



# Utah Primary Sources

## Table of Contents

Lesson 1:	Surveying the West.....	1
Lesson 2:	A Utah Court Case Goes to the United States Supreme Court.....	27
Lesson 3:	Attempts to Assimilate the Northern Ute Indians.....	47
Lesson 4:	U.S. Food Administration Regulations during World War I.....	56
Lesson 5:	Eyewitness Accounts from the Great War.....	67
Lesson 6:	The New Deal in Utah.....	83
Lesson 7:	Utah’s Control Careless Talking Campaign during World War II.....	99
Lesson 8:	Civil Defense Training during World War II.....	110
Lesson 9:	Women Workers at the Ogden Arsenal in World War II.....	119
	Document Analysis Worksheets.....	135

Lesson 1: "I will transfer to Dr. Hayden's party such property as can be spared"

## Surveying the West

### Document Citations:

**List of quartermaster stores issued to Professor F. V. Hayden, U.S. Geologist, May 31, [18]72 by Captain C. ? Reynolds, Depot Quartermaster, Cheyenne, Wyoming Territory;** Records of the Quartermaster Depot, Cheyenne, Wyoming, Letters Received, 1872-1890; Records of the Office of the Quartermaster General, Record Group 92; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Letter to Lieutenant George M. Wheeler from E. D. Townsend, March 28, 1873;** Records of the Quartermaster Depot, Cheyenne, Wyoming, Letters Received, 1872-1890; Records of the Office of the Quartermaster General, Record Group 92; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Letter to Major James M. Moore from George M. Wheeler, June 5, 1873;** Records of the Quartermaster Depot, Cheyenne, Wyoming, Letters Received, 1872-1890; Records of the Office of the Quartermaster General, Record Group 92; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Letter to Major James Moore from James Stevenson, October 28, 1873;** Records of the Quartermaster Depot, Cheyenne, Wyoming, Letters Received, 1872-1890; Records of the Office of the Quartermaster General, Record Group 92; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Sketch by John E. Weyss of the entrance of Virgin [River] Canyon. Survey of Virgin Canyon at Shooneshurgh (Shonesburgh), 1872;** Folder 5, Sketches in Southern Utah; U.S. Geographical Surveys West of the One Hundredth Meridian (Wheeler Survey); Sketches and Notebooks from Predecessor Surveys, 1869-1889; Records of the U.S. Geological Survey, Record Group 57; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Sketch by John E. Weyss of the view from Bellville House to b. Pass to Little Cotton Wood and c. Big Cottonwood Canyon, 1872;** Folder 7, Sketches in Southern Utah; U.S. Geographical Surveys West of the One Hundredth Meridian (Wheeler Survey); Sketches and Notebooks from Predecessor Surveys, 1869-1889; Records of the U.S. Geological Survey, Record Group 57; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Sketch by John E. Weyss of Ute Crossing, Colorado [River], 1872;** Folder 8, Sketches in Southern Utah; U.S. Geographical Surveys West of the One Hundredth Meridian (Wheeler Survey); Sketches and Notebooks from Predecessor Surveys, 1869-1889; Records of the U.S.

Geological Survey, Record Group 57; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Sketch by John E. Weyss of View of Provo River at entrance of canyon, 1872;** Folder 9, Sketches in Southern Utah; U.S. Geographical Surveys West of the One Hundredth Meridian (Wheeler Survey); Sketches and Notebooks from Predecessor Surveys, 1869-1889; Records of the U.S. Geological Survey, Record Group 57; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Sketch by Gilbert Thompson of Pond Town, from L. V. Marshall's first camp, August 9, 1872;** U.S. Geographical Surveys West of the One Hundredth Meridian (Wheeler Survey); Sketches and Notebooks from Predecessor Surveys, 1869-1889; Records of the U.S. Geological Survey, Record Group 57; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Sketch by Gilbert Thompson of entrance to Spanish Fork Canon from Camp No. 1, August 9, 1872;** U.S. Geographical Surveys West of the One Hundredth Meridian (Wheeler Survey); Sketches and Notebooks from Predecessor Surveys, 1869-1889; Records of the U.S. Geological Survey, Record Group 57; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Sketch by Gilbert Thompson of Camp 4 looking west near Tanner's Ranche, Tintic Valley, August 16, 1872;** U.S. Geographical Surveys West of the One Hundredth Meridian (Wheeler Survey); Sketches and Notebooks from Predecessor Surveys, 1869-1889; Records of the U.S. Geological Survey, Record Group 57; National Archives and Records Administration-Rocky Mountain Region (Denver).

### **Standards Correlations:**

This lesson correlates to the National Social Studies Standards:

Era 4: Expansion and Reform (1801-1861)

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

Standard 2E: The student understands the settlement of the West.

This lesson correlates to the Utah State Office of Education's Secondary Core Curriculum for Social Studies, 7-12:

Utah Studies

Standard 1: Students will understand the interaction between Utah’s geography and its inhabitants.

Objective 1: Investigate the relationship between physical geography and Utah’s settlement, land use, and economy.

Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah’s pioneers.

Objective 2: Investigate the importance of explorers to Utah’s settlement.

## United States History I

Standard 1: Students will interpret the role of geography in shaping United States history.

Objective 1: Determine how geography affected the development of the United States.

Objective 2: Utilize geographic skills as they relate to the study of the United States.

Standard 10: Students will understand the development of the American West following the Civil War.

Objective 1: Analyze the factors that brought people west.

### **About the Documents:**

Following the Civil War, the Federal Government sponsored a number of surveys of the West. There were four major surveys, named after their leaders: the King Survey, the Hayden Survey, the Powell Survey, and the Wheeler Survey. The reports, maps, photographs, and artwork generated by these surveys provided a wealth of information about the natural features of the western United States and were reproduced in books, journals, and magazines across the entire nation. As a result, they had considerable influence on eastern perceptions of the West.

### **Quick Facts About Each Survey:**

#### *Hayden Survey*

- Led by Ferdinand V. Hayden.
- Began under the provisions of an act of Congress dated March 2, 1867, authorizing a geological survey of Nebraska.

- By an act of July 20, 1868, the work was expanded beyond Nebraska (work was done in Colorado, Idaho, Montana, New Mexico, and Wyoming).
- Hayden's organization was known as the U.S. Geological Survey of the Territories.
- Hayden's promotion of the beauty of the Rocky Mountains and Yellowstone helped lead to the creation of Yellowstone National Park.
- This survey was terminated on June 30, 1879, by the act of March 3, 1879, that created the U.S. Geological Survey.

### *Powell Survey*

- Led by John Wesley Powell who began his first exploration of the Colorado River in 1869 on a privately funded trip with nine men in four small boats.
- In 1870 some additional funding for the survey was extended by direction of the Secretary of the Interior.
- From 1871 to 1873 Powell's explorations were sponsored by the Smithsonian Institution.
- Under an act of June 23, 1874, Congress returned supervision of Powell's western survey to the Secretary of the Interior, where it was renamed the Geological and Geographical Survey of the Rocky Mountain Region.
- This survey was terminated on June 30, 1879, by the act of March 3, 1879, that created the U.S. Geological Survey.

### *King Survey*

- Led by Clarence King.
- Founded by an act of Congress passed on March 2, 1867, directing a geological and topographical exploration of the Territory between the Rocky Mountains and the Sierra Nevada mountains, including the route or routes of the Pacific (transcontinental) railroad.
- Called the U.S. Geological Exploration of the Fortieth Parallel.
- Fieldwork completed in 1872.
- King resigned his appointment on January 18, 1879.

### *Wheeler Survey*

- Led by Lieutenant George M. Wheeler of the Army Corps of Engineers who had been working at mapping portions of southern Nevada to identify sites for military posts and transportation routes to improve communications in the Department of California.
- On June 6, 1872, Congress approved funding for establishing an astronomical base from which to map, on 95 same-sized quadrangles, the topography of the entire country west of the 100<sup>th</sup> Meridian.
- Survey covered a large area including California, Colorado, Idaho, Montana, Nebraska, Nevada, New Mexico, Utah, and Wyoming.

- Wheeler promoted to Captain on March 4, 1879.
- This survey was terminated on June 30, 1879, by the act of March 3, 1879, that created the U.S. Geological Survey.

For more background information about the surveys and the surveyors, the U.S. Geological Survey has an article on its website entitled, *The Four Great Surveys of the West*. You can access it at:

<http://pubs.usgs.gov/circ/c1050/surveys.htm>

The National Archives-Rocky Mountain Region has records relating to all four surveys. Original drawings and maps from the surveys can be found in Record Group 57, Records of the U.S. Geological Survey. Correspondence relating to supplying the various surveying parties can be found in Record Group 92, Records of the Office of the Quartermaster General.

### **Suggested Teaching Activities:**

#### **Part I: Supplying the Survey Teams**

- Pass out copies of the list of supplies issued for the Hayden survey. A transcript is also provided. What types of supplies are they getting from the quartermaster? What do the supplies seem to suggest about the conditions the survey parties are expecting to find? What about the quantities of certain supplies? If they ran out of supplies, what would be the odds of finding new supplies? Where would or could the surveying party go to seek supplies?
- There is a collection of photographs that show various surveying parties available on the website of the National Archives and Records Administration at the following location:

<http://www.archives.gov/research/american-west/index.html>

The photographs labeled Nos. 5-13 are from the various western surveys. Select and print out a few of the photographs for your students to study. You may wish to have them analyze them using the Photograph Analysis Worksheet. What supplies from the list of supplies (above) can they readily see in the photographs? What do the living conditions appear like for the surveying teams?

#### **Part II: The Topographers' Sketches**

- Pass out copies of the sketches done by John E. Weyss and Gilbert Thompson. What sort of features do they identify? What do you note about the paper that they used to make their drawings? How do their styles of drawing differ?

- Compare the drawing done of Little Cottonwood Canyon with the photographic image taken of it (ARC Identifier 516751). While they are not exact duplicate scenes, they are quite similar. How do the two images compare? Are there features missing from one or the other? Why was it important to take photographs and produce sketches of the same area? It has been written that “photography revolutionized mapping.” Is a photographic image better than a drawing? How did the invention of photography change the way surveys were done? How would future inventions change the way surveys are conducted—color photography, satellite technology, etc.?
- Have students find an image of the Little Cottonwood Canyon area today perhaps using online maps or global positioning technology. Has the topography changed significantly? What factors may have caused this to happen—environmental changes, population changes, development, etc.?
- For a creative writing exercise, ask students to pretend to be one of the members of the Wheeler Survey. Have them write a letter home detailing their experiences and what they have seen based upon the sketches provided in this lesson and the photographs in ARC. Or, pretend you were living in a major urban area on the East coast in the 1870s. Write a letter to someone detailing your perceptions of Utah Territory after having seen sketches from the Wheeler Survey.
- Conduct further research on each of the men who led these surveys. Produce a written or oral report for the class.
- Instruct students to “survey” one room from your school or some feature from the school grounds. Ask them to produce a sketch of the area. Have them bring in their sketches and ask others in the classroom if they can determine what the sketch is showing and if they can locate the area. How much detail is needed to be able to determine where a location is? How important is the skill of the artist making the sketch? What important features or details were left out that would have helped in determining the location? Did any features change from the time the survey was made until the viewing?

### **Additional Online Resources:**

There are hundreds of digitized photographs and documents relating to all four surveys on the website of the National Archives and Records Administration in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the appropriate ARC Identifier number (listed below).

- ARC Identifiers 517700, 517711, 517712 are photographs showing the King Survey.
- ARC Identifier 300335 is a link to a letter of introduction of Lieut. George M. Wheeler, U.S. Engineers, from Brig. General E.O.C. Ord, Commander, Headquarters, Department of California, to the Commissioner of Indian Affairs, Eli S. Parker, prior to the commencement of the Wheeler Survey, 07/1870.
- ARC Identifier 517699 is a single photograph of Meeting of the U. S. Geological Survey of the Territories (Hayden) in the Fire Hole Basin, Yellowstone Park., 1872.
- ARC Identifier 516606 Hayden Survey, William Henry Jackson photographs contains a link to **1,106 photographs** taken by William H. Jackson, photographer accompanying the U.S. Geological and Geographical Survey of the Territories directed by Ferdinand V. Hayden.
- ARC Identifier 517734, Photographs taken by John K. Hillers during the Powell Survey and other Geological Surveys, ca. 1879 - ca. 1900, link to **297 photographs** of geological formations and the topography of Arizona, Utah and Wyoming in the vicinity of the Colorado River and its tributaries that were taken during the Geographical and Geological Survey of the Rocky Mountain Region led by John Wesley Powell, 1871-78.

Documents—Part I: Supplying the Survey Teams

Qu. Mtr. Stores issued to Prof. F. V. Hayden  
U. S. Geologist May 31 '72 by Capt. C. Reynolds  
Depot Qu. Mtr. Cheyenne N. D.

- (15) Riding Saddles
- (20) Sack do
- (50) Saddle Blankets
- (25) No. Haulers <sup>and</sup> Straps
- (4) Skillets <sup>and</sup> Lids
- (1) Monkey Wrench
- (1) Axes Saw
- (2) no Axes <sup>and</sup> Haulers
- (1) Drawing Knife
- (1) Brace
- (1) do Bit
- (4) o. s. Abule Haulers Wheel
- (8) " " do do Lurch
- (12) Collars
- (12) Blind Bridles
- (4) Spread Chains
- (2) Bearing do
- (4) Wagon Saddles
- (2) Lurch Lines
- (12) Single Trees
- (2) Sble do
- (4) Spreader Sticks
- (2) Fifth Chains
- (4) Spreader do
- (25) Riding Bridles
- (6) Trailing Pans

over

- (2) Wagon Covers
- (3) Water Buckets
- (1) Beer Chest
- (12) Wagon Bows
- (2) 20 Hammers

**Transcription of list of quartermaster stores issued to Professor F. V Hayden, U.S. Geologist, May 31, 1872**

Qr. Mr. [Quartermaster] Stores issued to Prof. F V. Hayden  
U.S. Geologist May 31 [18]72 by Capt. C. ? Reynolds  
Depot Qr. Mr. [Quartermaster] Cheyenne, W.T.

- (15) Riding Saddles
- (20) Pack Do[the abbreviation "Do" means ditto]
- (50) Saddle Blankets
- (24) Ho.[rse] Halters and Straps
- (4) Skillets and Lids
- (1) Monkey Wrench
- (1) Hand Saw
- (2) Do Axes and Handles
- (1) Drawing Knife
- (1) Brace
- (1) Do Bit
- (4) d.o. Mule Harness Wheel
- (8) " " " " Lead
- (12) Collars
- (12) Bluid Bridles
- (4) Breast Chains
- (2) Bearing "
- (4) Wagon Saddles
- (2) Lead Lines
- (12) Single Trees
- (2) Double Do
- (4) Spreader Sticks
- (2) Fifth Chains
- (4) Spreader "
- (25) Riding Bridles
- (6) Frying Pans

over

- (2) Wagon Covers
- (3) Water Buckets
- (1) Mess Chest
- (12) Wagon Bows
- 2) Do Harnesses

War Department  
Adjutant General's Office

Washington, D. C. March 28<sup>th</sup> - '73

1<sup>st</sup> Lieut Geo. W. Wheeler.

Corps of Engineers.

Chief of Engineers

Washington, D. C.

Sir:

I have respectfully to inform you in reply to your communication of the 22 inst that the Secy of War. authorizes the purchase at cost prices by civilian assistants belonging to the parties engaged in the survey under your charge. (Explorations west of the 100<sup>th</sup> meridian) for the field season of 1873 of articles necessary for their personal use from the different supply departments of the Army, at posts on your route or contiguous thereto.

Very respectfully

Your obedient servant

(sgd) E. D. Townsend.

Adjutant General

Official copy respectfully furnished for the information of the Quartermaster General.

(sgd) E. D. Townsend.

Adjutant General

(over)

**Transcription of Letter to Lieutenant George M. Wheeler from E. D. Townsend, March 28, 1873**

War Department  
Adjutant General's Office  
Washington, D.C. March 28 - '73

1<sup>st</sup> Lieut. Geo[rge] M. Wheeler  
Corps of Engineers  
The Chief of Engineers  
Washington, D.C.

Sir:

I have respectfully to inform you in reply to your communication of the 22 inst. that the Sec'y of War authorizes the purchase at cost prices by civilian assistants belonging to the parties engaged in the survey under your charge (Explorations west of the 100<sup>th</sup> meridian) for the field season of 1873 of articles necessary for their personal use from the different supply departments of the army at posts on your route or contiguous thereto.

Very respectfully  
Your obedient servant  
(sgd) E.D. Townsend  
Adjutant General

Official copy respectfully furnished for the information of the Quartermaster General.  
(sgd) E.D. Townsend  
Adjutant General

Engineers Office  
Explorations, West of the 100<sup>th</sup> Meridian  
Survey Col. June 5<sup>th</sup> 1873.

Major James M. Moore

~~Act~~ Quartermaster, U.S. Army  
Cheyenne W.T.

Majors:

Please furnish transportation  
for 793 Survey rations for Lieut Wm  
L. Marshall in charge of Party No 3  
to Granite Creek House Col. prior to  
August 1<sup>st</sup> 1873.

403 Survey Rations for Lieut Wm L  
Marshall in charge of Party No 3 to  
Loma on Del Norte, San Luis Park,  
Col. prior to Oct 1<sup>st</sup> 1873.

These rations will be forwarded to you  
by Capt A. K. Long C.S. at Cheyenne  
for transportation and delivery to  
Lieut Marshall.

Very Respectfully,  
Your obedient servant,

Geo. M. Wheeler.  
1<sup>st</sup> Lieut Corps of Engineers  
in charge.

**Transcription of Letter to Major James M. Moore from George M. Wheeler, June 5, 1873**

Engineer Office  
Explorations, West of the 100<sup>th</sup> Meridian  
Denver, Col. June 5<sup>th</sup>, 1873.

Major James M. Moore  
Asst. Quartermaster, U.S. Army  
Cheyenne, W.T.

Major:

Please furnish transportation  
for 793 survey rations for Lieut. Wm. [William]  
L. Marshall in charge of Party No. 3  
To Granite Court House Col. prior to  
August 1<sup>st</sup> 1873.

403 Survey Rations for Lieut. Wm. L.  
Marshall in charge of Party No. 3 to  
Loma or Del Norte, San Luis Park,  
Col. prior to Oct. 1<sup>st</sup> 1873.

These rations will be forwarded to you  
by Capt. A.K. Long, C.S. at Cheyenne  
for transportation and delivery to  
Lieut. Marshall.

Very Respectfully,  
Your obed't servant

[reverse of page]

Geo. [George] Wheeler  
1<sup>st</sup> Lieut. Corps of Engineers  
in charge.

Department of the Interior,

Office U. S. Geological Survey of the Territories,

Washington, D. C. Oct-28th, 1873.

Maj Jas Moon,  
Dear Sir

Your  
letter of the 22<sup>nd</sup> inst - came  
& had to day. You are  
truly kind to so often  
inform us in reference  
& I. M. matters, otherwise  
we would get a little  
tangled in our papers.  
The rest of the property  
will probably come in  
before long. I will see  
Gaul Meigs in a day or  
so & send you papers  
that will relieve you of  
all responsibility. As  
soon as Mr Jackson gets  
his photographs printed I

Department of the Interior,

Office U. S. Geological Survey of the Territories,

Washington, D. C., ..... 187

will have some of them  
sent you.

I enclose you  
67¢ paid by you for  
which please accept  
my thanks.

With many kind  
wishes for you & yours

I am very yours

James Stevenson

Maj Jas Moore U.S.A.  
Cheyenne  
WY

**Transcription of Letter to Major James Moore from James Stevenson, October 28, 1873**

Department of the Interior,  
Office U.S. Geological Survey of the Territories,  
Washington, D.C. Oct. 28<sup>th</sup>, 1873

Maj. Jas. [James] Moore  
Dear Sir

Your  
letter of the 22<sup>nd</sup> inst came  
to hand to day. You are  
Truly kind to so often  
inform us in reference  
to Q.M. [quartermaster] matters, otherwise  
we would get a little  
tangled in our papers.  
The rest of the property  
sill probably come in  
Before long. I will see  
Genl. Meigs in a day or  
so & send you papers  
that will relieve you of  
all responsibility. As  
soon as Mr. Jackson gets  
his photographs printed I

[page two]

will have some of them  
sent [to] you.

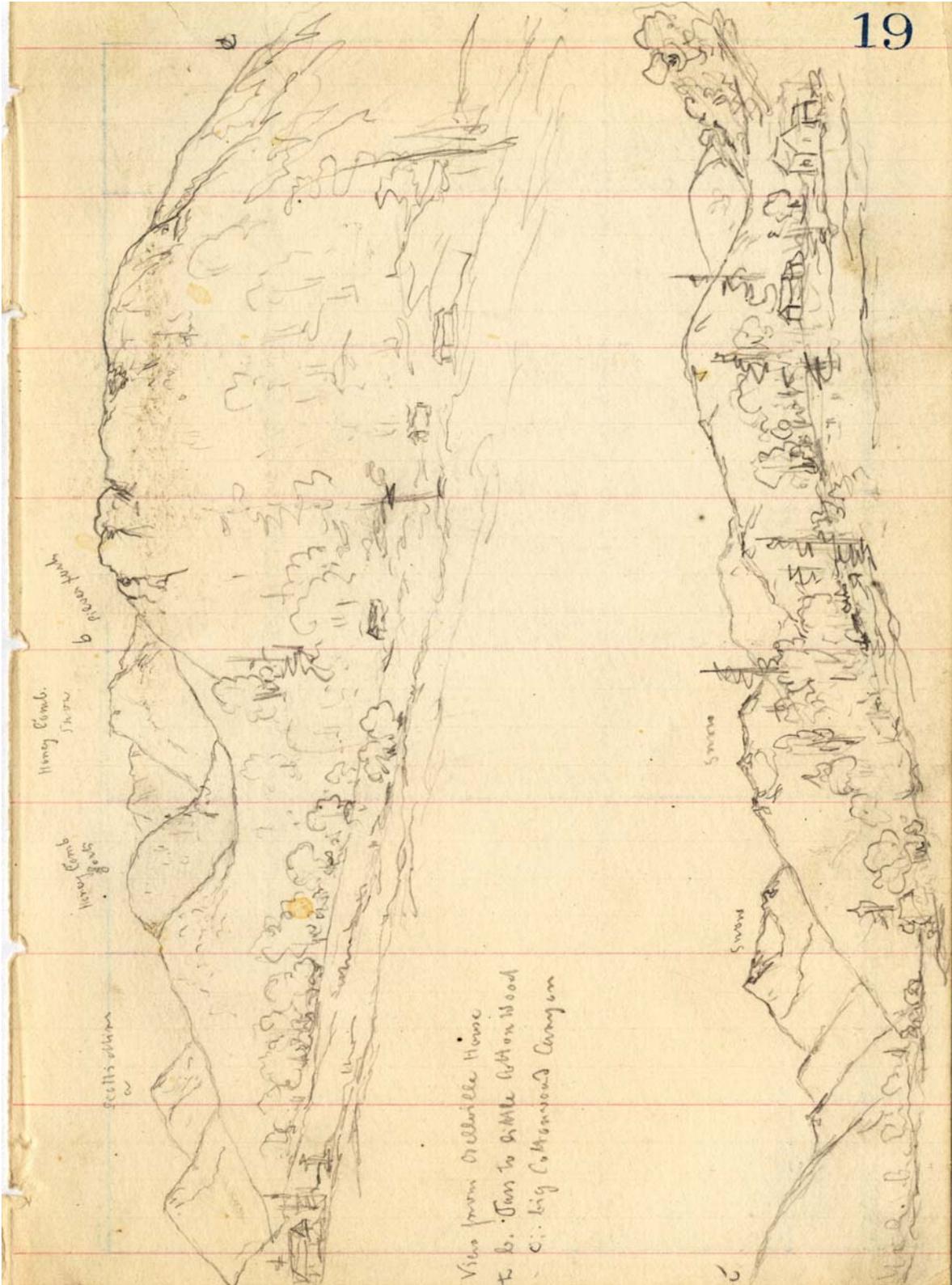
I enclose [for] you  
67 c paid by you for  
which please accept  
my thanks.

