

# **The Census. . . Why?**

Learning Through Local Records

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## **The Census . . . Why?**

The general public normally thinks of the census as a taxing device and/or a tool to redistrict government. Although both are correct there have been numerous other "uses" for the decennial enumeration of our population.

New York has a long history of census records beginning in 1686. The United States government requested its first official census in 1790. Article 1, section 2 of the U.S. Constitution laid out the rules of a decennial census. New York State started decennial census taking in 1825. The last census opened to the public is 1920 because of the Right to Privacy Act of 1974.

Census records may be viewed at your local county clerk's office. Many local libraries also have microfilm of census records. More information on census records may be obtained through the  
Education and Social Stratification Branch  
Population Division  
Bureau of the Census  
Washington, D.C. 20233

### **Explanation of key terms and words which may be unfamiliar to 11<sup>th</sup> graders:**

Census	Latin for citizen registration. Counting people and property.
Enumerated	Counted
Decennial	Occurring or lasting every ten years
At-Large	Representative who represents an entire region, city, town, etc.
Ward/District	A part of a whole city, town, village, etc.
Code	Law
Reapportionment	Changing representation not necessarily on population growth but instead, on population shifts.

### **Suggested Lesson:**

#### **Activity:**

<b>Discipline:</b>	Social Studies
<b>Grade Level:</b>	11 – 12 Heterogeneous (honors are excluded as A.P. courses are available and most extended choose that course.)
<b>Time Frame:</b>	6 – 8 class periods (individual teachers will vary, especially regarding a guest speaker)

**NYS Standards:** Grade 11 - #1 History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**#2 World History:** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**#3 Geography:** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live —local, national, and global – including the distribution of people, places, and environments over the Earth's surface.

**#5 Civics, Citizenship, and Government:** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship.

Technology:

**Materials needed:** Almanac  
Dictionary  
Page magnifier  
Counting for Representation  
Examples of Census records  
Chart comparing government types  
Origin of Counties  
Town of Queensbury debate  
Calculator

**Learning Objectives:** Students will:

1. Understand the process of enumeration.
2. Create a sample census.
3. Engage in debate between at-large representation and ward system representation.
4. Compare and contrast information requested on various census records through time.
5. Extrapolate possible future questions census takers may request.
6. Investigate various uses of census information
7. Comprehend importance of 2000 census

**Procedure:**

Day 1: Give each student a copy of the chart comparing the governmental systems of Ancient Athens; Ancient Rome; U.S.A. 1790; U.S.A. 1998.

\*Since our democratic republic is based upon ideas first used by these ancient peoples, our students should have a basic understanding of the origin of our government and how it has changed through time. Refer to key to noteshell for ideas of how to use and what information is expected from the students.

In cooperative groups, have students discuss benefits/disadvantages of representative government.

A key has been provided to assist teachers with what should be expected from the students. Obviously there is more that can be added.

Class discussion on representation . . . which form is best? How many people per representative is best? Are there any other systems they can think of?

Have students discuss best ways to count people and list at least two problems associated with these processes.

Class discussion \* define census and reasons for ( representation & taxation)

Hand out 'Intro to Census and Census data sheets'

\* Homework \* Students will gather 1790 data on their own households

Day 2: Reconvene class (have students in same groups as Day 1) and review the purpose of the census. Full class discussion will follow that will include the following: (the purpose of having students sitting in groups during a full class discussion is to allow them to help each other remember what they talked about the day before)

Create a class list of pros/cons of representative government

Create a class list of ways to enumerate

Create a class list of problems and discuss

Hand out 'Counting for Representation' read out loud and discuss  
Additional ideas for discussion would include the Great Compromise and the 3/5<sup>th</sup> Compromise. Individual teachers can elect what to discuss and how much depth to go into

Hand out 'Origin of counties packet'

In cooperative groups have students discuss reasons for growth, list the line to their county and list counties which broke off from it with dates.

\* Homework \* Students will gather 1870 information on their own household

Day 3: Hand out "Town of Queensbury debate"

Divide class into two groups . . . At-large group and Ward group. Each half will discuss the benefits of their position. Monitor a debate between the two sides.

Identify election districts each student lives in and create a chart of the various politicians who represent them. Discuss use of absentee ballot.

\* Homework \* Students will add 1920 information to their household census

Day 4: Discuss previous 3 nights homework assignments \*What did the students notice about the amount of information gathered, the type of information asked for, why did they ask certain questions, etc.

Class will discuss what type of questions they want to include on a "Class Census" worksheet. Students will then have until class time on Day 6 to input their personal information on the classroom computer; creating a class census.

Using overheads, discuss various examples of census records - Students will take notes.

\*The overheads are the same as the documents used for the DBQ assessment although the students do not know that, nor should they know it. In addition, there is not enough time to discuss all documents, therefore, students will be familiar with some of the documents and not familiar with some of the documents at the time of the DBQ. Teachers, therefore, have flexibility as to what they personally want to show their class.

Examples of how the teachers can use the overheads:

Compare 1840 to 1890 military schedules

Compare 1840 to 1865 (amount of information asked)

Compare 1925 (NYS) to chart on immigration

Day 5: Discuss/debate various other ways census information can be used. (not for tax nor representation) Students will make list of various government agencies who may use the information. Examples teachers may want to mention: HUD, Dept. of Health, NIS, Office of the Aging, Office of Veteran's Affairs, etc.

\* Homework \* Students will answer seed questions to Documents # 1-7

Day 6: \*Before class, teacher should print out "Class Census" from computer which has garnered students personal information. A class set will then be ready for:

Each student should receive a completed Class Census which will allow the class to participate in a discussion involving problems of enumeration (divorce, steps, foster care, live-ins, kicked out of house so living with a friend, older sibling away at college *trying to establish residency for cheaper tuition.*)

\* Note - This returns the students to Day 1 (the best ways to count people and problems involved)

Students will write their own interpretations from this class census.

**"What does this census tell us?"**

\*Again flexibility, teachers may want students to list their ideas, or they may want to have them write an essay documenting specifics.

\* Homework \* Students will answer seed questions to Documents 8-14

Day 7: Guest Speaker. . . Susan Consadine from the Census Bureau to discuss the Census 2000.

\*Guest speakers may not be available or teachers may not see the need. This is certainly optional. I happen to have a 2000 census bureau headquarters in town and thought it would be interesting to have a speaker come in.

\*Homework \* Students will answer seed questions to Documents 15-19

## Evaluation:

Day 8: DBQ in class

\*\*\* Extra credit ideas \*\*\*

Have students create a visual from the information garnered in the Class Census  
EX: create a chart or graph depicting specific information.

Have students create the forms which may be used in the 2020 census – have them interpret why certain questions will be asked and have them create a conclusion based upon conjecture.

Have students go to a local records depository and gather their own documents pertaining to census records. They must then interpret the document.

**Day 1**  
**Handouts and/or homework**

Ancient Athens	Ancient Rome	U.S.A. 1790	U.S.A. 1998
Direct Democracy	Representative Democracy	Democratic Republic	Democratic Republic
450BC	Republic	Citizens with power to vote	Citizens with power to vote
Adult male citizens with power to vote 40,000	Patrician		
Citizens without political power ex: women 80,000	Plebian		
Foreign-born residents no power to vote 80,000	Slaves		
Slaves ; no power to vote 250,000			
Total pop: 450,000			
Government Terms:	Government Terms:		
Assembly	Senate		
Jury	12 Tables of Law		



Ancient Athens

Direct Democracy  
EACH CITIZEN WITH  
POWER TO VOTE VOTES  
ON ALL LEGISLATION.

450BC  
Adult male citizens with power  
to vote 40,000  
Citizens without political power  
ex: women 80,000  
Foreign-born residents no  
power to vote 80,000  
Slaves ; no power to vote  
250,000

Total pop: 450,000

Government Terms:

Assembly - Consisted of  
All male citizens over 19.  
MADE LAWS AND VOTED POLICY  
AND TAXES  
MEMBERS OF ASSEMBLY  
CHOSEN BY LOT. TRIED  
ALL LAW CASES.

Ancient Rome

Representative Democracy  
CITIZENS WITH POWER TO VOTE  
ELECT REPRESENTATIVES WHO  
THEN VOTE ON LEGISLATION

Republic - originally only  
PATRICIANS COULD VOTE  
Patrician - WEALTHY  
LANDOWNERS  
Plebian - MIDDLE CLASS  
Slaves - No power to vote

Government Terms:

Senate

12 Tables of Law

U.S.A. 1790

Democratic Republic

Citizens with power  
to vote  
WHITE MALES OVER 21  
WHO OWNED PROPERTY

CONSTITUTION -  
BILL OF RIGHTS

3 BRANCHES  
- EXECUTIVE

- LEGISLATIVE

HOUSE OF REPRESENTATIVES -  
BASED ON POPULATION --- CENSUS

SENATE -  
2 PER EACH STATE

- JUDICIAL  
JUDGES APPOINTED FOR LIFE

U.S.A. 1998

Democratic Republic

ADD --- REFERENDUM --- DIRECT DEMOCRACY

Citizens with power  
to vote  
OVER 18  
- No FELONS

Direct Democracy:

Benefits:

Disadvantages:

Representative Democracy:

Benefits

Disadvantages

Direct Democracy:

Benefits:

EVERYONE VOTES ON ALL LEGISLATION  
THEREFORE, IS INVOLVED

Disadvantages:

TIME CONSUMING - EVERYONE CAN SPEAK  
AND DEBATE THEN VOTE.

- GETTING EVERYONE TOGETHER TO VOTE
- COUNTING VOTES

Representative Democracy:  
Benefits

FEWER # OF PEOPLE NEEDED  
TO VOTE ON LEGISLATION

Disadvantages

NOT EVERYONE - NECESSARILY - IS REPRESENTED  
IS THE MINORITY REPRESENTED BY THE  
MAJORITY? DOES THE MAJORITY REALLY  
RULE?

Accelerated Indexing Systems Re: 1850 Census Index -  
Introduction by  
Eldon Walker  
census information  
NYS

A great change took place in New York in 1664 when the Dutch Governor surrendered New Netherlands to James, Duke of York. This change brought together all the territory in the North under British rule. The proprietary grant given by the British Crown came to an end in 1685 when James became King of England and the entire colony became a royal possession. The change from a proprietary to a royal colony was followed in 1686 by a request from England for a census. However, not much is known about this census other than it was called for and some communities counted their inhabitants.

When we think of census records, we think of today's multivolume productions, but the earlier censuses were much simpler. It seems desirable, at the outset, to define the term census. Census is defined as a periodical government enumeration of population. The basic aim then on each census is to count every individual living within a given boundary at a particular time.

While all censuses involved attempts to count the total population, there are major differences between them. Data recorded in a census is determined by the Federal Government, State Government, Colonial Government, or others and have included material for taxation, military manpower, government planning and special data for the social and economical status of the population. Information which might be included in a particular census ranged from details on race, sex, degree of freedom, and marital status and information on each individual.

Colonial censuses were taken in New York for the years 1698, 1703, 1712, 1714, 1723, 1731, 1737, 1746, 1749, 1756 and 1771. From a rather spasmodic procedure, census taking became, in the eighteenth century a relatively common occurrence in America and especially in New York where it almost became a regular task.

The censuses were usually a request from the leaders in England to the Governors of the territories in the New World, and many requests were from the Board of Trade. Once the governor received the request for a census, his problem was to figure a way to get the people counted. In order to accomplish this, the Governor of New York required that the sheriffs of each county were responsible for making up returns from lists provided by the various constables who acted as the enumerators.

Since there were problems in getting the information, the reasons were many, such as, the local officials were often ignorant and illiterate, but sometimes the problem arose on Biblical precedents. The Citizens of New York were apparently reluctant to cooperate with the Governor, having observed, "That the sickness followed upon the last number of the people", according to the Bible. We find men actually refusing to take the count, and in general, the task of taking censuses was not an easy one, and the pay was very poor.

When the census divided the males under sixteen and over sixteen, it reflected the request for military purpose since all males over 16 were able to bear arms for their country. In 1731 and 1737 they substituted the age of 10, while the 1698 called for the exact age of the person enumerated. Not any of them called for the names of the individuals. For more information on these census records see the book, Century of Population Growth, p. 170-183.

The Continental Congress on September 25, 1775 ordered that a second census be taken on each state, and in its enumeration were to be males under 16 years of age, males from 16 to 50, males above 50, persons gone into the Army, the total number of females and negroes and slaves. The results for New York are still to be found. In May, 1779, the Congress asked each state to conduct a statewide grain and meal inventory. This inventory turned out to be a population and an agricultural census. Unfortunately, it does not appear that the schedule for New York is still in existence.

With the establishment of the New Nation, in order to assess their military strength, Congress ordered that a census should be taken. They also were interested in the population to make certain that there was equal representation from each state.

The act of 1 March 1790 by the Federal Government, required a census enumeration to be conducted that year, and established the procedure for taking one every ten years. This law with minor modifications and extensions governed the census until 1850. The 1790 census enumeration contains the names of the head of the family, and all other members of his household are classified as to their ages and sex, i.e., males over 16 years of age, males under 16 years of age, (making it a military census), white females of all ages, including heads of families, all other free persons and slaves.

All censuses from 1790 until the 1840 show only the heads of the family which are listed by name, while each member of the household is shown in various age groups, and according to their sex, i.e., males 5 to 10, 10 to 20, etc. Even though names are missing, for this period, the researcher can determine the approximate year of birth of each member of the family, and the sex of each, thus creating a skeleton family, thus, by using other censuses and other records, a family can be created.

In 1845, Boston, Massachusetts was enumerated in a city census in which the names and description of every person was listed. Due to the influence of Lemuel Shattuck who proposed that this same information be included in the seventh U.S. Census (1850), Congress enacted a law on May 23, 1850 by which the second phase of census taking was introduced showing each member of the household and various information concerning them.

The 1850 census lists first the father, mother or head of the family, with the children in order of age and all other persons residing in the household, such as: domestics, laborers, boarders, lodgers, etc. The exact age of each person is listed, as are sex, color, profession, occupation or trade (male only), value of real estate, place of birth, those married or attending school within the last year, persons over 20 years old who cannot read or write, whether deaf, dumb, etc. Some valuable help comes from the place of residence, dwelling house number (taken in order of visit) and post office address. In 1850, the enumerators were to leave the space blank, in the column "color" if the person was white; other census records were more explicit. The place of birth is usually listed as the state only, but if foreign born, it usually lists Germany, Britian, etc. The same basic information is listed on all the censuses from 1850 to 1880 with a little difference being added to each census, such as the 1870, which adds to the race column "Chinese or Indian". Other information was the month of birth for each person born in the last year, and persons whose father and mother were of foreign birth. The greatest help was an addition to the 1880 census, which calls for the place of birth of the head of the household's father and mother, relationship of each member to the head of the household's father and mother, relationship of each member to the head of the family, the civil condition (married, single, widowed, or divorced) and other requirements.

In 1850, the census taker was required to list all persons dying before 1 June 1850 but no children born after 1 June 1850. All persons temporarily absent on a journey or visit were counted with the rest of the family, except children away at school and living with another family, were enumerated with that family. Landlords, jailers, and superintendents of hospitals, garrisons, and asylums were counted as head of families and the inmates were counted as members.

The 1890 Federal Census was burned at the National Capitol in 1921 by fire, with a few schedules remaining, those for New York were Eastchester, in Westchester County and in Suffolk County, Brookhaven Township. The information in the 1890 census is very similar to the 1880 Federal Census.

In the Federal Census of 1810, the county of Cortland and part of Broome County are missing. These are the only censuses for the entire state that are missing.

Record repositories for these censuses vary. Upon completion of the enumeration of a subdistrict, the enumerator made two copies, which he carefully examined to see that they matched the original; signed each page, and at the end of the set, certified that the schedules had been completed according to instructions. One set was filed

with the Clerk of the County Court, and the other two were forwarded to the supervisor. Many of the records in the County Clerks office have not been found or preserved and some were transferred to the town officers. The supervisor upon receipt of the two copies, forwarded one to the Secretary of State, and the other one was forwarded to the census office in Washington, D.C. for tabulation. The main records used today are the ones that were forwarded to the Census Bureau.

All schedules have been microfilmed and have been purchased by many local and state organizations or even individuals. Some facilities in New York State that have the complete set for New York are: The New York Genealogical and Biographical Society in New York City, the Branch Genealogical Libraries of the Church of Jesus Christ of Latter-day Saints, the Federal Records Center, and the State Library. The purchase price for a roll of film is now \$12.00 and can be purchased by anyone from the National Archives. However, make certain a microfilm reader is available for your use before you buy any film. All of these rolls of film are available on interlibrary loans through your local library.

The 1900 census is on file in Washington, D.C. and photocopies are available at the Federal Records Center, but the total availability is being withheld subject to a 72 year public privacy act in force at the Federal level; however, these records may be searched on a limited basis. Written permission of the Archivist of the United States or his delegate, can authorize general historical researchers, biographical researchers, genealogical or legal researchers to use these records. Access to these records may be granted: (a) to the extent generally and specially provided for in Paragraph I of the restriction statement, (b) after the researcher has compiled and signed the 1900 population census data use agreement and after it has been approved by the archivists or his delegate, (c) after the researcher properly identifies himself. Qualified researchers may be provided with copies of any page or pages that they have examined which relate directly to their authorized research. Mail requests for copies of any page or pages of the 1900 population census schedules will be filled by the National Archives staff, provided that the requester meet the conditions above and know the exact pages. They will NOT perform any searches.

Census records from 1910 to present have the following restrictions: No one other than the Secretary of Commerce or his authorized representatives may examine these records. Copies of these records may be provided only to the Secretary of Commerce or his authorized representatives. However, if the census is less than 50 years old, these records may not be examined by or copies made of or information from them provided to any person other than sworn employees of the Department of Commerce having proper authorization from the Secretary of Commerce. Information can be obtained from these schedules only upon written request of the person enumerated, or for a proper purpose, or by the legal representative of the person enumerated. They are restricted to members of the family of the first degree relationship, i.e., a child or a legal representative of the person you are seeing. The fee for searching the 1920 census is at present \$4.00 per name. If you want information on each member of the family, the cost is \$4.00 per person. For the information you need write to:

Department of Commerce  
Bureau of Census  
Personal Census Service  
Pittsburg, Kansas 66762

As the need for additional information by congress and other organization the scope of the enumeration broadened with the inclusion of information on Ch manufacturing, agriculture, mining, and fisheries and social statistics and ne The social statistics schedule used in the 1850-1870 census collected inf on wealth, the public debt, taxes, schools, libraries, newspapers, churches, v paupers

## Census Data, 1790-1920 (Categories of general information page)

**Census of 1790:** Name of head of family; address; number of free white males of 16 years and up, including heads; free white males under 16; free white females, including heads; all other free persons; number of slaves.

**Census of 1800:** Name of head of family; address; number of free white males under 10 years of age, 10 and under 16, 16 and under 26, 26 and under 45, and 45 years and upward; all other free persons, except Indians not taxed; number of slaves.

**Census of 1810:** Name of head of family; address; number of free white males and females under 10 years of age; 10 and under 16, 16 and under 26, 26 and under 45, and 45 years and upward; all other free persons, except Indians not taxed; number of slaves.

**Census of 1820:** Name of head of family; address; number of free white males and females under 10 years of age; 10 and under 16, 16 and under 26, 26 and under 45, and 45 years and upward; number of free white males between 16 and 18 years; foreigners not naturalized; male and female slaves and free colored persons under 14 years, 14 and under 26, 26 and under 45, and 45 and upward; all other free persons, except Indians not taxed; number of persons (including slaves) engaged in agriculture, commerce, and manufactures.

**Census of 1830:** Name of head of family; address; number of free white males in females in 5-year groups to 20, 10 year groups from 20-100, and 100 years old and over; number of slaves and free colored persons in six broad age groups; number of deaf and dumb under 14, 14 to 24, and 25 and upward; number of blind; foreigners not naturalized.

**Census of 1840:** Name of head of family; address; number of free white males and females in 5-year age group to 20, 10-year age groups from 20 to 100, and 100 years and over; number of slaves and free colored persons in six broad age groups; number of deaf and dumb; number of blind; number of insane and idiotic in public and private charge; number of persons in each family employed in each of seven classes of occupations; number of schools and number of scholars; number of white persons over 20 who could not read and write; number of pensioners for Revolutionary or military service.

**Census of 1850:** Name; address; age; sex; color (white, black, or mulatto) for each person; whether deaf and dumb, blind, insane or idiotic; all free persons required to give value of real estate owned; profession, occupation, or trade for each male person over 15; place of birth; whether married within the year; whether attended school within the year; whether unable to read and write for persons over 20; whether a pauper or convict.

**Census of 1860:** Name; address; age; sex; color (white, black, mulatto) for each person; whether deaf and dumb, blind, insane, or idiotic; all free persons required to give value of real estate and of personal estate owned; profession, occupation, or trade for each male and female over 15; place of birth (State, Territory, or country); whether married within the year, whether attended school within the year; whether unable to read and write for persons over 20; whether pauper or convict.

**Census of 1870:** Address; name; age; sex; color (including Chinese and Indian); citizenship for males over 21; profession, occupation, or trade; value of real estate; value of personal estate; place of birth; whether father and mother were foreign born; born within the year; married within the year; attended school within the year; for persons 10 years old and over whether able to read and write; whether deaf and dumb, blind, insane, or idiotic.

**Census of 1880:** Address; name; relation to head of family; sex; race; age; marital status; born within the year; married within the year; profession, occupation, or trade; number of months unemployed during census year; whether person is sick or temporarily disabled so as to be unable to attend to ordinary business or duties; if so, what is the sickness or disability; whether blind, deaf and dumb, idiotic, insane, maimed, crippled or bedridden; attended school within the year; ability to read and write; place of birth of person, father, and mother.

**Census of 1890:** more than 99% of census was destroyed by fire in 1921.

**Census of 1900:** Address; name; relationship to family head; sex race; age; marital status; number of years married; for women, number of children born and number now living; birthplace of person and parents; if foreign born, year of immigration and whether naturalized; occupation; months not employed; school attendance; literacy; ability to speak English; whether on a farm; home owned or rented and if owned, whether mortgaged. (supplemental schedules for the blind and deaf)

**Census of 1910:** Address; name; relationship to family head; sex; race; age; marital status; number of years of present marriage; for women, number of children born and number now living; birthplace and mother tongue of persons and parent; if foreign born, year of immigration, whether naturalized, and whether able to speak English, or if not, language spoken; occupation, industry, and class of worker; if an employee, whether out of work during year; literacy; school attendance; home owned or rented; if owned, whether mortgaged; whether farm or house; whether a survivor of Union or Confederate Army or Navy; whether blind or deaf and dumb.

