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ABSTRACT

This document contains eight newsletters prepared by the Minnesota Social History Project (MSHP), an experimental curriculum project in local social history. The newsletters offer classroom exercises, participant suggestions, and supportive essays designed for teachers working with the MSHP. The premise of the project is that "American history can be better taught and more actively learned by using the experiences of the people of a local community as a reflection of the national experience." Using the manuscript census as a basic document, teacher participants and their students collect original local historical data, interpret the data in light of traditional local sources, and compare local history with that of other areas. Section I describes the Individual Biography Card (IBC) and its uses in tabulating information, and presents an exercise using census figures relating to birthplace and immigration. The exercise in Section II involves students in the use of IBCs, attempting to develop a chronological life history for two families. Section III provides exercises based on methodological techniques used in the study of a city, emphasizing historical and geographical comparisons. Section IV studies the composition of the work force, while Section V provides an essay on working women. Section VI stresses the need for a systematic typology of rural communities based on multivariate analysis of characteristics. Three reports from teachers comprise Section VII. Section VIII presents an overview of the MSHP and suggestions for initiating and using one similar to it.
 (CK)

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MISHAP

NEWSLETTER OF THE MINNESOTA SOCIAL HISTORY
PROJECT. August, 1978 through March, 1979.

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Mishap

**newsletter of the
Minnesota Social History
Project**

August 1978

Saint Mary's College Winona, Minnesota 55987 Volume I, Number I

NOTES FROM THE EDITOR'S DESK

This is the first issue of our newsletter. Its primary purpose is to allow teachers who are working with the Minnesota Social History Project to keep in touch with one another during the academic year. For this reason, I welcome comments, suggestions, and inclusions for future newsletters. Such items should be sent directly to me:

John S. Wozniak, FSC
P.O. Box 1450
St. Mary's College
Winona, MN 55987.

At the present time, Bill and I intend to publish the newsletter once per month from at least August 1978 until September 1979, the termination date of the present National Endowment for the Humanities grant.

Each copy of the newsletter will include--in addition to comments and additions from our participants--suggestions for social history class projects, bibliographies, jokes from Bill, and nominations for social director--in addition to Neil.

If you are a participant in the project, along with this newsletter, you should have also received:

- (1) a copy of your independent study prospectus;
- (2) a copy of your project description;
- (3) a complete list of participants' projects;
- (4) a revised list of participants;
- (5) addresses you requested;
- (6) information on MECC and TIES.

If you have not received these items, please inform us and they will be mailed to you as soon as possible.

Research Center are being copied and collated and will be sent to you under a separate cover before school begins. We will feature the Polish menu and Judy's material in next month's newsletter.

A news story with accompanying photographs should reach your local newspapers within the next few weeks for inclusion in a suitable publication, so be prepared to be a celebrity!

I hope that the present format and information are helpful. If not, please let me know.

John

PS -- If this is your first contact with the Minnesota Social History Project and you would like more information, please feel free to request that information from:

Dr. William Crozier, Director
Minnesota Social History Project
P.O. Box 52
St. Mary's College
Winona, MN 55987

Basically, MSHP is an experimental curriculum project in local, social history, funded for a two-year period by the Nation Endowment for the Humanities and St. Mary's College. Participants and their students are currently collecting original local historical data, interpreting that data in light of the traditional historical sources in their own local communities and comparing the history of this local community with similar histories from other parts of the region, state, and nation. Current projects deal with the collection and interpretation of folklore and oral histories as well as the use of quantifiable materials from routinely-generated records to reconstruct the lifestyles of ordinary people. The entire project is literally an attempt to write history "from the bottom up."

Below you will find a slightly different counting card, which we have now renamed IBC (Individual Biography Cards). During our summer workshop, Dick Jensen suggested that it might be better to analyze entire family units rather than discrete individuals when using quantifiable material from the federal censuses. At the same time, however, I can imagine occasions when it might also be helpful to sort for particular types of individuals. With both of these possibilities in mind, I tried to arrange discrete pieces of information so that both process could be facilitated. I also tried to group categories of information that we tend to cross-tab most frequently -- e.g., "Occupation" with "Birthplace". A card such as this will handle approximately 99% of the 1880 St. Charles data on less than 1/5 of the cards in your data set at about 1/5 of our original cost per unit. If anyone decides to use the new IBC's, I would appreciate learning of your experience with it.

27 BH#	1 HH Rel.	2 Surname	3 Other Name	4 Occupation	5 Birth Pl.	6 Age	7 FBP	8 MBP	9 Pa. For. Bore	10 Mo. For. Bore	11 Mar. Stat.	12 Sex	13 Age	14 Mar w/yr	15 Mar. Stat.	16 rd / write	17 m / w / st	18 yrs / state	19 \$ Per Prop	20 of / dum / bl	21 yrs / dist	22 yrs / state	23 clubs	24 mar stat	25	26	27 religion	28 Assocat	29 Clubs	30 Politics	31 \$ Rel Prop	32 source	33	34	35	36
1 HH Rel	2 Surname	3 Other Name	4 Occupation	5 Birth Pl.	6 Age	7 FBP	8 MBP	9 Pa. For. Bore	10 Mo. For. Bore	11 Mar. Stat.	12 Sex	13 Age	14 Mar w/yr	15 Mar. Stat.	16 rd / write	17 m / w / st	18 yrs / state	19 \$ Per Prop	20 of / dum / bl	21 yrs / dist	22 yrs / state	23 clubs	24 mar stat	25	26	27 religion	28 Assocat	29 Clubs	30 Politics	31 \$ Rel Prop	32 source	33	34	35	36	
1 HH Rel	2 Surname	3 Other Name	4 Occupation	5 Birth Pl.	6 Age	7 FBP	8 MBP	9 Pa. For. Bore	10 Mo. For. Bore	11 Mar. Stat.	12 Sex	13 Age	14 Mar w/yr	15 Mar. Stat.	16 rd / write	17 m / w / st	18 yrs / state	19 \$ Per Prop	20 of / dum / bl	21 yrs / dist	22 yrs / state	23 clubs	24 mar stat	25	26	27 religion	28 Assocat	29 Clubs	30 Politics	31 \$ Rel Prop	32 source	33	34	35	36	

After the snow starts to fly in Staples, Moose Lake, and Worthington, we thought you might like to do some reading. The following bibliography, while not inclusive, contains many of the classics in the field of recent American social history.

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CLASSROOM EXERCISE:

The following description comes from A History of St. Charles, 1854-1954, pgs. 3-4:

1854 saw an influx of settlers throughout the entire territory. The times were restless ones: a financial panic, the growing pains of an industrial revolution making itself felt in the congested eastern manufacturing centers, strife in Ireland sending a flood of immigrants into this fantastic new world where land was for the taking and man could live to suit himself, the purchase of Louisiana and the subsequent opening up of that vast, fascinating territory. And there was then shaping up the strife that was to be our bloody Civil War, the great struggle between the North and South, after which the tide west-ward was increased by the land grants to the soldiers who fought for the Union and who received in part therefore, a piece of the land they fought for.

But to get back to 1854: men came to the new frontier for many reasons -- many for sheer adventure. But the more real purposes of the men and women who, with their children, came to this wilderness follow the lines that have ever sent pioneer souls into new places: New Englanders from their rocky farms sought new homes and better soil to earn better livelihoods; immigrants came from England, Ireland, Germany seeking a freedom of one sort or another; and some came seeking health. In its early history, Minnesota was celebrated, says the history of Olmsted County, 'as a sanatorium for the cure or relief of the disease then called consumption---. The bracing climate was very beneficial to even confirmed invalids, and many town residents and farmers (from the South and the East) became Minnesotans in the hope of prolonging their lives.'

In the above, one can find a number of hypotheses about the nature of St. Charles social organization that can be tested by quantitative methods. For example,

- (1) the native born migrants who settled in St. Charles came primarily from New England -- specifically, from Maine, Vermont, New Hampshire, Connecticut, Rhode Island, and Massachusetts;
- (2) most of the native born migrants came to St. Charles seeking better farming opportunities;
- (3) in terms of numerical importance, the foreign born immigrants who came to St. Charles came from England, Ireland, and Germany, respectively.
- (4) a great deal of the immigration of native borns to St. Charles took place after the Civil War and was a part of a larger movement of people;
- (5) the native born migrants to St. Charles came directly from their birthplaces;

- (6) many of the native born migrants who settled in St. Charles came from the South;
- (7) most of the native born migrants to St. Charles came as family units;

The most readily available quantitative data to test these hypotheses is the 1880 federal census for St. Charles. After one views the tables found below, based on these data, one is led to one of two possible conclusions:

- (1) either, the historian for the description of early St. Charles was badly mistaken about the social structure of early St. Charles; or,
 - (2) a tremendous change had taken place in the social structure of St. Charles between the time of its initial founding in 1854 and the completion of the census of 1880.
- (1) the native born migrants who settled in St. Charles came primarily from New England -- specifically, from Maine, Vermont, New Hampshire, Connecticut, Rhode Island, and Massachusetts.

OPERATION: (a) select heads of households from the St. Charles data set;
(b) construct two separate cross-tabs

<u>NATIVE BORN</u>		<u>FOREIGN BORN</u>	
place of birth		place of birth	
o		o	
c		c	
c		c	
u		u	
p		p	
a		a	
t		t	
i		i	
o		o	
n		n	

RESULTS:

TABLE 1: Place of Birth of Native Born and Foreign Born 1880 Inhabitants of St. Charles, MN.

<u>VT</u>	<u>ME</u>	<u>NH</u>	<u>MA</u>	<u>CT</u>	<u>RI</u>	<u>OTHER US</u>	<u>FOREIGN BORN</u>
20	11	9	5	3	0	93*	103

(includes NY -- 51; OH -- 11; PA -- 14; WI -- 6; IL -- 4)

48 total New England born heads of households = 34%

141 total native born heads of households

CONCLUSION: only about 1/3 of the native born migrants who settled in 1880 St. Charles came from New England.

As a matter of fact, 45% came from two non-New England states, New York and Pennsylvania.

(2) most of the native born migrants came to St. Charles seeking better farming opportunities.

OPERATION: use data from first cross-tab

RESULTS:

TABLE 2: Place of Birth of 1880 Farmers in St. Charles, MN

<u>New England</u>	<u>Other US</u>	<u>Foreign Born</u>
10	17	15

Total number of farmers in St. Charles in 1880 = 42

Total number of Heads of households in St. Charles in 1880 = 244

Total number of different occupations in St. Charles in 1880 = 59

10 Total number of New England Farmers	10 Total number of New England Farmers
= 7.1%	= 4.1%

141 Total Native Born Households	244 Total Households
----------------------------------	----------------------

10 Total number New England Farmers	42 Total number Farmers
= 23.8%	+ 17.2%

42 Total number Farmers	244 Total Households
-------------------------	----------------------

TABLE 3: Rank Order of the six Most Important Occupations of 1880 Heads of Households in St. Charles, MN.

	<u>NATIVE BORN</u>			<u>FOREIGN BORN</u>		
	<u>N</u>	<u>%</u>	<u>RANK</u>	<u>N</u>	<u>%</u>	<u>RANK</u>
Farmer	27	19.1	1	15	14.6	2
Carpenter	17	12.1	2	5	4.9	5
Housewife	15	10.6	3	6	5.8	4
Laborer	13	9.2	4	19	18.5	1
Blacksmith	6	4.3	5	1	0.9	9
Saloonkeeper	1	0.7	8	7	6.8	3

CONCLUSION: if, indeed, most of the native born imigrants came to St. Charles seeking better farming opportunities, they apparently faced several harsh realities which necessitated a change in occupation, for although 1/4 of St. Charles farmers came from New England, less than 10% of the native born labor force identified themselves as farmers. Indeed, farming as an occupation was followed by less than 20% of all the heads of households.

(note: it is fairly evident from the above that the foreign born selected different occupations)

(3) in terms of numerical importance, the foreign born immigrants who came to St. Charles came from England, Ireland, and Germany, respectively.

OPERATION: use cross-tab material utilized for questions #1 and #2

RESULTS:

TABLE 4: Foreign Born Heads of Households in 1880 St. Charles by Place of Birth

<u>ENGLAND</u> (Including Scotland and Wales)	<u>IRELAND</u>	<u>GERMANY</u> (Including Bavaria, Saxony, Prussia, Hesse-Darmstadt, Wertemberg, Hanover, Baden, Alasce, Schleisweg-Holstein)
19	19	41

CONCLUSION: the suggested order based on numerical contributions appears to be incorrect. Furthermore, not included are Canadians -- 12 individuals, and Norwegians 7 individuals. It would be more accurate to say that Germany, Ireland, Great Britain, Canada, and Norway provided approximately 95% of the foreign born settlers to 1880 St. Charles.

Moreover, as one would expect, males were the predominant heads of households, for both native born and foreign born settlers. Where females were heads of households, native born females rather than foreign born females tended to head the household. This can be shown with the following:

OPERATION: (a) select heads of households for 1880 St. Charles
(b) count the discrete elements with the following chart --

<u>NATIVE BORN</u>	
<u>MALES</u>	<u>FEMALES</u>

<u>FOREIGN BORN</u>	
<u>MALES</u>	<u>FEMALES</u>

The results appear on the following page.

RESULTS:

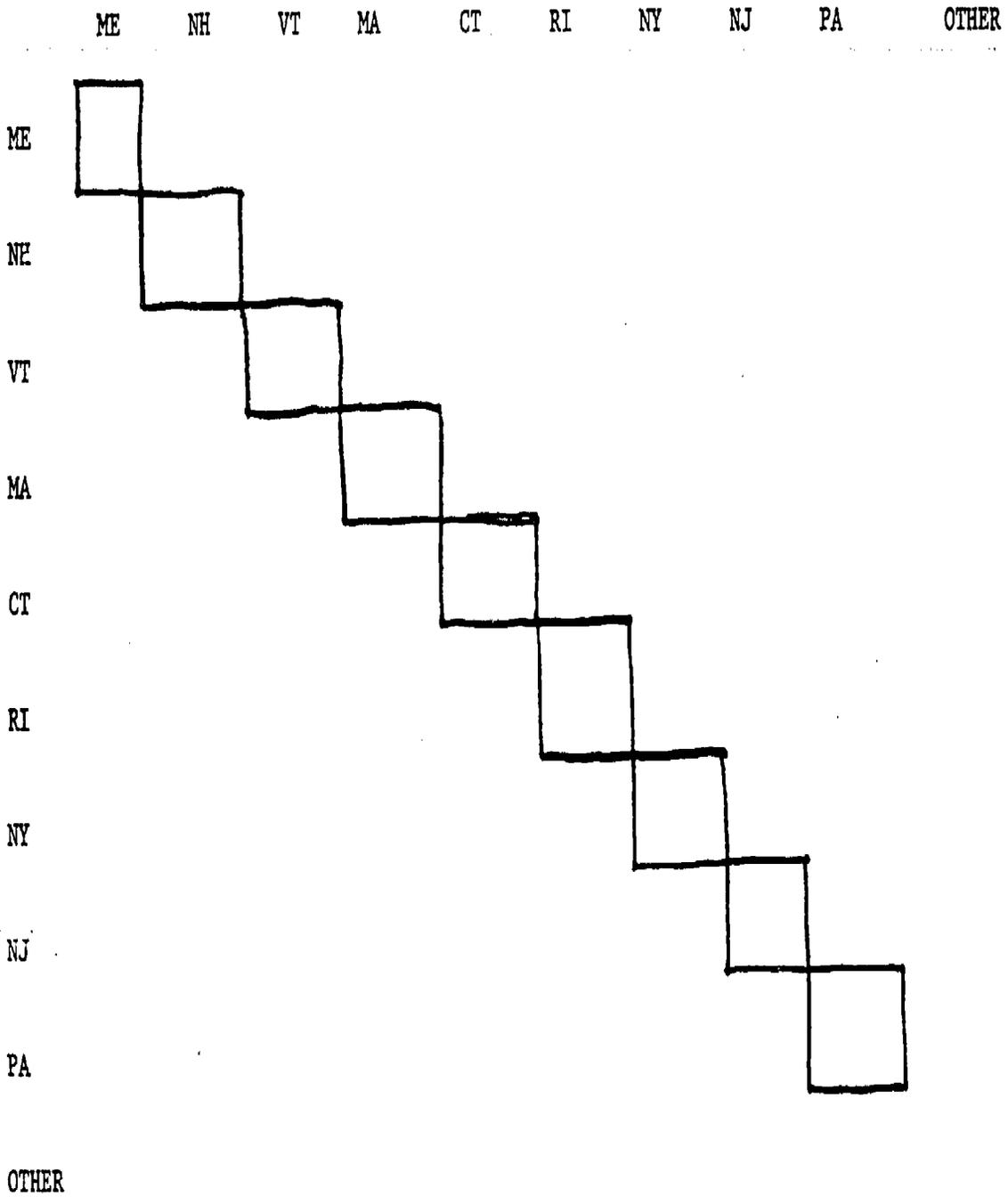
TABLE 5: Native Born, Foreign Born Heads of Households by Sex

<u>NATIVE BORN</u>			
<u>MALES</u>		<u>FEMALES</u>	
N = 126		N = 15	
Row % = 89.4		Row % = 10.6	
Col % = 56.8		Col % = 68.2	
Tot % = 51.6		Tot % = 6.2	
<u>FOREIGN BORN</u>			
<u>MALES</u>		<u>FEMALES</u>	
N = 96		N = 7	
Row % = 93.2		Row % = 6.8	
Col % = 43.2		Col % = 31.8	
Tot % = 39.3		Tot % = 2.9	

Tot Male N = 222		Tot Female N = 22	244
Col Male % = 91		Col Female % = 9	100

(4), (5), (6); (7) Questions 4,5,6,7 deal primarily with the larger issue of native born migration patterns, To investigate these questions, we will cross-tab place of birth for various individuals.

- OPERATION:
- (a) select the following family units; use the household numbers on the IBC cards as an aid -- green for head of household; blue for wife; yellow for children. Household numbers to be used are as follows:
1, 6, 7, 8, 9, 10, 11, 12, 14, 17, 23, 26, 27, 28, 30, 31, 32, 33, 34, 36, 41, 43, 45, 46, 49, 60, 63, 65, 66, 67, 68, 69, 72, 73, 75, 81, 82, 84, 87, 88, 89, 93, 94, 97, 100, 103, 104, 106, 109, 110, 113, 114, 117, 119, 120, 122, 123, 125, 126, 128, 130, 131, 133, 141, 143, 145, 146, 148, 149, 151, 157, 161, 162, 164, 165, 169, 170, 173, 175, 176, 177, 178, 179, 183, 184, 186, 187, 188, 189, 192, 196, 197, 199, 200, 203, 204, 207, 208, 209, 211, 212, 213, 216, 217, 218, 219, 221, 222, 223, 226, 227, 229, 230, 231, 232, 233, 235, 236, 240, 241, 243 (N of sample = 122 complete families, out of a total possible universe of 141);
 - (b) place families together according to household numbers in the following order: fathers/husbands, mothers/wives children by decreasing ages;
 - (c) construct nine (9) separate cross-tab charts as shown on the following page. It is essential that the same order be maintained on top and side;



(Cross-tabs Chart for Migration Study of Native Born Migrants to 1880 St. Charles, MN)

(d) cross-tab for the following nine sets

- | | | |
|--|---|--------------------------------------|
| (1) Head of Household ----- | Father's Birthplace by | Mother's Birthplace |
| | (#7 on green IBC) | (#8 on green IBC) |
| (2) Wife of Head of Household -- | Father's Birthplace by | Mother's Birthplace |
| | (#7 on blue IBC) | (#8 on blue IBC) |
| (3) Head of Household ----- | Father's Birthplace by | Head of House. Bir. Pl. |
| | (#7 on green IBC) | (#5 on green IBC) |
| (4) Head of Household ----- | Mother's Birthplace by | Head of House. Bir. Pl. |
| | (#8 on green IBC) | (#5 on green IBC) |
| (5) Wife of Head of Household -- | Father's Birthplace by | Wife's Birthplace |
| | (#7 on blue IBC) | (#5 on blue IBC) |
| (6) Wife of Head of Household -- | Mother's Birthplace by | Wife's Birthplace |
| | (# 8 on blue IBC) | (#5 on blue IBC) |
| (7) Birthplace of Head of Household by | Birthplace of Wife of Head of Household | |
| | (#5 on green IBC) | (#5 on blue IBC) |
| (8) Birthplace of Head of Household by | Birthplace of all Children | |
| | (#5 on green IBC) | (#5 on all appropriate yellow) |
| (9) Birthplace of Father of Head of Household by | Birthplace of all Children of | |
| | (7 on green IBC) | HH
(#5 on all appropriate yellow) |
- (e) add N's and take one percentage for each complete set of matched locations -- excluding the category "Other". This will be the data in the boxes on the sheets entitled "Cross-tabs Chart for Migration Study of Native Born Migrants to 1880 St. Charles, MN". If the geographic birth locations match for the two sets we are comparing, we will assume that this represents no movement for either one of these two individuals;
- (f) cross-tab child cohorts for age and place of birth. The outline for the chart appears as the upper row and the first column for Table #7;

The results of all of these cross-tabs appear on the following two pages.

RESULTS:

TABLE 6: Cross-tabs of Selected Birthplaces of Native Born Migrants to 1880 St. Charles, MN

Turn of the Century	Pre-Civil War	Post-Civil War	Circa 1880
First Generation	First Generation	Second Generation	Third Generation
* wife of HH / FBP, MBP 58.2% (2)	HH BP/ FBP 50.0% (3)	HH BP / wife BP 28.7% (7)	HH BP / BP of Children 9.3% (8)
HH / FBP, MBP 56.6% (1)	HH BP/ MBP 44.3% (4)		
	wife HH / FBP 47.5% (5)		
	wife HH / MBP 41.8% (6)		HH FBP / HH Children's BP 4.3% (9)

(* in this operation we cross-tabled the birthplaces of the parents of the wife of the head of the household. This is operational set #2, as found on page 12 of this newsletter. The percentage we obtained as per directions in #e on page 12 suggest 6 out of 10 individuals in this set of our sample did not move out of their State of origin. On the other hand, approximately 40% of the people in this set had moved at least once. By viewing the entire chart, one gets the impression of a population on the move, so that approximately 96% of the 1880 grandchildren are no longer living in the state in which their grand-parents were born.)

RESULTS:

TABLE 7: Children of 1880 Native Born Migrants to St. Charles by Age Cohorts and Place of Birth

	<u>MN</u>	<u>WI</u>	<u>NY</u>	<u>IA</u>	<u>ME</u>	<u>VT</u>	<u>MA</u>	<u>MO</u>	<u>IL</u>	<u>OH</u>	<u>NH</u>	<u>OTHER</u>	<u>MI</u>	<u>PA</u>	<u>CT</u>	<u>NB</u>	<u>KN</u>	<u>KY</u>	<u>IN</u>	<u>RI</u>	<u>NJ</u>	<u>TOTAL</u>	<u>%</u>	
0-4	60	2	1	3				2				1											69	24.7
5-9	46	7	2	4	1	1		2	2		1					1	1	1					69	24.7
10-14	43	5	1	2	1				1	2	2		1										58	20.8
15-19	31	9	4		2	2	1			1		1		1									52	18.6
20-24	7	4	6		2	1						1											21	7.6
25-29			2			1	1								1								5	1.8
30-34							1																1	0.4
35 +			3				1																4	1.4
TOTAL	187	27	19	9	6	5	4	4	3	3	3	3	1	1	1	1	1	1	0	0	0		279	
%	67.0	9.7	6.7	3.2	2.1	1.7	1.4	1.4	1.1	1.1	1.1	1.1	0.4	0.4	0.4	0.4	0.4	0.4	0	0	0			100.0

CONCLUSIONS:

- (4) a great deal of the migration of native born to St. Charles took place after the Civil War and was a part of a larger movement of people

The first part of this hypothesis seems to be confirmed by the data found in Table 6, particularly the data found in columns 1 & 3.

- (5) the native born migrants to St. Charles came directly from their birthplaces; if one considers only the second and third generations, this hypothesis seems to be partially confirmed by the data found in Table 7. On the other hand, the data in Table 6 tends to suggest that the movement of the particular family to St. Charles was but one part of a movement of kin that spanned the entire nineteenth century.

- (6) many of the native born migrants who settled in St. Charles came from the South
This hypothesis does not seem to be confirmed by three separate paths of inquiry -- data found in Table 1, Table 6, and Table 7.

- (7) most of the native born migrants to St. Charles came as family units

This hypothesis is tentatively proven. Approximately 87% of the possible universe (Native Born Heads of Households in 1880 St. Charles) had family units, most prior to their arrival in MN. Approximately, 65% of the children in the first four cohorts were born in Minnesota, some immediately after the Civil War and immediately after the arrival of the family group in MN. The families do not seem to have lingered along the way -- note the few births in PA, OH, IN, IL, as found in Table 7.

CONCLUSION TO THE ENTIRE EXERCISE:

The community that we have just described is much more dynamic and fluid than the community the local historian described in A History of St. Charles, 1854-1954. St. Charles in 1880 is a dynamic, vibrant community that leaves us with additional questions:

- (1) why were there so many foreign born proprietors of saloons?
- (2) what social changes did St. Charles experience between 1860 and 1880?
- (3) did any of these changes radically change the social structure of the community?
- (4) why did the native born immigrants come to St. Charles?
- (5) how many of the people who were counted in 1880 St. Charles remained in that community for their entire lives? Was St. Charles simply another stop on the family's movement west?
- (6) are the data we have presented unique local patterns or are there regional and national referents as well?



Minnesota Social
History Project

Saint Mary's College
Winona, Minnesota 55987

MISHAP

Publisher:
Dr. William Crozier
Editor-in-Chief:
John S. Wozniak, FSC
Composition Chief:
Sandra D. Olson

Mishap

**newsletter of the
Minnesota Social History
Project**

September 1978

Saint Mary's College Winona, Minnesota 55987

Volume I, Number 2

NOTES FROM THE EDITOR'S DESK

We are required by the NEH to submit a rather detailed written report every six months. A few days ago we received a reply from our Program Officer, Crale Hopkins. I thought you might be interested in a few things he had to say:

The report is a model! It is itself an extensive artifact....The participants' responses were good, and the list of curriculum projects was interesting and convincing (the latter being an attribute not always displayed by such lists).

It strikes me that it may be the functional rather than the theoretical aspects of quantitative history which might help to restore, as you suggested, the study of history to its former status. If it can, your project will certainly have been a major contribution to that victory.

Many thanks to Crale.

If you have further information and/or news about your particular project, please pass that information on to us. We would be most happy to share both your successes and difficulties with the other participants. Areas of difficulty will spur us on to find classroom exercises that will remedy the situation.

We are also most interested in any advice you could give us regarding the 1979 summer seminar. For example,

Are there particular types of training you would like to have?

Are there particular historical and/or educational topics you would like to see us cover?

We plan on having a meeting with our advisory board soon to firm up the basic organization and speakers for the 1979 summer seminar.

As you may have noticed, this is our second newsletter. If survival is a mark of success, we've made it for a few more weeks!

Along with this newsletter, you will find an enclosure on Census Records made possible by Ruth Ellen Bauer, Reference Services Aide, Minnesota Historical Society, St. Paul. The enclosure enumerates the censuses available at MHS and describes their content in some detail. Of particular interest to you and some of your students who might be interested in doing genealogical research is the information on census indices. Information on the interlibrary loan policy is also provided. We are also enclosing a graphic representation of the information available on the Minnesota and Federal Manuscript Census.

Wo date, we have mailed out well over 600 copies of the August newsletter.

If this is your first contact with the Minnesota Social History Project, and you would like more information on the project, please feel free to contact either:

Dr. William Crozier
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Winona, Minn. 55987

or, John S. Wozniak, FSC, PhD
Associate Director, MSHP
PO Box 1450
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Winona, Minn. 55987

OUR PARTICIPANTS WRITE:

- David Shapley -- "This coming September 22nd I will be presenting a slide show of the Luverne Children's theatre and the Palace Theatre at the Speech and Theatre Association's fall meeting in Minneapolis. In order to make my presentation complete I would like to use some of the slides that I mailed you [as part of the independent study]. I plan to show how the Social History Project is being used to show the development of the arts in Luverne and Rock Counties."
- Gene Meckelke -- is all geared up for the fall semester. He writes further that one of his sons "is a finalist in both the NROTC and AFROTC four-year scholarship programs as well as a candidate for nomination to West Point."
- Tom Blair -- kudos and congrats to Tom who is the proud receipt of an MA from the University of Minnesota, Duluth. Tom applied the MSHP/Saint Mary's credits to his degree program at UMD.
- Karen Fisher -- writes that it is hot and dry in Arizona. The staff at the Tucson Public Library is hard at work putting the finishing touches on a possible NEH grant proposal, prior to final submission.
- Nick Duff -- called a few days ago. He mentioned that he and his students had an interesting class discussion of family structure, following the collection of current census data with IBC's.

CLASSROOM EXERCISE:

Bill and I have found the following exercise to be both interesting and informative. It seems to be a good change of pace from "the numbers." The entire exercise involves students in the use of IBC's (Individual Biography Cards) but does not require them to do any quantification. On the other hand, it requires students to become involved in local history, relating these immediate events to larger emerging national patterns, and posing questions that frequently can only be answered with quantification. In short, it is an interesting, painless, and positive manner to introduce materials that can be used in quantification.

Feel free to use any of the following material: data, narrative, follow-up questions. We have no objections to anyone making copies of these materials right from the newsletter. In fact, one of the reasons we are off-setting the newsletter is to permit higher contrast copies via a direct-copy process. However, if you do use the material, tell us what happened.

The 1905 Minnesota State census is a good place to begin since it contains information on an individual's length of stay in both the district and the State. Once a suitable length of time is chosen, one then tries to trace a particular individual back in time in the respective censuses, in an attempt to develop a chronological life history. For this exercise, I have chosen individuals who resided in the State for 45 years or more.

