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Families on the WWI Home Front

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Families on the WWI Home Front

by

Melissa Peterson

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

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Thesis Committee:
Mary Wingerd, Chairperson
Robert Galler
Debra Gold

Abstract

This thesis examines how state and federal policies related to food rationing, volunteer efforts, and political environment affected the daily life of Minnesota residents, such as the family of Charles A. Lindbergh, during the First World War. It was then used with established the methodology for living history programming to create a program at the Charles Lindbergh House and Museum. In addition to learning about the past, the program helps guests make personal connections between the historical content and their lives.

Acknowledgements

Without the support and encouragement from many individuals, this project would not have been possible. Thank you to my thesis committee, Dr. Mary Wingerd, Dr. Robert Galler, and Dr. Debra Gold, for their support and encouragement during my graduate studies; to my colleagues at the Charles Lindbergh House and Museum for their willingness to try new program ideas and faith that each program I present allows us to reach our guests in meaningful ways; to my colleagues at the Minnesota Historical Society, who never failed to ask me how things were going with the project and offer their advice during the program creation and research processes; and to my family and friends provided inspiration along the way.

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Section 1: Program Development

Project Idea Formation Process

Throughout the course of my graduate studies, I have been employed at the Minnesota Historical Society's Charles Lindbergh House and Museum, the childhood home and museum focusing on the life of the aviator made famous by his nonstop, solo transatlantic flight in 1927. When I was promoted to Site Manager in 2012, it became clear my thesis should be an opportunity to create new programming at the historic site — putting my degree in Public History into practice. I knew I wanted to take advantage of the centennial of the United States' involvement in World War I, as it was a key point in Lindbergh's youth. The site's living history program already discussed this era and would benefit from placing the Lindbergh family within the broader picture of the nation at war. In addition, redevelopment of this program would allow me to experiment with a newer program model developed by the International Coalition of Sites of Conscience that is designed to take a museum experience beyond a feel good experience and make it essential to how guests understand and relate the past to the modern world around them.

The Charles Lindbergh House and Museum first developed a living history program in 2002 for the grand re-opening of the remodeled visitor center. Living history programming has existed in museums since 1891, when Skansen, an open air museum in Stockholm, Sweden, brought in folk musicians and artisans to populate its historic buildings rather than allow them to "become dry shells of the past."¹ In the United States, living history was successfully incorporated by Henry Ford in Greenfield Village and by John D. Rockefeller, Jr., in Colonial Williamsburg in the 1930s and by the 1980s one could argue this method had become the "American way of history." Not only is living history programming "an effective means of interpreting context,

¹ Jay Anderson, *The Living History Sourcebook* (Nashville, TN: American Association for State and Local History, 1985), 4.

process, and function but also appealed to visitors and catalyzed their interest.”² Over the years, living history programs have evolved from highly celebratory, nostalgic, and self-affirming of Anglo-American values programs to simulations rooted in authentic details and fidelity to documentation and the appropriate application of research. In her book *Past into Present*, Stacy Roth argues that “Today, simulators are motivated by an academic thirst to unlock the secrets of the past and a search for personal identification and deeper meaning.”³

Living history programming can mean many things depending on when and where it is taking place. At the Charles Lindbergh House and Museum, first-person interpretation is when interpretive staff portray a person from the past and refer to the past in the present tense through a combination of interpretive techniques including storytelling, demonstration, question and answer, and discussion, while encouraging verbal and physical interaction from guests. In comparison, in third-person interpretation interpretive staff do not assume character roles and speak from their own perspectives as historians. To help guests make connections to the modern world, interpreters at Lindbergh House and Museum use a technique called “my time/your time,” in which the character claims to be from the past but can acknowledge the guests’ time period and make post- and pre-period comparisons. In general, first-person interpretive staff ignore the anachronisms of the modern world — i.e. guests’ clothing, airplanes, etc. The ultimate goal is to be educational and informative. My time/your time interpretation helps guests move beyond distractions and focus on the interpretive themes presented in the program they are conducting. Overall, they are interpreters first and the historical character second. It would not serve the

² Ibid, 4-6.

³ Stacy F. Roth, *Past into Present: Effective Techniques for First-Person Historical Interpretation* (Chapel Hill, NC: University of North Carolina, 1998), 2.

purpose of the historic site to have guests frustrated by their experience if staff are limited to referring to the historic era when answering guests' questions.⁴

For the Lindbergh program in 2002, three characters were roughly developed based on real people associated with the Lindbergh farm. They are:

- Mrs. Evangeline Lodge Land Lindbergh: Mrs. Lindbergh is the mother of Charles Lindbergh and is 42 years old in 1918. She lives in the Lindbergh home with her son and is separated, but not divorced, from her husband, Mr. C.A. Lindbergh.
- Mrs. Hannah Stevens: Mrs. Stevens is the 42-year-old wife of John E. Stevens, a dairy farmer who ran the Lindbergh farm in addition to his own milk route. She is a Swedish immigrant with two grown sons. The Stevens family is one of the longest residents of the tenant farm house on the Lindbergh property, renting between 1906 and 1913. Her eldest son, Chester, served in the Great War with a South Carolina unit.
- Mr. Gustav Gertz: Mr. Gertz, age 39 in 1918, is a German-American who runs the Lindbergh farm on shares between 1917 and 1918. He holds similar radical political views as Mr. Lindbergh and has no prior experience as a farmer. He lives in the tenant house with his wife and two daughters.

Initially, each character had only basic information associated with them. Just enough research to provide a framework for a unique perspective of who Lindbergh was a child. During the course of my employment at the historic site, beginning in 2007, I conducted additional genealogical research on each of these three people in order to provide a deeper interpretive framework.

However, beyond additional research for the characters, the living history program had not fundamentally changed in the fourteen years of its operation at the Charles Lindbergh House

⁴ Ibid, 183-184, 16.

and Museum. While the program still resonated with guests, the centennial of the United States' involvement in the First World War seemed like an appropriate time to take a hard look at our living history program and make changes needed to give it new life and potentially expand our audience. The mission of the Charles Lindbergh House and Museum is

- to use the complexity of Charles A. Lindbergh's life and legacy to inspire ingenuity and encourage empathy about the past and present through preserving Lindbergh's childhood home;
- to share the stories of Lindbergh's life from youth to old age from multiple perspectives;
- and to connect these stories to the present day in order to enrich our understanding of current events.

One of the many strengths of living history programming is creating connections between the past and the personal experiences guests bring with them of the modern world. By shifting the focus slightly away from Lindbergh as a youth to include the context of the world in which he grew up in, not only could we give our guests a greater understanding of key factors of Lindbergh's youth that affected his decisions as an adult, but we could also help guests make stronger connections between the modern world and the past by following themes that still resonate today — themes of community, belonging, immigration, and conflict in societies.

In addition, discussing the First World War more broadly would allow for greater interpretation to be presented on another important Lindbergh family member – Charles August (C.A.) Lindbergh, father of the famed aviator. C.A. Lindbergh was a prominent Minnesotan lawyer and politician who served as representative for the Sixth District in the United States Congress for ten years between 1906 and 1916. When the historic site was established in 1931 it was named after C.A. Lindbergh, not his son as many believe it is. However, in recent decades the

narrative at the historic site has shifted away from C.A. Lindbergh in favor of the more well-known narrative of Charles Lindbergh's fame and life in the 20th century. C.A. Lindbergh's life work had great influence on Minnesota and National politics during the war era and is more than appropriate to highlight at the site in the context of this program.

At Developing History Leaders at the Seminar for Historical Administration, a three week seminar hosted annually by the American Association of State and Local History (AASLH) which I attended in 2015, an interpretive method developed by the International Coalition of Sites of Conscience was shared which revolves around dialogue. I was intrigued by this method and wanted to try it out at Lindbergh House. The Minnesota Historical Society was investigating this program model, and I was able to attend additional training on effectively using dialogue to connect the past to the present. As a result I was confident that I could find a program to use this method at my historic site.

The International Coalition of Sites of Conscience argues that there are four key communication styles — conversation, discussion, debate, and dialogue. According to their definitions, the Coalition argues that museums usually engage guests with an unintentional one-sided debate which assumes our guests should care as much as we do about the topic at hand. They reason that it is much more effective to engage guests in a dialogue where both museum staff and guests can share ideas, information, experiences and assumptions for the purpose of personal and collective learning. The Coalition argues that museums can be more than centers of information. They can be places to help guests learn about themselves and their communities in addition to practicing healthier forms of communication through validation of personal voice and experience. The Coalition's theory is that if museums use historical content in this way, guests will have a stronger experience and museums can become more than nice places to visit, but

essential places for their communities. With that in mind, dialogue programs create goals that increase knowledge, foster empathy, and encourage guests to take action.⁵

Dialogue programs rely on four truths — forensic, personal, social, and reconciliatory — holding equal validity while not necessarily being equally correct. Forensic truth involves the basic details of the event, such as the who, what, when, where, and how. This type of truth is easily proven through data, records, and other materials related to the event. Personal truth relates to personal recollection and memory of an individual. This type of truth validates the perspectives of people who have been previously silenced and switches the emphasis from the objective to the subjective. Personal truth does not have to be validated through data; it is validated by the storyteller's experience. Social truth is established through interaction, discussion, and debate of the stories that are told publically. This truth can often be gleaned through media, and like personal truth, there can be multiple social truths about a particular event. Reconciliatory, or healing truth, is what we decide about a truth so we can move forward. It is the connection and integration of factual, personal, and social truth into a form of acknowledgement and, eventually, healing. This truth is an ongoing process that can lead to new personal truths, allowing the guest to participate in additional dialogue sessions, continuing their personal learning. This is not only beneficial for the guest, but allows the museum to develop a repeat audience. During a dialogue program, guests engage with each of the four truths during a carefully constructed arc of dialogue. Similar to the plot in a novel, the arc of dialogue follows four phases: community building, sharing the diversity of our expectations, experiencing perspectives beyond our own experiences, and synthesizing and bringing closure. During the first phase, community building, the staff member sets up the experience for the guests and engages them with a question which explores a personal truth designed to help the guest begin to think about his or her own experience. The

⁵ Sarah Pharaon, training session attended by author, 15 October 2015.

second phase, sharing the diversity of our expectations, continues to build on the interpretive themes asking guests to answer a slightly deeper question while still engaging from their personal experience. Around two-thirds of the way through the experience, guests enter the third phase of the dialogue, experiencing perspectives beyond our own experiences. They are ready to engage in social truths around a larger topic that is usually avoided in conversation. Finally, the fourth phase synthesizes and brings closure to the dialogue and engages reconciliatory truth. While it is not the goal to have all guests to draw the same conclusions from the experience, it is desired that guests be open to reconsidering their views on the topic presented.

Program Creation Process

“Families on the World War I Home Front Tour” took eighteen months of planning and research to create. I began the process in January 2016, with the first program offered to the general public in June 2017. Very early in the process I used the Five Forces Planning Sheet to evaluate competition for family programming in our area. This sheet (see Appendix B) facilitates brainstorming to consider the following five forces that affect programming — rivalry among existing competitors, bargaining power of buyers, bargaining power of suppliers, threat of new entrants, and threat of substitute products or services. This form helped clarify that while there is competition with other activities and venues for families with children between the ages of five and seventeen to spend their free time in our area. No other organization within a thirty-plus-mile radius is offering first-person programming on life during the First World War. We could potentially provide a unique opportunity for a family outing.

My first thought was to create a stationed approach to a living history program, similar to what has worked at a few other locations in the Minnesota Historical Society. However, I set that idea aside when I realized the number of staff required for such a program was beyond what I would be able to budget. This brought me back to creating a guided living history program in

which guests would encounter more than one living history character moving from character to character in a structured order and flow. In my preliminary research the following themes stood out to me: food restrictions, volunteer efforts, propaganda, and suspicion of German immigrants/ancestry. Using these as my core themes, I considered the current slate of living history characters that already existed. I decided that they would fit these themes with some additional research. Mrs. Lindbergh could naturally discuss food in her kitchen, Mrs. Stevens could work on a volunteer project on the porch, and Mr. Gertz was a first-generation German-American who could tie Mr. Lindbergh's political views to the campaign trip in the family's Saxon automobile. This provided the rough structure of the program.

Unlike traditional goal setting, the Dialogue program model has three kinds of goals — what do you want guests to *know* at the end of a program, what do you want them to *feel* during the program, and what do you want them to *do* after they have experienced the program. The last goal category is more aspirational, as we have few ways of actually knowing how guests respond to the program after their visit unless they choose to tell us. By February 2016 I had settled on the following Know, Feel, Do statements:

- Know how family life changed during the Great War.
- Feel a connection to and empathy with multiple experiences of the war years.
- Feel empowered to make a difference in their community/world.
- Be curious about global issues and their impact on local communities.
- Volunteer with a local organization that supports a larger cause.

It surprised me how quickly I was able to decide on these outcomes and how little they changed during the program development process.

I used a logic model worksheet to conceptualize the change effort of the program and set up the framework to evaluate its effectiveness. In the logic model I condensed the Know-Feel-

Do statements into one purpose statement: Families on the WWI Home Front Tour uses living history interpretive techniques to engage families and lifelong learners with core issues that people faced in Central Minnesota during the First World War to empower them to think about their role in local, national, and global issues. Using the rest of the logic model, I listed the inputs; activities; outputs; and short, intermediate, and long-term outcomes of the program. This document then helped shape the evaluation questionnaire handed to guests at the end of their experience and can be viewed in the Appendix of this work.

My Know-Feel-Do statements guided me through the process of what research to include and what information had to be left out. Focus groups held at the Lindbergh Museum in 2012 showed that most guests only wanted to spend 45 minutes on a guided tour of the historic home. Most guests would tolerate a longer experience during living history events, but I wanted to keep the program near the 45-minute mark to reduce museum fatigue and create a more enjoyable learning environment. This, along with wanting to leave room for group discussion opportunities meant that I had to be very selective and take a broader view of society in Minnesota during the war.

In order to further narrow what topics to use on the tour, I considered the three living history characters the site was currently using — Mrs. Lindbergh, Mrs. Stevens, and Mr. Gertz. It was logical to keep Mrs. Lindbergh, as guests were coming to the Lindbergh house expecting to hear stories related to the Lindbergh family. Losing too much of the family connection would result in guests becoming frustrated, especially for those guests where this would be their only visit to the site. Mr. Gertz also was a logical choice to keep using. As a German-American living on the farm for at least the first year of the war, he too had strong themes and a solid connection to Charles Lindbergh's youth. For a while I considered an alternative to keeping Mrs. Stevens: developing a Red Cross volunteer from historic records at the Morrison County Historical Society.

Mrs. Stevens does not have as strong of a connection to the Lindbergh family during WWI, but her eldest son did serve during the First World War with a unit in South Carolina. In the end, I determined that there was not enough information at the Morrison County Historical Society to easily create a new character and that Mrs. Stevens' family ties to the war were strong enough to make it realistic for her to have volunteered with the local Red Cross chapter during this time.

I also contemplated creating a couple of new characters to add to the staffing for the program. I considered adding Mr. Lindbergh, Charles' father, to discuss the political situation leading up to the war and a generic teenager who could speak to what youth contributed to the war effort. In the end, I determined that the site could not support extra paid staff and did not have the volunteer pool to support these positions at this time. I would have to find a way to assimilate these themes into the other three characters. At this time I also determined that I needed to include a third-person introduction and conclusion to the program to help guests understand what they were going to experience and to have a chance to ask any questions they may have and not be limited by the first-person knowledge base.

To begin my research I began with four secondary works to find my broad program themes. They were *Minnesota in the War with Germany Vol. 1 and Vol. 2* by Franklin F. Holbrook and Livia Appel, published in 1928 and 1932 respectively; *Lindbergh of Minnesota: A Political Biography* by Bruce L. Larson, published in 1971; and *Food Will Win the War: Minnesota Crops, Cooks, and Conservation During World War I* by Rae Katherine Eighmey, published in 2010. These works provided a general overview of Minnesotans' involvement overseas, on the home front, in the political environment, and in the major role food played in the war.

These broad themes lent themselves well to the interpretive stations within the Lindbergh home (i.e., the kitchen, riverside porch, dining room, living room, and garage). A rough program outline began to take shape:

1. Introduction to the Program and the War — Third-Person Interpreter — Visitor Center
2. Wartime Food Restrictions — Mrs. Lindbergh — Kitchen
3. Volunteering for the War Effort — Mrs. Stevens — Porch
4. Farming for the War Effort — Mrs. Stevens — Dining Room
5. News and Entertainment on the Home Front — Self-Guided — Living Room
6. German-Americans during WWI — Mr. Gertz — Walk to Garage
7. Mr. C.A. Lindbergh's Campaign and Political Views — Mr. Gertz — Garage
8. Conclusion — Third-Person Interpreter — Basement

My next step was to take the high-level theme outline and create a more detailed program outline. This step also included making decisions on how the dialogue would unfold during the program and what questions would expand the experience. In consulting with my colleagues who are trained in this style of programming, we determined the theme of community linked all of the topics together. In addition to the detailed program outline, I began to craft a sample script to give staff members an idea of how stories could flow together during the course of the program. The Lindbergh House and Museum interpretive staff is given the freedom to craft their own experiences based on the outline. While many times they use most of what is given in a sample script, they are encouraged to make their own modifications to match their interpretive style and the needs of their guests on each experience. This helps to keep programs fresh and tailor experiences to individual groups of guests in an effort to make deeper connections. The final versions of both of these documents are included in the Appendix of this work.

I took advantage of both the Minnesota Historical Society and Morrison County Historical Society archives to conduct additional research. The Morrison County Historical Society archives proved to be more useful, as it provided solid examples from Central Minnesota. I was able to find key articles to make connections between the national movements and local activities from

the two local newspapers from the era, the *Little Falls (daily) Transcript* and the *Little Falls (weekly) Herald*.

To provide staff with context training, I developed a series of one- to two-page essays on each topic that would take a staff member about ten minutes to read and understand. We call this format a 1-10. If the topic is too complex for this amount of space it should be broken into several smaller topics for deeper understanding. For each station of the program, I created lists of topics that staff would have to know about in order to speak freely with guests about that room's historical content. For the purposes of this paper, these 1-10 forms have been reorganized into a more traditional thesis narrative.

Each living history character has his or her own training binder. These binders contain basic biographical information as well as any additional information to help someone successfully portray the character. These binders are over seventy-five percent primary sources, often genealogical in nature. In reconfiguring the role of these characters, I added additional information related to the content the character would have to deliver during the course of the program.

Program Launch and Evolution

The Charles Lindbergh Museum interpretive staff were first introduced to the Families on the World War I Home Front Tour at annual training on June 13, 2017. Each staff member was assigned a living history character to portray and given the training materials for the program and those related to his or her character. Staff were also assigned costumes related to their characters.

Families on the WW1 Home Front Tour went live on Saturday, June 3, 2017 and was scheduled to be held the first and third Saturday for June, July, and August and the first Saturday in September. During the month of June, staff adapted to the new tour flow and content. At the

end of each event they brought me back a list of what worked from the training materials, what adjustments they made during the course of the day, and any questions guests asked that they had a difficult time answering. Their feedback guided additional research and training sheets and adjustments to the sample script. For the most part, only minor tweaks needed to be made. One exception was the location of the Phase III question exploring social truths of community responsibility during times of war. Originally this question was tied to Mr. Gertz's discussion on the political situation during the war era. The staff member portraying Mr. Gertz struggled to get the question into the flow of his materials. No matter what he tried, it was not working well for him. I again consulted with my colleagues who are trained in this program model, and they suggested moving the Phase III question to earlier in the program. There had been too much of a gap between Phase II and Phase III and guests were losing some of the momentum built between those phases. For the month of July we shifted this program to Mrs. Stevens' station in the dining room discussing young Charles Lindbergh farming for the war effort. This seemed to work much better for both staff and guests. The Phase III question remained there throughout the rest of the season.

The other larger adjustment we made was to refine the conclusion/Phase IV question. Originally we left this question very broad to see what guests brought to the conversation. In general, we noticed that individuals were less than enthusiastic in sharing their thoughts on the guided tour. This was largely evident in the conclusion station where they were more interested in looking around the basement than in getting additional information from the third-person interpreter. Throughout the experience, guests generally exhibited behaviors that indicated they wanted to sit back and enjoy the experience without fully getting involved. It is unclear whether this hesitation to participate is the result of past experiences of not being allowed to interact at museums, part of reserved Minnesota culture, or due to a flaw in the program. Additional

brainstorming was done, and better Phase IV questions were developed to get conversations started, and additional program summary points were added to the interpretive station. While guests were still shy in bringing forth their ideas, these new questions helped facilitate a short discussion with guests to wrap up their experience before they left the historic home.

Beginning in July, we asked at least one member from each family group to fill out a paper survey about their experience during the program. We had a seventeen percent return rate on these surveys (we collected 63 surveys for 426 guests). Surveygizmo notes that the average response rate for external surveys is ten to fifteen percent, making our results a representable sample for analysis.⁶ Of this sample, fifty-two percent rated the program as “excellent,” thirty-eight percent as “very good,” and ten percent as “good.” There were no “fair” or “poor” ratings. The first-person interpretive staff received the most comments when guests were asked to share what they liked the best about their tour. Some responses included:

- “I liked the actors. Great at explaining the history and cultural facts.”
- “Tour guides were in character[,] made us feel like we were living in that particular era.”
- “Vivid narration of the past through characters who lived during the historic time.”

