

# UTAH GENEALOGICAL ASSOCIATION

# CROSSROADS

VOLUME 19, ISSUE 1

WINTER 2024



6

## PIONEER TRAILS

By Amber Oldenburg



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# PRESIDENT'S MESSAGE

I am pleased to announce that after two years, the UGA board has finally finished digitizing UGA's historical and administrative records. Since the association's beginning in 1971, we have accumulated a lot of records—enough to fill a large storage unit! Board members and officers have carefully preserved these records all this time.

Two years ago, the UGA board decided to digitize these records to increase their accessibility and preserve them for future generations. It took a team to go through everything in the storage unit, organize it, scan it, name it, and make it digitally accessible. This monumental digitization project has taken hundreds of hours and at least three scanners. But we are committed to preserving UGA's history as we modernize and move towards the future.

Records that have been digitized include fifty years' worth of the following:

- ✓ Historic photographs
- ✓ Newspaper clippings about the association
- ✓ Membership records
- ✓ Newsletters
- ✓ Conference posters, brochures, and syllabi

- ✓ SLIG materials
- ✓ First Families of Utah records
- ✓ Board and officer lists
- ✓ Board meeting minutes and agendas
- ✓ Executive meeting minutes and agendas
- ✓ Financial documents
- ✓ Legal documents
- ✓ All past issues of *Crossroads* and the *Genealogical Journal*

Looking ahead, we are very excited about the 2024 Salt Lake Institute of Genealogy, which will be held virtually in January. And we are already hard at work building the 2024 schedules for the Genealogy ProTalk, UGA DNA, and Virtual Chapter webinar series. We hope you will join us for as many of these offerings as you can.

Thank you for being a member of UGA and for all that you bring to UGA. We need and value your strength, and we look forward to continuing to serve you.

Tristan Tolman, AG®  
President, Utah Genealogical Association

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## NEW UGA CHAPTER LEADERS NEEDED

Tired of the glazed look non-genealogist family members adopt when you start to talk about your research? Our existing chapters provide a unique opportunity to network with other genealogists whose passion for family history matches your own. If there is not an active chapter in your area, we would love to help you start one.

## ACTIVE UGA CHAPTERS

See UGA website, [UGAGenealogy.org](http://UGAGenealogy.org), "Local Chapters" for details.

### VIRTUAL CHAPTER

Rob Wallace and Peggy Lauritzen, AG®, Co-Presidents

[virtual-chapter@ugagenealogy.org](mailto:virtual-chapter@ugagenealogy.org)

Meetings: 3rd Thursday of each month, 7pm MT.

### LOCAL CHAPTERS

Angie Stewart, Teresa Brooks, and Maria Wittwer, CG®, Chapter Co-Presidents

[chapter-support@ugagenealogy.org](mailto:chapter-support@ugagenealogy.org)

Hybrid Meetings: 4th Wednesday of each month, 10am MT.

Maggie Richards, Utah Valley Chapter President

Meetings: 2nd Thursday of each month, 7pm MT.

Mt Timpanogos FamilySearch Center, 835 N 900 E, American Fork, Utah

*For meeting updates and topics, please see  
"Local Chapters" at the UGA Website.*

## UGA SPECIAL INTEREST GROUPS

### UGA DNA SIG

Tanner Tolman, AG®, President

[dna-sig@ugagenealogy.org](mailto:dna-sig@ugagenealogy.org)

Meetings: 2nd Wednesday of each month, 6pm MT.

*The views expressed in this publication are those of the authors. They do not purport to reflect the opinion or views of the Utah Genealogical Association or its members.*

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Please allow six weeks advance notice prior to *Crossroads* mailing.

**AUTHOR SUBMISSIONS**

Submit manuscripts to the *Crossroads* editorial team. An upload link can be found at [UGAGenealogy.org](http://UGAGenealogy.org).

Text should follow the *Chicago Manual of Style* (16th edition, humanities form); footnotes should follow Elizabeth Shown Mills, *Evidence Explained: Citing History Sources from Artifacts to Cyberspace* (Baltimore: Genealogical Publishing Company, Inc., 2007).

Feature articles should be between 1,500 and 3,000 words. Accompanying images are preferred.

**UGA MEMBERSHIP**

To join or renew membership, send the following information to [info@ugagenealogy.org](mailto:info@ugagenealogy.org): name, address, email address (if applicable), and phone number.

Please indicate whether this is an individual membership at \$35, a household membership at \$45, a student membership at \$15, or an institutional/library membership at \$50. Add \$5 if outside of the continental USA.

**ORDER FOR CROSSROADS**

*Crossroads* is the official magazine of the Utah Genealogical Association. To receive the quarterly magazine simply join the Utah Genealogical Association at [UGAGenealogy.org](http://UGAGenealogy.org).

See website for membership details and more information.

# EDITOR'S MESSAGE

It's January and no better time than to set your genealogy goals (along with all those pesky resolutions) for the new year. To stay better focused in 2024, take some time to make a list of your genealogy goals and what you want to accomplish over the next twelve months.

Last year, my focus was on land records, with the goal of understanding the metes & bounds system better so that I could potentially break through a brick wall. When determining which classes I was going to take at SLIG and other conferences I was attending, I prioritized the courses that would support my goal and then filled in with other topics that I was interested in.

Don't know where to start? One way of determining your genealogy focus is to brainstorm and make a list of all the genealogy projects you need / want to do in the near future and look at what is keeping you from finishing those. Do you need to learn a language better? Understand a new skill or learn how to research in a new region or country? Do you have general skills that you need to improve? Could progressing into being a professional genealogist be in the future? Do you want to get published in a publication (ahem! *Crossroads*)?

Once you have an idea of what skills and knowledge you need to gain this year, set your goals and make your education and research plans. As always, I invite you to share your genealogy journeys with us – from your SLIG experiences to your travels and everything in between.



Kelly Richardson, APR, AG®  
Executive Editor, *Crossroads*



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# PIONEER TRAILS

By Amber Oldenburg

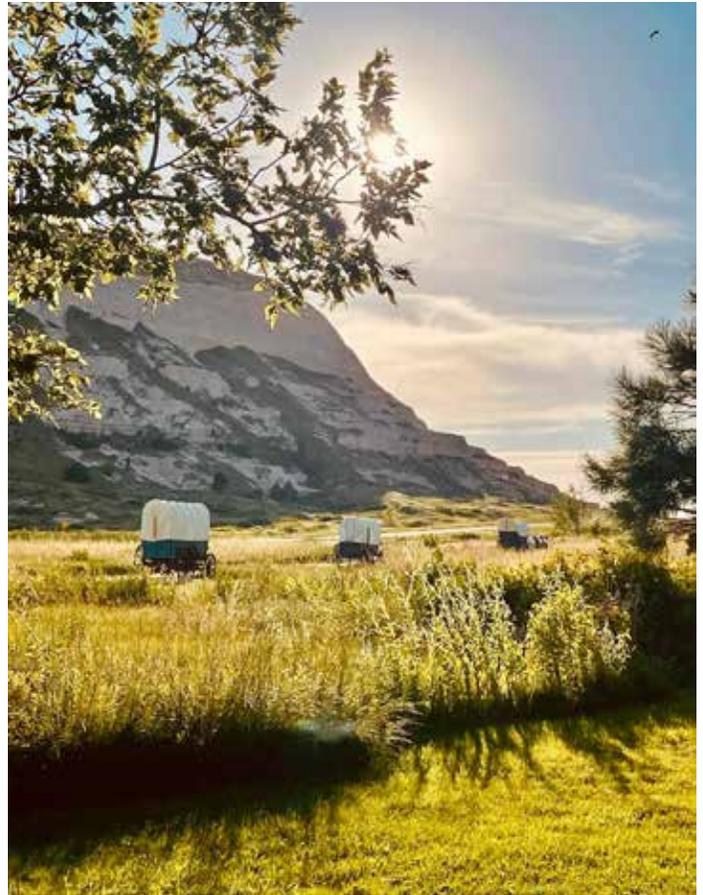
This year marks the 180th anniversary of The Great Migration to Oregon, when in May of 1843 an estimated seven hundred to one thousand emigrants headed West, kicking off over twenty years of westward migration. This movement brought an estimated 500,000 more individuals and families following in their footsteps along three major trails.

Three iconic routes, the Oregon, California, and Mormon Pioneer Trails, played a crucial role in the westward expansion of the United States during the 19th century. These trails served as lifelines for pioneers, emigrants, and fortune-seekers, offering them a path to new opportunities and a chance to shape the American frontier.

The Oregon Trail, first used in the early 1840s, is the oldest and most heavily traveled, stretching from Independence, Missouri, to Oregon City, Oregon. By the late 1840s, it was carrying an average of 2,000 emigrants per year. The trail was so difficult and dangerous, many pioneers died along the way. However, the lure of free land and a new start in Oregon was strong, encouraging thousands of people to make the journey.

The California Trail was also a major route that began in Independence and ended in Sacramento. This trail, also first used in the early 1840s, quickly became the most popular route to California. The gold rush of 1849 brought even more people to the trail and by the end of the decade, an estimated 250,000 people had traveled it. Like the Oregon Trail, the California Trail was difficult and dangerous, but the promise of gold was too much for many people to resist.

The Mormon Trail, first used in 1846 by members of The Church of Jesus Christ of Latter-day Saints, led many to their new home in Utah. Church members, persecuted in the eastern United States, sought a place where they could practice their religion freely. They settled in Utah,



**FIGURE 1:** Wagons at Scott's Bluff National Monument.

and the Mormon Trail became an important route for them to reach their new home and other settlements in the West.

All three trails were important parts of American history. They helped to settle the West and played a significant role in the growth of the United States. The trails were also a source of great hardship and suffering, not just for the pioneers but for the Native Americans as well. These trails had been long used by Native Americans, who traded with the pioneers and sometimes helped them along the way. The trails had a significant impact on the Native American way of life, as they brought disease and conflict to the region.

The Oregon, California, and Mormon trails are a reminder of the hardships and triumphs of the pioneers who helped to settle the American West. They



**Amber Oldenburg** is a genealogist, lecturer, and social media manager at Your DNA Guide, with a degree in Family History Research from Brigham Young University-Idaho. She currently serves as an online instructor in the Family History Research program at BYU-Idaho. She suffers from an incurable case of wanderlust and is an occasional procrastinator, who specializes in Midwest research. She is passionate about pioneers and homesteaders and is currently pursuing accreditation in the North Central Region from the International Commission for the Accreditation of Professional Genealogists.

are also a testament to the human spirit and the power of determination.

By the end of the 19th century, hundreds of thousands of people had made the journey west. If your ancestors lived in the United States during this time, it is likely that at least one of them was a pioneer. With so many fascinating stories surrounding the American pioneers and their journeys west, your ancestors' stories may be among them.

### Research Resources

As a family historian in 2024, how can we determine if we had a pioneer ancestor?

It is challenging to determine if we had a pioneer ancestor because there is no complete list of the pioneers who traveled the overland trails in the mid-19th century. However, there are several resources that can help us determine the likelihood that someone traveled the trail.

Begin by examining your family tree for ancestors born in the eastern United States or Europe who then relocated to the western United States during the mid-19th century. These migration patterns strongly suggest the possibility that they might have journeyed along the overland trails.

Search the usual genealogical collections, including censuses, land deeds, tax lists, and newspapers. These records will often prove that someone resided in the West prior to the completion of the Transcontinental Railroad in 1869, which essentially ended the mass overland migration. Another great record source is mining claims, since many people migrated west after the discovery of gold at Sutter's Mill in California in 1849.

There are a number of databases that contain information about pioneer settlers:

#### ***California, U.S., Pioneer and Immigrant Files, 1790-1950 (Ancestry)***

This database holds approximately 10,000 records containing biographical details concerning pioneers who came to California before 1860, including the pioneer's date of arrival in California and the route he or she followed. A significant portion of the information was provided by the pioneers themselves, their descendants, or various other sources, some of which are referenced within the records.

#### ***Pioneer Immigrants to Utah Territory (Ancestry)***

"Pioneer Immigrants to Utah Territory" is an index of six maroon binders that contain questionnaires filled out by members of the National Society of the Sons of the Utah Pioneers (SUP), and it contains more than 1,700 migration records for Utah. The Sons of the Utah Pioneers Library in Salt Lake City, Utah, is where these binders are kept. The forms include 32 questions, which provide important details and other interesting facts about certain Utah pioneers, both male and female.

#### ***Pioneer Registers, 1818-1859 (FamilySearch Catalog)***

"The Pioneer Registers, 1818-1859" are ledgers that contain information about pioneers who arrived in Oregon between 1818 and 1859. The information includes the pioneer's name, date of birth, date of arrival in Oregon, state or country of birth, and remarks, which may include the date of marriage, name of spouse, and date of death. The microfilm copies of the original ledgers are housed at the Oregon Historical Society in Portland, Oregon.

#### **Diaries and Journals**

Many pioneer settlers kept diaries and journals of their journey. These can be a valuable source of information about their experiences. In fact, never before in the



FIGURE 2: Author walking the wide wagon ruts at Guernsey, Wyoming.



19th century, except during the Civil War, did so many people keep personal accounts of their lives. During this time, nearly 7,000 individuals who embarked on the overland trails documented their journeys through diaries or journals. By delving into these accounts and the experiences of those who traversed these trails, researchers can gain valuable insights into the lives of their settler ancestors. Even if your own ancestors didn't leave behind a written record, you can still gain a deep understanding of their experiences by exploring the journals of individuals who shared similar backgrounds and circumstances. These journals can offer equally meaningful and enlightening perspectives.

### ***Paper Trail: A Searchable Database of Overland Trail Journeys***

The Oregon-California Trails Association (OCTA) has created a searchable database of thousands of trail-related documents from the 19th century. This database, called *Paper Trail*, includes diaries, letters, articles, and recollections written by people who traveled west for gold, land, religious freedom, or new opportunity.

*Paper Trail* organizes the information from over 3,500

original documents into an easy-to-search database, featuring over 74,000 searchable names. Reports include dates, routes, travel parties, locations, and interesting features. It also lists where you can locate each document or its copy.

Name searches are free, but reports require a subscription fee. Subscriptions can be purchased for 24 hours, 1 month, or 1 year.

*Paper Trail* is a valuable resource for family historians who are researching their ancestors who traveled the Oregon-California Trail. It can help you to learn more about your ancestors' journey, including the route they took, the people they traveled with, and the challenges they faced.