If the particular individual in the study is a representative of a larger group -- say, "Polish laborers" -- this exercise then gives flesh and blood to future quantification exercises that can become a bit dry at times.

This month MISHAP features a German butcher (a representative from the skilled workers of Winona and a member of the early Irish-German, "old" migration) and a native American lumberman (a representative of the elite of Winona). Representatives from both families lived in Winona for almost half a century. They may have passed each other on the streets of Winona from time to time; they may have even talked with each other. As you will see, however, their individual life histories are quite different.

DIRECTIONS:

Read through and study the following four pages of data. (The data comes directly from the manuscript censuses.)

Write two or three paragraphs describing one individual or a family represented in the data on the following pages.

What does the data tell you about these people who lived in Winona, MN, between 1860 and 1905?



**Minnesota Social
History Project**

Saint Mary's College
Winona, Minnesota 55987

MISHAP

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Household Number/ Family Number	Surname	First Name	Occupation	Birthplace FBP & MBP	Age/Sex	\$Real Property/ \$Personal Prop.	Address
356/338	Youmans	A.B.	Lumber Merchant	NY	29 / M	\$10,000/\$15,000	1st ward
		Mary		NY	28 / F		
		Frank		MN	2 / M		
		Frederick		MN	4/12 / M		
	McLure	Fedora	Servant	NY	23 / F		
	Youmans	Vincent		NY	66 / M		
		Catherine		NY	62 / F		

Source: 1860 Federal Manuscript Census, Winona, MN.

183/173	Youmans	Vincent	Retired	NY	75 / M	-----/\$5,000	1st ward
		Catherine	Keeps House	NY	71 / F		
188/179	Youmans	Addison B	Sawmill & Lumber Dealer	NY	40 / M	\$23,000/\$17,000	1st ward
		Mary J	Keeps House	NY	36 / F		
		Frank M	Attending School	MN	12 / M		
		Harry		MN	1 / M		
	Travers	Eliza	Domestic	Ireland	25 / F		
	Morey,	M.B.	School Teacher	NY	42 / F		
	Cutter,	Edgar	Works in Grocery Store	Mass.	16 / M		
		Tuttle	Jane	Keeps House	CT	58 / F	
	Tuttle	John H	Teamster	NJ	23 / M		

Source: 1870 Federal Manuscript Census, Winona, MN.

441/479	Youmans	Addison	Lumber Manufacturer	NY/NY/NY	50 / M	Wilson
		Mary J	Wife/keeps house	NY/NY/NY	49 / F	
		Frank	Son/Machinist	MN/NY/NY	22 / M	
		Harry	Son/at school	MN/NY/NY	11 / M	
	Anderson	Hannah	Servant/single	Sweden/S/S	21 / F	
	Olson	Annie L	Servant/single	Norway/N/N	29 / F	
	Stubsted	Louis	Servant/married	Norway/N/N	29 / M	
		Laura	Wife	Norway/N/N	25 / F	

Source: 1880 Federal Manuscript Census, Winona, MN.

Ward - 1 #4	Youmans	Addison	Retired	NY/NY/NY	75 / M (YD-48/YS-48)*	215 Wilson
		Mary J	Wife	NY/NY/NY	73 / F (YD-48/YS-48)*	
P 98	Foley	Mary	Domestic	TN/Ire/Ire	35 / F (YD-34/YS-10)*	
	Laabs,	Adella A.W.	Domestic	ME/Ger/Ger	17 / F (YD-17/YS-17)*	
	Aulenbacker	John	Laborer	WI/Ger/Ger	31 / M (YD-8/YS-6)*	

Household Number Family Number	Surname	First Name	Occupation	Birthplace FBP & MBP	Age/Sex	\$RealProperty/ \$Personal Prop	Address
Ward - 2	Youmans	H.	Manufacturer	MN/NY/NY	36 / M (YD-36/YS-6)*		328 W-5th
#310		Sadie	Housewife	MN/NY/NY	27 / F (YD-26/YS-6)*		
P. 1		R.Y.	Child	MN/MN/MN	6 / F (YD- 6/YS-6)*		
		Addison	Child	MN/MN/MN	3 / M (YD-3/YS-3)*		

Source: 1905 MN State Census, Winona, MN/Collected 7 June 1905

295/372	Kissinger	Fred	Butcher	WI/Ger/Ger	35 / M		Main
		Kate	Wife/House- keeper	WI/Ger/Ger	26 / F		
		Friedericke	Daughter	MN/WI/WI	6 / F		
		Edith	Daughter	MN/WI/WI	3 / F		

Source: 1880 Federal Manuscript Census, Winona, MN.

521/491	Smith	Jacob	Butcher	Prussia	26 / M	\$1500 / \$2000	2nd ward
		Victoria		Pruse	19 / F		
		Caroline		MN	2 / F		
		Jacob		MN	3/12 / M		
	Dering	Charles	Butcher	Prussia	21 / M		

Source: 1860 Federal Manuscript Census, Winona, MN.

238/253	Smith	Jacob	Butcher	Hesse-Darthstadt	36 / M	\$15,000/\$2000	2nd ward
		Victoria	Keeps House	Prussia	29 / F		
		Caroline	Atg. School	MN	11 / F		
		Emile	Atg. School	MN	10 / M		
		Veronica		MN	8 / F		
	Kissinger	Fred K.	Butcher's Boy	WI	24 / M		
	Preckel	Frank	Butcher's Boy	Austria	15 / M		

Source: 1870 Federal Manuscript Census, Winona, MN

471/511	Schmidt	Jacob	Butcher	Hessen/Hes/Hes	45 / M		Wabasha
		Victoria	Wife	Ger/Ger/Ger	39 / F		
		Caroline V.	Daughter/ Teacher	MN/Hes/Ger	21 / F		
		Emil	Son/Clerk in Post Office	MN/Hes/Ger	20 / M		
		Veronika	Daughter/at Home	MN/Hes/Ger	18 / F		

Source: 1880 Federal Manuscript Census, Winona, MN

Household Number/ Family Number	Surname	First Name	Occupation	Birthplace FBP & MBP	Age/Sex	\$Real Property/ \$Personal Property	Address
Ward - 3 #1	Smith	Victoria	Housewife	Ger/Ger/Ger	64 / F	(YD-49/YS-49)*	171 E. 7th
P. 304		Caroline V.	Teacher	MN/Ger/Ger	47 / F	(YD-47/YS-47)*	
		Veronica	Housekeeper	MN/Ger/Ger	43 / F	(YD-43/YS-43)*	

Source: 1905 MN State Census, Winona, MN/Collected 15 June 1905

228/243	Deering	Charles	Butcher	Prussia	30 / M		2nd ward
		Ellen	Keeps House	Holland	26 / F		
	Massenbrook	Willie	Butcher's Boy	IL	17 / M		
	Hasch	John	Butcher's Boy	Prussia	21 / M		

Source: 1870 Federal Manuscript Census, Winona, MN

296/373	Deering	Chas	Butcher	Ger/Ger/Ger	40 / M		Main
		Elen	Wife/House keeper	Ger/Ger/Ger	38 / F		

Source: 1880 Federal Manuscript Census, Winona, MN

Ward - 1 #4	Deering	Chas	Real Estate Dealer	Ger/Ger/Ger	65 / M	(YD-49/YS-49)*	451 Grand
P. 96		Ellen	Wife	Hol/Hol/Hol	62 / F	(YD-49/YS-49)*	
	Massenbrook	Jacob	Laborer	MN/Hol/Hol	52 / M	(YD-52/YS-52)*	
		Mary	Servant	MN/Hol/Hol	37 / F	(YD-37/YS-37)*	

Source: 1905 MN State Census, Winona, MN/Collected 9 June 1905

285/303	*Mastenbrook	Cornelius	Butcher	Hol/Hol/Hol	27 / M		Wilson
		Mary	Daughter/Keeps House	Hol/Hol/Hol	28 / F		
		John	Son/At School	MN/Hol/Hol	7 / M		
		Ellen	Daughter	MN/Hol/Hol	3 / F		

(*bedridden with Erysipelas)

Source: 1880 Federal Manuscript Census, Winona, MN/Collected 14 June 1880

Ward - 1 #4	Massenbrook	John	Electrical Employee	MN/MN/MN	32 / M	(YD-32/YS-32)*	423 Grand
P. 96		Rita	Wife	MN/MN/MN	27 / F	(YD-27/YS-27)*	

Source: 1905 MN State Census, Winona, MN/Collected 9 June 1905

<u>Household Number/ Family Number</u>	<u>Surname</u>	<u>First Name</u>	<u>Occupation</u>	<u>Birthplace FBP & MBP</u>	<u>Age/Sex</u>	<u>\$Real Property/ \$Personal Prop.</u>	<u>Address</u>
285/274	Mastenbrook	John	Day Laborer	Holland	50 / M	-----	1st ward
		Nelley		Holland	44 / F		
		John		Holland	20 / M		
		Ellen		Holland	18 / F		
		Minney		Holland	16 / F		
		Lenard		Holland	14 / M		
		Jacob		Holland	12 / M		
		Cornelius		Holland	9 / M		
		William		IL	7 / M		
Jane		MN	2 / F				

Source: 1860 Federal Manuscript Census, Winona, MN

153/144	Massenbrook	Nellie	Keeps House	Holland	54 / F	\$1500/\$150	1st ward
		Leonard	RR Spike Driver	Holland	23 / M		
		Jacob	Works in Brick- yard	Holland	21 / M		
		Cornelius	Works in Cooper- shop	Holland	19 / M		
		Mary	At school	MN	9 / F		
		Jane	Atg. school	MN	12 / F		

Source: 1870 Federal Manuscript Census, Winona, MN

163/172	Mastenbrook	Nellie	Widow/Keeps house	Hol/Hol/Hol	64 / F	81 Grand
		Jacob	Son/Works in Brickyard	Hol/Hol/Hol	30 / M	
		Jennie	Daughter	MN/Hol/Hol	22 / F	
		Mary	Daughter	MN/Hol/Hol	19 / F	

Source: 1880 Federal Manuscript Census, Winona, MN

YOUMANS

Even in 1860 at the young age of 29, the New York born Addison Youmans was a wealthy man, with approximately \$10,000 in real estate and \$15,000 in personal possessions. He had a wife and two young children. Aiding his wife with the housework was a servant (whose parents were probably Irish). Addison's elderly parents, Catherine and Vincent Youmans, were also members of the household.

In the space of ten years, from 1860 to 1870, Addison Youmans nearly doubled his net worth, from \$25,000 in 1860 to \$40,000 in 1870. In 1870 he was the father of a new son, Harry, but may have lost another, Frederick. This newly found wealth and increased social prominence allowed Addison to increase the size of his domestic staff, perhaps to the point of hiring a Ms. Morey to tutor his eldest son, Frank. For some reason, his parents now had their own residence, separate and removed from Addison's household, but within walking distance of their prominent son's sizeable residence.

By 1880, Addison's son, Frank, had entered the adult working world and held a job as a machinist, a job which undoubtedly lowered his social status within the Youmans household. Another son, Harry, was at this time, attending the local public school. Four servants, all Scandinavians and members of the newly arriving immigrant groups, were now totally attached to the domestic life of the household. Two of the retainers, young Norwegians, were married to each other.

On June 13, 1905, when the census taker arrived at the Addison Youmans residence, 215 Wilson Street, Addison was enjoying the golden years of life, having retired by this time, with his wife of over 45 years. The complex household duties were now being handled by two domestics and a laborer-boarder. Addison and Mary's third son, Harry, had, by this time, married a Minnesota girl, had fathered two children, one of whom had been named after his grandfather (Addison). Young Harry was maintaining himself and his family in Winona by working as a manufacturer and lived near his prominent parents, but at a separate residence, at 328 West Fifth Street.

SMITH

In 1860, Jacob Smith, an immigrant from Hesse-Darmstadt, Prussia, was working as a butcher in Winona. (Since Smith's net worth in 1860 was approximately \$3,500, he probably owned his own small butcher shop). Jacob had married a German girl, Victoria, when she was 17; and he, 24. Their newest addition to the family, Jacob, was born in their new country in the spring of 1860. A girl, Caroline had been born two years earlier. Another Prussian, Charles Deering, who was roughly Jacob's age, helped out in the Smith Butcher Shop. Perhaps Jacob and Charles had been close friends in the "old country," and Jacob was simply helping out his friend until he established himself in the United States.

By 1870, Smith had become a fairly wealthy businessman: his net worth was approximately \$17,000. Jacob's daughter, Caroline, and another son, Emil, were both going to school in Winona. Little Jacob may have died in the intervening period since the last census.

Another child, Veronica, had been born and now took her place within the family. (Jacob, Jr.'s death could be confirmed by checking the death records at the courthouse or by studying the burial list at the cemetery. This, incidentally, is one example of "record linkage.") To help him in his expanding business, Jacob had to hire two new helpers -- Fred Kissinger, a young German, 24 years old, born in Wisconsin, and Frank Preckek, an Austrian teenager. His former helper, Charles Deering, had left the Smith business sometime in the 1860's.

Deering, in 1870, had married a Dutch girl, Ellen Massenbrook, and had opened his own butcher shop. (This fact could be established by referring to the contemporary City Directory of Winona.) Helping Deering at this time were Willie Massenbrook, Mrs. Deering's younger brother, and a fellow Prussian, young John Hasch.

The Massenbrooks had also been residents of Winona since 1860. Ellen and Willie Massenbrook were the offspring of John and Nelly Massenbrook, Dutch immigrants, who, in 1860, had only recently moved to Minnesota. They had been living in Illinois since about 1853 and had only moved to Minnesota in 1858. There were six other children in the Massenbrook family -- John, Minney, Leonard, Jacob, Cornelius, and Jane. Ellen, Charles Deering's wife, was the second eldest child, while Willie, Deering's helper in the butcher shop, was the second youngest. The elder Massenbrook, a day laborer, died in the 1860's, leaving a penniless widow and a large family. This may have prompted Willie's movement to the Deering household (perhaps even Ellen's marriage), a move which would have eased the financial strains on the Massenbrook's household finances which amounted to a net worth of \$1,650 in 1870, with Leonard working for the railroad as a spike driver; Jacob, in a brickyard; and Cornelius, in a cooper's shop.

Following his marriage to Kate (a fellow Wisconsinite of German parentage), about 1874, Fred Kissinger also left the Jacob Smith household and established his own residence on Main Street. By 1880, Fred had a wife, and both husband and wife were the parents of two young girls -- Fredericke, 6, and Edith, 3.

Jacob Smith (whose name had been Germanicized by the 1880 census taker to "Schmidt") continued to work at his trade -- butchering -- and to head a household composed of his wife of 22 years, Victoria, and their three children: Caroline, 21, a teacher in Winona; Emil, 20, a clerk in the local post office; and Veronica, 18, unemployed. Following her father's death and their brother's departure from the household after 1880, Caroline and Veronica remained at home with their mother, probably caring for her. In 1905, both Smith Daughters were spinsters: Caroline was still teaching; Veronica had become a housekeeper. All three women--mother and two daughters-- lived at 171 East 7th Street.

The Deerings, meanwhile, remained childless. In 1905, they were both in their sixties; Charles had changed jobs (he was now a real estate agent); and both Charles and Ellen were then residing at 451 Grand Avenue. Living with the Deerings were Ellen (Massenbrook) Deering's brother, Jacob, who was now 52 and still a laborer, and the Massenbrook's younger sister, Mary, who was now 37 and a servant. Mary and Jacob had been living with their widowed mother, Nelly (64 in 1880) and another sister, Jennie. Mother, Nelly, Massenbrook died sometime after 1880, and the remaining member of the Massenbrook family went their own separate ways.

Meanwhile, Cornelius Massenbrook the sixth child of John and Nelly Massenbrook, who had previously worked in a coopersmith's shop in 1870, became a butcher in 1880. By the summer of 1880, he had married, established a separate household on Wilson Street, and fathered two children: John, 7, who was attending school, and Ellen, 3. When the census taker came to the Cornelius Massenbrook residence on June 14, 1880, Cornelius was bed-ridden with erysipelas, an acute, intense inflammation of the skin, probably contracted as he was butchering an infected pig. Cornelius' son, John, eventually reached maturity and married a Minnesota-born girl, Rita. In 1905, John and Rita, 32 and 27 respectively, were childless. John, who listed his residence as 423 Grand Avenue, was working in the city of Winona as an electrical employee.

After viewing the life histories of these families, one comes away with a sense of measured confidence, timelessness, and a lack of need with the Youmans, and, a frantic uncertainty, changing, almost desperate despair with the Massenbrooks.

The Deerings and the Massenbrooks probably worked their entire lives and probably worked hard in order to eke out an existence; the Youmans enjoyed the measured security as a member of the financially elite. The Youmans left an impressive collection of historical memorabilia; the Deerings and the Massenbrooks, next to nothing. On the other hand, the families shared a number of common characteristics: they lived in Winona; they were a part of a functioning, industrializing urban area. In short, the families received and gave the impress of their times.

FOLLOW-UP QUESTIONS:

- (1) go back to the data sheets; compare them with the narrative. How were we able to establish the factual material for the narrative?
- (2) are there mistakes in the narrative? What are they? Has the narrative description exceeded the available facts? Where? How?
- (3) how does the structure of the household(s) change over time?
- (4) how were the elderly cared for?
- (5) how were individuals, who might be on welfare at the present time, cared for?
- (6) what nationalities composed the domestic staff of the Youmans household? What does this imply?
- (7) do you notice a change in occupations over time? Are there any instances of upward or downward social mobility?
- (8) what did the women of the various families do? Did this change with time?
- (9) were there any changes in marriage patterns over time?
- (10) did the size of families change over time? What may have been some of the factors that influenced family size?
- (11) on the average, how long did people live? Do you think this was representative of other Americans living at this time?
- (12) why did Fred Youmans become a machinist? Why did Charles Deering become a real estate agent?

Mishap

**newsletter of the
Minnesota Social History
Project**

October, 1978

Saint Mary's College Winona, Minnesota 55987

Volume I Number 3

FROM THE EDITOR'S DESK:

I would like to call your attention to two publications that were brought to my attention a few days ago. I believe that both may be of some interest to you.

Robert Doherty

1978 Society and Power: Five New
England Towns, 1800-1860
Amherst, Mass: U. of Mass. Press
\$10.00

"Using the raw material of social history -- census reports, tax lists, assessors' records, estate inventories, and town directories -- Robert Doherty examines geographic and social mobility, wealth distribution, and political power in five Massachusetts towns from 1800 to 1860. In contrast to much recent research which has focused on individual nineteenth-century communities, this work is a comparative study of towns of varying types. Included are two "hill-towns" (Pelham and Ware); two "market and administrative centers" (Northampton and Worcester); and one "major international seaport" (Salem). Using a framework derived from central-place and regional economic theory, Doherty analyzes the statistical data and attempts to answer the basic questions about the inhabitants of these towns: to what extent were they able to attain material security and make choices about their lives, and which geographical and socio-economic factors appear to have contributed to the availability of choice and security" (Historical Methods 11 (2), Spring 1978, p.66).

The second publication is a serial from England:

Local Population Studies. (LPS).

LPS is published twice per year and attempts to keep interested individuals at all levels informed of and to serve as a clearinghouse for materials and studies of a quantitative nature. The individual studies, quite naturally, deal with English parishes, but

the methods employed are readily applicable to our work. The articles are professionally done, but the style of presentation tends to be "popular" in nature. In the last two issues, for example, they have featured short articles -- five to seven pages -- on the following topics:

- Popularity of Christian Names in Three English Towns, 1540 - 1729
- Marriage Seasonality 1761 - 1810: an Assessment of Patterns in Seventeen Shropshire Parishes
- Age at Baptism
- Infant and Child Mortality in the Sixteenth Century.

The publication can be obtained at \$6.00 per year for two issues from

Local Population Studies
c/o Mrs. M.H. Charlton
9 Lisburne Square
Torquay, Devon
ENGLAND

Bill and I recently visited with the Total Information Educational Systems (TIES) personnel in the Twin Cities. We will have more on this group and their services in next month's newsletter.

Once again, if you would like to see us feature particular items, please let us know.

JOHN

Since a number of examples in several of our newsletters are or will be concerned with St. Charles, MN, and since many of our readers may not be acquainted with St. Charles, I would like to begin this exercise with a brief, impressionistic history of the city. The source for the following narrative is:

St. Charles Historical Committee
1954 A History of St. Charles
St. Charles, MN: St. Charles Press.

Participants in the Summer Seminar received copies of this short history with their packet of materials. Individuals desiring copies may obtain them from:

The Winona County Historical Society
160 Johnson Street
Winona, MN 55987.

The current selling price for this 74-page local history is approximately \$2.00.

HISTORY OF ST. CHARLES, MN:

Traditionally, 1854 was the official date for the founding of St. Charles, a small, rural, commercial hamlet in southeastern Minnesota. It was a time that

saw an influx of settlers throughout the entire territory. The times were restless ones: a financial panic, the growing pains of an industrial revolution making itself felt in the congested eastern manufacturing centers, strife in Ireland sending a flood of immigrants into this fantastic new world where land was for the taking and man could live to suit himself, the purchase of Louisiana and the subsequent opening up of that vast, fascinating territory. And there was then shaping up the strife that was to be our bloody Civil War, the great struggle between the North and South, after which the tide westward was increased by the land grants to the soldiers who fought for the Union and who received in part therefor, a piece of land they fought for. (p.3)

In short, white, native-born Americans were soon joined by representatives of both the "old" and "new" immigrations. The earliest residents quickly established a public school for their youngsters, tended to vote Republican, were wheat farmers, small businessmen, and laborers at Youmans and Hogins Lumber Company or at C. Paerott's blacksmith and wagon company. They were probably members of one of the following churches: Union Sabbath School (Baptist), Methodist Episcopal Church (Methodists), First Congregational Church (Congregationalists and eventually Presbyterians), St. Borromeo's (Roman Catholics), Trinity Episcopal Church (Episcopalians), Berea Moravian Church (Moravians), St. Matthew's Lutheran Church (Lutherans). Stage lines, the Winona and St. Peter Railroad, local post and telegraph offices, and a newspaper furnished vital links to the outside world.

"Social life...though restricted, was gay in the real sense of the word" (p.53). Dances, concerts (music frequently furnished by brass bands), lectures, sewing circles, renditions by a local dramatic club, and meetings of clubs and numerous associations provided a necessary respite from the ordinary rounds of daily life.

In 1974, Theodore Hershberg, Michael Katz, Stuart Blumin, Laurenco Glasco, and Clyde Griffen published the following article:

1974 Occupation and Ethnicity in Five Nineteenth-Century
Cities: a Collaborative Inquiry
Historical Methods Newsletter 7(3):174-216.

The following set of exercises which will be continued in the November Newsletter is based on the methodological techniques presented in the paper on the five cities. When comparisons are made between the work at the five cities and ours, it should be noted: (1) that the five authors dealt with the eastern cities Philadelphia, PA; Hamilton, Ontario; Kingston, NY; Buffalo, NY; Poughkeepsie, NY, (2) that the base year for comparison was circa 1860; (3) that our data deal with St. Charles, MN, 1880. Despite the obvious differences found in the two separate data sets, we feel that the techniques can be applied to our St. Charles data, and, further, that careful -- though guarded -- comparisons and generalizations based on the findings from all the projects can and should be made.

We would hope that you would try some or all of the exercises that we outline below with your students and having done so that you would forward the aggregate data from your particular locale to us so that we might provide you - in a subsequent newsletter with comprehensive, comparative data on all the Minnesota cities in the MSHP project. Quite obviously, the types of profitable comparisons that then could be generated would be quite interesting, for example, the following comparisons are readily assessable:

TYPE #1: St. Charles' Ethnic and Occupational Structure in Selected Years

1860	1870	1880	1905
------	------	------	------

TYPE #2: Ethnic and Occupational Structure in MSHP Participant Towns

1880	1880	1880	1880
St. Charles	Moose Lake	Minneapolis	Staples

TYPE #3 Changes and Continuities in Ethnic and Occupational Structures in Select Minnesota Cities Over Time

St. Charles	Winona	Worthington
1880 1905	1880 1905	1880 1905

TYPE #4 Ethnic and Occupational Structures in Functionally Different Minnesota Cities and Towns

St. Charles (Farming/Commercial)	Winona (Commercial/Industrial)	Minneapolis (industrial, regional hub)
-------------------------------------	-----------------------------------	--

The following exercises are concerned with the same fundamental question posed by the authors of the five cities' study:

To what extent are there similar socio-structural and demographic characteristics in MSHP project cities which differed in size, history, location, economy, and rate of growth?

(Once again, although the exercise begins with locally generated quantitative materials found on the St. Charles IBC's (Individual Biography Cards), students are required to make regional comparisons, and ultimately, speculations about national events and the nature of organic growth in cities.)

OPERATIONS:

- (1) select all males above age 18 from the 1880 St. Charles IBC card file;

(note: females 18 and above are not included simply because in 1880 this group is not a particularly strong indicator of socio-structural similarities/differences. Most women in 1880 St. Charles, quite frankly, were either "housewives" or "at home." The exceptions are so few that they are insignificant. Obviously, this initial step requires the acceptance of certain basic assumptions concerning the nature of social structure, relevant indicators of the latter, and predictability of family/ethnic socio-structural similarities/differences based on only a percentage of the adult population.)

- (2) crosstab the cards pulled -- which will hereafter be referred to as "workforce" -- by ethnicity (employing a finite set of categories for comparative purposes) and occupation.

	Irish	English Scottish Welsh	Canadian	German	White Ams.	Non- white Ams.	other
Agent, RR	_____	_____	_____	_____	_____	_____	_____
.							
.							
.							
.							
.							
.							
.							
.							

(If you have a rather extensive list of occupations, it might be more efficient to deal with only the top 75% of the occupations as is shown below. Since our St. Charles sample is so small, the entire male workforce age 18 and above will be used throughought this exercise. This is a slight deviation from the techniques employed in the five cities study. In the latter study, because of the great number of occupations, the five authors decided to select only those individuals represented in the top 75% of the occupations. A comparison of the St. Charles data with that from the five cities for only the top 50% of the workforce produces some rather interesting similarities and differences. Perhaps this latter comparison will elicit an interesting series of student comments on the functional/structural nature of different types of cities/towns.)



TABLE I: Ethnic Composition of 1880 St. Charles Workforce

	<u>Irish</u>	<u>English Scottish Welsh</u>	<u>Canadian</u>	<u>German</u>	<u>White Americans</u>	<u>Non- White Americans</u>	<u>Other Other</u>
Agent, RR					1		
Agent				2			1
Agent, Insurance				2			
Agent, Loan				1			
Agent, Machine					1		
Agent, Steamboat					3		
Agent, Steamboat Machine			1		1		
Artist					1		
At Home		1		1	8		
At School					1		
Banker			1				
Blacksmith				1	8		
Bookkeeper					1		
Brewer				1			
Barber				1	1		
Clerk					2		
Clerk, Bank				1			
Clerk, Dry Goods		1			5		
Clerk, Hardware					2		
Cabinet Maker					1		
Confectionary					1		
Coppersmith					3		
Carpenter		1	4	1	23		
Clergy/Minister		1		1	5		
Cigar Maker				1			
Dealer, Dry Goods					7		
Dealer, Hardware					3		
Dealer, Music					1		
Dealer, Grain				2	2		
Dentist					1		
Drayman					3		
Druggist		1			5		
Doctor					5		
Editor					2		
Engineer					1		
Farmer	5	8	2	4	31		
Grocer		1		3	4		
Hotelkeeper	1	1		1	1		
Harness Maker			1	2	1		
Jeweler					1		1
Laborer	9	2	3	18	39		12
Laborer, Lumber Yard				1	1		
Lawyer					1		
Livery man					1		
Miller	1			1	1		
Mason				1	4		
Mason, Stone		1			2		
Merchant, Dry Goods					1		
Manufacturer	2						

TABLE I continued

	<u>Irish</u>	<u>English Scottish Welsh</u>	<u>Canadian</u>	<u>German</u>	<u>White Americans</u>	<u>Non- White Americans</u>	<u>Other</u>
Police Officer			1		1		
Painter					4		1
Photographer					1		
Postmaster					1		
Printer					2		
Railroad, Brakeman					1		
Retired				1			
Saloonkeeper 2				3	1		2
Servant							2
Shoemaker 1				1			1
Steamboat Baggage					1		
Tailor		1		3			1
Teacher, Music 1					2		
Teacher					2		
Tinner					1		
Telegraph Apprentice					1		
Veterinarian		1					
Wagon Maker		1		1	2		
Well Driver					1		1
Unknown				1			
None				2	1		
<u>TOTALS</u>	20	23	13	58	208	0	22

Total N = 344

Total N of Different Occupations = 70

TABLE 2: TOP 50% OF MALE WORKFORCE OF ST. CHARLES AND THE FIVE CITIES

ST. CHARLES -- 1880

Type: Farming/Commercial
Total N: 1155

<u>Category</u>	<u>N</u>	<u>%</u>
Laborer	85	24.7
Farmer	50	11.3
Carpenter	29	8.4
Agent	13	3.8
Clerk	11	<u>3.2</u> 51.4

KINGSTON -- 1860

Type: Commercial Center
Total N: 16,640

<u>Category</u>	<u>N</u>	<u>%</u>
Laborer	1026	21.8
Boatman	511	10.9
Farm Laborer	253	5.4
Farmer	220	4.7
Clerk	190	4.0
Quarryman	182	<u>3.9</u> 50.7

BUFFALO -- 1855

Type: Commercial/Manufacturing
Total N: 70,000

<u>Category</u>	<u>N</u>	<u>%</u>
Laborer	127	16.8
Carpenter	61	8.1
Servant	49	6.5
Brickmason	26	3.4
Tailor	26	3.4
Shoemaker	22	2.9
Clerk	20	2.6
Sailor	17	2.2
Farm Laborer	17	2.2
Merchant, Retail	16	<u>2.1</u> 50.2

(Table 2 is continued on the following page. When one compares the data from both sheets, at least one observation seems apparent:

if farming communities and industrial cities represent two ideal types at both ends of a growth/complexity continuum, it appears that as cities grow, diversify, and become functionally more complex, the labor force becomes functionally more diffuse and exhibits a greater degree of specialization.

