



## Acknowledgments

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*April, 2003*

## Teacher's Notes for Interactive Biography Packages

Interactive Biography packages have been developed for maximum flexibility in classroom use. They may be used by individual students, in small groups or as a class. They may also be used simultaneously, in sequence, or randomly throughout the year. These variables will determine the amount of preparation and classroom time needed to conduct Interactive Biography learning experiences.

### Project development goal:

This project provides 4th grade students and teachers with packages of primary and secondary source information, appropriate artifacts and supporting materials providing information about individuals in St. Croix Valley history.

### Project outcomes:

Students will be able to express knowledge of an individual in area history and discuss contextual information about the time period.

Students will be able to recognize various resources used to gather information about the past.

Students will be able to compare and contrast viewpoints and life experiences of diverse individuals of various eras.

#### Extension:

Students will be able to relate people in area history to the area's built environment.

### Project process:

Students will view prepared history resources and identify relevant information provided in them.

Students will analyze information and draw conclusions about their interactive biography person using interpretive support materials and through interactions with peers and teachers.

Students will communicate knowledge of a biography person's life and his/her historical perspectives through discussion, role playing and/or other presentation format.

#### Extensions:

Students will use school media resources to seek contextual information relevant to their history people.

Students will seek additional resources from the community to inform their presentations.

## Interactive Biography People

Person	Identification	Era	Object
Lydia Ann Carli	First Pioneer Woman	1840-1905	Coffee pot
Charles Jackson	Stillwater Barber	1860-1903	Shaving brush and strop
Arvid Parson	Swedish Immigrant	1870-1916	Nib pen and ink bottle
Jerome Larson	Childhood Expert	1910-1930	Wooden toys
Lillian Berg	Lifelong Resident	1910-1990	Hat box

### Objects:

Objects have selected based on their relation to the individual, availability, cost, and appropriateness for elementary students. Objects may be from the era, recent reproductions, or vintage or modern items that have been altered to approximate the appropriate era. Some objects have loose parts and may be somewhat fragile. Please note the condition and parts of each object when providing them to students, and again upon return. Teachers may wish to develop a specific process for working with and returning objects.

### Using Maps:

Two bird's eye maps of Stillwater have been provided; one created in 1870 the other in 1879. These maps provide excellent detail for the time period. Students seeking to place later structures on maps may still wish to consult a bird's eye map simply gain a feel for the area. A large contemporary City of Stillwater map will be the best resource for placing more recent Interactive Biography people within the city.

### "Understanding" Activities:

These activities are designed to give students an opportunity to reflect on the information contained within their package, moving from fact-based to inference-based conclusions. They may be used as writing activities or considered as part of group discussions. Some activities are very broadly defined ("write your own autobiography") but may connect to other classroom standards. Such tasks will require classroom instruction and support beyond that offered in the Interactive Biography packages.

## “Encounters” Activities:

Familiarity with the existing Minnesota history curriculum will be helpful as students engage in comparative dialogues. Teachers can conduct a variety of interactive experiences in a number of ways. Examples:

- Students can be preliminarily grouped according to era.
- Students may come dressed “in character,” and use clothing as a clue for identifying their contemporaries.
- Students may plan dialogues or commentaries prior to classroom presentations.

## Timeline:

The creation of a large classroom timeline is one suggested way to place biography people in larger contexts. Teachers may want to build a comprehensive timeline that includes events from the lives of interactive biography individuals.

Some timelines in individual packages have been edited slightly for the individual. The timeline on the next page is a compilation from the packages. The timeline events are eclectic in nature, including local, state and national events, and are by no means comprehensive. The timeline should be adjusted and expanded as needed.

## Interactive Biography Timeline Compilation

- 1819 Construction begins at Fort Snelling.
- 1832 Henry Schoolcraft and guide Ozawindib find the source of the Mississippi and call it Lake Itasca.
- 1836 Wisconsin Territory, which includes today's Minnesota, is created.
- 1848 Village of Stillwater platted. It is a major lumbering center. Wisconsin becomes a state.
- 1849 Minnesota becomes a territory.
- 1854 Stillwater becomes a city.
- 1855 There are 1,482 people in Stillwater. 700 of them are unmarried men.
- 1858 Minnesota becomes a state.
- 1861 Civil War begins.
- 1862 The Dakota Conflict occurs in Minnesota.
- 1863 Minnesota's First Regiment fights at the Battle of Gettysburg, losing 215 of 262 men.
- 1865 The Civil War ends.
- 1867 Laura Ingalls is born in Pepin, Wisconsin.  
The MN Legislature creates a state board to encourage immigration to the state. They advertise in newspapers and magazines.
- 1873 In January, a three-day blizzard kills 70 Minnesotans,
- 1876 First bridge between Stillwater and Wisconsin.
- 1893 The Minnesota State flag is created.
- 1894 A forest fire in and around Hinckley kills over 400.
- 1898 The Spanish American War begins.
- 1900 Increasing waves of immigration from northern Europe and other countries.
- 1902 12 automobiles appear in Minneapolis.
- 1905 Lumbering era peaks, then begins to decline.
- 1914 W.W. I begins in Europe.
- 1917 U.S. enters W.W. I.
- 1918 A world-wide flu epidemic spreads to Minnesota. It kills more than 7000 people this year, and more in the next two years. World War I ends.
- 1919 Women are given the right to vote.
- 1927 Charles Lindbergh crosses the Atlantic by plane.
- 1929 The Great Depression begins.
- 1932 First Laura Ingalls Wilder book published.
- 1940 The Armistice Day blizzard kills 49 people in the state, with over 16 inches of snow in 24 hours and sixty-mile-an-hour wind gusts.
- 1941 U.S. enters W.W. II.
- 1945 W.W. II ends.
- 1948 Minnesota's first television station goes on the air.
- 1950 Korean War begins.
- 1954 Coya Knutson becomes the first Minnesota woman elected to Congress, creating controversy.
- 1957 Laura Ingalls Wilder dies.
- 1959 St. Lawrence Seaway opens, meaning ships can travel from Duluth to the ocean.
- 1975 U.S. involvement in Vietnam ends.
- 1964 Minnesotan Hubert H. Humphrey becomes Lyndon Johnson's vice president. American soldiers go to Vietnam.
- 1980 Major wave of immigration from southeast Asia.
- 1982 Major storm drops 35 inches of snow in 2 days.
- 1987 Minnesota Twins win World Series.



# Meet Lydia Ann Carli

*First Pioneer Woman in Stillwater*

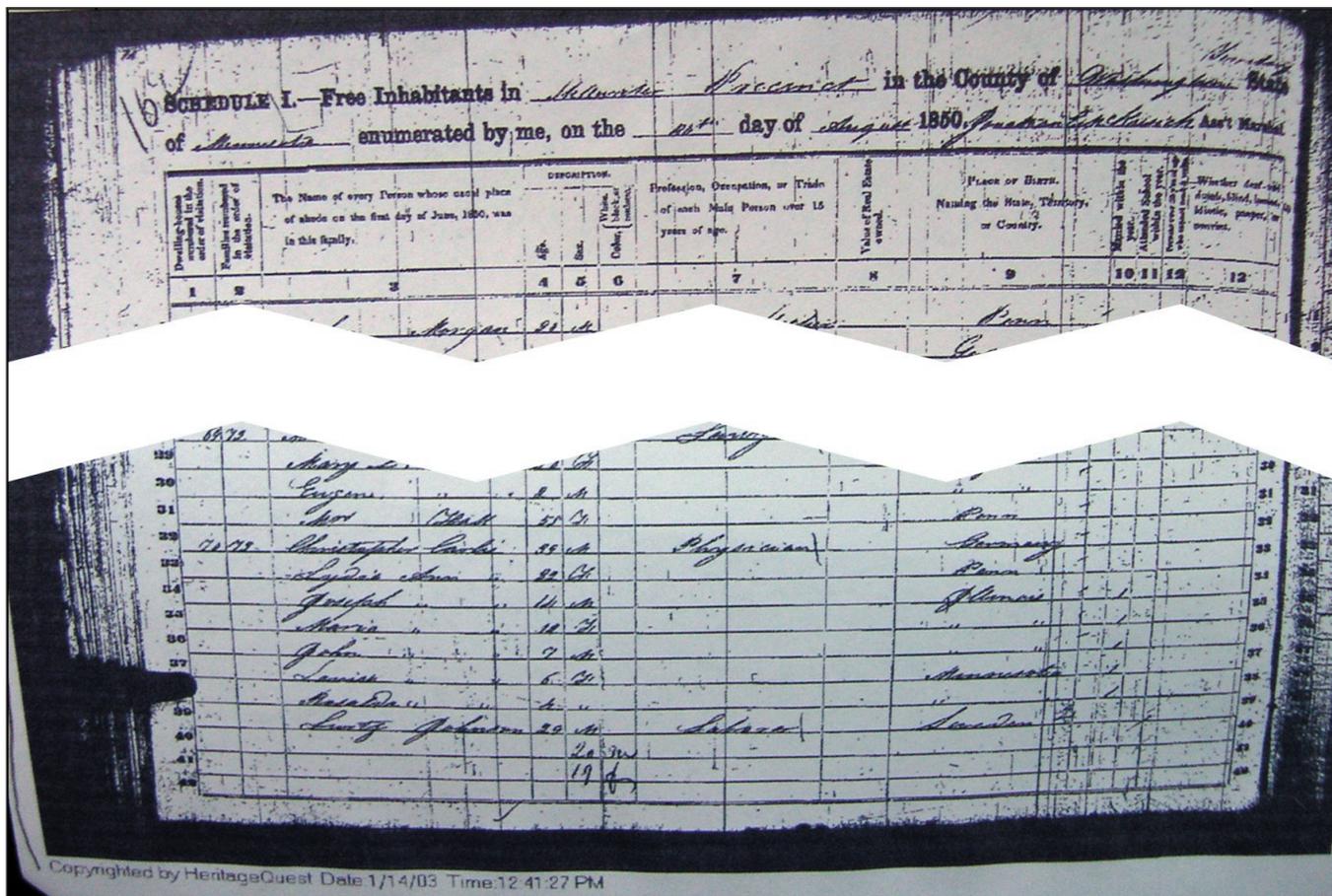
An Interactive Biography Profile

Stillwater, Minnesota  
April, 2003

A publication of the St Croix Valley Heritage Curriculum Committee  
A joint project of the Arcola Mills Historic Foundation and  
the Washington County Historical Society

# Meet Lydia Ann Carli's Family...

This is an 1850 census listing for Lydia Ann Carli's household.



Name	Age	Sex	Color	Profession	Place born
Christopher Carli	38	M		Physician	Germany
Lydia Ann	32	F			Penn.
Joseph	11	M			Illinois
Maria	10	F			" "
John	7	M			" "
Louise	6	F			Minnesota
Rosalee?	5	"			" "
Luntz? Johnson	29	M		Laborer	Sweden
	20	M			
	17				

## Census Questions:

1. What is a census?
2. Does Lydia Ann Carli have children in 1850?  
How many boys? How many girls?
3. Who is listed as having a job? What jobs do they have?
4. List the places where members of the household were born and the number of people born in each place.  
(What do the marks “” mean?)
5. Do you think everyone living in Lydia Ann’s house in 1850 is related to her? Explain.
6. Use subtraction to find out what years Lydia Ann and other members of her 1850 household were born.