To access the database, simply visit the website and enter your ancestor's name in the search bar. The database will return a list of all of the documents that mention your ancestor. You can then view the document summaries to see if they contain any information that is relevant to your research.

If you find a document that is relevant to your research, you can then purchase a report through a subscription to learn more.

### ***Platte River Road Narratives***

This meticulously researched bibliography by historian Merrill J. Mattes compiles over 2,000 firsthand accounts of travels along the central Platte River route from 1812 to 1860, including diaries, letters, and published works. Mattes identifies the authors, notes the form and current location of each diary, and provides a concise overview of each journey's timeline, noteworthy waypoints along the route, and a scholarly analysis of each narrative.

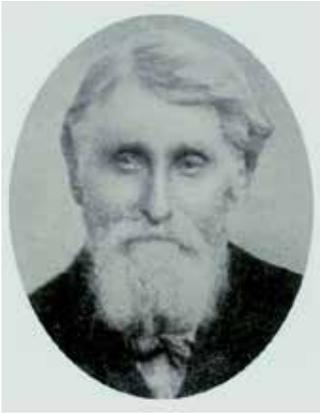
The bibliography is presented in chronological order, with each entry offering a glimpse into the emigrant's name, the routes they traversed, highlights of their adventures, and Mattes' own astute commentary and evaluation, including a rating system that assesses the historical and literary value of each account.

This extraordinary compilation is an invaluable resource for family historians seeking to learn more about their ancestors' journey west. With its wealth of information and insightful analysis, it is a must-have for anyone interested in the history of overland travel in the 19th century.



**FIGURE 4:** Replica Wagon at Scott's Bluff National Monument.

**CONTINUED ON PAGE 19**



# LIFE SKETCH OF ABIAH WADSWORTH

Submitted by Amy Rose Ward, MSc

Abiah Wadsworth was born on 25 May 1810 in Lincolnville, Waldo, Maine. The Wadsworth family established deep roots in the coastal towns of Lincolnville and Camden. Abiah's great-grandfather had moved from the Massachusetts Bay Colony to settle in Maine, and the Wadsworth family continued there for generations. Abiah's personal journal recounts that when twenty-one years old, he and his brothers built a hauling vessel and "commenced business." That same year he married Eliza Hardy, also of Lincolnville, on 25 February 1831. They began their family and Abiah's path was set out for him, patterned after the lives of the hardy carpenters and ship builders of the Wadsworth family.

In 1841, the trajectory of Abiah and Eliza's lives was forever changed. They were baptized by William Hyde into The Church of Jesus Christ of Latter-day Saints on December 31st. Soon after, the Wadsworth family began their journey west to congregate with the Saints. While all of Abiah's siblings lived out their lives in Waldo County, Maine, three of Eliza's brothers joined the Church and migrated west with the Wadsworth family.

Abiah and Eliza settled near Nauvoo in La Harpe, Illinois, and life was good for their family. Abiah associated with the prophet Joseph and built his carpentry business. But tensions in the area simmered, culminating with the martyrdom of Joseph Smith in 1844. Soon, mobs were driving off livestock and burning homes in the areas surrounding Nauvoo, and La Harpe suffered from these attacks. Affected by the burnings, Abiah and Eliza moved their family to Nauvoo for a brief time. The Saints were driven out of Nauvoo, and the Wadsworth family wintered in Salem, Iowa.

Abiah and his family joined the John G. Smith Company and departed Council Bluffs on 1 May 1851. Abiah's son, Joseph, remembered, "My father drove two yoke of oxen and two cows... my mother drove the ponies. We all felt fine and had a fine trip with no accidents or sickness on the trip across the plains." Abiah was a great asset to the company. Besides his carpentry skills and tools, he was an accomplished violinist. Often the Saints would gather around the campfire and sing and dance to Abiah's violin music.

The Wadsworth family eventually settled in Morgan County and lived there for several years. Abiah built a sawmill and served as bishop. He also married a second wife, Phoebe Augusta Hubbard, in the spring of 1857. He eventually moved his two households to Hooper, where more land was available for his family. In 1885, men who practiced polygamy were being arrested in Utah due to decisions made by the United States Supreme Court. Abiah understood that the possibility of jail time was inevitable. At the age of seventy-six he moved with some of his family to the untouched country of southern Idaho. The living conditions were difficult at first and he wrote, "It is very dry here. We shall raise nothing this year for want of water."

Eliza, his first wife, was blind by this point and stayed behind in Utah with their daughter's family. Eliza's health and the primitive conditions in Idaho were not conducive for her to join Abiah, and they never saw each other again. However, they exchanged letters, and Eliza said, "You and I will not stay here in mortality much longer ... I feel my strength failing all the time, but while I do stay I want to live so that I can enjoy your society after we are through with this mortal life." Abiah lived to the age of eighty-nine and died in 1899. He left a legacy of an industrious life full of service to his family, his church, and his community.

***The UGA Utah First Families program honors both Founding and Territorial Pioneers of Utah.  
To learn more about this program, please visit [UGAGenealogy.org](http://UGAGenealogy.org).***

# USING ANCESTRYDNA® THRU LINES™ TO HELP BUILD YOUR FAMILY TREE

By Mark D. Thompson

Wouldn't it be amazing if your family members helped you build your family tree?

You're not alone if you find using ThruLines™ confusing. This important tool, found at Ancestry, can help you reveal more about your family tree, break through brick walls, and make your research more robust.

## What is "AncestryDNA ThruLines?"

AncestryDNA ThruLines is a set of features that use both DNA and public family trees to provide clues about how you and your DNA matches may be related.

We'll go through these features shortly, but first...

## What is a ThruLine?

A ThruLine is the line of relationships that connect you, on your family tree, to a DNA match on their family tree.

Ancestry calculates a ThruLine between you and a match when:

- Your DNA kit is linked to a profile in a searchable family tree.
- Your DNA match's kit is linked to a public, searchable tree.
- Your match's tree overlaps with your

tree enough for AncestryDNA ThruLines to think that your individual trees are part of one larger tree.

- The overlap between trees goes through a shared biological ancestor.
- The ancestor between you and your DNA match is, at most, a fifth grandparent.

The example ThruLine below connects Betty to her second-cousin Fred. It connects them through their common ancestor, Joe.

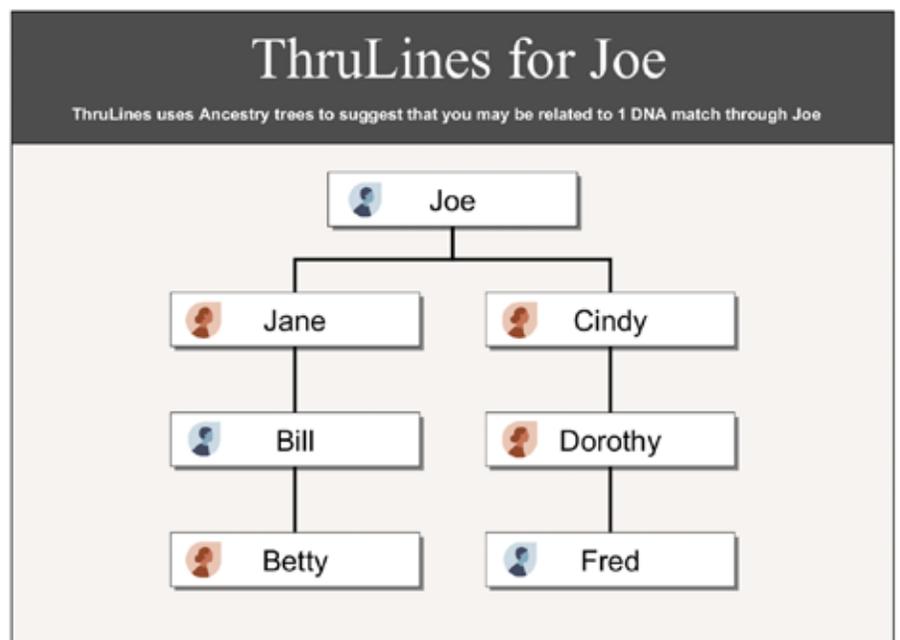


FIGURE 1: "ThruLines" for Joe.



**Mark D. Thompson** is the principal at Making Family History and a member of the Association of Professional Genealogists. He uses genetic and traditional genealogical research methods, combined with a deep understanding of information technology and analysis, to help his clients shed light on their family histories and mysteries. Mark is the Vice President of the Victoria Genealogical Society and the chair of their DNA Special Interest Group. Mark speaks and writes on a variety of genealogy-related topics. His blog and speaking event schedule can be found online at [MakingFamilyHistory.com](http://MakingFamilyHistory.com).

## Why ThruLines is Amazing

ThruLines combines information from different family trees to provide clues that neither tree had on its own.

For example, if we look at Betty's and Fred's individual trees, we find the following:

Betty built her family tree back to her great-grandfather, Joe. Because Betty is a diligent genealogist, she included her great-grandfather's child, Cindy, in her family tree.

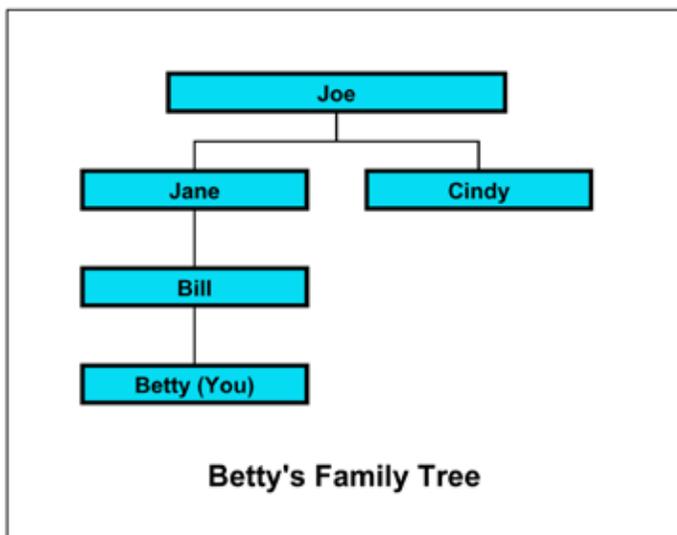


FIGURE 2: "Betty's" family tree.

Similarly, Fred created a family tree that goes back to his great-grandfather Joe. As Fred is also a diligent genealogist, he included Joe's other child, Jane, in his family tree.

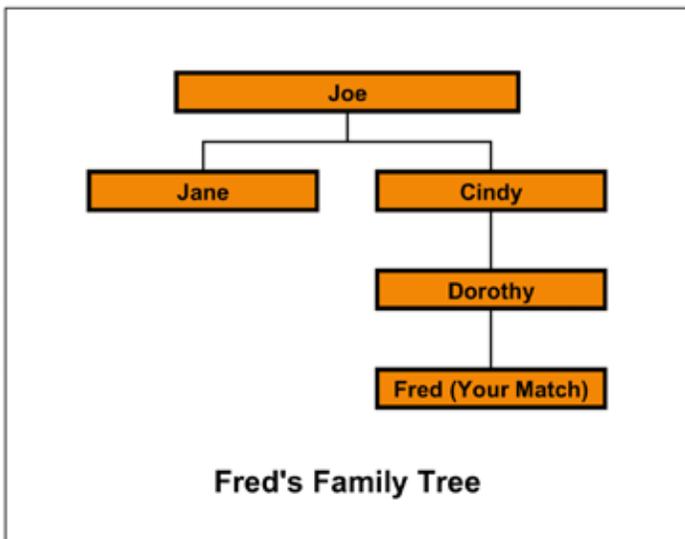


FIGURE 3: "Fred's" family tree.

When you compare Betty's and Fred's trees, you'll notice that they look like they are part of one larger family tree. If Betty knew about the extra information in Fred's tree, she would want to add it to hers. This is exactly what *AncestryDNA® ThruLines®* is for!

Once a day, AncestryDNA ThruLines looks through all public family trees. If it finds Betty's tree overlaps with a public family tree linked to one of her DNA matches, it will create a ThruLine between her and that match.

AncestryDNA ThruLines assumes that people know more about their close family than they do about distant branches of their family.

This is similar to Betty sitting down with Fred at a family reunion and asking him to share what he knows about his branch of the family. If Fred has information about his close family that Betty lacks, she may want to put it into her own family tree.

As an experienced genealogist, Betty will research everything that Fred shares with her. Whether she gets information from Fred at a family reunion, or by using AncestryDNA ThruLines, she will verify it before putting it into her tree.

## Where Do You See All of Your ThruLines?

There is no single web page where all your ThruLines are shown. Displaying all ThruLines on a single page would make the information difficult to understand and complicated to navigate. Instead, Ancestry has integrated AncestryDNA ThruLines features across multiple web pages, each tailored to address specific genealogy questions.

## How Many DNA Matches Descend From a Particular Ancestor?

This is an important question because ancestors that have many ThruLines connecting them are more likely to be correct than ancestors that have few, or no, ThruLines.

To see how many DNA matches you have that descend from a particular ancestor:



1. Select the "DNA" menu.
2. Select the "ThruLines" sub menu.
3. Scroll to the ancestor you want to check.
4. Hover over the tile for that ancestor.

In the example to the right and below, you'll see that I have five ThruLines that connect me to the descendants of my great-grandmother.

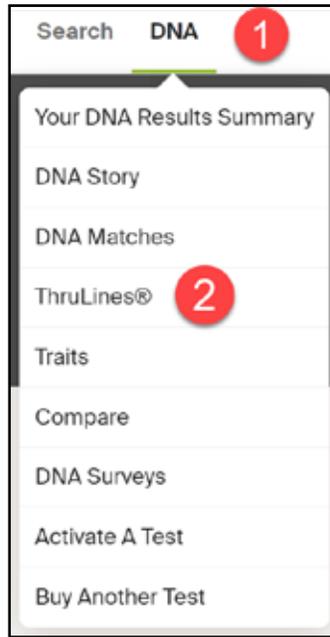


FIGURE 4: Opening ThruLines.

