

Locust Grove Schoolhouse School Students, Families, and Work:
How did Pocopson Township families earn their living over 100 years ago,
and were the parents and adults the only ones working?

After the students have learned about one-room schoolhouses, including the Locust Grove Schoolhouse in Activity One, they will begin to learn about the community that the school served. In this lesson, children will use copies of primary source documents—the Census, newspaper articles, and Teacher’s Monthly Reports—to learn about Pocopson Township’s occupations.

Curriculum Alignment:

8.1.3.A: Understand chronological thinking and distinguish between past, present and future time.

8.1.3.B: Develop an understanding of historical sources (data in historical maps; visual data from maps and tables).

8.1.3.D: Understand historical research.

8.2.3.D: Identify conflict and cooperation among social groups and organizations in Pennsylvania history (ethnic and racial; labor relations; immigration).

8.1.4.A: Identify and describe how geography and climate have influenced continuity and change over time.

8.2.4.B: Locate historical documents, artifacts, and places critical to Pennsylvania history.

8.2.4.C: Explain how continuity and change in Pennsylvania history have influenced personal development and identity (commerce and industry, technology, and physical and human geography).

2.6.3.B: Organize and display data using pictures, tallies, charts, bar graphs and pictographs.

Objectives:

Students will be able to:

Name six different occupations of students’ families in the late 1800s in Pocopson Township. Answer whether school children had occupations or jobs. Understand that the Census, maps, newspaper articles, and attendance books are primary sources and all record information about occupations and industry, even though that was not the main purpose of these documents.

Setting the Stage: Guided Discussion

Help the students to think about Chester County occupations over 100 years ago. Generate some guesses and predictions about children’s and families’ work over 100 years ago.

Ask the students:

1. Think about your parents’ or grandparents’ or neighbors’ jobs. Do the people you just thought of work with their bodies and muscles in their jobs? How do they do that? If they do not, what work do they do? Do they work at a desk in an office?
[Help the students to see how technology allows people to expend less physical energy. Discuss how occupations have changed over time.]

2. Can you think of any careers or occupations that people had a long time ago, that do not exist today? *[Try to get the students to consider millers that ground grain or sawed lumber or ran looms with water power. Also students may think about blacksmiths and shoemakers. These were local businesses in each village a long time ago; now these items are made in large-scale factories, often far away.]*

3. How could we find out what people's jobs were over 100 years ago? *[Discussion leaders can help students think about old documents and old writing from 100 years ago. Possibly a student will suggest the Census. In this activity students will also use teachers' records, newspaper articles, and maps. Lead the children to think about these kinds of primary sources.]*

4. Do you know what the Census is? Have you heard about your family answering the Census questionnaire ever? For how many years do you think our country has been taking the Census? *[The first Census was taken in 1790. The Census records every resident's name and family members and race and birthplace, as well as their jobs.]*

If possible, record students' guesses and predictions for all to see.

Lesson:

Activity 1:

List of Materials:

Group One:

Two historic maps of Pocopson Township, 1873 and 1883 and two Local Daily News articles, 1883 and 1910.

[All primary sources.]

Group Two:

A page from a Teacher's Monthly Report dated, December 1861 and two pages from the 1860 Census.

[Both the page from the daily attendance book and the Census are primary source documents.]

Group Three:

A page from a Teacher's Monthly Report dated, December 1871. Three pages from the 1870 US Census for Pocopson Township.

[The Census is also a primary source document.]

Divide students into three groups (or guide the entire class through each activity). Have students work together to use the resources they are given to make statements and answer questions about the occupations and industry in Pocopson Township during different years.

Group One Activities:

By examining historic maps and reading newspaper articles, the students will be able to identify such places as farms, schools, mills, and more. Ask the students to be primary source detectives or history detectives to perform these tasks and answer these questions:

Using the 1873 map: How many mills can you find on the 1873 map? What is a mill; what does it need to operate? Decide where a mill might be located? This will determine where on the map you look for mills. What kinds of mills were in Pocopson Township, based on the map text?

When you find a mill, write its name on a piece of paper; describe where it is located in reference to the Locust Grove Schoolhouse (LGSH); and write its water source. Example, G & S mill, southwest of LGSH, on the Pocopson Creek.

Do you think there were many other jobs in Pocopson Township? Can you find any other business on the Map? Do you think there were other businesses or not?

Using the 1883 map: How many mills can you find on this map? This map has an additional tool to help you locate the mills? What is the tool? You may have seen this tool before and called it a “legend.” Use your answers regarding mills found on the 1873 map, to check to see if that same mill is still operating in 1883? How many Mills operated during both time periods? The legend can help you find another resource in Pocopson (besides mills and homes); what is it? Did many people have these resources? What job or occupation needs this resource?