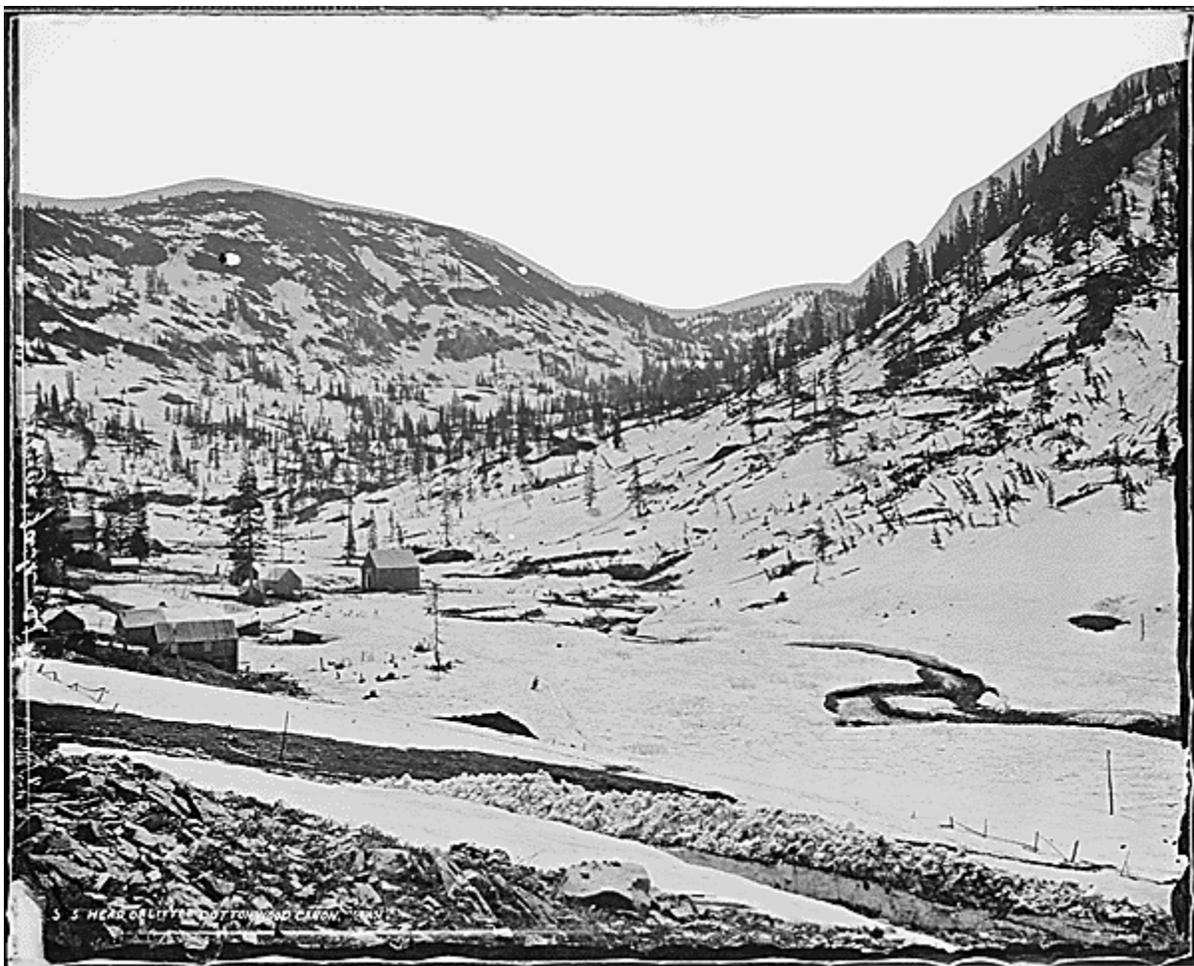
With many kind  
wishes for you and yours  
I am truly yours  
James Stevenson

Maj. Jas Moore, U.S.A.  
Cheyenne  
W.T.

Documents-- Part II: The Topographers' Sketches









*Computer.*

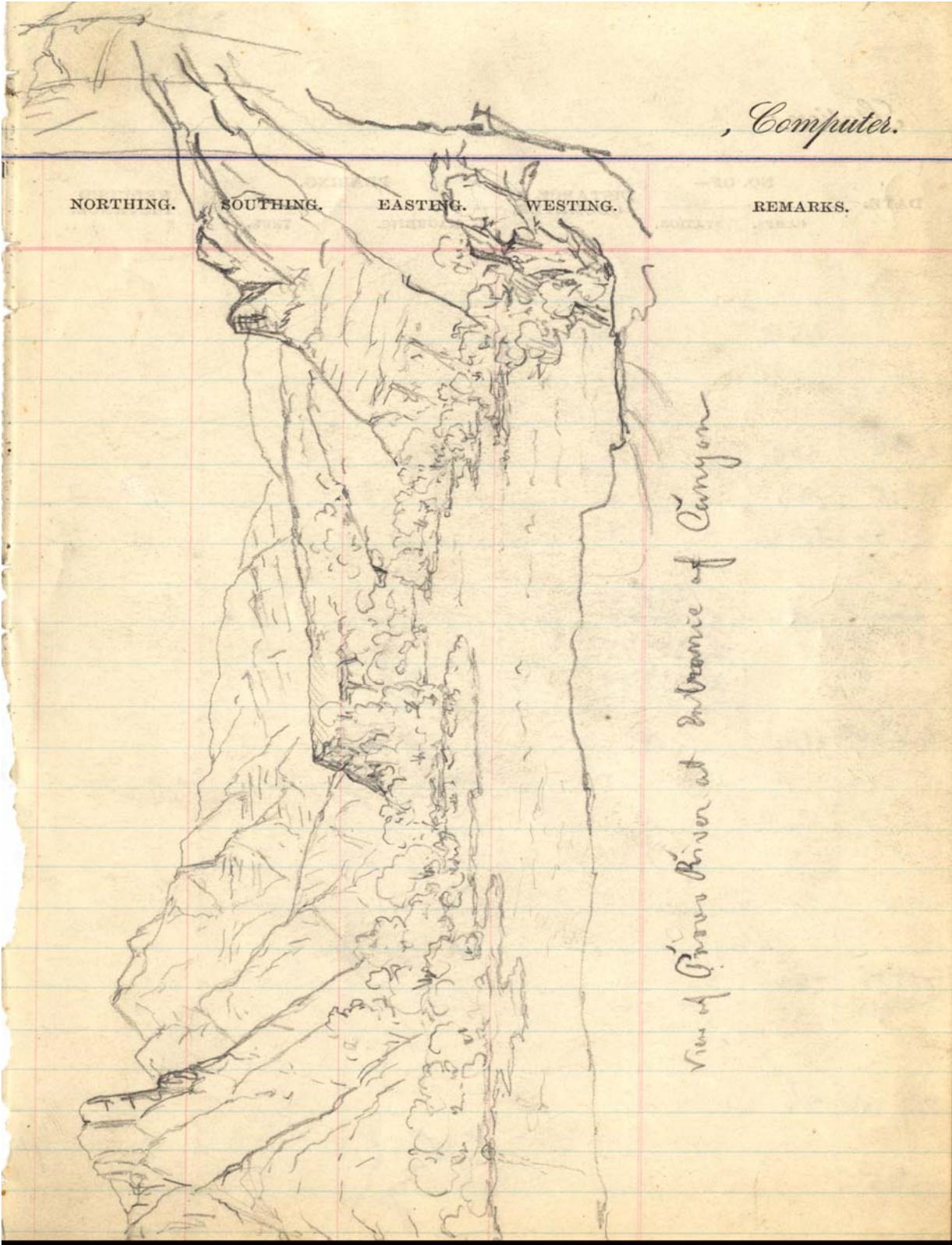
NORTHING.

SOUTHING.

EASTING.

WESTING.

REMARKS.



*View of Gros Ventre River at Entrance of Canyon*

no. 2

360°

rebo

Mable Camp

Canyon



Pond Town.

From St. Marshall's first camp, Aug't 9<sup>th</sup> 1872.  
 no. 1 side party, no. 3.



Entrance to Shaniish Fork Canon - Aug 19<sup>th</sup> 1872.  
Diana Camp No. 1. S.P.B.

Janner's Rancho



Jintie Valley, Camp 4 Looking south.



Eurekaht

not Silver City

not Chloride hill

not Diamond

Rising Sunht

High hills

Camp 4. Look n.e. + East.

6



Camp 4, Looking west -  
near Janner's Rancho, Jintie Valley, Aug. 16, 1872.

Lesson 2: “George Reynolds. . .did unlawfully marry and take to wife”

A Utah Court Case Goes to the United States Supreme Court

**Document Citations:**

**Indictment for Bigamy, October Term 1875;** Case File Number 1974, *United States of America v. George Reynolds*; Territorial Case Files, 1870-1896; United States District Court for the District of Utah; Records of the District Courts of the United States, Record Group 21; National Archives and Records Administration—Rocky Mountain Region (Denver).

**Arrest Warrant for George Reynolds, November 1, 1875;** Case File Number 1974, *United States of America v. George Reynolds*; Territorial Case Files, 1870-1896; United States District Court for the District of Utah; Records of the District Courts of the United States, Record Group 21; National Archives and Records Administration—Rocky Mountain Region (Denver).

**Verdict of the Jury, December 10, 1875;** Case File Number 1974, *United States of America v. George Reynolds*; Territorial Case Files, 1870-1896; United States District Court for the District of Utah; Records of the District Courts of the United States, Record Group 21; National Archives and Records Administration—Rocky Mountain Region (Denver).

**Notice of Appeal, December 22, 1875;** Case File Number 1974, *United States of America v. George Reynolds*; Territorial Case Files, 1870-1896; United States District Court for the District of Utah; Records of the District Courts of the United States, Record Group 21; National Archives and Records Administration—Rocky Mountain Region (Denver).

**Notice of Re-sentencing, June 2, 1879;** Case File Number 1974, *United States of America v. George Reynolds*; Territorial Case Files, 1870-1896; United States District Court for the District of Utah; Records of the District Courts of the United States, Record Group 21; National Archives and Records Administration—Rocky Mountain Region (Denver).

**Enumeration of George Reynolds, 1880;** Census Place: Sugar House, Salt Lake, Utah; Tenth Census of the United States, 1880 (National Archives Microfilm Publication T9, Roll 1337); Records of the Bureau of the Census, Record Group 29; National Archives and Records Administration—Rocky Mountain Region (Denver).

**Enumeration of Mary Reynolds and Amelia Reynolds, 1880;** Census Place: Salt Lake City, Utah; Tenth Census of the United States, 1880 (National Archives Microfilm Publication T9, Roll 1337); Records of the Bureau of the Census, Record Group 29; National Archives and Records Administration—Rocky Mountain Region (Denver).

## **Standards Correlations:**

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States, 1870-1900

Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

This lesson correlates to the Utah State Office of Education's Secondary Core Curriculum for Social Studies, 7-12:

Utah Studies

Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah's pioneers.

Objective 3: Describe the significance of pioneers in Utah history.

United States History I

Standard 7: Students will explore the territorial growth of the United States before the Civil War.

Objective 1: Describe the ideas and events that motivated the expansion of the United States.

## **About the Documents:**

George Reynolds, a Utah Territory resident and member of the Church of Jesus Christ of Latter-Day Saints (commonly called the Mormon Church), was indicted in 1875 for having contracted a polygamous marriage in violation of section 5352 of the Revised Statutes which stated:

“Every person having a husband or wife living, who marries another, whether married or single, in a Territory, or other place over which the United States have exclusive jurisdiction, is guilty of bigamy, and shall be punished by a fine of not more than \$500, and shall be imprisoned for a term of not more than five years.”

He pled not guilty and was tried in the Third Judicial District Court for the Territory of Utah. Reynolds defense hinged on his belief that the statute prohibiting bigamous marriages was unconstitutional. He believed that according to his religion, polygamous marriages were

sanctioned as divine origin. Therefore, Reynolds claimed that under the Constitution of the United States, which declared that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,” the statute prohibiting bigamy was unconstitutional. Reynolds was convicted by a jury in the lower court. He appealed to the Territorial Supreme Court where the lower court’s judgment was affirmed. He then appealed to the United States Supreme Court on a writ of error. Arguments in the case were heard on November 14-15, 1878. The Court issued its ruling on January 6, 1879.

Reynolds claimed numerous errors had taken place during his trial. One of the main errors Reynolds wanted the Court to consider was “Should the accused have been acquitted if he married the second time, because he believed it to be his religious duty?” Or put another way, as the Court wrote in its opinion, “the question is raised, whether religious belief can be accepted as a justification of an overt act made criminal by the law of the land.”

In its consideration of religious belief versus criminal action taken, the Court was harsh in its criticism of the practice of polygamy. The Court wrote, “Polygamy has always been odious among the northern and western nations of Europe,” and “We think it may safely be said there never has been a time in any State of the Union when polygamy has not been an offence against society.”

The Court believed that the statute under which Reynolds had been convicted was “within the legislative power of Congress.” Thus, the Court stated that “the only question which remains is, whether those who make polygamy part of their religion are excepted from the operation of the statute.” The Court said no. “Laws are made for the government of actions, and while they cannot interfere with mere religious belief and opinions, they may with practices. Suppose one believed that human sacrifices were a necessary part of religious worship, would it seriously be contended that the civil government under which he lived could not interfere to prevent a sacrifice? Or if a wife religiously believed it was her duty to burn herself upon the funeral pile [pyre] of her husband, would it be beyond the power of the civil government to prevent her carrying her belief into practice?”

In the end the Supreme Court considered each of the claimed errors and ruled that “Upon careful consideration of the whole case, we are satisfied that no error was committed by the court below.”

Reynolds had one final appeal which again made its way to the Supreme Court. He stated that upon his conviction the sentence imposed by the lower court was “imprisonment at hard labor, when the act of Congress under which the indictment was found provides for punishment by imprisonment only.” The Supreme Court agreed with Reynolds on this issue and ordered the “sentence of the District Court to be set aside and a new one entered on the verdict in all respects like that before imposed, except so far as it requires the imprisonment to be at hard labor.”

Reynolds was sent to the Nebraska State Penitentiary and began serving a two-year sentence on June 10, 1879. However, in July he was transferred to a prison just outside of Salt Lake City.

The National Archives-Rocky Mountain Region has 2,593 territorial case files from the U.S. District Courts of Utah, 1870-1896. Most of these case files concern the crime of cohabitation, usually polygamy. They have all been microfilmed and are available as a part of National Archives microfilm publication M1401, "Case Files of the U.S. District Courts for the Territory of Utah, 1870-1896." An alphabetical index of Plaintiff and Defendant names is available. These records are all also available in a digital format on the website: [www.footnote.com](http://www.footnote.com)

### **Suggested Teaching Activities:**

- Pass out copies of the documents from the court case. These include the indictment, arrest warrant, verdict, notice of appeal, and resentencing of the court. Transcriptions have been provided for those documents which are difficult to read. Have students consider each of the documents using the Document Analysis Worksheet. Have students share their answers.
- Ask students to contemplate the difference between one's beliefs and one's actions. Is there a fundamental difference? Can a person effectively express their beliefs without taking any action?
- Does the First Amendment specifically address one's religious beliefs? Do the words "prohibiting the free exercise thereof" relate to belief or action?
- Have students compare and contrast the Reynolds case to other religious freedom cases. Examples might include: *West Virginia State Board of Education v. Barnette* (a case involving Jehovah's Witnesses and their refusal to salute the American flag); *Wisconsin v. Yoder* (a case involving Amish students who wished to be exempt from a state law requiring school attendance); *Church of the Lukumi Babalu Aye v. City of Hialeah* (a case involving the banning of animal sacrifices and the Santeria religion)
- Pass out copies of the 1880 Census pages to the students. The first lists George Reynolds as being a prisoner in Salt Lake City. Mr. Reynolds is listed on line 8. What, if anything do we learn about him from the census? The second and third census page shows that at the time of the 1880 Census, Mr. Reynolds two wives were sharing a residence. The Reynolds household begins on line 42 and continues to a second page. How are both women listed in the 1880 Census? What, if anything do we learn about the Reynolds family from the census?

### **Additional Online Resources:**

Teachers may wish to have their students read the entire decision of the Supreme Court. It can be found at:

<http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=US&vol=98&invol=145>

The Grand Jurors of the United States of America, good and lawful men, residents of the Third Judicial District, of Utah Territory, legally chosen, selected, empanelled, sworn and charged in and for the body of said District, in the name and by the authority of the United States of America, on their oaths do find and present that

George Reynolds

late of said District, on the twenty second day of July, in the year of our Lord one thousand eight hundred and ~~seventy five~~ <sup>in the city and</sup> ~~the~~ County of Salt Lake in the Territory of Utah, and within the jurisdiction of this Court, ~~did~~

was lawfully married to one Mary Ann Tuddenham and her the said Mary Ann Tuddenham then and there had and took for his wife and cohabited with her as her lawful husband, and that afterwards, he the said George Reynolds on the third day of August in the year of our Lord one thousand eight hundred and seventy four, in the city of Salt Lake and County of Salt Lake and Territory of Utah did unlawfully marry and take to wife one Amelia Jane Schofield, he the said George Reynolds then and there being married and the lawful husband of the said Mary Ann, the the said Mary Ann then being his former wife and living, the the said Mary Ann, the wife by the said former marriage not having been absent from the said George Reynolds for five successive years without being known to said George Reynolds within that time to be living, the said former marriage between the said George Reynolds and the said Mary Ann

never having been dissolved by the decree of a  
competent Court, nor annulled or pronounced void  
by the Sentence or decree of a Competent Court  
on the ground of the nullity of the marriage  
contract entered into as aforesaid by the said  
George Reynolds and the said Mary Ann.

*contrary to the form of the statute of the United States of America, and against the peace and dignity of the said United States.*

*Horace B. Hays*  
Foreman of Grand Jury.

*William Cary*  
Attorney of the United States  
For the Territory of Utah.

## Transcription of Indictment

The Grand Jurors of the United States of American, good and lawful men, residents of the Third Judicial District, of Utah Territory, legally chosen, selected, empaneled, sworn and charged in and for the body of said District, in the name and by the authority of the United States of America, on their oaths do find and present that

George Reynolds

late of said District, on the twenty second day of July, in the year of our Lord one thousand eight hundred and sixty-five, in the city and County of Salt Lake in the Territory of Utah, and within the jurisdiction of this Court ~~did~~

was lawfully married to one Mary Ann Luddenham and her the said Mary Ann Luddenham then and there had and took for his wife and cohabited with her as her lawful husband, and that afterwards he the said George Reynolds on the third day of August in the year of our Lord one thousand eight hundred and seventy four, in the city of Salt Lake and County of Salt Lake and Territory of Utah did unlawfully marry and take to wife one Amelia Jane Schofield, he the said George Reynolds then and there being married and the lawful husband of the said Mary Ann, she the said Mary Ann then being his former wife and living, she the said Mary Ann, the wife by the said former marriage Not having been absent from the said George Reynolds for five successive years without being Known to said George Reynolds within that time To be living, the said former marriage between the said George Reynolds and the said Mary Ann

[back]

never having been dissolved by the decree of a competent Court, nor annulled or pronounced void by the sentence or decree of a competent Court on the ground of the nullity of the marriage contract entered into as aforesaid by the said George Reynolds and the said Mary Ann.

[page 3]

contrary to the form of the statute of the United States of America, and against the peace and dignity of the said United States.

Horace

Foreman of Grand Jury

William Cary

Attorney of the United States

For the Territory of Utah

In the District Court of the Third Judicial District of the Territory of Utah.

The People of the United States in the Territory of Utah,

To the U. S. Marshal for said Territory, Greeting :

An indictment having been found on the 30<sup>th</sup> day of Oct  
A. D. eighteen hundred and seventy five, in the District Court for the Third Judicial  
District in and for the Territory of Utah, charging George Reynolds  
with the crime of *Rigamy*

You are therefore commanded to forthwith arrest the above named *George Reynolds*  
and bring *him* before that Court, to answer said indictment, or if the Court has  
adjourned for the term, that you keep, or cause *him* to be safely kept in custody  
until the further order of this Court; or if *he* require it, that you take  
before  
to be admitted to bail in the sum of \$

*Alex<sup>r</sup> White* Chief Justice Judge.  
Judge of 3<sup>d</sup> Judicial District

WITNESS, My hand and the Seal of said Court, affixed  
at Salt Lake City, this 1<sup>st</sup> day of

*November* A. D. 1875  
*Ewd B McKean* Clerk.  
By *Willis P McKee* Deputy Clerk.



United States  
"vs."  
George Reynolds

We the jurors in the above  
entitled cause find a verdict of guilty  
against the defendant as charged in the  
indictment, and recommend him to the  
mercy of the court.

Henry Simms  
Foreman

Jury room  
3rd Judicial District  
City of Wash  
Dec 10-1875

## **Transcription of the Verdict**

United States

“vs.”

George Reynolds

We the jurors in the above  
entitled cause find a verdict of guilty  
against the defendant as charged in the  
indictment and recommend him to the  
mercy of the court[.]