The historians from the Five Cities seem to be alluding to the above when they observe the following: "The number of occupations required to reach this percentage [75%, for the complete study] in each city varied from as few as 30 in Buffalo to as many as 80 in Philadelphia" (p. 175). I have "typed" the various cities on the basis of qualitative descriptions furnished by the five authors in their joint article. "Total N" refers to the total population of the hamlet/town/city.)

TABLE 2 continued: Top 50% of Male Workforce of St. Charles and the Five Cities

HAMILTON -- 1861

Type: Commercial/Regional Market
Total N: 19,000

<u>Category</u>	<u>N</u>	<u>%</u>
Laborer	1485	19.8
Carpenter	528	7.0
Clerk	303	4.0
Shoemaker	260	3.5
Merchant	207	2.7
Tailor	205	2.7
Grocer	150	2.0
Blacksmith	144	1.9
Gentleman	122	1.6
Tavern Keeper	120	1.6
Porter	110	1.5
Painter	108	1.5
Cabinetmaker	99	1.3
		<u>51.0</u>

POUGHKEEPSIE -- 1860

Type: Regional Market/Industrial
Total N: 15,000

<u>Category</u>	<u>N</u>	<u>%</u>
Laborer	578	14.7
Carpenter	223	5.7
Clerk	220	5.6
Shoemaker	124	3.1
Cooper	123	3.1
Merchant	115	2.9
Farm Laborer	112	2.8
Carriage Maker	95	2.4
Mason	93	2.4
Tailor	90	2.3
Chair Factory	89	2.3
Teamster/Carter	87	2.2
Gentleman	87	2.2
		<u>51.7</u>

PHILADELPHIA -- 1860

Type: Industrial
Total N: 565,000

<u>Category</u>	<u>N</u>	<u>%</u>
Laborer	17,488	14.12
Clerk	5,363	4.33
Carpenter	5,045	4.07
Shoemaker	4,246	3.42
Tailor	3,135	2.53
Weaver	2,990	2.41
Merchant	2,375	1.92
Mariner	2,325	1.88
Cordwainer	2,130	1.72
Blacksmith	2,066	1.67
Machinist	1,923	1.55
Painter	1,698	1.37
Farmer	1,526	1.23
Baker	1,427	1.15
Grocer	1,424	1.15
Dealer	1,395	1.13
Gentleman	1,285	1.04
Waiter	1,236	1.00
Carter	1,235	1.00
Bricklayer	1,147	0.93
Salesman	1,140	0.92
		<u>50.54</u>

TABLE 3: RANK ORDER OF 75% OF 1880 ST. CHARLES WORKFORCE

<u>Category</u>	<u>N</u>	<u>Rank</u>	<u>% of Workforce</u>	<u>Cum. % of Workforce</u>
Laborers	85	1	24.7	24.7
Farmers	50	2	11.3	36.0
Carpenters	29	3	8.4	44.4
Agents	13	4	3.8	48.2
Clerks	11	5.5	3.2	51.4
Dealers	11	5.5	3.2	54.6
Blacksmiths	9	7	2.6	57.2
Saloonkeepers	8	8.5	2.3	59.5
Grocers	8	8.5	2.3	61.8
Clergy/Minister	7	10	2.0	63.8
Druggist	6	11	1.8	65.6
Tailor	5	12.5	1.5	67.1
Mason	5	12.5	1.5	68.6
Painter	5	12.5	1.5	70.1
Physician	5	12.5	1.5	71.6
Teacher	5	12.5	1.5	73.1
Harness Maker	4	17.5	1.2	74.3
Wagon Maker	4	17.5	1.2	75.5
Hotelkeeper	4	17.5	1.2	76.7
Grain Dealer	4	17.5	1.2	77.9

(3) Crosstab ethnicity by age within the 1880 St. Charles Workforce

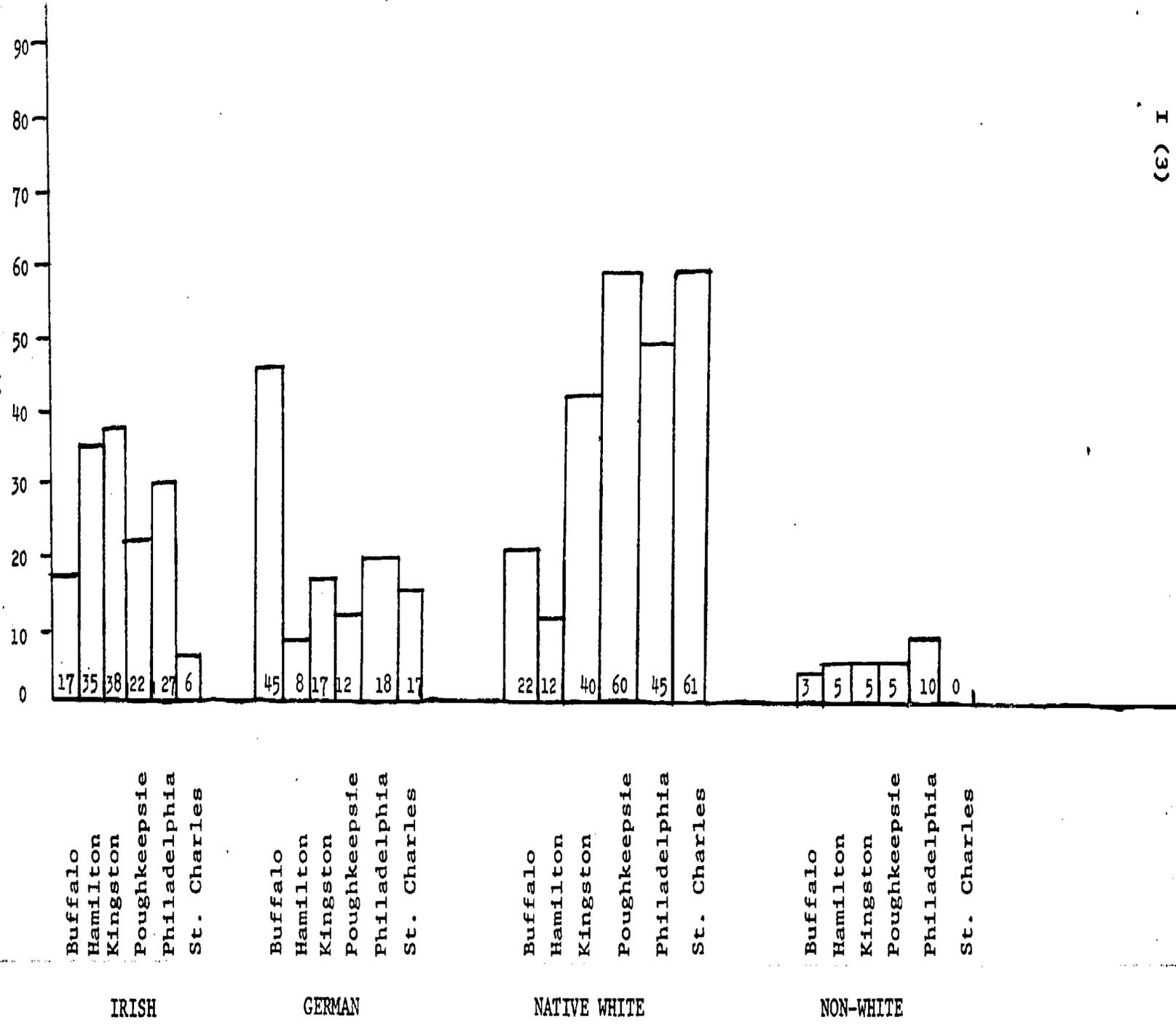
TABLE 4: 1880 ST. CHARLES WORKFORCE BY SELECT ETHNIC GROUPS

<u>Ethnic Category</u>	<u>N</u>	<u>% of Workforce</u>
Irish	20	5.8
English/Scottich/Welsh	23	6.7
Canadian	13	3.8
German	58	16.8
White American	208	60.5
Non-White American	0	--
Other	<u>22</u>	<u>6.4</u>
TOTALS	344	100.00

TABLE 5: AGE COHORTS OF 1880 ST. CHARLES WORKFORCE

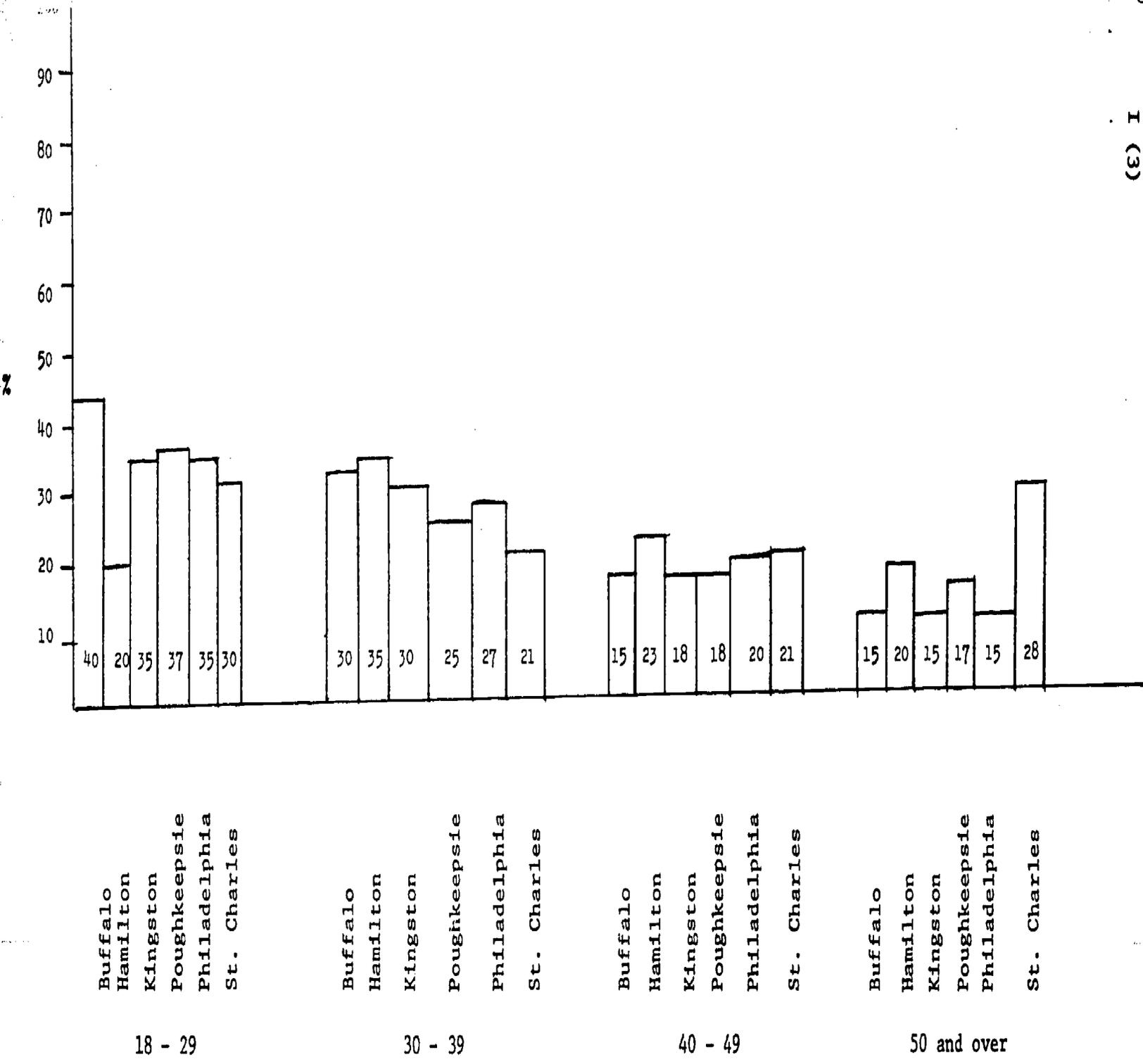
<u>Age Cohort</u>	<u>N</u>	<u>% of Workforce</u>
18 - 29	105	30.5
30 - 39	72	20.9
40 - 49	71	20.7
50 and Over	<u>96</u>	<u>27.9</u>
TOTALS	344	100.0

The data from TABLE 4 and TABLE 5 may be represented with the following graphs. (For gross comparative purposes the data from the five cities is included. Keep in mind that the five cities' data are from circa 1860 and that the St. Charles data are from 1880.) Upon comparison, a number of interesting differences are fairly obvious. St. Charles has a relatively small Irish population and a non-existent, Non-White population. Furthermore, St. Charles has a greater number of workers in the oldest age cohort. Could this possible mean that individuals were living and working for a longer period of time in 1880? There are also a number of similarities: although both time and place have changed, the German and White American groups predominate, and the first three age cohorts seem to take on similar shapes, even though there is a slight drop in the 30 - 39 age group for St. Charles.



GRAPH 1: Ethnic Distributions of Workforce, St. Charles (1880) and Five Cities, (Males 18+)

(Percentages for the five cities are approximations)



GRAPH 2: Age Distributions of Workforce, St. Charles (1880) and Five Cities, (Males 18+)

(Percentages for the five cities are approximations.)
(To be continued in November Newsletter)



In this exercise - to be continued in the November Newsletter - we have begun to make comparisons among the social history data of six communities (St. Charles, MN; Philadelphia, PA; Hamilton, Ontario; Kingston, NY; Buffalo, NY; and Poughkeepsie, NY). This exercise had shown that it is possible to make guarded comparisons among the different towns and cities and between the two projects.

In this exercise, we looked at the ethnic differences among towns and cities, the workforce compositions in each of the selected towns and cities, and the workforce age distribution in each of the selected sites. As you may have noted, one of the major goals of this continuing set of exercises is to force students to compare their own MSHP site data with other regional and national patterns.

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**Minnesota Social
History Project**

Saint Mary's College
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St. Paul, Minnesota 55101

Microfilms of the following Minnesota federal and state censuses are available for research use in the Reading Room of the Division of Archives and Manuscripts.

Minnesota Federal Census Records:

- 1850 Territorial Census gives name of head of household; age; sex; color; occupation of each male over the age of 15; value of real estate owned; place of birth (state, territory, or country); married within year; attended school within the year; person over 20 who can not read or write; deaf and dumb, blind, insane, idiotic, pauper or convict. Census published in MINNESOTA TERRITORIAL CENSUS, 1850, with index by last name.
- 1857 Census gives name of person; head of household; age; sex; color; occupation of each male over the age of 15; place of birth; voting status of male (native or naturalized). Card file index by last name.
- 1860 Census provides same information categories as 1850 census plus occupation of males and females over the age of 15 and value of personal estate. Microfilm index by last name.
- 1870 Census provides same information categories as 1860 plus notes if father of foreign birth, mother of foreign birth; month of birth and marriage if occurred within last year; male citizen of U.S. age 21 and over; male citizen whose right to vote is denied. Card file index by county, within county by last name. More than 66 of the 73 counties were indexed by
- 1880 Census provides the same information categories as 1870 plus name of street; house number; relationship of each person to the head of the household; marital status; number of months employed in previous year; whether illness or injury stopped employment on day of enumeration; blind and dumb, idiotic, insane, disabled; place of birth of father, of mother (by state or country). The Soundex index on microfilm is arranged phonetically and lists only households with children ten years and under.
- 1890 Veteran's Census information; name of surviving soldier, sailor, marine or widow; rank, company, regiment or vessel; date of enlistment; date of discharge; length of service (years, months, days); post office address; disability incurred; and remarks. There is no index. The 1890 population census was destroyed by fire in the 1920's.
- 1900 Census Provides the same information as 1880 plus date of birth; mother of how many children; number of children living; year of immigration to U.S.; number of years in U.S.; naturalization; English speaking; education; ownership of home. The Soundex index on microfilm is arranged phonetically and lists all households.

Minnesota State Census Records: (There are no indexes to any of these.)

- 1865 Census gives name; sex; colored; deaf; dumb; blind; soldier in service on June 1, 1865.
- 1875 Census gives name; age; sex; color; place of birth (state or country); father of foreign birth; mother of foreign birth.
- 1885 Census gives name; age; sex; color; place of birth; father of foreign birth; mother of foreign birth; whether deaf, dumb, insane or idiotic; soldier in Civil War.

- 1895 Census gives same information as 1885 plus: length of residence in state and enumeration district (years and months); occupation; months regularly employed in previous year; if previously enumerated in census.
- 1905 Census gives same information as 1895 plus: street address; place of birth of father; place of birth of mother; service in Civil and Spanish wars.

Minnesota Federal Nonpopulation Census Records

Agricultural

- 1860 Lists name of agent, manager, or owner of farm; acres of land, improved and unimproved; cash value of farm; value of farm implements and machinery; number of horses, asses, and mules, milch cows, working oxen, other cattle, sheep, swine; value of live stock; bushels of wheat, rye, Indian corn, oats, rice,; pounds of tobacco, grained cotton; wool; bushels of peas and beans, irish potatoes, sweet potatoes, barley, buckwheat; value of orchard products, gallons of wine; value of produce of market gardens; pounds of butter and cheese; tons of hay; bushels of cloverseed, grasseed; pounds of hops; tons of hemp; pounds of maplesugar, cane sugar, silk cocoons; pounds of flax, bushels of flax seed, gallons of molasses; beeswax, honey, value of homemade manufacturers; and value of animals slaughtered.
- 1870 Census provides the same information categories as 1860 plus: notes acres of wooded land, amount of wages paid; bushels of spring and winter wheat; milk sold; forest products; total value of all products.
- 1880 Census provides same information categories as 1870 plus: type of rent paid (cash or share of crop); acres titled; acres of permanent meadows; value of livestock; cost of building and repairing fences in 1879; weeks of hired labor; grassland, mowed and not mowed; calves dropped, purchased, sold living, slaughtered; same information for number of lambs plus, killed by dogs, died of stress of weather, number of fleeces; number of poultry, eggs produced, acres planted in barley, buckwheat, Indian corn, oats, rye, and wheat; bushels of canda peas and beans; acres of flax, hemp, sorgumcane, broom corn, hemp, apple trees, peach trees, nurseries, vineyards, value of market produce, amount of wood cut, value of all forest products consumed.

Manufacturing

- 1860 Census gives name of corporation, company, or individual; name of business; manufacture, or product; capital invested in real and personal estate; raw materials used, including quantities, kinds, value of fuel, kind of motive power, machinery structures, or resources; average number of hands employed, male and female; average wages, male, female; annual products, quantities, kinds, values.
- 1870 Census provides same information categories as 1860 plus; motive power, if steam or water, average number of employed males and females over 16; children youth, total amount paid in wages, number of months in active operation, materials, kinds quantites, values.
- 1880 Census provides the same information as 1870 plus: greatest number of persons employed at one time, number of workers on full time, 3/4 time, 1/2 time, idle, value of materials; value of products; water power, steam power.

- 1860 Census gives name, age, sex, color, free or slave, married or widow, place of birth (by state or country), month in which the person died, profession, cause of death, number of days ill.
- 1870 Census provides the same information as 1860 plus: father of foreign birth, mother of foreign birth.
- 1880 Census provides the same information as 1860 plus: single, place of birth of father, place of birth of mother, length of residence in county, where disease contracted if not in county of residence, name of attending physician.

Social Statistics

- 1860 The census provides the following information: Value of estate, real and personal; annual taxes, kind, amount, method of payment, number of colleges, academies, and schools, method of funding; libraries, number, kind, number of volumes; newspapers, name, character, how often published, circulation; number of churches, denomination, number each will accommodate, value of church property; pauperism, number, annual cost of support; crime, numbers, native, foreign, in prison on June 1; wages, farm hand with board (monthly), day laborer with board, day laborer without board, carpenter without board, female domestic with board, price of board to laboring man per week.
- 1870 Census provides the same information as 1860 plus: amount of public debt.
- 1880 Census provides information on: homeless children; inhabitants in prison; paupers and indigents; deaf-mutes; blind; insane; and idiots.

The 1865, 1875, 1885, and 1896, and 1905 Minnesota State Population Census schedules are available on interlibrary loan. We need to know the counties and year you wish to borrow. The 1860, and 1870, and 1880 Federal Nonpopulation Minnesota mortality, and social statistics are available on interlibrary loan. We need to know the schedule, year and county you wish to research. The 1860 Minnesota census index is also available on interlibrary loan. We need to know the name or names you wish to research. All of items may be borrowed by writing Interlibrary Loan, Division of Archives and Manuscripts, Minnesota Historical Society, 1500 Mississippi St., St. Paul, Minnesota 55101. We send three rolls for a period of three weeks, three may be renewed if you have not been requested by someone else during the loan period.

The 1850, 1860, 1870, and 1880 Minnesota Federal Population Census Schedules may be borrowed from the Federal Archives which serves your area. They need to know the catalog number and county or roll number. The years and catalog numbers for the Minnesota census are as follows: 1850 - M432 roll 367, 1860 - M653 rolls 567-576, 1870 - T132 rolls 1-13, and 1880 - T9 rolls 615-638. The address for the Federal Archives and Records Center is: 7358 S. Pulaski, Chicago, Illinois.

INFORMATION ON INDIVIDUALS
ON THE
MANUSCRIPT MINNESOTA DECENNIAL CENSUS 1865-1905

	<u>1865</u>	<u>1875</u>	<u>1885</u>	<u>1895</u>	<u>1905</u>
1. Household Number					X
2. Name	X	X	X	X	X
3. Age	X	X	X	X	X
4. Sex		X	X	X	X
5. Color	X	X	X	X	X
6. Occupation				X	X
7. Value of Real Estate					
8. Value of Personal Estate					
9. Place of birth		X	X	X	X
10. Father's Place of Birth					X
11. Mother's Place of Birth					X
12. Father of Foreign Birth		X	X	X	
13. Mother of Foreign Birth		X	X	X	
14. Married within year					X
15. Deaf, Dumb, Blind, Insane	X		X	X	X
16. Address					X
17. Ward					X
18. Precinct					X
19. Years in District				X	X
20. Years in State				X	X
21. Marital Status					X
22. Household Relationship					
23. Soldier in Service June 1, 1860	X				
24. Soldier in Civil War Spanish/Am. War			X	X	X
25. Months Employed in Previous Year				X	
26. Previously Enumerated in Census				X	

INFORMATION ON INDIVIDUALS
ON THE
MANUSCRIPT FEDERAL CENSUSES

	Territorial					
	<u>1850</u>	<u>1860</u>	<u>1870</u>	<u>1880</u>	<u>1890</u>	<u>1900</u>
1. Household Number		X	X	X	M	X
2. Name		X	X	X	i	X
3. Name Head of Household only	X				n	
4. Age	X	X	X	X	e	X
5. Sex	X	X	X	X	s	X
6. Color	X	X	X	X	o	X
7. Occupation of males over 15	X				t	
8. Occupation		X	X	X	a	X
9. Value of Real Estate	X	X	X		S	X
10. Value of Personal Estate		X	X		c	X
11. Place of Birth	X	X	X	X	h	X
12. Father's Place of Birth				X	e	X
13. Mother's Place of Birth				X	d	X
14. Father of Foreign Birth			X		u	X
15. Mother of Foreign Birth		X			l	X
16. Married within Year	X	X	X		e	X
17. Attended School within yr.	X	X	X		s	X
18. Over 20 can't read or write	X	X	X		D	X
19. Male US Citizen 21 yr. and up			X		e	
20. Deaf, Dumb, Blind, Insane Pauper or Convict	X	X	X	X	s	X
21. Address				X	t	X
22. Ward				X	r	X
23. Precinct				X	o	X
24. Years in District					y	X
25. Years in State					e	
26. Marital Status				X	I	X
27. Household Relationship				X	n	X

The following information is available on the 1900 Manuscript Federal Census: date of birth; number of years married; number of children born (for women only); number of children now living (for women only); year of immigration if foreign born; naturalized; literacy; ability to speak English; whether on a farm; home owned/rented; if owned-mortgaged.

Mishap

**newsletter of the
Minnesota Social History
Project**

November 1978

Saint Mary's College Winona, Minnesota 55987 Volume 1 Number 4

FROM THE EDITOR'S DESK

Bill and I spent the last weekend in September in the Twin Cities, talking with Dan Forde and Don Holznagel of TIES (Total Information Exchange Systems) a Twin Cities' computer network that is a part of a state-wide computer network known as MECC (Minnesota Educational Computing Consortium).

TIES developed a number of data packages and an analysis package, similar to (but much more simplified than) the SPSS package many of you worked with this last summer.

Don and Dan are very interested in our project because they feel that we will be able to provide them with new data bases. Moreover, since we have already begun to field-test some of the applications via this newsletter, perhaps only minor writing revisions by an educational specialist could convert portions of the exercises in the newsletters into learning packages for other students in both Minnesota and throughout the United States.

To date, TIES has two social science data packages -- "Charlie's Campaign" (an analysis of political behavior) and "Kids, Trust and Political Efficacy" (a public opinion poll).

Bill and I are very interested in working with the folks at TIES. We see this cooperation leading to greater dissemination of the entire project and its practical applications.

Members of your faculty body are probably familiar with TIES, INQUIR, and the data decks. If you or they have had experiences with any or all of the above, we would be very interested in learning of these experiences. If you can offer us any advice in this area, please feel free to do so.

TIES is currently updating INQUIR with a more powerful package -- ANALYZ -- which is being field-tested. In order to put our data in an ANALYZ format, we will have to recode some of our St. Charles material. Bill is working on this at the present time. Our computer specialist, a med student at UM, will be down later this month to work out the final bugs. We will then check into such knotty problems as "proprietary rights" and "copyright laws". As we solve these individual problems, we will keep you informed.

Catherine Rukavina wrote us a long letter some time ago. In it, she mentioned that she has received preliminary funding from the Iron Range Historical Society (IRHS) to do a feasibility study for her proposed history fair on the Iron Range. With this background, she feels she will be able to draft a more realistic proposal for long-term funding.

I was at Ohio State during the first weekend in November, spreading the good news of MSHP. Contrary to rumors, perhaps spread by "Bo", Woody Hayes is not missing over the "Cincinnati Triangle".

This copy of the Newsletter concludes our comparison of the St. Charles data with the Five Cities' study.

Best wishes for a restful Thanksgiving Holiday.

John

ATTENTION: SOCIAL STUDIES LEADERS

Even though you did not receive the previously mentioned post-card, you will be placed on our permanent mailing list.

OPERATIONS:

- (4) Compute a simple frequency for vertical occupational ranking on the St. Charles 1880 workforce. (The notebooks you received during the summer seminar specify the particular occupations which fall within the categories found below.)

TABLE 6: Vertical Occupational Ranking of St. Charles 1880 Workforce

<u>Category</u>	<u>N</u>
I Professional & High White Collar	16
II Proprietary & Low White Collar	129
III Skilled	84
IV Specified Unskilled	7
V Unspecified Unskilled	83
VI Other Unskilled	8
VII Worksite (presumed unskilled)	1
IX No Occupation	13
X Unclassifiable	<u>3</u>
<u>TOTAL</u>	<u>344</u>

- (5) for purposes of comparison with the Five Cities' study, compress Table 6, and form Table 7.

TABLE 7: Vertical Occupational Ranking of St. Charles 1880 Workforce, Combined Categories

<u>Category</u>	<u>N</u>
I Professionals	16
II Proprietors	129
III Skilled Artisans	84
IV, V, VI, VII Unskilled Workers	99
VIII, IX Other	<u>16</u>
<u>TOTAL</u>	<u>344</u>

(On the following page, the data from this table are compared with that from the Five Cities' study. Upon comparison, one immediately notes a difference in categories II and III. St. Charles has more small businessmen and fewer skilled workers proportionately in the workforce than do any of the Five Cities. On the other hand, all six cities appear to be very similar in their percentages of the workforce in the professional and unskilled ranks. Perhaps the former feature (the Differences) gives St. Charles a "distinctive cultural flavor." In any event, in 1880, the St. Charles workforce seems to be composed of middle class, small businessmen and laborers, both skilled and unskilled.)

Using the data from Table 1 (found in October Newsletter), match the specific data with the categories for horizontal occupational structure. When this is done, the following set of tables can be constructed. (Note: both specific categories and frequency tables have been included together on the following pages.)

