

Slavery and the Intergenerational Transmission of Human Capital

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May 21, 2002

Abstract

How much do sins visited upon one generation harm that generation's future sons, daughters, grandsons and granddaughters? I study this question by comparing outcomes for former slaves and their children and grandchildren to outcomes for free blacks (pre-1865), and their children and grandchildren. The outcome measures considered include literacy, schooling status, occupation, and socioeconomic status. Using a variety of different comparisons (for example, within versus across regions), I find that it took roughly two generations for the descendants of slaves to "catch up" to the descendants of free black men and women. This finding is consistent with modern estimates (and interpretations) of father-son correlations in income and socioeconomic status. The data used are from the 1880 and 1920 IPUMS samples, and from a new data set in which I link families in the 1920 IPUMS back to the father's family in a 100% sample of the 1880 Census. This latter dataset is an electronic version of the 1880 Census recently compiled and released by the Mormon Church.

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"In America, anybody can become somebody."

Jesse Owens, Four time Olympic Gold Medallist, Medal of Freedom holder,
Grandson of Slaves

Introduction

In 1967 Damon Keith was appointed to the U.S. District Court in the Eastern District of Michigan. In 1977 President Carter elevated Judge Keith to the U.S. Court of Appeals, 6th Circuit, where he still works today. Judge Keith is remarkable in part for his decisions promoting racial integration in Detroit schools and in part for the fact that he is the grandson of slaves.¹

Is a family's journey from slavery to professional and economic success in two generations a rare event? More broadly, after institutional or political barriers are lifted, how many generations are needed for outcomes for previously separated groups of people to converge? How long before the less and more advantaged groups converge on measures of income, health and education?

The rich existing literature on social mobility and income mobility would suggest that such convergence may take place rather rapidly. Many authors find that within OECD countries, the elasticity of son's earnings with respect to father's earnings is within the range of .3 to .5. (This range spans estimates by Altonji and Dunn [1991], Solon [1992], Zimmerman [1992], Mulligan [1997], and Bjorkland and Jantti [1997]. Solon [1999] is a detailed summary of this literature.) If income transmission follows a simple first order autoregressive (AR1) process, then the elasticity of a grandson's income with respect to his grandfather's income could be as little as $.3^2$ or .09.²

Convergence of wealth between two previously separated groups may be similarly rapid. Charles and Hurst [2001] find parent-child wealth correlations in the range off .23-.5 which suggests that child-grandparent wealth correlations could be between .04 and .25.

This simple math implies a great deal of income and wealth mobility within two generations. Grandchildren are quite likely to fall into a different income, wealth, or education quintile than their

¹ There are of course many successful African-americans alive today who can trace their roots back to slavery. The most famous may be L. Douglas Wilder, the former governor of Virginia who actually became governor of the same state in which his grandparents were enslaved.

² By AR1, I mean autoregressive with the current generation's outcomes dependent on only one lagged value of the data. In other words, if a child's income depends upon the income of her parent's but not income from previous generations, then we can simply square the parent-child coefficient to get the parent-grandchild relationship. Recent work by Mazumder [2001] finds parent-child income correlations that are even higher than those of Zimmerman or Solon. However, the basic implication of very high mobility within two generations remains.

grandparents. And hence, groups of people that start with very different levels of physical and human capital *could* end up with similar distributions of income, education, physical and human capital two generations down the road. Whether or not such convergence actually takes place will depend in part on the degree to which institutional and social barriers that separate the two groups are lifted.

This paper tests the theory of convergence (or at least high mobility) within two generations by examining outcomes for former U.S. slaves, their children and their grandchildren and comparing these outcomes to outcomes for free blacks born before 1865 and their children and grandchildren.³ The outcomes examined include literacy, whether or not children ages 7-18 are in school, and two measures of occupation and occupational socioeconomic status. (I examine median income by occupation and I use a dummy for manual versus non-manual occupation.)

The paper uses Census data from 1880 and 1920. I group people into three generations and examine outcomes for householders born before 1865 and their children and grandchildren.⁴ I also present summary statistics by birth cohort. For one set of results, I have linked fathers in the 1920 IPUMS sample back to their families in 1880. This allows me to perform the analysis on three generations for a fixed set of families. This linked data set allows me to measure the coefficient transmission of socioeconomic status from grandfathers to grandsons (holding father's socioeconomic status constant).

I find that in 1880 there is a huge literacy gap between former slaves and free blacks, and that this gap narrows considerably over the next two generations. Similarly, the children of former slaves are less likely to be enrolled in school than the children of blacks born free, but this gap disappears when we examine the grandchildren of blacks born into slavery and the grandchildren of blacks born free. Former slaves do work in occupations with lower median income than blacks born free. However, once I control for current region, this gap is small and relatively constant between 1880 and 1920. The black-white literacy gap also narrowed considerably from the first generation of children born after the Civil War to the next generation.

Relation to the literature on slavery , the intergenerational transmission literature, the Black-White wage gap literature, and the North-South Wage Gap Literature

³ Some of the tables and figures also show the degree to which outcomes for blacks converged with outcomes for whites over the same two generations. I plan to address this issue in improved drafts of this text.

⁴ Throughout the paper, I use the word *householder* to refer to the head of household and his or her spouse if any. I use the term “free blacks” to refer to blacks who were free prior to 1865.

The paper's topic is related to at least four enormous literatures within economics and history. As discussed above, the hypothesis being tested is whether or not large gaps in income and human capital between two groups can be closed within two generations. This hypothesis is an implication from the literature on intergenerational transmission of income. This literature finds parent-child correlations in income and education that are substantially less than one. Most models of intergenerational transmission would imply that child-grandchild correlations should be significantly smaller than the parent child correlation, and in the simplest view, the child-grandchild correlation would be the square of the parent-child correlation.

This logic regarding high mobility or convergence between groups within two generations has not been widely tested empirically, perhaps because there are not many longitudinal data sets that contain detailed income data on more than two generations of family members.

The current paper is also a pre-quel to the literature on black-white wage or education gaps over time as in Chandra [2001], Johnson and Neal [1996], Heckman, Lyons and Todd [2000] and Welch[1989]. However, I am looking explicitly at how differences between former slaves and blacks born free evolved directly following emancipation, whereas the existing literature focuses more on the black-white wage gap in the later 20th century. The earlier literature on the black-white gap found strong convergence of wages between the 1940s and 1970s, which is consistent with my simple interpretation of parent-child income transmission coefficients. The more recent additions to this literature do not find a narrowing of the black-white wage gap during the 1980-1990 period. While this contrasts with my findings regarding convergence within blacks during 1865-1920, it is certainly possible to reconcile the two results. It is not unreasonable to think that institutional or cultural barriers between two groups of blacks were lower than barriers between blacks and whites.

Margo [2001, 1995] and Wright [1986] show that controlling for occupation, black-white wage gaps in the post-Bellum South were small. This suggests the importance of understanding the degree to which freed slaves and their descendants sorted into lower paying occupations (relative to free blacks and their descendants or relative to whites) which is one of the questions I am able to examine.⁵ Margo's work on wages may suggest that the large black-white wage gaps observed in the twentieth century could be a separate phenomenon from the direct effects of slavery on slaves and their descendants. I raise this possibility because I am speculating that the immediate effects of

slavery dissipated over two generations, but perhaps a new set of discriminatory institutions rose up and were not dismantled until the 1960s and 1970s. This pattern resulted in another gap in outcomes between blacks and whites and this gap would presumably take another two generations to close.

Atack [1994] concludes that freed slaves in the South experienced at least a 34 percent gain in income from emancipation, if one considers the value of increased leisure time. This is Atack's compilation of estimates provided by Ransom and Sutch [1977] and Fogel and Engerman [1974]. If this estimate is correct, then such a large jump in income would have surely imply some convergence in income levels between slaves and free blacks as a result of emancipation. I address the period after emancipation and ask whether such convergence continued.

Fogel and Engerman [1974] show that many slaves were skilled craftsmen with high levels of human capital. It is likely that such human capital owned by freed slaves benefited themselves and their descendants and would have facilitated convergence in socioeconomic status between descendants of slaves and descendants of free blacks.⁶

The remainder of the paper is structured as follows: Section II outlines the empirical approach and three separate estimators of the differences in outcomes between former slaves and their progeny and free blacks and their progeny. Section III discusses the data and how I classify people as being born slaves versus born free and Section IV presents the empirical results. Section V explains the merged sample of families in both the 1880 and 1920 Censuses and presents results for this sample. Section VI concludes.

II. Empirical Approach

All of the estimates of the difference in outcomes between former slaves and free blacks (and their children and grandchildren) are presented either as a difference in means or as a coefficient from an ordinary least squares regression. In the simplest analysis, one could estimate the difference in outcomes between former slaves and free blacks (and their progeny) as the raw difference between the two groups, without controlling for a given family's current location. For example, I estimate the difference in literacy between the groups as β_1 in the following regression:

⁵ The existing work on post-Civil War wages and income is far more detailed and elegant than what I can provide using Census data. My interest is really in following families over time using the crude outcome measures in the Census.

⁶ I am heavily indebted to the work of Fogel and Engerman [1976] and Atack [1994] who provide a wealth of detail on the occupations, living conditions, human capital, and geographic location of slaves and free blacks.

$$(1) \text{ literacy} = \alpha + \beta_1 * \text{former slave} + \gamma \mathbf{X}.$$

Here \mathbf{X} is a vector of controls including a dummy for male, the number of siblings, and birth year dummies. To examine the effect of slavery on the first generation born after emancipation, the right hand side variable of interest becomes whether or not a person's mother was born into slavery. And for the second generation after emancipation, the dummy is for whether or not the person's mother's mother (maternal grandmother) was born a slave.⁷

In this simple analysis, β_1 is obviously picking up more than just the negative impacts of slavery itself. Most former slaves and their families continued to live in the South and hence were affected by schooling conditions, labor market conditions and social interactions that were different than those experienced by blacks outside the South.⁸ For this reason I also attempt to identify the effect of former slavery status on own and children's outcomes by using families that move—both families of former slaves that move out of the South and families of free blacks that move into the South. I do this in two ways: First I run equation (1) for just the subsample of people currently outside (inside) the South. Secondly, I run equation (1) for the whole sample and include region dummies.

For the purposes of this paper, my dummy for South is actually a dummy for former slave state and hence includes Missouri as well as Delaware, West Virginia, Virginia, Maryland, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky, Louisiana, Arkansas, and Texas. I am not attempting to use any distinctions between the Old and New South or border versus non-border states or Confederate versus not for identification.

The above approach estimates the effect of slavery as the difference in outcomes between black families that move out of the South and black families that were already outside of the South. This estimate assumes that families that leave the South are similar to families that do not move. If the families that move have unobservably higher SES or human capital (as argued by Margo [1990]), then my estimate will understate the effects of slavery and will implicitly overstate the speed of convergence.

⁷ For my binary dependent variables, I report coefficients from linear probability models. The marginal effects from probits (not reported here) are extremely similar.

⁸ Margo [1985, 1990] and Donohue, Heckman, and Todd [1995] are among the many papers document the poor state of black public schools during this time period.

My third estimator of the difference in outcomes for former slaves (and their families) and free blacks (and their families) uses outcomes for whites to estimate the effects of being born in the South separately from the effects of slavery. For the first generation following emancipation, I run the following regression for black and white families:

$$(2) \text{ literacy} = \alpha + \beta_0 * \text{black} + \beta_2 * \text{mother born in slave state} + \beta_1 * \text{black and mother born in slave state} + \text{dummies for current region} + \gamma \mathbf{X}.$$

I then interpret β_1 as the effect on child's literacy from having a mother born into slavery. β_1 is the interaction effect of being black and having a mother born in the South, over and above the main effects of being black, having a mother born in the South, and current region. The principal objection to this approach is that I attribute all of the interaction effects of being born black and in the South to slavery, when in fact there is good reason to believe that post-slavery institutions in the South were also differentially worse for blacks.

After presenting the above results, I test whether or not intergenerational transmission of socioeconomic status depends solely on parent's SES or also depends on grandparent's SES.

To test this I run regressions of the following form:

$$(3) \text{ son's income score} = \alpha + \beta_5 * \text{father's income score} + \beta_6 * \text{grandfather's income score} + \text{dummies for current region} + \gamma \mathbf{X}.$$

I interpret the coefficient β_6 as a measure of the degree to which grandparent's SES matters over and above the transmission through parent's SES. This test must be taken with a pound of salt since measurement error in income scores could yield a significant coefficient on grandfather's income score even if the effect works strictly through father's income score. I also test whether the elasticity of grandson's SES with respect to grandfather's SES is simply the square of the father-son elasticity.

