

From Burgh to Borough: Queens Enters the 20th Century

A Teacher's Resource Guide

Fall 2002

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From Burgh to Borough: Queens Enters the 20th Century,
virtual exhibition with slide show:
http://www.queenslibrary.org/gallery/past_exhibits/burgh

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A Queens Library Gallery Teacher's Resource Guide

For centuries, the area known as Queens was inhabited by several Native American Algonquin tribes — the Matinecocks, Merricks, Jamecos, and Rockaways — who managed to cohabit peacefully on its 120 square miles of land. All this changed in 1637 when the Dutch established the small colony of Flushing.

Within the next decade, the English began migrating to the area in great numbers in order to escape religious persecution in Massachusetts and were granted deeds by the Dutch who wanted to keep the Indians off the land. By 1683, the English had control of New Netherlands (roughly New York, New Jersey, Connecticut and Delaware). Soon after, Queens established itself as a vast territory ripe for farming.

By the 1880s, Queens County had morphed into a motley collection of villages intertwined with miles upon miles of farmland. Its colonial towns, Long Island City (founded 1870), Flushing (1645), Jamaica (1656), and Newtown (1645, renamed Elmhurst in 1896) formed the foundation of its commercial activity which provided both Brooklyn and Manhattan with much of its produce. It extended as far east as Oyster Bay and included the towns of Hempstead and North Hempstead.

Queens, named for Catherine of Braganza, queen consort of the English King Charles II, witnessed exponential growth and development in the mid to late nineteenth century. Agriculture continued to flourish there, particularly in the eastern portion of the borough. Among the highly diverse population of Queens were German refinery workers and piano makers, Chinese truck farmers, and the families of upwardly mobile clerks and managers who braved the daily commute to Manhattan.

The 1898 consolidation of the boroughs of the Bronx, Brooklyn, Manhattan, Queens, and Staten Island into Greater New York was the result of a decade of discussions, legislation, political maneuvers, votes, and vetoes. The charter of Greater New York was signed into law on May 4, 1897 by Governor Frank S. Black over the veto of New York Mayor William Strong, and took effect on January 1, 1898. Queens would be changed forever.

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Dear Educator:

The Queens Library Gallery is pleased to offer this teacher's resource guide in conjunction with the exhibition ***From Burgh to Borough: Queens Enters the 20th Century***. This guide may also be used independently of the exhibition, as a continuing resource based on the collections of the Queens Borough Public Library. Queens history may be integrated into existing mandated curricula or Regents study.

Our teacher's guide was created to provide a historical, social, and conceptual context for viewing local Queens history material in the exhibition or in the classroom. These lessons encourage students to use critical thinking skills to analyze the development of our borough.

This guide is divided into four sections, reflecting the chronology of the exhibition: Empire City: Incorporation, 1898-1910s; Booming Borough: The Roaring '20s; On The Map: Institutions and Agencies That Unified the Borough During the Depression, WWII, and the New Deal, 1930s-1940s; The Post-War Building Boom, late 1940s-1950s. There is one exercise for each time period. As you guide the students through each exercise, ask them to consider the following:

- Is it worthwhile to discuss the past? Why or why not?
- How does the past affect the present and future?
- How was your school's community affected by this?

We are pleased that you challenge your students to learn about Queens, the borough they call home. This guide will help you achieve your classroom goals and spark discussion among your students.

Sincerely,

Queens Library Gallery

Neighborhood Map of Queens



The Office of The Queens Borough President

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How to Use this Resource Guide

Objectives of this guide:

- To encourage critical thinking, verbal and visual literacy skills by analyzing primary resource materials and historical documents.
- To emphasize social history by investigating stories from ordinary people.
- To promote an inquiry-based approach to study of complex history, discussing and debating issues without necessarily arriving at a definitive answer.

The *From Burgh to Borough Teacher's Resource Guide* was developed for grades 6-12, but can easily be adapted to accommodate a younger or older audience. It can be used in conjunction with the exhibition or as a self-contained unit. The exhibition and resource guide are especially useful to practitioners of Urban History, American History, American Studies, and Political Science, with curriculum mandates focused from the 1890s through 1960.

You may wish to supplement these lessons with an activity that relates directly to students' own experience with contemporary community issues or with the ongoing curriculum. This approach will help students place the lesson outcomes in a broader context and apply them to their own experience.

