A technique for the study of urban social change

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Boston University
A Technique for the Study of Urban Social Change

A Thesis

Submitted by

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A Typical Social and Religious Survey
PART ONE

1. Planning the Study

A. The Area to be Studied

Before undertaking a survey there has to be some understanding if what is involved or likely to be involved in the problem to be studied. If an analysis of social institutions of a community is to be made, there should be some insight into what aspects of social organizations, programs, and activities are important in the surveying of their work and the measurement of their success.

Business organizations today (like Walter Raleigh did it for “Virginia” in 1585) at the advent of extending their activities or making investments without first recalling the facts concerning their undertaking. The Bell Telephone Company carefully considers trends before beginning any new project. Each new building erected is based on a twenty-year forecast.

The values of social surveys are not doubted today by social workers; they know that a thorough knowledge of the conditions and activities existing in the area is very essential before new plans can be undertaken and developed.

It would not only be the object of a social survey to secure all the facts which pertain to the social life of an area, but also to correlate these facts and make progress toward the discovery of underlying causes.

The survey should be conducted in a thoroughly scientific manner (i.e., collection of concrete, positive facts) so that it

IISWS: OPINION SURVEY OF NUCLEI COMMUNITIES, Pp.37-70
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It should not only be the object of a social survey to secure all the facts which pertain to the social life of an area, but also to correlate these facts and make progress toward the discovery of underlying causes.

The survey should be conducted in a thoroughly scientific manner (i.e. - collection of concrete positive facts) so that it

Elmer: Social Surveys of Urban Committees, pp.27-70
may enable one to know the community well. It must be a comprehensive study of all conditions of community life and all activities having a bearing on these conditions. It is impossible to determine the real forces which affect the life of the community unless both evil and bad influences and conditions are investigated and analyzed. It is also true that it is impossible to study adequately any one phase of community life without taking into consideration all of its interrelated activities. For instance, it is impossible to understand poverty if it is studied apart from industry, housing, disease, family conditions and methods of public relief, as well as of other conditions.

The essence of the following outline was suggested by the Boston Council of Social Agencies to describe a neighborhood contained in a city district, but a few changes have been made and some of the material has been supplemented.

I. Physical aspects of neighborhood

**Boundaries**

**Acreage**

**Transportation facilities for reaching district**

**Topography**

Configuration, etc. as a controlling factor (c.f. Des Moines, Pittsburgh.)

**Streets**

List streets in district and classify by following standards:

1. How many have street cars? Dead end streets?
2. Any through motor roads? Traffic lights?

1 Devine: *Misery and Its Causes*
3. How many have trees?
4. Are the streets thoroughfares or side streets?
5. What is the width of the streets?

**Alleys**

Where are they? In what state of order are they?

**Parks**

Location (with respect to access, centers, etc.)

Acreage?

Seats?

Trees? Grass in good condition? Other attempts at beautification.

**Playgrounds**

Location

**Other Vacant Spaces**

Used commercially?

Idle land?

**Housing**

What is the density of the district?

Juxtaposition with relation to manufacturing and business area; to school library, and church facilities; and to trading centers; markets; retail districts, etc.

Where are these types of houses located? Single houses? Two family houses? Tenement houses? Streets where people live over stores? Do houses have yards? Are they well kept? Open directly off street? Made of brick or wood?
Industrial areas

Factories? Do they have recreation?

Stores? Kinds?

Recreational facilities

Commercial, social agency, church, school, municipal, fraternal. On what streets and type of streets are they located?

Street activities

Whom did you see in the streets? What were they doing? What sort of people were outside the movie houses? On street corners? Children playing in the streets, dumps and vacant land? How many? What were they doing? Any supervision?

The above suggested outline of a neighborhood is a good one, but it is not quite as inclusive as it might be made. No provision is made for a listing and study of schools, churches, and social institutions, except for the purpose of recreational studies. Provision might also be made for a study of health conditions, and also of public utilities.

The Boston Council of Social Agencies confine their activities to a great deal of research work and have selected a "tract" which is made up of several city blocks, as a unit for their studies because the Federal Census authorities use tracts as their units in compiling their data.

B. The making and use of maps

The compiling of material should include the preparation of Base maps which consist of maps of the community on three scales, to
quote Elmer: "(1) A complete map of the community; (2) A larger scale section map; and (3) A large scale map where data by blocks may be drawn."

Besides maps being of value to field workers showing location and limits of area to be studied, they are also important as a record of the field workers investigations and they may also be used to show graphic results of the survey insofar as results can be expressed geographically.

Maps may be used to show distribution and density of population, nationalities or races, juvenile delinquency and adult crime, distribution of homes, types of dwellings, ownership of homes, schools and enrollment, churches and membership and social institutions, and agencies with membership and classification of activities. In fact, there are innumerable uses which maps may prove to be of great value.

C. The House Schedule Card

The making of schedules is one of the most important factors in making any survey. An experienced surveyor may be able to make a satisfactory survey by using any kind of a schedule, but an unexperienced worker must have a well prepared schedule for guidance in his work. It is also true that schedules are necessary where a great many workers are used, for they make for uniformity in the results obtained.

The mechanical features of the schedules such as size, form, type, spacing, stock, etc. need to be given consideration, but in this treatise there is no need of going too much into detail. What the size and shape is to be is determined both by convenience in tabulating,

1 M.C. Elmer: *Technique of Social Surveys*, p. 64
The First...
sorting and filing, and also by recognized standards of statistical records. The stock used can be a good grade of paper punched for use in a ring binder, or a lightweight card may be used. The type should be legible and the questions should be so spaced that there is ample allowance for answering questions of reasonable length. Blank pages may be used for general comments or if questions are only printed on one side of the card the reverse side may be used for comments and notations. The novice should establish index schemes or follow-up devices or make use of cross-references. It is particularly important that a great deal of consideration be given to the arrangement of the material and the form of the questions. The form is dependent upon the information desired and this will vary with the type of survey to be made. The material ought to be arranged in such a way so as to make the surveyor's task as easy as possible. A particular topic may necessitate an arrangement which will make for an easy approach while other topics might suggest an arrangement which will develop the subject logically. Of course there are advantages to be found in each of these methods. The Inter-Church World Movement and The Institute of Social and Religious Research can be considered as exponents of the latter method. After making provision for the name and location of the community, other topics may follow such as: topography and natural resources, industries, cooperative organizations, transportation, means of communication and other public utilities, population, social institutions and agencies, social life and activities, recreation, etc. Punched paper devices, digesting and tabulating are used in dealing with large numbers by large agencies and organizations.
Incubation: To mention a few points about the incubation process of new ideas: the question of how to begin is a logical one to ponder. It is often helpful to start with a question or problem that needs to be addressed. The question should be clear and specific, allowing for a focused and effective approach. Once the question is defined, the next step is to identify the resources and expertise that will be needed to address it. This may involve gathering information from various sources or consulting with experts in the field. It is important to have a clear plan of action and to allocate resources accordingly. Finally, it is crucial to set a timeline for the project and to monitor progress regularly. This will help ensure that the project stays on track and that goals are achieved.
Consult filing concerns. This arrangement may be found to be logical and methodical, and the sequence is an expression of conditions and activities of a community.

Special schedules may be used for the study of schools and churches. These schedules may also be arranged in a logical sequence. Besides a provision for name and place, both may discuss equipment first. In a church schedule finance, membership, services, and personal questions relating to the pastor may be taken up in this order. The idea of beginning with the equipment makes for an easy introduction and prepares the necessary stages for the information that may be gained from the pastor and which will be in most cases of the most importance. This arrangement makes possible the gaining of all information desired without going back over any phases of the work, and making second interviews.

Another important consideration is the form in which questions are asked. H. N. Morse states that there are in general at least three types of questions on a schedule, such as: "First, those designed to secure directly the concrete information that will be the immediate data of the study; second, those questions that are asked in such a form as to throw some sidelight on the subject, to provide in some way a check or to illuminate some possibly obscure angle of an inquiry; third, all those questions that are asked not so much for information valuable in itself, as to indicate the attitude of the individual being questioned as an index possibly of the direction of the thinking of the community.

1 H. N. Morse: The Social Survey in Town and Country Areas, pp. 114-115
or of certain leaders in it. Occasionally a fourth type of question is added; namely, a question for what might be called homiletic purposes—that is, a question designed to suggest to one of whom it is asked the importance of some angle of a familiar thing to which he may not previously have given much attention."

Questions should be stated so that facts may be disclosed preferably in an elementary form. Tact must be exercised in asking questions to insure reliability in answers received.

When a question calls for a "yes" or "no" answer, the possibility of misunderstanding is reduced to a minimum. But when questions call into play personal opinions and judgments, allowances for prejudices must be made when interpretations are analyzed.

Questions of conditions and degrees ought to be broken up into basic elements. For instance, questions asked on moral conditions of a family would reflect upon the moral judgment of the canvasser, for judgments of morals would differ with individuals.

Allowances should be made for truthfulness in answering questions. If an investigation of houses of prostitution was to be made, one could reasonably believe that all questions pertaining to morals would not be answered truthfully, but some questions might be asked which would not be disadvantageous for an interviewee to answer correctly. Sometimes it is possible to secure more accurate information by making indirect approaches to a particular problem. One should distinguish questions as to fact and questions as to opinions, sentiments, and prejudices. For instance, a survey of household management and conveniences made a few years ago was successfully conducted in terms of

a

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retail purchasing. It was found that more accurate information could be gained if an inquiry was made as to where tooth paste was purchased, than to ask if tooth brushes were used in the home.

Questions should not be stated so as to admit vague or inclusive answers. For unless questions are answered as accurately as possible, it is impossible to gain the objectives of the survey.

D. Assembling of Facts

Another important consideration in the making of any survey is the assembling in an accurate scientific manner the essential data called for by the various schedules, along with collateral and explanatory analyses as may be necessary in making a particular study.

E. Statistical Analysis and Interpretation

The statistical analysis of the data secured as well as the arrangement and tabulation, according to such methods as are necessary to the handling of the results, and the reduction of the statistical material to comparable, measurable units, are important steps in any survey. This will involve a check on the accuracy, completeness and the "inherent probability" of the schedule data.

Elmer says, "The analysis of the data should show the inter-relation of the different group activities and the effect of any undesirable conditions upon the life of the entire group. It should show why some of the existing agencies within the community have failed to function with greater efficiency, and where their weakness lies. We cannot stop, however, when we have pointed out the weakness of institutions, and the failure of the community to meet its needs. We

1 M. C. Elmer: Technique of Social Surveys, pp. 174-175
It is in the interest of both the parties to the contract to make the appointment a fixture.

The appointment of the arbitrator is to be made in accordance with the agreement.

In the absence of any agreement to the contrary, the arbitrator shall be appointed as follows:

1. The parties shall agree on the appointment of the arbitrator.
2. If no agreement can be reached, the appointment shall be made by a third party agreed upon by both parties.
3. If no third party can be agreed upon, the appointment shall be made by a court of competent jurisdiction.

The arbitrator shall have the power to make a decision in accordance with the agreement between the parties.

If the parties are unable to agree on the appointment of the arbitrator, the decision of the court shall be final and binding.
must show by means of a simple and workable plan how these weaknesses may be turned into future success. Time and patience are important factors in securing any reform, but there are always certain phases of the community life which may be dealt with at once, while the larger problems should be incorporated into the constructive program to be followed during the coming year."

In conclusion, we can say that the purpose of any survey should be to obtain results. The interpretation of data collected should include, (1) a careful analysis of the situation or problem studied; (2) a study of the activities and conditions - whether they are favorable or otherwise; (3) measures should be advocated which would aid in the changing of unfavorable conditions and steps should be taken to see that there is a chance for further development of favorable conditions; (4) community activities should be evaluated in terms of their functioning; (5) a program should be advocated which will tend to develop a more efficient type of activities and conditions and which will aid in making for a greater conservation of energy and elimination of waste; and (6) a projection of trends into the future of the area studied should be made.
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Chapter

II. METHODS OF INQUIRY

A. Statistical Data

Statistical data may be secured from official and unofficial sources. The chief sources are as follows:

1. State and Federal censuses taken every ten years and alternating each other by five years. However, not all states take a census.

2. The State Department furnishes records on births, marriages, deaths, etc. The Federal Census also publishes the figures concerning the deaths and births of dependents in the United States in which the registration of deaths is required. The keeping of vital statistical records is not uniform in all of the states, and in many states it will be found that records have been poorly kept.