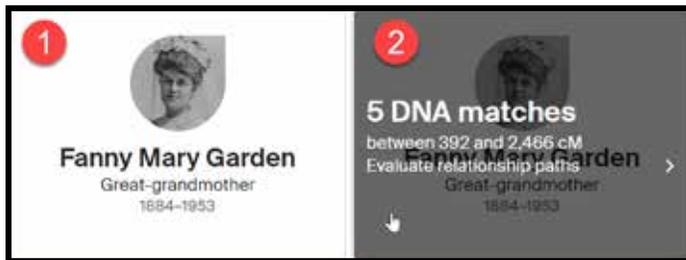


FIGURE 5: ThruLines shows you how many DNA matches you have that can be identified as descending from a particular ancestor.

### Which Matches Relate to You Through a Particular Ancestor?

To answer this question, click on any of your ancestors' tiles on the page shown above.

In the example to the right, I've selected my 3rd great-grandfather, Michael D Hickey.

The resulting ThruLines page seems like genealogical wizardry. It shows clues, gathered from the family trees of my DNA matches that descend from Michael Hickey. Amazingly, it shows how I might be connected to them all. This information, if correct, not only shows me how I connect to these matches, it also supports my research about Michael D Hickey.

There are a few important things to notice on this page:

1. All the matches on this page descend from the ancestor shown at the top of the page.
2. The tester is always shown on the page. This may not seem important when you are the tester, but

if you manage DNA kits for several people, it can be very helpful.

3. Matches are shown at the bottom of each column of relatives. Click on the matches to go directly to their match page.
4. If there are more DNA matches on the page than can be easily shown, Ancestry will collapse them into a set of hidden matches. To show them, click the arrow (">") to the right of the hidden matches.
5. Relatives in white profile boxes are already in your family tree. In this example, Leonard M Hickey is already in my family tree.
6. Relatives in transparent profile boxes with the word "EVALUATE" only appear in your matches' family trees. This information should be treated as clues that need to be verified before it is added to your family tree.

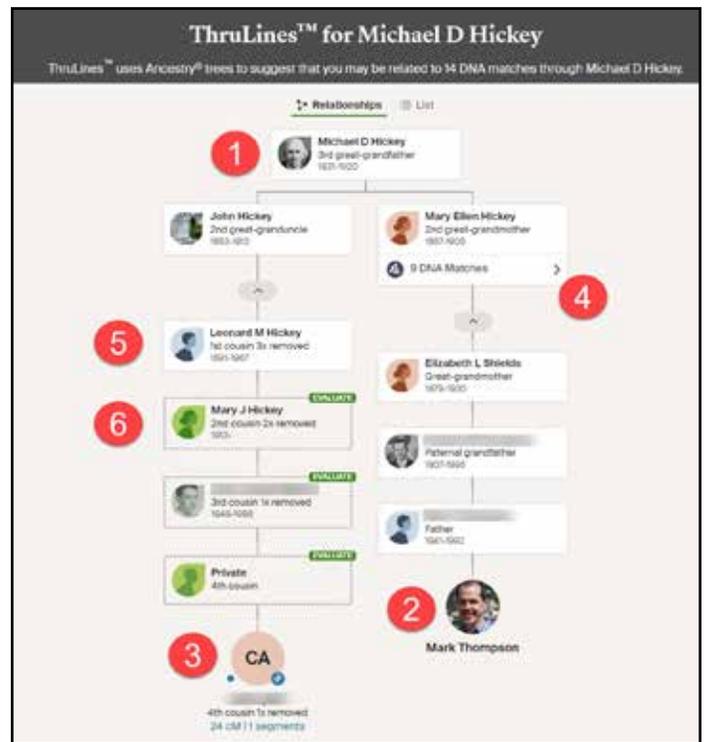


FIGURE 6: ThruLines for Michael D Hickey.

### Which Matches Have Family Trees That Connect To Yours?

This feature helps you focus on the matches that you may be able to connect to your tree.

To see this feature in action, navigate to your DNA Matches page by selecting:

1. The “DNA” menu.
2. Then, the “DNA Matches” sub menu.
3. Finally, click on the “Common Ancestors” button in the “Filter by:” bar.

Selecting the “Common Ancestors” filter will show you only the DNA matches that are connected to you with a ThruLine. You’ll know the filter has been applied when you see “Common Ancestor” to the right of every person in your match list.

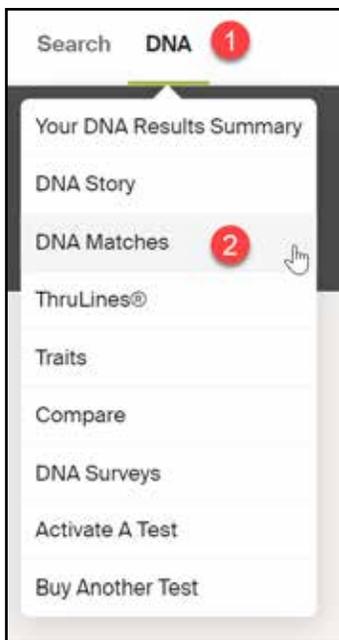


FIGURE 7: Open your match list.

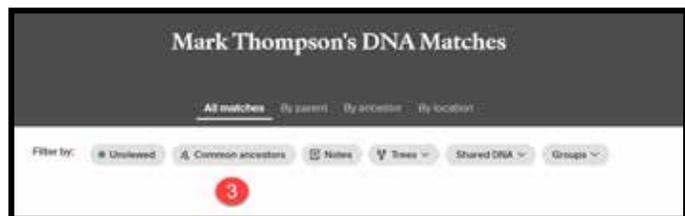


FIGURE 8: Filter by common ancestors.



FIGURE 9: Match list filtered by Common Ancestors.

### Which Common Ancestor Do You Share with a Match?

This is one of AncestryDNA ThruLines’s most powerful features. It gives you a very helpful clue about how you and your match are related. Select a DNA match from the filtered match list, shown above, to see how this feature works.

In this example, I've selected a distant cousin that I share 2nd great-grandparents with.

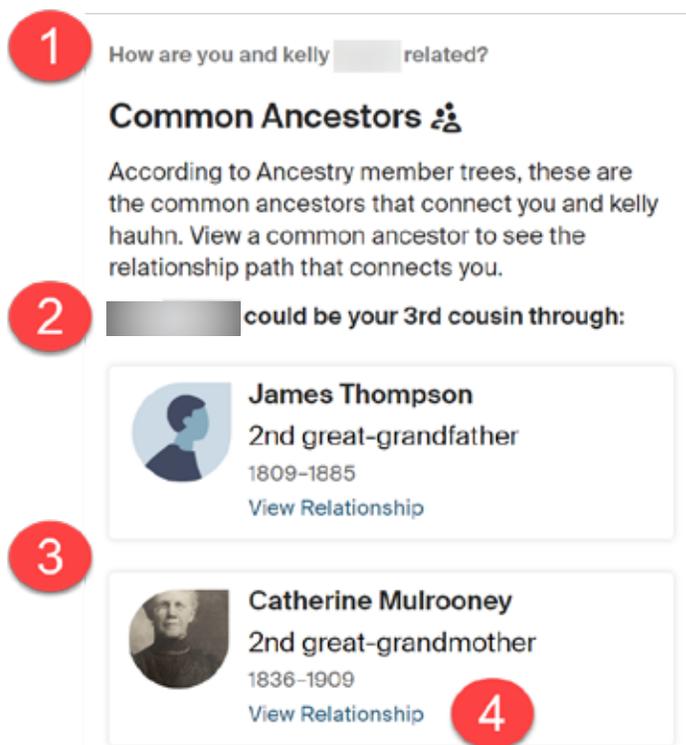


FIGURE 10: Common Ancestors panel on match page.

There are a few important pieces of information to look for in the Common Ancestors panel.

1. These clues are about “you” (the tester) and the match you selected.
2. The relationship between the tester and the match is shown.
3. The names of the most recent common ancestors between the tester and the match are shown.
4. The “View Relationship” links take you to a web page that shows the ThruLine that connects your ancestor to your match.

### Conclusion

AncestryDNA ThruLines is an invaluable set of tools for anyone interested in genealogy. It’s like having a family reunion online, providing an easy way to collaborate with relatives you might not even know! By combining the information found in your DNA matches’ family trees, ThruLines give you clues that you can use to build a more complete, and accurate, family tree.

Go ahead, use ThruLines to help you enrich your family history in ways you never thought possible!



# SLIG WANTS YOU! . . . TO PROPOSE A NEW COURSE

By Jan Joyce, DBA, CG®, CGL<sup>(SM)</sup>, AG®

With contributions from Francine Griffis, CG® and Alice Childs, AG®

Genealogical education offerings have exploded in recent years. Courses otherwise inaccessible have become virtual and therefore available to broader audiences. This has created diverse opportunities and demands for courses offered by new coordinators and faculty within our field.

To continue serving the educational interests and needs of our genealogical community, the Salt Lake Institute of Genealogy (SLIG) is proactively seeking opportunities to expand and engage with our community. We are committed to contributing to the development of new coordinators and faculty. We are exploring new content delivery on new platforms, at the time that best meets your needs!

## Course Proposals and Role Options

You may be wondering what kind of role you could play. Are you Accredited, Certified, a Research Specialist, or do you have a specialized skillset? Have you considered exploring how your knowledge can benefit others? There are several ways you can become involved. Check out the options below and see which ones may suit your talents and desires.

- *Suggest a Course Idea:* You may have a course you would like to attend as a student but aren't yet prepared to coordinate or instruct. SLIG wants your course ideas!
- *Nominate or Recommend a Non-Coordinating Instructor:* You have several topics on which you are knowledgeable and experienced. You probably have taught about these topics before, or you want to. If you (or someone you know) are interested in instructing in a course that suits your talents, but not coordinating it, SLIG wants to hear from you!
- *Propose, Coordinate, and Instruct a Course:* You have a course idea that you want to propose, instruct, and coordinate. This combines the skills of being an instructor plus the coordinator.

## Coordinator and Instructor Profiles

The characteristics and activities of a course coordinator differ from those of an instructor. Many people have both! Compare your skills to the profiles below to determine the best fit for you. Remember, a coordinator will also serve as an instructor for their course.

### Coordinator Profile

#### Activities:

- Create the course description and schedule of 20 topics.
- Act as administrative liaison with SLIG and instructors.
- Recruit instructors who have topic expertise.
- Manage instructors for syllabus submission and cohesiveness in the overall topic and schedule.

#### Skills:

- Organized
- Communicative
- Proactive
- Timely

### Instructor Profile

#### Activities:

- Create session topics.
- Research topic thoroughly.
- Write syllabus for each session.
- Create teaching materials that support the instruction (slides, bibliographies, etc.).

#### Skills:

- Experienced and educated on topic
- Organized
- Good writer
- Effective presenter and instructor
- Manage students and classroom well



**Jan Joyce** is a genealogy researcher whose personal work focuses on her Iowa, Ohio, Pennsylvania, and Wisconsin ancestors who emigrated from England, Germany, Ireland, and Norway. In 1998, she began managing the marketing initiatives at Genealogy.com which prompted researching her family. Jan holds CG and CGL certifications from the BCG as well as the AG accreditation from ICAPGen. Her genealogy career is focused on her own research and writing, as well as teaching research methodology. For SLIG, Jan has coordinated and instructed the course titled *Assemblage: Preparing, Writing, and Revising Proof Arguments*.

**Establishing Expertise**

Most people in the genealogy community follow SLIG and what is happening within the Utah Genealogical Association. Thus, by being selected and then delivering that course, your expertise on your topic will be established.

**Personally Rewarding and Fulfilling**

Creating and delivering an institute course is a rewarding experience. Those rewards typically come in the form of students who learn and grow during the course. Seeing and hearing “aha” moments is fulfilling.

**Teaching is Learning**

Preparing material for a course usually prompts additional research into the topic area. Even if one is already an expert in it, researching further brings awareness and new insights. Plus, there is a lot to learn from the students who come into the courses at an intermediate to advanced level and are very smart!

**Networking**

Working with the course instructors and then the students is a great opportunity to expand your network. These folks love the same things you do – genealogy, plus the topic area that is being taught.

**The Benefits of Serving as a SLIG Coordinator or Instructor**

Coordinating and instructing in a genealogy institute course can be very rewarding. There are many benefits to consider.

**Topics Sought**

SLIG is open to your new course ideas. If they fall into one of the categories below, that is great. But don't limit your ideas to this list, every idea is welcomed!

- Methodological concepts applied to a variety of genealogical topics.
- Application of standards or advanced analysis and correlation.
- Society interests.
- North American regions or states.
- Country, language, or ethnicity-specific research.
- Specific record types or groups.
- Writing, documentation, or publishing.
- Broader genealogical topics such as paleography, social history, occupations, migration, or immigration.
- Technology and the use of technology to enhance research.
- Archival and preservation interests.

**Getting Started**

If you have an idea for a course, there are several ways to further develop that idea before submitting it to SLIG. For example, talk to several people about it. Give them a brief overview and ask questions such as:

- What do you think this course should be about?
- What individual session topics could you see working well in this type of course?
- Who would want to take this course? Describe them by education, experience, etc.

After that initial information-gathering phase, write down as many of the titles for the required twenty sessions as possible. Do you have enough material? If not, how could it be expanded? If there are too many topics, perhaps some topics could be combined or eliminated.

**What's in a Proposal**

An online form is provided by SLIG to submit a complete course proposal. Consider drafting the proposal first using the template found on the SLIG website. The items you'll need to include in the proposal include:

- Contact information – name, address, phone, and email
- Program – which SLIG session
- Preference for an in-person or virtual course
- Course title
- Course objectives
- Course description
- Instruction level – advanced, high intermediate, intermediate
- Anticipated target audience
- Prerequisites
- Space and technical support requirements
- Organizational support required
- Full proposal including course outline and the proposed instructors with their bios
- Bio
- Photo headshot
- Why do you feel this course would add value to SLIG?
- How does this course differ from other courses on similar topics held at SLIG or elsewhere?



- Has this course been taught before? If so, please list where and when
- Will the course be taught elsewhere in the calendar years prior to and following SLIG?
- Additional comments

**What Support Does SLIG Offer?**

The SLIG Advisory Committee can help new instructors and coordinators to prepare and deliver a fabulous course.

**Case Study – Course Proposal Example**

One of the courses I proposed to SLIG was *Assemblage: Preparing, Writing, and Revising Proof Arguments*. This course, delivered in Fall 2023, was an idea that I had based on working with advanced students as they prepared for certification. The students were very good writers and great researchers. But sometimes, their proof arguments did not seem cohesive.

