



# THE INDIANA JUNIOR HISTORIAN

PUBLISHED BY THE INDIANA HISTORICAL BUREAU, STATE OF INDIANA

## Collecting Your History

*This photograph was taken during the mid-1890s in Salt Lake City. The tallest gentleman in the back row on the left side is my paternal (on father's side) grandfather.*



# Focus

In 1830, Indiana had been a state for fourteen years; 343,000 people lived in the new state. Much of the state was unsettled. There were large trees and marshy areas. Parts of Indiana could be called a frontier. Most of the population lived in the southern and eastern part of the state. By 1830, Indianapolis, platted in 1821, was still a new city. And yet there was a need to save and record the brief history of the state.

On December 11, 1830, a group of influential men met and decided to form an historical society which would preserve the history of the young state. They wanted to collect materials which would "shed light on the natural, civil and political history of Indiana."

Today that same Indiana Historical Society has more than 3.5 million manuscripts and archival items; 1.5 million visual images such as pictures and photographs; 50,000 books, pamphlets, and other printed materials; 30,000 architectural drawings; and 1,000 maps all dealing with Indiana history.

The history of the state is the story of its people, people like you and your grandparents and your great, great-grandparents. In 1830, men began collecting documents that told the story of early Indiana. What documents, images, and objects would tell the story of Indiana today?

Your grandchildren will want to know what Indiana was like at the turn of the century. Of course, that will be the change from the twentieth century to the twenty-first century. They will want to know what Indiana was like when you were younger. They will want to look at the past because they will be connected to it, and you will be their connection.

**NOTE:** The family photographs used in this issue are the property of Virginia L. Terpening, deputy director. The episodes of family history and the captions for photographs are based on her memories and research.



This photograph is on the front of a postcard. Photograph postcards were sent to friends and relatives and saved as mementoes. The style of the postcard back often enables researchers to date the item. This postcard was most likely manufactured during the time from May 1909 to July 1912.

## You Be the Historian

- Listen to *The Nineteenth State* tape, 12-6 (Volume II), "The Indiana Historical Society." See also, Lana Ruegamer, *A History of the Indiana Historical Society, 1830-1980* (Indianapolis: Indiana Historical Society, 1980).
- Make a time capsule that future historians could use to write the story of Indiana at the present time. What would you want future generations to know? What documents, images, or objects would best show your grandchildren what life was like at the turn of the century.

# Grandmother and Abraham Lincoln

Actually, my grandmother didn't know Abraham Lincoln. My great, great, great-grandmother didn't know Abe Lincoln either, but she lived during the time of Lincoln and was affected by things that he said or did. She lived in America during the 1860s and was part of that period of history. She didn't do anything special or become famous, but she was part of the history.

You, too, have relatives who were alive during Lincoln's time. Those persons may not have known Lincoln, but if they lived in America they were also affected by what he said or did. They were part of the history of our country. We rarely read about these people in our history books. We read about the great men and the great wars, but we know little about the people who lived during the time of the great men and great wars. Those people were our ancestors, our relatives. You wouldn't be here today if you didn't have relatives in the past who actually lived the history that we read about in school.

Have you ever thought about that? Your relatives, a great, great, great, great-aunt or grandfather or fifth cousin may have lived during the time of the Civil War. Maybe they fought in that war, but at the very least they lived during that time and were affected by it and probably knew someone who did fight in the Civil War.

If your ancestors did not live in the United States at that time, then they were affected by what was happening in Germany, Ireland, or Italy at that time. They were part of the history that we only read about. The things that happened in the past have a very real effect on us today. The wars, the laws, the technology of the past may have caused your grandfather to make choices about where he would live and what he would do to earn a living. Those choices may have much to do with where you live and what your father does.

For instance, if your great, great, great-grandfather had not decided to move west to Indiana, then perhaps he might not have married your great, great, great-grandmother. Then your great, great-grandfather wouldn't have been born, and ultimately you wouldn't have been born. Everything in your history book has something to do with you because it had something to do with your ancestors.