**Census of 1920:** Address; name; relationship to family head; sex; race; age; marital status; if foreign born, year of immigration to the U.S., whether naturalized, and year of naturalization; school attendance; literacy; birthplace of person and parents; mother tongue of foreign born; ability to speak English; occupation, industry, and class of worker; home owned or rented; if owned, whether mortgaged; for non farm mortgaged, market value, original amount of mortgage, balance due, interest rate.

**Note:** Census schedules for subsequent years (1930-1990) are protected by the Privacy Act and will not be available for public use until 72 years have passed from date of each census.

1865

Dwelling numbered in order of visitation; material of which dwelling is built; value; family numbered in order of visitation; name (including that of anyone absent in army or navy); age, sex and color (white, black or mulatto); relation to head of family; place of birth (county of New York State, other state or foreign country); parent of how many children; number of times married; whether now married, widowed or single; profession, trade or occupation; usual place of employment; native and naturalized voters; aliens; colored not taxed; owners of land; over 21 who cannot read and write; deaf and dumb, blind, insane or idiotic; servicemen (lists those now or formerly in the army or navy of the United States).

1875

Dwelling numbered in order of visitation; material of which dwelling is built; value; family numbered in order of visitation; name; age, sex and color (white, black, mulatto or Indian); relation to head of family; place of birth (county of New York State, other state or foreign country); whether now married, widowed or single; profession, trade or occupation; usual place of employment (those in military service list former home); native and naturalized voters; aliens; owners of land; over 21 who cannot read and write; deaf and dumb, blind, insane or idiotic.

1892

Name; sex, age and color; country of birth; citizen or alien; occupation.

1905

Address; name; relation to head of family; color, sex and age; place of birth (U.S. or foreign country); number of years in United States; citizen or alien; occupation; inmates of institutions (residence at time of admission).

1915 and 1925

Address; name; relation to head of family; color, sex and age; place of birth (U.S. or foreign country); number of years in United States; citizen or alien; if naturalized, when and where (1925); occupation, inmates of institutions (residence at time of admission); infants under one year.



QUESTIONS: STATE POPULATION SCHEDULES, 1825-1925

1825

Name of head of family; number of males in family, including its head, if male; females in family, including its head, if female; males subject to militia duty between the ages of 18 and 45; males eligible to vote; male aliens, not naturalized; paupers; colored not taxed; colored taxed; colored taxed and qualified to vote for state and county officers; married females under 45; unmarried females between the ages of 16 and 45; unmarried females under 16; marriages occurring in the same family, where such female married person resided, during the preceding year; male and female births in the same family during the preceding year; male and female deaths in the same family during the preceding year; family's acres of improved land, animals, cloth manufactures, mills, carding machines, factories, iron works, trip hammers, distilleries, asheries; deaf and dumb, idiots and lunatics.

1835

Name of head of family; number of males in family, including its head, if male; females in family, including its head, if female; males subject to military duty; males eligible to vote; male aliens, not naturalized; paupers; colored not taxed; colored taxed; colored taxed and eligible to vote; married females under 45; unmarried females between the ages of 16 and 45; unmarried females under 16; marriages occurring in the same family, where such female married person resided during the preceding year; male and female births in the same family during the preceding year; male and female deaths in the same family during the preceding year; family's acres of improved land, animals, and cloth manufactures; deaf and dumb, blind, idiots and lunatics.

1845

Name of head of family; number of males in family, including its head, if male; females in family, including its head, if female; males in family subject to militia duty; persons entitled to vote; aliens, not naturalized; paupers; colored not taxed; colored taxed; colored voters; married females under 45; unmarried females between the ages of 16 and 45; unmarried females under 16; marriages in the family during the preceding year; male and female births in family during year; male and female deaths in family during year; family members born in New York State; born in New England; born in any other state of the Union; born in Mexico, or South America; born in Great Britain, or its possessions; born in France; born in Germany; born in other parts of Europe; children between the ages of 5 and 16; children attending common schools; children attending private or select incorporated schools; children attending academies or unincorporated seminaries of learning other than colleges; children attending colleges and universities; family's cloth manufactures, acres of improved land, crops and animals.

1855

Dwelling numbered in order of visitation; material of which dwelling is built; value; family numbered in order of visitation; name; age, sex and color (black or mulatto); relation to head of family; place of birth (county of New York State, other state or foreign country); married; widowed; year resident in this city or town; profession, trade or occupation; native and naturalized voters; aliens; colored not taxed; over 21 who cannot read and write; owners of land; deaf, dumb, blind, insane or idiotic.



## SURVEY OF STATE SPECIAL SCHEDULES

All state censuses from 1825 to 1925 have population schedules, but not all include additional schedules. Those of 1835, 1845, 1855, 1865 and 1875 contain special (non-population) schedules.

**Note to genealogists:** The special schedules of marriages and deaths in 1865 and 1875 are valuable sources of vital data. The schedules of marriages include the following information: name, age and previous civil condition (i.e., single or widowed) of husband and wife; date and place of marriage, including description of marriage ceremony (by a clergyman, denomination given; by a civil magistrate or by declaration before witnesses). The schedules of deaths contain the following data on the deceased: name, age, sex, color; civil condition, date of death, native state or country, trade or occupation, disease or cause of death. Other special schedules include names of farmers, manufacturers, soldiers, newspaper publishers, and others.

A brief survey of data on state special schedules follows:

### 1835 and 1845

The State Censuses of 1835 and 1845 include a Statistical Return. In 1835 the statistical return contains industrial data; in 1845, data on industry; deaf and dumb, blind, idiots, lunatics; churches, schools, hotels, stores, trades and professions. The statistical returns of these years are numerical tabulations and list no personal names.

### 1855

**Special Schedules:** (2) Agriculture and Domestic Manufactures, (3) Industry other than Agriculture, (4) Marriages and Deaths, (5) Churches, Schools, etc., (6) Newspapers and other Periodicals. Supplemental information: number of inns, stores and groceries; relative yield of crops in 1854; general remarks.

**Note:** (4) Marriages and Deaths does not list the names of those married or deceased; the emphasis in 1855 is statistical.

### 1865

**Special Schedules** (titles are shortened): (2) Deaf and Dumb, Blind, Insane and Idiotic, (3) Officers and Enlisted Men, now in the Military or Naval Service of the U.S., (4) Officers and Enlisted Men, who have been in the Military or Naval Service of the United States in the Present War, (5) Marriages...during the year ending June 1, 1865, (6) Deaths...during the year ending June 1, 1865 (excepting deaths relating to military service), (7) Deaths of Officers and Enlisted Men...in the Military or Naval Service of the U.S., or from wounds acquired in said service since April, 1861, (8) Agricultural Statistics, (9) Industry other than Agricultural, (10) Miscellaneous Statistics (includes data on churches, newspapers and other periodicals, and brief remarks on the harvest of 1864, mortality and the influence of the war upon prices).

**Note:** Taken at the close of the Civil War, the State Census of 1865 is remarkable for its detailed data on persons serving in the conflict. It is also, following the lead of the federal mortality schedule of 1850, the first New York State census to include the names of those married or deceased within the census year. See "Note to genealogists" above.

**Special Schedules:** (2) Marriages...during the year ending June 1, 1875, (3) Deaths...during the year ending June 1, 1875, (4) Agricultural Statistics, (5) Industry other than Agricultural, (6) Miscellaneous Statistics (includes data on churches, libraries, literary institutions, newspapers and other periodicals, hotels, stores, etc.; brief remarks on the harvest of 1874, domestic animals in cities and villages, mortality and wages).

**Note:** (2) Marriages and (3) Deaths contain the same data as those of 1865. See "Note to genealogists" on p. 50.

## SURVEY OF FEDERAL SPECIAL SCHEDULES

The following is a brief survey of data on federal special schedules in the New York State Library (see p. 20).

### Agriculture

Name of owner, agent or manager of farm; acres of land (improved and unimproved); value of farm and farming machinery; livestock; crops raised during preceding year; value of homemade manufactures; farm wages (1870); farm rentals, wages and employment (1880).

**Holdings:** 1850-1880

### Industry/Manufactures

Name of the corporation, company or individual producing articles to the value of five hundred dollars (1850-1880); name of business, manufacture or product; capital invested in business; raw materials used; kind of power or machinery used; employment and wages; description of products or manufactures (quantity, kind, value).

**Holdings:** 1820, 1850-1880.

### Mortality

Name of every person deceased in family during year (i.e., from June 1st of preceding year to May 31st of census year); age, sex, color; free or slave (1850-1860); married or widowed (1850-1870); married, widowed, single or divorced (1880); place of birth; whether mother or father of foreign birth (1870); place of birth of mother and father (1880); profession, occupation or trade; month of death; disease or cause of death; duration of illness (1850-1860); length of residence in county (1880); place disease contracted, if not place of death (1880); name of attending physician (1880); cross-reference to family of deceased on population schedule (1880).

**Holdings:** 1850-1880.

### Social Statistics

Locality; valuation of real and personal estate; taxation; colleges, academies and schools; seasons and crops (1850-1860); libraries; newspapers and periodicals; churches; pauperism; crime; wages; public debt (1870).

**Holdings:** 1850-1870

### Defective, Dependent and Delinquent Classes

The 1880 Federal Census contains a series of supplemental schedules describing the condition, treatment (in institutions) and background of persons in the following classes: insane, idiots, deaf, blind, homeless children, prisoners, paupers and indigent. Names are given, and specific references (page and line) made to entries for these persons on the population schedules.

**Holdings:** 1880.

Personal Census information

Name \_\_\_\_\_

This is the information that was asked in the 1790 census. Fill in as much as you can. Please feel free to make comments regarding the information asked and/or not asked. We will have a discussion regarding your input later this week.

Name of head of family \_\_\_\_\_

Address \_\_\_\_\_

# of free white males over 16 years old \_\_\_\_\_

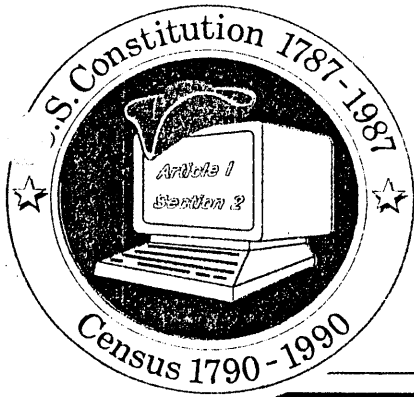
# of free white males under 16 years old \_\_\_\_\_

# of free white females, including heads of households \_\_\_\_\_

All other free persons \_\_\_\_\_

# of slaves \_\_\_\_\_

**Day 2**  
**Handouts and/or homework**



# Counting for Representation: The Census and the Constitution

## People counting people

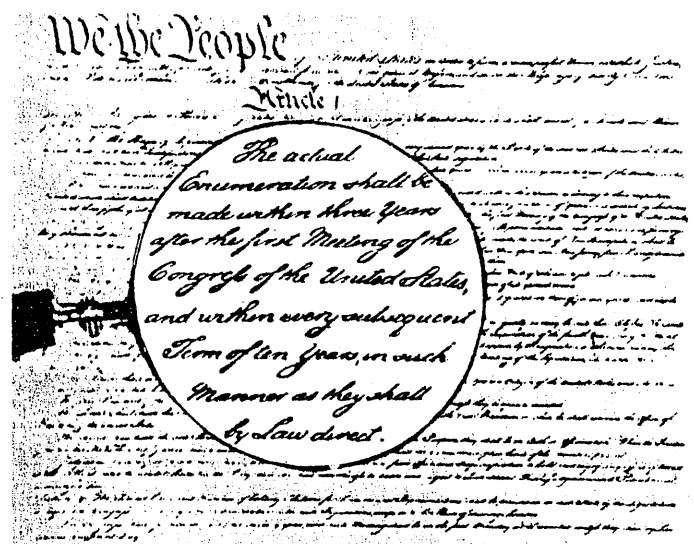
Counting people is an old American practice dating from colonial days. The need for a census of the new United States arose soon after the 13 Colonies broke their ties with Great Britain. The Revolutionary War (1775-83) costs had been high, and the new Nation had to find ways to pay the debt; one way was to divide it equally among the people. Another reason for a census was to establish a truly representative government to sit in the two Houses of Congress. While each State, regardless of size, would have two Senators in the Senate, Members of the House of Representatives would be apportioned—divided up—among the States according to their population. The only way to find out how many people there were was to count them, so for the first time in history, a nation decided to make a census part of its constitution. As adopted in 1787, the U.S. Constitution included these words in Article I, Section 2:

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers.... The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct.

When they wrote the Constitution, the Founding Fathers tried to find a proper balance in the way the country was to be run. By counting people for both taxes and representation at the same time, they believed the census would be both accurate and fair. Had the census been only for tax purposes, the count probably would have been too low; if only for representation, each State would want as many Members in the House as possible and might report more people than it actually had. Counting for taxation, nevertheless, never did follow from the constitutional directive. On the other hand, the constitutional order—to apportion (or reapportion) representatives fairly among the

States by a count of the population at least every 10 years—has been followed since 1790 and is the origin of today's decennial census. Based on the 1790 census, the original number of 65 House Members grew to 106, who represented a population of almost 4 million. When the House reached its present size of 435 in 1911, it represented 92 million people—the number from the census taken in 1910. The 1980 census counted over 226 million people for the same size House.

Ever since 1913, the Congress has delegated the authority to conduct the census to the Secretary of Commerce, and has permitted the Secretary to further delegate this authority to the Bureau of the Census. The Secretary must report counts for each State to the President within 9 months from Census Day (for most of this century, this has been April 1) of the year ending in "0." Within one week of the opening of the next session of the Congress, the President must send to the Clerk of the House of Representatives the census count for each State and the number of Representatives to which each State is entitled, following the method of apportionment Congress chose. Within 15 days, the Clerk of the House then notifies the Governor of each State how many Representatives that State will be entitled to in the next Congress.



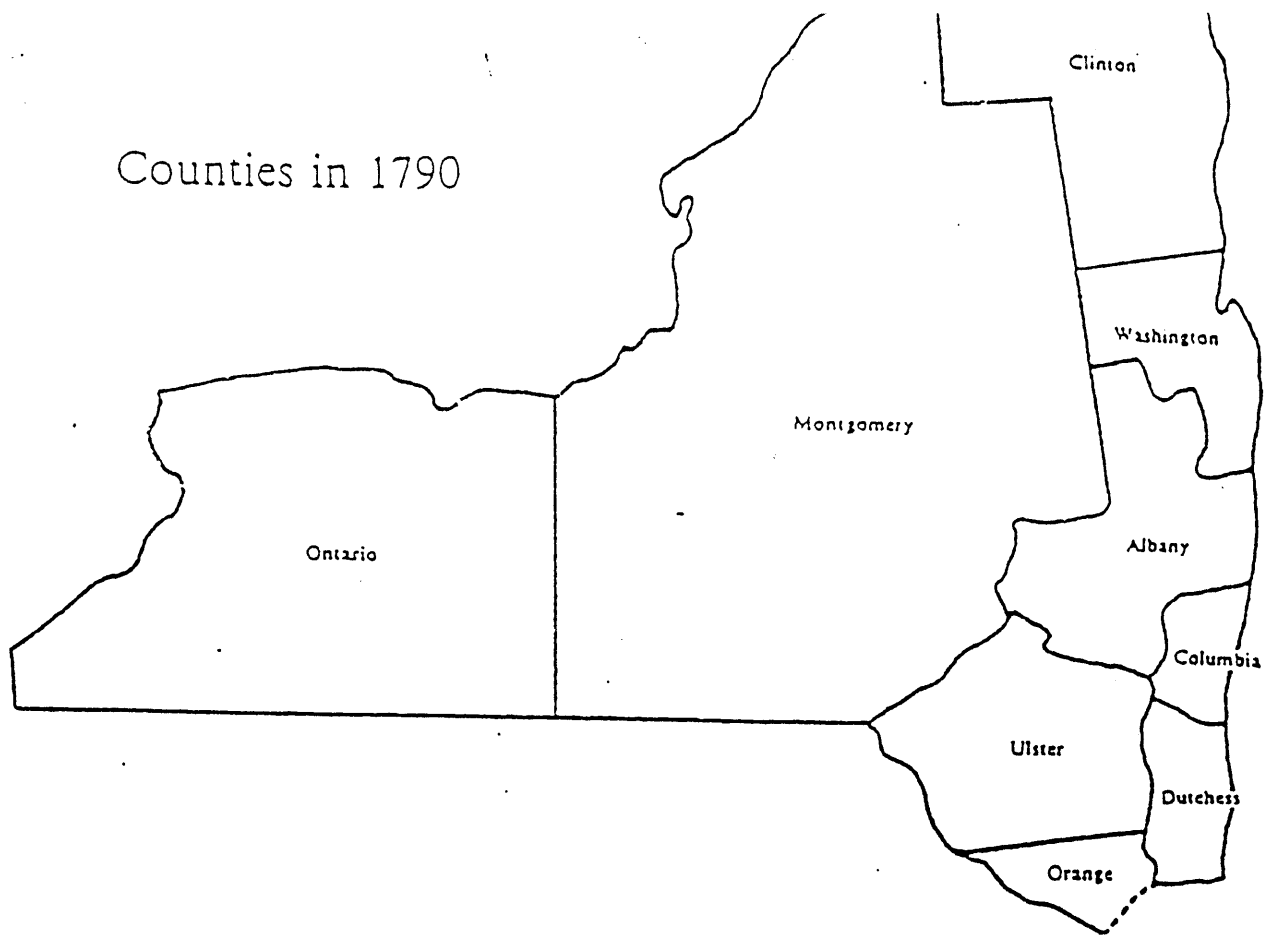
U. S. Department of Commerce  
BUREAU OF THE CENSUS

For sale by Customer Services (DUSD), Bureau of the Census, Washington, DC 20233. Price: 50 cents per copy for two-color brochure, 25 cents per copy for black-and-white reproductions. A discount of 25 percent is available on orders of 100 copies or more sent to a single address.

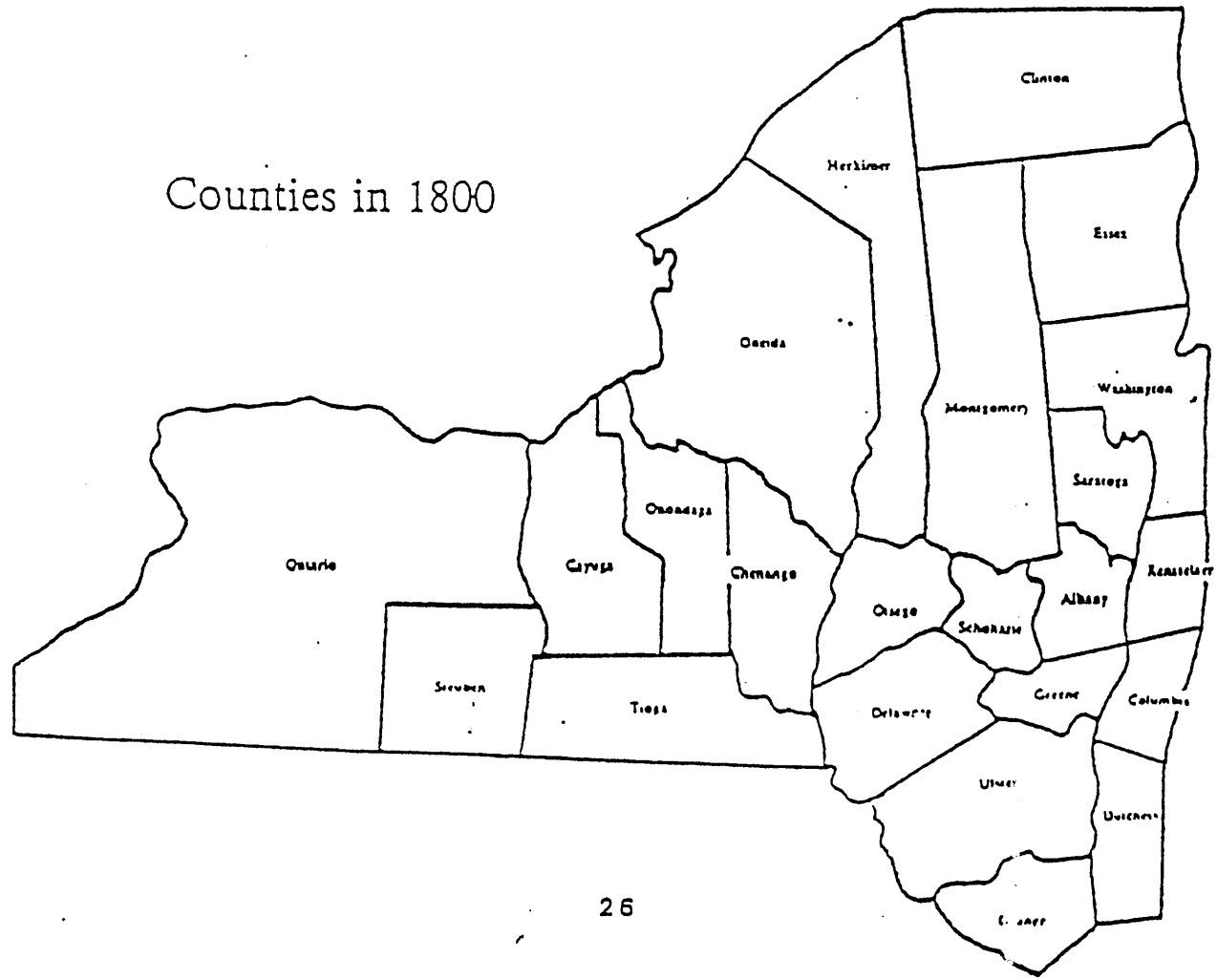
## ORIGIN OF NEW YORK COUNTIES

<u>County</u>	<u>Taken From</u>	<u>Established</u>
Niagara	Genesee	March 11, 1808
Oneida	Herkimer	March 15, 1798
Onondaga	Herkimer and Tioga	March 5, 1794
Ontario	Montgomery	January 27, 1789
Orange	Original	November 1, 1683
Orleans	Genesee	November 12, 1824
Oswego	Oneida and Onondaga	March 1, 1816
Otsego	Montgomery	February 16, 1791
Putnam	Dutchess	June 12, 1812
Queens	Original	November 1, 1683
Rensselaer	Albany	November 7, 1791
Richmond	Original	November 1, 1683
Rockland	Orange	February 23, 1798
St. Lawrence	Clinton	March 3, 1802
Saratoga	Albany	February 7, 1791
Schenectady	Albany	March 27, 1809
Schoharie	Albany and Otsego	April 6, 1795
Schuyler	Chemung, Steuben and Tompkins	April 17, 1854
Seneca	Cayuga	March 24, 1804
Steuben	Ontario	March 18, 1796
Suffolk	Original	November 1, 1683
Sullivan	Ulster	March 27, 1809
Tioga	Montgomery	February 16, 1791
Tompkins	Cayuga and Seneca	April 7, 1817
Ulster	Original	November 1, 1683
Warren	Washington	March 12, 1813
Washington	Albany	March 12, 1772 ✓
Wayne	Ontario and Seneca	April 11, 1823
Westchester	Original	November 1, 1683
Wyoming	Genesee	May 14, 1841
Yates	Ontario	February 5, 1823