III. Data Description

All of the data come from the 1880 and 1920 U.S. Censuses. The first set of results use the 1% IPUMS (Integrated Public Use Micro Samples) created by the Minnesota Population Center at the University of Minnesota. These data sets provide basic demographic variables for a large number of households and the individuals within those households.

Table I contains descriptive statistics for both the 1880 and 1920 samples. The 1880 sample contains about 12,350 black children and 79,700 white children. In the 1880 sample I drop children who are older than 15 because they were born before the Civil War ended. I then drop children who are younger than 7 because they have missing values for both the schooling measure and my literacy measure. I drop any heads of household or their spouses who were born after 1865. (There were very few such cases.)

Within the 1880 sample, 97 percent of black children had a mother born in a slave state and 93 percent of black children live in a slave state now. On average, the black children come from a family of four children and the white children come from a family of 3.8 children.

Thirty-five percent of the black children and 88 percent of the white children are reported as being literate. Census enumerators asked separately about ability to read and ability to write for each individual in the household. The questions are only asked for persons age 10 or older. I coded the literacy variable as a dummy which takes on the value of 1 if the person is reported as being able to read AND write.

A separate census question asked whether or not each person was currently in school. I created a dummy for all children who were aged 7-18. This dummy is a 1 if the child was enrolled in school in the past year and a 0 if the child was not enrolled. Table I shows that 32 percent of black children and 74 percent of white children (ages 7-18) in the 1880 sample were reported as enrolled.

The census also asked for the occupation of each person in the household. This was written down as a text field by the enumerator and the IPUMS data set reports whatever was written. Children who do not have an occupation are frequently listed as being "At Home." I use the occupation variable in several ways. First IPUMS researchers have linked each occupation to the

median occupational income from the 1950 census.⁹ This number is reported as annual median income by occupation in hundreds of 1950 dollars. Table I shows that the black male heads of household in the 1880 sample have an occupational income score of 15.25 versus 20.49 for the white male heads of household. These figures include men with occupations that have a score of 0 (for example, "retired") and exclude men with no occupation listed.

The occupational score is obviously a highly imperfect measure of income. The biggest problem is the fact that relative incomes among occupations undoubtedly shifted between 1880 and 1950, when median incomes are calculated. Furthermore, it is likely that some 1880 occupations are misclassified because the nature or name of the occupation changed greatly during 1880-1950. The one positive thing to be said for occupation scores is that median incomes by occupation may be a less noisy measure of permanent income than a single year of self reported income.

While the occupation score is probably a bad measure of actual income, it may be a reasonable measure of "socioeconomic status." Occupations that paid a lot in 1950 were probably also high paying, high human capital, desirable jobs in 1880. Appendix Table I shows the 1880 occupations and income scores for blacks heads of household who were born free. Managers have the highest score in the table (at 40) while craftsmen have scores that range from (24-29) and unskilled laborers have income scores of 9. For reference, clergy have a score of 42 while lawyers and physicians have scores in the 80s. Figures VIII and IX show the full distribution of scores for male household heads by race in 1880 and 1920.

In addition to using the occupational income score as the dependent variable, I also use reported occupation to classify men as having manual or non-manual jobs. This classification has some intuitive appeal and classification mistakes are less likely than with the occupational income score. However, there is only a modest amount of variation in the manual job dummy. Table I shows that 83 percent of white male heads of household were manual workers and the equivalent figure for blacks is 96 percent.

Panel B of Table I gives the means for the 1920 sample. By 1920, 83 percent of the black children are literate and 99 percent of white children are literate. Sixty-nine percent of black children are in school versus 81 percent for whites. The average child age is much higher for the 1920 sample because I include children in the household who are age 35 or younger. In the 1880

⁹ Details are available at www.ipums.org. The 1880 Census did not collect individual income.

sample, I excluded any child born before 1865. The occupational income scores for the male householders in 1920 are modestly higher than in 1880, and the percent who are manual workers is modestly lower.

Classification of Slavery versus Non-Slavery Status for Blacks

I classify blacks as being born into slavery if they are born in a slave state before 1865. While this initially appears to be a bold assumption, it turns out to be a reasonable approximation to the truth. Fogel and Engerman estimate that in 1860 94 percent of blacks in the South were slaves. This approximation can be confirmed by looking at the tabulation in Appendix Table II, which shows 1860 Census counts by state, by race. These counts include only the free population in a 1 percent sample and show only 2,485 free blacks in the 16 slave states. In 1880, the 1 percent sample contains 51,618 blacks living in the former slave states. Thus the ratio of free blacks in 1860 to total blacks in 1880 is roughly $248,500 / 5,161,800$ or 4.8%. Fogel and Engerman estimate that the slave population in 1860 was roughly 4 million, which implies that the ratio of free blacks to total in the South in 1860 was roughly 5.8 percent.

In truth many of the 248,500 free blacks in the South in 1860 were born as slaves, but were manumitted.¹⁰ So 94 percent is a gross underestimate of the percentage of Southern blacks who were born into slavery. Olwell [1996] documents that many free blacks in the South purchased their own freedom using extra income earned working on their "own time."

We know from Phillips [1997] and Gould [1998] that many of the free blacks in the South lived in Baltimore, New Orleans and Charleston. I could further improve my approximation by dropping blacks in these cities.¹¹

It is also remotely possible that some blacks born in the North are actually slaves, and if so I would also classify these people incorrectly. Some Southern gentlemen visiting the North might have brought their slaves with them for some period of time. It seems less likely that these visiting slaves would be bear children and that the "owners" would lay claim to the child born on free soil. A more likely source of error would be mis-reports of place of birth by census participants and

¹⁰ Fogel and Engerman use census data to estimate numbers of manumissions. Olwell [1996] contains a wealth of detail regarding the circumstances surrounding individual manumissions.

¹¹ I could also use the names and addresses in the 1860 and 1880 Censuses to help distinguish between those blacks who were free in 1860 and those who were not.

enumerators. Nonetheless there is no evidence consistent with widespread errors in reporting place of birth within the 1880 or 1920 Censuses.¹²

Figures I through V present mean outcomes by race, place of birth, and by birth cohort. Figure I shows average literacy rates by 10 year birth cohort for slaves and their descendants and free blacks and their descendants.

Unsurprisingly, there is a huge literacy gap between blacks born as slaves and blacks born free. Free blacks born in 1850-1860 have about a 65 percent literacy rate as measured in the 1880 Census. Blacks born into slavery during 1850-1860 have about a 22 percent literacy rate. In the next generation, children of former slaves and children of free blacks born pre-1865, both have a huge gain in literacy. There is a fair amount of upward convergence in which the children of slaves begin to achieve literacy rates closer to rates for children of free blacks. By the third generation, the grandchildren of free blacks have literacy rates approaching 100 percent and the grandchildren of free blacks have further narrowed the gap.

Figure II shows literacy rates by birth cohort, race, and place of birth (South versus non-South.) There is a negative effect on literacy from being black, and a negative effect from being born in the South. But the interaction effect of being black and in the South is much bigger than the black or South effects alone. By the 1895 birth cohort (1890-1900), all whites and blacks born outside the South have literacy rates approaching 100 percent. Blacks born in the South during 1890-1900 have about an 82 percent literacy rate.

Figure III shows occupational income scores for free blacks and their progeny and former slaves and their progeny. There appears to be roughly a 3-5 point gap between the two groups that does not close over time. However, once I control for current region (as in the next section) this gap is not statistically significant, even for the first generation.¹³

Figure IV shows occupational income scores by birth cohort, race, and born in South (0-1). The rank ordering from highest to lowest is non-Southern born whites, Southern born whites, non-Southern blacks, and Southern blacks. This pattern appears to persist across the sample period and

¹² For example, the implied migration rates and migratory patterns across states seem plausible.

¹³ Controlling for current region, there is never a gap between free blacks and slaves in terms of occupational income score. Hence it doesn't make much sense to think about convergence along this measure.

doesn't show much convergence or divergence. (Recall that this is more a more measure of "occupational prestige" than income and doesn't allow incomes to vary across time.)

Figures V and VI look at coefficients of transmission of literacy and occupational income score. Figure V shows the OLS coefficient of child literacy on mother's literacy by birth cohort. This coefficient falls steadily over birth cohorts. This happens during a period of greatly increasing literacy. However, falling transmission coefficients are not automatically (algebraically) implied by increasing literacy rates or rates that asymptote to 100 percent. Interestingly, the rate of transmission of literacy is higher for blacks than whites for every single birth cohort.

Figure V calculates transmission coefficients for occupational income score by birth cohort. The transmission coefficients in Figure V appear to be much noisier than those for literacy and no obvious time trend is apparent.

IV. Results

Results are presented in Tables II through XII. Tables II through V estimate the effects of slavery on outcomes by comparing free blacks (and their descendants) to former slaves (and their descendants.)

Effects on Literacy

The top half of Table II uses the 1880 data to examine the difference in literacy rates between former slaves and free blacks. The sample is limited to householders¹⁴ born before 1865. The Table is organized as follows: Column (1) in the Table describes the sample (e.g. men versus women). Column (2) states which controls are in the regression and Column (3) is a note on the source of identification. Columns (4)-(6) are the OLS coefficient on the slave status dummy and the means, standard deviations, and sample sizes for the dependent variable categorized by former slave or free.

Rows (1) and (2) show the raw (uncontrolled) effect of slavery status on literacy for men and women. Slave status is associated with roughly a 47 percent decrease in the probability of being literate for both men and women. For women (men) this effect drops to -25 percent (-21 percent) when I include dummies for current region and birth year [results shown in rows (3) and (4)]. Almost all of this decrease in the coefficient is attributable to the inclusion of the region

dummies. By including current region dummies, the coefficient on slave status is identified from blacks that move (either into the South or out of the South) between birth and 1880.

The whole sample in Table II only contains about 340 free blacks. This is basically an issue of precision of the estimates and the standard errors in the tables reflect this small sample.

Table III rows (1) and (2) show analogous regressions for the children of these same householders in 1880. The children here are ages 10-15 ; I limit the sample to children born post-1865 and literacy is only measured for persons 10 or older. The free vs. former slave literacy gap is as large for the children in 1880 as for the householders. For the children, the uncontrolled effect on the slavery status dummy is 57 percent and the effect including dummies for current region is 22 percent. Rows (3) and (4) show results when the sample is limited to households currently outside or inside the South.

Table IV takes another look at literacy in the first generation after slavery, but this time uses the 1920 IPUMS sample. The sample consists of black householders ages 35-55. These adults are too young to have been born into slavery, but old enough that their parents most likely were born before 1865.¹⁵ In this sample, the effect of mother's former slavery status on literacy is much smaller than for the children in the 1880 sample. The uncontrolled effect of mother's slavery status on own literacy is -27 percent. When I add dummies for current region, the effect falls to -9 percent, and when I limit the sample to blacks currently outside the South, the effect falls to -6 percent.

Given the figures in Table IV, one could make the case that the effect of slavery status on literacy nearly disappears after one generation, if we control for current region. The importance of the current region dummies could imply that families that move are inherently different from families that stay in the South. Or it may imply that the families that move benefit from the different labor market and schooling conditions outside the South. This second interpretation is needed to make the case that controlling for region yields the best estimates of the effect of slavery status.

¹⁵ This is a big assumption, but probably an accurate one for the vast majority of householders. The youngest householders in the sample were born in 1885, and some of them might have been born to parents who were born after 1865, but this would be a small fraction of my total sample.

Tables III and IV both consider people who are born one generation after slavery, but the former Table uses children in 1880 and the latter uses adults in 1920. The effect of slavery status for the children in 1880 is as large as the effect for themselves. So the benefits (increased literacy) for the first post-1865 generation did not appear by 1880, but did appear eventually.

Table V examines literacy for the second generation after slavery, using the children of the 1920 householders from Table IV. Specifically these are children for whom the mother is age 35-55, and I assume (as above) that the mother's mother was born prior to 1865. I examine the effect of grandmother's slave status on grandchild's literacy. The raw effect of grandmother's slavery status on the probability of being literate is -15 percent. When I control for current region, or look only at children outside the South, the effect falls to -2 percent and 0 percent. Therefore, controlling for current region, the effect of slavery status on literacy disappears completely by the second generation after emancipation.

Effects on Schooling

In addition to effects of slavery status on literacy, I am also interested in examining effects on schooling. Unfortunately during this time period the Census did not collect years of schooling. But we can examine whether or not children in the household were enrolled in school during the past year. As mentioned above, I create a binary variable for enrollment and measure this for all children aged 7-18. The bottom half of Table III examines the effect of mother's slave status on child's school enrollment. The sample consists of black children ages 7-15 in 1880 households.