3. Court records, the records and reports of police, the reports of the State Board of Public Welfare, and the reports of special commissions dealing with crime, are the best sources of information on crime. The Federal Census also publishes statistics on crime every ten years, and these records may be found very valuable especially for purposes of comparison.

4. For industrial accidents the Federal Census should be consulted as well as the reports of the Factory Inspector, the Commissioner of Labor, the State Census, and the reports of various bodies dealing especially with industrial conditions such as unemployment bureaus, ward of convicts, etc.
Chapter

II. Sources of Information

A. Statistical Data

Statistical data may be secured from official and unofficial sources. The chief sources are as follows:

1. State and Federal census taken every ten years and alternating each other by five years. However, not all states take a census.

2. The Health Department furnishes records on births, marriages, deaths, etc. The Census Bureau also publishes the figures concerning the deaths and causes of deaths in the United States in which the registration of deaths is required. The keeping of vital statistical records is not uniform in all of the States, and in many cases it will be found that records have been poorly kept.

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Chapter II
Section 2

This section contains information on the process of

Section 3

The sections below provide details on the steps involved in

Section 4

A more detailed explanation of the process is outlined in

Section 5

The next step involves gathering data on

Section 6

The final section provides a summary of the key points discussed.
5. Statistics on education may be found in the Federal Census, School Censuses, Reports on School attendance, Illiteracy, etc., and also in the local school reports of the United States Commissioner of Education, the State commissioner of Education, and the publication of special commissions on education or subjects having a bearing to the field of education.

B. Unofficial statistics on social problems may be derived from the following sources:

1. Reports and records of private ameliorative and philanthropic organizations.
2. Reports of various industrial establishments.
3. Reports of private commissions as well as other private investigating agencies.
4. Reports of banks and insurance companies.
5. Public reports and private interviews with officials and employees of all business organizations with whose activities the survey deals.
6. Reports of labor unions and interviews with labor heads.
7. Statistics regarding recreation, religious bodies and welfare work may be secured from local, state, and national organizations whose work deals with these various subjects.

C. Legal Information

Legal information based on Federal, State and Local Legislation may be obtained by consulting the following:

2. The Laws of the various states (special and general.)
3. City Charters.

4. City Council Ordinances, Board of Aldermen, Rules of the Board of Health, and Rules and Regulations of the Police Department.

5. Administrative regulations formulated by various departments in accordance with vested authority in these departments by law.

6. Usually the methods of organization and administration of various public departments are quite complicated, and so information as to the working of a department can best be gained by interviewing a head or someone in authority who is familiar with the department.

7. Costs of maintenance and the use of funds is an important item to be considered in the survey and an investigation should only be made by a competent person who is familiar with the handling of accounts.

D. General Information

General information which cannot be gained from reports or from consultation and interviews with workers has to be derived from investigation of actual conditions. Before an investigation is undertaking, officials and all workers who through their occupation and interest have come into contact with the conditions to be examined, should be examined. If these steps are taken, the work will be reduced by securing a large number of well informed persons who may also point out ways of getting all the facts without difficulty or delay.

From these sources already mentioned a great deal of information may be secured from volunteer workers. However, care must be taken to select

1 Aronovici: Social Survey, pp. 209-213
General information and commentary on the report of the committee.

The committee's findings and recommendations are presented, along with analysis and conclusions drawn from the data. Key points include:

1. Importance of cooperation and coordination among stakeholders for effective implementation of strategies.
2. Need for comprehensive and sustainable solutions to address the issues.
3. The impact of external factors and how they influence the outcomes.
4. Recommendations for further research and actions to be taken.

In conclusion, the committee highlights the significance of continued collaboration and innovation to overcome the challenges and achieve the desired goals.
workers who will be courteous and do an efficient and effective piece of work.

E. Use of the Interview

It is very difficult to make a survey without securing the cooperation of a great many people, heads of agencies, etc. and because of this fact the interview plays a highly important part in the making of any investigation.

1. Public officials

Public officials will usually give out desired information when reasonable requests are made. The giving out of information is dependent on whether it could be deemed beneficial to an agency or group of agencies, and in part the amount of time involved in giving out the information for the routine of a department cannot be broken up without some good cause for so doing.

2. Business men

When studies are made in regard to certain business organizations, it is best to secure the cooperation of some outstanding business man who can aid in making the desired contacts.

Oftentimes when the situation warrants it, large organizations may place a secretary at the disposal of the interviewer.

3. Case records

Some phases of survey work may require the reading of case records of different agencies. When agencies are conducting a cooperative study, most agencies will as a rule cooperate and give out desire information. But in other cases, agencies are sometimes reluctant to give out information. Here, again, the
investigator chosen must be well chosen. He must be frank and honest and attempt to get information in a scientific manner.

4. The personal interview

The personal interview is of two kinds, (1) Where certain definite data is desired and where there is but one interview, and (2) Where case studies are made it isn't possible to secure all information desired in one interview and so, in consequence, interviews have to be extended over a number of visits.

A committee of the Institute of Social Research in 1924 made out the following outline to serve as a basis for any interview.

I. The Interview

1. Types of study in which interview is used:
   1. Social Survey and community study.
   2. Social work -
      (a) With client
      (b) With others
   3. Particular studies of social attitudes of persons and groups.
   4. Life history of persons and groups.

The method of the interview is used in many other fields, as by the reporter, the salesman.

II. Background Factors

1. Purpose for which data are to be secured.
2. Limitations of the study from the standpoint of scope, time, funds, personnel.
3. The organization sponsoring the study.
4. The staff for the study.

1 Elmer: Technique of Social Surveys, pp. 56-57
5. The data to be collected.
6. The informants.
7. Place, time and conditions of the interview.
8. Social forces in the community -
   (a) Cooperation with agencies and groups.
   (b) Reaction of the public.
   (c) Antagonistic agencies and groups.

III. Steps in the Interview

1. Preparation for Interview -
   (a) Arrangement of schedule.
   (b) Preparing instruction.
   (c) Training of field workers.
   (d) Consultation of available documents.
   (e) Single or multiple interview.

2. Establishing Rapport -
   (a) Initial contact.
   (b) Credentials:
      (1) Attitude of interviewer.
      (2) Attitude of informant.
   (c) Appeal to interest.

3. Securing Data -
   (a) Meeting difficult situations.
   (b) Closing the interview:
      (1) Span of attention.
      (2) Leaving an open door.

IV. Recording the Data

1. Time.
V. Evaluation of Results of Interview.
PART THREE

Elmer states that "the effectiveness of educational work, of recreational organizations, of churches - in fact, of all kinds of activities which are based upon the cooperative effort of masses of individuals - will be curtailed by sparsity of population. We find that where the generally adopted type of group activity is not possible, individuals within such areas are very few to adopt a type suitable to the local conditions. This is true partly because of inertia and partly because the individual does not value the effort worth while, expecting to return to his old environment again."

In making a survey of any particular area, the most important consideration is the people themselves. Attention should be given to a number of important factors in a population study such as: (1) distribution and density of the people of the area to be studied; (2)
A. Population Study

The number and character of the population of a community is dependent largely upon the geographical conditions in which it lives. Both the development of the natural resources of a particular area and the development of transportation facilities are very important factors in determining the settlement of large groups of people. New immigrants usually settle in congested areas for chances of making a living are often thought to be better than in other areas. When there is a large increase in population in a community, there is a necessity for a readjustment of the social machinery. However, when there are only a few people within a certain area, it may be a very difficult task to develop social organizations and activities.

Elmer states that "the effectiveness of educational work, of economic organizations, of churches - in fact, of all kinds of activities which are based upon the cooperative effort of numbers of individuals - will be curtailed by sparcity of population. We find that where the generally adopted form of group activity is not possible, individuals within such areas are very slow to adopt a form suitable to the local conditions. This is true partly because of inertia and partly because the individual does not think the effort worth while, expecting to return to his old environment again."

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1 M. C. Elmer: Technique of Social Survey, pp. 77-78
The number of nationalities, the population of each and the ratio of one to the total population; (3) Vital statistics which take into account births, marriages and deaths; and (4) Study of trends.

1. Distribution and Density

(a) What is the population of the area?

(1) How many people per acre?

(2) Are there any congested areas? If so, state locations, and give reasons for them.

(b) What proportion of the population have come from the areas within the past few years?

(c) How many families have lived in this area 5 years? 5-10 years? 10-15 years? Over 15 years?

(d) Determine what the rate of growth of population has been by comparing Federal Censuses over the past two decades.

(e) Are there any particular areas where there are racial, industrial, religious or commercialized vice groupings?

(f) Is the residential distribution of the population affected by the topography of area, land values, rents location of industrial plants and business establishments, or the layout of steam and elevated railroad?

(g) One should make a statistical summary of information gained. Charts and graphs may be used to analyze and interpret data.

2. Nationality or Race

(a) What is the population of each nationality by age and sex?

(b) Determine what nationalities are increasing and those that are decreasing, and the rate of change.
(c) What are the reasons for the change or lack of change?

(d) How many families have moved into the community during the past 20 years? Where did they come from - other parts of the city? Other parts of the country? From foreign countries?

(e) Are there racial elements in the community? If so, what are the number and distribution?

(f) What are the racial attitudes of the people and how are they expressed?

3. Vital Statistics

(a)

(1) What is the average marriage rate in the community? By race and nationality?

(2) Average marriage age of skilled workers?

(3) Average marriage age of unskilled workers?

(4) Number of childless families? After three years of married life? Five years? Over five years?

(b) Are there causes for a raising or lowering of marriage rate? Has there been a change during the past ten years?

(c) What has been the birth rate of each nationality per thousand of population during the last five years?

(d) What has been the death rate of each nationality per thousand of population during the last five years?

(e) What has been the annual death rate per thousand children under one year? Under five years? Over five years?

(f) What is the annual death rate per thousand by nationality, for the past five years?
(g) List the prevalent causes for deaths.

(h) Summarize all data secured on vital statistics when making a final analysis on the study of population.

4. Study of Trends

The study of trends is an interesting one and of vital importance in the making of any study on population. Institutions and churches and schools need to know what the trends are so that programs may be made to meet the needs of as many people in the community as possible. Business and industrial organizations have to make projections into the future to determine possibilities of operating successfully. Business organizations, social institutions and agencies and churches all realize that if they are to keep pace with the world that programs and schedules must be constantly modified and amended to meet new changing conditions and needs.

A study of population trends would include:

(a) What percentage of the population of the community have come from other localities within the last five years?

(b) Is the population increasing, decreasing, or does it remain stationary? Give reasons.

(c) How many families have moved out of the community during the last year? How does the number of removals compare with other years?

(d) Determine the rate of growth of population for the last five census periods.

(e) Determine causes for an increase or decrease in the number of nationalities and the number of each nationality.
The work to prepare is in information and the way to open the information in the work of the work on information. Information and communication are both open ways to know how the things are in place. In these ways of work we need to work together to the community's knowledge, improve any information and knowledge of the information. Paper to make information into the form to present information as an information society. Information and knowledge can be shared and evaluated. My question is how they are used and can be shared and evaluated. My question is how they are used and can be shared and evaluated. My question is how they are used and can be shared and evaluated.
(f) Give marital conditions of the community by age groupings.

(g) How does the marriage age of different nationalities compare?

(h) Are children increasing or decreasing? If so, of what nationalities?

(i) What percentage of the population have both parents of the same social stock?

(j) Is there an increase or decrease of juvenile and adult crime in the community?

(k) Have social institutions and agencies increased, and if so, have their effectiveness been manifested?

(l) How does the home life of the people in the community compare with that in other communities of a similar size where conditions are much the same?

(m) Has there been an improvement in home conditions the last five years? Determine causes and agencies.

(n) Are divorces increasing or decreasing and how does the rate compare with the number of marriages in the community? Determine grounds for divorce. Does the church have much influence over the people?

B. Sources of Information

The standard source of information on population is the United States Census. A census is taken every ten years and the data is published by wards for nearly all cities of 100,000 population and over. A few states take censuses every five years, alternating with the Federal Census. Results are published in a form similar to the decennial Federal Census.
However, ward boundaries do not always correspond closely with communities; and wards are not individually homogeneous. This fact necessitates the securing of data for smaller units of population than records afford.

The local unit of census enumeration is a small precinct, district, or tract consisting of a few blocks. This furnishes the unit for all tabulations of data in the Census Bureau at Washington. Transcriptions of this data are made and the data can be secured from Councils of Social Agencies, Public Libraries, local chambers of commerce, from universities, and from other sources.

Local estimates of the growth of population between censuses are highly unreliable and are not usually attempted for small areas in a city, but the rates of growth by school enumeration, city directory, canvasses, etc., can be used conservatively as a basis of guesses in this matter.