Henry Simons

Foreman

United States of America } of the October Term  
Territory of Utah } of A.D. 1875 of the  
Third Judicial District } District Court in  
and for said District  
held in Salt Lake  
City -

United States }  
vs. }  
George Reynolds } Indictment for Bigamy

William Carey, Attorney  
of the United States for the Territory  
of Utah:

You are hereby notified  
that an appeal has been taken by  
said defendant in the above entitled  
cause from the judgment pronounced  
therein in said Court to the Supreme  
Court of said Territory

Salt Lake City Utah } George Reynolds  
Dec. 22<sup>nd</sup> A.D. 1875 } #

Williams & Young  
Shuks & Rawlins  
Attys. for defendant

**Transcription of Notice of Appeal**

United States of America  
Territory of Utah  
Third Judicial District

of the October Term  
ss A.D. 1875 of the  
District Court in  
and for said District  
held in Salt Lake  
City

United States

vs.

George Reynolds

Indictment for Bigamy

William Carey, Attorney  
of the United States for the Territory  
of Utah:

You are hereby notified  
that our appeal has been taken by  
said defendant in the above entitled  
cause from the judgement pronounced  
therein in said court to the Supreme  
Court of said Territory[.]

Salt Lake City Utah  
Dec. 22<sup>nd</sup> AD 1875

George Reynolds  
⚡

Williams & Young  
Shuks & Rawlins  
Attys for defendant

The United States Respondents }  
us } From 3<sup>d</sup> Dist.  
George Reynolds Appellant. }

The mandate of the Supreme Court of the United States in this cause having been filed this day, in the office of the Clerk of this Court, whereby it appears that the judgment of this Court heretofore rendered therein is reversed, and said cause remanded with instructions to cause the sentence of the District Court to be set aside and a new one entered on the verdict, in all respects like that before imposed, except so far as it requires the imprisonment to be at hard labor.

Now on motion of J. H. Beatty Esq. Ass't United States Attorney it is ordered and adjudged that the judgment and sentence, of the District Court of the Third Judicial District, in said cause be, and the same hereby is set aside, and said cause is hereby remanded to said District Court, and said District Court is hereby instructed to enter and impose a new judgment and sentence in said cause, on the verdict therein, in all respects like the one before entered and imposed, except that it shall not require the imprisonment to be at hard labor.



## Transcription Notice of Re-Sentencing

In the Supreme Court of Utah Territory  
Monday June 2d A.D. 1879

x        x        x

The United States Respondents  
vs  
George Reynolds Appellant

From 3d Dist.

The mandate of the Supreme Court of the United States in this cause having been filed this day, in the office of the Clerk of this Court; whereby it appears that the judgement of this Court heretofore rendered therein is reversed, and said cause remanded with instructions to cause the sentence of the District Court to be set aside and a new one entered on the verdict—in all respects—like that before imposed, except so far as it required the imprisonment to be at hard labor.

Now on motion of J.H. Beatty Esq. Asst. United States Attorney it is ordered and adjudged that the judgement and sentence of the District Court of the Third Judicial District in said cause be, and the same hereby is set aside, and said cause is hereby remanded to said District Court, and said District Court is hereby instructed to enter and impose a new judgement and sentence in said cause on the verdict therein, in all respects like the one before entered and imposed, except that it shall not require the imprisonment to be at hard labor.



Page No. 14  
 Supervisor's Dist. No. 10  
 Enumeration Dist. No. 10

Note A.—The Census Year begins June 1, 1870, and ends May 31, 1880.  
 Note B.—All persons will be included in the Enumeration, who were living on the 1st day of June, 1880. No others will. Children BORN SINCE June 1, 1880, will be OMITTED. Members of Families who have DIED SINCE June 1, 1880, will be INCLUDED.  
 Note C.—Questions Nos. 13, 14, 22 and 23 are not to be asked in respect to persons under 10 years of age.

SCHEDULE I.—Inhabitants in The Tenth Ward, Salt Lake City, in the County of Salt Lake, State of Utah, enumerated by me on the Fifth day of June, 1880.

Junius F. Mills

In Child	Name	Sex	Age	Color	Married	Profession, Occupation or Trade of each person, or his family	School	Read	Write	Can speak English	Place of Birth	Place of Birth of father	Place of Birth of mother	Place of Birth of grand-father	Place of Birth of grand-mother	Place of Birth of great-grand-father	Place of Birth of great-grand-mother	Place of Birth of great-great-grand-father	Place of Birth of great-great-grand-mother	Place of Birth of great-great-great-grand-father	Place of Birth of great-great-great-grand-mother	Place of Birth of great-great-great-great-grand-father	Place of Birth of great-great-great-great-grand-mother	
																								1
	108/111	Pratt, Patsy	W	29	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng
		Mabel	W	6	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Henry	W	6	—	Son	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Emma	W	4	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Fred	W	2	—	Son	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
	107/12	Sheriff, Ann	W	29	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		William	W	29	—	Daughter	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Peter	W	16	—	Son	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
	108/13	Waring, George	W	28	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Walter	W	26	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Olivia	W	17	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		George	W	16	—	Son	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		May	W	11	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Wares, Florence	W	16	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
	109/14	Knapp, Maria	W	17	—	Wife	1				At home	California	German	Italian	Italian	Italian	Italian	Italian	Italian	Italian	Italian	Italian	Italian	
		Antonia	W	29	—	Son	1				At home	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	
		Francisco	W	20	—	Son	1				At home	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	
		Francisco	W	20	—	Son	1				At home	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	
		Joseph	W	17	—	Daughter	1				At home	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	Italy	
	109/15	Knapp, John	W	46	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Lucy	W	40	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
	110/16	Knapp, Richard	W	38	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Margaret	W	34	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		John	W	17	—	Son	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Jane	W	14	—	Daughter	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Mollie	W	11	—	Daughter	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Willie	W	8	—	Son	1				At home	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
	111/17	Harley, John	W	31	—	Wife	1				At home	Mass	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Harriet	W	28	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Mattie	W	12	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Logis	W	9	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		John	W	2	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
	112/18	Evans, James	W	48	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Elizabeth	W	39	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	16	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	14	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	12	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	9	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	7	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	5	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	4	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	3	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	2	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
	113/19	Reynolds, Maria	W	53	—	Wife	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	12	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Alice	W	7	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Florence	W	6	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	4	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Elizabeth	W	1	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Julia	W	3	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Ann	W	2	—	Daughter	1				Attending school	Utah	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	
		Sidney	W	24	—	Son	1				At home	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	

Note 1.—In adding entries in columns 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537,

Page No. 15  
 Supervisor's Dist. No. ...  
 Enumeration Dist. No. 08

Note A.—The Census Year begins June 1, 1880, and ends May 31, 1880.  
 Note B.—All persons will be included in the Enumeration who were living on the 1st day of June, 1880. No others will. Children BORN SINCE June 1, 1880, will be OMITTED. Members of Families who have DIED SINCE June 1, 1880, will be INCLUDED.  
 Note C.—Questions Nos. 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

SCHEDULE J.—Inhabitants in The Left Hand Street, in the County of Salt Lake, State of Utah, enumerated by me on the Fifth day of June, 1880.

James F. Wells  
 Enumerator

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Lesson 3: “The greatest evil is that the Indians gather together”

Attempts to Assimilate the Northern Ute Indians

**Document Citations:**

**Letter to the Commissioner of Indian Affairs from the Supervisor of Farming, May 14, 1912;** File 3450; Correspondence, 1908-1914; Uintah and Ouray Agency; Records of the Bureau of Indian Affairs, Record Group 75; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Letter to Mr. Joseph Zabriskie, Hayden, Utah, from the Special Indian Agent in Charge, May 24, 1912;** File 3450; Correspondence, 1908-1914; Uintah and Ouray Agency; Records of the Bureau of Indian Affairs, Record Group 75; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States, 1870-1900

Standard 4: Federal Indian policy and United States foreign policy after the Civil War.

Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

This lesson correlates to the Utah State Office of Education’s Secondary Core Curriculum for Social Studies, 7-12:

Utah Studies

Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah’s pioneers.

Objective 1: Examine the contributions of Native American Indians to the culture of Utah.

United States History I

Standard 10: Students will understand the development of the American West following the Civil War.

Objective 3: Investigate the conflict among various groups involved in the settlement of the West.

### **About the Documents:**

Two ancient and traditional ceremonies held by members of the Northern Ute tribe are the Bear Dance and Sun Dance. The Bear Dance was held in early spring. Tribal member John Victor gave an account of the Bear Dance for a book on the history of Uintah County. He said:

The old Indian people say that the Bear Dance originated from the first thunder in the spring. When this thunder comes, the bear that has been asleep all winter wakes up and comes out of his den. He then starts moving around, and running back and forth to a tree and scratches on the back of the tree. What it means is that Spring has come and the bear feels good because he knows that grass is going to grow and that there will be plenty of food for him to eat. This is what the Indians follow in their Bear Dance, and they follow the actions of the bear when Spring comes. They gather in late March or early April and they imitate the scratching of the bear by the drawing of a notched stick over a surface that gives out a deep scratching-rumbling sound. The Indians sing in harmony with their songs which they make up themselves regarding the season of Spring.

The women select their partners, usually their sweethearts, and then line up, the women on one side and the men on the other. As the song continues, these two rows sway backward and forward, backward and forward, up toward each other, nearly touching each other and dancing backward, then forward. The dance pauses at intervals for the dancers to rest for short periods. The dance continues for three days and three nights and is concluded by a big feast on the last day, representing again the bear eating after his long fast.” (Source: Schaefermeyer, Genevieve, et al., *Builders of Uintah: A Centennial History of Uintah County, 1872 to 1947*, Uintah County, Utah: Daughters of the Utah Pioneers, 1947, p. 196.)

The Bear Dance is still practiced by members of the Northern Ute tribe today.

The Sun Dance was a ceremony that the other tribes also performed. It is believed that the Utes adapted their Sun Dance from the Eastern Shoshone tribe of the Wind River Reservation. The Sun Dance is a mid-summer ceremony where for three days and four nights, the participants fast and take no water. They dance all day long around a ceremonial Sun Dance Pole under the hot sun.

### **Suggested Teaching Activities:**

- Pass out copies of the letter sent to the Commissioner of Indian Affairs. Ask students to read the letter and use the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- In addition to the questions posed by the Document Analysis Worksheet, have students discuss the following:
  - What does the author say the “evils of the bear dance” are?
  - Do the students note any contradictions in this letter? [Answer: In one paragraph he details financial losses, in the next he says that traders give money to the Indians and the Indians income “is frequently supplemented to a very considerable extent.”]
  - What does the author say the “evils of the sun dance” are?
  - What is the hope of the author?
- Pass out copies of the letter sent to Joseph Zabriskie. Ask students to read the letter and use the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- In addition to the questions posed by the Document Analysis Worksheet, have students discuss the following:
  - What are the reasons given by the author of the letter for turning down Mr. Zabriskie’s request for having a lemonade stand at the upcoming dance?
  - The author states that it is not his “intention to cut off the Indians from their dances.” What is his intention?
- Have students brainstorm and make a list of specific cultural and religious traditions, holidays, and ceremonies that persons from multiple ethnic and religious backgrounds celebrate or observe. What cultural traditions do they follow? What special ceremonies are important to their heritage? Why are there certain dates or times of year for such celebrations? Are those dates an integral and important part of such traditions and ceremonies? Can they think of any examples when the local, state, or Federal government authorities have attempted to curb or interfere with such traditions or ceremonies?

### **Additional Online Resources:**

The National Archives and Records Administration has created online lessons relating to Native Americans. They can be found in “Teaching with Documents” section of our website at:

<http://www.archives.gov/education/lessons/expansion-reform.html>

and

<http://www.archives.gov/education/lessons/industrial-us.html>

There are many photographs relating to Native Americans on the website of the National Archives and Records Administration. They can be found at:

<http://www.archives.gov/research/native-americans/pictures/>

For more information about the Northern Ute tribe, visit their official website at:

<http://www.utetribe.com/>

There are photographs available of a Bear Dance at the Uintah Reservation in the collections of the Denver Public Library. Use the search term “bear dance Utah.” You may find them in their “Historic Images” database at:

<http://denverlibrary.org/>

31/50

Indian dances  
and licensed  
traders

Uintah and Ouray Agency,

Fort DuChesne, Utah, May 14, 1912.

The Commissioner of Indian Affairs,

Washington, D. C.

Sir:

These Indians have from time immemorial practiced dancing in the Indian way and the civilizing work and influences of the government have so far had but slight effect thereon. There are two annual dances celebrated each year, namely the "bear dane" just at the close of winter and the "sun dance" about the close of June. These two dances usually mean the gathering of the bands at certain locations, and particularly in the case of the bear dance it is the usual custom to hold such at two different points on the reservation and at different periods so that the bands can reciprocate by visiting each other. At other seasons of the year community dances are held at frequent periods but usually involve only slight gatherings.

The evils of the bear dance are a loss in a financial way and the injury to their health. The Indians frequently indulge in the purchase of a great deal of finery such as shawls, silk handkerchiefs and other articles for decoration and they feast to such an elaborate extent that

by the time the dance has closed they are usually out of money and considerably in debt. Then as the season is very wet and stormy and as they dance and very largely live on the bare ground it naturally results that sickness and death follow.

It has long been the custom of the traders to contribute to these dances, both in goods and money. For some years past it has been the custom for white people to join with the Indians in these dances for which each man is expected to pay the Indian woman with whom he dances, anything from a few cents up to a few dollars. In this way the resources of the Indians are frequently supplemented to a very considerable extent and the aid thus obtained is really about essential to the Indians coming together and maintaining the dances as they do.

The evils of the sun dance are something similar to those of the bear dance, particularly as to their finances but probably the greatest evil is that the Indians gather together and remain for several days at a season of the year when they are greatly needed at home to water their crops. It not infrequently happens that some crops will be about wholly lost by reason of this.

It has not been the custom for the traders and whites to contribute so extensively to the support of the sun dance as they do to the bear dance yet the same custom prevails to a limited extent. I have also

3

learned that at least one or two years white men have been allowed to set up small stores on the grounds where the sun dance is held for the purpose of trading with the Indians.

These Indians are citizens of the state and the United States and the government is powerless to prevent them from dancing. The state they are now in is such that it is advisable for the government to use such authority and influence as it has to limit and control these dances and with this in view I recommend that an order be issued prohibiting licensed traders from contributing to the support of these dances either goods or money and further that the order prohibit all white persons from joining with the Indians in these dances. The officer in charge of this agency should be directed to see that no person be allowed to set up any store on dance grounds for trading purposes and to do what he can to prevent white people from in any way aiding or encouraging the Indians in these dances. If this properly carried out it will have a great tendency to discourage the Indians and in time the practice of holding these dances will die out.

Very respectfully,

CLD

Supervisor of Farming.

CLD/BM

31/50  
~~31/50~~

Stand pri-  
vilege at  
Sun Dance

Uintah and Ouray Agency,

Fort DuChesne, Utah, May 24, 1912.

Mr. Joseph Zabriskie,  
Hayden, Utah.

Dear Sir:

Referring to your conversation with Mr. Buffalo relative to operating a stand for selling lemonade, etc., to Indians and others, during the Indian "sun dance" which will be held some time in the last part of next month, I regret to state that I cannot allow you this privilege, for the reason that this office is doing all in its power to limit these dances for a short period.

It is not my intention to cut off the Indians from their dances but I believe they should have them whenever their work is in such condition that they can leave their homes without detriment to their crops or other interests.

I understand that it is the custom for the Indians to charge whites and others various sums of money for participating in these dances and in that manner secure money with which to prolong them. For the benefit of the Indians it is my wish that whites do not participate with the Indians in such dances.

2

The activity in farming among the Indians has been increased during the past spring and many Indians who heretofore have not done much in the way of work, are now busy plowing and putting in crops. You can therefore readily see that it would be poor policy to permit them to gather for a period of two or three weeks and engage in dancing, just at a time when they should be irrigating or cultivating their crops.

Very respectfully,



Special Indian Agent  
in Charge.

CCE/BM

## Lesson 4: “Hooverized Help for Housewives”

### U.S. Food Administration Regulations during World War I

#### Document Citations:

**“Hooverized Help for Housewives,” December 14, 1917;** General Correspondence, 1917-1919; Utah State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Broadside entitled “Remember the Days,” February 28, 1918;** General Correspondence, 1917-1919; Utah State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Article and recipe entitled “The Utah Sucker by Lucile Y. Reid,” February 28, 1918;** General Correspondence, 1917-1919; Utah State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

***Utah Food Administration Bulletin, October 28, 1918;*** General Correspondence, 1917-1919; Utah State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 7: The Emergence of Modern America (1890-1930)

Standard 2: The changing role of the United States in world affairs through World War I.

Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

This lesson correlates to the Utah State Office of Education’s Secondary Core Curriculum for Social Studies, 7-12:

United States History II

Standard 4: Students will understand how war affected the early 20<sup>th</sup> century.

Objective 2: Examine how World War I affected the military and the home front of the United States.

### **About the Documents:**

The U.S. Food Administration was created by an Executive order of August 10, 1917, to assure the supply, distribution, and conservation of food during World War I; facilitate the movement of foods and prevent monopolies and hoarding; and maintain governmental control over foods, chiefly by means of voluntary agreements and a licensing system. Federal food administrators were appointed for each state to implement the Administration's programs. The American public was encouraged to have "wheatless" and "meatless" meals, and regulations concerning sugar consumption were instituted. After November 11, 1918, the Administration was gradually dismantled and its rules and regulations revoked.

The National Archives and Records Administration-Rocky Mountain Region houses the records of the U.S. Food Administration offices for the states of Colorado, Montana, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

### **Background about Herbert Hoover as U.S. Food Administrator:**

President Wilson called Herbert Hoover home (from Europe) to take charge of food organization in America. Hoover was appointed U.S. Food Administrator. America had to provide food for her own armies and the other Allies, for the Allied peoples and for the American people at home. Herbert Hoover saw the effort as a willingness of the people to serve the nation voluntarily. He called his program food conservation, but many Americans called it "Hooverizing." There were wheatless Wednesdays and meatless Mondays, as examples.

Hoover had faith that the American people would exhibit voluntary cooperation in the matter for food conservation. He did not want laws to regulate food in America. Hoover's plan was that American homes would have to eat in such a way as to leave more food to be shipped abroad. He appealed to housewives to conserve food and eliminate waste. Signs and posters proclaimed, "Food Will Win the War." Hoover's program reduced domestic consumption of food by 15% without rationing. For the farmer there was a "fair price" for agricultural products and guaranteed markets for surplus. The result was that U.S. food shipments tripled. He kept the American armies fed and was able to build up surplus stores of food to prevent a post-war famine in Europe. (This information copied from the Herbert Hoover Presidential Library and Museum's website) at:

[http://www.ecommcode.com/hoover/hooveronline/hoover\\_bio/food.htm](http://www.ecommcode.com/hoover/hooveronline/hoover_bio/food.htm)

### Suggested Teaching Activities:

- Pass out copies of the first three documents. Have students read each and use the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- In addition to the questions raised by the Document Analysis Worksheet, have students discuss the following:
  - In reviewing the “Hooverized Help for Housewives,” how would you compare the meals from 1917 to what you eat today? What are the similarities? What are the differences? Do these meals appear to be nutritionally balanced?
  - What types of foods are discouraged? What types of foods are encouraged?
  - Consider the “Remember the Days” advertisement. Would it have been easy to remember this schedule? Would there have been an easier way to simplify the concept of saving wheat and meat?
  - There is a handwritten note on this document that says it was “Mailed [to] Public Libraries.” Why would this have been done?
  - In reviewing the article on “The Utah Sucker,” what are the reasons the author gives for suggesting the use of this fish?
- Ask students to keep track of their meals for one day and to make a list of breakfast, lunch, and dinner. Then instruct them to “Hooverize” their list by making changes to their meals in order to save meat, wheat, and sugar. What items have they had to cut? Have them share their new menus with the class. Or alternatively, take your school’s lunch menu for a week and ask students to “Hooverize” it. What foods will the students miss? Which ones might they be glad to see disappear from the menu? How nutritionally balanced is the menu following their “Hooverization” of it?
- Pass out copies of the *Utah Food Administration Bulletin*, and use the Document Analysis Worksheet.
  - Is this the first issue of this news bulletin? How do we learn that? How many more weeks are there before the war would end?
  - What can we learn about the Utah Food Administration system from reading this bulletin?
  - Who was the county administrator for the county in which you are living?
  - The first page of the news bulletin contains an article about home canning. What do we learn about Utahans’ sugar consumption from this article? The regulations allowed for two pounds of sugar per person per month. Does this seem like a fair ration?
  - The first page of the news bulletin contains an article about how the war was impacting citizens of Europe—Holland in particular. What types of specific issues were people in Holland facing?

- This news bulletin also touches on another crisis that was facing the world in 1918—the worldwide flu pandemic. Find the article on page four that addresses this issue. How has the flu affected the work of the U. S. Food Administration?
  - If you could only select one article from this news bulletin, which article would best explain the goals of the Utah Food Administration?
- It appears clear that Americans were asked to make sacrifices during World War I. They would also be asked to sacrifice again during World War II when rationing regulations were imposed. If food conservation or rationing regulations were imposed today, how would Americans react? What types of items would be the most difficult for Americans to do without?
  - Ask students to design a poster to encourage food conservation during World War I.

### **Additional Online Resources:**

There are numerous digitized documents relating to the U.S. Food Administration on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “U.S. Food Administration.”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 315 “hits” of documents.

The National Archives has also created an online lesson relating to World War I posters created by the U.S. Food Administration. It can be found in “Teaching with Documents” section of the National Archives Website at:

<http://www.archives.gov/education/lessons/sow-seeds/>

The National Archives has an online exhibit relating to the influenza epidemic of 1918. It can be found at:

<http://www.archives.gov/exhibits/influenza-epidemic/>

HOOVERIZED HELPS FOR HOUSEWIVES.

DEC 14 1917

*Dec 18 1917*

The menus prepared for this week are taken ~~from meals typical~~ <sup>BEED</sup> of the average diet served to some of our families before the war. Suggestions for Hooverizing them are given in some cases and errors in diet noted.

Wed. Dec. 18

Save the wheat and fat

<u>Breakfast</u>	<u>Dinner</u>	<u>Supper</u>
Graham mush	Vegetable soup	Bread
Cream sugar	Graham bread	Butter
Potato cakes, sausage	Butter - milk	Milk
Soda biscuits - butter		

In this case, the family find it convenient to have the first meal the heaviest. The children have a long walk to school and consequently breakfast is served early. Sausage, owing to the call for pork saving, should be omitted. Hot breads use up too much butter. Would suggest the addition of a green vegetable and cheese to the other meals of the adults doing heavy work. Sausage should be omitted from young children's meals.

Thurs. Dec. 19

Save beef and pork

Eat lamb, veal, mutton, poultry, game.