Counties in 1790

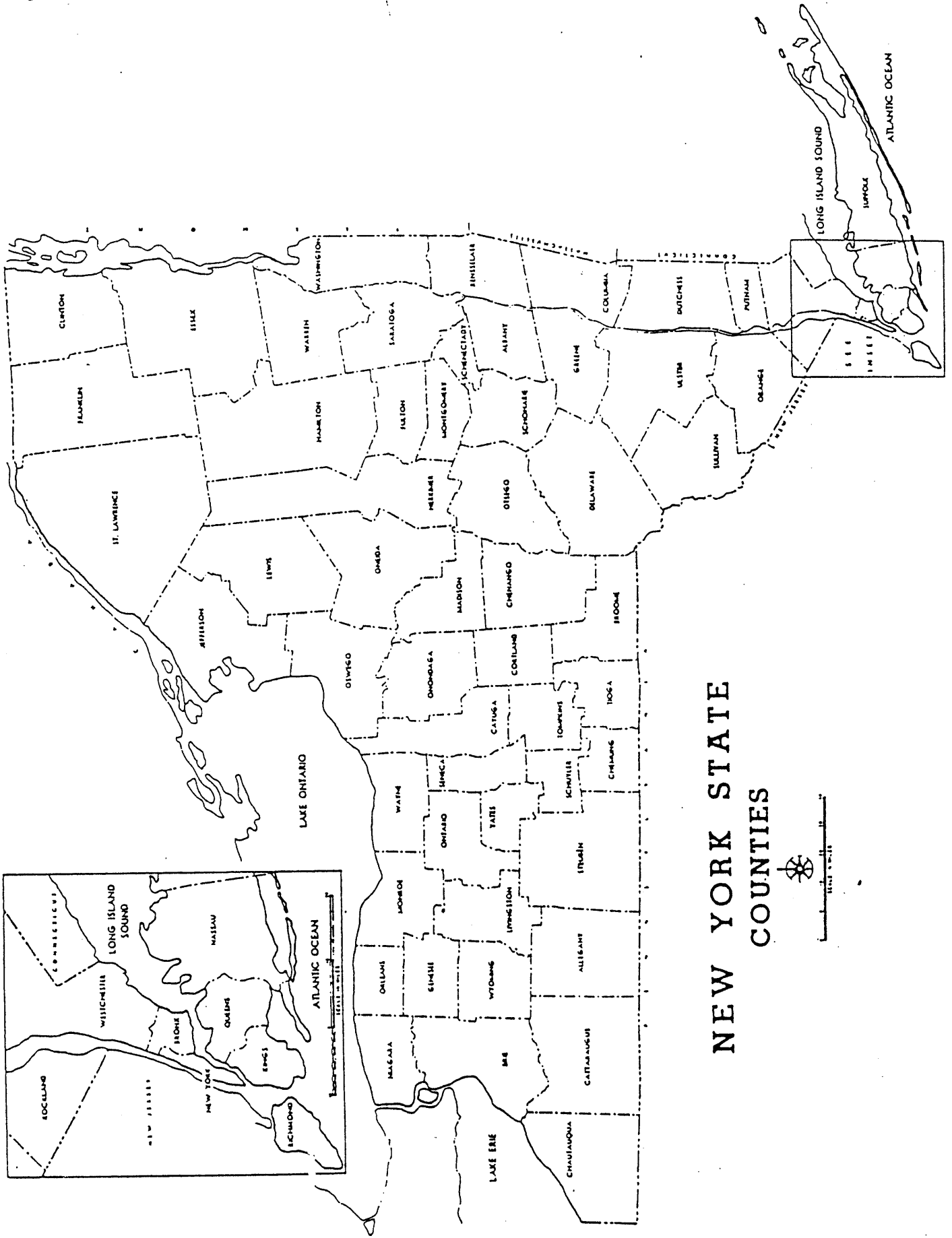


Counties in 1800



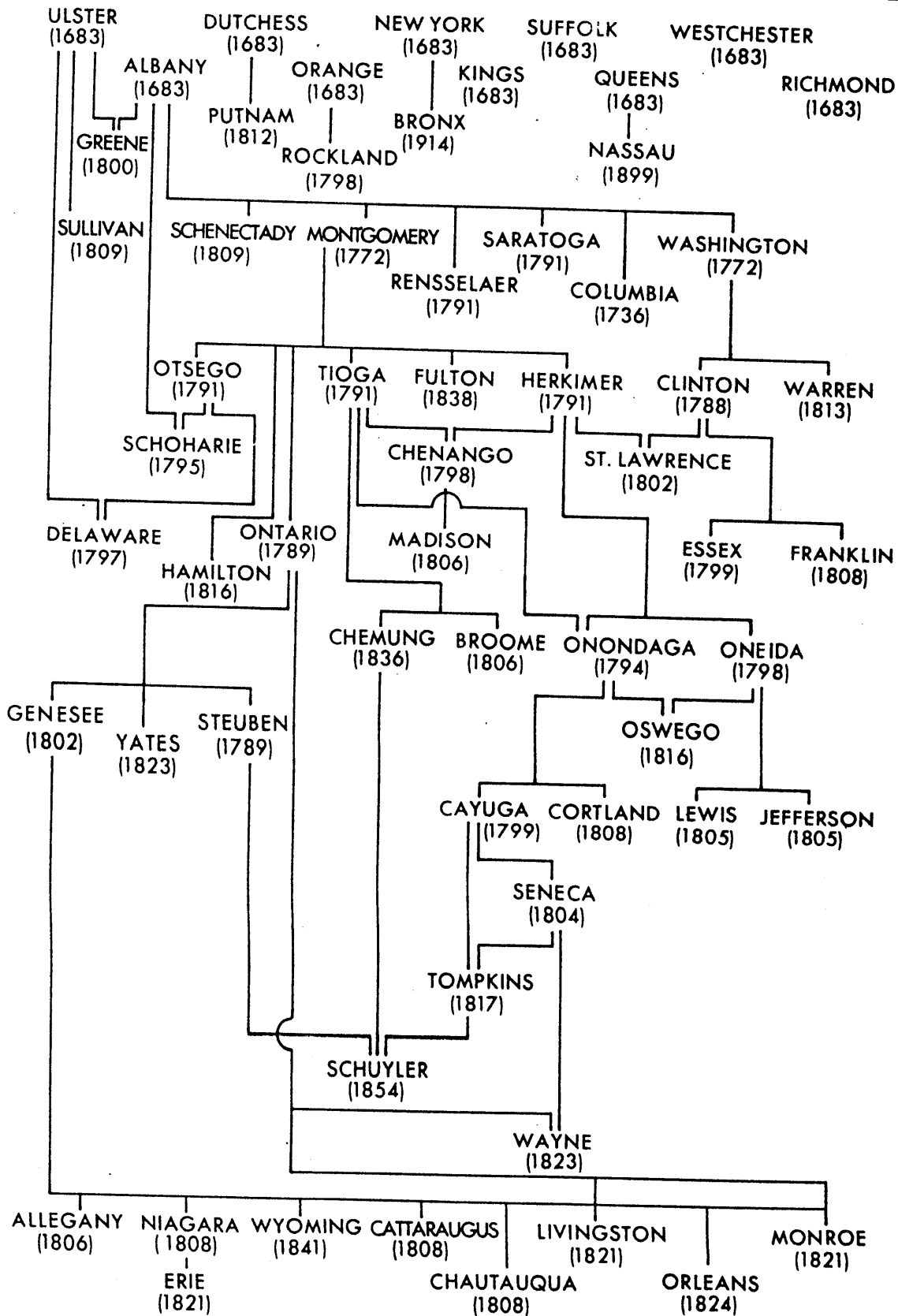
*Ulster*





NEW YORK STATE  
NEW YORK COUNTIES

# GENEALOGY OF NEW YORK STATE COUNTIES



Personal Census information

Name \_\_\_\_\_

This is the information that was asked in the 1870 census. Fill in as much as you can. Please feel free to make comments regarding the information asked and/or not asked. We will have a discussion regarding your input later this week.

Address : \_\_\_\_\_

Names:	age	sex	color	citizenship?	Profession	birth place

Other information asked in this census included: value of real estate, value of personal estate, whether foreign born or not ( felt this was answered in birth place), born within the year, married within the year, attended school within the year, those over 10 who could read or write, whether the person was deaf and dumb, blind, insane, or idiotic.

\_\_\_\_\_

**Day 3**  
**Handouts and/or homework**

## TO THE VOTERS OF QUEENSBURY

YOU NOW HAVE FOUR VOTES IN ELECTING YOUR TOWN COUNCILMEN  
"THEY" WANT TO TAKE THREE OF THEM AWAY FROM YOU!

As things now stand, the Queensbury Town Board has five members - one Supervisor and four Town Councilmen. The Councilmen are elected "at large" - that is, every voter in the Town has a chance to vote on every one of the candidates. Thus, every voter really has four votes in deciding who will represent him at Town Board meetings, where important decisions affecting our day-to-day town business are made.

"They" are a small group of people who want to change this. They have proposed that the Town be divided up into sections or wards. Each ward would have one councilman and you, as a voter, could only vote for one member of the Town Council. In effect, have only one voice speaking for you at Town Board meetings, instead of four voices, as at present.

You can prevent this from happening by voting "NO" at a special town referendum.

### SOME THINGS TO REMEMBER:

"They" say this plan is really a form of the "one-man, one-vote" concept. The truth is that our courts have consistently found that the "at-large" representation, as practiced in Queensbury, meets the "one-man, one-vote" in every way.

"They" say that the plan will give the various sections of Queensbury better representation. The truth is that a ward system, complete with gerrymandering and shuffling of votes from one area to another is the very type of practice that led the Supreme Court to issue its famous "one-man, one-vote" verdict. The present system assumes that every Town Councilman represents exactly the same number of people - the entire electorate.

"They" say the ward system is better government. The truth is that it leads to the worst of American politics - trading of votes to get special, sectional considerations, to the detriment of the Town as a whole.

"They" say the ward system is the look of the future in town government. The truth is that the half-dozen or so New York State towns which have opted for the ward system have been disappointed with the results. The plan just hasn't worked well. Often, the problem has been that one section of the town has grown more rapidly than others, and the town must continually struggle to re-adjust borders and keep the wards even.

"They" say the ward system produces better government. The truth is that the ward system pits one section against another - one neighbor against another - in a destructive political tug-of-war. The effectiveness of orderly town government, moving steadily toward common objectives, for the benefit of all, is thus crippled.

### SUMMARY

The "ward system" proposal, far from being an enlightened, forward looking plan, is a raw political adventure advanced by people bent on

- disenfranchising Queensbury voters;
- promoting the worst in partisan politics;
- pitting neighbor against neighbor; and
- dividing the town, thus hampering forward-looking, unified town planning and action.

VOTE "NO" ON THE WARD SYSTEM FOR QUEENSBURY

DECISION -- 1985

THE CHOICE IS YOURS  
TOWN-WIDE REPRESENTATION VS WARD SYSTEM

TOWN-WIDE REPRESENTATION

WARD SYSTEM

1. You vote for all four Councilmen. VS You vote for one councilman.

Under our present system you vote for all four candidates who run town-wide and who are obligated to represent the interests of all the citizens of the Town of Queensbury. Under the ward system you lose three votes and vote for only one councilman whose interest and obligations could end with his ward.

2. Four year staggered terms. VS Two year terms.

Under State mandated Town Law, which the Town of Queensbury must obey, two year terms for Councilmen and the Supervisor would be mandated, with the possibility of the whole Board changing at once, thus leaving a multi-million dollar business in the hands of people who wouldn't know where the pencil sharpener was. This could not be changed unless amended by an act of the State Legislature, since it would affect all the towns in the State. Neither could the number of wards be changed, for the same reason. Under our present system of government, with staggered terms, a complete turnover would be impossible thus insuring continuity in town government.

3. By voting for the ward system, the at-large one, under which this Town has prospered and grown, remained economically sound and progressive, the effectiveness, efficiency and economy of which has to date never been put in serious question, would be destroyed. If it isn't broken, for heavens sake don't fix it.

4. Out of 932 towns in the State of New York, only 7 have chosen the ward system during the fifty years this law has been on the books. Why? Because the ward system is counter productive, and devisive. Instead of elected officials being concerned about what is best for the whole town, vested interests prevail, and progress grinds to a halt.

"IMPORTANT - KEEP YOUR VOTING RIGHTS"

"DON'T GIVE UP 4 FOR 1"

AT-LARGE SYSTEM VS. THE WARD (DISTRICT) SYSTEM)

DEFINITION:

- A) DISTRICT REPRESENTATION: THIS MEANS THAT THE TOWN WILL BE BROKEN DOWN INTO 4 DISTRICTS. EACH DISTRICT WILL HAVE ABOUT 2200 TO 2500 VOTERS AND YOU WILL HAVE ONLY ONE VOTE FOR ONE TOWN BOARD MEMBER TO REPRESENT YOU. THIS ONE TOWN BOARD MEMBER HAS ONLY ONE VOTE ON THE BOARD AND HE ALONE CANNOT BRING ABOUT CHANGE WITHOUT ENCOURAGING THREE MORE BOARD MEMBERS TO VOTE HIS WAY.
- B) AT-LARGE-REPRESENTATION: (PRESENT FORM OF GOVERNMENT IN THE TOWN OF QUEENSBURY). THIS MEANS THAT THE TOWN IS NOT BROKEN INTO DISTRICTS, BUT IS CONSIDERED AS ONE COMMUNITY INSTEAD OF FOUR. THIS ALSO MEANS THAT EACH TOWN RESIDENT MAY VOTE FOR THE FULL FOUR TOWN BOARD MEMBERS AND NOT JUST ONE MEMBER AS IN THE DISTRICT SYSTEM. YOU PRESENTLY HAVE 4 MEMBERS REPRESENTING YOU AND NOT ONE.

REASONS TO DEFEAT THE WARD SYSTEM:

1. BY BREAKING THE TOWN INTO 4 DISTRICTS, WE WILL LOOSE A COMMUNITY EFFECT, AND WHAT IS BEST FOR THE COMMUNITY AS A WHOLE.
2. THE DISTRICT SYSTEM ONE TOWN BOARD MEMBER TO VOTE FOR ON THE TOWN BOARD. WITH THE AT-LARGE SYSTEM YOU MAY VOTE FOR ALL 4 TOWN BOARD MEMBERS.
3. YOU HAVE ONLY ONE TOWN BOARD MEMBER REPRESENTING YOU WITH THE DISTRICT SYSTEM, WHEREAS YOU HAVE FOUR TOWN BOARD MEMBERS REPRESENTING YOU UNDER THE AT-LARGE SYSTEM.
4. THE DISTRICT SYSTEM DIVIDES THE TOWN AND THUS MAKES IT VERY HARD TO HAVE GOOD TOWN-WIDE PLANNING. EACH DISTRICT WILL ONLY BE CONCERNED ABOUT THEIR OWN AREA AND NOT WHAT WILL BENEFIT THE TOWN OF QUEENSBURY AS A COMMUNITY.
5. WITH THE DISTRICT SYSTEM, IT WOULD NOT MAKE THE TOWN BOARD MEMBERS ACCOUNTABLE TO ALL AREAS AND PEOPLE OF THE TOWN - THEY WOULD BE RESPONSIBLE ONLY TO THEIR OWN DISTRICT. WITH THE DISTRICT SYSTEM, YOU HAVE ONLY ONE VOTE FOR YOUR TOWN BOARD MEMBER AND HE OR SHE CANNOT DO ANYTHING FOR YOUR DISTRICT UNLESS THREE OTHER BOARD MEMBERS AGREE WITH HIM TO HAVE A MAJORITY. WITH THE AT-LARGE SYSTEM, TOWN BOARD MEMBERS MUST WORK TOGETHER ON TOWN-WIDE PROBLEMS. THEY KNOW THAT EVERYONE IN THE TOWN CAN VOTE FOR, OR AGAINST THEM, SO THEY MUST BE RESPONSIVE TO ALL AREAS OF THE TOWN AND PEOPLE OF THE COMMUNITY.
6. THE DISTRICT SYSTEM WOULD CAUSE BOARD MEMBERS TO EXCHANGE FAVORS FOR VOTES. "I'LL VOTE FOR YOUR PROPOSAL IN YOUR DISTRICT AND YOU VOTE FOR MINE" OR THE "YOU SCRATCH MY BACK AND I'LL SCRATCH YOURS" SYNDROME. THIS IS BAD!!! WITH THE AT-LARGE SYSTEM THE TOWN BOARD MUST WORK TOGETHER FOR THE OVERALL BENEFIT OF THE TOWN BECAUSE THEY REPRESENT THE COMPLETE TOWN.
7. WITH THE DISTRICT SYSTEM, YOU MAY VOTE FOR ONE TOWN BOARD MEMBER EVERY FOUR YEARS, AND THUS YOU ARE NOT ABLE TO EXPRESS YOUR FEELINGS AT THE POLLS THAT OFTEN. WITH THE PRESENT AT-LARGE SYSTEM, YOU CAN VOTE EVERY TWO YEARS FOR TWO TOWN BOARD MEMBERS. THIS IS BECAUSE TWO ARE UP FOR RE-ELECTION EVERY TWO YEARS. THIS GIVES AN OPPORTUNITY TO EXPRESS YOUR FEELINGS ON THEIR PERFORMANCE WHILE THEY ARE IN OFFICE.

8. WITH THE DISTRICT SYSTEM, YOU MAY ONLY CALL ONE TOWN BOARD MEMBER OF YOUR DISTRICT IF YOU HAVE A PROBLEM. WITH THE PRESENT AT-LARGE SYSTEM, YOU MAY CALL ANY ONE OF THE FOUR TOWN BOARD MEMBERS ABOUT A PROBLEM IN YOUR DISTRICT. THEY ALL REPRESENT YOU AND YOUR AREA.
9. WITH THE DISTRICT SYSTEM, IF YOU AS A RESIDENT OF THE TOWN OF QUEENSBURY HAVE A PROBLEM, AND EXPLAIN IT TO YOUR DISTRICT REPRESENTATIVE, HE MAY DISAGREE WITH YOU. IF SO, YOU HAVE NO ONE ELSE TO TURN TO, AS HE IS YOUR DISTRICT REPRESENTATIVE. WITH THE AT-LARGE SYSTEM, YOU HAVE FOUR TOWN BOARD MEMBERS TO TURN TO WHO REPRESENT YOU, AND YOU MAY GO TO ANY ONE OF THEM, OR ALL OF THEM TO FIND SOMEONE TO PLEAD YOUR CASE TO THE ENTIRE BOARD. YOUR CHANCES ARE MUCH BETTER OF FINDING A SYMPATHETIC EAR WITH THIS AT-LARGE SYSTEM.

THE DISTRICT SYSTEM WOULD NOT BENEFIT THE CITIZENS OF THE TOWN OF QUEENSBURY. QUEENSBURY SHOULD STRIVE TO BE A CLOSE KNIT COMMUNITY, NOT A GROUP OF DISTRICTS COMPETING WITH EACH OTHER. KEEP THE AT-LARGE REPRESENTATION FORM OF GOVERNMENT IN QUEENSBURY



BY VOTING FOR THE DISTRICT SYSTEM:

YOU DILUTE YOUR REPRESENTATION ON THE TOWN BOARD FROM 4 COUNCILMEN TO ONLY ONE COUNCILMAN.

BY VOTING FOR THE DISTRICT SYSTEM:

YOU LIMIT YOUR POWER OF SELECTION OF REPRESENTATION ON THE TOWN BOARD FROM FOUR TO ONLY THE CANDIDATE RUNNING FOR OFFICE ON THE DISTRICT IN WHICH YOU LIVE.

BY VOTING FOR THE DISTRICT SYSTEM:

YOU EXPOSE YOURSELF TO THE LIKELIHOOD OF BEING REPRESENTED ON THE TOWN BOARD BY A MINORITY COUNCILMAN (POLITICALLY) WHOSE VOICE AND VOTE COULD BE WEAK AND INEFFECTIVE.

BY VOTING FOR THE DSITRICT SYSTEM:

YOU LOOSE YOUR PRESENT ABILITY TO TURN OVER HALF OF THE COUNCILMEN ON THE TOWN BOARD EVERY TWO YEARS, OR THE ENTIRE TOWN BOARD IN TWO ELECTIONS. FOR THIS YOU SUBSTITUTE THE OBVIOUS DIS-ADVANTAGE OF BEING ABLE TO VOTE FOR BUT ONE TOWN BOARD MEMBER EVER AGAIN.

BY VOTING FOR THE DISTRICT SYSTEM:

YOU REJECT A SYSTEM, THE AT-LARGE ONE, UNDER WHICH DURING THE PAST MANY YEARS THE TOWN HAS PROSPERED, REMAINED ECONOMICALLY SOUND AND PROVIDED FULL TOWN-WIDE SERVICES AND MUNICIPAL FUNCTIONS, THE EFFECTIVENESS, EFFICIENCY AND ECONOMY OF WHICH HAS TO DATE, NEVER BEEN PUT IN SERIOUS QUESTION.

Millions of young people in our country are already registered to vote. Each year another one million 17 and 18 year olds register and vote as soon as they become old enough. They do so because they want to help decide their future. Yet, that number represents only one-fifth of those young people who could have registered to vote, if they had just taken a few minutes to do so.

As registered voters young people can have a say on important issues such as:

- How jobs are created
- School boards and budgets
- Health care
- The environment
- Day care
- Minimum wage
- Housing
- Quality of education
- Crime and safety

Young people vote, then elected officials will listen to their views. They will become partners with the government in improving our communities. If young people don't vote, then they cannot complain about what government does.

You can vote for officials that will best represent your opinions. If you do not vote, you let someone else make your decisions for you.

I don't register to vote because...

1. No one ever asked me. *Maybe, but WE are asking you to register to vote now.*
2. My one vote can't make a difference. *Not true. Many elections have been decided by a close vote or ended in a tie.*

For Example:

\* In the 1960 Presidential election, John F.

Kennedy won by an average of less than one vote per election district.

\* In 1964 Julius Lippman was elected judge by one vote, 53,371 votes to 53,370 for his opponent.

\* The 1974 U.S. Senate election in New Hampshire was so close that it took an entire year, and a new election, to decide the winner. In the meantime, New Hampshire did not have a Senator.