Using the 1883 newspaper article: Write the names of five other jobs in Pocopson that year. Can you find a family name from the newspaper article on the 1883 map? [*There is one.*] These primary sources are from the same year in history.

Using the 1910 newspaper article: This article only mentions a few actual jobs or occupations. The article mentions events and places; can you deduce or infer all of the jobs or occupations that must exist based on the events and places talked about in the article? Can you name 10 jobs or occupations based on the article?

Keep a list of all the jobs or occupations that you found from each of the four resources.

Group Two Activities:

By examining a page from the Teachers’ Monthly Report, the students will be able to find the occupations of each of the students’ parents. Ask the students to locate this information. They will need to get accustomed to the old cursive writing for this activity. If the students have trouble, provide the following key to help them decipher the occupations. It is a bit like a puzzle. Again, they must work like detectives. [*The occupation appears after the parent name, as an abbreviation.*]

Bksm or B.S. = Blacksmith

Do or " = ditto (look up, if not familiar)

Far or Farm = Farmer

Lab or La = Laborer
Ma = Mason
Shma = Shoemaker
Tailor or tlo = Tailor

If the students are confused about a couple of the occupations, Census pages are included that show the occupations for a few parents. You may want to let the students know how the Census was compiled in street or house order, not alphabetically. They will just need to scan for the names.

Ask the students to answer these questions using only their primary source documents:

Count how many parents or guardians had a certain job. For example how many parents or guardians were farmers? Be careful, some parents' names repeat, when they have multiple children. Count each parent or guardian only once.

Now that you have the totals create a chart or a table with the totals. If you know how to calculate percents, add the percent of the class parents that belonged to each occupation.

Now assign each student in the group the identity of a parent. Try to mimic the composition of the parent group. If there was only one tailor in the group, make sure no more than one student is the tailor. Introduce yourselves to each other and tell each other what your job is. You can even make nametags with your name and job.

Think about why these people had these jobs? Do you know people who say they have a "busy season" or a "slow season" at work? Think about whether you would have those times as the parent/guardian with this job? Describe how this might have affected your school-aged children.

If you have time, you can find out how the children were behaving and achieving academically from the attendance book. A "1" in the first column means that the student received corporal punishment that term. Look up "corporal: if you're not familiar with that word. In the next columns, a "1" is the best and a "5," the worst.

Group Three Activities:

Ask this group of students to be primary source detectives or history detectives to learn about Pocopson occupations through the students and their families at the Locust Grove Schoolhouse in 1871. Ask this group if they think going to school is an occupation? Now give the group this list (below) of students to find on both of the primary source documents for group three.

Harry Entriken
Pennock Brown
Evan Lear
Eber Faucett
Charles Rudolph
John Duffy
James Lomax
John Rogan

First find the students on the 1871 attendance list, to make certain that they attended school that year, and then locate their name on the 1870 Census. (Remember the US Census is organized by house order not alphabetical order. The head of household appears next to the numbers that show the house and family order, at the left. Both documents list the children's age. Why is the age different on the two documents?

Write each student's occupation and age at the time of the Census next to his name.

Notice whether the student lives in their parent's home or in someone else's home (check the head of household, next to the numbers). Can you explain what is going on? Look at the head of the household's occupation too. Can you make some conclusions?

Check on each group after 15 minutes to see if any group has finished the tasks requested. Some groups may finish before others. If a group is finished ask them to assign jobs for sharing their findings with the class.

Complete the lesson by rotating all primary sources through each group OR have each group teach the other students about their resources by sharing their experience and findings.

Reinforce and expand the observations (guided discussion):

Ask the students to name six different occupations in Pocopson Township between the years 1873 and 1910. Ask if the students can see any trends? Did any one job or occupation stay consistent through those years?

Ask the students to predict what jobs Pocopson residents have today. Explain to the students that throughout the decades, the dominant industry continued to be general agriculture, with dairy-farming increasing in the early twentieth century. The geography of Pocopson Township afforded waterpower for mills in the 1800s. The map of 1873 shows five mills on the borders of Pocopson Township. By 1883, only two [CHECK]

survived, and by 1920, the last remaining mill closed as Pocopson Township moved toward dependence on gasoline and electricity. The 1870 census indicates other occupations within Pocopson Township such as: blacksmith, shoemaker, merchant, laborers, masons, housekeepers, and domestic servants. Children, as young as age 12, sometimes worked as laborers, apprentices, and domestic servants.

