Below on the left is a souvenir postcard of the official poster, the Spirit of Progress with Henry Hudson and Robert Fulton, for you to have.

Below on the right is the postcard for you to send to the LaGuardia and Wagner Archives with your idea for a float.
The Historical Parade

In 1909, a great festival took place in New York called the Hudson-Fulton Celebration. It honored the explorer, Henry Hudson, and the inventor, Robert Fulton. This booklet will help you understand the Hudson-Fulton Celebration and life in New York City in 1909.

Three hundred years earlier, in 1609, Henry Hudson sailed across the Atlantic Ocean from the Netherlands in a small ship. He was looking for a way to travel to Asia by water. He and his crew came to what we now call the Hudson River. They sailed upriver until it was too shallow to go farther. Then, they sailed back to Europe to tell people what they had found. Hudson and his crew were the first Europeans to sail so far up the river. Later, people would name the river after him to honor him. Almost 200 years later, in 1807, Robert Fulton also traveled up the Hudson River.

What was important about his trip was that he had designed a new kind of boat—a steamboat—that made it easier to go upriver. He and others started a business so that people could travel easily between New York City and other places on the Hudson River.

In 1909, people in New York City thought it was important to celebrate the 300th anniversary of Hudson's voyage and the 100th anniversary of Fulton's trip. They believed that the Hudson River was important to New York. They planned events so that children and others could learn about their city's history. Organizers thought honoring Hudson and Fulton was a good way to talk about the past. Henry Hudson, the explorer, and Robert Fulton, the inventor, had things in common. Each had sailed up the Hudson River. And each man was financed by many other people.

In these units, you will learn more about both New York City history and the celebration. One part of the Celebration was a major parade on the streets of Manhattan that took place on Tuesday, September 28, 1909. Your teacher has a set of floats from the parade. You can cut one out and color it in. Then, with your classmates, you can hold a parade. You can imagine what it was like to celebrate Hudson and Fulton in the past.

Cover: Official Program, Hudson-Fulton Celebration [modified]
In the early 1900s, people in New York decided to honor Henry Hudson and Robert Fulton. Over four million people lived here. At least one million visitors came to New York City to join in parties, parades, dances, lectures, and plays. This was a time of exploration and invention. People took risks to explore new places like the North Pole. Others created new things like automobiles and movies. People built tall buildings called skyscrapers. They also built several bridges over the rivers surrounding New York City. Many immigrants came to New York from around the world. Daily life was changing quickly.

There were also difficulties in these years. In 1907, there had been big economic problems. Many people, mostly immigrants, had lost their jobs. Some long-time New York residents worried about these newcomers. They worried that immigrants would be a burden to the economy. They also thought that immigrants might not learn American ways. Immigrants did not know much about United States history. People organizing the Hudson-Fulton Celebration wanted these people to learn about the history of their new home.

To celebrate New York’s past, they held three major parades. The first was historical and included floats (like those you used in the opening exercise). The floats were impressive. Some were thirty-two feet long, fourteen feet wide, and forty feet high—about as tall as a three-story building. The city also put on a display of fireworks and placed electric lights on many of the monuments and streets of New York. At a time when most people did not have electricity in their homes, the lights were a sign of how technology would change their lives.

Hundreds of thousands of New York school children joined in events. Almost 300,000 children from all over the city were in small parades, debates, and musical concerts on Saturday, October 2, 1909. The day was called Children’s Day.
Henry Hudson

Very little is known of Henry Hudson's early life. We do not know what he really looked like. So artists have imagined how he may have appeared. He was born in the late 1500s in London, England. He became an experienced sea captain. In 1607 and 1608, he had sailed for an English company to explore northern waters, hoping to find a direct route to China. Europeans wanted to go to China to find spices and other valuable goods. They hoped that a route through northern waters would be shorter than the long and dangerous voyage through the waters south of Africa or South America. Neither of Hudson's first two trips succeeded.

His most famous voyage was his third. He sailed again in April 1609, this time for a Dutch company on a ship called the Half Moon (in Dutch it was known as the De Halve Maene). On September 2, 1609, he entered the body of water that we call Lower New York Bay (see the map on page 5). He sailed up from the bay. Hudson hoped that the water would take him to China. He reached a place near where the city of Albany is today. The water was very shallow there. He could not go farther. While on this trip, he and his crew encountered different Native American peoples. We would later call the river the Hudson River. Hudson and his crew turned around and sailed to England.