... studies, 1940, 1950, primary

I. PRIMARY

- a. Agriculture
 - 50 -- farmers
 - fair laborers

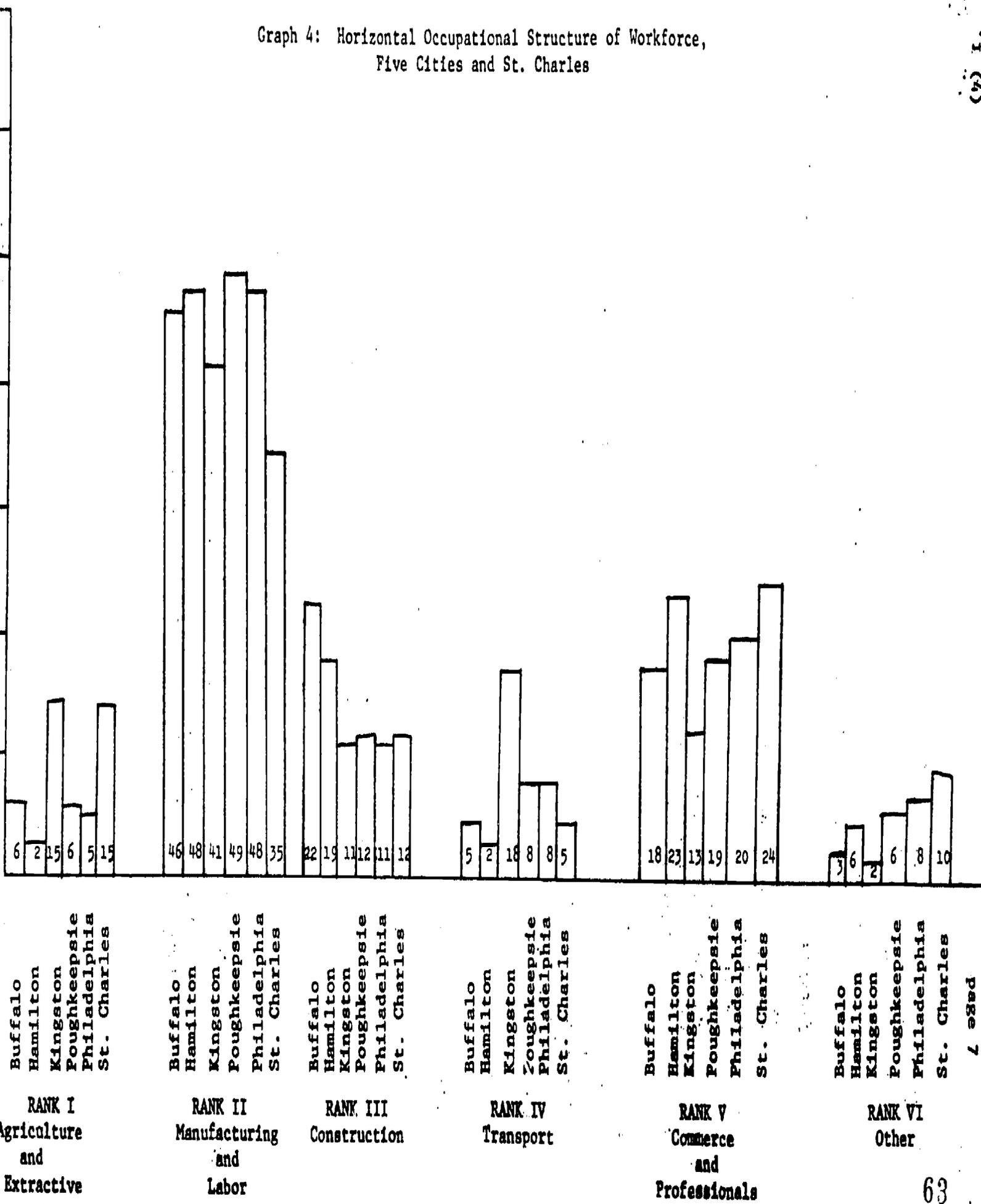
- b. Extractive
 - fisherman
 - mariner
 - quarryman

II. Tertiary

a. Commerce	b. Transportation	c. Public Service	d. Domestic Service
13 -- agent	9 -- blacksmith	2 -- barber	-- coachman
1 -- bookkeeper	-- boat captain/pilot	-- bartender	-- gardener
-- broker	-- boatman	-- waiter	-- porter
-- chemist	-- carman	-- watchman	2 -- servant
11 -- clerk	1 -- carter	1 -- telegraph apprentice	
-- commission merchant	-- conductor	2 -- editor	
11 -- dealer	3 -- drayman	1 -- artist	
6 -- druggist	-- driver	2 -- police officer	
-- dry goods/ fancy	-- ferryman	1 -- photographer	
8 -- grocer	-- hostler	2 -- well driver	
4 -- hotelkeeper	1 -- railroad worker		
-- innkeeper	-- sailor/mariner		
-- liquor dealer	-- seaman		
1 -- merchant	-- teamster		
-- peddler	-- waterman		
-- sales agent	-- yardman		
-- salesman	1 -- livery man		
-- storekeeper			
8 -- tavern keeper			
-- tabacconist			
-- victualler			
1 -- banker		e. Profession	f. Education & Govt. Profession
4 -- grain dealer		7 -- clergy	1 -- student
		1 -- dentist	5 -- teacher
		1 -- lawyer	1 -- postmaster
		5 -- physician	
		1 -- vet	

Graph 4: Horizontal Occupational Structure of Workforce,
Five Cities and St. Charles

(5) 1.



7 23rd

Table 13: Index of Ethnic Concentration in Manufacturing: Apparel

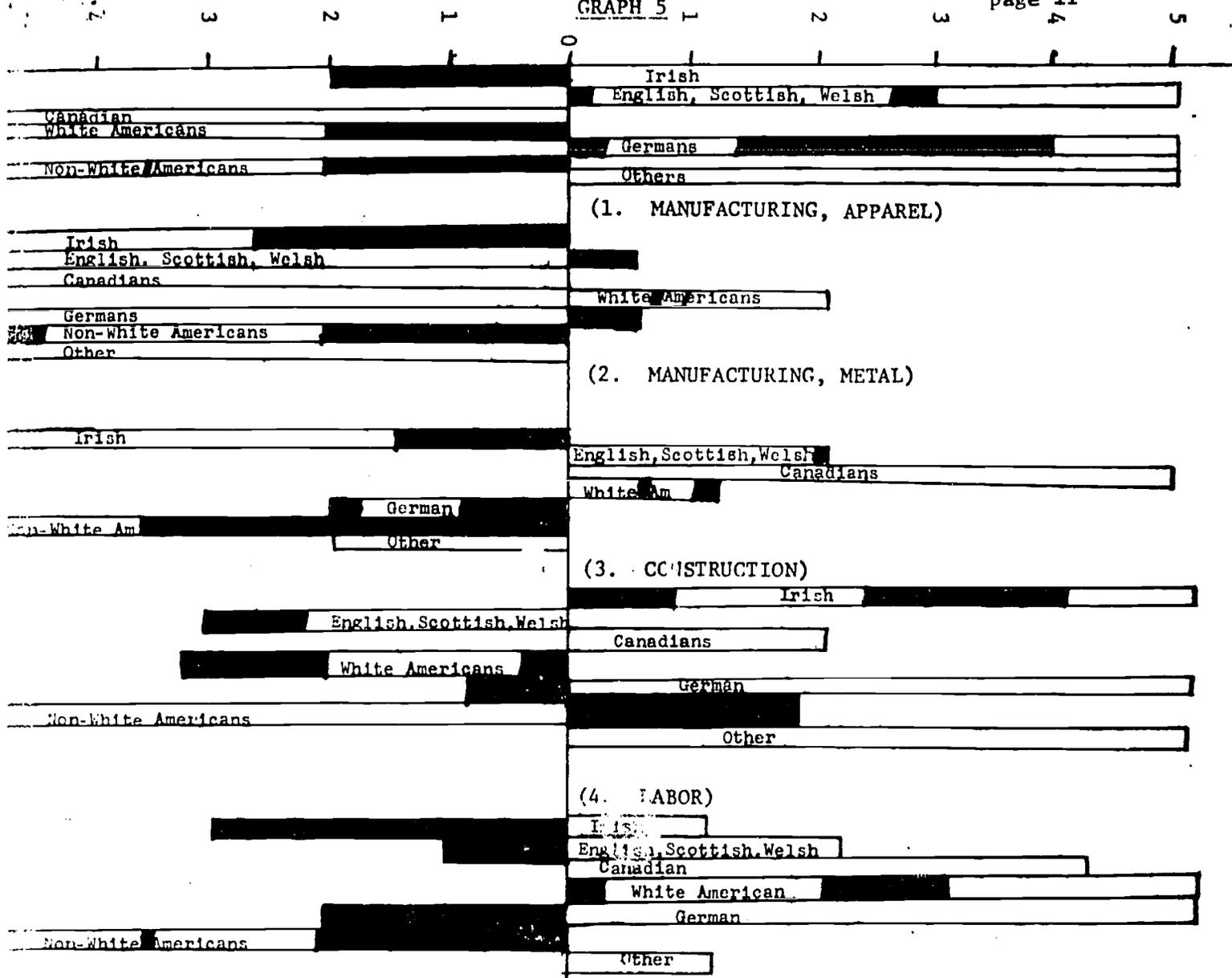
<u>Category</u>	<u>Index Number</u>	<u>N</u>	<u>% Occupation / % in Population x 100=</u>		
Irish	+5	1	12.5	3.5	357
English, Scottish, Welsh	+5	1	12.5	3.3	378
Canadian	-5	0	0.0	2.6	0
White American	-5	0	0.0	78.8	0
German	+5	4	50.0	8.1	617
Non-White American	-5	0	0.0	0.0	0
Other	+5	2	25.0	3.7	676
<u>TOTALS</u>		<u>8</u>	<u>100.0</u>		

Table 14: Index of Ethnic Concentration in Manufacturing: Metal

<u>Category</u>	<u>Index Number</u>	<u>N</u>	<u>% Occupation / % in Population x 100=</u>		
Irish	-5	0	0.0	3.5	0
English, Scottish, Welsh	-5	0	0.0	3.3	0
Canadian	-5	0	0.0	2.6	0
White American	+2	5	100.0	78.8	127
German	-5	0	0.0	8.1	0
Non-White American	-5	0	0.0	0.0	0
Other	-5	0	0.0	3.7	0
<u>TOTALS</u>		<u>5</u>	<u>100.0</u>		

Table 15: Index of Ethnic Concentration in Construction

<u>Category</u>	<u>Index Number</u>	<u>N</u>	<u>% Occupation / % in Population x 100=</u>		
Irish	-5	0	0.0	3.5	0
English, Scottish, Welsh	+2	2	4.8	3.3	142
Canadian	+5	4	9.5	2.6	365
White American	1	33	78.6	78.8	100
German	-2	2	4.8	8.1	59
Non-White American	-5	0	0.0	0.0	0
Other	-2	1	2.3	3.7	62
<u>TOTALS</u>		<u>42</u>	<u>100.0</u>		



(5. COMMERCE, PROFESSIONS)

Clear Area = 1880 St. Charles
 Shaded Area = Composite Index of the Five Cities

OBSERVATION:

- Area #1: This seems to be a pluke in the St. Charles data. There is only one Irishman involved in manufacturing & apparel.
- Area #2: White Americans appear to become metal manufacturers, replacing the Germans and the English, Scottish, & Welsh in those professions.
- Area #4: White Americans and the English, Scottish, & Welsh appear to leave the ranks of laborer for commerce and the professions. Their places are then taken by the Irish, the Germans, and the new immigrant approvals. "Other" on the other hand, the Irish and the Germans are beginning to make inroads into commerce and the professions.



Table 21: Index of Ethnic Concentration in Social Classes for 1880 St. Charles, MN, and the Average for the Five Cities (in parentheses, where available)

	<u>UPPER</u>		<u>MIDDLE</u>		<u>LOWER</u>	
Irish	-5	(-3.2)	+2	(-1.4)	+4	(+3.6)
English, Scottish, Welsh	+4		+5		-2	
Canadians	+5		+4		+3	
White American	1	(+3.6)	1	(1)	-2	(-2.4)
German	1		+4		+5	
Non-White American	-5	(-2.4)	-5	(-2)	-5	(+3.8)
Other (Primarily Poles & Scandinavians)	-5		1		+5	

CONCLUSION:

What can we make of all this? There seems to be at least four areas in which further research is needed.

(1) FUNCTIONAL OCCUPATIONAL STRUCTURE

"Thus it is safe to assume that in a mid-nineteenth-century city without a large agricultural component included in the population about 48 percent of the workforce will be engaged in manufacturing and laboring occupations [Graph 4 -- 35% for St. Charles]; about 20 percent in commerce and the professions [Graph 4 -- 20% for St. Charles]; about 25% in construction or transport [Graph 4 -- 17% for St. Charles] (with a 20-5 or 18-7 split between the two) and the remaining 7 percent scattered [Graph 4 -- 10% for St. Charles]" (Hershberg, et al, 1974:192).

The agricultural identity of 1880 St. Charles may explain the deflections from the norms suggested by the Five Cities' Study.

(2) CLASS STRUCTURE

"It is probably accurate to say that, combining the [vertical occupational] rankings into three groups which we can call classes for short, the highest class comprises between 15 and 25 percent of the working population; the middling one slightly less than half and the lowest just under one-third" (Hershberg, et al, 1974:192).

(3) OCCUPATION AND ETHNICITY

"The results show a strong and consistent dominance of native whites in commercial and professional occupations (+2 to +5); of Irish in laboring (+4 or +5 in all five cities); and, except for Hamilton, of Germans in the apparel trades (+3 to +5). At the same time they show a pronounced absence of certain ethnic groups in some occupations: of Irish in the metal trades and commercial and professional occupations; of non-whites in everything except laboring; of English and Scottish in laboring; of Germans, generally, in construction and in commercial and professional occupations and, as would be expected, of native whites in laboring. In sum: Germans dominated the apparel trades; construction and metals were generally mixed; Irish and non-whites dominated in laboring; and native whites in commerce and the professions" (Hershberg, et al, 1974:199).

In general, 1880 St. Charles conforms to this gross generalization -- cf., Tables 13, 14, 15, 16, 17, and Graph 5. There are some notable exceptions, however. These items were noted in the comments on Graph 5.



Minnesota Social
History Project

Saint Mary's College
Winona, Minnesota 55987

MISHAP

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**newsletter of the
Minnesota Social History
Project**

December 1978

Saint Mary's College Winona, Minnesota 55987

Volume I, Number 5

FROM THE EDITOR'S DESK

A few days ago we received a rather lengthy letter and a local newspaper account from Greg Leifermann of Staples, MN. Greg is one of our participants in the project, and he recently completed a unit on local, social history with his class of eighth graders in which he implemented some of the techniques of the Minnesota Social History Project.

Greg writes as follows: "I thought that perhaps you and the readers of Mishap would like to hear some of our experiences in studying the history of Staples.

"The class is nine weeks long and is an elective for 8th grade students. We spend about 3-4 weeks studying the history and geography of the area. Students then spent 2 weeks completing a set of counting cards on Staples (from the 1895 State census) and another week tabulating data from the cards. A word of caution, 8th grade students are not real accurate or neat. It would probably be worthwhile to use some kind of a system to double check the cards. I have enclosed a copy of the data that the kids compiled. We spent the final two weeks of the quarter working with the Sanborn Fire Insurance Maps which covered the years 1894-1929. We used the maps to study the growth and development of Staples. Students did some work with the age of buildings in town now, using the maps.

"Overall, I would rate the class very successful. In an evaluation at the end of the quarter, student responses were very positive. One of the most 'popular and interesting' projects (according to the students) was the development of the counting cards.

"I am in the process now of acquiring micro-film copies of the local newspapers from the Historical Society. This should provide some added depth to our study.

"For those just beginning their projects, the Minneapolis Library (History Dept.) has a micro-film printer that will do full page (18" x 24") copies of a micro-film frame. The copies cost

\$1.00 but the large size makes them very readable and I thought worthwhile. LaCrosse Public Library charges 25 cents (low rent district).

"If anyone wants information from someone who 'has actually used this stuff,' feel free to have them contact me. I thoroughly enjoyed the work we did. Thanks to both of you for your help."

The following comes from the news story the local paper ran on the project: "A nine week elective social studies class at Staples High School, 'Staples History,' taught by Greg Leifermann, helped 100 eighth graders appreciate and understand the heritage of their community.

"Leifermann commented, 'We studied the early history of Minnesota...and specifically the railroad influence on Staples. In fact, the impact of the 'rails should be considered the most significant factor for growth in Staples.'"

With the "fire insurance maps of Staples streets and buildings for the years 1894-1929, we could actually measure the growth of our community."

"Leifermann concluded, 'From our study, we gained a clearer understanding and appreciation of our 'roots' here in Staples. In addition to this, the students were able to use their research skills by examining a topic that was of real interest to them.'"

We will present the data submitted in a special edition containing more extensive comparative data, later next year. We have tentatively scheduled a further series of teacher student reactions to the project for the February or March copy of the newsletter.

The remainder of this copy contains material Bill worked up on "Women's History."

In the past few issues of the newsletter we have examined the social characteristics of a community and compared it with other communities in different parts of the country. We have collected information from the manuscript census to trace members of individual families over time. In this issue of the newsletter we are going to investigate the part played by women in the workforce of Winona, Minnesota, in 1880 and 1905. The purpose of this study is to illustrate how data derived from the manuscript census can be used (1) to study the history of a community and the people who lived in it, and (2) to apply the methods and materials of the new social history to the field of the history of women.

A major problem in the history of women is the lack of sources and evidence that include the part played by women in the history of a community. Women are among those anonymous Americans who have been largely excluded from history. Women were seldom mentioned in either the traditional histories or the biographical collections often used as sources for local history. For example, Lafayette Bunnell's, Winona and Its Environs, referred to 597 individuals, only 35 of whom were women.¹ Curtis-Wedge's History of Winona County contained 866 biographies of people living in the county around the turn of the century; only one of those biographies was about a woman.² The Portrait and Biographical Record of Winona County, Minnesota, published in 1895, included the achievements of only three women out of a total of 228 biographies.³

Excluding social notices, the activities of women were seldom covered in the newspapers of the late nineteenth and early twentieth century. Even though some women left diaries and memoirs that have contributed to an understanding of the history of women, these sources are rare and, more often than not, tend to depict the life of women who were in the upper strata of the local society. These sources provide an impressionistic view of a community

There are, however, rich sources of social history in routinely generated records like the manuscript census, tax rolls, educational records, and birth, marriage, and death certificates. Information taken from such sources provides a solid basis for the history of women, because they include social data on all the people living in a community at a specific time.

The best source for classroom use is the manuscript censuses which are easily obtained (see data sheets on manuscript census sent with October Newsletter) and employed in class either as microfilm or photocopies of microfilm. The data collected from the manuscript census on individual biography cards (IBC) serve as the basis for the social history of a people and their community. By manipulating the IBC's as counting cards, students may tabulate, list, and rank in-

dividual data items such as occupation or place of birth. These items may then be cross-tabulated as a basis for analysis. Tabulation and cross-tabulation of data often produces patterns of human experience that furnish insights into a community and its people. The emerging patterns also provide a basis for hypotheses about a community that may be tested using data from routinely generated records as well as traditional historical sources. Manipulation of the IBC's (Interdigital analysis) also allows students to test hypotheses about a community that are part of the folklore or that have been formulated from traditional sources. For example, in the first issue of the newsletter John clearly demonstrated that assumptions made about the history of St. Charles did not stand up to the test of the more precise data derived from the manuscript census for that town. One of the main reasons for introducing this type of data into secondary classrooms is that it strengthens the study of history by involving the student in the historical process, adds precision to history, and generates patterns of human behavior that encourage new avenues of investigation.

The basic sources for the study of this month's newsletter are the manuscript federal census of 1880 and the manuscript of the Minnesota state census of 1905 for the city of Winona, Minnesota.

The period from 1880 to 1905 marked the "golden age" of Winona. During that quarter of a century Winona achieved its greatest influence in politics, reached its economic peak, and became the cultural center of the region. Winona, founded in 1851, is a Mississippi River city whose influence dominated southern Minnesota during its formative period. Winona was one of the major lumber milling centers of the upper midwest. The city's sawmills produced the lumber used to build the homes, barns, schools, and churches across the southern third of Minnesota and even into the Dakotas. Winona also had thriving wheat milling, manufacturing, and railroad industries.

These industries, as well as the smaller firms in the city, attracted the settlers who contributed to the early growth of the city. The wealth from these businesses provided for the expansion of the city and the establishment of concert halls, libraries, hospitals, a state normal school, and a college for young women. It was during these early years that Winona produced governors, senators, congressmen, and judges. Unfortunately, the major industries were so short-lived that by 1905, the political and economic influence of the city had waned.

Winona's population peaked around 1905, declined for a number of years and then began to grow slowly again after 1930. Between 1880 and 1950 the population grew from 11,151 to 20,821.

Winona's rapid economic growth during its formative years coincided with the dramatic expansion of the American labor force in the same years. It was

during that period that the proportion of women who were employed in the United States increased from 14.5 percent to 24.8 percent.⁴ The proportion of paid working women in Winona exceeded the national growth, rising from 19.3 percent in 1880 to 27.6 percent in 1905. Significant changes in the social and economic structure of the city accompanied the increase in the proportion of women who were gainfully employed (paid for their work). Their influence was reflected in the expansion and diversification of the types of occupations held by women during these years in Winona. The growth reflected fundamental social changes across the nation as well as in this Mississippi River city.

A simple tabulation of occupations held by women as copied from the manuscript census and indicated on Table 1 may be used to demonstrate specific characteristics about the part women played in the local workforce, and at the same time tables like this should provoke responses from students who may see patterns of human experience that need clarification or elaboration from the instructor or other class members. Table 1 indicates that a majority of the gainfully employed women in 1880 were clustered in only a few occupations but there were women who held a number of prestigious and/or interesting occupations, for example, medical electrician, photographer, elocutionist, gunsmith, physician and carpet weaver. The number and type of occupations listed offers evidence that the occupational structure of the city was somewhat intergrated but better evidence for this, of course, would be a table that listed all the occupations and the numbers of workers employed. Table 2 offers the students an opportunity to compare and contrast the occupational structure that existed in the city for both men and women during the period of the study.⁵

The level or rate of women's participation in the occupational structure of the city is expressed in two ways (1) the percent of gainfully employed women, which prior to the census of 1890 was based on the number of women over ten years of age gainfully employed, divided by the total number of women in the city ten years of age or older. After 1890, the age used to determine this figure was raised to fourteen and over. (2) the proportion of women in the workforce—a figure determined by dividing the number of women gainfully employed by the total number of workers in the workforce.

The level of women's participation is a useful indicator because it also allows students the opportunity to compare their local community with other communities, regions, or the nation depending on the availability of comparable data. For example the number of women in Winona gainfully employed in 1880 (19.3 percent) exceeded that of the United States (14.5 percent). This is not surprising

Remunerative Occupations Held by Women in Winona, Minnesota in 1880 with Occupational Ranking Classification for each Occupation. Occupations ranked by Number of Women in Each Occupation as Listed on the Manuscript Census.

<u>Occupation</u>	<u>Number</u>	<u>Occupational Ranking Classification</u>
Domestic (servant)	387	4
Housekeeper	179	4
Dressmaker (seamstress)	116	3
Teacher	61	2
Clerk	17	2
Milliner	13	3
Laundry Owner	12	2
Tailor	10	3
Laundry Worker	5	4
Nurse	5	2
Boarding House Proprietress	4	2
Bookkeeper	4	2
Cook	4	3
Ironer	4	4
Music Teacher	3	2
Saloon Keeper	3	2
Carpet Weaver	2	3
Cashier	2	2
Dishwasher	2	4
Laborer	2	5
Midwife	2	2
Photographer	2	3
Artist	1	2
Chambermaid	1	4
Confectionary Worker	1	4
Druggist	1	2
Elocutionist	1	2
Flour Mill Worker	1	4
Grocer	1	2
Gunsmith	1	3
Hotel Owner	1	2
Waitress	1	4
Loan Agent	1	2
Medical Electrician	1	2
Peddler	1	4
Physician	1	1
Planing Mill Worker	1	4
Teacher's Assistant	1	2
Vegetable Seller	1	4
Waitress	1	4
Total Number of Women in the Workforce		857
Total Number of Occupations Held By Women		40
Total Number of Women 10 Years of Age and Older		4,430
Percentage of Women Gainfully Employed		193

Source: Manuscript of the Census of the United States, 1880
Population of the United States

TABLE 2
COMPARISON OF THE LEADING TWENTY-FIVE OCCUPATIONS IN
WINONA, MINNESOTA, 1880, 1905 BY NUMBER AND RANK

OCCUPATION	1880			1905		
	NUMBER	PERCENT	RANK	NUMBER	PERCENT	RANK
Laborer	743	19.1	1	2056	24.0	1
Servant	413	10.7	2	798	9.3	2
Carpenter	187	4.8	3	239	2.8	6
Housekeeper	181	4.7	4	242	2.8	5
Dressmaker	117	3.0	5	243	2.8	4
Clerks	112	2.9	6	356	4.1	3
Railroad Workman	84	2.2	7	91	1.1	13
Teacher	72	1.9	8	236	2.7	7
Saw Mill Worker	69	1.8	9	6	0.07	150
Blacksmith	60	1.5	10	85	1.0	14
Painter	54	1.4	11	136	1.6	8
Tailor	54	1.4	11	48	0.6	24
Lumberyard Worker	45	1.2	13	31	0.4	53
Cooper	44	1.1	14	17	0.2	92
Teamster	43	1.1	15	102	1.2	11
Shoemaker	39	1.0	16	66	0.8	17
Grocer	39	1.0	17	34	0.4	48
Buttther	39	1.0	18	72	0.8	16
Hotel Owner	36	0.9	19	19	0.2	84
Farmer	33	0.9	20	66	0.8	17
Engineer	32	0.8	21	105	1.2	10
Railroad Engineer	31	0.8	22	35	0.4	47
Machinist	31	0.8	23	98	1.1	11
Grocery Clerk	29	0.7	24	15	0.2	99
Saloon Keeper	28	0.7	25	40	0.5	40

Source: Manuscript of the Census of the United States, 1880, Population of the United States; Manuscript of the Census of Minnesota, 1905.

because there were more opportunities for women to obtain employment in cities, and thus the rate of women's participation in the workforce for cities was higher across the nation. The proportion of women in the workforce however, is more intriguing for Winona because it was uncommonly high. According to Table 3 Winona ranked in ninth position by percentage of women in the workforce on this list of selected cities. These cities were chosen because they were industrial and because comparable statistics were available. (Winona's women had a high rate of participation in the workforce.) This table could be the basis for an interesting discussion by students on the participation of women in the workforce as well as the characteristics of cities that seem to be related to that level of participation.

A dramatic change in the economic structure of the city especially in regard to the part played by women is indicated on Table 4. The number of paid working women almost tripled between 1880 and 1905. The kinds of occupations held by women more than doubled. The changes in the economic structure reflect the changes in the social structure taking place in Winona, as well as in many other cities across the nation as a result of technology, immigration, and population change--all components of the process of urbanization and industrialization. The percentage of women gainfully employed in Winona in 1905 (27.6) again exceeded that of the national percentage (24.8) a figure based on 1910 census returns.

By 1905 Winona had risen to sixth place among the selected cities (expanded to thirty cities to include Duluth, which barely existed in 1880) according to the proportion of women in the workforce, as illustrated on Table 5.

Table 6 combines information from Tables 1 and 4, a combination that demonstrates in another way the changes taking place in the city's economic and social structure. In 1880 almost half of the paid working women were servants or domestics. Two thirds of the working women were either servants or housekeepers, both oppressive, low prestige and low paying positions.⁶ The third ranking position, seamstress, was certainly a skilled occupation but it too held little prestige and was not paid according to the merit of the skill. In 1880 only six occupations included 90 percent of the working women of the city.

By 1905, ninety percent of the working women were distributed among seventeen occupations--a definite illustration of the expansion and sophistication of the economic structure. Apparently women's position in the workforce had increased in status as well as in number. Less than a third of the working women were servants, and seamstresses had replaced housekeepers as the second most numerous occupation. Most significant was that more prestigious occupations like teacher, clerk, proprietor, stenographer, and bookkeeper increased substantially in number of women employed in those more desirable occupations.

Workforce of Selected Cities Ranked by
Percentage of Women in the Workforce, 1880

<u>Rank</u>		<u>Workforce Total</u>	<u>Male</u>	<u>Female</u>	<u>Percent Female</u>
1	Lowell MA	29,781	17,795	11,986	40.2
2	Lawrence MA	19,153	11,552	7,601	39.7
3	Atlanta GA	17,078	11,118	5,960	34.9
4	Charleston SC	20,325	13,260	7,045	34.7
5	Nashville TE	16,738	11,591	5,147	30.8
6	Lynn MA	16,728	12,171	4,557	27.2
7	Cambridge MA	20,021	15,137	4,884	24.4
8	Syracuse NY	20,409	15,495	4,914	24.1
9	<u>WINONA MN</u>	3,871	3,014	857	22.1
10	Worcester MA	22,535	17,741	4,794	21.3
11	Milwaukee WI	40,900	32,924	7,976	19.5
12	Camden NJ	15,085	12,249	2,836	18.8
13	Chicago IL	191,760	156,158	35,602	18.6
13	Wilmington DE	19,281	15,699	3,582	18.6
15	Reading PA	15,023	12,877	2,746	18.3
16	Allegheny PA	25,958	21,254	4,704	18.1
16	Columbus GA	18,737	15,388	3,399	18.1
18	Minneapolis MN	21,302	17,579	3,723	17.5
19	Dayton OH	14,184	11,716	2,468	17.4
20	St. Paul MN	17,809	14,728	3,081	17.3
21	Toledo OH	17,691	14,675	3,016	17.0
22	Kansas City MO	25,081	21,436	3,645	14.5
23	Scranton PA	16,829	14,450	2,379	14.1
24	Denver CO	15,737	14,056	1,681	10.7

Source: Compendium of the Tenth Federal Census

Manuscript of the Tenth Federal Census, 1880

Remunerative Occupations Held by Women in Winona, Minnesota in 1905 with Occupational Ranking Classification for each Occupation. Occupations ranked by Number of Women in Each Occupation as Listed on the Manuscript Census.