Did you have a relative who fought in the Civil War? How long has your family lived in Indiana, and why did your relatives or ancestors decide to move here? Did they live in a town or in the country? These are answers that you won't find in the history books, but they are part of history, and they are your family history.



*This family photograph shows my grandmother in 1904. She is the little girl in the middle. Another photograph of her is on page 2.*

# The Name Game

What do you know about your name? You may have been named after a great-aunt or great, great-grandfather, but do you know the nationality of your last name and what it means? Did you know that you haven't always had a second name or surname.

Centuries ago, your ancestors would have been known only by their first names. When villages were small, having only a first name was not a problem. But as towns grew larger, the need to identify people became greater. In England, during the 1200s, laws were passed requiring people to take family names. If your ancestor had been John and he was a baker by trade, then he soon became known as John the baker and later John Baker. If your ancestor was the son of William, then he might have been known as John the son of William or eventually John Williamson or even John Williams.

Last names like Johnson (and Jones), Davidson, and Peterson tell us that the first person to record that name was a son of John,

David, or Peter. Irish and Scottish names like **McHugh**, **MacGregor** and **Fitzgerald** all mean son of Hugh, Gregory, or Gerald. Family names from other national groups will have similar ways to show *son of*.

Your family name might have come from your ancestor's occupation, such as Miller, Baker, Farmer, Fisher, Barber, Clark (clerk), or Taylor (tailor). Maybe your last name is Smith. If it is, then your ancestor would have been a worker in metals, especially iron.

Being a smith was the most common occupation back in the days when surnames were first being recorded. Blacksmiths shod horses and made and mended plows and other farming and household tools. In the Middle Ages, when these names were being recorded, the smith created suits of armor and weapons of war. Everyone in the village needed the services of the smith.

Today, there are more Smiths found in the telephone book than any other name. Here are a few more Smiths in their original language:

---

## Name Search Puzzle

N K F T L L A M S D F Z Y  
W P P B U X S Y X L K R T  
W R C K X D A I T R Q O R  
K E C D I A W T A O O M K  
S T N R G A R D E N E R P  
G A M J P L J C V M E Y G  
N W D C A A V K E T R B U  
O E I Z P N Q E N K Z D T  
R G T W O S A E I I X W S  
T D V S W D P T C I L H B  
S I N R A R R T N Z Y K J  
M R D B A I Q A Y O O O B  
R B B C M U D U P L M V A  
A D V V G K D I W E F J C  
N I P E U D X T Y G H H W  
D G Y K J O H N S O N S C  
B J D D A R I C H A R D S  
T I N S D H H N O E T E Q

• Use the clues below to help you find the family names hidden in the puzzle.

1. The person who was the son of Richard.
2. The person who kept the sheep.
3. The person who built things made of wood.
4. The person who grew fruits and vegetables.
5. The person who lived near the structure that helped you cross over the water.
6. The Spanish name for the person who lived near the mountain.  
(Hint: a state and a professional football quarterback with the same name.)
7. The person who had strong arms.
8. The person who was not large.
9. The person who was the son of John.

• After you have solved this puzzle, look in your phone book to see how many people in your community have these names. Check to see which name is found most frequently. Is it Smith, or is another name more common in your community?

# Your Personal Timeline

Schmidt (German), Smit (Dutch), Le Fevre (French), Ferraro (Italian), Herrera (Spanish), and Kuznetsov (Russian).

In America, most family names can be traced to one of four categories: parents' first names, occupations, place names, and descriptive names. Over 30 percent of the family names that originated in the British Isles and Europe were taken from parents' first names, and about 15 percent come from peoples' occupations. Place names, like Hill, Woods, Rivers, Marsh, and Atwater make up 43 percent of the second names in English. Descriptive names like Short, Longfellow, Brown, Armstrong, and Fairchild make

up almost 10 percent of family names.

Your name is the key to your own identity. Where did it come from, and what does it mean? Who were you named after, and what do you know about that person? You will

need to find the answers to these questions as you begin to trace your own family roots.

From: *The Great Ancestor Hunt*, pp. 23-28.