<u>Breakfast</u>	<u>Dinner</u>	<u>Supper</u>
Germade	Bread - butter	Bread- butter
Milk - sugar	Fried Rabbit	Milk
White bread	Green tomato preserve	Preserves
Warmed over potatoes		

With six children in the family, milk should be added to the mid-day meal. The use of rabbit and other wild game is good practice. Rabbits may be prepared in the same way as chicken. Fried, baked, brown or white stew.

Fri. Dec. 20.

<u>Breakfast</u>	<u>Dinner</u>	<u>Supper</u>
Germade top milk	Beef sandwich	Fried beef creamed
Milk - sugar	Apple- milk	Bread- milk
Toast- cocoa		Lemon snaps.

Hang this where you will see it every day.

# United States Food Administration



## REMEMBER THE DAYS

**SUNDAY** .....—One meal Wheatless; one meal Meatless.  
**MONDAY** ....—All meals Wheatless; one meal Meatless.  
**TUESDAY** ....—All meals Meatless; one meal Wheatless.  
**WEDNESDAY**—All meals Wheatless; one meal Meatless.  
**THURSDAY**..—One meal Wheatless; one meal Meatless.  
**FRIDAY** .....—One meal Wheatless; one meal Meatless.  
**SATURDAY**..—All meals Porkless; one meal Wheatless;  
one meal Meatless.

### On Wheatless Days

Use no bread, crackers, pastry or breakfast foods containing wheat.  
Use no wheat flour in cooking except the smallest amount necessary for thickening soups and gravies, or as a binder in corn or other cereal breads. If you buy bread, pastry or cakes from baker or grocer, buy only wheatless products or Victory Bread (containing at least one-fifth other cereals than wheat) or Victory Pastry, etc. (containing at least one-third other cereals than wheat).

### On Meatless Days

Use no beef, pork or sheep products.

### On Porkless Days

Use no pork, bacon, ham, lard or other pork products, fresh or preserved.

### On All Days

With each purchase of wheat flour for home use you must buy also an equal amount of other cereals (corn meal, corn starch, corn flour, hominy, corn grits, barley flour, rice, rice flour, oatmeal, rolled oats, buckwheat flour, potato flour, sweet potato flour, etc.) The housewife or cook may use these non-wheat products separately in making bread, cakes and pastry, or may mix them with wheat flour, except for wheatless meals.

February, 1918.  
Index No. F. 4.

*Married Public Library  
Feb 28, 1918*

Mailed Public Library  
Feb 28, 1915

THE UTAH SUCKER - Lucile Y. Reid.

The Utah sucker has many possibilities - first, because of the value of fish as a food, a pound of fish being equal to a pound of mutton or beef and - second, because of its cheapness and its nearness to the local markets.

Delicious in flavor and fine in texture, the sucker, once the bones are removed, can be made into puddings, fish balls, cakes, souffles, etc. A fillet of sucker is quite as delicious as a fillet of halibut or of bass.

NORWEGIAN FISH PUDDING.- Mrs Anna Widtsøe and  
Miss Gaarden.

1 quart of finely ground fish (preferably sucker)  
1 quart milk (scalded and cooled)  
3 tablespoons butter or beef drippings  
3 eggs (whites) or 3 tablespoons cornstarch  
1½ tablespoon salt  
½ " nutmeg (grated)  
1 " bread crumbs.

Directions: Six to eight suckers - skinned, boned and chilled. boil milk and chill. Sprinkle salt over fish. Grind in meat chopper three times. It is most important that the salt be added before grinding, otherwise the mass will not adhere, and the result will be a failure.

Place fish and butter or drippings in a bread pan or bowl and with a wooden potato masher work the butter and milk in ½ a cup at a time. When milk is worked in, work in the cornstarch or eggs and nutmeg. Mix thoroughly. If for pudding turn into a buttered and crumbed tin (lard pail is best). Boil two hours in boiling water. Serve with melted butter, with capers or with a sauce made from boiling the bones, and adding capers and lemon.

This same forcemeat can be made into balls, fried in deep fat or boiled in salted water like dumplings; or made into cakes, fried or baked; or baked as a souffle.

This is well worth the time spent upon it.

The fillet of the sucker can be breaded or dipped in corn-meal and fried; can be broiled, or baked in sour cream. Bake as any other fillet and serve with tomato sauce; can be dipped in bread crumbs, fried in fat or oil or drippings and served with tartar sauce.

In all there are more than nine ways of cooking this fish, and it will be of invaluable service to the housekeeping in pocket-book and in the various ways of cooking and serving.



U. S. Food Administration  
Official Business



Penalty for Private Use  
\$300.00



# U T A H

## Food Administration Bulletin

Number 1

SALT LAKE CITY, UTAH

OCTOBER 28, 1918

### FOREWORD—

The Federal Food Administration for Utah has decided to issue and circulate, from time to time, as occasion requires, a Food bulletin.

Its particular object will be to acquaint County Food Administrators and others directly identified with and interested in the activities of the Administration with those facts that will be helpful to them in their work.

We feel that its success depends entirely upon our ability to make its columns interesting and instructive to those upon whom we rely to aid us in carrying at the forefront of war activities the banner of the United States Food Administration.

W. W. ARMSTRONG,  
Federal Food Administrator.

### WHOA! HOME CANNING HALTED

The last ban has been placed on home canning sugar allotments for Utahns this year in a bulletin just sent out to all county Food Administrators by Federal Administrator W. W. Armstrong. The local Administration has received a wire from the Sugar Division of the National Food Office stating that the home canning season is officially over and that no more home canning certificates are to be issued. Several of the County Administrators have already discontinued giving special permits and the food officials are anxious that all others should do so because of the particularly heavy consumption of sugar in the state during the past three months.

Concerning this heavy consumption, Washington has wired the Utah Administrator as follows:

"We regret to advise that sugar conservation in Utah is very disappointing." A second message has been sent out from the National Capitol emphasizing the fact that the consumption of sugar in Utah through the retail dealer during the months of July, August, and September was 12 1/2 pounds per capita compared with an average of 10 pounds per capita for the entire United States. This means that Utahns have used during the past three months one million pounds more sugar than should have been required. Although local food officials feel that the long established practice in the state of home canning on a large scale has required a larger amount of sugar per capita than elsewhere in the United States, it is urged that every precaution must be used to make sure that the household ration of two pounds per person per month is being rigidly observed in every corner of the state.

### ONE HUNDRED DOLLARS FOR SOAP IN HOLLAND

Are citizens suffering from the war in Utah? A little, maybe. But listen to this from a Utah girl in Holland. The sentences are gleaned from a letter sent here by Mrs. Herbert Horstmann, formerly Miss Pearl Van Cott, of Salt Lake City, and daughter of Attorney and Mrs. Waldemar Van Cott. Mrs. Horstmann has lived for the past few years at The Hague, and in her letter pictures probably the best side of conditions in the land of dykes. What the worst must be can be judged by the reader from the following:

"We are really having an extraordinary time over here—all the more so because things happen gradually and very mercifully. One thing after another disappears from daily consumption and is seen no more except as a rarity. Eggs are not to be bought. Fortunately we have some egg layers of our own. A ham costs \$40.00, so you can imagine we guard our little pair of pigs like gold. Rubber has gone from the market. The overshoes for our kiddies are fantastic diversions. They are wearing hob-nailed shoes and are glad of them."

The writer goes on to state that leather is very expensive; butter \$2.00 a pound and that 70 cakes of laundry soap bought for \$100 was a bargain and not to be had at the present time. She describes the recreation of herself and friends as consisting of a ride on bicycles to nearby tennis courts (all automobiles having disappeared from civilian use), a healthy game followed by a simple but sufficient supper.

And this is luxury in Holland.

### "FAIR PRICE LIST"

#### Utah Grocers Must Post For Housewives

Beginning November 1st, every retail grocery store in the state of Utah is to post a "Fair Price List" within its doors. The list, by order of the Federal Food Administration, is to be not less than three by five feet and is to be placed in a conspicuous part of the store showing the daily selling price of wheat flour, rye flour, corn flour, barley flour, rice flour, cornmeal, corn grits, hominy, oatmeal, rolled oats, edible starch, rice, (blue rose grade), sugar (granulated), lard, bulk, lard substitutes, bulk, evaporated milk, canned corn (standard), canned tomatoes (standard), canned beans, canned salmon (pink), canned peas, beans dried, bacon in slab, ham (whole), dried fruits, raisins, corn syrup, potatoes, butter, cheese (American), and eggs. Each sign must bear the heading, "Posted by Order of the United States Food Administration for the Information of the Public." The size or quantity of the commodity must also be posted and above the signature of the grocer must be the words, "The articles listed above are quoted at or below the margin of profit permitted by the United States Food Administration, which profit is allowed me over and above the cost of same delivered at my store door."

If the dealer does not carry the size or grade indicated in the list he is to be permitted to substitute the size or grade which he does carry and for which he has the most demand. A drastic check is to be kept on the grocer. First, he is to sign an honor pledge card as follows: "I hereby pledge on honor that I am not selling and will not sell staple food commodities at a greater margin of profit than that prescribed by the U. S. Food Administration Rules and Regulations, which profit is allowed me over and above cost of such commodities laid down at my store. And I further agree to give my patrons the benefit of lower prices wherever possible."

This pledge is to be returned to W. W. Armstrong at the Food Administration office in the Newhouse building, Salt Lake. At the end of each week the retailer is to furnish a copy of the posted list, showing the cost price of his commodities and the selling price in order that a check can be made as to whether or not the merchant is strictly complying with the rules governing the margin of profit allowed. Inspectors will call upon him from time to time to see that he is conforming to the regulations and complying with his pledge.

(Contd page 2)

**UTAH FOOD OFFICIALS**

**FEDERAL FOOD ADMINISTRATOR**  
W. W. ARMSTRONG

Executive Secretary  
JOHN K. HARDY

Educational Director  
MRS. SCHRAMM  
LILLIAN B. CONNELLY, Assistant

Licenses, Regulation and Enforcement  
Division  
P. M. MacGREGOR, Chief

INSPECTORS  
R. K. POTTER I. C. EMMETT  
R. J. RAMSEY S. F. WALKER

Production Division  
J. EDWARD TAYLOR

Sugar Division  
G. W. WILLIAMS  
W. J. McDONALD, Asst.

Grain Corporation, Mills and Milling  
M. H. GREENE

Home Economics Division  
MISS GERTRUDE McCHEYNE

Retail Merchant Representative  
WALTER C. LEWIS

Hotel and Restaurant Division  
GEO. W. MORGAN

Library Director  
MISS JOANNA SPRAGUE

State Leader College Women  
MISS LUCY VAN COTT

**COUNTY FOOD ADMINISTRATORS**

Beaver	R. H. Strickland
Box Elder	Wynn L. Eddy
Cache	E. R. Owen
Carbon	A. W. Horsley
Davis	H. H. Blood
Daggett	M. N. Larsen
Duchesne	Paul Billings
Emery	Henry Thompson
Grand	D. E. Baldwin
Garfield	James Houston
Iron	Wilford Day
Juab	W. G. Orme
Kane	W. W. Seegmiller
Millard	D. F. Peterson
Morgan	Daniel Heiner
Piute	Thomas Black
Rich	S. R. South
Sevier	R. D. Young
Summit	L. P. McGary
Snapette	L. R. Anderson
Sfn Juan	L. H. Redd
Salt Lake City	Mrs. Rose Homer Widtsoe
Salt Lake County	Mrs. Leonora T. Harrington
Tooele	C. A. Orme
Uintah	Don B. Colton
Utah	J. W. Robinson
Wasatch	J. R. Murdock
Washington	E. H. Snow
Wayne	W. S. McClellan
Weber	W. H. Shearman

**INFERIOR WHEAT FOR LIVESTOCK**

Because of the difficulty in obtaining coarse grains for the feeding of livestock, and the expensiveness of corn, oats, and barley, the local representative of the Grain Corporation has been given authority to issue special permits for the feeding of poorer grades of wheat as well as allowing inferior wheat to be bought and sold under certain conditions.

In making application for permit to feed wheat to M. H. Greene, 307 Newhouse Building, Salt Lake City, the applicant is to state the number of bushels desired to be fed, the kind and number of live-stock to be fed, location of feeding point, together with a statement of prices of wheat as compared with coarse grains, and a statement as to whether other feeds can be obtained. Each application is to be accompanied by a representative sample of the wheat desired to be fed.

**NEW HOTEL CHAIRMAN NAMED**

George Morgan, proprietor of the Vienna Cafe and well known restaurant man of Salt Lake, has accepted the appointment of chairman of the hotel, restaurant and dining car division of the local Food Administration. Mr. Morgan succeeds George O. Relf, manager of the Hotel Utah, who has resigned from the office because of other impending patriotic duties. Mr. Relf has been connected with the local administration about one year.

The change is of especial interest at present because of the drastic public eating house regulations about to be enforced all over the country by the U. S. Food Administration, it being declared by government officials that a greater waste of foodstuffs comes from this source than any other among the American people.

Mr. Morgan took official charge of his duties today and is planning to gain the hearty co-operation of every eating house proprietor in the state in the enforcement of the new regulations which will shortly be posted in hotel and restaurant kitchens.

**WE THANK YOU, EDITORS**

For Using Our Last Two Issues of "Plate" Material

News-Advocate	Spanish Fork Press
Logan Republican	Paysonian
Midvale Messenger	Myton Press
Murray Eagle	Garland City Globe
Gunnison Gazette	Salina Sun
Parowan Times	Midvale Times
Sandy City Star	Duchesne Record
Weekly Reflex	Tooele Transcript
Independent	Piute Chieftain
Ephraim Enterprise	The Times-News
San Juan Record	South Cache Courier
Smithfield Sentinel	American Eagle
Beaver County News	
Davis County Clipper	
Bear River Valley Leader	
Magna-Garfield Messenger	
Mount Pleasant Pyramid	
Beaver County Weekly Press	
Millard County Chronicle	

**GROCERS—PLEASE NOTICE**

Federal Food Administrator Armstrong has, since the issuance of the "Fair Price" Regulations, authorized a reduction in the dimensions of the "Fair Price" placard, which is to be displayed in every retail grocery store in the state. The Harper Printing Co., at Salt Lake City, has prepared a printed sheet of cardboard of the dimensions which have been approved by Administrator Armstrong, and which can be placed with the retail grocers of the state at a nominal price. This announcement is made solely in the interest of the retailers.

**ONE MONTH'S FOOD FOR BELGIANS**

If the retreating Germans leave Belgium without seizing the native food supply and without removing more of the population, the war-devastated district will have sufficient food supplies on hand, including relief to last the population for one month. Such was an announcement given out by Herbert Hoover's office today, to the local Food Administration. If on the other hand the Germans seize the internal food supply and more especially the few remaining dairy cattle on which the babies are depending, the situation will be appalling. The Belgian Relief Commission, the message states, is making every effort to meet the situation, and has during the last month shipped 180,000 tons of food to Rotterdam.

Every effort is being made to increase the shipments, and if the Germans do not molest the ships, the Commission will be in a position to pour in supplies to these 10,000,000 people sufficient to tide them over until internal transport and government are established.

**"FAIR PRICE LIST"**

(Continued from page 1)

It is believed that this method of posting the prices where every purchaser can easily see them, in addition to giving press publicity to the matter, will be much more satisfactory and that the grocer will welcome this way of convincing his customers that he is complying with the regulations of the Food Administration.

It has been found, however, by food authorities in general all over the country that increases in the costs of food as compared with other items of living have been greatly exaggerated. During the past twelve months there has been an increase in the food bill per quarter from \$2,563,600,904 to \$2,693,751,871, or 3½ per cent. While this is the whole nation's expenditure at the wholesale prices and thus clearly indicates the national trend, it does not follow that there are no local variations. In sections where there has been a great local increase in population there has been a disturbance of distribution and prices have increased to a larger per cent. The cost of rent, clothing, transportation and other items of living have advanced, it has been found, several times as much as the aggregate increase in the costs of foodstuffs. There has been a 35 per cent increase in prices paid the farmer, but also a reduction of speculation, profiteering and narrowed margins between farmers and wholesale prices under food regulations, all of which have greatly affected the food situation.

## STATE INSTITUTIONS SPLENDID FOOD SAVERS

A state by state investigation of the conservation of food in the various public and private institutions has been under way by the United States Food Administration. When one stops to remember that the 1910 census gave a population of 1,230,000 people in federal, state and municipal institutions, and private institutions, including hospitals, and there is now an estimated population in the dining rooms of schools and colleges of another 225,000, making a total of almost one and one-half million appetites, a little effort at systematic conservation among these institutions would add greatly to the food fund for overseas.

A few inquiries here in Utah developed the interesting fact that nearly every one of the state institutions was already in line and marching shoulder to shoulder with Herbert Hoover's savers for the past year. In the University of Utah a splendid series of lectures on the subject was given to all the girls in the institution, and in addition to that general lectures on food conservation were given to the student body. The cafeteria, where hundreds of hungry students gathered daily, was run on lines of strictest conservation, and the subject will be given even wider attention this coming year.

The Utah School for the Deaf and Blind in Ogden reported most interestingly that they had canned practically all the fruit grown on the school farm, and that their fruit room proudly displayed 7888 quarts of fruit; also that not an egg produced on the farm had escaped the overwhelming waves of the preserving "water glass." Fats, sugar, flour and all other foodstuffs were energetically saved, and their menus are carefully made up. For instance, no butter is served when gravy, peanut butter or jams are used. No sugar bowls are permitted the light of day, except at the breakfast table, and there is never any frosting on the cakes.

The State Mental Hospital at Provo is also in the front line of food savers, and their menus for an entire week were sent to the local Food Administration and proved as good reading as they must have proved palatable in presentation. All waste is reduced to a minimum and all regulations rigidly observed. The following menus are interesting:

Breakfast—Cornmeal mush, bread, butter, cocoa and milk.

Dinner—Vegetable soup, macaroni and cheese, stewed tomatoes, mashed potatoes, bread, buttermilk.

Supper—Steamed tapioca, stewed peaches, bread, tea and milk.

Breakfast—Oatmeal mush, bread, butter, cocoa and milk.

Dinner—Tomato soup, baked carp, boiled cabbage, steamed potatoes, bread, buttermilk.

Supper—Rice pudding, steamed peaches, bread, tea and milk.

At the state prison there was raised on the farm plenty of hay for the cows and horses, and more vegetables of all varieties than could be consumed there, so that other state institutions were furnished with them, and their report showed that conservation is their watchword.

At the Agricultural College in Logan the Home Economics Department has laid great

stress upon strict observance of all the regulations issued by the Food Administration, and all dishes are prepared with a view to demonstrating how to conform to these regulations and yet meet the dietary needs and customs of the community. At the college practice house the employment of substitutes for sugar and animal fats has been most successful, in fact the records show the use of less than the permitted quantities, and the same care is being exercised in the college dining hall.

## HOOVER AND THE IDEALS OF AMERICANISM

Officials of the local Food Administration heard for the first time recently how Herbert Hoover has received the greatest signal honor which a foreign nation, devastated by four years of terrific war, has yet offered an American citizen. It seems that Mr. Hoover's modesty has prevented the tale from receiving broadcast publicity. But it was simply and impressively told here by J. W. Hallowell, head of the States Administration division of the food administration, upon his recent visit to Utah with R. E. Boyden, head of the enforcement division.

Mr. Hallowell stated that upon Hoover's arrival in Europe a few months ago both England and France were anxious to confer special honorary orders of both nations upon the American who is feeding starving Europe. In each case Mr. Hoover refused explaining how the accepting of such orders was not, perhaps, in a line with the ideals of Americanism. Finally in Belgium, while the guest of King Albert at an unpretentious farmhouse in the tiny strip of territory not occupied by the Germans, Hoover was again offered one of the honorary orders of the impoverished little kingdom, but Hoover refused, stating that he would rather be known as the friend of the Belgian people. It seems, however, that the citizens of the little nation which he has befriended were not satisfied to let the matter rest there, so Mr. Hoover has just received a letter from King Albert with a copy of resolutions inaugurating the new royal order of "The Friend of the People of Belgium," and conferring the honor of the new order solely upon the U. S. Food Administrator.

Following the impressive story, Mr. Hallowell said:

"All of us in this Food Administration work are on a winning team with such a captain as Hoover at its head. The program for the coming year is not as definite as the program for the last year, but it is even more important. We have, however, the perfectly definite program that we must ship to the Allies abroad 17,550,000 tons of food out of a needed total of 22,000,000 tons. Our exports must be 50 per cent greater than last year. This means that out of an average individual weekly consumption of 6 pounds of breadstuffs and 4 pounds of meat and fats, one pound reduction in each line of foodstuff will be necessary. We must actually buy less and eat less. The duty of every American citizen along this line is so simple and yet of such vast importance in the winning of a military victory in 1919. And the work of the Food Administration must continue even after peace has been declared, for as we gain back the territory Germany has conquered, the people of that territory will turn to us for bread. Just so it will be with Servia, Rumania, Poland and Belgium,

and so after this war is ended we must still export and export and export. We sustained 20,000,000 people last year among the Allied Nations. This year we must not only equip 3,500,000 of our own men in the fighting field, but must feed them and 30,000,000 Allies. Hoover has faith in the American people that they can accomplish this on a voluntary basis, and it has made quite an impression on the Allies and even Germany that the food work of the United States has been accomplished by appeal and not rationing. All food officials realize that the decrease in the sugar consumption has been accomplished not through sugar card rationing, but has rather been done in a manner which has never before been equaled in the world. Hoover knows of Utah's accomplishments, of her success in increased production, knows of her other food work and knows that the American people as a whole will back him up in giving the Allies the 17,550,000 tons of food which he has promised them this year."

## WHEN THE WAR IS OVER A Message to Every Utahn

Did you ever see six horses tugging staunchly at a heavily loaded wagon on a steep and narrow hill—every trace as taut as a hungry soldier's belt, every bit of harness sloping to the strain, every nostril quivering, every muscle standing out? When the hill is made, the objective gained—what happens? A short rest, long, deep breathing and the gathering of the same strength and muscle for the downhill—the hold-back strain.

The Food Administration is tugging up the hill with supplies for thirty million half-starved people. Hoover guides the teams. It's heart-breaking task, but when the hill is topped and victory won, remember that the task is NOT yet over. It is just as great, for the food for thirty million people must still be transported downhill—with Hoover on the brake—to the level ground of readjustment.

BUT—the war is not over. In the sudden glare of hard-won victories the end flashes into one's consciousness as a mirage of blue lake flashes to one's eyes out on the wide desert. It is the thought of the end, not the end itself, that is today's mirage; possibly tomorrow that glare will deaden and die away, not even the mirage will be there to brighten the horizon. And even if it were there how dare one ease up a second on the tug uphill? The top is not reached, the objective has not been gained.

We can't stop pulling. We can't even slacken on the trace. We can't think of pausing for a breath. For each one's daily saving, even ever so little, means the loading of the wagon for thirty million hungry people.