<u>Occupation</u>	<u>Number</u>	<u>ORC *</u>	<u>Occupation</u>	<u>Number</u>	<u>ORC*</u>
Domestic (servant)	787	4	Artist	1	2
Housekeeper	242	4	Bartender	1	4
Dressmaker (seamstress)	239	3	Blacksmith Apprentice	1	3
Teacher	220	2	Blindmaker	1	3
Laborer	208	5	Brakeman	1	4
Clerk	162	2	Boilermaker	1	3
Laundry Owner	55	2	Business Manager	1	2
Stenographer	55	2	Carpenter	1	3
Milliner	50	3	Carpet Cleaner	1	4
Nurse	49	2	Carriage Maker	1	3
Boarding House Proprietress	36	2	City Employee	1	4
Bookkeeper	31	2	Compositor	1	3
Secretary	30	2	County Employee	1	4
Cook	25	3	Court Reporter	1	2
Music Teacher	20	2	Dishwasher	1	4
Laundry Worker	19	4	Engraver	1	3
Sporting Lady	16	4	Farmer	1	2
Telephone/Telegraph Worker	15	4	Federal Employee	1	4
Confectionary Worker	14	4	Florist	1	2
Telegraph Operator	14	3	Fruit Farmer	1	2
Medical Laboratory	13	3	Gardner	1	3
Waitress	12	4	Lineman	1	3
Loan Agent	11	2	Lumber Trimmer	1	3
Bookbinder	10	3	Marble Cutter	1	3
Cigar Store Manager/Owner	8	2	Miller	1	3
Furrier	8	2	Molder	1	3
Hotel Owner	7	2	Musician	1	2
Forelady	6	2	Piano Tuner	1	3
Photographer	6	3	Poor Commissioner	1	2
Steamboat Agent	6	2	Printer Apprentice	1	3
Cashier	5	2	Publisher	1	1
Library Worker	5	4	Railroad Dispatcher	1	2
Principal	5	2	Singer	1	2
Works in Shoe Factory	5	4	Teacher Assistant	1	2
Hairdresser	4	3	Teamster	1	4
Saleslady	4	2	Tinner	1	3
Printer	4	3	Upholsterer	1	3
Brickyard Worker	3	4	Watchmaker	1	3
Companion	3	4	Whitewasher	1	4
Painter	3	3	Works in Printshop	1	4
Shoemaker	3	3			
Typewriter	3	3	Total Number of Women		
Cigar Maker	2	3	in the Workforce	2,483	
Clergy	2	1	Total Number of Women 14		
Farmworker	2	4	Years of Age and Older	9,002	
Midwife	2	2	Total Number of Occupa-		
Physician	2	1	tions by Women	93	
Restaurant Owner	2	2	Percentage of Women Gain-		
Tailor	2	3	fully Employed	27.6	
Blacksmith	2	3			
Manager	2	2			
Merchant	2	2			
	2	3			

* Occupational Ranking Classification

Source: Manuscript of the Minnesota State Census, 1905

WORKFORCE OF SELECTED CITIES RANKED BY
PERCENTAGE OF WOMEN IN THE WORKFORCE, 1905

<u>RANK</u>		<u>WORKFORCE TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>PERCENT FEMALE</u>
1	Charleston SC	24,828	15,578	9,250	37.3
2	Atlanta GA	40,800	25,871	14,929	36.6
3	Lowell MA	47,748	30,467	17,281	36.2
4	Lawrence MA	30,254	20,111	10,143	33.5
5	Nashville TE	36,214	24,784	11,430	31.6
6	WINONA	8,461	5,978	2,483	29.3
7	Cambridge MA	38,180	27,053	11,127	29.1
8	Lynn MA	30,872	22,256	8,616	27.9
9	Worcester MA	49,593	37,264	12,329	24.9
9	LaCrosse WI	10,562	7,937	2,625	24.9
11	Syracuse NY	45,663	34,628	11,035	24.2
12	Milwaukee WI	111,556	85,157	26,399	23.7
13	Reading PA	33,780	25,816	7,964	23.6
14	Minneapolis MN	85,889	66,170	19,719	23.0
15	St. Paul MN	70,954	54,681	16,273	22.9
16	Wilmington DE	33,676	26,006	7,670	22.8
17	Denver CO	55,266	43,022	12,244	22.2
18	Columbus OH	51,825	40,353	11,472	22.1
19	Kansas City MO	73,729	57,570	16,159	21.9
20	Camden NJ	31,966	24,991	6,975	21.8
21	Dayton OH	35,986	28,192	7,794	21.7
22	Scranton PA	41,329	32,547	8,782	21.2
22	Chicago IL	705,382	555,515	149,867	21.2
24	Cedar Rapids IA	10,141	8,004	2,137	21.1
25	Omaha NB	46,927	37,016	9,911	21.1
26	Dubuque IA	14,833	11,729	3,104	20.9
27	Toledo OH	51,671	41,041	10,630	20.6
28	Allegheny PA	54,976	44,031	10,945	19.9
29	Council Bluffs IA	10,171	8,257	1,914	18.8
30	Duluth MN	28,751	20,181	3,570	12.4

Source: Abstract of the Twelfth Census 1900
Manuscript of the Minnesota State Census 1905

A COMPARISON OF THE OCCUPATIONS THAT MADE UP
90 PERCENT OF THE PAID WORK POSITIONS HELD BY WOMEN
IN WINONA, MINNESOTA IN 1880 AND IN 1905.
OCCUPATIONS BY YEAR, NUMBER, PERCENT OF WOMEN IN THE WORKFORCE,
CUMULATIVE PERCENT AND RANK.

1880

<u>OCCUPATION</u>	<u>NUMBER</u>	<u>PERCENT</u>	<u>CUMULATIVE %</u>	<u>RANK</u>
Domestic (Servant)	387	45.2	45.2	1
Housekeeper	179	20.9	66.1	2
Dressmaker (Seamstress)	116	13.5	79.6	3
Teacher	61	7.1	86.7	4
Clerk	17	2.0	88.7	5
Milliner	13	1.5	90.2	6

1905

<u>OCCUPATION</u>	<u>NUMBER</u>	<u>PERCENT</u>	<u>CUMULATIVE %</u>	<u>RANK</u>
Domestic (Servant)	787	31.7	31.7	1
Dressmaker (Seamstress)	242	9.7	41.4	2
Housekeeper	239	9.6	51.0	3
Teacher	220	8.9	59.9	4
Laborer	208	8.4	68.3	5
Clerk	162	6.5	74.8	6
Laundry Owner	55	2.2	77.0	7
Stenographer	55	2.2	79.2	8
Milliner	50	2.0	81.2	9
Nurse	49	2.0	83.2	10
Boarding House Proprietress	36	1.4	84.6	11
Bookkeeper	31	1.2	85.8	12
Secretary	30	1.2	87.0	13
Cook	25	1.0	88.0	14
Music Teacher	20	0.8	88.8	15
Laundry Worker	19	0.8	89.6	16
Sporting Lady	16	0.6	90.2	17

Source: Manuscript Census of the United States, 1880
Manuscript of the Minnesota State Census, 1905

The increase in occupations available to women and the increasing numbers of women in higher status positions may have been phenomena that was isolated to a relatively few occupations or it may indicate a systematic change in the entire occupational structure between 1880 and 1905.

The historical study of social status has been the subject of a number of recent books and articles. A major problem for historians who study social mobility is the classification of nineteenth century occupations as a basis for establishing social status. On Tables 1 and 4 an occupational ranking is designated for each of the occupations held by women in Winona. The classifications are based on an occupational dictionary that was to compare the occupational and social structure of five cities. The dictionary was the collaborative work of a group of historians involved in the historical study of social mobility. Occupations found on the manuscript census were ranked on a basis of the skills, prestige, and wages associated with the occupation and the wealth held by individuals holding those occupations. The rankings, therefore, are based upon a combination of empirical and impressionistic evidence for nineteenth century occupations. The original occupational dictionary has been the subject of further study and though the rankings are not perfect they are highly regarded among social historians. The occupational rankings were based on the occupational dictionary but were adapted to conditions that were peculiar to Winona. For example, in 1880 there were 12 women listed on the manuscript census as laundry owners--a proprietor, low white collar occupational ranking. In 1905 there were 55 women who told the census enumerator that they were laundry owners. Subsequent research on this occupation suggests that the majority of these women did laundry for other Winonan's who were "better off." In that sense these women were self-employed laundresses and only broadly construed as laundry owners. These women should not, however, be classified in the low white collar classification. This occupation has been counted in the skilled workers because research on these women revealed that while they were not well paid they did have a skill which was in demand) merits an occupational ranking as skilled

Table 7 depicts the occupational ranking of women in the workforce in 1880 and in 1905. In 1880 there was one woman in the professional or high white collar class. A ranking that included the professions and occupations merchant and banker.

There were 109 women in the proprietor or low white collar class, a ranking that included occupations like accountant, bookkeeper, business owner or manager, clerk, grocer, or teacher.

TABLE 7

Occupational Ranking of Women in the Work Force
1880 - 1905, by number and percent

	1880		1905	
	#	%	#	%
Professional High White Collar	1	0.1	5	0.2
Proprieter Low White Collar	109	12.7	682	27.5
Skilled	160	18.7	458	18.4
Specified Unskilled	585	68.3	1130	45.5
Unspecified Unskilled	2	0.2	208	8.4
Total	857	100	2483	

Women who were classified as skilled numbered 160 in 1880 and included occupations such as milliner, nurse, dressmaker, and cook.

The unskilled workers were analyzed according to the responses made on the manuscript censuses and divided into two separate groups. Specified unskilled included occupations like servant, housekeeper, waitress, and chambermaid. Added to this group were occupations that indicated the place of work such as lumberyard worker, or flour mill worker, or the type of work including county employee, and library worker. The unspecified unskilled included all those who listed their occupation as laborer, which was the most numerous response in Winona as it was also in the five eastern city studies using this occupation ranking system. Unlike the men in the unskilled group, women declared specific occupations to the census taker; this was the most numerous classification for women numbering 585. Only 2 women called themselves laborers.

By 1905 five women were in the professional high white collar ranking, 682 in the proprietor low white collar group, 458 women held skilled occupations and 1130 listed their occupation in the specified unskilled ranking while 208 women called themselves laborers.

Proportionately these rankings reveal a substantial increase in status for working women as indicated by occupational ranking. Women increased their proportion of the workforce in the two white collar classes from 12.8 in 1880 to 27.7 in 1905. Women declined slightly in the skilled rankings from 18.7 percent to 18.4 percent, while they improved their standing in the combined unskilled rankings proportionately decreasing in that category from 68.5 percent in 1880 to 53.9 percent in 1905. This constituted a remarkable change in overall occupational ranking in light of the fact that there was very little change in the social structure of the total workforce as measured by occupational rankings.

The improvement women made in the occupational rankings is even more dramatic when it is compared with the occupational rankings of men. Table 8 indicates the occupational rankings by sex and the percentage increase according to each of the individual groups. According to this table, women increased in each status group at a faster rate than men. Only two women called themselves laborers on the manuscript census of 1880 an occupational classification that included 208 women in 1905. Percentage increase for unskilled workers therefore distorts the true picture of women in that classification. When both the specified unskilled and the unspecified unskilled are grouped together, male workers had a percentage increase of 180 percent

TABLE 8

OCCUPATIONAL RANKING OF THE WORKFORCE OF WINONA, MINNESOTA,
1880 and 1905. NUMBER AND PERCENT BY SEX.

	<u>1880</u>								FEMALE PERCENTAGE INCREASE
	MALE	PERCENT	FEMALE	PERCENT	MALE	PERCENT	FEMALE	PERCENT	
Professional, High White Collar	85	98.8	01	0.1	207	97.6	05	0.2	400
Proprietor, Low White Collar	676	86.1	109	12.7	1268	64.9	682	27.5	525
Skilled	947	86.0	160	18.7	1775	80.0	458	18.4	186
Specified, Unskilled	565	48.9	585	68.3	880	40.6	1130	45.5	93
Unspecified, Unskilled	741	99.7	02	0.2	1848	89.9	208	8.4	1030
Workforce Total	3014	77.9	857	22.1	5978	70.7	2483	29.3	190

Source: Manuscript of the Tenth Census of the United States, 1880; Population of the United States: Manuscript of the Fifth Decennial Census of Minnesota, 1905.

compared to that of 82 percent for women workers. It may be stated then, that women improved their position in the top three status groups at a faster rate than men, and at the same time were increasing in the unskilled status groups at a slower rate than men--the conclusion being, of course, that women in Winona were achieving positions in the workforce that had a higher status value at a rate than exceeded that of the men in the workforce. It must be kept in mind, however, that even though women were apparently improving their status by acquiring jobs that had status value, in many cases, women's salaries were lower than those paid to men for the same work. Women also had less opportunity for promotion in occupations that were held by men.⁸ The conclusion, therefore, should be modified to--women improved their position in the occupational rankings but they were subject to discrimination in salary and in the opportunity for advancement.

Discrimination in wages and opportunity for promotion was a standard practice of the period but that in itself did not prevent women from advancing in the status that was associated with skilled and white collar occupations. Discrimination in opportunity for employment in the upper status occupations as well as in wages becomes more evident when the individual's place of birth and ethnic stock are added to the calculation of occupational rankings. Table 9 indicates that women of foreign birth had limited access to the upper levels of the workforce. Those women fared much worse than foreign born men in jobs above the unskilled groups. At least three-quarters of the working women were employed as unskilled workers in 1880. By 1905, excluding the English, foreign born women were still generally excluded from the higher status occupations. In the same year, native born women improved their position slightly in the unskilled occupations and superseded male workers in their proportion of the low white collar occupations.

Ethnic stock women (women foreign born or native born with one or both parent(s) foreign born) fared slightly better than their sisters or, as was probably the case, their mothers. Excluding the English, three-fifths of the leading ethnic stock women as indicated on Table 10 had unskilled jobs. Of interest, however, is that Polish, Irish, Norwegian, and English women proportionately equaled or exceeded their male country men in the low white collar occupations in 1880. By 1905, Irish women had improved their status position dramatically. The English and Norwegian women held their own, the Germans improved slightly, but the Polish women suffered a setback that increased the proportion of the Polish ethnic stock women in the unskilled rankings from two-thirds in 1880 to four-fifths in 1905. Native born, Polish, Irish, and

Occupational Rankings of Workforce of Winona, Minnesota 1880 - 1905
By Selected Places of Birth, Percent by Sex

1880

	NATIVE		GERMAN		POLISH		IRISH		NORWEGIAN		ENGLISH	
	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F
Professional, High White Collar	4.0	0.2	1.4	0.0	0.0	0.0	1.3	0.0	0.0	0.0	3.6	0.0
Proprietor, Low White Collar	30.9	17.5	17.0	8.4	8.9	4.2	11.6	10.3	13.1	1.4	25.3	13.3
Skilled	33.3	22.9	33.8	7.5	19.4	8.3	21.0	15.4	32.1	5.4	43.4	6.6
Specified, Unskilled	19.8	59.2	16.0	83.9	15.4	87.5	25.2	74.4	20.2	93.2	20.5	80.0
Unspecified, Unskilled	12.0	0.2	31.9	0.0	56.3	0.0	40.5	0.0	34.5	0.0	7.2	0.0
N=	1397	485	631	118	279	48	147	39	84	74	83	15

1905

	NATIVE		GERMAN		POLISH		IRISH		NORWEGIAN		ENGLISH	
	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F
Professional, High White Collar	3.7	0.1	3.7	0.6	1.7	1.3	3.0	0.0	1.0	0.0	5.5	0.0
Proprietor, Low White Collar	24.0	26.3	18.8	17.4	6.0	34.6	23.9	25.9	10.0	17.2	34.5	66.6
Skilled	30.7	17.0	32.2	21.5	13.0	5.1	30.0	0.0	49.0	17.2	30.9	0.0
Specified, Unskilled	15.6	48.8	14.9	50.6	8.1	58.6	17.9	59.3	14.5	48.3	16.4	33.3
Unspecified, Unskilled	25.9	7.8	30.4	9.9	71.0	6.4	25.4	14.8	24.5	17.2	12.7	0.0
N=	3285	2245	930	172	630	78	67	27	110	29	55	6

Occupational Rankings by Leading Ethnic Stock Groups, 1880 - 1905
 Percent of Gainfully Employed Persons by Ethnic Stock and Sex

1880

	NATIVE		GERMAN		POLISH		IRISH		NORWEGIAN		ENGLISH	
	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F
Professional, High White Collar	6.1	0.6	1.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Proprietor, Low White Collar	36.1	24.9	25.7	9.5	10.5	10.3	13.8	14.5	12.5	17.0	28.6	27.3
Skilled	33.0	24.3	40.0	19.0	36.8	24.1	20.2	12.9	25.0	22.2	42.9	54.5
Specified, Unskilled	17.0	50.3	21.0	71.4	10.5	65.5	30.9	71.0	37.5	61.0	25.0	18.1
Unspecified, Unskilled	7.5	0.0	12.0	0.0	42.1	0.0	35.1	1.6	25.0	0.0	3.5	0.0
N=	787	169	191	105	19	29	94	62	8	18	28	11

1905

	NATIVE		GERMAN		POLISH		IRISH		NORWEGIAN		ENGLISH	
	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F
Professional, High White Collar	6.3	0.3	2.4	0.2	0.3	0.0	4.3	0.0	1.4	0.0	16.0	0.0
Proprietor, Low White Collar	32.1	41.0	21.8	19.6	8.5	8.9	23.5	43.2	28.2	23.4	24.0	70.0
Skilled	29.3	13.7	35.0	21.1	17.0	11.3	25.9	18.9	38.0	14.9	48.0	10.0
Specified, Unskilled	16.1	36.8	16.7	53.8	7.7	68.8	29.0	33.3	22.5	55.3	8.0	20.0
Unspecified, Unskilled	16.2	8.2	24.1	5.3	66.5	11.0	17.3	4.0	9.9	6.4	4.0	0.0
N=	1232	524	948	641	468	417	162	90	71	47	25	10

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English women all placed a higher proportion of their groups in the low white collar occupations than did their male counterparts. The number of German and Polish women in the workforce by 1905 indicated active ethnic stock group participation in the workforce, in spite of the fact that women of those ethnic stock groups and especially the Poles faced discrimination that prevented them from obtaining higher status occupations.

As stated above, it was not the intent of this paper to thoroughly explain the different tables presented. For example, the increasing numbers of women in the workforce in 1905 was probably due in part to the fact that there were more women than men between the ages of ten to forty-four. The opportunity for marriage was therefore limited.

The purpose of this brief paper was to illustrate that there is available a substantial amount of social information on each person who lived in a local community, that can be taken from the manuscript census and put into a form that may be used for classroom discussions and projects. The systematic use of routinely generated records to study the history of women will produce the data and insights that may illuminate more clearly the part played by women in the history of this country.

1. Franklyn Curtis-Wedge, History of Winona County, Vols. I and II. Chicago: H.E. Cooper, Jr. and Company, 1913.
2. Lafayette H. Bunnell, Winona (We-no-nah) and Its Environs on the Mississippi in Ancient and Modern Days (Winona: Jones and Kroeger, Printers and Publishers, 1897).
3. Portrait and Biographical Record of Winona County, Minnesota. Chicago: Chapman Publishing Company, 1895
4. W. Elliot Brownlee and Mary M. Brownlee, Women in the American Economy: A Documentary History, 1675 to 1929. New Haven: Yale University Press, 1976, P.3.
5. The purpose of this paper is to illustrate classroom uses for information derived from the manuscript census. The interpretation of the tables presented is not intended to be a thorough explication.
6. "Wage Working Women", in First Biennial Report of the Bureau of Labor Statistics of the State of Minnesota, 1887-88 (St. Paul: Thos. A. Clark & Co., 1888) pp 131-96

"The Domestic Servant Problem", in Executive Documents of Minnesota 1902, Vol. II (St. Paul: Pioneer Press, 1903), pp 788-790
7. The ranking procedure is described in detail in Theodore Hershberg et al, "Occupation and Ethnicity in Five Nineteenth Century Cities: A Collaborative Inquiry," Historical Methods Newsletter 7 (June 1974) ; pp 175-179; and Theodore Hershberg, "The Philadelphia Social History Project", PhD. dissertation, Stanford University, 1973, pp 341-364

A review of recent work on occupational classification and the occupational dictionary with a description of the different codes is found in Theodore Hershberg and Robert Dockhorn, "Occupational Classification", Historical Methods Newsletter 9 (March-June, 1976; pp 59-98
8. "Women Wage Earners" in Executive Documents of Minnesota 1903-1904, Vol. I (St. Paul, Great Western Printer, 1904), pp 149-151.

SINCE THIS WILL BE OUR LAST COPY BEFORE THE NEW YEAR, ALL THE MEMBERS OF THE MSHP STAFF WOULD LIKE TO WISH YOU AND YOUR FAMILY A MERRY CHRISTMAS AND THE HAPPIEST OF NEW YEARS.

JOHN S. WOZNIAK, FSC, EDITOR

WILLIAM L. CROZIER, DIRECTOR

SANDRA D. OLSON, SECRETARY

Mishap

**newsletter of the
Minnesota Social History
Project**

January 1979

Saint Mary's College Winona, Minnesota 55987

Volume I, Number 6

FROM THE EDITOR'S DESK

A statement in our October 1978 copy of the newsletter is apparently causing some confusion, so let me begin by setting the record straight.

In the October 1978 copy of MISHAP, I called your attention to a recent publication by Robert Doherty, Society and Power. Along with the mention of the title, I also included a short description of the book's contents and indicated that the description came from another publication, Historical Methods. I should also have mentioned that the quote came from a paid advertisement and not from a review or endorsement. Apparently, this exclusion has caused some difficulties. Sorry for the MISHAP!

Bill was recently in the Twin Cities, visiting Madonna Bartholet's classes at Edina-West. Bill thoroughly enjoyed the experience of getting back to high school.

We also had an opportunity to meet with Don Holzmagel and Dan Forde at TIES (Total Information Exchange Systems), a Twin Cities' computer network that is a part of the state-wide computer network known as MECC (Minnesota Educational Computing Consortium). Dan Forde of TIES went with Bill to Edina-West when Bill introduced the Individual Biography Cards to Madonna's classes. Dan wanted to get a better idea of the program. As a result of these further contacts, TIES continues to be extremely interested in the project. We hope to have the 1880 St. Charles census data and a 10% random sample of 1880 Winona households on their system by late spring or early fall. TIES also hopes to work very closely with us in packaging curriculum materials for use by future students and teachers. In all likelihood, the curriculum packages will include materials from the three chapters you received in the red binders and some materials from the Newsletters.

With the help of our advisory council, we are putting the finishing touches on the summer seminar. One of our speakers will be Dr.

Robert Swierenga, Professor of History at Kent State University. We are featuring an article by Dr. Swierenga on the New Rural Social History in this Newsletter.

From March 8 to March 10, Bill and I will be in Omaha, Nebraska, explaining the project at the Missouri Valley Historical Conference. At the present time, we plan on a format which will allow us to explain the significance of the new social history and conduct an in-service workshop on techniques for implementing the new social history in the secondary classroom.

Currently, our Newsletter is being distributed to over 1,000 individuals throughout the United States, Canada and England. The response to the program and the Newsletter has been overwhelming. Many individuals who have not participated in one of our training sessions are requesting detailed information on "getting started." Thus, in the February issue of MISHAP, Bill will present a rather detailed explanation of the nature of one type of quantifiable data, the manuscript census, & techniques for transferring that information to more manageable forms.

I am working on a study of family structure in 1880 St. Charles and 1880 Winona. We will feature this item in our April and May Newsletters.

Robert P. Swierenga
Professor of History
Kent State University

THE NEW RURAL SOCIAL HISTORY

"Rural social history"¹--the study of human behavior over time in the rural environment--has little recognized place as yet in American historiography or academic curricula.² Aspects of rural history are usually treated topically, such as frontier history, the westward movement, agricultural history, land history, Indian history, forest history, and so forth. The bibliographic listing of "Recent Articles" in the Journal of American History includes a comprehensive "Urban" category, but rural historians must consult at least four sections: "Agriculture," "Indian," "Midwest," "Far-West," and even then the list is incomplete because many relevant articles are included under other headings, such as East, South, Colonial, and Economics, Labor, and Religion.

The point, of course, is not the inconvenience to scholars but the implicit assumption that rural history is an incongruity. It is true that rural America is increasingly anachronistic in the last third of the twentieth century. Urbanization and technology, especially the automobile and electricity, have virtually wiped out the boundary line between rural and urban communities, and the rural economy is intertwined with urban industry and commerce. Rurality as a distinct way of life is on the decline and may well disappear in our lifetime. Nevertheless, until the late nineteenth century, most Americans lived in rural communities. To study the development and subsequent decline of these communities is vital to an understanding of American history. Urban historians and geographers certainly recognize the importance of the rural environs in which their cities emerged and the interdependence of cities

and hinterland. Even at the present time, non-metropolitan communities, which contain one-third of the total United States population and 90 percent of the land area, remain an important national force, politically and socially.³ Quite obviously, rural historians (and urban historians, too) need a new paradigm that permits them to view rural and urban history as interrelated aspects of social history.

Sometimes I envy the urban historians because they do not have to contend with such towering figures as Frederick Jackson Turner and Walter Prescott Webb. Turner's frontier thesis continues to provide the major theoretical underpinnings of rural historians, from Henry Nash Smith's Virgin Land (1958) to Merle Curti's The Making of an American Community (1959) and Paul W. Gates' History of Public Land Law Development (1976). Arguments continue over the safety-valve theory and the costs of western farm making, the reasons for agrarian protest movements, the question of whether pioneer farmers were innovators, whether land speculation was profitable and tenancy was undemocratic, and above all, the impact of the frontier on American character and institutions. This is the familiar problem-approach to history.

The old Turnerian problematics are no longer very helpful in this age of the "new history," which attempts to use social science theory in the study of past societies. What is needed is a "new rural social history" modelled after the "new urban social history." Gary Allinson, a member of the "Pittsburgh school" that had blazed the trail, succinctly described the new social history in Historical Methods: "Social history avoids narrative synthesis and employs methods which are analytical, comparative, and systematic." The objective, Allinson continued, is to explain fundamental societal behavior

patterns of "mobility, violence, opportunity, and power," in a variety of comparative historical settings and based on a broad interdisciplinary body of data and systematic methodology.⁴

This stress on theories of societal change has been characteristic of the new urban history. In 1940, A. M. Schlesinger, Sr., called for an urban-rural division in historiography, and for a shift away from the frontier to urbanization as the primal force in chance.⁵ By the early 1960s, Stephen Thernstrom, Sam Bass Warner, Eric Lampard, and other urbanists had pushed beyond Schlesinger's limited vision and charted the course for a new urban history. The major characteristics (which distinguish it from the old urban history), according to Thernstrom, are: (1) a quantitative emphasis, both in the use of serial records and in statistical presentation; (2) the explicit use of, or refinement of, social theory; and (3) a focus on the lower social strata ("history from the bottom up").⁶ By following these guidelines, urban historians have made remarkable strides during the last decade in illuminating the phenomenon of urbanization.

Many of the conclusions of the urbanists bear directly on rural history and we can ignore them only at our peril. For example, Ray Allen Billington in America's Frontier Heritage (1966), a book he frankly admitted was written "to convert" people to Turnerianism, reasserts the two major theses of the "frontier thesis": (1) that "opportunity for self-advancement was greater" in that fluid environment where "progress was the expected order of life;" and (2) that egalitarian ideals and traits induced by the frontier social environment were transmittable to future generations. Given these assumptions, Billington concluded that "children reared in an atmosphere in which all men

were potentially equal would be less inclined to adopt a rigid stratification system for themselves and their children."⁷ Neither of these propositions has been tested empirically in rural communities nor have the findings been compared with developments in contemporary urban communities.

The initial conclusions of the new urban historians, however, cast doubt on the uniqueness of both of Billington's propositions. The urban population in the nineteenth century was more volatile and fluid than the rural population. In addition, no "culture of poverty" developed because the groups lowest on the social scale were very mobile, incessantly moving from place to place. Moreover, spatial mobility and economic success were closely correlated. Thus the city had no more of a rigid social stratification than the frontier and maybe less.⁸ I am forced to add the word "maybe" because the research in rural history is still meager on the questions of mobility and stratification.

In short, we need a new rural history as a counterpart to urban history. Specifically, we must develop an historical approach that employs analytical social models and takes into account long-term social change in rural American, including systematic comparisons between various types of rural and urban societies. Fortunately, there is a tradition to draw upon that can provide at least the building blocks for an analytic rural history. The tradition can be traced to the French rural scholar Marc Bloch and Kansas agricultural historian James C. Malin.⁹ Bloch in the 1920s and 1930s developed an interdisciplinary, analytical approach to French rural history that revolutionized the study of agrarian history in Europe. Malin, interestingly, had no acquaintance with Bloch's work,¹⁰ but he likewise urged colleagues to study history "as a whole," to examine each topic "in relation to the cultural totality to which it belongs."¹¹

Practicing what he preached, Malin offered an ecological explanation of mid-western rural history. Along with Frank Owsley and Joseph Schafer, Malin also pioneered in the use of the population and agricultural census manuscripts in order to study property distribution and in- and out-migration over time.¹² Subsequently, the Malin-Owsley-Schafer techniques were used by Mildred Throne (Wapello County, Iowa), Merle Curti (Trempealeau County, Wisconsin) and by Allan Bogue and his students.¹³

Among recent efforts to develop an analytic rural history, the work of Michael Conzen and Roberta C. Miller is outstanding.¹⁴ Conzen, borrowed social science theory from geographers (Von Thünen's locational theory of agricultural zones), from economists (Ricardo's concept of economic rent), and from historians (Malin's and Bogue's persistence theories). The result was an exacting study of the impact of the rising city of Madison on the agricultural development of the adjoining rural township of Blooming Grove.