When we asked guests to share how we could improve the experience, most of the comments were linked to spending more time in the experience to go deeper into the historical information. Overall, guests responded that the program helped to increase their family’s interest and understanding of history.

One method the Minnesota Historical Society uses to compare how successful programs are is by looking at the Net Promoter Score, or NPS. The NPS is calculated by asking guests how likely are they to recommend this program to their friends or family.⁷ Promoters score a nine

⁶Andrea Fryrear, “3 Ways to Improve Your Survey Response Rates,” *surveygizmo*, <https://www.surveygizmo.com/survey-blog/survey-response-rates/>

⁷ “What Is Net Promoter?” *Net Promoter Network*, <https://www.netpromoter.com/know/>

or ten and are loyal enthusiasts who will make referrals to those they know. Passives score a seven or eight and are satisfied but unenthusiastic customers. Detractors score between zero and six and are unhappy customers whose negative word-of-mouth can damage a programs' brand. The NPS is determined by subtracting the percentage of Detractors from the percentage of Promoters. Based on global NPS standards, any score above zero would be considered "good," above 50 is "excellent", and above 70 is considered "world class."⁸ Families on the World War 1 Home Front Tour's NPS is 53.4, while overall programming targeting families at the Minnesota Historical Society is at 58.⁹ These findings matched the anecdotal feedback I had been receiving from staff and guests all summer. For complete survey results, please see the Program Materials section.

⁸ Dana Severson, "Answering the Ultimate Question: What's a Good NPS Score?" Promoter.io, <https://www.promoter.io/blog/good-net-promoter-score/>

⁹ "Outcomes: Families," *Minnesota Historical Society Evaluation Resources*, <https://sites.google.com/a/mnhs.org/evaluation-resources/dashboards/outcomes/family>

Section 2: Historical Narrative

Introduction

The June 28, 1914, assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, set off a chain reaction of alliances and competing powers in Europe.¹⁰ At that time, many Americans never dreamed that the death of one man so far away could ever affect them personally. Time showed how wrong their assumption was. As the war continued into 1915, debates grew in the United States over the role the nation should play in the war. Should the U.S. stay neutral? Should the nation get involved? If so, to what degree is appropriate? No simple task for a diverse nation to come to an agreement upon. For better or worse, President Wilson declared war on April 6, 1917, effectively ending one debate and beginning another. Now that the U.S. was directly involved in the war, how was the nation going to guarantee that it came out on the winning side? To achieve its military goals, the United States government undertook diverse efforts to persuade, even coerce its citizens to support the war with Germany in the name of patriotism and loyalty. The State of Minnesota supported these efforts and built upon them through the creation of the Minnesota Commission of Public Safety (MCPS), which created a culture of fear, distrust, and questioning of First Amendment rights during its few years of existence. During the Centennial of the First World War, the United States continues to wrestle over many of the same core issues as it did at that time. What is the role of the U.S. in international affairs? When does one person's right to freedom of speech risk the community or the nation? This research aims to examine how people living in Central Minnesota during the First World War wrestled with these questions and reacted to the ever changing role of federal and state government in their lives.

¹⁰ G. J. Meyer, *A World Undone: The Story of the Great War 1914 to 1918* (New York: Delta Trade Paperbacks, 2006), 3.

Across the United States, individuals developed their own opinions on how the nation should respond to Europe's war. While many in Eastern states leaned toward supporting the Entente Power, the alliance between the French Republic, the British Empire, and the Russian Empire, Midwestern states, including Minnesota developed more of a pacifistic point of view with strong sympathies to Germany. When one considers the large numbers of first and second generation immigrants from Scandinavian and Germanic countries, it is easy to understand this view early in the war. It was the general consensus that new Americans had the right to sympathize with the land of their ancestors as long as it did not develop into organized sympathy that could endanger the neutrality of the country.¹¹

The public debate over neutrality played out in Minnesotan newspapers. Many newspaper editors saw the conflict in terms of potential economic prosperity. The *Duluth Herald* stated, "What the war means to us and to them is simple enough: it means that we shall keep out of it, and that we shall go about our business just as though the world were at peace, except that the war in Europe opens up to our farmers, our manufactures and our ship-owners a rare opportunity to do great business."¹² However, not all were in agreement on who the war would benefit. The state's labor newspapers felt the economic benefits of the war far too greatly benefited the capitalistic class at the expense of working class efforts. Other newspaper editors were quick to emphasize that the warring nations in Europe should be left to fight it out for themselves arguing that American involvement in centuries-old conflicts was folly. Lastly, some newspapers spoke on behalf of peaceful solutions to the war. More than 70,000 Minnesotans had an affiliated membership in the Minnesota Peace Society, which was first organized in 1913. In addition to

¹¹ Franklin F. Holbrook and Livia Appel, *Minnesota in the War with Germany, Vol. I (MWG1)* (St. Paul: Minnesota Historical Society Press, 1928), 2, 8.

¹² *Duluth Herald* 2 Sept 1914, quoted in Holbrook and Appel, *MWG1*, 5.

organizing peace rallies, Minnesotans' sympathy for human suffering in war-stricken Europe manifested itself in fundraising for relief organizations on both sides of the conflict, including the Belgian Relief Fund, German and Austro-Hungarian Red Cross Society of the Northwest, British Red Cross Society of Minnesota, French Red Cross Society, and many more.¹³

The sinking of the *Lusitania* on May 7, 1915, which killed 128 Americans, including George Arthur of Minneapolis, was a major turning point in changing public opinion away from neutrality. Some, such as Cyrus Northrop, head of the Minnesota Peace Society, continued to preach peace and neutrality. Northrop argued "the *Lusitania* was a British ship. Germany is at war with Britain. It has given warning that it would sink the British vessel, and it has done so, and that is all there is to it."¹⁴ More Minnesotans condemned the attack, agreeing with *Minneapolis Journal*, which stated "the sinking of the *Lusitania* shows that Germany intends to outdo the barbarians and become the outlaw of nations."¹⁵ The increased ease of transportation and communication around the world made it increasingly difficult for the U.S. to believe the oceans truly separated it from international affairs. This new reality required additional responses from the country that it could no longer ignore.

As the 1916 Presidential election drew closer, the issue of neutrality remained at the forefront. "Wilson and Peace with Honor" or "Hughes with Roosevelt and War" were common slogans.¹⁶ The election results in Minnesota were much closer than anyone anticipated – Charles Evan Hughes won the popular vote by 392 votes, sending Minnesota's twelve electoral votes to the Republican candidate, who ended up losing to incumbent Democrat Woodrow Wilson in the Electoral College by 23 votes. War fever mounted and almost overnight many in Minnesota who

¹³Holbrook and Appel, *MWG1*, 2, 11, 13-17.

¹⁴ Iric Nathanson, *World War I Minnesota*. (Charleston, SC: The History Press, 2016), 28.

¹⁵ *Ibid.*

¹⁶ *Ibid.*, 31.

wanted peace began urging Congress to declare war on Germany. When Wilson's resolution to declare war on Germany was put to a vote on April 6, 1917, 4 of the 10 Minnesota Congressmen voted against the resolution, which passed 373 to 50.¹⁷ The state was still divided over the issue of going to war, but citizens accepted the declaration of war and rallied to the call for action in many ways. Over the next nineteen months of the United States' involvement in the war, many policies would be passed that affected the daily lives of American citizens.¹⁸

Food Rationing

Upon the United States' entry into World War I, Herbert Hoover, director of the country's wartime food efforts, created and implemented a plan to conserve food at every American table in order to feed American soldiers and their European Allies.

Hoover recommended seven conservation measures: use local foodstuffs to avoid unnecessary transportation of goods; use perishable foods to save staples; eliminate waste in all possible ways; conserve wheat; conserve meats, fats and sugars; stimulate the use of milk and milk products and set forth the principles underlying adequate feeding for health.¹⁹

Almost immediately, Americans began adapting their eating habits to meet the ever-changing war requests. However, Congress lagged behind. It was not until August 1917 that the United States Congress created the U.S. Food Administration. The Food and Fuel Consumption Act, also known as the Lever Act, was created to regulate food prices and prevent people from hoarding essential foods such as wheat and sugar. Commodities were scarce in Europe and put extra

¹⁷ United States Congress, "to adopt S.J. Res. 1, (43 Stat-a, April 16, 1917), declaring that a state of war exists between the Imperial German government and the government and people of the U.S., authorizing the President to employ entire naval and military forces of the U.S. and resources of government to carry on war against Germany. (P. 306-1)," accessed on 17 January 2017 <<https://www.govtrack.us/congress/votes/65-1/h10>>

¹⁸ Nathanson, 32, 33.

¹⁹ Rae Katherine Eighmey, *Food Will Win the War: Minnesota Crops, Cooks, and Conservation During World War I* (St. Paul: Minnesota Historical Society Press, 2010), 21-22.

pressure on American goods. As a result, civilians were also asked to do their part in conserving foods that were the easiest to preserve and package for overseas consumption.²⁰

Beginning in August 1917, housewives across the nation were asked to sign the Hoover Pledge Card, which stated:

To the Food Administrator, Washington, D.C.: I am glad to join you in the service of food conservation for our nation and I hereby accept membership in the United States Food Administration, pledging myself to carry out the directions and advice of the Food Administrator in the conduct of my household, insofar as my circumstances permit.²¹

This food pledge “allowed maximum flexibility, and that flexibility was essential as the administration continually monitored supplies and demand and shifted its specific requests.”²² Hoover believed in voluntary participation in food restrictions, later writing “we knew that, although Americans can be led to make great sacrifices, they do not like to be driven.”²³ This success depended on the participation of American housewives. Marketing campaigns used emotional connections — linking kitchens and battlegrounds and employing other military language in connection with food restrictions.²⁴

In the state of Minnesota, Governor J.J. Burnquist established the Committee on Food Production and Conservation, led by A.D. Wilson, professor at the University of Minnesota.²⁵ This committee helped “farmers increase crop and livestock production, provide farm labor, assist in price stability, and help women practice food conservation.”²⁶ Wilson reported that Minnesota

²⁰ Eighmey, xi, 23, 28.

²¹ “Food Pledge Card,” *Meatless Mondays, Wheatless Wednesdays: Home Economics in World War I*. accessed online 21 Feb 2017 < http://exhibits.mannlib.cornell.edu/meatlesswheatless/meatless-wheatless.php?content=two_a>

²² Eighmey, 29.

²³ *Ibid*, 30.

²⁴ *Ibid*, 32.

²⁵ *Ibid*, 26.

²⁶ *Ibid*.

“surpassed its goal by enrolling 235,000 people in just two months.”²⁷ In Little Falls, MN, 804 housewives signed the Food Pledge after a complete canvas of the city in November 1917.²⁸

Prior to World War I, the typical American family included meat and bread at every meal. As the war progressed, when and how much Americans could eat meat varied. The Food Administration defined a meatless meal as not consuming any cattle, hogs, or sheep, while porkless days limited the consumption of pork, bacon, ham, lard, or other pork products. Minnesota’s rural residents typically ate more pork, while city residents tended to prefer beef. Early in the war Americans were only requested to give up meat for one meal weekly, but by January 1918 they were asked to give up meat for entire days. In February 1918, only three of the twenty-one meals served each week were totally unrestricted. During the most stringent months of the war, between February and July 1918, Americans were asked to serve only one unrestricted meal, leaving eleven wheatless meals and nine meatless meals in a week. Due to the need to supply soldiers with food supplies, Hoover focused on four key elements to conserving meats: eliminating waste; increasing meat production; eating unpopular meat varieties; and substituting eggs, cheese, and beans, often in disguised ways, for the meat in familiar recipes.²⁹

The key to eliminating waste was to reduce the number of courses served at each meal, cook only the food the household would consume at the meal, and consume leftovers. The goal was to keep as much as possible out of the garbage. Booklets with creative ways to use leftovers were developed to help housewives. They also included suggestions on how to camouflage the use of alternative ingredients, such as when adding cornmeal to a fruitcake or using corn starch instead of an egg. However, reducing waste alone would not conserve enough food to meet national and international demands. An increase in production would also be required. This took

²⁷ Ibid, 32.

²⁸ “804 Sign Hoover Pledge,” *Little Falls Weekly Herald*, 16 November 1917, 3.

²⁹ Ibid, 114, 132, 29 97.

time and planning due to the seasonal nature of livestock production and required farmers to keep more stock over the winter than perhaps they have had in the past. As the number of hogs was easier to increase quickly, Hoover immediately sought a 15 percent increase in hog production. However, there were some challenges as 1917 saw the price of corn triple over the previous two years, causing many hog farmers to slaughter piglets earlier than desired. Hoover's Swine Commission responded by trying to stabilize the price of corn to allow farmers to get 110-pound hogs ready for market. The program was successful and pork production was 30 percent higher in the second half of 1918, allowing the elimination of porkless days. It was harder to increase beef production in such a short amount of time. Early on, Minnesota farmers were encouraged to add as many cattle to breeding stock as they could and to eliminate veal production to allow calves to grow to full maturity.³⁰

Minnesotans were also encouraged to eat alternative meats, such as chickens, squirrels, rabbits, muskrats, frog legs, wild duck, coot, gallinules, rails, geese, brant, and other wild game. In addition to encouraging its residents to catch and eat fish found in local lakes and rivers, the State of Minnesota increased the exportation of fish to other states. By mid-June 1918, approximately 1.3 million pounds of carp were sold to cities outside of Minnesota.³¹

At the start of the war, Minnesota homemakers rarely served chicken; fifteen percent of farmers' meat was chicken and only ten percent for city residents. Chickens and eggs were expensive — chicken was the most expensive meat for sale in Minnesota throughout 1917 and 1918. High prices were due to high feed costs in 1916 and lost birds in harsh weather conditions that year. There was no centralized processing of chickens and no demand for frozen poultry. Newspapers' weekly planning menus in Minnesota rarely included chicken; it was usually

³⁰ Ibid, 100-103,105.

³¹ Ibid, 105-106, 110.

reserved for special dinners. For example, Mrs. Lindbergh often wrote home to her mother in Detroit, and in two of her letters (dated 1907 and 1909) she mentions that the family had fried chicken for dinner.³² The only other food mentioned in her letters is homemade ice cream, leaving good reason to believe that these chicken dinners were noteworthy occasions.³³

It was easy to increase poultry production. "Chickens laid more eggs in spring, and if the eggs were allowed to hatch and mature, the new hens would begin laying in late winter. Chickens could be ready for the frying pan in eight weeks, or they could be sold months later as roasting hens, with more meat on their bones."³⁴ The Red Lake County's *Oklee Herald* wrote: "The more poultry and eggs we produce, the more poultry and eggs we will eat. The more of that food we eat, the less beef and pork we will need or want. Thus we do indirectly the thing we can't do directly Get some good hens. You will help win the war. You will reduce your own cost of living. You will turn waste into food."³⁵ City residents were urged to raise chickens in their backyards, both for the eggs and the dinner they could become when they were done laying. To emphasize this trend, the U.S. Department of Agriculture released the following statement:

Often there is an unused shed or small outbuilding that can be converted into a chicken house. You need only 3 or 4 square feet. Two piano boxes with the backs removed can be nailed together and a door cut in the end. They should be covered with a roofing paper to keep the insides dry. A portion of the door should be left open and covered with a piece of muslin to provide ventilation.³⁶

Increasing the number of backyard chickens did cause some issues for city residents who planted war gardens, because if the chickens were not penned up they tended to wreak havoc on plants

³² Evangeline Lodge Land Lindbergh letter to Mrs. Land, July 18, 1907. MHS Archives, Lindbergh collection. Catalog 756, Box 2, Folder 1; and Evangeline Lodge Land Lindbergh letter to Evangeline Lodge Land, 18 July 1909, Yale University Archives, Lindbergh collection, Box 235, Folder 249.

³³ Eighmey, 97-99, 104

³⁴ *Ibid*, 102.

³⁵ *Oklee Herald*, 3 Jan 1918, 4, as quoted in Eighmey, 122.

³⁶ *Ibid*, 122.

and seeds.³⁷ The Lindbergh family joined this movement, raising an estimated 6,000 chickens during the war.³⁸

For the days when meat was not restricted, Minnesotans were asked to consume one less ounce of meat per person each day. This one ounce could be replaced with a variety of alternatives: $\frac{2}{3}$ cup of whole or skimmed milk; 2 tablespoons of cottage cheese; a cubic inch of American cheese; $\frac{1}{2}$ tablespoon of grated American cheese; a small egg; or $\frac{1}{2}$ cup navy beans, split peas, or lentils. The University of Minnesota and the Food Administration provided recipes for vegetarian meat substitutes to help cooks meet these restrictions. Due to the successful rationing and increased farm productions, the Food Administration only encouraged meatless days between October 1917 and March 1918. By April 1918, the mandate for meatless days was temporarily lifted for thirty days and never reinstated. Citizens were still asked to practice the principles of conservation even without the restrictions.³⁹

Grain consumption was another key target for conservation. Europe had been fighting the war for three years at this point, and farms had been decimated and were not producing food.⁴⁰ American wheat was sent to Europe to feed US and Allied troops as well as Allied civilians. Before the war it was estimated that one-third of Americans' calories came from bread, making it an important food for many households. The current supply of wheat was not enough to meet the national and international demand. To meet the demand, Minnesota farmers were asked to grow more per wheat; civilians were asked to use alternative grains, such as corn, rye, and barley; and flour mills were asked to "get more flour out of each bushel of wheat by milling whole wheat,

³⁷ Ibid, 123, 169.

³⁸ A. Scott Berg, *Lindbergh* (New York: Berkley Books, 1998), 51.

³⁹ Eighmey, 114-116.

⁴⁰ Katharine Blunt, Francis L. Sawin, and Florence Podemaker, et al. *Food Guide for War Service at Home*. 1918. Reprint Ebook, 2004 <<http://www.gutenberg.org/files/14055/14055-h/14055-h.htm>>

instead of refined white flour, and thus increasing volume by as much as 15 to 20 percent.”⁴¹ Due to the planting and harvesting of a smaller-than-usual wheat crop in 1916 and a failed crop in South America, wheat was in limited supply when the war began in the spring of 1917. Unlike those in more southern states, Minnesota farmers were able to make adjustments to their crops at the outbreak of war, as they had not yet begun to put in their crops. They were urged to forgo their usual oat, alfalfa, and corn crops in favor of increasing their wheat production. Farmers were also asked how many additional acres could be cultivated in order grow more corn, oats, barley, and spring wheat.⁴²

Initially, housewives showed some resistance to using whole wheat flour, despite the proven health benefits. Archie Dell (A.D.) Wilson, the director of extension services at the University of Minnesota, noted “Many [women] do not like dark flour and seem to feel (from their manner) that no use of dark flour could make it palatable to them.”⁴³ As a result, the University of Minnesota created cooking classes and published recipes to help housewives accept the new flour. The goal of food scientists was to replace at least one-fifth of the flour in breads and baked goods with non-wheat grains. The US Food Administration also published posters with slogans such as “Save a loaf a week, help win the war.”⁴⁴ Federal regulations ended the milling of white flour in Minneapolis. Instead, only War or Liberty flour, containing more of the wheat kernel, would be milled. While this helped, the demand for wheat still exceeded the ability to produce, leading the government to force mills to produce a certain percentage of rye, rice, or corn flour with the wheat flour to stretch available supplies both at home and abroad. More and more, bakers and housewives substituted oat, rice, barley, potato flour, meal, soybean and peanut flour for white or

⁴¹ Eighmey, 46.

⁴² Ibid, 43, 51, 44.

⁴³ As quoted in Eighmey, 49-50.

⁴⁴ U.S. Food Administration, “Save a loaf a week — help win the war” *Library of Congress* <http://www.loc.gov/pictures/resource/cph.3g09732/?co=wwipos> (accessed 10 May 2017).

wheat flour. In the weeks before the summer 1918 wheat harvest, further limitations were implemented to cut wheat use in half. Each person was rationed to 1½ pounds of wheat — “not more than 1¾ pounds of wheat-saving Victory bread and one-half pound of cooking flour, macaroni, crackers, pastry, pies, cakes, wheat cereal all combined.”⁴⁵ Creativity in the kitchen was required to comply with the ever changing availability of wheat and all of its substitutes.⁴⁶

On the surface, conserving sugar seemed like the easiest sacrifice Americans could make as it was a non-essential food group. In reality it was much more difficult, as sugar consumption in the United States had doubled between 1880 and 1916. The rise in popularity of soda fountains and ice-cream parlors was just one of the reasons for this increase. The *Oklee Herald* published that on average each American consumed seven pounds of sugar each month in cooking and table use. To counter popular sugary snacks, the Food Administration suggested popcorn balls made with honey as an alternative for children. Honey, maple syrup, molasses, and brown sugar were seen as excellent alternatives to granulated sugar due to the difficulties in shipping them overseas. In order to ship military supplies and troops, fewer ships were available to import sugar from Cuba and Java and the beet sugar harvest in the United States was too small to meet the demand for sugar.⁴⁷

At first the sugar industry believed supplies would be adequate, but voluntary reduction was not as effective as the government had hoped as higher wartime wages allowed some who could not previously afford such luxuries to be able to purchase sweets. As essential commodities, such as sugar, became scarce, the prices for these goods rose. The Food Administration met with sugar growers and refiners to create the International Sugar Committee in October 1917 to set the price of sugar at a lower, more stable rate that was still affordable for

⁴⁵ *Erskine Echo*, June 14, 1918, 2, as quoted in Eighmey, 63.