3. It doesn't make a difference for whom I vote. *If you look closely, you'll see that many politicians disagree on important issues. You can find a candidate whom you agree with most. Elected officials will listen to those young people they know vote; so if you vote, you have a voice in government.*

4. It takes too long to vote. *It takes less than 5 minutes.*
5. It costs too much to vote. *Voter registration is 100% free.*
6. If I register to vote, I will also have to serve on jury duty. *Maybe, but jurors are also selected from the tax rolls, Motor Vehicle lists, and other sources.*

Q.

*What notices will I get when I register to vote?*

A.

Several weeks after you register, or after your 18th birthday if you registered early, the Board of Elections will let you know that your voter registration has been accepted or denied.

## QUESTIONS AND ANSWERS ABOUT VOTER REGISTRATION

Q. *How old do I have to be to vote?*

A. You must be 18 by the day of the election.

Q. *Must I register in order to vote?*

A. Yes.

Q. *Do I have to be 18 to register to vote?*

A. You can register to vote in the year in which you will be 18 by the 31st of December. You must be 18 by election day to vote.

Q. *Where can I register to vote?*

A. You can register to vote at any Board of Elections or you can request a mail registration form by calling 1-800-FOR-VOTE.

Many organizations set up voter registration tables and conduct drives in schools and in your community and you can register through them. Most government offices also offer voter registration.

Q. *What notices will I get when I register to vote?*

A. Several weeks after you register, or after your 18th birthday if you registered early, the Board of Elections will let you know that your voter registration has been accepted or denied.

Each year thereafter, as long as you reside at the same address, you will receive notice of the date and time of any elections for which you qualify and where you go to vote.

Q. *What is the deadline for registering to vote?*

A. You must register no later than 25 days before the election in which you want to vote.

Q. *Once I register, am I registered forever?*

A. Yes, unless you move out of your county.

**WHAT IF I HAVE NO  
ABSENTEE BALLOT  
APPLICATION AVAILABLE?**

Absentee ballots may also be requested by a letter which must be received by the Board of Elections no earlier than 30 days and no later than seven days before the election. This letter must contain:

- (1) the address where you are registered,
  - (2) the address to which you want the ballot mailed,
  - (3) the reason for the request and,
  - (4) the signature of the applicant.
- An absentee ballot will be sent along with an application form which you must then complete and return with your ballot.

**WHAT IF I RETURN THE  
BALLOT WITHOUT THE  
APPLICATION?**

If you do not return your application with the ballot, the ballot cannot be counted and you will not be given credit for having voted. The completed application is put in the outer envelope along with the ballot that you have enclosed in the special envelope supplied for the ballot. Your vote remains secret.

**VOOTE**

**Be Sure To  
REGISTER,**

**Be INFORMED,**

**VOOTE.**

**FOR INFORMATION CALL**

**Your County Board of Elections**

STATE OF NEW YORK  
STATE BOARD OF ELECTIONS  
6 EMPIRE STATE PLAZA SUITE 201  
ALBANY, NEW YORK 12213

Revised 1/98

**COUNTY BOARDS OF ELECTIONS**

Albany	(518)487-5060
Albany	(716)268-9294
Bronx	(607)778-2172
Cattaraugus	(716)938-0111
Cayuga	315-253-1285
Chemung	(716)753-7111
Chemung	(607)737-5475
Chenango	(607)337-1760
Clinton	518-565-4740
Columbia	518-828-3115
Cortland	(607)753-5032
Delaware	(607)746-2315
Dutchess	(914)486-2473
Essex	(716)858-8891
Franklin	(518)873-3474
Fulton	(518)481-1662
Genesee	(518)736-5526
Greene	(716)344-2550
Hamilton	(518)943-4191
Hamilton	(518)548-4684
Herkimer	(315)867-1102
Jefferson	(315)785-3027
Levy	(315)376-5399
Livingston	(716)243-7090
Madison	(315)366-2231
Montgomery	(716)428-4550
Montgomery	(518)853-8180
Nassau	(516)571-2411
New York City	(212)487-5300
Niagara	(716)439-7215
Oneida	(315)798-5765
Oneida	(315)435-3312
Ontario	(716)396-4005
Orange	(914)291-2444
Oriskany	(716)589-7004
Oswego	(315)349-8350
Oswego	(607)547-4247
Putnam	(914)278-6970
Rensselaer	(518)270-2990
Rochester	(914)638-5172
St. Lawrence	(315)379-2202
Saratoga	(518)885-2249
Schenectady	(518)388-4235
Schoharie	(518)298-8388
Schuyler	(607)535-8195
Seneca	(315)539-5665
Staten Island	(607)776-9631
Suffolk	(516)852-4500
Sullivan	(914)794-3000
Tioga	(607)687-8261
Tompkins	(607)274-5521
Ulster	(914)334-5470
Warren	(518)701-0450
Washington	(518)746-2180
Wayne	(315)946-0747
Westchester	(914)285-5700
Westchester	(716)786-8931
Yamontg	(518)550-5735



**ne VOOTE**

- ★ DECIDED THAT AMERICANS SPEAK ENGLISH RATHER THAN GERMAN. (1776)
- ★ KEPT AARON BURR, LATER CHARGED WITH TREASON, FROM BECOMING PRESIDENT. (1800)
- ★ MADE TEXAS PART OF THE UNITED STATES. (1845)
- ★ SAVED PRESIDENT ANDREW JOHNSON FROM REMOVAL FROM OFFICE. (1868)
- ★ ADMITTED CALIFORNIA (1850), OREGON (1859), WASHINGTON (1889) AND IDAHO (1890), TO THE UNION.
- ★ ELECTED RUTHERFORD B. HAYES PRESIDENT, AND, THE MAN IN THE ELECTORAL COLLEGE WHO CAST THAT VOTE WAS AN INDIANA CONGRESSMAN ELECTED BY ONE VOTE (1876).

**Does Count**

**TO REGISTER TO VOTE YOU MUST:**

- 1) be a citizen of the United States.
- 2) be 18 years of age by December 31 of the year in which you register.
- NOTE: but in order to vote, you must be 18 years old by the day of the election in which you want to vote.
- 3) be a resident of the county for at least 30 days before the election.
- 4) not be in jail or on parole for a felony conviction.
- 5) not claim the right to vote elsewhere.

**HOW DO I REGISTER?**

You can obtain a mail registration form by calling 1-800-FOR-VOTE or your County Board of Elections. Forms are also available at most government offices, post offices and libraries. Complete the form and mail it to your County Board of Elections. You may also register in person at your County Board of Elections.

You need to re-register to vote if:  
 you move out of the county  
 change your name  
 change your party enrollment

You move within your county call your County Board of Elections for specific situations.

**HOW CAN I VOTE IN PRIMARY ELECTIONS?**

You must be enrolled in one of the seven recognized parties (i.e., Democratic, Republican, Conservative, Independence, Liberal, Right To Life or Freedom) and you must be a primary in the party in which you are enrolled.

**HOW DO I INDICATE MY CHOICE OF A PARTY?**

You use the same form as you do for registering to vote. In Section 1, indicate that you are filing either a new registration or a change of enrollment; then complete Section 10. NOTE: If you are already registered and are filing a change of enrollment, the change will not take effect until after the next November general election.

**WHERE DO I VOTE?**

Each year, 65 to 75 days before the general election, you should receive a postcard from the Board of Elections verifying your current address. This card also indicates the location of your polling place and whether or not this place is accessible to the handicapped. If you have any questions about the information provided, call your County Board of Elections.

**CAN I OBTAIN SPECIAL HELP AT THE POLLS IF I NEED IT?**

Yes. A voter with a disability may have the assistance of anyone of their choice, so long as the person providing the assistance is not the voter's employer or union agent.

If the voter requests assistance from inspectors at the polling place, one from each of the two parties represented there will help.

**HOW DO I CAST A WRITE-IN VOTE?**

If you ask, an inspector will show you on the sample ballot displayed in your polling place, how to cast a write-in vote. Be aware, however, that once you open the write-in slot, all levers in that office column are locked and you will not be able to vote for a name on the machine except when there is more than one person to be elected for that office. You may then vote both by write-in and lever ballot. If you write in the name of someone already appearing on the machine, your vote for that person will not be counted.

**HOW IS MY VOTE KEPT SECRET?**

Your vote is protected through a system of mechanical and administrative safeguards. For example, the back of the voting machine can only be opened at the beginning of the election, before any votes are cast, and at the close of voting. When the machine is opened, only totals show and election officials cannot tell who voted for which candidate.

The number assigned to each voter by the inspectors in no way reveals for whom you voted. This makes it possible to keep an exact record of the number of votes cast on the machine and to pinpoint any problems that may occur on the machine.

**HOW CAN I VOTE WHEN I AM AWAY FROM HOME?**

If you will be absent from your county on election day because of your occupation, business, vacation or studies, you can request an absentee ballot application and vote by absentee ballot in any primary, special or general election. The application may be obtained from any Board of Elections. Just call, write or apply in person as soon as you know that you will be out of your county. If you are calling or applying by mail, you must do so at least seven days before the election. If you are applying in person, you may do so up to and including the day before the election.

**HOW CAN I VOTE IF I AM ILL OR DISABLED?**

If you are unable to vote in person because of illness or physical disability, you may vote by absentee ballot. Normally, applications for absentee ballots must be mailed to the Board of Elections not later than seven days before the election. However, if you become ill or disabled within ten days of the election, you may submit the application up to and including the day before the election. Persons who are permanently ill or disabled may receive absentee ballots for all future elections by filing only one application indicating your illness or disability. You will then be sent an absentee ballot for every primary, special and general election for which you qualify as a voter.

**VOTE VOTE VOTE**

*Where do I vote?*  
There is a polling place in your neighborhood. The Board of Elections will notify you of the location of your polling place. If you are not sure or do not receive a notice, call your County Board of Elections.

*Can I vote in all elections?*

You can vote in all general elections, but, unless you are enrolled in a political party, you cannot vote in any primary elections. Special districts, such as school board or fire districts may require special registration.

*What does "enrolling" in a party mean?*

It means that you choose to list yourself as a member of a political party. You may enroll in one of the seven recognized parties: (Democratic, Republican, Conservative, Independence, Liberal, Right to Life or Freedom) by checking the box for that party on the voter registration form. If you do not wish to be affiliated with any party, check the box for that choice.

*What if I don't enroll in a political party?*

You cannot vote in any primary elections. The primaries are held by the party to choose their candidates for the general election. Primaries are usually held during the first or second week in September.

Q.

*If I am going away to college, should I register under my home address or my school address?*

A.

If you want to vote from your home, you may do so by absentee ballot. If you want to vote in the area where you go to school, you must register in that county.

Q.

*What is an absentee ballot?*

It is a paper ballot that you may vote with if you will be out of your county of residence on election day or if you are ill or disabled.

Q.

*How and where can I get an absentee ballot?*

A.

Call or write to your Board of Elections and request an absentee ballot application; fill out the application and return it to the County Board of Elections. This application must be postmarked no later than seven days before the election. You may apply in person at the County Board up until the day before the election.

Q.

*Do I need any identification in order to register to vote?*

A.

No.

Q.

*Where can I get more information on voting and candidates' positions on issues?*

A.

From local civic organizations, individual candidates, political parties and newspapers. Also, the Board of Elections will have information on voting.



For more information call your County Board of Elections



millions  
of  
young people  
have



Have You

REGISTERED TO VOTE?

STATE OF NEW YORK  
STATE BOARD OF ELECTIONS  
6 EMPIRE STATE PLAZA SUITE 201  
ALBANY, NEW YORK 12225

REVISED 1 98

Election District information sheet

Name \_\_\_\_\_

State: \_\_\_\_\_

County: \_\_\_\_\_

City/Town/Village: \_\_\_\_\_

Election district (ward first) \_\_\_\_\_

Voting location: \_\_\_\_\_

**Representatives starting local and moving up to national level**

Councilman: \_\_\_\_\_

Councilman-at-large: \_\_\_\_\_

Mayor/Supervisor: \_\_\_\_\_

County Supervisor: \_\_\_\_\_

NYS Assemblyman: \_\_\_\_\_

NYS Senator: \_\_\_\_\_

NYS Lt Governor: \_\_\_\_\_

NYS Governor: \_\_\_\_\_

U.S. Congressman – House of Representatives: \_\_\_\_\_

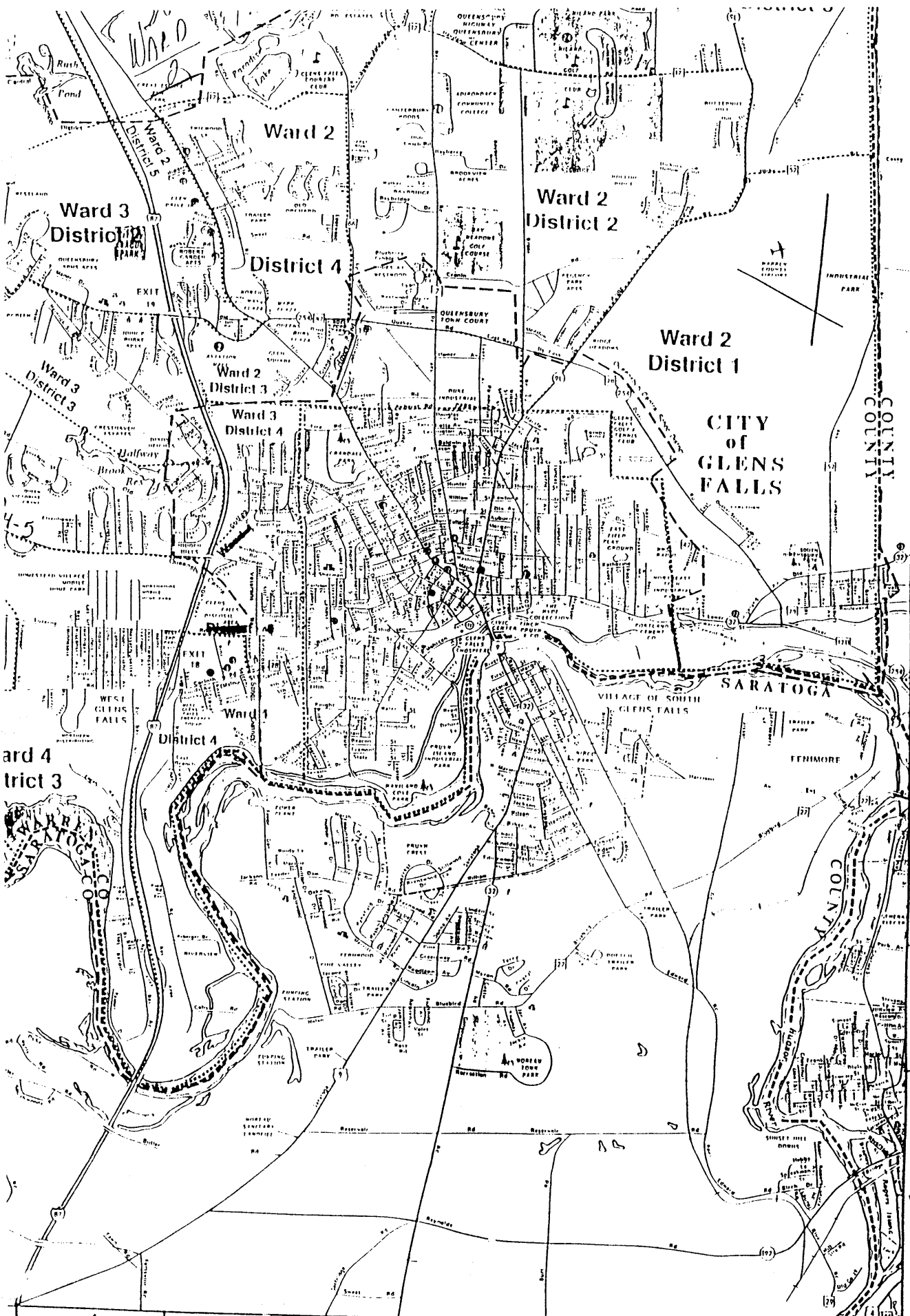
U.S. Senators: \_\_\_\_\_

\_\_\_\_\_

U.S. Vice President: \_\_\_\_\_

U.S. President: \_\_\_\_\_

\*U.N. representative \_\_\_\_\_



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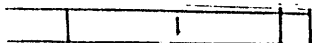
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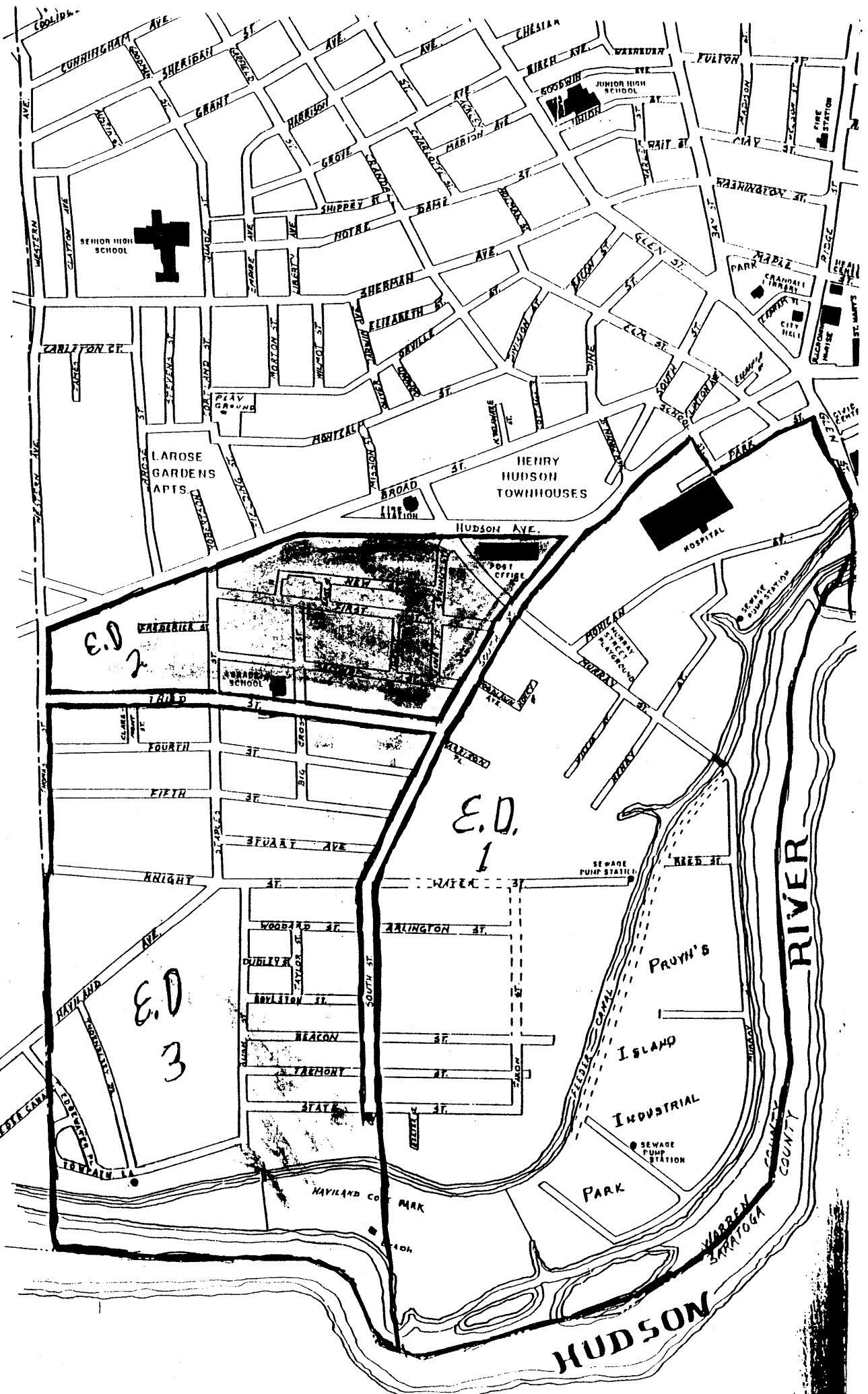
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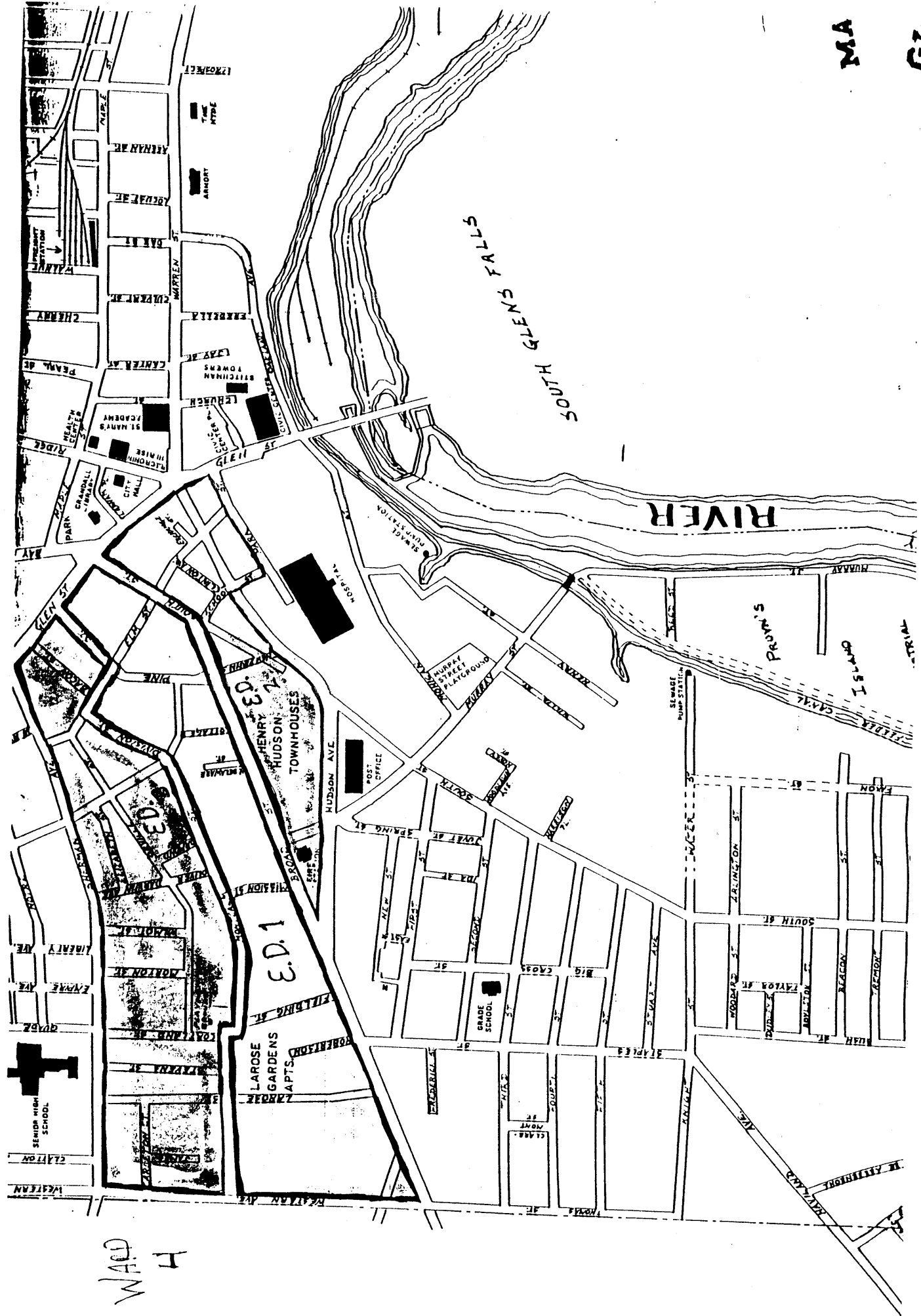