## Family Tree

**Key**

b = date of birth  
 pb = place of birth  
 m = date of marriage  
 pm = place of marriage  
 d = date of death  
 pd = place of death

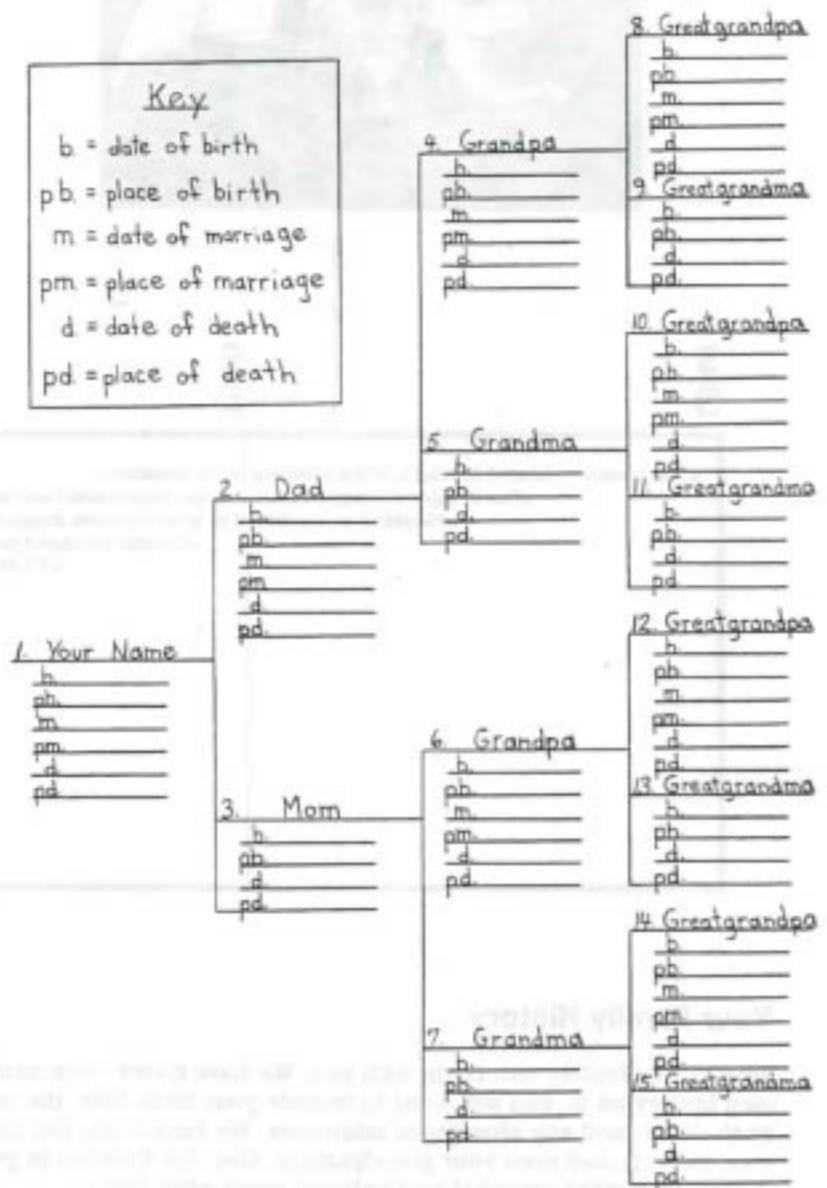
### Where Did You Get Those Eyes?

Genealogy is the process of determining who your ancestors are and placing them on a chart, such as the one to the right. The word *genealogy* comes from two Greek words: *genea*, meaning "family," and the suffix *-logy* meaning "study."

As you research the genealogical chart of your family, the information about the people and their roles builds your family history. As you explore your ancestors' lives, you will get to know them as real people. Your ancestors are your link to the past.

Where do you begin to find the answers to the questions about yourself? You can begin by asking your parents, although that is not always easy today. Your parents may have separated or divorced. They may have remarried, and you may now be part of a step-family with a whole new set of relatives. Resources in this issue can help you in your search.

From: *Where Did You Get Those Eyes*, pp. 4-5.



