they had been in England. Care of the poor is a fundamental religious teaching, so it was left to the churches to carry it out. As the U.S. became more secular and diverse, the religious aspect of charity for the poor was replaced by a governmental function. In this curriculum, students will be introduced to some of the laws and legislation that produced and revised the poorhouses of New York State and Ulster County. At that time, each county elected an Overseer of the Poor and collected taxes to take care of its poor,

who lived together in community houses, usually in relatively remote locations. In Ulster County, as in most New York counties, the poorhouse was several miles from town on enough land for the residents to grow much of their own food. Poorhouses were sometimes called poor farms. Their descendants today are the work camps for the homeless in several counties in New York State.

One of the cultural aspects of caring for the poor is the society's view of them. In our culture, which has deep roots in the Puritan work ethic, a prevalent view of the poor in the nineteenth century was that their poverty was a result of their lack of character and weak discipline and lazy work habits. This led to the notion of the poor having to work for their keep. They were also preached to regularly on revising their bad habits and finding the strength of character to work, through finding religion. The prevalence of blaming the poor for their condition led to practices such as auctioning off and contracting, both forms of indentured servitude that were legal alternatives to the poorhouse even after slavery was abolished. These concepts are also explained in detail and form the basis for some primary historical research in this curriculum.

Students experiencing this curriculum will essentially replicate the process that the author of this curriculum used to develop it. They will become historians, viewing documents from the actual time period, meeting people through their records, and coming to know their stories well enough that some will come alive for them. This is what is so exciting about history. Through this process, we hope to light the spark of interest in local history by bringing the past to life. These documents tell the stories of the people who were placed at the bottom of Ulster County history. They were the immigrants, the itinerant workers, the orphans, the elderly, the unwed mothers, the drinkers, and the disabled - those on the fringes; yet, they were responsible for many of the blocks of the foundation on which our society is presently built. The students will participate in brushing the dust from those blocks and help to uncover a part of our history that has been hidden from our view. How often do we talk about covering the curriculum? This is a curriculum of uncovering.

As students experience this unit, they will come to know the Ulster County poorhouse, particularly its function in nineteenth century society. They will be able to generalize what they learned and connect it with other events taking place in the United States at this time period. This will help them understand and discuss the plight of the poor throughout the world today. How have things changed? How can we do better? Maybe, just maybe, one of your students will have the answer that changes the world.

The novel, *Jip, His Story* by Katherine Patersen, could be used in conjunction with this curriculum. Lois Lowery Nixon's, Orphan Train series could also be used to illustrate life for orphans traveling out west to find new homes.

Rationale

The poor have always been among us and their care has been the subject of religious teaching, social programs, governmental policies, and personal accountability. Even though we enjoy the highest standard of living in the world in the United States, 20% of our children under the age of five live at or below the poverty level. The current school-age population will also have to confront the age-old question of how to take care of the poor. How will they respond? The historical study of poorhouses, especially one in their own area, provides students with the foundation to make just, socially responsible, compassionate choices when they become voting citizens. Knowing the evolution of provisions for the poor in our society helps us to avoid mistakes of the past and choose better options for the future.

This curriculum has three main purposes:

- to provide students with a strong knowledge base in local history, especially with regard to a population that has been underrepresented in that local history
- to help students develop skills of analysis and interpretation of primary source documents
- to encourage students to develop skills of moral reasoning in the context of social justice.

Knowledge

This curriculum contains many activities through which students can build their knowledge of facts. This base, which is grounded in the New York State Learning Standards in Social Studies, is necessary to complete the increasingly complex tasks with primary documents that are contained in this curriculum and to successfully address social studies curricula in later grades. These tasks build interest as well as knowledge and motivate students to further study. The curriculum is designed to correlate with the “regular” social studies curriculum, enriching it with a focus on a universal issue viewed through a local lens.

Skills

The skills students develop through this curriculum are contained in the New York State Learning Standards and assessments in social studies at all grade levels. These are authentic skills that real historians use to study history. The students engage with real documents containing the “stories” of real people who lived in Ulster County and who had the misfortune to be classified as poor. Many of the names are recognizable to anyone living in the area, helping to bring this study alive and helping the students to relate to the topic more deeply.

Social Justice

Questions such as, “What is a proper response to the needs of the poor in a democracy? What is justice? What does it mean to be a just and moral society?” are raised by the study of our local poorhouse system. If a teacher chooses to include these questions, the deeper dimension of social justice is addressed. The affective goals, which help students develop a sense of social responsibility, can be achieved without doing a separate social justice curriculum that does not develop skills needed for the state assessments. The integration of social justice and moral issues helps teachers to teach things that they believe are important, but do not feel they have enough time for in the context of high-stakes testing accountability. Teachers know that the stakes for the future are also very high, and that if their students do not develop a sense of social responsibility, we may be doomed to repeat the injustices that they encounter in this study.

Goals

As a result of experiencing this curriculum, students will:

Knowledge

- Understand the practices of the past in dealing with the poor as a society
- Comprehend the laws that show how our government has addressed the needs of the poor
- Analyze local history in light of the broader context and use that analysis to deepen their knowledge of local history
- Comprehend that history is made of the stories of many individuals; not just the powerful, dominant, and most wealthy

Skills

- Analyze many primary documents dealing with the Ulster County poorhouse
- Synthesize information from those primary documents to produce a clear picture of the poorhouse system and how it affected Ulster County, local people, and our local history
- Search for information on poorhouses and related topics and critically evaluate it for use in projects and activities
- Generalize the skills in order to prepare to transfer them to documents on unrelated topics

Affective

- Develop knowledge of social justice concepts and formulate a personal response to those concepts as they relate to poorhouses and providing for the poor
- Develop the ability to take the perspective of another in a situation with which they may have little experience
- See themselves as participants in our society with responsibility to all aspects of that society, including those whom the society disenfranchises

Acknowledgements

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Gail Park Logan

- Cover photograph

*“You think that just because it’s
already happened, the past is
finished and unchangeable?
Oh no, the past is cloaked in
multi-colored taffeta and
every time we look at it
we can see a
different hue.”*

- Milan Kundera

New York State Learning Standards for Social Studies

Standards

Lesson

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Standard 1: The History of the US and NY

Key Idea 1

PI – Know the roots of American culture and the ways different people played a role in creating it.

• •

Key Idea 2

PI – Distinguish between near and distant past.

• •

Key Idea 4

PI – Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.

• •

PI – View historic events through the eyes of those who were there.

Standard 2: World History

Key Idea 3

PI – Interpret and analyze documents and artifacts related to significant developments and events in world history.

• •

Standard 3: Geography

Key Idea 1

PI – Study about how people live, work, and utilize natural resources.

• •

PI – Locate places within the community.

Standard 4: Economics

Key Idea 1

PI – Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

• •

Standard 5 – Civics, Citizenship, and Government

Key idea 2

PI – Show a willingness to consider other points of view before drawing conclusions or making judgments.

• •

PI – Suggest alternative solutions or courses of action to hypothetical or historic problems.

PI – Propose an action plan to address the issue of how to solve the problem.

Lesson 1

Exploring the poorhousestory.com Website

Objectives

Students will explore a poorhouse Website to discover general information on poorhouses. They will list three key ideas they have learned after searching the website.

Background Information

Linda Crannel, a Texas optometrist, began her own poorhouse investigations when she discovered her grandmother lived in the Washington County Poorhouse. She has spent the last few years gathering information nationwide to help others in their own investigations. Ms. Crannel's website was established: to make records of all 19th century American poorhouses accessible for genealogical or historical research, to remove the secrecy which shrouds the poorhouse, to make the history of the poorhouse more well-known, and to dispel the negative image attached to poorhouse residency. The website has done this and much more.

Overview of Lesson

Students will work independently or with a partner in the computer lab. They will use the Internet to search the poorhousestory.com website. They will be asked to come up with three interesting pieces of information that they discovered on the site. The students will then reassemble and present their information. The teacher will act as the recorder. The information will be saved and used for further discussions.

Activity

Students will be directed to the following Website:

<http://www.poorhousestory.com/>. They can spend 20 to 25 minutes exploring the site. Each group will then be asked to make note of three interesting pieces of information they learned about poorhouses and why they chose them.

Alternative Activity

If the students do not have access to the internet, the teacher can use a KWL chart. The L section of chart will be filled out during the course of the curriculum.

K=What we think we know
W=What we want to know
L=What we have learned

K	W	L

Who'll Weep for Me?



Lesson 2

Poverty and Relief in Early New York

Objectives

Students will analyze primary documents and identify the different methods of relief used in early New York.

Vocabulary

indigent, provisions, ledger, vestryman, relief, lame, accompt, indenture, moiety, apprentice, freeholders, zeawant

Background Information

Legislation

Prior to 1784, the church or parish was in charge of distributing money to the poor in New York (Document 2.a). While most towns may have had an Overseer of the Poor by this date, it wasn't until the Law of 1784 was passed that the position of Overseer of the Poor was mandated. This position was an elected one, with each town in Ulster County annually electing two Overseers of the Poor (Document 2.c).

In 1824, NYS passed a law requiring that all counties within the state construct a poorhouse. Many counties, including Ulster, were exempted from this law, but in the winter of 1827 the county had begun purchasing property to use as a county poorhouse. By June of the following year, a poorhouse was established for the county in New Paltz on the same property where it stood for the next 150 years.

By 1827, the County Board of Supervisors and the judges of the Court of Common Pleas were directed to appoint the Superintendents of the Poor. For some unknown reason, this did not take place in Ulster County where the state legislature appointed the Superintendents.

Within twenty years, the position of Superintendent of the Poor became an elected one (1847). At this time, only one man in each county was allowed to hold the position. Superintendents now held a three-year term.

Treatment of Paupers

Prior to the establishment of county poorhouses, paupers were dealt with in one of the following ways:

- Contract - Friends or family members signed a contract to take care of a pauper for a set price.
- Binding out – A pauper was contractually given to a person as an indentured servant. Boys were contracted until they were twenty-one years old. Girls were contracted until they were eighteen years old.
- Public auctioning – Paupers were auctioned off to the lowest bidder. The county was then responsible for paying an annual fee for the upkeep of this pauper.
- Outdoor relief – A pauper would be given a certain weekly allowance for their support (Document 2.b).

Overview of Lesson

The teacher will use an overhead transparency of the Dutch document to illustrate the earliest method of poor relief found in Ulster County. The whole class discussion questions can be used to help explain the importance of this document. Following this discussion, the teacher will explain the four methods of relief used in Ulster County (NY) prior to 1828. The class can then be divided into small groups and given documents 2.b – 2.e along with a student question sheet. Each group will decide which method of relief is represented by its document.

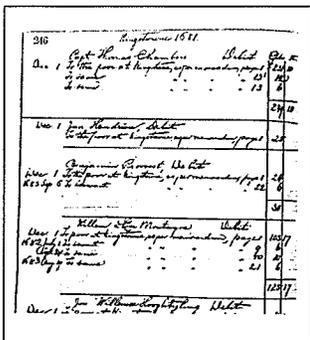


Dutch

Documents 2.a
Dutch Church Account Book
Ulster County Clerk's Office
 Example of Church Relief

Whole Class Discussion Questions

- In what language does this document appear to be written ?
- Why do you think it was written in this language?
- Who may have written the document?
- Why do you think the church was placed in charge of dispensing money or goods?

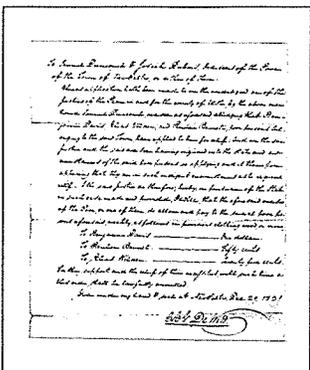


English

Document 2.b
Certificate of Samuel Duncomb
Huguenot Historical Society
 Example of Outdoor Relief

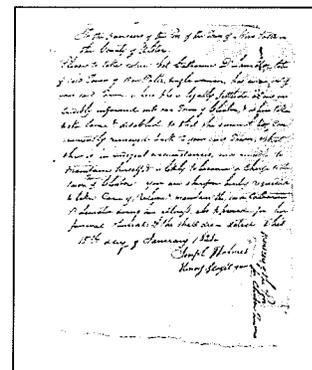
Questions to Guide Students through Document 2.b

- Where and when was this document written?
- Who is applying for relief?
- For which provisions are these men eligible?
- What were these men granted?



Document 2.c

Certificate of Catherine D'Lamator
Huguenot Historical Society
 Example of Town Relief

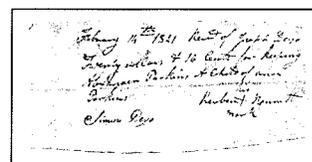


Questions to Guide Students through Document 2.c

- Where and when was this document written?
- Who is applying for relief?
- In what town was Catherine originally living? Where was she presently living?
- Who is responsible for the relief of this woman?

Document 2.d

Receipt for the care of Alexander Perkins
Huguenot Historical Society
 Example of a Contract



Questions to Guide Students through Document 2.d

- When was this document written?
- Who was being cared for? By whom?
- Who was the caretaker?
- Who do you think Joseph Deyo was? (Probably the overseer of the poor)
- Who do you think Reuben Bennett was? Why did he sign this receipt with an X?

Document 2.e

Ledger of the Accounts of the Poor
Ulster County Clerks Office
 Example of Town Relief

A ledger table with columns for dates, descriptions of accounts, and monetary values. The table is titled 'Ledger of the Accounts of the Poor' and covers the year 1772. It lists various entries such as 'To the Poor' and 'By the Poor' with corresponding amounts.

Date	Description	Amount
1772	To the Poor	...
...	By the Poor	...
...

Questions to Guide Students through Document 2.e

- What are the dates written on this document?
- What town issued it?
- How many paupers were cared for during the year 1772?
- How much money was allotted for relief of the poor during 1772?
- How much would this amount equal in dollars? (1 L = \$1.57 U.S. dollars)

Whole Class Discussion Questions

- What do you think were the reasons the Poor Laws were changed in 1784?
- How do you think the church felt about this change?
- Think back to the methods of relief described in the beginning of the lesson. What method of relief is represented in each document?
- Which document would illustrate how unsettled paupers were treated?

The following is an excerpt from *History of the Pan-Handle, West Virginia, 1879*;

A pauper standing nearly six feet in height was set up for sale. Being in the prime of life, he looked as though he might be able to do considerable labor, and as a consequence, of course, soon disposed of. During the progress of the bidding the pauper hung his head and said nothing. When the auctioneer cried "sold," the man's head came up erect, his face overshadowed with a melancholy look, and in half-sobbing tones said: "It's darned hard to be sold this way, but I reckon it's all right. But it does make me mad when such a man as I am, must be sold by no better person than W——(the auctioneer).

Extension Activities

- Write a journal entry as a vestryman (church official) in the days following the passage of the 1784 Poor Law. Describe your emotions.
- Choose one method of relieving the poor used before 1828. Take the role of a politician and defend this method over another method. Prepare a speech for the class.

Document 2.a Dutch

		Kingstowne 1681	
Captⁿ Thomas Chambers Debit			
1681	1	Aen: arme tot Kingstowne als ft: memo ^{ie} : fo: 1:	231 10
		aen Doem als ft: d ^{no} : 13:	12
		aen Doem als ft: d ^{no} : 13:	6
			<u>249 10</u>
Jan Hendrickx Debit			
1681	1	Aende Arme tot Kingstowne als ft: memoriael fo: 1	25
Benjamin provost Debit			
1683	1	Aende Arme tot Kingstowne als ft: memo ^{ie} : fo: 1	24
1683	6	Septemb: Aen Zew: als ft: d ^{no} : 22	6
			<u>30</u>
Willem D' La Montagne Debit			
1682	1	Aen: arme tot Kingstowne als ft: memoriael fo: 1	103 17
1682	1	July: aen Zew: als ft: d ^{no} : 9	6
1682	24	Aen Doem als ft: d ^{no} : 10	10
1683	19	aug: Aen Doem als ft: d ^{no} : 21	119 17
			<u>125 17</u>
Jan Willemse Hooghtyling Debit			
1681	1	Aen: Arme tot Kingstowne als ft: memoriael fo: 1	40

Document 2.a English

		Kingstoune 1681.	
246			
Dec 1	Capt Thomas Chambers To the poor at Kingstoune, as per memorandum, page 1	Debit	Olden st. 238 10
	To same	" " " "	13 12
	To same	" " " "	13 6
			249 10
Dec. 1	Jan Hendrick, Debit To the poor at Kingstoune, as per memorandum, page 1		25
Dec. 1	Benjamin Provoost, Debit To the poor at Kingstoune, as per memorandum, page 1		24
1683 Sep 6	To Secwant	" " " "	6
			30
Dec. 1	Willem d. La Montagne, Debit To poor at Kingstoune, as per memorandum, page 1		103 17
1682 July 1	To servant	" " " "	6
Dec. 24	To same	" " " "	9
1683 Aug. 19	To same	" " " "	10
		" " " "	21
			125 17
Dec 1	Jan Willemse Hooghtyding, Debit To same at H. +		"

Transcription of Document 2.a English

<i>Kingstowne 1681</i>				
	<i>Capt. Thomas Chambers</i>	<i>Debit</i>	<i>Gildrs</i>	<i>St.</i>
<i>Dec 1</i>	<i>To the poor at Kingstowne, as per morandum page 1</i>		231	10
	<i>To same</i>	13	12	
	<i>To Same</i>	13	6	
			249	10
<i>Dec 1</i>	<i>Jan Hendrix, Debit</i>			
	<i>To the poor at Kingstowne, as per morandum, page 1</i>		25	
	<i>Benjamin Provoost, Debit</i>			
<i>Dec 1</i>	<i>To thew poor at Kingstowne, as per morandum,page 1</i>		24	
<i>1683 Sep 6</i>	<i>To Seewant</i>	22	6	
			30	
	<i>Willem D'La Montagne</i>	<i>Debit</i>		
<i>Dec 1</i>	<i>To the poor at Kingstowne, as per morandum, page 1</i>		103	17
<i>1682 July 1</i>	<i>To sewant</i>	9	6	
	<i>Sep 24 To same</i>	10	10	
<i>1683 Aug 19</i>	<i>To same</i>	21	6	
			125	17
<i>Dec 1</i>	<i>Jam Willemse Hooghtyling</i>	<i>Debit</i>		

Document 2.b

To Samuel Duncomb & Josiah Dubois, Overseers of the Poor of the Town of NewPaltz, or either of them:

Whereas application hath been made to me the undersigned, one of the Justices of the Peace in and for the county of Westt, by the above mentioned Samuel Duncomb, overseer as aforesaid, alleging that Benjamin Davis, Elias Welden, and Reuben Bennet, poor persons belonging to the said Town, have applied to him for relief: And we the said Justice and the said overseer having inquired into the state and circumstances of the said poor persons so applying, and it thereupon appearing that they are in such indigent circumstances as to require relief: I the said Justice do, therefore, hereby, in pursuance of the Statute in such case made and provided, Order, that the aforesaid overseer of the Poor, or one of them, do allow and pay to the several poor persons aforesaid, weekly, as follows, in provisions, clothing, wood, or money,

To Benjamin Davis _____ One dollar.