⁴⁶ Eighmey, 16, 52, 56, 63.

⁴⁷ *Ibid*, 186-188, 191.

American homemakers. These lower prices tempted homemakers to buy more than they needed, and grocery stores were left to control possible hoarding by limiting purchases. Previously “stores were allowed to sell customers no more than five pounds in cities and towns, or ten to the farm trade.”⁴⁸ As voluntary reductions proved inadequate, official action needed to be taken to control the supply and demand for sugar. Stores reduced the per-visit sale of sugar to two pounds to a customer in cities and towns and five to those living in the country. Each person was allotted three pounds per month. By August, this was dropped to two pounds, or “six level teaspoons a day, three for beverages and three for cooking.”⁴⁹ The sugar supply was so low that the Minnesota State Fair was billed as a “War Exposition,” banning pies, cakes, and other fancy pastries from exhibition because “altogether too much sugar, lard and other ingredients needed elsewhere in winning the war are required.”⁵⁰ As the war drew to a close, sugar rationing also ended. The per-person limit was raised to three pounds by November 1, to four pounds by November 13, and completely eliminated on November 27, 1918.⁵¹

The United States was already experiencing a farm labor shortage before the start of World War I. Many who would have worked on farms were lured to the city by the promise of good wages. Seeing the United States move toward declaring war and knowing about the labor shortage, Charles Lathrop Pack organized the National War Garden Commission in March 1917 “to arouse the patriots of America to the importance of putting all idle land to work, to teach them how to do it, and to educate them to conserve by canning and drying all food they could not use while fresh.”⁵² The program received federal support as it was “essential that food should be raised where it had not been produced in peace times, with labor not engaged in agricultural work

⁴⁸ Ibid, 200.

⁴⁹ Ibid, 36, 200.

⁵⁰ Ibid, 201.

⁵¹ Ibid, 203.

⁵² Ibid, 10.

and not taken from any other industry, and in places where it made no demand upon the railroads already overwhelmed with transportation burdens.”⁵³ To begin, the commission launched an education campaign to teach the public not only about the need for war gardens but also in how to actually go about creating and using the gardens. The instructions directed gardeners to maximize efforts while minimizing the need for other resources to make these ventures successful. Some successful slogans for the campaign included “Sow the Seeds of Victory” and “Keep the Home Soil Turning.”⁵⁴ Gardening was no longer for farm families alone, it was an essential movement in the war effort and expression of patriotism.⁵⁵

In Minnesota, Governor J.A.A. Burnquist supported the war gardening effort, declaring “Every acre, every yard under cultivation will count in Minnesota’s patriotic undertaking to make and save food for the nation.”⁵⁶ While garden seeds were expensive in early 1917, aligning gardening as an action against the Kaiser that everyone could do right now encouraged many to begin planting.⁵⁷ Community spaces, such as vacant lots, as well as private land holdings were used for war gardens. The Little Falls, MN, city council even allowed underutilized city streets to be converted to gardens, but that action came with a few complaints from area residents.⁵⁸

The Minnesota Commission of Public Safety approved a gardening plan and distributed brochures written by the University Farms and Agricultural Extension Service to increase gardening knowledge across the state. One such special bulletin recommended 16 “important vegetables” for families to “grow enough for daily needs and to can, dry or preserve for two

⁵³ Charles Lathrop Pack, *The War Garden Victorious* (Bedford, MA: Applewood Books, originally published 1919), 1.

⁵⁴ *Ibid*, 33.

⁵⁵ Eighmey, 189, 28, 100.

⁵⁶ Eighmey, 67.

⁵⁷ *Ibid*, 68.

⁵⁸ *Record of Proceedings City of Little Falls, Book 5 (1913-1921)*, 7 May 1917, 258.

years.”⁵⁹ These vegetables included tomatoes, beans, beets, cabbage, carrots, parsnips, turnips, lettuce, radishes, onions, peas, pumpkins, squash, spinach, Swiss chard, and potatoes.⁶⁰

In 1917, more than 3,000,000 pieces of vacant land were turned into gardens, and by the end of the war around 5,285,000 pieces of land were used for gardens. The value of the food produced in 1917 was \$350,000,000 and increased to \$525,000,000 the next year. Minnesotans did their part. In Minneapolis alone, more than 10,000 families planted gardens on more than 2,000 acres of land, producing crops valued at nearly \$500,000. It is also estimated that, through the canning campaign, more than 500,000,000 quarts of vegetables and fruits were canned nationwide in 1917 and upwards of 1,450,000,000 quarts in 1918. Many predicted that there would be a decrease in gardening in 1918 due to the good crops the first year. This proved not to be the case, and garden seeds were scarcer than the year before. In 1918, war gardens earned the new nickname of “Liberty Gardens.”⁶¹

Volunteering on the Home Front

The American National Red Cross was established in 1905. When war broke out in Europe in 1914, the American Red Cross was limited in what it could do to provide aid, due to the lack of donations. However, within the first three months of 1917, the news of the horrors of the war in Europe began to sway Americans into supporting the work of the Red Cross. The number of local chapters across the nation rose from 555 chapters in April of 1917 to 3,874 by 1919 and from a pre-war membership of 486,394 rose to more than 30,000,000. Leading up to the United States declaring war, the Red Cross focused on relief efforts for civilians in Europe. After the declaration of war, the organization began its efforts to support the army. On May 10, 1917, Henry P. Davidson was appointed by President Wilson as chair to the American National Red

⁵⁹ Eighmey, 75.

⁶⁰ Ibid, 74-75.

⁶¹ Pack, 14-15, 23 and Eighmey, 88, 84.

Cross War Council, a subdivision tasked to “look after the men of our own Army and to assist the War Department in doing the things it could not do alone or that did not fall wholly within its province.”⁶² As funds were still slow in coming to the organization, the Red Cross established June 18–25 as Red Cross Week, which raised \$115,000,000.⁶³

Davidson recalled: “Throughout the country there was a multitude of willing souls, bursting with patriotism, eager to help in some way, but debarred by sex, age, or physical infirmity from going into the trenches. The Red Cross was their lodestar. It was the work of the Department of Development to concentrate, to organize, to direct this mass of energy.”⁶⁴ The Home Service was created to be the power behind the gun, supporting both those on the battlefield as well as those left behind on the home front. Every local chapter of the Red Cross had a Home Service section to concentrate on the personal needs and private troubles of soldiers’ families. Chapter workrooms used new sewing and knitting machines as well as bandage rolling to keep women busy creating necessary supplies for soldiers. These knitting machines could turn out a pair of socks in twenty-five minutes. It is estimated that two million hours were given by Red Cross volunteers during the eighteen months the United States was in the war. Between April 1917 and October 1918, American women made, packed, and shipped 253,000,000 surgical dressings; 22,000,000 articles of hospital supplies; 14,000,000 sweaters, socks, comfort bags, etc. for soldiers and sailors; and 1,000,000 refugee garments — a total market value of \$60,000,000.⁶⁵ The work of Home Service chapters was anything but busy work. They supplied the army with a real need for good warm clothing for service men. Especially in the early months of the war, the army had a difficult time providing enough uniforms for all of its soldiers. For example, U.S. Army

⁶² Henry P. Davidson, *The American Red Cross in the Great War* (New York: The Macmillan Company, 1919), 7-8.

⁶³ *Ibid*, 1, 3, 35, 9, 11.

⁶⁴ *Ibid*, 18-19.

⁶⁵ *Ibid*, 26-27. 33.

pilot, Allen Peck wrote in October 1917, "We have been issued a bunch of war clothes and leather stuff. The only thing lacking are real knitted heavy socks and I could use as many sweaters as you can get over."⁶⁶ Although mail to soldiers does not seem to have been completely reliable as in January 1918 Peck wrote, "I am enjoying to the fullest all the knitted things you and others have sent me. They are great comforts and aid greatly the task of keeping warm. I have, to date, received one pair of your socks, and they are wonders of workmanship, fit and warmth. Hope the other pair will reach me. I am afraid there are several boxes mentioned in your letters that must have been lost or stolen, unless they eventually come rolling in. Here's hoping they do!"⁶⁷

During the First World War, Minnesota was organized into the northern division of the American Red Cross, along with North Dakota, South Dakota, and Montana. In May 1917, Minnesota had 562 local chapters, which grew to 3,724 chapters by the end of the war. Each chapter looked to the state chapter for authority to carry out their activities, directions for work that needed to be done, and general information related to Red Cross needs. During the Red Cross membership drive, Minnesota was assigned the quota of 236,000 new members and membership grew to more than 476,000, almost 80,000 above the quota. The Morrison County Chapter was organized in Little Falls on May 16, 1917, and had many branches and auxiliaries operating throughout the county's smaller communities.⁶⁸ Minnesota junior enrollment reached 370,000 (71% of its school population) and 19 of the 28 Northern Division counties with 100% enrollment. Morrison County was among the proud nineteen.⁶⁹ There was immense social pressure to

⁶⁶ Peck, Allen. *Allen Peck's WWI Letters Home – 1917-1919: U.S. Army WWI Pilot Assigned to France*, ed. Charles E. Peck (New York: iUniverse, Inc., 2005), 29.

⁶⁷ *Ibid*, 61.

⁶⁸ "Morrison County's Chapter of the American Red Cross," *Morrison County, 1920*, accessed online <<http://www.historicmapworks.com/Map/US/197962/Morrison+County+s+Chapter+of+the+American+Red+Cross/Morrison+County+1920c/Minnesota/>>

⁶⁹ Franklin F. Holbrook and Livia Appel, *Minnesota in the War with Germany, Vol. I (MWG1)* (St. Paul: Minnesota Historical Society Press, 1932), 93-94, 97, 113-114, 6 and "Morrison County 100 Percent Efficient," *Little Falls Herald*, October 11, 1918, 1.

support the war effort, and “often people worked or gave under the very pressure of the persuasion of others; at times it was the only way to get rid of a solicitor.”⁷⁰

Even with these impressive numbers, the Red Cross still was short on the funds needed to support the war effort. Additional fund drives occurred during the course of the war. During the first, which launched in June 1917, raised \$3,088,189, surpassing the goal of \$2,000,000. Pledges from farmers and gardeners for a portion of their produce, business solicited for a day’s receipts, waffle feasts, meatless socials, fairs, concerts, flower bazaars, athletic meets, auctions, and card tournaments were all common means of fundraising in Minnesota. In Morrison County, like in many other places, benefit dances were very common, the first held on April 24, 1918, and the second on May 25. Mrs. Charles A. Weyerhaeuser, wife of the prominent Little Falls lumber baron and friend of the Lindbergh family, arranged for a musical at 3:00 p.m. June 5 at her Highland Avenue residence featuring Esther Erhart Woll, who was a well-known pianist that had taught lessons in Little Falls, and Chicago soprano Florence Lang. Tickets for each of these musical benefits cost one dollar (\$16.93 in today’s terms).⁷¹

Forced donations were not uncommon in Minnesota. Farmers caught hoarding wheat were sometimes forced to donate to the Red Cross. Fifty-six people in McLeod County were forced to donate \$4,000, and forty-nine in Scott County had to donate \$2,300.⁷² Otto Hoffman and his son, Fred B. Hoffman, of Granite were compelled to donate \$50 to the Red Cross after having initially refused to purchase Liberty Bonds.⁷³

⁷⁰ Holbrook and Appel, *MWG2*, 6.

⁷¹ Holbrook and Appel, *MWG2*, 6, 99, 100 and “Will Give Second Dance,” *Little Falls Daily Transcript*, May 18, 1917, 3 and *CPI Inflation Calculator* May 1918 to August 2017, <https://data.bls.gov/cgi-bin/cpicalc.pl?cost1=1&year1=191805&year2=201708>, accessed 30 September 2017.

⁷² Holbrook and Appel, *MWG2*, 163.

⁷³ “Bought Bonds and Donated to Red Cross,” *Little Falls Herald*, October 18, 1918, 1.

Sweaters, socks, helmets, and wristlets were in great demand for the troops in 1917. By 1918, demand had been met for all but socks, which were still greatly needed. The year 1918 was a proud time for the Northern Division, which produced \$400,000 worth of knitted goods in February — sweaters valued at \$3, socks at \$1.25, helmets at \$1 — and led in efficiency in the spring. The St. Paul chapter alone completed over 166,000 articles of hospital supplies, more than 3,500,000 surgical dressings, nearly 54,000 knitted articles, and almost 20,000 refugee garments. The Morrison County chapter knitted 1,999 sweaters, 6,429 pairs of socks, 441 mufflers, 631 pairs of wristlets, 33 helmets, and 567 washcloths. In addition they made 3,683 hospital garments, 1,846 refugee garments, 407 property bags, 2,117 comfort bags, and 440 miscellaneous items.⁷⁴

Minnesota chapters also undertook “the collection and sale of marketable waste materials. Local units everywhere were instructed to advertise that they were prepared to collect tin, lead, and aluminum foil; paste and paint tubes; old gold, silver, lead, brass, and aluminum; tin cans, and other metallic objects; newspaper and rags; bottles; and grease and bones.”⁷⁵ Each chapter was responsible for organizing the collection, storage, and sale of these items to raise funds for Red Cross projects. These efforts did cause some trouble with local junk dealers, and the Red Cross disbanded the practice in Minneapolis and other communities.⁷⁶

High-school youth had their own opportunities to support the war effort. In an attempt to remedy the short supply of farm laborers, the Massachusetts Public Safety Committee turned to the estimated 250,000 to 300,000 boys over age sixteen enrolled in the state’s high schools. By May 1917, Massachusetts state officials were working with high schools and by the end of the month 6,332 boys had already started farm work, with almost 3,000 more ready and waiting.

⁷⁴ Holbrook and Appel, *MWG2*, 105 and *Morrison County*, 1920.

⁷⁵ Holbrook and Appel, *MWG2*, 107.

⁷⁶ *Ibid*, 108.

Similar ideas sprang up across several states, and the Department of Labor helped to develop the United States Boys' Working Reserve under the National Employment Service.⁷⁷

Part of the national program, the Minnesota division of the Boys' Working Reserve was established in early 1918 under the direction of D.D. Lescohier, Public Employment Bureau, and Sanford H.E. Freund, Federal Zone Director overseeing Wisconsin and Minnesota. In February 1918, "Mr. Lescohier reports that he will mobilize in Minnesota 5,000 boys from the cities and towns of that State and will send them to farms to plant and harvest the crops."⁷⁸

In a proclamation made to *Boy Power*, the official bulletin of the Boys' Working Reserve, Minnesota Governor J.A.A. Burnquist, stated:

The United States Boys' Working Reserve is an organization worthy of support of all loyal citizens. The director for Minnesota, Mr. D.D. Lescohier, wants to enroll as many boys as possible for farm work. Under the supervision of this organization, youths from the larger cities and smaller villages can be placed on the farms during the summer, where the work will be both healthful and educational. Furthermore, it will be a patriotic service. To do its part towards winning the war, Minnesota this year must plant increased acreages of all cereals. We must endeavor to secure from the fields the largest possible yield, but in order that nothing shall be wasted through lack of laborers at harvest time all young men who can should enroll for farm work. They will, in this way, not only receive good wages and valuable experience, but will be giving great service to their country.⁷⁹

By June 1918, Lescohier stated that "practically 95 per cent of all the boys in the country high schools will be working on farms...[and some of these] schools are arranging to close early and will probably not open before October 1."⁸⁰ This was encouraging to state officials, as

⁷⁷ Lewis Paul Todd, Ph.D., *Wartime Relations of the Federal Government and the Public Schools, 1917-1918* (Reprint. New York: Arno Press, 1945, and The New York Times, 1971), 143-144, 148.

⁷⁸ United States Boys' Working Reserve, *Boy Power: Official bulletin of the United States Boys' Working Reserve* (15 Feb 1918: 3), <https://books.google.com/books?id=fXpGAQAIAAJ&dq=boys+working+reserve+minnesota&source=gb_s_navlinks_s> accessed 20 Jan 2017.

⁷⁹ *Boy Power*, 15 April 1918, 4

⁸⁰ *Boy Power*, 15 Jun 1918, 14

“Minnesota has seeded the biggest crop in her history and the weather has been unusually favorable. Indications point to the greatest crop in the history of the State. There will be some difficulty during the harvest season in getting adequate labor.”⁸¹ Majority, close to 90 per cent, of the boys worked in their own communities.⁸² If the boys worked farther away from home, they would live with the farm family. It was up to the Y.M.C.A. and County Agricultural Agents to supervise housing and working conditions and prevent abuse. Major cities were the exception to this, as the boys eligible for this program were being pulled into other industries. For example, in Duluth “a great many of the boys will work in connection with mining, manufacturing, or ore docks,” and in St. Paul and Minneapolis they “are taking useful occupations almost without exception.”⁸³

Students with passing grades at the Little Falls High School had the opportunity to participate in the United States Boys’ and Girls’ Working Reserve in late winter (around March) 1918, under the direction of Mr. M.W. Zipoy. Students who participated in the program were to finish their school work through home study and were to report for the final examinations at the end of the school year.⁸⁴ In Little Falls, twenty-three boys and girls, including Charles Lindbergh, participated in the program.⁸⁵ Charles Lindbergh recalled his experience:

In high school my marks fell so low that I doubt very much I could have passed the final examinations required for graduation. I was rescued by World War I. At a general assembly meeting in late winter, the principal announced that food was so badly needed in connection with the war that any student who wanted to work on a farm could leave school and still receive full academic credit just as though he had attended his classes and had taken examinations. Farm workers would be badly needed to replace

⁸¹ Ibid.

⁸² *Boy Power*, 15 July 1918, 7.

⁸³ *Boy Power*, 15 Jun 1918, 14

⁸⁴ Ibid.

⁸⁵ Ibid.

the men drafted for military service. I left classes as soon as school regulations permitted and returned only to receive my diploma [in 1918].⁸⁶

It is unclear when the program officially ended, but in the spring of 1919 it was decided not to send the sixty-five boys registered to attend the farm training camp due to the lost time caused by the influenza epidemic.⁸⁷

News & Entertainment on the Home Front

While politicians debated the future of the nation, mass media began reacting to the rapidly changing world. The early 20th century saw the maturation of modern advertising. Technological changes allowed for easier creation in more limited formats, such as newspapers, and the rise of national advertising paved the way for brands to grow. As manufacturers shifted to wartime production and lost opportunities to sell to the public, they had an even greater need for subtle advertising to remain visible without appearing to be callous. Increasingly, local businesses purchased advertising with patriotic messages with the hope of linking their product with being seen as a loyal American business.⁸⁸

The United States government turned to advertising to hard sell the war to the public with no hesitation in its bold messages. George Creel was selected to head the Committee on Public Information (CPI). Creel's "four-minute men" gave more than 75,000 short, patriotic public lectures throughout the nation, and the Committee generated nearly 75 million pamphlets and more than 6,000 press releases to direct the nation. To take the message further, the Division of Pictorial Publicity, headed by artist Charles Dana Gibson, created posters that "tugged repeatedly

⁸⁶ Charles A. Lindbergh, *Boyhood on the Upper Mississippi: A Reminiscent Letter (BUM)* (St. Paul: Minnesota Historical Society, 1972), 33.

⁸⁷ *Boy Power*, 21 April 1919, 8.

⁸⁸ David Blanke, *American Popular Culture through History: The 1910s* (Westport, CT: Greenwood Press, 2002), 50, 67.

at Americans' sense of duty, patriotism, and humanitarianism."⁸⁹ Many of these posters, such as the portrayal of "Uncle Sam" saying "I Want You," created a clear message and are still recognizable today. As the industry grew, the CPI contracted with outside agencies to create some of their posters. This caused the agency trouble as artists created depictions of violent acts carried out against women and children by German soldiers in bloody uniforms. The CPI did what they were able to control these images, but were not able to control artists outside of their agency. In general, the public could not tell the difference between a poster sponsored by the CPI or by another organization.⁹⁰

Musical composers combined their craft with the patriotic fever crossing the nation to create a multitude of popular music related to the war. While wireless radio broadcasts would not be available until after the war, these songs were available for purchase on various graphanolas and phonograph players. Such hits as "Over There," "It's a Long Way to Tipperary," and "Keep the Home Fires Burning" gave Americans a way to cope with the anxieties of war.⁹¹ "Over There" was the most popular and enduring song of the war.⁹² Nora Bayes' version held the number-one spot on the US Billboard Charts for ten weeks, and the American Quartet's version held the number one for eighteen weeks in 1919.⁹³

Johnnie, get your gun
Get your gun, get your gun
Take it on the run
On the run, on the run
Hear them calling, you and me

⁸⁹ Ibid, 68.

⁹⁰ Clayton Funk, "Popular Culture, Art Education, and the Committee on Public Information during World War I-1919," *Visual Arts Research* Vol. 37, No. 1 (Summer 2011), 70, www.jstor.org/stable/10.5406/visuartsrese.37.1.0067 accessed 2 July 2016.