Without controls (ie the difference in means), children of former slaves are 37 percent less likely to be enrolled in school. Controlling for current region, children of former slaves are 14 percent less likely to be enrolled in school.

Table V uses the 1920 data to look at the effect of grandmother's (mother's mother's) slavery status on grandchild's probability of being enrolled. Grandchildren of slaves are 6 percent less likely to be enrolled than grandchildren of free blacks. But, controlling for current region, this effect goes away completely.

Effects on Occupation

Now I turn to the effect of slavery status on male household head's occupation, as measure by the occupational income score and a dummy for manual occupation. Table II compares black heads of household born into slavery and those born free pre-1865. Controlling for current (1880) region, being born a slave lowers the occupational income score by 3.1 (more than half a standard deviation), and makes heads 10 percent more likely to be manual workers. (The mean of "manual" for free blacks is 88 percent.)

Table IV looks at the analogous effects for male heads of household in the 1920 sample. These are the children of former slaves and free (pre-1865) blacks. Controlling for region, the effect of father's mother's slave status on the occupational income score is -.98. This effect is 66 percent lower effect than that measured for their parent's generation. The effect of mother's slave status on likelihood of being a manual worker is 7 percent.

Using Data on Whites To Control For the Effect of Being Born in the South

The above results use data on movers to try to separate the effects of slavery from the effects of growing up or living in the South. An alternative method for separating these two effects is to use whites to estimate a baseline effect from being born in the South (but not being born a slave). I then difference out the baseline of effect of "born South" for blacks who are born into the South and into slavery at the same time.¹⁶

This analysis obviously relies on the assumption that the level effect of "born South" is identical for blacks and whites, and that one can then attribute remaining differences in outcomes between blacks and whites to slavery. This is clearly an aggressive assumption. It is less clear whether this assumption is better or worse than the previous analyses which assumed that black movers and stayers in the non-South were similar except for slavery status.

Table VI presents mean outcomes for blacks and whites segmented by race and by birth in a former slave state (ie the South by my definition). In Panel A, I show mean literacy by race and born in a slave state for female householders in 1880. (All are born pre-1865.) The black-white difference in literacy rates for people born outside the South is 28.6 percent. The black-white

¹⁶ Before adding controls, I am just taking the (born in South-not born in South) diff for blacks and subtracting off the same diff for whites.

difference inside the South is 59.2 percent. Therefore the "effect" of own slavery status on literacy is -30.6 percent.

Panel B measures this difference in difference for children in the 1880 Census. The table shows literacy rates by black versus white and mother born inside or outside of a slave state. The slavery effect is 30.0 percent, which is the same as the effect for the mother's in Panel A. This is consistent with the earlier comparisons which showed no decrease in the slavery effect on literacy for the 10-15 year olds in 1880, i.e. one generation after slavery.

Panels C and D also look at literacy one generation after slavery, but this time using householders in 1920. By this time, the effect of mother's slavery has dropped to -19.7 percent for women and -16.8 percent for men. Panel E calculates the effect of grandmother's slavery status for children in the 1920 Census. Two generations after emancipation, the effect of grandmother's slavery status on the probability of being literate is -12.0 percent.

Panels F and G use the in-school dummy as the dependent variable. In 1880, children of slaves are 12.5 percent less likely to be enrolled in school than children of free blacks, again differencing out the whites as a control. In 1920, grandchildren of slaves are 5.7 percent less likely to be enrolled in school than grandchildren of free blacks.

These difference in difference estimates show substantial convergence between the descendants of free blacks and slaves over two generations, at least for literacy and schooling status. Unlike the earlier movers versus stayers analysis, the estimates do not show complete convergence.

Tables VII through X perform the same analysis using OLS and add dummies for current region. In all columns, the outcome of interest is regressed on a dummy for born in a former slave state, a dummy for black, and the interaction of the two, which is the coefficient of interest.

Columns (1)-(4) in Table VII examine literacy for male and female householders in 1880. All of the people in the sample were born prior to emancipation. The interaction of being black and being born in slave state depresses the probability of being literate by roughly 30-33 percent. Interestingly, the coefficients change little when I control for current region.

Table VII examines the effect of mother's slave status for children in the 1880 Census. Controlling for current region, having a mother who was born a slave decreases the probability of literacy by 28.6 percent and the probability of being enrolled in school by 11.1 percent. Table IX runs the literacy regression for male and female householders in the 1920 Census. The effect of mother's slave status is $-.197$ for the men and $-.168$ for the women.

Table X calculates the effects of grandmother's slavery status on literacy and in-school status for children in households in the 1920 Census. Controlling for current region (and using whites to control for the effect of being born inside the South), the effect of having a grandmother born into slavery reduces the probability of being literate by 12.0 percent and the probability of being in school by 4.5 percent. This latter effect is not statistically significant.

Overall, the effects of slave status on literacy and schooling are somewhat different when I use whites as a control than when I simply compare blacks inside and outside the South. When I use whites as a control, I still find substantial upward convergence between the grandchildren of slaves and the grandchildren of free blacks, but not complete convergence. Which estimate to believe, if any, is open to debate. But however I calculate these estimates, I find substantial convergence within two generations.

The above results provide some evidence for convergence between the descendants of free blacks and slaves, the obvious question becomes "what is the cause of such convergence?" For literacy, one natural explanation would be the rise of public schools and the passage of mandatory schooling laws. Today's high mobility of income and wealth may also be driven in part by public schools and the availability of high quality public universities, and in part by other "great equalizers" like cable television or the internet.

High social mobility in post-Bellum America or in the modern OECD need not be an inevitable outcome that is independent of government institutions. Social activism could be just as important or more important than market forces in creating convergence.

Transmission Coefficients

The convergence observed in the previous section implies that within family transmission rates of literacy and schooling are substantially less than one and that considerable regression to the mean occurs within two generations. I turn now to measuring these transmission rates and asking

whether an AR1 transmission process fits the data. Tables XI and XII calculate various transmission rates (of literacy and occupational income score) from parents and grandparents to children. In all cases I am simply regressing child's outcome (literacy or occupational income score) on parent's outcome and in some cases on grandparent's outcome.

An important caveat to this set of results is that I can only calculate the transmission rates from parents or grandparents when the children still live in the same household as the parents or grandparents. This is not necessarily a problem for estimating the transmission of literacy from parents to children, given that many children learn to read before leaving their parents' home. This caveat is more of a problem for transmission of occupational income score since occupations and hence occupational scores continue to change after children leave their parents' household.

Table XI shows the coefficients of transmission for literacy and occupational income score for the 1880 households. The coefficient of transmission for literacy from mothers to children is .32 for the white children and .45 for the black children. When I limit the sample to households where the mother's mother is present, the coefficient on mother's literacy is .29 and the coefficient on grandmother's literacy is .17. While this result implies that grandmother's outcome is extremely important in determining the child's outcome, it is likely that the impact of grandmother's literacy is particularly high in that small fraction of households where the grandmother is actually present.

The results for transmission of occupational income score are shown in columns (5)-(8). Since I examine only children born after 1865, most of the children in the sample are too young to have an occupation listed. In this sample, the coefficient of transmission for income score is .38 for the white households and .45 for the black households. These numbers are consistent with the existing literature on transmission of income from father's to sons. My transmission rates are on the higher end of existing estimates. This seems plausible given that my income score is constant within occupation. Income itself includes both individual income shocks within occupation and occupation level shocks over time and I am forced to exclude both sources of variation.

Column (8) of Table XI regresses the child's income score on father's income score and grandfather's income score. Within this small subset of households, the effect of the grandfather's income score is small (at .07) and insignificant. This provides some weak evidence in favor of the hypothesis that transmission of income or socioeconomic status can be modeled as an AR1 process.

Table XII examines transmission of literacy and income scores within the 1920 households. Columns (1) –(4) shows that the literacy coefficient of transmission from mothers to children is dramatically lower in the 1920 households than in the 1880 households. Figure V shows transmission rates of literacy by birth cohort of the child. The transmission rate falls dramatically with each cohort both for black and for white households. This drop in the transmission rate is almost surely related to the fact that literacy rates are approaching 100 percent for all whites and for non-Southern blacks. However, the drop in the transmission rate need not be an algebraic consequence of the rise in literacy. With each successive cohort the children who are not literate look more and more like a random sample of the population rather than simply the set with illiterate parents.

The transmission coefficients for income score in columns (5)-(8) echo the results from the 1880 data. Transmission coefficients are higher for blacks than whites and grandfather's income score does not matter controlling for father's income score.

V. Results for the Merged Sample of 1880 and 1920 Households

One of the obstacles to studying transmission of income or SES over multiple generations is that it is unusual to have data for three (or more) generations of adults in the same data set. To attempt to mitigate this problem I have merged some of the data for the 1920 IPUMs households back into the 1880 Census. This merge is possible because The Church of Jesus Christ of Latter Day Saints has recently released a set of CDs with a transcription of the entire 1880 Census (100 percent sample).¹⁷ This project took 20 years and thousands of volunteers to complete. The only drawback is that the Mormons only pulled a limited subset of variables including names, places of birth, age, race, and occupation. This allows me to examine transmission of SES (as measured by occupation).

I merge the data sets by taking male heads of household (fathers) in the 1920 1 percent sample and locating them in the 1880 100 percent sample. I did not attempt to trace any of the women in the 1920 sample due to the high likelihood of name changes at time of marriage. I merge the data for the fathers based on first name, last name, year of birth, place of birth, mother's place of birth and father's place of birth. This is a surprisingly unique combination of variables. In other words, it is pretty rare for any two individuals to have exactly the same data for all six fields above.

I have estimated that this happens in at most 5 percent of cases in the 1920 data and when it does occur I drop the data point.

The objective is to take men who are heads of household in 1920 and collect data from their 1880 household when most of the fathers were children. I limit the potential sample for the merge to fathers who have a reported occupation, are U.S. born, are ages 40-60 in 1920 (0-20 in 1880) and have at least once male son 18 or older in their 1920 household. This last limitation is so that I can obtain some reasonable measure of the income score for the children in the 1920 households (the grandchildren of the 1880 householders).

The 1880 CD set includes a National Index which allows me to search for the fathers not just in their 1920 state, but in all US states. The search software on the CDs also allows me to check for various possible spellings of the first names, e.g. Charlie and Charles. Permitting the first names to vary in this way did help locate matches and did not tend to create multiple matches for the same 1920 observation.

There were 21,785 fathers (black and white) in the 1920 data for the potential match. As shown in Table XIII, successfully matched 2,841 of these fathers for a 13 percent success rate.¹⁸ While this match rate is low, Table XIII shows that the matched and unmatched observations have similar levels of literacy and occupational income scores.

The key piece of data that I pull from the 1880 household is the head's occupation. This is the occupation of the grandfather of the children in the 1920 households. This occupation is a text field in the 1880 data, but I coded it to match the occupation codes created in the IPUMs data. I then merged in occupational income scores and my 0-1 variable for manual occupation.

In Table XIV I examine transmission of SES from grandparents to grandchildren holding father's SES constant. In columns (1) I regress child's income score on father's income score and find a coefficient of .52. When I include the grandfather's income score in column (2), grandfather's income score only has a coefficient of .055, though it is statistically significant. In the absence of measurement error, and under the null of the AR1 model of SES transmission, we would

¹⁷ IPUMS researchers at the Minnesota Population Center at the University of Minnesota provided critical assistance in readying the data for release.

¹⁸ An additional 3 percent of the fathers were matched, but were not living with their parents in 1880. Most of these had either formed their own households already or were working as laborers while living with a different family.

expect the coefficient on grandfather's SES to be 0. I interpret this as evidence that the AR1 model of SES transmission is roughly correct.

A similar result obtains in Column (4). Controlling for father's manual status, grandfather's manual status only has a small effect on the probability that the grandchild is a manual worker.

Conclusion

This paper has demonstrated that on certain basic outcome measures (for literacy, schooling and occupation), the descendants of slaves "caught-up" to the descendants of free blacks within two generations. This statement is particularly true when we identify the effects of slave status by comparing descendants of free blacks and slaves who reside outside of the South. If we instead measure the progress of free blacks and slaves (and their descendants) relative to whites born in the same regions, then we find convergence but not complete convergence.

This convergence is consistent with the high degree of social mobility implied by modern estimates of parent-child income and education correlations. When I regress son's SES on father's and grandfather's SES, I find that father's SES has a coefficient of .35 to .5 but grandfather's SES only matters a small amount controlling for the father's outcome. This is further evidence of strong father-son correlations which decay rapidly with each successive generation.

