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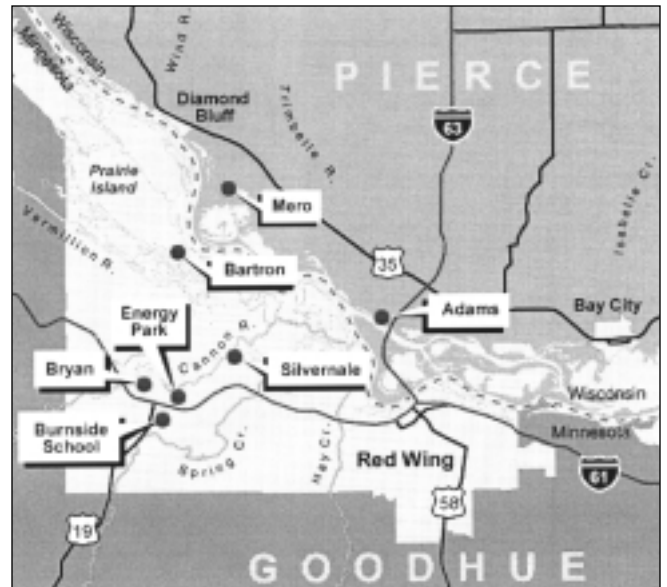
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New Web Site from Institute for Minnesota Archaeology

From Site to Story: The Upper Mississippi's Buried Past, the new web site from the Institute for Minnesota Archaeology (IMA), presents archaeological and environmental information from three areas of the Upper Mississippi: the Northern Headwaters region, the five-county Twin Cities Metro area and the Red Wing locality. The site's address is www.fromsitetostory.org.

The online materials are presented in two sections, "Stories" and "Sources." In "Stories," one can visit any one of the three sites and pursue information under the headings "Overview of Environment and Archaeology" and "Sites and Their Stories." The latter comprises sites from the precontact era and the postcontact era. They include historical photographs, maps, illustrations and paintings; photographs of artifacts and excavations; and data on the geography and topography of Minnesota.

"Sources" includes bibliographies of archaeological and environmental publications; hard-to-find and unpublished site reports; and links to other archaeology web sites (including sites on



This map from the new IMA web site shows the Precontact Sites in the Red Wing locality.

Printed with permission of Institute for Minnesota Archaeology

laws and regulations affecting archaeology in Minnesota and the United States).

A special section called "Doing Archaeology in Minnesota" briefly summarizes the practice of archaeology in the state, and is also available through a link.

The project was supported with funds approved by the Minnesota Legislature, ML 1997, Ch 216, Sec. 15, Subd. 11(b) as recommended by the Legislative Commission on Minnesota Resources (LCMR) from the Minnesota Future Resources Fund. The web site was supported in full through a \$200,000 appropriation from the Future Resources Fund through an agreement with the Minnesota Historical Society.

For further information, contact the IMA at 651/848-0095; fax 651/848-0096; e-mail, ima@imnarch.org; or visit its web site, www.imnarch.org.

Local History Museums Alliance Conference Oct. 15 in Brainerd

The 1999 annual meeting and fall conference of the Minnesota Alliance of Local History Museums is scheduled for Friday, Oct. 15, from 9:30 a.m. to 3:30 p.m. at the Brainerd Holiday Inn. Titled "Everything You Always Wanted to Know About Exhibits (But Were Afraid to Ask!)," the conference will emphasize designing and constructing exhibits for children. In the morning session, Larry Hutchings and Fred Livesay (known as "The Exhibit Guys") will talk about interactive exhibits for children and how to child-proof them. In the afternoon, Connie Buhrmann of the Stearns County History Museum, Edna Cole of the Kanabec County Historical Museum, and Mary Lou Moudry of the Crow Wing County Historical Society will discuss their experiences in mounting and maintaining children's exhibits. Audience discussion will follow.