All images in this guide are courtesy of the Long Island Division, Queens Borough Public Library unless otherwise noted. The exhibition and educational programs were funded by New York Council for the Humanities, a state program of the National Endowment for the Humanities.

Resource Guide Format

Activity Objective, or the goal for each lesson.

Background, a short historical essay.

Vocabulary, a selection of terms that may require definition.

Suggested Approaches, discussion points to foster debate and inquiry.

Student Handouts, reproductions of primary source materials.

Questions to Guide Observations, ideas to help students analyze handouts and other primary source materials. .

Questions to Guide Discussions, points of inquiry to spark classroom debate.

Suggested Follow-up Activities, ideas to extend lesson outcomes to group projects such as essays, playwriting, historical fiction, film and video documentaries, oral histories, art and mural projects, that can build portfolios for portfolio assessment learning.

Digging Deeper, activities for students to conduct further research.

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Lessons

These lessons are designed to be explored as one complete unit or merged into your existing classroom curriculum as appropriate.

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|---|----|
| 1. Taking Sides:
Consolidation, Good or Bad? | 7 |
| 2. Getting There From Here | 11 |
| 3. Neighborhood Portrait | 17 |
| 4. A Fair to Remember | 21 |

Lesson 1: Taking Sides Consolidation Good or Bad?

Activity Objective: In this activity, students are asked to think about the consolidation that led to the creation of Greater New York City in 1898, and how it affected people of various social classes and ethnic backgrounds. Finally, the activity asks them to debate the question among themselves and to make a recommendation – consolidation or continued separation.

Background

Whispers of consolidation began to be heard in the early 1800s after Brooklyn was incorporated as a village and tried many times, unsuccessfully, to get a City charter. By the late 1860s, a full fledged consolidation movement was underway.

Consolidation was spurred on in 1883 with the opening of The East River (Brooklyn) Bridge that linked New York and the independent city of Brooklyn. By the end of the decade, the Chamber of Commerce of the State of New York and the influential trade publication *Real Estate Record and Builders' Guide* advocated consolidating the area around New York Harbor to improve the region's economy.

Although an 1892 Consolidation Bill, introduced by the Greater New York Commission, dies in the New York State Legislature, voters in 1894 approved a nonbinding referendum calling for consolidation throughout the affected region, with the exception of the towns of Westchester, Jamaica and Flushing (later part of Queens).

Formed after the 1894 referendum, The Brooklyn League of Loyal Citizens lead an aggressive campaign in opposition to consolidation while, during the same year, New York City (Manhattan) annexes the remainder of the region later known as the Bronx.

While Manhattan was a growing metropolis, Queens was still mainly composed of pastoral farmland and loosely connected villages. Its 1890 population of 87,050 paled in comparison to that of Manhattan's 1,441,216 residents during the same year. Queens wasn't overwhelmingly *for* consolidation, and it wasn't necessarily *against* it either. Urbanization involves change and not everyone welcomes change. There were many types of people living in Queens during Consolidation and many groups felt differently about incorporating Queens into Greater New York and the effects that it would have on their individual communities.

Consolidation eventually won out. After The New York State Legislature approves a Consolidation Bill, supported by state Republican boss Thomas C. Platt, over the vetoes of Mayor William L. Strong of New York City and Mayor Frederick W. Wurster of Brooklyn in 1896, The Charter of Greater New York, drafted by a state commission appointed in 1896, is signed into law on May 4, 1897. On January 1, 1898, Queens, along with Brooklyn, the Bronx, Manhattan, and Staten Island, form Greater New York.

Lesson 1: Taking Sides - Consolidation Good or Bad?

Vocabulary

Pastoral	Democrat	Advocate
Urbanization	Republican	Annex
Consolidation	Referendum	Incorporate
Legislate	Commission	Charter

Suggested Approaches

1. Hold a discussion about the 1898 consolidation of New York. Why did it occur? Who was behind it? Who was for it, and why? Who was against it, and why? How has it benefited the people of New York? Queens? Which groups within the city have benefited most? Who was been hurt?
2. Have students focus on the issue of consolidation generally. Is bigger always better? If so, why? And when or where? If not, why not? And when or where? Have them consider issues of cost, efficiency, identity and loss of identity, and local say and power versus enhanced power at the state and national level.