A major topic for future research is whether or not convergence within two generations is a common phenomenon observed after social barriers between groups are removed. This has particular relevance for the U.S. given the 20th Century's dismantling of racial barriers in access to schooling and jobs.

A natural extension of this paper would be to attempt to tie these results to the modern literature on black-white wage and education differentials. Suppose that political changes in the 1960s and 1970s freed black workers from serious institutionalized discrimination that existed through the 1950s. The relevant question becomes "How many generations would be needed for outcomes for African-Americans to converge towards those for whites?" Based on this paper and the social mobility literature, one would predict that about two generations are needed.

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Table I
Panel A: Means For Children in 1880 Census

	Black Households			White Households		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Child's literacy	7,448	0.35	0.48	50,388	0.88	0.32
Child is in school	12,356	0.32	0.47	79,677	0.74	0.44
Mother was born a slave	12,342	0.97	0.16	55,570	0.42	0.49
Child Age	12,356	10.51	2.53	79,677	10.72	2.54
Mother's age	11,882	36.57	8.70	77,131	39.12	7.61
Number of siblings	12,356	4.00	2.17	79,677	3.76	2.04
Child is Male	12,356	0.51	0.50	79,677	0.51	0.50
Current region is South	12,356	0.93	0.26	79,677	0.26	0.44
Curent region is Northeast	12,356	0.02	0.14	79,677	0.30	0.46
Current region is Central	12,356	0.05	0.22	79,677	0.40	0.49
Current region is West	12,356	0.00	0.05	79,677	0.03	0.18
Mother's literacy	11,882	0.17	0.38	77,131	0.86	0.35
Father's literacy	10,559	0.22	0.41	73,605	0.89	0.31
Father has manual job	11,870	0.96	0.20	76,494	0.82	0.39
Father's occupational income score	10,405	15.25	5.15	72,463	20.49	10.37

Panel B: Means For Children 1920 Census

	Black Households			White Households		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Child's literacy	13,697	0.83	0.37	171,973	0.99	0.12
Child is in school	13,984	0.69	0.46	157,322	0.81	0.39
Grandmother was born a slave	16,469	0.98	0.14	117,174	0.49	0.50
Child Age	17,095	14.18	5.17	210,884	15.12	5.94
Mother's age	17,095	41.84	7.41	210,884	43.64	8.09
Number of siblings	17,095	4.19	2.50	210,884	3.28	2.20
Child is Male	17,095	0.51	0.50	210,884	0.52	0.50
Current region is South	17,095	0.91	0.29	210,884	0.27	0.44
Curent region is Northeast	17,095	0.04	0.19	210,884	0.29	0.46
Current region is Central	17,095	0.05	0.22	210,884	0.36	0.48
Current region is West	17,095	0.00	0.06	210,884	0.08	0.27
Mother's literacy	17,095	0.69	0.46	210,884	0.92	0.27
Father's literacy	17,095	0.66	0.47	210,884	0.93	0.25
Father has manual job	16,820	0.95	0.21	201,753	0.77	0.42
Father's occupational income score	16,893	16.19	5.78	204,154	23.67	10.95

Notes: All data are from IPUMS 1 percent samples of the Census. 1880 sample includes children ages 7-15. (Observations for children under age 7 have neither literacy measure nor the schooling measure. Children over 15 were born before the end of the Civil War.) Means for mothers and fathers are taken at the child level, ie the means are weighted by the number of children in the family.

1920 sample includes any children ages 7-25 within households. South dummy is defined as all former slave states.

Table II
**Effect of Own Former Slave Status on Literacy, Occupational Income Score,
 Manual Occupation For Black Heads of Household in 1880 Census IPUMS**

This table shows various OLS estimates of the effect of being born into slavery on literacy and occupation. Means and standard deviations of the dependent variables for former slaves and free (pre-1865) blacks are shown in the last two columns. "Effects" of slave status are calculated by using an OLS regression of the outcome (eg literacy) on former slave status.

	Controls	Identification	Effect of Born Slave	Mean (dependent slave) sd(.) N(.)	Mean (dependent free) Sd(.) N(.)
<i>Literacy is Dependent Variable</i>					
all women heads HH or spouses of HH	None	All born slave versus all born free	- .474 (.027)	.172 (.378) 6,980	.647 (.479) 201
all male heads of HH	None	All born slave versus all born free	- .469 (.035)	.215 (.411) 6,146	.683 (.467) 142
all women heads HH or spouses of HH	region, birth year effects	Average effect from comparing movers (across free and slave states) to stayers	- .250 (.037)	.172 (.378) 6,980	.647 (.479) 201
all male heads of HH	region, birth year effects	Average effect from comparing movers (across free and slave states) to stayers	- .210 (.043)	.215 (.411) 6,146	.683 (.467) 142
<i>Occupational income score is Dependent</i>					
all male heads of HH	none	All born slave versus all born free	-3.082 (.448)	15.133 (5.200) 5,896	18.216 (6.011) 139
all male heads of HH	region, birth year		- .763 (.553)		
<i>Dummy for Manual Occupation</i>					
all male heads of HH	none	All born slave versus all born free	0.094 (0.013)	0.979 (.143) 5,881	0.884 (.320) 139
all male heads of HH	region, birth year		-0.023 (0.016)		

Notes: Sample includes all black heads of household and their spouses. (Female heads of household are included.) Former slave status is imputed from year and state of birth. Those blacks born in one of 16 slave states prior to 1865 are coded as former slaves. (The count of 16 states includes West Virginia.) There are four regional dummies coded such that the "South" dummy is really a slave states dummy. Missouri is coded as "South" and DC is not. Data are from 1880 IPUMS 1% sample.

Table III
Effect of Mother Born Slave on Literacy, Probability of Being in School For
Children in Black Households in 1880 Census IPUMS

This table compares outcomes for black children with mothers who were former slaves versus outcomes for black children with mothers born free. These children are born one generation after slavery. "Effects" of mother's slave status are calculated by using an OLS regression of literacy on mother's former slave status.

Dependent Variable and sample	Controls	Identification	Effect of Mother Born Slave (std error)	Mean if Mom slave sd(.) N(.)	Mean if Mom free sd(.) N(.)
<i>Literacy is Dependent</i>					
all black children in sample	none	All children with mother's born slave <i>versus</i> children with mothers born free	-.570 (.027)	.323 (.468) 8,804	.893 (.309) 197
all black children in sample	birth year, region, male, number sibs	Comparing former free versus former slave within each region	-.216 (.045)	.323 (.468) 8,804	.893 (.309) 197
black children outside of South	birth year, male, number of siblings	Compare children of free blacks to children of former slaves who moved to North, Central or West	-.193 (.040)	.686 (.464) 449	.918 (.276) 170
black children in South	birth year, male, number of siblings	Compare children of free blacks who move back to South to stayers in South	-.434 (.112)	.304 (.460) 8,355	.741 (.447) 27
<i>"In school" (0-1)</i>					
all black children in sample, ages 7-18	none	All children with mother's born slave <i>versus</i> all children with mothers born free	-.366 (.041)	.266 (.442) 12,073	.632 (.483) 242
all black children in sample, ages 7-18	birth year, region, male, number sibs	Comparing former free versus former slave within each region	-.141 (.051)	.266 (.442) 12,073	.632 (.483) 242
black children outside of South, ages 7-18	birth year, male, number of siblings	Compare children of free blacks to children of former slaves who moved to North, Central or West	-.192 (.049)	0.476 (.500) 563	0.676 (.469) 210
black children in South, ages 7-18	birth year, male, number of siblings	Compare children of free blacks who move back to South to stayers in South	-.089 (.116)	.256 (.436) 11,510	.344 (.483) 32

Notes: Sample includes black children in households in 1880 IPUMS. Mother's former slave status is imputed from year and state of birth. All of the mothers are born before 1865 and all of the children are born after 1865. (Children older than 15 and households with mothers younger than 15 are dropped.)

Table IV
Effect of Mother Born Slave on Literacy, Occupational Income Score,
Probability of Being a Manual Laborer in 1920 Census IPUMS
(Household Heads and Spouses in 1920 households)

This table compares literacy and occupational outcomes for black householders whose mothers who were former slaves versus outcomes for black householders with mothers born free. The householders are ages 35-55 in 1920 (ie born 1865-1885) which makes them old enough to have parents who were born as slaves, but young enough to be born post-1865. "Effects" of mother's slave status are calculated by using an OLS regression of literacy on former slave status.

Dependent Variable and sample	Controls	Identification	Effect of Mother Born Slave (std error)	Mean if Mom slave sd(.) N(.)	Mean if Mom free sd(.) N(.)
<i>Literacy (0-1) is Dependent</i>					
all black householders in sample (ages 35-55)	none	All householders with mother born slave <i>versus</i> those with mothers born free	-.265 (.013)	.657 (.475) 17,521	.923 (.268) 542
all black householders in sample (ages 35-55)	birth year, region, male, number children	Comparing children of former free versus former slave within each region	-.085 (.014)	.657 (.475) 17,521	.923 (.268) 542
black householders outside of South (ages 35-55)	birth year, male, number of children	Compare children of former free to children of former slaves who moved to North, Central or West	-.059 (.014)	.888 (.315) 2,372	.947 (.223) 438
black householders in South (ages 35-55)	birth year, male, number of children	Compare children of free blacks who move back to South to stayers in South	-.166 (.035)	.621 (.485) 15,149	.817 (.388) 104
<i>Occupational income score</i>					
black male heads of household, ages 35-55	birth year, region, number children	Comparing children of former free versus former slave within each region	-.981 (.509)	17.095 (6.543) 8,502	21.271 (7.599) 240
<i>Manual Laborer (0-1)</i>					
black male heads of household, ages 35-55	birth year, region, number children	Comparing children of former free versus former slave within each region	.071 (.028)	.934 (.248) 8,447	.777 (.417) 238

Notes: Sample includes black households in 1920 IPUMS. The occupational income score is the median 1950 annual income in hundreds of dollars for a given occupation. Sample includes all black householders who are 35-55 in 1920. If their mothers were born in one of 16 slave states, the mothers are coded as former slaves. (The count of 16 states includes West Virginia.) There are four regional dummies coded such that the "South" dummy is really a slave states dummy. Specifically, Missouri is coded as "South" and DC is not.

Table V
Effect of Grandmother Born Slave on Literacy,
Probability of being enrolled in school
(children in 1920 households)

This table compares literacy and school status for grandchildren of former slaves (mother's mother born slave) versus mother's mother born free. In this table, all of the variation derives from grandmothers being born in slave versus free states. I dropped children with grandmothers born after 1865. (See note below). "Effects" of slavery are measured by an OLS regression of the outcome on a dummy for the grandmother's slavery status.

Dependent Variable and sample	Controls	Identification	Effect of Grandmother Born Slave (std error)	Mean if Grandma slave sd(.) N(.)	Mean if Mom free sd(.) N(.)
<i>Literacy is Dependent</i>					
all black children in sample ages 10-25	none	All children with grandmother born slave <i>versus</i> children with grandmother born free	-.147 (.016)	.824 (.381) 15,710	.971 (.167) 315
all black children in sample ages 10-25	birth year, region, male, number sibs	Comparing grandchildren of former free versus former slave within each region	-.019 (.017)	.824 (.381) 15,710	.971 (.167) 315
black children outside of South ages 10-25	birth year, male, number of siblings	Compare grandchildren of free blacks to grandchildren of former slaves who moved to North, Central or West	-.002 (.007)	.990 (.097) 1151	.992 (.089) 250
black children in South ages 10-25	birth year, male, number of siblings	Compare grandchildren of free blacks who move back to South to grandchildren of stayers in South	-.075 (.062)	.811 (.391) 14,559	.892 (.312) 65
<i>"In school" is dependent</i>					
all black children in sample ages 7-18	none	All children with grandmother born slave <i>versus</i> children with grandmother born free	-.059 (.037)	.671 (.470) 16,060	.730 (.445) 315
all black children in sample ages 7-18	birth year, region, male, number sibs	Comparing grandchildren of former free versus former slave within each region	.015 (.035)	.671 (.470) 16,060	.730 (.445) 315
black children outside of South ages 7-18	birth year, male, number of siblings	Compare grandchildren of free blacks to grandchildren of former slaves who moved to North, Central or West	-.005 (.031)	.771 (.421) 1,069	.771 (.421) 249
black children in South ages 7-18	birth year, male, number of siblings	Compare grandchildren of free blacks who move back to South to grandchildren of stayers in South	.072 (.100)	.664 (.472) 14,991	.576 (.498) 66

I use mother's age to infer whether or not the grandmother is born pre-1865. If the mother was born after 1885, there is some reasonable possibility that the mother's mother was born after 1865 and so I drop those households from the data set.