⁹¹ Blanke, 187.

⁹² "World War I," Library of Congress website, <https://www.loc.gov/item/ihas.200197499> accessed 31 Oct 2017.

⁹³ Steve Hawtin et al., "Songs from the Year 1917," version 2.7.0008, <https://tsort.info/music/yr1917.htm>, accessed 31 Oct 2017, and Playback.fm, "1917 Top 40 Songs," <https://playback.fm/charts/top-100-songs/1917/>, accessed 31 Oct 2017.

Every son of liberty
 Hurry right away
 No delay, go today
 Make your daddy glad
 To have had such a lad
 Tell your sweetheart not to pine
 To be proud her boy's in line

Over there, over there
 Send the word, send the word over there
 That the Yanks are coming
 The Yanks are coming
 The drums rum-tumming
 Everywhere
 So prepare, say a prayer
 Send the word, send the word to beware
 We'll be over, we're coming over
 And we won't come back till it's over
 Over there⁹⁴

It is easy to see how these patriotic lyrics and the catchy tune would rise to the top and endure after the war.

Soldiers-turned-authors paved the way for a new genre of guts-and-glory memoirs or fictionalized accounts. Arthur Guy Empey's *Over the Top*, published in 1917, full of realistic descriptions and jargon tells the story of his experiences as a machine gunner, suggesting that such assaults were the height of glory for young men. His book sold 350,000 copies in its first year and was dramatized in a movie.⁹⁵ Other such publications included Robert W. Service's *Rhymes of a Red Cross Man* (1917), Alan Seeger's *Poems of Alan Seeger* (1917), Ian Hay's *First Hundred Thousand* (1917), Francis W. Huard's *My Home in the Field of Honor* (1917), Edward Guest's *Over Here* (1918), James W. Gerald's *My Four Years in Germany* (1918), and Lt. Pat

⁹⁴ George M. Cohan, "Over There," Library of Congress website, <https://www.loc.gov/item/ihas.200000015>, accessed 31 Oct 2017.

⁹⁵ Blanke, 170.

O'Brien's *Outwitting the Hun* (1918).⁹⁶ Charles Lindbergh recalled reading and being inspired by such publications, writing, "The story I remember best, although I do not now recall any of the details, related to one 'Tam o' the Scoots,' a magazine serial about a mythical World War I fighter pilot who soon, of course, became an ace. I think this story had considerable effect on my decision to enlist in the army when I was old enough and to become a fighter pilot myself."⁹⁷

Minnesota WWI Politics

Charles August (C.A.) Lindbergh, father of the famed aviator Charles A. Lindbergh, was a prominent Minnesota lawyer and politician during the early twentieth century. After receiving his law degree from the University of Michigan, he began practicing law in Little Falls, MN, in 1884, and took a keen interest in local politics. Lindbergh believed "the Republican was the party best equipped to meet the pressing current need for laws to curb the abuses of the great national trusts," an issue he was passionate about.⁹⁸ In 1906, Lindbergh decided to run for the 6th Congressional District seat in the US House of Representatives and was elected for his first of five terms in office. During his ten years in office, Lindbergh constantly challenged banking policy and opposition to American involvement in the brewing conflict in Europe.⁹⁹

In the fall of 1914, President Wilson and Secretary of the Treasury William McAdoo decided to levy new taxes to make up for lost revenue due to the European war's interruption of international trade. Lindbergh spoke against this measure, believing it was an excuse for emergency legislation that would benefit speculators rather than the American people. Lindbergh was in the minority when the United States House voted to approve the war tax, which went on

⁹⁶ Ibid. 170-171.

⁹⁷ Lindbergh, *BUM*, 39-40.

⁹⁸ Bruce L. Larson, *Lindbergh of Minnesota: A Political Biography* (New York: Harcourt Brace Jovanovich, Inc., 1971), 36.

⁹⁹ Ibid, 18, 289.

to become law in October 1914. In addressing Congress, Lindbergh explained his opposition to the war by saying:

War is paid for by the people. It is the slavery and drudgery that follows war that is more damaging than war itself. We glorify the soldier. We appeal to his pride and to his patriotism. The country treats him as a hero, and he is a hero. We call the country to honor him when he proves to be a hero. But what of those who drudge year after year all through life to make up for the destruction of war? They are the ones who are entitled to our sympathy, and more especially our consideration. I would rather die in action amid the thunder of the cannon than by the drudgery that war brings to those who pay the cost. We are safe here in this House. The most of us are safe from the burden that war would bring. Are we therefore to be indifferent to the men and women who would really pay the toll? It would be taken out of their daily earnings for the rest of their lives and out of their children's earnings. And what are we to gain? An enormous debt and the loss of valuable lives.¹⁰⁰

While most Americans agreed with Lindbergh's anti-war viewpoints through early 1915, he knew this would not always be the case. He wrote his daughter, "It is my belief that we are going in [to the war] as soon as the country can be sufficiently propagandized into the war mania."¹⁰¹ In response to the messaging presented by the media, Lindbergh created *Real Needs*, a short lived magazine intended to present material ordinarily "kept from the public." As the editor and primary author, Lindbergh had a platform in which to share his view of about reforms that needed to take place.¹⁰²

Connecting with his views of the money trust, Lindbergh felt that war loans would fuel the war fever and not help the poor farmers and wage workers as initially promised. Rather, they would result in "commercial greed."¹⁰³ Lindbergh was also troubled by the increasing public

¹⁰⁰ *Congressional Record*, 63rd Cong., 2nd sess., p. 6952, as quoted in Lynn and Dora B. Haines, *The Lindberghs* (New York: The Vanguard Press, 1931), 204.

¹⁰¹ Larson, 182.

¹⁰² *Ibid*, 179-181, 183.

¹⁰³ *Ibid*, 184.

concern over the issue of military preparedness. For many Minnesotans, national honor and security became more important than the advisability of isolation from the European conflict. This greatly concerned Lindbergh. In preparation for the conclusion of his Congressional term in 1916, Lindbergh decided not to run for reelection for his seat in the United States Congress. Instead he considered running for governor of Minnesota or a seat in the United States Senate, which “would give him a larger field for usefulness.”¹⁰⁴ On October 2, 1915, he announced his candidacy for governor. However, after the sudden death of Governor Winfield Hammond two months later and the appointment of Lieutenant Governor J.A.A. Burnquist, with whom Lindbergh was in political accord with, Lindbergh withdrew from the race. Forced with the decision to run for U.S. Senate or not at all, Lindbergh announced his candidacy for the Republican nomination, as did incumbent Senator Moses Clapp, former Minnesota governor Adolph Eberhard, and Frank Kellogg, a famous “trust buster” lawyer in St. Paul.¹⁰⁵

In March 1916, the Gore–McLemore resolutions came before Congress. This resolution asked for legislation limited Americans from traveling on armed vessels of belligerent nations. Again, Lindbergh was in the minority vote against tabling, as he felt this was from special interest groups designed to protect the foolhardy and speculators. On the issue of general preparedness, Lindbergh felt the term was being used as a substitute for armament. Real preparedness, according to Lindbergh, involved abandoning false ideas and exercising common sense in dealing with actual conditions. He advocated that the motive of profit be removed from the business of production of war materials in order to reduce the desire to stimulate war activities. In a letter to Kellogg, Lindbergh wrote “I favor safe and sane preparedness to protect us against unfriendly nations if they attack us, but I oppose turning our country into a military camp.”¹⁰⁶ That spring,

¹⁰⁴ Ibid, 190.

¹⁰⁵ Ibid, 184, 190-192.

¹⁰⁶ Ibid, 195.

the issue of preparedness emerged as a major political issue. Lindbergh was firm in his opposition to expand military preparedness.¹⁰⁷

Lindbergh's Senate campaign was based in Minneapolis and the St. Cloud–Little Falls area with periodic visits through the rest of Minnesota. Between April 22 and June 8, Lindbergh's son, Charles, drove the family's Saxon Six more than three thousand miles as Lindbergh made speeches, distributed literature, and made contacts along the campaign trail. However, despite working hard on the campaign trail, Lindbergh was outvoted in the U.S. Senate Republican primary on June 19. He received the fewest votes at 26,094 to Kellogg's 73,818, Eberhart's 54,890, and Clapp's 27,668. Lindbergh carried only eight counties, five of which were in Sixth Congressional District, which Lindbergh represented during this time as a U.S. Congressman. Minnesota Republicans voted in favor of military preparedness. Kellogg would go on to win the November general election. Following the election, Lindbergh returned to Washington, D.C., to finish his congressional term and continued to address issues with a strong non-interventionist attitude.¹⁰⁸

In reaction to the federal government creating new programs and agencies to support the pending war, Minnesota State Senator George H. Sullivan of Stillwater, called for the formation of a special commission to ensure public safety in wartime. As a result, the Minnesota Commission of Public Safety (MCPS) was signed into law by Governor J.A.A. Burnquist on April 16, 1917.¹⁰⁹ MCPS' purpose was as follows:

In the event of war...such commission shall have power to do all acts and things non-inconsistent with the constitution or laws of the state of Minnesota or the United States, which are necessary or proper for the public safety and for the protection of life and public property or private property of a character as in the judgement of the commission requires protection, and shall do and perform all acts

¹⁰⁷ Larson, 185-189.

¹⁰⁸ Ibid, 196-199.

¹⁰⁹ Carl H. Chrislock, *Watchdog of Loyalty: The Minnesota Commission of Public Safety During World War I* (St. Paul: Minnesota Historical Society Press, 1991), 58

and things necessary or proper so that the military, civil and industrial resources of the state may be most efficiently applied toward maintenance of the defense of the state and nation and toward the successful prosecution of such war, and to that end it shall have all necessary power not herein specifically enumerated and in addition thereto the following specific powers.¹¹⁰

One of the first tasks of the MCPS was to replace the National Guard with a voluntary Home Guard, which effectively set up a network of police enforcement for MCPS policies, served as prevention of personal crimes and property destruction, and ensured one hundred percent loyalty to an American prosecution of the war.¹¹¹ By the time of the Armistice, the Home Guard consisted of twenty-one battalions with 8,373 officers and men and an additional 600 men serving as peace officers.¹¹²

As the United States implemented the national draft, the MCPS was concerned that local draft boards would be opposed to the law, due to reports of subversive activities on the iron range. To that effect, the commission reviewed draft board personnel and monitored their actions. Leadership in the commission especially feared that citizens would refuse to register in communities with high populations of German-American citizens. MCPS hired undercover Pinkerton detectives to go into those communities and monitor the situation. For the most part, while the detectives found pro-German sentiments, especially with older citizens, there was little resistance to registering for the draft. At this same time, MCPS required every alien in the state to register. "Among the information demanded were extensive financial disclosures, as well as citizenship status, work habits, length of residence, and numerous other items. Refusal to comply or filing a false statement could result in confiscation of property."¹¹³ In addition, all non-citizens

¹¹⁰ As quoted in Chrislock, 89.

¹¹¹ Sister John Christine Wolkerstorfer, "Nativism in Minnesota in World War I: A Comparative Study of Brown, Ramsey, and Stearns Counties, 1914-1918" (doctoral thesis, University of Minnesota, 1973), 28.

¹¹² Ibid, 32.

¹¹³ Robert Schoone-Jongen, "Patriotic Pressures WWI: The Dutch Experience in Southwest Minnesota During World War I" (Thesis, Southwest State University, 1992), 5.

were asked why they had not yet applied for citizenship. In a variety of immigrant communities, lack of understanding of what was required was the main reason for not filing for citizenship.¹¹⁴

The MCPS quickly became the agency to determine the outcome for concerns regarding loyalty of Minnesotans, especially about residents of foreign ancestry.¹¹⁵ The 1910 census showed that over half a million (over twenty-five percent) of the people living in Minnesota were foreign-born whites. An additional million, about forty-five percent, were native whites of foreign or mixed parentage. Almost one-fifth of Minnesota's population was either born in Germany or Austria or had both parents born in those countries.¹¹⁶ As a result, those living in Minnesota did not rapidly adopt anti-German views upon the outbreak of war in 1914. Until this time, "German-Americans had been generally well respected as an ethnic group and tended to regard themselves as culturally superior. Their language, customs, music, and 'Germanic virtues' were integral parts of their self-identity."¹¹⁷ German-language newspapers, with a circulation of one hundred twenty-five thousand, supported the cause of the Fatherland and its allies.¹¹⁸

At first, non-German residents in Minnesota did not take issue with the natural sympathies individuals had for the land of their forefathers and helped support various relief measures for all people in Europe. However, as Germany continued its policy of unrestricted warfare, the tide of public sentiment began to change, especially the press, which became "more and more intolerant of those who still refused to concede the necessity of disciplining Germany."¹¹⁹ When war was declared in April 1917, a wave of patriotism hit the nation. And with it there was a clear message:

¹¹⁴ Schoone-Jongen, 5 and Chrislock, 116-122.

¹¹⁵ Chrislock, 115

¹¹⁶ Holbrook and Appel, *MWG1*, 6.

¹¹⁷ Mary Lethert Wingerd, "The Americanization of Cold Spring: Cultural Change in an Ethnic Community" (Honors Thesis, Macalester College, 1990), 71.

¹¹⁸ Holbrook and Appel, *MWG1*, 7.

¹¹⁹ *Ibid*, 36.

To be considered a loyal citizen you must be patriotic and to be patriotic you must support the war. Neutrality or pacifist sentiments would no longer be acceptable within the state.¹²⁰

The issue of the loyalty of people of German birth or heritage remained throughout the war. Fear arose that immigrants were German agents collecting information about the plans and resources of the United States. Newspapers often selected news that affirmed their own viewpoints along with the views of public enthusiasm for the war. As a result, articles alternately offered popular support of the war and scolded immigrants who did not do their part to support their adopted country. Historians Holbrook and Appel noted: "It was a time when public feeling ran high, and consequently it was difficult to get people to discriminate intelligently between what was really seditious talk and what was merely casual, inconsequential comment. Popular argument had it that if a man were not for the government in every respect, he was against it."¹²¹ Some felt that anything German was to be banned — including compositions of Haydn, Mozart, and Beethoven from concert programs, and German language courses from school curriculums.

¹²²

The Minnesota Commission of Public Safety "served as the legal framework which offered umbrella protection and encouragement to base prejudices in other organizations and individuals to assert their power over others for all sorts of special reasons....[it] ranked higher than all other factors in contributing to anti-German sentiment in the state during that time."¹²³ MCPS wished to guarantee loyalty to the American cause during the war throughout the state and to that effect they kept a very close eye on the German-American population. Almost immediately life began to change for German-Americans living in Minnesota. It was soon illegal to teach any other

¹²⁰ Ibid, 58.

¹²¹ Ibid, 37.

¹²² Holbrook and Appel, *MWG2*, 24-25, 36-37.

¹²³ Wolkerstorfer, 26.

subject in the German language other than language classes themselves. If someone was suspected of harboring German sympathies or hesitated to enact MCPS orders, they were called before the Commission to give evidence of their loyalty and would be closely observed moving forward.¹²⁴ Investigators were not afraid to push hard on individuals to prove their loyalty. As a result, many German-Americans were coerced into buying excessive amounts of Liberty Bonds or making large contributions to the Red Cross to prove their loyalty.¹²⁵ For example, “newspapers regularly printed extensive lists of who had volunteered for the Red Cross, who had subscribed to the Liberty Loan, and who was volunteering for the armed forces. In a small town these lists also made it obvious who were not being cooperative....Slowly these ‘voluntary acts’ became compulsory tests of loyalty.”¹²⁶ In addition, vandals were not opposed to applying yellow paint indiscriminately to buildings owned or occupied by residents thought to have German leanings because of their German backgrounds.¹²⁷ Evidence remains today that the Little Falls community wished to diminish its connections to anything German. In downtown Little Falls, on the corner of Broadway and First Street Southeast, one can see how someone attempted to remove the word “German” from the stone marking the German American National Bank.¹²⁸

As the war continued, C.A. Lindbergh remained active in political circles, especially the Nonpartisan League. In 1918, Lindbergh once again considered running for governor pending an endorsement by the Nonpartisan League.¹²⁹ Formed in North Dakota in 1915, the Farmers Nonpartisan League quickly became a political force to be reckoned with during the First World War. Though not created as a political party, the Nonpartisan League convinced the Republican

¹²⁴ Ibid, 28-29.

¹²⁵ Wingerd, 108.

¹²⁶ Schoone-Jongen, 4.

¹²⁷ Fritz Oral History, “German-Americans WWI IOWA-L Archives,” (accessed online 2007) <archiver.rootsweb.ancestry.com>

¹²⁸ This building is now Gammello-Pearson, PLLC, located at 100 First St. SE, Little Falls, MN.

¹²⁹ Larson, 221.

Party to nominate and elect a full ticket of their choice of state officials in 1916. With their success in North Dakota, the organization spread to Minnesota, where membership grew to around 50,000 members by 1918, which was the first year the organization could get into Minnesota politics due to the election cycle.¹³⁰ Lindbergh “was convinced that the League was the only organization ‘except the socialists’ which offered any real remedy to the nation’s problems.”¹³¹

Lindbergh was selected to be endorsed by the Nonpartisan League as a gubernatorial candidate at its convention on March 19, 1918, in St. Paul, MN. Lindbergh’s campaign developed from “a strong dose of League domestic reform, emphasizing its significance in carrying on the national war effort.”¹³² The resulting campaign between Lindbergh and incumbent Governor J.A.A. Burnquist remains one of the most belligerent campaigns in Minnesota history. The St. Paul League convention sponsored a two-day rally and invited Burnquist to attend and speak. Burnquist declined to attend and “charged that the League was a party of discontent and closely aligned with the pro-German element in the state, the ‘lawless I.W.W.,’ and the ‘Red Socialists.’”¹³³ By this point Burnquist had already begun to lose labor support through its poor handling of Iron Range strikes and the Twin City Rapid Transit Company strike.

The issue of loyalty took the main stage during the preliminary campaign. Anti-League forces and the Burnquist administration, working through the Public Safety Commission, made full use of the disloyalty issue to defeat a major political competitor.¹³⁴ Burnquist divided all citizens into loyalists and disloyalists. Lindbergh, however, took a different approach, noting “The difference is that a few would destroy democracy to win the war, and the rest of us would win the

¹³⁰ William Watts Folwell, *A History of Minnesota, Volume III* (St. Paul: Minnesota Historical Society, 1969), 319-20.

¹³¹ Larson, 221.

¹³² Ibid, 223.

¹³³ Ibid, 222.

¹³⁴ Ibid, 224.

war to establish democracy.”¹³⁵ Burnquist made multiple speeches at loyalty meetings, attacking Lindbergh and the League as socialists and anti-Catholic. The latter charge was due to his 1916 resolution calling for a congressional investigation of the Roman Catholic Church because of its close alliance with big business.¹³⁶ Concerning the issue of loyalty, Lindbergh felt that those who were overtly disloyal should be prosecuted but felt a false issue of loyalty had been developed in Minnesota writing that “profiteers and politicians, pretended guardians of loyalty, seek to perpetuate themselves in special privilege and in office.”¹³⁷ In his book *Why Is Your Country At War*, Lindbergh intended to clarify his views on economics, politics, and the war. This publication was heavily used against him during the 1918 campaign to illustrate his disloyalty.¹³⁸ Several unknown government agents felt threatened enough by the book that in the spring of 1918 they ordered the destruction of its printing plates as well as Lindbergh’s other book, “Banking and Currency.” Only a few hundred copies of the book had been printed and sent to Minnesota. It is available today because Lindbergh worked with Walker E. Quigley of Minneapolis, to reprint the book in 1923.¹³⁹

The political atmosphere intensified, turning largely against Lindbergh and other Nonpartisan League members. Lindbergh commonly endured personal abuse and actual physical danger on the campaign trail. He was run out of town, stoned, pelted with rotten eggs, hanged in effigy at Red Wing and Stanton, and refused permission to speak in a number of cities throughout Minnesota, including Duluth. Nine days before the primary election, on June 18, Lindbergh was arrested near Fairmont on the charges of unlawful assembly and conspiracy to

¹³⁵ As quoted by Larson, 222-223.

¹³⁶ Larson, 224, 226-227.

¹³⁷ As quoted by Larson, 223.

¹³⁸ Larson, 229.

¹³⁹ Lindbergh, Charles A. *Your Country At War and What Happens to You After a War* (Philadelphia: Dorrance & Company, Inc., 1934), 7.

violate the law and interfering with enlistments. He was released on bond after being in court for a few minutes. After the election, these charges would be dropped, further indicating the political nature of his arrest. Throughout it all, Lindbergh remained unfazed. He wrote his daughter, Eva, "I know that I am loyal — and more loyal than those who pretend to be 100 per cent loyal....this thing is bigger than anyone's life, and I am not so cowardly as to be afraid for myself....You must prepare to see me in prison and possibly shot, for I will not be a rubber stamp to deceive the people."¹⁴⁰ Lindbergh was not rejected in every community. In rural areas where the Nonpartisan League was strongest, farmers turned out in droves to listen to Lindbergh speak. This is illustrated by an all-day picnic on June 14 at Wegdahl where it was estimated that fourteen thousand people participated. However, it was not enough. On June 17, 1918, Minnesotans turned out in record numbers for the Republican primary election. The final totals showed 199,325 votes for Burnquist and 150,626 for Lindbergh. Despite his loss, Lindbergh carried thirty counties and received three times more votes than there were League members in Minnesota at that time.¹⁴¹

Conclusion

Young Charles Lindbergh was attending a farm action on November 11, 1918 when it was announced that the Armistice was signed, effectively bringing the war to an end. As he and other Americans celebrated the end of the war, they also prepared for change as the nation deescalated and returned to "normal." However, the nation would never return to how society was before the war. The United States once again teetered on what its role in international politics should be. The U.S. had become a world power, but was still unclear on how it wished to act, or not act upon that power. While President Wilson outlined the idea of the League of Nations, to "make the world 'safe for democracy,'" the U.S. Senate rejected the idea believing it "badly compromised American

¹⁴⁰ As quoted by Larson, 241.