A year later (1610), Hudson sailed on a ship called the Discovery for an English company again. He went to America to try once again to find the northwest passage to Asia. This time, he sailed north to what is today Canada. He found a large bay and sailed in it hoping that he could sail west. He and his crew ended up spending a hard winter there. In Spring 1611, when it was possible to sail again, Hudson wanted to keep exploring. His crew was frightened and tired and wanted to go home. In June, they mutinied and took control of the ship. They put Hudson onto a small boat with his son, John, and seven other crew members. It is not known how Hudson and the others died. They may have starved or drowned or froze to death. The bay where he died is now known as Hudson Bay. The crew of the Discovery returned to England. They were imprisoned for what they did to Hudson. Some stood trial for murder. They were all found innocent.

Legend has it that the ghosts of Hudson and his crew from the Half Moon found their way back to the Hudson River. They are believed to live in the Catskill Mountains to this day.

Choosing Some

Instructions

Using the passages below and the images, compare and contrast Henry Hudson (from the 16th and 17th centuries) and Robert Fulton (from the 18th and 19th centuries). Your teacher will have a “compare/contrast map” to use.

Then, in your own words on a separate sheet of paper, write a paragraph comparing the two men. What kinds of risks did each man take? How did other people help them?

Write a second paragraph about a risk you have taken. Who helped you? Were you successful?

Henry Hudson

(artista’s guess)
Robert Fulton

Robert Fulton was born in Pennsylvania in 1765, more than 150 years after Hudson died. He studied painting in Philadelphia and England. He was also interested in designing things like guns, canals, and new kinds of boats.

The steam engine had been invented in 1769. After that, many people wanted to use steam power for ships. Some had even designed steamboats. New Yorkers were especially interested in steamboats to travel up the Hudson River between New York and Albany (see the map on page 5). Going upriver meant sailing against the current. The river was long and the wind was unreliable. It was hard for people to sail upstream. New York was a busy city. Albany was the capital of New York State. Many people wanted to go between the two cities. Others wanted to stop off at smaller cities along the way to trade or visit.

In 1806, Robert Fulton designed a boat called the North River Steamboat. The North River was what the English had called the Hudson River. Fulton had financial assistance from Chancellor Robert Livingston of New York, a wealthy businessman and politician. Many people did not believe that the boat would work. They called it a “teakettle boat” or “Fulton’s Folly” as a joke. On August 17, 1807, Fulton sailed the boat upstream from New York City to Albany. It was powered by a steam engine. The engine turned paddle wheels to move the vessel. The boat also had sails. The engine meant that it could travel upstream more easily. The trip was 150 miles. It took thirty-two hours to go in one direction—less than 5 miles per hour. It was slow, but still faster than rowing and more reliable than depending on the wind.

Fulton started the first successful steamboat company to carry passengers. He also started a ferry to take people from New York City across the Hudson River to Jersey City, New Jersey. He designed other vessels, including submarines. Fulton died in 1815. Fulton’s inventions helped build a transportation system that allowed the United States to develop economically. After his death, the North River Steamboat was popularly known as the Clermont which was the name of Chancellor Livingston’s home.
Henry Hudson and the Age

On Henry Hudson’s third trip, he had an officer on his ship named Robert Juet. Juet kept a journal of the 1609 trip of the Half Moon. Below you will find an excerpt of the journal which you will use to answer the questions. People spelled words differently in the past. You may find it helpful to read the passage out loud to understand the words.

The nineteenth [of July], we had faire sun-shining weather, we rode still. In the after-noone wee went with our Boate to looke for fresh water, and found some; and found a shoald with many Lobsters on it, and caught one and thirtie. The people comming aboord, shewed us great friendship, but we could not trust them. The twentieth, faire sunne-shining weather, the winde at South-west. In the morning, our Scute went out to catch fresh Fish halfe an houre before day, and returned in two hours, bringing seven and twentieth great Coddes, with two hooks and lines. In the after-noone wee went for more Lobsters, and caught fortie, and returned aboord. Then wee espied two French Shallops full of the Countrey people come into the Harbour, but they offered us no wrong, seeing we stood upon our guard. They brought many Beaver skinnes, and other fine Furres, which they would have changed for redde Gownes. For the French trade with them for red Cassockes, Knives, Hatchets, Copper, Kettles, Trevits, Beades, and other trifles.