Table VI
Means of Literacy, In School, Manual Occupation (0-1)
By Race and Slave-State Versus Not

These panels are series of two by two matrices used to generate a simple estimate of the effect of being born into slavery on literacy, “in school” status, and occupation. The lower right hand cell of each panel is the black-white difference in means for individuals born outside the South minus the black white difference in means for individuals born in the South.

Panel A: Effect of Own Slavery Status on Own Literacy for Female Householders in 1880

Mother's Literacy 1880				
	Black			
Born in slave state	0	1		Diff
	0	0.942	0.656	-0.286
		30,531	317	
	1	0.785	0.193	-0.592
		18,214	8,622	
				-0.306

Panel B: Effect of Mother's Slavery Status on Child's Literacy Status in 1880

Child's Literacy 1880				
	Black			
Mother born in slave state	0	1		Diff
	0	0.951	0.888	-0.063
		20,332	205	
	1	0.702	0.339	-0.363
		14,420	7,237	
				-0.300

Panel C: Effect of Mother's Slavery Status on Literacy for Female Householders in 1880

Female Household's Literacy 1920				
	Black			
mother born in slave state	0	1		Diff
	0	0.99	0.946	-0.044
		33,786	277	
	1	0.952	0.711	-0.241
		23,313	7,730	
				-0.197

Table VI (cont.)

Panel D: Effect of Mother's Slavery Status on Literacy for Male Householders in 1920

Male Householders literacy 1920				
	Black			
mother born in slave state	0	1		Diff
	0	0.989	0.941	-0.048
		28,131	202	
	1	0.937	0.721	-0.216
		19,016	6,320	
				-0.168

Panel E: Effect of Grandmother's Slavery Status on Literacy for Children in 1920

Child's Literacy 1920				
	Black			
Grandmother born in slave state	0	1		Diff
	0	0.994	0.974	-0.020
		48,099	274	
	1	0.97	0.83	-0.140
		46,894	12,899	
				-0.120

Panel F: Effect of mother's Slavery Status on Schooling Status for Children in 1880

Child is In School 1880				
	Black			
Mother born in slave state	0	1		Diff
	0	0.832	0.669	-0.163
		32,213	317	
	1	0.597	0.309	-0.288
		23,357	12,025	
				-0.125

Panel G: Effect of Grandmother's Slavery Status on Schooling Status for Children in 1920

Child is In School 1920

	Black		
Grandmother born in slave state	0	1	Diff
	0	0.839	0.774
		44,747	279
	1	0.812	0.69
		45,501	13,202
			-0.065
			-0.122
			-0.057

Panel H: Effect of Own Slavery Status on Manual for Male Householders in 1880

**Father is Manual Worker
1880**

	Black		
Father born in slave state	0	1	Diff
	0	0.818	0.819
		26,306	226
	1	0.892	0.973
		15,970	7,200
			0.001
			0.081
			0.080

Panel I: Effect of Own Slavery Status on Manual for Male Householders in 1920

**Father Has Manual
Occupation 1920**

	Black		
Father's mother born in slave state	0	1	Diff
	0	0.675	0.787
		27,324	197
	1	0.765	0.927
		18,616	6,212
			0.112
			0.162
			0.050

Table VII
Outcomes for Heads of Household and Spouses in 1880 Census
By Own Race and Birth Place

This table uses OLS to estimate the effect on adult outcomes of being born a slave. The regressions include whites and blacks born pre-1865 in slave and non-slave states. The regressions include the main effects of being black, being born in the South (slave states), and the interaction between the two.

The coefficient of interest is the interaction between black and born in slave state. This coefficient is the effect of being born a slave where whites are used to estimate the level effect of mother born in South. The coefficient can also be described as the differences in differences estimator used above.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)□
	Literacy Women	Literacy Women	Literacy Men	Literacy Men	Occupati onal income score	Occupati onal income score	Manual worker (0-1)	Manual worker (0-1)
Black*	-0.307	-0.301	-0.338	-0.331	0.669	0.981	0.080	0.074
born slave state	(0.019)	(0.019)	(0.021)	(0.021)	(0.711)	(0.705)	(0.023)	(0.023)
Born in slave state (self)	-0.156	-0.072	-0.128	-0.051	-3.536	-1.874	0.074	0.040
	(0.003)	(0.005)	(0.003)	(0.005)	(0.104)	(0.167)	(0.003)	(0.005)
Black	-0.285	-0.277	-0.250	-0.239	-3.584	-3.742	0.001	0.001
	(0.018)	(0.018)	(0.021)	(0.020)	(0.695)	(0.690)	(0.023)	(0.023)
Number of own Children in house		0.012		0.018		0.717		-0.020
		(0.006)		(0.006)		(0.202)		(0.007)
South is Current region		-0.003		-0.023		-1.708		0.042
		(0.010)		(0.010)		(0.333)		(0.011)
Central is Current region		0.097		0.065		-1.361		0.031
		(0.009)		(0.009)		(0.311)		(0.010)
Northeast is current region		0.118		0.088		1.429		-0.015
		(0.009)		(0.009)		(0.316)		(0.010)
Constant	0.942	0.840	0.953	0.880	21.751	21.690	0.818	0.812
	(0.002)	(0.009)	(0.002)	(0.009)	(0.064)	(0.303)	(0.002)	(0.010)
Observations	57684	57684	51104	51104	49952	49952	49702	49702
R-squared	0.38	0.39	0.38	0.38	0.05	0.07	0.03	0.04

Men refers to a male head of household. "Women" refers to a spouse of a male head of household or a female head of household. All are born pre-1865. Standard errors in parentheses. All columns use OLS. Columns (5)-(8) are for male heads of household only. Literacy and manual worker are (0-1) dummies.

Table VIII Outcomes for Children in 1880 Census By Race and Birthplace of Mother

This table uses OLS to estimate the effect on child outcomes of having a mother who was born a slave. The regressions include white and black children born in (former) slave and non-slave states. The regressions include the main effects of being black, having a mother born in the slave states, and the interaction between the two. Regressions (2) and (4) also control for current region.

The coefficient of interest is the interaction between mother black and mother born in slave state. One way to describe this coefficient: the effect of mother born slave where whites are used to estimate (and difference out) the impact of mother born in South on literacy and "in school."

	(1) Literate	(2) Literate	(3) In School	(4)□ In School
Black*Mother born in slave state	-0.299 (0.029)	-0.286 (0.028)	-0.125 (0.036)	-0.111 (0.034)
Mother born in slave state	-0.250 (0.005)	-0.088 (0.008)	-0.235 (0.005)	-0.049 (0.008)□
Black	-0.064 (0.028)	-0.049 (0.026)	-0.163 (0.035)	-0.139 (0.033)
Male		-0.026 (0.004)		-0.009 (0.003)
Number of own siblings in household		-0.012 (0.001)		0.000 (0.001)
South is current region		-0.108 (0.017)		-0.082 (0.018)
Central is current region		0.083 (0.016)		0.153 (0.017)
Northeast is current region		0.102 (0.016)		0.174 (0.017)
Constant	0.951 (0.002)	0.922 (0.016)	0.832 (0.003)	0.684 (0.017)
Observations	42194	42194	67912	67912
R-squared	0.27	0.29	0.17	0.21

Robust standard errors in parentheses. Standard errors are clustered at the household level. Literacy is measured for children 9 or older. "In school" is measured for children 7-18. All children are born after 1865. All parents are born before 1865.

Table IX
Outcomes for Heads of Household and Spouses in 1920 Census
By Race and Birth Place of Their Mother

This table uses OLS to estimate the effect on adult outcomes of having a mother who is born a slave. The regressions include white and black children born in (former) slave and non-slave states. The regressions include the main effects of being black, having a mother born in the South (slave states), and the interaction between the two.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)□
	Literate Women	Literate Women	Literate Men	Literate Men	Occupati onal income score	Occupati onal income score	Manual worker (0-1)	Manual worker (0-1)
Black*mother born slave state	-0.197 (0.013)	-0.197 (0.013)	-0.168 (0.016)	-0.168 (0.016)	0.108 (0.844)	0.194 (0.839)	0.050 (0.032)	0.049 (0.032)
Mother born in slave state	-0.038 (0.002)	0.007 (0.003)	-0.052 (0.002)	-0.004 (0.003)	-3.976 (0.110)	-1.930 (0.158)	0.090 (0.004)	0.056 (0.006)
Black	-0.044 (0.013)	-0.038 (0.013)	-0.049 (0.016)	-0.042 (0.016)	-5.256 (0.827)	-5.306 (0.822)	0.111 (0.031)	0.111 (0.031)
Number of own siblings in house		0.005 (0.004)		0.015 (0.006)		1.491 (0.334)		-0.036 (0.013)
South is current region		-0.035 (0.004)		-0.052 (0.004)		-2.071 (0.227)		0.056 (0.009)
Central is current region		0.028 (0.003)		0.014 (0.004)		-0.880 (0.206)		0.040 (0.008)
Northeast is current region		0.034 (0.004)		0.019 (0.004)		2.262 (0.216)		-0.016 (0.008)
Constant	0.990 (0.001)	0.967 (0.003)	0.989 (0.001)	0.978 (0.004)	26.699 (0.070)	26.308 (0.190)	0.675 (0.003)	0.661 (0.007)
Observations	65106	65106	53669	53669	52922	52922	52349	52349
R-squared	0.14	0.16	0.12	0.13	0.06	0.08	0.03	0.04

Standard errors in parentheses.

Table X
Outcomes for Children in 1920 Census
By Race and BirthPlace of Grandmother

This table uses OLS to estimate the effect on grandchild outcomes of having a grandmother who is born a slave. The regressions include white and black children born in (former) slave and non-slave states. The regressions include the main effects of being black, having a grandmother born in the South (slave states), and the interaction between the two. Regressions (2) and (4) also control for current region.

	(1)	(2)	(3)	(4)□
	Literate	Literate	In School	In School
Black*Grandma born in slave state	-0.120 (0.017)	-0.120 (0.016)	-0.058 (0.040)	-0.067 (0.036)
Grandmother born in slave state	-0.024 (0.001)	0.004 (0.001)	-0.026 (0.003)	-0.003 (0.004)
Black	-0.020 (0.016)	-0.015 (0.016)	-0.065 (0.039)	-0.045 (0.036)
Male		-0.013 (0.001)		-0.027 (0.002)
Number of own siblings in household		-0.003 (0.000)		-0.008 (0.001)
South is current region		-0.022 (0.002)		-0.049 (0.006)
Central is current region		0.012 (0.002)		-0.020 (0.005)
Northeast is current region		0.013 (0.002)		-0.039 (0.005)
Constant	0.994 (0.000)	1.000 (0.002)	0.839 (0.002)	0.904 (0.005)
Observations	108166	108166	103729	103729
R-squared	0.07	0.08	0.01	0.23

Robust standard errors in parentheses. Standard errors are corrected for clu

Table XI
Transmission of Literacy and Occupational Income Score
From Parents to Children: 1880 Census

This table shows the connection between child literacy (income score) and parent literacy and income score. The transmission rates for both outcomes are stronger for blacks than for whites. All children are born post-1865 and parents are born pre-1865. Children in households are ages 0-35. Transmission rate is estimated by regression child outcome on parent outcome.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Child is Literate	Child is Literate	Child is Literate	Child is Literate	Occupation income score	Occupation income score	Occupation income score	Occupation income score
<i>sample</i>	White households	Black Households	Blacks not in South	All with grandma in household	White households	Black households	Blacks not in South	All with grandpa in household
Mother is literate	0.320 (0.007)	0.450 (0.018)	0.189 (0.043)	0.285 (0.042)				
Grandmother is literate				0.170 (0.035)				
Father's occupational income score					0.377 (0.022)	0.454 (0.046)	0.223 (0.137)	0.215 (0.153)
Grandfather's occupational income score								0.070 (0.114)
Male	-0.021 (0.003)	-0.014 (0.010)	-0.019 (0.040)	-0.004 (0.015)	-0.524 (0.242)	0.632 (0.134)	3.846 (2.552)	0.154 (1.457)
Age	0.012 (0.001)	-0.003 (0.003)	-0.002 (0.010)	0.003 (0.004)	0.199 (0.037)	-0.025 (0.040)	0.865 (0.449)	-0.216 (0.371)
Number of own siblings in house South	-0.005 (0.001)	-0.015 (0.003)	-0.021 (0.010)	-0.007 (0.004)	-0.038 (0.032)	-0.130 (0.038)	-0.263 (0.475)	-0.121 (0.345)
Northeast	-0.173 (0.010)	-0.130 (0.144)	0.000 (0.000)	-0.219 (0.064)	-2.806 (0.750)	-6.468 (0.321)	0.000 (0.000)	-2.564 (2.250)
Central	0.064 (0.009)	0.225 (0.147)	0.343 (0.157)	0.012 (0.058)	2.594 (0.762)	-5.722 (2.091)	-6.386 (2.234)	0.000 (0.000)
Constant	0.035 (0.009)	0.150 (0.147)	0.190 (0.157)	-0.024 (0.058)	-1.826 (0.750)	-6.448 (0.938)	-7.311 (1.154)	-3.835 (2.044)
Observations	0.504 (0.014)	0.498 (0.148)	0.549 (0.194)	0.541 (0.085)	5.796 (1.003)	11.134 (1.077)	1.505 (8.095)	12.524 (5.527)
R-squared	48552	7140	524	1617	6963	2927	51	55
	0.25	0.19	0.12	0.40	0.44	0.25	0.25	0.27

Robust standard errors in parentheses. Literacy is defined as ability to read and write. Occupational income score is 1950 median income by occupation in hundreds of 1950 dollars. (This variable is created by the IPUMS researchers.) Grandmother's literacy is mother's mother's literacy. It is only available in cases where the grandmother lives in the household. Grandfather's occupational score is that of father's father. It is only available if the father's father lives in the household AND has an occupation listed.