Some of the material I used in these mentoring opportunities suited itself to be further developed. I taught students how to deconstruct a case study, what material to include, and then how to ask themselves “so what?” to exclude extraneous information.

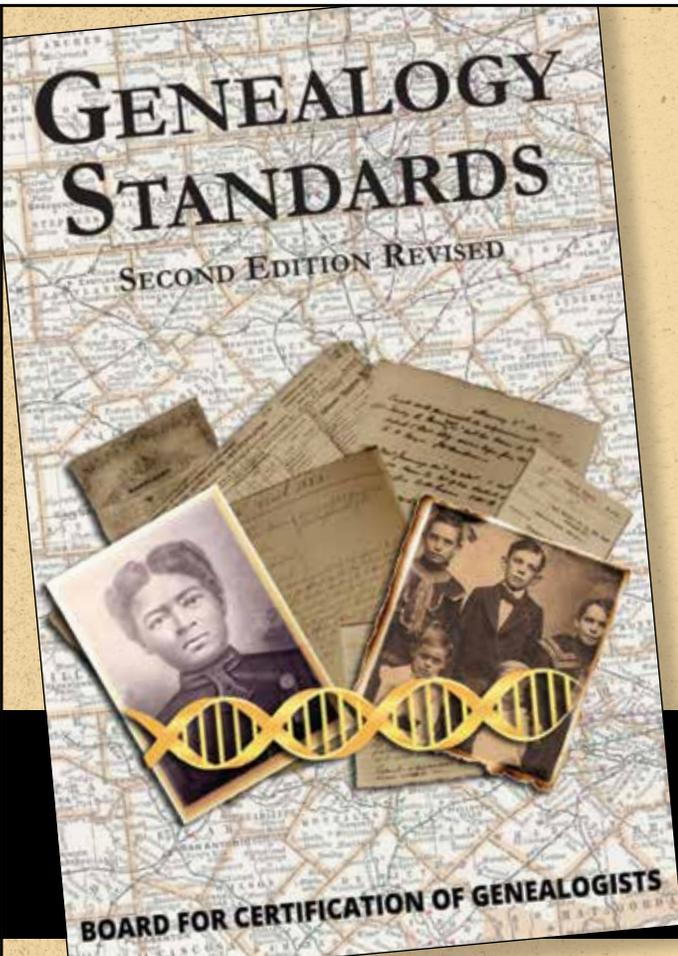
That wasn’t enough for an entire course though, so then I filled in some holes. Targeting specific sections of a case study, I added sessions on titles, introductions, conclusions, visual elements, and layout.

Those new elements improved the breadth of the course session topics. But there was still something missing – other instructors with their unique materials. Through my work with ProGen I knew of several people who had developed a unique method that fit perfectly into the course. Their topics included verbal feedback, transcribing for discovery, and tactile methods for assembling written work. I recruited them to include them in my proposal and now had twenty sessions to deliver.

After completing my proposal, SLIG showed interest and asked me to revise a few aspects. Upon implementing the revisions, the course was approved!

**What’s Next?**

Are you ready to begin thinking about, planning for, and creating your SLIG course? SLIG is excited to hear your ideas! Contact the SLIG team today or visit <https://slig.ugagenealogy.org> for more information.



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*attainable,*  
high, and uniform  
standards  
of competence  
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# PHOTO ANGELS:

## Reuniting photos with families

By Kate Kelley

In April 2021, my mother and I were seated at her kitchen table sorting through some of my grandparents' pictures and separating them into two piles: family members and non-relatives. Were they friends? Classmates? War buddies? Neighbors? I was determined to find out.

Thanks to my paternal grandmother, maternal grandfather, and his sister, I developed a passion for genealogy at an early age and became well-versed in online genealogical research. Using internet tools, I was able to locate the relatives of the individuals in my grandparents' photographs. Thus began The Photo Angel Project. In just a few short years, thousands of labeled photos (first and last names and/or locations) and other pieces of ephemera have been returned to their excited family members and I continue to encourage others to become active participants in this rewarding pastime.

As my national and international photo reunions began to accumulate, I began chronicling success stories in a Facebook group, The Photo Angel. This Facebook group is a positive online community of over 26,000 members who are invited to share their photo success stories. To encourage and reward group members for participating in this project, I initiated the Photo Angel Wings program. Members who return one photo to a nonrelative and share their success stories in the Facebook group are awarded a pair of white angel wings. Subsequent photo returns allow participants to earn additional pairs of wings; silver wings for five photos, gold wings for ten photos, and pink wings for an ephemera item. My heart smiles when recipients send photos of themselves with their earned wings which are also posted in the group to encourage others to join in the fun.

To aid in your process of identifying and returning

photos and ephemera to their original owners, or identifying crucial details in your own collections:

1. Start with a labeled photograph. This photo might be from your personal collection, or maybe you purchased it from an antique store, flea market, or online. For a better chance of success, look for images that contain a subject's first and last name, as well as the location of the photo. You may be able to track down a potential family member without the mention of a location, but in this case, the surname must be atypical. For example, Mary Jones penned on the backside of a cabinet card without the portrait studio's location will be an exercise in futility.
2. Reach out to individuals who have shared information on the person in the photograph on genealogy websites. I routinely peruse Ancestry, My Heritage, and FindAGrave to identify potential family members. Most public libraries offer free access to sites with paid subscriptions. Shy away from the use of general search engines, social media, and obituaries to track down relatives of those photographed. I learned in the initial stages of The Photo Angel Project that some relatives do not welcome these images (and may have been the ones that tossed or donated them in the first place), and it's best to locate a relative that is a genealogy or history buff, who will be very appreciative to receive the photo.
3. Be selective. Chances are you may receive multiple responses from family members interested in the photograph. I typically return the original photo to the individual with the closest relationship to the person in the photo. For example, if a third cousin and a great-granddaughter are both interested in acquiring



**Kate Kelley** is currently in her 21st year of teaching as a professionally licensed (Pre-K-8), Massachusetts special education teacher and certified Wilson Reading instructor. She holds a Master of Science in Special Education from Simmons University and a Bachelor of Science in Special Education (Communication Disorders) from Bridgewater State University. When Kate is not in the classroom, she enjoys reuniting long-lost photos with their relatives for *The Photo Angel Project* which has been featured on NBC's *The TODAY Show*, *The Boston Globe*, *The Mayflower Quarterly*, *The Daughters of the American Revolution's American Spirit*, and several other news media outlets.

the original photograph, the direct descendant will receive the hard copy and a digital version will be emailed to the collateral relative.

- Before you place the photograph in the mail, take a picture or scan the image and share it in The Photo Angel Facebook group. You'll get your Photo Angel wings in the mail when you do.



**FIGURE 1:**  
Elwood Weidauer.



**FIGURE 2:**  
Kenneth Weidauer.



**FIGURE 3:**  
Dennis Weidauer.

- Mail the photograph to its new owner. This experience will bring an overwhelming feeling of joy for helping to piece together someone's family history and will likely inspire you to repeat the process.

Here is an example of success stories with Utah connections shared in The Photo Angel Facebook group:

### Elwood Weidauer

Meet Elwood "Woody," Kenneth, and Dennis Weidauer. Elwood Weidauer (1926-1995) was born in Providence, Utah, to German immigrants Walter Weidauer and Martha Troeger. Elwood married Doris Nabors in Salt Lake City in 1948. The couple made their home in Idaho Falls, Idaho, for 52 years. Elwood and Doris had three sons. The Weidauer boys in these photographs are cousins of Elwood, and the photos made their way to The Beehive State to Dennis and Kenneth's niece.

### William Hare & Frieda Rahmoller

Details surrounding William Hare (1884-1953) and his wife, Frieda Rahmoller (1899-1991), were obtained from his obituary in *The Salt Lake Tribune*, and her obituary in the *Millard County Chronicle Progress*. William was born in O'Neal, Nebraska, and worked as a miner. He had been a resident of Fillmore, Utah, for 23 years prior to his death. In 1917 he and Frieda married in Ogden and were members of the Fillmore Second Ward. After William's death, Frieda married Frank Dimick in 1954. At the time of her death, she had 44 grandchildren, 119 great-grandchildren, 28 great-great-grandchildren, and three stepchildren. The photo of William and Frieda was sent to an excited cousin in Wisconsin.<sup>1</sup>



**FIGURE 4:** Rahmoller Wedding photo.

<sup>1</sup> "William E. Hare," *The Salt Lake Tribune*, 5 June 1953, p. 51, col. 5, image copy, *Newspapers* (www.newspapers.com : accessed 5 November 2023); also, "Frida H. Dimmick," *Millard County Chronicle Progress*, 28 February 1991, p. 9, col. 1, image copy, *Newspapers* (www.newspapers.com : accessed 5 November 2023).

<sup>2</sup> "Louis E. Rahmoller," *The Salt Lake Tribune*, 17 January 1943, p. 27, col. 6, image copy, *Newspapers* (www.newspapers.com : accessed 5 November 2023).



FIGURE 5: Frieda Rahmoller and William Hare with their oldest children.

“PIONEER TRAILS” CONTINUED FROM PAGE 8

### **Guide to Mormon Diaries and Autobiographies**

This essential resource compiled by noted historian, Davis Bitton, provides a brief synopsis of each diary or autobiography and lists the names of libraries where the originals or copies may be found. It lists 2,894 works alphabetically by the author, dating from the early 1830s. While not every diary or autobiography is related to the overland trail experience, this book offers a wealth of information on the lives of early members of The Church of Jesus Christ of Latter-day Saints.

Bitton's guide is an invaluable tool for anyone seeking to learn more about the Mormon overland trail experience. It can help researchers identify diaries and autobiographies that may contain information about their family, as well as locate copies of these works for further study. Researchers can access a digitized version of the book for free at FamilySearch.

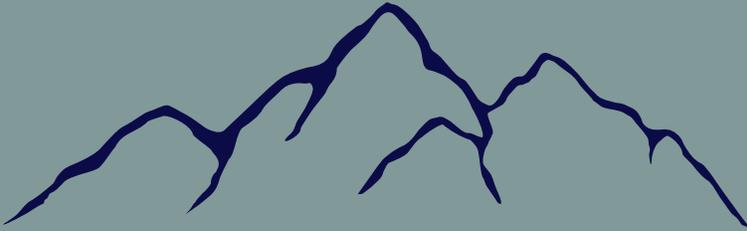
In conclusion, the 180th anniversary of The Great Migration to Oregon serves as a powerful reminder of the enduring spirit and determination that defined the pioneer settlers of the American West. The Oregon, California, and Mormon Trails, etched into the annals of history, witnessed the trials and triumphs of those who braved the unknown. While tracing your pioneer ancestors can be a challenging endeavor due to the absence of a complete list, it is a journey well worth embarking upon. The resilience of those who ventured westward is evident not only in the historical record but also in the diaries

and journals they left behind. With the help of resources like *Paper Trail*, *Platte River Road Narratives*, and *Guide to Mormon Diaries and Autobiographies*, family historians can unlock the captivating stories of their pioneer ancestors and gain profound insights into their experience.



FIGURE 3: National Park Service trail marker.

In the quest to uncover the stories of your pioneer ancestors, creativity in research is key. Don't be hesitant to explore unconventional sources and think beyond the traditional records. Whether you discover your ancestor's trail through personal diaries or glean insights from meticulously researched bibliographies, the journey of discovery is one that can deepen your connection to the past. The enduring legacy of 19th century pioneers, who left a trail of hardship and triumph, is a testament to the indomitable human spirit. As you explore the lives and experiences of these pioneers, you're bound to unearth a treasure trove of family history, connecting you to the shared journey that shaped the American West.



SALT LAKE INSTITUTE OF GENEALOGY  
**SPRING 2024**  
February–April 2024

Bring 'Em Back to Life: Writing Our Ancestors' Stories  
**Annette Burke Lyttle, MA**

The Art of Writing a Research Report  
**Debra A. Hoffman, PLCGS**

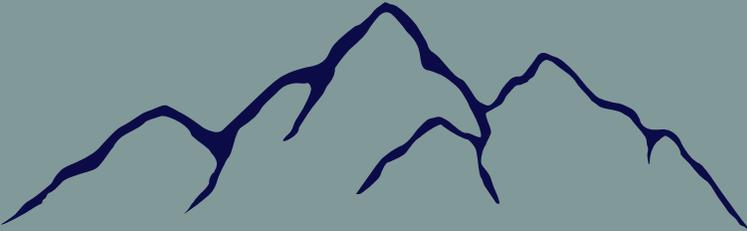
DNA Dreamers in Action: Writing Proof Arguments  
**Karen Stanbary, MA, LCSW, CG**

You're Invited: Public Speaking from Concept to Delivery  
**D. Joshua Taylor, MA MLS, FUGA**

BCG Certification: Understanding and Meeting Standards  
**Angela Packer McGhie, CG, FUGA**  
**Karen Stanbary, MA, LCSW, CG**



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## Public Speaking from Concept to Delivery



This intensive course explores key components of public speaking, handouts, slide presentations, and other visuals; and “delivery,” centered on finding a speaking style, avoiding pitfalls, structuring your presentations, and the opportunity to present two “mini-sessions” to solicit feedback and advice from fellow students and course instructors.

**D. Josh Taylor, MA, MLS, FUGA**

## DNA Dreamers in Action: Writing Proof Arguments

This hands-on course teaches students how to write up biological relationships into a polished, complex proof argument. Peer review and private faculty 1:1 consultations are a favorite in this DNA Dreamers course.



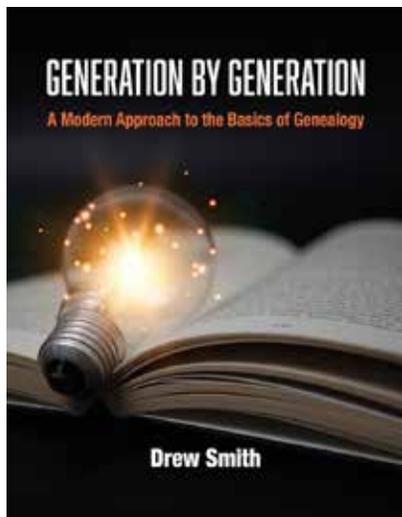
**Karen Stanbary, MA, LCSW, CG**

**Thomas W. Jones, PhD, CG, FASG, FUGA, FNGS**



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# GENERATION BY GENERATION

Reviewed by Laurie Martin

**Generation by Generation:  
A Modern Approach to the Basics of Genealogy**  
By Drew Smith  
ISBN 9780806321271  
Genealogical Publishing Company, Publisher  
Published 2023

There is a large body of information that a beginning genealogist needs to know that is not related to any specific type of record. Drew Smith uses the first ninety-eight pages of this book to describe that general body of information in Part One, which covers more than half of the book. But do not panic! The large font size makes the text easy to read, and the large page size makes the screenshots and examples readable as well.