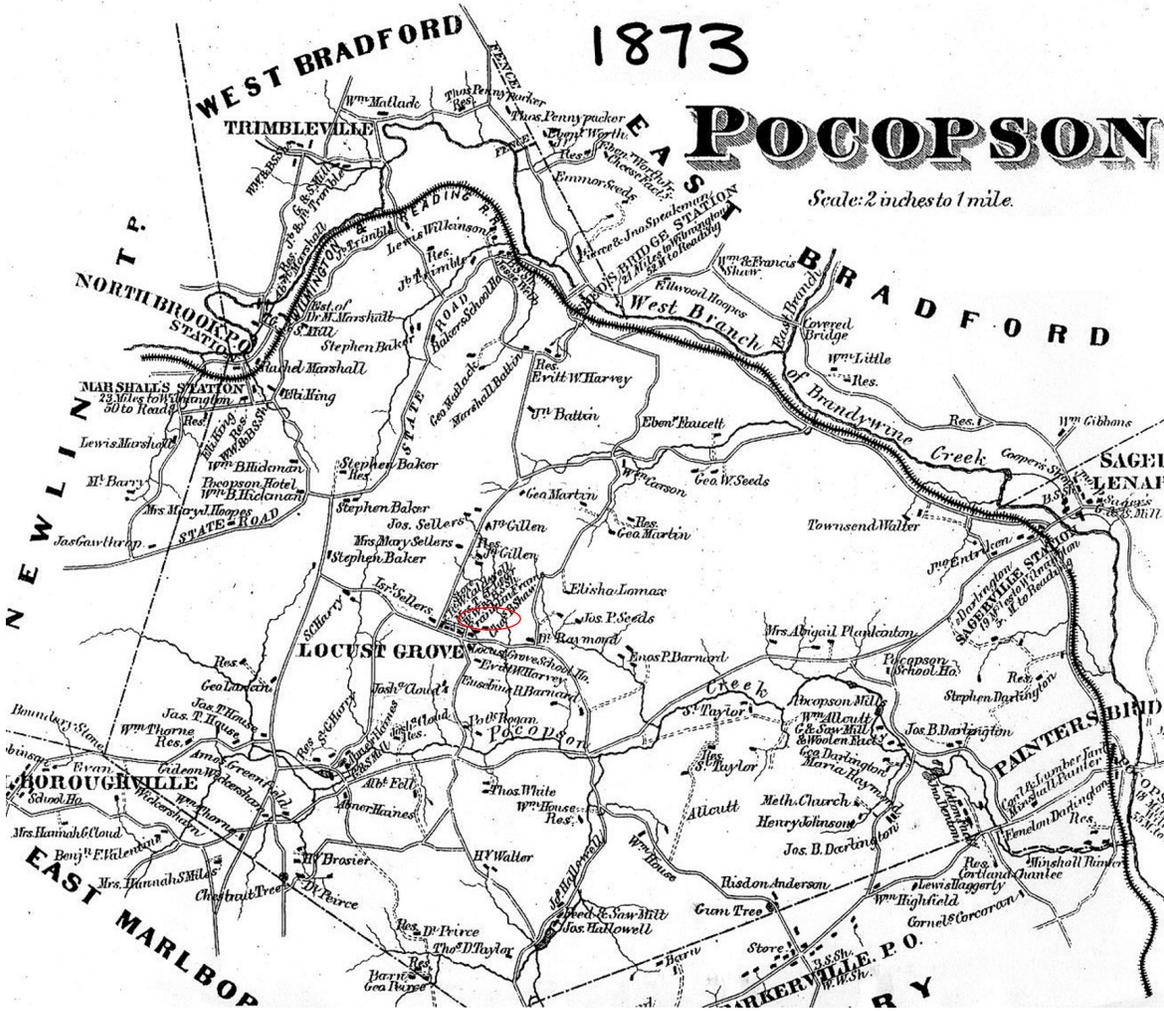
Ask the students about living away from home and working while also sometimes going to school. Do children still do that today? When do they typically do that?

Closing: Ask the students what was the most challenging thing about reading old documents. Ask them what was the most fun about working with the old documents?