Many of the larger cities of the country take a police census every year. Checks are made on residences, ages of adults over twenty-one years of age and upon occupations. These censuses are not as reliable as the United States Federal Census for usually time cannot be taken to make as intensive a study and investigation of people and conditions.
Chapter IV

STUDY OF SOCIAL CONDITIONS

OF A COMMUNITY

Considerable attention should be given to the study of the housing conditions of the area to be studied. For they are some of the most important factors in determining the health and morals of the people.

New plans and building regulations should be considered. These are often based on the reports of health officers. New plans and regulations enforced by the state board of health which determine what the housing conditions shall be.

Before beginning a study of housing, an inquiry should be made into the available sources of information. Officials of city planning boards, better housing commissions, housing councils, should be consulted. Public health departments (local and state) should cooperate and furnish information on housing conditions.

Methods in regards to the development of public utilities and their regulation must vary depending upon the area. However, the importance of this phase of community organization is being recognized more and more and it is the tendency of states to pass rules and regulations which control utilities and public health and safety of living and work for better living conditions.

Coral Annesley has drawn up a suggestive list of questions for the investigation of a housing situation, but these questions could be supplemented to enable to include more situations.

1. Is the locality a community of homes, of one type or four.

2. Are the homes for families, or for single individuals.

3. How many homes are there in the locality? What is the average size of the families in the homes?

4. What is the average age of the family members?

5. What is the average income of the families in the locality?

6. What is the average length of occupancy of the homes in the locality?

7. What is the average condition of the homes in the locality? Are they well-maintained or poorly maintained?

8. What is the average size of the lots on which the homes are located?

9. What is the average distance of the homes from the center of the community?

10. What is the average condition of the streets and sidewalks in the locality?

11. What is the average condition of the public utilities in the locality (water, gas, electric power)?

12. What is the average condition of the schools in the locality?

13. What is the average condition of the parks and recreational areas in the locality?

14. What is the average condition of the hospitals and medical facilities in the locality?

15. What is the average condition of the public transportation in the locality?
Chapter VI

Society and Culture of 

C. Grammar
A. Housing

Considerable attention should be given to the study of the housing conditions of the area to be studied, for they are some of the most important factors in determining the health and morals of the people.

Most cities today have rules and regulations regarding the construction of houses and business establishments. There are also rules and regulations enforced by the State Board of Health which determine what the living conditions shall be.

Before beginning a house to house investigation, an inquiry should be made into the available sources of information. Officials of City Planning Boards, Better Housing Commissions, Licensing Boards, should be consulted, as well as officials of the Public Health Departments (local and state) and special commissions and institutions dealing with these conditions.

Methods in regards to the development of public utilities and their regulation and control are not uniform in all states. However, the importance of this phase of community organization is being recognized more and more and it is the tendency of states to make rules and regulations which continually raise standards of living and make for better living conditions.

Carol Aronovici has drawn up a suggestive list of questions for the investigation of a housing situation, but these questions could be supplemented and made to include more situations.

"1. Is the locality a community of homes, or of three or four

1 See M. F. Byington: What Social Workers Should Know About Their Community, Russell Sage Foundation

2 Aronovici: The Social Survey, pp. 81-83
The importance of education cannot be overstated. The mind is the key to the world.

What opportunities have I missed due to my education level?
or more family houses and what is the number of each type?

"2. What is the average proportion between rental and family income? (If this cannot be ascertained, the rental per tenement by number of rooms in some character sections should be considered.)

"3. Are the families crowded in small tenements, and what is the extent of crowding? (Number of persons per room, crowding in bedrooms, etc.)

"4. How frequently are roomers taken in to piece out rents?

"5. Is the water supply in the homes of good quality and sufficient for the use of the families?"

"6. Is there a sewer system and is it connected with the dwellings in all parts of the city? If not, what is the number of dwellings not connected and the number of families with individuals affected?

"7. What is the character of the toilets; are they located in apartments, cellars, halls, basements or yards, and are they connected with the sewer? (Secure facts concerning each.)

"8. Are toilets used by one or more families each, and to what extent is overcrowding in toilet use prevalent?

"9. What types of toilet ventilation are prevalent?

"10. To what extent are bathrooms provided in the poorer sections of the community.

"11. Is the household refuse removed by the city and what is the method and frequency of removal?

"12. How frequent are windowless rooms in dwellings?

"13. How frequently are rooms dark because of proximity of buildings, lighting through airshafts or narrow courts?

"14. Are yards provided in tenements, and what are the prevailing sizes?"

B. Industrial Activities

A knowledge of the distribution of wealth and the financial status of the people is especially valuable to an agency engaged in social work because of financial dependence for support and maintenance.
The kind of the community determines the type of people which will live there. If the natural resources make an area suitable for mining, mining will be carried on by a certain class of people who are capable of doing that type of work. The same holds true for farming and for the development of manufacturing and industrial areas.

Work is considered as being one of the fundamental needs of man. H. N. Morse\(^1\) gives the following definition: "Work, or an adequate economic opportunity. This is a basic question. By an adequate economic opportunity is meant an opportunity for such an investment of time and labor on the part of the various members of the household as is compatible with health and well-being and on such terms as will secure a sufficient return to maintain a family group intact, to support an enlightened standard of living, to permit of contribution to crime institutions and to social progress generally and of cultivation of some of the higher values of life, and to provide a measure of economic security for the future."

It is important to know what the occupations are at which the people work, and the standard of living which wages paid make possible. Factory regulations in regard to the kind of people employed, number of working hours per day, restriction on labor of women and children, and also on health and sanitary conditions, make for certain definite standards. There is also a tendency on the part of industries and business establishments to make provision for the use of leisure time in a wholesome way. Gymnasiums are sometimes furnished, and the establishment of league athletic teams is encouraged.

---

1 H. N. Morse: The Social Survey In the Town and Country Areas, P. 108
The work of the community federation is based on the idea that:

The study of the community federation began as a social experiment for minimum

This study was undertaken to examine how various communities are

It was hypothesized that by examining different communities and their activities,

the community federation could develop a new model for future

The study involves the examination of various communities and their activities,

which will form the basis for the development of a new model for future

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which will form the basis for the development of a new model for future
Besides knowing what industries are in a certain area and the number of people gainfully employed, it is also important to know the scope and extent of unemployment, the number of people, and the types of people affected and the ratio of the unemployed to the total population of the area.

Industries should be viewed from the angle of social welfare and examination should be made to discover needs. Industries are established for the people and not people for industries, so industries cannot be considered satisfactory unless they serve effectively those who furnish capital, directing ability, labor, and also those who form the consuming community.

In order to consider problems of any particular community, it is essential to formulate a basis for evaluating conditions and needs. Minimum requirements as to standards should be drawn up by some so qualified. In connection with an industrial survey in Springfield, Illinois, some requirements were drawn up such as:

(1) Working conditions

Minimizing fire hazards, guarding machinery, maintenance of sanitary conditions, measures for the prevention of industrial diseases, and provision for good lighting and ventilation.

(2) Children under 14 years of age should not be gainfully employed.

(3) The hours of labor should not be so long as to injure health, or to deny workers opportunity for self improvement, the development of home life, and interest in public affairs.

(4) Workers should have one day in seven for rest.
Women and children should not be employed at night.

Workers who give their full working time to an industry should receive as a very minimum a wage which will provide the necessities of life. Men with families should not only receive enough for themselves, but enough to support their families as well.

Wages allowed workers should be enough so that insurance may be carried as a protection against old age; or provision should be made for pensions, and for care of incapacitated workmen, and also for dependents of workmen who are killed or used up while at work.

The irregularity of employment should be minimized, and when workers lose their positions adequate facilities should exist to aid in the finding of new positions.

Bargaining power in regard to settling work agreements should be evenly balanced between employers and employees. This taken in the consideration of the right of employers and employees alike to organize and form unions if desired.

Suggested method for investigation of industrial conditions.

Factories and mercantile establishments should be visited so that physical conditions may be ascertained, and to gather data on number of workers employed, sexes, wages paid, requirement on hours of working day, and on other matters.

It would be advisable to secure a list of workers and make calls at homes in order to obtain personal statements as to employment conditions. When a great many workers are employed in an industrial plant, it would be
difficult to check on all, but some method should be used whereby representative workers of different types of employment may be selected.

Other information may be secured from labor organizations, from state reports on industrial facts and from agencies, institutions and commissions dealing with industrial activities and conditions. The cooperation of industrial leaders with social agencies should be brought about whenever it is possible to do so.

C. Delinquency and Crime

Crime has always been looked upon as an abnormal condition of society. A great deal of real scientific work has been done in the field and methods of treatment have changed from time to time. Criminals are not looked upon as being "inherently vicious" but rather as victims of causes and circumstances, due to hereditary and environmental factors as well as ignorance of social laws and customs. The old method of dealing with offenders was retribution and vengeance, but scientific methods today introduce reformatory and preventive measures. Elmer lists a number of reasons for the change in the type of punishments, such as:

"1. The great industrial development which has caused a greater interdependence and consequently a better understanding of people living in different planes of society.

"2. Republican ideas of liberty as advanced by Montesquieu, Rousseau, and Locke.

"3. An increase in knowledge as to the cause of crime.

"4. Change in the attitude of religion toward crime.

"5. A new classification of society opening the way for an equity in administering the law."

1 M. C. Elmer: Technique of Social Survey, p. 140
Sources of Information

1. Information may be gained from police reports and from official records of juvenile, police, county, and supreme courts.

2. Interviews with officials of the police department may throw light on a particular problem or on a series of problems.

3. Data may be gained by personal inquiries to check on police data.

4. Agencies specializing in crime and its treatment may give out desired information.

5. Visits may be made to jails, prisons, and correctional institutions to check on conditions and also to interview members of the personnel and inmates.

Juvenile Crime

1. List the number of offenses for which juveniles have been charged with during the past five years.

2. From what section of the city do the delinquents come from?

3. What percentage of the number of charges are from repeaters?

4. Determine causes for crime.

   (a) What is the physical and mental condition of the offenders.

   (b) What are the home conditions?

      (1) Are both parents living? If not, what is the percentage?

      (2) What percentage of the homes are illegitimate?

      (3) What percentage of the parents are divorced?

      (4) What is the occupation of the father and mother? Are the employed? If not, how long out of employment?
(5) How many children per family?

(6) What are the sanitary conditions of the home? Of the community?

(c) Are the children gainfully employed? If so, state occupations, number of hours required and legal restrictions. Are restrictions enforced?

(d) Do children use liquor and tobacco?

(e) Do children gain access to obscene literature?

(f) What is the relation of crime to nationality and race? Of first generation foreigners? Of second generation foreigners?

(g) Are there adequate educational and recreational facilities in the community?

(h) What can be done to better conditions? Is something being done?

Suggested questionnaire for the study of adult crime.

1. Classify crimes and misdemeanors for which persons have been committed the past year. How does this list compare with those of other years.

2. Determine the age, sex, and parentage of the number of persons convicted.

3. What percentage of the population of the community have been convicted of crimes and misdemeanors during the last year?

4. Determine the number of convictions by the municipal, police, and city courts.

See: Cyril Burt, The Young Delinquent

Healey and Bronner, Delinquents and Criminals
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5. Classify the disposition of cases.

6. What are the conditions of jails, prisons, and institutions? Are prisoners well cared for? Are provisions made for work?

7. Under what conditions are paroles granted?

8. Are checks made on prisoners for a period of time upon their release from an institution? If so, how long?

9. What percentage of convictions obtained are from those who have committed more than one offense?

10. What attitude is taken by the police department regarding the use of drugs, liquor, and commercialized vice?

Crime Prevention

Zenas L. Potter, in his survey of the Correctional System of Springfield, Illinois, states: "There are three ways in which crime may be prevented: first, by personal work with those who show indications of becoming delinquent; second, by the regeneration of those who have become so; third, by the elimination in the community of conditions which breed criminals.

"The use of these methods is by no means the exclusive work of the police department. In fact, if causes of delinquency could be traced to their source, it is probable that fault in the schools, in homes, and in industry, and the lack of an adequate recreation program, would be found to share responsibility. Moreover, the task of regenerating those who have become delinquent is mainly the work of probation and parole officers and correctional institutions, while personal work with boys under seventeen and girls under eighteen years of age is a duty of the

juvenile probation department. The Police have, however, important parts to play in preventing the development of criminals in the community."

D. Educational Factors of Community Life

A great deal of attention should be given to the educational phase of community organization because it is universally considered as being "the most powerful agency in molding the character of the people of the community."