Registration fee for members of the alliance is \$30; the fee is \$35 for non-members. To register, call Edna Cole, Alliance Treasurer, Kanabec History Center, 320/679-1665, and send a check, payable to the Minnesota Alliance of Local History Museums, to her at P.O. Box 113, Mora, MN; 55051-0113.

NOTE: There is not much time between your receipt of this issue of *The Interpreter* and the conference, so you need to register right away. The conference organizers must tell the Brainerd Holiday Inn several days in advance of the meeting how many will attend so that sufficient food for the conference lunch can be ordered.



Tracking Down Information about Historic Markers

Historic markers can be found in every one of Minnesota's counties. More than 225 have been installed by the Minnesota Historical Society (MHS) beginning in 1930, but over the years, many others were installed by other organizations and agencies. The Field Services Office (FSO) at MHS is



SHPO file photo

This marker typifies the kind of uncertainty that often exists. Its location is known but not why it was erected, nor when or by whom it was built.

collecting data about all historic markers in Minnesota, and would like to enlist the help of *Interpreter* readers in the search.

As of May 1999, the FSO has a list of 1,784 historic markers and plaques, but is sure that more exist. In addition, the information about some of them is incomplete. For instance, three markers are listed as follows:

- In Houston County near the Iowa border, there is an undated monument named the

“History of Captain Lee,” commemorating the settlement of the area.

- In Jackson County, two miles north of Jackson, there is an undated monument at the Stall Church, commemorating settlement of the area and the Indians who once lived there.
- In Todd County, there is an undated veterans memorial near Clarissa.

Each of these historic markers was important to someone at some time. To ensure that a marker can still play its part in the history of the state, it is important that there be a record of its location, when, why and by whom it was created. (Knowing who erected markers could help resolve disputes that sometimes arise about their care and maintenance.)

So, as you travel around the state for the rest of the year, if you see a historic marker, please tell MHS about it. Make your description as complete as possible; in particular, give its exact location. You don't need to worry about duplicating a marker that is already on the list or has been noted by someone else.

Send your information to David Nystuen, Field Services Coordinator, Minnesota Historical Society, 345 Kellogg Blvd., St. Paul, MN 55102-1906; telephone: 651/296-5460; fax 651/282-2374; e-mail: david.nystuen@mnhs.org.

Memorial Luminaria Used as Fund-raising Method for Moose Lake Area Historical Society

White paper bags weighted with sand and illuminated from within by a candle are called *luminaria*; after dark, a row of luminaria can afford a pleasing, evocative sight. Last summer, the Moose Lake Area Historical Society (MLAHS) sold “memorial luminaria” for \$5 each to line the trail for a “Community Night on the Trail” in Moose Lake on Aug. 26.

Purchasers wrote the names of people they wished to memorialize on the bags, using markers provided by MLAHS. Ninety luminaria were

purchased and placed along the trail. Together with luminaria made by the Depot Kids' Club, they were seen and read by walkers, skaters and bikers, who then went to the Moose Lake Depot and Fires of 1918 Museum for music, food and prizes.

This was the first time that MLAHS sought to raise funds through memorial luminaria; the total raised was \$520, and MLAHS plans to do the project again next year. To discuss the luminaria program and other fund-raising projects at MLAHS, call Lois Johnson at 218/485-8870.





Life as a Female Pipefitter New MHS Press Book *The Girls Are Coming* by Peggie Carlson

Midwest Reflections series of the Minnesota Historical Society Press, 1999. 208 pp; cloth, \$24.95; paper, \$15.95.

In 1976, after Peggie Carlson had been employed at Minnegasco for two years, she took the pipefitter's licensing test, passed it, and became the first female pipefitter in Minnesota. She learned of the results of the exam from Sidney and Lenny, her supervisors. Sidney said,

"First, Lenny sent in your application. It said your name was *Margaret*, of course. The dope down at the testing board sent it back, didn't he, Lenny?" Lenny nodded.

"He told Lenny he must have made a mistake. He told Lenny we must have meant *Michael*. Lenny straightened him out. After which, he told Lenny that the pipefitter's exam had never been given to a woman in the whole history of the test! So you know what Lenny said?"