Group One Resources:

1 of 4: 1873 Map of Pocopson Township

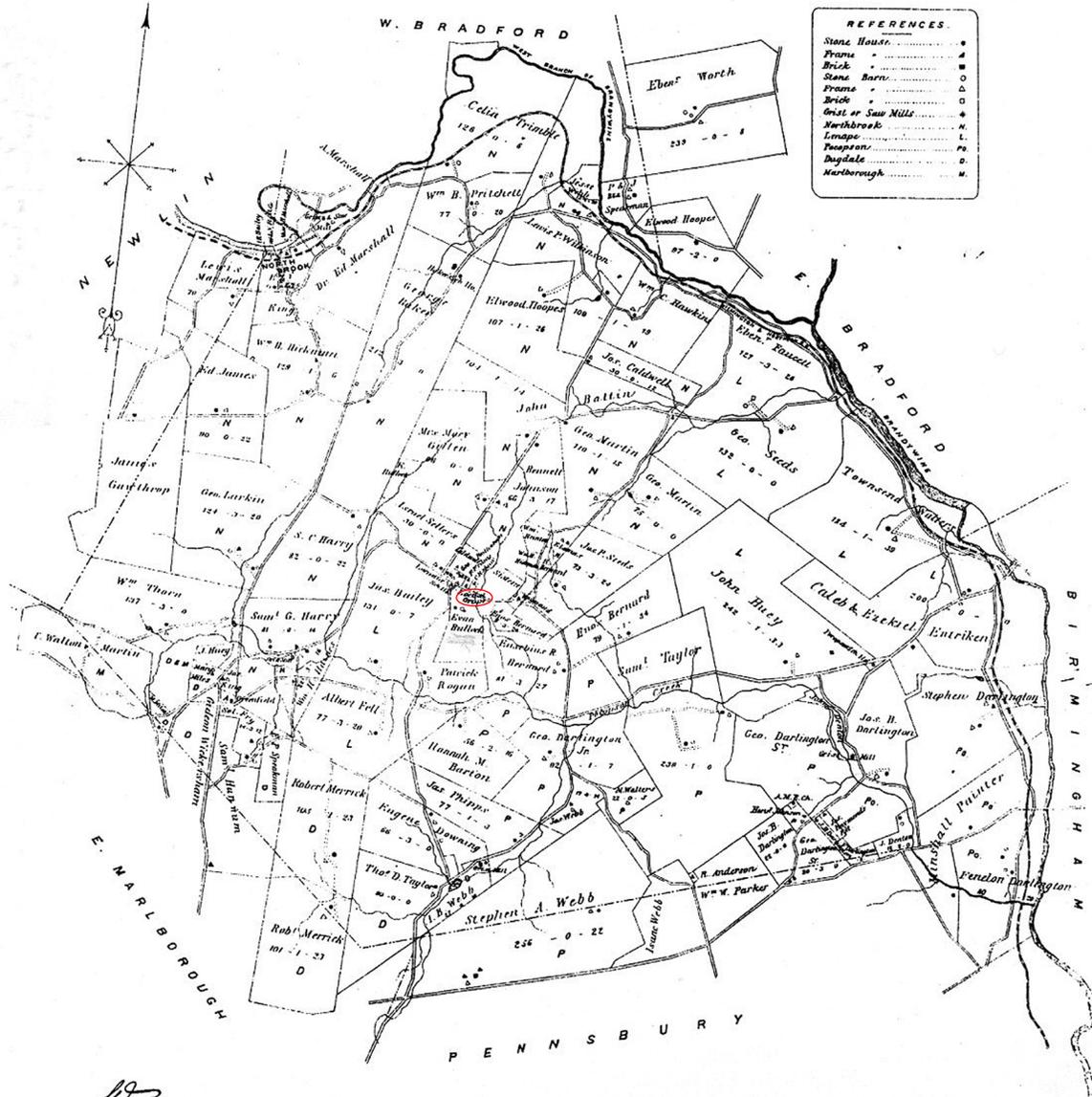
Image: 1.1873PocopsonMap.jpg



Group One Resources:
 2 of 4: 1883 Map of Pocopson Township
 Image: 2.1883PocopsonMap.jpg

1883 POCOPSON

Scale 100 Perches to 1 inch.



We believe this to be an accurate map and it gives us pleasure to affix our official endorsement
 The W. Bradford County Surveyor
 J. S. Reynolds }
 H. C. James } County Commissioners
 W. M. Smith }

Group One Resources:

3 of 4: 1883 Local Daily News of West Chester, article dated August, 9, 1883

Image: 3.1883DailyLocalNews.jpg

28.9.1883

Echoes from Pocopson.

CAUGHT AND SENT IN BY AN OCCASIONAL COR-RESPONDENT. 8783

MR. EDITOR :—I have just realized the fact that our quiet little village that has been slumbering in the lap of nature for many years, almost unseen and unnoticed, has awakened from its lethargy and stepped to the front, and here we are with a few items of news. First, our agricultural prospects are good. A farmer near the village claims that he has the best tobacco in the State, while another claims that he has still better.