While Conzen focused on a single township, Miller chose an entire county, Onondaga County, New York, from 1810 through 1860. Her purpose was to examine the social, demographic, and economic impact of the growing city of Syracuse and the effects of the transportation revolution (especially the Erie Canal) on the rural hinterland. Like Conzen, Miller was interested in testing theories of growth and regional development in nineteenth century America, but unlike Conzen she concentrated on social change and urbanization rather than frontier farming. Instead of borrowing Van Thünen's locational theory of agricultural zones, Miller tested the validity of the Hoover-Fisher ("Rostovian") stages theory of economic development, and concluded, as North had earlier, that it was inappropriate to American frontier development. Perhaps George

Rogers Taylor's transportation revolution thesis might provide a more appropriate model. In any case, Miller drew upon census, tax, land, geneological, and church records at the micro level, and charted quantitatively the patterns of structural change and continuity in Onondago County. She concludes, incidentally, that the Erie Canal was the "crucial factor," both in the regional development of the county and in the rise of the urban center of Syracuse. This finding indicates that transportation innovations are integrally related to urban growth and to shifts in farming patterns and rural society.

Even more importantly, the studies of Conzen and Miller prove the close interrelationship between rural and urban communities. How rational is it, therefore, for the new urban historians to limit their studies to "the city," however defined? Malin phrased the question this way: "How far is it valid to attempt to write integrated rural history or integrated urban history when rural and urban life were not lived in such segregated forms? The country town had affinities for its farm patrons as well as for the activities of the metropolitan city. . . ." Malin then answered this sage question by posing a follow up: "The hazards are great, but what about experimenting with a novel point of view and organizing principle--make the combined rural-urban and mixed conceptions the central theme of historical study? Familiar facts might then stimulate startling consequences."¹⁵

At the present time, southern historians are in the vanguard in developing an integrated social science approach to rural history. Their role is reminiscent of the leadership in the 1960s provided by the colonial historians in the field of demographic history. In 1976, a number of scholars, led by

Robert C. McMath, Jr., and Vernon Burton, founded the Southern Community Studies network within the Social Science History Association. McMath provided a theoretical foundation for the "holistic" study of rural societies in his imaginative paper, "Durkheim, Marx, and Dixie: Toward a Paradigm for Rural Southern History, 1865-1940," presented to the 1976 SSHA meeting.¹⁶ In the paper, McMath argued for the necessity of blending the conflicting theoretical traditions of Emile Durkheim (structural-functionalism) and Karl Marx (economic determinism), in order to synthesize both status and class factors in social history. Despite persistent socio-economic cleavages in the rural South, McMath insisted that southern society, like all societies, has been relatively homogeneous" and tending toward "equilibrium" (6).¹⁷

In 1977 at a session of the Organization of American Historians, McMath put flesh on his model by exploring the nexus between town and countryside in Georgia politics in the Populist era.¹⁸ Fellow panelists, Jane Walker Herndon and Peter Wallenstein, presented complementary papers on small town versus hinterland rivalries at the local level.¹⁹ In their conclusions, the three authors offered a refinement of V. O. Key's thesis of urban-rural conflict by demonstrating that socio-cultural distinctions also existed within rural regions, resulting in political conflict between small-town folk and countryside farmers--can aspect of local life first uncovered by Robert R. Dykstra.²⁰ Left unresolved was the nature of the process by which the relationship between rural towns and their hinterland supposedly changed from cooperation to conflict. If the southern rural town was an enclave culture that was distinct from the surrounding countryside, what stage of modernization did a town reach before cleavage occurred, and conflict and mistrust became the norm?

Vernon Burton, a specialist in South Carolina race relations, offered the clearest exposition to date of the social science approach to local (or rural) history in a presentation to the 1976 American Historical Association meeting. Burton justified the study of local history not on the basis of antiquarianism; pragmatism (a testing group for traditional hypotheses), or typicality (finding the single case that exemplifies hundreds of others), but rather on human grounds--"how people lived, how they reacted to and treated each other, and what their lives meant to them." The study of any local community, he argued, enables scholars to understand "larger human concerns," or in the words of Samuel P. Hays: to "illuminate broad processes of social change concretely."²¹ To achieve this end, Burton argued, the research must be informed by the three elements of sound theory: (1) functionality, or the blending of personal experience and intuition with abstract knowledge; (2) continuity, or the recognition of the interrelationship of human experience in all its complexity; and (3) predictability, i.e., understanding past behavior so that one can anticipate future behavior.

Burton's paper offers valuable guidelines, but it founders on the issue of sampling. If behavior is in part determined by environment, then the selection of a community is important. For southern community studies to thrive, it is necessary to develop methods to select for study various types of communities in different regions. We need a systematic typology of communities, based on multivariate analyses of characteristics that vary among communities--such as size, spatial organization, degree of urbanization, rate of growth, economic function, etc. In this way, each community can be identified and located along various continua. We can then select sample

communities for study and begin to develop generalizations about communities as ecological and social systems. Community sampling is the key to the success of these ventures.²²

Despite the tentativeness of the early research, the redirection in Southern scholarship is very promising. Not since the seminal research of Frank L. Owsley and the "Vanderbilt School" in the 1930s and 1940s has there been such an exciting agenda in rural history. Among its achievements, the southern research has demonstrated concretely that we must conceive of rural and urban history not as specialized fields, but as aspects of social history in its broadest sense.²³ The countryside is worth studying. Let's do it right.

Notes

¹Rural history may be defined as the study of human behavior over time in the rural environment. But what is rural? It is impossible to delineate rural-urban differences or specify simple statistical categories. The arbitrary U.S. census definition is at least operational--"all persons living outside urban areas" (i.e., in terms of 2,500 inhabitants or less), and/or engaged in agriculture as their chief source of income. This definition rests on two criteria: residence in an area of low population density, and chief livelihood earned by farming. Alvin L. Bertrand (ed.), Rural Sociology: An Analysis of Contemporary Rural Life (New York; 1958), 9-10. Also helpful is Olaf F. Larson, "Rural Society," International Encyclopedia of the Social Sciences, 13 (1968), 580-88.

²One of the few exceptions is Peter H. Argersinger's course at the University of Maryland, Baltimore County. See his article "The Peoples' Past: Teaching American Rural History," History Teacher, 10 (May 1977), 403-24. Vernon Burton is also teaching a course in rural history at the University of Illinois, Urbana.

³In 1970, there were in the United States 243 metropolitan areas containing 68 percent of the population and 10 percent of the land area. Metropolitan areas include at least one central city of 50,000 or more population, together with satellite suburbs and the economically-integrated hinterland. Marion Clawson, "The Future of Rural America, A Plan for Population Regrouping" Current (Feb. 1973), 23-28, esp. 24.

⁴Gary M. Allinson, "Modern Japan: A New Social History," Historical Methods Newsletter, 6 (June 1973), 100-101.

⁵A. M. Schlesinger, "The City in American History," Mississippi Valley Historical Review, 27 (June 1940), 43-66.

⁶Stephen Thernstrom, "Reflections on the New Urban History," Daedalus, 100 (Spring 1971), 359-75. Thernstrom's major work is The Other Bostonians: Poverty and Progress in the American Metropolis, 1880-1970 (Cambridge, Mass., Harvard, 1973). A useful collection of the new work is Stephen Thernstrom and Richard Sennett, (eds.), Nineteenth Century Cities: Essays in the New Urban History (New Haven, Conn., Yale, 1969).

⁷Billington, "The Frontier and I," Western Historical Quarterly, I (Jan. 1970), 16.

³Thernstrom, "New Urban History," 366-67.

⁹Robert P. Swierenga, "Towards the New Rural History: A Review Essay," Historical Methods Newsletter, 6 (June 1973), 111-22; Marc Bloch, French Rural History: An Essay on its Basic Characteristics (Berkeley, University of California Press, 1966); Traian Stoianovich, French Historical Method: The Annales Paradigm (Ithaca and London, Cornell University Press, 1976); James C. Malin, The Grasslands of North America: Prolegomena to its History (Gloucester, Mass., 1967); and James C. Malin, Winter Wheat in the Golden Belt of Kansas: A Study in Adaptation to Subhumid Geographical Environment (Lawrence, Ka., University of Kansas Press, 1944).

¹⁰Letter to the author, Sept. 15, 1973. "I am not familiar with the work of Mark Bloch as a model for agricultural history, although I am familiar with the French geographer's emphasis on regional and other local studies in geography, which you do not cite."

¹¹I am indebted to Robert Johannsen for pointing out this quote from Malin's Essays on Historiography, in "James C. Malin: An Appreciation," Kansas Historical Quarterly, 38 (Winter 1972), 460.

¹²Frank L. and Harriet C. Owsley, Plain Folk of the Old South (Baton Rouge, La., Louisiana State University Press, 1949); Joseph Schafer, Four Wisconsin Counties, Wisconsin Domesday Book, General Studies, vol. 2 (Madison: University of Wisconsin Press, 1927) and Schafer, Prairie and Forest (Madison: University of Wisconsin Press, 1922); James C. Malin, "The Turnover of Farm Population in Kansas," Kansas Historical Quarterly, 4 (Nov. 1935), 339-72.

¹³Mildred Throne, "Southern Iowa Agriculture, 1830-1890: The Progress from Subsistence to Commercial Corn-Belt Farming," Agricultural History, 23 (1949), 124-30; Allan G. Bogue, From Prairie to Corn-Belt: Farming on the Illinois and Iowa Prairies in the Nineteenth Century (Chicago; University of Chicago Press, 1963).

¹⁴Michael P. Conzen, Frontier Farming in an Urban Shadow: The Influence of Madison's Proximity on the Agricultural Development of Blooming Grove, Wisconsin (Madison, 1971); Robert Gay Balstad Miller, City and Hinterland: The Relationship Between Urban Growth and Regional Development in Nineteenth-Century New York (Westport, Conn., Greenwood, 1978).

¹⁵Letter to the author, October 16, 1973.

¹⁶McMath presented the paper to the first annual meeting of SSHA at the University of Pennsylvania in October, 1976.

¹⁷William Harris reached a similar conclusion in his paper for the 1978 SSHA meeting in Columbus, "The Social Order of the Antebellum Cotton South: A Study of Augusta's Hinterland."

¹⁸"Town vs. Countryside in Georgia Politics, 1880-1906," presented to the annual meeting of the Organization of American Historians in Atlanta, April, 1977.

¹⁹The session entitled "Town vs. Countryside in Georgia Politics and Public Policy, 1880-1946" included (in addition to McMath's paper cited in note 18) Herndon's paper "'Rule of the Rustics,' Myth or Reality?: Georgia Political Factions, 1932-1946," and Wallenstein, "Town vs. Countryside in Georgia Fiscal Policy, 1890-1940."

²⁰V. O. Key, Jr., Southern Politics in State and Nation (New York: Knopf, 1949); Robert R. Dykstra, "Town-Country Conflict: A Hidden Dimension in American Social History," Agricultural History, 38 (1964), 195.

²¹Vernon Burton, "Southern Community Studies: Methodology and Theory," paper presented to the session "Community Studies in the Nineteenth-Century South" at the American Historical Association meetings at Washington, D.C., December, 1976. Peter Wallenstein and Samuel M. Kipp, III, also presented papers on quantitative data sources. For Hays concept of local history, see "A Systematic Social History," in Gerald N. Grob and George A. Billias (eds.), American History: Retrospect and Prospect (New York, 1971), 315-66.

²²Albert J. Reiss, Jr., "The Sociological Study of Communities," Rural Sociology, 24 (June, 1959), 118-30.

²³See Thernstrom's comment in Bruce M. Stave, "A Conversation With Stephen Thernstrom" Journal of Social History, 1 (Feb. 1975), 198.



**Minnesota Social
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**newsletter of the
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NOTES FROM THE EDITOR'S DESK

This month's newsletter features the experiences of three very different schools, teachers, and their classes.

The first account appeared recently in the local newspaper at Luverne, Minnesota. The class described was under the direction of David Shapley.

The second account was written by Mardonna Bartholet of Edina West High School. Edina is a suburb of Minneapolis.

The third account was written by Pete Johnson of Winona, Minnesota. Over the past two years, we have been testing our materials with Pete's classes. Of particular interest are the comments of the student's in Pete's classes. Pete collected these comments after he completed the various social history units.

In the reports and responses, you will note that there are varying degrees of success and responses to the materials, but a fairly consistent attitude among students: they enjoy doing this type of history -- although it may be difficult at times; and they learn a great deal about many of the major themes in late nineteenth century American history.

We would appreciate your responses to this copy of the newsletter. If you have had similar experiences and would like to share them with our readers, please feel free to send your comments to us:

either -- Brother John S. Wozniak, FSC
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Our work with project continues well. We are re-planning and re-writing various parts of the materials you received during the seminar last summer. We also manage to find time to spread the good word on the new social history.

During the spring, we will be presenting a short workshop session in the western part of the state, at Worthington. Jim and Al promise us that the local equivalent of Winona's "Betty Jo's" is bigger and better than ever. We're looking forward to making a quantitative comparison.

John

HIGH SCHOOL CLASS REBUILDS ROCK COUNTY HISTORY

By T. Jean Harrison

Students in the two sociology classes at Luverne High School are working on a project that will be valuable for many years in the future.

The material involves facts and figures from many years in the past - census years of 1880 and 1905, to be specific.

By the time the project is complete, the students will know the number of servants in the households in Rock County in 1880 and 1905; the number of students and the number of teachers in Rock County in 1880 and 1905, the literacy ratio of the residents of Rock County in 1880 and 1905.

Quantitative Approach to Social Studies, the complete name of the nine week program, started with a grant from the National Humanities Council to St. Mary's College, Winona.

Twenty high schools throughout the state were selected to take part in the pilot program developed by the history department at St. Mary's College. Luverne High School and Worthington High School applied as a team from the southwest corner of the state.

David Shapley, from Luverne, attended a two week summer seminar at St. Mary's as an introduction to the program. During the seminar, categories of information were defined.

Just four weeks ago, the students started with micro-film copies of the 1880 and 1905 census in Rock County. Since that time, each name on the census has been transferred to a computer-size card that includes 37 categories of information.

The card for Pierce J. Kniss, for instance, notes that the well-known early Luverne resident was 40 years old at the time of the 1880 census. His listed occupation was banker.

The card also shows that Kniss was born in Ohio. His father was born in Pennsylvania and his mother in Ohio.

On the basis of the census information, the students have discovered that P.J. Kniss and two borders, one a seamstress and one a surveyor, in the large house now owned by the Richard Welch family. He did not, however, have a servant.

The students know that Kniss could read and write. By the time the project is complete, they hope to know the value of both his real and personal property, his religion, his political association and the organizations he joined.

The students in Shapley's class have three boxes of computer cards for the 1880 census. The students in Keith Erickson's class have nine boxes of computer cards for the 1905 census.

"The hard labor is finished," Shapley said. "The cards have all of the basic census data and now we can start adding information and reviewing."

The excitement for the project extends from the

county commissioners, who provided \$100 to purchase the micro film copies with the provision that the final reports be filed at the Rock County Library and with the Rock County Historical Society, to the students.

"The students have really become involved in this project," Shapley said. "They find names familiar throughout Rock County and they can compare life yesterday with life today. We can learn a lot about today by studying yesterday."

The students will soon know how many people from Rock County immigrated from Norway and other countries, how many immigrated from Ohio like P.J. Kniss and other states. They will be able to compare the growth of Rock County in comparison to the growth of Worthington County and others in the pilot project.

"This project will provide valuable information for many people," Shapley said. "It is a project that can continue, with a new census year added each year. Within several years we could have very complete information about the history of the people of Rock County."

Just before the nine week period is over, the students from Luverne will go to Worthington High

School to give a report on the information they have compiled. The Worthington students, in return, will present their information.

All of the facts and figures will be transferred to the school computers and within the next year the students from Luverne or Worthington will be able to go through the computer and compare their information with counties in other parts of the state.

"All of the information will be available," Shapley said. "In addition to the reports on file, county residents can request specific information from the computer."

And the students hope that county residents will help provide some extra information. Several churches have contributed directories and others are needed. Specific details about people living in Rock County in 1880 or 1905 also are needed.

"The census information provides lots of material that is not available in other places," Shapley said. "Now we are expanding that material with information from the Registrar's Office and the various cities throughout the county. Any additional help that we can

get from residents of Rock County will be appreciated."

Students working on the project in Shapley's class include Roger Anderson, Lori Baustian, Deb Bittner, Mark Buffington, Ladonna Cleveringa, Todd Cook, Marilee Dorn, Amy Dougherty, Harold Dunkle, Orvin Green, Dan Hamann.

Randy Haycraft, Judy Horn, Kathy Hocking, Ronda Gacke, Carrie Johnson, Kenny Lonneman, Kristin Menage, Terri Nath, David Sanny, Janelle Severtson, Donna Swenson.

Dean Tofteland, Kevin VanWesten, Audrey Van Wattering, Greg Watts, Mike Winter, Cindy Wulf and Shelly Zinnel.

Students working on the project in Erickson's class include Kandy Ailts, Karla Braa, Tim Birkeland, Sandy Christensen, Mike DeSplinter, Teresa Eiter.

Debbie Hamann, Brad Harms, Al Hartz, Jennifer Holm, Tom Herman, Bruce Haraldson, Cathy McClure, Todd Mulvihill, Curtis Pluim, Mark Spease, Diane Stroeh, Terry Schneekloth.

Nancy Vander Brink, Marilyn Vander Vliet, Debbie Walgrave, Kevin Wenzel, Jon Wildung and Beth Wyffels.



I am fresh from four American History classes and pleased because I keep hearing remarks like "I like this unit; it is putting me in American History." However, it hasn't always been that way in my "bottom up" history course.

In the first quarter when I introduced the concept of ethnicity by using the exercise we did in the summer seminar, I could not get the students or their parents to relate to the terms. They couldn't see any examples of ethnicity in their families. I had to let the matter rest and plan another way of approaching the concept.

The next quarter the students were given the first two chapters of Brother John's This is My Family.

1. Genealogical Research, and 2. Three Generations of History. These were introduced by Brother John just before Thanksgiving. He showed the students how to spot general American ethnic patterns by utilizing the genealogy of his own family.

The students were given the assignment of completing their genealogies plus answering a few questions such as nation of origin. They were to go back only to their grandparents. When the students turned in their assignments I had them develop their own family patterns and identify ones that were ethnic in origin. Some students came up with fifteen to sixteen possibilities.

I started the third quarter with the immigration unit. I planned on tracing the immigration movement in American History and introducing quantitative history by doing the 1880 Edina census. This unit is not yet completed.

Perhaps the best way to relate the student activities employed to complete the two units on "immigration overview" and "quantitative history" would be to list the actual daily student activities.

1st Day: Gave the genealogies back to the students and had them form research groups for immigration history. These groups were formed according to when the students' ancestors emigrated from the country of origin. Each class divided nicely into the following five groups.

1. before 1880
2. 1880 - 1850
3. 1850 - 1900 (settled outside of Minn.)
4. 1850 - 1900 (settled in Minn.)
5. 1900 to today.

The groups were assigned the following topics. There were to be researched and presented orally to the class.

1. History of country of origin at time of immigration.
2. The crossing, arrival, and immigration laws at time.
3. The settling in new country.

2nd Day: Mr. Dudley Parsons born in Edina 1908 gave a slide lecture on the early history of Edina and its growth as a suburb. Since he was former head of Audio Visual Department for the Minneapolis School System and past president of Edina's historical society, he really made Edina's history and growth a very real thing to every student.

3rd Day: Students were given a plat map of Edina in 1879. They located their homes on the former farmsteads. They were also able to locate many farm homes which are still in existence. They also located key roads, the original mill, school sites, and the original town sites.

4th Day: Dr. Crozier introduced the counting cards. The students were all given folders with pages from 1880 census and plat maps to help them read script names. Edina was incorporated shortly after 1880 so we were studying our founding fathers.

5th and 6th Days: Card Counting. I have a student who will program the information. The students did some practice exercises to experiment with quantitative history.

After the library research the groups presented their chronological story of immigration. This was interesting, for the myths and stories from family histories added a new dimension to their reports. I concluded this section by showing the movies People, People, People and Immigrant Experience. The former movie is a short clever cartoon that summarized the material presented in the student panels.

Some thoughts about the work so far. Everything took longer than I had planned. It was difficult locating map and census material, Edina didn't exist in 1880. I obtained needed information from Minnesota Historical Society and the Archives. The counting cards also took time. Students were not precise and I had to check and recheck information.

Mardonna Bartholet

Working with the materials from the Minnesota Social History Project made me feel like a first year teacher again in that my planning was "one day at a time." It was fun and beneficial, but it was because of the materials and procedures that Bill and John had put together. I really feel like I did not utilize them nearly as well as I should have.

Scanning the newspapers from 1880 and 1905 was our first undertaking and seemed to work well as an introduction to local history. We did not do any quantitative studies with the papers.

The people at the LaCrosse Public Library thought I was crazy when I told them I wanted the entire 1870 census of the city of Winona photocopied. I finally convinced them that history teachers have some strange peculiarities and that I was nearly sane.

Each of my one hundred and thirty students was given one page, forty names, to record on data cards. The remaining sheets could be done for extra credit and I had more requests than I had census sheets. I should have studied the sheets more thoroughly before handing them out. When I had to answer questions about who goes on what color card, etc. I had to do too much guessing and was probably not consistent as I should have been. A few times the students would not even get up to go to lunch when they were excused. That nearly gave their instructor a cardiac arrest. I had them call me to their desks when they found something interesting and I in turn would pass it on to the rest of the class and other classes. I stressed the idea that they were working with an original source and they thought that was "pretty damn important." Also, that they were doing quantitative history and although this wasn't the ultimate answer to things historical, it was another approach and the experience would be good for them. They bought it.

Learning something from all of those cards seemed to be the next step. Since I could not have five classes working with the cards all at once, I decided to have two accelerated classes go first. Each student picked a hypothesis to test. They were to tabulate, make charts and graphs and a written summary of their findings. They were then to present their findings to their class. I will have their papers at our gathering next June if anyone would like to see them. This is where I made my biggest mistake. I had every intention (road to hell.....) of having my regular classes test a hypothesis also, but, but, but... It was three weeks before the two classes finished their presentations, we were passed the unit in local history in the other three and I had to finish World War I by the end of the semester and the heads of household cards from two of Winona's wards went up in smoke when one of the kids' house burned down, so the regular classes did not get to test a hypothesis. Anyway, I feel like I planted a nice field and then did not get around to harvesting it in the case of those three classes.

Part of our study of local history was something called "contribution day." Each student was to find one artifact from the 1865 to 1918 time period and bring it to class. We had quite a museum on this day. Old letters, cherry pitters, a beautiful case used by a seamstress of the day with needles, thread, etc. still in it, old watches, etc.

Feeling a bit guilty about not working some traditional history into our unit, I decided to give the accelerated classes a fifteen page history of Winona. I thought I would give this to the regular classes later also. I told the kids that they were to learn the materials by themselves and then we would have a test on it. This phase of the unit "bombed" quite completely as the statistics evaluating the unit will show.

In summary, I think and feel that the materials and ideas put together by Bill and John have tremendous potential. I feel I did not utilize them as well this year as I hope to next year. I am looking forward to learning from the experiences of other MSHP members when we gather next June.

RESPONSES FROM A STUDENT EVALUATION OF A UNIT ON LOCAL HISTORY USING METHODS AND MATERIALS DEVELOPED BY THE MINNESOTA SOCIAL HISTORY PROJECT

WINONA SENIOR HIGH SCHOOL, DECEMBER, 1978
 AMERICAN HISTORY SOPHOMORE CLASSES
 MR. PETER JOHNSON, INSTRUCTOR

PART I: STATISTICAL

In comparison with a lecture/discussion course did you

1. Find the Procedures:

More Interesting	32	64%
Less Interesting	7	14%
Equal Interest	11	22%
	<u>50</u>	<u>100%</u>

2. Find the Methods:

Equal Value	19	38%
Less Value	6	12%
More Value	25	50%
	<u>50</u>	<u>100%</u>

3. Learn by This Method

More	24	48%
Less	6	12%
Same	20	40%
	<u>50</u>	<u>100%</u>

4. Your Participation in Class:

More	23	46%
Less	9	18%
Equal	18	36%
	<u>50</u>	<u>100%</u>

5. Would you Recommend These Methods to A Friend or Teacher?

Said Yes	36	72%
Said No	8	16%
Said Maybe	4	8%
Did Not Respond	2	4%
	<u>50</u>	<u>100%</u>

PART II: WRITTEN RESPONSES (SELECTED)

QUESTION: WOULD YOU RECOMMEND THE PROCEDURES FOLLOWED IN THE CLASS ON LOCAL COMMUNITY HISTORY TO A FRIEND OR ANOTHER TEACHER?

ANSWERS:

Yes, it offered a wide variety of areas and teaching methods to cover one topic. It was very interesting and fun. Interest was not easily lost.

Yes, at first I thought it was dumb but then I got more interested.

Adds a little personality to history (studying your own town). Methods OK.

Yes, I think it's a good way to really get involved in what's happening instead of memorizing a chapter in a book then taking a test on it.

No, I wouldn't recommend the procedures to a friend, or to another teacher. It was not as effective a method for learning as perhaps a more book-oriented method.

Yes, I think the whole unit was much more interesting than simply reading something from a dumb book and memorizing it.

Some of them - not all. I would not recommend the narrative history overall.

QUESTION: RECORDING FROM THE CENSUS SHEETS:

RESPONSE:

That got a little boring except when something out of the ordinary popped up. I did learn from them however.

Was a good and new experience. Learned a lot about Winona. Learned what a census chart was.

It took a lot of work to each one but I think the end result was worth it for there were many different and interesting facts that we found. These are things that text books don't have so I thought it was well worth the work.

Boring. All you did was fill out cards to get it done. I didn't really learn much.

FANTASTIC! Learned about the actual people too bad they aren't more detailed.

It was kind of repititious work but it was kind of fun to see some names you knew and to see where they had originated from.

This was very boring but necessary if you have to do a hypothesis.

Some of the information collected was really of no use, but the majority was very interesting and informational.

I thought that this was a better way to find out about the people of Winona rather than having the facts thrown at you and you being expected to know them.

Seems a little bit long and tedious but well worth in the long run.

I thought this was good. You could take a family on the chart and see how they lived. You learned to see how a family was.

Recording from the census sheets was something very new to me and I enjoyed doing it, but it should only be done once a year.

One strength would be that we got to find out about the different kinds of people in Winona. Use it in the following years.

I like it - gave me the opportunity to look at and get a feel for the data and that helped a lot with my hypotheses.

Boring !!! I wouldn't recommend it. I felt it was just filling up time.

This, once again, was not very important. It was just slightly entertaining, but shouldn't be done again.

Was a little boring but was fun and interesting.

Gave me a good look at what researchers have to go through. Good.

This was my favorite because you could find out about the personal lives of the people of this time.

It was kind of boring. I suppose compiling facts is many times boring, so it should be left like it was. It's good experience.

QUESTION: TESTING YOUR HYPOTHESES

RESPONSE:

That was long hard work for me but I think it was worth it. I also felt so business-like when I was doing it. I like that!

I thought this area was fun and interesting. You really got to work on various topics that you wanted to know about. I thought it was rewarding.

Was a good way for individuals to bring forth their personal contributions to the class and it gave you a sense of accomplishment and responsibility.

I thought the hypothesis were a great idea because many of us had misconceptions on what we thought went on during those days.

Needed more in class work for it, because of time consuming processes.

Very good. It's better to go into more depth. I wish we had more statistics to compare to. I wish we could do something like that again.

Makes you think logically. Gives new insight.

Probably the most educational because you took something you thought might be true and then proved or disproved it. You also got to hear other people. Gave you a chance to use your information from other types of methods.

At first you get tongue-tied because you don't really know how to begin. But after you break the ice it's not too bad. I would use it again.

You really were able to think on your own. It gave us a chance to really think about the Winona history.

I thought this was a hard project but I feel that I learned alot from it. Use this once again because everyone can learn from it.

This was the most important as far as I'm concerned. I think that there could be a whole class that just worked on hypothesis. I really learned a lot, and kept wanting to test more and more as I got into it.

It was the best part of the whole unit for me, I really liked it.

Very valuable. It also gave us a chance to do a type of research that isn't used in school too often. It also was informative. The problem is that the census sheets weren't very detailed.

Kind of a learning experience for a mathematician.

A lot of work but you can find out so much and learn so much that this is probably the best method to find things about Winona.

It gave a person a chance to think up his own ideas, search them out and prove them.

A good way to learn about history not just important things, but also small things that history books don't write.

I learned alot from doing mine but really didn't get too much out of others. Maybe groups could do them and each group do maybe 3 together. More would be accomplished.

QUESTION: NARRATIVE HISTORY OF WINONA

RESPONSE:

I probably learned the most from that. I learned of the earlier Winona. All in all, Mr. Johnson, you did a good job!!!

It was good to know. But all we did was memorize the facts about a week later most of it was forgotten. I learned more from the hypothesis.

Boring, I hate memorizing facts.

The history was interesting, but a little boring.

I felt that this had a lot of information its just that it took so blasted long to read it. If a few questions were provided with it, it might have given us an idea of the test.

It was a little boring reading all of it. It was too long. If read, in the right frame of mind, though, it's interesting.

It was all right. Too much like regular history.

Boring. Not interesting in the least. It needed to be said, without it, our other information would have been useless unless it was replaced by another method.

I thought this was by far the most important thing. It was very interesting and important, and should be done again.

Memorizing of stupid facts. I had the same kind of training in a 4th grade English class.

Pretty boring because it was so long, mainly facts, but it is important that you know this so it's all right.

Instead of narrative history you should have each person do 2 hypothesis instead of this

I thought this was the most boring and uninteresting thing I've ever read. To tell the truth Winona history is quite unique but really doesn't correspond with history at that time.

QUESTION: NEWSPAPER SCANNINGRESPONSE:

That was fun! It was nice to compare what went on then to now. Next time it would be a good idea to have an up-to-date paper right next to the old paper and compare.

Very interesting. Should be used again. More time so you can read more.

I was intersted to see what difference our newspaper was compared to back then, but this didn't help me on my hypothesis.