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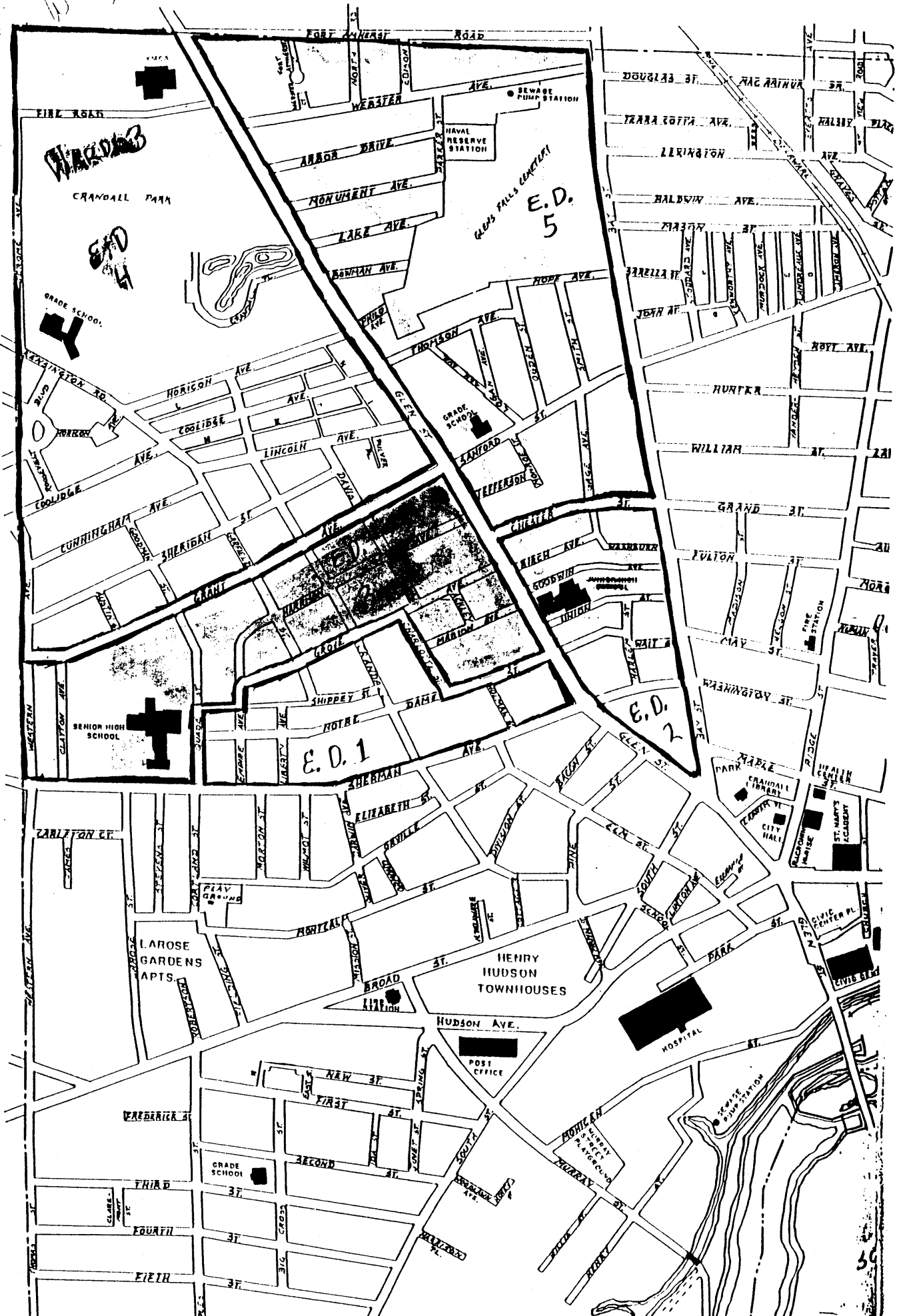


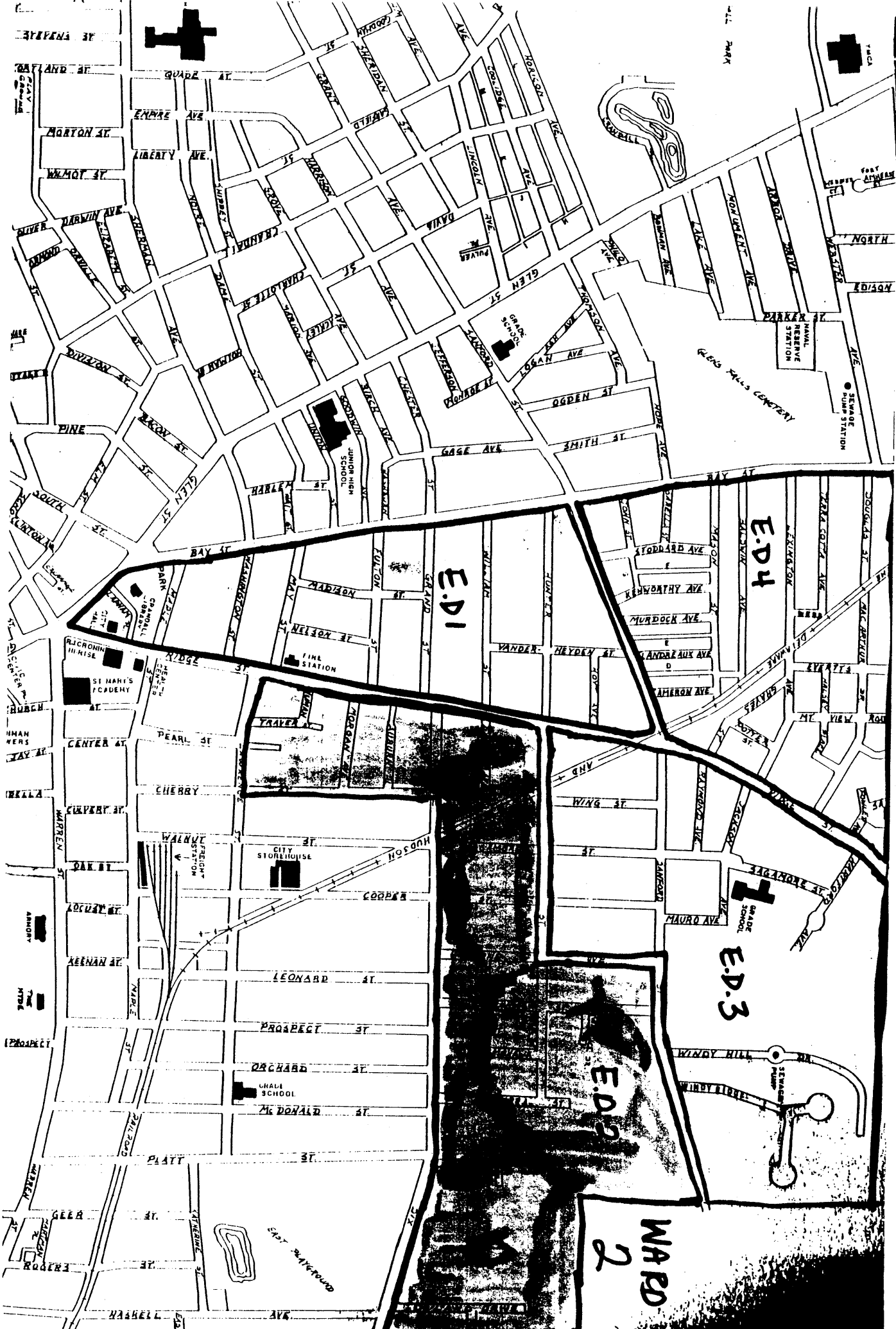




WARD H

W.D. 3  
4-3





ALL MARK

E.D.1

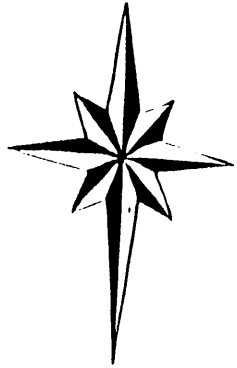
E.D.4

E.D.3

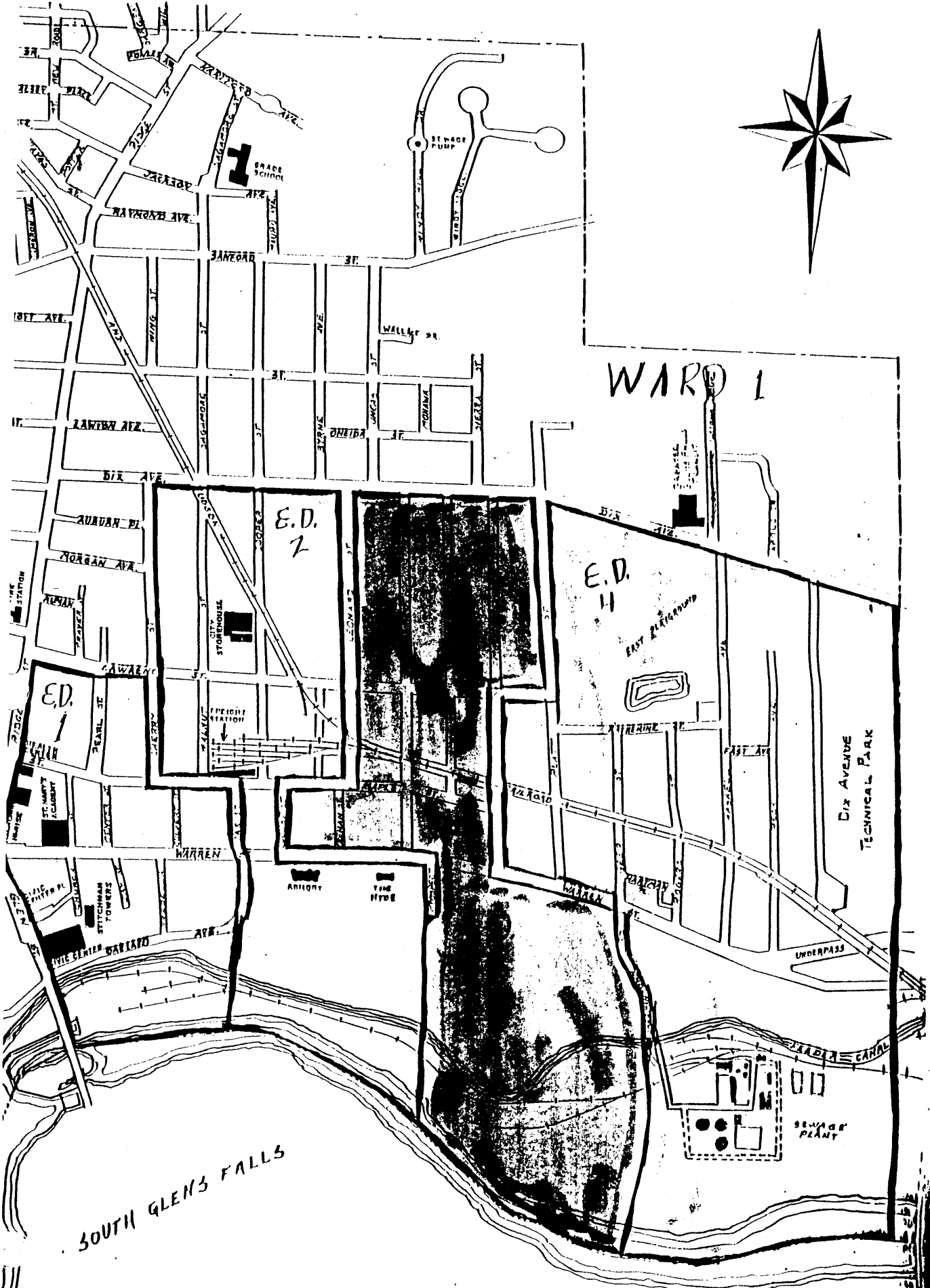
E.D.2

WARD 2

Map labels and street names including: QUAPPE AT, EMPIRE AVE, LIBERTY AVE, MORTON ST, WILMOT ST, BARWIN AVE, CHARLOTTE ST, GLEN ST, GAGE AVE, SMITH ST, BAY ST, HARRISON ST, LEONARD ST, PROSPECT ST, ORCHARD ST, Mc DONALD ST, PLATT ST, GEAR ST, ERBON ST, WASH ST, HODGSON AVE, LINCOLN AVE, COSSICK AVE, HOSKINSON AVE, MONUMENT AVE, PARKER ST, GLENS HILLS COUNTRY, NAVAL RESERVE STATION, SEWAGE PUMP STATION, JUNIOR HIGH SCHOOL, FINE STATION, ST. MARY'S ACADEMY, POLYCHROMIC BUILDING, CITY STOREHOUSE, GRADE SCHOOL, WINDY HILL, and IRVING PLACE.



WARD 1



E.D. 2

E.D. 4

E.D. 1

SOUTH GLENS FALLS

with a map

9  
• 798.0575



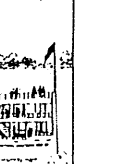
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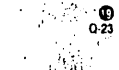
Aqua Venture Water Slide



JRY SERVICE  
GLASS  
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WINDOWS  
ASS. & LEXAN  
Ridge Rd. 1000 G.  
1/2 Mi. N. of O.  
1/2 mi. E. of J.  
Clare Park, NY



OCTOBER  
MAPS  
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T Co.  
1-800-12845

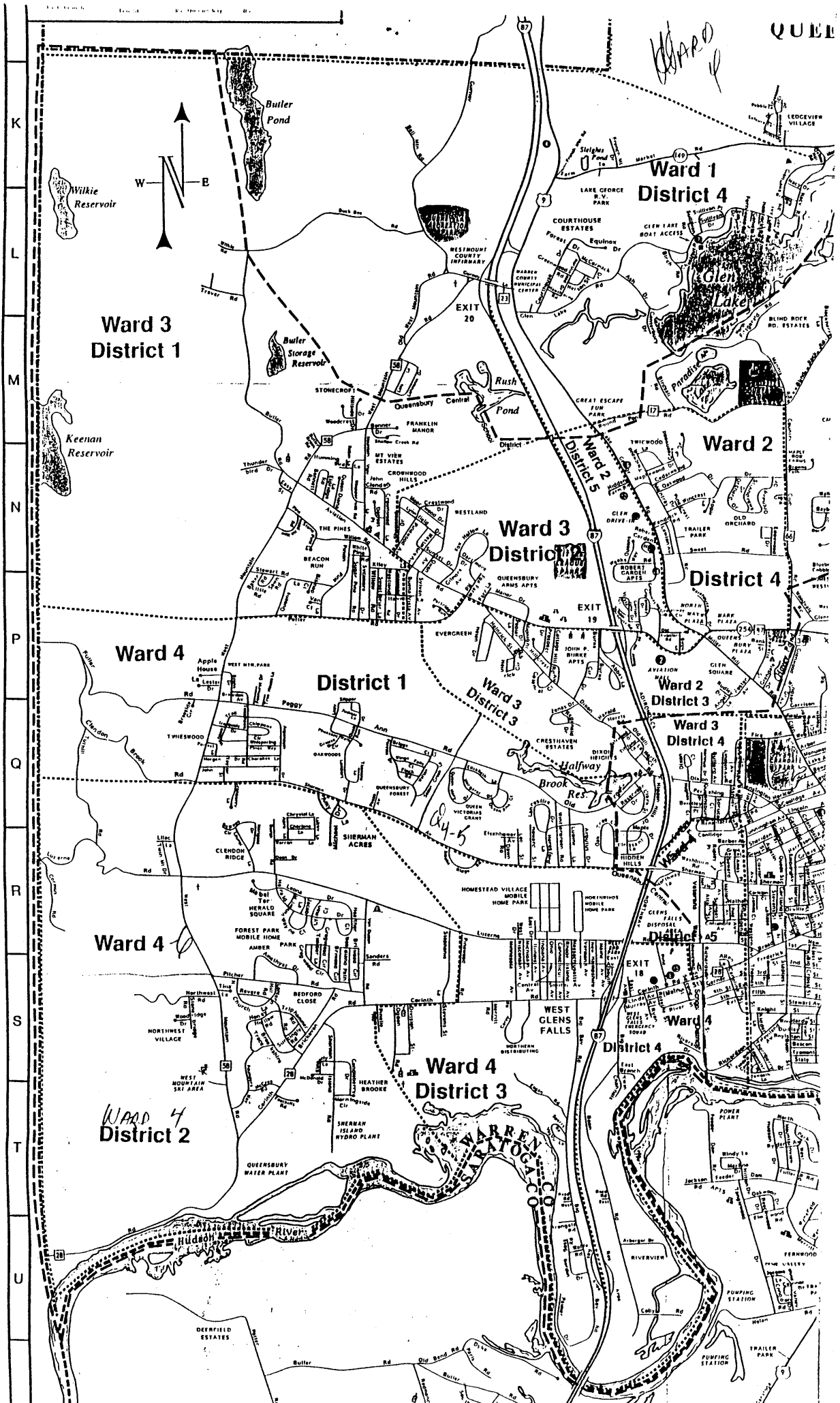


VEDA  
TOR  
PHONE  
(518) 792-8341



CELEBRITY  
MARINA  
1-800-206-1234

PAPER PRODUCTS R-24  
TER PAPER  
OSABLES  
OFFICE SUPPLIES  
CKAGING MATERIALS  
ESTAURANT SUPPLIES  
TORIAL & MAINTENANCE  
UPPLIES, EQUIPMENT  
CHEMICALS



QUEEN

WARD 4

Ward 3  
District 1

Ward 1  
District 4

Ward 2  
District 4

Ward 3  
District 3

District 4

Ward 4  
District 1

District 1

Ward 3  
District 3

Ward 2  
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District 2

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District 4

WARD 4  
District 2

Ward 4  
District 3

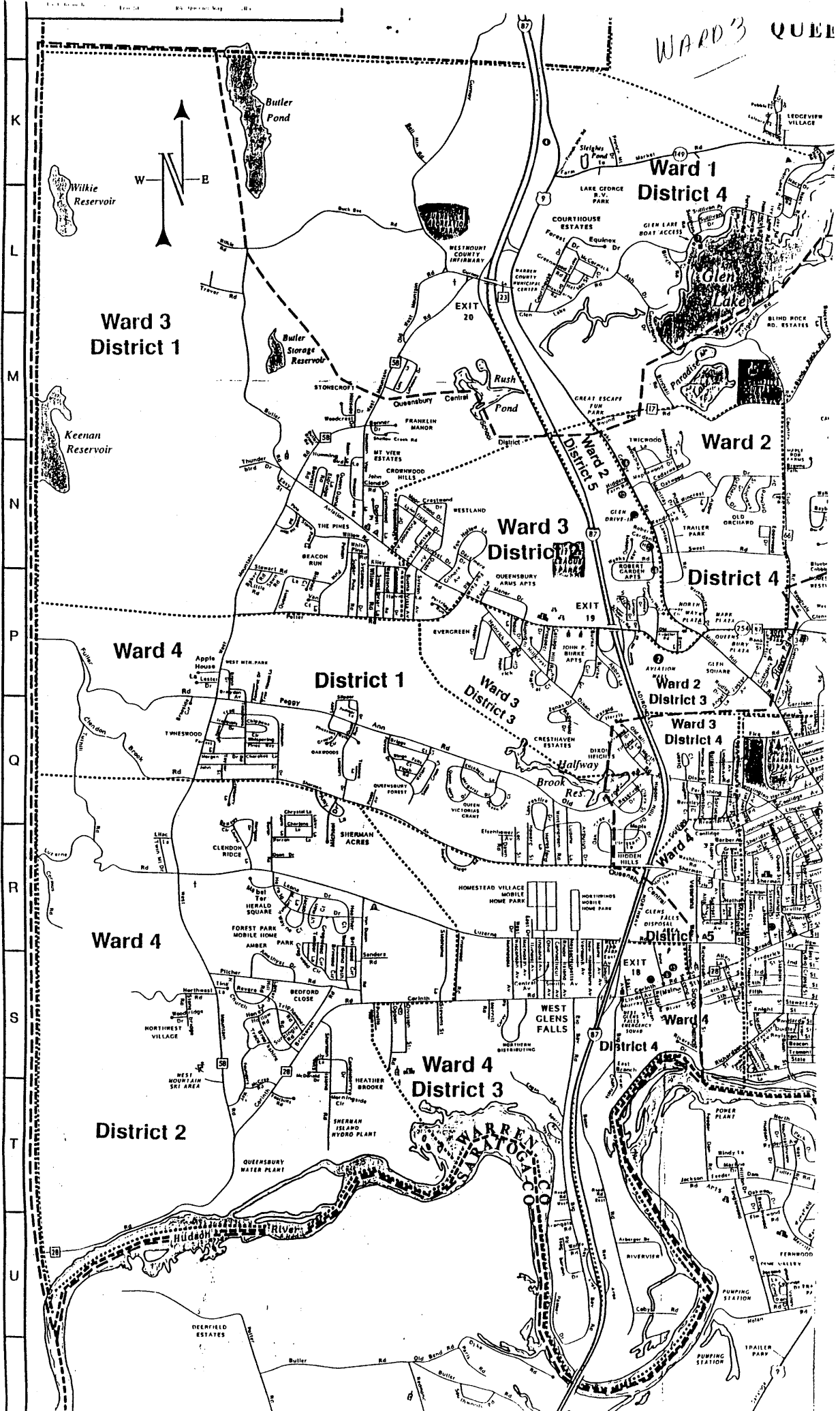
District 4

WARD 4  
District 2

Ward 4  
District 3

District 4

WARD 3 QUEEN



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TER SLIDE

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GLASS  
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FRAMES  
ASS. LEXAN  
Floor A, B, C, D, E  
1st, 2nd, 3rd, 4th  
5th, 6th, 7th, 8th  
9th, 10th, 11th, 12th  
Grand Central