—"Jimmy" Burns, a caterer of much celebrity, has an ice cream saloon, which is well patronized by the lovers of that seasonable luxury. He names his place "Saloon de Burns."

—Mr. Brittenham, the blacksmith whose shop has been standing idle for the past two years, has now opened out business, and the anvil chorus is once more heard in the village.

—Joseph S. Caldwell, of Pocopson, has had his house cemented on the exterior by Fling Bros., of Marshallton, which adds materially to the appearance of it. Mr. C. has also made a number of other improvements about his premises, known as the "Hickory Hill Farm."

—The Wawasset Literary Society, of Pocopson, will hold its next meeting at "Hillside," the pleasant home of Mr. Hawkins, on Wednesday evening, the 15th inst. The society paper, the Full Moon, will be edited by Mrs. Lewis Marshall, whose literary talents have been justly recognized by the members of the society.

—John Battin is erecting a new carriage house, which, when completed, will be as ornamental as it is useful.

—Prof. Purlee M. Harvey, of Northbrook, was along the banks and brays of Brandywine a few evenings ago enjoying piscatorial recreation, where he succeeded in capturing 2 bass, 17 and 21 inches long respectively. Mr. H. immediately returned to his home, and rendered upon his favorite instrument, the violin, that well-known tune "The Fishes Hornpipe," interspersed with a "Black Bass Solo."

—Messrs. James E. Webb & Sons, of Pocopson, who recently started a creamery, are now receiving about twelve hundred quarts per day. They find a ready sale in Washington and other markets for their fine article of butter.

—Edward Brown, who has been quarrying stone on the farm of Bennett Johnson, near this place, for some time, discovered a few days ago what is supposed to be a coal mine. The coal taken out of the vein burned very readily.

—Victor D. Battin, of "Pocopsy," has shot 40 of those inhabitants of mother earth, namely, ground hogs. Mr. Battin is an expert shot, and many a feathery songster has ceased to sing before his unerring aim. Squirrels and other like small game are his prey. Uno.

7-mo. 13th, 1883.

Group One Resources:

4 of 4: 1910 Local Daily News of West Chester, article dated August, 9, 1910

Image: 4.1910DailyLocalNews.jpg

895, 1910

LOOKING BACKWARD AT LOCUST GROVE

A Brief Talk With the Oldest Resident,
Postmaster Caldwell, of
LOCAL Corinne. 9.5.1910

During the gentle falling rain on Saturday afternoon a visitor in Pocopson township had the good fortune to meet Robert Caldwell, a veteran resident, at Locust Grove School, a stone's throw from Corinne post office. Mr. Caldwell, who is postmaster and merchant had been a director there for nine years, and and lived near the property for many more. In fact he went there to the primary election when the Republican party was born, in 1855, and at that time had known the property a long while.

It is recalled that the land for the school, a picturesque bit, shaded by fine trees, was given to the township long, long ago by William Cloud, who owned two farms in that neighborhood, containing 217 acres of land. One of the farms is now owned by James Bally, who lives on South Walnut street, West Chester, and the other by Mr. Wilson.

The building was erected in early times and about forty years since a front annex was added, containing two cloak rooms with an entry between them, and a bellry above with a fine bell. One of the cloak rooms, now used for storing the township school supplies, was for a long time used as an election room, and in the partition is a window like that in a ticket office, through which the voters of the old days handed their ballots. Among the directors of that time were Joseph Darlington, George Larkin and George Martin.

During the famous campaign of 1855, when Townsend Walter, now of West Chester, was elected County Treasurer—the only Republican elected that year, and the first in the county—the Pocopson delegates to the nominating convention were Robert Caldwell and Charles Harry, both of whom are yet living. They were probably the only delegates who can at present respond to rollcall.

Mr. Caldwell followed the Philadelphia markets for a period of twenty-one years, driving to West Chester regularly and shipping his produce by rail. He continued until the old Twelfth Street Market, in which he had a stall, was bought by the Reading Railroad Company, to make room for its terminal station.

At present the local director is George Cox, who has shown much interest in seeing the building repainted, re-roofed, whitewashed and thoroughly renovated. All three of the Pocopson school buildings have been overhauled and much improved this season.