This is a listing from the 1894-95 Stillwater *City Directory*.

1. Compare the information here to the census listing.
2. List at least two new things you can learn about Lydia Ann Carli's life from the directory.

### *City directory*

An index providing information about the location of homes and businesses in a city. These directories evolved into today's "telephone book."

**FOR FINE CLOTHING  
OR FURNISHING  
GOODS, GO TO** **LOUIS ALBENBERG & CO.**

STILLWATER CITY DIRECTORY. 71

Carlgren Sanfred J, clk, bds 410 W Mulberry.  
Carli Ellis, clk I Staples, bds 502 W Elm.  
Carli Joseph R, buyer Isaac Staples, res 502 W Elm.  
Carli Lydia A (wid Christopher), res 322 E Aspen.  
Carli Mrs May, res 1122 N Broadway.  
Carli Philip, hostler Bromley & Co, rms 213 E Chestnut.  
Carlin Mrs Jennett R, moved to St Paul, Minn.  
Carlson Albert, lab Oak Glen Farm, bds same.  
Carlson Albertina, dressmkr 121 N 4th, res same.  
Carlson Alexander, painter, res 409 S Sherburne.  
Carlson Alfred, lab St Croix L Co, bds August Anderson.  
Carlson Alfred, cook C V Swanson, bds 611 W Rice.  
Carlson Alfred F, res 911 S 2d.  
Carlson Andrew, mason, res 931 6th av S.  
Carlson Andrew F, lab St Croix L Co, res S Stillwater.  
Carlson Andrew G, mason, res 1016 N 5th.  
Carlson Anton, lumberman, res 129 N William.  
Carlson August, lab, res Oak Pk.  
Carlson August F, lumberman, bds 319 N 3d.  
Carlson A L, lab East Side L Co.  
Carlson Carl, lab, res S Stillwater.  
Carlson Carl, coachman D M Sabin, res rear 609 E 3d.  
Carlson Charles, lab St Croix L Co, bds Andrew F Carlson.  
Carlson Charles J, teamster Oak Glen Farm, bds same.  
Carlson Christina, domestic 424 N 3d.  
Carlson Clarence, moved to Marine Mills, Minn.  
Carlson Claus, lab Stillwater Water Co, rms Harris s e cor  
Myrtle.  
Carlson Edward, lab, bds 214 E Mulberry.  
Carlson Emil, lab St Croix L Co, res S Stillwater.  
Carlson Emma, domestic 609 N 3d.  
Carlson Ernest, lab St Croix L Co, bds Sarah Carlson.  
Carlson Eva, dressmkr, bds 129 N William.

**OAKES, Fashionable Tailor, St. Paul**  
132 E. 4th Street.

**Wines and Liquors,**  
JOSEPH WOLF,  
238 South Main Street.

## Visiting Lydia Ann Carli...

This is Lydia Ann Carli's house in about 1895. Lydia Ann and two of her children are on the front porch.

Use the City Directory to find Lydia Ann Carli's address. Can you locate this address on a Stillwater map?

If you visited this address today, you would not find the house. A historian discovered that house was demolished in the 1970s by a man who owned the house and lived nearby. He did not want people driving down his dead-end street to see the historic house.

**QUICK THINKING:**  
Do you think the neighbor who was bothered by traffic should have torn down the Carli house? What other suggestions would you have had for him?



*Photo courtesy of the Washington County Historical Society.*

## More information about Lydia Ann Carli.

### 💡 QUICK THINKING:

Compare Paul Carli's name with the census and city directory information above. What do you find?

### 💡 QUICK THINKING:

Why did Lydia have to go to the dining room to get water?

### 🗨️ Fun Fact:

One of Lydia's brothers was Major Joseph R. Brown, a well-known fur trader, pioneer and early leader in Minnesota.

### 🗨️ bateau

A flat-bottomed boat.

### 💡 QUICK THINKING:

What rivers did the Carli family travel on in their bateau? Can you figure out their route using a map?

### 🗨️ chink

To fill the spaces between the cracks.

Lydia Ann Carli's father was a Methodist minister in Pennsylvania. Her family was poor, especially after her father died when she was 10 years old. In 1834, she traveled by wagon train to Chicago with some friends. There she met and married a man named Paul Carli. He was the owner of the hotel where she stayed. An article in the *Stillwater Messenger* in 1896 described how Lydia Ann met her husband:

"The first day after their arrival, her aunt, who was chaperoning her, sent her down to the dining room for a pitcher of water. She was at this time just 16 and her friends say [she] was as pretty as a pink. She was dressed in a pink [gown]. As she entered... the ... youth then and there succumbed to the rustic beauty of the backwoods... As the young man was considered wealthy and had no bad habits, and as early marriages were not unusual, her friends made no opposition and she became a bride in six weeks from that day... a fortune teller had told her in Erie that when she should go to Chicago she would on the first day meet the hero of her destiny..."

In 1841, Lydia Ann, her mother, two brothers, three children and her husband's brother, Dr. Christopher Carli, all traveled to a big island on the Mississippi near Hastings. From there, they headed by river for the area that was to become Stillwater. The Stillwater newspaper described their trip:

"They started in a bateau for the wild uninhabited spot which is the present site of Stillwater. The **bateau** was pulled up the river, the men using their poles at the sides of the boat, walking down its full length, the passengers, mother, grandmother and three children, little Maria, Joe and John Carli, being in the center. They traveled this way for fully 60 miles...they suffered terribly from gnats and mosquitos...almost as big as calves. Of course provisions were scanty...and en route they were glad to eat bread spread with raw pork."

After they arrived, the settlers lived in a rough dwelling which they called Tamarack House. This was the only house between Bayport and Marine on St. Croix. The house was made of logs **chinked** with clay. After it rained, they had to fix the house. They had to put on more mud and clay to close the cracks in the walls. There were no windows. Lydia Ann told one historian:

**“More than once in those bitter cold mornings have I sat with my back to the fire, holding one of my babies, wrapped in shawls or blankets, and seen the coffee freeze in front of me.”**

Supply deliveries were rare. Once the family had only rice, venison and coffee for six days. There were very happy when they finally received a delivery of new supplies. Then they had salt, butter, sugar and flour. In 1841, the family invited people from the area to Christmas dinner. Their American Indian and other guests were offered salt pork, pemmican, bread, dried apples, sugar and coffee.

In 1846, Paul Carli fell out of a canoe while duck hunting and drowned. Lydia Ann was left with five children. In 1847, she married Christopher Carli. They had seven more children. As one of the territory’s only doctors, Christopher traveled a lot.

For a short while, Lydia Ann ran Tamarack House. It had become a hotel for people traveling in the territory. These guests were other pioneers and mixed-blood travelers. The Carli family had hoped that a town, which they called Dacotah, would grow around Tamarack House. This did not happen, however. Soon the family moved to the nearby town of Stillwater. Christopher opened a doctor’s office and pharmacy. He also bought and sold logs as a lumberman.

Lydia Ann Carli died in Stillwater in 1905. Christopher had died 18 years earlier. All but three of her children had died as well. Her remaining children cared for her in her home. Before she died, a historian interviewed her about her life. He reported that she said:

**“I am not afraid of going...It is a pleasure to me as I look back over my past life to realize that I was one of the vanguard, one of the pioneers who assisted in unlocking the gates of western civilization...my life has...not always [been] strewn with flowers; quite the contrary; but everybody is good to me, and my declining years are pleasant and peaceful.”**

 **QUICK THINKING:**

How does the description of Tamarack House compare with Lydia Ann Carli’s house on the previous page? Where would you want to live?

 **pemmican**

Dried and pounded meat and berries held together with melted fat.

 **mixed blood**

A term used to describe descendants of American Indian and white ancestors.

 **VISIT:**

The Tamarack House wayside rest just north of Stillwater on the west side of Highway 95.

 **vanguard**

The first of a big group.

## A Lydia Ann Carli object...

Look at and touch your object. Before you guess what it is, try the following:

1. What describing words can you use for your object?  
Talk about color, size, shape, texture (how it feels).
2. Who do you think would have or use this object?
3. How do you think this object was used?
4. Do you have or use an object that looks like this?  
What is it?
5. Why do you think this object relates to your history person?

### This object is...

A coffee pot. This pot is about 75 years old, but it has been altered to make it resemble a tin pot that Lydia Ann Carli may have had in about 1850. If you read your materials carefully, you will find the paragraph where Lydia Ann talks about the coffee freezing in front of her.

Coffee pots in the first half of the 1800s were often made out of tin or copper. It is likely that Lydia Ann brought her coffee pot from back east or from St. Paul, as there were no stores when she arrived at Tamarack House. Sometimes pioneers had real coffee beans to make coffee, but other times they roasted roots such as chicory or grains such as rye, then boiled them to make something that tasted a bit like coffee.

Why would a coffee pot from about 1850 be black like this one? How would you make the coffee? How would you keep the grounds out of your cup? If Lydia Ann's coffee froze in front of her, what does this tell you about the pot or cup, the source of heat she had, and the weather?

## Understanding Sources...

1. What sources of information did you use to learn about Lydia Ann Carli?
2. Do you think any of these sources provide better information than others? Why?
3. Where would you look for these sources in your community?

## Understanding Lydia Ann Carli...

1. Name three important events during Lydia Ann's life. Explain what evidence you have in your sources for this. How do you think she felt during these events?
2. How is your life similar to Lydia Ann Carli's? How is it different?

## Connecting Lydia Ann Carli...

1. On the next page is a timeline of events that occurred during Lydia Ann Carli's lifetime. Using information from your sources, place events in Lydia Ann's life along the timeline. (The blanks will give you hints, but you may add more.)
2. Pretend you are Lydia Ann Carli at age 75. Tell your class or write about big and small things that happened in your life, and what you thought about those events. Use evidence from your sources.
3. Write your own autobiography for people to read in the future.

## List of History Sources

Cemetery Records  
Census Records  
Church Records  
City Directories  
Diaries  
History Books  
Letters  
Maps  
Newspapers  
Objects  
Oral History/Interviews  
Photographs  
Probate Records  
Property Records  
Reminiscences

## A Lydia Ann Carli Timeline

1819 Construction begins at Fort Snelling.

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1832 Henry Schoolcraft and guide Ozawindib find the source of the Mississippi and call it Lake Itasca.