1. Find six words that are spelled differently today.
   __________________________________________
   __________________________________________

2. The “Countrey people” in French shallops were Native Americans. What things did they and the Europeans trade?
   __________________________________________
   __________________________________________

3. Why didn’t Hudson and his crew trust the “people comming aboord”?
   __________________________________________
   __________________________________________

4. Why did Juet write so much about the weather?
   __________________________________________
   __________________________________________
of Exploration and Encounter

One of the most valuable things that explorers brought back from their trips were maps and journals of the places they had been.

We have created an itinerary of Hudson's trip. We used Robert Juet's journal. We have used the present day names for places.

APRIL 4, 1609
The Half Moon leaves Amsterdam in the Netherlands. They sail to the northeast near Finland looking for a northeast route. There is too much ice to sail. They then sail west.

JULY 1
They sail near Nova Scotia in Canada.

JULY 18
They arrive at a harbor, probably Penobscot Bay in Maine.

JULY 26
They sail south. They sail as far south as Virginia, before turning north.

AUGUST 29
They arrive at southern New Jersey.

SEPTEMBER 2
They sail in sight of hills, probably on Staten Island. They drop anchor in Lower New York Bay.

SEPTEMBER 4
They set foot on land, probably Brooklyn.

SEPTEMBER 11
They sail farther up New York Bay.

SEPTEMBER 13
They sail near Tarrytown.

SEPTEMBER 14
They drop anchor near West Point.

SEPTEMBER 19
They sail in the Half Moon near Albany. The water is shallow there. They explore in a smaller boat.

SEPTEMBER 22
In their small boat, they travel near Troy.

SEPTEMBER 23
They begin their return in the Half Moon.

NOVEMBER 7
They arrive in Dartmouth, England.

To help you answer the questions below, you can use the ruler on the back cover.

1. Using the information in the itinerary, plot the voyage of the Half Moon from September 2 to September 23.

2. How many months did Hudson's third voyage last? ____________

3. Find Albany and Queens on the map. Is Albany north or south of Queens?

4. What are two cities on the east side of the Hudson River?

5. How many miles is it from Staten Island to Troy?

6. What bodies of water are near New York City?
After Henry Hudson’s third voyage, the Dutch claimed the lands near where Hudson and his Dutch crew had sailed. The Dutch started two settlements called Fort Orange and New Amsterdam. In 1664, the English gained control of the colony. They changed the name of Fort Orange to Albany and New Amsterdam to New York. The Hudson River was very important to people in New York. In the 1600s (seventeenth century) and the 1700s (eighteenth century), there were no cars or trains. Roads were not very good. Boats were one of the best ways to travel far distances. During the American Revolution, both the English and the Americans knew that whoever controlled the Hudson River would likely win the war. At least one third of the battles of the Revolution were fought on the shores of the Hudson.

By the early 1800s, the Hudson River was still the best way to travel. It also was an important way for people to move items they wanted to trade. As business grew in New York and the country, there were more and more goods to transport. Roads were still not very good. When Robert Fulton traveled all the way from New York City to Albany in 1807 on a steamboat, people knew that this could make transportation much better. Robert Livingston helped to pay for Fulton’s experiments with steamboats. Once the Clermont (Fulton’s boat) was successful, they started a business with steamboats to take people up and down the river. It still took about 30 hours to go in each direction and the boats ran only once a week.

When the Erie Canal opened in 1825, boats and the Hudson River became even more important to New York City. Now someone could ship goods from New York to Albany on the Hudson River. Then they could ship the goods from Albany all the way to Buffalo on barges on the Erie Canal. Once in Buffalo, the goods could be shipped to many other cities, like Chicago, that were on the Great Lakes. The Hudson River, the Erie Canal, and the Great Lakes helped to make New York City one of the most important cities in the world by the late 1800s.

In 1851, a railroad connecting New York and Albany was finally opened. Much of the travel that had been done by boat switched to the railroad. By the late 1800s, most boat travel between New York and Albany was for recreation rather than for business.

During the Hudson-Fulton Celebration of 1909, there were still many boats on the Hudson. The trip was quite different than it had been in 1807. The boat schedule shows you some of the changes. You will want to look at the map on page 5 for some of the answers.
the Age of Invention

1. What direction is the boat to Albany sailing?

2. When would the boat to Albany arrive at West Point?

3. How much time does the boat to Albany take to get from Brooklyn to Poughkeepsie?

4. Which sides of the River are Albany, West Point, Poughkeepsie, and Hudson on?

5. At what time does the boat to New York arrive at Kingston Point?

6. How long does it take for the boat to Albany to go from Brooklyn to Albany?

7. How long does it take for the boat to New York to go from Albany to Brooklyn?

8. How do the answers in 6 and 7 compare? What do you think explains it?

9. How does the time for the trip compare to the trip Fulton took in 1807?

10. What seasons do the boats run? Why do you think they run for that period?
Life for Children in 1909

In 1909, New York was a city of children. In a metropolis of more than 4 million people, about one out of every three New Yorkers was under the age of 15. About 2 million New Yorkers were immigrants. Most children who were born here had at least one parent who was born in another country.