# Your Personal Timeline

*This is my family in 1948. I'm the cute one!  
You can add your own family photographs  
to your timeline.*



1940

1950

1960

1970

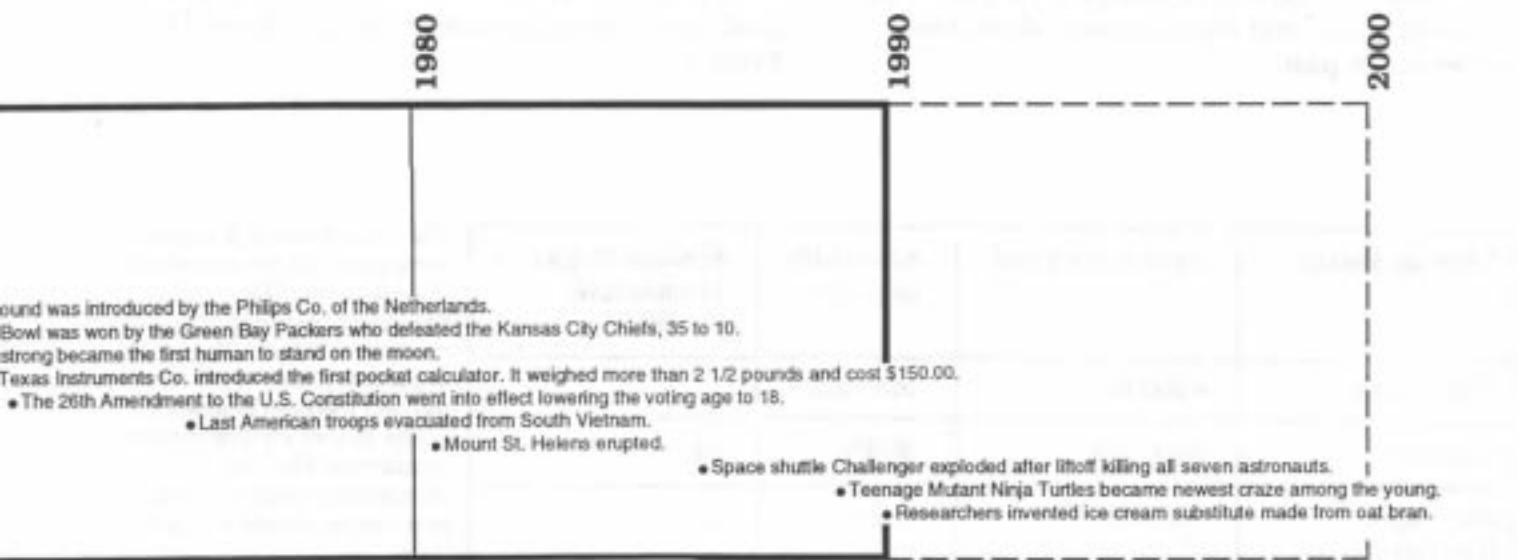
<ul style="list-style-type: none"> <li>• Republicans nominated Wendell L. Willkie of Indiana for the presidency.</li> <li>• Due to paper shortages, book publishers experimented with soft-covered books.</li> <li>• Hiroshima was destroyed by an atomic bomb dropped by the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Chrysler introduced power steering for automobiles.</li> <li>• TV dinners were introduced into the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Soviet Union launched the first earth satellite, Sputnik I.</li> <li>• The first commercial Xerox copier was introduced.</li> <li>• The cassette for recording and playing back sound was introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• The first annual Super Bowl was held.</li> <li>• Neil Armstrong became the first man to walk on the moon.</li> </ul>
---	---	---	---

## Your Family History

Your family history can begin with you. We have noted some national events on this timeline, but you can write your own history on it. You will want to include your birth date, the year you started school, your brothers' and sisters' birth dates, and any changes of addresses. We have made the timeline long enough to include important dates for your parents and even your grandparents. Use this timeline to get a start on your history. Extend the timeline and add an important personal and national event after 1990.

# The Shell Life of History

*[Faint, illegible text from the reverse side of the page is visible through the paper.]*



## Predict the Future

Extend the timeline to the year 2000. What personal and national events do you think might happen based on what you know now. Make your predictions now. You or your class could create a time capsule to be opened in the year 2000. What do you think the future has in store for you?