Student Handouts: Photographs

Queens Village, 1922. Photograph by Eugene Armbuster. Courtesy the Long Island Division of the Queens Borough Public Library.

Winter sports on Hillside Avenue, Jamaica, circa 1900. Photograph by Dan Smith, collection of George Winans. Courtesy the Long Island Division of the Queens Borough Public Library.

Questions to Guide Observations

- What is the purpose of this image?
- Who is depicted in the image? Who is not?
- Describe what is happening in the image? Where are they?
- How would you describe the nature and character of the people, places, things depicted?

Questions to Guide Discussions

- Describe life in turn of the century Manhattan? Queens?
- Do you think that most people were happy with the life they lead? Why?
- Who do you think was happy about consolidation? Why? Why not?

Suggested Follow-up Activities

- Debate: Consolidation was good for all New Yorkers – rich, poor, urban, and rural.
- Research: In what ways did people resist consolidation? Who were these people? Where were they from?
- Literacy: Write an essay, poem or narrative about one of the images you have analyzed and interpreted.

Digging Deeper

- Go to your local museum or library to look for additional oil paintings, artifacts and other items that interpret life in New York at the time of consolidation. Write your interpretation of the object(s) that you can identify.



Queens Village, 1922. Photograph by Eugene Arbuster. Courtesy the Long Island Division of the Queens Borough Public Library.



Winter sports on Hillside Avenue, Jamaica, circa 1900. Photograph by Dan Smith, collection of George Winans. Courtesy the Long Island Division of the Queens Borough Public Library.

Lesson 2: Getting There From Here

Activity Objective: By observing images from turn-of-the-century New York, students will analyze exactly why the subway needed to be built.

Background

"A tube, a car, a revolving fan! Little more is required!" Such was the proclamation made by Alfred Ely Beach in 1870 when considering how to efficiently transport New York City's burgeoning legion of commuters. Beach was describing the components necessary to move people from point A to point B by putting them in underground tubes propelled by means of air pressure generated by huge fans. This fantastical notion turned out to be logically grounded in the field of pneumatic research.

Study into the potential use of pneumatics--transportation of people or items by means of compressed air--dated back to the early 19th century. In 1805, British manufacturer George Medhurst was toying with the very notions that would capture Beach's attention some 65 years later. Medhurst's primary obstacle was that he lacked a pump strong enough to generate the requisite air pressure. Londoners were understandably less than enthralled with the idea of being packed into tight tubes that inched along underground in the cavernous darkness. But what some viewed as folly, Alfred Ely Beach would embrace as possibility.

In 1909, the Queensboro Bridge became the first vehicular link between Queens and Manhattan. It inspired the construction of Queens Boulevard, a 200-foot arterial roadway. The electrification of mass transit at the turn of the century allowed trains to pass through long tunnels without poisoning passengers. In 1910, the Long Island Rail Road burrowed under the East River to connect Queens and Manhattan. A subway running from Grand Central Station to Long Island City linked the two boroughs by 1915. Elevated subway lines reached Astoria and Corona by 1917 and Jamaica by 1918.

Vocabulary

omnibus	gridlock	streetcar
trolley	fare	"El" train
IRT	BMT	IND

Suggested Approaches

1. Spend some time looking at the images individually. You can either discuss the images as a whole class, or break into groups to focus on specific images before bringing them all together to share observations. Once you have studied the images, make comparisons between them. Help students to see that these primary resources provide evidence that Queens was expanding and becoming modern.

Student Handouts: Photographs

President Theodore Roosevelt at the Forest Hills Gardens Long Island Railroad Station, Forest Hills Gardens, July 4, 1917.

The Fairway Apartments and Jackson Heights Golf Course, Jackson Heights, 1937.

Opening of the Broadway Station on the IRT Subway, Jackson Heights, 1932.

Triborough Bridge under construction, Astoria, 1931.

Lesson 2: Getting There From Here

Questions to Guide Observations

- Why build the subway? Do these pictures provide any evidence for the need of a subway?
- What forms of transportation do you see that do not rely on horses? How did these inventions help the transportation problem?
- Why is there a building in the middle of a golf course?
- Why build bridges?

Questions to Guide Discussions

- Judging from these pictures, what do you think it was like to travel in Queens?
- How might the subway help ease the street-level congestion?