I thought this was interesting because you got to read how the people wrote and thought. It was a good method because you read what the main issues were at that time.

Interesting but, maybe should have had a date that had some famous historical happening on it so that students would be able to compare the reaction that the people had then, to the way they view it now.

Very interesting to see what a newspaper was like back then and compare it to todays. It should be used again.

I enjoyed this section of the study. It proved most interesting and educational. It allowed students to draw their own conclusions and work individually.

Everyone can find something interesting in newspapers and I feel this method is good for learning history.

We learned about the various jobs in Winona. We learned about the different lifestyles which was good. The only thing bad about the newspapers was that it didn't give us all the actual facts. (some could have been wrong) It is good the way it is. I think it should be used again.

I think the newspaper scanning section should be left as it was. Students can talk to each other and compare their findings. That way, each student gets more information.



**Minnesota Social
History Project**

Saint Mary's College
Winona, Minnesota 55987

MISHAP

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March 1979

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FROM THE EDITOR'S DESK

We are very pleased to report that the project has been reported in three influential journals in the social sciences: Network News Exchange, a publication from the Society for History Education (articles that appear in this newsletter normally deal with curriculum, lesson plans, and observations on the teaching of history) -- it is published by Northeast Missouri State University, Kirksville, MO; Historical Methods, THE publication in quantitative history in the United States (articles that appear in this journal normally deal with scholarly topics attendant to problems in quantitative history; the five cities study which served as the basis for two of our newsletters first appeared in "Historical Methods" -- it is published through Heldref Publications; Quantum, a West German publication in quantitative social history.

During the month of March, Bill and I attended the Missouri Valley Historical Conference in Omaha, Nebraska. We both presented a series of papers explaining the project and spoke before one of the largest audiences at the conference. From the questions we received during the presentations and from subsequent correspondence, we apparently made a very good impression. Individual teachers are particularly impressed with our down-to-earth attempts to make American social history "alive" for students.

Bill recently attended the Conference on State and Local History, hosted by the Newberry Library in Chicago. While at the conference, he explained the project to the other participants and received a number of warm reactions.

As a result of our many contacts, the audience for our newsletter has grown enormously. Originally, we had intended the newsletter for less than 100 persons. At current writing, we are near 1,500 indivi-

dual copies per newsletter. As a result, we are falling a bit behind in the publication of individual editions. We hope to be up to date by late April or early May.

This month's edition of the newsletter will be a pivotal issue for many of our neophyte readers. It is organized by the director of the project, Dr. William Crozier (Bill). We have recently received numerous inquiries for a systematic description for initiating a local project similar to the Minnesota Social History Project. Thus, Bill will deal with such topics as the nature of census data, acquiring readable copies of the census material, accessioning the data, placing that data in a format that can be manipulated and compared with other quantifiable data, generating categories from the data, the applicability of such categories to local data, and so on. It's a real "nuts and bolts" newsletter.

john

SPECIAL NOTE TO OUR PARTICIPATING TEACHERS

By this time, you should have received detailed information on this summer's seminar. If you have not received this information, please inform Sandy at once so that she can get that information out to you.

Of particular importance is the short form on which you are asked to indicate your housing preference. Please fill in all the required information and send this item to us as soon as possible so that we can finalize your living arrangements on campus with our business office and food service.

The basic premise of the Minnesota Social History Project is that American History can be better taught and more actively learned by using the experiences of the people of a local community as a reflection of the national experience. For Minnesota, this approach is especially valid for the period 1850-1920. A period in American History characterized by three major historical trends - immigration, urbanization, and industrialization. Local examples of the impact of ethnicity on occupation, social structure, and politics are much more memorable for a student than reading a history text. The processes of industrialization and urbanization may be traced in classroom exercises that utilize data gathered on local communities from routinely generated records like the manuscript census, tax rolls and school records in combination with traditional historical sources - newspapers, monographs, county histories, and other published sources.

The Minnesota Social History Project is particularly interested in transforming routinely generated sources to a format that may be used for classroom exercises in analyzing and interpreting a local community's history. In order to achieve this objective we have designed and tested many forms and classroom guides that expedite the transformation of data on individuals from microfilm or original documents to a form that is easily completed by secondary and undergraduate students. We have developed a process that includes data gathering (selection of sources) transcription (transformation of the data on the source to individual record files) and analysis and interpretation (aggregating and crosstabulating data from the individual record files to make data tables for an entire community that is used to reconstruct the history of the local community). Many of the ideas we present here originated with the Canadian Social History Project and were shared with us by Chad Gaffield (now of McGill University, Montreal), Ian Winchester (University of Toronto) and John Grant (Sackville High School Nova Scotia). Richard Jensen (Family and Community History Center, Newberry Library, Chicago) also contributed ideas we have incorporated in our materials. We have, of course, modified and adapted these ideas to fit the needs of our project and accept the responsibility for the materials described in this newsletter.

THE SOURCES

The Constitution of the United States required that a federal census of the population be taken each 10 years. Beginning in 1790, the document used to take these censuses was called the Manuscript Census. This is the actual form containing the information on individuals that was to be completed by a census enumerator as he took the census by going from door to door. The amount and quality of information on the manuscript census varies from census to census. Prior to 1850 detailed information was listed only for the head of household, thus these censuses are not as

valuable for social historians as the census of 1850 and those taken there after.

The manuscript census is a tabloid or regular newspaper size document that contains on one sheet 40 to 50 lines of information, each line containing the information for an individual person. Standard bits of information contained on all federal manuscript censuses from 1860 to 1900 are household numbers, name, age, sex, color, occupation, place of birth, and an indication whether the individual was deaf, dumb, blind or insane. Information that appears on some censuses, but not all, are parents birthplace, marital status, school attendance, political qualification, value of real and personal estate. In 1880 and 1900 the household relationship of the individual was listed. Figure 1 contains a layout of the information that is available on each of the federal manuscript census from 1850-1900. Beginning in 1865 and every 10 years thereafter, through 1905 the state of Minnesota also took a decennial census. These censuses are valuable tools for the social historian but they do not contain as much information as the federal decennial census until the state censuses of 1895 and 1905. These two latter censuses are quite useful for the social analysis of a community. (see Figure 1)

By selecting the information available on the manuscript census and reducing it to a form that is suitable for the classroom, the historian can develop a "snapshot" of a community as it existed in the past. The manuscript census thus provides a picture of a community of people as they existed at a specific period of time. When information from other documents is added to the basic information provided on the manuscript census much more can be learned about the people of a community, thus linking one source, the manuscript census, to many other sources provides an excellent means by which students and teachers will learn more about their community. The manuscript census is the basic document used in the Minnesota Social History Project because it is readily available and contains the basic social information for each individual living in a community during a census year. It is an excellent individual information file which can be added to by linking it with other sources that provide excellent materials for classroom studies in local communities. Among these sources are routinely generated records like tax rolls, birth, marriage, and death records, and educational records. These sources may be added to the data gathered from the manuscript census to provide a substantial file of information on each person living in a community at a specific period of time. Most of these records are public records and are relatively easy to obtain.¹

¹ many of these documents contain personal information about people who lived in the past, information that could be used to embarrass them (if still living) or their descendants. People, living and dead, have a right to privacy and should not be ridiculed because of their ethnic, social, or economic status or other conclusions that may be drawn from the data. These documents provide excellent ways to study the history of a community and its people but these documents and the information they contain about individuals should be treated with respect and responsibility.

FIGURE 1
 INFORMATION ON INDIVIDUALS
 ON THE
 MANUSCRIPT FEDERAL CENSUSES

page 3

	<u>Territorial</u> <u>1850</u>	<u>1860</u>	<u>1870</u>	<u>1880</u>	<u>1890</u>	<u>1900</u>
1. Household Number		X	X	X	M	X
2. Name		X	X	X	i	X
3. Name Head of Household only	X				n	
4. Age	X	X	X	X	e	X
5. Sex	X	X	X	X	s	X
6. Color	X	X	X	X	o	X
7. Occupation of males over 15	X				t	
8. Occupation		X	X	X	a	
9. Value of Real Estate	X	X	X		S	X
10. Value of Personal Estate		X	X		c	X
11. Place of Birth	X	X	X	X	h	X
12. Father's Place of Birth				X	e	X
13. Mother's Place of Birth				X	d	X
14. Father of Foreign Birth			X		u	
15. Mother of Foreign Birth		X			l	
16. Married within Year	X	X	X		e	X
17. Attended School within yr.	X	X	X		s	X
18. Over 20 can't read or write	X	X	X		D	X
19. Male US Citizen 21 yr. and up			X		e	
20. Deaf, Dumb, Blind, Insane Pauper or Convict	X	X	X	X	s	X
21. Address				X	t	X
22. Ward				X	r	X
23. Precinct				X	o	X
24. Years in District					y	
25. Years in State					e	
26. Marital Status				X	d	X
27. Household Relationship				X	I	X

The following information is available on the 1900 Manuscript Federal Census: date of birth; number of years married; number of children born (for women only); number of children now living (for women only); year of immigration if foreign born; naturalized; literacy; ability to speak English; whether on a farm; home owned/rented; if owned-mortgaged.

INFORMATION ON INDIVIDUALS
ON THE
MANUSCRIPT MINNESOTA DECENNIAL CENSUS 1865-1905

	<u>1865</u>	<u>1875</u>	<u>1885</u>	<u>1895</u>	<u>1905</u>
1. Household Number					X
2. Name	X	X	X	X	X
3. Age	X	X	X	X	X
4. Sex		X	X	X	X
5. Color	X	X	X	X	X
6. Occupation				X	X
7. Value of Real Estate					
8. Value of Personal Estate					
9. Place of birth		X	X	X	X
10. Father's Place of Birth					X
11. Mother's Place of Birth					X
12. Father of Foreign Birth		X	X	X	
13. Mother of Foreign Birth		X	X	X	
14. Married within year					X
15. Deaf, Dumb, Blind, Insane	X		X	X	X
16. Address					X
17. Ward					X
18. Precinct					X
19. Years in District				X	X
20. Years in State				X	X
21. Marital Status					X
22. Household Relationship					
23. Soldier in Service June 1, 1860	X				
24. Soldier in Civil War Spanish/Am. War			X	X	X
25. Months Employed in Previous Year				X	
26. Previously Enumerated in Census				X	

In addition to the public sources listed above there are many sources which are often ignored by historians. A description of some of these sources that existed in Winona County during the 19th century will indicate the rich social data that is available in what are apparently mundane sources.

Nineteenth century merchants obtained credit information from companies that investigated and reported on the credit rating of individuals within a community. A publication entitled The Credit Experience Guide, 1899 is a valuable source for the social history of Winona. This book published by the Merchants Mercantile Agency of Chicago contains the names, occupations, and credit rating of hundreds of individuals who lived in the area that included Winona, Minnesota. The credit rating signified if the individual was a good, fair, or poor credit risk. The names were published in alphabetical order facilitating the linkage of this information to the basic individual information file.

Many churches and fraternal organizations published membership lists and/or lists that noted payments to their organizations. These lists also provide additional information which is helpful in studying a local community. St. Stanislaus Kostka Church was a prominent Polish parish

FIGURE 2

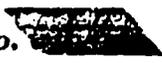
The Credit Experience Guide, 1899

The ownership of this book by THE MERCHANTS MERCANTILE AGENCY remains absolute.

THE CREDIT EXPERIENCE GUIDE

Being the compiled reports upon those who obtain credit from the business men of this district, which reports are furnished this Agency by its Subscribers, who are governed in so doing by their actual experience in extending credit to the parties rated, as indicated by certain letters associated, standing alone, or preceded by figures.

Winona, Minnesota District

No. 

This Agency does not presume to express an opinion on or guarantee the correctness of these reports

Entered according to Act of Congress, in the year 1899, by The Merchants Mercantile Agency, in the office of the Librarian of Congress at Washington, D. C.

CHICAGO.

THE

Merchants Mercantile Agency

INCORPORATED.

in Winona's history. St Stanislaus was the parish of the Polish community that lived on the East End of the city. In 1915 the parish published a register or index of payments made by the then present members for the church, the school, and the high school. In addition to the financial information that was available in this index, the list also indicated women who were widows, and those women who were single. Lists such as this one are usually alphabetized and again this simplifies the transcription to the individual record that is being maintained.

County histories such as that published by Francis Curtis-Wedge for Winona County were common in the 19th century. Most of these histories were subscription histories edited by a professional editor and written in part by members of the local community along with a professional staff. These county histories contained a glowing, noncritical history of the community as well as biographical sketches of its prominent citizens. Among the criteria for becoming a prominent citizen was purchase of space in the book. These county histories are often called "mug books" or "vanity histories". In any case, these histories are valuable sources because they do contain a factual record of a community and much of the information in the biographies is reliable. This information can be easily added to the individual file.

FIGURE 3
ST. STANISLAUS CHURCH REGISTER

WYKAZ WPLAT
::: obecnych członków :::
Parafii Św. Stanisława Kostki,
WINONA, MINN.
Od roku 1894---1915.

Wpłaty wynosić powinny:

	Na kościół	Na szkołę parafialną	Na reparaцыя	Na wyższą szkołę	Opłata
Klasa I	\$100.00—	\$50.00—	\$17.00—	\$15.00—	\$182.00
Klasa II	75.00—	50.00—	17.00—	15.00—	157.00
Klasa III	50.00—	50.00—	17.00—	15.00—	132.00
Klasa IV	25.00—	50.00—	17.00—	15.00—	107.00

Dla tych, którzy przybyli do parafii po roku 1898, o \$10.00 mniej na reparaцыe.

	Na kościół	Na szkołę parafialną	Na reparaцыя	Na wyższą szkołę	Opłata
Anglewicz Jan.....	\$15.00		\$12.00		\$27.00
Anglewicz Józef.....	35.00	\$10.00	5.00	\$ 2.00	52.00
Apka Jan I.....	81.50				81.50
Apka Jan II.....	70.00	50.00	17.00	10.00	147.00
Apka Józef.....	51.00	50.00	19.00	10.00	130.00
Bambenek Dominik Cz.....	10.00				10.00
Bambenek Franciszek.....	25.00	50.00	11.00	5.00	91.00
Bambenek Hieronim.....	10.00				10.00
Bambenek Ignacy H.....	10.00	5.00			15.00
Bambenek Jan B.....	25.00	30.00	5.00		60.00
Bambenek Józef.....	56.00	40.00	10.00		106.00

FIGURE 4

PORTRAIT & BIOGRAPHICAL RECORD

In addition to the regular county histories, the elite of many communities were the subjects of a portrait and biographical record such as the one that was written for Winona County in 1895. This is an excellent source for social data because each of the biographies contains information about the individual that is not available on the manuscript census such information as political party affiliation, religious affiliation, and membership in individual societies and clubs. These are important bits of information because when they are linked with other data they provide a valuable source for the social analysis of politics, for collective biographies, and for other uses. The major drawback to these sources is that they list only those individuals who fall within the elite group. Very few if any working class people are listed in publications of this type.

PORTRAIT AND BIOGRAPHICAL

RECORD

OF

WINONA COUNTY, MINNESOTA.

Containing Biographical Sketches of Prominent and Representative Citizens of the County,

together with Biographies and Portraits of all the Presidents of the United States.

LARK CITY PUBLISHING CO.

CHICAGO:
CHAPMAN PUBLISHING COMPANY,
PRINTERS AND BINDERS.
1895.

FIGURE 5

Another excellent source of social data that can be linked to the manuscript census are publications like C.E. Goldsborough's A Complete List of Real and Personal Taxpayers in Winona County, 1891. Books such as this were published periodically and they list the current tax value of real and personal property held by individuals within the community. In most cases these records are alphabetical according to the neighborhood or residential addition in which the individual lived. Linking this information to the basic record is a little more difficult because some individuals owned property in more than one area, but with patience linkage is possible. The information in this type of record is valuable for establishing economic status within the community. Also available on this record is the amount of the mortgage that is owed by each individual holding a mortgage at this specific period of time, another indicator of social status.

The sources described above were not meant to be exclusive. Many other sources exist that can be linked to the basic file for each individual, for example, there are association and club records, fraternal membership lists, county or state atlases, and bank and business records are another source that have valuable information if they can be obtained. In some communities political party records and voting lists are available, fraternal insurance lists are another source of social information. The Canadian Social History Project has used local newspapers as an additional source for adding information to the individual data file. The Canadian Social History Project indexed and quantified the data that was printed in the local newspapers about indivi-

A COMPLETE LIST

Real and Personal Property Tax Payers

WINONA COUNTY, MINNESOTA.

Revised and corrected up to January 1, 1901, including all Judgments, Mortgages, Post Office Addresses, Etc.

COMPILED BY
C. E. GOLDSBOROUGH.

WINONA
MORNING INDEPENDENT PUBL. CO.
1891.

238

ORIGINAL TOWN

	Sec.	Acres	Real Est. Val.	Per. Prop.	Post Office Address
Wilson, Thomas, in	36	37.42			
Younans Bros. & Hodgins,					
lots 1 and 2.	15	16.80	600		
Younans Bros. & Hodgins,					
lot 1, of	22	70	100		
Younans Bros. & Hodgins,					
lot 11 and 12.	16	26.50	500		
Younans, Addison, & Harry					
S., in Eyan's, sub lot 28.	38	3.50	1100		
Yeaton, Oliver, lot 25.			150		
Yale, Mary L., out lot 1, in	27		100		
Zenck, John, lot 3 and 11,	27		200		
Zenck, John, Jr., lot 2, in	28	20	800		
Zenck, John, Sr., sub of lot 3.	21		800		
Zenders, Fred, C., in King					
St., lot 12.	21		800		
Zerbach, Henry, out lots,					
of lot 6.	26	1	175		

WINONA--ORIGINAL TOWN.

duals in the community, this of course, is almost a project in itself but it illustrates uses that can be made of sources that are available in every community if teachers and students are willing to put forth the effort to gather as much information about their community as possible. Because the sources for local history are varied in size, shape, amount and type of information. It is necessary to establish a common data file for each individual that combines the data from the various sources and that is easy to use in the classroom. The Minnesota Social History Project has developed basic cards for this purpose called the Individual Biography Card or IBC and the Family Biography Card or FBC. These cards are designed to provide a form which may be easily completed, linking a number of different historical sources to a standardized form that is easily manipulated in the classroom to analyze and interpret the data. These IBC's and FBC's have been classroom tested in a number of secondary and undergraduate classes in Minnesota. The cards have proven to be easily completed by students from the 8th grade thru college age and easily manipulated in the classroom as a means of analyzing data on a community for the interpretation of the communities history.

THE INDIVIDUAL AND FAMILY BIOGRAPHY CARD

A major problem faced by teachers who wish to use local community records as teaching materials is how to get the information on the records which are either difficult to work with or inaccessible for the classroom applications (in local historical societies or libraries) into a form that is easily understood and manipulated by students. The most practical means we have found to accomplish this was to develop an Individual Biography Card (IBC) that contained the necessary information and that could be used as a counting card in the classroom to list, cross-tabulate, and compare different categories of information, like place of birth, occupation, age, literacy, marital status, residence, and amounts of real and personal property. In this newsletter we will describe two IBC's that have been designed and classroom tested in both secondary and undergraduate classes and a Family Biography Card (FBC) that was designed to include the data for an entire family for analysis--these FBC's were used for the analysis for an upcoming article in MISHAP on comparative family and household structure during the period 1850-1880.

These cards are economical and easy to produce. All that is needed is a stencil, colored card stock, and a mimeograph machine. If your school provides funds for printing, a better quality card may be produced (they look better but add little to the important work of transcription and analysis). Some schools have graphic departments that welcome projects for use in the school in case you wish to design your own card. The cards used by the project are color coded by

household relationship to expedite classroom manipulations and exercises. Color coding allows students to work with sub-groups of the population-heads of households, children, boarders and so on. The following color code is used by the project:

Green -----	Head of Household
Blue -----	Spouse
Yellow-----	Children
Ivory -----	Boarders/lodgers (an important group for analysis in the 19th century.
Golden Rod-----	Others - parents, grandparents, inlaws, employees, prisoners

DESIGNING AN IBC/FBC

The cards described in this article may be used as models or you may wish to design your own. If you design your own you may design it prior to introduction in the classroom or use the design phase as a classroom exercise that allows students to study the basic document (manuscript census) in order to determine how to most accurately transfer the information on the document to a card that will be more efficient for classroom use. An advantage to designing the card in class is that it requires the students to study the document thoroughly and it involves the students in a decision-making process to determine the design that best fits the document.

Some IBC's are designed to include only the specific information that is contained on the original document. All of the IBC/FBC's developed to date by this project are designed to be used with more than one document so that information on a number of sources on a specific individual or family may be "linked" together on one counting card.

The major points to consider in designing an IBC/FBC are:

1. Place the most significant information on the most easily readable portions of the card-the corners, top and bottom lines, and the areas of the side edges - in classroom work the cards are manipulated by "flipping through the deck", the position of the data increases the efficiency of this maneuver.
2. Leave some blank spaces (we always forget something)
3. The simplicity or complexity of the card should be determined based on the grade-level interest and ability of the students in the class. The card should serve to interest the students not to discourage them. A simple card may be best for introducing the method.

INDIVIDUAL BIOGRAPHY CARDS

Transcribing from the source to the IBC is done by completing the data blocks on the card with the information on the source - in this case - the census. The data blocks are arranged to facilitate manipulation of the card, not to correspond to the source, so care must be taken to put the information in the appropriate spaces.

FIGURE 6

INDIVIDUAL BIOGRAPHY CARD I
 INFORMATION TAKEN FROM 1880 FEDERAL MANUSCRIPT CENSUS

1 HH. Rel.	2 Surname	3 Other name	4 Occupation	5 Birth Pl.	6 Age
BOARDER	SMITH	MARGRET	SERVANT	IRELAND	50
7 FBP	8 MBP	9 Fr For Br	10 Mt: For Br	11 Mar. Sta	12 Sex
IRELAND	IRELAND			W	F
13 \$ Real Prop	14 Mar W/YR	15 Att Schl	16 Rd/write	17 M/Cit 21+	18 Color
			NO/NO	NO	W
19 \$ Per Prop	20 of/dmb/bl	21 Yrs/Dist	22 Yrs/State	23 Ward	24 Prec.
					25 Address
26 Cens Yr.	27 Religion	28 Assoc.	29 Clubs	30 Politics	31 Died
1880					
32 Source	33	34	35	36	37 HH Numb
					1

The IBC above is the first card used by the project for its reconstitution of the city of St. Charles, Minnesota. The card was designed to record the information on the 1880 federal census. Spaces for items were added to the card that were not on the census but were probably available in county histories, church records, and other sources. Figure 7, the IBC data list, indicates the proper location on the card for information transcribed from the census with a few explanatory notes. This form is a guide for the students during the transcribing process, due to space limitations abbreviations are used on the IBC, the guide for the IBC translates the abbreviation and gives further information on the item category, if necessary. When introducing the IBC and the manuscript census in class it is a good idea to lead the students through the IBC space by space and relate the information on the census sheet to the space on the card so that students recognize

GUIDE FOR TRANSCRIBING DATA FROM THE 1880 FEDERAL MANUSCRIPT
TO AN INDIVIDUAL BIOGRAPHY CARD, IBC I

Card Block Number	Data Item	1880 Census Column	Explanations, examples.
1.	HH. Rel.	8	Household relationship. Indicates relationship of person on the census to the head of the household or family. Household is the dwelling, it may be a single family dwelling, multiple family dwelling, a hotel, school, boardinghouse, or even a jail. The census enumerator normally indicated the first person in the dwelling as the Head of Household. If more than one family lived in the dwelling a separate family number was listed in column 2.
2.	Surname	3	Last name
3.	Other name	3	First name and initial
4.	Occupation	13	Laborer, physician, seamstress, works in mill. According to the instructions given to the enumerators (census takers) the occupation "housekeeper" was "to be reserved for such persons who receive distinct wages of salary for the service. Women keeping house for their own families or for themselves, without any other gainful occupation will be entered as 'keeping house'." NOTE! not all enumerators followed this instruction. Check these occupations with the household relationship, if the enumerator consistently indicated that a "wife" was a "housekeeper" he was probably ignoring the instructions.
5.	Birth Pl.	24	Minnesota, Hesse-Darmstadt, Indian Territory, Prussia (the Prussian group included Poles, Ukrainians, Bohemians, and Germans)
6.	Age	5	
7.	FBP	25	Father's birthplace
8.	MBP	26	Mother's birthplace
9.	Fr For Br	-	Father foreign born (category on 1870 census)
10.	Mtr For Br	-	Mother foreign born (category on 1870 census)
11.	Mar. Sta.	9-11	Marital status-single, married, widow(ed), divorced.
12.	Sex	5	Sex-male, female
13.	\$ Real Property	-	Amount of real property (category on 1870 census)
14.	Mar W/YR	12	Married within the census year

Figure 7 (cont.)

Card Block Number	Data Item	1880 Census Column	Explanations, examples.
15.	Att Schl	21	Attended school within the census year
16.	Rd/write	22-23	Indicator of literacy, if a slash appears on census person could not read or write. Response on card in that case would be no/no or other combinations according to enumerator's determination.
17.	M/Cit 21+	--	Male, Citizen 21 years of age or over (category on 1870 census)
18.	Color	4	W-White; B-Black; Mu-Mulatto; C-Chinese; I-Indian
19.	\$ Per Prop	--	Amount personal property (category on 1870 census)
20.	Df/Dum/bl	16-20	Blind; Deaf; Idiotic; Insane; Disabled
21.	Yrs/Dist	--	Years resided in the district (Category on 1895 and 1905 Minnesota Census)
22.	Yrs/State	--	Years resided in the state (category on 1895 and 1905 Minnesota census)
23.	Ward	--	Ward-information located on top of each census page if applicable. (only in larger cities in 1880)
24.	Prec	--	Precinct-information located on top of each census page if applicable.
25.	Address	--	Address. In cities, address located in first two (unnumbered) columns in census. Many cities in Minnesota did not have a house numbering system until after 1880.
26.	Cens Yr.	--	Census year-located on top of each census sheet
27.	Religion	--	Not on any U.S. census. Data useful for voting behavior and other studies. May be acquired from church records, county histories, and other sources.
28.	Assoc.	--	Associations. Not on any U.S. census. Useful for voting and status studies. May be acquired from membership lists, county histories, and other sources.
29.	Clubs	--	Same as associations but not as classy.
30.	Politics	--	Politics. May be acquired from county histories, newspapers and other sources. Not on any U.S. census.
31.	Died	--	Date of death. Not on census. May be acquired from burial records, death notices, obituaries. Indicator of upward mobility.

- 32. Source -- For data not on census. Indicate source of information
- 33-36 Blank -- Available information that is useful to collect and retain, for example, tax rolls, school records, marriage records.
- 37. HH Numb 1 Household number. (dwelling number) May be taken off census or may be an arbitrary number used for identification.

FIGURE 8

INDIVIDUAL BIOGRAPHY CARD II
 INFORMATION TAKEN FROM 1960 FEDERAL MANUSCRIPT CENSUS

1. Household Number 16	2. Family Number 16	3. Surname Langowski	4. First Name - Mid. Init. Joseph	5. Age 44	6. Sex M		
7. Birthplace Poland ^{APR}	8. Died	9. Ward 4	10. Precinct 4	11. Address # 353	12. Street SANBORN	13. Color W	14. Race W
15. Father's Birthplace Poland	16. Mother's Birthplace Poland	17. Marital Status M 13	18. Married within year	19. Household relationship HEAD	20. # of families in dwelling 1	21. # of persons in household M. 4 F. 4	22. # of persons in family M. 4 F. 4
23. Father foreign born YES	24. Mother foreign born YES	25. Clubs	26. Association	27. Reads			
28. Occupation LABORER Saw Mill	29. Vertical 5	30.	31. NO	32. Writes	33. # of relatives in household M. F.	34. # of relatives in family M. F.	35. # of children in family M. 2 F. 3
36. \$ Real Property 225	37. Function	38.	39. 5	40. Attends School			
41. \$ personal Property	42. Sector	43.	44.	45. Def/Dum/Bl	46. # of servants in household M. F.	47. # of servants in family M. F.	48. # of children in household M. 2 F. 3
49. Political Party	50. Education Level	51. OWNED	52. FREE	53.			
54. Religion	55. Male Citizen 21+	56. 1881	57. 19	58. NO	59. # of employed in household M. 3 F. 1	60. # of employed in family M. 3 F. 1	61. # of boarders in household M. F.
62. Years in district	63. Years in state	Minnesota Social History Project	funded by	National Endowment for the Humanities	St. Mary's College & Winona Minnesota		

that the transcription process requires them to make decisions in order to complete the IBC's accurately. IBC I is a relatively simple card, is efficient to use as a counting card because of its size, economical (three may be made from one 8½ x 11 piece of card stock on a ditto machine) and it may be used for most censuses with extra spaces for additional information from other sources. The St. Charles, Minnesota data Bro. John Wozniak used in the early issues of MISHAP was generated from a data set made up of this type IBC.

Another type of IBC that has been classroom tested is shown in figure 8. IBC II was designed for use with either the 1870 or the 1900 manuscript censuses. Not all the spaces were designated on the IBC to correspond with the information available on the 1900 census because that census has so much available information it would use up a minimum of ten more spaces, which would be applicable to that census alone. The transcription guide for (figure 8) IBC II does, however, designate spaces on the card for the data on the 1900 census--the purpose is to standardize the spaces so that students transcribing the data will put it in the appropriate spaces that correspond to the guide.