To Reuben Bennet. _____ Fifty cents.

To Elias Welden. _____ Seventy five cents.

For their support and the relief of their necessities, until such time as this order shall be lawfully annulled.

Given under my hand & seal at NewPaltz, Dec. 29. 1821.

C. G. De Witt.

Transcription of Document 2.b

To Samuel Duncomb & Josiah Dubois, Overseers of the Poor
of the Town of New Paltz, or either of them:

Whereas application hath been made to me the undersigned, one of the
Justices of the Peace in and for the county of Ulster, by the above men-
tioned Samuel Duncomb, overseer as aforesaid, alleging that Ben-
jamin Davis, Elias Welden, and Reuben Bennett, poor persons bel-
onging to the said Town, have applied to him for relief: And we the said
Justice and the said overseer having inquired unto the state and cir-
cumstances of the said poor persons so applying, and it therefore
appearing that they are in such indigent circumstances as to require
relief. I the said justice do, therefore, hereby, in pursuance of the State
in such case made and provided, Order, that the aforesaid overseer
of the Poor, or one of them, do allow and pay to the several poor per-
sons aforesaid, weekly, as follows, in provisions, clothing, wood, or money

To Benjamin Davis. ————— One dollar.

To Reuben Bennet. ————— Fifty cents.

To Elias Welden. ————— Seventy five cents.

For this support and the relief of their necessities, until such time as
this order shall be lawfully annulled.

Given under my hand & seal at New Paltz, Dec. 29, 1821

Chas. DeWitt

Document 2.c

To the Overseers of the Poor of the Town of New Paltz, in
the County of Ulster:

Please to take notice that Catharine D' Lamater, late
of said Town of New Paltz, single woman, has come out of
your said Town, where she is legally settled, at which we are
credibly informed, into our Town of Clinton, & is here taken
sick, lame & disabled, so that she cannot be con-
veniently removed back to your said Town, & that
she is in indigent circumstances, and unable to
maintain herself, & is likely to become a charge to the
said ^{Town} of Clinton: you are therefore hereby requested
to take care of, relieve, & maintain the said Catharine
D' Lamater during her illness, also to provide for her
funeral & burial, if she shall die - dated this
15th day of January 1821-

Joseph Holmes

Henry Sceptt junr

Overseers of the Poor
in Clinton Town

Document 2.d

February 14th 1821 Recd of Joseph Dezo
Twenty dollars & 16 Cents for keeping
Alexander Perkins & Child of Ann
Perkins
his
Nehemiah Bennett
mark
Simon Dezo

Transcription of Document 2.d

February 14th 1821 Recd of Joseph Deyo
twenty dollars & 16 cents for keeping
Alexander Perkins A child of ann
Perkins his
Reuben X Bennett
mark
Simeon Deyo

Transcription of Document 2.c

To the Overseers of the Poor of the Town of New Paltz, in
the County of Ulster:
Please to take notice that Catherine D'Lamator late
of said Town of New Paltz, single woman, has come out of
your said Town, where she is legally settled as we are
credibly informed into our Town of Clinton, & is here taken
sick, lame & disabled, so that she cannot be con-
=veniently removed back to your said Town, & that
she is in indigent circumstances, and unable to
maintain herself, & is likely to become a charge to the
said Town of Clinton: you are therefore hereby requested
to take care of, relieve, & maintain the said Catherine
D'Lamator during her illness, also to provide for her
funeral burial if she shall die – dated this
15th day of January 1821
Joseph Holmes
Henry Slegt jun. Overseers of the Poor for Clinton Town

Dr. Full, just and true Account of all the Monies received and laid out or disbursed For the Use and Sustainance of the Poor, &c. the preceding Year, By John Terwilliger and Valentine Perkins, Overseers of the Poor for the Town of the New Falls, and the Neighbourhoods annexed therunto.

1772	Receipts	Dr.	1772	Contra	Cr.	Dr.
March 23.	To Cash, Received of the County Treasurer the Sum of Thirty three Pounds, that was raised for Order of the Freeholders and Inhabitants of the New Falls and the Neighbourhoods annexed thereto, for the uses & purposes therein mentioned.	33				
			1772.			
			April 7	By Cash, paid Joshua Decker for hoopng and Maintaining Lydia Smith, for one Year.	14	19
			dite.	By ditto, To William Elliott for maintaining Jacob Hicks, 1 Year.	12	
			dite.	By ditto, to Abr. Cucklen the Amos of his Acc ^{ts} for maintaining Jacob Hicks, the year preceding the last.	1	19
			dite.	By ditto, to Jos. Cucklen for the Town of the New Falls, his allowance.	3	
			dite.	By ditto, paid the Overseers for drawing two pair of Indentures for putting Apprentices two poor Boys.		3
			April 18	By ditto, the Balance of the Acc ^{ts} paid into the hands of the Overseers of the poor for the ensuing year.	10	7
					33	0
					33	0

*John Terwilliger
Valentine Perkins*

Transcription of Document 2.e

*A Full, just and true Account of all the Monies received and laid out or disbursed
For the Use and sustenance of the Poor, &c. the preceeding Year. By John Terwiliger and Valentine Perkins,
Overseers of the Poor for the Town of New Paltz and the Neighborhoods annexed thereunto~*

1772	Receipts _____ Dr.	L	S	P	1772.	Contra _____ Cr.	L	S	P
March 23	To Cash. Received of the County Treasurer the sum of Thirty three Pounds that was raised per Order of the Freeholders and Inhabitants of the New Paltz and the Neighbourhoods annexed theroto for the uses & purposes therein mentioned	33			April 7	By Cash, paid Joshua Decker for keeping and maintaining Lydia Tuttle for one year	14	19	-
					ditto	By ditto, to William Elsworth for maintaining Jos. Hicks. 1 year	12	-	-
					ditto	By ditto to Abr. Concklin the Overseers of his Acco' for for maintaining Jos. Hicks the year preceeding the last- by ditto to Jos. Coddington the Town Clk. his allowance.....	1	19	5
					ditto	By ditto, paid the one Moiety for drawing two pairs of Indentures for putting Apprentices two poor Boys.	-	3	3
					April 18	By ditto, the Balance of this Acco & paid into the hands of the overseers of the poor for the ensuing year	-	8	7
							L33	0	0
						John Terwiliger Valentine Perkins			

Student Sheet

Questions for Document 2.b

1. Where and when was this document written?

2. Who is applying for relief?

3. For which provisions are these men eligible?

4. What were these men granted?

Student Sheet

Questions for Document 2.c

1. Where and when was this document written?

2. Who is applying for relief?

3. In what town was Catherine originally living?

4. Where was she presently living?

5. Who is responsible for the relief of this woman?

Student Sheet

Questions for Document 2.d

1. When was this document written?

2. Who was being cared for? By whom?

3. How long a period might you guess was being paid for? (Hint: Look for the amounts granted in other documents)

4. Who was the caretaker?

5. Who do you think Joseph Deyo was?

6. Who do you think Reuben Bennitt was?

7. Why did he sign this receipt with an X?

Student Sheet
Questions for Document 2.e

1. What are the dates written on this document?

2. What town issued it?

3. How many paupers were cared for during the year 1772?

4. How much money was allotted for relief of the poor during 1772?

5. Why were they paying in pounds in 1772?

6. What major event changed the monetary system from pounds to dollars between 1772 and 1784?

7. How much would this amount equal in dollars? (1L=\$ 1.57 dollars)

Lesson 3

Indenturing out the Poor

Objectives

Students will investigate two nineteenth century indentures and make assumptions as to what the life of an indentured servant might have been like.

Vocabulary

indenture, relief, bound out

Background Information

The system of indenturing individuals began when the first settlers arrived on our shores and continued until 1923, when the state officially banned the system. Although the binding out of children was the most popular, adults as well as children were indentured out. The guidelines of indentures varied, but they were essentially legal contracts selling a pauper to a buyer for a specific amount of time. Boys were generally bound out until they were twenty-one. Girls were bound out until they were eighteen. Most indentures for girls listed them as being trained in housekeeping, boys as farmers. The indenture system was very similar to slavery in that an individual would be legally bound to someone. If the indentured person ran away, this individual would be hunted down and punished. The difference between the two was that indentures lasted for a contracted period of time, whereas slavery usually lasted for a lifetime.

An interesting article on this topic can be found at <http://www.abqgen.swnet.com/article1.htm>

Overview of Lesson

The teacher will begin by writing the word *indenture* on the board. Students will be asked to use their poorhouse glossary of terms to determine the definition of this word. The teacher will lead a discussion on the definitions. The term binding out will also be discussed.

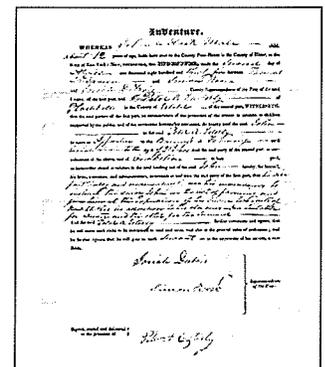
Half the class will be given Document 3.a with a student questionnaire, the other half, Document 3.b. with a student questionnaire. The teacher could also read the documents out loud to the students, using the overhead projector. After the students complete their document investigation, they will share their discoveries. The teacher will then use the whole class discussion questions.

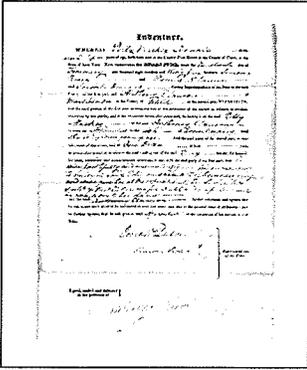
Document 3.a

Indenture for Polly Mackey, a female
Ulster County Clerk's Office

Questions to Guide Students through Document 3.a

- How old was Polly when she was bound out?
- What type of work was she trained to do?
- What might that entail?
- How old would she be when she was freed?
- What were Anthony Clauson's responsibilities to Polly when she was freed?





Document 3.b
Indenture for John, a black male
Ulster County Clerk's Office

Questions to Guide Students through Document 3.b

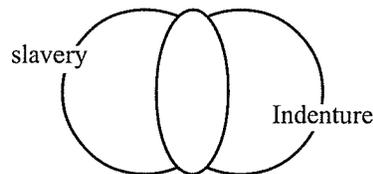
- How old was John when he was bound out?
- What type of work was he trained to do?
- How old would he be when he was freed?
- What were Peter Esterly's responsibilities to John when he was freed?

Whole Class Discussion Questions

- What were the differences between boys and girls indentures?
- What type of work do you think most boys and girls were trained to do?
- Why do you think boys were held in bondage longer than girls?
- What do you think might happen to these children if they ran away?
- Where could we look to find out what may have happened to these children?
- Why do you think this system was abolished?
- When do you think this system was abolished?

Extension Activity

- The class will create a Venn diagram comparing the system of slavery to indenturing.



Indenture.

WHEREAS *Polly Mackey a female* child, *about 14* years of age, hath been sent to the County Poor-House in the County of Ulster, in the State of New-York: Now, therefore, this **INDENTURE**, made the *fourteenth* day of *February* one thousand eight hundred and *thirty five* between *Simon Roosa* and *Thomas N. Corniers* and *Josiah Dubois* County Superintendents of the Poor of the said County, of the first part, and *Anthony Claussone* of *Maddelestown* in the County of *Ulster* of the second part, WITNESSETH, that the said parties of the first part, in consideration of the provisions of the statute in relation to children supported by the public, and of the covenants hereinafter contained, do hereby bind the said *Polly Mackey* to the said *Anthony Claussone* to serve as *Apprentice* to the *art* of *housekeeping* until *she is eighteen years of age*. And the said party of the second part, in consideration of the above, and of *one dollar* to him paid, as hereinafter stated in relation to the said binding out of the said *Polly* hereby, for himself, his heirs, executors, and administrators, covenants to and with the said party of the first part, that *he will faithfully and unflinchingly use his endeavor to instruct said Polly in said art of housekeeping and will give her at the expiration of her service two vests of new clothes, one for winter and one for summer in addition to her old ones*. And the said *Anthony Claussone* further covenants and agrees, that he will cause such child to be instructed to read and write, and also in the general rules of arithmetic; and he further agrees, that he will give to such *Apprentice* at the expiration of his service, a new Bible.

Josiah Dubois

Simon Roosa

Superintendents of the Poor.

Signed, sealed and delivered in the presence of

William C. Howard

Document 3.b

Indenture.

WHEREAS *John a black Male* child, *about 12* years of age, hath been sent to the County Poor-House in the County of Ulster, in the State of New-York: Now, ~~therefore~~, this ~~INDENTURE~~, made the *second* day of *Aprill* one thousand eight hundred and *thirty five* between *Thomas A. Jensen* and *Simon Reese* and *Josiah Dubois* County Superintendents of the Poor of the said County, of the first part, and *Peter A. Estley* of *Plattsburgh* in the County of *Ulster* of the second part, WITNESSETH, that the said parties of the first part, in consideration of the provisions of the statute in relation to children supported by the public, and of the covenants hereinafter contained, do hereby bind the said *John* to the said *Peter A. Estley* to serve as *Apprentice* to the *Business* of *Farming* until *he shall attain to the age of 21 Years*. And the said party of the second part, in consideration of the above, and of *One Dollar* to him paid, as hereinafter stated in relation to the said binding out of the said *John* hereby, for himself, his heirs, executors, and administrators, covenants to and with the said party of the first part, that *he will faithfully and immediately use his successors to instruct the said John in the art of farming and give him at the expiration of his service two suits of New Clothes in addition to his clothes - One suitable for winter and the other for the summer*. And the said *Peter A. Estley* further covenants and agrees, that he will cause such child to be instructed to read and write, and also in the general rules of arithmetic; and he further agrees, that he will give to such *indent* at the expiration of his service, a new Bible.

Josiah Dubois

Simon Reese

Superintendents of the Poor.

Signed, sealed and delivered }
in the presence of }

Peter A. Estley

Student Sheet

Questions for Document 3.a

1. What is the date of this document?

2. How old was Polly when she was bound out?

3. What type of work was she trained to do?

4. What might that entail?

5. How old would she be when she was freed?

6. What were Anthony Clauson's responsibilities to Polly when she was freed?

Student Sheet

Questions for Document 3.b

1. What is the date of this document?

2. Can you make an assumption as to why John does not have a last name?

3. How old was John when he was bound out?

4. What type of work was he trained to do?

5. How old would he be when he was freed?

6. What were Peter Esterly's responsibilities to John when he was freed?



Lesson 4

Administrative Roles at the Poorhouse

Objectives

Students will investigate the laws concerning the administrative responsibilities at a poorhouse and list the duties of its administrators.

Vocabulary

victuals, vermon

Background Information

Even though the list of rules and regulations listed on this document was written for the Orange County Poorhouse, the rules for the Ulster County Poorhouse would have been almost identical. Examining these rules can help students create a picture of how rules were enforced by the poorhouse keeper and his staff, if at all. The female attendant was almost always the wife of the superintendent or keeper.

Overview of Lesson

The teacher will distribute a copy of the 1831 Poorhouse rules to pairs or small groups of students. The guiding questions can be used by each group, or they can be divided up as a jigsaw activity. The whole class can discuss their answers and use the whole class discussion questions.

Whole Class Discussion Questions

- How do you feel about these rules?
- Why do you think some of these rules were created?
- Which ones do you feel were unjust or cruel?
- How do you think these rules compare to rules currently found in public institutions or shelters?

Extension Activities

- Imagine you are in charge of creating new rules for the poorhouse. What would these rules be? Use the guidelines from the original rules and add your changes.
- Conduct research on local shelters. How many are there? Where are they located? How does one become a resident of one?

POORHOUSE RULES & REGULATIONS
Orange County NY
1831

Whereas a suitable and commodious house has been erected by the Supervisors of said county for the reception and accommodation of such persons as are entitled to a maintenance: —

We the Superintendents of the poor of the county aforesaid, do therefore, hereby, pursuant to the Revised Statutes, part first, chap. XX, of the Internal Police of this state, title 1st, “of the relief and support of indigent persons” do believe, that some good and convenient rules, regulations and by-laws be made for the direction, government and support of the poor and house aforesaid.

Be it therefore ordained and enacted, by the Superintendents of the poor and poorhouse of the county of Orange, and sanctioned by a majority of the Judges of the county courts of said county. That

RULE 1.