# The Shelf Life of History

The paper on which the 1776 Declaration of Independence was written will last longer than the paper on which you will write your homework today. Today's newspaper will disintegrate long before newspapers of the 1840s. How can that be? How can something old last longer than something new?

Modern technology, which has given us cheap and abundant paper for our books, newspapers, comic books and homework, is also the cause of the disintegration of these modern history resources. Since approximately 1850, paper manufacturers have added the chemical alum to the wood pulp used to make paper. In time, the alum reacts with the moisture in the air to break down the fibers that give paper its strength, and the paper simply crumbles into dust. Experts estimate that as much as 80 percent of the materials in our libraries will eventually turn to dust. New methods have been used to stabilize the paper before it crumbles. But no one knows for sure if there will be enough time and money to save all of these pieces of the past.

Much time and money is being directed toward saving our written and printed past. Many items have been placed on a special type of film, called microfilm. More recently, documents and other items have been converted to optical disks, like the musical compact disks you buy.

You can help save and protect your part of the past as you collect family histories. Environmental conditions are critical to preserving your favorite comic books and the photographs of your family. Keep these items away from long exposure to light, heat and humidity (moisture in the air). Take care that your hands are clean when you handle your collections. If you have items which are very old, you may want to purchase a pair of white cotton gloves (like those used in libraries and museums) to protect your history from the oil and acid on even your clean hands.

As you become more interested in researching and collecting your family histories, you may want to learn more about what you can do to take good care of those histories. See the "Apple for Everyone."

Type of Media	Date First Used	Shelf-Life in years	Storage Capacity in characters per inch
Clay Tablets	4000 BC	Indefinite	1
Papyrus	2000 BC	3000+	10
Rag Paper hand-made	100 AD	500+	30
Pulp Paper machine-made	1850	50+	120
Microfilm	1938	100+	5,760
Floppy Disk	1973	25+	18,000
Optical Disk	1982	10+	30,000,000

The chart to the left shows various media for recording information and estimates regarding how long that medium will last. The most important factor in preserving any medium is storage under proper environmental conditions. The last column shows how much information can be placed on each item.

From: Society of American Archivists News, November, 1989.



# Hand-me-down-history

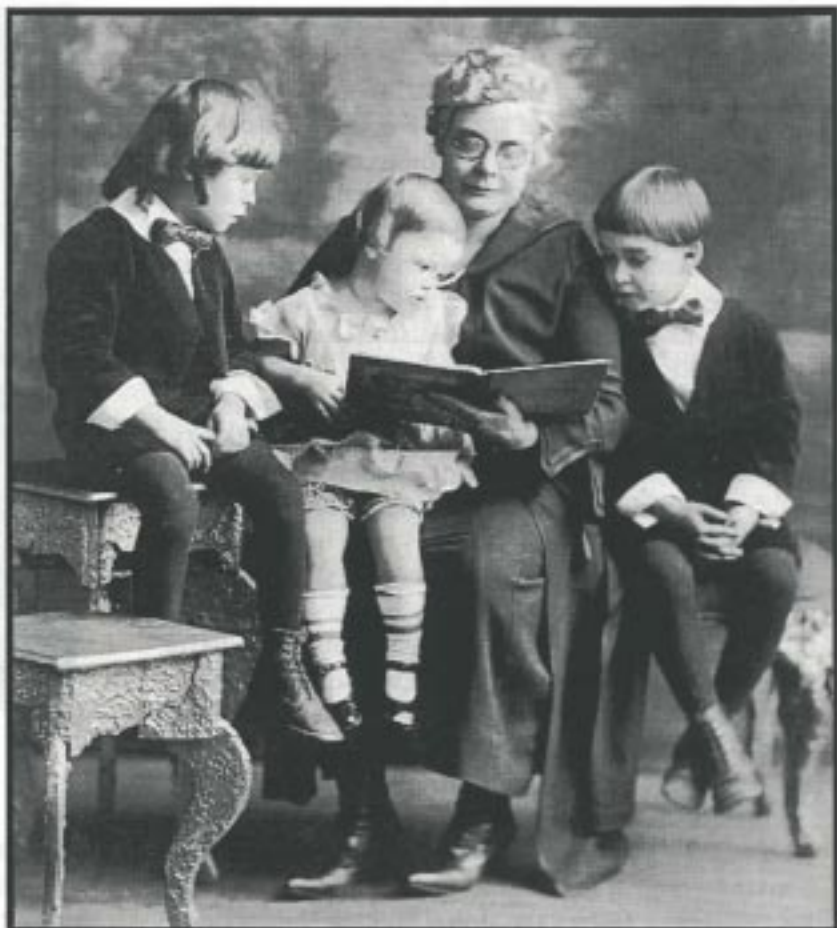
"As you begin collecting stories and images from the past you'll discover that an awful lot of history has been lost. Names, birthdays, exciting episodes, even whole families almost seem to have never existed, because they are lost to memory. Lost in crossing oceans. Lost in moving from town to town and from house to house. Lost when family members go their separate ways.

