

1/21/83

Dear Hildegard

The enclosed questionnaire on cultural contributions by immigrants to the Matting Valley is certainly interesting.

The questionnaire - in my opinion - should be rewritten in a more uniform style; explicitly, listing study objectives, & regrouping questions in definite categories. Also, when possible, multiple choice responses should be incorporated.

Also, I get the impression that the study pertains only to Europeans who immigrated here! Should the study ~~also~~ encompass all immigrants to the Valley?

respectfully

  
J. G. Morrison

CONTRIBUTIONS TO THE MAHONING VALLEY  
BY IMMIGRANT SETTLERS FROM EUROPEAN NATIONS

A Study Sponsored By The Arms Museum, Youngstown, Ohio  
March 1983

Objective of the Study

To study the contributions (culture, education, art, business, etc.) of the Ethnics to the Mahoning Valley.

A Study of Ethnicity--Cultural Aspects Significant to the  
Growth of the Mahoning Valley

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Objectives

It is desirous to identify the cultural contributions provided by immigrants to the Mahoning Valley.

The industrial growth and economic development of the Mahoning Valley, especially in the early part of the twentieth century, was influenced by the cultural contributions of immigrants. The comradeship, loyalties, and close knit combinations of families and friends who integrated and settled in the Valley proved an inspiration to others.

This study attempts to identify the period, the native land, and related responses from immigrants to the cultural aspects of life experienced in the Valley. The questionnaire centers primarily on family values, folk arts, religious background, cultural activity and education.

Questionnaire

1. Identify your native country. \_\_\_\_\_
2. State the year of egress or departure from your native country.  
\_\_\_\_\_
3. State the year of settlement in the Mahoning Valley. \_\_\_\_\_
4. Describe economic and political conditions prevalent in your native country at the time of your departure. \_\_\_\_\_

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5. Compare family life styles in your native land to those in the Mahoning Valley. \_\_\_\_\_

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6. List the involvement and contributions extended by your family in religious organizations here in the Mahoning Valley. \_\_\_\_\_

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7. State the degree of activity in folk arts and cultural values promoting ethnic values and traditions of your country of origin. Also, list contribution to the Mahoning Valley that your family has made in this promotion of history and culture (e.g., music, painting, architecture) \_\_\_\_\_

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8. List the contributions and services extended in the military life of the United States by you and members of your family.

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9. State the degree of involvement in the political life of the Mahoning Valley by yourself and members of your family. Also, list contributions made and offices held in the this area of local government. \_\_\_\_\_

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10. List contributions made by your family in other significant areas (e.g., medicine, athletics, business, etc.) \_\_\_\_\_

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11. Do you own or have knowledge of existing historical data that can serve as documentation and preservation of the ethnicity of immigrants? a. Yes b. No

IF YES: Can these materials be loaned to the Arms Museum?

a. Yes b. No

12. Are you familiar with special services available from local organizations as the Arms Museum, the International Institute, and the Public Libraries of the Mahoning Valley, in assisting newly-based immigrants to become integrated into the mainstream of life in the Valley? a. Yes b. No

If YES: Please list these services \_\_\_\_\_

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12a. Have you or members of your family used these services? a. Yes b. No. IF YES: Which ones? \_\_\_\_\_

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12b. Have you or members of your family ever referred newly arrived immigrants to any of these services? a. Yes b. No  
IF YES: Which ones? \_\_\_\_\_

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Questionnaire of Study Characteristics

1. State your European country of origin. \_\_\_\_\_

2. Identify the period of your settlement to the United States:

- |                  |                |
|------------------|----------------|
| A. prior to 1900 | C. 1925 - 1949 |
| B. 1900 - 1924   | D. 1950 - 1975 |
|                  | E. after 1975  |

3. Identify the period of your settlement to the Mahoning Valley:

- |                  |                |
|------------------|----------------|
| A. prior to 1900 | C. 1925 - 1949 |
| B. 1900 - 1924   | D. 1950 - 1975 |
|                  | E. after 1975  |

4. List the highest educational level attained, by yourself and by members of your family. (Educational preparation from your country of origin and/or in the United States).