The Superintendents shall meet at said poorhouse, on the second Monday in every month, and on such other days and times as they or a quorum of them shall find necessary, and visit the apartments, and see that the poor are comfortably supported, and hear all complaints and redress or cause to be redressed all grievances which may happen by the neglect or misconduct of any person or persons in their employment; and at their respective meetings, shall examine into the state of all matters and things relative to the support and employment of said poor, and confer and conclude thereon, and give such orders and directions concerning the same; as to them shall appear good, useful and expedient, and consistent with the designs of the institution; and shall keep minutes of all such proceedings as are of importance, and all matters of account relating to their duties of office.

RULE 2.

There shall be a keeper of approved integrity and ability, who shall be chosen and appointed by the superintendents, and removed by them at their pleasure on good cause shown.

The keeper, under the direction of the superintendents, shall provide a suitable woman to assist him in the good order and management about the house. And shall provide necessary provisions for the poor under his care, and also purchase raw materials for manufacturing, and sufficient working tools for the employment of such of them as are able to work. He shall keep a fair and regular list of all the poor, together with their ages, as near as can be ascertained, and the time when received into the house, and from whence; and a list of the children bound out to apprenticeships, with the names of their masters or mistresses, and their trade, occupation or calling and place of residence.—Also fair and regular accounts in writing, of materials, provisions, fire wood, clothing and other necessaries, under his care, for the use of the institution, and all expenses and charges attending the maintenance and support of the poor, and of all monies received by him for the sale of the produce of their labour and otherwise, and shall lay the said lists and account before the superintendents, for their inspection, at every meeting, and the said superintendents shall settle said accounts monthly, at their meetings aforesaid. The keeper shall keep a wearing apparel book, ruled in columns, and therein keep a correct and distinct account of each and every article of clothing received by the paupers.

The keeper shall superintend the economy of the house and manage the farm and stock. He shall employ such of the poor as are able to labour, on the farm and in the Gardens, and see that the rules, regulations, and orders of the superintendents be duly observed. If any transgress, he shall note their faults in a book, and lay them before the superintendents: and if any are unruly, disorderly or stubbornly perverse, he shall have full power to confine them in some solitary cells or place, and to feed them on bread and water for any time not exceeding three days.

An account of all persons who are or may have been confined, and of all the causes thereof, shall be laid before the superintendents at their next meeting. The keeper or some other person approved by the superintendents, shall attend at meal times, and see that the people under his care assemble and mess together, according to the order or class settled by the superintendents. That they do not immediately begin to eat or to help one another, but that they wait in silence, that the pious and devout among them, may have an opportunity of asking a blessing or returning thanks for the mercies bestowed on them, and that they behave with decency and good manners towards each other. The keeper shall not suffer the people under his charge to quarrel, dispute or make any unnecessary noise, but each one shall peaceably and quietly attend to the business or place allotted him or her, and shall not permit them to use any strong liquors, unless it be under the direction of the attending physician. If any one is suspected of bringing in any strong liquors, or of carrying out any thing belonging to the house, or to any person therein, due enquiry and search shall be made, that the offender or offenders, if found guilty, may be punished.

The keeper, at the hours of going to bed, which shall be at nine o'clock in the summer and eight in the

winter, shall see all fires and lights extinguished, excepting what shall be absolutely necessary, and these shall be left under proper care. He shall cause the bell to ring every morning, for the people to rise who are able to work, and again at meal times. Those who are able to work, shall, at the hours appointed by the keeper, be kept at their respective work or employment.

DUTIES OF THE FEMALE ASSISTANT

The Female Assistant shall observe that due attention is paid to cleanliness in every respect, and that the nurses and others employed under her direction, are to be faithful in the discharge of their several duties, and behave to the sick and infirm placed under their care, with the greatest degree of humanity and attention.—She shall also see that the different apartments are well ventilated, whenever the weather will permit, and especially those appropriated to the reception of sick and invalid persons. That the straw in the beds is to be changed at least once in ninety days, during the summer season, & that the beds are preserved clear of vermin. She shall take care that the victuals be well and seasonably dressed, especially for the sick and helpless, which shall be prepared according to the directions of the attending physician; that the rooms be swept, and the beds made, every day, and that the house be cleaned as often as shall be judged necessary; that the tables, linen, dishes, &c. be kept clean, that the people be kept decent and neat in their apparel. For this end, she shall see that every person have two shirts or shifts marked with the initial letters of their name, or other marks that shall, be known. These and all spare clothing belonging to every person, she shall take into her custody, and cause them to be washed and mended, and deliver out to each person clean shirts or shifts, and receive from them their foul ones every sabbath morning.

When any person dies, she shall immediately take care of the clothes belonging to the deceased, cause them to be washed or cleansed, and if necessary mended, and deposit them in the place provided for clothing. For her assistance there shall be proper persons appointed by the superintendents, for these services. When any person dies, the nurse attending, shall immediately give notice to the keeper, who shall forthwith order a coffin to be sent, and the dead person being washed and laid out in a decent manner, shall without delay, be placed into the coffin and conveyed to the room appointed for that purpose, and from thence, in a proper time to the place of interment.

RULE 3.

PERSONS ADMITTED INTO THE HOUSE.

No person shall be admitted into the said Poor House for their maintenance, unless on an order from, or brought by, a proper officer, duly authorized by law; and all persons upon their admission, shall be examined, whether they are clear and free from foul distempers. Such as shall not be found clean, and such as have any infectious or foul disorder, shall be put in some particular apartment, until they are cleansed and cured. All shall be obliged to keep themselves washed and combed, and their clothes neat, and whole, and to change their shirts or shifts once a week.

All persons admitted, who are capable of working, shall be employed, as well to inure them to labour, as to contribute to their support.

At the stated hours fixed by the superintendents, all persons who are capable of working, shall repair to their proper apartments or places allotted for them, where they shall work orderly, and at such business, and as many hours as the superintendents shall appoint.

They shall not curse, swear, strike, abuse, give ill language or be clamorous, but shall behave themselves soberly, decently and courteously towards each other, and respectfully to all, especially their keeper, and that due observance be paid to the sabbath and during divine service. When any children are received into the house, some suitable woman shall be appointed to take care of them, who is to take care that they be dressed, washed and combed every morning. At a suitable age they shall be taught to read, &c. at such hours, as shall be appointed by the superintendents, and the rest of their time shall be employed in such work as shall be assigned them.

When any person is taken sick, he shall be removed to the apartment provided for that purpose, that they may have the benefit of nursing and medical assistance.

EMPLOYMENT OF THE PEOPLE.

The bell shall be rung or other notice given every morning, to call the family up, and such as are able shall repair to the several places appointed for them, to work, and shall keep diligently at work, from such hours in the morning, to such hours in the evening, as the superintendents shall from time to time direct, excepting so much time as shall be employed in husbandry, gardening &c, except when the weather is too inclement to work out. They shall, at such times be employed in such other suitable employ, as the keeper shall appoint, and excepting such as shall be judged more profitable to employ at their trades.

Such women as are capable, shall be employed in spinning, knitting, sewing, &c, at the discretion of the superintendents.

DIET

The superintendents shall from time to time, and as often as they shall think necessary, agree upon the diet of the house, to be continued till their further orders. At meal times, all those who are able to attend, shall, upon the ringing of the bell or other notice, meet at the place appointed, and eat together or in classes, as the superintendents shall direct, in an orderly manner, agreeable to rule second. None shall speak loud or whisper at table on pain of being removed and deprived of that meal. Such as shall not attend at the appointed time shall loose that meal, unless there be good reasons for their absence.

GOVERNMENT OF THE HOUSE

All immoralities and disobedience to the government of the house, and other misbehavior, shall be noted in a book by the keeper, and laid before the superintendents, that such rudeness and immorality may be restrained, and peace and good order maintained.

Whereas some slothful persons may pretend sickness or lameness to excuse themselves from labour, such persons shall be examined by the physician, and if it appear by his report and other concurring circumstances that those persons made false excuses, they shall be punished by confinement in a cell or some other solitary place, and fed on bread and water until they comply, or in some other legal way, as the superintendents shall determine.

Such as behave themselves soberly and decently, and observe the rules and orders of the house, and faithfully perform the tasks assigned them, shall receive some suitable reward from the superintendents.

None shall presume to beg money or any other thing, directly or indirectly from any person who shall come to visit the house, on penalty of imprisonment not exceeding forty eight hours for each offence.

All who are hired by the superintendents or keeper and receive wages for their services in the house, shall conform to such laws, orders and regulations as shall be agreed on by the superintendents, on pain of being discharged.

If any persons shall neglect to repair to their proper place to work, or being there shall refuse to work, or shall loiter, be idle or shall not well perform the task of work wet them, or shall waste or spoil any of the materials or tools, or shall deface the walls, or break the windows, or shall disturb the house by clamorous quarrelling, fighting or abusive language, or shall bring any strong liquors into the house without leave, or shall behave disrespectfully to any, or shall be guilty of lying, or in any other respect act immorally, they shall be punished by withholding their regular means, not exceeding one days allowance, or by being confined in a cell, or some solitary place and supported on bread and water, at the discretion of the keeper, not exceeding seventy two hours: unless the board of superintendents order a longer confinement, or proceed against them before a justice of the peace, there to be dealt with according to law.

The foregoing rules and regulations were agreed to, at a meeting of the board of superintendents, held at the Orange County Poor house, on Monday the seventh of February one thousand eight hundred and thirty one.

WILLIAM SMITH
JESSE WOOD, Jr.
JOHN WILSON
DANIEL CORWIN
GILBERT HOLMES.

SUPERINTENDENTS

We the undersigned, Judges of the court of Common Pleas for said county, do hereby sanction the foregoing rules and regulations. Dated Feb. 24th 1831.

Student Sheet
Questions for Lesson 4

1. How often were Superintendents of the Poor required to visit the poorhouse?

2. What issues were to be discussed at their meetings?

3. Who was responsible for choosing the keeper of the poorhouse?

4. List the keeper's responsibilities.

5. What were the punishments for a disorderly pauper?

6. What were some of the rules concerning mealtime?

7. What could happen to a pauper that did not obey these mealtime rules?

8. What were the duties of the female assistant?

9. How often were clothing of the residents required to be washed?

10. What would happen to a pauper at their time of death?

11. What was the process for admission to the poorhouse?

12. Describe the care given to young children?

13. In what types of labor would men and women be employed?

14. What offenses were punishable?

15. What alternatives to punishments could have been used to keep order at poorhouses?

Lesson 5

Duties of the Superintendent of the Poor

Objectives

Students will analyze a Superintendent of the Poor's receipt for a one-year period and determine some of his job responsibilities.

Vocabulary

Debit, bedstead, bedcords

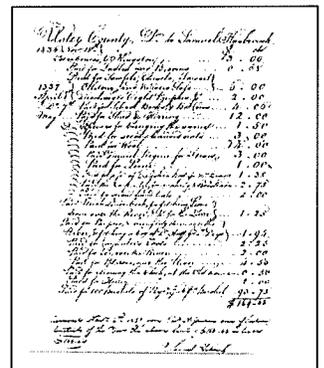
Background Information

The 1836/37 receipt used in this document was originally found at the Huguenot Historical Society Archives. It was later sent to the Ulster County Clerk's Office. This receipt was filed by Thomas N. Jansen, one of the early Ulster County Superintendents of the Poor. Superintendents of the Poor were not required to keep their receipts in an official book at this time.

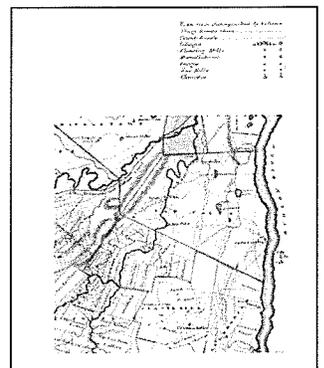
Lesson Overview

The students will be given a copy of a poorhouse receipt with a questionnaire to help guide them through the document. The teacher will discuss the date of this document and review what a receipt is. After completing their questionnaire, the class will assemble and discuss their answers.

Document 5.a
Ulster County Debits to Samuel Hasbrouck
Ulster County Clerk's Office



Document 5.b
1829 Map of New Paltz and vicinity - detail and legend
Ulster County Clerk's Office



Questions to Guide Students through Document 5.a and 5.b

- Choose three items purchased by the Superintendent of the Poor. Can you make any assumptions as to why these items were purchased? How might these items be used?
- What types (categories) of items did the Superintendent of the Poor purchase? (ie. food)
- Judging from this list, what type of tasks did the Superintendent of the Poor do?
- Find the County Poorhouse on the map. When the Superintendent mentions crossing over the river, which river do you think he means? (Use the 1829 map of New Paltz and vicinity)
- What is the significance of Samuel Hasbrouck specifying when goods or people come from “across the river”?
- List any unfamiliar terms.

Document 5.a

Ulster County, D^o to Samuel Hasbrouck.
 1836 & Nov. 18th }
 For expences, to Kingston \$ 3 . 00
 Paid for Laddes and Brooms 0 . 68
 Paid for Sawfile, Chisels, Sawset }
 1837 } Ollstone, and Window Glas } 6 . 00
 April 1 } Discharged Eight Paupers, p^d 2 . 00
 D^o 7th } Paid for School Books, & Bed Cord 4 . 00
 May } Paid for Shad & Herring 12 . 00
 Expences for bringing the same 1 . 50
 Paid for second handed hats 3 . 00
 Paid for Wool 14 . 00
 Paid Daniel Nequa, for Straw, 3 . 00
 Paid for Lime 1 . 00x
 Paid for a p^r of Calfskin Boots, for m^r Brewer 1 . 38
 Paid the Carpenter, for making 8 Bedsteads 2 . 75
 Paid for second hand hats 2 . 00
 Paid Ulrich Linderbeck, for fetching Lime }
 from over the River; & p^r for the Lime } 1 . 25
 Paid for Paupers, & bringing them over the }
 River; & fetching a box of D. Stuff, for D. Devo } 1 . 94
 Paid for Carpenters Tools 2 . 25
 Paid for Tea, over the River 2 . 00
 Paid for Potatoes, over the River 4 . 56
 Paid for cleaning the Clock, at the Old house 0 . 50
 Paid for Holey 2 . 00
 Paid for 100 bushels of Rye, & 7th p^r bushels 93 . 75
 \$ 164 . 62

Renewed Nov^r 2nd 1837 from Tho^s M^r Gensam one of Supervi-
 tenants of the Poor the above sum of \$164.62 in full
 \$164.62

Samuel Hasbrouck

Transcription of Document 5.a

Ulster County, D.r (Debit) to Samuel Hasbrouck

1836 Nov. 18 th} }	.....	\$	cts
<i>For expenses to Kingston</i>	.....	3	. 00
<i>Paid for Ladles and Brooms</i>	.....	0	. 68
<i>Paid for Sawfiles, Chisels, Sawset</i>	.....	
1837} <i>Oilstone, and Window Glass</i>	.....	6	. 00
April 1 st }	<i>Discharged Eight Paupers, p</i>	2	. 00
Do. 17 th	<i>Paid for School Books, & Bedcords</i>	4	. 00
May	<i>Paid for Shad & Herring</i>	12	. 00
	<i>Expenses for bringing the same</i>	1	. 50
	<i>Paid for second handed hats</i>	3	. 00
	<i>Paid for Wool</i>	14	. 00
	<i>Paid Daniel Requa, for Straw</i>	3	. 00
	<i>Paid for Lime</i>	1	. 00
	<i>Paid for a pr. of Calfskin Boots for Mrs. Brower</i>	1	. 38
	<i>Paid the carpenter, for making 8 Bedsteads</i>	2	. 75
	<i>Paid for second hand hats</i>	2	. 00
	<i>Paid Uriah Linderbeck for fetching Lime}</i>		
	<i>from over the River, & p. for the Lime}</i>	1	. 25
	<i>Paid for Paupers, & bringing them over the</i>		
	<i>River, & fetching a box of Dr. Huff, for Dr. Deyo</i>	1	. 94
	<i>Paid for Carpenter's Tools</i>	2	. 25
	<i>Paid for Tea, over the River</i>	4	. 50
	<i>Paid for Potatoes, over the River</i>	2	. 00
	<i>Paid for cleaning the Clock at the Old house</i>	0	. 50
	<i>Paid for Honey</i>	2	. 00
	<i>Paid for 100 Bushels of Rye, ___ 7..6 per Bushels</i>	93	. 75
			\$ 164 .. 62

*Received Nov. 2nd - 1837 from Thos N. Jansen one of the Superin
tendents of the Poor the above Sum of \$164 . 62 in full*