The head, "Education," may be used to include different types of schools such as public and private schools (graded, parochial, continuation,) as well as schools for higher education - colleges, universities, and professional schools. Libraries also have a place in the education of the people of a community. Music and the fine arts are also important agencies especially in urban communities. Theatres may play an important part, but these will be considered in another phase of community life. It is also true that the press is another important factor in community life. The press is influential in forming public opinion and if it is powerful enough it can either elevate or lower morals as it choses.

One of the first steps in undertaking a school survey is in forming a staff committee which should be made up of persons who are familiar with the educational system.

Sources of Information

Most of the school data necessary can be secured from state school laws, from detailed reports of the school census, and by examining the organization of the local administrative body. Information may also be secured from the state inspector, district superintendent, from the truant
officer, and also by general inquiry. In most cases it will be found necessary to make personal visits to schools, examining records, and interviewing teachers and perhaps in some cases quizzing pupils themselves.

The Department of Surveys and Exhibits, and the Division of Education of the Russell Sage Foundation have conducted a number of studies and these could be consulted for suggestions. The survey which was made of the Public Schools of Springfield, Illinois in 1914, as well as a more recent survey of the Boston Public Schools completed in 1930, might well be considered as models.

Of course a standard form for a survey of any educational system cannot be set up because of differences in character and activities of communities. The scope and administration of a system should be carefully examined and analyzed. The most important part of the survey report should be the constructive recommendations which may deal with inefficiencies of the administration, incompetency of teachers, inadequacies of buildings and equipment or necessities for modification of curriculum to meet the needs of the people of the community.

Other educational factors such as libraries, lectures, concerts, art exhibits, should be carefully examined. The scope of the work and the effectiveness of these agencies can be determined and proposals may be made whereby benefits and values may be increased and perhaps extended to a greater number of people and also possibly to different classes of people.

1 L. P. Ayres; The Public Schools of Springfield, Illinois
2 Report of the Public Schools of Boston, Mass., 1930
The Committee of Management and the Divinity of
In order to make the whole of our work as efficient as we can, we believe it is necessary to devote large amounts of time and money to the operation of the institution. The work of the institution is dependent on the support of the community, and we expect the community to support the work of the institution.

In conclusion, we believe that the work of the institution is of great importance to the community, and we ask for the support of the community in this work.

The above is a summary of the report of the Committee of Management of the institution for the year 1930.
E. Recreation in a Community

Dr. Richard C. Cabot in his book "What Men Live By," sets forth "work, play, love, and worship" as being the chief essentials in a human being's existence. Cities are awakening to a realization of the significance of play, and this is evidenced by the increased development of recreational centers during the last decade.

A recreation survey should take into consideration all of the existing forms of recreation and possibilities for further development to meet the needs of the people of a particular area. Besides giving attention to home and school recreation and development of public parks and playgrounds, semi-public institutions (church and settlement clubs, etc.) may serve special groups. Commercial amusements (dance halls, bowling alleys, motion picture shows, etc.) can serve some of the needs of a community if there are proper regulations and control.

The following outline is suggested by the Boston Council of Social Agencies for the study of recreation centers.

Location
Give address

Building

Equipment
Seats in hall stationary or removable?

Lockers? (Do not answer with "yes or "no". State specifically of what this equipment consists)
Showers?
Apparatus?
Play equipment?
Hours and Duration of Season

State exact hours and seasons during which place is opened. If building is closed at any time, when it might logically be open, give reason for this.

Rules, Regulations & Restrictions

State any definite regulations which govern its use, and restrictions as to age or sex or anything else. Is it open for already organized groups?

Management and Finance

Under whose management is this? Is there a special fund for its maintenance? How is it financed?

Supervision

Describe the staff in charge. Are they full time workers? If part time workers, what else do they do? What are their qualifications for doing the job from the standpoint of special training, experience, etc.

Clientele

Number in a given period, if possible for last year; if not for six months. Ages; sexes; nationalities; groups or individuals; types of people. Has there been any change in past year?

Program

State in detail program for past six months and present activities.

The following facts should be filled in for every group active in the agency visited.
Activity
Give name or descriptive phase of group. Days and hours. On what days of the month or week and at what time does each group meet?

Number in each group
What is the size of the group?

Ages
How old are the members of the group?

Sex
State whether group is composed of boys, girls, or men, women, etc.

Dues
If there are no dues, write "None". If there are, state amount.

Remarks
Under this heading describe the activities of the group.

The Boston Council of Social Agencies has done considerable research work in the field of recreation and their outline for the study of recreational centers has been carefully worked out and provisions have been made for all phases of the work. Some consideration must be given to adult recreation as well as juvenile, for with the 30 or 36 hour week there is plenty of need for adult provision. Social workers are faced with the problem of what is to be done with the leisure of the community? As leisure time is increased, the question become more difficult to answer. As has been stated before, the importance of recreational work is being realized more and more. Institutions and agencies interested in
crime and its treatment are particularly desirous of forming recreation centers and planning other forms of recreation, because it is felt that crime can be decreased if provision can be made for the use of leisure of the people of the community in a wholesome way.

F. Social Institutions and Agencies

Usually when suggestions and recommendations are made based upon facts gathered on social institutions, they affect not only individual organizations but also groups of organizations.

In attempting a survey of any community, it is always advisable to secure the cooperation of the several different agencies of the area. Most agencies when approached in the right manner will give out any desired information but some are often hesitant in allowing their own case records to be read because of the maintenance of a policy of strict confidence with those whom they come in contact in their work.

The Council of Social Agencies publishes a directory of social agencies in the larger communities where there is a definite organization. The listing of most agencies may also usually be found in a city directory.

Social institutions and agencies are maintained by the public for those people of the community who need service; by private groups who maintain them for their own use; or institutions may be maintained under mixed auspices for various constituencies.

Institutions may be classified according to the auspices under which they are supported and controlled. The following form may be used as a classification according to auspices of support and control.
The following form represents a classification as to type and auspices:

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Note: Classification forms taken from H. Paul Douglas, *How to Study The City Church*, pp. 160-161
In a social survey one should determine as to how the community
takes care of its poor; its sick; its delinquents; its defectives; its aged
(men, women, couples); its widows; its orphans and dependent
children; its despondent and "down andouters" (c.f. "Jacoby Club, Boston") its distressed (e.g. Boston Legal Aid Society;) and its special
problems.

Institutions differ in the nature and kind of work that they do. Some may specialize in problems dealing with children, while others
may deal especially with the problem of delinquency; with family
problems; with problems of homeless adults; or an agency may only deal
with health problems. The social surveyor should find out what
correlation is made among the various agencies. He should determine what
gaps are unprovided for and the lapses, if any.

Schedules should be made which will cover the different phases
and fields of social work. After all desired data and information
has been secured, it must be tabulated, analyzed, and conclusions drawn
so that the study may be of value to the different agencies studied,
so that more effective and beneficial service may be rendered to the
people of the community who are in need of institutional help.

G. Religious Activities

Churches are becoming increasingly more important factors in
doing community welfare work. In the past, churches have not been
especially cooperative with one another and with civic organizations
except in instances where there has been some uniting to fight a
definite evil.

The conception as to the part the church can play in social work
has greatly changed in the last decade. The influence of the church on its
members is making for citizenship, elevating morals and decreasing the
extent of crime can be determined by modern survey methods.

Dr. Carroll states that "a church deficit is supposed to mean the
difference between the receipts and the expenditures of the organization;
whereas the true deficit is the difference between the moral, social and
religious influence the church might exert in its neighborhood, and the
influence it actually does exert."

Dr. Carroll continues with the assumption that inasmuch as other
phases of community life have to be examined and tested that efficiency
tests should be applied to the church. He lists a number of interro-
gations that might be used such as:

"1. What definite and specific things can be pointed to that this
church is accomplishing for this neighborhood?

"2. To what extent has this church, as an organization, co-
operated with other social or philanthropic agencies working
in this city or neighborhood?

"3. How many homes, sick and poor, is a train of Christian
influences being directed through the work of the church?

"4. How many persons in this neighborhood are being definitely
influenced for Jesus Christ and his Kingdom?

"5. What share does this church take in the promotion of the
wider interests of the Kingdom outside this neighborhood."

"In spite of the decline of interest in the theological contro-
versy and the growth of a spirit of religious toleration, there are
many communities that have been split into hostile factions because of
intense rivalries between organized religious groups. This is especially
in those communities where such widely different groups as Catholics,

1 C. E. Carroll: The Community Survey In Relation to Church
Efficiency, p. 14
Protestants, and Jews clash in their struggle for local political power or for control of the public schools.

In certain sections of the country and more especially in small towns and rural neighborhoods, rivalries even between Protestant denominations sometimes are so intense and deep seated that cooperation becomes exceedingly difficult. The failure of sorely need community enterprises must sometimes be laid at the door of religious differences that would ordinarily be regarded as of minor importance."

H. Paul Douglass has written a book on "How to Study the City Church," which takes up in detail religious survey techniques and he shows the relationship of religious work to other phases of community life. The following is his condensed generalized outline as to what a community religious survey should cover:

"I. Historical Background of the Community and Its Religious Institutions.

II. Recent Tendencies of Religious Institutions as Revealed by Published Records.

III. Religious Antecedents and Status of Population.

IV. The present churches

1. General aspects; by denominations.
2. General aspects; by geographical groups and types.
4. Parishes and the geography of churchgoing.
5. Case studies of representative churches.

V. The Church's Extensions and Allies.

VI. Social Background of Religious Institutions and Activities.

VII. Community Relationships of Religious Institutions.

VIII. More Intensive Supplemental Study of Selected Topics."

1 J. F. Steiner: *Community Organization*, pp. 43-44

2 H. Paul Douglass: *How to Study the City Church*, p. 203
Mr. Douglass can be considered as an authority on the making of surveys, having participated in a number that have been carefully planned and worked out. His techniques for the study of social changes in communities are rated very highly, and his suggestions in regards to the making of a community religious survey can be highly recommended.

Not only is it important to make a study of churches within a certain area, but consideration should also be given to the various religious agencies. The number, kind, (denomination) and location should be determined, as well as membership, organization, and activities of each agency.

1 Note: For a Semi-Intensive Study of a Single Church see H. Paul Douglass, op. cit., pp. 1-73
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PART FOUR
A TYPICAL SOCIAL AND RELIGIOUS SURVEY

Morgan Memorial Community

Boston, Mass.
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II. Graph and tabulation


III. Graph and tabulation

Comparison of census area of different population density and

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V. Graph

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VI. Graph and tabulation

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VII. Data

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Introduction

The following religious and social survey represents a portion of a study which was made of the South End of Boston, Fall, 1932, under the direction of Dr. C. R. Zahniser for the Morgan Memorial. This survey is in the nature of a restudy following that made approximately ten years ago by Dr. Carroll of Boston University. The survey was conducted along the same general lines and similar schedules and graphs were used so that easy comparison of conditions might be made.

Most of the data was secured by members of a class in Survey at Boston University, with the assistance of a few members of the Morgan Memorial Staff, and drawn from U. S. Census Reports. Miss Channing, of the Boston Council of Social Agencies, furnished us with health statistics and also with valuable deductions which had been made from U. S. Census data. Other material was secured from the Police Census of 1932, from the School Department, from Social Agencies and Institutions in the area and also from other sources.

The household canvass covered approximately 62.5% of the population of the area so it is believed that a fairly accurate picture, representative of all could be drawn showing life and conditions.

The map shows the area which was studied and also the divisions into districts which are used for purposes of comparing conditions in one section to those of another so that ameliorative work may be concentrated where it is most needed.

It is difficult to get an actual check on population for small areas for U. S. Federal Statistics are available only by Census Tracts, and when there are portions of several tracts in an area many deductions have to be
made. Police census data is available only for adults over twenty-one years of age and even this isn't considered accurate. Fairly accurate estimates from intensive household canvassing could be made but seldom is an area completely covered because of a limit on time and the amount of money that can be spent.

Many significant features were noted in the information gained, but only a brief treatise will be made of some of them here.

Perhaps of the greatest importance is the great decrease in population of the area during the past ten years. The federal census for 1920 showed a total population of 20,648, while the census figures for 1930 show a population of 12,616. There was found to be a decrease in practically all nationalities with the exception of the Syrians and the Greeks. The graphs which show population trends as well as the comparisons of the ratio of parents and children to roomers and others are particularly significant.

Another important change is to be noted in the great increase of lodging houses in the area. This means that programs will have to be formulated to help a different class of people than have formerly been reached.