Group Two Resources:

1 of 3: Page from State of Pennsylvania Teacher's Monthly Report, dated December 1861

Image: 1.1861TeacherReport.jpg

State of Pennsylvania, During December C. Martin
and terminating December 29th 1861

with a Declamation Composition and Etymology
Mental, Greenleaf, Emerson, Arithmetic, Mitchell, Montuith & McKelley

Alphabet.	Spelling.	Reading.	Writing.	I. Arithmetic.	W. Arithmetic.	Geography.	Grammar.	Algebra	Punishment.	Conduct.	Progress.	NAMES OF PARENTS AND GUARDIANS.	GENERAL RE
-	-	-	-	-	-	-	-	-	2	2			
-	-	-	-	-	-	-	-	-	2	2	M ^r Register	Far	William Register
-	-	-	-	-	-	-	-	-	3	2	Thos. Monks	La	Thos. Monks
-	-	-	-	-	-	-	-	-	3	2	Thos. Monks	do	
-	-	-	-	-	-	-	-	-	2	2	Cut. Barnard	Far	
-	-	-	-	-	-	-	-	-	2	1	Patrick Stuffles	La	
-	-	-	-	-	-	-	-	-	2	2	John Woodkinista		
-	-	-	-	-	-	-	-	-	2	2	Robert Caldwell	Ag	
-	-	-	-	-	-	-	-	-	1	1	Thos. Monks	Me	
-	-	-	-	-	-	-	-	-	1	1	Cut. Barnard	Far	
-	-	-	-	-	-	-	-	-	2	2	Thos. Monks	La	
-	-	-	-	-	-	-	-	-	2	2	Cut. Barnard	Far	
-	-	-	-	-	-	-	-	-	2	2	John Griffith	Shm	
-	-	-	-	-	-	-	-	-	2	2	Geo. H. Martin	Far	
-	-	-	-	-	-	-	-	-	2	2	Geo. Sudds	do	
-	-	-	-	-	-	-	-	-	1	3	4 Nathan Edwards	Me	
-	-	-	-	-	-	-	-	-	1	3	4 do do		
-	-	-	-	-	-	-	-	-	2	2	Sam ^l W. Sellow	Far	
-	-	-	-	-	-	-	-	-	2	3	Thos. Monks	La	
-	-	-	-	-	-	-	-	-	2	2	Joshua Pierce	La	
-	-	-	-	-	-	-	-	-	2	1	Robt. W. Caldwell	La	
-	-	-	-	-	-	-	-	-	2	3	Joseph Sudds	Far	
-	-	-	-	-	-	-	-	-	2	3	M ^r Register	do	
-	-	-	-	-	-	-	-	-	2	3	John Griffith	Shm	
-	-	-	-	-	-	-	-	-	2	3	John Hopkins	La	
-	-	-	-	-	-	-	-	-	1	2	4 do do		
-	-	-	-	-	-	-	-	-	2	3	Job Pierce	Fa	
-	-	-	-	-	-	-	-	-	2	4	Joseph Brown	La	
-	-	-	-	-	-	-	-	-	1	2	4 Taylor Brown	La	
-	-	-	-	-	-	-	-	-	2	3	Job Pierce	Fa	
-	-	-	-	-	-	-	-	-	2	3	Robt. Mace	La	
-	-	-	-	-	-	-	-	-	2	3	Benajah Barry	Fa	
-	-	-	-	-	-	-	-	-	2	1	John Taylor	Fa	
-	-	-	-	-	-	-	-	-	2	1	Elisha Lomax	do	
-	-	-	-	-	-	-	-	-	1	2	2 Thos. Jones	La	

Group Two Resources 2 of 3: Page one from the Pocopson Township Census of 1860
Image: 2.PageOne1860.jpg

SCHEDULE 1.—Free Inhabitants in Jacobson Township in the County of Chester State 731
of Pennsylvania enumerated by me, on the 4th day of June 1860. James McLean Ass't Marshal
Post Office Marshallton