¹⁴¹ Larson, 235,237-244.

sovereignty.”¹⁴² At home, Minnesota politicians debated the future of the Minnesota Commission of Public Safety. While some, such as Senator John D. Sullivan of St. Cloud, felt MCPS had done some good, stating that to dissolve it immediately “would be to slap the Commission in the face and encourage unrest and disloyalty,” many felt the time for MCPS had come to an end.¹⁴³ The House of Representatives overwhelmingly voted to dissolve the MCPS while the majority of the Senate was in favor of continuing the work of the Commission. However, Governor Burnquist chose not to reactivate the MCPS, despite the anti-Red hysteria gripping Minnesota and the nation in 1919.¹⁴⁴ The MCPS had lost its power to limit freedom of speech among the people of Minnesota, but the damage was done. At home, families saw soldiers return from Europe, more or less intact, fought the spread of the Spanish Influenza epidemic, and saw the lifting of wartime restrictions. While some government agencies dissolved in times of peace, greater involvement of the federal government in individuals’ lives did not disappear. The precedence had been set and would be followed during the Great Depression and other national and international crisis. In conclusion, the war had ended, but the lasting of effects of the First World War remain evident today.

¹⁴² Meyer, 707 and David M. Kennedy, *Over Here: The First World War and American Society* (Oxford; Oxford University Press, 1980), 358.

¹⁴³ Chrislock, 317.

¹⁴⁴ Chrislock, 316-317.

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Appendix A: Vision Treatment

Title:	Families on the WW1 Home Front Tour
Description:	When the United States entered World War I, its citizens were called to do their patriotic duty and support the war effort. Costumed characters portraying Lindbergh family members and neighbors will provide insights into daily lives of Minnesotans at home during the war. Hear inside stories about the Lindbergh family as they farm for the war effort, assist a Red Cross volunteer, and learn about the ways life changed at home during the war.

Dates: Memorial Day through Labor Day; First and Third Saturdays; 2016–2019

Times: Guided tours every thirty minutes between 10am - 4pm, except at noon.

Anticipated Length: approx. 55 min

Audience: Target Audience for this program is families, adults, seniors, and Minnesota Historical Society members.

At the end of this experience:

- Know how family life changed during the Great War.
- Feel a connection and empathy with multiple experiences of the war years.
- Feel empowered to make a difference in their community/world.
- Be curious about global issues and their impact on local communities.
- Volunteer with a local organization that supports a larger cause.

Brief Overview

Guests will take a guided, first-person interpretive tour of the Lindbergh house and learn how life changed for families during the First World War. Guests will go through a light/short dialog arc on living in and working as a community.

Program Planning:

- Five Forces Planning Worksheet
- Logic Model
- Budget
- Staff Schedule
- Evaluation Tools
- Program Setup
- Tour Outline
- Sample Script

Program Elements:

1. Check in at Visitor Center Desk
2. Program
 - a. Dialog Arc Theme: Community
 - b. Third Person Interpreter
 - i. Visitor Center Lobby: Introduction, Phase I
 - c. Walk to House (group only)
 - d. Mrs. Lindbergh
 - i. Kitchen: Wartime Food Restrictions

- e. Mrs. Stevens
 - i. Porch: Volunteering for the War Effort, Phase II
 - ii. Dining Room: Lindbergh Farming for War Effort
 - f. Self-Guided
 - i. Living Room: News & Entertainment on the Home Front
 - g. Mr. Gertz
 - i. Walk: German-Americans During WWI
 - ii. Garage: C.A. Lindbergh's Campaign & Political Views, Phase III
 - h. Third Person Interpreter
 - i. Basement: Conclusion, Phase IV
3. Museum Exhibits — as per usual availability and themes

Event Staffing:

- Site Manager or Site Supervisor at Front Desk
- Three Stationed Interpreter Living History Characters:
 - Mrs. Lindbergh, Mrs. Stevens, Mr. Gertz, or Mr. Lindbergh
- Two 3rd Person Interpreters
 - Front Desk and Program Conclusion
- Additional Volunteer Living History Characters:
 - Youth Wartime Supporter(s); Red Cross Volunteer(s)

Training Materials:

- Interpretive Skills
 - Living History

- Living History Interpretation
- LHS Living History Characters
- 2017 Character Assignments
- Knowing and Understanding Your Character
- Roth's Ultimate Character Development List
- Emotional Connections Exercise
- Period Vocabulary and Phrasing
- First-Person Interpretation Additional Reading
- Dialog
 - Dialog, Four Truths, and Better Questions
 - Four Truths Worksheet
- Character Training Binders
 - Mrs. Lindbergh
 - Mr. Gertz
 - Mrs. Stevens
- Content 1-10 Binder

Appendix B: The Five Forces Affecting the Charles Lindbergh House and Museum

January 2016

Remember: The real point of competition is not to beat your rivals, it's to be financially sustainable while advancing your mission. Assessing a museum's competitive structure using the five forces will help it become more successful.

Minnesota Historical Society Mission:

Using the Power of History to Transform Lives: *Preserving — Sharing — Connecting*

Minnesota Historical Society Vision: The vision of MNHS is to maximize the power of personal and community stories and shared history to enrich and transform lives. MNHS is:

- A **home** for collections, programs, staff, and leaders that reflect and serve the diversity of people who are today's and tomorrow's Minnesotans.
- A **partner** in helping young people make connections between history and today's world.
- An **advocate** for and steward of historical resources and facilitator of compelling, substantive, and enjoyable learning experiences.
- A **workplace** that attracts, retains, and develops talented people and enables them to do excellent work.
- A **broad network** of supporters, public officials, members, donors, volunteers, trustees, and others who work to extend our impact and strengthen our future.

Charles Lindbergh House and Museum Mission:

- Using the complexity of Charles A. Lindbergh's life and legacy to inspire ingenuity and encourage empathy about the past and present
- Preserving Lindbergh's childhood home
- Sharing the stories of Lindbergh's life from youth to old age from multiple perspectives
- Connecting these stories to the present day in order to enrich our understanding of current events

What products or services does the Lindbergh House and Museum currently provide?

- Guided Tours: Lindbergh: Extraordinary Boy
- Educational Programs: Boy's Life Tour, Same or Different, Under the Lone Eagle's Wings, Dead Reckoning, On the Trail Nature Walk
- Living History Special Events: Meet the Lindberghs, Christmas with the Lindberghs
- Walking Tours: WPA Walking Tour (self guided)
- Adult Group Tours
- Museum Exhibits
- Documentaries
- Museum Store

Family Programming

Families with children between the ages of 5 through 17

The Five Forces	LHS:
<p>Rivalry Among Existing Competitors. <i>“If rivalry is intense, companies compete away the value they create, passing it on to the buyers in lower prices or dissipating it in higher costs of competition.”</i></p>	<ul style="list-style-type: none"> ● Other LF attractions, especially Pine Grove Zoo, Great River Arts ● School activities (sports, plays, clubs, etc.) ● Summer activities/family vacations ● Library programs ● Other classes - dance, music, etc. ● Home entertainment — video games, tv, netflix, youtube, etc. ● Family home demands — parents completing chores (shopping, laundry, etc.) ● Church commitments — Sunday morning/Wednesday evening ● Community events/festivals — Dam Fest., etc. ● Need to go away for fun — can’t do fun things here
<p>Bargaining Power of Buyers. <i>“Powerful buyers will force prices down or demand more value in the product, thus capturing more of the value for themselves.”</i></p>	<ul style="list-style-type: none"> ● Motivations <ul style="list-style-type: none"> ○ Whole family ○ Not first choice for kids, perception history = boring
<p>Bargaining Power of the Suppliers. <i>“Powerful suppliers will charge higher</i></p>	<ul style="list-style-type: none"> ● Prices for props and costumes ● Collections limitations for activities within historic home

<i>prices or insist on more favorable terms, lowering industry profitability.”</i>	
Threat of New Entrants. <i>“Entry barriers protect an industry from newcomers who would add new capacity and seek to gain market share.”</i>	<ul style="list-style-type: none"> ● Linden Hill increasing family programming for 10th anniversary
Threat of Substitute Products or Services. <i>“Substitutes — products or services that meet the same basic need as the industry’s product in a different way — put a cap on an industry profitability.”</i>	<ul style="list-style-type: none"> ● WW1 Programming at other MNHS sites (History Center, Fort Snelling) ● WW1 Little Falls area attractions (none currently planned)

Only by competing to be unique can an organization achieve sustained, superior performance.

What is the Lindbergh House and Museum’s unique, distinctive, or competitive advantage that can attract support and advance its mission?

Lindbergh House is the only historic site within a 30+ mile radius offering first-person programming on the life of average people during the First World War.

Appendix C: Logic Model
Families on the WW1 Home Front Tour (rev. 1.20.2017)

Purpose Statement:

Families on the WW1 Home Front Tour uses living history interpretive techniques to engage families and lifelong learners with core issues that people faced in Central Minnesota during the First World War to empower them to think about their role in local, national, and global events.

Inputs	Activities	Outputs	Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Assorted Staff Volunteers, Interns Funding: State Earned Income Private Donations Partnerships: Internal: MNHS Departments MNHS sites, collections Venue: Lindbergh House Technology: Ticketing software CRM Telephones	Program research, development & administration Staff & volunteer training Program & event implementation Marketing Self-Guided Interactive Tour Develop & maintain partner relationships Ticketing Customer Relationship Management Evaluation	# tours offered # attendance & characterist ics geography (location of program) \$ Revenue Visitor satisfaction	Families: Positive experience Increased awareness of Minnesota’s people and history Increased knowledge of Minnesota history, places and culture Increased interest in learning more about Minnesota’s diverse histo and cultural traditions Increased appreciation of the CAL and MNHS as a meaningful family recreation experience Increased sense inclusivit Increased of CAL and MNHS as a valuable resource for physical or intellectual well-being MNHS Staff: Increased perception that expertise is respected, valued and included in the programming Increased ownership of the program	Families: Increased visitation, membership, volunteerism, donation and advocacy of MNHS sites and museums Increased intergenerational conversations about historical topics MNHS Staff: Increased participation in program development & improvement Improved program development and delivery Improved level of customer service	Using the power of history to transform lives, the MNHS preserves our past, shares our state’s history and connects people with history. Families on the WW1 Home Front Tour uses living history interpretive techniques to engage families and lifelong learners with core issues that people faced in Central Minnesota during the First World War to empower them to think about their role in local, national, and global events.

Appendix D: Program Budget

Annual Budget

Expenses

Annual Training	\$ 295
Interpretive Staff	\$3,600
Program Supplies	\$ 154
Cost of Goods Sold	\$1,143
Total Expenses	\$4,897

Income

Admissions	\$3,303
Retail Sales	\$1,905
Total Income	\$5,207

Profit/Loss \$ 15

Management staff expenses are not counted in this budget as they are not funded through earned revenue. Management staff cost \$1,338.

Program Start Up Costs

Period Clothing (approx.)	\$2,000
WWI Posters	\$ 200
Knitting Supplies	\$ 50
Period Jars and Sugar	\$ 30
WWI Music CD	\$ 15
Total	\$2,295

Appendix E: Program Staff Rotation

	Interpreter 3rd Person	Interpreter Mrs. Stevens	Interpreter Mr. Gertz	Interpreter 3rd Person	
Time	Visitor Center	Porch/ Dining Room	Garage	Basement	Manager
9:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:45	Open VC	Open House	Open House	Open House	Available as needed
10:00	Tour Starts	Ready to	Ready to	Ready to	At Front Desk
10:30	Tour Starts	Interpret	Interpret	Interpret	
11:00	Tour Starts				
11:30	Tour Starts				
11:45	Lunch				
12:00	NO TOUR	Lunch			
12:30	Tour Starts				
12:45					Lunch
1:00	Tour Starts				
1:30	Tour Starts				
2:00	Tour Starts				
2:15	Break				
2:30	Tour Starts Tour				
2:45		Break			Break
3:00	Tour Starts Tour				
3:15			Break		
3:30	Tour Starts			Break	
4:00	Tour Starts				
4:30	Tidy Visitor Center	Clean Up Station			
5:00	End of Day Meeting	End of Day Meeting	End of Day Meeting	End of Day Meeting	End of Day Meeting
5:15	End of Shift	End of Shift	End of Shift	End of Shift	Tills
5:30:00					End of Shift

Appendix F: Program Evaluation Questionnaire



Charles A. Lindbergh House Families on the WWI Home Front Tour

Thank you for participating in our tour! Please help us serve you better by taking a few minutes to complete this survey.

Today's Date: _____

1. Overall, how would you rate your experience with this tour?

Excellent Very Good Good Fair Poor

2. What did you like best about this tour?

3. How could we improve your experience with this tour?

4. To what extent did this tour:

	A great deal	Quite a bit	Some	A little	Not at all
Increase your family's connection of history to things that are personally relevant					
Increase your family's awareness of Minnesota's people and history					
Increase your family's knowledge of Minnesota history, places and culture					
Increase your family's interest in learning more about Minnesota's diverse history and cultural traditions					
Increase your family's appreciation of the Minnesota Historical Society as a meaningful family recreation experience					
Prompt conversations among your family/group?					
Feel welcoming and inclusive to your family/group?					
Comments:					

5. In the next 12 months, how likely are you to:

	Extremely likely	Very likely	Somewhat Likely	Not too likely	Not at all likely
Return to the Charles Lindbergh House for another program					
Attend another MNHS program similar to this one					
Visit another MNHS site or program					
Seek out additional historical resources					

6. How likely are you to recommend this tour to your friends or family?

Not at all likely	1	2	3	4	5	6	7	8	9	Extremely likely	10
-------------------	---	---	---	---	---	---	---	---	---	------------------	----

7. How did you hear about the tour? Check all that apply.

- Friend/Family/Colleague Social media (Facebook, Twitter, etc) Television
 Staff/Volunteer MNHS print material Coupon/Deal
 Email (invitation or newsletter) Outdoor sign Previously attended
 MNHS website Newspaper/Magazine Other: _____
 Internet search Radio

8. What motivated you to attend this program?

- Interest in the topic Unique Experience Having fun with friends/family
 Interest in the location Opportunity to socialize Other: _____

9. Are you a member of the Minnesota Historical Society?

- Yes No

10. How many times have you attended a Minnesota Historical Society site, program or event in the last 12 months?

- This is my first time 2 to 5 times 6 or more

11. With whom did you visit the Lindbergh House today? Check all that apply.

- I came alone Friend(s) Other: _____
 Spouse or significant other ONLY Family member(s)

12. Did you attend this event with children under age 18? Yes No

13. What is your gender?

- Female Male Self-identified: _____ Decline to answer

14. What is your age range?

- 18-29 40-49 60-69 80 or more
 30-39 50-59 70-79 Decline to answer

15. Which one or more of the following describes you? (Please check ALL that apply.)

- Black or African American African Native, including Oromo, Somali, Ethiopian, etc
 American Indian
 Asian, including Southeast Asian Hispanic or Latino White or Caucasian
 Another race or ethnic group (Please specify: _____) Decline to answer



16. What is your zip code? _____

Note: When this evaluation is formatted with narrower margins than this paper requires, it fits on one sheet of paper, front and back.

Appendix G: Program Evaluation Report

Report for FY18-CAL- WWI Home Front Tour

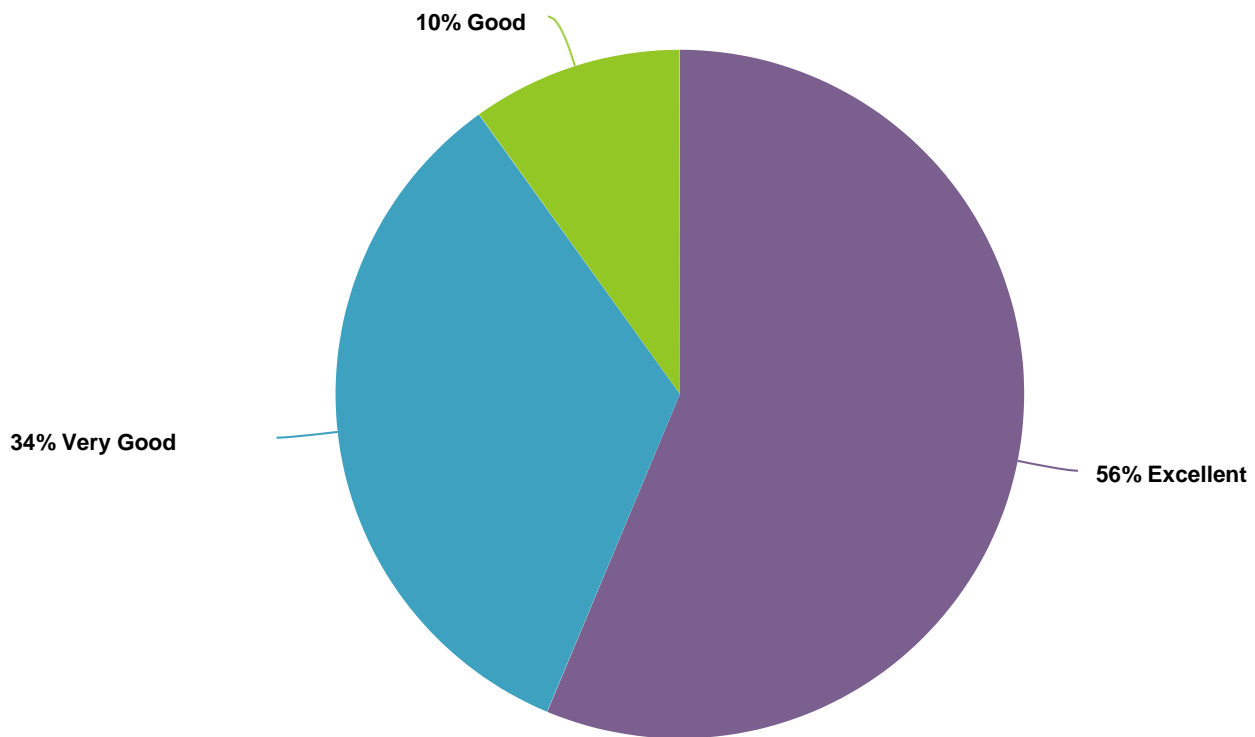
Response Counts

Completion Rate:	100 %		
Complete			71
			Totals: 71

I. Today's Date

Count	Response
34	07/15/2017
14	08/19/2017
13	08/05/2017
8	09/02/2017
1	07/17/2017
1	08/18/2017

2. Overall, how would you rate your experience with the tour?



Value	Percent	Responses
Excellent	56.3%	40
Very Good	33.8%	24
Good	9.9%	7
		Totals: 71

3. What did you like best about this tour?

Count	Response
5	The Car
2	The actors, especially Mr. Gertz

Count	Response
2	Actors
6	Actors—storytelling
1	Actors/teachers were great
7	All the guides were very knowledgeable
1	All of it
8	Brought you into their time
1	Car
1	Car and tour guides
9	Character actors instead of tour guides
1	Character interactions
10	Different places
1	Engaged child—asked him questions
11	Friendly tour guides
1	Hearing about the house & family from a personal perspective
12	Hearing the people speak
1	How the war really affected every aspect of life
13	How well everyone did their parts
1	I didn't know there was a WWI focus! Was glad about it!
14	I liked the actors. Great at explaining the history and cultural facts.

Count	Response
1	Information provided
15	It was interesting to “go back”
1	Kitchen tour
16	Knowledge and presentation of guides
1	Knowledgeable interpreters that know subject matter well. And it's different than the regular program
17	Knowledgeable, engaging guides
1	Like it all
18	Liked the period type tour. Been here for regular tour.
1	Local history
19	Lots of great, interesting info
1	Nations on ford
20	Personal stories
1	Reenactment
21	Reenactments
1	Reenactors
22	Remained in time period consistently
1	Seeing the car
23	Segmented tour and interactive
1 1	Story of rationing and racial/immigrant suspicion The actors bringing it life

24	The car and involvement of everyone during the war
I	The car is cool & stories about the car. I really liked WWI details.
25	The characters sharing their story and “their” experience
I	The characters were great
26	The costumed characters, especially Mrs. Lindbergh
I	The different characters telling their stories
27	The education we learned
I	The historical characters were very informative
28	The information given
I	The involvement
29	The multiple line docents and how smoothly they passed each group to one another
I	The narrations from the characters
30	The people
I	The stepping back in time is nice
31	The stories
I	Tour docents were excellent
32	Tour guides were in character made us feel like we were living in that particular era.
I	Tour info
33	Vivid narration of the past through characters who lived during the historic time
I	cookies
34	everything

Count Response

1	good presentation
1	interactive guides, cookies
1	personalization

4. How could we improve your experience with this tour?

Count Response

4	?
4	N/A
2	Nothing
1	A little more time in the home itself
35	Add the boat on the Mississippi
1	Benches to sit on outside
36	Can't think of anything
1	Get rid of mosquitoes (kidding)
37	Hard to say — it was very good, very well done
1	Have each tour person tell us the time period. I figured it out as far as chronology as the
38	Honestly just have more people and make it longer
1	I don't know
1	I don't think the questions for the group were good. I didn't like the forced interaction.