We couldn't stop if tomorrow the Kaiser's faithless flag were pulled down from Potsdam Palace. FAMINE, possibly hunger riots, right here in our own United States, would spring swiftly up to blight the blessed peace.

Save—Don't waste. Reduce food consumption. Remembering today, tomorrow, and until the dawn of the great day, that tho' the mirage of the end brightens the outlook now and then—THE WAR IS NOT YET WON.

### "FLU" AND THE NEW HOME CARD

Influenza germs have worked havoc with plans of the Utah Food Administration office. They have also kept the telegraph wires busy between the National food offices in Washington and the various states curtailing activity after activity that had been planned for the next few weeks. First of all the epidemic caused the postponement of a big conference of Educational Directors of the Administration at Washington this month. Second, a surprise campaign, which was to have been sprung all over the Nation the week beginning October 27th, has been called off until all the sneezing and coughing is over. The local food offices have been rushed for the past two weeks with activities for this campaign and had various messages from Herbert Hoover already to mail when rush telegrams from the National Capitol called the entire work to a halt. The week was to have begun with a conservation Sunday, when a message from the U. S. Food Administrator was to have been read in all local churches. Then was to have followed the distribution of a fine new home card to be hung up in every home in the country until peace is won. Now, however, the food campaign will be postponed until the week of December 1st. Until then, however, local citizens are urged not to lag in their efforts at food saving; are warned to remember that hunger follows even in the wake of a victorious army, and that with every victory at the war front, a larger multitude is to be fed. Therefore in the coming weeks, without the appeal of the special campaign, Utahns are asked to save, save, save food to the utmost of their power.

The new campaign will not add any new regulations or rationings to the American food program, Hoover declaring that it is not to be a saving of one or two commodities, but of every line of foodstuffs.

Local food officials are rather fearful that the public may misunderstand the conditions brought about by transportation difficulties to mean that the state is overstocked by certain kinds of foodstuffs and that therefore no further conservation is necessary. As a matter of fact, there is not any surplus and every ounce that can be squeezed from American tables is pitifully needed in Europe, but the lack of transportation facilities is causing wheat to accumulate at shipping points here with 5,000 miles of water to be bridged, and causing the casual observer to feel that there is little need of conservation. Herbert Hoover, however, is asking that his word given to the Allied food controllers be made good, and that fifty per cent more food may be shipped out of America this year to the war zone.

### GLEANNING SAVES 50,000 BUSHEL WHEAT

Careful threshing has saved 16,000,000 bushels of wheat in the United States this year, according to the statistics gathered by the Food Administration. This report, however, is only from two-thirds of the 33 grain states of the country, but it is expected that many of the other states not reported have greatly reduced their harvest losses. It is estimated by the local grain authorities that the saving of wheat here in Utah is a good 50,000 bushels and some of this saving is due to the forethought of the farmer in seeing that his threshing machines were in perfect order. More repair



parts were sold in Utah before the beginning of this season than had been sold in the entire two years previous. Approximately a two-million bushel increase in wheat alone has been raised in Utah this year.

Clean threshing has also resulted in a saving of other grains. An average of several thousand tests shows that raking shock rows saved about one bushel of grain per acre, although this operation has in the past not been frequently practiced. The 16,000,000 tons saved means wheat cargoes of 30,000 tons, each for 500 food ships. Because of the great success of this season's careful threshing, the Food Administration is asking owners of threshing machines, binders, and all grain handling equipment to put their apparatus in readiness for next season. Implement factories have informed the government of heavy demands for raw material, shortage of labor in their plants and pressing war contracts, and putting the machines in order now will not only facilitate matters for these firms, but will also insure the owners of the machines from delay next year.

### HOUSEWIVES NOT SUGAR HOARDERS

Orderville, Utah, has gained a record for patriotism through the activity of one thrifty firm in regard to sugar. The Orderville Co-op, of which C. W. Carroll is manager, found itself at the beginning of the month with no sugar on hand to sell to its customers. It had received, together with other firms of the state, a request from the local food office that it should report the exact amount of sugar on hand before its October allotment could be sent out. The matter was taken up by the Orderville Commercial club with the result that a special committee bought from patriotic housewives of the district some 1375 pounds which the women had on hand in their homes over and above their thirty days' requirements. Needless to say the successful canvas put the store sugar bins in shape for sugar sales without drawing on the state's meagre sugar supply.

### SOME MILLS RE-OPENING; ONE LICENSE REVOKED

The Farmers and Merchants Milling Co., three miles out from Ogden, Utah, has had its mill license revoked by the U. S. Food Administration.

It seems that the concern had flagrantly violated the U. S. Food Administration sub-

stitute regulations and paid no attention whatever to the eighty-twenty rule. The case was given a hearing during the recent visit in Salt Lake of J. W. Hollowell, head of the States Administration Division, U. S. Food Administration, and R. E. Boyden, head of the enforcement Division of the National office, and these officials joined Administrator W. W. Armstrong in the decision that the Food Administration had received little patriotic support from the concern. C. W. Stimpson is the owner of the mill and claimed to be too busy harvesting to see that his mill lived up to the food regulations.

Following an extensive investigation in Sanpete and Sevier Counties, conducted by the County Food Administrators, Food Administrator Armstrong telegraphed and secured authority for reinstatement of the Phoenix Roller Mills at Fountain Green, which opened its doors October 21st, the Elsinore Roller Mills, which will open on October 28th, and the Ephraim Roller Mills, which opened on October 21st. This action was taken solely for the benefit of the farming communities in the neighborhood of the mills and for the purpose of permitting exchange transactions to be conducted and the supplying of mill feeds.

### HURRAH FOR CACHE!

County Food Administrator E. R. Owen of Cache County declares that the finest womanhood in the world can be found in Cache County. He bases his statement on the fact that he found a 1000 or more good, loyal American women in his county who were willing to go without sugar if the boys in khaki required it, and who were willing to share and share alike with their Sister Allies. Mr. Owen also states that special allotments of sugar in his county have amounted up to over 1000 and about 18,000 pounds of sugar in all have been distributed.

### LATEST BULLETINS

"No licensee shall sell sweet cream which contains more than twenty per cent butter fat to consumers or retail distributors of cream. Provided that this rule shall not prevent the licensee from selling sweet cream containing more than twenty per cent butter fat to manufacturers for manufacturing purposes."

"Effective October 22nd and until further notice the War Trade Board will give consideration to applications for coffee importations, an arrangement for providing for the approval of such applications by the Food Administration having been determined upon. All such applications must contain full particulars, giving the grade of coffee, actual cost price to licensee, from whom purchased, and name of vessel, if possible. The War Trade Board will absolutely give no consideration to applications wherein this information is not furnished. As one of the conditions for issuing such licenses, sugar equalization board shall have right, at their discretion, to purchase or direct distribution of coffee covered by such licenses at fair price over cost, and this condition attaches to coffee whether sold afloat or not by licensee. If offered for sale before arrival it must be first offered to sugar equalization board for their decision. Further applications for importation of coffee into this country may be refused to applicants whose importations for calendar year exceed the average of their importations for years 1916 and 1917.

## Lesson 5: “My eyes felt as if acid had been poured upon them”

### Eyewitness Accounts from the Great War

#### Document Citations:

**Bill of Exceptions;** *Merl William Brown v. The United States of America*, Law Case File 12783; Law Case Files, 1931-1938 (also known as Entry 5); Records of the District Courts of the United States, District of Utah, Northern Division; Record Group 21; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Bill of Exceptions;** *John Calvin Holden v. The United States of America*, Law Case File 12801; Law Case Files, 1931-1938 (also known as Entry 5); Records of the District Courts of the United States, District of Utah, Northern Division; Record Group 21; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 7: The Emergence of Modern America (1890-1930)

Standard 2: The changing role of the United States in world affairs through World War I.

Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

This lesson correlates to the Utah State Office of Education’s Secondary Core Curriculum for Social Studies, 7-12:

United States History II

Standard 4: Students will understand how war affected the early 20<sup>th</sup> century.

Objective 2: Examine how World War I affected the military and the home front of the United States.

#### About the Documents:

During World War I, 70,552 United States soldiers were admitted to the hospital as a result of being gassed. Of this number, 1,221 died as a result of the injuries they sustained. (Source:

*The Medical Department of the United States Army in the World War*, volume 14, “Medical Aspects of Gas Warfare,” p. 274, table 3.) Many sustained physical injuries from being poisoned by gas that would render them permanently disabled. This lesson includes primary source documents relating to two soldiers from Utah who were gassed during the war.

Merl William Brown was a resident of Levan, Utah, when he entered the service on August 9, 1917. He served in the United States Marine Corps as a Private, being attached to the First Replacement Battalion of the Sixth Marines, and later to the 74<sup>th</sup> Company of the Sixth Marines. Brown was sent overseas and saw some action on the Verdun front in France before the Armistice on November 11, 1918. During the course of his service, he was the victim of a mustard gas attack. Brown was treated for the attack and returned to light duty and was honorably discharged from the service on March 31, 1919.

John Calvin Holden was a resident of Midvale, Utah, when he entered the service on September 18, 1917. He was a Private, 1<sup>st</sup> Class, assigned to Company E, 59<sup>th</sup> Infantry, 4<sup>th</sup> Division. He went overseas on May 4, 1918, and saw action in the Marne Offensive, where he served as a runner, carrying orders on the battlefield to other companies. In July 1918, Holden was gassed. He was hospitalized and received treatment. He was honorably discharged on September 29, 1919.

Years after the war ended, both Merl Brown and John Holden filed lawsuits against the United States Government as a result of what they said were permanent injuries they had sustained as a result of being gassed during the war. Both men had purchased war risk insurance policies in the sum of \$10,000. While in the service, each paid monthly premiums. The insurance would lapse on June 1, 1919, unless prior to that date the soldier had become totally and permanently disabled.

After the entry of the United States into the World War in the spring 1917, Congress established a Department of War Risk Insurance for the benefit of soldiers in the military service of the government during the World War, commonly referred to as War Risk Insurance. The Act of Congress authorizing this insurance provided that if the insured became totally and permanently disabled no further payment of premium was required, and that the insurance thereupon matured and that the government would immediately begin to make the assured monthly payments of fifty-seven dollars and fifty cents when the insurance taken out was in the sum of ten thousand dollars.

The definition of total and permanent disability is as follows:

“Total disability is any impairment of the mind or body which renders it impossible for the disabled person to follow continuously any substantially gainful occupation, and that total disability shall be deemed to be permanent whenever it is founded upon conditions which render it reasonably certain that it will continue throughout the life of the person suffering from it.”

Both men had jury trials. Brown’s trial took place in December 1932, Holden’s in January 1934. As a part of each lawsuit, both Brown and Holden gave statements describing their gas attacks and subsequent disabilities as a result. In addition, each court case featured testimony

from family members, friends, and employers who noted the physical condition of the men both before and after their service. Each court case also featured testimony from medical experts, usually one or two who testified that the men were permanently disabled and other physicians who testified that they were not.

In each case the juries found in favor of the men and awarded to Brown \$9,430, and to Holden \$9,775. However, due to a lengthy appeals process and in spite of the verdicts being upheld, sadly neither man would be alive to see the result. Merl Brown died on July 15, 1933, and John Holden died on March 22, 1935. The money was awarded to the estate of each man.

While the lawsuits are of interest to study in their own right, these War Risk Insurance court cases feature some of the most gripping and compelling first-person, eyewitness accounts of World War I battlefields.

The National Archives and Records Administration-Rocky Mountain Region holds hundreds of War Risk Insurance court case files. They can be found in Record Group 21, Records of the District Courts of the United States.

### **Suggested Teaching Activities:**

- Pass out copies of the documents to students. Select two or more students to play the roles of Merl Brown and John Holden, and ask them to read aloud their statements to the class. In addition to the questions on the Document Analysis Worksheet, have students discuss the following:
  - Where is the veteran from?
  - What branch of service did he serve in?
  - What do they each say about their health before going overseas?
  - When did they go overseas?
  - What battle(s) did they fight in?
  - What role did they play in those battles?
  - How does each man describe the effects of the gas on them?
  - How does Brown describe the conditions of the trenches, his equipment, the food?
  - What was their medical condition after being gassed?
  - What medical treatment did they receive after being gassed?
- From these statements what do we learn about warfare during World War I? What do we learn about the military?
- Each of these battlefield eyewitness accounts were given years after the events actually happened. Ask students to evaluate the reliability and credibility of such statements.

- While the Germans used gas, so did the French, British, and American armies. How did the use of poisonous gasses change the nature of warfare?
- Soldiers in subsequent wars have also been subjected to gas and chemical attacks. Ask students to research the use of gas and other chemical agents used in subsequent wars (World War II, Vietnam, the Gulf War, the war in Iraq) and their short-term and long-term effects on soldiers.

**Additional Online Resources:**

- You may wish to supplement this lesson with related photographs. There are several photographs relating to the use of gas and gas attacks during World War I on the National Archives and Records Administration website. You may find them in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- Enter the appropriate ARC Identifier Number from the list below for the image you would like to access.
- Hit “Go.”

<b><u>ARC Identifier</u></b>	<b><u>Description of Image</u></b>
530722	French soldiers making a gas and flame attack on German trenches in Flanders, Belgium
530749	Picture posed in France, near front line trenches, by Major Evarts Tracey, Engineer Corps, U.S.A., to illustrate effects of phosgene gas; 1918
516483	Gas masks for man and horse demonstrated by American soldier; circa 1917-1918
530714	Soldiers trying out their gas masks in every possible way. Putting the respirator to good use while peeling onions. 40th Division, Camp Kearny, San Diego, California; 03/1918
533787	Women of Boston are lending a helping hand in the drive for peach stones, which are being used by the Government in the

production of gas masks. This Tableau was arranged to help in the campaign. Underwood and Underwood; 09/23/1918

530729

Treatment room for gassed patients at American Evacuation Hospital Number 2, Baccarat, France; 06/08/1918

For tips on finding additional World War I-related documents in ARC, see:

<http://www.archives.gov/research/arc/topics/ww1/>

For additional information on researching World War I, go to:

<http://www.archives.gov/research/alic/reference/military/ww1.html>

The National Archives and Records Administration has created several additional World War I related lesson plans. They can be found in the “Teaching with Documents” section of our website at:

<http://www.archives.gov/education/lessons/modern-america.html>

IN THE UNITED STATES DISTRICT COURT IN AND FOR THE DISTRICT OF UTAH.

NORTHERN DIVISION

MERL WILLIAM BROWN, :  
 :  
 Plaintiff, : LAW NO. 12783  
 :  
 v. :  
 :  
 THE UNITED STATES OF AMERICA, :  
 :  
 Defendant. :

*Lodged -  
Sept 8-1933  
V.P. Alkstrom  
Supt*

BILL OF EXCEPTIONS

BE IT REMEMBERED that the above entitled case came on for trial before the above entitled court sitting with a jury on Tuesday, December 27, 1932, R.W. Katerndahl, Esq., and Joseph G. Jeppson, Esq., representing the plaintiff, and E.C. Jensen, Esq., Assistant United States Attorney for the District of Utah, and Frank D. Anderson, Esq., Chief Attorney for the United States Veterans Administration, representing the defendant. Whereupon, the following proceedings were had.

MERL W. BROWN, the plaintiff, testified as follows:

I reside at Logan, Utah. I have lived there for four years. Prior to my entry into the United States Army I lived at Levan, Utah. I joined the Army at Salt Lake City, Utah, about August 1, 1917, and from there went to Mare Island, California. At Mare Island we drilled about eight hours a day, engaged in some Swedish setting up exercises and each morning before breakfast we would run a mile and back again. From Mare Island we went to Quantico, Virginia. At that time I was attached to the First Replacement Battalion of the Sixth Marines. At Quantico we had the usual drill including wrestling and boxing, running a mile before breakfast and each day a little was added on to this distance. We stayed at Quantico until February 5, 1918. At Mare Island I had measles. I was sick in bed about two weeks when I got out. I was still a little weak. I was in good health at Quantico. We arrived at Brest, France, about February 14th. I

had an attack of rheumatism on the boat while going to France. We then went to a town named Chatteon where we drilled about ten hours a day. At this point I got the mumps and was in the hospital about ten days. I then went back to duty and drilled again. I had pains in my head once in a while. We then went to the Verdun front. At the front I was assigned to the 74th Company of the 6th Marines. We arrived at Verdun about April 1, 1918. We went in box cars with forty men to the car. The night before we got off the cars we did not have anything to eat. We got off at five A.M. and it was raining. We walked thirty miles to the front all day without anything to eat. Around 6:30 we came to what was called Battalion Headquarters; we fell out and had a mess kit full of beans, coffee and a small slice of bread. We then continued to walk to the trenches. It had been raining all day, we were wet and our bedding was wet. I got in one of the bunks made out of chicken wire and shortly after the gas alarm was sounded. There was water in the trenches and I was in my stocking feet. I put on my gas mask and in about an hour they told us to take them off. The water in the trenches was up to the tops of our leggings. We were there two weeks. We had two meals a day, one at five in the morning and one at eight o'clock at night. It consisted of a mess kit full of alum, a handful of crumbs of bread and a cup of black coffee, usually pretty strong. Some times we didn't get our food when the Germans shelled the alley. We had wet blankets and slept in wet dugouts. I was issued a pair of number 10 shoes, my size was 8, when I had been there about three days my feet swelled up and I had to cut a hole in the shoes to get them on.

After about ten days we got relief. We were shelled on the way out. We went back of the lines. The second day back we were bombed by German planes and the next morning they started shelling us about four o'clock. At night commencing at eight o'clock we would go out and dig communicating trenches preparing to go up. We came in about four in the morning, slept until about 6:30 and then have breakfast. After the Germans had shelled us for about two hours the shelling suddenly stopped. I had my gas mask on and shortly after we were ordered to take off our gas masks.

I was detailed to a squad to go over and cover up some of the gas shells which had not exploded. Then I came back for breakfast and commenced getting sick. We were in a side hollow and were ordered up on the side hills to get away from the gas. I went up on the side hill with the rest of the men. My eyes started smarting and another man came along, pinned a tag on my coat collar, led me to the road and I lay there until the ambulance came along. My eyes felt as though acid had been poured on them. I was taken to the rear for about three days. My throat was raw and I was loaded into an ambulance and damp cloth was given me to hold over my face and eyes. I was taken to the hospital and unloaded and some kind of medicine put in my eyes. I was put under a chemical shower bath. That evening some solution was squirted in my eyes, some drops put in my nose and my throat sprayed. I could not go to sleep and they gave me a shot in the arm. I waked up in the morning. My eyes were in bad condition for about ten days. My face was burned from mustard gas. The afternoon after I arrived in the hospital they gave me some black tea. About the third day they gave me raw egg in some milk, which was my diet for five or six days. I was in this Field Hospital for about two weeks. From there I went to a Replacement Camp about a mile back. I had quite a time getting back. I had to stop every hundred yards. I had a cough and was so hoarse I could only whisper. It hurt my throat to breathe. I was sent to the Red Cross, that is to the sick bay. Some nose drops and some brown pills were given me and I was ordered to report the next morning. That evening we were loaded in trucks and taken to a town named Toulon. We went to sleep on the cement floor of a house which had been shelled. I could not lay on my left side as it hurt me. It seemed to crowd my chest. I coughed most of the night. Next morning I had a pain in my throat and they gave me some pills for my cough; they painted my throat each day for two weeks. While we were at this place we were again shelled. I put on my gas mask, but could not keep it on as I would cough the mask off. However, this gas alarm was a false one.

I was assigned to the kitchen. We got three meals a day. One afternoon a doctor came through and that evening an ambulance came along and I was taken to a small hospital with others who had been gassed. I was put to bed, given a glass of milk and a poached egg for supper and the next morning was sent to a French Base Hospital and put to bed. About the third day I got a fever and had severe pains in my chest. I remember I saw my temperature chart and it showed 104. I was in that hospital about three weeks in bed all the time. I had pains in my chest, pains in my head, pains down the back of my neck and pains in my back across the hips. Sometimes I would have chills and sometimes I would be like I was burning up. From that hospital I was sent to American Base Hospital No. 13 and kept around there convalescing. I stayed there about a week. From there I was sent back to light duty. This was to a big town, as I remember it, by the name of Blois. I had a lot of pain in the night as I went back to this town. The pain was in my shoulders and down the back of my neck and down across the left side of my chest. I was examined by staff doctors and was then sent back to camp for light duty, kind of a stevedore camp. The light duty consisted of going out into the woods in a truck and gathering up cord wood. I was on this duty for about two weeks. I would throw a few sticks and then have to take it easy. I was short of breath, could not seem to get my breath. My arm pained me. At this French hospital they had little glass cups about the size of an inkwell. They would run hot torches around the glass and place them on my back and draw the skin up into them.

From Blois I went to Tours and was there until October, 1918. I was at Tours from the first of July until October and from there went back to Blois where they gathered up six hundred casual marines and sent them down to Brest to do light guard duty. I went to Brest with this six hundred. I stayed at Brest until after Christmas, 1918, doing light guard duty. I was in the hospital there about one week. I stayed in bed. When the Armistice was signed a fellow came in and grabbed hold of me for a scuffle. I got out of wind and couldn't talk. He laid me on a bunk and later I was taken to a hospital where the doctors gave me something to smell.

From the time I was in the French Base Hospital up to this time I was short of breath and I had lots of pains in my left side down my arm and across my left shoulder. This was particularly noticeable on exercising. Shortly after Christmas I went to Quantico, Virginia, arriving there about January 10, 1919, and on January 15, 1919, I went home to Levan, Utah, on furlough. I was gone about six weeks. While I was at home they had a welcome dance. I danced one dance, which was a slow waltz. I got through that all right. The next one was a fox trot, but I got so winded I could not breathe. I had to quit. I was taken over to a bench and then went outside into the air. It was cold and I was taken back into the hall for a while and then I went home. When I get short of breath I feel like I am going to faint. During that six weeks I just rested at Levan and then went back to Quantico where I was discharged March 21st. I was examined by two or three doctors and was given a surgeon's certificate of disability. At Quantico before I was discharged and after the furlough I went to the Amusement Hall and in throwing a basket ball around the basket I became exhausted and had to lie down on the platform. I coughed and had to lay there about five minutes. Then I was helped back to the barracks and laid in a bunk. My head felt light, blood was rushing into it and I had pains in my chest and it hurt me to breathe. The pains in the chest were shooting from the middle up to the left side. My heart beat rapidly. I signed some papers at that time. I went home.

After I got home to Levan, Utah, I would carry a little wood once in a while. This would make me puff. I arrived home about April 10, 1919. In June I tried to help Mr. Shepherd paint his barn, was short of breath, had a pain in my chest, could not lie on my left side, had to sleep on my right side, had a nasty hacking cough and my nose would bleed. The first day I helped Mr. Shepherd I made it all right until about eleven o'clock, then I got sick at the stomach and had pains in my head. I rested that day and all the next. On the third day I went back and started again. About three o'clock I got sick again and went home.