Life for most children in New York City was hard. Many of them were poor. By age 10 or 11, most children worked. Children often worked in their homes with their families doing jobs like sewing clothes, making artificial flowers, or cracking nuts. They might earn only 2 cents for finishing a pair of men’s pants.

Children from better-off families could easily afford the playthings that had just started being sold. The first box of Crayola crayons, for instance, sold for a nickel in 1903. But children from poor families had to scrape together the five pennies needed to see a movie. They learned to have fun without a lot of money. They used things they found for their games. Boys built go-carts out of scraps of wood. Girls jumped rope with a piece of old clothesline.

The people who planned the Hudson-Fulton Celebration tried to make it fun. They thought that if children had a good time, they would enjoy learning about the history of this country. They also made most events free so many children could come.

Look at the first pie chart.

1. Which two countries sent the highest percentage of immigrants in 1910?
   ____________________________
   ____________________________

2. What part of the world are they in?
   ____________________________

3. List what countries your classmates or their families are from.
   ____________________________
   ____________________________

Figure out those numbers as a percentage of your class size and fill in the second pie chart.

4. How does your class compare to New York in 1910?
   ____________________________
   ____________________________

Look at the two photographs.

5. What do you notice about the children in each?
   ____________________________
   ____________________________

6. How did children have fun in 1909?
   ____________________________
   ____________________________
Funding the Festivities

People planning the Celebration wanted to point out the importance of the Hudson River to New York City. They planned activities to take place on both land and water. The Commission invited ships from around the world to join in a naval parade up the Hudson River. The Netherlands, where Dutch people are from, announced that it would build a replica of the Half Moon, Henry Hudson’s boat. People here decided to build a replica of the Clermont, Robert Fulton’s boat.

The Hudson-Fulton Celebration Commission needed to raise money for these events. They thought it would cost over $1,000,000. They got some money from the New York State government and some from people who voluntarily gave money. They asked the New York City government to help pay for some of the events. In 1909, the legislative body of New York City was called the Board of Aldermen. The Board of Aldermen worked with the Mayor to make laws for the city. They passed bills to pay for things that New York City needed. The President of the Board of Aldermen was a man named Patrick F. McGowen. The Hudson-Fulton Celebration Commission wrote a letter asking for his help. They wanted the Board of Aldermen to pass a resolution to raise $300,000 for the events. In the end, the Board of Aldermen gave $250,000 to the Commission.

Read the letter to the right that was sent to President McGowen to answer the following questions.

1. What events were other cities celebrating?

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

2. Why do you think the Commission wrote about what other cities were doing?

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

3. On a separate sheet of paper, write a letter in your own words asking for money for the Celebration. List the reasons it would be good for the people of New York City to celebrate Hudson and Fulton. You may also want to explain why you are honoring the two together.

The position which New York City occupies in the eyes of the world requires that the celebration of its foundation should be conducted on a scale commensurate with its size, resources, and influence. Philadelphia, a few months ago, spent about half a million dollars in a week’s celebration of the 225th anniversary of the granting of its charter. A few weeks earlier, Quebec spent a like amount in commemoration of the founding of the oldest city of Canada. If Philadelphia, with a population of only 1,300,000, and Quebec with a population of only 75,000, feel justified in making such expenditures to celebrate their birthday anniversaries, surely, the Metropolis of the Western Hemisphere and the Second City of the World, with a population of 4,000,000 and corresponding wealth, can afford to spend $300,000 in commemorating events of equal, if not greater, importance.

Glossary

commemorate — honor
commensurate — equal
expenditure — money spent on something
metropolis — a very big city
resolution — a law
Illuminating the City

The late-nineteenth century was often referred to as the “Age of Invention.” Many of the things we use today were first made then. In 1879, Thomas Alva Edison perfected the first practical incandescent light bulb. It took him more than 6,000 tries to get it to work. Until that time, people who needed light had to use candles, oil lamps, or gaslight.