"No," I said, wishing he'd let Lenny tell his own story. "What did Lenny say?"

"Lenny here said, 'It's about time, don't you think?'"

The Girls Are Coming is a collection of engaging stories; it is an autobiographical episode and a historical document. It sharply presents a clear picture of a part of Minnesota's male-dominated work force in the early years of the era of the Equal Employment Opportunity Act, which was passed in 1972. The men and women whom she met, worked with and worked for emerge as individuals; the men are not all demonic, though she met several who came close, and the women are not all angels.

Ms. Carlson's stories, told with a light touch, vividly show that it was very difficult for a woman to work in such a situation. She argues that her gender, not her race, was the main source of friction between her and her male co-workers. Her closest friend, Jolene "Sonny" Kohn, didn't agree, however. Sonny said that, while the men might not say anything about race, they were thinking it: "They're just too gutless to let you hear it."

The author is the daughter of Mary Jane Saunders, the first black female to be a reporter for the *St. Paul Pioneer Press*, who had hoped that Ms. Carlson would one day become a reporter. The amicable tension between the two plays an important part in the narrative.

Ms. Carlson kept about half a dozen journals during her 11 years at Minnegasco, for "From the beginning, I knew that one day I would write a book about working at Minnegasco." The journals were lost, but "some things are unforgettable," and she was able to check facts with fellow employees. Thus, though the book is not written with her journals as ready references, it is shaped by two-fold remembering: first, of the events and people at Minnegasco, and then of what she once wrote about those events and people. *The Girls Are Coming* is a good

argument for keeping journals.

For ordering information, contact Leslie Rask, 651/297-3243; fax 651/297-1345; e-mail leslie.rask@mnhs.org; or call 1-800-647-7827.

—Jim Smith



*Peggie Carlson lives in Minneapolis with her husband and two children. She is also the author of *The Canning Season* (Minneapolis: Carolrhoda Books, 1998).*

Courtesy MHS Press; photograph by Linda Callen





Vintage Photographs Donated to Scott County Historical Society

A collection of nearly 200 photographs and negatives of the Shakopee area from the 1880s to the 1940s was given to the Scott County Historical Society (SCHS) in July. A gift from Ms. Ellen (Strunk) Hennessey, now of Pleasant Hill, Calif., the photographs are all identified and in excellent condition. They depict scenes of downtown Shakopee; members of the Strunk family and friends; scenes of the Minnesota River Valley and its bridges; fairs, festivals, and much more.

The entire collection has been cataloged, scanned and entered into the SCHS computer database using the PastPerfect program, so patrons of the SCHS library can now browse through the collection electronically. Many of the photographs are dated, which helps SCHS staff check the dates of other photographs of buildings and businesses in the SCHS collections. In addition, the photographs of individuals can be used by genealogical researchers, and the clothing and activities pictured provide useful historical information.

For further information, contact SCHS at 612/445-0378; fax 612/445-4154; e-mail histor@co.scott.mn.us; or visit the SCHS web site, www.co.scott.mn.us/historic.htm.



Washington County Historical Society Publishes Index for 25 Years of Newsletter

“Historical Whisperings,” the Washington County Historical Society (WCHS) newsletter, contains information about WCHS activities and historical articles from around the county. It has been published since 1974, and WCHS has recently completed an index of the newsletter’s 25 years. It costs \$7.50, which includes tax and shipping. To order, send a check for \$7.50 to: Historical Whisperings Index, P.O. Box 167, Stillwater, MN 55082-0167. For further information, contact WCHS at 651/439-5956 or by e-mail at btp2001@aol.com.

Goodhue County Historical Society Publishes “Kid’s Edition” of Newsletter

**by Heather Craig
Librarian/Archivist,
Goodhue County Historical Society**

Last summer, staff members of the Goodhue County Historical Society (GCHS) were brainstorming ways to connect with the schools and make our museum more “kid-friendly.” As our newsletter is generally aimed at adults, I thought it would be fun to try an issue with all the writing done by county kids. The original idea was very open-ended; we called for drawings, poems, stories and historical essays. The author had to be younger than 15 and a resident of the county, and the subject had to relate somehow to county history.