*Lodged - Sept. 6. 1934  
W.B. Wilson - clerk.  
By V.P. Ahlstrom  
deputy.*

JOHN CALVIN HOLDEN, :  
Plaintiff, : LAW NO. 12801.  
v. :  
THE UNITED STATES OF AMERICA, : BILL OF EXCEPTIONS  
Defendant. :

BE IT REMEMBERED that the above entitled case came on for trial before the above entitled court sitting with a jury on January 10, 1934, Oscar W. Worthwine, Esquire, and Joseph G. Jeppson, Esquire, representing the plaintiff, and E.C. Jensen, Esquire, John S. Boyden, Esquire, Assistant United States Attorneys for the District of Utah, and R. L. Slaughter, Esquire, Special Assistant to the Attorney General, representing the defendant. Whereupon the following proceedings were had:

It was stipulated that plaintiff took out a policy of war risk insurance on January 12, 1918, for the sum of \$10,000; said policy was kept in force by payment of premiums and the grace period allowed until midnight of October 31, 1919; that demand was made on December 19, 1930, and disagreement issued October 30, 1931.

JOHN C. HOLDEN, plaintiff herein, testified on his own behalf as follows:

My name is John Calvin Holden and I reside at Midvale, Salt Lake County, Utah. I have lived there my whole life. I have lived in Midvale and Salt Lake. Before I went into the army I went through the seventh grade at Midvale. Before going into the army I worked at laboring jobs and as a brakeman on the Denver & Rio Grande Railroad for about a month. I enlisted in the army about September 18, 1917, went to Camp Lewis and stayed there about four months. I took the general training of a soldier at that time. I was in the infantry in the 91st Division. I was transferred out of that Division, I think, about January, 1918. During the time I was at Camp Lewis I did not miss any duty. I was only on sick report once, if I remember correctly, that was for a boil. I

drilled regular. I did not notice anything about my heart or any other part of my body except the boil I had. I boxed and wrestled in a company smoker just before we were transferred. I had boxed before I went into the army.

I was transferred to the 59th Infantry, 4th Division. When we left Camp Lewis we went to Camp Greene, North Carolina, where we stayed about six weeks to two months. We left Camp Greene the latter part of April, 1918. From there we went to Camp Mills, New York, and were there about three or four days. We sailed on May 4, 1918. We first went to England, then to Calais, France. We were at Calais for a while just getting equipment. I think it was about May 20th when we arrived in France. We was at England for two weeks, it took us five days to go over. After getting my equipment at Calais I went to Liszy, France. I stayed there until I went to the front on July 18, 1918. It was the Marne offensive. I was with the same company and organization. I was a runner. There were three runners in our company. Runners had to carry orders to other companies. At that time I stayed at the front from four in the morning, about daylight, until about eight o'clock in the evening.

On July 18, 1918, we started marching at night. We were under shell fire about four o'clock, just getting daybreak. About five P.M. we were stopped in our advance by the Germans. The lieutenant sent me back with a request for reinforcements. I went back only about one hundred and fifty yards, I guess. We were driving the Germans, going down hill, and there was gas shells. We were ordered to put on our gas masks. I was gassed about seven o'clock in the evening. We took our gas masks off; we were in a ravine trying to drive the Germans off the side of the hill. There was more gas. I became excited and didn't get my mask on. I went blind, felt a tingling sensation and passed out. I had the tingling sensation in my lungs, my back. I did not know what went on. I came to in a field hospital about 10:30 or 11 o'clock, I would say. That field hospital was a tent behind the lines. When I came to my throat was sore,

my eyes were burned, I had a dull feeling in my head, it hurt me when I breathed in my lungs, my back was sore. My throat was sore and felt like it was raw inside. I was at the field hospital only a few hours. I went from there to a hospital station, and stayed for a few hours. They then sent me to the base hospital, base 32. I was there from three weeks to a month. While I was at the hospital they put vaseline on my eyes. I don't know what medicine they gave me. At that time my throat and lungs were sore, I felt worse when I breathed. I couldn't get my breath, I would sneeze, choke, my heart had a dull, heavy pain in it. The pain in my heart wasn't such a severe pain, but I was sore in the lungs and throat and my eyes was burned. When I was able to stand up they sent me to a convalescent camp. It is something similar to a hospital. At the convalescent camp all you did was rest. We didn't have any nurses, the doctors came to see us. I was at the convalescent camp about three weeks to a month. I did not do any work or duty while there. They sent me to the guard company at Nancy, France. We were guarding German prisoners, Company 35, Prisoner War Escort. I think it was about September when I went to the prison camp. I can't give the date.

At this time Plaintiff's Exhibit A was marked by the reporter and received in evidence.

The Attorney for Plaintiff then read from the Exhibit showing from the examination therein contained that at the time Holden entered the service his nose and throat were normal; his heart was normal; his eyesight and hearing were normal. A defect of the right shoulder one inch low was noted. His weight was one hundred thirty-five pounds. stripped, and also that John Holden, rank of private, E. Company, 59th Infantry, was gassed. The diagnosis given was gassed. The date was written in pen or pencil, appears to be some date in July - the 19th, 1918.

Another entry, under date of July 20, 1918, shows he was given soda - subject to correction - for gas and cough condition; on July 22nd another entry was made on the hospital record and under July 30, 1918, another entry was made, another entry "Chest and heart o.k. General Condition Good; returned to duty in good condition August 1, 1918."

MR. WORTHWINE: There is another entry here, July 20th, made at the field hospital 28, "Cause of admission Gas inhalation". "In line of duty? Yes." "Date of disposition August 1, 1918." Name of hospital Base Hospital No. 32, A.R.F."

And he was in this hospital twelve days in July. December 22, 1918, he was admitted to the hospital. Assigned cause, "Laryngitis, acute, catarrhal."

THE COURT: Doesn't it show when he went to the prison camp on duty again?

MR. WORTHWINE: No, it doesn't, your Honor. I think they marked him "Duty" when he went to the convalescent camp.

THE COURT: That was when?

MR. WORTHWINE: August 1, 1918. At least this record shows he was sent August 1, 1918.

THE COURT: It doesn't say anything about being assigned to the prison camp?

MR. WORTHWINE: It doesn't show.

THE COURT: Go ahead then.

MR. WORTHWINE: The diagnosis in December is "Laryngitis, acute, catarrhal, in line of duty"; and the time he left the hospital when he was restored to duty with command was January 2, 1919. He was in the hospital ten days in December, 1918, and one day in January, 1919.

Another entry is made: "Admitted from C.C."

"Nature of disability Gassed July 22, 1918.

Diagnosis Effort syndrome"

The date of that is September 7, 1918. That was a report of the Disability Board held at First Depot Division. The nature of duty recommended is left blank.

Another entry showing the disability was gas, July 22, 1918.

Report of another disability board of November 10th, and his classification was d-1.

THE COURT: Does that record show where he was after the Armistice, up to the time of his discharge?

MR. WORTHWINE: If your Honor please, it shows him in the hospital in January - December and January, December, 1918, and January, 1919.

THE WITNESS: I did not go to Germany. In December, 1918, and January, 1919, I was at Base Hospital 32, Nancy, France. I went on duty guarding the German prisoners about September, 1918. When I first went to the Guard Company it was ten prisoners to one man. Used to have you out on the road watching them work. I would take fainting spells; walking caused my feet to swell up, have to go a ways from camp at different times and I coughed. They then put me guarding Germans on No. 1 Post. My feet started swelling up when I started guarding the Germans on the road. I spit blood at the convalescent camp. I have spit blood continuously from that time up until now. I would say to be sure about once a week when I cough right heavy. It follows a cough, when walking I smother for air and start coughing and vomit, spit blood. That has continued from the time I was at the convalescent camp until the present time. I get very short of breath. The prisoners used to wait for me lots of times when we would have a way to go from camp. I had to sit down, I didn't get them there on time. I was carrying a rifle. Then they took me off that job. Since then I have been very short of breath. I smother, choke for air, walk any distance at all, have sharp pains in my heart, the pains will go down my left arm. It first occurred when I

passed out at Nancy, France, in 1918. It was about Christmas, I was in the hospital on Christmas, 1918, at Nancy. This condition of my breathing and fainting continued and got worse. At the beginning, with any exertion, I would have heart pains and such like, sharp heart pains, and cough. I would spit blood. Walking caused my feet to swell and my ankles. Every time I have walked any distance or worked my feet swell. It was while I was in the army and has continued up to the present.

We didn't have pillows there at the Guard Company in France. I used to take my shelter and roll it under my mattress to make it high enough. I would sleep in a sitting position. If I would roll over I would start smothering and coughing. Since then I have been the same. I don't sleep laying down. I sit in a sitting position. Laying down causes me to choke and smother for air, I can't breathe.

I continued to guard prisoners until I left for the United States. I was on sick report a great deal of the time. I was at Post No. 1 and continued that until we went to Jeffs, France. As near as I can remember we left Nancy about May. I guarded prisoners about a week before I went to the gate. At the gate I would count them as they would go out and come in. I was sitting down and worked six hours a day. I missed times, I missed one-third of the time on sick report anyway. I would be in the barracks in bed, resting, marked "Quarters". I continued that work, outside the time I was in the hospital, until in May, 1919, some time, when we went to Jeffs, France. The company of us went there guarding warehouses.

Around Christmas, 1918, before I went to the hospital we was holding inspection, we was lined up. They had inspected our equipment and was inspecting our rifles. I was standing at attention. I started coughing, black specks came before me, I went blind. I had pains in my lungs. I passed out. Everything became black to me. The ambulance came

Lesson 6: “Is the cost of the Civilian Conservation Corps excessive?”

The New Deal in Utah

**Document Citations:**

**Report entitled “Civilian Conservation Corps and Future America,” by Camp Superintendent, Leslie C. Koch, Camp DG-35, Milford, Utah, undated,** Grazing Service, Civilian Conservation Corps, Narrative Reports of Individual CCC Camps, 1936-1938 (also known as Entry 19); Records of the Bureau of Land Management, Record Group 49; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Photographs from Various Utah CCC Camps;** Grazing Service, Civilian Conservation Corps, Narrative Reports of Individual CCC Camps, 1936-1938 (also known as Entry 19); Records of the Bureau of Land Management, Record Group 49; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

Standard 2A: The student understands the New Deal and the presidency of Franklin D. Roosevelt.

Standard 2B: The student understands the impact of the New Deal on workers and the labor movement.

Standard 2C: The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

This lesson correlates to the Utah State Office of Education’s Secondary Core Curriculum for Social Studies, 7-12:

United States History II

Standard 6: Students will understand how the Great Depression and the New Deal affected the United States.

Objective 1: Investigate the impact of the Great Depression on the United States.

Objective 2: Analyze the long-term effects of the New Deal on the United States.

### **About the Documents:**

One of Franklin D. Roosevelt's first actions upon taking office as President of the United States was signing into law on March 31, 1933, the Emergency Conservation Work (ECW) Act. The idea behind this was to relieve unemployment and to restore the country's natural resources through public works. Superseded by the Civilian Conservation Corps (CCC) in 1937, unemployed youths and, to a lesser extent, war veterans and Indians, were provided employment and vocational training through conservation and natural resources development work. Beginning in May 1940, this included defense work on military reservations and forest protection.

The creation of such a large organization required the cooperation of several federal government agencies, including the Army and the Departments of Agriculture, Interior, and Labor. The Army would provide invaluable assistance in building the camps and providing a loose organizational and operational structure for the camps. The Department of Labor would provide the names of enrollees. The Departments of Agriculture and Interior would provide the work projects.

The initial enrollees were single men between the ages of 18 and 25 whose families were on relief rolls. Enrollees were paid \$30 a month, of which they had to promise to send \$22-25 back home to their families. Enrollees participated in road and trail development, water development (including building ditches, springs, dams and reservoirs, and wells), stock driveway development, range fences, erosion flood control, poisonous plant control, rodent control, cricket control, weed eradication, and building corrals. A side benefit for the men enrolled in the camps were educational opportunities. Most camps had libraries with books, magazines, and newspapers; they offered classes in academic subjects, as well as in skills such as engineering, photography, electrical wiring safety, and Red Cross first aid courses; and organized athletics.

Before the end of the CCC (which came with the United States' entry into World War II), more than 2.5 million men had provided service in some 4,500 camps across the country. Utah had over 100 CCC camps. A listing of the camps can be found at:

<http://www.cccalumni.org/states/utah1.html>

For additional background information about the CCC, there is an article in *Prologue* magazine (the magazine of the National Archives and Records Administration) on the creation and first year of the CCC. You can find it online at:

<http://www.archives.gov/publications/prologue/2006/fall/ccc.html>

The National Archives and Records Administration-Rocky Mountain Region has records relating to many of the CCC camps that were under the control of the Bureau of Land Management (Record Group 49) and the Bureau of Reclamation (Record Group 115). Records relating to activities of the CCC can also be found in records of the National Park Service (Record Group 79), U.S. Forest Service (Record Group 95), and Bureau of Indian Affairs (Record Group 75).

### **Suggested Teaching Activities:**

- Pass out copies of the article written by Camp Superintendent Leslie C. Koch. Have students use the Document Analysis Worksheet, and have them share their responses with the class.
- In his article, Koch raises the question about the cost of the CCC and whether or not it is excessive. What conclusion does the author come to? Is he impartial? List at least three benefits the author says CCC has? Who might have been opposed to the creation and work of the CCC?
- Provide students with copies of the photographs. Ask them to evaluate the photos using the Photograph Analysis Worksheet. Have students share their answers to the analysis questions. In addition, have them answer the following questions:
  - How would you describe the men who appear in the photographs?
  - How would you describe the work they are doing?
  - How would you describe their living conditions?
- Ask students to select one of the photographs, and have them write a letter home as if they were one of the CCC enrollees depicted in the photograph.

### **Additional Online Resources:**

There are several digital copies of narrative histories of CCC Camps from Utah from the holdings of the Rocky Mountain Region available on the website of the National Archives and Records Administration. They will be found in the Archival Research Catalog (ARC). To access them go to:

[http://arcweb.archives.gov/arc/basic\\_search.jsp](http://arcweb.archives.gov/arc/basic_search.jsp)

Enter the following ARC identifier numbers in the search window (one at a time) to view these digitized documents:

<b>ARC Identifier</b>	<b>Reports from the following camps:</b>
<b>292848</b>	Camp DG-29, Antelope Springs, Utah (1936)
<b>292850</b>	Camp DG-30, Cedar City, Utah (1936)
<b>292853</b>	Camp DG-33, Henrieville, Utah (1937)
<b>292854</b>	Camp DG-26, Jericho, Utah (1937)
<b>292856</b>	Camp DG-35, Milford, Utah (1935)
<b>292857</b>	Camp DG-35, Milford, Utah (1938)
<b>292860</b>	Camp DG 31, Vernal, Utah (1937)

There are numerous documents and photographs about the New Deal and its various programs using the website of the National Archives and Records Administration in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in a specific search term. Students can use search terms such as “New Deal,” “Civilian Conservation Corps,” “Works Progress Administration,” and “Public Works Administration.”
- Set the limit to 2000.
- Check the box that will bring up digital images only.
- You will get several “hits” for each name search that you perform.

The National Archives and Records Administration has created an online lesson relating to President Franklin D. Roosevelt’s first inaugural address in which he declared war on the Great Depression. It can be found in “Teaching with Documents” section of our website at:

<http://www.archives.gov/education/lessons/fdr-inaugural/>

Students can learn more about the New Deal and President Roosevelt by visiting the Franklin D. Roosevelt Presidential Library and Museum website at:

<http://www.fdrlibrary.marist.edu/>

There are a couple of online exhibits on the National Archives and Records Administration website relating to the New Deal. You can find them at:

[http://www.archives.gov/exhibits/new\\_deal\\_for\\_the\\_arts/index.html](http://www.archives.gov/exhibits/new_deal_for_the_arts/index.html)

[http://www.archives.gov/exhibits/picturing\\_the\\_century/galleries/greatdep.html](http://www.archives.gov/exhibits/picturing_the_century/galleries/greatdep.html)

For more research links on the New Deal:

<http://www.archives.gov/research/alic/reference/new-deal.html>

CIVILIAN CONSERVATION CORPS AND FUTURE AMERICA

By Camp Supt., Leslie C. Koch, Camp DG-35  
Milford, Utah

Is the cost of the Civilian Conservation Corps excessive? Will America ever receive returns from the millions invested in this organization -- adequate returns to justify this huge investment?

A few facts, I think, will clear these questions in the minds of the readers of this article.

The Civilian Conservation Corps was primarily organized as an emergency measure, chiefly for the purpose of taking thousands of youth from the streets and turning their work into conservation of America's natural resources, the greater portion of their earnings being sent to needy families. We may put it simply into two statements: First, for the rehabilitation of America's youth; and, second, for the rehabilitation of America's natural resources. These are two of the greater features in any nation -- two features that will determine, more than any others, the future success or failure of a nation.

The yearly cost of crime in our country runs into the billions of dollars. Our greater authorities on crime tell us that the roots of crime and the organization of the criminal and gangster lie in the idleness of our youth. Officials of our prisons tell us a great majority of the inmates of the institutions under their direction are boys, their age ranging from 17 to 25, the age of the Civilian Conservation Corps enlistment. Should we, through this organization, eliminate only 10 per cent of the crime in our country, the benefits derived will pay the entire cost of operation of the corps.

The regular habits required of the CCC enrollees tend to build up strong bodies while the instructions, both scholastic and practical, administered by the combined efforts of an experienced educational advisor, army officers and technical supervisory personnel, will prepare them to play a more useful part in the future upbuilding of our nation. In other words, the source from which the criminal and gangster arises is transformed into an agency playing an important part in the upbuilding of American citizenship.

We shall now consider the part played by the Civilian Conservation Corps in the rehabilitation of our nation's natural resources. Locally, we are more familiar with the operations of the camps under the direction of the Department of the Interior, Division of Grazing, the agency to which our local camp belongs.

There is in the western part of the United States approximately 176,000,000 acres of land termed public domain. This great area is unfit for ordinary production of crops and hence has been uncontrolled. As the population of the west increased the livestock industry grew. The public domain became the natural range for the stock, hence its use made this industry one of the major industries of the west.

The range lands have played an important role in the agricultural development of the west. With virgin range to draw on, the livestock industry has contributed materially to the building of towns, roads and many community enterprises. The combination of range and farm land has formed an economic partnership strong enough to weather the most severe storms that our modern economic world could produce. A gradual disintegration of the better range, however, due to overgrazing and a continued drought, have undermined many of the economic strongholds of the past.

I might state that in the year of 1929 the range livestock business in the state of Utah amounted to nearly \$25,000,000, or 39 per cent of the total agricultural income of the state.

(Continued)

The purpose of our local CCC camp is not only bring back to normal carrying capacity of livestock the range which has been destroyed, but to develop areas which have not been utilized by the stockmen in the past.

Whether or not our local Camp DG-35 has been worth the investment can be determined from the following facts: Twenty-nine reservoirs have either been completed or are under construction, each ranging from 1,500 to 16,000 cubic yards structure. They have storage capacities of from two to 16 hundred acre feet of water each, and are distributed over an area of 2,000,000 acres of range land. One hundred twenty-four miles of road have been completed, requiring removal of approximately 125,000 cubic yards of earth and rock. Seventeen miles of fence have been constructed and in addition many other minor projects have been completed.

Approximately two years of future work has been laid out, The value of the work accomplished will far exceed the entire cost of the operation of this camp figured from every angle.

Photograph from Camp DG-26, Jericho—Clearing Road



Photographs from Camp DG-27, Castle Dale—Dam Construction and Snow Removal



Photograph from Camp DG-29, Antelope Springs—Cricket Control



Photograph from Camp DG-32, Dalton Wells



Photograph from Camp DG-32, Dalton Wells—Reconstructing a Road



Photograph from Camp DG-32, Dalton Wells—Puddling Clay



Photograph from Camp DG-32, Dalton Wells—Rodent Control Crew



Photograph from Camp DG-34, Blanding—Excavating a Tank



Photograph from Camp DG-35, Milford—Camp Reading Room



## Lesson 7: “Shut Up!”

### Utah’s Control Careless Talking Campaign during World War II

#### Document Citations:

**Shut Up! Broadside (undated);** File 10.4, War Information; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Records of the Office of Civilian Defense, Record Group 171; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Newspaper Clipping from the *Salt Lake City Tribune*, October 30, 1943;** File 10.4, War Information; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Records of the Office of Civilian Defense, Record Group 171; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Press Release from the Salt Lake City Chamber of Commerce, October 23, 1943;** File 10.4, War Information; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Records of the Office of Civilian Defense, Record Group 171; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Two Newspaper Clippings (undated);** File 10.4, War Information; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Records of the Office of Civilian Defense, Record Group 171; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Fact Sheet Entitled “Control Careless Talking Campaign, Sponsored by the Utah Council of Defense (undated);** File 10.4, War Information; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Records of the Office of Civilian Defense, Record Group 171; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Standard 3C: Demonstrate understanding of the effects of World War II at home.

This lesson correlates to the Utah State Office of Education's Secondary Core Curriculum for Social Studies, 7-12:

## United States History II

Standard 7: Students will understand the causes, course, and consequences of the United States' role in World War II.

Objective 2: Examine the impact World War II had on the American home front.

### **About the Documents:**

The Office of Civilian Defense (OCD) was established in the office for Emergency Management on May 20, 1941, to coordinate Federal, state, and local defense relationships regarding the protection of civilians during air raids and other emergencies and to facilitate civilian participation in war programs. There were nine regional offices established to coordinate the work of state and local defense organizations. The National Archives-Rocky Mountain Region houses records of the Eastern Sector Office, Salt Lake City, Utah. The records document civilian defense programs and interagency cooperative efforts in Idaho, Montana, and Utah, including civil defense drills, communications, medical facilities, protection of plants and businesses, training and volunteer programs, and state and local defense organizations.

After the surprise attack on the United States at Pearl Harbor on December 7, 1941, Americans were justly concerned about another possible attack. As a part of the Office of Civilian Defense, the Civil Air Patrol (CAP) was established. Civilian pilots were used to patrol the coast and borders of the United States. The Civil Defense Corps organized millions of volunteers who helped coordinate local civil defense efforts, such as air raid drills, blackout drills, etc. The American public also became knowledgeable in the art of "airplane spotting," lest the enemy engage in another surprise attack. The United States Government also warned the American public that enemy spies and possible saboteurs could be in their midst and that any tidbit of information, even if innocently revealed, could compromise national security.