1836 Wisconsin Territory, which includes today's Minnesota, is created.

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\*-----

1848 Village of Stillwater *platted*. It is a major lumbering center. Wisconsin becomes a state.

1849 Minnesota becomes a territory.

1854 Stillwater becomes a city.

1855 There are 1,482 people in Stillwater. 700 of them are unmarried men.

1858 Minnesota becomes a state.

1861 Civil War begins.

1862 The Dakota Conflict occurs in Minnesota.

1863 Minnesota's First Regiment fights at the Battle of Gettysburg, losing 215 of 262 men.

1865 The Civil War ends.

1867 Laura Ingalls is born in Pepin, Wisconsin.

1873 In January, a three-day blizzard kills 70 Minnesotans.

1876 First bridge between Stillwater and Wisconsin.

1893 The Minnesota State flag is created.

1894 A forest fire in and around Hinckley kills over 400.

1898 The Spanish American War begins.

1902 12 automobiles appear in Minneapolis.

\*-----



plat

To create a map of a future town.

## Encounters...

1. Pretend you are Lydia Ann, “out for a walk” in downtown Stillwater. Find other people who lived in and around Stillwater during your lifetime. For each person you meet, try to decide:
  - Did you know each other? Where would you have met or seen each other?
  - What sort of things do you have in common?
  - What are some of the things you would have talked about? For example:
    - Wars
    - Other people in town
    - Lumbering or other jobs
    - New inventions
    - Children
2. Spend time meeting “history people” from different eras. Find out what you have in common, and how your lives are different. (Take notes on names and interesting discoveries to support later class discussion.)
3. Talk with other students and see if your class can create a “human timeline” of history people around your room. Check the order of your “timeline” by having each person talk briefly about his/her life. (How will you handle overlapping characters?)
4. Visit the sites mentioned here with your parents or class. Write a report describing what Lydia Ann may have seen there, and what you see there now.





# Meet Charles Jackson

*A Stillwater Barber*

An Interactive Biography Profile

Stillwater, Minnesota  
April, 2003

A publication of the St Croix Valley Heritage Curriculum Committee  
A joint project of the Arcola Mills Historic Foundation and  
the Washington County Historical Society

# Meet Charles Jackson's Family...

This is an 1880 census listing for Charles Jackson's household.

Willard Street	23	1	Yoko	Thos J	W	M	50		1	Book Keeper
			—	Sarah P	W	F	46	Wife	1	Keeping house
			—	Marion	W	F	20	daughter	1	at home
			—	Eugene	W	M	21	son	1	Surveyor's Clerk
			—	Clarence	W	M	20	son	1	Printer
			—	Frank	W	M	18	son	1	working for father
			—	Malcom	W	M	12	son	1	
	24	1	Jackson	Chas	W	M	29		1	Barber
			—	Mattie	W	F	26	Wife	1	Keeping house
			—	Clara	W	M	6	son	1	
			—	Eva	W	F	3	daughter	1	
			—	Lula	W	F	1	daughter	1	
		—	Hadley	Bernice	W	F	7	boarder	1	
25	1	Willard	M S	W	M	69		1	Amputation doctor	
		—	Hattie R	W	F	20	daughter	1	Keeping house	
		—	Anderson	Kulatra	W	F	48	servant	1	Servant
26	1	At	J. A.	W	M	40		1	Druggist	
		—	Louisa	W	F	30	Wife	1	Keeping house	

Name	Color	Sex	Age	Relation	Occupation	Place born
Jackson, Chas	B	M	29		Barber	Georgia
Mattie	B	F	26	wife	Keeping house	Dist. of Columbia
Clark	B	M	6	son		Minnesota
Eva	B	F	3	daughter		Minnesota
Lula	B	F	1	daughter		Minnesota
Hadley, Bernice	B	F	7	boarder		Minnesota

## Census Questions

1. What is a census?
2. Does Charles Jackson have children in 1880?  
How many boys? How many girls?
3. Who is listed as having a job? What jobs do they have?
4. List the places where members of the household were born.
5. Do you think everyone living in Charles Jackson's house in 1880 is related to him? Explain.
6. Use subtraction to find out what years Charles Jackson and other members of his 1880 household were born.

This is a listing from the 1894-95 Stillwater *City Directory*.

1. Can you identify Charles Jackson?
2. How many years have passed since the census on the previous page was taken?
3. List at least two things you can learn about Charles Jackson's life from the city directory.

 *City directory*

An index providing information about the location of homes and businesses in a city. Evolved into today's "telephone book."

**DR. LENOX,** Only Dentist Using the Celebrated  
ODONTUNDER in Extracting Teeth.  
Room 1, Mower Block, STILLWATER,

**L. B. CASTLE,**  
**INSURANCE**  
315 EAST MYRTLE.

260 R. L. POLK & CO'S

VIENNA BAKERY & RESTAURANT, 223 E Chestnut  
p 6.)  
Wegge & Glaser, 234 N 2d.

**BANDS OF MUSIC.**  
(See page 17.)

**BANKS AND BANKERS.**  
FIRST NATIONAL BANK, 213 S Main. (See p 159.)  
LUMBERMEN'S NATIONAL BANK, 101 S Main. (See  
ST CROIX VALLEY SAVINGS BANK, 213 S Main.  
159.)  
STILLWATER SAVINGS BANK, 101 S Main. See p

**BARBERS.**  
Bartl F O, 233 E Chestnut.  
Burtridge W J, 324 S Main.  
Deitzen A V, 229 E Myrtle.  
Doyle Luke, 316 E Chestnut.  
Drake A H, 102 N 2d.  
Fletcher J W, S Stillwater.  
Hadley S H, Lumbermen's Exchange.  
Jackson & Son, 123 Union.  
Krueger J A F, 226 N Main.  
McSweeney Bartholomew, 230 S Main.  
Nordstrom & Shaunessy, 203 N 2d.  
Pankonin & Wells, 126 S 2d.  
Rogentin G A, 118 N Main.  
Seeger Wm, S Stillwater.  
Woods Charles, 224 N Main.

**\*BATH APPARATUS.**  
DOUGLASS GEORGE, M D, Davis blk, Sioux City, Iowa.  
left bottom lines and inside back cover.)

This is Charles Jackson's house. It was built in about 1878.

Charles Jackson's house was located at 710 West Willard Street. Can you locate this address on a Stillwater map?

 **QUICK THINKING:**  
What words would you use to describe Charles Jackson's house?



*Photo courtesy of the  
Washington County  
Historical Society.*

## More information about Charles Jackson...

As you can tell from Charles Jackson's census information, he was born in Georgia in about 1851. He did not know for sure what year he was born, he told a newspaper interviewer in 1886. This is not so surprising, because Charles Jackson was born a slave. Very often, members of slave families did not know much about each other or their own early lives, because the families were separated by their owners.

### Quick Thinking:

How do you know about what happened in your life when you were little?

Charles was probably about 10 years old when the Civil War started in 1861. He told a Stillwater newspaper in 1886:

**“We colored chaps knew when the war commenced, though we didn’t clearly understand what it was all about, but occasionally we got a hint from the older slaves, who had a better opportunity for getting news, that we were the cause of the misunderstanding — the ‘unpleasantness,’ as somebody called it...we understood, in a vague way, that our friends at the North were doing battle for us, or, at least, were on our side – and all our sympathies were with them.”**

In 1864, Union troops from the North led by General William Sherman arrived in Atlanta. Some of these “Yanks,” as Charles called them, came to the plantation where he lived. Charles said:

**“They were a fine looking set of fellows, and we didn’t have to be told they were our friends. We welcomed them... They were out foraging, and as the white portion of the household vanished as soon as the alarm came in that the dreaded Yanks were at hand, we...made haste to present [the soldiers] freely with everything on the plantation that could be of use to them... The [black] men and boys volunteered to help carry away the property... we all marched off together, happier than we had ever been before in our lives...”**

Young Charles Jackson followed Sherman's army through the war. He saw them set fire to the city of Atlanta. He said:

**“It was a grand sight, at least to us, but to the poor folks who saw their homes go up in smoke, it wasn’t so pretty. But, I tell you, the people of the South needed some such a dose as that...”**

Jackson said that he and other slaves did whatever they were

### forage

To search for food, sometimes in a raid.

### Quick Thinking:

Why was the burning of Atlanta a “grand sight” to Charles and his companions?

asked to do by the soldiers, but that they did not get paid. They marched to Savannah, Georgia, where Charles came down with **smallpox**. The army left the town, and after he recovered, Charles followed their path. He said it was easy to follow the trail of 150,000 men. He survived by eating things the soldiers had left behind in their camping spots. Finally he caught up with the troops. Because his illness and travels had made him thin and weak, Colonel Steele gave him “an old plug of a horse” to ride.

When the army arrived in Washington, there was a grand parade. Colonel Steele asked Charles to lead the regiment’s pack mule at the rear of the parade. He was very proud and happy.

Soon after this, in about 1866, Charles began following the Second Minnesota Regiment, and went to Fort Snelling. He agreed to work for a livery stable owner in St. Paul in exchange for a place to live and \$10 a month. He said:

**“I tell you \$10 a month looked like big money to me— a fellow that had always been a slave, and never had a cent in his life. I worked for...three months, but he never paid me a cent. Occasionally I got a dime or a quarter from some gentleman for taking extra care of his horse..”**

While working in St. Paul, Charles met Henry McKusick and Albert Lowell from Stillwater. Lowell offered him a job, and he decided to quit his St. Paul job.

**“...One day I concluded to quit. I had only 10 cents, but I knew the road [to Stillwater], and the walking was fair. I worked for Lowell until he sold out, and then for the other men that bought the place — and I’ve been here ever since.”**

Charles Jackson worked as a barber in Stillwater for the rest of his life. When he died in 1903, the newspaper reported:

**“The barbers of the city closed their shops this afternoon to attend the funeral... as a mark of respect to one who had for a third of a century worked at his trade in the city.”**

### **smallpox**

A highly contagious and dangerous virus. It killed many people.

### **Quick Thinking:**

Why do you think the owner of the livery stable didn’t pay Charles Jackson? Do you think Charles could have done anything about this?

## Charles Jackson objects...

Look at and touch your objects. Before you guess what they are, try the following:

1. What describing words can you use for your objects?  
Talk about color, size, shape, texture (how they feel).
2. Who do you think would have or use these objects?
3. How do you think these objects were used?
4. Do you have or use objects that looks like this?  
What are they?
5. Why do you think these objects relate to your history person?

### These objects are...

A shaving brush and a razor strop. These objects were very important to barbers such as Charles Jackson. Well into the 1900s, many men had their hair cut at barber shops. They also had their faces shaved. Barber shops were also gathering spots for men. They would meet their friends there. It would have been shocking to find a woman in a barber shop.

A shaving brush was rubbed into a cake or tin of shaving soap. The brush was then used to lather the soap onto a man's face. This helped to soften the whiskers and make the razor slide smoothly. (Please treat this very old brush gently.)

A barber's razor strop and razor were very important to him. Charles Jackson would have used a straight razor, which was a long blade, something like a knife. He would sharpen the razor on the strop. This took a lot of skill. The strop hung from a hook, and the barber pulled the other end tight. He would draw the blade of the razor at an angle over the leather or canvas. Can you hold the strop properly?

If a barber did not take good care of his strop, it would get nicks and scratches. This would make tiny nicks in the razor. And a nicked razor would make nicks in a man's face. That would put a barber out of business in a hurry!