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5. List professional position(s), current or past, held by yourself and by members of your family, here in the Mahoning Valley.

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To: Hildegard  
From: Joseph Rudjak

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RATIONALE: Immigrants to the Mahoning Valley brought much more than their labor as a contribution to the urban industrial development of our area. Friends and families, immersed in various cultural communities, met to set and evaluate economic, religious, cultural, family and personal goals. Through discernment and adjustment cultural communities have knitted and sewn themselves into the fabric of their new homeland. Today as much as ever a knowledge of the historical contributions of our various cultural communities will inspire young and old alike with a sense of their context and and their possibilities for continuing the work of building a happy and prosperous Mahoning Valley.

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MV  
accomplish  
only

adjust  
here only

Areas of interest are: economic, religious, the fine arts, family and group values, folk arts and traditions, attitudes and contributions to education, governmental service, medicine, military service, etc.

all said  
areas  
not  
covered  
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Please expand your questioning to areas not listed here. Also add questions to those listed here and notify Hildegard of areas or questions others on the committee should be considering.

European only  
treated  
here

ECONOMIC CONTRIBUTIONS:

WHAT WAS THE ECONOMIC CONDITION IN THE COUNTRY OF EMIGRATION ?  
IN GENERAL? WITHIN THE PERSONAL EXPERIENCE OF THE PERSON OR FAMILY BEING INTERVIEWED?

How did the person or family become aware of economic opportunities



available in America? (It is important to remember that many families were "well off" but had the education or perspective that allowed them to see life as becoming increasingly restrictive in the homeland. Often times these people came to America in order to preserve an economic advantage they had already attained.)

ARE THERE LETTERS IN EUROPE <sup>OR</sup> IN THE USA THAT PROVIDE DOCUMENTATION CONCERNING THE IDEAS AND FACTS THAT PROVIDED MOTIVATION IN COMING TO AMERICA? CAN THESE LETTERS (or other written sources) BE OBTAINED?

In gaining first opportunities of jobs and housing, who assisted the individual or family being interviewed?

Who acquired an early immigrant with business procedures? If a market or store was opened, how did the individual or family cope with American business procedures? Were there roots in the country of origin for business skills or a business perspective? Was there a special value attached to being self-employed? to working as a laborer and doing an "honest days work"?

WHAT ATTITUDE PREVAILED IN A PARTICULAR COMMUNITY REGARDING UNIONS AND PARTICIPATION IN UNION ACTIVITIES?

What were specific economic contributions of an individual, family, or cultural group?

What social or cultural efforts were aided by the successful immigrant businessman, worker, or union?

✓ RELIGIOUS CONTRIBUTIONS:

Was there involvement in religious/Church congregational development/

To  
What religious clubs or organizations did an individual or family

place it  
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belong? Are there minutes, memorial booklets, or other materials still available from these organizations? Can they be obtained for the Arms Museum? When and where can these materials be copied or procured?

ARE THERE RELIGIOUS BANNERS OR OTHER EXAMPLES OF CHURCH/SYNAGOGUE ART AVAILABLE? WHEN AND WHERE CAN THEY BE SEEN OR PROCURED?

Have there been ministers, priests, rabbis, or other congregational leaders who have arisen from local religious congregations?

Have these men and women exercised their ministries in the Manon-  
ing Valley? What were some of their major contributions? If some have left the area, where have they been active? What are some of their major contributions?

Concerning area congregations, what events represent the highpoints of the church or synagogue's development?

What issues especially stimulated discussion in the congregation?

What issues stimulated disagreement or division? What was the most difficult controversy or question the congregation had to settle?

What economic, political, social, or theological questions demanded the congregations attention?

WERE THERE PROBLEMS WITH OTHER RELIGIOUS CONGREGATIONS? WHAT WERE NOTABLE OCCASSIONS FOR CO-OPERATION WITH OTHER CHURCHES OR SYNAGOGUES?

What civic figures e.g. Governor Tod, a mayor, councilman, etc.

was of assistance to your congregation in establishing itself?