Table XII
Transmission of Literacy and Occupational Income Score
From Parents to Children: 1920 Census

This table shows the connection between child literacy (income score) and parent literacy and income score. The transmission coefficients for both outcomes are stronger for blacks than for whites. Children in households are ages 7-35.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Child is Literate	Child is Literate	Child is Literate	Literate	Occupation income score	Occupation income score	Occupation income score	Occupation income score
<i>sample</i>	White households	Black households	Blacks not in South	All with grandma in household	White households	Black households	Blacks not in South	All with grandpa in household
Mother is literate	0.090 (0.004)	0.239 (0.011)	0.030 (0.024)	0.177 (0.037)				
Grandmother is literate				0.043 (0.013)				
Father's occupational income score					0.403 (0.005)	0.550 (0.031)	0.190 (0.067)	0.425 (0.111)
Grandfather's occupational income score								0.073 (0.104)
Male	-0.005 (0.001)	-0.051 (0.006)	-0.008 (0.007)	-0.016 (0.005)	-0.215 (0.075)	2.772 (0.191)	7.247 (0.856)	-1.041 (1.525)
Age	-0.000 (0.000)	0.005 (0.001)	0.000 (0.001)	0.001 (0.001)	0.354 (0.009)	0.349 (0.023)	0.127 (0.089)	0.746 (0.347)
Number of own Siblings in house South	-0.000 (0.000)	-0.009 (0.002)	-0.001 (0.001)	-0.000 (0.002)	-0.239 (0.019)	-0.199 (0.044)	0.124 (0.177)	0.899 (0.392)
Northeast	-0.022 (0.002)	-0.091 (0.011)	0.000 (0.000)	-0.047 (0.010)	-2.911 (0.195)	-3.457 (2.337)	0.000 (0.000)	0.000 (0.000)
Central	0.012 (0.001)	0.006 (0.012)	-0.008 (0.005)	-0.007 (0.008)	2.631 (0.178)	2.538 (2.420)	1.780 (1.850)	1.954 (2.275)
Constant	0.006 (0.001)	0.014 (0.013)	-0.007 (0.005)	-0.013 (0.008)	-0.082 (0.184)	0.916 (2.384)	0.152 (1.825)	4.009 (2.285)
Observations	0.908 (0.004)	0.739 (0.021)	0.972 (0.026)	0.793 (0.036)	3.647 (0.294)	-3.520 (2.459)	5.078 (3.108)	-11.328 (6.602)
R-squared	171973	13697	1278	3769	56522	5306	423	63
	0.05	0.11	0.01	0.15	0.33	0.38	0.25	0.47

Robust standard errors in parentheses. Literacy is defined as ability to read and write. Occupational income score is 1950 median income by occupation in hundreds of 1950 dollars. (This variable is created by the IPUMS researchers.) Grandmother's literacy is mother's mother's literacy. It is only available in cases where the grandmother lives in the household. Grandfather's occupational score is that of father's father. It is only available if the father's father lives in the household AND has an occupation listed.

Table XIII
Means from Sample of Families in Both 1880 Census and 1920 IPUMS
Means By Matched and Unmatched Samples

The data are from a sample that matches father's ages 40-60 in the 1920 IPUMS back into the 1880 Census (when the fathers were ages 0-20). The match is done on first name, last name, year of birth, race, place of birth and mother and father's place of birth. The objective of the merge is to get some information on father's father's occupation and to create a sample with three generations of adults within each family.

Variable	Obs	Matched		Unmatched		t-stat for diff in means	
		Mean	Std. Dev.	Obs	Mean		Std. Dev.
<i>Children</i>							
Literacy	8,666	0.98	0.15	56,744	0.97	0.17	3.48
Occupational income score	4,996	18.84	10.60	33,327	18.25	10.73	3.59
Manual worker	4,931	0.74	0.44	32,960	0.74	0.44	0.98
Age	10,507	16.45	7.10	67,451	17.15	7.38	-9.12
Male	10,507	0.62	0.49	67,451	0.63	0.48	-1.44
Black	10,507	0.13	0.33	67,451	0.11	0.32	4.23
Region=northeast	10,507	0.27	0.44	67,451	0.20	0.40	15.47
Region=south	10,507	0.35	0.48	67,451	0.43	0.49	-15.11
Region=central	10,507	0.33	0.47	67,451	0.31	0.46	2.93
Region=west	10,507	0.06	0.23	67,451	0.06	0.24	1.11
<i>Fathers</i>							
Literacy	2,841	0.94	0.23	18,944	0.93	0.26	3.04
Occupational income score	2,841	22.70	10.27	18,942	22.38	10.80	1.48
Manual worker	2,841	0.82	0.39	18,943	0.80	0.40	1.5
Black	2,841	0.10	0.30	18,944	0.09	0.29	0.88
Region=northeast	2,841	0.31	0.46	18,944	0.23	0.42	8.76
Region=south	2,841	0.28	0.45	18,944	0.37	0.48	-9.28
Region=central	2,841	0.35	0.48	18,944	0.33	0.47	-2.17
Region=west	2,841	0.06	0.23	18,944	0.06	0.24	1.34

Pre-merge sample is limited to father's in 1920 IPUMS who were born after the Civil War but prior to the 1880 Census. I further limit the sample to families that have at least one male child in the household who is 18 or more years of age.

Table XIV
Intergenerational Transmission of Occupational Score and Manual Job Status

The data are from the merged sample of families described in the previous table. Families in the 1880 Census are merged with families in the 1920s IPUMs. Transmission coefficients are obtained by regressing child's income score (or manual occupation dummy) on father's and grandfather's income score (or manual occupation dummy).

	<i>Outcomes for Children in 1920 Households</i>			
	(1)	(2)	(3)	(4)
	Son/daughter's occupational income score	Son/daughter's occupational income score	Son/daughter is manual worker	Son/daughter is manual worker
Father's occupational income score	0.516 (0.022)	0.508 (0.023)		
Grandfather's occupational income score		0.055 (0.020)		
Father is manual worker			0.359 (0.028)	0.355 (0.028)
Grandfather is manual worker				0.068 (0.031)
male	-0.534 (0.423)	-0.486 (0.424)	0.430 (0.024)	0.427 (0.024)
age	0.289 (0.042)	0.290 (0.042)	-0.006 (0.002)	-0.006 (0.002)
Number children in household 1920	-0.314 (0.079)	-0.323 (0.079)	0.016 (0.004)	0.016 (0.004)
Current region = south	-1.702 (0.882)	-1.614 (0.885)	0.066 (0.037)	0.061 (0.036)
Current region = north	2.034 (0.870)	1.896 (0.867)	0.006 (0.036)	0.007 (0.036)
Current region = central	-1.020 (0.852)	-1.038 (0.852)	0.055 (0.035)	0.054 (0.034)
Constant	2.992 (1.355)	2.178 (1.397)	0.115 (0.060)	0.058 (0.066)
Observations	3269	3269	3228	3228
R-squared	0.35	0.35	0.25	0.26

Standard errors are clustered at the family level. Families are in both the 1880 Census and 1920 IPUMs and merged based on data for the male head of household in 1920 (the "fathers" in the 1920 data). Match is on first name, last name, year of birth, race, place of birth, mother's place of birth, father's place of birth. Father's are ages 0-15 in 1880.

Table XV
Intergenerational Transmission of Occupational Score and Manual Job Status
For Male Children Only

The data are from the merged sample of families described in the previous table. Families in the 1880 Census are merged with families in the 1920s IPUMs. Transmission coefficients are obtained by regressing child's income score (or manual occupation dummy) on father's and grandfather's income score (or manual occupation dummy).

	<i>Outcomes for Sons in 1920 Households</i>			
	(1)	(2)	(3)	(4)
	Son's occupational income score	Son's occupational income score	Son is manual worker	Son is manual worker
Father's occupational income score	0.580 (0.026)	0.571 (0.026)		
Grandfather's occupational income score		0.068 (0.024)		
Father is manual worker			0.383 (0.031)	0.379 (0.031)
Grandfather is manual worker				0.070 (0.033)
age	0.345 (0.044)	0.345 (0.044)	-0.004 (0.002)	-0.004 (0.002)
Number children in household 1920	-0.280 (0.084)	-0.289 (0.084)	0.015 (0.003)	0.015 (0.003)
Current region = south	-1.780 (0.875)	-1.680 (0.878)	0.036 (0.039)	0.032 (0.038)
Current region = north	2.062 (0.868)	1.878 (0.869)	-0.016 (0.039)	-0.013 (0.038)
Current region = central	-1.530 (0.840)	-1.580 (0.842)	0.050 (0.037)	0.049 (0.036)
Constant	-0.069 (1.394)	-0.993 (1.427)	0.500 (0.062)	0.439 (0.070)
Observations	2707	2707	2678	2678
R-squared	0.39	0.39	0.16	0.16

Standard errors are clustered at the family level. Families are in both the 1880 Census and 1920 IPUMs and merged based on data for the male head of household in 1920 (the "fathers" in the 1920 data). Match is on first name, last name, year of birth, race, place of birth, mother's place of birth, father's place of birth. Father's are ages 0-15 in 1880.

Table XVI
Effect of Black and Grandfather's Born in South on Manual Occupation for Grandfathers, Fathers and Sons

	(1)	(2)	(3)	(4)	(5)	(6)
	Grandfather is manual worker	Father is manual worker	Son/daughter is manual worker	Grandfather is manual worker	Father is manual worker	Son/daughter is manual worker
black	0.014 (0.022)	0.136 (0.028)	0.159 (0.019)	0.010 (0.023)	0.143 (0.028)	0.147 (0.020)
Father's father born South	0.069 (0.015)	0.058 (0.018)	0.097 (0.020)	0.020 (0.022)	0.061 (0.027)	0.055 (0.027)
Number children in household 1920					-0.031 (0.053)	0.018 (0.003)
Number of children in household 1880				0.006 (0.003)		
Current region = central				0.017 (0.030)	0.001 (0.039)	0.095 (0.047)
Current region = north				-0.017 (0.031)	-0.042 (0.040)	0.005 (0.049)
Current region = south				0.058 (0.033)	-0.033 (0.043)	0.059 (0.049)
Constant	0.891 (0.009)	0.779 (0.011)	0.701 (0.013)	0.863 (0.032)	0.801 (0.037)	0.613 (0.046)
Observations	1588	2077	3536	1588	2077	3536
R-squared	0.02	0.03	0.04	0.03	0.03	0.06

Standard errors in parentheses

Table XVI
Effects of "Black" and "Grandfather Born in South" on Occupational Score for Grandfathers, Fathers and Sons

This table shows the effects of grandfather being born in South and the black dummy on occupational scores. Columns (1)-(3) are the raw effects and columns (4)-(6) include regional dummies. Data are from merged sample of families in the 1880 Census and 1920 IPUMS.