Part One, divided into seven chapters, covers topics including names, places, dates, maps, relationships, the research process, computer software, organization, books, periodicals, libraries, archives, DNA testing, online repositories, and much more. Phew! A true beginner could be overwhelmed at this point, even though the writing style is noticeably clear and concise, and potentially confusing topics such as the change from the Julian to the Gregorian calendar are described in an easy-to-understand way.

Plus, the author makes things personal by using examples from his family to illustrate the concepts throughout the book.

In the preface, the author states, "A genealogical how-to book should be organized in the same manner that genealogical research should be performed, starting with oneself, then one's living family and relatives, and then moving backwards in time, generation by generation. Each chapter should describe a particular time period and the kinds of records available for that era." Part Two of this book does exactly that.

Chapters eight to fourteen introduce various record types, starting with records useful for researching in the United States from 1951 to the present day, such as social media, interviews with live family members, obituaries in newspapers and online, vital records, school yearbooks, city directories, telephone directories, and more.

There are a few small things I felt could be improved in this book. For example, chapter nine describes the United States census records from 1880 to 1950. A lot of information was provided about the 1890 census; however, there was no direct statement in this chapter that explained to the reader that most of that census is no longer available. I also felt that chapter ten could have left out the images of census records and used those pages to expand upon more detailed descriptions of military and pension records. A book recommendation would also be helpful in this section. Speaking of book recommendations, a list that compiled all the wonderful books listed throughout the text in one place would be extremely helpful for all. A more comprehensive index would also be a bonus.

The final chapters provide a good introduction to Canadian research. The author recommends Findmypast for British and Irish research. He also provides book recommendations in these final chapters, especially for researching records in other languages. The concluding chapter provides encouragement to seek future education and learning opportunities.

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**Laurie Martin** is a DNA enthusiast who loves solving mysteries involving unknown parentage. Her research focus is New England, especially Maine, and surrounding parts of Canada. Other interests include reading, quilting, and photography. She is a former computer programmer, tax software developer, and CPA.

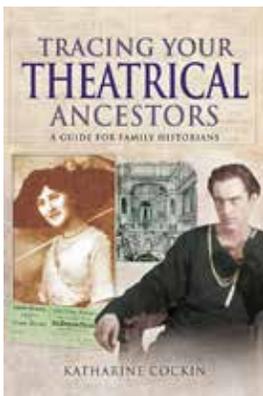
Throughout the text I picked up the following information that was new to me.

- Search for place names on the Geographic Names Information System (GNIS).
- Search for out-of-print or used books online at AddALL, BookFinder, and viaLibri.
- On a census, the birth country listed is the name of the country at the time of the census, not at the time of birth.

- WWII “old man’s draft” records for nine states were destroyed before being microfilmed. Maine was one of those states.

Overall, I enjoyed this book. It provides an abundance of great background material for a beginner and is a good refresher for all genealogists. But this is not a book to read once. Highlight it, refer to it, reread a chapter when you are researching each generation of your family. Before you know it, your family tree will have grown by generations.

## ALSO ON OUR BOOKSHELVES...



*Tracing Your Theatrical Ancestors: A Guide for Family Historians* is an essential source of reference for researchers trying to uncover the theatrical experience of one of their forebears. How can you find out about the lives of ancestors who were involved in the world of theater: on stage and on film, in the music halls and traveling shows, in the circus

and in all sorts of other forms of public performance? Katharine Cockin’s handbook provides a fascinating introduction for readers searching for information about ancestors who had clearly defined roles in the world of the theater and performance as well as those who left only a few tantalizing clues behind.

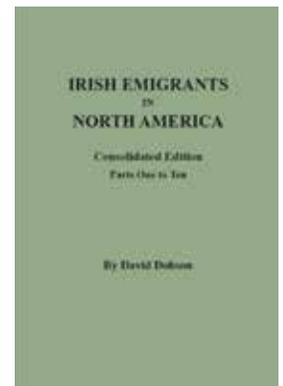
The wider history of public performance is outlined, from its earliest origins in church rituals and mystery plays through periods of censorship driven by campaigns on moral and religious grounds up to the modern world of stage and screen. Case studies, which are a special feature of the book, demonstrate how the relevant records are identified and interpreted, and they prove how much revealing information they contain. Information on relevant archives, books, museums, and websites makes this an essential guide for anyone who is keen to explore the subject.

**Tracing Your Theatrical Ancestors:  
A Guide for Family Historians**  
ISBN: 978-1526732057  
Publisher: Pen and Sword Family History  
Author: Katharine M Cockin  
Publication Date: 2023

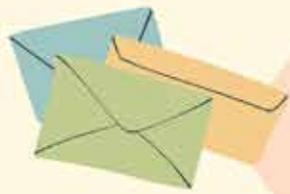
This consolidated edition brings together all ten parts of David Dobson’s series, *Irish Emigrants in North America*. A comprehensive index of names has been added to facilitate the reader’s search for maiden names and the names of other people mentioned in the passenger descriptions.

Emigration from Ireland to the Americas in the early modern period grew from a trickle to a torrent between the 17th century and the 19th century. Some emigrants left Ireland bound directly for the colonies as indentured servants.

However, most Irishmen who settled in the Americas in the 17th century arrived as prisoners of war banished to the Plantations. In originally compiling the ten parts of this consolidated edition, author David Dobson consulted reference material located in archives and libraries in the United States, Canada, Britain, Ireland, and the West Indies. In all, he identifies more than 10,000 Irish emigrants to North America by name, date, occupation, specific place of origin, and, in many cases, by kinspeople, vessel traveled upon, and other circumstances.



**Irish Emigrants in North America**  
ISBN: 978-080635932  
Publisher: Clearfield Company for Genealogical Publishing  
Author: David Dobson  
Publication Date: 2023



# CROSSROADS for Kids

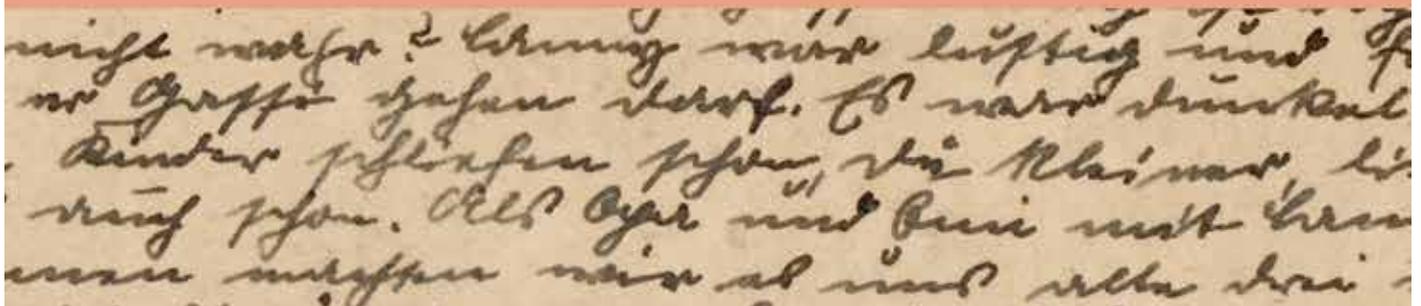
## ALL ABOUT LETTERS!

Letter writing was once the only way to stay in contact with family and friends over long distances. Old letters can give fascinating glimpses into the lives of our ancestors and can provide valuable information when researching our family tree! Letters can tell us more about who a person was—what they liked to do, what was important to them, and what they did in their day-to-day lives. Old journals can give these details as well!

How do you connect with your ancestors? Tell us about it at: [elisemgodfrey@gmail.com](mailto:elisemgodfrey@gmail.com)

We would love to feature you in a future Crossroads for Kids!

Letter writing also once was a huge part of locating and collecting genealogy and family history information. If you needed a certain record or wanted information on a person, you couldn't simply sit down at a computer and look it up. It could take months (sometimes years!) to make progress on your research. With access to the Internet, instant communication, and digitized records, what once took weeks can now take mere seconds! Researching our ancestry has never been easier.

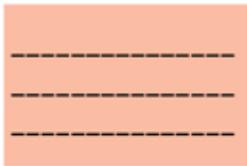
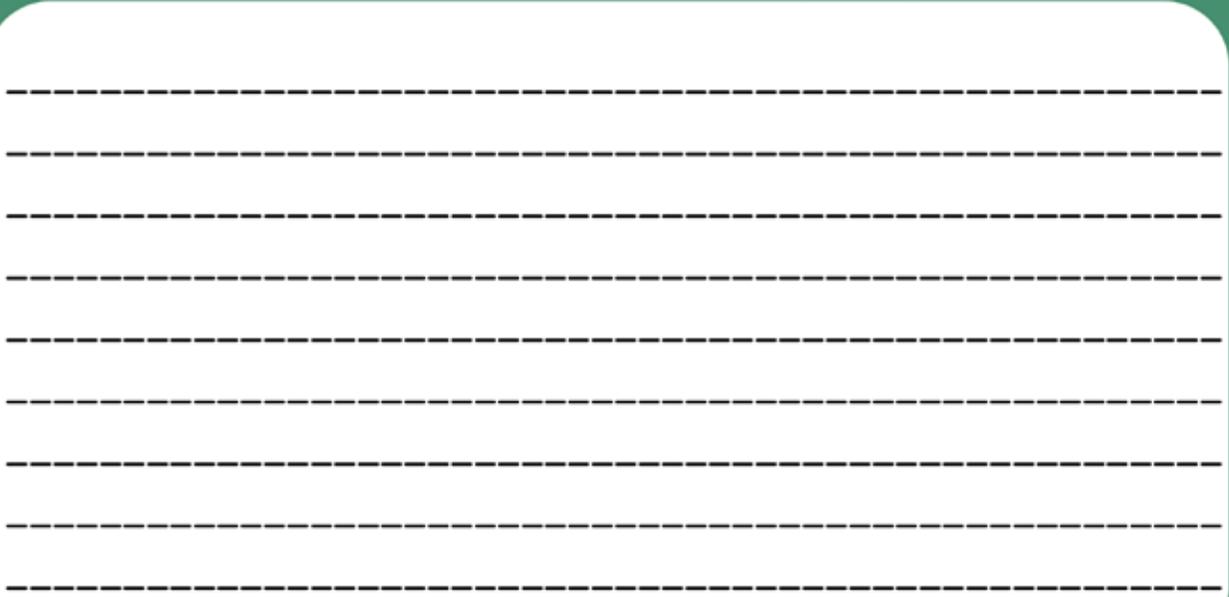


# LETTER CHALLENGE

Have you ever written someone a letter? Now is your chance!  
Follow the directions below.

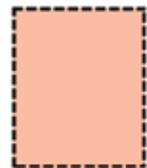
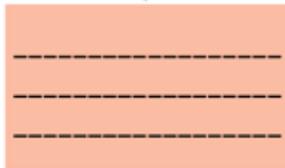
## Letter Draft

Write a draft of a letter to a friend or family member below. Then fill out the blank envelope template.



Return  
address here.

Recipient's  
address here.



Stamp  
here

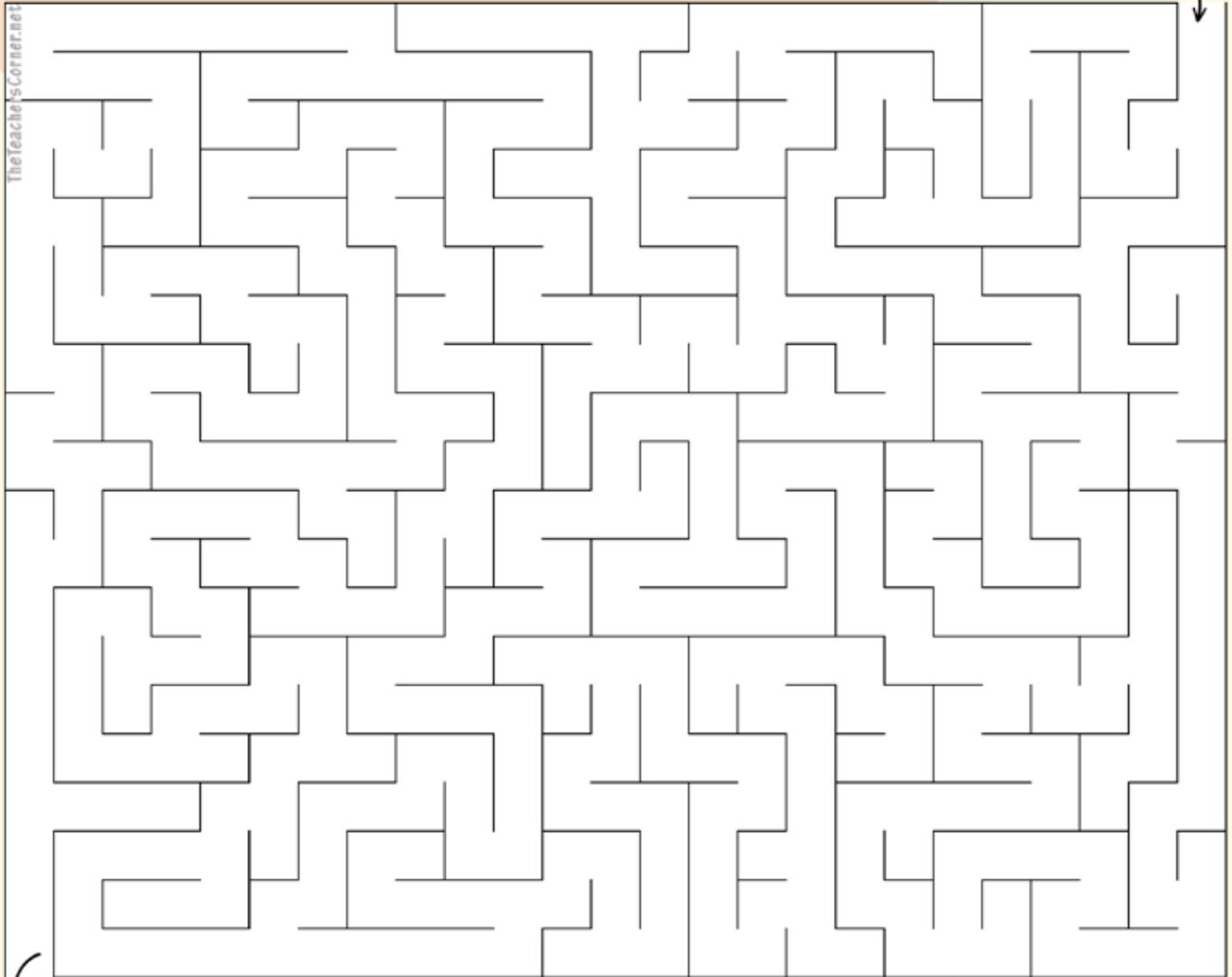
## Bonus!