"Perhaps you've already begun to wonder what's going to happen to your stuff, like favorite toys, school pictures, things you like to have around you, all those personal artifacts scattered about your room and your life. If so, you've probably been bitten by the family history bug.

"Making a family history is not a day- or a week-long project. In fact, some people have spent their whole lives doing it. You probably won't finish it, but don't get discouraged. Just do a little at a time when you feel like doing it. As other people in your family discover what you're doing, they'll catch on too, and help you. The important thing is not how long it takes or whether it ever gets finished, but that you begin now before things get lost.

"Start right now getting all the bits and pieces of your family's past that are scattered about the house (or maybe several houses) into one place.

"What kinds of things go into a history? Anything. Everything. At first you won't know what to keep and what not to, but after a while you'll develop a feeling for what is to be saved. There are no limits, but some of the things you ought to be on the lookout for are:  
*images* - photographs, drawings, portraits ....  
*copies of documents* - birth certificates, business records, letters ...  
*sounds* - tape recordings, old phonograph records, player piano rolls ....



*Is the photograph above a recent one? How can you tell? What looks different? What activities do you share with grandparents, aunts, uncles? Do you have a photograph of those activities?*

*artifacts* - old wedding gowns, baby shoes and clothes, quilts ...."

From: *My Backyard History Book*, pp. 50-52.

Note: *My Backyard History Book* offers a great deal of information to students who wish to collect family history. The remaining portion of the "Hand-me-down-history" chapter describes the steps necessary to build a family archive. A must for interested students.

# In Search of Uncle John

Uncle John is really my great-uncle, my mother's uncle. He was a conductor for the Great Northern Railroad. Uncle John died in 1956, and my favorite memory of him is the family story about the caboose. I can remember sitting on a hill in Minnesota, waiting for his train to pass by. My sister and I would wave (actually, we waved at all the trains because we weren't sure which one was Uncle John's). One day his train stopped near the hill where we were sitting, and Uncle John invited us to see the caboose. I remember being very disappointed because the caboose wasn't cute and homey as I had imagined it. Instead, there was cargo stored there.

I learned recently that Uncle John was born in Buffalo, Indiana, and since I was born on the East Coast, I now have Indiana roots! I wanted to know more about Uncle John.

I went to the Indiana Division of the Indiana State Library in Indianapolis and looked in the *Standard Atlas of White County, Indiana* (Chicago, 1896). To my surprise, the section of land that belonged to Uncle John's father was listed. His name was John also. I looked in *Counties of White and Pulaski, Indiana: Historical and Biographical* (Chicago, 1883) and found more information about Uncle John's father Dr. John Wesley Noland and about his grandfather Wesley Noland (who was born in Ohio) and his great-grandfather (who was born in Virginia). That would make him my great, great, great-uncle!

From the Indiana Division, I went to the Genealogy Division of the State Library. I looked in the census indexes on the shelf and was able to locate an entry for Wesley Noland in Ohio in 1820. The index entry gave me directions to look for the available records on microfilm. I didn't have time to check the microfilm but in just a very short time I was able to find Uncle John's father, grandfather and great-grandfather in the index.