In 1882, Edison opened a power station in downtown Manhattan to supply electrical power to people who were beginning to use electricity for lights and machines. The station provided electricity to only eighty-five buildings, including the Stock Exchange and the office of The New York Times. People were amazed by the difference that electric lights made in their lives. One reporter for The New York Times exclaimed that working at night in the office now, “seemed almost like writing in daylight!”

It took a while for most people to get electricity and electric lights. By 1909, only three out of every ten homes in New York City had electricity. The organizers of the Hudson-Fulton Celebration knew that people found electric lights exciting because they were still new and different. They decided to have elaborate “illuminations” around the city. Much of the city was usually dark at night. During the Celebration, people put lights on buildings and streets around the city. People also put lights on the parade route from 110th Street to 4th Street. They placed lights on the bridges and monuments in the city. One person wrote that the lights made the city look like a fairyland. They also had a big display of fireworks. But it was electricity that people thought was exciting.

Using the information in the paragraphs, answer the following questions:

1. How did people light their homes before the invention of the light bulb?

2. Why do you think the light bulb amazed people?

3. How does the incandescent light bulb work? (Hint: look up the word incandescent.)

4. Why do you think that only three out of ten homes had electricity in 1909?

5. What inventions excite you today? Why?

6. Look at the photograph. Why do you think so much of it is dark?
Arranging the Light Bulbs

Use the information in the magazine article to answer the questions and fill in the graph.

1. Which bridge had the most light bulbs (lamps)?

2. How many more lights were on Queens Borough Hall than Flushing Town Hall?

3. Sort the lights by where they were put and add the total for each grouping:

   Bridges: _______
   Halls: _______
   Streets: _______
   Monuments, Arches, and Towers: _______

4. Instructions for the Bar Graph.

   Round off each of the numbers in the answers to Question 3 to the nearest thousand and fill in the graph.

<table>
<thead>
<tr>
<th>Bridges</th>
<th>Halls</th>
<th>Streets</th>
<th>Monuments, Arches, &amp; Towers</th>
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Glossary

- **apportionment** — distribution by categories
- **elaborate** — fancy or special
- **illuminate** — to light up
- **illumination** — a source of light
- **incandescent** — a kind of light produced by heating an object until it glows and produces light
- **Stock Exchange** — the place where people buy and sell financial items like stocks and bonds
Organizing

**Introduction**
One of the difficulties facing the organizers of the Hudson-Fulton Celebration was to make sure that each event was carried out correctly. There was a parade of more than fifty floats that were supposed to go in chronological order—meaning from the earliest event to the last event. On the day of the parade, September 28, 1909, bad weather caused some of the floats to get out of order.

**THE RECEPTION OF PETER STUYVESANT**
Peter Stuyvesant was a Dutch soldier and official, known as “Peg Leg Peter” because he had lost his right leg in a war and had a wooden leg. In 1645, he was chosen to be Governor of New Amsterdam. When he arrived in 1647, the people eagerly greeted him because they hoped he would do a better job than the unpopular governor before him.

**WASHINGTON’S FAREWELL TO HIS OFFICERS**
In 1783, at the end of the American Revolution, General George Washington, leader of the colonial army, said farewell to his officers at Fraunces Tavern. He then retired from the military and returned to his home in Virginia. In 1789 he was elected President.

**THE STAMP ACT**
In 1765, England passed the Stamp Act which put a tax on legal documents and playing cards. Colonists protested by burning the coach of the governor and parading about town with copies of the Stamp Act on poles.

**THE STATUE OF LIBERTY**
In 1886, the Statue of Liberty was dedicated. It was a gift from the people of France to the citizens of the United States to celebrate the ties between the two countries dating back to the American Revolution. The statue also paid tribute to the idea of liberty. Standing at the entrance to New York Harbor, the statue was the first sight that many immigrants had of the United States.

**ST. NICHOLAS**
In the city of New Amsterdam in the mid-1600s, Dutch children referred to Santa Claus as Saint Nicholas. He was the patron saint of school children. He was also an important figure in New Amsterdam. Saint Nicholas is seen here in a sleigh with reindeer.
THE HALF MOON
This float reproduces the ship, the Half Moon, that Henry Hudson sailed from the Netherlands to what would become known as the Hudson River when he explored that river in 1609.

THE FIVE NATIONS
Native Americans formed the Iroquois Confederacy, also known as the League of Five Nations, in the 1500s. It was made up of five related nations called the Mohawks, Oneidas, Onondagas, Cayugas, and the Senecas. They settled in what would become New York State in the area between the Hudson River and Lake Erie.