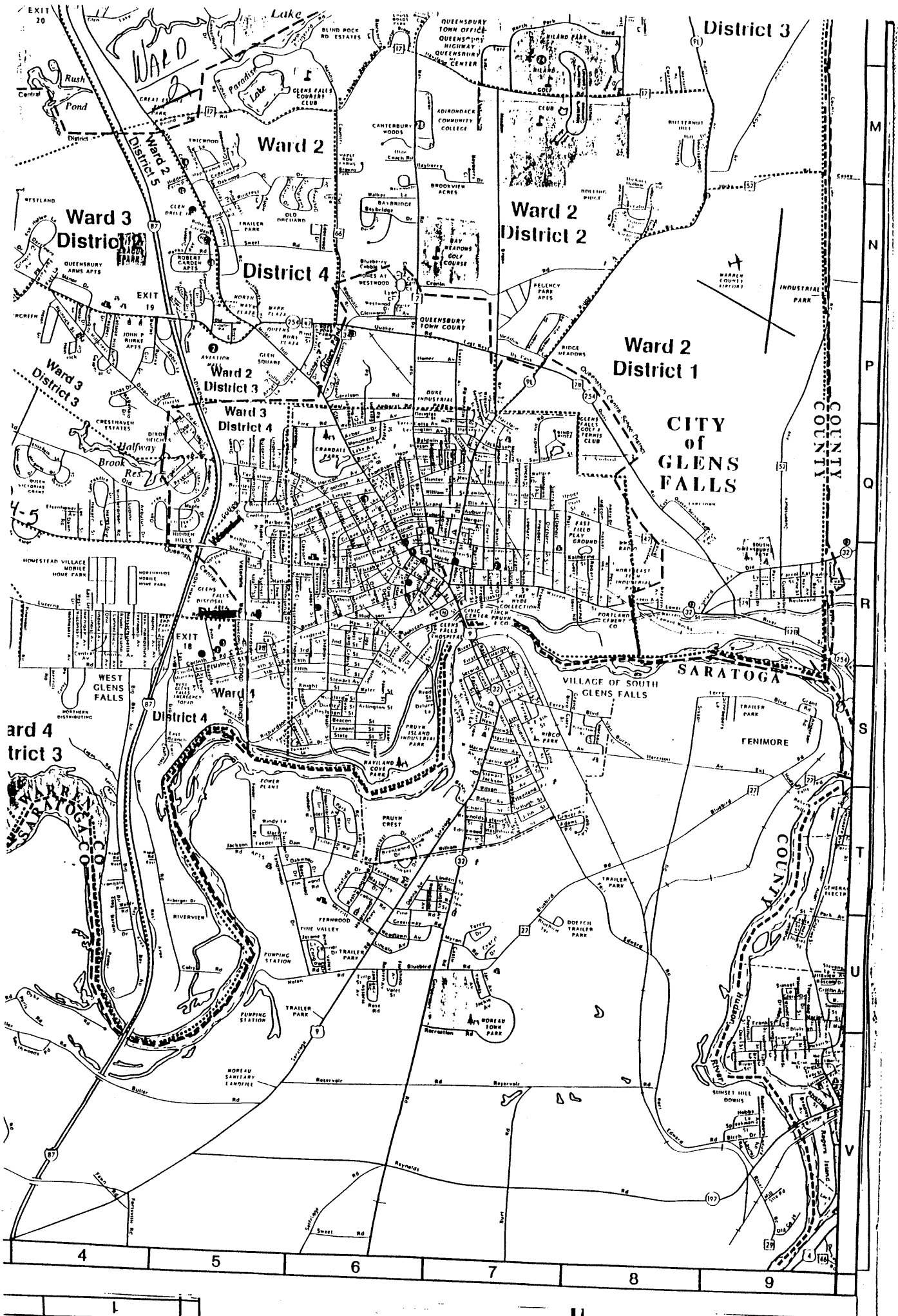
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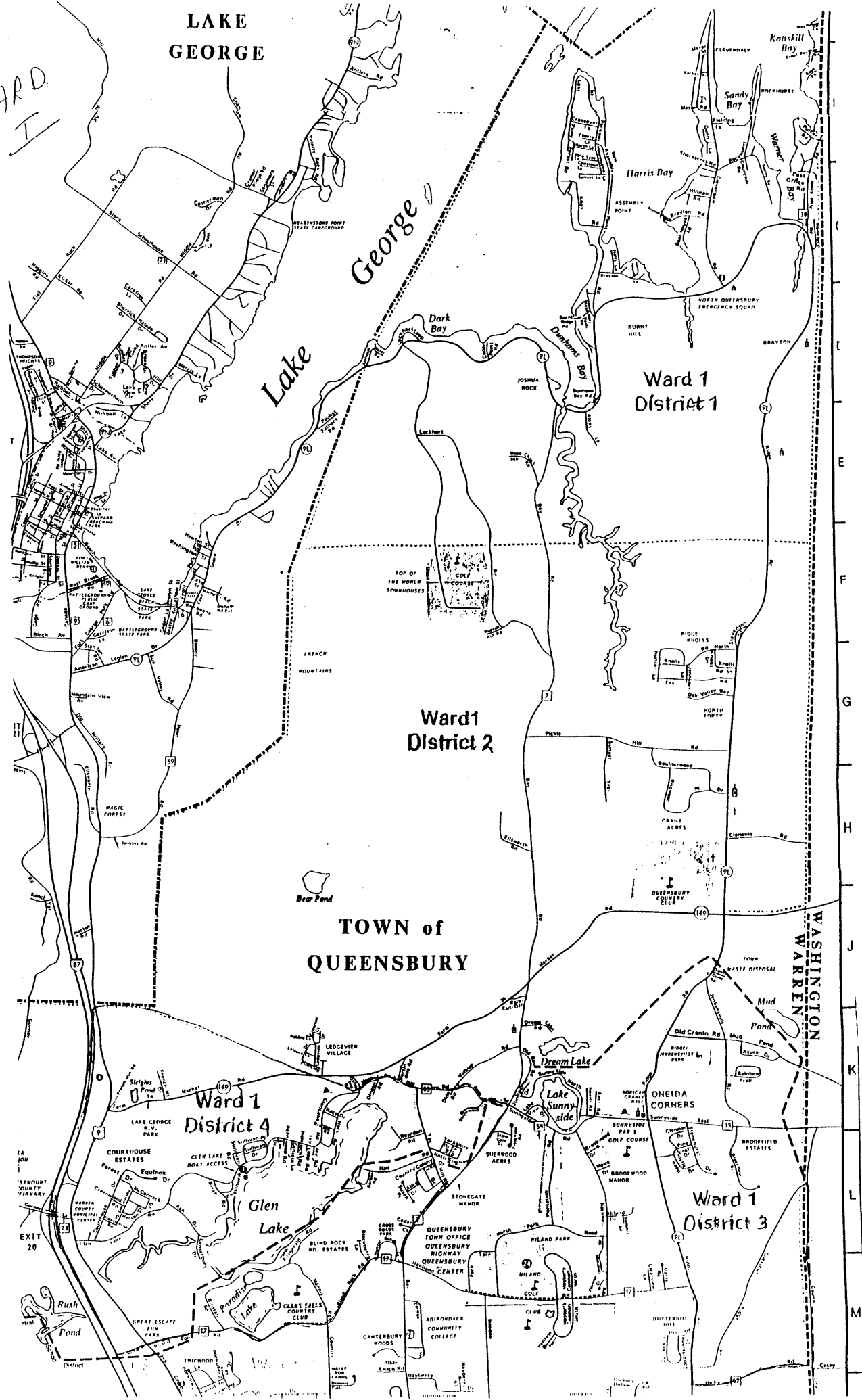
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PAPER PRODUCTS  
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SABLES  
SUPPLIES  
CKAGING MATERIALS  
STAIRWAY SUPPLIES  
TORIAL & MAINTENANCE  
UPPLIES, EQUIPMENT  
CHEMICALS

© 11 24



WARD I

LAKE GEORGE



Lake George

Ward 1 District 1

Ward 1 District 2

TOWN of QUEENSBURY

Ward 1 District 4

Ward 1 District 3

WASHINGTON WARREN

LAION

ST MOUNT COUNTY TOWNARY

EXIT 20

A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M

Dark Bay

Harris Bay

Sandy Bay

Katkill Bay

TOP OF THE MOUNTAIN HOUSES

FRENCH MOUNTAINS

Bear Pond

ONEIDA CORNERS

ONEIDA CORNERS

Glen Lake

Lake Sunny-side

Dream Lake

Old Cranin Rd

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS

ONEIDA CORNERS



Personal Census information

Name \_\_\_\_\_

This is the information that was asked in the 1920 census. Fill in as much as you can. Please feel free to make comments regarding the information asked and/or not asked. We will have a discussion regarding your input later this week.

Address: \_\_\_\_\_

Name:	relationship to head	sex	race	age	marital status	foreign born	yr of immigration to U.S.	naturalized & Yr
	School attendance	literacy	birthplace	language spoken at home		ability to speak English		occupation
Name:	relationship to head	sex	race	age	marital status	foreign born	yr of immigration to U.S.	naturalized & Yr
	School attendance	literacy	birthplace	language spoken at home		ability to speak English		occupation
Name:	relationship to head	sex	race	age	marital status	foreign born	yr of immigration to U.S.	naturalized & Yr
	School attendance	literacy	birthplace	language spoken at home		ability to speak English		occupation
Name:	relationship to head	sex	race	age	marital status	foreign born	yr of immigration to U.S.	naturalized & Yr
	School attendance	literacy	birthplace	language spoken at home		ability to speak English		occupation
Name:	relationship to head	sex	race	age	marital status	foreign born	yr of immigration to U.S.	naturalized & Yr
	School attendance	literacy	birthplace	language spoken at home		ability to speak English		occupation
Name:	relationship to head	sex	race	age	marital status	foreign born	yr of immigration to U.S.	naturalized & Yr
	School attendance	literacy	birthplace	language spoken at home		ability to speak English		occupation
Name:	relationship to head	sex	race	age	marital status	foreign born	yr of immigration to U.S.	naturalized & Yr
	School attendance	literacy	birthplace	language spoken at home		ability to speak English		occupation

Other information asked for on this census: Is the home owned or rented? If owned, is there a mortgage? What is the market value? What was the original amount of the mortgage? What is the balance due? What is the interest rate of the mortgage?

\_\_\_\_\_

**Day 4**  
**Handouts and/or homework**

**Day 5**  
**Handouts and/or homework**

Document Seed Questions 1-7

Document # 1:

Source \_\_\_\_\_

Specific part which is important to our discussion \_\_\_\_\_

# of seats allowed in House of Representatives: \_\_\_\_\_

# of seats each state is allowed \_\_\_\_\_

What is the above based upon? \_\_\_\_\_

Define Enumeration: \_\_\_\_\_

When was the first census taken? \_\_\_\_\_

Define Census: \_\_\_\_\_

How often is the census taken? \_\_\_\_\_

Who is counted & how? \_\_\_\_\_

---

Who is not counted \_\_\_\_\_

Two reasons for the government requiring a census be taken? \_\_\_\_\_

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Other notes:

## Preamble

We, the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

## Article I

### Section 1

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

### Section 2

1. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

2. No Person shall be a Representative who shall not have attained to the Age of twenty-five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

3. Representatives and direct Taxes shall be apportioned among the several states which may be included within this Union, according to the respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three-fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each state shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three; Massachusetts eight. Rhode Island and Providence Plantations, one. Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten; North Carolina five, South Carolina five, and Georgia three.

4. When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

5. The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

The Preamble introduces the Constitution and sets forth the general purposes for which the government was established. The preamble also declares that the power of the government comes from the people.

The printed text of the document shows the spelling and punctuation of the parchment original.

## Article I. The Legislative Branch

### Section 1. Congress

The power to make laws is given to a Congress made up of two chambers to represent different interests: the Senate to represent the states; the House to be more responsive to the people's will.

### Section 2. House of Representatives

#### 1. Election and Term of Office

"Electors" means voters. Every two years the voters choose new Congress members to serve in the House of Representatives. The Constitution states that each state may specify who can vote. But the 15th, 19th, 24th, and 26th Amendments have established guidelines that all states must follow regarding the right to vote.

#### 2. Qualifications

Representatives must be 25 years old, citizens of the United States for 7 years, and residents of the state they represent.

#### 3. Division of Representatives Among the States

The number of representatives from each state is based on the size of the state's population. Each state is divided into congressional districts, with each district required to be equal in population. Each state is entitled to at least one representative. The number of representatives in the House was set at 435 in 1929. Since then, there has been a reapportionment of seats based on population shifts rather than on addition of seats.

Only three-fifths of a state's slave population was to be counted in determining the number of representatives elected by the state. Native Americans were not counted at all.

The "enumeration" referred to is the census, the population count taken every 10 years since 1790.

#### 4. Vacancies

Vacancies in the House are filled through special elections called by the state's governor.

#### 5. Officers

The speaker is the leader of the majority party in the House and is responsible for choosing the heads of various House committees. "Impeachment" means indictment, or bringing charges against an official.

Document # 2:

Source: \_\_\_\_\_

Define naturalized \_\_\_\_\_

Define *whole number of persons*: \_\_\_\_\_

Who could not vote? \_\_\_\_\_

How/Why would a state have its number of members in the House of Representatives reduced? \_\_\_\_\_

Other notes:

Amendment 14.

Rights of Citizens (1868)

The clauses of this amendment were intended 1) to penalize southern states that refused to grant African Americans the vote, 2) to keep former Confederate leaders from serving in government, 3) to forbid payment of the Confederacy's debt by the federal government, and 4) to insure payment of the war debts owed the federal government.

**Section 1. Citizenship Defined** By granting citizenship to all persons born in the United States, this amendment granted citizenship to former slaves. The amendment also guaranteed "due process of law." By the 1950s, Supreme Court rulings used the due process clause to protect civil liberties. The last part of Section 1 establishes the doctrine that all citizens are entitled to equal protection of the laws. In 1954 the Supreme Court ruled, in *Brown v. Board of Education of Topeka*, that segregation in public schools was unconstitutional because it denied equal protection.

**Section 2. Representation in Congress** This section reduced the number of members a state had in the House of Representatives if it denied its citizens the right to vote. This section

Amendment XIV

Section 1

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a

Document #3:

Trend seen for county as a whole for under 60 population? \_\_\_\_\_

---

Trend seen for City of Glens Falls for under 60 population? \_\_\_\_\_

---

Trend seen for the Town of Queensbury for under 60 population? \_\_\_\_\_

---

Trend seen for county as a whole for over 60 population? \_\_\_\_\_

---

Trend seen for City of Glens Falls for over 60 population? \_\_\_\_\_

---

Trend seen for Town of Queensbury for over 60 population? \_\_\_\_\_

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What sources were used to gather this information from? \_\_\_\_\_

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Who might use this information and why? \_\_\_\_\_

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Other notes:



	-60 1970		1980		% Change 1970-80		+60 1970		1980		% Change 1970-80	
WARREN COUNTY	49,402	54,854	11.0	20,879	26,825	28.5						
Town of Bolton	1,589	1,793	12.8	1,092	1,507	38.0						
Town of Chester	2,330	2,909	24.8	1,379	1,947	41.2						
City of Glens Falls	17,222	15,897	-7.7	6,072	6,483	6.8						
Town of Hague	910	766	-15.8	710	803	13.1						
Town of Horicon	890	1,082	21.6	846	1,159	37.0						
Town of Johnsburg	2,377	2,173	-8.6	1,084	1,304	20.3						
Town of Lake George	2,806	3,394	21.0	1,473	1,819	23.5						
Town of Lake Luzerne	2,174	2,672	22.9	1,148	1,569	36.7						
Town of Queensbury	14,506	18,978	30.8	5,195	7,614	46.6						
Town of Stony Creek	560	528	-5.7	344	431	25.3						
Town of Thurman	708	852	20.3	302	482	59.6						
Town of Warrensburg	3,330	3,810	14.4	1,234	1,707	38.3						
Village of Lake George	1,046	1,047	0.1	451	540	19.7						

Water heating and cooling

Document #4:

Population shift for New York state from 60+ to 75+ \_\_\_\_\_  
\_\_\_\_\_

Answer the following questions for the entire state of New York:

% of 60+ that are not minority \_\_\_\_\_

What does this tell you? \_\_\_\_\_  
\_\_\_\_\_

If only a quarter of 60+ people live alone, where do think the other 75% live? (be specific and give several examples)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

% of 60 who live below the poverty rate \_\_\_\_\_

Reason for that number and other problems this segment of our population faces \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Look at Warren County:

# of people 60+ \_\_\_\_\_ % of people 60+ \_\_\_\_\_

percentage of people 60+ who are minority \_\_\_\_\_

Why is this figure different than the figure for NYS? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Type of agency who might use this information and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other Notes you can gather from this information:

# Older Populations of Counties — 1980 Census

COUNTY	POPULATION			MINORITY			AGED 60+		AGED 60+ BELOW	
	TOTAL	AGED 60-PLUS	AGED	AGED 60-PLUS	AGED 60+	AGED 60+	AGED 60+	AGED 60+	AGED 60+	AGED 60+
	All Ages	Number %	75-PLUS	Number %	Living Alone	Living Alone	100% Poverty	100% Poverty	Number	Rate
NEW YORK STATE	17,558,072	3,001,774 17.1	868,339	393,918 13.1	760,100 25.3	315,981 11.0				
NEW YORK CITY	7,071,639	1,296,965 18.3	381,213	315,644 24.3	379,330 29.2	176,348 14.1				
Bronx	1,168,972	202,332 17.3	64,074	62,993 31.1	58,118 28.7	30,149 15.9				
Kings	2,230,844	385,008 17.3	106,795	86,661 22.5	106,860 27.8	58,762 15.6				
New York	1,428,285	271,073 19.0	85,605	97,130 35.8	109,431 40.4	46,876 17.8				
Queens	1,891,325	388,449 20.5	111,075	65,200 16.8	94,909 24.4	36,179 9.6				
Richmond	352,213	50,103 14.2	13,664	3,660 7.3	10,012 20.0	4,382 9.3				
REST OF STATE	10,486,433	1,704,809 16.3	487,126	78,185 4.6	380,770 22.3	139,633 8.6				
Albany	285,909	52,881 18.5	16,006	2,050 3.9	14,068 26.6	4,218 8.4				
Allegany	51,742	8,211 15.9	2,417	57 0.7	2,062 25.1	972 12.2				
Broome	213,648	38,554 18.0	11,483	469 1.2	9,234 24.0	2,898 8.0				
Cattaraugus	85,697	14,868 17.3	4,481	290 2.0	3,851 25.9	2,257 15.6				
Cayuga	79,894	14,413 18.0	4,289	176 1.2	3,467 24.1	1,389 10.3				
Chautauque	146,925	28,497 19.4	8,759	393 1.4	7,304 25.6	2,518 9.2				
Chemung	97,656	17,517 17.9	5,224	456 2.6	4,664 26.6	1,604 9.6				
Chenango	49,344	8,528 17.3	2,552	92 1.1	1,920 22.5	989 12.0				
Clinton	80,750	9,517 11.8	2,702	100 1.1	2,395 25.2	1,211 13.2				
Columbia	59,487	12,662 21.3	3,843	320 2.5	2,823 22.3	1,229 10.3				
Cortland	48,820	7,383 15.1	2,280	57 0.8	2,042 27.7	816 11.4				
Delaware	46,824	9,319 19.9	2,842	112 1.2	2,245 24.1	1,060 12.0				
Dutchess	245,055	37,316 15.2	10,808	1,935 5.2	7,920 21.2	2,923 8.6				
Erie	1,015,472	179,890 17.7	49,271	12,590 7.0	45,347 25.2	15,855 9.2				
Essex	36,176	7,178 19.8	2,122	42 0.6	1,827 25.5	792 11.5				
Franklin	44,929	7,792 17.3	2,362	290 3.7	2,218 28.5	1,266 16.5				
Fulton	55,153	11,358 20.6	3,248	107 0.9	3,116 27.4	1,231 11.2				
Genesee	59,400	9,815 16.5	2,903	235 2.4	2,270 23.1	744 8.2				
Greene	40,861	9,199 22.5	2,839	200 2.2	2,264 24.6	1,002 11.3				
Hamilton	5,034	1,202 23.9	308	2 <.5	304 25.3	130 10.7				
Herkimer	66,714	13,164 19.7	3,704	67 0.5	3,357 25.5	1,442 11.2				
Jefferson	88,151	15,678 17.8	4,853	107 0.7	4,275 27.3	1,756 11.7				
Lewis	25,035	3,997 16.0	1,255	21 0.5	963 24.1	531 13.9				
Livingston	57,006	8,282 14.5	2,377	132 1.6	1,858 22.4	634 8.1				
Madison	65,150	9,391 14.4	2,581	77 0.8	2,225 23.7	1,014 11.3				
Monroe	702,238	108,466 15.4	33,060	5,068 4.7	26,132 24.1	6,975 6.9				
Montgomery	53,439	12,463 22.9	3,655	160 1.3	3,170 25.4	1,335 11.2				
Nassau	1,321,582	214,039 16.2	54,695	11,531 5.4	33,112 15.5	10,978 5.3				
Niagara	227,354	39,195 17.2	10,440	1,439 3.7	9,347 23.8	2,851 7.6				
Oneida	253,466	47,635 18.8	13,974	872 1.8	11,397 23.9	4,600 10.6				
Onondaga	463,920	71,953 15.5	20,949	2,456 3.4	18,013 25.0	5,369 7.8				
Ontario	88,909	14,357 16.1	4,175	248 1.7	3,239 22.6	1,175 8.7				
Orange	259,603	39,009 15.0	10,982	2,107 5.4	8,722 22.4	4,201 11.3				
Orleans	38,496	6,517 16.9	1,983	173 2.7	1,529 23.5	493 8.0				
Oswego	113,901	15,860 13.9	4,359	104 0.7	3,964 25.0	1,971 13.0				
Otsego	59,075	11,330 19.2	3,600	107 0.9	2,844 25.1	1,218 11.2				
Putnam	77,193	10,019 13.0	2,771	166 1.7	1,872 18.7	814 8.2				
Rensselaer	151,966	26,211 17.2	7,785	480 1.8	6,820 26.0	2,697 10.7				
Rockland	259,530	30,715 11.8	9,363	2,281 7.4	5,249 17.1	1,942 7.2				
Saratoga	153,759	20,045 13.0	5,397	405 2.0	4,770 23.8	1,721 8.7				
Schenectady	149,946	30,236 20.2	8,793	647 2.1	7,719 25.5	2,319 8.0				
Schoharie	29,710	5,239 17.6	1,638	64 1.2	1,202 22.9	674 13.2				
Schuyler	17,686	3,070 17.4	914	20 0.7	693 22.6	367 12.3				
Seneca	33,733	6,115 18.1	1,826	91 1.5	1,275 20.9	559 10.6				
St. Lawrence	114,254	16,890 14.8	4,946	138 0.8	4,303 25.5	2,283 14.6				
Steuben	99,217	17,737 17.9	5,277	220 1.2	4,505 25.4	1,962 11.6				
Suffolk	1,284,231	162,864 12.7	46,059	10,268 6.3	27,698 17.0	10,556 7.1				
Sullivan	65,155	13,395 20.6	3,571	548 4.1	3,210 24.0	1,705 13.1				
Tioga	49,812	6,469 13.0	1,820	66 1.0	1,465 22.6	807 12.5				
Tompkins	87,085	10,029 11.5	2,977	318 3.2	2,613 26.1	809 8.4				
Ulster	158,158	27,555 17.4	8,150	1,114 4.0	6,648 24.1	3,077 11.5				
Warren	54,854	9,724 17.7	2,949	87 1.0	2,539 26.1	1,137 11.9				
Washington	54,795	9,363 17.0	2,824	58 0.6	2,362 25.2	1,089 12.4				
Wayne	84,581	12,706 15.0	3,544	291 2.3	2,910 22.9	1,204 9.8				
Westchester	866,599	158,371 18.3	45,830	16,295 10.3	34,692 21.9	11,011 7.3				
Wyoming	39,895	6,280 15.7	1,900	37 0.6	1,480 23.6	728 11.9				
Yates	21,459	4,340 20.2	1,411	38 0.9	1,257 29.0	525 12.5				