We sent fliers to all the history teachers in the county elementary schools and asked them to send us possible entries. We also announced the project at our spring D.A.S.H. (Discovering Awareness of Student’s History) program, when 800 fourth-, fifth- and sixth-graders came through the museum for short history lessons. We approached county businesses for prizes—restaurants, movies, bookstores, music stores—things kids would like.

If we were to try this again, I would send out 10 times as many fliers as I did before, to schools, libraries, parks and the YMCA. I would rely less on the teachers for entries; at the beginning of the school year they were quite open to the idea, but by mid-year, they were too busy to choose essays and send them to us.

We printed almost all the entries we received. They included a history of the town of Sevastapol, Minn., a eulogy for a student’s grandfather, a rap about the mammoth tusk in our museum collection, and a father’s letters about his children’s exploits. Response to the kid’s issue has been quite favorable, both from our school-age and “grown-up” readers.

Editor’s note. For further information, contact Heather Craig, GCHS, 651/388-6024; e-mail: mail@goodhistory.org. A limited supply of copies of the “Kid’s Edition” remains.



Children's Area Opens in Crow Wing County Historical Society

The eagerly awaited Children's Area of the Crow Wing County Historical Society (CWCHS) opened in June on the second floor of the CWCHS museum, directly across from the ever-popular jail cells. The room's first exhibit is built around the theme of Early Minnesota, and many of the artifacts and materials in the exhibit relate to the first people in central Minnesota: American Indians, fur traders and pioneers. CWCHS staff and board members spent several years gathering history-related books and objects appropriate for children to use in the room.

The goal of the Children's Area is to provide children a space in which they can have a close-up view of artifacts and are free to handle various objects. (See the photographs at right.) The room has five parts: a large display case; an activity counter with pull-out exhibit drawers; an old-fashioned wood-burning cookstove and accessories; a cabinet of "What is it?" touch-and-guess compartments; and a stepped reading room equipped with large floor pillows.

The Children's Area was made possible with the support of several donors. The stools and some of the books were provided through funds from the Cote

Foundation, and the room remodeling and finish work was funded by the Claude T. Holden bequest. The room was dedicated to Holden as a memorial to him.

For further information, contact CWCHS at 218/829-3268 or by e-mail at cwchistsoc@brainerdonline.com.



This view of the work table in the Children's Area shows how the surface is accessible as a desk and as a display area, featuring touchable objects, photographs and historical information related to the exhibit theme. To the right is the "What is it?" cabinet.



This is the "What is it?" cabinet in the Children's Area. Each of the 9 drawers contains objects or materials related to the exhibit theme. The sign on the top asks children, "Can you guess what's in each compartment?" It cautions them, "No Peeking!" Children pull down the drawer front, reach through the flap, and grasp the object within. On the flap is a question about the object. The children find out what the actual name of the object is by lifting the flap; underneath, it is identified and can be seen. The bottom slide-out drawer is a step for smaller children.

Courtesy Crow Wing County Historical Society

Courtesy Crow Wing County Historical Society



GRANT RESEARCH

Identifying the Right Funding Source for Your Organization

by Mandy Skypala

Grants Specialist, State Historic Preservation Office, Minnesota Historical Society

NOTE: This article is a slightly revised version of Chapter 2 of "Funding Source Guide for Historic Preservation Projects in South Dakota," a creative project for a Masters of Science Degree in Historic Preservation at Ball State University, Muncie, Indiana, December 1996.

Introduction

Identifying the most likely funding sources for a project is one of the most important steps in the grant solicitation process, as important as writing a persuasive proposal. Even the best, most well-written proposal will not be funded if it is submitted to a foundation and/or agency whose giving scope and interests do not encompass your particular project. In fact, it has been found that "seven out of 10 requests to a foundation fall outside that foundation's field of interest."* Time spent clearly defining your project and researching and identifying appropriate funding sources is time well spent.