The information gained in the survey should be of value to the Morgan Memorial and other social agencies and institutions interested in area, for not only does it show social change but also the nature of the change, and many of the reasons have been pointed out. Programs, schedules, and methods have to be amended from time to time to meet changing needs and conditions of the people.
GENERAL SCOPE OF MORGAN MEMORIAL SURVEY

TOTAL INDIVIDUALS - BY PARISH DISTRICTS

Total Number: 12,509

Diagram:
- D: 4090
- A: 3616
- B: 1489
- C: 3314

Percentages:
- D: 26.5%
- A: 28.9%
- B: 11.9%
- C: 19.9%
## TABLE

General Scope of the Task in the Morgan Memorial Community Survey, by Parish Districts.

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<th>Parish Districts</th>
<th>Number of Workers</th>
<th>Number of Households Surveyed</th>
<th>Total Number of Individuals</th>
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<th>Interviewed</th>
<th>%</th>
<th>non-interviewed</th>
<th>%</th>
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* Estimated upon the basis of households visited but not canvassed at the ratio of the number of occupants per household for the different parish districts.
Trend of Population

Morgan Memorial Survey

1920

1930

100%

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<td>4,659</td>
<td>22.4</td>
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<td>3,616</td>
<td>28.9</td>
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<td>23.7</td>
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<td>19.8</td>
<td>3,910</td>
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<td>13.6</td>
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<td>1,489</td>
<td>11.9</td>
<td>1,535</td>
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<td>6,099</td>
<td>28.8</td>
<td>5,780</td>
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<td>6,600</td>
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<td>4,090</td>
<td>32.6</td>
<td>3,931</td>
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Official Census And Unofficial Census:
A Population Comparison - M.M. Community -

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<td>State 1915</td>
<td>Federal 1920</td>
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| Total | 6,522 | 100 | 4,659 | 71.0 | 3,000 | 64.3 | 1,659 | 35.7 |

**A**
- 161: 1,278
- 162: 1,619
- 163: 944
- 165: 2,881

| Total | 5,446 | 100 | 3,910 | 46.9 | 2,075 | 53.1 |

**B**
- 216: 1,303
- 217: 1,729
- 218: 891
- 219: 1,523

See next page for Figures on Parish C and D

*See note on following page*
**TABLEE (Cont'd)**

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<td>3,465</td>
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*Note: The enumeration districts which were used for the 1920 census were changed to census tracts for the 1930 census. The Morgan Memorial Parish was taken as a part of seven different census tracts so estimates had to be made on parts of tracts with which we are concerned.*
<p>| | | | | | |</p>
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<td>9.252</td>
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<td>8.652</td>
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</tbody>
</table>

**Note:** The table above shows the results of various measurements and calculations. Each row represents a different set of data points, with columns indicating specific values or results.
PART I

1. Types of Residence
Results Of Visitation

- Total Number: 3,297
- House Holds: 2,752
- House: 83.4%

- Absent: 7.6% (251)
- Vacant: 7.1% (237)
- Declined: 6.1% (39)
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<tr>
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<th>Total Households</th>
<th>Households Canvassed</th>
<th>Households Not Canvassed</th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
<td>3,297</td>
<td>2,752</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>No.</td>
<td>961</td>
<td>817</td>
</tr>
<tr>
<td>B</td>
<td>No.</td>
<td>577</td>
<td>454</td>
</tr>
<tr>
<td>C</td>
<td>No.</td>
<td>688</td>
<td>567</td>
</tr>
<tr>
<td>D</td>
<td>No.</td>
<td>1,071</td>
<td>914</td>
</tr>
</tbody>
</table>
DISTRIBUTION OF HOUSEHOLDS IN THE MORGAN MEMORIAL COMMUNITY
BY PARISH DISTRICTS

\[
\begin{align*}
D & : 1071 \\
A & : 961 \\
B & : 577 \\
C & : 688 \\
\end{align*}
\]
Population By Household Groups

- Grand Total: 100%
- Individuals:
  - Parents: 19.9
  - Children: 29.0
  - Roomers: 31.1
- All Others: 3.3
- Unknown: 3.3

Numbers:
- Parents: 16,321
- Children: 2,997
- Roomers: 3,211
- All Others: 167
- Unknown: 335

Total: 33,291
### TABLE

Population Distributed According to Household Groups, as specified, by Parish Districts

<table>
<thead>
<tr>
<th>Parish Districts</th>
<th>Grand Total</th>
<th>Total No.</th>
<th>:</th>
<th>Childless: Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>10,321</td>
<td>100</td>
<td>6,775</td>
<td>65.6</td>
</tr>
<tr>
<td></td>
<td>2,052</td>
<td>19.9</td>
<td>1,726</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>2,656</td>
<td>29.0</td>
<td>341</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>3,069</td>
<td>29.6</td>
<td>1,907</td>
<td>28.1</td>
</tr>
<tr>
<td></td>
<td>571</td>
<td></td>
<td>480</td>
<td></td>
</tr>
<tr>
<td></td>
<td>772</td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>1,120</td>
<td>10.9</td>
<td>519</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>132</td>
<td></td>
<td>214</td>
<td></td>
</tr>
<tr>
<td></td>
<td>137</td>
<td></td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2,733</td>
<td>26.5</td>
<td>1,815</td>
<td>26.8</td>
</tr>
<tr>
<td></td>
<td>534</td>
<td></td>
<td>434</td>
<td></td>
</tr>
<tr>
<td></td>
<td>741</td>
<td></td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>3,399</td>
<td>33.0</td>
<td>2,534</td>
<td>38.0</td>
</tr>
<tr>
<td></td>
<td>815</td>
<td></td>
<td>598</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,006</td>
<td></td>
<td>115</td>
<td></td>
</tr>
</tbody>
</table>

(See following page)
TABLE (Cont'd)

Population distributed according to a household groups, as specified, by parish districts

<table>
<thead>
<tr>
<th>Parish District</th>
<th>OTHER THAN FAMILY GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Individuals</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,546</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>A</td>
<td>1,162</td>
</tr>
<tr>
<td>B</td>
<td>601</td>
</tr>
<tr>
<td>C</td>
<td>2,918</td>
</tr>
<tr>
<td>D</td>
<td>865</td>
</tr>
<tr>
<td>Description</td>
<td>Quantity</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Total number of Rooming Houses Listed</td>
<td>91</td>
</tr>
<tr>
<td>Total number of houses vacant</td>
<td>2</td>
</tr>
<tr>
<td>Total number refusing information</td>
<td>4 (1 sick and could not be seen)</td>
</tr>
<tr>
<td>Number where landlord was out</td>
<td>17</td>
</tr>
<tr>
<td>Total number of rooms for rent</td>
<td>655</td>
</tr>
<tr>
<td>Total number Rooms on first floor</td>
<td>119</td>
</tr>
<tr>
<td>Total number Rooms on second floor</td>
<td>220</td>
</tr>
<tr>
<td>Total number Rooms on third floor</td>
<td>201</td>
</tr>
<tr>
<td>Total number Rooms on fourth floor</td>
<td>107</td>
</tr>
<tr>
<td>Total number Rooms on fifth floor</td>
<td>8</td>
</tr>
<tr>
<td>Note: There was no check as to whether or not all rooms were occupied.</td>
<td></td>
</tr>
<tr>
<td>Total number houses not renting to transients</td>
<td>25</td>
</tr>
<tr>
<td>Total number houses renting to transients</td>
<td>39</td>
</tr>
<tr>
<td>Number renting at $.25 per day</td>
<td>4</td>
</tr>
<tr>
<td>Number renting at $.30 per day</td>
<td>1</td>
</tr>
<tr>
<td>Number renting at $.35 per day</td>
<td>16</td>
</tr>
<tr>
<td>Number renting at $.55 per day</td>
<td>2</td>
</tr>
<tr>
<td>Number renting at $.75 per day</td>
<td>5</td>
</tr>
<tr>
<td>Number renting at $1.00 per day</td>
<td>8</td>
</tr>
<tr>
<td>Number renting at $1.50 per day</td>
<td>1</td>
</tr>
<tr>
<td>Total number not listing price</td>
<td>6 (3 of these let only to transients.)</td>
</tr>
<tr>
<td>Total number houses listed where rate was not given</td>
<td></td>
</tr>
<tr>
<td>Total number of rooms in house</td>
<td>Total number of rooms vacated</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Total number of rooms on first floor</td>
<td></td>
</tr>
<tr>
<td>Total number of rooms on second floor</td>
<td></td>
</tr>
<tr>
<td>Total number of rooms on third floor</td>
<td></td>
</tr>
<tr>
<td>Total number of rooms on fourth floor</td>
<td></td>
</tr>
<tr>
<td>Total number of rooms on fifth floor</td>
<td></td>
</tr>
</tbody>
</table>

Note: There may be no access as to whether or not all rooms were occupied.

| Total number of rooms requiring to terminate |
| Number terminating at 2:00 on the day |
| Number terminating at 3:00 on the day |
| Number terminating at 4:00 on the day |
| Number terminating at 5:00 on the day |
| Number terminating at 6:00 on the day |

Total number not leaving place.

Total number found living there, not leaving.
WEEKLY RATE OF ROOMING HOUSES

Houses with price range of $1.00 per week and up  
4
Houses with price range of $1.50 per week and up  
24
Houses with price range of $2.00 per week and up  
12
Houses with price range of $2.50 per week and up  
16
Houses with price range of $3.00 per week and up  
2
Houses with price range of $4.00 per week and up  
1

SANITATION

Houses without bath  
none listed
Houses with one bath  
56
Houses with two or more baths  
6
Houses with baths not known  
7
Houses reported dirty and unsanitary  
7

FURNISHINGS OF ROOMS

Houses with rooms well furnished  
28
Houses with rooms fairly well furnished  
22
Houses with rooms poorly furnished  
2
Houses refusing information  
3
Number of houses with phones  
10

SOCIAL FEATURES

Houses listing lobby or parlor available for roomers  
5
Houses with light housekeeping facilities  
12
SERVICED HOTEL OR ROOMING HOUSE

4. Houses with bath ranges of $1.00 per week any up
2. Houses with bath ranges of $1.00 per week any up
1. Houses with bath ranges of $1.00 per week any up
1. Houses with bath ranges of $1.00 per week any up
1. Houses with bath ranges of $1.00 per week any up
1. Houses with bath ranges of $1.00 per week any up

RECEIPT

10. Houses with bath ranges of $1.00 per week any up
1. Houses with bath ranges of $1.00 per week any up

RECEIPT OF ROOM

10. Houses with bath ranges of $1.00 per week any up
1. Houses with bath ranges of $1.00 per week any up

SOCIAL SERVICES

10. Houses with bath ranges of $1.00 per week any up

RECEIPT OF ROOM
HEATING

Number of houses reporting heating by stove 24
Number of houses reporting heating by steam 27
Number of houses reporting heating by furnace 8
Number of houses reporting heating by hot air 5
Number refusing information 1

LIGHTING

Number of houses reporting lighting by electricity 56
Number of houses reporting lighting by gas 5
Number of houses reporting lighting by kerosene lamps 1
Number refusing information 3

HOT AND COLD WATER

Note: All but five are listed having hot and cold water.
MARITAL CONDITIONS OF M.M. COMMUNITY

NATIVE WHITE PARENTAGE

ALL CLASSES

Basis: 1930 Census
**Marital Conditions**

- **Married** 26.5%
- **Single** 65.5%
  - Married 1.4%
  - Widowed 6.0%
  - Divorced 11.3%

- **Married** 57.9%
- **Single** 29.0%
  - Married 1.4%
  - Widowed 6.0%
  - Divorced 11.3%

*Foreign and mixed Parentage*

*Foreign Born*
**TABLE**

Marital Condition in Morgan Memorial Community Based on Federal Census for 1930

<table>
<thead>
<tr>
<th>Call Classes</th>
<th>Total No.</th>
<th>Male No.</th>
<th>Female No.</th>
<th>Native White Parentage</th>
<th>Foreign and Mixed Parentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>4,296</td>
<td>2,270</td>
<td>2,026</td>
<td>28.9</td>
<td>14.7</td>
</tr>
<tr>
<td>Widowed</td>
<td>923</td>
<td>359</td>
<td>564</td>
<td>4.9</td>
<td>5.3</td>
</tr>
<tr>
<td>Divorced</td>
<td>135</td>
<td>70</td>
<td>65</td>
<td>1.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Single</td>
<td>4,224</td>
<td>2,836</td>
<td>1,388</td>
<td>14.3</td>
<td>22.7</td>
</tr>
<tr>
<td>Unknown</td>
<td>113</td>
<td>76</td>
<td>37</td>
<td>1.5</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Grand Total: 9,693