Sometimes the search is not that easy, but librarians can help you find the existing records about your relatives. Both the State Library and the Allen County Public Library in Fort Wayne have good genealogical libraries. Your public



Uncle John, circa 1935.

library and county historical society may also have records for you to check.

The best source of information for your family history is *your own family*. Ask your aunts, uncles, and grandparents about the family. Relatives love to talk about family history. Take paper, pencil, and a tape recorder to holiday dinners and get started on your Great Ancestor Hunt!

# An Apple for Everyone



A Note Regarding Resources: Items are listed on this page that enhance work with the topics discussed. Some older items, especially, may include dated practices and ideas that are no longer generally accepted. Resources reflecting current practices are noted whenever possible.

## Selected Resources

- Cooper, Kay. *Where Did You Get Those Eyes?* New York: Walker and Company, 1988.

A very readable guide to discovering family history.

- Henriod, Lorraine. *Ancestor Hunting.* New York: Julian Messner, 1979.

A good place to start.

- Hilton, Suzanne. *Who Do You Think You Are? Digging for Your Family Roots.* Philadelphia: The Westminster Press, 1976.

More difficult reading.

- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You.* Nashville, TN: The American Association for State and Local History, 1982.

Excellent source for local and family history designed for adult and secondary school readers. A series of books has been published around the Nearby History theme.

- \_\_\_\_\_. *Your Family History: A Handbook for Research and Writing.* Arlington Heights, IL: Harlan Davidson, Inc., 1978.

A good beginning for secondary school students and adults.

- Lee, Mary Price, and Richard S. Lee. *Last Names First ... And Some First Names Too.* Philadelphia: The Philadelphia Press, 1985.

Provides a good introduction to personal names—what they mean and how they change.

- Perl, Lila. *The Great Ancestor Hunt: The Fun of Finding Out Who You Are.* New York: Clarion Books, 1989.

An excellent source for doing family history on a student level.

- Riker, Dorothy, et al. *Finding Indiana Ancestors.* Indianapolis: Indiana Historical Society, 1990.

Helpful eight-page pamphlet can be ordered from the Indiana Historical Society; 315 W. Ohio Street, Indianapolis, IN 46202.

- Stryker-Rodda, Harriet. *How To Climb Your Family Tree: Genealogy for Beginners.* Baltimore: Genealogical Publishing Co., Inc., 1983.

A good general source for adults and students.

- Weitzman, David. *My Backyard History Book.* Boston: Little, Brown & Company, 1975.

One of the best books for students on this subject.

- Wolfman, Ira. *Do People Grow on Family Trees? Genealogy for Kids & Other Beginners.* New York: Workman Publishing, 1991.

The Official Ellis Island Handbook.

- Young, Christine. *So, You Want to Preserve History? - Some Things You Should Know: Making New Documents/ Caring for Old.* Indianapolis: Indiana Historical Bureau, 1985.

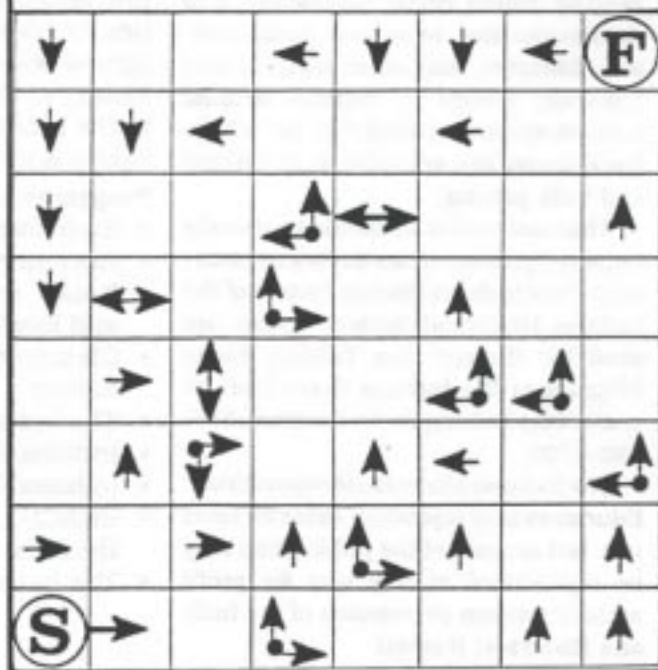
A basic conservation primer.