Define the project

You must clearly define and think through your project before looking for an appropriate foundation and/or agency to fund it. When doing so, include:

- goals and objectives;
- target audience and/or beneficiary;
- major area(s) of interest(s) involved;
- type of support the organization will seek (such as general funds or capital funds);
- geographic area of the project;
- general timeline for the project;
- project's approximate budget range;
- what resources your organization can realistically bring to the project; and,
- potential partner organizations and individuals who can supply needed expertise, staff, materials, etc.

At this time, also make sure your staff can handle the increased burden of the potential project. Completing this step early in the grant solicitation process can save a great deal of time and effort.

Identify potential funding sources

There is a vast array of funding sources. Each source has distinctive giving scopes and requirements. Some give only in specific geographic areas; some support only certain kinds of projects. In order to find

the most appropriate funding sources, it is essential to do your homework.

A good place to start is the Minnesota Council on Foundations' *Guide to Minnesota Grantmakers 1999-2000 Edition* for private (non-government) foundation grants. This is the largest and most comprehensive directory of Minnesota grantmakers; it is available at many public libraries or can be purchased directly from the Minnesota Council of Foundations, 612/338-1989, www.mcf.org.

On the national level, the Foundation Center (www.fdncenter.org) is an independent national service organization that collects, organizes, analyzes and disseminates information on foundations, corporate giving programs and related subjects. It is a primary source of information on private foundations in the United States, and publishes a number of informative resources including the *Foundation Directory* and the *Foundation Grants Index*.

In addition to resources available at many public libraries, the Foundation Center has established funding-information centers throughout the country. These centers provide a core collection of Foundation Center publications and a variety of supplemental materials and services in areas useful to grantseekers. Participants in the Foundation Center's Cooperating Collections network are libraries or nonprofit information centers that provide fundraising information and other funding-related technical assistance in their communities. Public access to the collections is free and funding research guidance is available; at some centers, this includes database searches.

Five cooperating collections in Minnesota and one in North Dakota should be noted.

- Duluth Public Library, 520 W. Superior Street, Duluth, MN 55802; 218/723-3802
- Fargo Public Library, 102 N. 3rd Street, Fargo, ND 58102; 701/ 241-1491
- Minneapolis Public Library, Sociology Department, 300 Nicollet Mall, Minneapolis, MN 55401; 612/630-6300 (also: www.mpls.lib.mn.us/subject/ss_give.htm)

*Layton, Jean and Melvin Ustad. *Researching and Contacting Funding Sources*. Madison, So. Dak; Non-Profit Grants Assistance Office, Dakota State University, 1993. p. 77



Grant Research

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- Rochester Public Library, 101 2nd Street S.E., Rochester, MN 55904-3777; 507/ 285-8002
- St. Paul Public Library, 90 W. Fourth Street, St. Paul, MN 55102; 651-266-7000
- Southwest State University, University Library, North Highway 23, Marshall, MN 56253; 507/537-6176

On the public grant side, the *Catalog of Federal Domestic Assistance* is a good source for information on federal grants: aspe.os.dhhs.gov/cfda/index.htm. It is updated annually, has a semi-annual supplement and contains a list of all federal grant programs administered by the federal government. The *Catalog* can be found at most public libraries. In addition, many federal granting agencies have World Wide Web sites from which grant information can be accessed.

Three noteworthy ones are:

- the Institute of Museum and Library Services, www.imls.fed.us
- the National Endowment for the Humanities, www.neh.fed.us
- the National Endowment for the Arts, www.arts.endow.gov

Make sure that you are using the current version of the publication.

Find current information

Once you have done your initial screening and have created a list of potential funding sources, track down the most current information about each organization and/or agency. Call or write the agencies and foundations (depending on the method of contact they prefer) for an application packet, application guidelines and their most current annual report. If the organization has a grant coordinator or manager, contact this person as early as possible. Find out if

- a particular grant program is appropriate for your proposed project;
- there have been any recent changes in application guidelines or funding levels;
- any changes are anticipated in the near future; or
- anticipated changes will take effect prior to the application deadline for which your organization is aiming.