Write out a final copy of your letter on another paper and seal it in an envelope. Add the addresses in the right locations as well as the stamp. Then take your letter to the post office or nearest outgoing mailbox!



# LETTER DELIVERY

Help the postman escape the maze to deliver the letters to the homes!



TheTeachersCorner.net

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# WORD SEARCH

Find the following words in the word search below!

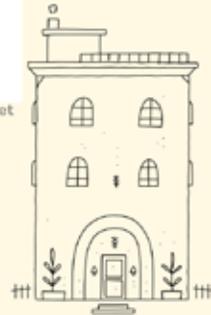
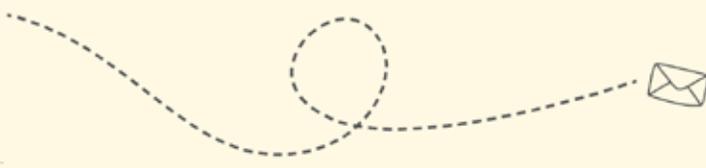
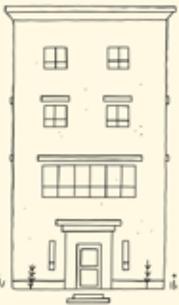
letter  
envelope  
post office  
stamp

ink  
pen  
write  
handwriting

email  
mailbox  
postcard  
postage

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

By Jan Joyce, DBA, CG®, CGL, AG®

## The Research Process Overview

The research process is typically comprised of five stages, including establishing a research question, identifying and collecting sources, analyzing and correlating evidence from information within the sources, determining evidence and making conclusions, and then proving those conclusions in writing.<sup>1</sup>

Research questions usually deal with identity, relationship, or events. Effective questions are targeted and answerable. For example, a research question focusing on a relationship could be: “Who was the father of David Linn Dewitt who was born in 1801 in Allegheny, Maryland, and who married Sarah Headley in 1827?” Once the question is identified, the next steps a researcher takes may be to begin researching sources that may answer the research question or to create a locality guide if the research is in an unfamiliar location.

After the research question is pinpointed, a research plan should be crafted. In it, sources are identified that are most likely to answer the research question directly or indirectly. Research plans are not static—they evolve as the process continues. When research commences and a source is found, analysis of that source and its information should be performed. Analysis includes determining if a source is original, derivative, or authored. Categorization of information items within sources may be determined as primary, secondary, or undetermined.

When many sources are reviewed and analyzed, correlation begins. Correlation is a process that compares information items from within or between sources. From correlation, conclusions may be able to be drawn, and when put in writing, could become proven.

This article isolates and discusses the analysis stage of the research process. An example at the end of the article demonstrates each step. There are three types of analysis to consider—source analysis, information analysis, and evidence analysis.

## SOURCE ANALYSIS

### Source Basics

A genealogical source contains information that may help genealogists answer their research questions. Sources vary greatly and can include records, publications, recordings, images, written materials, and even artifacts.<sup>2</sup> Some examples of these might be birth records, an oral family history, a death index, a family photo album, a passport application, and much more.

There are three source classifications. A source can be a record or an authored narrative. Records can be original or derivative. Therefore, the classification of a source is one of three choices: an original record, a derivative record, or an authored narrative, as shown in Figure 1. Are the terms source and record interchangeable? No, a record is a subcategory of a source and thus the terms should be used differently.

Original records are often made at the time of an event or soon after to report the event. They are not based on prior records.<sup>3</sup> Examples of original records may include marriage certificates, military draft cards, and passenger lists. Derivative records are created from prior records.<sup>4</sup> Those prior records may have been original or derivative. Examples of derivative records may include death indexes and city directories. Authored narratives are a compilation of information from multiple sources in some written form.<sup>5</sup> Examples of authored narratives may include genealogies, diaries, letters, family trees, and obituaries.



**Jan Joyce** is a genealogy researcher whose personal work focuses on her Iowa, Ohio, Pennsylvania, and Wisconsin ancestors who emigrated from England, Germany, Ireland, and Norway. In 1998, she began managing the marketing initiatives at Genealogy.com which prompted researching her family. Jan holds CG and CGL certifications from the BCG as well as the AG accreditation from ICAPGen. Her genealogy career is focused on her own research and writing, as well as teaching research methodology.

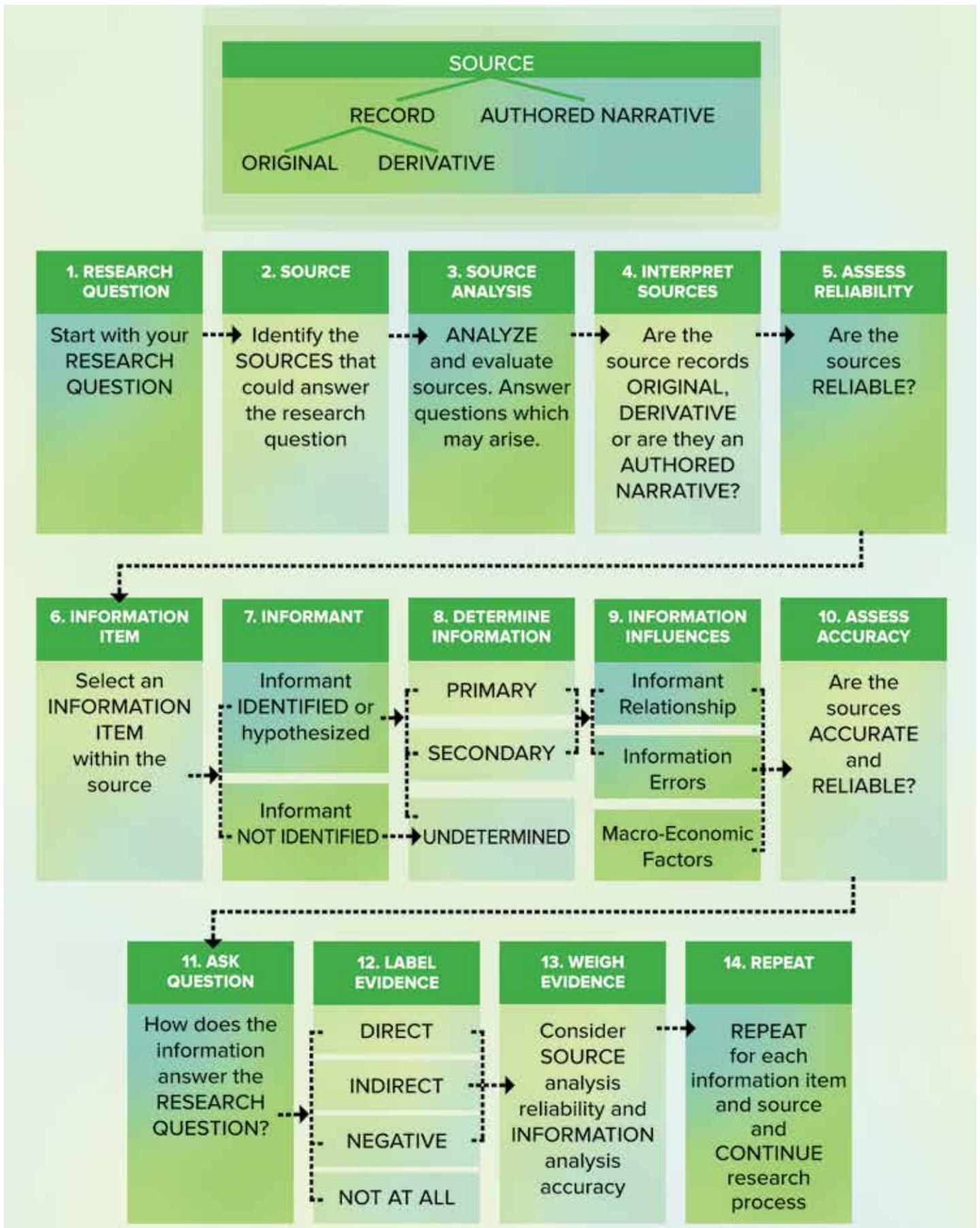


FIGURE 1: Source Analysis and Research Process.

## What is Source Analysis?

Analysis of a source is when just one source is isolated and analyzed. Combining the words source and analysis creates a new intention: one that is narrower than just analysis. It is reviewing a source's background and context, physical state, purpose, and other factors. While it may be simple to determine a source as original, derivative, or authored, the complexity that accompanies that categorization to ultimately assess its reliability is not.

Source analysis of one record sounds straightforward but actually involves the consideration of multiple source factors. See Figure 1, step #3. These include reviewing legibility, understanding custody, determining format, and much more. Analyzing a source is an everyday activity for genealogists. As a researcher's experience grows, it becomes more innate and something that is often completed "in our heads." It may be written in research notes or research logs. Unless there is an anomaly, conflicting information, or an oddity that needs attention called to it, it is rarely discussed in a written report or article. As research is planned, understanding source quality makes a difference.

## Why Apply Source Analysis?

Genealogists seek highly reliable sources to help answer their research questions. The most reliable sources are usually original records, not derivative records or authored narratives. By addressing the source analysis factor questions discussed further below and extending source analysis to more than just the designation of original, derivative, or authored, a deeper and more thorough understanding of the source's reliability will be achieved.

Original records may contain more information and be more accurate than a derivative. That is because the process of creating a derivative record entails being somehow transcribed or copied, and occasionally abbreviated. Though original sources are much more sought after, that does not mean derivatives have no value. Derivative records can lead us to those coveted original records, and sometimes, derivatives are extant when originals are not.

Original records are more likely to withstand the rigors of source analysis factors than derivative records or authored narratives. An analysis of an original re-

cord usually results in a conclusion that the source is more reliable than its derivative counterpart. For example, consider sources created from a death such as a death certificate and an obituary. Ponder the purpose. The death certificate's purpose is to inform the state of deaths and causes. An obituary's purposes are to share news in the community, celebrate the decedent, and make money for the newspaper.

Source analysis is applied by genealogists to all source types with the ultimate goal of gauging reliability. Reliability is a measure of dependence on the source for accuracy and honesty. Gauging the reliability of one source aids genealogists further in the research process when analyzing multiple sources and correlating them. For example, if there is conflicting information on an ancestor's death date between two records, then the source with better reliability is often the one weighted more heavily.

## Source Analysis Steps

Breaking down Source Analysis can be done with a series of steps as shown in Figure 1. The outcome of Source Analysis includes not only labeling the source as original, derivative, or authored, but also assessing the source's reliability through a variety of questions and answers. By understanding answers to the Source Analysis Factors, the overall reliability of the source should be determinable.

- 1) *Research question.* State the research question which usually targets a relationship, identity, or activity. Include information within the research question that uniquely identifies individuals.
- 2) *Source.* Identify a potentially relevant source. Based on the research question or objective, identify a source that may help answer the research question or further the research objective.
- 3) *Source analysis factors.* Answer the following questions tied to these Source Analysis Factors. Some may be more relevant than others depending on the source for the research question. The sequence of questions progresses from a broader perspective, such as the source's purpose, to the finer details, such as the legibility of the handwriting. Three categories help to position the analysis: background or contextual elements, recording elements, and physical or visual elements. Answering

the questions in sequence is not critical but understanding the implications of each is important.

### Contextual Elements

- a) *Purpose*. What is the purpose for the creation of the source? Its recording?
- b) *Legal Requirements*. Was the source required by law? Its recording? Was it reviewed by an objective party for accuracy and adherence to law?
- c) *Financial Implications*. Are there financial implications that may have influenced any of the parties involved, the information, or the creation and recording of the source?
- d) *Macroenvironmental Factors*. What macroenvironmental factors may have influenced the creation or recording of the source, such as politics, migration, religion, economy, demography, and ethnicity?

### Recording Elements

- e) *Setting*. Explain how this source may have been created and recorded (if applicable). Include describing the setting, people involved, timing, and more.
- f) *Chain of Custody*. Identify the entity, or person, that created the source, its provenance. Note any custody changes that may have occurred between its recording and its current custody.
- g) *Time Lapse*. What time lapses exist between the event and its recording or any other custody events?
- h) *Creation and Recording Professionalism*. Was the source created carefully and professionally? Was the scribe careful, thorough, and complete? If surrounded by other records, do those remain intact and in original sequence?
- i) *External Consistency*. Does this source present similarly to others like it for the same time and place? Consider the language, form, handwriting, and law. Are there any customs or traditions that impact this source's origin, recording, information, etc.?
- j) *Internal Consistency*. Is the uniformity of the handwriting consistent within the source where it should be? Are signatures originals or copies? Are any alterations to the source evident?

### Physical Elements

- k) *Format*. What is the presentation form of the source? Is it a book, ledger, loose paper, recording, letter, photograph, or artifact? Implications?
  - l) *Image*. Is this source an image, such as a film, photocopy, photograph, scan, video, or other replication? Implications?
  - m) *Medium*. What means of showing the source was used, such as a microfilm reader, digitization, or an online database? Does it affect the image, viewing, or completeness?
  - n) *Physical Condition*. Is the source free of tears, rips, smudges, and other damage? Describe the physical condition of the source.
  - o) *Legibility*. Describe the legibility of the handwriting and/or printing for the source. Are any words, sections, marks, or symbols unclear or incomplete?
- 4) *Original, derivative, or authored*. Determine if the source is an original record, a derivative record, or an authored narrative.
- Based on the definitions for original, derivative, and authored, label the source as one of these. Steps #3 and #4 need not be sequential but sometimes addressing the factors helps to determine source categorization.
- 5) *Assess reliability*.
- Summarize the reliability for each source based on the observations from previous steps.