## Special Resource

"The 19th State." This award-winning Indiana history radio series is for sale. Sponsors of Indiana Junior Historical Society chapters have received 3 volumes from the Indiana Historical Society. Each volume consists of 22 cassettes with 44 programs. Contact Media Indiana, P.O. Box 501049, Indianapolis, IN 46250.

## The Great Ancestor Search

Start at the S, follow the arrow leading out and find your way to the F. When you reach a square that contains an arrow, you **must** follow the direction of that arrow. You may not change directions until you hit an arrow. You may not retrace your path, but you may cross it. From: *Dell Pencil Puzzles & Word Games*, April 1990, p. 39.



Indiana Historical Bureau  
140 North Senate Avenue  
Room 408  
Indianapolis, Indiana 46204  
317-232-2535/TDD 317-232-  
7763



### **The Indiana Junior Historian**

November 1991

Revised January, 1995

ISSN 1071-3301

#### **Contributing Editors**

Carole M. Allen, Janine Beckley,  
Paula Bongen, Alan Conant,  
Dani B. Pfaff, Virginia Terpening

#### **Layout and Design**

Carole M. Allen and Dani B. Pfaff

*The Indiana Historian* fulfills the mission of the Indiana Historical Bureau by providing resources and models for the study of local history to encourage Indiana's citizens of all ages to become engaged with the history of their communities and the state of Indiana.

*The Indiana Historian* (formerly *The Indiana Junior Historian*) is issued six times annually from August through June.

It is a membership benefit of the Indiana Junior Historical Society. It is distributed free to school media centers, libraries, and other cultural and historical groups in Indiana. Annual subscriptions are available for \$7.50. Back issues are available at individual and bulk pricing.

This material is available to visually impaired patrons in audio format, courtesy of the Indiana History Project of the Indiana Historical Society. Tapes are available through the Talking Books Program of the Indiana State Library; contact the Talking Books Program, 317-232-3702.

*The Indiana Historian* is copyrighted. Educators may reproduce items for class use, but no part of the publication may be reproduced in any way for profit without written permission of the Indiana Historical Bureau.



The image above is the elevation drawing for the Indiana State Library and Historical Building by Pierre & Wright, architects, Indiana Division, Indiana State Library.

#### **Indiana Library and Historical Board**

Charles J. Bertram, Evansville,

President

Jeanne Mirro, Fort Wayne,

Vice President

Donald Groenleer, Rochester,

Secretary

Robert Trinkle, Unionville

#### **Mission Statement**

The Indiana Historical Bureau provides programs and opportunities for Indiana's citizens of all ages to learn and teach about the history of their state and its place in the broader communities of the nation and the world.

#### **Programs and Services**

- State format historical markers
- Governors' Portraits Collection
- Books on Indiana, midwestern, and local history
- Classroom materials for Indiana history
- *The Indiana Historian*
- Indiana History Day
- Indiana Close Up
- REACH: Resources Educating in the Arts, Culture, and History
- *The Indiana History Bulletin*

#### **Staff**

Pamela J. Bennett, director; Virginia L. Terpening, deputy director; Janine Beckley and Alan Conant, editors; Dani B. Pfaff, director of educational publications; Paula A. Bongen, manager, Indiana History Day; Carole M. Allen, manager, Indiana Close Up; Jean F. Clements, manager, REACH Program; Judy A. Rippel, administrative assistant and manager, Historical Markers Program; Janice K. Hood, financial officer; Barbara J. Hembree and Shirley R. Stanfield, secretaries.

#### **Opportunity for Support**

Associates of the Bureau receive complimentary subscriptions to *The Indiana Historian* and the *Indiana History Bulletin*; discounts on publications of the Bureau, Indiana University Press, and the American Association for State and Local History; and occasional special opportunities. Cost of support is an initial \$25 donation to the Bureau and an annual fee of \$10 billed in January.