39 I'd like to go on the regular tour too

I It was awesome; all characters were amazing

40 Its fine the way it is

I Less mosquitoes (just kidding). Nothing at all— was an awesome experience!

41 Let us go upstairs

I Make it a little longer

42 Maybe increase to 1 hour and touch more on his flight interest

I More biographical information

43 More info on tasks to be performed daily

I More information

44 More stories

I More time to visit house

45 None

I None that I know of! Very good tour!!

46 Not at all

I Perhaps longer? So interesting!

47 There needs to be a photography tour. Where was the darkroom?

I little more time w/ looking at things esp. reading material

48 nothing

5. To what extent did this tour:

	A great deal	Quite a bit	Some	A little	Not at all
Increase your family's connection of history to things that are personally relevant Count	20	33	11	4	2
Increase your family's awareness of Minnesota's people and history Count	29	34	4	3	1
Increase your family's knowledge of Minnesota history, places, and culture Count	24	35	8	2	1
Increase your family's interest in learning more about Minnesota's diverse history and cultural traditions Count	25	31	9	3	2
Increase your family's appreciation of the Minnesota Historical Society as a meaningful family recreation experience Count	35	26	6	1	3
Prompt conversations among your family/group Count	18	17	9	3	3
Feel welcoming and inclusive to your family group Count	36	20	2	0	2

6. To what extent did this tour — comments:

We are passing through from out of state
 Need to have more for hearing impaired to hear
 I'm a Californian/Texan, so I didn't know any of this
 Fun time -- informative
 Loved the town! Had a good time learning :)
 Remains to be seen
 Your docents seem relaxed and articulate in their roles; great!

Count	Response
49	Did a lot to encourage children
1	Fun time — informative
50	I'm a Californian/Texan, so I didn't know any of this
1	Loved the town! Had a good time learning :)
51	Need to have more for hearing impaired to hear
1	Remains to be seen
52	Very helpful with my elderly father. We would not have been able to visit if it had not been so accessible.
1	We are passing through from out of state
53	Your docents seem relaxed and articulate in their roles; great!

7. In the next 12 months, how likely are you to:

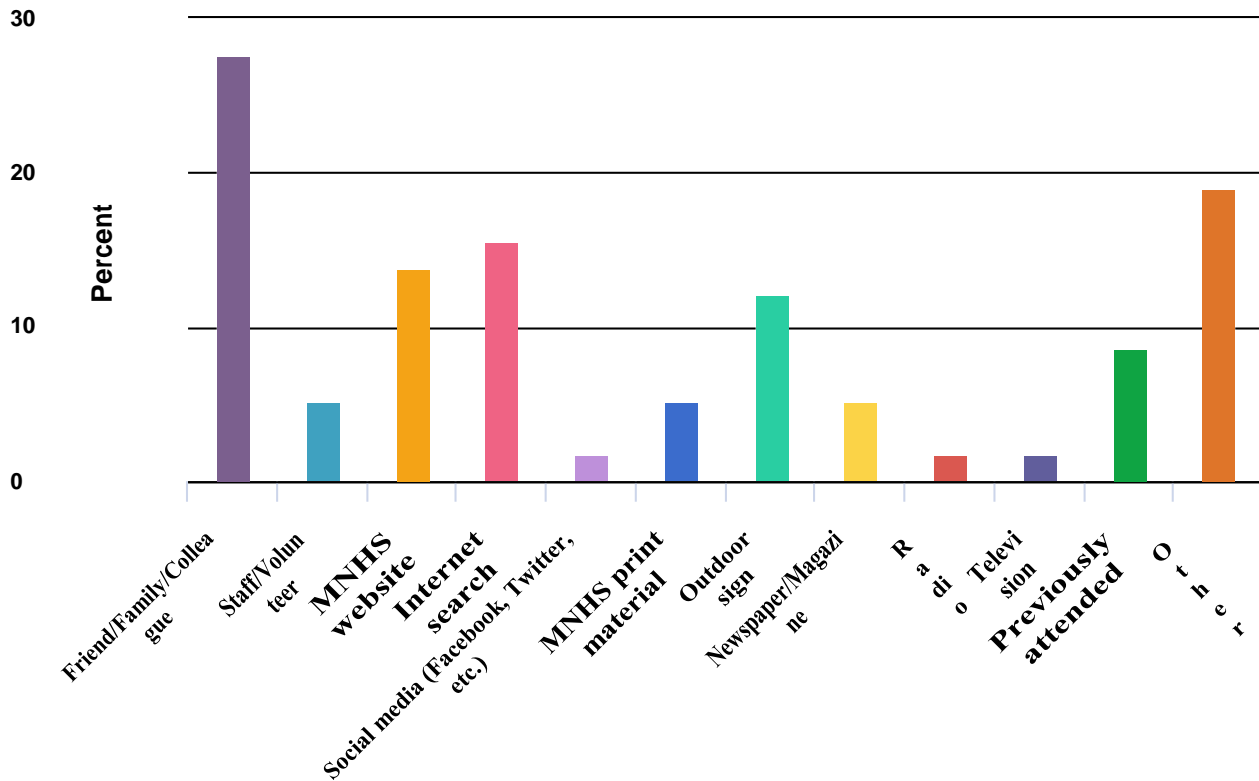
	Extremely likely	Very likely	Somewhat likely	Not too likely	Not at all likely
Return to the Charles Lindbergh House for another program Count	8	11	16	18	14
Attend another MNHS program similar to this one Count	16	25	19	2	6
Visit another MNHS site or program Count	19	23	18	3	5
Seek out additional historical resources Count	24	20	15	5	2

8. How likely are you to recommend this tour to your friends or family?



Totals: 60

9. How did you hear about this tour? Check all that apply



Value	Percent	Responses
Friend/Family/Colleague	27.6%	16
Staff/Volunteer	5.2%	3
MNHS website	13.8%	8
Internet search	15.5%	9
Social media (Facebook, Twitter, etc.)	1.7%	1
MNHS print material	5.2%	3
Outdoor sign	12.1%	7
Newspaper/Magazine	5.2%	3
Radio	1.7%	1
Television	1.7%	1

Previously attended	8.6%	5
---------------------	------	---

Other	19.0%	11
-------	-------	----

Other	Count
--------------	--------------

Little Falls Visitor Magazine	2
-------------------------------	---

AAA book	1
----------	---

Boyfriend	1
-----------	---

Camping at park	1
-----------------	---

Drove by	1
----------	---

Great river road map/brochure	1
-------------------------------	---

Have lived in area for 40 years	1
---------------------------------	---

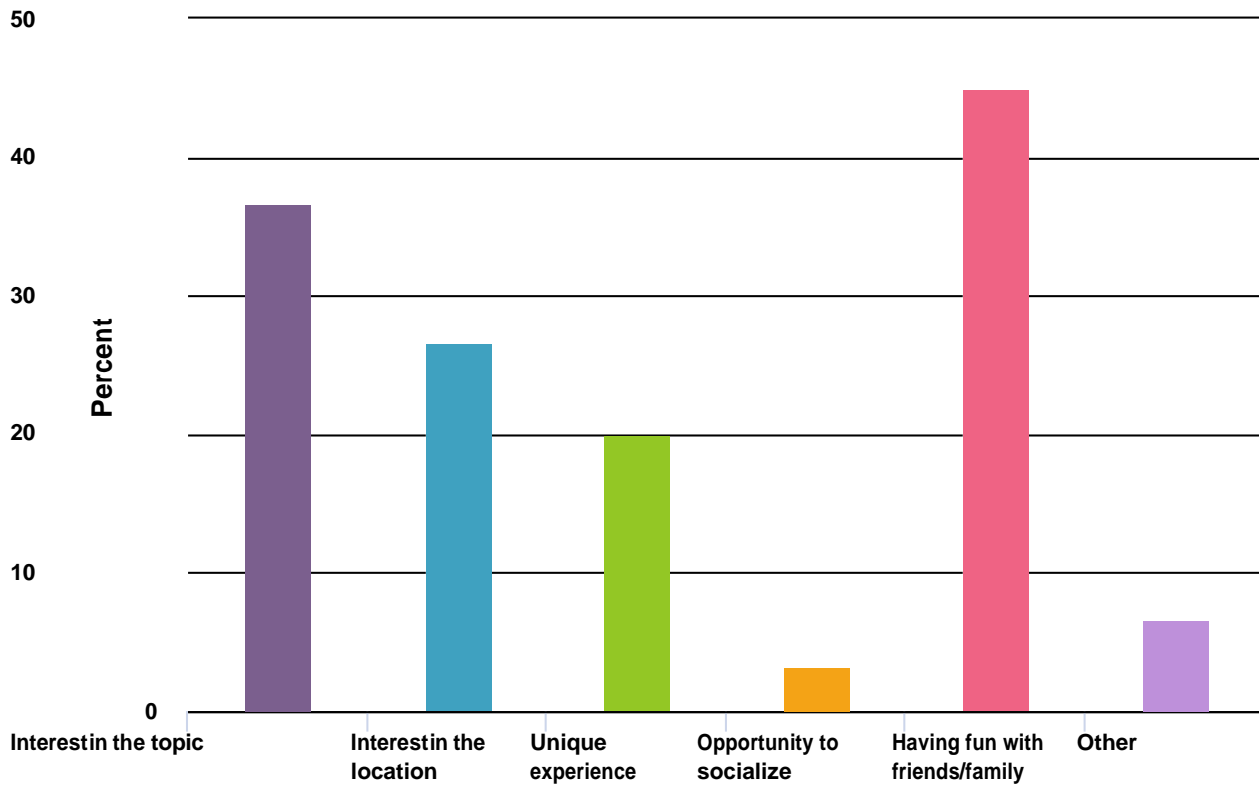
Little Falls Chamber website	1
------------------------------	---

Spur of moment trip	1
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camping	1
---------	---

Totals	11
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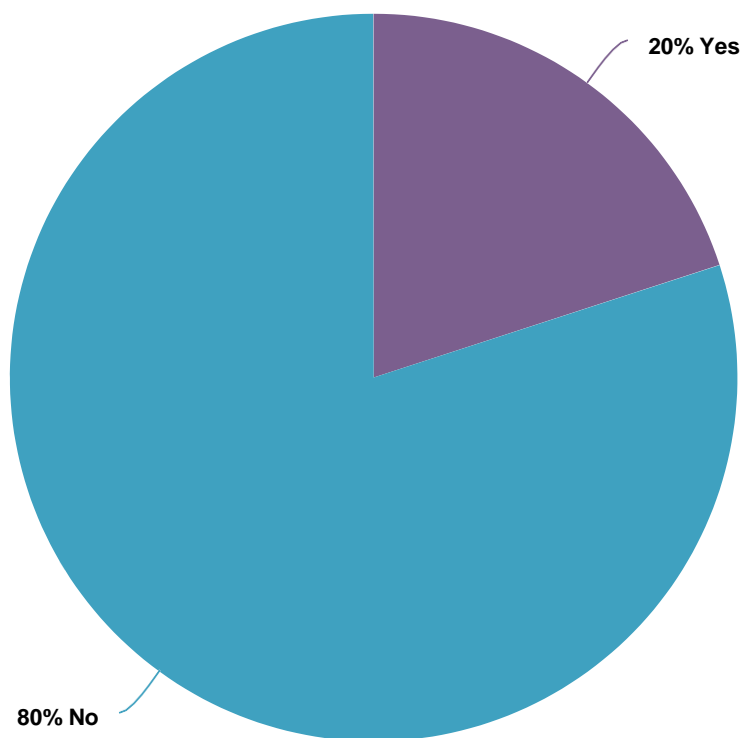
10. What motivated you to attend this program?





Value	Percent	Responses
Interest in the topic	36.7%	22
Interest in the location	26.7%	16
Unique experience	20.0%	12
Opportunity to socialize	3.3%	2
Having fun with friends/family	45.0%	27
Other	6.7%	4

Other	Count
Boyfriend flies planes	1
Members	1
Were brought by daughter	1
camping	1
Totals	4

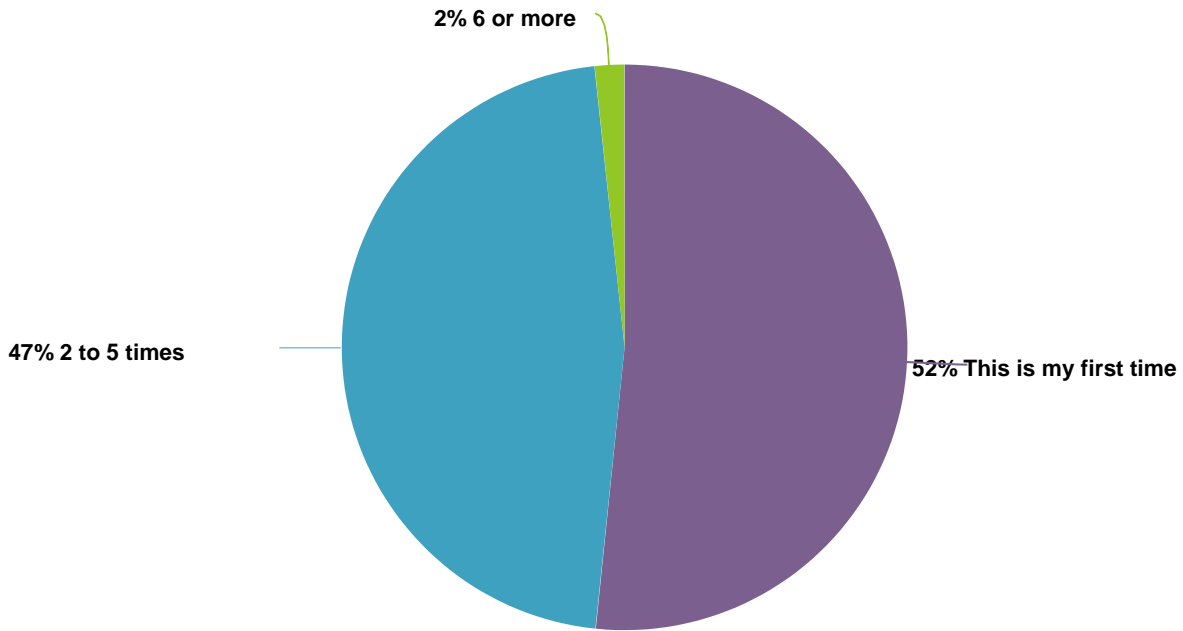
II. Are you a member of the Minnesota Historical Society?



Value		Percent	Responses
Yes		20.0%	12
No		80.0%	48

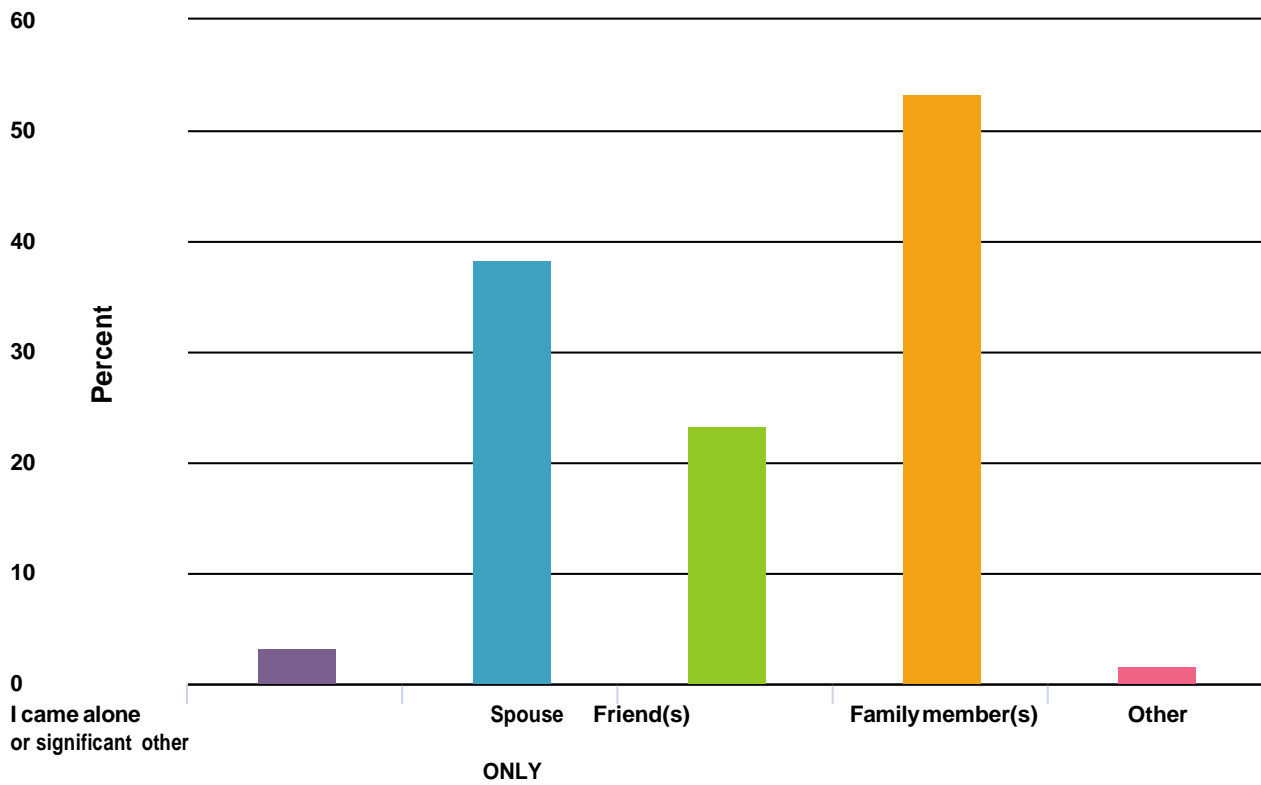
Totals: 60



12. How many times have you attended a Minnesota Historical society site, program, or event in the past 12 months?



Value	Percent	Responses
This is my first time	51.7%	31
54 to 5 times	46.7%	28
6 or more	1.7%	1
		Totals: 60

13. With whom did you visit the History Center today? Check all that apply.

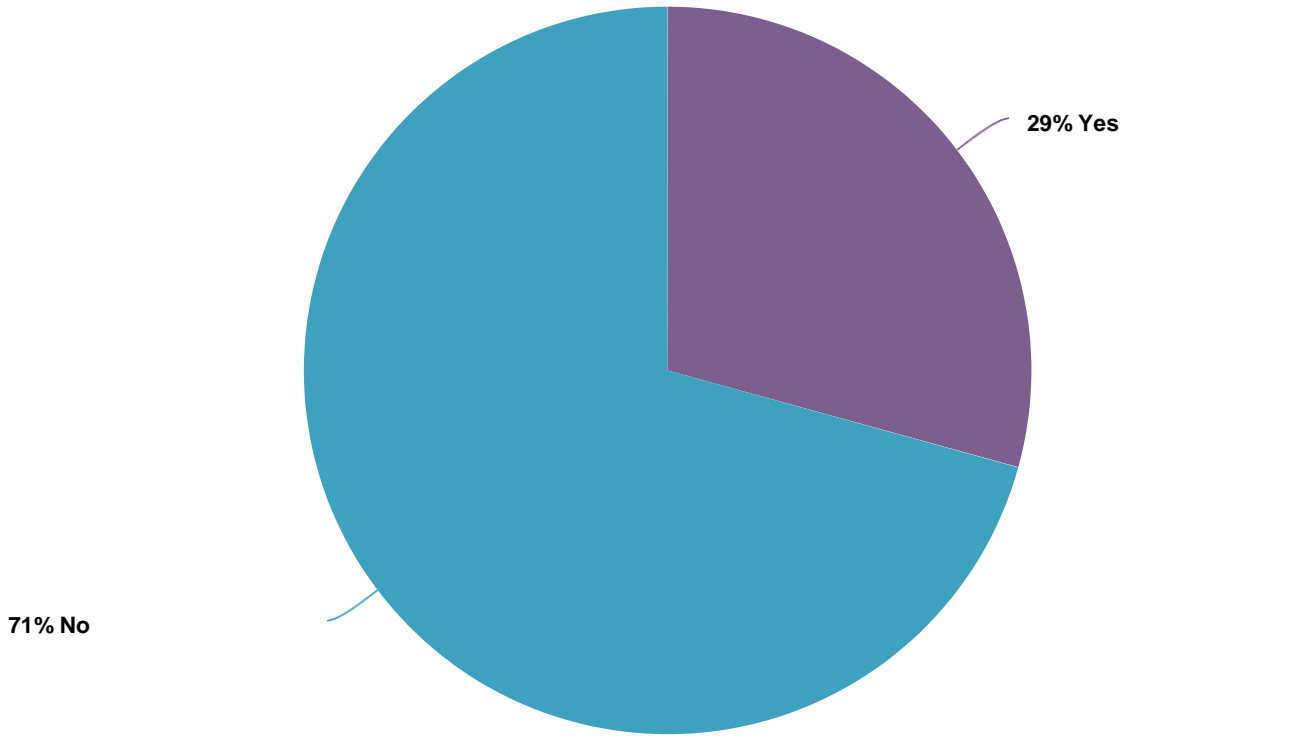


Value		Percent	Responses
I came alone		3.3%	2
Spouse or significant other ONLY		38.3%	23
Friend(s)		23.3%	14
Family member(s)		53.3%	32
Other		1.7%	1