	(1)	(2)	(3)	(4)	(5)	(6)
	Grandfather's occupational income score	Father's occupational income score	Son's occupational income score	Grandfather's occupational income score	Father's income score	Son/daughter's occupational income score
Black	0.125 (0.704)	-4.033 (0.739)	-5.633 (0.644)	0.189 (0.708)	-4.201 (0.745)	-4.840 (0.615)
Father's father born South	-3.012 (0.459)	-3.853 (0.490)	-5.208 (0.539)	-0.862 (0.681)	-2.721 (0.729)	-0.635 (0.740)
Number children in household 1920					1.172 (1.413)	-0.717 (0.092)
Number of children in household 1880				-0.204 (0.092)		
Current region = central				-0.382 (0.950)	0.080 (1.037)	-1.704 (1.034)
Current region = northeast				1.800 (0.975)	2.994 (1.053)	3.249 (1.013)
Current region = south				-1.768 (1.043)	0.461 (1.140)	-3.394 (1.152)
Constant	18.490 (0.278)	24.247 (0.295)	21.177 (0.299)	18.734 (0.993)	22.683 (0.977)	22.207 (1.006)
Observations	1589	2077	3583	1589	2077	3583
R-squared	0.03	0.07	0.13	0.05	0.08	0.19

Standard errors in parentheses

Appendix I
The 1880 Occupations of Black Male Heads of Household
Born and Living Outside the South

Occupation	Occupational Income Score	Manual (0-1)	Frequency
Managers, officials, and proprietors	42	0	2
Officials & administrators, publ	36	0	1
Stationary engineers	36	1	1
Machinists	32	1	1
Boatmen, canalmen, and lock keepers	30	1	1
Plasterers	29	1	3
Brickmasons, stonemasons, and tile setter	29	1	1
Truck and tractor drivers	25	1	3
Blacksmiths	25	1	1
Dyers	25	1	1
Mine operatives and laborers	24	1	2
Salesmen and sales clerks (nec)	24	0	1
Carpenters	24	1	1
Operative and kindred workers (nec)	23	1	7
Laborers (nec)	20	1	81
Musicians and music teachers	20	0	1
Barbers, beauticians, and manicurists	19	0	13
Janitors and sextons	19	1	1
Porters	18	1	3
Housekeepers and stewards, except privat	18	1	2
Gardeners, except farm, and groundskeepe	17	1	2
Cooks, except private household	16	0	1
Paperhangers	15	1	1
Farmers (owners and tenants)	14	1	28
Hucksters and peddlers	13	0	2
Waiters and waitresses	11	0	12
Farm laborers, wage workers	9	1	12
Boarding and lodging house keepers	7	0	1
Private household workers (nec)	6	1	10

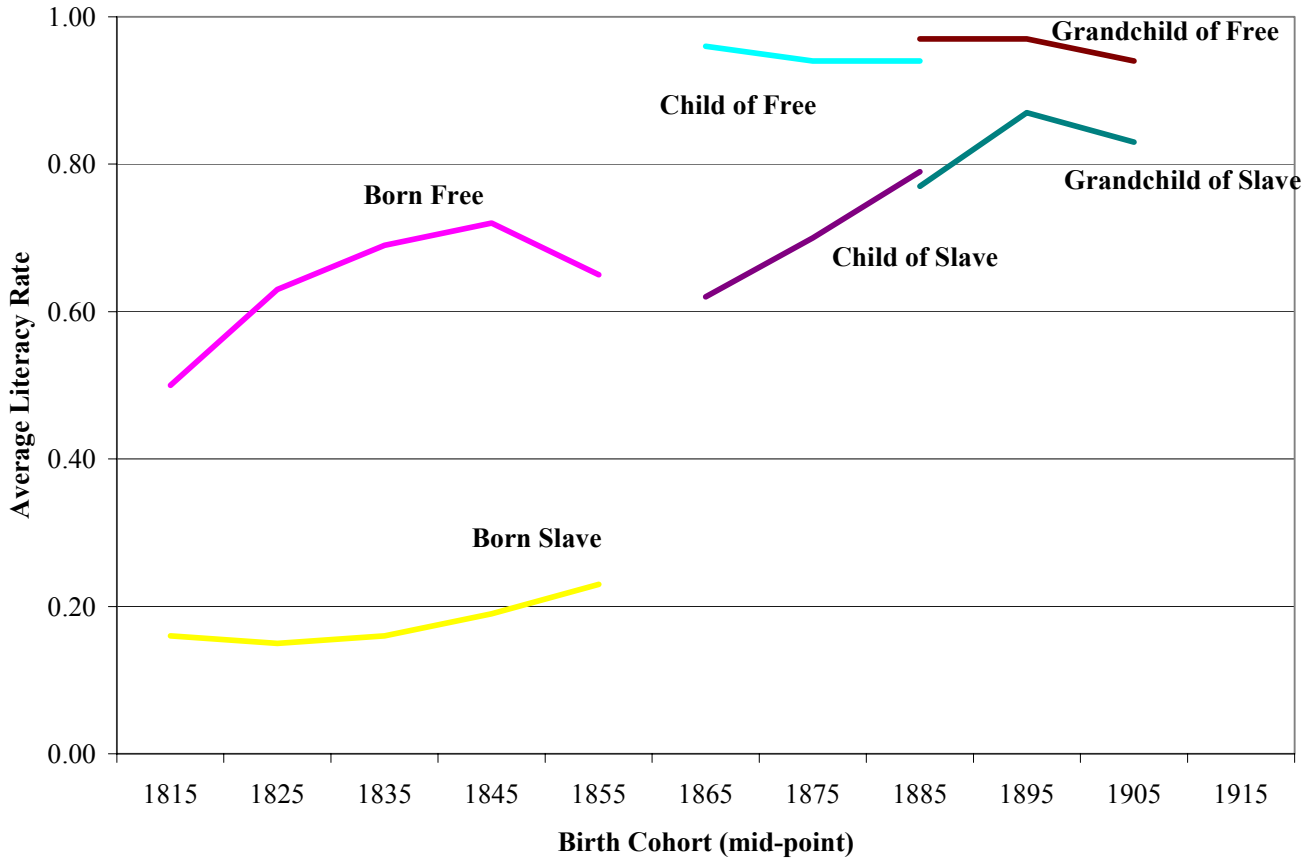
Data are from 1880 IPUMS sample.

Appendix II: The Location of Free Blacks in 1860 Population By Race in 1860 IPUMS

This table shows the 1860 location of free blacks by relying on the fact that the 1860 Census only counted free blacks and not slaves.

State (FIPS code)	Race --			Chinese	Total
	White	Black/Neg	General American		
Alabama	5244	37	0	0	5281
Arkansas	3218	1	0	0	3219
California	3219	41	150	199	3609
Colorado	413	0	0	0	413
Connecticut	4390	92	1	0	4483
Delaware	853	162	0	0	1015
District of Columbia	661	77	0	0	738
Florida	718	9	0	0	727
Georgia	5965	23	2	1	5991
Illinois	17465	53	10	0	17528
Indiana	13312	138	0	0	13450
Iowa	6771	19	0	0	6790
Kansas	1030	0	0	0	1030
Kentucky	9203	119	0	0	9322
Louisiana	3384	205	0	1	3590
Maine	6110	24	0	0	6134
Maryland	5058	795	0	0	5853
Massachusetts	12132	74	0	0	12206
Michigan	7466	81	56	0	7603
Minnesota	1678	18	1	0	1697
Mississippi	3572	2	0	0	3574
Missouri	10309	31	0	0	10340
Nebraska	271	0	0	0	271
Nevada	89	0	0	0	89
New Hampshire	3023	1	0	0	3024
New Jersey	6412	234	0	0	6646
New Mexico	938	4	128	0	1070
New York	38431	467	0	0	38898
North Carolina	6338	328	6	0	6672
North Dakota	16	20	0	0	36
Ohio	22787	406	0	0	23193
Oklahoma	20	11	0	0	31
Oregon	501	0	3	0	504
Pennsylvania	28323	487	0	1	28811
Rhode island	1725	27	1	0	1753
South Carolina	2831	104	0	0	2935
South Dakota	22	2	0	0	24
Tennessee	8259	59	0	0	8318
Texas	4289	10	0	0	4299
Utah	408	0	0	0	408
Vermont	3147	8	0	0	3155
Virginia	7374	574	1	0	7949
Washington	133	2	1	0	136
West Virginia	3386	26	0	0	3412
Wisconsin	7713	37	13	0	7763
Total	268607	4808	373	202	273990

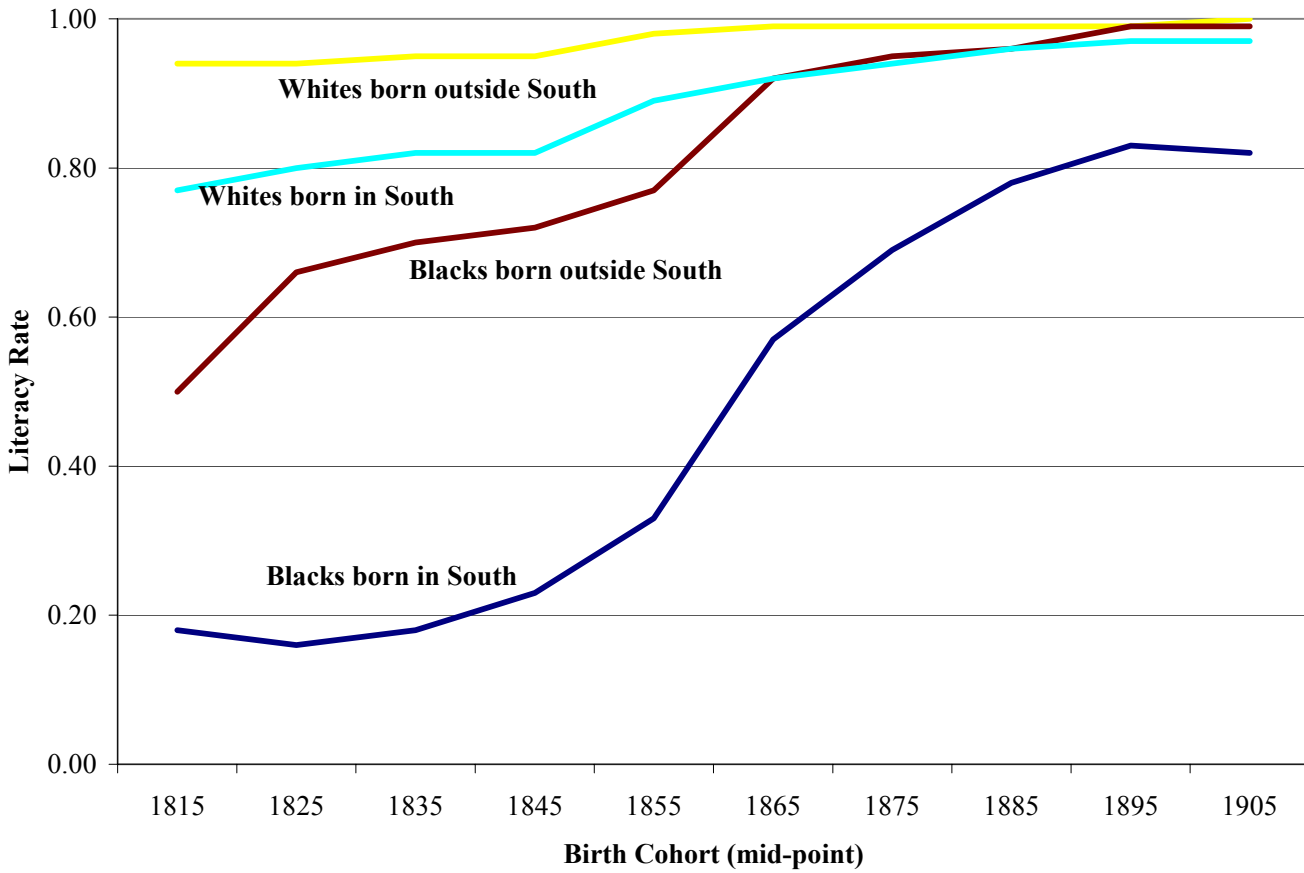
Figure I
Literacy Rates By Birth Cohort for Free Blacks and Slaves
and Their Children And Grandchildren



This figure shows the literacy gap between free and slave blacks pre-1865 and how that gap eroded over time and across two generations. Means are taken by generation, by ten year cohort.

Notes: Data are from 1880 and 1920 Census IPUMS. Slavery status of self, mothers, and grandmothers is imputed from birth year and place of birth. Mother and mother's mother are used to assign slavery status of parents or grandparents. Literacy rates in the first generation are calculated from the 1880 data and the next two generations are taken from the 1920 data. Data from cohorts from 1865+ are taken from the 1920 Census. This switch partially explains the discrete jump shown in the graph. Literacy is measured for persons age 10 or older.