## Understanding Sources...

1. What sources of information did you use to learn about Charles Jackson?
2. Do you think any of these sources provide better information than others? Why?
3. Where would you look for these sources in your community?

## Understanding Charles Jackson...

1. Name three important events during Charles Jackson's life. Explain what evidence you have in your sources for this. How do you think he felt during these events?
2. How is your life similar to Charles Jackson's? How is it different?

## Connecting Charles Jackson...

1. On the next page is a timeline of events that occurred during Charles Jackson's lifetime. Using information from your sources, place events in Charles Jackson's life along the timeline. (The blanks will give you hints, but you may add more.) Calculate how old he was when some interesting events occurred.
2. Pretend you are Charles Jackson at age 50. Tell your class or write about big and small things that happened in your life, and what you thought about those events. Use evidence from your sources.
3. Write your own autobiography for people to read in the future.

## List of History Sources

Cemetery Records  
Census Records  
Church Records  
City Directories  
Diaries  
History Books  
Letters  
Maps  
Newspapers  
Objects  
Oral History/Interviews  
Photographs  
Probate Records  
Property Records  
Reminiscences

## A Charles Jackson Timeline



plat

To create a map of a future town.

- 1848 Village of Stillwater **platted**. It is a major lumbering center. Wisconsin becomes a state.
- 1849 Minnesota becomes a territory.

\*-----

- 1854 Stillwater becomes a city.
- 1855 There are 1,482 people in Stillwater. 700 of them are unmarried men.
- 1858 Minnesota becomes a state.
- 1861 Civil War begins.

\*-----

- 1862 The Dakota Conflict occurs in Minnesota.
- 1863 Minnesota's First Regiment fights at the Battle of Gettysburg, losing 215 of 262 men.
- 1865 The Civil War ends.

\*-----

- 1867 Laura Ingalls is born in Pepin, Wisconsin.
- 1873 In January, a three-day blizzard kills 70 Minnesotans.
- 1876 First bridge between Stillwater and Wisconsin.
- 1893 The Minnesota State flag is created.
- 1894 A forest fire in and around Hinckley kills over 400.
- 1898 The Spanish American War begins.
- 1902 12 automobiles appear in Minneapolis.

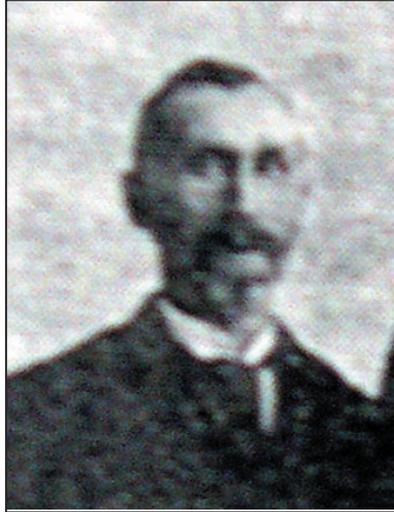
\*-----

- 1905 Lumbering era peaks, then begins to decline.
- 1914 W.W. I begins in Europe.
- 1917 U.S. enters W.W. I.
- 1918 A world-wide flu epidemic spreads to Minnesota. It kills more than 7000 people this year, and more in the next two years. World War I ends.

## Encounters...

1. Pretend you are Charles Jackson, “out for a walk” in downtown Stillwater. Find other people who lived in and around Stillwater during your lifetime. For each person you meet, try to decide:
  - Did you know each other? Where would you have met or seen each other?
  - What sort of things do you have in common?
  - What are some of the things you would have talked about? For example:
    - Wars
    - Other people in town
    - Lumbering or other jobs
    - New inventions
    - Children
2. Spend time meeting “history people” from different eras. Find out what you have in common, and how your lives are different. (Take notes on names and interesting discoveries to support later class discussion.)
3. Talk with other students and see if your class can create a “human timeline” of history people around your room. Check the order of your “timeline” by having each person talk briefly about his/her life. (How will you handle overlapping characters?)
4. Visit the sites mentioned here with your parents or class. Write a report describing what Charles Jackson may have seen there, and what you see there now.





# Meet Arvid Parson

*Swedish Immigrant*

An Interactive Biography Profile

Stillwater, Minnesota  
April, 2003

A publication of the St Croix Valley Heritage Curriculum Committee  
A joint project of the Arcola Mills Historic Foundation and  
the Washington County Historical Society



## Census Questions

1. What is a census?
2. List the places where members of the household were born. Where do you think Mathilda's parents were born? (This is listed on the original census, but may be hard to read.)
3. Who is listed as having a job? What jobs do they have?
4. What do you think a day laborer does?
5. Use subtraction to find out what years Arvid and other members of his 1900 household were born.
6. How old were Arvid and Mathilda when they married?

## Following Arvid Person...

This is a listing from the 1894-95 Stillwater *City Directory*.

1. How much time passed between this listing in the City Directory and the census on the previous page?
2. Compare the information here to the census listing.
3. List at least two new things you can learn about Arvid Parson from the directory.

### City directory

An index providing information about the location of homes and businesses in a city. These directories evolved into today's "telephone book."

THEO. MILLER

Fur, Plush or Cloth Cloaks Made Over in Latest Style.  
326 S. 3d Street.

FURRIER.

---

STILLWATER CITY DIRECTORY.
197

Pankonin Adolph, clk King Bros, bds 717 W Oak.  
Pankonin Charles, teamster, bds 717 W Oak.  
Pankonin Ferdinand, lab East Side L Co, res 909 S 5th.  
Pankonin Louis, teamster, res 717 W Oak.  
Pankonin Louis Jr, driver Severson & Magnuson, bds 717 W Oak.  
Pankonin Wm H (Pankonin & Wells), res 721 W Oak.  
Pankonin & Wells (Wm H Pankonin, Thomas D Wells), barbers 126 S 2d.  
Papineau Elie, clk Murphy & Co, bds 203 W Myrtle.  
Parcila Louis, cooper, res 1326 W Maple.  
Parish Henry, molder, bds 423 N Greeley.  
Parish Leonard, clk, res 504 N Greeley.  
Parker Archibald T, guard Minn State Prison, res 1212 N 2d.  
Parker Henry C, clk M A Park-r, res 111 E Myrtle.  
Parker John C, foreman, res Oak Pk.  
Parker Joseph, res 604 S 3d.  
Parker Mary A, conf 101 N 2d, res 111 E Myrtle.  
Parker Reuben S, crockery 315 S Main, res 604 S 3d.  
Parker Susan (wid John), bds J C Parker.  
Parle Bridget (wid James), res 311 N 3d.  
Parnell Jessie L (Dahling & Parnell), res 271 N Martha.  
Parrent Jeremiah T, scaler, res 1225 S 1st.  
Parson Arvid, millwright Florence Mill Co, res 225 N Greeley.  
Parsons August, lumberman, bds 214 E Mulberry.  
Parsons Peter, lab, res 110 N William.  
Parsons Wm, sawyer East Side L Co, res Houlton, Wis.  
Patchin George L, cashr G H Atwood, bds 1114 3d av S.  
Patchin Julia (wid Manley), bds 320 W Pine.

**PATTEE ASA W,**  
Coal and Wood 208 Commercial av, res 222 W Cherry.  
Patten James, teamster, bds 203 E Chestnut.  
Patwell Burten H, plumber, bds 621 W Churchill.  
Patwell Mary (wid Peter), bds F L Barrett.

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TEN DAY'S TRIAL  
TREATMENT  
FOR  
**CATARACT,**  
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CONSUMPTION,  
Including Medicines, by Dr.  
Nelson, 226-228 Washington  
Ave. S.  
Examinations FREE.

---

IF YOU WANT A SCHOOL FOR YOUR DAUGHTERS, WHERE THEY WILL HAVE THE COMFORTS OF HOME, WITH THE DISCIPLINE OF A GOOD SCHOOL, SEND TO

}

**ST. CATHERINE'S SCHOOL,**  
139-141 Pleasant Ave., St. Paul, Minn.

## Visiting Arvid Parson...

This is Arvid Person's house as it looks today.

1. Use the City Directory to find the address.
2. Can you locate this address on a Stillwater map?



**VISIT:**

Arvid Parson's old house.



*This photograph of Arvid Parson and his family appeared in 1966 a Swedish newspaper that discussed Arvid's letters. Photo courtesy of the Minnesota Historical Society.*

## More information about Arvid Parson...

Arvid Parson emigrated to Stillwater in 1868 from an area in central Sweden called Skane (pronounced “sko-nuh”), from a town called Ellestorp. Arvid was like many *immigrants* of the time. We know his about his life because he wrote letters about his experiences in America to people at home. He was one of thousands of immigrants who wrote these “America letters.”

### *immigrants*

People who come into a country.

Many “America letters” were thrown away or lost over time. But the people of Arvid’s small home town kept the letters, as you will read here. In the forty years after Arvid Parson moved to Minnesota, he wrote over one hundred letters.

### *emigrants*

People who leave their country.

Most *emigrants* had some sort training or skill. The census lists jobs such as dentist, baker, or logger. Arvid was trained as a carpenter, although he held several different jobs after arriving in Stillwater.

**“Last month I worked on the Mississippi River driving logs from Stillwater to Clinton in Illinois. These logs are fastened together in the middle of the raft in a square section where we have kitchen and sleeping shanties, and the whole thing floats along the stream. This work lasted 28 days and I earned 40 dollars. I was also following a machine and binding grain for six days, 19 dollars, altogether 59 dollars. Before that I worked for an Irishman for five weeks. He was a deadbeat like all the Irish. This one did not pay me one cent. Now I have hired out to cut timber all winter for one dollar a day. So if I can keep my health I still find myself in good condition even though I was cheated out of 30 dollars.”**

Many of Arvid’s letters are about his work and his pay, but he also tells his parents that he is safe and healthy. Sometimes his letters sound homesick for Sweden, but other times he brags that life in his new country is very good. He sends advice to others who are thinking of moving to Minnesota.

**“I want to advise those who intend to come here not to buy any more fine clothes and shoes than are necessary. Better to bring money because this can be transformed into fine clothes. They are not any more expensive here than in Sweden. Linen shirts are not used here. Just fine wool shirts, red or gray. Don’t**

### **QUICK THINKING:**

What do you think about Arvid Parson’s opinion about the Irish? Can you explain why he felt this way?

### **QUICK THINKING:**

Why did Arvid Parson tell people not to bring long stockings? Do people worry about wearing the right kind of clothes today?

**bring any long stockings because they will just make fun of you, here the men wear only short stockings.”**

Arvid goes through good times and bad, mostly depending on whether he finds work or not. He also meets Mathilda. They marry and start a family. Eventually, Arvid and Mathilda buy land and start a farm. It is a big decision for him; two years before actually buying the land, he writes to his parents.