These five steps can be repeated for each source and in a variety of situations. For genealogists new to source analysis, it is recommended that these steps are followed until they become habitual. They should also be used when any genealogist is analyzing an unfamiliar source type, a different time period setting, a source in a different language, or any other source type not previously explored. In everyday use, genealogists inherently apply these steps but typically without recording them unless there is something questionable.

## **INFORMATION ANALYSIS**

### **Defining Information and Analysis**

Sources contain information items. Information may

be considered primary, secondary, or undetermined. A primary piece of information is when the event or circumstance was witnessed by the informant. When the information is secondary, the informant learned of that information or event from someone else or something else. When it is not known if the information is primary or secondary, it is titled undetermined.<sup>6</sup>

### What is Information Analysis?

One outcome of Information Analysis is the categorization of information as primary, secondary, or undetermined. This labeling itself is a quick and convenient view at considering accuracy, but more deliberation must occur to comprehensively evaluate an information item. The assessment of accuracy is the desired outcome of Information Analysis. That accuracy is able to be better determined by considering the informant's relationship to the research subject and the influences over the event, information item, informant, and more. It helps genealogists understand more about an information item's potential accuracy via a review of the information item, the informant, how that informant learned of the information, and influences over each of those.

### Information Items and Their Nuances

Information items may seem simple and often are a straightforward date, a name, and/or a place. Some information items may not be as obvious as data on a document. These instances include oral statements, audio recordings, video recordings, artifacts, and more. No matter how simple or not, there can be nuances to information items and their analyses that increase complexity. For example, multiple information items often exist within one source. For a birth certificate this could include parents' names and places of birth, the child's name and date and place of birth, and more.

Another type of complexity is that one source may have multiple informants. For example, on a birth certificate, the medical doctor likely provides the date and time of birth while the mother provides the names of the child and the father.

An additional complexity to Information Analysis is that information items within a source may vary in their categorization. One information item may be

primary while another may be secondary. For example, on a death certificate with an informant as the deceased's child, the name of the deceased is primary information (the child knows the parent's name) and information as to when and where the deceased was born is secondary (the child was not an eyewitness to the parent's birth or location).

### Information Analysis Steps

Deconstructing Information Analysis results in five steps as shown in the flowchart in Figure 1. The product of the analysis includes the determination of the information as primary, secondary, or undetermined. But, more importantly, the outcome is an assessment of the information accuracy which is done by gauging the influences on the event, informant, and information item. The flow of these steps may be depicted as follows (see Figure 1).

There are five basic steps to Information Analysis after a source is selected.

- 6) *Select information item.* Within a source, select an information item that may be relevant to the research. Examples include a burial date, a marriage location, a witness name, or a property description.
- 7) *Identify informant.* Determine, if possible, the informant for that information item. Some documents state an informant's name explicitly. Those explicitly stated informants may be present on birth, baptism, marriage, death, and some military records. Witnesses on a will may be informants of certain information items, such as the identification of the testator and the testator's state of mind. Yet the witness would not typically attest to the information within the will such as relationships and property distribution.

If the informant's identity is not stated, it may be inferred or hypothesized, and is likely based on the genealogist's understanding of that source, time, place, and customs. Hypothesizing will be helpful as long as that uncertainty is taken into consideration for the final evaluation of the information categorization and potential accuracy. For example, information on deeds, some military records, and passports almost always originates from grantors, soldiers, and travelers as informants.

Some informants will never be known or able to be

hypothesized. This is often the case with sources such as censuses, genealogies, obituaries, city directories, family bibles, and online family trees.

- 8) *Primary, secondary, or undetermined.* If the informant is identified, assess the informant's knowledge of the identified information item as primary, secondary, or undetermined.

a) Primary Information

When an informant was present at an event, then some information items from it can be determined as primary. The information item must have been observed by the informant for it to be considered primary. For example, a marriage may be considered primary information by at least the bride, groom, officiant, and witnesses. In the case of the bride and groom for a wedding, the informants may be research subjects themselves. Other examples of that may include a person supplying information for military purposes, a passenger list, a will, or a deed.

b) Secondary Information

Secondary information occurs when the informant did not learn of the information by observing it but rather by hearing about it secondhand. For example, a marriage in which people weren't present but knew the couple as married. These informants could be people who were living but not at the event or people who had not yet been born at the time of the event. In the marriage example, that would include the couple's descendants as well as family and friends who were living at the time but not present at the wedding.

c) Undetermined Information

When the informant is not identified, or when an informant is identified but the information cannot be classified as primary or secondary, then the information is undetermined. An example of an identified informant with undetermined information would be in a widow's pension application with a widow who indicated she was a second wife, and she named the first wife. It is not known if the second wife knew the first wife during the time the couple was married or if she had just heard the first wife's name. Therefore, that information of the first wife's name would

be classified as undetermined.

- 9) *Information item influences.* Gauge any information analysis influences over the event, informant, information item, and more. Consider these:

a) *Informant Relationship*

- What is the relationship of the informant to the research subject?
- How long did the informant know the research subject?
- Would the informant have been present in the research subject's time and geography? If yes, how long?

b) *Errors*

- *Memory.* Over time, a person's memory fades, the event details become less clear and more prone to error.
- *Recording.* An unintentional error can be made in speaking, writing, or recording the information.
- *Intentional Error – Financial.* E.g., an understated property value to avoid higher taxation.
- *Intentional Error – Legal.* E.g., a bride or groom states that he/she is older so that the marriage can occur without a guardian, or a boy overstates his age to join the military.
- *Intentional Error – Propriety.* E.g., a woman states "widowed" instead of "divorced" or "abandoned" because it is embarrassing, or a wedding date is provided as earlier to hide a child's conception prior to the wedding of its parents.
- *Intentional Error – Vanity or Pride.* E.g., the age of a person decreases as time passes; or the age of a bride or groom is understated to appear more appealing to the prospective spouse.

- 10) *Assess accuracy.* Assess the accuracy of the information item. Summarize the accuracy for each information item based on the observations and conclusions from the previous steps.

Repeat these steps for each information item.

## Why Apply Information Analysis?

Understanding the nuances of Information Analysis and moving through the five steps aid researchers in concluding the accuracy of information items. When an informant is an eyewitness to an event—and therefore it is primary information—that information is more likely to be accurate than when the information is secondhand—or secondary information.

Genealogical proof is ideally comprised of evidence that has at least one piece of primary information related to answering the research question. Additionally, partiality to unbiased eyewitnesses is preferred. While secondary information may be less reliable than primary, it should not be assumed as inaccurate. However, information accuracy does not have a stronghold on primary information; inaccuracies still exist within primary information for a variety of reasons.

## EVIDENCE CATEGORIZATION – A PRECURSOR TO EVIDENCE ANALYSIS

### Defining Evidence

Sources provide information items that may answer our research questions. Evidence is only present when a research question has been posed. For example, a death date on a death certificate is not evidence. But when the research question is “when did John Doe die?” then that death date is evidence of John’s death. Typically, multiple pieces of evidence allow us to tentatively answer the research question.<sup>7</sup> Evidence may provide answers that are direct, indirect, or negative.

Direct evidence is an information item that answers the research question by itself.<sup>8</sup> For example, consider the research question “when did John Doe and Sarah Smith marry?” A marriage certificate that provides the date of 02 September 1933 is direct evidence.

Indirect evidence is an information item that, when combined with other information items, may answer the research question.<sup>9</sup> Indirect evidence does not answer the research question directly or on its own. Consider the child John Doe in an 1850 census household which includes a man and woman of an appropriate age to be that child’s parents. The 1850-1880 federal censuses do not provide relationships of household members to the head of the household. However, most of the children in these households are the children of the inferred father and mother,

and therefore this is indirect evidence of the parent-child relationship. When this is combined with other evidence, it could answer the research question “who was the father of John Doe?”

Negative evidence occurs when the absence of a situation or information supports answering the research question.<sup>10</sup> For example, when a person disappears from a series of city directories in which she had previously been documented, that may be negative evidence that she moved out of the area or died (depending on the research question).

### Evidence Categorization Steps

The steps in Evidence Categorization can be depicted as follows (see Figure 1):

- 11) *Review* – Use the information item identified in the previous step. Ask “how does that information item answer the research question?”
- 12) There are four possible answers which will be demonstrated using the research question: “When did John Doe die, who was born 1850 in Centre County, Pennsylvania, and who married Sally Smith in 1875 in Centre?”
  - *Direct* – the information item answers the research question directly.
    - o E.g., a FindAGrave memorial with a death date of 15 April 1915. This date directly answers the question for when John died.
  - *Indirect* – the information item answers the research question indirectly.
    - o E.g., a newspaper society announcement dated 1918 that mentions Sally Doe, widow, who visited friends out of town. Sally’s status as a widow indirectly gives evidence of her husband’s death prior to the publication date in 1918.
  - *Negative* – the absence of the research subject in extant records that can be suggestive of an answer to a research question.
    - o E.g., John Doe was not found in the 1920 census anywhere, including at his 1910 residence, and therefore he may have died between 1910 and 1920.
  - *Not at all* – an information item does not an-

swer the research question directly, indirectly, or negatively.

- 13) *Analyze* – If direct, indirect, or negative evidence was an outcome of the previous step, review the Source Analysis and Information Analysis. This review will provide insights into the reliability and accuracy of the evidence.
- 14) *Repeat* – All the steps in Source, Information Item, and Evidence Item analysis for comprehensive Evidence Categorization. Continue the research process to correlate evidence and potentially to answer the research question. Each of the types of evidence above for John Doe suggests an answer to the research question. None of them can be considered accurate until further analysis and correlation are completed. Thus, it takes more than one evidence item to form a conclusion.

### What Happens After Evidence Categorization?

Remember that there are typically five stages in the research process which begins with establishing a research question, identifying and collecting sources, and analysis. After analyzing the sources, analyzing the information, and categorizing the evidence, correlation of evidence often is required.

Correlation compares and contrasts evidence to ideally result in a conclusion. There are many techniques to help genealogists correlate. These include the creation of timelines, tables, maps, lists, and much more. In correlation, the source analysis and information analysis are considered to weigh evidence. This evidence analysis may be simple or quite complex depending on the situation.

### SOURCE ANALYSIS EXAMPLE

- 1) *Research question: “Who was the mother of Nancy Hile who was born about 1846 and lived in Holmes County, Ohio, in 1860?”*
- 2) *Source.* The source is an 1860 U.S. Federal Census record from Washington Township, Holmes County, Ohio, with Nancy Hile as a 14-year-old. This source may help answer the research question because it shows Nancy with an inferred family that may include her mother.
- 3) *Source Analysis Factors*

### Contextual Elements

- a) *Purpose.* The purpose of the U.S. Federal Census has changed over the decades from initially assessing the country's industrial and military potential to determining population trends for many reasons including community funding. In 1860, families likely had no issue with being enumerated nor with the information they would provide.<sup>11</sup>
- b) *Legal Requirements.* The census was required by U.S. Law and citizens were required to answer it.
- c) *Financial Implications.* There were no personal financial implications to being enumerated or to the answers given to the enumerator. While the value of real and personal property was gathered, it had no bearing on the enumerated person or family.<sup>12</sup> Enumerators were paid \$.02 for each person enumerated.
- d) *Macroenvironmental Factors.* Little or no effect of macroenvironmental factors was likely present for the enumeration itself nor its recording, and almost certainly none that would have affected the Hile family's enumeration.

### Recording Elements

- e) *Setting.* It is likely that the U.S. Marshal or Assistant Marshal visited the Hile home as directed by the enumerator instructions for “a personal visit to each dwelling-house.” The enumerators were not required to speak with the head of the household though, and it could be “some member of the family...or an agent of such family.”<sup>13</sup> The Hile family household appears to have complete and fairly accurate information as shown by names, specific ages (not estimates), real and personal values, and birthplaces.
- f) *Chain of Custody.* The enumerators were required to make two copies of the census, for a total of three. The original went to the clerk of the county court, and two copies went to the marshal of the district. The marshal was required to provide one copy to the Secretary of the Interior and the other copy to the Secretary of the State or Territory.<sup>14</sup> While the chain of custody would likely not have created any potential issues with the record, certainly the



copying from the original to two copies could. Errors could easily have been made in transcribing, spelling, and comprehensive reporting of any family, individual, or information item.

- g) *Time Lapse*. The official enumeration date for the 1860 census was 01 June. The Washington Township page with the Hile family was dated 31st July. Enumerators were instructed to record the composition of the family as of the enumeration date. In this case almost two full months had elapsed. If the family composition changed in those two months, the enumerator may have recorded it either for 01 June or for 31 July. For example, if a baby was born on 30 June, was the baby included or excluded? According to instructions, the baby should be excluded. Another example is ages—ages would have been of the 01 June date, but we cannot be sure what date was taken into account. Time lapses between the original and the copy creation should have no additional implications other than the expected copying errors already discussed.
- h) *Creation and Recording Professionalism*. This enumeration page is clearly written and appears to be professionally recorded. Details appear to be captured consistently, which gives the impression that care was taken (e.g., places of birth change with each person or are given ditto marks).
- i) *External Consistency*. The consistency with this census page, others surrounding it within the township and county, and others from within the state is quite good. There are no red flags.
- j) *Internal Consistency*. It appears that one scribe wrote the census page for the Hile family. There are 35 images for Washington Township. The first two pages associated with the township are written in a different style. It appears that Ripley Township was continued over to Washington Township based on the dwelling number continuation, family number continuation, the surname Reede as the last in Ripley and the first in Washington, and the handwriting style. Further analysis could be done if there is a concern about which families resided in which

townships.