Dwellings numbered in the order of visitation.	Families numbered in the order of visitation.	The name of every person whose usual place of abode on the first day of June, 1860, was in this family	DESCRIPTION.			Profession, Occupation, or Trade of each person, male and female, over 15 years of age.	VALUE OF ESTATE OWNED.		Place of Birth, Naming the State, Territory, or Country.	Married within the year.	Attended School within the year.	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict.	
			Age.	Sex.	White, Colored, or American.		Value of Real Estate.	Value of Personal Estate.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	B Franklin Hoover	35	M		Farmer ✓	5000	1300	Penn				
2		Margaret	32	F					"				
3		Milfred	7	M					"		1		
4		Hannah	68	F					"				
5		Stephen Johnson	19	M	B	Farm laborer ✓			"				
6	2	Matthias Edwards	36	M		carpenter ✓	1000	400	"				
7		Emeline	36	F					"				
8		Joseph M	15	M					"		1		
9		Amos H	14	M					"		1		
10		William H White	19	M		carpenter ✓			Del				
11	3	Marshall Taylor	17	M		black smith ✓		300	Penn				
12		Rachel	46	F					"				
13		Lisaanna	18	F					"				
14		Isaac J	16	M		Apprentice black ✓			"		1		
15		Mary E	11	F					"		1		
16	4	Saml M Harvey	48	M		Farmer ✓	12000	4000	"				
17		Elizabeth	55	F					"				
18		Burlee	23	M		Farmer ✓			"				
19		Thomas J	22	M		Farmer ✓			"				
20		Sarah E	15	F					"		1		
21		Anna White	14	F					"		1		
22		Joseph Fisher	19	M	B	Farm laborer ✓			"				
23	5	Lewis Wilkinson	43	M		Farmer ✓	11000	2000	"				
24		Sarah D	10	F					"				
25		Mary	15	F					"		1		
26		Phebe	13	F					"		1		
27		Francis	7	F					"		1		
28		Ruthanna	3	F					"				
29		Pusey	1	M					"				
30		John Bat	50	M	B	Farm laborer ✓			"				
31		Isaiah Spencer	41	M	M	Farm laborer ✓			Del				
32		Lewis Hercules	13	M	B				Penn		1		
33		Mary E Davis	17	F	M	Domestic ✓			"				
34	6	James Lancaster	40	M		Farmer ✓	15000	4000	"				
35		Rebecca M	40	F					"				
36		Harriet M	12	F					"		1		
37		James P	17	M					"				
38		George Rodd	50	M		Farm laborer ✓			"				
39		Mary E Hatch	4	F					"		1		
40		Ephraim Wilson	43	M	B				"		1		

No. white males, 16 No. colored males, 6 No. foreign born, _____ No. blind, _____
No. white females, 17 No. colored females, 1 No. deaf and dumb, _____ No. insane, _____
Value of Real Estate, 44,400 Value of Personal Estate, 12,000
No. idiots, _____ No. paupers, _____ No. convicts, _____

Group Two Resources 3 of 3: Page nine from the Pocopson Township Census of 1860
Image: 3.PageNine1860.jpg

SCHEDULE 1—Free Inhabitants in Pocockson Township in the County of Chester State of Pennsylvania enumerated by me, on the 7th day of June 1880. James K. Simon Ass't Marshal
Post Office Marshallton

1	2	3	DESCRIPTION.			7	VALUE OF ESTATE OWNED.		10	11	12	13	14
			Age.	Sex.	Color, {White, Mulatto, Indian.}		Value of Real Estate.	Value of Personal Estate.					
		Windle F	4	M					Penn				
		Harlan L	1	M					"				
56	59	Stephen C Harry	53	M		Farmer X	4200	1600	"				
		John B "	21	M		Farmer X			"				
		Eugene "	19	M					"		/		
		William B "	17	M					"		/		
		Jesse "	55	M		Little dealer			"				
		Sarah "	18	F					"				
57	60	Abia Sellers	29	M		Farmer X	2600	500	"				
		Mary "	24	F					"				
		Ella F "	3	F					"				
58	61	Robert M Caldwell	37	M		Market man		2000	Col				
		Sarah "	40	F					Penn				
		Emley "	15	F					"		/		
		Anna M "	14	F					"		/		
		Edward "	12	M					"		/		
		Sallie W "	8	F					"		/		
		Joseph "	5	M					"				
		Robert F	2	M					"				
59	62	Thomas Marks	40	M		Plaster L		150	"				
		Mary A "	34	F					Ind				
		Anna M "	16	F					Penn		/		
		Sarah E "	14	F					"		/		
		Lydia G "	12	F					"		/		
		John W "	10	M					"		/		
		Isabella "	8	F					"				
60	63	John Hershins	50	M		Farm laborer		200	"				
		Mary Ann "	41	F					"				
		George "	10	M					"		/		
		Sarah Ann "	8	F					"		/		
		Washington	6	M					"		/		
		Martha Schanen	16	F		Domestic X			"				
		Sarah Bage	50	F		Domestic X			"				
61	64	Samuel Sellers	48	M		Farmer X	3200	2000	"				
		Jane "	72	F					"				
		Jane P "	15	F					"		/		
		Errol S "	14	M					"		/		
		Samuel W "	8	M					"				
62	65	John Griffith	42	M		Master Boat & Slave	1000	360	"				
		Ann G "	35	F					"				
No. white males, <u>21</u> No. colored males, _____ No. foreign born, _____ No. blind, _____ No. white females, <u>19</u> No. colored females, _____ No. deaf and dumb, _____ No. insane, _____							15200	7155	No. idiotic, _____ No. paupers, _____		No. convicts, _____		

Group Three Resources:

2 of 4: Page four from the Pocopson Township Census of 1870

Image: 2.1870CensusPage4.jpg

Group Three Resources:

3 of 4: Page fourteen from the Pocopson Township Census of 1870

Image: 3.1870CensusPage8.jpg

Page No. 8 Inquiries numbered 7, 16, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 15, 16, 17, 19, and 20 are to be answered (if at all) merely by an affirmative mark, as /.