\$ 164 . 62

Samuel Hasbrouck

Document 5.b

Town lines distinguished by Colours

Stage Roads thus

County Roads

Villages

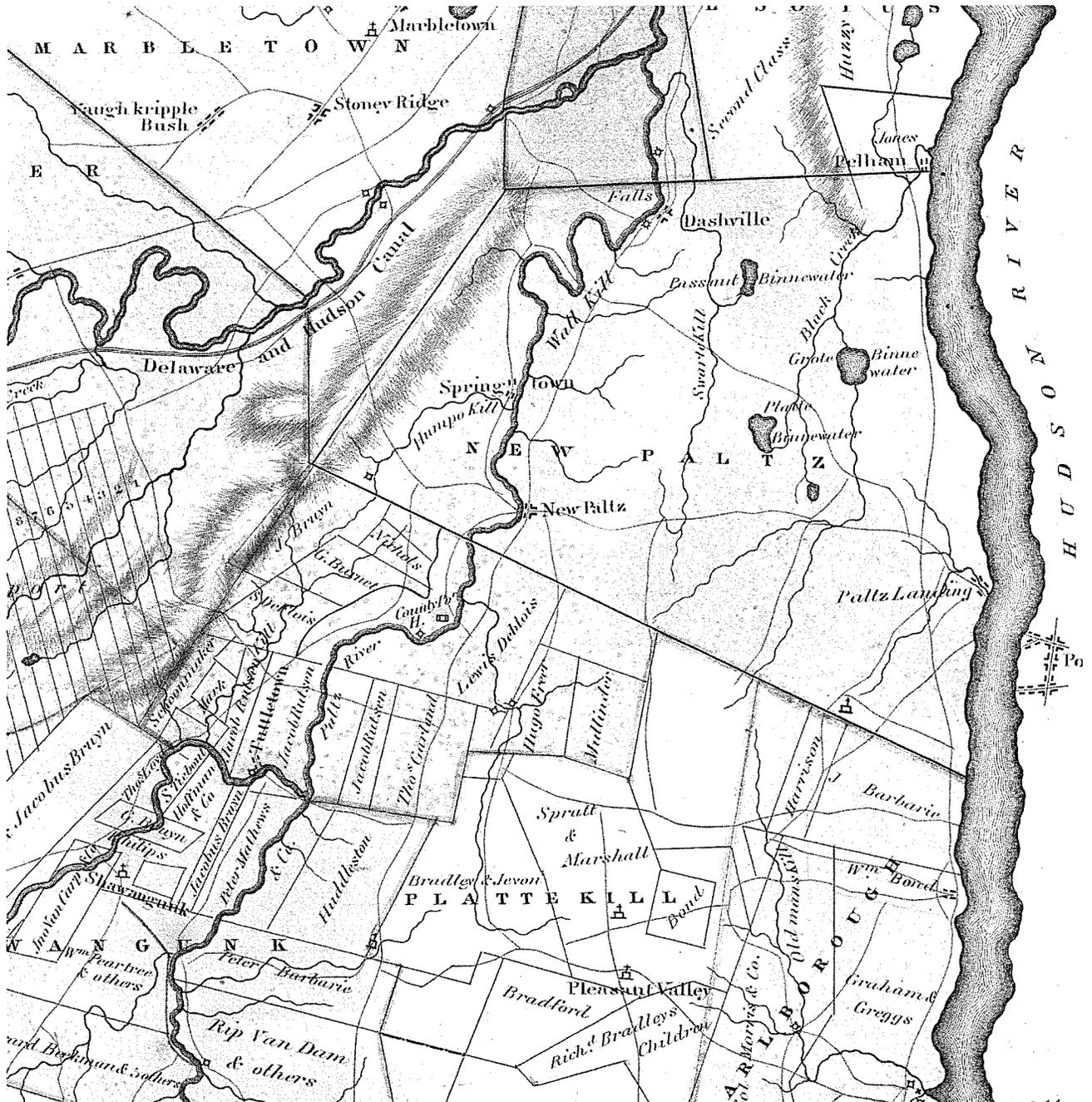
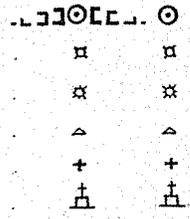
Flouring Mills

Manufactories

Forges

Saw Mills

Churches



Student Sheet

Questions to Documents 5.a and 5.b

1. Choose three items purchased by the Superintendent of the Poor. Can you form a hypothesis as to why these items were purchased? How might these items be used?

2. What types (categories) of items did the Superintendent of the Poor purchase?

3. Judging from this list, what type of tasks did the Superintendent of the Poor do?

4. Find the County Poorhouse on the map. When the Superintendent mentioned crossing over the river, which river could he have meant? Why? (Use the 1829 map of New Paltz)

5. What is the significance of Samuel Hasbrouck specifying when goods or people came from "across the river"?

6. List any unfamiliar terms.

Lesson 6

Poorhouse Investigation - 1857

Objectives

Students will search the poorhousestory.com website to find information pertaining to the conditions of poorhouses in specific counties in NY. They will compare the data they discovered on various poorhouses in NYS and form assumptions as to what life may have been like living in one.

Vocabulary

asylum, insane, idiotic

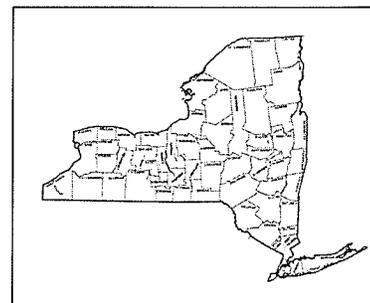
Background Information

In January of 1857, the NYS Senate met to review a report given by a select committee that was asked to visit "all charitable institutions supported or assisted by the State, and all city and county poor and work houses and jails," and 'to examine into the condition of the said establishments, their receipts and expenditures, their methods of instruction, and the government, treatment, and management of the inmates, the conduct of the trustees, directors, and other officers of the same, and all other matters whatever pertaining to their usefulness and good government,' The following is a copy of their report:

Since the adjournment of the Legislature, they have, for five months, with some intermissions, been engaged in the investigations required by the resolution of the Senate. They have diligently examined into the existing condition of the poor houses, work houses, hospitals, jails, orphan and lunatic asylums, and other charitable and reformatory institutions, supported or assisted by the State; and have committed to writing the evidence taken in the course of their investigations, an abstract of which is appended to this report. Much of the evidence is necessarily of such a character, that a publication of it, in detail, for general perusal, would not be desirable.

Document 6

The Counties of New York State
Ulster County Clerk's Office



Overview of Lesson

Each group of students will be directed back to the poorhousestory.com website. From there they will go to the Poorhouses by State site (left side of the page) and then click on New York. From there, each group will be given three counties in addition to Ulster County to look up (The teacher may choose to use different counties). The teacher will also distribute a map of the counties in New York. Students will be instructed to use the 1857 Report Data Sheet to record their findings. Each group will present their results to the class. The teacher may choose to measure a 20' x 30' rectangle (the size of a room housing 45 paupers at the Ulster County Poorhouse).

Group 1 – Albany, Schenectady, Schoharie, Ulster

Group 2 – Queens, Bronx, Kings-Brooklyn, Ulster

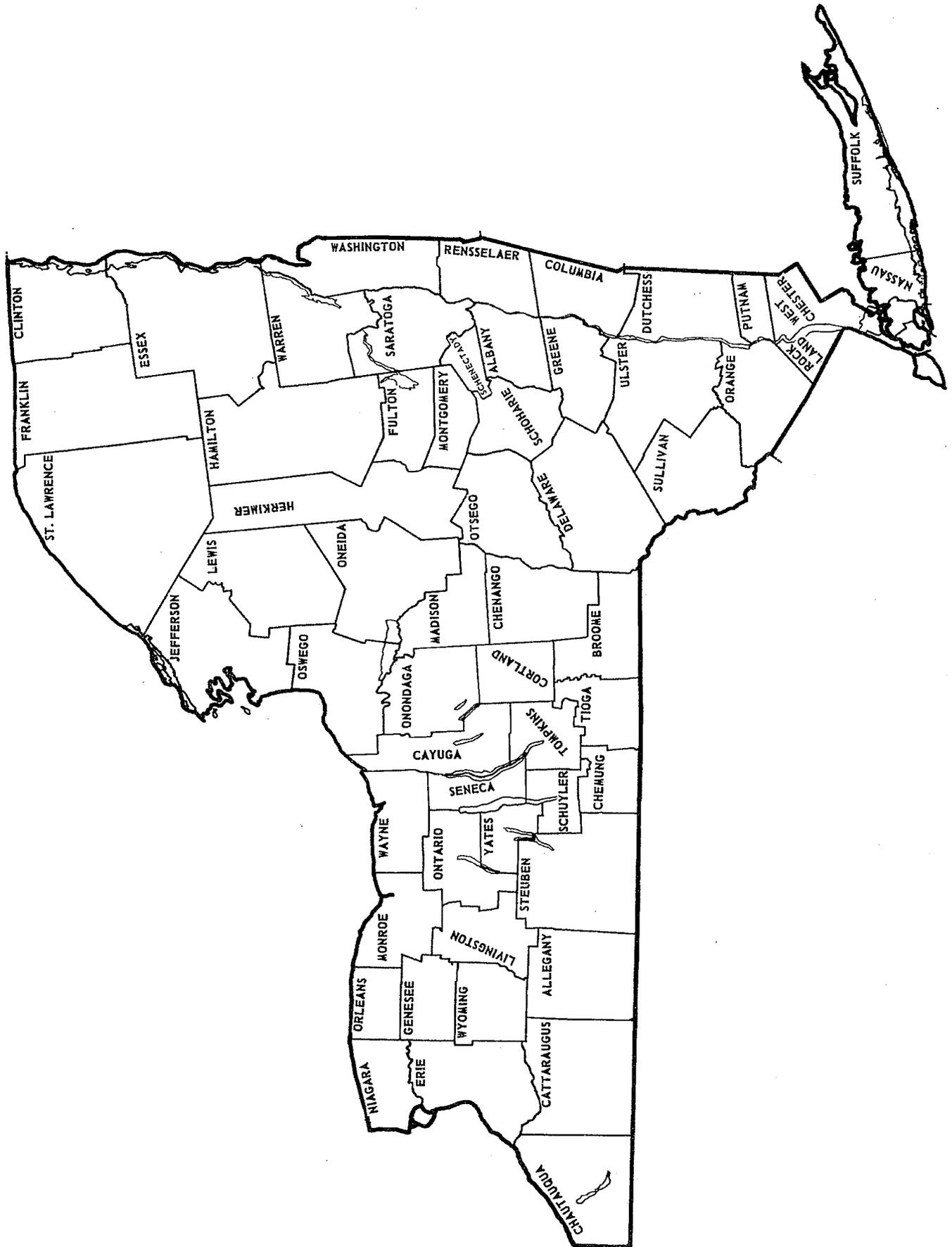
Group 2 – Dutchess, Columbia, Rockland, Ulster

Group 4 – Cayuga, Erie, Greene, Ulster

Group 5 – Putnam, Seneca, Broome, Ulster

Group 6 – Sullivan, Livingston, Oswego, Ulster

Document 6



1857 Senate Report Data Sheet

Name of County	Location in NYS	Description of building	Number and description of paupers	Treatment of the insane	Interesting details
Ulster County					

Lesson 7

Two Sides to the Story

Objectives

Students will examine two different reports of the conditions of the Ulster County Poorhouse. They will try to determine the validity of the reports and make assumptions as to which one or ones were accurate.

Vocabulary

lunatics, insane, ablution, annulled

Background Information

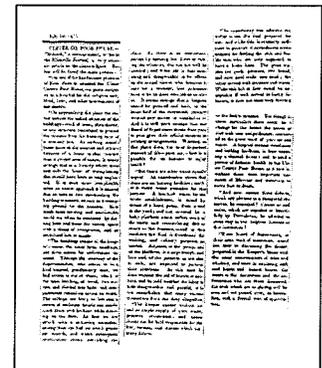
There are more than fifty newspaper accounts describing the care and treatment of the residents of the county poorhouse found in local newspapers. The three presented for this activity were found in late nineteenth century editions of the *New Paltz Independent*, a local newspaper with a democratic voice. Often the political party of the Superintendent tainted the contents of a report.

Overview of Lesson

Half the class will be given Documents 7.a and 7.b. The other half will be given Documents 7.c and 7.d. Students will be provided with guiding questions to use with each document.

Document 7.a

Ulster Co. Poor House article
New Paltz Independent, July 10, 1873
 Haviland-Heidgerd Historical Collection

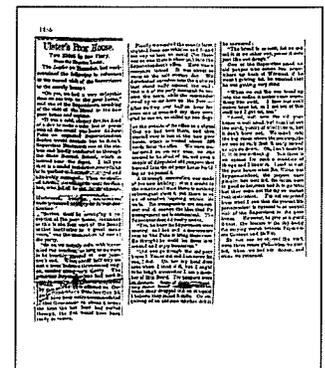


Questions to Guide Students through Document 7.a

- When was this article published? By whom?
- How did the reporter describe the conditions at the poorhouse?
- Who did he blame for the conditions at the poorhouse?
- What do you think could have been done to change the living conditions?
- How long do you think it took for conditions to change?

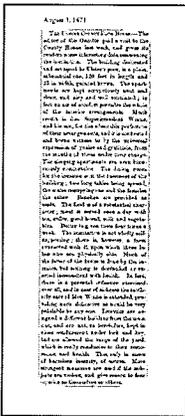
Document 7.b

Ulster's. Poor House – Two Sides of the Story
Part 1
New Paltz Independent, 1886
 Haviland-Heidgerd Historical Collection



Questions to Guide Students through Document 7.b

- When was this article published? By whom?
- Why were the Supervisors visiting the poorhouse?
- How did they describe the food served to the residents?
- Describe the Supervisors' impressions of the old building.



Document 7.c
Ulster Co. Poor House article
New Paltz Independent, August 3, 1871
 Haviland-Heidgerd Historical Collection

Questions to Guide Students through Document 7.c

- When was this article published? By whom?
- How does he describe the conditions at the poorhouse? (sleeping accommodations, food, etc.)
- How were the "lunatics" kept?



Document 7.d
Ulster's Poor House - Two Sides of the Story
 Part 2
The Other Side of the Story
New Paltz Independent, 1886
 Haviland-Heidgerd Historical Collection

Questions to Guide Students through Document 7.d

- When was this article published? By whom? (Look back to the beginning of this article to find the date)
- What is Superintendent Saxton's version of the visit by the Ulster County Supervisors?
- How did Superintendent Saxton explain why no one met the County Supervisors at the train depot?
- How does he describe the food the paupers are given?

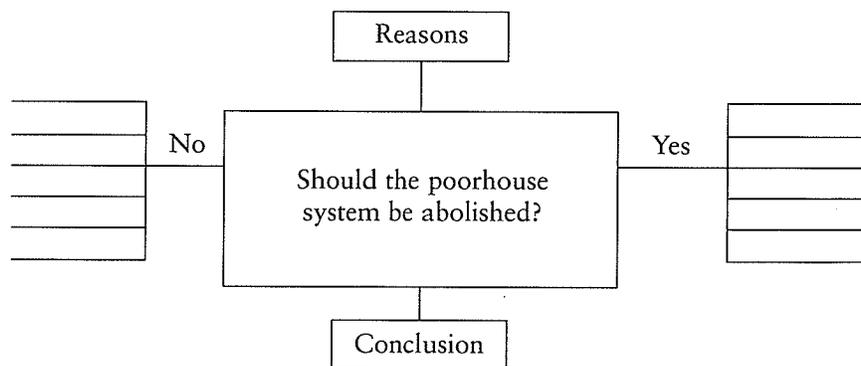
Extension Activities

1. Have half the class take the role of Supervisors making a positive review of the poorhouse. The other half will take the role of Supervisors taking a negative look at the conditions. They will prepare a speech to present to the class supporting their findings.
2. It is 1875. You are a newspaper reporter working undercover to expose the real conditions at the poorhouse. Write your story!
3. Create a Discussion Web

The students will work in pairs and discuss the following question:

Should the poorhouse system be abolished?

Use the following format:



- Students are given a question, and then paired off to discuss this question.
- Working with the web, (Figure 1), students will take turns jotting down in the Yes and No columns of the chart, the reasons why they agree or disagree with the question. Students will try to come up with equal numbers of yes and no answers. By looking at both sides of the issue, they will be engaged in critical thinking.
- Each pair will now join another pair and compare their responses. They will work toward a group consensus. Each person is asked to keep an open mind. It's okay for a student to disagree. They will have an opportunity to voice their opinion during the large group discussion.
- Each group will share their responses with the class.

Document 7.a

July 10, 1873

ULSTER CO. POOR HOUSE.—

"Mohonk," a correspondent, writes to the Ellenville *Journal*, a very sensible article on the above subject. Below will be found the main portion :

"On one of the handsomest plateaus of New-Paltz is situated the Ulster County Poor House,—a place designed as a hospital for the indigent sick, blind, lame, and other unfortunates of our county.

"On approaching the place the visitor notices the naked situation of the buildings—void of trees, shrubbery, or any structure calculated to protect the inmates from the burning rays of a summer sun. As nothing contributes more to the comfort and attractiveness of a home in this country than a proper area of shade, it seems strange that in a locality where trees cost only the labor of transplanting this should have been so long neglected. It is even more inexplicable when on nearer approach it is noticed that an acre or two surrounding the building is unused, except as a tramping ground for the inmates. How much more inviting and comfortable would the whole be rendered by dotting here and there the barren space with a clump of evergreens, and an occasional elm or maple.

"The buildings consist of the keeper's house, the usual farm buildings, and three others for unfortunate inmates. Through the courtesy of the Superintendent, who seems to be a kind-hearted, gentlemanly man, we find access to one of these, which is the main building, of wood, two stories, and divided into halls and compartments extending across its width. The ceilings are low; so low that a person of moderate height can nearly reach them with his hand while standing on the floor. At first we are struck with a sickening sensation, arising from the foul air which greets our nostrils, and which subsequent examination shows pervading the

place. As there is no ventilation, except by opening the doors or raising the windows, this can not well be avoided; and if the air is thus sickening and disagreeable in its effects on the casual visitor, who breathes it only for a moment, how poisonous must it be to those who inhale no other. It seems strange that a hospital should be planned and built, in the latter half of the nineteenth century without any means of ventilation.— And it is still more strange that our Board of Supervisors should from year to year give their official sanction to existing arrangements. Wanting, as this place does, the most important element of life—pure air,—how is it possible for its inmates to enjoy health?

"But there are other wants equally urgent. An examination shows that there are no bathing facilities; neither is there water available for this purpose. A brackish water, for the whole establishment, is raised by means of a hand pump, from a well in the yard; and this covered by a leaky platform which suffers much of the waste and accumulating filth to return to the fountain,—and in this condition the fluid is distributed for washing, and culinary purposes, as needed. Adjacent to the pump, and on the platform, is a large trough, and here such of the patients as are able to walk, are expected to perform their ablutions. As this must be done without the aid of towels or napkins, and in cold weather the labor is both disagreeable and painful, it is not remarkable that many excuse themselves from the duty altogether.

"The keeper cannot without air and an ample supply of pure water, preserve cleanliness; and hence should not be held responsible for the filth, vermin, and disease which naturally follow.