Suggested Follow-up Activities

- Research: The New York Transit Museum's web site (<http://www.mta.nyc.ny.us/museum/>) has a host of information about the history of the subway and New York City transportation. The New York City Subway web site (<http://www.nycsubway.org/maps/historical/>) has historic subway maps from Queens and the other boroughs.

Digging Deeper

- Research traffic problems we have today. What solutions would you suggest to solve these problems?
- Research more about the development of mass transportation. Possible research topics include: railroads, elevated railways, ferries, cable cars, horse-drawn vehicles, subways, streetcars, taxicabs, and buses.



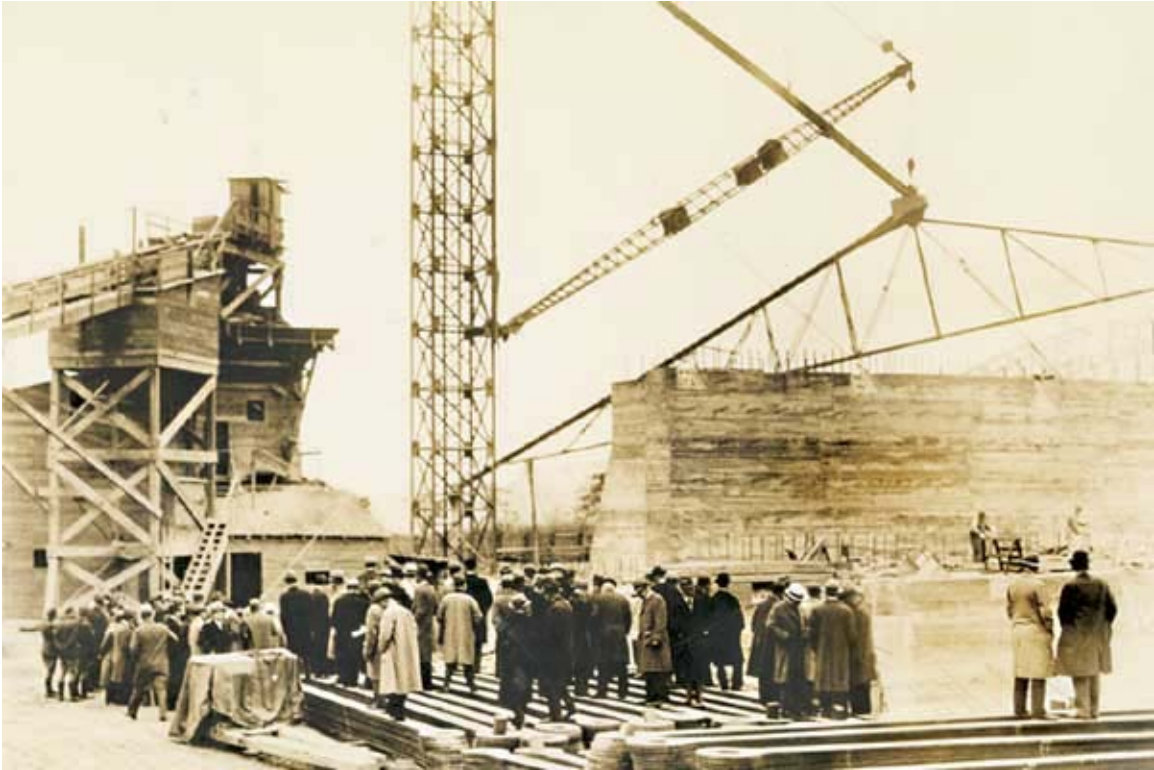
President Theodore Roosevelt at the Forest Hills Gardens Long Island Railroad Station, Forest Hills Gardens, July 4, 1917. Courtesy the Long Island Division of the Queens Borough Public Library.



The Fairway Apartments and Jackson Heights Golf Course, Jackson Heights, 1937.
Courtesy the Long Island Division of the Queens Borough Public Library.



Opening of the Broadway station on the IRT Subway, Jackson Heights, October 6, 1932. Photographer unknown for the Borough President of Queens. Courtesy the Long Island Division of the Queens Borough Public Library.



/ *Triborough Bridge under Construction, Astoria, 1931.* Courtesy of the New York City Municipal Archives.