The documents in this lesson relate to the state of Utah Council of Defense's "Control Careless Talking" campaign undertaken in 1943. Nationally the themes based around "loose lips," "careless talk," and "silence is security" were used. However, Utah devised its own campaign which used the words "Shut Up!"

### **Suggested Teaching Activities:**

- Pass out copies of the documents to students, and have them use the Document Analysis Worksheet to analyze one or more of the documents. Have students share their answers to the analysis questions.
- What are some of the specific things that people are not supposed to talk about?
- What are the ramifications if one engages in careless talk?
- What types of people were reached out to by the campaign?
- Several different methods used to spread the word—what would be the most effective?
- What specific program was undertaken in Utah’s schools? Would such a program work today?
- One of the documents issued by the Salt Lake City Chamber of Commerce uses the term “Jap.” While considered offensive today, at that time, the word was often used as a way of dehumanizing the enemy. You might find it important to discuss with students the use of such terms during World War II and in other wars. [Examples might include: “Reb” during the Civil War; “red devil” or “savage” during the Indian Wars; “Hun” during World War I; “Kraut” during World War II; and “Gook” during the Vietnam War.]
- Those who worked on the Utah campaign acknowledge that their “Shut Up!” slogan is “not the type approved by OWI (Office of War Information) advisors, and probably not b[y] some others in Civilian Defense.” How do they defend their choice of this particular slogan?
- There are several posters on the National Archives and Records Administration website in the Archival Research Catalog (ARC) that relate to the national campaign undertaken by the Office of War Information relating to encouraging Americans not to engage in careless talk. To locate these posters, go to:

[http://arcweb.archives.gov/arc/basic\\_search.jsp](http://arcweb.archives.gov/arc/basic_search.jsp)

In the search window, enter the term “careless talk.” Under the search window, put a check mark in the box that says “Descriptions of Archival Materials linked to digital copies.” You should get 14 “hits” returned. Another search term to use is “silence means security.” You should get 8 “hits” returned. Another term is “loose lips might sink ships.” You will get one “hit” returned. Print out some or all of these posters and hand them out to students. Ask them to use the Poster Analysis Worksheet. How do these posters compare to Utah’s “Shut Up!”

campaign? Which, if any, of these posters are most effective in conveying the message of not engaging in careless talk?

**Additional Online Resources:**

There are additional World War II era related lessons in “Teaching with Documents” section on the website of the National Archives and Records Administration. You may find them at:

<http://www.archives.gov/education/lessons/depression-wwii.html>



**SHUT  
UP!**

**How do you know  
who's listening?**

10-4

# The Salt Lake Tribune

Established April 15, 1871

Issued every morning by Salt Lake Tribune Publishing Company

6

Salt Lake City, Utah, Saturday Morning, October 30, 1943

The Tribune is a member of the Associated Press. The Associated Press is exclusively entitled to the use for reproduction of all news dispatches credited to it or not otherwise credited in this paper and also the local news published herein.

## Guard Your Talk, This Week and Every Week

Service men, civilians, war plant workers and transportation system employes living in the intermountain area are all being cautioned to guard their talk about military affairs and to avoid discussing subjects that have even a remote connection with such things. Slogans are being displayed this week to stress the importance of the warning, but the lessons should be carried close to the heart every week for the duration of the war.

Army and navy censors are charged with a great responsibility in handling messages from the fighting fronts, but here on the home front the obligation rests on each individual. Every new phase of the war and each proposed attack area means long months of preparation and planning extends from the far corners of the earth right to the "home town."

Remarks made carelessly about a change of design at a factory, or about increased rail traffic, or about shipping directions for commodities, falling into enemy ears, may be used to frustrate war plans or even cost the lives of our fighting men. Much has been said and written already about these dangers, but reminders are always in order and, as the conflict shifts from one quarter of the globe to another, new movements will be noted in out-of-the-way places.

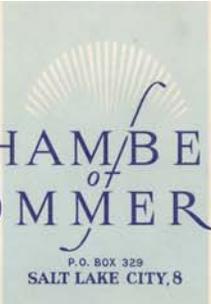
Unusual events and activities in various communities may seem to provide interesting and harmless topics for conversation, but idle and unguarded talk about them, when collected and coordinated by a crafty enemy, can wreak havoc with carefully laid campaigns. It is a safe rule to remember that all public places and conveyances are areas of danger to the unwary talker.

For these reasons the military authorities and the federal bureau of investigation have appealed to the public for closely "buttoned lips" this week and every week until the war is won.

10-4

OFFICERS  
 FRED H. KNICKERBOCKER . . . PRESIDENT  
 FRED A. CARLESON . . . VICE PRESIDENT  
 RAYMOND C. WILSON . . . TREASURER  
 GUS P. BACKMAN . . . SECRETARY

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CHAMBER  
 of  
 COMMERCE

P.O. BOX 329  
 SALT LAKE CITY, 8

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 FORREST S. WALDEN  
 C. LESLIE WHEELER  
 R. C. WILSON

SERVING THE INTERMOUNTAIN EMPIRE

CENTER OF SCENIC AMERICA

October 23, 1943

CLOSE YOUR TRAP - DON'T HELP THE JAP

With the stepping up of the tempo of the war in the Pacific, there will be increased movement of service men and war materials through this area. Knowledge of such movements can be of immense assistance to the Japs. Bits of information, apparently unrelated, can be pieced together by experts in their intelligence service and what might appear to be an unimportant tid-bit of gossip becomes a part of the detailed plan of our operations.

THIS COSTS LIVES AND SHIPS AND MATERIALS AND MAKES THE WINNING OF BATTLES AND CAMPAIGNS MORE COSTLY AND DIFFICULT.

The War Department, Navy Department and F. B. I. have joined in pointing out the danger of loose talk. They have jointly requested that the matter be called to your attention and that you, in turn, warn your employees and the members of your family of the grave consequences which can result from careless talk.

There is only one sure way to avoid this danger. BE YOUR OWN CENSOR. Don't discuss troop or material movements with anyone. If you see some unusual military activity, don't talk about it. Do not repeat rumors - they're probably not true, anyway. Don't brag about where your boy is and what he is doing overseas or in preparation for combat duty.

GIVE THE BOYS WHO DO THE FIGHTING A FAIR CHANCE.

You may save the life of your own or a friend's boy by keeping your MOUTH SHUT.

J. H. MCGIBBENY  
 Assistant Secretary

JHMc:G



# SHUT UP!

## A Careless Word May Cost a Life!

"Harmless remarks tell the enemy plenty. You don't have to know a big secret to give a big secret away. A careless word here, pieced together with a careless word somewhere else may tip off the enemy to the sailing of a transport of men and materials—a transport which will never arrive.

Every *service* wife, father, mother, sweetheart, sister, brother and friend shares some military secret—which if known to the enemy might cost the life of the man she wants to protect. Keeping these secrets may save their lives.

In Utah, here are some things to remember:

DON'T—talk about the movement of men or supplies through the state on railroads.

DON'T—talk about shipments of materials from the state to seaports.

DON'T—reveal the transfer or movement of any member of the military forces, particularly to embarkation points, and don't give the location of men overseas nor the military unit to which they belong. An APO number is sufficient for friends who wish to write them.

DON'T—reveal data concerning equipment of your men in the armed forces. The type of equipment may reveal their destination.

DON'T—talk about the materials you are producing, the quantity, nor the disposition of those materials if you are engaged in war production.

DON'T—go into details concerning the activities of your relatives or friends overseas.

Just observe these general rules and you will be safe — and so will the man you would like to protect:

If you HEAR it from someone—*don't repeat it.*

If you SEE it yourself—*don't mention it.*

If you READ it in a personal letter—*forget it.*

But, if you READ it in the newspapers or magazines or HEAR it on the radio, then it's public property—and you may talk about it. But be sure you read it carefully or hear it right. Don't distort facts.

### Watch Your Conversation - - Think Before You Talk!

Issued by

THE UTAH COUNCIL OF DEFENSE

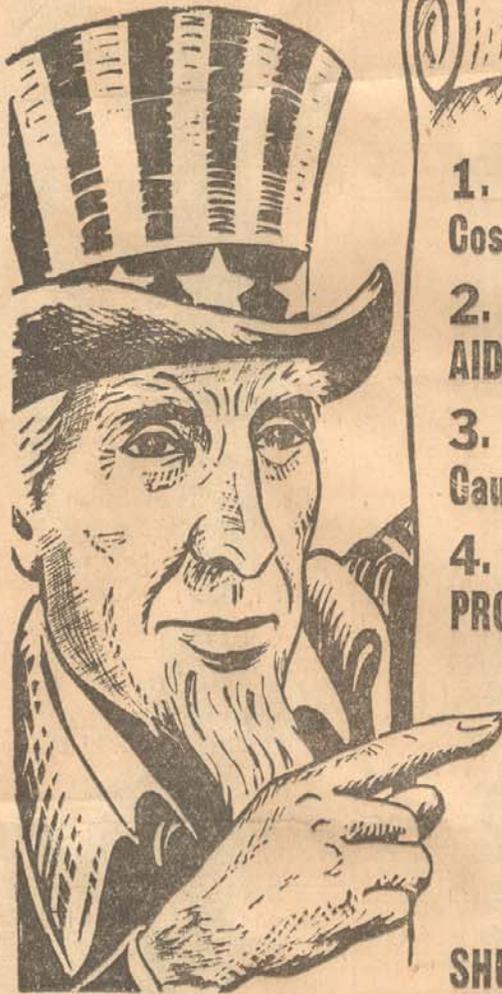
at the request of

The Army, Navy and FBI



# ★ **UNCLE SAM SAYS:**

**“SHUT UP! DON'T TALK  
ABOUT THE WAR” . . . HERE'S WHY**



- 1. Your CARELESS TALK May Cost the Lives of Your Loved Ones.**
- 2. Your CARELESS TALK Will AID Our ENEMIES.**
- 3. Your CARELESS TALK May Cause a Serious Defeat.**
- 4. Your CARELESS TALK May PROLONG THE WAR.**

★ **SO IF YOU KNOW ANYTHING  
ABOUT THE WAR, TROOP  
MOVEMENTS, SHIP SAILINGS,  
SHIPMENTS OF MUNITIONS OR  
EQUIPMENT . . .**

**SHUT UP! Don't Talk About Them!**



104

CONTROL CARELESS TALKING CAMPAIGN  
SPONSORED BY THE UTAH COUNCIL OF DEFENSE

Sponsored by the Utah Council of Defense at the request of the Army, Navy, and FBI, the "Control Careless Talking" campaign began in Salt Lake City, Ogden, Clearfield, and Tooele on October 25, and continued intensively for a week to ten days, then was brushed up occasionally for such indefinite periods as conditions warranted.

Full cooperation of the press, radio and outdoor advertising units were arranged. The message positively reached 400,000 people or 100% in the critical area and about 75% of the entire state population.

Briefly, this was the program for the initial week:

Through the Minute Women, every home in Salt Lake City, Ogden, Clearfield and Tooele was reached and every housewife personally was given the message "Shut Up, a Careless Word May Cost a Life". It was printed in colors, and 75,000 were distributed.

5,000 cards, 7 x 11, illustrated with a warning Uncle Sam cartoon and the message "Shut Up, How do you know who is listening?" were distributed to taverns, bars, military gathering places, barber shops, lounges, cabarets, beauty parlors, restaurants, and all idle gathering places.

2,400 one-sheet posters were placed.

2,000 streamers were distributed to bartenders, waiters, clerks, barbers, beauticians, and others, which bore the legend: "Don't Tell Me About It".

Each of four daily newspapers carried a full page advertisement.

Every large advertiser in the area of the campaign used "drop-ins" on regular advertising.

Every radio station contributed spot announcements and large advertisers contributed a spot plug on each of their programs.

24 trailers were used in 24 theaters in Ogden, Salt Lake and Tooele, before an estimated 200,000 audience. The trailers opened with voice in dark theater and dark screen advising: "SHUT UP--HOW DO YOU KNOW WHO IS LISTENING?" And followed with message on the screen. These were used in the largest theaters in the territory.

Two sets of radio transcriptions, one from OWI and one produced by ourselves were used on all eight radio outlets in the state.

Daily two-column cartoons were used for a week by three daily papers.

The Speakers' Bureau assigned trained speakers in area with message for service clubs, women's clubs and public gatherings.

Messages were broadcasted in all dance halls and night clubs by masters of ceremony each night during the week.

Daily newspapers carried generous newspaper publicity in editorials, cartoons, news stories, feature stories and special type warnings.

In the schools, 1,200 posters were distributed and every teacher in every room of every school in the state was given an outline of what can be told, and was charged with the duty of imparting the message by announcement, by assignment for compositions, or any other method deemed best for the particular group being taught.

At at least one assembly in each military installation, members of armed forces, commissioned as well as enlisted, received warning from commandant or officer delegated to that job. It was an order as well as a warning.

To give novelty to warning, where feasible, a sound truck was stationed at gates of military camps and war production plants when large groups were leaving, with short warnings to soldiers and workers.

Incidentally, the slogan "SHUT UP" is not the type approved by OWI advisers, and probably not be some others in Civilian Defense. However, members of the executive committee in this particular campaign for security of war information are the top-flight leaders in all information outlets in this state, are confident they know their audience and the state, and were fully aware that this approach is not generally approved by the Washingtonians who prepared the general outlines of the campaign, but in their own good judgment adopted it. However, generally the committee followed the outline of the OWI campaign with some new features of its own.

## Lesson 8: “Planes will fly over and drop on Salt Lake City simulated bombs”

### Civil Defense Training during World War II

#### Document Citations:

**Salt Lake City Civilian Defense Notice, August 19, [1943];** File 6.2, Incident Drills; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Record Group 171, Records of the Office of Civilian Defense; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Memorandum to Major James R. Barker, Assistant Director, Charge Protection Division, Eastern Sector, 9<sup>th</sup> Region OCD, From R. C. Jackson, Sec. & Coordinator, Civilian Defense Salt Lake County, Utah, August 24, 1943;** File 6.3, Incident Drill Reports; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Record Group 171, Records of the Office of Civilian Defense; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Memorandum to Gus P. Backman, Director, Eastern Sector Division, Ninth Civilian Defense Region, From Major James R. Barker, Training Officer, August 26, 1943;** File 6.3, Incident Drill Reports; Subject Correspondence, March 1942 – June 1944; Office for Emergency Management. Office of Civilian Defense. Region IX. Eastern Sector Office; Record Group 171, Records of the Office of Civilian Defense; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Standard 3C: Demonstrate understanding of the effects of World War II at home.

This lesson correlates to the Utah State Office of Education’s Secondary Core Curriculum for Social Studies, 7-12:

United States History II

Standard 7: Students will understand the causes, course, and consequences of the United States' role in World War II.

Objective 2: Examine the impact World War II had on the American home front.

### **About the Documents:**

The Office of Civilian Defense (OCD) was established in the office for Emergency Management on May 20, 1941, to coordinate Federal, state, and local defense relationships regarding the protection of civilians during air raids and other emergencies and to facilitate civilian participation in war programs. There were nine regional offices established to coordinate the work of state and local defense organizations. The National Archives and Records Administration-Rocky Mountain Region houses records of the Eastern Sector Office, Salt Lake City, Utah. The records document civilian defense programs and interagency cooperative efforts in Idaho, Montana, and Utah, including civil defense drills, communications, medical facilities, protection of plants and businesses, training and volunteer programs, and state and local defense organizations.

After the surprise attack on the United States at Pearl Harbor on December 7, 1941, Americans were justly concerned about another possible attack. As a part of the Office of Civilian Defense, the Civil Air Patrol (CAP) was established. Civilian pilots were used to patrol the coast and borders of the United States. The Civil Defense Corps organized millions of volunteers who helped coordinate local civil defense efforts, such as air raid drills, blackout drills, etc. The American public also became knowledgeable in the art of "airplane spotting," lest the enemy engage in another surprise attack. The United States Government also warned the American public that enemy spies and possible saboteurs could be in their midst and that any tidbit of information, even if innocently revealed, could compromise national security.

The documents in this lesson relate to a Civil Defense drill that was held in Salt Lake County, Utah, on August 19, 1943.

While Utah residents would not know it at the time, such drills may have been useful in preparing them for real attacks on the United States by the Japanese. From late 1944 until early 1945 the Japanese did launch approximately 9,000 balloon bombs. Of this number about 300 were found or observed inside of the United States. Japanese balloon bombs were found in Alaska, Arizona, California, Colorado, Idaho, Iowa, Kansas, Michigan, Montana, Nebraska, North Dakota, Oregon, South Dakota, Texas, Utah, Washington, and Wyoming. Except for one fatal incident in Oregon where one woman and five children on a church picnic were killed when one of the children attempted to pull a balloon out of a tree, the balloons caused little damage. Interestingly most of the American public never knew of the existence of any of the Japanese balloon bombs until after the war. The media was not allowed to report on the bombs because the Government did not want to tip off Japan that the balloons were in any way successful in reaching their target of the mainland United States.

### **Suggested Teaching Activities:**

- Pass out copies of all three documents. Have students use the Document Analysis Worksheet, and have them share their responses with the class. In addition to the questions posed by the Document Analysis Worksheet, discuss the following questions:
  - What is the word that is used for simulated bombs? [Answer: incidents]
  - Why use the word “incident” instead of just saying bomb or simulated bomb?
  - What materials were they made out of for this drill?
  - Why would there be advance notice given for such a drill? Why would it not be a complete surprise?
  - How many members of the Citizen Defense Corps participated in the drill? [Answer: 10,000]
  - What organization dropped the bombs? [Answer: the Civil Air Patrol (C.A.P)]
  - How many incidents were dropped in total? How many were reported to be found? [Answer: 600 dropped in Salt Lake city; 321 reported]
  - Which area wished they would have had more bombs dropped?
  - What weaknesses of the drill were noted? What could have been improved upon?
  
- Using the Memorandum entitled “General Alert,” obtain a map of the Salt Lake County area and mark with stickers or push pins the location of the “incidents” that fell.
  
- There are probably some people in your community who were civilians during World War II. Have students select someone who was alive during this time (even if they were a child) and conduct an oral history interview with them regarding Civil Defense activities that took place in their community. Do they remember any blackout drills? Air raid drills? Did they worry that their community would be bombed during the war? Did they ever hear rumors about Japanese balloon bombs or was that something they only learned after the war? Ask students to write a report based on their interview.
  
- Have students research community preparedness procedures that were used after World War II and prepare a brief written report on their findings. For example, they might want to investigate the building of bomb fallout shelters in the 1950s and 1960s, the “Duck and Cover,” program, the Emergency Broadcast System (1963-1997), now known as the Emergency Alert System. What about nonmilitary emergencies such as severe weather and AMBER alerts? What type of emergency preparedness procedures are in place at your school?

### **Additional Online Resources:**

There are several photographs of a Japanese balloon bomb on the website of the National Archives and Records Administration in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window enter (one at a time) each of the following ARC identifiers and you can pull up images of the Japanese war balloon that was found on the Cheyenne River Reservation in South Dakota. ARC Identifiers: 285257, 285258, 285259, 285260, 285261, 285262, 285263, 285264.

Students can also find a few other documents and photographs relating to civilian defense during World War II in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in a specific search term. Students can use search terms such as “Office of Civilian Defense,” “air raid,”
- Set the limit to 2000.
- Check the box that will bring up digital images only.
- You will get several “hits” for each name search that you perform.

There are additional World War II era related lessons in “Teaching with Documents” section on the website of the National Archives and Records Administration. You may find them at:

<http://www.archives.gov/education/lessons/depression-wwii.html>

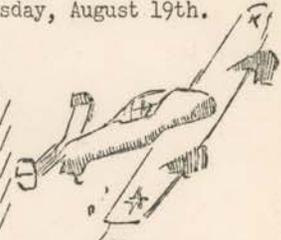
*Incident*

SALT LAKE CITY CIVILIAN DEFENSE

NOTICE

Prodecure to be followed for a General Alert, Thursday, August 19th.  
from 7:00 to 9:00 p. m.

There will be no BLACK OUT  
or SIRENS during this Alert.



Zone Wardens and their perscnnel will report to the Action Depots  
at 6:50 p. m.

District Wardens will contact and instruct all of their Sector  
Wardens to be on duty and ready for this Alert. They will also  
see that each Sector Warden has a copy of this notice.

Sector Wardens and their personnel will use the following information:  
The Alert will start promptly at 7:00 p. m. The Civil Air Patrol  
Planes will fly over and drop on Salt Lake City, (Simulated Bombs)  
incidents attached to streamers. Your job is to locate these incidents  
and carefully read the information. Then you must assume the res-  
ponsibility of distruction and casualties and report the incident with  
the number on the tag to the Control Room.

PLEASE PREVENT ACCIDENTS

Do not attempt to retrieve incidents from trees, buildings, telephone  
wires, lakes, ditches, etc.

Do not block traffic



*Capt. J. F. Collins*

Capt. T. F. Collins, Commander  
Salt Lake City Civilian Defense  
Corps

*Incident drills*

GEORGE W. MORGAN  
CHAIRMAN  
R. C. JACKSON  
SECRETARY AND COORDINATOR



SALT LAKE COUNTY

*Civilian Defense Council*

404 CITY AND COUNTY BUILDING  
SALT LAKE CITY - UTAH

*File Reports*

August 24th, 1943

To: Major James R. Barker, FA, Asst. Director, Charge  
Protection Division, Eastern Sector, 9th Region  
OCD, 207 South Main Street, Salt Lake City, Utah.

From: R. C. Jackson, Sec. & Coordinator, Civilian Defense  
Salt Lake County, Utah.

Subject: "GENERAL ALERT"

Herewith is complete report of General Alert held  
in Salt Lake County, August 19th, 1943:

SOUTH SALT LAKE:-Commander J. C. Stout

Commander Stout reports that 13 incidents were re-  
covered, and that the organization went into action, and  
simulated same. They received incidents of 100# Bombs of  
gas, Clusters of Incendiaries, UXB's, and H. E. Bombs. Their  
control center was fully manned.

Murray, Utah:-Commander J. Clifford Hansen

Commander Hansen reported that they received 27 incidents  
and carried them out just like the above.

Midvale, Utah:-Commander B. A. Rasmussen

Commander Rasmussen reported that they received 28  
incidents, but that they were unable to call out equipment  
due to a parade that they were holding for the Harvest Day  
Celebration, but that they held a mock drill with the  
incidents in their control center.

Magna, Utah:-Commander N. F. Pherson

Commander Pherson reports that they received 6 incidents  
which was dropped in the dykes North of the City. They had their  
organization fully manned, and called out their equipment to  
simulate the incidents.