IBC II has a number of features that require explanation. The large spaces on the right hand side of the card (last three columns) are designed for extrapolated data, that is, data that was not entered on the census by the enumerator but may be determined by the students as they transcribe the information on the census to the card. For example students simply count the number of relatives in a family to complete item 34. For the 1900 census relatives are identified by household relationship in column 4 on the manuscript census. Data from this column also identifies servants and boarders to complete item #'s 46, 47, and 61. The purpose of the extrapolated data is to provide an opportunity for more sophisticated analysis. Each person on the census is described on this IBC by personal data taken directly from the census and the human environment of each individual is described by the columns that contain extrapolated data. This card requires more class time to complete and should be verified closely because students have to make more decisions to complete it accurately. It might be added here that opportunities for decision-making are part of the process of this project. The more active the student is involved in transcribing and analyzing the data the more interested they become in interpreting what it means once an entire community has been reconstructed. Many hypotheses arise during the transcription phase that may be tested with the data set during the interpretation phase of the project.

FIGURE 9

DATA LIST FROM 1870 AND 1900 FEDERAL MANUSCRIPT CENSUSES.
DATA LISTED TO CORRESPOND TO INDIVIDUAL BIOGRAPHY CARD II.

- | | |
|---|--|
| 1. Household Number * | 33. No. of relatives in household ** |
| 2. Family Number * | 34. No. of relatives in family ** |
| 3. Surname* | 35. No. of children in family ** |
| 4. First Name; Middle Initial * | 36. \$ Real Property * |
| 5. Age * | 37. Function |
| 6. Sex * | 38. <i>Number of children living</i> |
| 7. Birthplace * <i>add date of birth</i> | 39. <i>Months not employed</i> |
| 8. Died | 40. Attends School * |
| 9. Ward | 41. \$Personal Property * |
| 10. Precinct | 42. Sector |
| 11. Address | 43. |
| 12. Street | 44. |
| 13. Color * | 45. Deaf, Dumb, Blind * |
| 14. Race * | 46. No. of servants in household ** |
| 15. Father's Birthplace | 47. No. of servants in family ** |
| 16. Mother's Birthplace | 48. No. of children in household ** |
| 17. Marital Status (<i>if married, the
number of years married</i>) | 49. Political Party |
| 18. Married within year | 50. Education Level |
| 19. Household relationship | 51. <i>Homes Owned/rented</i> |
| 20. Numver of families in dwelling ** | 52. <i>Owned free or mortgaged</i> |
| 21. Number of persons in household ** | 53. <i>Farm or House</i> |
| 22. Number of persons in family ** | 54. Religion |
| 23. Father foreign born * | 55. Male Citizen 21 and over |
| 24. Mother foreign born * | 56. <i>Year of Immigration to U.S.</i> |
| 25. Clubs | 57. <i>Number of Years in U.S.</i> |
| 26. Associations | 58. <i>Naturalization</i> |
| 27. Read * | 59. No. of employed in household ** |
| 28. Occupation * | 60. No. of employed in family ** |
| 29. Vertical | 61. No. of boarders in household ** |
| 30. <i>Number of children born</i> | 62. Years in district |
| 31. <i>Can speak English</i> | 63. Years in state |
| 32. Writes * | |

* Information on 1870 Manuscript Census

** May be extrapolated from the information on the Manuscript Census

Information in italics is found only on the 1900 manuscript census, in addition to that on the 1870 census; except for items 23, 24, 36, and 41.

Vertical, function and sector are occupational categories that will be explained in a forthcoming publication.

FIGURE 10

GUIDE FOR TRANSCRIBING DATA FROM THE 1900 FEDERAL MANUSCRIPT CENSUS
TO INDIVIDUAL BIOGRAPHY CARD II

<u>Card Block Number</u>	<u>Data Item</u>	<u>Census Column</u>	<u>Explanations, Examples</u>
1.	Household Number	1	The household was a dwelling it could be a single family dwelling. Census enumerators numbered the households (dwellings) in the order they took the census for their district. These numbers are good for identification and are convenient to use in class, there are some potential problems, however, if your planned data set will include more than one census enumerator's district the household numbers will be repeated because the enumerator began each district with number 1. If you plan ahead and will be transcribing from more than one district-you can designate the district that will be the first part of the set and use the household number as written by the enumerator for the subsequent districts you assign the "new" numbers in sequence. For example, if the first district you transcribed reached household number 475 then you would designate that household number 1 in the subsequent district would be 476 and so on
2.	Family Number	2	Most dwellings were single family dwellings. The household number and the family number are identical at the beginning of an enumeration district, but when more than one family lives in a household the family numbers from that point on will be different from the household number. Be on the alert for more than one family in a dwelling so that your number sequence will be accurate. In data sets of more than one enumeration district the family numbers will also have to be reordered to maintain a unique family identification number. Families can be nuclear (father-mother-children) or <u>extended</u> mother, father, children, married child/spouse and their children or other kin.
3.	Surname	3	Last name
4.	First Name	3	First name and initial
5.	Age	8	
6.	Sex	6	M or F
7.	Birthplace	13/7	
8.	Died		Not on manuscript census
9.	Ward		Found on top right hand side of census sheet
10.	Precinct		See #9
11.	Address #		Located on first unnumbered column on left side of census sheet
12.	Street		Located on second unnumbered column on left side of census sheet
13.	Color	5 130	White; Black; Mulatto; Chinese; Indian

14.	Race	5	Same as color
15.	Father's Birth- place	14	
16.	Mother's Birth- place	15	
17.	Marital Status	9/10	Single, married; widowed; divorced
18.	Married within year		If married: yes or No
19.	Household Relationship	4	Indicates relationship of person on census to family head
20.	# of families in dwelling		Number of families in the household (dwelling)
21.	# of persons in household		Total number of all persons in household by sex
22.	# of persons in family		Total number of all persons in family of person on census
23.	Father foreign born		Refer to response in census column 14
24.	Mother foreign born		Refer to response in census column 15
25.	Clubs		Not on 1900 census form
26.	Association		Not on 1900 census form
27.	Reads	22	Yes or no
28.	Occupation	19	
29.	Vertical		An occupational classification ranking. (Will be discussed in a future publication.)
30.	Number of Children born	1'	
31.	Can speak English	24	Yes or No
32.	Writes	23	Yes or No
33.	# of Relatives in household		Total number of relatives in household. Relatives refers to blood kin & in-laws other than the nuclear family
34.	# of relatives in family		Number of relatives in each family
35.	# of children in family		Number of children in each family
36.	\$ Real property		Not on 1900 census
37.	Function		See number 29
38.	Number of children living	12	
39.	Months not employed	20	
40.	Attends School	21	yes or no
41.	\$ personal property		Not on 1900 census

42.	Sector		See number 29
43.			
44.			
45.	Def/Dum/B1		Census indicates physical or mental disability.
46.	# of servants in household		Total number of servants in household, refer to columns 4 and 19.
47.	# of servants in the family		Number of servants in each family
48.	# of children in household		Total number of children in the household
49.	Political party		Not on any manuscript census
50.	Education level		Not on any manuscript census
51.	home owned/rented	25	Number indicated
52.	Owned free or mortgaged	26	
53.	Farm or house	27	
54.	Religion		Information not on any manuscript census
55.	Male citizen 21+		May be determined from columns 5 and 6
56.	Year of immigra- tion to U.S.	16	
57.	Number of years in U.S.	17	
58.	Naturalization	18	
59.	# of employed in household		Total number of gainfully employed in household, refer to census column 19
60.	# of employed in family		Number of gainfully employed in each family
61.	# of boarders in household		Total number of boarders/lodgers in household refer to census column 4
62.	Years in district		Information not on 1900 manuscript census
63.	Years in state		Information not on 1900 manuscript census

The transcription guide (Figure 7) used to transfer the data from the 1880 manuscript census to IBC I may also be used for transcribing the 1850-1870 censuses, with one important exception, household relationship was not identified on any census prior to 1880. Household relationship on those censuses must be determined from other information on the census that provides clues for (fairly) accurate household relationship designation. This topic will be discussed later in this article.

The transcription guide illustrated in Figure 10 was designed for the 1900 census because there were a number of data categories on that census that had never been on prior censuses. This transcription guide answers routine questions students may have about the census data or the IBC and the appropriate space on the card for the data from the census. The transcription guide also designates spaces on the IBC II that should be completed by extrapolating information from the census. The information needed on the IBC is in most cases involves simply copying the information on the census in the correct space on the card. The large boxes require the students to count specific categories of individuals in the family or household to correctly complete the IBC II.

THE FAMILY BIOGRAPHY CARD

The Family Biography Card (Figure 11) was designed to collect the data for a family on one card. Each person is listed separately, however, so that the card may be used for historical analysis involving individuals, families, or households. Counting card sets made up of Family Biography Cards are smaller in size than IBC card sets, and are convenient to use in the classroom. An added feature of the FBC is that an individual may easily be observed within the context of his/her family or dwelling. Because the FBC is somewhat more complex than the Individual Biography Card, students should become familiar with the IBC before the FBC is introduced into the classroom.

The family biography card depicted in Figure 11 is divided into four sections, each of which contains data spaces for information from the manuscript census according to each individual's relationship within the family. The top section of the card is allotted to the head of family. Because the head of household is the central figure in the family all the identifying data for the entire family is located in this section.

The section designated for the spouse appears when the card is turned a quarter-turn clockwise. Another quarter-turn to the right reveals a section that contains data spaces for up to seven children. The data items are identified for the first child by number and name. Data items for the rest of the children in the family are

FIGURE 11
FAMILY BIOGRAPHY CARD
 INFORMATION TAKEN FROM 1880 FEDERAL MANUSCRIPT CENSUS

1109	HEAD	CHRISTIANSON	John	Laborer	Sweden		
35 HH#	1 HH Rel.	2 Surname	3 Other Name	4 Occupation	5 Birth Pl.	27 Died	26CY
E. Second St				YES	Sweden		49
25 Address	32	20 Df / Dum / Df	9 Pa. For. Born	7 FBP	6 Age		
3			YES	Sweden	MARRIED		
23 Ward	30 Politics	11 Religion	17 M/Cit. 21+	10 Mo. For. Born	8 MBP	11 Mar. Stat.	
24 Precinct	21 Yrs / Dist	19 \$ Per Prop	16 Rd / Write	28 Associations	33	14 Mar. w/yr	
18 Color	22 Yrs / State	13 \$ Real Prop	15 Att. School	29 Clubs	34	35	12 Sex
White							MALE

OTHERS		SPOUSE	
1 HH#	2 Surname	1 HH#	2 Surname
3 Other Name	3 Other Name	3 Other Name	3 Other Name
4 Occupation	4 Occupation	4 Occupation	4 Occupation
5 Birth Pl.	5 Birth Pl.	5 Birth Pl.	5 Birth Pl.
6 Age	6 Age	6 Age	6 Age
7 FBP	7 FBP	7 FBP	7 FBP
8 MBP	8 MBP	8 MBP	8 MBP
9 Pa. For. Born			
10 Mo. For. Born			
11 Mar. Stat.	11 Mar. Stat.	11 Mar. Stat.	11 Mar. Stat.
12 Sex	12 Sex	12 Sex	12 Sex
13 \$ Real Prop			
14 Mar. w/yr	14 Mar. w/yr	14 Mar. w/yr	14 Mar. w/yr
15 Att. School	15 Att. School	15 Att. School	15 Att. School
16 Rd / Write			
17 M/Cit. 21+	17 M/Cit. 21+	17 M/Cit. 21+	17 M/Cit. 21+
18 Color	18 Color	18 Color	18 Color
19 \$ Per Prop			
20 Df / Write			
21 Yrs / Dist			
22 Yrs / State			
23 Ward	23 Ward	23 Ward	23 Ward
24 Precinct	24 Precinct	24 Precinct	24 Precinct
25 Address	25 Address	25 Address	25 Address
26CY	26CY	26CY	26CY

designated by number only. The last section of the FBC is for "others" servants, in-laws, parents and so on. If there are more than seven children or more than two "others" a second FBC should be attached to the back of the original card for the family.

The transcription guide for the FBC is shown on Figure 12. This guide "translates" the abbreviations on the FBC and furnishes the student the information necessary to complete the card accurately.



GUIDE FOR TRANSCRIBING DATA FROM THE MANUSCRIPT CENSUS
(AND OTHER SOURCES) TO THE FAMILY BIOGRAPHY CARD

<u>CARD BLOCK NUMBER</u>	<u>DATA ITEM</u>	<u>DESCRIPTION, AND/OR EXPLANATION</u>
1.	HH Re.	Household relationship
2.	Surname	
3.	Other name	
4.	Occupation	
5.	Birth Pl	Birthplace
6.	Age	
7.	FBP	Father's birthplace
8.	MBP	Mother's birthplace
9.	Fa For Born	Father foreign born (Yes or No)
10.	Mo For Born	Mother foreign born (Yes or No)
11.	Mar. Stat	Marital status (single, married, widowed, divorced)
12.	Sex	
13.	\$ Real Pro	Value of real property
14.	Mar. w/yr	Married within the census year (Yes or No)
15.	Att School	Attended School within the census year (Yes or No)
16.	Re/write	Read, Write (census enumerators not consistent in completing this question-often left it blank-if enumerator filled in those who could not read, you can assume that blanks indicated ability to read-but refer to age before making assumption.)
17.	M/Cit. 21 +	Male citizen 21 years of age and over (Yes or No)
18.	Color	
19.	\$ Per Prop	Value of personal property
20.	Df/Dum/Bl	Deaf, dumb, blind, insane, idiot
21.	Yrs/Dist	Years a resident in the district (township/city/ward)
22.	Yrs/State	Years a resident in the state
23.	Ward	
24.	Precinct	
25.	Address	
26.	CY	Census Year-year in which census was taken
27.	Died	Date of death if available
28.	Associations	
29.	Clubs	
30.	Politics	
31.	Religion	
32.	Fam #	Family number, needed in dwellings where more than one family resides.
33.	Blank	Use for data from other source-county history, tax rolls, church records, school records, newspapers, vital records, etc.
34.	Blank	
35.	Blank	
36.	HH#	Household number (dwelling number)

Note: Data spaces on this card are not consistent for the different types of persons living in the household. The most complete record is that of the Head of Household.

Household relationships: Head of Household-first in order on the census for that specific household. Spouse-husband or wife of the Head. If there is no spouse space may be used for Other. Children-sons and daughters of the Head may not have the same surname. Others-grandparents, nieces/nephews/in-laws, servants, employees. Boarders-persons not members of family but boarding or lodging with family or Head.

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Refer to Figure for a more complete explanation and description for transcribing data source to the FBC or IBC.

INTRODUCING THE IBC'S INTO THE CLASSROOM

We have found through classroom testing of the project materials that a major factor in the success of the project is the atmosphere created in the classroom during the introduction of the IBC and related materials. Transcription of the data from the source to the IBC must be accurate and students need to know that the work they are going to do based on the source data relies on accurate transcription. We have found that students are intrigued by working with original sources like the manuscript census. This interest, and the curiosity about the community it generates should be capitalized on during the introductory phases of the project. The quest for accuracy in transcription can be expressed enthusiastically and positively rather than in the form of a warning to the students to be accurate or else. If students see the relationship of the data gathering process or phase to the analysis and interpretation phase of the project they will approach the work seriously without losing interest. The data gathering and transcription phase is tedious and boring but it has to be done. Even though the work is monotonous, it is rewarding, because students do see certain patterns of human experience emerge from the source materials as they work with them and they obtain insights into the study of their community and become aware of, and sensitive to, the people who lived in the past. Below are some strategies that have been used in classrooms or are designed to avoid disasters that have occurred in other classrooms, when we tested these materials. The example used is introducing the manuscript census for transcription to an IBC.

STRATEGIES FOR INTRODUCING IBC'S

1. Explain the nature of the manuscript census, as a historical document and as a basic source for the new social history and for community studies. If you wish to inform yourself about the manuscript census the best source is Carroll Wright, The History and Growth of the United States Census, Washington, D.C. Government Printing Office, 1901.
2. Explain the nature of the manuscript census as a source for local history.
 - A. Pass the census sheets around to the students. Let the students observe the census sheet for a few moments and then try and extract from them their reaction to what they see. Some questions you may ask are what information is available on the manuscript census? What does the sheet you have in front of you tell you about the people who lived in this community in the past?

Other ideas you may wish to express to the students:

 - a. the census includes information on every person in the community.

- b. The censuses are taken every 10 years. They may be used to trace people over time and to chart changes in the social structure in the community, to study the impact of industrialization, urbanization, and immigration.
 - c. The census contains data on real people who lived in the same community as the student but in a different period of time.
 - d. The manuscript census allows us as a class to recreate or reconstitute the community that existed here in the past.
 - e. The manuscript census will allow us to see different kinds of relationships that existed in the past.
3. Encourage students to look at the manuscript census to get a general overview - note the different occupations. Many 19th century occupations are mystery to contemporary students-midwife; cooper; electionist; huxter; ostler. Some students may observe that family size is linked to ethnicity or to the type of community (rural/urban). Some students might recognize that families had children almost annually or every two years but in some families there may be gaps. These gaps might indicate diphtheria or some other fatal disease that historically wiped out large numbers of infants in the 19th century.
 4. Systematically lead the students through the census, point out the difference between a household and a family (household is a dwelling-a building-it may contain one family or many families). Explain each piece of information on the census that you want to transfer to the individual biography card. Some students may be intrigued by the places the predecessors in the community came from, it is a good idea to have maps handy so that you can locate places like Hesse-Darmstadt, Luxembourg, Bavaria, Pomerania. You may want to explain to the students that in the 19th century many people who told the census taker that they were born in Prussia were in reality, culturally Polish, Ukranian, Bohemian, or Prussian (German). In cases where cultural background is not known such as the Prussians, a study of the surname often offers clues to the most accurate cultural designation.
 5. Household relationship is designated on the 1880 and 1900 censuses. On other federal census and on all the state censuses from Minnesota the students will have to determine the person's relationship of the household by the clues and rules suggested. For example, the order in the household, the first person listed in each dwelling place was the head of household normally (census enumerators made mistakes) the order after the head of household was the spouse then the unmarried children of the head of household, then the married children and grandchildren, then parents and parents-in-law,

parents-in-law had a different last name and then other relatives, servants, boarders etc. In addition to order surname, age, and place of birth also provide clues regarding the household relationship of the individual in the census. Figure 13 indicates the order and set rules for establishing household relationship. Because the Individual Biography Cards are color coded to indicate household relationship the determination of the household relationship is the first place to start in transcribing the data from the manuscript census to the IBC.

6. Systematically review the IBC, that is, discuss with the class each block of information that is requested on the IBC. Indicate the location on the census of the information for the appropriate card spaces. The IBC's are created for a number of evidence sources therefore each block will not be filled in when transcribing from the census or any other sources. It is a good idea, however, to indicate to the students what spaces they will be using when they transcribe the data. If the students wish to add a piece of information to one of the unnumbered blocks it is important at this time to agree on what block will be used so that the information is standardized.
7. A useful initial exercise is to have the students complete a set of IBC's for their own personal household. In this way they understand the function of household relationship as well as learning where the information goes. This basic set sometimes might be useful for taking a look at the demography of the classroom.
8. Stress Accuracy. Indicate to the students that it is very important that the work they are doing is done accurately. It is probably advisable to spend a couple of class periods working on the transcription from the census sheet to the IBC in class so that the teacher may observe the work that is being done by the students. The students should know that once they have completed their transcription it will be verified by another student or another student team. The verification of the data is not done as a check on the students, it is done because experience shows that the most reliable individuals make errors, verification is done to ensure an accurate data set because once the data set is made interpretations and analysis will be made from that data set which are reliable only to the extent that the data is reliable.
9. Some students work well as teams, others as individuals. Teachers generally know their students well enough to determine if team work is advisable or if the census should be transcribed by individuals. We have found it useful for students working as teams, one reading the information on the census-the other writing it on the card, to determine spelling, occupations, and

other questions that arise when transcribing from the manuscript census.

10. Encourage students to share unusual cases with the rest of the class. For example, places of birth, family order, occupations, and other information that is out of the ordinary - for example, in the 1905 census we found 25 New Zealanders living in a Winona neighborhood.

Major clues for determining household relationship: Order on Census; surname, age; sex; birthplace.

- I. Order that the census enumerator was supposed to follow:
 - a. head of household
 - b. spouse-wife or husband
 - c. children, unmarried of the head of household
 - d. married children and grandchildren
 - e. parents and parents-in-law (different last name)
 - f. other relatives, servants, boarders, etc.

II. Characteristics of Relationships of Household Members to the Head of Household *

<u>Relation</u>	<u>Location</u>	<u>Sex</u>	<u>Name</u>	<u>Age Range</u>
Wife	follows male head of h.hld	F	Same	head of hold is at least 16 years old, wife is not more than 20 years older ¹ than the head wife is not less than 11+int ¹ (1/6 (head's age +4)) years
Husb.	follows female head of hhld	M	Same	head of hhld is at least 16 years old, husband is at least one year older than ² the female head husband is also at least 21+int ² (2/5 (heads age)) years
Child head, head's wife/husb, another child, child's family or possibly a parent of the head	follows the head, head's wife/husb, another child, child's family or possibly a parent of the head	M	Same	son is at least 14 years younger than the hhld head daughter is at least 12 years younger than the hhld head daughter is not more than 56 years younger than the head
		M	diff.	son is at least 15 years younger than the head sone is at most 34 years younger than the head son is not more than 18 years old
		F	diff.	daughter is at least 15 years younger than the hhld head daughter is not more than 29 years younger than the head daughter is not more than 6 years old
Married Child	same as above	M,F eith.	married child is at least 16 years younger than the head he or she is also not more than 58 years younger than the head	
Grand-child	same as above	M,F eith.	grandchild is at least 15 years younger than any previously named married child grandchild is at least 30 years younger than the head	
Parent	same as above	M,F eith.	parent is at least 20 years older than the head	
Others	follows all of the above	M,F eith.	any individual who, by reason of sex, age, name or position, does not fit into one of the above chategories.	

1. Int = number resulting from computing. 1/6 of heads age + 4 years
2. Int = number resulting from computing. 21+ 2/5 head's (f) age

*Source: Buffington Clay Miller "A Computerized Method of Determining Family Structure from Mid-Nineteenth Century Census Data"
unpublished M.A. thesis University of Pennsylvania

TRANSCRIBING THE MANUSCRIPT CENSUS

The basic source used in the project with the IBC is the manuscript census. Copies of manuscript census are readily available from the National Archives and Records Service, libraries, and historical societies. (See MISHAP October, 1978 Volume I No.3). These censuses are usually on microfilm. Because microfilm is difficult to use for class project, we have found that the most practical means of bringing the census to the classroom is to obtain photocopies of the census made from the microfilm. Libraries in most cities and large towns have a microfilm printer that makes it possible to photocopy the census. We get our photocopies at the LaCrosse Public Library in LaCrosse, Wisconsin. They have a microfilm copier that makes 18 x 26 copies for 25¢ a page--each page contains a complete census page. The price varies and many libraries do not have the large photocopiers. In that case two "shots" taped together will usually make a complete census page.

Banks and other businesses often have microfilm copiers--they are often willing to copy materials for the local school free. School districts are usually very cooperative with projects that focus on the local community. Dave Shapley of Luverne High School reports that Jim Gay, Al Swanson and he requested funds from the Rock and Noble's county boards for photocopying and IBC's - the county boards were happy to provide the funds for the project.

Even if you use photocopies (hard copies) it is useful to have a microfilm reader in the classroom to use to clarify writing that is out of focus or apparently incomprehensible. On first seeing the manuscript census most teachers and students cry, "I can't read that!" The longer you look at the census the clearer it becomes, handwriting styles, faded lines and apparently illegible writing come into focus with patience. Sometimes teams of students working on the same census sheet are able to decipher a line better than an individual student can. It is also a good idea to keep a magnifying glass handy.

To facilitate transcription we reproduce the column headings on the manuscript census. The student can then easily identify the information in the column. These column headings forms are given to the students when the manuscript census is introduced. Familiarity with these forms seems to alleviate some apprehension in working with the censuses themselves. Figure 14 depicts the headings found on the 1870 federal manuscript census and Figure 15 is a copy of the column headings of the 1900 federal manuscript census.

PAGE HEADING AND COLUMN HEADINGS OF THE NINTH CENSUS OF THE UNITED STATES, 1870

Page No. _____ Inquiries numbered 7, 10, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 15, 16, 17, 19, and 20 are to be answered (if at all) merely by an affirmative mark, as /.

SCHEDULE 1. - Inhabitants in _____, in the County of _____, State of _____, enumerated by me on the _____ day of _____, 1870.

POST OFFICE: _____ Ass't Marshal.

1	2	3	Description			7	Value of Real Estate owned		10	Parentage	
			4	5	6		8	9		11	12
		The name of every person whose place of abode on the first day of June, 1870, was in this family.	Age at last birthday. If under 1 year, five months in fraction, $\frac{1}{2}$	Sex	Color	Profession, Occupation, or Trade of each person. Male or female.	Value of Real Estate	Value of Personal Estate	Birthplace, naming State or Territory of U.S.; or the Country if of foreign birth.	Father foreign born	Mother foreign born

15	14	15	Education		18	Constitutional Relations	
			16	17		19	20
If born within the year, state month.	If married within the year, state month.	Attended school within the year.	Cannot read	Cannot write	Whether deaf, dumb, blind, insane, or idiotic.	Male Citizen of U.S. 21 yr. of age and up.	Male Citizen of U.S. of 21 yr. of age and up whose right to vote is denied on other grounds than rebellion or other crime.



PAGE HEADING AND COLUMN HEADINGS OF THE TWELFTH CENSUS OF THE UNITED STATES, 1900

SCHEDULE No. 1 - POPULATION

State _____

Supervisor's District No. _____ Sheet No. _____

County _____

Enumeration District No. _____

Township or other division of county _____

Name of Institution _____

Name of incorporated city, town, or village, within the above-named division _____

Ward of city _____

Enumerated by me on the _____ day of June, 1900, _____, Enumerator.

LOCATION			NAME of each person whose place of abode on June 1, 1900, was in this family. Enter last name, first name and middle initial Include every person living on June 1, 1900. omit children born since June 1, 1900.	RELATION relationship of each person to the head of the family.	PERSONAL DESCRIPTION							NATIVITY Birthplace and parents of each person enumerated. If born in U.S., give state or territory. If foreign born, give the Country only.		
House Number	Dwelling Number	Family Number			Color or race	Sex	Date of Birth	Age	Marital Status	# of years married	mother # of children	# of children living	Birthplace of this person	Birthplace of Father of this person
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

CITIZENSHIP			OCCUPATION, TRADE, OR PROFESSION of each person 10 years of age and over	EDUCATION			OWNERSHIP OF HOME				
Yr. of immigration to U.S.	# of years in U.S.	Naturalization		Months not employed	Attended School (In Months)	Can Read	Can write	Can speak English	Ownea or rented	Price/Yearly Rent	Farm or home
19	20	21	22	23	24	25	26	27	28		

Determining household relationship is the first step in the transcription process. The IBC's are color coded according to household relationship and the student must establish the relationship to use the appropriately colored card. As indicated above, household relationship was not included on the federal census until 1880 and it was never a category on the Minnesota state census. We have found that if the students use the Guide for Determining Household Relationship, Figure 13, they will be able to resolve accurately most household relationships. If the instructor pre-selects some difficult cases and shows students how the household relationship was ascertained using the Guide, students will gain some experience and the confidence to make their own judgements based on the evidence. The teacher should settle cases that are "too close to call". In addition to aunts, parents, in-laws, and employees, the "other" category also contains unknown and other as household relationships.

Another problem that arises in the initial stages of transcribing is deciding the basis for the household number and the family number. Enumerators numbered the households or families sequentially only within the enumeration district-then when they worked in the next enumeration district they started over again with number 1. If your ward, neighborhood, or community included more than one enumeration district you will have to decide on an arbitrary numbering system. The best way to do this is to begin with number 1 at an appropriate beginning position. When the first enumeration district is complete continue the numbering sequence into the next enumeration district and so on. An example of a classroom aide we used appears in Figure 16. We knew that students would have a difficult time with heads of household and family heads as well as how each should be numbered. To establish a sound numbering system and to insure accuracy we listed the heads of household, heads of family, and the household and family numbers. Students could then use census sheets that were not in sequence by identifying the household head and giving that person the number on the guide.

STRATEGIES FOR TRANSCRIBING THE CENSUS

1. Plan your distribution of assignments and number of census pages to be transcribed to cards by each student. It is important to determine in advance the number of sheets you plan to transcribe, the amount of information that is on each sheet, and the number of students you have to do the transcribing. We have found that the students can accurately transcribe from one to ten pages of manuscript census. This depends, of course, upon the interest and type of students involved. The experience of transcribing is tedious but it is informative and is certainly an educational experience, however, because of the necessity of accurate transcription, it is advisable to limit as much as possible the transcription by students

(most students seem to enjoy transcribing within limits, that is if they realize they only have to transcribe a reasonable number of pages). Pete Johnson at Winona Sr. High School offered transcription as extra work for students who were interested. He ran out of sheets to transcribe before he ran out of students who were interested. (See the February Newsletter). Johnson's sophomore classes made a data set of over 7,000 dards.

2. Make sure that when students begin transcribing they begin with a specific household so that you can ensure that each person on the census is transcribed to a card. If you are using photocopies of the manuscript census it is possible for a family to begin on one page and end on another if the student is given only one page to transcribe, the top line, in fact the top 3 or 4 lines, may be referring to a family that began on the previous page. Make sure that the student begins with a numbered household (dwelling) and numbered family, in this manner you ensure that each individual is transcribed and that families are transcribed accurately.
3. It is a good idea to number each photocopied sheet of the census with a magic marker or other large pen so that you know where the sheets are, you can keep track of the transcription process.
4. Advise the students to treat the photocopy sheets gently because you intend to use them again in the future.

This article has described the routinely generated sources that are the basis for the new social history, and methods of transferring the data on those records to a card that is easy to use in the classroom. In a forth coming publication we will demonstrate simple classroom exercises using a counting card set made by a class that used the methods and materials developed by the Minnesota Social History Project.