Document #5:

Amount population of the United States has grown from 1900 to 1990 \_\_\_\_\_

# of people in New York in 1900 \_\_\_\_\_

# of people in New York in 1970 \_\_\_\_\_

# of people in New York in 1990 \_\_\_\_\_

Possible reasons for the trend in New York State: \_\_\_\_\_

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Rank of New York State in 1990 \_\_\_\_\_

What changes in population do you think will become obvious in the 2000 census? \_\_\_\_\_

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What area of the United States will see a growth and why? \_\_\_\_\_

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Other notes:

(Data are for 1990 areas of States. Percent change and rank based on unrounded numbers)

United States Regions and Divisions States	Population (in thousands)						Change in population						Rank in population <sup>2</sup>			
	1990 <sup>1</sup>	1980	1970	1960	1950	1900	Number (in thousands)			Percent			1990	1980	1950	1900
							1980 to 1990	1970 to 1980	1960 to 1970	1980 to 1990	1970 to 1980	1960 to 1970				
United States .....	248 710	226 546	203 302	179 323	151 326	76 212	22 164	23 244	23 979	9.8	11.4	13.4	(X)	(X)	(X)	(X)
<b>REGIONS AND DIVISIONS</b>																
<b>Northeast</b> .....	50 809	49 135	49 061	44 678	39 478	21 047	1 674	75	4 383	3.4	0.2	9.8	4	3	3	3
New England .....	13 207	12 348	11 847	10 509	9 314	5 592	858	501	1 338	7.0	4.2	12.7	9	8	8	7
Middle Atlantic .....	37 602	36 787	37 213	34 168	30 164	15 455	815	-426	3 045	2.2	-1.1	8.9	4	3	2	2
<b>Midwest</b> .....	59 669	58 866	56 590	51 619	44 461	26 333	803	2 275	4 971	1.4	4.0	9.6	2	2	2	1
East North Central .....	42 009	41 682	40 263	36 225	30 399	15 986	327	1 419	4 038	0.8	3.5	11.1	2	1	1	1
West North Central .....	17 660	17 183	16 328	15 394	14 061	10 347	476	856	933	2.8	5.2	6.1	6	6	6	4
<b>South</b> .....	85 446	75 372	62 813	54 973	47 197	24 524	10 074	12 559	7 840	13.4	20.0	14.3	1	1	1	3
South Atlantic .....	43 567	36 959	30 679	25 972	21 182	10 443	6 608	6 280	4 707	17.9	20.5	18.1	1	2	3	2
East South Central .....	15 176	14 666	12 808	12 050	11 477	7 548	510	1 858	758	3.5	14.5	6.3	7	7	7	5
West South Central .....	26 703	23 747	19 326	16 951	14 538	6 532	2 956	4 421	2 375	12.4	22.9	14.0	5	5	5	6
<b>West</b> .....	52 786	43 172	34 838	28 053	20 190	4 309	9 614	8 334	6 785	22.3	23.9	24.2	3	4	4	4
Mountain .....	13 659	11 373	8 290	6 855	5 075	1 675	2 286	3 083	1 435	20.1	37.2	20.9	8	9	9	9
Pacific .....	39 127	31 800	26 548	21 198	15 115	2 634	7 328	5 251	5 350	23.0	19.8	25.2	3	4	4	8
<b>STATES</b>																
<b>New England</b>																
Maine .....	1 228	1 125	994	969	914	694	103	131	24	9.2	13.2	2.5	38	38	35	31
New Hampshire .....	1 109	921	738	607	533	412	189	183	131	20.5	24.8	21.5	40	42	44	37
Vermont .....	563	511	445	390	378	344	51	67	55	10.0	15.0	14.1	48	48	46	39
Massachusetts .....	6 016	5 737	5 689	5 149	4 691	2 805	279	48	541	4.9	0.8	10.5	13	11	9	7
Rhode Island .....	1 003	947	950	859	792	429	56	-3	90	5.9	-0.3	10.5	43	40	36	35
Connecticut .....	3 287	3 108	3 032	2 535	2 007	908	180	75	497	5.8	2.5	19.6	27	25	28	29
<b>Middle Atlantic</b>																
New York .....	17 990	17 558	18 241	16 782	14 830	7 269	432	-683	1 459	2.5	-3.7	8.7	2	2	1	1
New Jersey .....	7 730	7 365	7 171	6 067	4 835	1 884	365	194	1 104	5.0	2.7	18.2	9	9	8	16
Pennsylvania .....	11 882	11 864	11 801	11 319	10 498	6 302	18	63	481	0.1	0.5	4.3	5	4	3	2
<b>East North Central</b>																
Ohio .....	10 847	10 798	10 657	9 706	7 947	4 158	49	140	951	0.5	1.3	9.8	7	6	5	4
Indiana .....	5 544	5 490	5 195	4 662	3 934	2 516	54	295	533	1.0	5.7	11.4	14	12	12	8
Illinois .....	11 431	11 427	11 110	10 081	8 712	4 822	4	316	1 029	-	2.8	10.2	6	5	4	3
Michigan .....	9 295	9 262	8 882	7 823	6 372	2 421	33	380	1 059	0.4	4.3	13.5	8	8	7	9
Wisconsin .....	4 892	4 706	4 418	3 952	3 435	2 069	186	288	466	4.0	6.5	11.8	16	16	14	13
<b>West North Central</b>																
Minnesota .....	4 375	4 076	3 806	3 414	2 982	1 751	299	270	392	7.3	7.1	11.5	20	21	18	19
Iowa .....	2 777	2 914	2 825	2 758	2 621	2 232	-137	88	68	-4.7	3.1	2.5	30	27	22	10
Missouri .....	5 117	4 917	4 678	4 320	3 955	3 107	200	239	358	4.1	5.1	8.3	15	15	11	5
North Dakota .....	639	653	618	632	620	319	-14	35	-15	-2.1	5.7	-2.3	47	46	41	40
South Dakota .....	696	691	666	681	653	402	5	25	-14	0.8	3.7	-2.1	45	45	40	38
Nebraska .....	1 578	1 570	1 405	1 411	1 326	1 066	9	84	74	0.5	5.7	5.2	36	35	33	27
Kansas .....	2 478	2 364	2 249	2 179	1 905	1 470	114	115	70	4.8	5.1	3.2	32	32	31	22
<b>South Atlantic</b>																
Delaware .....	666	594	548	446	318	185	72	46	102	12.1	8.4	22.8	46	47	47	44
Maryland .....	4 781	4 217	3 924	3 101	2 343	1 188	564	293	823	13.4	7.5	26.5	19	18	24	26
District of Columbia .....	607	638	757	764	802	279	-31	-118	-7	-4.9	-15.6	-1.0	( <sup>3</sup> )	( <sup>3</sup> )	( <sup>3</sup> )	( <sup>3</sup> )
Virginia .....	6 187	5 347	4 651	3 967	3 319	1 854	841	695	684	15.7	14.9	17.3	12	14	15	17
West Virginia .....	1 793	1 950	1 744	1 860	2 006	959	-156	205	-116	-8.0	11.8	-6.2	34	34	29	28
North Carolina .....	6 629	5 882	5 084	4 556	4 062	1 894	747	797	528	12.7	15.7	11.6	10	10	10	15
South Carolina .....	3 487	3 122	2 591	2 383	2 117	1 340	365	531	208	11.7	20.5	8.7	25	24	27	24
Georgia .....	6 478	5 463	4 588	3 943	3 445	2 216	1 015	875	645	18.6	19.1	16.4	11	13	13	11
Florida .....	12 938	9 746	6 791	4 952	2 771	529	3 192	2 955	1 840	32.7	43.5	37.2	4	7	20	33
<b>East South Central</b>																
Kentucky .....	3 685	3 661	3 221	3 038	2 945	2 147	25	440	183	0.7	13.7	6.0	23	23	19	12
Tennessee .....	4 877	4 591	3 926	3 567	3 292	2 021	286	665	359	6.2	16.9	10.1	17	17	16	14
Alabama .....	4 041	3 894	3 444	3 267	3 062	1 829	147	450	178	3.8	13.1	5.4	22	22	17	18
Mississippi .....	2 573	2 521	2 217	2 178	2 179	1 551	53	304	39	2.1	13.7	1.8	31	31	26	20
<b>West South Central</b>																
Arkansas .....	2 351	2 286	1 923	1 786	1 910	1 312	64	363	137	2.8	18.9	7.7	33	33	30	25
Louisiana .....	4 220	4 206	3 645	3 257	2 684	1 382	14	561	388	0.3	15.4	11.9	21	19	21	23
Oklahoma .....	3 146	3 025	2 559	2 328	2 233	790	120	466	231	4.0	18.2	9.9	28	26	25	30
Texas .....	16 987	14 229	11 199	9 580	7 711	3 049	2 757	3 031	1 619	19.4	27.1	16.9	3	3	6	6
<b>Mountain</b>																
Montana .....	799	787	694	675	591	243	12	92	20	1.6	13.3	2.9	44	44	42	42
Idaho .....	1 007	944	713	667	589	162	63	231	46	6.7	32.4	6.9	42	41	43	45
Wyoming .....	454	470	332	330	291	93	-16	137	2	-3.4	41.3	0.7	50	49	48	48
Colorado .....	3 294	2 890	2 210	1 754	1 325	540	404	680	456	14.0	30.8	26.0	28	28	34	32
New Mexico .....	1 515	1 303	1 017	951	681	195	212	206	66	16.3	28.1	6.9	37	37	39	43
Arizona .....	3 665	2 718	1 775	1 302	750	123	947	943	473	34.8	53.1	36.3	24	29	37	47
Utah .....	1 723	1 461	1 059	891	689	277	262	402	169	17.9	37.9	18.9	35	38	38	41
Nevada .....	1 202	800	489	285	160	42	401	312	203	50.1	63.8	71.3	39	43	49	50
<b>Pacific</b>																
Washington .....	4 867	4 132	3 413	2 853	2 379	518	735	719	560	17.8	21.1	19.6	18	20	23	34
Oregon .....	2 842	2 633	2 092	1 769	1 521	414	209	542	323	7.9	25.9	18.3	29	30	32	36
California .....	29 760	23 668	19 971	15 717	10 586	1 485	6 092	3 697	4 254	25.7	18.5	27.1	1	1	2	21
Alaska .....	550	402	303	228	129	64	148	99	76	36.9	32.8	33.8	49	50	50	49
Hawaii .....	1 108	965	770	633	500	154	144	195	137	14.9	25.					

Document # 6:

Location of census: Town/County/State \_\_\_\_\_

Date of Census: \_\_\_\_\_

Most common building material \_\_\_\_\_

What does the #/12 signify? \_\_\_\_\_

At least six occupations listed:

Column information that will probably **not** be on the 2000 census and explain why:

Other notes:



Document #7:

Location of this 1925 census page: \_\_\_\_\_

Three countries represented on this page:

Possible reasons for foreign countries listed: Why would people from there settle here?

List at least seven occupations:

Compare these occupations Queensbury 1925 to those of Warrensburg 1865

Other notes:



Enumeration of the Inhabitants of Block No. \_\_\_\_\_ Election District No. 1, Ward No. \_\_\_\_\_, City or Village \_\_\_\_\_

in Julesburg, Assembly District No. 1

Name of Institution \_\_\_\_\_

Enumerator Mrs. Quinn

FAMEN	IDENCE	NAME of each person whose usual place of abode on June 1, 1925, was in this family. Enter surname first, then the given name and middle initial, if any. Exclude every person living on June 1, 1925. Omit children born since June 1, 1925.	RELATION Relationship of each person to the head of the family	COLOR, SEX AND AGE			NATIVITY If born in this country, write United States; if of foreign birth, write name of the country.	CITIZENSHIP			OCCUPATION	
				Color or Race	Sex	Age at last birthday		Number of years in the United States	Native or alien	If naturalized, when and where	Trade or profession of, or kind of work done by, each person enumerated.	Class
1	2	3	4	5	6	7	8	9	10	11	12	
men		Mondow William	son	W	M	24	U S		C		Machinist	
men		Mondow Louise	D	W	F	20	U S		C		Housework	
men		Mondow Alphonse	son	W	M	15	U S		C		School	
men		Mondow Viola	D	W	F	11	U S		C		School	
men		Mondow Arthur	son	W	M	10	U S		C		School	
men		Hart Alphonse	head	W	M	35	U S		C		Carpenter	
men		Hart Edith	wife	W	F	35	U S		C		Housework	
men		Hart Edward	son	W	M	14	U S		C		School	
men		Hart Albert	son	W	M	12	U S		C		School	
men		Hart Elmer	son	W	M	10	U S		C		School	
men		Hart Dortha	D	W	F	4	U S		C		X	
men		Sullivan Patrick	head	W	M	46	U S		C		Farmer	
men		Sullivan Margaret	wife	W	F	37	U S		C		Housework	
men		Sullivan Donald	son	W	M	18	U S		C		School	
men		Sullivan Charles	son	W	M	9	U S		C		School	
men		Sullivan Tim	son	W	M	5	U S		C		X	
men		Smith Sam	boarder	W	M	35	U S		C		Road Patrol	
men		Bankoski Carl	head	W	M	38	Russia	20	C	N.Y.	Store Keeper	
men		Bankoski Victoria	wife	W	F	49	Russia	20	C		Housework	
men		Bankoski Joe	son	W	M	19	U S		C		Storekeeper	
men		Bankoski Regina	D	W	F	17	U S		C		Machine Oper	
men		Charbonaw Will	head	W	M	28	Canada	60	A		Slipper Cunit	
men		Charbonaw Flora	wife	W	F	23	Canada	60	A		Housework	
men		Charbonaw Lillian	D	W	F	2	Canada	60	A		X	
men		Charbonaw Gerald	son	W	M	1	Canada	60	A		X	
men		Lemery Theodul	head	W	M	57	Canada	20	C	U.S.A.	Packer	
men		Lemery Adeline	wife	W	F	42	Canada	1	C		Housework	
men		Lemery Beatrice	D	W	F	14	U S		C		School	
men		Lemery Felix	Nephew	W	M	25	Canada	60	A		Packer	
men		Lemery Regina	Daughter	W	F	22	Canada	60	A		Housework	
men		Lemery Flora	D	W	F	1	Canada	60	A		X	
men		Lemery Fred	brother	W	M	18	Canada	60	A		Packer	
men		Sullivan James	head	W	M	27	U S		C		Carpenter	
men		Sullivan Celia	wife	W	F	34	U S		C		Housework	
men		Sullivan Joseph	son	W	M	9	U S		C		School	
men		Sullivan William	son	W	M	8	U S		C		School	
men		Sullivan Ellen	D	W	F	4	U S		C		X	
men		Hart Joseph	head	W	M	39	U S		C		Carpenter	
men		Hart Lillian	wife	W	F	30	U S		C		Housework	
men		Hart Ray	son	W	M	14	U S		C		School	
men		Hart Allie	son	W	M	13	U S		C		School	

**Day 6**  
Handouts and/or homework

Document # 8:

Most likely where did the information for this chart come from? \_\_\_\_\_

Possible reason for gradual increase to 1890: \_\_\_\_\_

---

Possible reasons for sharp increase 1900 – 1910: \_\_\_\_\_

---

---

List as many reasons as possible for sharp decline in immigration to the United States from 1910 to 1940

Possible reasons for new growth since 1940

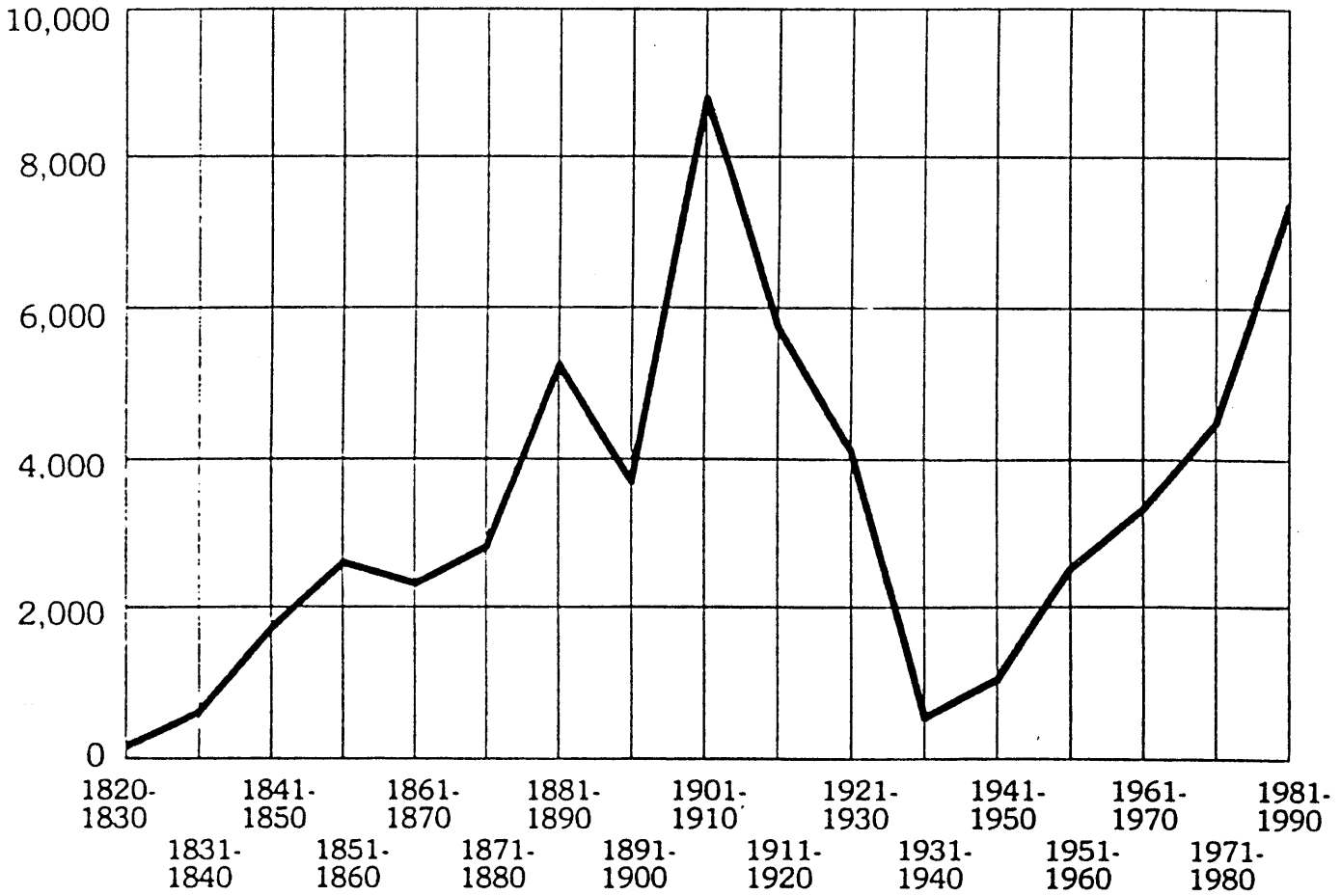
New Immigrant group you see more of locally \_\_\_\_\_

Is this only a local phenomenon or is it national? \_\_\_\_\_

Other notes:

Figure 5.  
**Immigration to the United States: 1820-1990**

(In thousands)



Source: 1992 Statistical Abstract, table 5. (See table 6 of the **Data Sampler**).

Document 9:

According to the fourth election district in the Town of Queensbury 1865:

Number of inns, hotels, taverns: \_\_\_\_\_

Number of wholesale stores: \_\_\_\_\_

Number of retail stores: \_\_\_\_\_

Number of grocery stores: \_\_\_\_\_

What *war* are they referring to? \_\_\_\_\_

Describe the effect of this war on the prices of goods: \_\_\_\_\_

\_\_\_\_\_

The number of people living in the Village of Glens Falls \_\_\_\_\_

Date this information was gathered: \_\_\_\_\_

Possible reasons for this type of information being asked:

Other notes:

MISCELLANEOUS STATISTICS. Reported from the Fourth Election District of the Town of Successbury, in the county of Warren, N. Y., for the year ending June 1, 1865. These statistics were obtained by me, on the Tenth day of June, 1865.

Henry Phils Enumerator.

PLACES OF PUBLIC WORSHIP. <u>None</u>										Library, libraries and charitable institutions.			
Corporate name of society owning.	Denomination.	Value of church and lot.	Value of other real estate.	Whether capable of being seized.	Total number of attendants.	Number of communicants.	Value of story or value of real estate.	Name, and by what act, society or corporation owned.	Value of real estate.	Who owned.	For what purpose used.	Value of real estate.	
276	277	278	279	280	281	282	283	284	285	286	287	288	289
1													
2													
3													
4													
5													
6													
7													
8													

NEWSPAPERS AND OTHER PERIODICALS. [Procure and forward one number to Secretary's Office, marked "Census."]

NAME OF PERIODICAL	CIRCULATION. (Each number.)

In this district there were one inn, hotels and taverns;   wholesale stores; None retail stores, and None groceries. None

REMARKS ON THE HARVEST OF 1864.—Here state whether the yield of any particular crop, reported on the preceding schedule, was affected by drouth or otherwise, to what relative amount as compared with common years!  

The number of domestic animals kept by those who occupy no farming lands, are 76 horses, Two mules, 30 cows.

REMARKS ON THE MORTALITY OF THE YEAR ENDING JUNE 1, 1865.—State whether any epidemic or other natural or known causes operated to vary the number of deaths?  