Other

	Count
Boyfriend	1
Totals	1

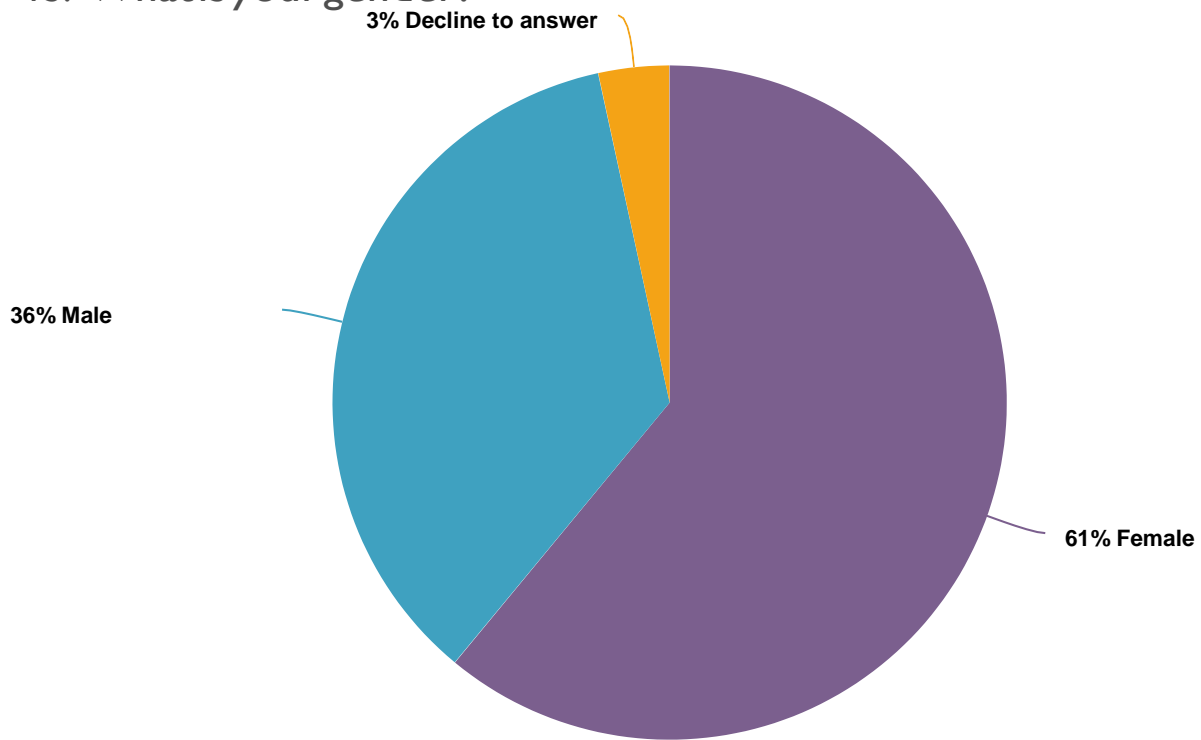
14. Did you attend the event with children under age 18?



Value	Percent	Responses
Yes	29.3%	17
No	70.7%	41

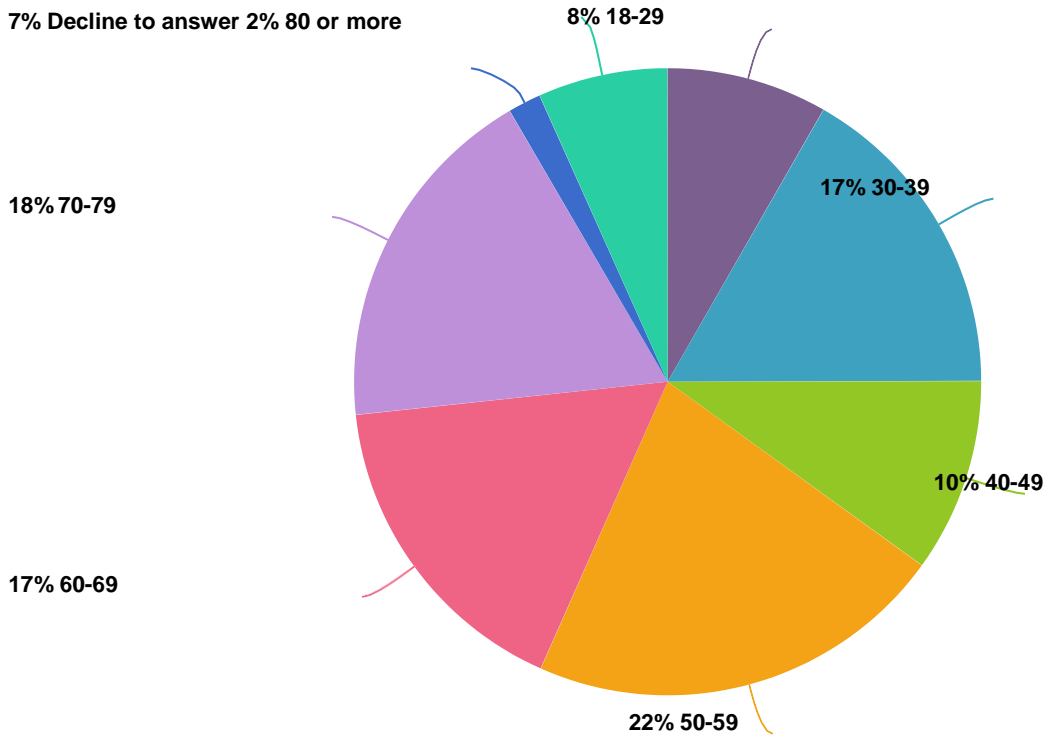
Totals: 58

15. What is your gender?



Value	Percent	Responses
Female	61.0%	36
Male	35.6%	21
Decline to answer		2

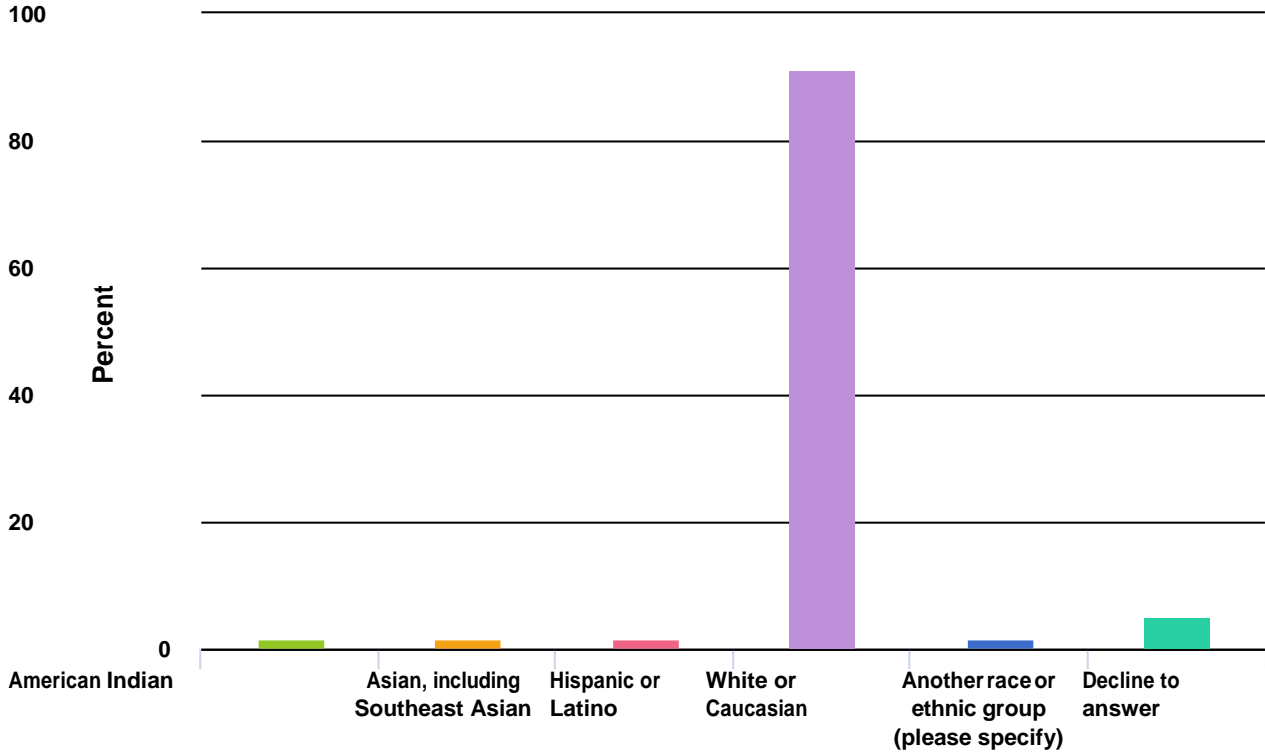
16. What is your age range?



Value	Percent	Responses
18-29	8.3%	5
30-39	16.7%	10
40-49	10%	6
50-59	21.7%	13
60-69	16.7%	10
70-79	18.3%	11
80 or more	2%	1
Decline to answer	6.7%	4

Totals: 60

17. Which one or more of the following best describes you?
(Please check all that apply.)



Value	Percent	Responses
American Indian	1.7%	1
Asian, including Southeast Asian	1.7%	1
Hispanic or Latino	1.7%	1
White or Caucasian	91.4%	53
Another race or ethnic group (please specify)	1.7%	1
Decline to answer	5.2%	3

18. What is your zip code?

Count	Response	Count	Response
4	56345	3	55301
2	49508	2	55353
2	55404	2	55413
2	55434	2	56296
2	56359	2	56472
1	28715	1	32563
1	34715	1	45424
1	51104	1	53040
1	54016	1	54901
1	54902	1	55113
1	55116	1	55123
1	55127	1	55129
1	55303	1	55313
1	55316	1	55369
1	55388	1	55406
1	55417	1	55423
1	55798	1	56239
1	56301	1	56308
1	56367	1	56373
1	56374	1	56464
1	56466	1	56484
1	68521	1	75401
1	78373	1	91001
1	Switzerland		

Appendix H: Program Setup

General Setup:

- Open all shades just as in setting up the home for a regular day.
- Please use electric lights sparingly to create a more authentic atmosphere; however, safety comes first, so turn on lights when it is a darker day, especially in central hall.

Specific Station Setup:

- Kitchen:
 - Move one to three of Mrs. Lindbergh's cookbooks on their book holders to the kitchen table. Double-check they are open to Mrs. Lindbergh's handwritten Swedish Party Cake recipe and a clipping of a WWI food guideline or recipe.
 - Have jars of sugar with amount labels. Place on table or sideboard as have room.
 - Set plate of cookies on the table. Place extra cookies in their container on the stairs to the second story for ease of refilling.
 - Place food rationing signs on the sideboard.
- Sewing Room:
 - Leave door to this room open.
 - Place "Staff Member Only" Signs on both bedroom doors — they will hang from doorknobs. Please do not use any tape.
- Porch:
 - Place all Camp Ripley wooden chairs on porch
 - Place the following items on the bed:
 - *Boys Need Socks* Poster
 - *Knit Your Bit* Poem
 - Bandage rolling supplies

- Various Red Cross Knitting Supplies
 - Remove or hide *Lindbergh Extraordinary Boy* program supplies
 - Airplane/newspaper photograph and Charles & Dingo photographs
 - Push Button Start for Audio Program
- Dining Room:
 - Remove modern photographs and toys from LEB.
 - Add copy of tractor image
 - Add additional farm photographs.
- Living Room:
 - Place newspapers and posters up in room
 - Start “Families WW1” playlist and place iPad inside the graphanola player.
Security code 1927.
- Yard:
 - Set up laundry and lawn mowing if there is a volunteer by the trees to the north of the house and west of the path. Guests will exit out the north garage doors, should be visible as they return to the visitor center.
- Garage:
 - Unlock and open both the north and south doors.
- Basement:
 - Place 18 folding chairs in the West and South areas of the basement
 - Place a 4' table in this same space.
 - Arrange evaluations on clipboards on the table with a container of pencils and a box/basket for completed evaluations.

Appendix I: Tour Outline

1. Check in at Visitor Center Desk

- a. Guests receive a program starting time. Instructed to be in the lobby at their starting time.

2. Stationed Guided Tour

- a. NOTE: **Focus only on themes provided in this outline.** Many of the rooms have their regular themes omitted to make space for WWI content and leave time for guests to respond to dialog questions. The content portions of the tour should be about 30 minutes only. The additional 25 minutes is to allow for guest interactions with content and each other. Program **must** stay under an hour as promised to guests and to allow interpretive staff to have a small break in between groups. Answer guest questions, but try not to elaborate on traditional house tour themes. Stations with dialog questions will have three different questions for interpreters to choose from to explore with each tour group community. Interpreters are to choose **only one** of these questions per tour group community.
- b. **Visitor Center Lobby: Introduction** (3rd Person Interpreter, 8–10 minutes)
 - i. Historical Content: Lead up to US entry into WWI
 1. Change in national/state view of leading toward war
 - ii. Phase I Arc Questions (Community Building, Personal Truth)
 1. What word comes to mind when you hear the word “community”?
 2. Show a photo on your phone that reminds you of your “community”.
 3. What community do you identify with and a reason why? (I.e. local, state, national, religious, ethnic)
 - iii. Stepping back in time 100 years ago — WWI, Summer 1918

- iv. How tour will work, house rules
 - v. Instructions to follow sidewalk to meet Mrs. Lindbergh by the laundry station
- c. **Walk to House** (guest group only, no staff, 5 minutes)
- d. **Kitchen: Wartime Food Restrictions** (Mrs. Lindbergh Character Station, 5–8 minutes)
- i. Greet outside and bring into Kitchen
 - ii. Cooking restrictions
 - iii. Victory Gardens
 - iv. War Cookie Tasting
 - 1. What would be the most difficult food restriction for you or your family to follow? Why?
 - v. Note: Interpreters may tell one Charles' story from Lindbergh: Extraordinary Boy Tour if group presses for more info on Charles. Repeat visitors may expect to hear more information from that tour. There are more Charles stories as the tour progresses.
 - vi. Lead guests to porch, invite to look into bathroom and sewing room along way. Introduce and pass them to Mrs. Stevens.
- e. **Porch: Volunteering for the War Effort** (Mrs. Stevens Character Station, 6–8 minutes)
- i. Invite guests to take a seat (move all/most of period PUM chairs to porch)
 - ii. Phase II Arc Question: (Sharing Diversity of Expectations, Personal Truth)
 - 1. What issues do you care about in your community?
 - 2. How connected is your community to national issues today?
 - 3. What motivates you to volunteer for an organization in your

community?

- iii. Red Cross Volunteer Work
 - iv. Liberty Bond Drive
 - v. Youth Volunteer Work
- f. **Dining Room: Lindbergh Farming for War Effort** (Mrs. Stevens Character Station, 4–6 minutes)
- i. CAL leaving school to farm
 - ii. Phase II Arch Questions (Experiencing Perspectives Beyond our Own Experiences, Social Truth)
 - 1. When is a national issue important enough for local communities to get involved?
 - 2. When is an issue important enough to look beyond our own communities?
 - 3. What is the best way for local communities to support national issues?
 - iii. Boy's Working Reserve Program
 - iv. Lindbergh farm activities
 - v. Invite to go into the Living Room and explore News and Entertainment
- g. **Living Room: News & Entertainment on the Home Front** (Self-Guided Station, Unless Volunteer Character Available, 4–6 minutes)
- i. Popular entertainment on the home front
 - 1. Push button for WWI patriotic music to play out of the graphanola
 - ii. War Propaganda
 - 1. Mounted posters and newspaper pages on display, stereoscope & images (couch, storage box, table, piano)

- h. **Walk to Garage** (Mr. Gertz Character Station, 4–6 minutes)
 - i. Pick up guests from Living Room, walk with down to Garage
 - ii. Being German-American During WWI
 - i. **Garage: C.A. Lindbergh's Political Views** (Mr. Gertz Character Station, 6–8 minutes)
 - i. Use of Saxon in 1916 Senate Campaign
 - ii. C.A.'s 1916 US Senate Campaign
 - iii. C.A.'s 1918 MN Governor Campaign
 - j. **Basement: Conclusion** (3rd Person Interpreter Station, 6–8 minutes)
 - i. Pulling threads together — complete arc in dialog
 - ii. Phase IV Arc Questions (Synthesizing and Bringing Closure, Reconciliatory Truth)
 - 1. Did you see or hear anything in 1918 that reflects on the world we live in today?
 - 2. Based on what you saw and experienced on the tour, how has the role of families and communities changed during wartime?
 - 3. Did anything you heard or saw today surprise you or make you want to learn more?
 - iii. Next options & program evaluation
3. Self-Explore other aspects of the site: Visitor Center, Grounds & Walking Trail

Appendix J: Sample Script

Visitor Center Lobby: Introduction (3rd Person Interpreter, 6–8 minutes)

Good morning everyone! My name is _____, and I will get you started on your Families on the WWI Home Front Tour. Are you ready to step back in time?

In 1914, the assassination of the heir to the Austro-Hungarian Empire set off a chain reaction of alliances and competing powers in Europe, launching almost the entire continent into war. During the early years of the war, the United States chose to remain out of the actual fighting of the war and take advantage of the increased demand for American goods. Rallies for peace sprang up in Minnesota as well as relief support efforts for various ethnic groups with ties to Europe. As the war dragged on into 1915, the United States began moving away from a policy of neutrality, especially after the Germans sank the British ocean liner, the *Lusitania*. The debate between “war hawks” and “peace doves” grew more heated — especially over the issue of how much the nation should prepare for war before actually declaring war — until Congress voted to declare war in April 1917.

Upon the declaration of war, Minnesotans were asked to step up and do their part. Young men were encouraged to enlist; communities were asked to make sacrifices and rally behind the war effort. The program you are going to experience today shows the Lindbergh family within the context of community efforts related to the Great War. As you prepare to step back in time, I would like you to think about what community means to you.

Phase I Question: Choose one of the three questions to ask your group.

1. What word comes to mind when you hear the word "community"?
2. Show a photo on your phone that reminds you of your "community."
3. What community do you identify with and a reason why? (i.e. local, state, national, religious, ethnic)

Encourage an answer from everyone in the group. If someone doesn't volunteer forthright, kindly ask them if they have anything they would like to share.

Today you are going to encounter different historical characters and hear some of their stories to help you better understand some of the issues and activities families experienced during the war years. We also hope that you will share your own thoughts and experiences as we relate this history to the way we live today.

Before you go back in time, I do have a few guidelines. Photographs are allowed, but we do ask that you silence your cell phone during the course of the tour. Please only touch the items that staff members give you permission to touch. Many of the items inside the home are original to the Lindbergh family and we need your help to keep everything safe. Can you do that for me? Thank you.

To begin your journey to the past, please exit the front doors and follow the sidewalk to the left over to the house. Mrs. Lindbergh will greet you at the side Kitchen door. Once you cross the fence into the yard of the house, it will be the Summer of 1918.

Walk to House (Group Only, 4–6 minutes)

(Group walks on own, times will vary)

Kitchen: Wartime Food Restrictions (Mrs. Lindbergh, 4–6 minutes)

Character will meet guests by the Linden Tree near the Kitchen Door of the House and escort inside to avoid guest confusion on where they are to go next.

Good morning/afternoon, I am Mrs. Lindbergh. I understand you have come to visit my home today. How are you this fine day? Please follow me into the kitchen. Perhaps you can help me make sense of all the new food rations put in place by the newly created Food

Administration headed by Mr. Hoover.

If guests do not automatically come all the way into the room, encourage them to do so, start when all have entered.

Last week some ladies from town caught me at one of the shops and asked if I had signed the Food Pledge. They proceeded to inform me that due to the war, Mr. Hoover was asking housewives to follow some new food restrictions — reduce or give up wheat, meat, fats, and sugar — and sign this pledge to show their promise. *Pass out copies of the Food Pledge Card to women or head of household.*

THE PLEDGE

**PLEDGE CARD FOR UNITED STATES
FOOD ADMINISTRATION**

IF YOU HAVE ALREADY SIGNED, PASS THIS ON TO A FRIEND

To the Food Administrator:

I am glad to join you in the service of food conservation for our Nation and I hereby accept membership in the United States Food Administration, pledging myself to carry out the directions and advice of the Food Administration in my home, in so far as my circumstances permit.

Name.....

Street.....

City..... State.....

There are no fees or dues to be paid. The Food Administration wishes to have as members all of those actually handling food in the home.

Anyone may have the Home Card of Instruction, but only those signing pledges are entitled to Membership Window Card, which will be delivered upon receipt of the signed pledge.