**“I have my health and am feeling fine, but the times are hard, especially for the working class. The times have not been this bad since the war. The only activity is in farm work. So I and others in my trade have nothing to do. If there is no change soon, one must take hold of the plow. Which is...hard to do for one who is poor, because he lacks everything and everything costs money. When one must buy everything from first to last it takes more than a little capital. If that were not the case, I would have been a farmer long ago.”**

Two years later, Arvid buys land for a farm, but he rents it out. Not until 1898 do he and Mathilda actually start farming. Arvid writes to his brother back in Sweden:

**“Since [last summer], I have been at a sawmill but I don’t like it. So I am going to try farming and see how that goes. I have 160 acres but I don’t have any buildings on the land because I have it rented out. I will have to build a house before we can move there. After that I can put up the outbuildings and so forth. Our son is now 17 years old and is a good helper. Our oldest daughter goes to high school and is a training to become a school teacher. She is now 19 years. Our youngest daughter is 14 years. Their names are Ernest, Edna and Ingrid, the smallest is named after our mother.”**

The three Parson children, Edna, Ernest, and Ingrid, grew up in Stillwater. Edna became a teacher, Ingrid worked as an administrator at a life insurance company, and Ernest was a bookkeeper. Arvid Person died in 1916; his wife Mathilda lived until 1939.

The story is like the stories of thousands of other immigrants. The letters Arvid Person and other immigrants wrote to family and friends back in Sweden encouraged even more people to try their fortunes in America.

 **QUICK THINKING:**

If you decided to emigrate, what country would you choose? What would your biggest concern be?

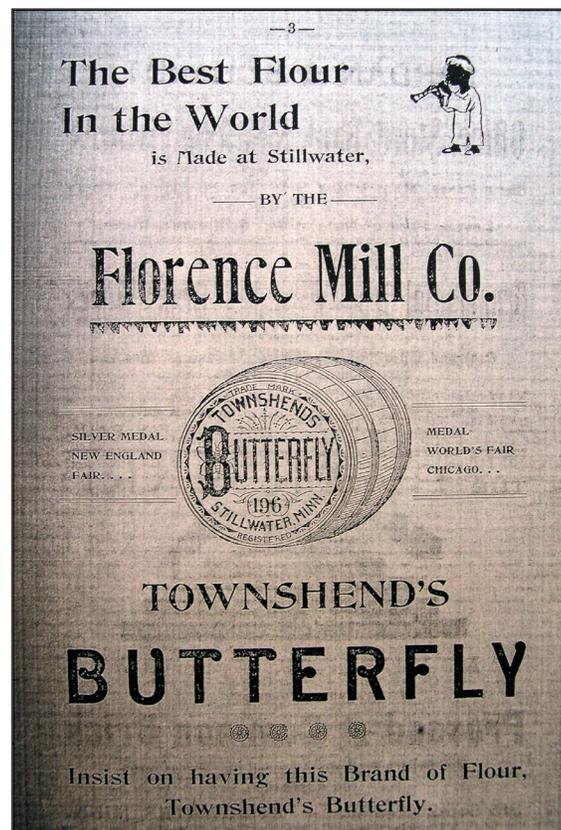
What is special is that the Parson letters were saved and handed down to the next Parson generation. In March of 1966, Arvid's nephew in Sweden sent the letters to a large Swedish newspaper called *Arbetet*. *Arbetet* published the letters because they thought people would find them interesting.

The newspaper story reached a man who lived in Minneapolis. He decided to search for anyone in Arvid's family still living in Stillwater. Edna and Ingrid, Arvid Parson's two daughters, were still living in town, and they began writing to their long-lost cousin in Sweden.

**Fun Fact:**

By 1890, about 100,000 Swedes had emigrated to Minnesota. The St. Croix Valley was one of the most popular places in the state for Swedish immigrants to settle.

*As you know from the story above, Arvid Parson held many jobs. Here is an advertisement from the company he worked for in 1900.*



**VISIT:** The Minnesota History Center

Copies of Arvid Parson's letters are kept in the Minnesota History Center Research Library in St. Paul.

## Arvid Parson objects....

Look at and touch your objects. Before you guess what they are, try the following:

1. What describing words can you use for your objects?  
Talk about color, size, shape, texture (how they feel).
2. Who do you think would have or use these objects?
3. How do you think these objects were used?
4. Do you have or use objects that looks like this?  
What are they?
5. Why do you think these objects relate to your history person?

### These objects are...

A nib pen and an ink bottle. The pen is new, but it works like old nib pens did. The bottle was made sometime after 1860. Arvid Parson wrote many letters using tools like these.

Unlike pens today, people had to dip the tip, or nib, of the pen into the ink in the bottle. They would write a few words, then dip the pen again. (Examine the nib. Why do you think it is slightly curved?)

It took time for ink to dry. The ink would smear if touched or if the letter was folded too soon. Sometimes people would use blotting paper, which was placed over a newly-written page. A rounded block of wood was then rocked gently over the blotting paper to help it soak up extra ink.

Around 1890, people began using fountain pens. These pens had ink inside, which flowed onto the paper—like a fountain! These pens could leak, though. People began using ball point pens, which we use today, in about 1945.

Why do you think the ink bottle is short and heavy? What do you think would be the hardest part of writing with a nib pen?

## List of History Sources

Cemetery Records  
Census Records  
Church Records  
City Directories  
Diaries  
History Books  
Letters  
Maps  
Newspapers  
Objects  
Oral History/Interviews  
Photographs  
Probate Records  
Property Records  
Reminiscences

## Understanding Sources...

1. What sources of information did you use to learn about Arvid Parson?
2. Do you think any of these sources provide better information than others? Why?
3. Where would you look for these sources in your community?

## Understanding Arvid Parson...

1. Name three important events during Arvid Parson's life. Explain what evidence you have in your sources for this. How do you think he felt during these events?
2. How is your life similar to Arvid Parson's? How is it different?

## Connecting Arvid Parson...

1. On the next page is a timeline of events that occurred during Arvid Parson's lifetime. Using information from your sources, place events in Arvid Parson's life along the timeline. (The blanks will give you hints, but you may add more.)
2. Pretend you are Arvid Parson at age 65. Tell your class or write about big and small things that happened in your life, and what you thought about those events. Use evidence from your sources.
3. Write your own autobiography for people to read in the future.

## An Arvid Parson Timeline

- \*-----
- 1848 Village of Stillwater *platted*. It is a major lumbering center. Wisconsin becomes a state.
  - 1849 Minnesota becomes a territory.
  - 1854 Stillwater becomes a city.
  - 1855 There are 1,482 people in Stillwater. 700 of them are unmarried men.
  - 1858 Minnesota becomes a state.
  - 1861 Civil War begins.
  - 1862 The Dakota Conflict occurs in Minnesota.
  - 1863 Minnesota's First Regiment fights at the Battle of Gettysburg, losing 215 of 262 men.
  - 1865 The Civil War ends.
  - 1867 Laura Ingalls is born in Pepin, Wisconsin.  
The Minnesota Legislature creates a state board to encourage immigration to the state. They advertise in newspapers and magazines.

- \*-----
- 1873 In January, a three-day blizzard kills 70 Minnesotans,
  - 1876 First bridge between Stillwater and Wisconsin.

- \*-----
- 1893 The Minnesota State flag is created.
  - 1894 A forest fire in and around Hinckley kills over 400.
  - 1898 The Spanish American War begins.
  - 1902 12 automobiles appear in Minneapolis.
  - 1905 Lumbering era peaks, then begins to decline.
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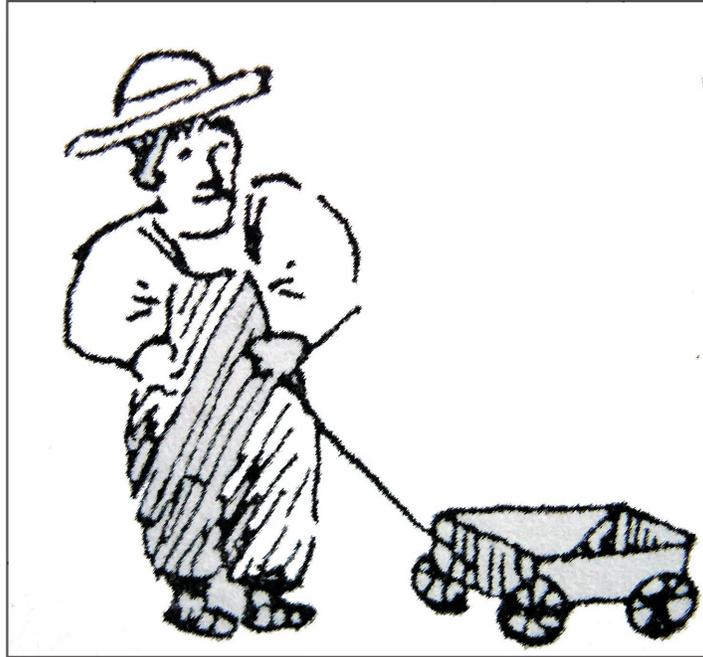
\*-----



To create a map of a future town.

## Encounters...

1. Pretend you are Arvid Parson, “out for a walk” in downtown Stillwater. Find other people who lived in and around Stillwater during your lifetime. For each person you meet, try to decide:
  - Did you know each other? Where would you have met or seen each other?
  - What sort of things do you have in common?
  - What are some of the things you would have talked about? For example:
    - Wars
    - Immigration
    - Lumbering or other jobs
    - New inventions
    - Children
2. Spend time meeting “history people” from different eras. Find out what you have in common, and how your lives are different. (Take notes on names and interesting discoveries to support later class discussion.)
3. Talk with other students and see if your class can create a “human timeline” of history people around your room. Check the order of your “timeline” by having each person talk briefly about his/her life. (How will you handle overlapping characters?)
4. Visit the sites mentioned here with your parents or class. Write a report describing what you find, or what Arvid Parson may have seen there, and what you see there now.



# Meet Jerome Larson

*Stillwater Childhood Expert*

An Interactive Biography Profile

Stillwater, Minnesota  
April, 2003

A publication of the St Croix Valley Heritage Curriculum Committee  
A joint project of the Arcola Mills Historic Foundation and  
the Washington County Historical Society

# Meet Jerome Larson's Family...

This is a 1930 census listing for Jerome Larson's household.