<table>
<thead>
<tr>
<th>% Total</th>
<th>100</th>
<th>57.9</th>
<th>42.1</th>
<th>62.9</th>
<th>37.1</th>
</tr>
</thead>
</table>

<p>| % Total       | 100       | 55.1     | 44.9       | 55.1                   | 44.9                       |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Some information may be missing or incomplete.*
### TABLE

Marital Conditions of Morgan Memorial Community (Continued)
Based on Federal Census for 1930

<table>
<thead>
<tr>
<th>Types of Dwellings</th>
<th>By Parish Districts</th>
<th>Foreign Born</th>
<th></th>
<th>Negro</th>
<th></th>
<th>Other Races</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male No. %</td>
<td>Female No. %</td>
<td>Male No. %</td>
<td>Female No. %</td>
<td>Male No. %</td>
</tr>
<tr>
<td>Married</td>
<td></td>
<td>1,338 30.1</td>
<td>1,244 27.8</td>
<td>149 25.6</td>
<td>151 25.9</td>
<td>175 52.6</td>
</tr>
<tr>
<td>Widowed</td>
<td></td>
<td>173 3.9</td>
<td>329 7.4</td>
<td>24 4.1</td>
<td>51 8.7</td>
<td>11 2.8</td>
</tr>
<tr>
<td>Divorced</td>
<td></td>
<td>21  .5</td>
<td>26  .6</td>
<td>9 1.5</td>
<td>6 1.0</td>
<td>2 .5</td>
</tr>
<tr>
<td>Single</td>
<td></td>
<td>887 20.</td>
<td>393 9.0</td>
<td>136 23.4</td>
<td>48 8.3</td>
<td>144 37.3</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>28  .6</td>
<td>6  .1</td>
<td>9 1.5</td>
<td>0 0</td>
<td>10 2.7</td>
</tr>
<tr>
<td>Grand Total No.</td>
<td></td>
<td>2,247</td>
<td>1,998</td>
<td>327</td>
<td>287</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Parish Districts</td>
<td>Total Dwellings</td>
<td>Types of Dwellings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,312</td>
<td>100</td>
<td>1,136</td>
<td>87.1</td>
<td>47</td>
<td>3.6</td>
</tr>
<tr>
<td>A</td>
<td>431</td>
<td>33</td>
<td>376</td>
<td>33.2</td>
<td>13</td>
<td>2.67</td>
</tr>
<tr>
<td>B</td>
<td>188</td>
<td>13.7</td>
<td>150</td>
<td>13.3</td>
<td>20</td>
<td>42.5</td>
</tr>
<tr>
<td>C</td>
<td>564</td>
<td>26.3</td>
<td>283</td>
<td>24.8</td>
<td>12</td>
<td>25.5</td>
</tr>
<tr>
<td>D</td>
<td>529</td>
<td>27</td>
<td>327</td>
<td>28.7</td>
<td>2</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Legend:
- Total No.: Total number of dwellings reported for each parish district.
- %: Percentage of total dwellings.
- No.: Number of specific types of dwellings.
- %: Percentage of specific types of dwellings.
A Frequency Curve Showing
Population of M.M. Parish
Distributed According to
Length of Residence in the
South End
### TABLE

Population in Morgan Memorial Community distributed according to Length of Residence in the South End, by years as specified, and by parish districts

<table>
<thead>
<tr>
<th>Parish Districts</th>
<th>Number of Households</th>
<th>Years of Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Reporting</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,297</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>961</td>
<td>29.1</td>
</tr>
<tr>
<td>B</td>
<td>577</td>
<td>17.5</td>
</tr>
<tr>
<td>C</td>
<td>688</td>
<td>20.9</td>
</tr>
<tr>
<td>D</td>
<td>1,077</td>
<td>32.5</td>
</tr>
</tbody>
</table>

* Unknown 2,007 69.9%
I

Hi

to
A frequency curve showing the population of Morgan Memorial Parish distributed according to length of residence in the City of Boston.
### Table

Population in Morgan Memorial Community, Distributed According to Lengths of Residence in the City of Boston, by years, as specified, and by parish districts.

<table>
<thead>
<tr>
<th>Parish Districts</th>
<th>Number of Households</th>
<th>Years of Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>% Reporting</td>
</tr>
<tr>
<td>Grand Total No.</td>
<td>3,237</td>
<td>100</td>
</tr>
<tr>
<td>Total %</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>961</td>
<td>29.1</td>
</tr>
<tr>
<td>B</td>
<td>577</td>
<td>17.5</td>
</tr>
<tr>
<td>C</td>
<td>688</td>
<td>20.9</td>
</tr>
<tr>
<td>D</td>
<td>1,071</td>
<td>32.5</td>
</tr>
</tbody>
</table>

* Unknown 1,989 % 60.3
2, Race and Nationality
POPULATION OF MORGAN MEMORIAL PARISH

Distributed According to Nativity

- Foreign Born: 40.1% - 4553
- Native born of Native Parents: 17.6% - 1998
- Foreign and mixed Parentage: 42.3% - 4815
FOREIGN-BORN POPULATION IN M. M. PARISH

Distributed According to Children, Parents and Others

Parents and Others 88.3% - 4018

Children 11.7% - 533

Basis: Federal Census, 1930

Grand Total Foreign-Born 4551 — Grand Total in 1920 was 7556
DISTRIBUTION OF FOREIGN BORN WHITE POPULATION BY PARISH DISTRICTS

A 1142
B 715
C 1200
D 1494

25.1%
32.8%
26.4%
White Population in Morgan Memorial Community, distributed according to Nativity, as specified, by parish districts. (Based on U.S. Census data for territory included in Morgan Memorial Parish)

<table>
<thead>
<tr>
<th>Parish Districts</th>
<th>Total White Population</th>
<th>Native Born</th>
<th>Foreign Born</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Native born</td>
<td>Parentage</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>11,366 100</td>
<td>1,998 17.6</td>
<td>4,815 42.3</td>
</tr>
<tr>
<td>A</td>
<td>2,639 23.2</td>
<td>367 13.8</td>
<td>1,130 23.6</td>
</tr>
<tr>
<td>B</td>
<td>1,756 15.5</td>
<td>462 23.1</td>
<td>579 12</td>
</tr>
<tr>
<td>C</td>
<td>3,386 29.8</td>
<td>709 35.5</td>
<td>1,175 30.6</td>
</tr>
<tr>
<td>D</td>
<td>3,585 31.5</td>
<td>460 23.0</td>
<td>1,631 33.8</td>
</tr>
</tbody>
</table>
THE NEGRO RACE M.M. COMMUNITY

A
(43.5%)

B
(9.1%)

C
(2.1%)

D
45.3%
TRENDS OF FOREIGN-BORN POPULATION

A Comparison Between 1915 (State Census) and 1920 and 1930 (Federal Census) By Nationalities

- **Greece**
  - 1915: 220
  - 1920: 245
  - 1930: 496

- **Syria**
  - 1915: 176
  - 1920: 199
  - 1930: 595

- **France**
  - 1915: 17
  - 1920: 49
  - 1930: 44

- **Portugal**
  - 1915: 85
  - 1920: 38
  - 1930: 45

- **Germany**
  - 1915: 97
  - 1920: 87
  - 1930: 52

- **Poland**
  - 1915: 35
  - 1920: 30
  - 1930: 557

- **Ireland**
  - 1915: 178
  - 1920: 176
  - 1930: 430

- **Italy**
  - 1915: 1439
  - 1920: 1639
  - 1930: 2659

- **Russia**
  - 1915: 887
  - 1920: 2062
  - 1930: 3121

- **Misc.**
  - 1915: 454
  - 1920: 2073
  - 1930: 2580
Comparison of the Distribution of Foreign Born White Population in Morgan Memorial Parish by the State Census 1915 and Federal Census 1920 and 1930, according to Country of Birth.

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>Grand Total</th>
<th>Federal Census 1915</th>
<th>Federal Census 1920</th>
<th>% Decrease Increase</th>
<th>Federal Census 1930</th>
<th>% Decrease Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia</td>
<td>3,121</td>
<td>37.8</td>
<td>2,073</td>
<td>23.0</td>
<td>1,048</td>
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<tr>
<td>Italy</td>
<td>2,659</td>
<td>23.6</td>
<td>2,062</td>
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<td>597</td>
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<tr>
<td>Syria</td>
<td>176</td>
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<td>199</td>
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<td>Greece</td>
<td>220</td>
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<td>245</td>
<td>2.7</td>
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<td>Ireland</td>
<td>1,669</td>
<td>14.8</td>
<td>1,439</td>
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<td>557</td>
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<td>450</td>
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<td>0.3</td>
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<td>Germany</td>
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<td>0.9</td>
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<td>France</td>
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<td>0.4</td>
<td>49</td>
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<td>Miscellaneous</td>
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<td>22.9</td>
<td>2,357</td>
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<td>Total</td>
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<td>8,995</td>
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<td>4,553</td>
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TABLE

A comparison in percentages of the Foreign-Born or of Foreign Extraction in 1916 (Survey) and of the Foreign-Born (only) in 1923 (Survey), by Nationalities and the 1930 Federal Census.

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<tr>
<th>Nationality</th>
<th>Percentages of Foreign-Born and Foreign Extraction</th>
<th>Percentages of Foreign-Born (only)</th>
<th>Percentages of Foreign-Born (only)</th>
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<tr>
<td></td>
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<td>1923 Survey</td>
<td>1930 Survey</td>
</tr>
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<td>Grand Percentages</td>
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</tr>
<tr>
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<td>0.</td>
<td>24.0</td>
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<td>16.1</td>
<td>16.5</td>
<td>19.5</td>
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<td>Irish</td>
<td>13.8</td>
<td>6.5</td>
<td>13.0</td>
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<td>11.2</td>
<td>14.5</td>
<td>13.1</td>
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<td>0.</td>
<td>.8</td>
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<td>Colored</td>
<td>3.4</td>
<td>3.8</td>
<td>17.0</td>
</tr>
<tr>
<td>Greek</td>
<td>3.1</td>
<td>7.6</td>
<td>10.9</td>
</tr>
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<td>Polish</td>
<td>1.5</td>
<td>2.8</td>
<td>3.9</td>
</tr>
<tr>
<td>French</td>
<td>1.4</td>
<td>0.6</td>
<td>.9</td>
</tr>
<tr>
<td>German</td>
<td>1.1</td>
<td>.8</td>
<td>1.1</td>
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<tr>
<td>English</td>
<td>0.9</td>
<td>0.0</td>
<td>3.4</td>
</tr>
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<td>Portuguese</td>
<td>0.</td>
<td>.9</td>
<td>2.5</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>4.3</td>
<td>22.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Country</td>
<td>1950</td>
<td>1952</td>
<td>1954</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3, Social Welfare Agencies and Institutions
### Social Welfare Agencies and Institutions

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association for Independent Cooperative Living</td>
<td>11 Nassau St.</td>
</tr>
<tr>
<td>Boston Children's Friend Society</td>
<td>48 Rutland St.</td>
</tr>
<tr>
<td>(Between Shawmut and Tremont)</td>
<td></td>
</tr>
<tr>
<td>Boston Dispensary</td>
<td>25 Bennett St.</td>
</tr>
<tr>
<td>(Corner Bennett &amp; Ash)</td>
<td>Nassau St.</td>
</tr>
<tr>
<td>Boston Floating Hospital</td>
<td></td>
</tr>
<tr>
<td>Boston Industrial Home</td>
<td>17 Davis St.</td>
</tr>
<tr>
<td>Boston Public Library</td>
<td>Shawmut Ave. &amp; West Brookline Street</td>
</tr>
<tr>
<td>Boston Public Library</td>
<td></td>
</tr>
<tr>
<td>Boston Rooming House Association</td>
<td>Tyler St (Cor. of Oak)</td>
</tr>
<tr>
<td>Brook House</td>
<td>20 Union Park</td>
</tr>
<tr>
<td>Chinese American Citizens' Alliance</td>
<td>79 Chandler St.</td>
</tr>
<tr>
<td>Church Rescue Mission</td>
<td>34 Harrison Ave.</td>
</tr>
<tr>
<td>City Hospital</td>
<td>1066 Washington St.</td>
</tr>
<tr>
<td>Dawes Hotel</td>
<td>818 Harrison Ave.</td>
</tr>
<tr>
<td>Dennison House</td>
<td>8 Pine St.</td>
</tr>
<tr>
<td>Ellis Memorial and Eddrige Home</td>
<td>93 Tyler St.</td>
</tr>
<tr>
<td>Ellis Memorial Settlement</td>
<td>34 Church St.</td>
</tr>
<tr>
<td>Evangeline Booth Maternity Hospital</td>
<td>66 Berkeley St.</td>
</tr>
<tr>
<td>Evangeline Booth' Home</td>
<td>Between Columbus and Huntington</td>
</tr>
<tr>
<td>Family Welfare Society</td>
<td>202 W. Newton St.</td>
</tr>
<tr>
<td>Family Welfare Society</td>
<td>57 E. Concord St.</td>
</tr>
<tr>
<td>Franklin Square House</td>
<td>46 Levering St.</td>
</tr>
<tr>
<td>Franklin Union</td>
<td>11 East Newton St.</td>
</tr>
</tbody>
</table>