"An opportunity was afforded the writer to see the food prepared for use; and while this is evidently sufficient in quantity, it nevertheless seems unfitted for feeding the sick and feeble ones who are only supposed to have a home here. The great staples are pork, potatoes, rye bread, and corn meal made into mush; the latter served with molasses and water. While this bill of fare would be acceptable if well served to hardy laborers, it does not seem very inviting

to the feeble inmates. But though in these particulars there could be a change for the better, the errors of diet sink into insignificance, compared to the great want of pure air and water. A hospital without ventilation and bathing facilities, is from necessity a charnal house; and to send a person of delicate health to the Ulster County Poor House, as it now is, without these most important elements of life—air and water—is to carry him to death.

"And now, cannot these defects, which are obvious to a thoughtful observer, be remedied? Cannot air and water, which are supplied so bountifully by Providence, be afforded in some way to the helpless inmates of this institution?

"If our board of Supervisors, at their next visit of inspection, spend less time in discussing the dinner, prepared in the Keeper's house with the usual concomitants of wine and whiskey, and more in exploring with cool heads and honest hearts, the wants of the institution and the unfortunates who are there domiciled, the evils which are so glaring will be seen and not passed over, as heretofore, with a formal vote of approbation.

1886

Ulster's Poor House.

Two Hides in the Fiery.

From the Kingston Leader.

The Leader on Thursday last week contained the following in reference to the recent visit of the Supervisors to the county houses:

"Oh yes, we had a very enjoyable time on our trip to the poor house," said one of the Supervisors, speaking of the visit of the Board to the new poor house and asylum:

"It was a cold, stormy day, the kind of a day to make a man feel at peace with all the world you know. At New Paltz we expected Superintendent Saxton would meet us, but he didn't. Supervisor Hasbrouck was at the station and kindly conducted us through the State Normal School, which is located near the depot. I tell you that is a model institution, everything is in perfect order, well and admirably managed. Then we strolled ~~about the village to wait for Saxton, who failed to get in our appearance.~~

Hasbrouck, however, conveyances were procured to carry us to our destination."

"Saxton must be arranging a reception at the poor house, inasmuch as this is the first visit of the Board to that institution in a great many years," was the explanation of one of the party.

"So on we merrily rode, with never mind the weather, so long as we were to be heartily greeted at our journey's end. When about half way we met a team before a three-seated wagon, coming along very slowly. The generous Superintendent had sent it ~~to our aid, and it was very improved.~~ The party affected us. Our ~~numbering a little less than 30,~~ ~~and have been easily accommodated~~ that three-seater in about 4 trips; the time the last load had pulled through, the first would have been ready to return.

Finally we reached the county farm, alighted from our vehicles, and found our way as best we could (for there was no one there to show us,) into the Superintendent's office. Here was a reception indeed. It was about as warm as the cold stormy day. We distributed ourselves into the 4 chairs that stood stiffly against the wall; that is 4 of the party managed to secure the seats, while the remainder stood up or sat down on the floor.— After waiting over half an hour for some one to come and say they were glad to see us, we nailed up two flags

on the outside of the office as a signal that we had been there, and then started over to look at the new poor house, which is located about 300 yards from the office. We were unmolested on our way over, no one seemed to be afraid of us, not even a couple of dilapidated old paupers that hurried into the old poor house building as we passed it.

A thorough examination was made of the new building; it is a credit to the county, and while there is nothing extravagant about it, yet there is an air of comfort lingering within its walls. Its arrangements are convenient and it conveys the idea that its management can be economical. The Superintendent did finally arrive.

"Yes, he knew the Supervisors were coming, and had sent a conveyance over to 'the Paltz' to bring them over. He thought he would let them look around and enjoy themselves."

"Did you go through the old poor house? Yes, we did, and I am sorry for one, I did. Oh, how my head does ache when I think of it, but I ought to be tough inasmuch as I am a member of this Board. The paupers were at dinner. Some of them ~~were~~ ~~sent~~ ~~ting~~ ~~their~~ ~~bread~~ ~~and~~ ~~drinks,~~ which they dropped in a cup of liquid I believe they called it coffee. On enquiring of an old man why they did it

he answered:

"The bread is so sour, that we can eat it in no other way, you see it cuts just like wet dough."

One of the Supervisors asked an old pauper who comes from somewhere up back of Woodstock if he wasn't getting fat, he remarked that he was getting very stout.

"When we cut the sour bread up into the coffee it makes a mess something like swill. I know that swill makes hogs fat, so I eat lots of this stuff and I get fat, too."

"Aired, well now that old poor house is well aired, but it don't let out the stink, plenty of wind blows in, but it don't blow out. We looked into the big room where the men sleep, the air was so rank that it nearly turned us upside down. Oh, I can't describe it, it is too sickening. Now there is no excuse for such a condition of things and I know it. I used to visit the poor house when Ben. Winne was Superintendent, the paupers were plainly, but well fed, the rooms were in good order, clean and fit to go into; but they were not the day we visited that institution. I'm not surprised from what I saw that the present Superintendent is opposed to an annual visit of the Supervisors to the poor house. However, he gave us a good dinner, the feature of the day being the carrying match between Supervisors Coutant and DeWitt.

So you see we enjoyed the visit, were three times glad—when we started, when we had our dinner, and when we returned.

Document 7.c

August 3, 1871

THE ULSTER COUNTY POOR HOUSE.—The editor of the Gazette paid a visit to the County House last week, and gives its readers some interesting data concerning the institution. The building dedicated and set apart to Ulster's poor, is a plain, substantial one, 120 feet in length and 25 in width, painted brown. The apartments are kept scrupulously neat and clean, and airy and well ventilated; in fact an air of comfort pervades the whole of the interior arrangements. Much credit is due Superintendent Winne, and his son, for the admirable perfection of their arrangements, and it is confirmed and borne witness to by the universal expression of praise and gratitude, from the mouths of those under their charge. The sleeping apartments are even luxuriously comfortable. The dining room for the inmates is in the basement of the building; two long tables being spread, the males occupying one and the females the other. Benches are provided as seats. The food is of a substantial character; meat is served once a day, with tea, coffee, good bread, milk and vegetables. Butter is given them four times a week. The institution is not wholly self-supporting; there is, however, a farm connected with it, upon which those labor who are physically able. Much of the labor of the house is done by the inmates, but nothing is demanded or exacted inconsistent with health. In fact, there is a parental influence exercised over all, and in case of sickness the motherly care of Mrs. Winne is extended, providing such delicacies as would be very palatable to any one. Lunatics are assigned a different building from the main one, and are not, as heretofore, kept in close confinement under lock and key, but are allowed the range of the yard, which is really conducive to their restoration and health. This, only in cases of harmless insanity, of course. More stringent measures are used if the subjects are violent, and give reason to fear injuries to themselves or others.

Document 7.d

1886

THE OTHER SIDE OF THE STORY.

The *Freeman* sent a reporter to see Superintendent Saxton and ascertain how much foundation of truth there was in the statements of the Supervisor. The *Freeman's* account as published in the *Freeman*, answers the various allegations in detail as follows. Supervisor Hasbrouck had told Superintendent Saxton that he had engaged A. D. Relyea's stages to take the party to the county house — As a matter of fact these stages had more than sufficient room to carry all the party. However, to make sure that there was accommodation enough Mr. Saxton had sent a wagon, which did not arrive at New Paltz until the party had left the depot, because it was not supposed that the Supervisors would arrive on the first morning train. In answer to the Supervisor's story in the *Leader* as to the poor quality of the food furnished, the *Freeman* says:

On being asked about the food given to the paupers and especially about the "sour bread," Mr. Saxton gave, at length, a description of the food served. It may be said that the inmates at the county house, or any, are better fed and better clothed than in "old times," so feelingly alluded to in "the Supervisor's story." In talking about the bread, Mr. Saxton gave the lie to "the Supervisor's story." He said the bread, both rye and wheat, made fresh every other day, is baked by Patrick Downey, a pauper. In better days, Downey was a baker, who did an excellent business in Ellenville. Unfortunately, the pecuniary loss of the Supervisor, when Patrick was ill for several days, prevented to

the "supervisors' visit, and the bread the paupers ate, on that day, was baked by William Bange, who was the baker during the time Benjamin Winne was Superintendent. Mr. Saxton told how much cheaper articles of food are at present, than when Mr. Winne was Superintendent. He said there is no need of giving out poor tea, coffee, or poor flour to make bread. The coffee purchased for the Poor House consists of maracaibo, slightly weakened or adulterated with

chickory. This adulteration is pleasing to and is asked for by many of the paupers. The staple articles of food, used at the county house, are pork, beef, vegetables of all kinds, coffee, tea, beans, codfish and mackerel. All the females, except three, at the county house, and the very old and invalid men, are fed on food prepared at the Superintendent's house, and they eat among other things, the best of wheat bread and fresh butter. In buying food for the inmates Saxton is a "civil service" man. He says here he can do the best and not

He buys his groceries in the city, at wholesale, and he gets the lowest prices and good stock. He buys also of the farmers, if they sell their products "right." Three years ago he wanted a stout, young and intelligent man, of steady habits, as his assistant. A farmer in Shawangunk recommended to him Nathan H. Black, of the town of Wawarsing, who, since that time, has filled the place very satisfactorily. Saxton says it is a part of Black's duties to watch every day that the paupers do the cooking and baking properly, and if there was spoiled or "sour bread" used, the blame must rest on the shoulders of a Democrat, as that is Black's politics. On Thanksgiving Day, the paupers were given fresh beef—a steer had been killed a day or two previous—and other good things to eat. Saxton naively said that if all the families of the Supervisors had as good things to eat as the people at the county house, on Thanksgiving Day, they were fortunate, indeed. On Christmas, the inmates will have a turkey dinner. The crops of the farm, this year, were 500 bushels of oats, 300 bushels of rye, 1200 bushels of corn on the cob, 50 bushels of buckwheat, 100 bushels of wheat and a very large quantity of vegetables. Eighteen hogs, raised on the farm and twelve bought of farmers, have been butchered, and with the exception of the hams, carefully "salted down" for use.

The reporter of the *Freeman* goes on to state that many of the inmates of the county house, informed him that good food was provided and everything done for comfort that could be done in the old building.

In reference to this old building Superintendent Saxton said to the reporter.

The time for giving the old building a general scrubbing and white-washing, in times past, was when the Supervisors were in session. At present, representatives of the State Charities and other associations for the care of the poor and of criminals make surprise visits to the county house. No one knows when they are coming. They examine everything, taste the bread and provisions, and report to the authorities. They have reported, time and again, that Saxton is doing the best he can with the facilities at hand, and a fair report from people of the experience they have is praise indeed.

Student Sheet

Questions for Document 7.a

1. When was this article published? By whom?

2. How did the reporter describe the conditions at the poorhouse?

3. Who did he blame for the conditions at the poorhouse?

4. What do you think could have been done to change the living conditions at the poorhouse?

5. How long do you think it took for conditions to change? Why?

Student Sheet

Questions for Document 7.b

1. When was this article published ? By whom ?

2. Why were the Supervisors visiting the poorhouse?

3. How were the Supervisors greeted at the station and then at the poorhouse?

4. How did they describe the food served to the residents?

5. Describe the Supervisors' impressions of the old building.

Student Sheet

Questions for Document 7.c

1. When was this article published ? By whom ?

2. How does the reporter describe the conditions at the poorhouse? (sleeping accommodations, food, etc.)

3. How are the "lunatics" kept?

Student Sheet

Questions for Document 7.d

1. When was this article published? By whom? (Look back to the beginning of this article to find the date).

2. What is Superintendent Saxton's version of the Ulster County Supervisor's visit?

3. How did Superintendent Saxton explain why no one met the County Supervisors at the train depot?

4. How does Saxton describe the food the paupers are given?

Lesson 8

Coming to the Poorhouse

Objectives

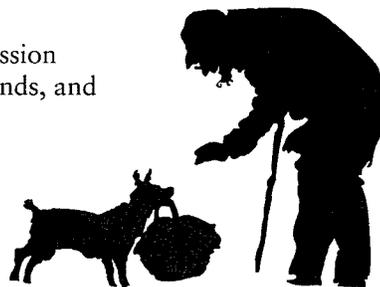
Students will analyze data from the 1852 and 1875 poorhouse admission books and will create bar graphs representing the months, backgrounds, and occupations of paupers who were admitted to the poorhouse.

Vocabulary

tinker, milliner, molder, tailoress, decrepitude

Background Information

When the poorhouse system was introduced in NYS, the law required all Superintendents of the Poor to keep a registry of all paupers entering their poorhouse. Name, town, nationality, age, and cause of dependence were required. By 1875, a more formal registry was required with more than 40 questions. Document 8.c contains the details of this new law. A copy of this information was sent monthly to Albany. It is currently stored at the New York State Archives.



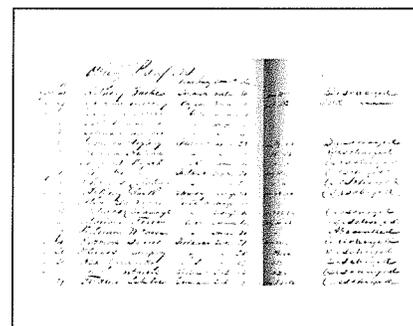
Overview of Lesson

The teacher will show excerpts from the 1852 and 1875 admission books on an overhead or an LCD projector. The following website can be used to see an actual photo of pages from 1848: <http://www.co.ulster.ny.us/poorhouse/documents/admissions.html> It is easy to notice the difference between the admission data available from the 1845 book and the 1875 book. Prior to 1875, the Keeper of the Poorhouse was only required to note the name, nationality, age, sex, cause for dependence, nationality, and the town the pauper was living in. The teacher can hand out the list of information required by NYS after 1875. The class can discuss why these changes might have been made.

The whole class discussion questions should be used to outline the major features of each admission book. The class will then be divided into four groups. Each group will be given a data sheet, guiding questions, and blank graph paper. The data was transcribed by the author from the actual admission books. Each group will use the given data to create a chart. The class will regroup and come up with some hypotheses to explain the data.

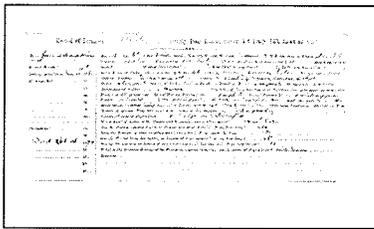
Document 8.a

Excerpt from 1852 Poorhouse Admission book
Ulster County Clerk's Office

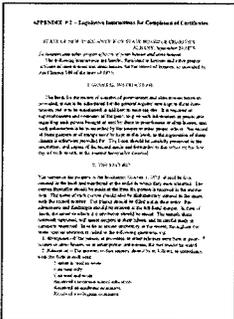


Whole Class Discussion Questions

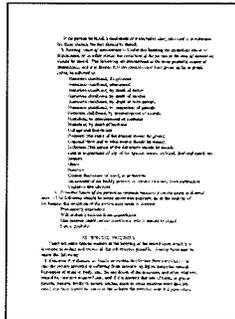
- What information appears to be listed in each admission?
- Why do you think this information was important?



Document 8.b
Excerpt from 1875 Poorhouse Admission book
Ulster County Clerk's Office



Page 1



Page 2

Document 8.c
Legislative Instruction for the
Completion of Certificates
Linda Crannell

Whole Class Discussion Questions

- What information appears to be listed on each admission?
- Why do you think the admission forms were changed in 1875?
- Why do you think this information was important?

Information for Data Sheet #1

Data for Residents Admitted During 1852

Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
25	17	8	20	15	7	13	12	16	16	16	37

Activity and Guiding Questions for Data Sheet #1

- Draw a graph of the months of the year on the Y-axis and the number of people admitted on the X-axis.
- What months appear to have the most people admitted? The least?
- Why do you think this is so?

Information for Data Sheet #2

Data for Residents Admitted During 1880

Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
21	9	7	6	6	3	3	8	6	10	16	37

Activity and Guiding Questions for Data Sheet #2

- Draw a graph of the months of the year on the Y-axis and the number of people admitted on the X-axis.
- What months appear to have the most people admitted? The least?
- Why do you think this is so?

Information for Data Sheet # 3

Data from 1852 Reasons for Admission

Brought from Utica - 1	Laziness - 2
Consumption - 4	Lead colic - 1
Debauchery - 10	Lunacy - 3
Debauchery of Parents- 8	Old age - 5
Decrepitude - 26	Orphan - 2
Delirium/Torment - 1	Palsied - 2
Destitution - 31	Prostitution - 1
Frozen - 3	Recklessness of parents - 1
Idiocy - 2	Scurvy - 1
Idiocy/Insanity - 1	Ship fever - 10
Idleness - 2	Sickness - 31
Insanity - 11	Want of employment - 7
Intemperance - 7	
Intemperance of parents - 3	

Activity and Guiding Questions for Data Sheet #3

Draw a graph of the number of residents admitted on the Y-axis and the reasons they were admitted on the X-axis.

What reason appears to be the most prevalent during this year? The least?

Why do you think this is so?

Information for Data Sheet 4

Data for Occupations of Poorhouse Inhabitants - 1875

Blacksmith	3
Boat man	1
Cement barrel trimmer	1
Cooper	3
Farmer	6
Hard to tell	1
Housework	13
Laborer	23
Machinist	1
Mason	1
Milliner	1
Molder	1
None	23
Powder manufacturer	1
Shoemaker	2
Tailoress	1
Tinker	1

Activity and Guiding Questions for Data Sheet #4

Draw a graph of the number of residents admitted on the Y-axis and their occupations on the X-axis.

What occupation appears to be the most prevalent during this year? The least?

Why do you think this is so?