Study the potential funding sources

Investigate organizations and/or agencies you have initially identified as potential funding sources. Thoroughly review the information you found in both your initial search and also specific information you received from individual organizations and/or

agencies. During this review of information, contact some of the recent grant recipients of the particular funding source. Past grant recipients are listed in the grant directories and can provide valuable insight into what a particular funding source is or is not looking for, and advice on how to deal with it.

Program areas and giving guidelines for foundations can be very broad, so you should look at examples of specific projects, especially the most recent projects, within the broad program area in which you are interested. Be sure your project fits within an organization's area of interest and support. Remember, "Seven of 10 letters to a foundation fall outside that foundation's interest." Other factors to consider include the award amounts; geographic limits of an organization's giving; the types of organizations that can apply for grants; and the timetable for reviewing applications and making awards.

Narrow the field and get in touch with funders

Decide which organizations are most likely to fund your project. Make a list and contact them, following the instructions in their grant guidelines. Pay close attention to the method by which the organizations want to be contacted by grant applicants. For example, if a foundation asks for a one-page project abstract as the initial application contact, send only one page. (Do not be tempted to send more information or make a telephone inquiry if the funding source clearly states that it prefers not to receive them.) Summarize your project and make sure you understand what the next step should be.

It is important to note that if the funding source allows it, you should make as much contact as possible with them over the telephone. Establishing a personal contact with the funding source can be a valuable asset in the final review process. In fact, it is estimated that 70 percent of grants are awarded to organizations that have contacted the funding source prior to the submission of the proposal.*

Write the proposal

Proposals to different organizations can be similar, but be sure to tailor each one as specifically as possible to an organization's particular interests and mission. Read over the organization's goals and objectives for its grant program, then carefully and selectively echo these goals and objectives in your proposal. Follow directions and keep answers concise and free of jargon.

*Layton and Ustad, p. 77.





Grant Research

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Remember, foundations will receive far more applications than they can fund. The easier it is for the reviewer(s) to read and understand your proposal, the greater chance your organization has to receive funding. When you have completed the proposal, you may want to circulate it among members of your organization for their comments. Some excellent sources on successful proposal writing are listed at the end of the article.

Act firmly but courteously

Follow established procedures to make inquiries while you are waiting to be notified about funding. If the project is not funded, some foundations may discuss with you (either by phone or in writing) the reasons why you were not successful, and may offer constructive comments about the proposal. If the foundation is willing to do this, these comments can be valuable the next time a proposal is submitted. Federal agencies are generally willing to discuss unsuccessful proposals. They will sometimes send the comments from the reviewer(s) about the specific proposal.

If the proposal is funded, the funding source, whether a foundation or a federal agency, should contact you and send the specific reporting guidelines and requirements. If these are not sent with the award notification, contact the funding source immediately. Follow these reporting requirements throughout the duration of the project.

Recommended Reading for Proposal Writing

Carlson, Mim. *Winning Grants Step by Step: Support Centers of America's Complete Workbook for Planning, Developing, and Writing Successful Proposals*. San Francisco: Jossey-Bass Publisher, 1995.

Geever, Jane C. and Patricia McNeill. *The Foundation Center's Guide to Proposal Writing*. New York: The Foundation Center, 1997.

Hall, Mary. *Getting Funded: A Complete Guide to Proposal Writing*. 3rd. ed. Portland, OR: Continuing Education Publications, 1988.



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Readers are invited to submit information for publication. To be considered, items must reach the editor by the 18th of the month, two months before publication (example: the deadline for the October issue is August 18). Send to: **Interpreter** Editor, Minnesota Historical Society, 345 Kellogg Blvd. W., St. Paul, MN 55102-1906; (651) 296-8196 or jim.smith@mnhs.org.

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