OR IS PARTICULARLY REMEMBERED BY  
WHAT EVENT IN THE DEPRESSION EFFECTED THE CHURCH OR SYNAGOGUE?

WHAT EVENT IN WORLD WAR I AND WORLD WAR II?

RELIGIOUS CONTRIBUTIONS (CONTINUED):

Who were the great musicians, writers, singers and workers over the years at the Church or Synagogue?

Did the congregation sponsor or co-operate in neighborhood improvement efforts or charity drives over the years?

Did the congregation establish a school or assist in establishing a school? Who were the prime movers behind the school? What type of school was it, e.g. Saturday School, elementary, high school, etc.?

Did the congregation sponsor sports activities, youth camps, etc.?

If building loans were taken by the congregation, from what financial institution, or source was such a loan taken?

FOLK ARTS AND TRADITIONS:

Concerning folk medicine: How did a family or individual deal with common illnesses such as the "common cold"? What remedies were brought from abroad?

How did a community, family or individual deal with the flu epidemic of 1918? with other medical emergencies?

When and how did a family or individual first come to use the Youngstown hospitals?

Folkarts: What crafts, e.g. rugmaking, sewing, quilting, various holiday preparations and decorations, were brought from abroad and practiced in the USA? by others, by the person or family being interviewed?

What food customs were prevalent in the early cultural community?

What food customs have disappeared and why? what food customs

have remained? Is it likely these customs will become part of the ongoing traditions of the Mahoning Valley?

What musical traditions were prevalent in the early cultural community/ Ask about choirs, instruments, songs dances, etc. Are instruments, musical scores, dance instructions available to the museum? When and where can access to these materials be gained?

Were links ever established by the cultural community to folkartists or folklorists on a national level, e.g. through invited lecturers, singers, or craftspeople?

Who on a local level has collected folklore? Are there written sources available to the museum? When and where can access be obtained?

What fine arts in the valley have their roots in folk arts; e.g. the Youngstown Symphony's relationship to the Lowellville bands initiated by Michael Lucente of LaScala, Milan?

Are there paintings, musical pieces, tapestries, other works of art based on folk traditions prevalent in the Youngstown area?

What sort of family interaction surrounded the preservation of folk traditions, holidays, religious feastsdays, the traditional American holidays?

How did families and communities celebrate the 4th of July, Veterans' Day, etc.? How were V\*

Are there unique customs surrounding the family picnic? etc.....

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The FINE ARTS:

HO

What contributions to the fine arts have been made by members of the particular cultural community?

Have there been notable musicians, artists, dancers, playwrights, actors/actresses, etc.? (sculptors,

Are you familiar with individuals or groups, e.g. Polish Arts Club that have supported the arts or particular artists?

Are there churches or synagogues who have offered opportunities to artists, musicians, architects, etc. through the years?

Are there musical scores, artistic compositions, or creations that are available to the museum or artistic productions or products in that are in danger of being destroyed in the near future?

POLITICAL PARTICIPATION:

What precincts or areas contain or have contained concentrations of voters from the cultural community being discussed?

How did this cultural community vote in major elections? e.g. Presidential elections

Did a particular leader in this cultural community speak to the city, state or national administration on behalf of the cultural community?

What was the family, economic, religious background of the first political leaders of the cultural community?

Are there sad stories told of young leaders in the community who died before achieving their full potential?

What political party drew the support of this cultural community?

Were members of this community active in running for office, in writing letters to national or state political leaders, in

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working for candidates, in voting, in discussing and influencing elections through financial support or a friendly word of support through a religious, or benevolent organization? Of these various efforts what area especially characterizes the political involvement of the particular cultural community?

Who were the political office holders from the cultural community? What is a short story about each?

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From: Joseph Rudjak

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Areas of interest are: economic, religious, the fine arts, family and group values, folk arts and traditions, attitudes and contributions to education, governmental service, medicine, military service, etc.

Please expand your questioning to areas not listed here. Also add questions to those listed here and notify Hildegard of areas or questions others on the committee should be considering.

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