SCHEDULE 1.—Inhabitants in Pocopson Township 108th Dist, in the County of Chester, State of Penna, enumerated by me on the 24 day of June, 1870.

Post Office: Partnersville Weddema, Ass't Marshal.

1	2	3	4			7	8		10	11-14				15-17			18	19	20
			Age at last birthday, or under 1 year of the month next preceding (M, F, or P)	Sex	Color		Value of Real Estate	Value of Personal Estate		Place of Birth, naming State or Territory of U. S.; or the Country, if of foreign birth.	Number of foreign birth	Mother of foreign birth	If born with this race (see note (1))	If married within the year (M, F, or P)	Attended school within the year	Can read			
1		Mary	34	F	B	Keeping house	/		Penna										
2		Esther	7	M	B	at home	/		Penna										
3		Levina Ann	4	F	B	at home	/		Penna										
4	57	Chauncey Eber	33	M	W	Farmer	12000	5000	Penna										
5		Delora	34	F	W	Keeping house	/		Penna										
6		Eugene	4	M	W	at home	/		Penna										
7		Eber	8	M	W	goes to school	/		Penna										
8		Reuben Tobias	16	M	B	works on farm	/		Penna										
9	53	Decas George	32	M	W	Farmer	15000	5000	Penna										
10		Elizabeth	28	F	W	Keeping house	/		Penna										
11		Bronia Ann	21	F	W	domestic servant	/		Penna										
12		Barnes James	20	M	W	works on farm	/		Penna										
13		Reuben Tobias	16	M	W	works on farm	/		Penna										
14	54	Wallis Sawens	33	M	W	Farmer	12000	4000	Penna										
15		Mary Ann	43	F	W	Keeping house	/		Penna										
16		Samuel	32	M	W	No occupation	9000	200	Penna										
17		Anna Martha	28	F	W	No occupation	/	1500	Penna										
18		Calit M	19	M	W	No occupation	/		Penna										
19		Charles F	17	M	W	goes to school	/		Penna										
20		William	37	M	W	Religious	/	8000	Penna										
21		Margaret	32	F	W	No occupation	/		Penna										
22		Calister Harmon	30	F	W	Domestic Serv.	/		Penna										
23		Joseph	1	M	W	at home	/		Penna										
24		Pelliss Robert	26	M	B	works on farm	/		Virginia										
25		Bluefoot Albert	12	M	B	works on farm	/		Virginia										
26		Elly Mary	48	F	W	Widow	/		Penna										
27	55	Hill Wilson	26	M	W	works on farm	/		Penna										
28		Anna E	27	F	W	Keeping house	/		Penna										
29		Malissa	5	F	W	at home	/		Penna										
30		George W	1/2	M	B	at home	/		Penna										
31	56	Erubien Caleb	45	M	W	Farmer	500	1000	Penna										
32		Kester	43	F	W	Keeping house	/		Penna										
33		Philo E	19	M	W	No occupation	/		Penna										
34		John E	14	M	W	goes to school	/		Penna										
35		Yuse M	11	M	W	goes to school	/		Penna										
36		Esther P	2	F	W	at home	/		Penna										
37	57	Emmett Eber	33	M	W	Farmer	/	8000	Penna										
38		Anna	28	F	W	Keeping house	/		Penna										
39		Joseph	9	M	W	goes to school	/		Penna										
40		Kannah	1/2	F	W	at home	/		Penna										
		No. of dwellings, <u>6</u>	No. of white females, <u>12</u>	No. of males, foreign born, <u>1</u>			<u>65300</u>	<u>28900</u>	No. of insane, <u>—</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>6</u>	<u>7</u>	<u>4</u>	<u>9</u>			
		" " families, <u>6</u>	" " colored males, <u>6</u>	" " females, " " <u>—</u>															
		" " white males, <u>18</u>	" " " females, <u>9</u>	" " blind, " " <u>—</u>															

110 CW

175