Document 8.a

Marty Papers							
Sept 25	Anthony Burke	Irish	County	Age	17	Discharged	
"	William McCarty	England	Ship	50	18	Discharged	
"	John McCarty	W.S.	Seaman	46	18	Discharged	
"	Robert McCarty	"	Seaman	5		Discharged	
"	Thomas McCarty	"	"	3		Discharged	
"	Robert McCarty	Irish	Ship	32	17	Discharged	
"	William McCarty	"	"	16	18	Discharged	
"	Thomas McCarty	W.S.	Seaman	40	"	Discharged	
May 3	John (H) ...	Irish	Ship	20	17	Discharged	
"	Thomas ...	"	"	25	"	Discharged	
"	Anthony ...	Germany	Ship	42	17	Discharged	
"	John ...	Irish	Seaman	40	17	Discharged	
"	James ...	"	Seaman	40	17	Discharged	
"	Marian ...	W.S.	Seaman	16	17	Discharged	
"	Thomas ...	"	Seaman	55	"	Discharged	
"	Patrick ...	Irish	Seaman	21	17	Discharged	
"	James ...	"	"	25	14	Discharged	
"	John ...	W.S.	"	57	25	Discharged	
"	Thomas ...	Irish	Seaman	52	22	Discharged	
"	Francis ...	Germany	Seaman	29	17	Discharged	

Record of Inmates *21 Oct 1875* County Poor House, under Act Chap. 140, LAWS of 1875.

Name, *Jacques Ferris* Age, *65* Color, *White* Single, Married, Widowed, *Widowed* Birth Place, State or Country, *New York*

County, *Albany* Town or City, *Albany* (If Foreign Born, how long in the U.S.? *How long in this State?*)

Was Head Money Paid? *No* Is the Person Naturalized? *No*

Birth Place of Father — State or Country, *New York* County, *Albany* Town or City, *Albany* Birth Place of Mother — State or Country, *New York* County, *Albany* Town or City, *Albany* Education, *Common School*

Habits, *Temperate* Habits of Father, *Temperate* Habits of Mother, *Temperate* Occupation, *Retired*

Occupation of Father, *Retired* Condition of Ancestors and other Relatives (living or dead), as to whether Pauper or Self-Supporting — Grand Parents Paternal Side, *Self-Supporting* Grand Parents Maternal Side, *Self-Supporting*

Father, *Self-Supporting* Mother, *Self-Supporting* Brothers, *Self-Supporting* Sisters, *Self-Supporting* Other Relatives, *2 Cousins Passives* (If a Parent, how many Children Living? *Three* State their Condition — whether in Poor Houses, Asylums, Hospitals, other Institutions, or Self-Supporting, *Self-Supporting*)

Existing Cause of Dependence, *Old age and Decrepitude*

What kind of Labor is the Person able to pursue, and to what extent? *None*

Has the Person received Public or Private Out-Door Relief? If so, how long? *No*

Has the Person received Public or Private Out-Door Relief? If so, state the fact. *No*

Has the Person been, heretofore, an Inmate of Poor Houses? If so, how long? *No*

Has the Person been an Inmate of any other Charitable Institution? If so, note the fact. *No*

What is the probable destiny of the Person as respects recovery from the cause of Dependence? *Little chance.*

Remarks:

Record Number.	<i>18</i>
Date of Admission, <i>Jan 16</i>	<i>1860</i>
Re-Admitted	<i>18</i>
	<i>18</i>
Discharged	<i>18</i>
	<i>18</i>
<i>Died Oct 15</i>	<i>1875</i>
	<i>18</i>
	<i>18</i>
	<i>18</i>

Document 8.c Page 1

APPENDIX # 2 -- Legislative Instructions for Completion of Certificates

STATE OF NEW YORK--OFFICE OF STATE BOARD OF CHARITIES

ALBANY, *September 20, 1875.*

To keepers and other proper officers of poor-houses and alms-houses:

The following instructions are hereby, furnished to keepers and other proper officers of poor-houses and alms-houses for the record of Inmates, as provided by Act Chapter 140 of the laws of 1875:

I. GENERAL INSTRUCTIONS

The book for the record of inmates of poor-houses and alms-houses herewith provided, is not to be substituted for the general register now kept in these institutions, but is to be maintained in addition to such register. It is required of superintendents and overseers of the poor, to give such information as practicable regarding each person brought or sent by them to poor-houses or alms-houses, and such information is to be recorded by the keeper or other proper officer. No record of State paupers or of tramps need be kept in this book, as the registration of these classes is otherwise provided for. The book should be carefully preserved in the institution, and copies of the record made and forwarded to this office on the first day of each month, in the manner hereinafter directed.

II. THE RECORD

The names of the paupers in the Institution October 1, 1875, should be first entered in the book and numbered in the order in which they were admitted. The entries thereafter should be made at the time the person is received in the institution. The name of each person should also be alphabetically entered in the index with the record number. The blanks should be filled out in their order. Re-admissions and discharges should be entered in the left-hand margin. In case of death, the cause to which it is attributed should be stated. The sample sheet herewith furnished, will assist keepers in their labors, and its careful study is earnestly requested. In order to secure uniformity in the record, throughout the State, special attention is called to the following questions, viz.:

1. *Birthplace.*--If the person or ancestors or other relatives were born in poor-houses or alms-houses, or in other public institutions, the fact should be stated.
2. *Education.*-- The answers to this inquiry should be as follows, in accordance with the facts in each case.

Unable to read or write.

Can read only

Can read and write.

Received a common-school education.

Received an academic education.

Received a collegiate education.

Document 8.c Page 2

If the person be blind, a deaf-mute or a teachable idiot, educated in institutions for these classes, the fact should be stated.

3. *Existing cause of dependence.*-- Under this heading the immediate cause of dependence, or in other words, *the condition of the person at the time of admission*, should be stated. The following are enumerated as the most probable causes of dependence, and it is desired that the classification here given, as far as practicable, be adhered to:

- Homeless childhood, illegitimate.
- Homeless childhood, abandoned.
- Homeless childhood, by death of father.
- Homeless childhood, by death of mother.
- Homeless childhood, by death of both parents.
- Homeless childhood, by pauperism of parents.
- Homeless childhood, by imprisonment of parents.
- Homeless, by abandonment of husband.
- Homeless, by death of husband.
- Old age and destitution.
- Diseased (the name of the disease should be given).
- Crippled (how and to what extent should be stated).
- Deformed (the nature of the deformity should be noted).
- Loss or impairment of any of the special senses, an blind, deaf and dumb, etc.
- Insanity.
- Idiocy.
- Paralysis.
- General feebleness of mind, as imbecility.
- Impairment of the bodily powers, or mental faculties, from inebriation.
- Vagrancy and idleness.

4. *Probable future of the person as respects recovery from the cause of dependence.* --The following should be noted under this question, as, in the opinion of the keeper, the condition of the person may seem to warrant:

- Permanently dependent.
- Will probably recover from dependence.
- May recover under certain conditions, which should be stated.
- Future doubtful.

III. SPECIAL INQUIRIES.

There are many special matters in the keeping of the record upon which it is desirable to collect and record all the information possible. Among these may be stated the following:

1. *Entailment of disease, or bodily or mental misfortune from parentage.*-- In case the person admitted is suffering from insanity, epilepsy, paralysis, special feebleness of mind or body, etc., the condition of the ancestors, and other relatives, should be carefully inquired into, and if it is learned that any of these, as grandparents, parents, brothers, sisters, uncles, aunts or other relatives were thus diseased, the facts should be stated in the column for remarks, with full particulars.

Lesson 9

An 1874 Fieldtrip to the Poorhouse

Objectives

Students will demonstrate an understanding of society's viewpoint on people living at a poorhouse by reading an account of a visit to the Ulster County Poorhouse written by a child their own age in the nineteenth century, and participating in a discussion structured by the guiding questions.

Background Information

This essay was written by a student attending the Saugerties Institute in 1874. It was found in the files of the Ulster County Historian's office.

Overview of Lesson

The teacher will introduce the document and explain that it was found in the Ulster County Historian's files. Students can read the document themselves or the class can read it together. The class will discuss the significance of the last sentence of the composition.

Document 9

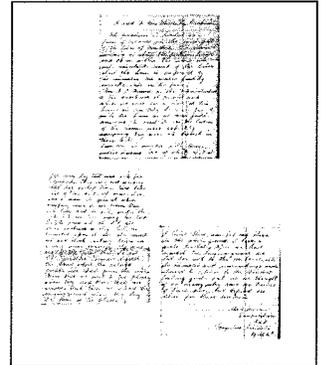
Composition No. 10

Saugerties Institute 1874

Karlyn Knaust Elia, Ulster County Historian

Whole Class Discussion Questions

- How did Addie describe the poorhouse?
- In what types of jobs were residents often involved?
- Describe some of Addie's impressions of the residents?
- How did she describe the cemetery?
- Reread the last sentence on page three. What do you think Addie meant by this?



Document 9

A visit to the Ukali Co. Proshouse.

The proshouse is located on a farm of 140 acres in the south part of the town of New Pally. The main building is about 120 feet in length and 25 in width. The rooms are well ventilated. Most of the labor about the house is performed by the inmates. The males furnish agreeable labor on the farm.

Mr. B. J. Winniss is the Superintendent of the proshouse at present, and while we were on a visit at his house in New Pally he accompanied us to the house as we were quite anxious to visit it. As the ladies of the house were expecting company they were all dressed in their best. Each one is provided with three extra dresses - two of which is kept

for every day ~~use~~ ^{wear} and one for company. They was not working that day except those that take care of the sick. Of course there was a stave in general when company came in the room. One old lady tried to hide under the bed, but Mr. W. seeing her told her to come out, she did not seem inclined to obey, but he insisted upon it and she crawled out and stood looking down in a very sulky manner. She was one of the folks that do not like visitors. Then we visited the house where the colored people live apart from the rest. From there we went to the place where they keep those that are insane, and then we visited the burying ground where they bury the poor of the place.

I think there was but one stone in the whole ground, it looked quite desolate. After we had visited the burying ground we bid fare-well to the Proshouse with its inmates and surroundings and started to return to Mr. Winniss feeling quite sad as we thought of so many peeps have no homes of their own, but depend on others for their support.

Addie Marshall
Composition
No. 10
Changue's Institute
April 24

Transcription of Document 9

A Visit to the Ulster Co. Poorhouse

The poorhouse is located on a farm of 140 acres in the south part of the town of New Paltz. The main building is about 120 feet in length and 25 in width. The rooms are well ventilated, most of the labor about the house is performed by the inmates the males finding agreeable labor on the farm.

Mr. B. J. Minnie. is the Superintendent of the poorhouse at present, and while we were on a visit at his house in New Paltz he accompinied (sic) us to the house as we were quite anxious to visit it. As the ladies of the house were expecting company they were all dressed in their best.

Each one is provided with three calico dresses two of which is kept

for every day use wear and one for company. They was not working that day except those that take care of the sick. Of course there was a stare in general when company came in the room. One old lady tried to hide under the bed but Mr. W— seeing her told her to come out, she did not seem inclined to obey, but he insisted upon it and she crawled out and stood looking down in a very sulky manner. She was one of the folk that do not like visitors. Then we visited the house where the colored people live apart from the rest. From there we went to the place where they keep those that are insane, and then we visited the burying ground where they bury the poor of the place.

I think there was but one stone in the whole ground, it looked quite desolate. After we had visated (sic) the burying ground we bid farewell to the Poor house with its inmates and surroundings and started to return to Mr. Winnie's feeling quite sad as we thought of so many who have no homes of their own, but depend on others for their surport (sic).

Addie M____
Composition
No. 10
Saugerties Institute
April 2, 1874



Lesson 10

1875 – Children and the Poorhouse

Objectives

Students will analyze a newspaper article and determine why the New York State Legislature passed the 1875 Children's Act.

Vocabulary

debased (debauchery)

Background Information

The rules and regulations establishing poorhouses provided that children were to be educated and redeemed. Sadly, this practice proved to be more in theory than in fact. According to the *1874 Annual Report of the NYS Commission of Public Charities*, county poorhouses were totally unsuitable places to rear and educate children.

Degrading and vicious influences surround them in these institutions, corrupting to both body and soul. They quickly fall into ineradicable habits of idleness, which prepares them for a life of pauperism and crime. Their moral and religious training is in most cases, entirely neglected, and their secular education is of the scantiest and most superficial kind. Self-respect is, in time, almost extinguished, and a prolonged residence in a poorhouse leaves upon them a stigma which clings to them in after years, and carries its unhappy influences through life.

In response to this report, the New York State Legislature passed the 1875 Children's Act which ordered the removal of all children between the ages of three and sixteen from poorhouses. The children residing at the Ulster County Poorhouse were subsequently removed to the Susquehanna Children's Home in Binghamton, NY, more than 150 miles away. According to the March 2, 1876 *New Paltz Independent*, thirteen children were to be taken to Susquehanna. Once there, the children would most likely never see their parents again. By 1880, the Industrial Home of Kingston was established and the children of the Ulster County Poorhouse were sent there.

Overview of Lesson

The teacher will lead a discussion focusing on the problems faced by children living in poorhouses. Students will need to recall the conditions they read about in previous lessons. Copies of Document 10 will be distributed or displayed on an overhead projector. The teacher will lead a discussion using the whole class discussion questions as an outline. Charts or graphs can be created to clarify the data given in the document. The teacher can then set up a role-play that would take place after the passing of the Children's Act.



Whole Class Discussion Questions

- What type of report is this?
- Who do you think this document was written for?
- What appears to be the major cause of pauperism in this report?
- How did the children who were bound out fare?
- Do you think placing children out was successful?
- What alternatives were there for caring for children placed at poorhouses?

Extension Activity

Hold a class debate where the following groups are represented:

- parents of children living at the poorhouse
- the children being removed
- Overseers or Superintendents of the Poor
- residents of Ulster County

Document 10

Children in our County House.

The annual report of the State Board of Charities lately transmitted to the Legislature, in reviewing the condition of the pauper children in the different counties, speaks thus of those under the charge of Mr. Winne:

There were in the Ulster County Poor House on the 31st of December, 1874, twenty-one (21) children—fifteen (15) boys and six (6) girls.—Three were under two years of age; fourteen between two and ten years of age, and four over ten and under sixteen. Seven of the children were born in the poor-house. The fathers of fourteen were of American birth. The birth-place of seven was unknown. The mothers of sixteen were born in the United States. The birth-place of five is not given. The entire time of child-life spent in this poor-house by those remaining at the date of inquiry, was thirty-five years and eight months. Nine of the children were illegitimate, ten had intemperate fathers, and three had intemperate mothers. The fathers of two are reported as debased; likewise the mothers of ten. Three children had pauper grandmothers, fourteen had pauper brothers, eight had pauper sisters; three had pauper uncles; and four had pauper aunts.

At the date of examination, the fathers of two of the children and the mothers of fourteen were in the poor-house. Nineteen of the children are reported healthy. Two children—a sister and half-brother, the father of one of whom is serving out a term in State Prison, are here with their mother. Their grandmother has been an inmate of the poor-house, as was also a brother, who is out and is now supposed to be self-supporting. The father of the children, as well as the grand-

father was intemperate. One girl only fourteen years of age, who had been leading for some time a very abandoned life, had been sent here by her friends. She was the oldest of seven children; her parents are dead, and the other six children are provided with homes by friends.—This poor ignorant child has but slight chances of reform unless placed in some correctional institution where habits of self-restraint and industry will be taught, and old associations broken up.

There are several very interesting, and strikingly sad illustrations in this county of the evils resulting from children being permitted to live in poor-houses.

There have been ten boys placed in families out of the Ulster County poor-house, during the past year. They ranged between the ages of seven and twelve years. Five were orphan children; four half-orphan; and two had parents living. All were healthy. Six were placed with farmers; two with boatmen; one with a merchant; and one with a grocer. All were well provided for with bodily comforts. All have attended school more or less, except two. Three are known to have made satisfactory progress in their studies. The influences surrounding five are thought to be good, with four doubtful, and one bad. Five were doing well, four fairly, and one doubtful.—One of the boys placed with a boatman, and who was attending school, recently absconded, and was drowned in the canal.

Lesson 11

The Industrial Home of Kingston

Objectives

Students will view excerpts from the minutes of the Industrial Home of Kingston looking for clues to help them understand how placement decisions were made for the children. Using the document-based questions, the students will deduce the process by which children were adopted out. Students will view past and present photos of the Home, determine the differences between the photos and how these differences reflect the passage of time.

Background Information

The Industrial Home of Kingston was opened in Dec. 1876 “as a house of temporary relief to the Alms House, which is reported as being now burdened against the law of the state with a considerable number of children above three years of age.” The year 1880 marked the admission of the first child coming directly from the Ulster County poorhouse to the Industrial Home. During the winter of 1886, the seven remaining children from the Ulster County Poorhouse living at the Susquehanna Home in Binghamton were brought to Kingston and admitted to the Home. Many of the children placed in the Home eventually became *riders* on the Orphan Trains. (See Teacher Resources for more information on this topic).

Overview of Lesson

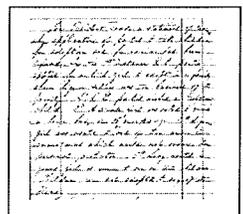
The teacher will create small groups and distribute Documents 11.a, 11.b, 11.c and 11.d, or photos 11.e and 11.f. Each group will answer the accompanying questions and share their responses.

Document 11.a through 11.d Minutes of the Industrial Home of Kingston The Children's Home of Kingston

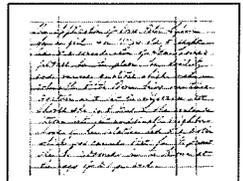
Questions to Guide Students Through Documents 11.a – 11.d

- What were some of the reasons the committee had for adopting out children?
- What were some reasons they used for not adopting children out?
- Does it seem to you that the committee cared about the children in the Home and in the homes to which they were sent?
- What do you think of this system? If you do not think it was fair and/or humane, offer some appropriate suggestions for improving it.