### Physical Elements

- k) *Format*. The individual census pages appear to be bound together in a book form, though based on enumerator instructions were likely loose pages originally, perhaps for the original. Page numbers switch in an A / B format from the left to right side. Implications to this could be that pages may be out of order though the Hile family page and those immediately surrounding it show consistent dwelling and family number sequence.
  - l) *Image*. This is a digital image of good quality.
  - m) *Medium*. This was viewed online. There appear to be no implications with viewing in this manner—all edges are visible.
  - n) *Physical Condition*. The page seems largely intact and free of damage. There may be some slight “curling up” of edges but that does not interfere with any information captured on the census page. There are no rips or smudges that interfere with legibility.
  - o) *Legibility*. The handwriting is neatly written and clear; therefore, it is easy to read. For Nancy's age, the “14” is not quite clear and could be viewed as “111.” Her place in the family, between a 15 year old and a 10 year old, plus the formation of other number “4s” on the page, almost certainly indicate she was 14 years old.
- 4) *Original, Derivative, or Authored*. This census page is likely a copy of the original. It can be treated as an original with the caveat and understanding that information was likely copied from one source to this one. The label of original versus derivative is not critically important, but understanding its reliability is.
  - 5) *Assess Reliability*. The reliability of this record should be considered good. This is an official government record though with little financial or legal implications (which would typically increase reliability). The enumerator was professional and careful in documenting details of each household and family member.

## INFORMATION ANALYSIS EXAMPLE

- 6) *Information Item*. The information item selected for this example is the name of the inferred wife of George Hile—Margaret Hile, age 41, female, born in Pennsylvania. Margaret could be Nancy's mother.
- 7) *Informant*. The informant is not able to be identified. However, based on the precise information within the Hile household, it likely is either George or Margaret. There are eleven household members, each with a specific age and differences in birth places. These would not likely be known by a child in the household or a neighbor.
- 8) *Determination of Information*. The information item—Margaret Hile, age 41, female, and born in Pennsylvania—would be primary information if Margaret was the informant. If George was the informant, then it would be a mix of primary and secondary information as he would know her name but not have had firsthand knowledge of her birth (age) and perhaps her birth location (Pennsylvania). If the informant was a child in the household or other person, then the information about Margaret would likely be secondary. Since the informant is unidentified, the information can only be categorized as undetermined.
- 9) *Information Item Influence*. Without an identified informant, the influences over the information item are difficult to speculate. However, there are some general influences over items such as age. It is not uncommon to see a person's age in censuses decrease over time or be stated to be younger than a husband's age. If Margaret was the mother of all the children in the household, then she was about 19 when inferred daughter Mary was born. That is realistic.
- 10) *Assess Accuracy*. Margaret's name, age, gender, and birthplace are likely to be accurate based on the analysis. The informant, albeit unidentified, appeared to provide specific information about the entire household that would have been known by

someone who knows the family well; likely George or Margaret Hile. Margaret's age fits nicely as an inferred wife to George and an inferred mother to the children in the family. Her Pennsylvania birth also matches George and many others on this census page who migrated from Pennsylvania to Ohio during this time of westward expansion.

## EVIDENCE CATEGORIZATION

- 11) *Answer Research Question*. As the inferred wife of George Hile and inferred mother of the Hile children in the household, the information item may answer the research question of "who was Nancy Hile's mother?" Margaret Hile may be Nancy Hile's mother indicating her first name of Margaret but no indication of a maiden name.
- 12) *Label Evidence Item*. There is indirect evidence that Margaret Hile (maiden name unknown) may be the mother of Nancy Hile. It is indirect because relationships are not provided, only inferred.
- 13) *Weigh Evidence*. The source reliability is fairly good based on the analysis above. Additionally, the accuracy of information should be considered strong. Overall, this evidence should be considered strong.
- 14) *Repeat*. Indirect evidence, like this piece that suggests Margaret Hile may be the mother of Nancy Hile, must always be combined with other evidence before a conclusion can be made. The overall analysis process must be repeated until a conclusion is formed and then proven in writing. This is done by analyzing more information items within each source, as well as identifying and using more sources.

<sup>1</sup> Thomas W. Jones, *Mastering Genealogical Proof* (Arlington: National Genealogical Society, 2013), 5.

<sup>2</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 89.

<sup>3</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 82.

<sup>4</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 75.

<sup>5</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 73.

<sup>6</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 82.

<sup>7</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 72, 80.

<sup>8</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 75-76.

<sup>9</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 80.

<sup>10</sup> Board for Certification of Genealogists, *Genealogy Standards*, second edition (Nashville, TN: Ancestry, 2019), 81-82.

<sup>11</sup> 1860 U.S. census, Holmes, Ohio, population schedule, Washington, p 218 (penned), p 422 (stamped), dwelling #1498, family #1520, Nancy Hile; digital image, *Ancestry* ([www.ancestry.com](http://www.ancestry.com) : accessed 04 April 2023); citing NARA microfilm publication M653, roll 989.

<sup>12</sup> "1850 Census Instructions to Enumerators," *United States Census Bureau* ([www.census.gov](http://www.census.gov) : accessed 25 November 2023), U.S. Census Bureau.

<sup>13</sup> "1860 Census Instructions to Enumerators," *United States Census Bureau* ([www.census.gov](http://www.census.gov) : accessed 25 November 2023), U.S. Census Bureau.

<sup>14</sup> "1850 Census Instructions to Enumerators," *United States Census Bureau* ([www.census.gov](http://www.census.gov) : accessed 25 November 2023), U.S. Census Bureau.

# FIRST FAMILIES OF UTAH:

## Inviting you to discover and honor your Utah pioneer ancestors

By Amy Rose Ward, MSc

Do you have Utah pioneer ancestors? Western migration and settlement is an integral part of the history of the United States. The stories are legendary, filled with adventure, hardship, and intrepid people setting out for untamed lands. The Homestead Act of 1862 gave thousands the opportunity to claim free land to farm, and the region west of the Mississippi was forever changed. But years before this great expansion, a group of people sought refuge in a place that was originally part of Mexico. The Church of Jesus Christ of Latter-day Saints had experienced mob attacks and heartbreak in Nauvoo. Their leader, Brigham Young, had received reports of an isolated land west of the plains. When he famously declared, "This is the right place, drive on" in 1847, he was standing in the uninhabited northern lands of Mexico. One year later, Mexico ceded a large portion of land to the United States. This final destination for the Latter-day Saints had many implications. Safety and isolation in the American West also meant challenges of homesteading and great effort to simply arrive. Until the completion of the Transcontinental Railroad in 1869, emigrants also became pioneers; trekking across plains and over rugged mountain ranges in wagon trains and handcart companies to reach the Salt Lake Valley. These 60,000 to 70,000 pioneers from Britain, Europe, and the United States participated in "the greatest human migration in American history."<sup>1</sup>

While there are many migration and settlement stories throughout the West, Utah is unique in the abundance of territorial records. Details of wagon and handcart companies have been preserved, and great efforts have been made to collect letters, journals, and personal histories.

If you know or anticipate that you have Utah pioneer ancestors, you might be able to find wonderful records that will enrich your knowledge of these intrepid Saints.

FamilySearch.org provides a space to upload memories, and you may find personal histories, photos, or newspaper articles already attached to the tree. The Church of Jesus Christ's Church History website has a powerful new collection, the "Church History Biographical Database."<sup>2</sup> This rich resource contains information about pioneer companies and more.

Looking for your pioneer heritage can be a special experience to share with your children. Many studies have found that "the more children knew about their family's history, the stronger their sense of control over their lives, [and] the higher their self-esteem. They know they belong to something bigger than themselves."<sup>3</sup>

The Utah Genealogical Association seeks to honor these faithful pioneers and settlers of Utah. Our First Families of Utah committee invites you to find your ancestors, submit your lineage, and receive a certificate. We now have a digital certificate that you can upload to their Memories page on FamilySearch, Ancestry, or other online genealogy websites that allow for document upload. Your name will appear on the certificate as their sponsor. Spend some time learning more about your pioneer ancestors, and then commemorate their faith-filled lives with UGA's First Families of Utah.



**FIGURE 1:** Digital First Families of Utah Certificate for Abiah Wadsworth.

<sup>1</sup> Orrin G. Hatch, "Local Legacies: Pioneer Days," *Library of Congress* ([www.memory.loc.gov](http://www.memory.loc.gov) : accessed 3 October 2023), The American Folklife Center.

<sup>2</sup> "Church History Biographical Database," *Church of Jesus Christ* ([www.history.churchofjesuschrist.org](http://www.history.churchofjesuschrist.org) : accessed 3 October 2023).

<sup>3</sup> Bruce Feiler, "The Stories That Bind Us," *The New York Times*, 15 March 2013, *The New York Times* ([www.nytimes.com](http://www.nytimes.com) : accessed 3 October 2023).



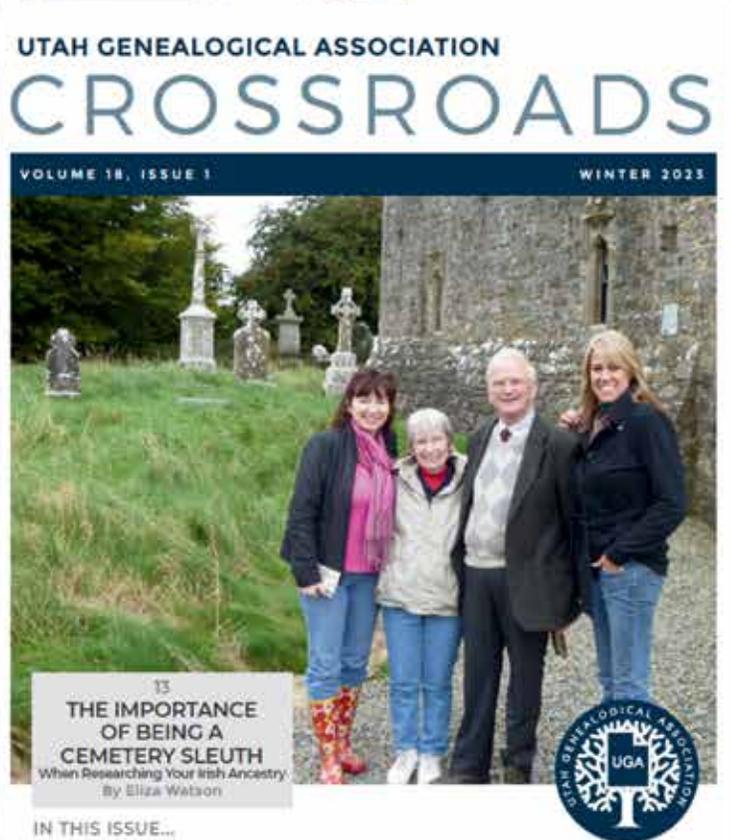
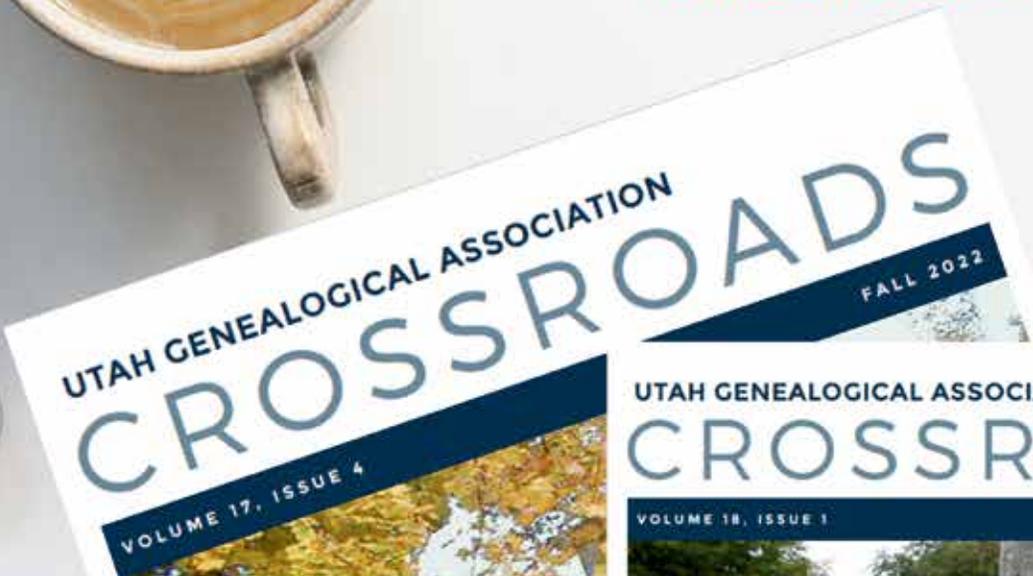
**Amy Ward** is a professional genealogist pursuing accreditation in the New England region. She received her BS in History from USU and her MSc in Genealogical Studies from University of Strathclyde. Amy enjoys doing client research and writing family narratives. She currently works at the FamilySearch Library in Salt Lake City and serves on the Utah Genealogical Association board.



# WRITE FOR CROSSROADS!

Do you have an idea for an article?  
Have you taken a SLIG class and want to write about what you've learned?

Contact: Kelly Richardson, APR, AG  
[ksuzr@outlook.com](mailto:ksuzr@outlook.com)



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# 2024 CALENDAR

## UGA Virtual Chapter

January 18	7pm MT	AI and Genealogy: Trouble Ahead? <i>Thomas MacEntee</i>	online
February 15	7pm MT	Make Your Own Genealogical Charts <i>Rob Wallace</i>	online
March 21	7pm MT	Tracing Public Catastrophes: Disasters, Pandemics, Mine Explosions, and Hurricanes <i>J Mark Lowe, FUGA</i>	online

## Genealogy ProTalk Webinars

January		No webinar	
February 6	6pm MT	Don't Quit Now: Keep the Genealogy Business Going in Spite of Physiological and Mental Limitations <i>Jean Wilcox Hibben, PhD, MA</i>	online
March 5	6pm MT	Empowering Genealogists with Artificial Intelligence <i>Steve Little</i>	online

## UGA DNA

January 10	6pm MT	TBA	online
February 14	6pm MT	TBA	online
March 13	6pm MT	TBA	online

## Local Chapter Meetings

### Hybrid Chapter

January	No meeting
February 28	TBA - 10am MT online
March	TBA FamilySearch Library

### Utah Valley Chapter

January 11	Using Land Records for Family History Research - <i>Steve Johnson, JD</i> Mount Timpanogos FamilySearch Center, 835 N 900 E, American Fork, Utah	7pm MT
February 8	Deep Diving Into the Hidden and Hard to Find in FamilySearch - <i>Van Celaya</i> Mount Timpanogos FamilySearch Center, 835 N 900 E, American Fork, Utah	7pm MT
March 14	TBA Mount Timpanogos FamilySearch Center, 835 N 900 E, American Fork, Utah	7pm MT