Bingham, Utah:-Commander S. W. Jacques (16)

Commander Jacques, reported that no planes flew over  
the Bingham area, but that they dropped several incidents in



SALT LAKE COUNTY

*Civilian Defense Council*

404 CITY AND COUNTY BUILDING  
SALT LAKE CITY - UTAH

GEORGE W. MORGAN  
CHAIRMAN  
R. C. JACKSON  
SECRETARY AND COORDINATOR

(2)

Report:-Continued

in Copperton, of which all were recovered and telephoned by the Wardens to the Bingham Control Center. Commander Jacques prepared several incidents himself in order to complete a drill for Bingham Upper, Bingham Lower, Copperfield, Highland Boy and Lark. He reports that his organization functioned 100% and that as far as he knew all incidents that was dropped in his zone had been recovered.

East Mill Creek:-Commander H. A. Sorensen

Commander Sorensen reports that they received 11 incidents in his zone, and that they simulated all of them. Said that they had a few good work out for his organization. Would of liked to have had more bombs dropped.

Holladay, Utah:-Commander Glen Anderson

Commander Anderson reports that they received 7 incidents and that a great deal of interest was shown in his organization. His organization was fully manned.

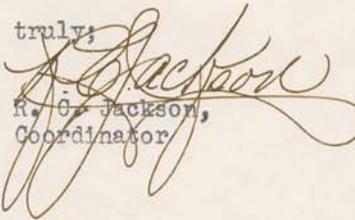
Garfield, Utah:-Commander Wm. J. Reynolds

Commander Reynolds reports that they received 5 incidents and that they called their equipment on every one of them. Their medical unit along with the fire unit under the Command of Jay McAllister handled everthing 100%. McAllister had his firemen lay fire hose lines on every incident, giving good instructions to his auxillary firemen.

A correction in regards to the number of incidents recovered in Salt Lake County was 107 and not 102 has reported.

I trust that this report will meet with your approval, I remain,

Yours truly,

  
R. C. Jackson,  
Coordinator

OFFICE OF CIVILIAN DEFENSE

EASTERN SECTOR, NINTH REGION

P. O. Box 329

Salt Lake City 8, Utah

IN REPLY REFER TO:

August 26, 1943

TO: Gus P. Backman, Director  
Eastern Sector Office  
Ninth Civilian Defense Region

FROM: Major James R. Barker  
Training Officer

SUBJECT: INCIDENT DRILL - SALT LAKE CITY & SALT LAKE COUNTY - 8/19/43  
POPULATION INVOLVED 250,000

1. A very successful and instructive incident drill was held on August 19, 1943 at 7:00 p.m. There were over 10,000 members of the Citizens' Defense Corps of the county participating. There are nine control centers in Salt Lake County, eight of which operate as a unit under the jurisdiction of Salt Lake County. Salt Lake City is independent of the county.

2. After considerable discussion, it was decided not to fix or plant any incidents but to number all 800 (200 were used in county and 600 in Salt Lake City) consecutively and send equipment to only 36 incidents whose numbers were arbitrarily selected beforehand as 101 to 136. The incidents were very simple in their construction and operation. They consisted of  $1\frac{1}{2}$  oz. of paper folded lightly to which a small shipping card and a  $12 \times 1\frac{1}{2}$ " streamer of crepe paper was attached. The shipping card read, "This represents a bomb which has (exploded or unexploded) where it fell. Estimate the damage and take necessary action." One-fourth were war gas bombs,  $1/4$  were incendiary bombs,  $1/4$  500# demolition bombs exploded and  $1/4$  500# demolition bombs unexploded.

3. All incidents were dropped by 16 C.A.P. planes. In order to get equal distribution of the incidents which required services, the streamers of incidents 101 to 136 were "red" all others were blue. By having the action incidents attached to red streamers, the C.A.P. was able to distribute them more evenly over the city. The wardens were not informed until after the raid whether or not services would be dispatched, instead all wardens were instructed to expect equipment if needed.

4. Prior to the "raid" a notice (attached) was sent to all wardens. Also attached is a notice which ran in all local news papers giving instructions to the members of the organization.

5. Especially to be complimented on their performance was the warden service. Due to the vast amount of open space, trees, buildings, and other



places where these "bombs" could be lost, it was estimated that a 50 percent recovery would be rated excellent. Out of the 600 dropped in Salt Lake City, 321 were reported, and 25 of the 36 action incidents were reported. In the county, 107 of the 200 were reported. The county control centers sent equipment to all incidents reported. Communication was a limiting factor in the city system. Forty or fifty incidents were recovered but not reported because of busy telephone lines. It is estimated that in addition to the 321 incidents over 100 calls were made informing the control center that the incident was in a tree or unrecoverable or asking for police aid to prevent youngsters from recovering unaccessible incidents. All calls were stopped at 9:00. The incidents were dropped at 7:00 p.m. but the first call was reported at 7:10 p.m. The calls were received at an approximate rate of four per minute and the incidents at three per minute. The C.A.P. organization deserves a great amount of praise for their excellent performance. The incidents were very well distributed; no one place was showered with too many incidents and nearly every section of town received some.

6. Some of the weaknesses observed in the drill were:

(1) Several fixed incidents should have been planted. Most of the equipment was used but the wardens took the instructions too literally and if a bomb hit in the open it was reported as such and no damage was assumed.

(2) Twenty-five or thirty umpires should have been available to report the performance of the wardens and services. These umpires could have been dispatched from the control center to the location immediately upon the receipt of any one of the 36 action incidents.

(3) There was too much confusion in the control room. Visitors were responsible for most of this noise and confusion.

(4) Telephone operators were not as efficient as they should have been. At least one-third more calls could have been received had the telephone operators used proper procedure.

(5) The wardens didn't know their forms well enough. The number on the ticket, which was desired by the control room for the purpose of a check, caused some of the delay and misunderstanding.

7. The commanders of the Citizens' Defense Corps of Salt Lake City and County, their staff and the entire membership should be complimented for the effort put forth in staging this drill and on the results obtained from it.

8. Present at the drill as an official visitor representing the Eastern Sector Internal Security District was Captain Chester S. Flemming, who stated that he was entirely satisfied with the drill and would highly recommend it to any organization.

9. Attached is an editorial from the Salt Lake Telegram of August 23rd which is typical of the expressions received from nearly all parts of the city. At 1518 Lincoln Avenue, an action incident dropped. The warden rather apologetically turned in his report which called for fire, police, medical aid and utility repair due to the damage caused by a 500# exploded demolition bomb. Within 12 minutes, every service called for rolled up. This location is two miles from the center of the city.

## Lesson 9: “The Bombshell”

### Women Workers at the Ogden Arsenal in World War II

#### Document Citations:

***We Can Do It!* poster, ca. 1942-1943;** ARC Identifier 535413; War Production Board, 1942-1943; Records of the War Production Board, 1918-1947, Record Group 179; National Archives at College Park, MD.

**Various photographs of women working at the Ogden Arsenal;** File: History of the Ogden Arsenal, Quarterly Period, 1 April – 30 June 1943; Records of the Office of the Chief of Ordnance, Record Group 156; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Cover of *The Bombshell* and text from inside describing the “Arsenal Queen,” August 10, 1944;** File: History of the Ogden Arsenal, Quarterly Period, 1 July – 30 September 1944; Records of the Office of the Chief of Ordnance, Record Group 156; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Cover of *The Bombshell*, October 25, 1945;** File: History of the Ogden Arsenal, Quarterly Period, 1 October – 31 December 1945; Records of the Office of the Chief of Ordnance, Record Group 156; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Standard 3C: Demonstrate understanding of the effects of World War II at home.

This lesson correlates to the Utah State Office of Education’s Secondary Core Curriculum for Social Studies, 7-12:

United States History II

Standard 7: Students will understand the causes, course, and consequences of the United States’ role in World War II.

Objective 2: Examine the impact World War II had on the American home front.

### **About the Documents:**

Six million women entered America's workforce during World War II. Of that number, some three million women worked in war plants across the United States. Working women were vital to the war effort, as the loss of men to military service left a labor shortage in many areas. The war would also require that massive numbers of bombs, guns, airplanes, and ships be produced. Many of these jobs were in arenas that had previously not been available to women—working in factories, shipyards, and steel mills. To fill all of the jobs, the U.S. Government undertook a major public relations campaign to encourage women to work.

The War Manpower Commission was formed in 1942 to oversee war labor issues and the Office of War Information was created to manage the flow of news and information about the war to the public. These two agencies banded together in 1943 when the labor shortage was at its height. They often relied on a message of patriotism to recruit more women to work in these essential jobs.

Probably the most famous image of women during World War II is the “We Can Do It” poster, featuring “Rosie the Riveter.” She was an invented character for propaganda purposes. The character of Rosie the Riveter was originally created through a song done by the Four Vagabonds. Before this poster came out, artist Norman Rockwell had designed a cover for the *Saturday Evening Post*. His version, which depicted a rather beefy woman, however, did not possess the more desirable “feminine” qualities of loyalty, efficiency, patriotism, compliance, and even beauty wanted by the Government and exemplified in the “We Can Do It” poster.

The Ogden Arsenal was no different than most war plants. They faced an ongoing labor shortage during World War II and relied heavily upon women workers. In a report covering the period January–March 1943, it was noted, “It became increasingly necessary to replace male labor with female labor. Women were utilized for such work as lift-truck operators, chauffeurs, automobile and instrument repairmen, checkers, storekeepers, and guards.” The report also noted that “Every effort was made to set up shadow organizations composed almost entirely of women so that as male employees were drawn into the armed forces, they would be replaced by capable women.” As of June 30, 1943, the Ogden Arsenal had 4,732 civilian employees. Of that number, 2,509 were men, and 2,223 were women. The number of women would eventually surpass men, as it was noted in the August 25, 1944, edition of *The Bombshell* that “our civilian workforce performing the work is 53% women.”

It was difficult to retain workers for a variety of reasons, including lack of adequate child care, lack of suitable housing, gasoline rationing, and higher pay at competing war plants. Other reasons cited by women for leaving employment at the Arsenal were: poor health,

desire to join husband, care of children, marriage, family moving, homesickness, to go to school, and maternity.

The Ogden Arsenal made efforts to tackle these problems. They opened a child care facility. They built a dormitory village that offered separate housing for men, women, and married couples. They offered ride-sharing programs. They also tried to encourage a sense of community by offering numerous recreational activities, such as baseball, softball, boxing, picnics, and dances.

Throughout the course of the war, the Arsenal had many missions. Mainly it produced ammunition for various 20 mm and 37 mm guns, 155 mm howitzer shells, and bombs weighing from 600 pounds up to 2,000 pounds. It also served as a storage and resupply facility for military vehicles, transportation parts, and tools. The Ogden Arsenal produced an astonishing amount of material during the war. During the month of January 1943 alone the following amounts of artillery ammunition were manufactured:

37 m/m Shell, H.E. M63	1,202,011
37 m/m Shot, A.P.C. M51	405,658
37 m/m Shot T.P. M51	215,858
Primer, M23A2	2,540,439
Fuse B.D. M58	1,214,770
Shell, 20 MM H.E.I.	304,742
Fuse Mk. 253 20 m/m	425,295

The Arsenal received the “Army-Navy E Award” for excellence in production on April 14, 1943.

For many of the employees the end of their work at the Ogden Arsenal came almost as quickly as it began. Following V-J Day, there were immediate cuts in hours and the total number of employees went from 5,974 on July 1, 1945, to 4,907 by August 31, 1945. In November 1945 a reduction in force was ordered, and by June 30, 1946, only 2,293 were still employed.

This lesson includes photographs of women workers from the Ogden Arsenal, as well as a few covers from the Arsenal’s semi-regular publication *The Bombshell*. While the type of work performed by riveters and Women Ordnance Workers (WOWs) differed, the idea is still the same. You will notice from the photographs included in this lesson, that the uniforms worn by the women at the Ogden Arsenal are remarkably similar to the outfit worn by the fictional Rosie character in the “We Can Do It” poster.

The National Archives and Records Administration-Rocky Mountain Region has historical records from numerous ordnance depots and arsenals. Among our holdings are records from the Black Hills Ordnance Depot, Igloo, South Dakota; the Denver Ordnance Zone and Plant, Denver, Colorado; the Deseret Depot, Tooele, Utah; the 58<sup>th</sup> Quartermaster Depot, Ogden, Utah; the Fort Wingate Army Depot, Gallup, New Mexico; the Ogden Arsenal, Ogden, Utah; the Pueblo Ordnance and Army Depot, Pueblo,

Colorado; The Tooele Depot, Tooele, Utah; and the Utah Depot, Ogden, Utah. They are found in Record Group 156, Records of the Office of the Chief of Ordnance.

### **Suggested Teaching Activities:**

- Hang up a large size copy of the “We Can Do It” poster, or distribute individual copies to each student. Have students use the Poster Analysis Worksheet. Have students share their answers to the analysis questions.
- Next pass out copies of the photographs. Have students use the Photograph Analysis Worksheet, and have them share their answers with the class. In addition to the questions posed on the worksheet, have a class discussion that addresses these questions:
  - What types of jobs are the women doing?
  - Do they appear to be skilled or unskilled types of jobs?
  - What are the ages of the women represented in the photographs?
  - Are there any men in the photographs? What do they appear to be doing?
  - What type of uniform and/or protective equipment are the women workers wearing? Pay particular attention to the image with the caption, “Pouring off T.N.T. from blender into rubber buckets.” What is TNT? Does what the women are wearing seem to offer protection for working with such a substance?
  - How do the women workers in the photographs compare to the image of the woman on the “We Can Do It” poster? What are the similarities? What are the differences?
- Distribute copies of the two covers included from *The Bombshell*. Consider the title of the publication of the Ogden Arsenal, *The Bombshell*. Is it a clever play on words? Sexist? Would it be considered appropriate to use today? Are they similar to Hollywood pin-up pictures of the 1940s?
- How do the images of the women at work compare to the images of women used on the cover of *The Bombshell*? Interestingly, both women featured on the covers were employees of the Arsenal.
- Pass out a copy of the article from the inside of *The Bombshell* that goes with the “Arsenal Queen” cover. Is the article offensive or comical? Would such an article be written today in a work-related publication?

### **Additional Online Resources:**

There are additional photographs and posters relating to women and the various roles they played during World War II on the National Archives and Records Administration website. They may be found in the Archival Research Catalog (ARC).

Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in a specific search term (see suggestions below).
- Set the limit to 2000.
- Check the box that will bring up digital images only.
- Set the date limits to 1941 to 1945.
- Hit “Go.”
- You will get several “hits” for each name search that you perform.
- Sample search terms (using the date limits above):
  - women – 270 “hits”
  - women workers – 17 “hits”
  - Rosie the Riveter – 19 “hits”
  - Women Ordnance Workers – 1 “hit”
  - WACS – 25 “hits.” Also try spelling it out as in Women’s Army Corps – you will get 13 “hits.” Some of which are different than when you use WACS.
  - WAVES – 23 “hits”
  - WASPS – 4 “hits”
  - SPARS – 8 “hits”
  - women in military – 7 hits

There are additional World War II era related lessons in “Teaching with Documents” section on the website of the National Archives and Records Administration. You may find them at:

<http://www.archives.gov/education/lessons/depression-wwii.html>

An online exhibit relating to the women who worked in war industries may be found on the website of the Rosie the Riveter/World War II Home Front National Historical Park operated by the National Park Service. You may access it at:

<http://www.nps.gov/rori>





SEATING AND TIGHTENING FUZE IN SHELL - OPER-  
ATION LOADING AND ASSEMBLY OF 37 mm M-63  
W/Fuze B. D. M-58



REMOVING SHELL FROM FIBER CONTAINERS AND PLACING IN  
PROJECTILE TRANSFER TRAYS. OPERATION  
LOADING AND ASSEMBLY OF C/R 37 MM M-63



FILLING TUBES WITH SMOKELESS POWDER,  
OPERATION LOADING & ASSEMBLY OF C/R 37mm. SHELL M-63.



DRAWING OFF T.N.T. FROM BLENDER INTO RUBBER BUCKETS,  
IN OPERATION OF LOADING & ASSEMBLY OF C/R 37MM. M-63.



CONSOLIDATING THE FIRST T.N.T. INCREMENT BY PRESS  
OPERATION OF LOADING AND ASSEMBLY OF C/R 37 mm M-63



REMOVE CAPS FROM FIBER CONTAINERS, OPERATION  
LOADING AND ASSEMBLY OF C/R 37 mm SHELL M-63



COMPLETE ROUND PACKING ROOM OPERATION  
LOADING AND ASSEMBLY C/K 37 mm M-63

CONFIDENTIAL



*The*  
OGDEN ARSENAL  
**Bomb  
Shell**

VOLUME THREE NO. 14  
AUGUST 10, 1944

ARSENAL QUEEN

B-23-c

## CANDIDATE FOR FOOTBALL QUEEN HONORS

A pulse-quickenng Arsenal Bombshell is this 17 year old brown-haired, grey-eyed miss of the Employee Relations Section at Ogden Arsenal --- Bernice Christensen.

Her National Anthem bathing suit.....Oh, say can you see! ..... half reveals, half conceals her vital statistics in a very queenly manner; Height, 5 ft. 3; weight, 114 lbs; waist 24; hips 36; bust 36. She will appear at the Orpheum Theater 15 August with candidates from the other military installations in this area, at which time a committee will select one of the regal lassies to reign as football queen at the August 29th game featuring the Washington Redskins and the Brooklyn Tigers.

Bernice is the comely daughter of Heber D. and Helen Christensen, who are both Arsenal employees, Heber in Inventory Investigation and Helen in Bldg. 46. They reside in Clearfield.

Queen Bernice was selected from a group of Arsenalovlies which included Beth Stoddard (runner-up), LaVaun Chatlin, Alice Jugler, Betty Kearn, Beverly McClelland, and Gloria White.

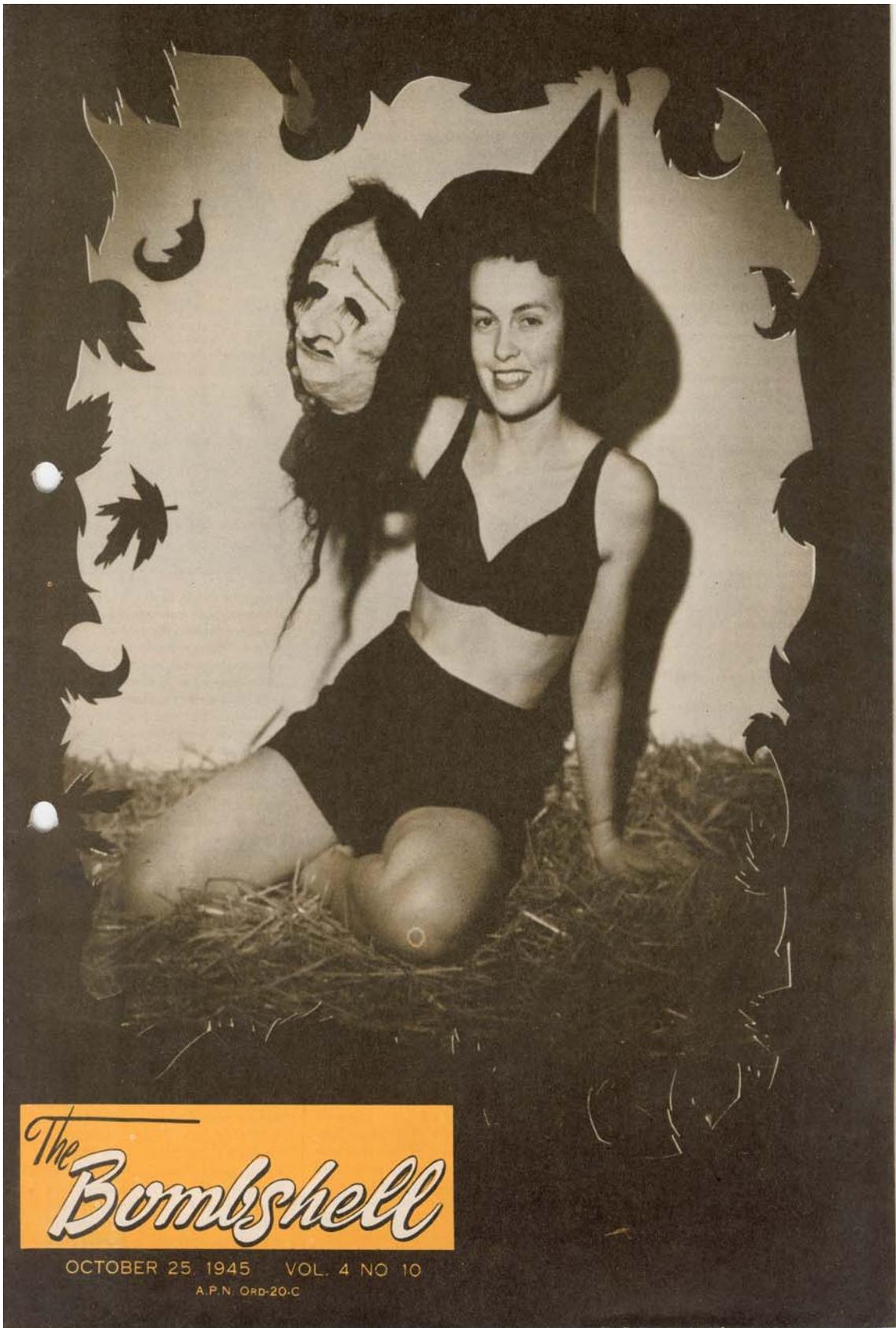
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A Salt Lake landlady wrote the following letter to the Employee Relations Section: "I only write to thank you for your effort in collecting these important board and room bills. \_\_\_\_\_ and \_\_\_\_\_ paid in full, but \_\_\_\_\_ bit the hand that served him and got away. Perhaps the rabies will get him. I hear he is in Vernal Utah."

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Lost or Strayed -- Pet Kitten, grey with black body markings; white edges to ears. Finder please return to Captain S. K. Wilhelm of the Medical Dept., Dispensary.

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*The*  
**Bombshell**

OCTOBER 25, 1945 VOL. 4 NO 10

A.P.N. ORD-20-C

### Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Newspaper</td> <td><input type="radio"/> Map</td> <td><input type="radio"/> Advertisement</td> </tr> <tr> <td><input type="radio"/> Letter</td> <td><input type="radio"/> Telegram</td> <td><input type="radio"/> Congressional Record</td> </tr> <tr> <td><input type="radio"/> Patent</td> <td><input type="radio"/> Press Release</td> <td><input type="radio"/> Census Report</td> </tr> <tr> <td><input type="radio"/> Memorandum</td> <td><input type="radio"/> Report</td> <td><input type="radio"/> Other</td> </tr> </table>	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report	<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other
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<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other											
2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Interesting Letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	DATE(S) OF DOCUMENT:												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p>  <p>B. Why do you think this document was written?</p>  <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p>  <p>D. List two things the document tells you about life in the United States at the time it was written.</p>  <p>E. Write a question to the author that is left unanswered by the document:</p>												

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**



### Poster Analysis Worksheet

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

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