Figure 1: The Pledge¹⁴⁵

Ladies, please take this card and sign it and turn it into your local food administrator when you

¹⁴⁵ "Food Pledge Card," *Meatless Mondays, Wheatless Wednesdays: Home Economics in World War I*. accessed online 21 Feb 2017 < http://exhibits.mannlib.cornell.edu/meatlesswheatless/meatless-wheatless.php?content=two_a>

return home. Then when the ladies in your community come around and ask you can promptly inform them you have already done so.

Now that I have agreed to follow Mr. Hoover's restrictions, I have to figure out what they all are and how on earth I am going to accomplish this! Thankfully there is this chart (*show to guests*).

Food Schedule			
	BREAKFAST	NOON DAY MEAL	EVENING MEAL
Monday	MEATLESS WHEATLESS	Wheatless	Wheatless
Tuesday	MEATLESS	MEATLESS	WHEATLESS MEATLESS
Wed'day	MEATLESS WHEATLESS	Wheatless	Wheatless
Thursday	MEATLESS		Wheatless
Friday	MEATLESS		Wheatless
Saturday	MEATLESS	PORKLESS	WHEATLESS PORKLESS
Sunday	MEATLESS		Wheatless

BREAKFAST, - - 4:00 a. m. to 10:30 a. m.
 NOON DAY MEAL, 10:30 a. m. to 4:30 p. m.
 EVENING MEAL, 4:30 p. m. to 11:30 p. m.
 OPEN HOURS, - 11:30 p. m. to 4:00 a. m.

“Help Win the War”

This card is furnished to the trade to assist them in observing the food regulations. Additional copies may be had by applying to
 THE LICENSED RETAIL LIQUOR DEALERS ASS'N.
 MINN. STATE BLDG.

Figure 2: Food Schedule¹⁴⁶

Currently almost every meal we eat includes meat. Breakfast typically includes bacon, sausage, or hash from leftover meat. Noon lunch or an evening supper with a lighter meat dish such as sandwiches or soup and dinner with a substantial meat dish. Mostly we are eating beef or pork, rarely are we eating chicken.¹⁴⁷ I can tell by looking at this chart our meals are going to have to change.

Following the food schedule is only one of the ways that Mr. Hoover and his administration wants to focus on eliminating waste, increasing meat production, eating unpopular meat varieties,

¹⁴⁶ “Food Schedule – ‘Help Win the War,’” *Minnesota Historical Society Archives*. Negative #88551.

¹⁴⁷ Rae Katherine Eighmey, *Food Will Win the War: Minnesota Crops, Cooks, and Conservation During World War I* (St. Paul: Minnesota Historical Society Press, 2010), 97

and substituting eggs, cheese and beans, often in disguised ways, for the meat in familiar recipes. New recipes are being published in the newspaper and magazines to help us meet this challenge. More vegetables are in order, and we are encouraged to add or increase the size of our garden at home. Victory Gardens are popping up all over the place! I have heard of communities that are planting them in empty city lots, and the Little Falls City Council has even approved that citizens to “use & utilize certain unused streets, avenues & alleys in the city limits for garden purposes” as long as the alderman in their ward approves and it doesn’t interfere with traffic.¹⁴⁸ Gardening is now a patriotic duty.

Charles’ favorite sweet is a Swedish Party Cake, a kind of butter cookie, — but it uses a whole cup of sugar. Charles and I each get two pounds of sugar each month. If you break that down to a daily ration, one pound of sugar equals about two cups. (*Show one blue Ball canning jar with six cups of sugar for the full month's ration for a single person.*) I have the amount of sugar in this jar to use for myself each month; Charles would have the same amount apportioned to him. The idea is that we should only be using about nine teaspoons of sugar per day for our coffee and cooking.¹⁴⁹ (*Show one blue Ball canning jar with nine teaspoons of sugar.*¹⁵⁰) Does this look like a lot of sugar each day? He has painstakingly saved his sugar ration so I could make a batch today. I don’t think he would mind if you would like to try one. I challenge you to look at how much sugar you usually have in a day — would this rationing allow you to enjoy all the things that you currently do? As you can well imagine, we have to be careful, for it disappears very quickly each month! What would be the most difficult food restriction for your family to follow? Why?

¹⁴⁸ “Little Falls City Council Minutes, 7 May 1917,” *Record of Proceedings City of Little Falls, Book 5 (1913–1921)*, 256.

¹⁴⁹ Eighmey, 200, has six cups a day, but this is when the ration has been reduced to two pounds (four cups) per person starting August 1, 1918.

¹⁵⁰ There are 48 teaspoons in a cup — so 288 teaspoons in six cups (three pounds of sugar). Divide this by thirty-one days in a month and you have 9.3 teaspoons of sugar per day.

Offer a cookie to the whole group and let them look around the kitchen. When most of the group has seen both pantries, begin to lead the group into the hall, point out the bathroom and sewing room, let the group take a look, then lead into the porch. It is okay if the group becomes a bit of a train; they will regather in the porch.

Note: Interpreters can pick one Charles story from the Lindbergh Extraordinary Boy tour to share in this space. The rest are reserved for that program. We don't want to deny guests the information they seek, but we have to keep them moving. Polite dodge: "I'm sorry, right now I have to start preparing our dinner/supper. I will take you to Mrs. Stevens who will tell you a little more, and if you still have questions, I would be glad to answer them when you have finished touring my house." OR "I know you have more questions about my son. Mrs. Stevens and Mr. Gertz will tell you more about him as you go through my house."

Please feel free to take a peek into the bathroom and sewing room before I show you to the to the sleeping porch. *Lead guests through hall and into Dining Room. Open door and motion for them to enter the porch. Mrs. Lindbergh should enter last so she can leave after all the guests are in.*

Transition from Mrs. Lindbergh to Mrs. Stevens

Mrs. Stevens, can you please share the volunteer work you are doing with my guests? I need to return to the kitchen and plan this week's meals. *(To the guests)* Thank you for visiting today!

Porch: Volunteering for the War Effort (Mrs. Stevens, 6–8 minutes)

As Mrs. Lindbergh said, my name is Mrs. Stevens. My husband and I were tenants on the Lindbergh farm before we established our farm out by the brickyards east of town. Please feel free to take a seat. The view from the porch of the Mississippi River is one of the main

reasons I asked Mrs. Lindbergh if I could work on my projects here. While this room typically serves as Charles' bedroom, the family also uses it for dining and enjoying the summer weather without the bugs. Over the past few months, I have seen an increased call for community participation. Almost every club is finding ways to support the war effort and new clubs are being created!

Phase II Question: Choose one of the three to ask your group.

1. What motivates you to volunteer for an organization in your community?
2. What issues do you care about in your community?
3. How connected is your community to national issues today?

Use the responses from the Phase II Question to prioritize which volunteer topics to share about. You may only have time to share about one topic — that is okay. Link to the most relevant responses from the group.

Red Cross Work

In May 1917 the Morrison County Chapter of the American Red Cross was formed and membership was growing quickly! Nationwide the goal is to increase our membership from 6 million to 16 million by the end of the year. There is so much work to be done. Right now, one main objective is to knit socks, wristlets, wash cloths, and other items and send them to the Red Cross for distribution to soldiers serving in Europe. Feel free to flip to the back of *The Mary Frances Knitting and Crocheting Book* to see some patterns. It is not that hard to learn how! If you do already know how, please feel free to pick up a project and knit a spell while we talk. *(Various knitting projects will be in baskets; guests can grab one to work on.)* Don't know how to knit? Well, we always need help rolling bandages — feel free to grab some of the ones we've cut

but have yet to roll! (*Again, there will be a basket of supplies available.*)

Loan Drives

In order to finance the war, the government is selling Liberty Bonds in quantities from \$50 to \$100,000. If you cannot purchase one in full, you can put in at least 10% to begin your subscription and pay the rest in installments.¹⁵¹ For each loan drive, each state is assigned a quota to raise on behalf of its national district. During the first loan drive Minnesota was short on its goal. However, with increased awareness, each loan drive did better. For the second loan drive, “one person in seven [became] a government bondholder and the average subscription per person being \$246.”¹⁵² Have you done your part to help? “It must be admitted that in many counties the citizens of Minnesota are not yet awake to their patriotic obligations, and to the necessity of individual and personal effort to support the Government in the great crisis of our national life.”¹⁵³

Youth Volunteering

The youth of our community are asked to help in a variety of ways. Students are going door to door informing housewives about how to eliminate food waste and encouraging them to sign the “Food Pledge.” In addition, children are also encouraged to use their own money from allowances and babysitting to buy “War Stamps” to support the war effort. These stamps are issued as a smaller amount than the “War Bonds” adults purchased. The stamps can be collected and redeemed for a “Bond.” Lastly, boys and girls of all ages collect items for metal, horsehair, paper, tinfoil, rubber, peach pits, and leather drives. These drives are vitally important to the war effort in that they reduce the need for the staples of society.

¹⁵¹ Franklin F. Holbrook and Livia Appel, *Minnesota in the War with Germany*, Vol. 2 (St. Paul: Minnesota Historical Society, 1932), 193.

¹⁵² *Ibid*, 202.

¹⁵³ Public Safety Commission, *Journal*, Oct. 30, 1917, 1, quoted in Holbrook, *MWG2*, 203.

If you would be so kind to come with me into the dining room, I can show you what Charles is doing to support the war effort. *Lead guests into the dining room.*

Dining Room: Lindbergh Farming for War Effort (Mrs. Stevens, 4–6 minutes)

If you asked Charles, he would sign up to be a pilot just like in all those war stories he is reading. But until he comes of age, he will have to be content with supporting the war effort through his work on the family farm. In late winter 1918, the principal at the Little Falls High School called all the students into an assembly. He shared with them that “food was so badly needed in connection with the war that any student who wanted to work on a farm could leave school and still receive full academic credit.”¹⁵⁴ Sure enough, Charles volunteered to do just that as soon as regulations permitted. He once told me that the war ‘rescued’ him from his failing grades. It is difficult for me to wrap my head around allowing youth, such as Charles, to leave school to support the war... *(move into phase III question)*

Phase III Question: Choose one of the three to ask your group.

1. When do you think a national issue becomes important enough for local communities to get involved?
2. When is an issue important enough to look beyond our own communities?
3. What is the best way for local communities to support national issues?

Charles was one of twenty-three students to initially sign up for the program in Little Falls. Mr. M.W. Zipoy, the local director, indicated that he “received many calls for help, the farmers saying that it is very difficult to get help now when it is needed for the seeding.”¹⁵⁵ These students are

¹⁵⁴ Charles A. Lindbergh, *Boyhood on the Upper Mississippi: A Reminiscent Letter* (St. Paul: Minnesota Historical Society, 1972), 33.

¹⁵⁵ “Students Enroll for Working Reserve,” *Little Falls Herald*, 29 March 1918, 3.

part of a much larger program. Statewide, Mr. Leschoier wants to mobilize more than 5,000 boys to help meet the farm labor shortage — that is around 95 percent of all the boys in country high schools.¹⁵⁶ While most of the boys around here will continue to live at home and visit their farms to work, I have heard that some boys from the city will go and live with a farm family as part of this program.¹⁵⁷

In order to run a successful farm, Charles increased the size of the farming operation. He purchased cattle, hogs, sheep, chickens, and geese.¹⁵⁸ In addition he purchased a La Crosse three-wheeled tractor with a two-gang plow and an Empire milking machine because he felt the farm should be mechanized.¹⁵⁹ Charles is currently converting all the horse-drawn farm equipment to be able to be pulled by the tractor. You can see some photographs Charles took of the farm on the daybed (*point to it*).

The family is not currently using this room for its intended purpose. Charles decided to take advantage of the space and placed chicken incubators in this room. Can you find them? Charles estimates that he can raise 6,000 chickens before the war is over! In addition, he has a few ducks and geese.¹⁶⁰ Once the fowl are ready for market, they are shipped by rail to Minneapolis.¹⁶¹ However, one time the incubators caused a small fire. Thankfully Charles had a fire extinguisher, but you can see the scorch marks left on the floor.¹⁶²

Transition to Self-Exploration

¹⁵⁶ US Department of Labor. *Boy Power: Official Bulletin of the United States Boys' Working Reserve*, 15 Feb 1918, 3; 15 June 1918, 14. Accessed <
<https://books.google.com/books?id=fXpGAQAIAAJ&printsec=frontcover&dq=boy+power&hl=en&sa=X&ved=0ahUKEwiXru-2iKPXAhUq4oMKHSGKC-AQ6AEIJTAA#v=onepage&q&f=false>>

¹⁵⁷ US Department of Labor. *Boy Power*, 15 July 1918, 7. Accessed <
<https://books.google.com/books?id=fXpGAQAIAAJ&printsec=frontcover&dq=boy+power&hl=en&sa=X&ved=0ahUKEwiXru-2iKPXAhUq4oMKHSGKC-AQ6AEIJTAA#v=onepage&q&f=false>>

¹⁵⁸ Ibid.

¹⁵⁹ Ibid.

¹⁶⁰ Lindbergh, *BUM*, 35.

¹⁶¹ Ibid.

¹⁶² Alex Johnson interviewed by Chuck Stone, 11 July 1979. *1985 Interpreter Handbook*, 306.

I need to get back to my Red Cross project, but I am going to show you the living room, where you can listen to a popular song about the war while you look at some posters, newspapers, and stereoscope images about the war. Feel free to pick up these items for a closer look. Mr. Gertz will come and find you shortly to show you the family's automobile. He can answer any questions that you have about this space.

Note: If time allows, Mrs. Stevens can help facilitate exploration of the Living Room, but she needs to watch her time so she is available for her next group.

Living Room: News & Entertainment on the Home Front (Self-Guided Station, Unless Volunteer Character Available, 4–6 minutes)

This is a self-guided space where guests can listen to popular WWI patriotic music, look at stereoscopes with WWI images and various posters and newspaper headlines from the era. If there is a volunteer in this space, they can work on a knitting project and point out various things of interest to guests. There will be no formal presentation in this space.

Items for guests to explore:

- WWI Patriotic Songs
- Posters
- Stereoscope Cards
- Newspapers — *Little Falls Herald, Minneapolis Tribune*

Transition to Mr. Gertz:

Monitor guests from the porch. When they appear to be wrapping up, enter the room and greet them. Goal is to give them four to six minutes in the living room on their own to help staff have a break from guests in between groups.

Good afternoon, folks. My name is Mr. Gertz. I live with my family in the house across the road and manage the farm for Mr. Lindbergh. Would you all like to see the Lindberghs' automobile? Please follow me! *Lead group out the front door and around the house to the south garage door. Only walk and talk if you are sure the whole group will hear you.*

Walk to Garage (Mr. Gertz Character Station, 4–6 minutes)

I would love to be able to afford an automobile myself, but I do not earn enough money as tenant farmer, and it is pretty hard to find a good job right now if you have German family. Even though I was born in Iowa, my parents are German, and that is enough to make people wonder about my loyalties during the war.

When it first looked like the United States was going to enter the war, people in Minnesota were okay with people who emigrated from Germany showing support for the Fatherland. However, as the country's relationship with Germany deteriorated, especially after Germany declared unrestricted submarine warfare, people began to rethink immigrants' relationship with their home country. Even the bank in downtown Little Falls had the word "German" removed from its name. If you look closely at it when you go back through town, you can still make it out in the stone.

The State of Minnesota created the Commission of Public Safety, a watchdog group appointed to protect the state from foreign threats — like German-Americans who are considered suspicious and may be loyal to the Kaiser. They encourage neighbor to watch neighbor and report any suspicious activities — such as not supporting the war or contributing financially to the loan drive. Do any of you have German names? My given name is Gustav, but I have started asking my close friends to call me Gus to try and minimize suspicions.

Garage: C.A. Lindbergh's Political Views (Mr. Gertz Character Station, 6–8 minutes)

Well, here she is — Lindbergh's 1916 Saxon Six. Mr. Lindbergh purchased it when he decided to run for the United States Senate in 1916 rather than once again running for his seat in the US House of Representatives. Mr. Lindbergh wanted a position that “would give him a larger field for usefulness.”¹⁶³

Young Charles served as his father's chauffeur as they traveled throughout Minnesota that summer as part of Mr. Lindbergh's campaign for United States Senate. Mr. Lindbergh had a tough campaign trail. He ran for the Republican ticket against incumbent Senator Clapp, former Minnesota governor Mr. Eberhard, and Mr. Kellogg, a famous “trust buster” lawyer in St. Paul.¹⁶⁴ Of the four, Mr. Lindbergh was firm in his opposition to expand military preparedness, whereas Mr. Kellogg was all in favor of military preparedness.

Using Minneapolis and the St. Cloud–Little Falls area as his home base, Mr. Lindbergh had Charles drive the family's Saxon Six more than three thousand miles as Mr. Lindbergh made speeches, distributed literature, and made contacts along the campaign trail.¹⁶⁵ Can you imagine going that many miles in this automobile?

Charles told me about some of the adventures he had on the campaign trail with his father. In May, they went to Duluth. Are you familiar with the big hill you need to go down to get into the city? Well, Charles and Mr. Lindbergh were coasting down the hill, which was steep and curved so they could not see the bottom of it very well. They ended up going so fast that the brake gear wouldn't go in and they could not stop the automobile! To make matters worse, there was a railroad track and a freighter in the middle of their path near the bottom. In order to keep from bumping into the side of the train, Charles steered into the ditch and promptly got mired in the mud up to the running boards. The yardmaster came along and offered them a tow out with a

¹⁶³ Bruce L. Larson, *Lindbergh of Minnesota: A Political Biography* (New York: Harcourt Brace Jovanovich, Inc., 1971), 190.

¹⁶⁴ *Ibid*, 192.

¹⁶⁵ *Ibid*, 196.

locomotive. Thankfully, the Saxon was not damaged too badly and no one was hurt.¹⁶⁶

For the first time in ten years, on June 19, 1916, Lindbergh lost the U.S. Senate Republican primary to Mr. Kellogg.¹⁶⁷ That has not stopped Mr. Lindbergh from being involved in politics. This year (1918), Mr. Lindbergh has decided to run for governor of Minnesota as a Republican candidate under the support of the Nonpartisan League, a populist group that seeks to give farmers better financial control over their products, against incumbent Republican Governor J.A.A. Burnquist. Their campaign is centered on the issue of loyalty during the war. The campaign is getting nasty. Mr. Lindbergh is being painted as disloyal for his antiwar and reform views. Many of the accusations are based on the fact that Mr. Lindbergh published a book called *Why Is Your Country at War*. If you want to take a gander at it, I have a copy right here. Funny part is it is only now that Mr. Lindbergh is a candidate for governor that questions of this book's "seditious" nature have been developed. It has been in circulation for more than a year.¹⁶⁸ Mr. Lindbergh has been banned from speaking in various communities and was even arrested near Fairmont in June!¹⁶⁹ This did not bode well for Mr. Lindbergh at the polls for the primary. Mr. Burnquist was renominated over Mr. Lindbergh by a margin of about 48,000 votes.¹⁷⁰

Well, now that I've given you an earful, I should get back to work. The farm is not going to run itself, and I need to see what that boy has been up to. Probably causing trouble with that new tractor of his. Go ahead and enter the Lindbergh's basement for the last part of your tour of the Lindbergh home.

¹⁶⁶ Charles A. Lindbergh, "Auto Trip (Campaign) — Spring 1916," *1985 Lindbergh Interpreter Handbook*, 118–119. Charles A. Lindbergh to Bruce Larson, 7 April 1967, page 13. Excerpt located in *1985 Lindbergh Interpreter Handbook*, 185.

¹⁶⁷ Larson, 198.

¹⁶⁸ Ibid, 233.

¹⁶⁹ Ibid, 237.

¹⁷⁰ Ibid, 243.

Basement: Conclusion (3rd Person Interpreter Station, 6–8 minutes)

Please come into the basement and take a seat. *Once everyone is seated:* My name is _____. We are going to spend the last part of our tour discussing what you have experienced and answering any questions you have about life during the First World War or the Lindbergh Family. *Once everyone is seated, ask one of the following three questions:*

Phase IV Arc Questions (Synthesizing and Bringing Closure, Reconciliatory Truth)

1. Did you see or hear anything in 1918 that reflects on the world we live in today?
2. Based on what you saw and experienced on the tour, how has the role of families and communities changed during wartime?
3. Did anything you heard or saw today surprise you or make you want to learn more?

Answers will vary. Provide guests with any additional information as required; however, this time is for them to process what they have learned and experienced. As dialog comes to a natural conclusion:

Thank you for sharing about your experience. Before you leave the house, I would like to ask that you take a moment to fill out a quick survey to let us know how we are doing. Everyone who fills one out can help themselves to a *(pin or a pen or whatever is there)*. We only need one survey per family, but each family member can have an item for completing the survey. *Hand out on clipboards.*

Once you have completed your survey, you can place it in the basket, take your item and exit out the garage doors. You can spend some time on the lawn helping with chores and children's games, return to the museum and explore the exhibits, view the documentary, or take a walk on our trails along the Mississippi River. If you have any additional questions about the Lindbergh family or civilian experiences during WWI I would be glad to answer them. Thank

you for coming today and taking our Families on the WWI Home Front Tour. This concludes your experience.