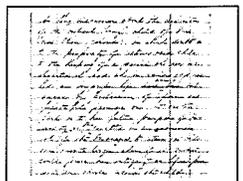
Document 11.a



Document 11.b



Document 11.c



Document 11.d

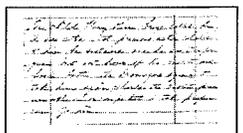




Photo 11.e
Photo of the Industrial Home of Kingston c.1909
The Children's Home of Kingston



Photo 11.f
Photo of Good Shepherd School 2001
Susan Stessin-Cohn

Document 11.a

The President made a statement of reasons why applications of parties to take children for adoption and for services had been refused. In the 1st instance R. C. parties applied for a little girl to adopt in a family where liquor selling was the business of the family. 2^d R. C. parties wished a Protestant child. 3^d A small girl was asked to mind a large baby of 18 months age. 4th A young girl was wanted to work of her own under circumstances which would not insure her personal protection. 5th Lady wanted a young girl as nurse to one or three children. Children have not adopted to any of the places.

Document 11.b

The application of Mrs. Peter of Iowa for a girl 14 or 15 yrs. old to adopt, led to a consideration of Ida Thomas's fitness for the place. Her docility and various qualities which made her valuable to the Home being mentioned, together with the circumstances that should she go to Mrs. L. she would be thrown into the undividable neighborhood of her relatives led to a motion which was carried that for the present she be retained in the Home at the wages of \$1 per week.

Transcription of Document 11.a

The President made a statement of reasons why applications of parties to take children for adoption and for service had been refused. In the 1st instance R. C. parties applied for a little girl to adopt in a family where liquor selling was the business of the Family. 2nd R. C. parties wished a Protestant child. 3rd A small girl was asked to 'mind" a large baby of 18 months of age. 4th A young girl was wanted to go out of town under circumstances which would not insure her personal protection. 5th Lady wanted a young girl as nurse to one of three children. Children here not adopted to any of the places.

Transcription of Document 11.b

August 5, 1878

The application of Mrs. Peter LeFevre for a girl 14 or 15 yrs. old to adopt led to a consideration of Ida Thorne's fitness for the place. Her docility and various qualities which made her valuable to the Home being mentioned together with the circumstances that should she go to Mrs. L. she would be thrown into the undesirable neighborhood of her relatives led to a motion which carried that for the present she be retained in the Home at the wages of \$1 per week.

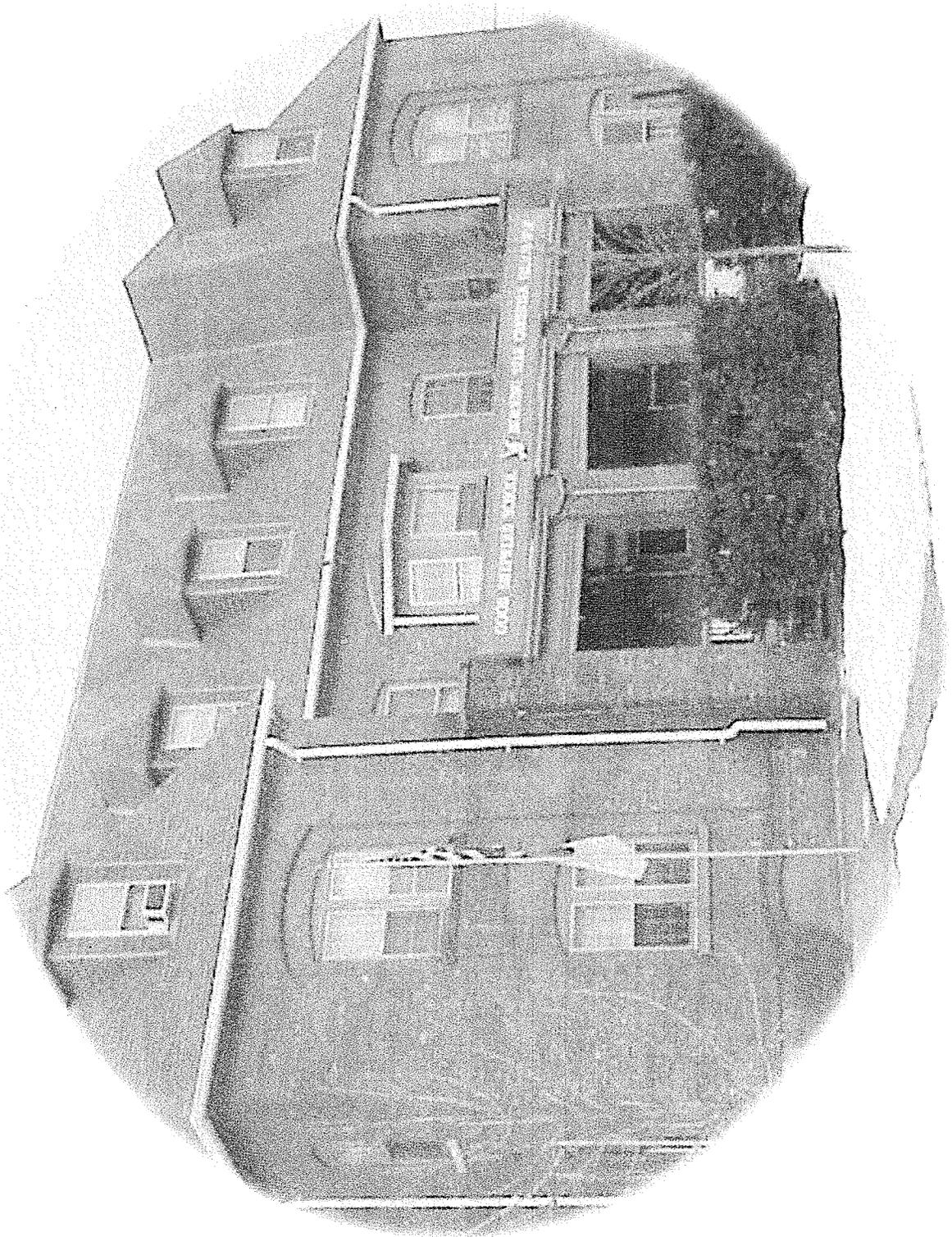
Document 11.c

A long discussion about the disposition of the infant "Henry" child of Mrs. Chas. Thru (colored), in which doubt as to the propriety of vesting said child to the keeping of a pauper she had once deserted, and who in various ways had led an improper life, had ^{been} been bel-
 -anced by professions of reformation and faithful promises on the mother's part as to her future purposes of in-
 -dustry, &c.; ^{this} resulted in an ~~unsuccessful~~
 vote of the Managers to retain the child one month longer, when, if the mother could prove her integrity as before prom-
 -ised, she should receive the child.

Document 11.d

The child, Henry Thru, being called for, it was voted that previous action relative to him be sustained, and he was there-
 -fore given into the hands of his mother and foster father, the Managers agreeing to take him again, should the mother prove unable or incompetent to take proper care of him.

Photo 11.f



Student Sheet

Questions for Documents 11.a through 11.d

1. What were some of the reasons that the committee had for adopting out children?

2. What were some reasons they used for not adopting children out?

3. In your opinion, did the committee care about the children in the Home and about the placements to which they were sent? Explain your answer.

4. What do you think of this system? If you do not think it was fair or humane, offer some appropriate suggestions for improving it.

Student Sheet

Questions for Photo 11.e and 11.f

Photo 11.e was taken in the early twentieth century in front of what was then the Industrial Home of Kingston.

Photo 11.f was taken at the same location during the winter of 2001. Spend several minutes quietly viewing each of the provided photos.

Compare the photos. List at least five differences and five similarities you see.

Differences

1. _____
2. _____
3. _____
4. _____
5. _____

Similarities

1. _____
2. _____
3. _____
4. _____
5. _____

***How do the changes reflect the passage of time?**

Lesson 12

The 1880 Federal Census and the Supplemental Schedules for the Defective, Dependent and Delinquent Classes

Objectives

Students will analyze and interpret data from the 1880 federal and supplemental census and create an I Am Poem or a Bio Poem.

Background Information

Unlike other years, in 1880 the federal government took two censuses, one being the traditional federal census taken every ten years; the other census was supplementary. It was called the Supplemental Schedules for the Defective, Dependent and Delinquent Classes. This census includes information on people classified as insane, idiots, deaf-mutes, blind, homeless children, prisoners, and indigents in institutions or boarded in private houses. The questions asked in this census differ from those in the traditional 1880 census.

Overview of Lesson

Half the class will be provided with the 1880 Federal Census, the other half the 1880 Supplemental Schedules for the Defective, Dependent and Delinquent Classes. A transcription of the supplemental census can be found at: http://www.co.ulster.ny.us/poorhouse/data/1880_Defective_Schedule.PDF

Students will work with a partner to fill out the sheet associated with their document. After completing the sheet, each pair of students will join a pair of students who worked with a different census. They will be asked to pick six residents and compile all the information they have on them. They will then choose one resident and create a "Bio Poem" or an "I Am Poem" and share it with the class.

Document 12.a

The 1880 Supplemental Census
The New York Public Library

Document 12.b

The 1880 Federal Census
Haviland-Heidgerd Historical Collection

Page 1

Page 2

Bio Poem

- Line 1 - First name
- Line 2 - Three or four adjectives that describe the character
- Line 3 - Important relationship (daughter of..., mother of..., etc.)
- Line 4 - Two or three things, people, or ideas that the person loved
- Line 5 - Three feelings the person experienced
- Line 6 - Three fears the person experienced
- Line 7 - Accomplishments (who composed..., who discovered..., etc.)
- Line 8 - Two or three things the person wanted to see happen or wanted to experience
- Line 9 - His or her residence
- Line 10 - Last name

I Am Poem

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I dream _____

I am _____

B. 1118

[7-327.1]

The object of this Supplemental Schedule is to furnish material not only for a complete enumeration of paupers, but for an account of their condition. It is important that every inquiry respecting each case be answered as fully as possible. Enumerators will therefore, after making the proper entries upon the *Register Schedule*, (i.e. A), transfer the names (with schedule page and number) to this Special Schedule and proceed to ask the additional questions indicated in the headings of the several columns. In case any persons enumerated on this Special Schedule are blind, deaf and dumb, insane, or idiotic (see columns 25 to 28 inclusive), the particulars of such cases will also be entered under the appropriate heading of this Special Schedule, as the case may be.

In addition to the enumeration of paupers required in this Schedule, enumerators will also ask the keeper of every institution designed for the maintenance of the destitute the questions found below, at the bottom of the page, respecting the number of paupers during the year ending May 31, 1880, and record the answers.

SUPPLEMENTAL SCHEDULE No. 7.—PAUPER AND INDIGENT INHABITANTS (in institutions, poor-houses or asylums, or boarded at public expense in private houses) in *New York*, in the County of *Water*, State of *New York*, June 1, 1880.

Water County Poorhouse
Drake, Enumerator.

Number of paupers No. 1.	NAME	Residence when at home. (See Note A.)		How supported? (See Note B.)			Is this person non-bodied?	Is he (or she) industrially incompetent?	Is he (or she) epileptic?	Has he (or she) ever been convicted of crime?	If disabled, state form of disability (crippled, consumption, paralysis, etc.)	Date of admission. (Give day of month and year, or the latest date known.)	What other members of the household are included in the establishment? (See Note C.)							In this person also blind? (See Note D.)																				
		CITY or TOWN.	County, if it differs from that in which he resides.	At cost of city or town?	At cost of county?	At cost of pauper?							At cost of institution?	Husband?	Wife?	Mother?	Father?	Son—how many?	Daughters—how many?		Brothers—how many?	Sisters—how many?																		
1	Edith Kimmel																																							
2	John Chapman																																							
3	Rev. Rogers																																							
4	Josephine Johnson																																							
5	John Martin																																							
6	Thomas Rose																																							
7	Christian Pongy																																							
8	Caroline Crippen																																							
9	Anna Kuss																																							
10	Alex. Kicken																																							
11	Hannah Bush																																							
12	Andrew Smith																																							
13	James Ograff																																							
14	W. F. Ford																																							
15	William O'Neil																																							
16	John Pinnard																																							
17	Mrs. Conway																																							
18	Geo. Stewart																																							
19	Mrs. Taylor																																							
20	Mrs. Ograff																																							
21	Mrs. Albee																																							
22	Martha White																																							
23	Elizabeth Gundersen																																							

Document 12.b page 1

Note A.—The Census Year begins June 1, 1879, and ends May 31, 1880.
 Note B.—All persons will be included in the Enumeration who were living on the 1st day of June, 1880. No others will be included. Members of Families who have DIED SINCE June 1, 1880, will be INCLUDED.
 Note C.—Questions Nos. 13, 14, 22 and 23 are not to be asked in respect to persons under 10 years of age.

SCHEDULE I.—Inhabitants in New Paltz, in the County of Ulster, State of New York
 enumerated by me on the 28th day of June, 1880.

Oliver Drake
 Enumerator

Inhabitants	Sex	Age	Personal Description	Color	Civil Condition	Occupation	Place of Birth	Place of Birth of Father	Place of Birth of Mother	Place of Birth of Grandfather	Place of Birth of Grandmother	Place of Birth of Great-grandfather	Place of Birth of Great-grandmother
✓ Geo. H. Smith	M	46	55			Team Work	N. Y. State	N. Y. State	N. Y. State				
✓ Roy Eckert	M	46	59			Do	Germany	Germany	Germany				
✓ J. H. Remond	M	46	72			Laboring Work	N. Y. State	N. Y. State	N. Y. State				
✓ Rufus Cantant	M	46	78			Do	Do	Do	Do				
✓ Robert Barber	M	46	63			Do	Do	Do	Do				
✓ Peter Corrao	M	46	72			Team	Do	France	Do				
✓ Abraham Williams	M	46	63			Carper	Ireland	Ireland	Ireland				
✓ Thomas Burke	M	46	19			Wagoner	Do	Do	Do				
✓ Andrew Smith	M	46	63			Shoemaker	N. Y. State	N. Y. State	N. Y. State				
✓ Sarah Smith	F	46	60				Do	Do	Do				
✓ Mary O'Brien	F	46	40				Do	Do	Do				
✓ Margaret Mahony	F	46	16			Housework	Ireland	Ireland	Ireland				
✓ Elizabeth Coffey	F	46	18			Do	Germany	Germany	Germany				
✓ Cecelia Keller	F	46	8			Do	Ireland	Ireland	Ireland				
✓ Sarah Cook	F	46	24			Shoemaker	Germany	Germany	Germany				
✓ Martin Brown	M	46	60			Stone Cutter	N. Y. State	N. Y. State	N. Y. State				
✓ Pat. DeGraff	M	46	21				Ireland	Ireland	Ireland				
✓ W. H. Ford	M	46	22				N. Y. State	N. Y. State	N. Y. State				
✓ John Carshaw	M	46	8			Quarryman	Do	Do	Do				
✓ Adam Eckert	M	46	66			Carper	Germany	Germany	Germany				
✓ Matthew Daily	M	46	46			Laborer	Ireland	Ireland	Ireland				
✓ John Quinn	M	46	43			Quarryman	Do	Do	Do				
✓ Mrs. Conway	F	46	48			Do	Do	Do	Do				
✓ Mrs. Sawyer	F	46	53			Women	N. Y. State	N. Y. State	N. Y. State				
✓ Timothy Wood	M	46	49			Laborer	Do	Do	Do				
✓ Pat. Lynch	M	46	4			Do	Ireland	Ireland	Ireland				
✓ Mrs. Taylor	F	46	44			Do	Do	Do	Do				
✓ Peter Lapp	M	46	45			Do	Germany	Germany	Germany				
✓ Maria O'Brien	F	46	40			Do	N. Y. State	N. Y. State	N. Y. State				
✓ Leah Thomas	F	46	22			Wardens	South Wales	England	England				
✓ Elizabeth Quinn	F	46	41			Housework	N. Y. State	N. Y. State	N. Y. State				
✓ Mary Conroy	F	46	49			Do	Do	Do	Do				
✓ Mrs. Barber	F	46	42			Butcher	England	England	England				
✓ Mrs. DeGraff	F	46	40			Laborer	N. Y. State	N. Y. State	N. Y. State				
✓ Mary O'Brien	F	46	42			Housework	Do	Do	Do				
✓ Maria Conroy	F	46	40			Do	Do	Do	Do				
✓ Thomas Williams	M	46	38			Team Work	Do	Do	Do				
✓ Mrs. O'Brien	F	46	60			Do	Do	Do	Do				
✓ Mrs. Tomkins	F	46	68			Do	Do	Do	Do				
✓ Mrs. Clark	F	46	63			Do	Do	Do	Do				
✓ Mrs. Kapp	F	46	59			Do	Do	Do	Do				
✓ Peter DeGraff	M	46	44			Carper	Do	Do	Do				
✓ Peter Hill	M	46	44			Laborer	Do	Prussia	Do				
✓ Christian Light	M	46	40			Housework	Do	N. Y. State	N. Y. State				
✓ Edward DeGraff	M	46	45			Do	Do	Do	Do				
✓ Mrs. Hill	F	46	40			Laborer	Do	Do	Do				
✓ Mrs. O'Brien	F	46	44			Do	Germany	Germany	Germany				
✓ Mrs. O'Brien	F	46	42			Do	N. Y. State	N. Y. State	N. Y. State				
✓ Mrs. O'Brien	F	46	42			Housework	Do	Do	Do				

Document 12.b page 2

(S-1880)

No. 45
 Supervisor's Dist. No. 4
 Enumeration Dist. No. 14

Note A.—The Census Year begins June 1, 1879, and ends May 31, 1880.
 Note B.—All persons will be included in the Enumeration who were living on the 1st day of June, 1880. No others will. Children BORN SINCE June 1, 1880, will be OMITTED. Members of Families who have DIED SINCE June 1, 1880, will be INCLUDED.
 Note C.—Questions Nos. 13, 14, 22 and 23 are not to be asked in respect to persons under 1 year of age.