Lesson 3: Neighborhood Portrait

Activity Objective: In this activity, students are asked to think about what makes communities special. It then asks them to think about their own communities with one basic question in mind, what makes it special? As the activity suggests, the answers are not so simple.

Background

The first decade of the 20th century brought tremendous growth to Queens. While subways, trolley lines and roads were being implemented, several neighborhoods began to spring up. Over the course of 10 years, Queens saw the development of Auburndale (1901), Beechurst (1906), Forest Hills (1906), Belle Harbor, Laurelton and Bellaire Park (1907), Kissena Park (1908), Forest Hills Gardens (1909), Ridgewood and South Ozone Park (1911).

The next two decades would see the development of Jackson Heights (1911-16), Howard Beach (1912), Kew Gardens (1912), Cambria Heights (1920), Rego Park (1923), and Sunnyside Gardens (1924).

The Queens landscape of farms and estates also sprouted a wide variety of housing types, from single-family suburban homes to planned garden apartment complexes, from model tenements to mile upon mile of row houses. What is most remarkable about Queens is its rich legacy of planned communities and model housing, many of which earned justly-deserved international reputations.

Forest Hills Gardens, Sunnyside Gardens, Jackson Heights and Fresh Meadows have long stood as icons of the garden city movement and community planning. Unfortunately though, with the population of Queens increasing by the hundred thousand, many neighborhoods were thrown together quickly and tenants oftentimes moved in before the paint was dry.

Compared to the crowded streets of Manhattan and Brooklyn, Queens promised an alternative to congested cities.

Vocabulary

Urbanization	Suburbanization	Gentrification
Community	Row House	Town House
Garden Apartment	Neighborhood	Complex
Landscape	Environment	

Suggested Approaches

1. Hold a discussion about the community that your school is located in that focuses on the question: what makes this community special?
2. Next, you may want to move to a discussion of what community means. Is it simply a physical space—everyone living in a certain area? Or, is it something more? This should also help the students focus on the parameters of their own study, especially if they do not live in a self-contained neighborhood. Defining the boundaries of their community is a prerequisite for this activity.

Student Handouts

Neighborhood data collection sheets.

Lesson 3: Neighborhood Portrait

Questions to Guide Observations

- What kinds of people live there?
- What is the physical environment like?
- What is the social and creative life like?
- How do all things come together to give their neighborhood its special feel?

Questions to Guide Discussions

- Suggest a few things that make the students' communities special. One suggestion is for you or your students to describe what made a community you or they once lived in special.

Suggested Follow-up Activities

- Research: Have students (either collectively or individually) complete a neighborhood portrait of a community other than their own or of their neighborhood 50 or 100 years ago.
- Literacy: Write an essay, poem or narrative about their community.

Neighborhood Portrait Worksheet

1. Boundaries of the community you are going to study:

2. How many people live in the community?

3. Type of community (residential, commercial, industrial, or mix):

4. Ethnic groups in community:

5. How many rich, middle class, and poor live in the community?

6. What is the mix of children, teenagers, adults, and seniors?

7. Families or single people?

8. Where is the community located?

9. Rural, suburban, or urban?

10. Farmland, mountains, seaside, etc?

11. What type of climate?

12. What kind of buildings?

13. What is social life like?

14. Things to do during the day?

15. Things to do at night?

16. Things to do indoors?

17. Things to do outdoors?

18. What is the feel of the community?

19. Strong community presence or private?

20. How much art, theater, and music?

Lesson 4: A Fair to Remember

A Fair to Remember

Activity Objectives: In this activity, students are asked to think about what led up to the creation of the 1939-40 World's Fair, its implications for Queens, and the feasibility of organizing another event of this same magnitude.

Background

In 1935, at the height of the Depression, a group of New York businessmen decided that what the city and the nation needed to lift itself out of the difficulties of the times was an international exposition. That same year they formed the New York World's Fair Corporation and established an office on one of the higher floors of the new Empire State Building.

Robert Moses, the head of the New York City Parks Commission, New York State Council of Parks, the Long Island State Park Commission, and the Triborough Bridge and Tunnel Authorities would not allow the Corporation to use an existing park for the fair. Instead, Moses required the Corporation to build a park on a new site, which the city of New York was to inherit when the fair closed. The Corporation's site was established on what had once been a trash heap in the Flushing Meadows area of Queens and by the end of Moses' career in 1960, he had set aside of 2,000,000 acres of parkland, built 658 playgrounds, and was responsible for 416 miles of parkway and thirteen major bridges.