DEPARTMENT OF COMMERCE—BUREAU OF THE CENSUS  
 FIFTEENTH CENSUS OF THE UNITED STATES: 1930  
 POPULATION SCHEDULE

Enumeration District No. 81-27 Sheet No. 8A  
 Supervisor's District No. 10  
 Incorporated place Stillwater City Ward of city 2nd Ward Block No. 1  
 Unincorporated place X Locality X Designated by act on April 9, 1910 Jerome Larson

PLACE OF BIRTH	MARRIAGE	OCCUPATION AND INDUSTRY	SEX		AGE		MARRIAGE		MARRIAGE		MARRIAGE		MARRIAGE		MARRIAGE		MARRIAGE		MARRIAGE	
			M	F	Y	M	Y	M	Y	M	Y	M	Y	M	Y	M	Y	M	Y	M
Minnesota	Wife	none	41	00	1	41	00	1	41	00	1	41	00	1	41	00	1	41	00	1
Minnesota	Daughter	none	17	07	0	17	07	0	17	07	0	17	07	0	17	07	0	17	07	0
Minnesota	Daughter	none	15	05	0	15	05	0	15	05	0	15	05	0	15	05	0	15	05	0
Sweden	Wife	Housewife	26	06	0	26	06	0	26	06	0	26	06	0	26	06	0	26	06	0
Sweden	Daughter	none	24	04	0	24	04	0	24	04	0	24	04	0	24	04	0	24	04	0
Sweden	Daughter	none	22	02	0	22	02	0	22	02	0	22	02	0	22	02	0	22	02	0
Sweden	Daughter	none	20	00	0	20	00	0	20	00	0	20	00	0	20	00	0	20	00	0
Sweden	Daughter	none	18	08	0	18	08	0	18	08	0	18	08	0	18	08	0	18	08	0
Sweden	Daughter	none	16	06	0	16	06	0	16	06	0	16	06	0	16	06	0	16	06	0
Sweden	Daughter	none	14	04	0	14	04	0	14	04	0	14	04	0	14	04	0	14	04	0
Sweden	Daughter	none	12	02	0	12	02	0	12	02	0	12	02	0	12	02	0	12	02	0
Sweden	Daughter	none	10	00	0	10	00	0	10	00	0	10	00	0	10	00	0	10	00	0
Sweden	Daughter	none	8	08	0	8	08	0	8	08	0	8	08	0	8	08	0	8	08	0
Sweden	Daughter	none	6	06	0	6	06	0	6	06	0	6	06	0	6	06	0	6	06	0
Sweden	Daughter	none	4	04	0	4	04	0	4	04	0	4	04	0	4	04	0	4	04	0
Sweden	Daughter	none	2	02	0	2	02	0	2	02	0	2	02	0	2	02	0	2	02	0
Sweden	Daughter	none	0	00	0	0	00	0	0	00	0	0	00	0	0	00	0	0	00	0

Name	Age	Relation	Color	Place born	Occupation
Larson, William C.	59	head	W	Minnesota	Painter
Emma	55	wife	W	Sweden	none
Marie	29	Daughter	W	Minnesota	none
Hermie	26	Daughter	W	Minnesota	stenographer
Jerome W.	20	son	W	Minnesota	none

## Census Questions

1. What is a census?
2. Does Jerome Larson have siblings?  
How many brothers? How many sisters?
3. Who is listed as having a job? What jobs do they have?
4. List the places where members of the household were born.
5. Do you think everyone living in Jerome Larson's house is related to him? Explain.
6. Use subtraction to find out what years Jerome Larson and other members of his 1930 household were born.

## Following Jerome Larson...

This is a listing from the 1927-28 Stillwater *City Directory*.

1. Compare the information here to the census listing.  
(Look carefully at the "Larson" listings!)
2. List at least two new things you can learn about Jerome Larson's life and family from the directory.

### City directory

An index providing information about the location of homes and businesses in a city. These directories evolved into today's "telephone book."

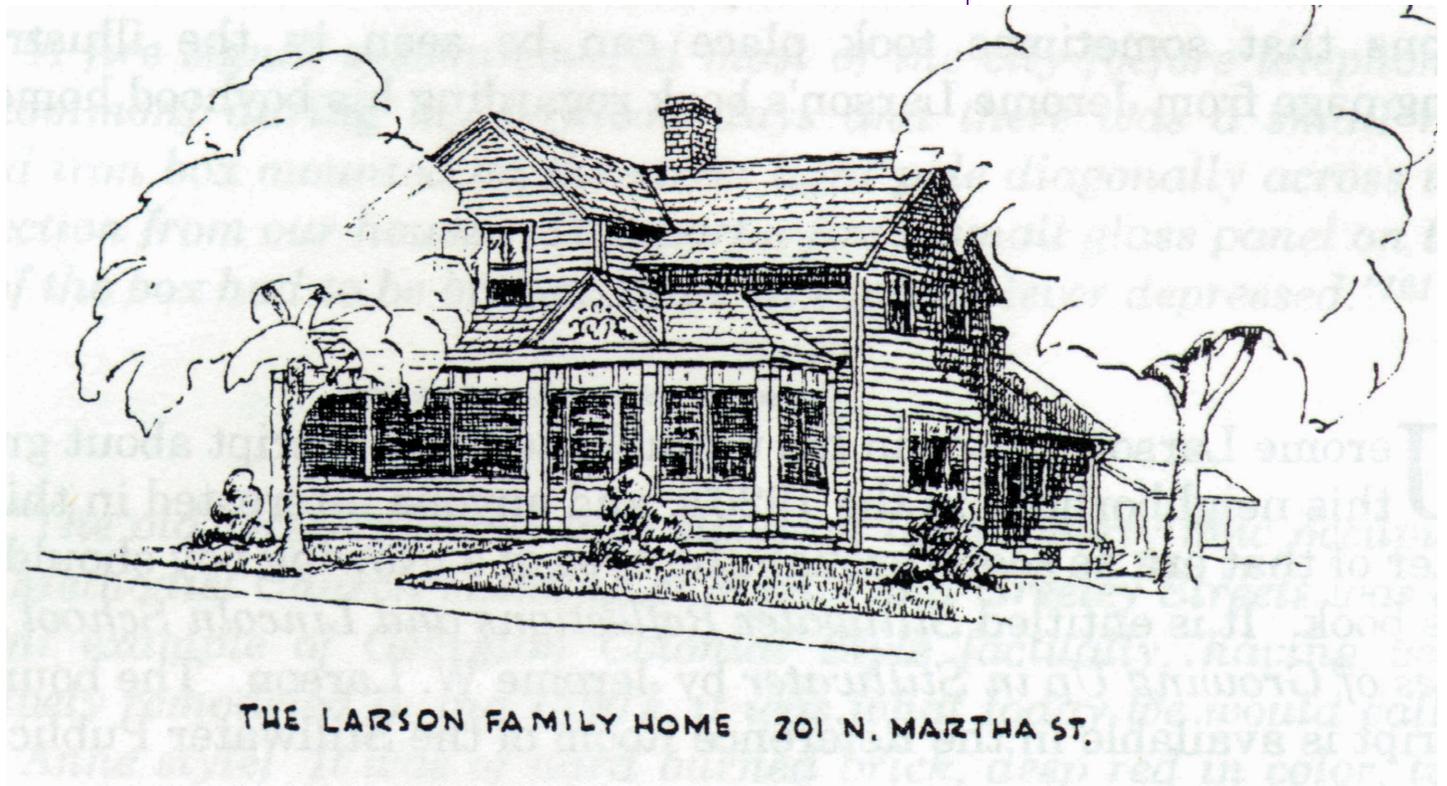
<b>R. L. Polk &amp; Co., 496 Endicott Bldg.  ST. PAUL MINN.  Publishers or Agents for All Directories Published in the</b>	<b>EVERYTHING IN PHOTOGRAPHY</b> ANYTHING—ANYTIME—ANYWHERE WE DO IT <b>HANSEN STUDIOS</b> PHONE 883-L      211 So. MAIN ST.      STILLWATER, MINN.
	84      (1927-28) R. L. POLK & CO.'S
	Larson Elmer W carrier PO h1312 N 1st Larson Florence shoemkr Foot Schulze & Co res St Paul Minn Larson Gust shoewkr Foot Schulze & Co res St Paul Minn Larson Gust mason h518 W St Croix Larson Hermie sten r201 N Martha Larson Jerome hlpr r201 N Martha Larson Laura clk r408 W Maple Larson Lars P tmstr h W Olive se cor Seeley Larson Lydia M r204 W Cherry Larson Margt moved to St Paul Minn Larson Marie (wid Chas) r309 W Laurel Larson Marie B sten r201 N Martha Larson Nels O cabtmkr Stillwater Woodworking Co h200 S 3d Larson Wm C pntr h201 N Martha LaRue Frank T guard Minn State Prison h Oak Park Lassen Victor A lab h224 N Martha Lavallo Geo firemn h904 W Olive Lavallo Roy lab h904 W Olive Laverdier Philip lab Andersen Lmbr Co r211 E Mulberry LaVine Knute M pres Stillwater Motor Co h202 S 4th Law Allan lab h1118 W Pine Law Edmund B cook r1118 W Pine Law Eliz (wid Wm) confr Oak Park h do Law Fred G clk h435 S Broadway Law Wm jr confr Oak Park h do Lawrence Chas lab r1818 N 1st Lawrence Edw tmstr h1301 W Olive Lawrence Walter lab h1315 S Main Lawrenz John A slsmn Charlsen Candy Co h916 S 4th Lawrenz Walter mech Lott's Garage h610 W Wilkin Lawson Amelia (wid John O) h719 N 4th Lawson Geo L plstr h616 W Linden Laxon Freeman lab 51 St Croix Mfg Co r4th cor Churchill Laxon Genevieve Mrs maid Lowell Inn Leach Fannie M died Nov 2 '24 age 87 Leach Horace ydmn L W Linner h Harriet ne cor Abbott Leader Aug lab h822 W Laurel Leadholm Alf clothing 205 S Main h920 N 3d Leadholm Frances sten r920 N 3d Leander Agda M (wid Gust H) h102 S Sherburne LeBlonde Ray driver Hoehne's Grocery r2 S 4th LeBoeuf Arth brklyr h Oak Park Lebreuz Gust lab r810 S 6th

## Visiting Jerome Larson...

This is Jerome Larson's house.

1. Does the address included by artist Don Empson match the city directory listing?
2. Can you locate this address on a Stillwater map?

 **QUICK THINKING:**  
What can this house tell you about Jerome Larson's life?



The sketch on the front page was drawn by Jerome Larson. He used it to illustrate his description of a small, homemade wagon he had as a boy. He wrote: "The handle was a short length of stiff, heavy wire, bent into a loop to serve as a grip. The wheels were perhaps from an old doll buggy that one of my sisters once had and the body [was] a box salvaged from an earlier purchase."



## More information about Jerome Larson...

Jerome Larson was the grandson immigrants from Olme and Skane, Sweden. They first settled around Afton in the 1880s. Jerome grew up in Stillwater in the early part of the twentieth century. He was born in 1909, and in 1982 he wrote a book about his childhood from his home in California. The book was never published, but the manuscript still exists at the Washington County Historical Society. In his manuscript, Jerome talks about his memories of Stillwater life in the 1910s and 1920s. We can learn a lot about some of the big changes people experienced during that time from Jerome's writing.

For example, Jerome notes that his house did not have running water when he was a boy. They purchased water for drinking and washing from the Olson Transfer Company. The water was delivered in a tank wagon and emptied via a canvas hose into the family's *cistern*. When they needed water they pumped it into a bucket using a hand crank-operated pump. Then they brought the bucket inside and put it near the "dry *sink*." The family didn't have a refrigerator, either. Jerome talks about the *ice box* his family used to keep milk, cream, and butter cool.

Also, when Jerome was young, the Larson home had no indoor plumbing. This was not unusual at the time - most houses had an outhouse of some sort.