REMARKS ON THE INFLUENCE OF THE WAR UPON PRICES.—What is the average monthly pay (including board), of farm laborers through the summer months? \$12.00 month. What by the year? \$127.50. What were those wages in 1860? 20 ps less. Has the price of farming lands increased since 1860? Yes. State the relative increase 20 per cent. How has the war affected the amount of debt between individuals? it has not affected it. What effect has it had upon credit? Good effect. Has it tended to promote prompt payments? it has. How has it influenced the amount of crime? None. How has it influenced pauperism? None. What other changes in the social condition of the people have you observed since 1860? not any

GENERAL REMARKS.—There is in the fourth Election District that lies in the village of Glass Falls in the Town of Successbury (820) eight hundred and twenty inhabitants

AFFIDAVIT.—I, Henry Phils, Enumerator, duly appointed for taking the Census of the fourth Election District of the Town of Successbury, in the County of Warren, N. Y., being duly sworn, depose, that the foregoing schedules, containing of 26 pages, have been filled by me with due care and attention, and that they are correct to the best of my knowledge and belief.

Sworn before me, this 24th day of July, 1865.

Walter Notary Public  
Henry Phils Enumerator  
Successbury N. Y.

Document #10:

Date of information gathered: \_\_\_\_\_

Two ways marriages were administered: \_\_\_\_\_

Compare marriage age then to marriage age today: \_\_\_\_\_

List the six different causes of death and how this information would be re-written today:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Why are only two people's occupations listed? \_\_\_\_\_

What people would not be included in this list of deaths? \_\_\_\_\_

Other notes:

V. MARRIAGES that have occurred in the 4<sup>th</sup> Election District of the Town of Amersbury  
 in County of Warren, N. Y., during the year ending June 1, 1865. This table was prepared by me, on the 31<sup>st</sup> day  
 of June, 1865. Henry Philo - Enumerator.

HUSBAND	WIFE		Date of marriage		Place of city or town where the marriage occurred.	Marriage how celebrated.					
	Name	Age	Name	Age		By a clergyman	By a civil magistrate	By a Justice of the Peace before witnesses			
78	79	80	81	82	83	84	85	86	87	88	89
Albert Turner	28	F	Gene A. Dravelling	18	F	Sept	11	Amersbury			12
Thurman Tinney	18	F	Frances M. Harrington	16	F	Nov	16	Luzerne	Met		
Thomas Gardette	17	F	Adelia Woodstock	17	F	May	15	Glens Falls			12
Thomas Kuttig	22	F	Mary A. Mathews	20	F	Sept	24	Glens Falls			12
Napoleon Lapham	27	F	Emilia C. Pittston	19	F	Nov	14	Glens Falls	Met		

V DEATHS occurring during the year ending June 1, 1865, excepting those of persons in the service of the United States, or from wounds or disease acquired in said service.

Name of person deceased.	Age	Sex	Color	Civil condi- tion.	Date of death.		Native state or country.	Trade or occupation.	Cause or cause of death.
					Month	Day			
90	91	92	93	94	95	96	97	98	99
Julia Wilcox	8	F		F	May	8 <sup>th</sup>	N. York		Unk. by whom
Charles Brown	2	M		F	May	15	N. York		Diphtheria
Phoebe Dravelling	101	F		F	May	9	N. York		Old age
Abner O. Gifford	54 1/2	F		F	Nov	24	N. York		Diphtheria
Alvan Thence	24	M		F	May	9	N. York	Farmer	Consumption
Margaret Killman	20	F		F	Sept	12	N. York		Consumption
Louisa Stover	55	F		M	May	3	England		Consumption
Isaac Cole	82	M		M	May	26	N. York	Blacksmith	Old Age
Abner West	4	F		F	June	26	N. York		Diphtheria
Sam West	22	F		F	June	17	N. York		Diphtheria
Napoleon Guyette	16	M		F	Nov	7	N. York		Inflammation on the Brain
Archibald Robbins	16	M		F	Oct	4	N. York		Fever
Gene Messinger	18	F		F	May	29	N. York		Consumption



Document #11:

Location of census information: \_\_\_\_\_

3 basic types of information asked: \_\_\_\_\_

\_\_\_\_\_

Year of census: \_\_\_\_\_

Type of person specifically listed \_\_\_\_\_

People counted but not listed by name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Type of person not counted at all: \_\_\_\_\_

\_\_\_\_\_

Other notes:



Document #12:

Year of census information: \_\_\_\_\_

Number of persons counted who fought in the Revolutionary War \_\_\_\_\_

Name and age of said person(s) \_\_\_\_\_

Occupation of most people counted \_\_\_\_\_

Average size of household: \_\_\_\_\_

Other notes:

1790  
MILITARY  
POST

by the Marshal of the District of Columbia

Territory of ...

NAME		RESIDENCE		PROPERTY		INDEBTEDNESS		MARRIAGE		CHILDREN		EDUCATION		MILITARY SERVICE		REMARKS	
No.	Name	Street	City	Value	Kind	Amount	Kind	No.	Name	No.	Name	Grade	School	Year	Rank	Remarks	
10																	
9																	
8																	
7																	
6																	
5																	
4																	
3																	
2																	
1																	
<i>George Washington</i>																	

Doc # 12

Document #13:

Date of census: \_\_\_\_\_

Type of information asked on this page: \_\_\_\_\_

Age of youngest person at time of death \_\_\_\_\_

Age of oldest person at time of death \_\_\_\_\_

Most common rank at time of death \_\_\_\_\_

# who died as POW \_\_\_\_\_

# who died in battle \_\_\_\_\_

# who died of wounds received in battle \_\_\_\_\_

# who died of sicknesses acquired in services \_\_\_\_\_

Most common place of burial \_\_\_\_\_

Probable reason for the above \_\_\_\_\_

---

Own notes on dependents:

Other notes:



Document #14: \*(Now that you have been given specific information to look for, you will start to come up with your own interpretations of documents and rely less on teacher fed questions)

Date of census: \_\_\_\_\_

War this information is gathered on \_\_\_\_\_

Own notes on length of service:

Own notes on disabilities:

Other notes:

1890

Special Schedule.—Surviving Soldiers, Sailors, and Marines, and Widows, etc.

S. D.: 6 ; E. D.: 8 ; Minor Civil Division: Grand

From Schedule No. 1		NAMES OF SURVIVING SOLDIERS, SAILORS, AND MARINES, AND WIDOWS.	Rank.	Company.	Name of Regiment or Vessel.	Date of Enlistment.	Date of Discharge.	Length of Service.		
House No.	Widow No.							Yrs.	Mo.	Days.
1	2	3	4	5	6	7	8	9	10	11
27	24	267 James J. Miller	Private		Army	180	180			
28	210	279 John Moore	Private		Army	180	180			
29	211	231 James C. [unclear]	Private		Army	180	180			
30	211	262 John [unclear]	Private		Army	180	180			
31	218	290 McKinnon James	Private		Army	180	180			
32	221	297 John [unclear]	Private		Army	180	180			
33	224	301 Henry J. [unclear]	Private		Army	180	180			
34	230	311 Magdalena [unclear]	Widow			180	180			
35	232	311 Charles R. Stallard	Capt.		Army	180	180			
36	181	246 James J. [unclear]	Private		Army	180	180			
37	265	363 Howard Alfred	Private		Army	180	180			
38	239	323 McDonald James	Private		Army	180	180			
39	262	319 James [unclear]	Private		Army	180	180			
40	290	373 Van Damsse Daniel	Private		Army	180	180			

	10	11	12
	POST-OFFICE ADDRESS.	DISABILITY INCURRED.	REMARKS.
27	Glossville MS	x	x
28	Glossville MS	x	x
29	Glossville MS	x	Killed
30	Glossville MS	Kidney complaint	x
31	Glossville MS	Kidney complaint	x
32	Glossville MS	x	x
33	Glossville MS	x	x
34	Glossville MS	x	x
35	Glossville MS	x	x
36	Glossville MS	x	x
37	Glossville MS	Heart Disease	x
38	Glossville MS	x	x
39	Glossville MS	x	x
40	Glossville MS	x	x

Doc 14



**Day 7**  
**Handouts and/or homework**

Document #15:

Date of census: \_\_\_\_\_

Type of census: \_\_\_\_\_

There are at least two correct answers

Reason for this type of census:

Information gathered on persons employed: (please put your own interpretation down)

Two types of power used:

Occupation which paid the most:

Occupation which paid the least:

Other notes:

**III. Industry other than Agricultural.**

INDUSTRIAL STATISTICS of the Second Election District of the State of Wisconsin in the County of Marathon taken by me on the 10<sup>th</sup> day of July 1855.  
Marathon John J. Russell Marshal.

Name of Firm or Company owning the Shop, Factory, Mill, Quarry, or other object of Industry.	Name of Business or Manufacture.	CAPITAL INVESTED		RAW MATERIALS			ANNUAL PRODUCT			Kind of Motive Power.	PERSONS EMPLOYED				WAGES	
		In Real Estate.	In Tools and Machinery.	Quantity.	Kind.	Value.	Quantity.	Kind.	Value.		Men.	Women.	Boys.	Girls.	Per Annum.	Per Week.
100	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125
1 Tracy & Silversmith	Cabinet & Chair Making	1500	550	3000 ft	Red Walnut	115	150 ft	Grain	900	Steam	6					25
2				2000 ft	Red Walnut	90	5	Soft Pine	60							
3				500 ft	Red Walnut	50	4	Grain	100							
4				200 ft	Red Walnut	25	14	Grain	400							
5				100 ft	Red Walnut	15	100	Grain	300							
6				100 ft	Red Walnut	100	50	Grain	225							
7				150 lb	Grain	120	100	Grain	200							
8				20 ft	Grain	50	30	Grain	400							
9				Wiring	Grain	615	10	Grain	160							
10								5	Soft Pine	192						
11									Miscellaneous	400						
12									10	Grain	200					
13																
14	Baldwin & Corliss	Cabinet Manufacturing	1000	350	2000 ft	Red Walnut	130	65	Grain	2000	3					35
15						1500 ft	Grain	50	225	Grain	500					
16						500 ft	Red Walnut	100	100	Grain	350					
17						200 ft	Red Walnut	20	175	Grain	275					
18						225 ft	Red Walnut	195	15	Soft Pine	150					
19						150 ft	Red Walnut	150	25	Grain	210					
20						600 ft	Red Walnut	275	20	Grain	400					
21						20 ft	Grain	125	4	Soft Pine	90					
22						320 ft	Grain	50	Grain	Miscellaneous	500					
23						200 ft	Grain	200								
24						Wiring	Miscellaneous	1000								
25																
26	Wells & Co	Iron Shop	1200	200	75 ft	Iron Plate	800	100 lb	Grain	300	2					19
27						2000 ft	Grain	100	2000 ft	Grain	300					
28						200 lb	Grain	70	2000 ft	Grain	625					
29						Miscellaneous	Grain	100	Miscellaneous	Grain	2000					
30																
31	W. P. Bennett	Confectioner	4000	500	25 tons	Grain	1500	27 tons	Grain	1900	3					15
32						2	Grain	210								
33						Miscellaneous	Grain	200								
34																
35	Stephen L. Williams	Tannery	600	75	300	Grain	1000	700 lb	Grain	1000	1					30
36						150	Grain	100	200	Grain	700					
37																
38	David Champlin	Tannery	200	50	150	Grain	200	300 lb	Grain	700	1					22
39						150	Grain	100	150	Grain	190					
40																
41	Thomas Porter	Brick Making	200	200	200000	Clay	100	100000	Bricks	9000	16					25
42						100000	Grain	50								
43						100000	Grain	100								
44																
45																

Document 16:

Date of census: \_\_\_\_\_

Two types of businesses listed:

Two businesses which are still operating today:

Type of power most often used:

Business with most people employed (give number too) \_\_\_\_\_

Average number of employees for other businesses listed \_\_\_\_\_

Type of person employed \_\_\_\_\_

Explain avg # of months per year business active column (#12)

Other notes:



Document #17:  
Document #18 is enlarged portion of 17

# of places of worship: \_\_\_\_\_

# of public libraries: \_\_\_\_\_

Look at wages and write your own interpretations:

Possible reason for information gathered under remarks:

Other notes:

HOTELS, STORES, &c. Number in District: Of inns, hotels and taverns, \_\_\_\_\_; of wholesale stores, \_\_\_\_\_; of retail stores and groceries, \_\_\_\_\_.

REMARKS ON THE HARVEST OF 1874.—Here state whether the yield in agricultural districts of any particular crop, reported on the preceding schedule, was above or below the usual yield. If so to what relative amount as compared with ordinary years, and to what causes (if less) may the failure be ascribed? *Very low yield of wheat and corn. Wheat very low, corn very low. Cause for the low yield, little fall wheat and very late sowing of corn.*

DOMESTIC ANIMALS IN CITIES AND VILLAGES.—The number of domestic animals kept by those who occupy no farming lands, are \_\_\_\_\_.

REMARKS ON THE MORTALITY OF THE YEAR ENDING JUNE 1, 1875.—State whether any epidemic or other natural or known cause operated to vary the number of deaths. *Smallpox from previous years appears in districts.*

**Wages.** Estimated average pay of Hired Laborers and Mechanics, exclusive of Board.

Occupation, not retail trade, or requiring skilled labor	By the day	By the week	By the month	Trade and occupation requiring skilled labor	By the day	By the week	By the month	Other kind of service not specified	By the day	By the week
Men working at common hand labor in building, etc.	1.00			Carpenters and Joiners	2.00					
Farm hand hired by the season or year		2.00		Wagon, Stone and Bricklayers	3.00			<i>See Will Hards</i>	1.50	
Farm hand hired in Hay and Harvest		1.50		Shoemakers (Goumment)				<i>Small Trachon in School</i>	5.00	
Women hired for common household work		1.30		Machinists				<i>Small Trachon in School</i>	1.00	
Women working in Factories, etc.				Moublers						
				Blacksmiths	1.75					
				Painters and Glaziers						
				Printers						
				Dressmakers						
				Sewing and other woman's hand labor	1.00					

GENERAL REMARKS.—*At Paul Church near Mill about 20 years ago by the Rev. Lewis of this Parish the first smallpox was introduced into this Parish and at his death was left to the Parish Society at New York City.*

AFFIDAVIT—STATE OF NEW YORK,  
 COUNTY OF *Warren*  
 I, *Wm. H. Perkins*, in the County of *Warren*,  
 Enumerator, duly appointed for taking the Census of *the Third Election District of Warren*, N. Y., being duly sworn, do depose and say that the schedules consisting of *42* pages have been filled and compared by me with due care and attention, and that they are correct to the best of my knowledge and belief.  
 Sworn before me, this *17* day  
 of *July* 1875.  
*Wm. H. Perkins*  
*Warren*

VI. Miscellaneous Statistics. Reported from the First Election District of Warren in the County of Warren, N. Y., for the year ending June 1, 1878.

Enumerated

Table with columns for Public Libraries, including Name, No. of Volumes, and Value of Real Estate. Includes entries for 'Sunday School Library' and 'East State Library'.

NEWSPAPERS AND OTHER PERIODICALS. [Directors and forward one number of each to Secretary's Office, marked "CENSUS."]

Table for Newspapers and Other Periodicals with columns for Name and Circulation.

HOTELS, STORES, &c. Number in District: Of Inns, hotels and taverns... of wholesale stores... of retail stores and groceries...

REMARKS ON THE HARVEST OF 1874.—Here state whether the yield in agricultural districts of any particular crop reported on the preceding schedule, was above or below the usual yields...

DOMESTIC ANIMALS IN CITIES AND VILLAGES.—The number of domestic animals kept by those who occupy no farming lands, are...

REMARKS ON THE MORTALITY OF THE YEAR ENDING JUNE 1, 1878.—State whether any epidemic or other natural or known causes operated during the number of deaths...

Wages. Estimated average pay of Hired Laborers and Mechanics, exclusive of Board.

Table showing wages for various professions: Carpenters and Joiners, Masons, Stone and Bricklayers, Shoemakers, Machinists, Millers, Blacksmiths, Painters and Glaziers, Printers, Dressmakers, Sewing and other women's hand labor.

GENERAL REMARKS.—St Paul Church was built about 3 years ago by John J. Harris of this District at his expense...

AFFIDAVIT—STATE OF NEW YORK,

Affidavit text: County of Warren, I, Daniel C. Perkins, Enumerator, duly appointed for taking the Census of the First Election District of the County of Warren, N. Y., being duly sworn, do depose and say, that the schedules, consisting of 100 pages, have been filled and compared by me with due care and attention...

Vertical text on the right margin: I. Popu of Du, 1 Framed, 2 Framed, 3 Framed, 4 Framed, 5 Framed, 6 Framed, 7 Framed, 8 Framed, 9 Blank, 10 Framed, 11 Framed, 12 Framed, 13 Framed.



Document #19

Date of census: \_\_\_\_\_

\*\*\*OK \*\*\* You are on your own for this one. What information do you get from this page? Look carefully, there is a lot of interesting data.

Doc # 19

NEWSPAPERS AND OTHER PERIODICALS. [Procure and forward one number of each to Secretary's Office, marked "Census."]

CHECKLISTS (See number)

HOTELS, STORES, &c. Number in District: Of inns, hotels and taverns, 1; of wholesale stores, 1; of retail stores and groceries, 1  
 REMARKS ON THE HARVEST OF 1874.—Here state whether the yield in agricultural districts of any particular crop, reported on the preceding schedule, was above or below the usual yields. If so to what relative amount as compared with ordinary years, and to what causes (if less) may the failure be ascribed? Winter very late, yield from wheat very small. Wheat yield from grassland

DOMESTIC ANIMALS IN CITIES AND VILLAGES.—The number of domestic animals kept by those who occupy no farming lands, are, 160 horses, 1 mule, 12 cows.

REMARKS ON THE MORTALITY OF THE YEAR ENDING JUNE 1, 1875.—State whether any epidemic or other natural or known causes operated to any the number of deaths.

Wages. Estimated average pay of Hired Laborers and Mechanics, exclusive of Board.

Occupations, and regular times, or requiring skilled labor.	By the day.	By the month.	By the day.	By the month.	By the day.	By the month.
Men working at common hand labor in building, etc.	\$ 1.00	\$ 26	\$ 1.00	\$ 26	\$ 1.00	\$ 26
Men hired by the season or year.	\$ 2.00	\$ 50	\$ 2.00	\$ 50	\$ 2.00	\$ 50
Men hired in Haying and Harvest.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Men hired for common household work.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Men working in Factories, etc.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Carpenters and Joiners.	\$ 2.00	\$ 50	\$ 2.00	\$ 50	\$ 2.00	\$ 50
Masons: Stone and Bricklayers.	\$ 2.00	\$ 50	\$ 2.00	\$ 50	\$ 2.00	\$ 50
Shoemakers (Journeyman).	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Mechanics.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Molders.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Blacksmiths.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Printers and Glassblowers.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Printers.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Dressmakers.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25
Sewing and other woman's hand labor.	\$ 1.00	\$ 25	\$ 1.00	\$ 25	\$ 1.00	\$ 25

GENERAL REMARKS.—

AFFIDAVIT—STATE OF NEW YORK,

COURT OF

I, Abel J. Parnam, Enumerator, duly appointed for taking the Census of the Town of Schuylkill, in the County of Warren, N. Y., being duly sworn, do depose and say, that the foregoing schedule, consisting of 54 pages, have been filled and compared by me with due care and attention, and that they are correct to the best of my knowledge and belief. Sworn before me, this 23<sup>rd</sup> day of July, 1875.

Abel J. Parnam  
 County Clerk  
 Schuylkill  
 N. Y.

**Day 8**  
**Handouts and/or homework**

## **Assessment on Census . . . Why? Document Based Question**

Documents have been given out prior to the essay date. Each student was supposed to answer seed questions pertaining to each document.

Question:

Federal and state census records have two official purposes yet provide abundant information useful for other prospects. Using the documents handed out in class, defend this statement. Use at least four different records and cite which sources you are referring to.

Documentation Citation	more than 4 documents used	4 documents used	3 documents used	2 documents used	1 document used	0 documents used
	5 pts	4 pts	3 pts	2pts	1 pt	0 pts
Content	Defined census & explained 2 official purposes-taxation/repres. Explained how/why other info was used. Supported at least 3 specific examples	Defined census and explained 2 official purposes-taxation/rep. Attempted to explain other info. but no specific examples given	Gave at least one purpose of census. Listed info found on census, but no explanation given.			
Grammar/ Spelling	No grammar/spelling errors	Up to 3 grammar/spelling errors	Up to 6 grammar/spelling errors	Up to 9 grammar/spelling errors	Up to 12 grammar/spelling errors	Over 12 grammar/spelling errors
Appropriate use of documentation	Data interpreted and explained using examples from every document cited	Data interpreted/ explained but no examples given OR Examples given w/o being intpreted/ explained	Attempt to cite documents but no evidence that documents interpreted or explained			

## Post lesson plan report:

The unit took longer than anticipated.

Day 1 plan actually took 1 and a half days to adequately discuss the origins of our governmental system. Few students remembered much about either Athens or Rome.

Day 3 plan actually took 2 days. I have original maps that are much larger than the ones copied in the folders. These maps were put on the black board and students had to find where they lived. We had a lively discussion about where polling places are located and they asked some questions I had to look up answers to. I enjoyed this section, therefore, did not mind spending the time. Most have retained who their various representatives are.

Documents are difficult to read, therefore, I needed to spend more time helping them decipher the information. In addition, I have several students with disabilities in my class, which contributed to it taking longer.

For many students this was the first time they had ever attempted a DBQ, therefore, I decided to grade their essay with a rubric. In order to make sure they understood how to do a DBQ, I assigned them two days to re-write their essay. They had their corrected original and the rubric. I found this helped a majority of the students who really didn't comprehend what was expected of them.

I am a little nervous about the length of time I spent on this project, however, I believe a lot of good came out of it.

- The students know more about the Constitution.
- They have been exposed to a DBQ assessment which will become more common.
- They experienced working with documents along with all of the problems that entails ( ink spots, messy handwriting, different language usage, etc.
- The students have a more thorough understanding of the census, how it affects them in their daily lives and, in addition, the guest speaker was good at pointing out that they will be part of this next census 2000. Therefore, it means more to them.
- They discovered what election district they live in, where they will vote when they turn 18, how to register to vote, etc.
- They have learned about their various representatives thereby comprehending Federalism better and about districts and how they are reapportioned.
- They have a better understanding of our governmental system and where we got most of our ideas, further reinforcing a knowledge of Ancient History and the Enlightenment.
- I learned that you don't have to use the same 'ol same 'ol "stuff". There are local records which can be pertinent to eleventh grade.
- I learned that 16,17, and 18 year olds still enjoy being active in a lesson plan.
- I learned that too many hours went into this project that no one will ever believe but I enjoyed it and realized that new ideas sprout in many different directions. More plans are simmering!