Robert Moses' transportation innovations helped bring about more than forty-five million visitors to the 1939 World's Fair. Progress was the World's Fair theme. It introduced new materials, new technologies (television, for example), new ideas, and a new spirit. Out of the despair of depression, the Fair dared to imagine a world that might surmount the turmoil of war that was on the horizon.

The year 1939 could well be remembered for the start of the Second World War, the premier of the "Wizard of Oz", the price of gas being only 8 cents a gallon, the Yankees winning the World Series, bread bought for 6 cents a loaf, and the opening of the New York World's Fair. Picture a city of 800,000 people and you will have some idea of the vastness that was the New York World's Fair; for that number were accommodated at this exposition on a routine basis. More than 25,000,000 visitors toured the over \$220 million, 1,216 acre site that year. Here, men and women of courage, imagination, and skill created an inspiring spectacle that became a landmark in the history of our civilization.

The theme of the Fair was "Building the World of Tomorrow." Such a theme did not conflict with the fact that the Exposition celebrated the 150th anniversary of the inauguration of George Washington as the first president of the United States. In looking to the future, the planners of the Fair wanted to preserve those precious principles handed down by the founders of our country.

To avoid confusion on the part of the visitor, the huge Fair was divided into seven zones: Amusement, Food, Communications and Business Systems, Community Interests, International Affairs, Production and Distribution, and Transportation. There were literally more than 150 exhibits, pavilions, amusements, and attractions from every part of the globe. Nothing like it preceded it; nothing since has duplicated it.

Lesson 4: A Fair to Remember

The history of the 1939 New York World's Fair is, in a sense, the history of the transformation of American sensibility, from a late-Depression-era futuristic vision to the one of apprehension and anxiety which characterized the pre-World War II period. While the World's Fair Corporation failed to make a profit, it has served as a model for future world's fairs, and its exhibits and the people involved with it profoundly influenced movements in design, art, architecture, advertising, marketing, urban development, and cultural studies. It was and remains a cultural icon, an encapsulation of a period of tension and possibilities in the history of American culture.

Vocabulary

Exposition

Corporation

Art Deco

Icon

Great Depression

Industry

Exhibit

Student Handouts: Photographs

New York World's Fair, 1939, postcard, undated. Courtesy of the Long Island Division of the Queens Borough Public Library.

Suggested Approaches

1. Hold a discussion about the Depression. Talk about not only its affects not only on New York, but the rest of the country as well. Make sure to emphasize the negative economy and the bleak financial forecast.
2. Have students focus on the magnitude (financially and geographically) of the Fair. Did a Fair of its size and stature make sense at that time? Why? Why not?

Questions to Guide Observations

- What were the exhibits at the World's Fair like?
- Who were the exhibitors?
- What type of people attended? How are they dressed?

Questions to Guide Activities

- Why do you think people attended the World's Fair? Why not?
- Was the fair too big? Too small? Why?
- Was the fair necessary? Why? Why not?
- Was over \$220 million too much to spend on the Fair? Why? Why not?

Suggested Follow-up Activities

- Debate: The World's Fair was great for Queens.
- Research: In what other ways could the money spent on the World's Fair been used to improve life during the Depression?

Digging Deeper

- Use the internet or go to your local library to find out about other World's Fairs. Compare and contrast them to the New York World's Fair of 1939-40 with regards to location, size, money spent, types of exhibits, etc.
- Using the library and other research sources, find out what life was like for Depression area New Yorkers, more specifically, people in Queens. What were their living and working conditions? The process of everyday necessities (food, shelter, clothing)?



New York World's Fair, 1939, postcard, undated. Courtesy of the Long Island Division of the Queens Borough Public Library.

Finding More:

``A History of Long Island City to 1930," in the Queens Borough Central Library, Long Island Collection, Jamaica.

``A History of Bayside" by James A. Flux, reference volume in Queens Borough Central Library, Long Island Collection, Jamaica, and the Central Flushing and Fresh Meadows branch libraries.

``The Other Islands of New York City," by Sharon Seitz and Stuart Miller (Countryman Press); other reference material in Broad Channel Branch Library, 16-26 Cross Bay Blvd.