(Note: This list is for an area serving the M.M. but the list itself goes away beyond the allotted district.)
Franklin Union
Hale House Association
Habit Clinic
Home for Aged Men
Home for Destitute Catholic Children
Ladies Catholic Club Association
League of Catholic Women
League of Women for Community Service
Lincoln House Association
Massachusetts Christian Temperance Union
Massachusetts Homeopathic Hospital
Needle Woman's Friend Society
New England Medical Center
Neighborhood Diet Kitchen
People's Palace Hotel
Rutland Corner House
Salvation Army
Salvation Army (room)
Sheltered Workshop
South End Day Nursery
South End House Association
South End House (branch)
South Bay Union

41 Berkeley St.
12 Davis St.
48 Rutland St.
133 W. Springfield St.
788 Harrison Ave.
18 East Brookline
1 Arlington St.
558 Massachusetts Ave.
80 Emerald St.
541 Massachusetts Ave.
80 East Concord St.
229 Berkeley St.
25 Bennett St.
46 Levering St.
1552 Washington St.
453 Shawmut Ave.
83 Brookline St.
14-16 Warrenton St.
35 Tyler St.
25 Dover St.
20 Union Park
Rutland St.
640 Harrison Avenue
<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>South End Music School</td>
<td>42 Rutland St.</td>
</tr>
<tr>
<td>Syrian Ladies Aid Society</td>
<td>101 Tyler St.</td>
</tr>
<tr>
<td>The Children's Art Center</td>
<td>Rutland St.</td>
</tr>
<tr>
<td>Tuberculosis Clinic</td>
<td>35 Tyler St.</td>
</tr>
<tr>
<td>Union Rescue Mission</td>
<td>1-3 Dover St.</td>
</tr>
<tr>
<td>Wells Memorial Association</td>
<td>985 Washington St.</td>
</tr>
<tr>
<td>Young Men's Catholic Association</td>
<td>41 East Newton St.</td>
</tr>
<tr>
<td>Young Men's Christian Association</td>
<td>56-58 Tyler St.</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Numbers Enrolled In</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Clubs and Classes</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td></td>
<td>Under:16-21</td>
</tr>
<tr>
<td></td>
<td>16 : yrs</td>
</tr>
<tr>
<td>South End House</td>
<td>1,225</td>
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<td></td>
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<tr>
<td></td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>75</td>
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<tr>
<td>Lincoln House *</td>
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<tr>
<td>Morgan Memorial</td>
<td>1,336</td>
</tr>
<tr>
<td></td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>171</td>
</tr>
<tr>
<td>Hale House *</td>
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</tr>
<tr>
<td>Dennison House</td>
<td>625</td>
</tr>
<tr>
<td></td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>62</td>
</tr>
<tr>
<td>Chinese (Mission and Y.M.C.A.)</td>
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<tr>
<td></td>
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<td></td>
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<tr>
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<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Chinese American Citizens' Alliance</td>
<td>30</td>
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<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Ellis Memorial House</td>
<td>1,320</td>
</tr>
<tr>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>120</td>
</tr>
<tr>
<td>Grand Totals</td>
<td>4,966</td>
</tr>
<tr>
<td></td>
<td>485</td>
</tr>
<tr>
<td></td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>428</td>
</tr>
</tbody>
</table>

* Unable to secure statistics

* Includes Duplication

1 Note: See list for location by street and number.
<table>
<thead>
<tr>
<th>Date</th>
<th>Teal</th>
<th>Blue</th>
<th>Green</th>
<th>Black</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3/23</td>
<td>250</td>
<td>20</td>
<td>280</td>
<td>240</td>
<td>200</td>
</tr>
<tr>
<td>1/4/23</td>
<td>250</td>
<td>20</td>
<td>280</td>
<td>240</td>
<td>200</td>
</tr>
<tr>
<td>1/5/23</td>
<td>250</td>
<td>20</td>
<td>280</td>
<td>240</td>
<td>200</td>
</tr>
</tbody>
</table>

**Notes:**
- Teal: 250, Blue: 20, Green: 280, Black: 240, Red: 200
- Important to note the color changes in the chart.
4, Occupational Study
OCCUPATIONAL GROUPS IN MORGAN MEMORIAL PARISH

Gainfully Employed Reporting
Males ——— 4084
Females ——— 1214
Total ——— 5298

Percentages of Occupations

- Skilled
- Unskilled
- Domestics and Waitresses
- Porters
- Business
- Clerical
- Transportation
- Professional
- Public Service
- Students
## TABLE

Adult Population of Morgan Memorial Community Distributed According to Gainful Occupation as Specified by Sex.

<table>
<thead>
<tr>
<th>No.</th>
<th>Occupational Group</th>
<th>Total Number Reporting</th>
<th>Male %</th>
<th>Male No.</th>
<th>Female %</th>
<th>Female No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Grand Total</td>
<td>5,298</td>
<td>100</td>
<td>4,084</td>
<td>100</td>
<td>1,214</td>
</tr>
<tr>
<td>1</td>
<td>Skilled</td>
<td>757</td>
<td>14.3</td>
<td>660</td>
<td>16.2</td>
<td>97</td>
</tr>
<tr>
<td>2</td>
<td>Unskilled</td>
<td>1,915</td>
<td>36.7</td>
<td>1,742</td>
<td>42.6</td>
<td>173</td>
</tr>
<tr>
<td>3</td>
<td>Domestic &amp; Waitresses</td>
<td>754</td>
<td>14.2</td>
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<td></td>
<td>754</td>
</tr>
<tr>
<td>4</td>
<td>Waiters and Porters</td>
<td>757</td>
<td>14.3</td>
<td>757</td>
<td>18.5</td>
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<tr>
<td>5</td>
<td>Business</td>
<td>470</td>
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<td>456</td>
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<tr>
<td>6</td>
<td>Clerical</td>
<td>207</td>
<td>3.8</td>
<td>120</td>
<td>2.9</td>
<td>87</td>
</tr>
<tr>
<td>7</td>
<td>Transportation</td>
<td>149</td>
<td>2.8</td>
<td>149</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Professional</td>
<td>156</td>
<td>2.9</td>
<td>105</td>
<td>2.6</td>
<td>51</td>
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<td>9</td>
<td>Public Service</td>
<td>94</td>
<td>1.8</td>
<td>60</td>
<td>1.5</td>
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<td>10</td>
<td>Students</td>
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<td>35</td>
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<table>
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<th></th>
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<tbody>
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<td>Unskilled Men</td>
<td>45</td>
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<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Unskilled Women</td>
<td>2.8</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>16</td>
<td>11</td>
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</tbody>
</table>

<table>
<thead>
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<th></th>
<th>Total 2,583</th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men and Women Skilled 414</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men and Women Unskilled 748</td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### TABLE

Unemployment Study in Morgan Memorial Parish Based on Information gained on Family Canvass

<table>
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<tr>
<th>Parish District</th>
<th>Length of Time Unemployed</th>
<th>3mos.</th>
<th>6mos.</th>
<th>9mos.</th>
<th>1 yr.</th>
<th>2yr.</th>
<th>3 yr.</th>
<th>4yr.</th>
<th>5yr.</th>
<th>Over 5yrs.</th>
<th>part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled</td>
<td>10 1 2 1 5 10 19 2 17 15 1 3 2 1 4 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>20 3 17 3 23 5 3 1 45 4 36 6 5 3 5 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30 4 19 4 28 3 15 1 64 6 53 4 6 18 4 8 4 1 4 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Skilled         | 1 2 1 2 3 1 3 3 4 7 1 1 |
| Unskilled       | 10 5 4 3 5 1 3 1 7 4 9 1 5 1 1 1 1 10 3 |
| Total           | 11 5 4 3 7 2 3 1 9 4 12 2 8 3 1 2 1 3 12 3 |

| Skilled         | 6 1 15 2 7 1 2 2 20 17 1 8 1 1 2 10 |
| Unskilled       | 14 1 13 19 5 1 32 4 34 4 15 2 2 1 1 1 5 3 |
| Total           | 20 2 28 2 22 6 1 52 4 51 5 23 3 3 1 1 3 15 3 |

| Skilled         | 42 1 18 2 8 4 8 1 16 3 6 1 1 20 |
| Unskilled       | 15 7 31 3 21 2 5 3 9 3 46 14 2 3 3 3 |
| Total           | 56 9 49 3 29 2 9 47 4 62 3 20 2 3 4 4 4 50 10 |

Grand Total

| Men Skilled     | 32 35 22 15 49 53 30 4 4 7 41 392 |
| Unskilled       | 85 65 66 16 123 125 39 11 7 7 80 626 |
| Total           | 119 98 87 39 172 178 69 21 11 14 121 1018 |

Grand Total

| Women Skilled   | 4 3 1 3 5 5 1 1 1 22 22 |
| Unskilled       | 16 9 6 3 15 11 7 1 1 23 33 |
| Total           | 11 15 15 15 15 15 15 15 15 15 15 15 |

Men and Women Skilled and Unskilled 1133

Men and Women Skilled 414

Men and Women Unskilled 719
<table>
<thead>
<tr>
<th>Date</th>
<th>Lot 1</th>
<th>Lot 2</th>
<th>Lot 3</th>
<th>Lot 4</th>
<th>Lot 5</th>
<th>Lot 6</th>
<th>Lot 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>01/02</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>01/03</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>

Legend:
- Lot 1: Red
- Lot 2: Blue
- Lot 3: Green
- Lot 4: Yellow
- Lot 5: Orange
- Lot 6: Purple
- Lot 7: Pink

Note: The table represents the colors assigned to each lot for tracking purposes.
RELIGIOUS LIFE

Church of Our Lady of the Assumption (Boston)

Church of Our Lady of the Sacred Heart

Church of Our Lady of the Visitation

Parish Foundations

Annunciation Parish

Immaculata Parish

St. John Parish

Church of the Sacred Heart (Marist)

Church of the Good Shepherd (Episcopal)
### CHURCHES IN THE AREA

#### Jewish

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congregation Anshai (Poland)</td>
<td>19-23 Oswego St.</td>
</tr>
<tr>
<td>Congregation Ansh Sfard</td>
<td>16 Davis Street</td>
</tr>
<tr>
<td>Congregation Keneseth Israel</td>
<td>15 Emerald St.</td>
</tr>
<tr>
<td>Congregation Hushach Hauri Libavitz</td>
<td>2 Genesee St.</td>
</tr>
</tbody>
</table>

#### Roman Catholic

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church of the Holy Trinity (German)</td>
<td>140 Shawmut Ave.</td>
</tr>
<tr>
<td>Notre Damas des Victoires R.C. Church (French)</td>
<td>25 Isabella Ave.</td>
</tr>
<tr>
<td>St. James</td>
<td>125 Harrison Ave. near Kneeland</td>
</tr>
<tr>
<td>Church of Our Lady of the Annunciation (Syrian)</td>
<td>178 Harrison Ave.</td>
</tr>
<tr>
<td>Church of Our Lady of the Cedars of Mt. Lebanon</td>
<td>78 Tyler Street</td>
</tr>
<tr>
<td>Church of Our Lady of Pompeii</td>
<td>3 Florence St.</td>
</tr>
</tbody>
</table>

#### Various Denominations

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armenian Holy Trinity Apostolic Church</td>
<td>397 Shawmut Ave.</td>
</tr>
<tr>
<td>Arlington St.</td>
<td>Arlington Cor. Boylston</td>
</tr>
<tr>
<td>Christadelphians</td>
<td>Caledonia Bldg.</td>
</tr>
<tr>
<td></td>
<td>53 Berkeley St.</td>
</tr>
<tr>
<td>Church of God Holiness Mission</td>
<td>632 Shawmut Ave.</td>
</tr>
<tr>
<td>Church of the Sacred Heart (Ukrainian)</td>
<td>136 Arlington St.</td>
</tr>
<tr>
<td>Church of the Good Shepherd (Episcopal)</td>
<td>2 Cortes St.</td>
</tr>
</tbody>
</table>
Name

Clarendon St. Baptist Church

First Swedish Church (Swedish Temple)

St. George Syrian Orthodox
St. John of Damascus (Syrian Orthodox)
St. George (Albanian)
St. Mary's (Syrian Orthodox)
Salvation Army
Union Rescue Mission
Y.M.C.A. Medication Chapel

Location

Clarendon Cor. of Montgomery
455 Shawmut Ave.
Cor. Rutland
154 Tyler St.
68 Hudson St.
18 Emerald St.
119 Hudson Street
14 Warrenton St.
1-3 Dover St.
140 Clarendon St.