SCHEDULE I.—Inhabitants in New Paltz, in the County of Ulster, State of New York, enumerated by me on the 28th day of June, 1880.

Disco Drake

Inhabitants	Sex	Age	Color	Profession, Occupation, Trade, or Industry	Place of Birth	Place of Birth of Parents		Place of Birth of Mother	Place of Birth of Father	Place of Birth of Grandfather	Place of Birth of Grandmother	Place of Birth of Great-grandfather	Place of Birth of Great-grandmother
						Place of Birth of Mother	Place of Birth of Father						
✓ Joseph Kordis	M	46	W	None									
✓ Phil Kordis	M	41	W	Do									
✓ Mary J. Kordon	F	37	W										
✓ John P. Kordon	M	30	W										
✓ George Gardner	M	66	W	Carpenter									
✓ Seth Gardner	M	65	W	Farm work									
✓ Andrew Gardner	M	54	W	Do									
✓ Abner Gardner	M	42	W	Do									
✓ David W. Kambard	M	47	W	Housework									
✓ William Kambard	M	41	W	Do									
✓ James Decker	M	48	W	Farmer									
✓ John Do	M	47	W	Do									
✓ Peter Lehmann	M	44	W	Labourer									
✓ Frederick Bader	M	44	W	Do									
✓ William Bader	M	40	W	Housework									
✓ John Shipman	M	40	W	Woodsman									
✓ Geo. Meyers	M	38	W	Wheelwright									
✓ Margaretta Meyers	F	39	W	Do									
✓ Elizabeth Marley	F	67	W	Shoemaker									
✓ Catherine Rose	F	50	W	Labourer									
✓ Christiana Prange	F	50	W	Do									
✓ Hannah Macrippe	F	58	W	Housework									
✓ Corinna Curry	F	40	W	Do									
✓ Ann McKerson	F	46	W	Farmer									
Members of the Family as below													
✓ Nicholas Boehm	M	70	W	Farmer									
✓ Peter Banton	M	67	W	Supt of Poor Ulster Co. N.Y.									
✓ Ruth Banton	F	67	W	do									
✓ John Wagner	M	47	W	Farmer									
For Certificate see page 42													
716													

Student Sheet
Questions for Document 12.a

1. How many people were living in the Ulster County Poorhouse at the time of this census?

2. How many of the residents were considered to be able-bodied?

3. How many residents were listed as intemperate? (Check your glossary for a definition of the term).

4. a. How many residents lived in your town?

b. What % of the population was that?

5. a. How many men were living at the poorhouse?

b. How many women?

6. What was the ratio of men to women?

7. How many residents had other family members living at the poorhouse?

8. How many residents were listed as entering the poorhouse due to old age?

9. How many residents were listed as entering due to mental illness?

Student Sheet

Questions for Document 12.b page 1 and 2

1. How many people were living in the Ulster County Poorhouse at the time of this census?

2. In what month was this census taken?

3. Read through the entries. List the occupations listed for the poorhouse residents.

3. a. How many of the residents were men?

- b. How many of the residents were women?

4. How many residents were:
Between 0 – 15?

Between 16 – 30

Between 40 – 50

60 and up?

5. Which age group was the largest?

Can you explain this?

6. How many residents were listed as blind?

Deaf and dumb?

Idiotic?

Insane?

Maimed, crippled, bedridden or disabled?

7. How many residents could not read?

Could not write?

Could not do either?

8. What % of the residents were illiterate?

9. How many residents were ill?

List some of the diseases they had?

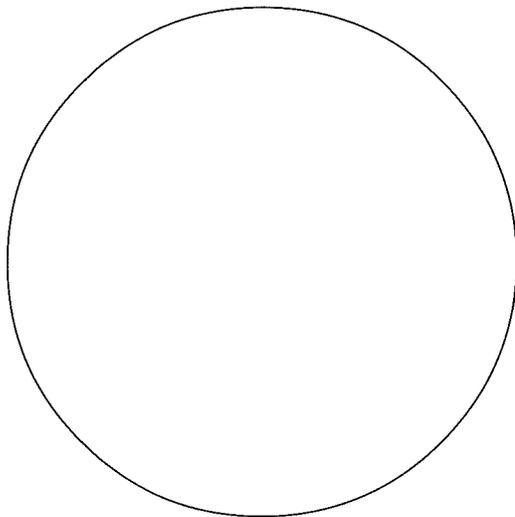
10. How many residents were listed as being born in Germany?

Ireland?

England?

Other?

11. Create a pie graph of the nationalities of the poorhouse?



12. What % of the population at this time was born in Ireland?

Lesson 13

Harpers Weekly

Objectives

Students will analyze a political cartoon and relate the concepts in the cartoon to prior knowledge developed in the curriculum.

Overview of Lesson

The teacher will distribute this cartoon to the students and explain that this cartoon was found in the 1883 edition of *Harpers Weekly Magazine*. Students are instructed to take two to three minutes to carefully examine the cartoon. They are then to answer the accompanying questions. This may be done as a whole group, in small groups or independently. Students may need to be told that Galway is located in Ireland.



Document 13

Rogers, W.A. "Poor House from Galway"
Harper's Weekly, NY 1883

Questions to Guide Students through Document 13

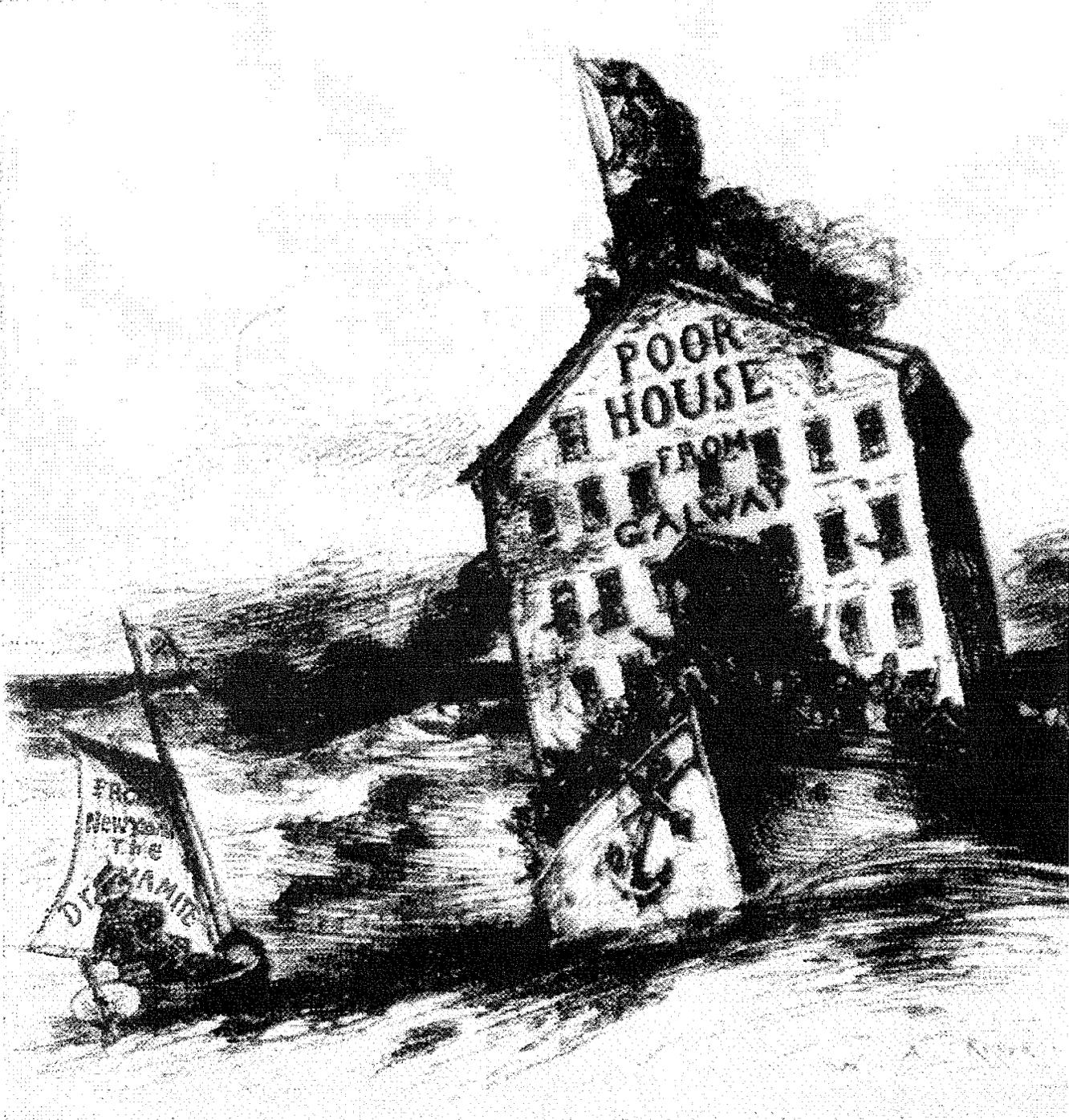
- What is printed on the building being carried by the large boat?
- What is printed on the sail of the smaller vessel?
- What is the attitude of the person that created this cartoon towards Irish immigrants?
- Do you think others shared this attitude? Why might they have had this attitude?
- List any questions you might have after viewing this cartoon.

Extension Activity

- Ask students to read the Emma Lazarus poem titled, *The New Colossus*. This poem was written to commemorate the 1884 gift of the Statue of Liberty from France.

How does the message in Ms. Lazarus' poem differ from the message portrayed in the 1883 *Harper's* political cartoon?

Document 13



Student Sheet
Questions for Doc 13

1. What is printed on the building being carried by the large boat?

2. What is printed on the sail of the smaller vessel?

3. What is the attitude of the person that created this cartoon towards Irish immigrants?

4. Do you think others shared this attitude? Why might they have had this attitude?

5. List any questions you might have after viewing this cartoon.

Lesson 14

The Death Registry

Objectives

Students will use the Internet to research various illnesses which afflicted paupers living in the Ulster County Poorhouse. Students will write a short essay describing the nature of the illness, past and present.

Background Information

Thousands of individuals came to the Ulster County Poorhouse to seek medical attention and treatment. Without the current systems of Medicare or Medicaid, poor and indigent people were left to the mercy of the overseers of the poor, who were usually more interested in keeping the medical costs down. One poorhouse law stated that two judges had to sign a statement declaring that an individual was an official resident of the town in which they were asking for relief, before a doctor could treat them. If the individual could not prove residency, the overseer would be responsible for paying the medical bill himself. This proved deadly for too many poor people who needed immediate medical attention. A pauper could wait more than a week or two before seeing a medical doctor.

Overview of Lesson

The teacher will discuss that during the 19th and early 20th century people died of diseases unknown to us today. Modern medical research has eradicated many of those diseases. Students will be directed to the following Website:

<http://www.co.ulster.ny.us/poorhouse/data/death1888-1954.pdf>

Once there, they are to scroll down the causes of death column. They will notice that they are not familiar with many of the diseases found on the poorhouse records. They are to work with a partner and choose one disease found on the death index that is unfamiliar. Make sure each pair chooses a different disease. They are then to go to the following website to find information on early illnesses:

Cyndi's List – Medical and Medicine -

<http://www.cyndislist.com/medical.htm#Diseases>

Scroll down to Diseases and Medical Terms.

Procedure

Each pair of students will create a mini-report that will be shared with the class. The report should include the following information:

- What is the name of the disease?
- Does the disease still exist today? If so, what is its modern name?
- What were the symptoms of this disease?
- How was it treated in the 19th century?
- If it still occurs, what is its current treatment?

Lesson 15

Fieldtrip to the Poorhouse Site

Objectives

The students will experience the poorhouse location as it stands today, keeping in mind that they are seeking inspiration for their culminating projects. They will use aerial photos and maps to locate key poorhouse buildings and landmarks.

Procedure

The teacher reviews and summarizes the content of this curriculum with the students in a class discussion. Students will generate a list of questions to be answered during their fieldtrip to the poorhouse site. Students will visit the following website <http://www.co.ulster.ny.us/poorhouse/> to download aerial photos and archival maps of the site.

Fieldtrip

While exploring the poorhouse site, pairs of students will look for answers to the class questions and record their responses. When the students return to class, they will discuss their findings and share their experiences.

Lesson 16

Culminating Activities

Objectives

Students will create a commemorative tribute to the lives of the people who lived at the Ulster County Poorhouse. Students may choose to create a clay monument, write a memorial poem or song, design a memorial garden, choreograph a dance, create a headstone for one of the residents, design a web page, or write a children's book.

Overview of Lesson

The students will be given clay and/or other materials needed for their chosen projects. They will be instructed to think back on all the information they have learned during this curriculum.

Additional Ideas

1. Students may write a five-paragraph essay on the benefits and drawbacks of the poorhouse system.
2. Research the poorhouse site as it stands today. Write a letter to the editor of a local newspaper describing the site and what you know about it.

Glossary of Terms

ablution	A washing or cleansing of the body, especially with religious connotation
accompt	From old French "to count up to", reckon
annulled	To make or declare void, to cancel
apprentice	One bound by legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business
asylum	An institution for the care of the mentally ill or aged
bedcord	A cord or rope woven across a bedstead as to support the mattress or bed
bedstead	A framework for supporting the spring and mattress of a bed
bind out; bound out	To legally hold as an apprentice or indenture
consumption	Tuberculosis
debit	To charge with a debt
debauchery	Extreme indulgence in pleasures
freeholder	A man who owns his land free and clear
indenture	1. A deed or contract executed between two or more parties 2. A contract binding one party into the service of another for a specified term
idiotic	An old term used to describe a mentally deficient person, having intelligence in the lowest measurable range, being unable to guard against common dangers and incapable of learning connected speech
indigent	1. A destitute or needy person 2. Lacking or deficient in something
insane	A person unable to know what is right from wrong and is not responsible for his/her actions (Usually a prolonged condition)
intemperance	Excessive use of alcohol
lame	Disabled or crippled in one or more limbs, especially in a leg or foot that ability to walk is impaired

lunacy	Term can be interchanged with insanity, although it can denote a person who can have periods of time when clear-minded
milliner	A person who makes, trims, or designs women's hats
moiety	A half, a part
pauper	1. One who is extremely poor 2. One living on public charity
provisions	A stock of necessary supplies, especially food
relief	Assistance in the form of money or food, given to the needy, aged, or to the inhabitants of a disaster-stricken region
temperance	To abstain from drinking alcohol
tinker	A person who repairs metal household utensils
vermin	Small animals or insects that are destructive, annoying, or injurious to health, as cockroaches or rats
vestryman	A member of the vestry (church or congregation)
victual	Food fit for human consumption
seewant	Beads made of shells by natives and used as money by European settlers, also called wampum

Recommended Student Reading List

- Abromovitz, Mimi. "The Family Ethic: The Female Pauper and Public Aid, Pre-1900." *Social Service Review* 58 (1): 121-135, 1985.
- Ames, Kenneth L. "Ideologies in Stone: Meanings in Victorian Gravestones." *Journal of Popular Culture* 14(4): 641-656, 1981.
- Branscomb, Martha. *The Courts and the Poor Laws in New York State, 1784-1929*. The University of Chicago Press, 1943.
- Bremner, Robert. *From the Depths: The Discovery of Poverty in the United States*. New York University Press, 1956.
- Cummings, John. *Poor Law of Massachusetts and New York*. NY, 1895.
- Elia, Ricardo J. and Wesollowsky, Al B., editors. *Archeological Excavations at the Uxbridge Almshouse Burial Ground in Uxbridge Massachusetts*. BAR International Series 564, 1991.
- Flick, Alexander C., editor. *History of the State of New York*. The New York State Historical Association, Columbia University Press, 1935.
- Hannon, Thomas J. "The Cemetery: A Field of Artifacts." In Albert E, Ward, ed., *Forgotten Places and Things: Archeological Perspectives on American History. Contributions to Anthropological Studies* 3. Albuquerque, Center for Anthropological Studies, 263-265, 1983.
- Hoffman, Frederick L. *Pauper Burials and the Internment of the Dead in Large Cities*. Prudential Press, 1919.
- Ibbotson, Patricia. *Eloise: Poorhouse, Farm, Asylum and Hospital*. Arcadia, 2002.
- Katz, Michael. *In the Shadow of the Poorhouse: A Social History of Welfare in America*. Perseus Books, 1986.
- Katz, Michael. *Poverty and Policy in American History*. Academic Press, 1983.
- Lamphear, Kim M. *Health and Mortality in a Nineteenth Century Poorhouse Skeletal Sample*. Ph. D. Dissertation, SUNY at Albany, New York. Ann Arbor, Michigan: University Microfilms, International Research Press, 1988.
- Leiby, James. *A History of Social Welfare and Social Work in the United States*. Columbia University Press, 1978.
- O'Conner, Stephen. *Orphan Trains: The Story of Charles Loring Brace and the Children He Saved and Failed*. Houghton Mifflin, 2001.
- Pencak, William and Wright, Conrad, editors. *Authority and Resistance in Early New York*. The New York Historical Society, 1988.

Teacher Resources

- Abromovitz, Mimi. "The Family Ethic: The Female Pauper and Public Aid, Pre-1900." *Social Service Review* 58 (1): 121-135, 1985.
- Ames, Kenneth L. "Ideologies in Stone: Meanings in Victorian Gravestones." *Journal of Popular Culture* 14(4): 641-656, 1981.
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- Pencak, William and Wright, Conrad, editors. *Authority and Resistance in Early New York*. The New York Historical Society, 1988.
- Riis, Jacob. *How the Other Half Lives: Studies Among the Tenements of New York*. Penguin USA (Paper); Reprint edition, 1997.
- Riis, Jacob. *The Battle with the Slum*. Dover Publications, Reprint edition, 1998.



A Publication of the Ulster County Clerk's Records Management Program

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