THE EMPIRE STATE
This float symbolizes the State of New York from the days of canoes and wigwams to the time of battleships and skyscrapers. George Washington called New York the “Seat of Empire.” So the nickname for New York is the “Empire State.” This was the first float of the parade.

THE LEGEND OF RIP VAN WINKLE
Washington Irving wrote a story about a man named Rip Van Winkle who wandered into the woods in the Catskills around 1770. There he met men dressed in old-fashioned clothing like the Dutch had worn years earlier. Van Winkle bowled with them. After drinking with them, he fell asleep and woke up twenty years later. Supposedly, the strange people he met were the ghosts of Henry Hudson and the crew of the Half Moon.

THE CLERMONT
Robert Fulton designed a boat, popularly known as the Clermont. It was powered by a steam engine. The engine turned paddle wheels to move the vessel. The boat also had sails. The engine meant that it could travel upstream more easily. In 1807, Fulton sailed the Clermont upriver from New York City to Albany.
Celebrations

The Hudson-Fulton Celebration impressed people. Some 1,000,000 visitors came to New York City to watch the parades. They also went to art exhibits and concerts. People came from all over the country and from around the world. There were visitors from Colombia, France, Guatemala, Germany, Haiti, Japan, Russia, Thailand, and Turkey.

The events on water included a fleet of almost 1,600 ships ranging from foreign battleships to little tugboats. Despite the planning, some things went wrong. During one of the parades on the water, the replica of the Half Moon crashed into the replica of the Clermont. The problem was that people were not used to sailing the old ships.

There were also new forms of transportation along with the old. Wilbur Wright, an inventor of the airplane, flew an airplane as part of the Celebration. To be safe, he placed a canoe under the plane in case he crashed into the water. But he had a safe flight. No one had ever flown a plane over the Hudson River. Many people in New York City had never seen an airplane.

The organizers of the Hudson-Fulton Celebration wanted to involve children in the events. They thought that children would find it an interesting way to learn about history. During the Historical Parade, school children marched alongside the floats for St. Nicholas and Rip Van Winkle while grown-ups marched alongside the other floats.

Saturday, October 2nd, was called Children’s Day. Children from all over the city performed in plays, did folk-dances, and marched in costume in small parades. In lower Manhattan, girls dressed up like Dutch girls of 300 years ago. At the last minute, people could not find wooden shoes to fit the girls. So girls like Katie Squazzo and her friends Annie Dean and Rose Riska had to wear grown-up shoes. The shoes were too big and their feet slipped out of them. People around the girls helped them put their shoes back on so they could keep marching. Katie told a newspaper reporter that walking this way “was fierce on yer feet.” But she and her friends seemed to have a fun time. Even children who did not dress-up or march enjoyed watching the floats or seeing the electrical displays and fireworks or the ships.

When the Hudson-Fulton Celebration Commission added up the costs, they found that the Celebration cost about $1,019,000. The events were paid for by the State of New York, New York City, and individual people.
Then and Now

1. Look at the photograph of the girls lined up. Why are they in costume? What do the costumes represent?

2. Why do you think over a million people came to New York City to attend the events?

3. Of the money raised for the Celebration, 51% came from the State, 25% came from individual people, and the rest from New York City. What percentage did the City pay for?

4. On a separate sheet, write a letter from Wilbur Wright to Robert Fulton.

Today

In the Historical Parade, people decided what were important things in New York City history. They made floats to illustrate those events and people. What do you think is the most important thing that has happened in your lifetime? Why?

With paper from your teacher, you should draw a float for that event. Then you and your classmates can have a parade with the old floats from the Hudson-Fulton Celebration and the new floats that you have created.

When we wrote this booklet, we went to places called archives to find information. Archives store materials like photographs, journals, letters, and newspapers from the past. People use this material to write stories and history. Everybody's history is important. We would like to save some of your history. On the postcard on the back cover, please write to us and tell us what your float is. We would like to know why you chose that event.

We will store the cards in our Archives. When people want to know what life was like for children in New York City around the year 2000, they can come to the Archives and read your card. Thank you for sharing your history with us.
This curriculum is dedicated to

**BETTY SILVERMAN,**

a true friend and a champion of public education.

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**Acknowledgments**

Raymond C. Bowen, President, Fiorello H. LaGuardia Community College/CUNY
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Below on the left is a souvenir postcard of the official poster, the Spirit of Progress with Henry Hudson and Robert Fulton, for you to have.

Below on the right is the postcard for you to send to the LaGuardia and Wagner Archives with your idea for a float.