**"Not much time was spent in these backhouses, as they were coyly named, in cold weather...Youngsters were reminded to make a last minute trip to this outdoor accommodation before bedtime...a trip there after dark mean accompaniment by an older sister or one of my parents [with a] kerosene lantern...**

**When the city sewer and water mains were placed in our street and our house was connected to them, life really changed for us. Our upstairs was remodeled to provide for a bathroom and an additional *water closet* installed in the basement. Mother's work was made much easier and we felt that we were living in luxury at last."**

In Stillwater's early days, Mr. Larson tells us, many roads were not paved. Jerome notes that this was fine for horse and wagon traffic and for the few trucks and cars that were

### *cistern*

An underground tank for water.

### *dry sink*

A sink without plumbing connections. Jerome explained that water was drawn from the cistern in a bucket. Waste water was collected in a "slop bucket" and dumped onto Rice Street or into the garden.

### *ice box*

A type of refrigerator that needed large blocks of ice inside to keep things cold.

### *water closet*

Toilet

in town—as long as the weather was dry. When it was muddy, vehicles would get stuck on the road near Jerome’s house.

**“...then the horses would come to rescue them... Nearby residents often tried to help the drivers of these stuck trucks by furnishing old rugs, rags, gunny sacks...and boards so the power wheels could get traction. I have wondered often how many of Mrs. Lagerstad’s old rugs are buried in Rice Street. No one will ever know.”**

Another interesting part of Jerome Larson’s past is how he and his friends played. Jerome says that his toys were fairly simple: homemade wooden items, cast iron horses, toy soldiers, model cars, and spinning tops. He would build roads for his cars in the sand caught in the gutter. His favorite toys included a Flexible Flyer sled and a “velocipede”, which is the name they used for a tricycle. Jerome and his friends also liked to swim, play games and go on picnics. They also did some things that kids don’t do as much today, like hoop rolling and making whistles from willow branches. Jerome wrote:

**“One enterprise that many kids got into for summer fun was to collect fine-grained sand, color it and set up a place to sell it. Common pins were used [to pay for the sand]. We got good quality sand from the sand rock cliffs along North Broadway just west of Main Street...We’d dig into the soft rock and fill buckets with two or three colors of sand. These ranged from almost white to a dark brown...Using bluing, food coloring, fabric dyes...we would color the sand, display it on small squares of paper, layer various colors in bottles or jars. We would vie with each other to see who could develop the most attractive designs and get the greatest variety of colors.”**

Jerome Larson died in California in 1986. He wrote very fondly of his childhood in Stillwater. Reminiscences like his are one way we can learn what life was like for people in the past.

 **Quick Thinking:**

What word can you find in the dictionary that is similar to “velocipede?” Why do you think this was a good name for a tricycle?

 **Quick Thinking:**

Can you think up a good name for this game with sand? Would you like this game?

 **Visit:**

**The Washington County Historical Society.**

Jerome Larson’s entertaining manuscript is at WCHS in Stillwater.

## Jerome Larson objects...

Look at and touch your objects. Before you guess what they are, try the following:

1. What describing words can you use for your objects?  
Talk about color, size, shape, texture (how they feel).
2. Who do you think would use these objects?
3. How do you think these object were used?
4. Do you have or use objects that look like this?  
What are they?
5. Why do you think these objects relate to your  
history  
person?

### These objects are...

Simple wooden toys. As you know from your reading, Jerome Larson played with a variety of simple toys, and used his imagination to create games with things like sand. The objects you have were probably very familiar to Jerome.

One toy is called a Jacob's Ladder. It was named after a story in the Bible about a man named Jacob who saw angels using a ladder to heaven. (How is this toy like a ladder?)

The second toy is a "ball and cup" game. Children gave it different names. What would you call it?

These toys are also called "folk toys." This is another way of saying that they are common in many places and cultures. People can make them without fancy machines or materials. What everyday items do you think Jerome might have used to make toys like this?

Do you like playing with these toys? Why or why not? How are they the same or different from your toys today?

Practice the tricks you can do with these toys. Teach some of your classmates how to do them!

## Understanding Resources...

1. What sources of information did you use to learn about Jerome Larson?
2. Do you think any of these sources provide better information than others? Why?
3. Where would you look for these sources in your community?

## Understanding Jerome Larson...

1. Name three interesting things about Jerome Larson's life. Explain what evidence you have in your sources for this. How do you think he felt during these events?
2. How is your life similar to Jerome Larson's? How is it different?

## Connecting Jerome Larson...

1. On the next page is a timeline of events that occurred during Jerome Larson's lifetime. Calculate how old Jerome was during some of these events. Using information from your sources, place events in Jerome Larson's life along the timeline.
2. Pretend you are Jerome Larson at age 75. Tell your class or write about big and small things that happened in your life, and what you thought about those events. Use evidence from your sources.
3. Write your own autobiography for people to read in the future.

## List of History Sources

Cemetery Records  
Census Records  
Church Records  
City Directories  
Diaries  
History Books  
Letters  
Maps  
Newspapers  
Objects  
Oral History/Interviews  
Photographs  
Probate Records  
Property Records  
Reminiscences

## A Jerome Larson Timeline

- 1900 Increasing waves of immigration from northern Europe and other countries.
- 1902 12 automobiles appear in Minneapolis.
- 1905 Lumbering era peaks, then begins to decline.

\*-----

- 1914 W.W. I begins in Europe.
- 1917 U.S. enters W.W. I.
- 1918 A world-wide flu epidemic spreads to Minnesota. It kills more than 7000 people this year, and more in the next two years. World War I ends.
- 1919 Women are given the right to vote.
- 1927 Charles Lindbergh crosses the Atlantic by plane.
- 1929 The Great Depression begins.
- 1932 First Laura Ingalls Wilder book published.
- 1940 The Armistice Day blizzard kills 49 people in the state, with over 16 inches of snow in 24 hours and sixty-mile-an-hour wind gusts.
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- 1948 Minnesota's first television station goes on the air.
- 1950 Korean War begins.
- 1954 Coya Knutson becomes the first Minnesota women elected to Congress, creating controversy.
- 1957 Laura Ingalls Wilder dies.
- 1959 St. Lawrence Seaway opens, meaning ships can travel from Duluth to the ocean.
- 1975 U.S. involvement in Vietnam ends.
- 1964 Minnesotan Hubert H. Humphrey becomes Lyndon Johnson's vice president. American soldiers go to Vietnam.
- 1980 Major wave of immigration from southeast Asia.
- 1982 Major storm drops 35 inches of snow in 2 days.

\*-----

- 1987 Minnesota Twins win World Series.

\*-----

## Encounters...

1. Pretend you are Jerome Larson, “out for a walk” in downtown Stillwater. Find other people who lived in and around Stillwater during your lifetime. For each person you meet, try to decide:
  - Did you know each other? Where would you have met or seen each other?
  - What sort of things do you have in common?
  - What are some of the things you would have talked about? For example:
    - Wars
    - Other people in town
    - Jobs
    - New inventions
    - Children
2. Spend time meeting “history people” from different eras. Find out what you have in common, and how your lives are different. (Take notes on names and interesting discoveries to support later class discussion.)
3. Talk with other students and see if your class can create a “human timeline” of history people around your room. Check the order of your “timeline” by having each person talk briefly about his/her life. (How will you handle overlapping characters?)
4. Visit the sites mentioned here with your parents or class. Write a report describing what Jerome Larson may have seen there, and what you see there now.





# Meet Lillian Berg

*Lifelong Stillwater Resident*

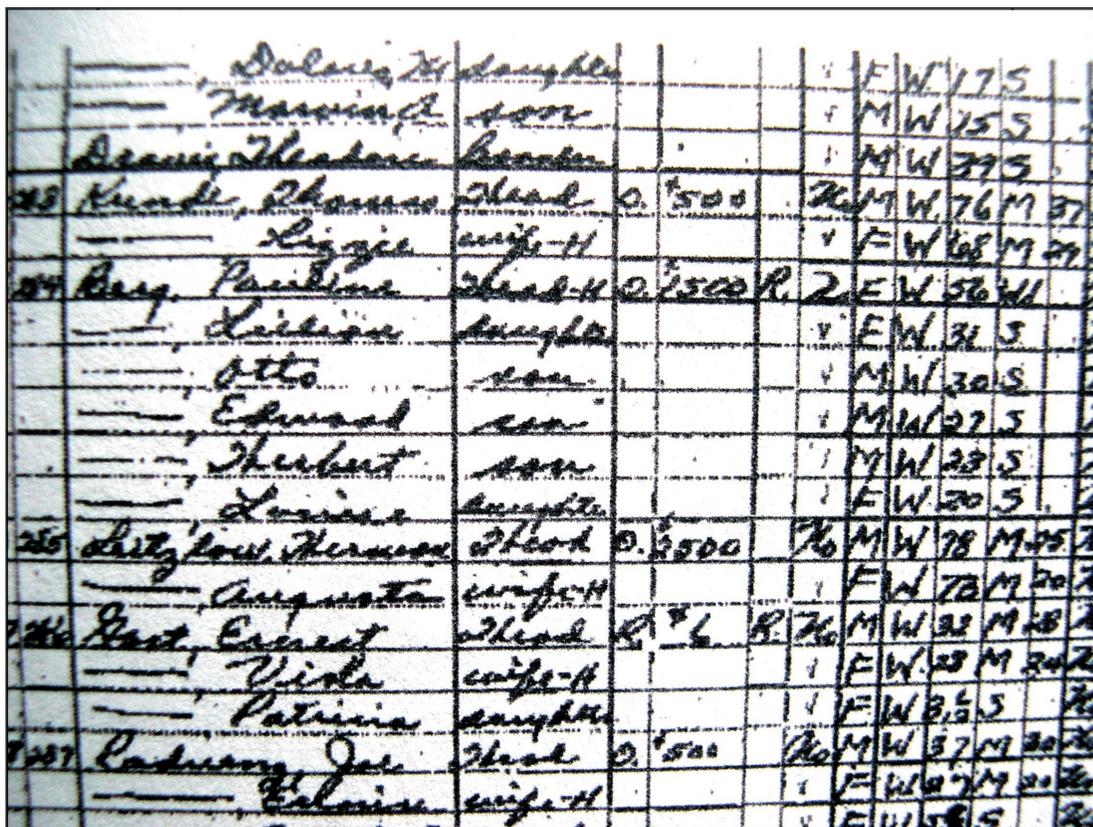
An Interactive Biography Profile

Stillwater, Minnesota  
April, 2003

A publication of the St Croix Valley Heritage Curriculum Committee  
A joint project of the Arcola Mills Historic Foundation and  
the Washington County Historical Society

# Meet Lillian Berg's Family...

This is a 1930 census listing for Lillian Berg's household.