``A History of College Point, N.Y.," by Robert A. Hecht, \$5 at the Poppenhusen Institute, 114-04 14th Rd.

"The Story of Corona" by Vincent Seyfried, \$27.50 at the Queens Historical Society, Flushing; "Our Neighborhood," by Louis Armstrong, available at the Louis Armstrong Archives in the Queens College Library, 65-30 Kissena Blvd., Flushing.

``Through the Years in Little Neck and Douglaston" by George C. and Ernestine H. Fowler; ``The Chronicle of Little Neck and Douglaston, Long Island," both at the Queens Borough Central Library, Long Island Collection, Jamaica.

``Annals of Newtown," by James R. Riker Jr. in Queensboro Central Library, Jamaica; other Newtown historical data are in the Vander Ende-Onderdonk House library at 18-20 Flushing Ave., Ridgewood.

``An Illustrated History of Forest Hills," by Robert Minton, at the Queens Borough Central Library, Long Island Collection, Jamaica; ``Forest Hills Gardens" by William C. Coleman, in North Forest Park Branch Library, 98-27 Metropolitan Ave., Forest Hills.

``Our Community, Its History and People: Ridgewood, Glendale, Maspeth, Middle Village, Liberty Park," by Walter J. Hutter and others, at the Queens Borough Central Library, Jamaica, and the Greater Ridgewood Historical Society in the Vander Ende-Onderdonk House, 1820 Flushing Ave., Ridgewood.

``Old Queens, N.Y. in Early Photographs," by Vincent F. Seyfried and William Asadorian, available in the Queens Borough Central Library, Jamaica, and in stores.

``Jackson Heights: A Garden in the City," by Daniel Karatzas, and ``Jackson Heights: Biography of an Urban Community," by Alan F. Komstein, both available at Jackson Heights Branch Library, 35-51 81st St.

``Jamaica, Long Island, 1656-1776: A Study of the Roots of American Urbanism," by Jean Peyer; ``Jamaica Trolleys: The Story of the Jamaica Turnpike and Trolley Line," and ``Queens: A Pictorial History," by Vincent F. Seyfried, all at the Queens Borough Central Library.

``The History of the Jamaica Estates, 1929-1969," by Thomas J. Lovely, in the Long Island Collection, Queens Borough Central Library, 89-11 Merrick Blvd., Jamaica.

``Little Neck Then and Now" by Loys Gubernick, at the Douglaston-Little Neck Library, 249-01 Northern Blvd., Little Neck.

``300 Years of Long Island City," by Vincent F. Seyfried, in the Queensbridge, Ravenswood, Steinway and Sunnyside Branch Libraries, all in Long Island City.

``The Story of Woodhaven and Ozone Park," by Vincent F. Seyfried, in the Woodhaven Branch Library, 85-41 Forest Pkwy.

``A Peek at Richmond Hill Through the Keyhole of Time," by William Krooss, and ``Victorian Richmond Hill," by the Richmond Hill Chapter of the Queens Historical Society, both at the Richmond Hill Branch Library, 118-14 Hillside Ave.

``The History of the Rockaways," by Alfred Henry Bellot, 1918, available in the Queens Borough Central Library, Jamaica, and the Seaside (Rockaway Park), Peninsula (Rockaway Beach) and Arverne branch libraries.

``Small Town in the Big City: A History of Sunnyside and Woodside," by Pam Byers, in the Sunnyside and Woodside branch libraries and the Queens Borough Central Library, Jamaica.

The Scene From Powell's Hill, From Francis Lewis to Capt. Merritt: A Story of Whitestone," by Harry J. Lucas, available in the Queens Borough Central Library, Long Island Collection, Jamaica; Flushing histories in the Whitestone Branch Library, 151-10 14th Rd., Whitestone.

``Old Woodhaven: A Victorian Village," edited by Barbara W. Stankowski, in the Woodhaven Branch Library, 85-41 Forest Pkwy.

``Woodside: A Historical Perspective," by Catherine Gregory," at Woodside Branch Library, 54-22 Skillman Ave.

Back issues of Kew-Forest Life and The Reporter magazines available in the Queens Borough Central Library, Long Island Division, 89-11 Merrick Blvd., Jamaica, 11432.

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