Note: Newspaper advertisements may be consulted for all kinds of fantastic (religious?) agencies catering to the district. For the last half century and probably longer, the people of the area have run after "all manner of strange gods."
DISTRIBUTION OF HOUSEHOLDS IN M. M. COMMUNITY -
BY RELIGIOUS FAITHS

Roman Catholic 59.5%

Protestant 20%

Greek Catholic 10.7%

Greek Orthodox 9.8%
PROTESTANTS IN M. M. COMMUNITY — ROMAN CATHOLICS IN M. M. COMMUNITY — By Parish Districts
Houshold in M.M. Community Distributed by Parish Districts According to Religious Faiths

<table>
<thead>
<tr>
<th>Parish District</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25.0%</td>
</tr>
<tr>
<td>B</td>
<td>9.5%</td>
</tr>
<tr>
<td>C</td>
<td>65.0%</td>
</tr>
<tr>
<td>D</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Greek Orthodox

<table>
<thead>
<tr>
<th>Parish District</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>34.3%</td>
</tr>
<tr>
<td>B</td>
<td>4.6%</td>
</tr>
<tr>
<td>C</td>
<td>7.6%</td>
</tr>
<tr>
<td>D</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

Greek Catholic
### Table

**Households in Morgan Memorial Community, distributed according to Religious Faiths by Parish Districts.**

<table>
<thead>
<tr>
<th>Parish District</th>
<th>Number of Households Reporting</th>
<th>Protestant</th>
<th>Roman Catholic</th>
<th>Greek Catholic</th>
<th>Greek Orthodox</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>% No.</td>
<td>% No.</td>
<td>% No.</td>
<td>% No.</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,225</td>
<td>245</td>
<td>729</td>
<td>131</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>512</td>
<td>51.7</td>
<td>57.1</td>
<td>40.7</td>
<td>34.3</td>
</tr>
<tr>
<td></td>
<td>140</td>
<td>17.1</td>
<td>11.7</td>
<td>4.6</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>224</td>
<td>18.2</td>
<td>6.5</td>
<td>16.5</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td>353</td>
<td>29.0</td>
<td>19.3</td>
<td>31.1</td>
<td>53.5</td>
</tr>
<tr>
<td>Parish</td>
<td>Roman Catholic</td>
<td>Greek Members</td>
<td>Protestant Non-Members</td>
<td>Morgan Memorial</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>---------------</td>
<td>------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>WA:Ir: It: Sy: Gr: Ch: Ne:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>729</td>
<td>131:120:94</td>
<td>90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: Figures for Morgan Memorial Parish are duplication of Protestant and non-Protestant Members
PART III

Child Life in the Area
CHILDREN OF M. M. COMMUNITY - BY AGE GROUPS

Based on survey cards

Uncanvassed - but estimated number based on Federal census figured for 1930
## Comparison of the Distribution of Children

**Children in Morgan Memorial Community Distributed according to Age Groups by Parish Districts**

<table>
<thead>
<tr>
<th>Parish District</th>
<th>Total Children per Parish District</th>
<th>Ages Groups (Years Inclusive)</th>
</tr>
</thead>
</table>
|                 | No. | %     | No. | %     | No. | %     | No. | %     | No. | %     |         |%
| A               | 856 | 28.5  | 173 | 2.02  | 206 | 24.0  | 235 | 27.4  | 158 | 18.45 | 84      | 9.87 |
| B               | 172 | 5.8   | 19  | 11.04 | 41  | 23.83 | 36  | 22.09 | 38  | 22.09 | 36      | 20.93 |
| D               | 1,122 | 37.3 | 206 | 18.36 | 272 | 24.24 | 295 | 26.29 | 233 | 20.76 | 116     | 10.34 |
| Grand Total     | 2,997 | 99.9 | 529 | 701   | 793 | 632   | 342 |       |     |       |         |      |

Based on Morgan Memorial Survey 1932 - 33
COMPARISON OF THE DISTRIBUTION OF CHILDREN
Morgan Memorial Parish

Grand Totals
1923 - 6600
1932 - 2997
Decrease - 3603

Surveys: 1923 and 1932 - by Age Groups
<table>
<thead>
<tr>
<th>Parish District</th>
<th>Total Children</th>
<th>Boys by Age Groups</th>
<th>Girls by Age Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>0-4</td>
</tr>
<tr>
<td>A</td>
<td>356</td>
<td>28.5</td>
<td>440</td>
</tr>
<tr>
<td>B</td>
<td>172</td>
<td>5.8</td>
<td>75</td>
</tr>
<tr>
<td>C</td>
<td>847</td>
<td>28.5</td>
<td>465</td>
</tr>
<tr>
<td>D</td>
<td>1,122</td>
<td>37.3</td>
<td>601</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,987</td>
<td>100%</td>
<td>1,581</td>
</tr>
<tr>
<td>Total %</td>
<td>100</td>
<td>100%</td>
<td>52.75%</td>
</tr>
</tbody>
</table>

Based on Morgan Memorial Survey 1932-1933
TREND IN ENROLLMENT
OF PUBLIC SCHOOL CHILDREN
SOUTH END DISTRICTS COMPARED
1921-1922 and 1931-1932
<table>
<thead>
<tr>
<th>School District</th>
<th>Grade</th>
<th>Pupils</th>
<th>Increase</th>
<th>Decrease</th>
<th>( \Delta )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham Lincoln</td>
<td>Kindergarten</td>
<td>4</td>
<td>81</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>5</td>
<td>240</td>
<td>62</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>6</td>
<td>213</td>
<td>38</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>7</td>
<td>210</td>
<td>74</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>IV</td>
<td>8</td>
<td>273</td>
<td>90</td>
<td>183</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>9</td>
<td>228</td>
<td>114</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>VI</td>
<td>10</td>
<td>223</td>
<td>100</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>VII</td>
<td>11</td>
<td>212</td>
<td>211</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>VIII</td>
<td>12</td>
<td>179</td>
<td>177</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>IX</td>
<td>13</td>
<td>126</td>
<td>182</td>
<td>56</td>
</tr>
<tr>
<td>Special Classes</td>
<td></td>
<td>184</td>
<td>30</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>Total for district</td>
<td></td>
<td>2,169</td>
<td>1,112</td>
<td>1,057</td>
<td></td>
</tr>
<tr>
<td>Quincy District</td>
<td>Kindergarten</td>
<td>4</td>
<td>190</td>
<td>82</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>5</td>
<td>203</td>
<td>132</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>6</td>
<td>87</td>
<td>153</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>7</td>
<td>81</td>
<td>138</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>IV</td>
<td>8</td>
<td>108</td>
<td>105</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>9</td>
<td>60</td>
<td>101</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>VI</td>
<td>10</td>
<td>76</td>
<td>88</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>VII</td>
<td>11</td>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>VIII</td>
<td>12</td>
<td>59</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>IX</td>
<td>13</td>
<td>293</td>
<td>51</td>
<td>242</td>
</tr>
<tr>
<td>Special Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total for district</td>
<td></td>
<td>1,226</td>
<td>850</td>
<td>376</td>
<td></td>
</tr>
<tr>
<td>Grand Total - Both Districts</td>
<td></td>
<td>3,395</td>
<td>1,962</td>
<td>1,433</td>
<td></td>
</tr>
</tbody>
</table>
TABLE

Public School Children in the South End
Examination in the Admission Process and Other Distinctive
Comparison: 1931-1932 with 1933-34

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>8</td>
<td>800</td>
</tr>
<tr>
<td>IV</td>
<td>73</td>
<td>500</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>400</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>1000</td>
</tr>
</tbody>
</table>

Grand Total for Grade: 100

<table>
<thead>
<tr>
<th>Grade</th>
<th>1931-SS</th>
<th>1932-SS</th>
<th>Increase</th>
<th>Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>800</td>
<td>800</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IV</td>
<td>73</td>
<td>73</td>
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<td>0</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Total for Grade: 100

<table>
<thead>
<tr>
<th>Grade</th>
<th>1931-SS</th>
<th>1932-SS</th>
<th>Increase</th>
<th>Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>800</td>
<td>800</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IV</td>
<td>73</td>
<td>73</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
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<td>0</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Total for Grade: 100
PROTESTANT AND NON-PROTESTANT CHILDREN
— A COMPARISON —

Non-Protestant Children
2646

Protestant Children
351
CHILDREN OF MORGAN MEMORIAL COMMUNITY
PROTESTANT AND NON-PROTESTANT

By Parish Districts

Protestant

Non-Protestant

A  25.8%

B  5.3%

C  31.5%

D  37.7%
Children in Morgan Memorial Community distributed according to Religious Faiths and by age groups under and over 19 years of age, by parish districts

<table>
<thead>
<tr>
<th>Parish Districts</th>
<th>Total No.</th>
<th>Total %</th>
<th>Protestant No.</th>
<th>Protestant %</th>
<th>Non-Protestant No.</th>
<th>Non-Protestant %</th>
<th>Roman Catholic No.</th>
<th>Roman Catholic %</th>
<th>Under 19 %</th>
<th>Over 50 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>856</td>
<td>28.5</td>
<td>171</td>
<td>19.97</td>
<td>643</td>
<td>75.12</td>
<td>448</td>
<td>52.32</td>
<td>50</td>
<td>5.84</td>
</tr>
<tr>
<td>B</td>
<td>172</td>
<td>5.8</td>
<td>33</td>
<td>19.18</td>
<td>127</td>
<td>73.82</td>
<td>90</td>
<td>52.32</td>
<td>25</td>
<td>14.52</td>
</tr>
<tr>
<td>C</td>
<td>847</td>
<td>28.3</td>
<td>25</td>
<td>2.95</td>
<td>526</td>
<td>72.93</td>
<td>240</td>
<td>28.32</td>
<td>48</td>
<td>5.66</td>
</tr>
<tr>
<td>D</td>
<td>1,122</td>
<td>37.4</td>
<td>122</td>
<td>10.87</td>
<td>952</td>
<td>84.74</td>
<td>500</td>
<td>44.56</td>
<td>63</td>
<td>5.61</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,997</td>
<td>100</td>
<td>551</td>
<td>18.0</td>
<td>2,248</td>
<td>75.0</td>
<td>1,278</td>
<td>43.10</td>
<td>6.27</td>
<td></td>
</tr>
</tbody>
</table>

| Grand Total %    | 100       | 75.0    | 11.84          |             |                   |                   |                   |             |           |           |
### TABLE (Cont’d)

Children in Morgan Memorial Community distributed according to Religious Faiths and by Age Groups under and over 19 years of age, by parish districts

<table>
<thead>
<tr>
<th>Parish Districts</th>
<th>Greek Orthodox</th>
<th>Jewish</th>
<th>Others</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>A</td>
<td>96</td>
<td>11.21</td>
<td>7</td>
<td>.82</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>3.48</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>123</td>
<td>14.5</td>
<td>20</td>
<td>2.36</td>
</tr>
<tr>
<td>D</td>
<td>179</td>
<td>16.05</td>
<td>6</td>
<td>.53</td>
</tr>
<tr>
<td>Grand Total</td>
<td>404</td>
<td>33</td>
<td>180</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>%</td>
<td>13.63</td>
<td>1.11</td>
<td>6.07</td>
</tr>
<tr>
<td>Date</td>
<td>4.1.22</td>
<td>7.1.22</td>
<td>4.2.22</td>
<td>7.2.22</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Hour</td>
<td>23</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Days</td>
<td>35</td>
<td>36</td>
<td>45</td>
<td>46</td>
</tr>
</tbody>
</table>

Additional note: The table above is a summary of daily observations from 4.1.22 to 7.5.22. Each row represents a day and each column represents a specific hour. The data was collected for a specific project and is used to analyze trends over the period.