Name	Age	Relationship	Marital status	Place born	Occupation
Berg, Paulene	56	head	widow	Germany	none
Lillian	31	daughter	single	Minnesota	sales in dept. store
Otto	30	son	single	Minnesota	machine operator in shoe factory
Edward	27	son	single	Minnesota	clerk in drugstore
Herbert	23	son	single	Minnesota	laborer for railroad
Louise	20	daughter	single	Minnesota	teacher in public school

## Census Questions

1. What is a census?
2. Does Lillian Berg have siblings? How many brothers? How many sisters? What do you notice about her parents?
3. Who is listed as having a job? What jobs do they have?
4. List the places where members of the household were born.
5. Look at the ages and marital status of the members of Lillian Berg's household. Would you be likely to find similar census records today? Why or why not?
6. Use subtraction to find out what years Lillian Berg and other members of her 1930 household were born.

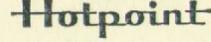
## Following Lillian Berg...

### City directory

An index providing information about the location of homes and businesses in a city. These directories evolved into today's "telephone book."

This is a listing from the 1964 Stillwater *City Directory*.

1. Compare the information here to the census listing.
2. List at least two things you can learn about Lillian Berg from the directory.

	Featuring Elliott's Paints and Hotpoint Appliances													
Hwy. 212 at S. 4th		Tel. 439-3717												
STILLWATER CITY DIRECTORY														
Ben Franklin Store Edw W Frye mgr variety store 120 S Main Benepe Iva L (wid Louis) h325 Echo la Benepe Louis M III (Carolyn S) v-pres Maple Island Inc r RD 5 Bennett Barbara tchr Jr High r673½ S Broadway Benshoof Dennis USAF r1001 S 4th Benshoof Wallace studt r1001 S 4th Benshoof Walter B (Neoma O) custdn Maple Island h1001 S 4th Benson Alice h229 N William Benson Lila Mrs buyer Jandas r RD 5 Benson Mable (wid Lloyd J) dep clk District Court h321 W Moore Benson Roger G atndt Glaser Serv h823 W Hickory Benson Roy E (Helen M) h RD 5 S 4th (OP) Benson Roy H (Lila A) carp h520 Main RD 5 (OP) Bentley Clinton R (Gwynn) sec Connolly Shoe Co Inc r Redwing Berberich Nicky sec Inter State Lbr														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center;"><b>Stillwater Paint &amp; Wallpaper Co.</b></td> </tr> <tr> <td colspan="3" style="text-align: center;">O'BRIEN PAINTS — ALL BRANDS LINOLEUM</td> </tr> <tr> <td colspan="3" style="text-align: center;">DECORATOR WALLPAPER — PAINTERS' SUPPLIES</td> </tr> <tr> <td style="text-align: center;">206 E. Chestnut</td> <td style="text-align: center;">ADAMS FLOOR WAX</td> <td style="text-align: center;">Tel. 439-1716</td> </tr> </table>			<b>Stillwater Paint &amp; Wallpaper Co.</b>			O'BRIEN PAINTS — ALL BRANDS LINOLEUM			DECORATOR WALLPAPER — PAINTERS' SUPPLIES			206 E. Chestnut	ADAMS FLOOR WAX	Tel. 439-1716
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206 E. Chestnut	ADAMS FLOOR WAX	Tel. 439-1716												
Berg Chas R (Irene H) asst cash Farmers & Merchants State Bank of Stillwater h1208 N William Berg Donald G (Mary V) servmn Culligan Soft Water Serv h1013 W Myrtle Berg Esther retd r117 W Linden Berg Herbert W (Edna E) formn NPRy h422 W Elm Berg Irene H Mrs ofc sec Stillwater Clinic r1208 N William Berg John (Ida) hlpr Simonet Furn & Carpet r RD 2 Box 9 Berg Julius A (Luella) driver John J Kilty Co h511 S Martha Berg Leon meat ctr Hooleys r Red Wing Berg Lillian E retd h1924 N 1st Berg Louise A tchr Washington Sch r1924 N 1st Berg Patricia Mrs tchr Senior High Sch r West StPaul Berg Paul B (Hilda C) custdn Jr High Sch h219 N Everett Berg Reuben C (Mae E) slsmn Johnson Tobacco h811 W Anderson Berg Ruth A cash Interstate Ind Loan of Stillwater r219 N Everett Berg Sylvia ofc wkr Wood Conversion r511 S Martha														
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<b>ANDERSEN CORP.</b>														

Dixy-Pak, Inc.

DISTRIBUTORS OF

A&J Dairy Milk

DIAL COLLECT 224-4348 ST. PAUL, MINN.

## Visiting Lillian Berg...

This is Lillian Berg's house as it looks today.

1. Use the City Directory to find the address.
2. Can you locate this address on a Stillwater map?



This is Lillian Berg's family in about 1925. Which person is Lillian? Who else do you think is this photo?

*Photo courtesy of the  
Washington County  
Historical Society.*



## More information about Lillian Berg...

### QUICK THINKING:

Why do you think Dutchtown is the name of the German neighborhood of Lillian's childhood? (Hint: the word for German is "deutsch", pronounced "doych.") What are the names of neighborhoods around your house and school? Are the names "official" names, or are they nicknames you and your friends use?

### QUICK THINKING:

What did it mean to "pick potato bugs?"

### pestilence

Highly contagious and dangerous diseases.

### A Fact:

One of the world's worst flu epidemics occurred in the years from 1918 to 1920. The "Spanish flu pandemic" killed over 7000 people in Minnesota in 1918.

Lillian Berg's grandparents, John and August Berg, came to the United States from Germany in the early 1880s. They first lived in Milwaukee, Wisconsin, then moved to Stillwater with their family, including Lillian's father, Reinhart.

Many other German immigrants already lived in Stillwater. They had founded a church, St. Paul's German Lutheran Church, and many of them lived in a neighborhood called Dutchtown.

Lillian had four siblings, including her sister, Louise. They all grew up in the 1910s and 1920s. Like children today, they attended school, they played with friends, and they did chores around the house. In an interview, Lillian said:

**"Before World War I and for a time after, every family had a picket fence around their property to keep out the cows and dogs. Most every family had a garden, plus fruit trees, apple and plum trees, currant bushes, raspberry bushes, and a strawberry patch. Our uncle planted a lot of onions. We kids hated to pull out the weeds and pick potato bugs. Our cousin's job was to paint the picket fence. She hated that job."**

Lillian's childhood also had sad and frightening events, such as epidemics and death.

**"The hill called Pest House Hill in the early days was given the name because all the pestilence cases were taken there. There was a home on Pest House Hill that was converted into a sort of hospital where the contagious cases were taken. If you weren't taken there, you stayed in your own home where you were quarantined for a period of time. Scarlet fever, diphtheria, and typhoid fever were dreaded diseases. Many young children died of these diseases...Our neighbor across the street... Mrs. Leitzow was known as Mutter Leitzow. Mutter in German means mother. She was exactly that. When anyone was ill she was there; when you ran out of sugar or eggs while baking, she was the one from whom you could borrow. When death came, she was the one who helped (as she would say) 'prepare the body for the undertaker.' In the early days most funeral services were held in the home."**

As Lillian and Louise and their brothers got older, they were confirmed at their church, they graduated from high school, they got jobs and some of them married. Weddings were great community events, according to Lillian.

**“When anyone was married in the neighborhood, the young people gathered in the early evening for a *shivaree*. They had cow bells, a big circular saw which they pounded with a hammer, shot off the guns, and whooped and hollered until the bride and groom appeared with cake for the ladies, beer for the men, and pennies for the children. The kids ran to the neighborhood store on Broadway and spent their money on ‘penny candies’.”**

People held a wide variety of jobs in the early part of the century. Some of the men Lillian knew worked in the lumber camps and at the mills, at the prison, at factories, at the post office or on the railroads. The women Lillian knew worked as bookkeepers or teachers, or at bakeries or factories in town. Some stayed home and took care of their houses and families. Lillian became a clerk in Jandas Department store in Stillwater, where she worked for 40 years. Lillian and others worked hard to support their families.

**“The men worked long hours and at hard work. In many families, a grandmother or a grandfather was taken care of also. If you lost your husband and had no one to provide for you, you could work washing clothes for a family in town; walk home at night wearing your wet apron, and when the weather was cold it was frozen to your body. If you got some *city relief* and you got groceries one month, you could not get coal that month. Life was hard for those women. They worked hard, long hours and took care of their children.”**

Lillian lived her entire life in Stillwater. Before she died in 1990, she and her sister talked about why they lived in Stillwater.

**“Some of us have never moved from this area. Why do we like it here? The answer for my sister and myself is simple. We like the area. We are free and independent. We have a view. There isn’t anything more beautiful than to look out the window to see the wooded hills of Wisconsin; look north up to the gap by the Boom; to look out the kitchen window...to the Picnic Hill to see the sun rise and the moon rise during the different seasons of the year.”**

 *shivaree*

A party with noisy, teasing singing.

 *city relief*

Money or other help from the city; welfare.

## A Lillian Berg object...

Look at and touch your object. Before you guess what it is, try the following:

1. What describing words can you use for your object?  
Talk about color, size, shape, texture (how it feels).
2. Who do you think would have or use this object?
3. How do you think this object was used?
4. Do you have or use an object that looks like this?  
What is it?
5. Why do you think this object relates to your history person?

### This object is...

A hat box. Up until the 1960s, most women wore hats when they went out in public, or at least for special occasions. There were many styles of hats through time. Women who made hats were called milliners. Milliners often had their own small shops where women could have hats made just how they wanted them. But as department stores grew more popular in the late 1800s, women found they could purchase stylish, ready-made hats, as well as many other things, in one convenient location.

As you know from your reading, Lillian Berg worked in Jandas Department Store in downtown Stillwater for forty years. She probably sold many different items—including hats. She also would have worn hats as a important fashion accessory.

Why do you think stores provided hat boxes to their customers? What features of this hat box make it convenient? Can you find a book or web site that shows a style of hat that Lillian might have worn or sold in 1920 or 1930?

## Understanding Sources...

1. What sources of information did you use to learn about Lillian Berg?
2. Do you think any of these sources provide better information than others? Why?
3. Where would you look for these sources in your community?

## Understanding Lillian Berg...

1. Name three important events during Lillian Berg's life. Explain what evidence you have in your sources for this. How do you think she felt during these events?
2. How is your life similar to Lillian Berg's? How is it different?

## Connecting Lillian Berg...

1. On the next page is a timeline of events that occurred during Lillian Berg's lifetime. Using information from your sources, place events in Lillian Berg's life along the timeline. (The blanks will give you hints, but you may add more.)
2. Pretend you are Lillian Berg at age 90. Tell your class or write about big and small things that happened in your life, and what you thought about those events. Use evidence from your sources.
3. Write your own autobiography for people to read in the future.

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Letters  
Maps  
Newspapers  
Objects  
Oral History/Interviews  
Photographs  
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Property Records  
Reminiscences

## A Lillian Berg Timeline

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1893 The Minnesota State flag is created.  
1894 A forest fire in and around Hinckley kills over 400.
- 1898 -----  
The Spanish American War begins.
- 1900 Increasing waves of immigration from northern Europe and other countries.  
1902 12 automobiles appear in Minneapolis.  
1905 Lumbering era peaks, then begins to decline.  
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## Encounters...

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