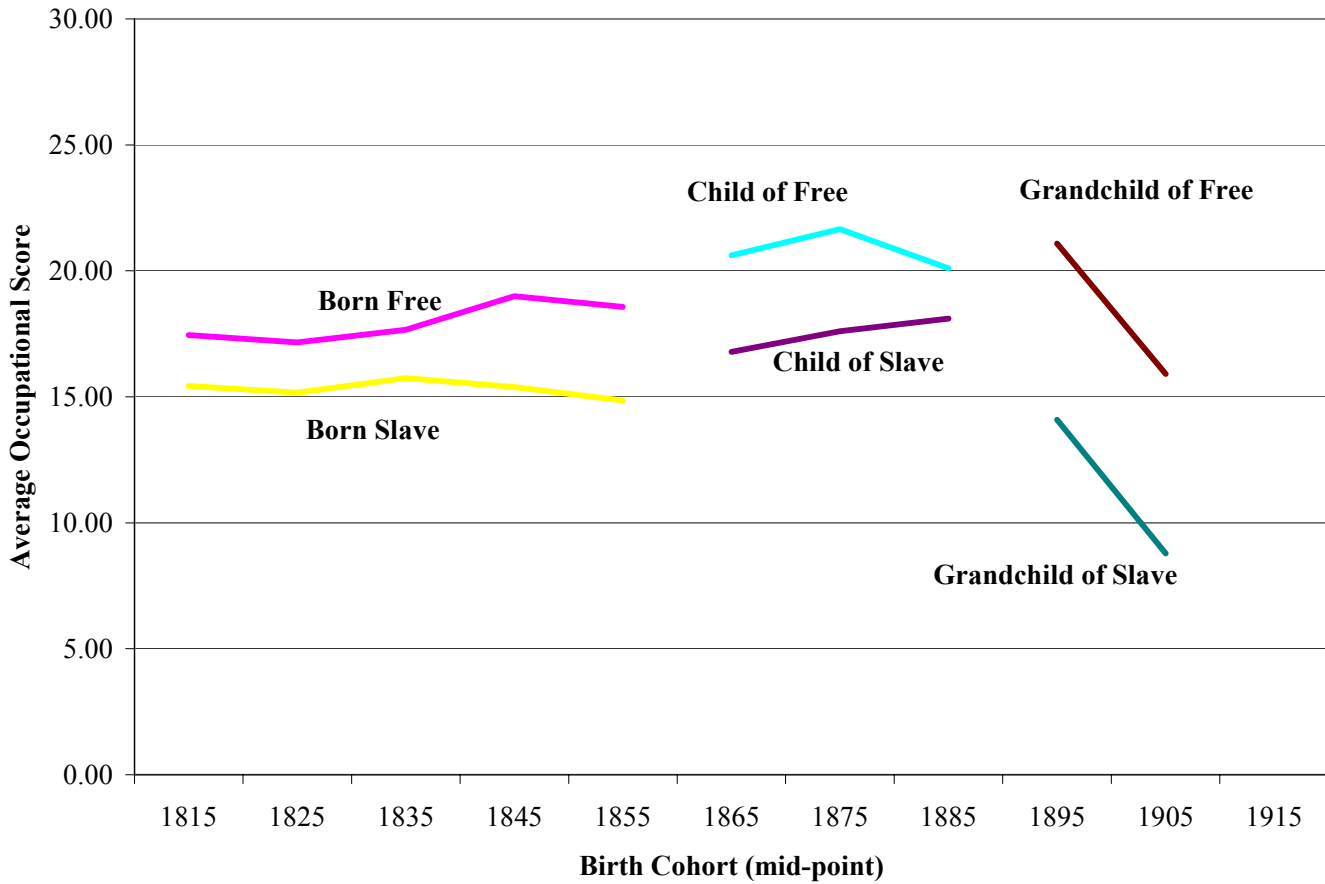
Figure II
Literacy Rates By Birth Cohort for Whites and Blacks
Born Inside and Outside of the South



This figure shows average literacy by birth cohort, race, and region of birth (South and non-South). Means are taken by generation, by ten year cohort.

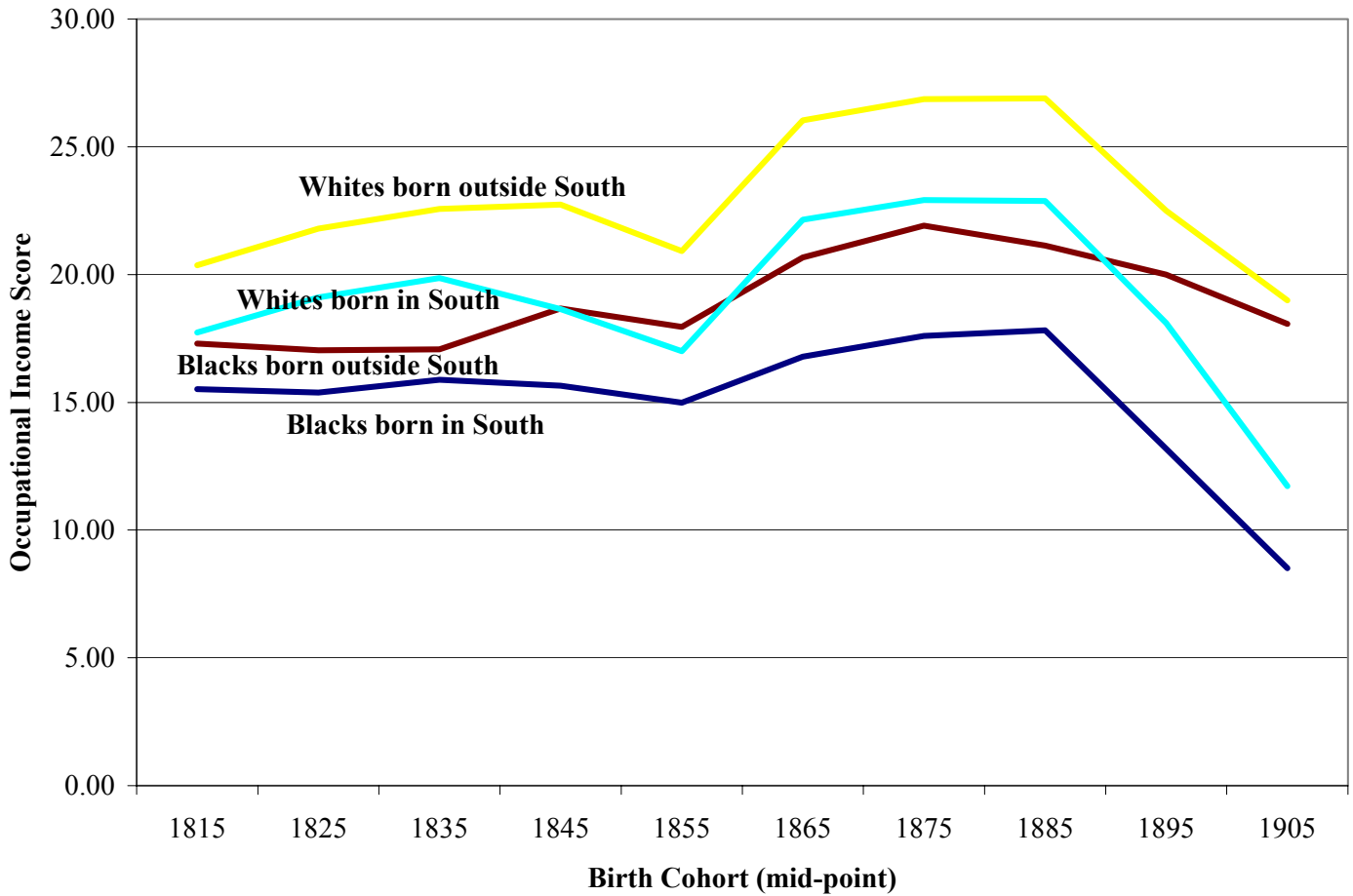
Notes: Data are from 1880 and 1920 Census IPUMS. Data from cohorts from 1865+ are taken from the 1920 Census. This switch partially explains the discrete jump shown in the graph. Literacy is measured for persons age 10 or older.

Figure III
Occupational Income Scores for Former Slaves and Free Blacks and Their Children and Grandchildren



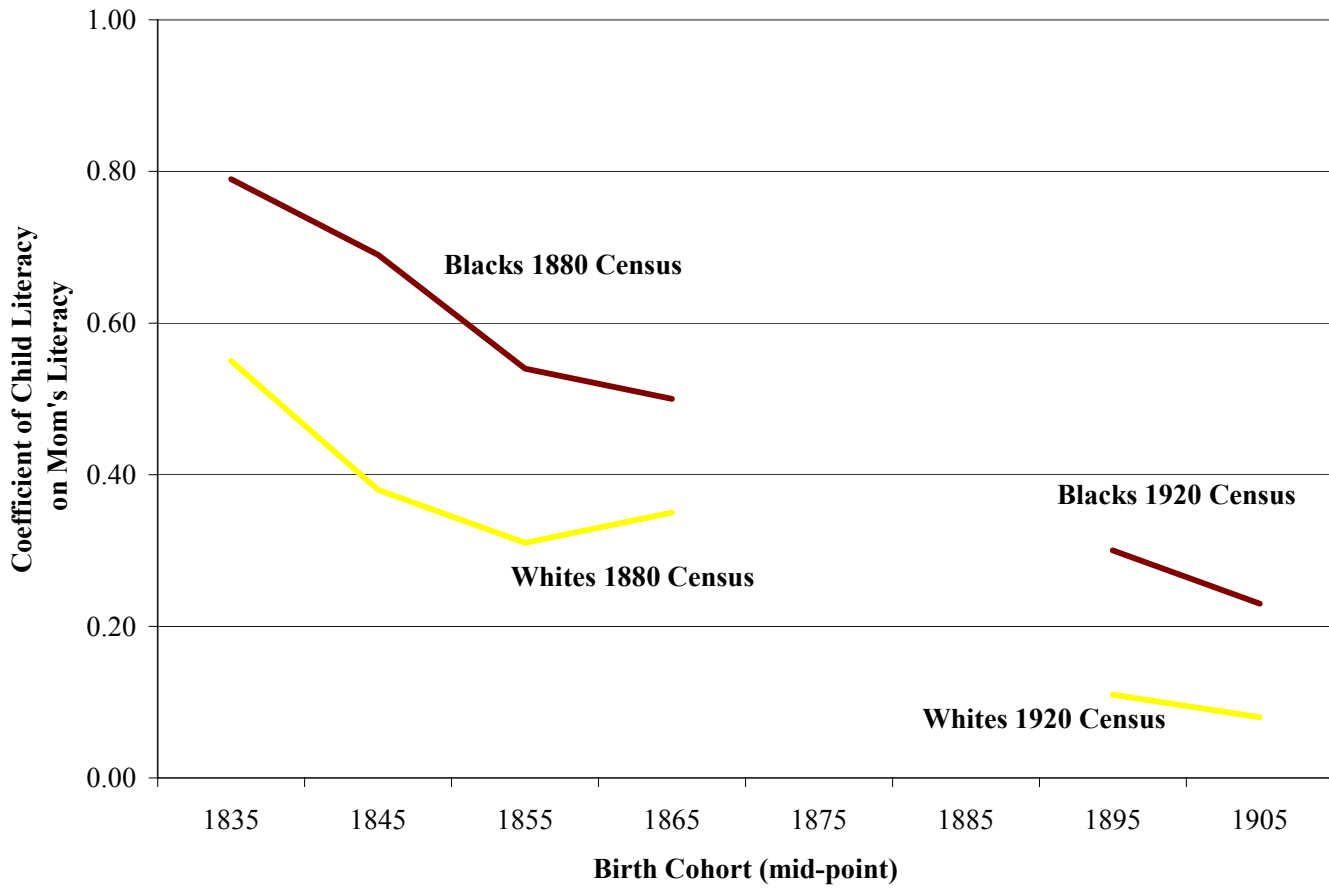
This figure shows average occupational income scores by birth cohort for free black men and former male slaves and their sons and grandsons. The occupational income score is calculated by IPUMS as the median annual income by occupation in 1950 and is reported in hundreds of 1950 dollars. Data for the later two generations come from the 1920 Census. The 1895 and 1905 cohorts have lower scores primarily because younger people are more likely to work in lower wage occupations.

**Figure IV
Occupational Scores for Whites and Blacks By Birth Cohort
And Born in South**



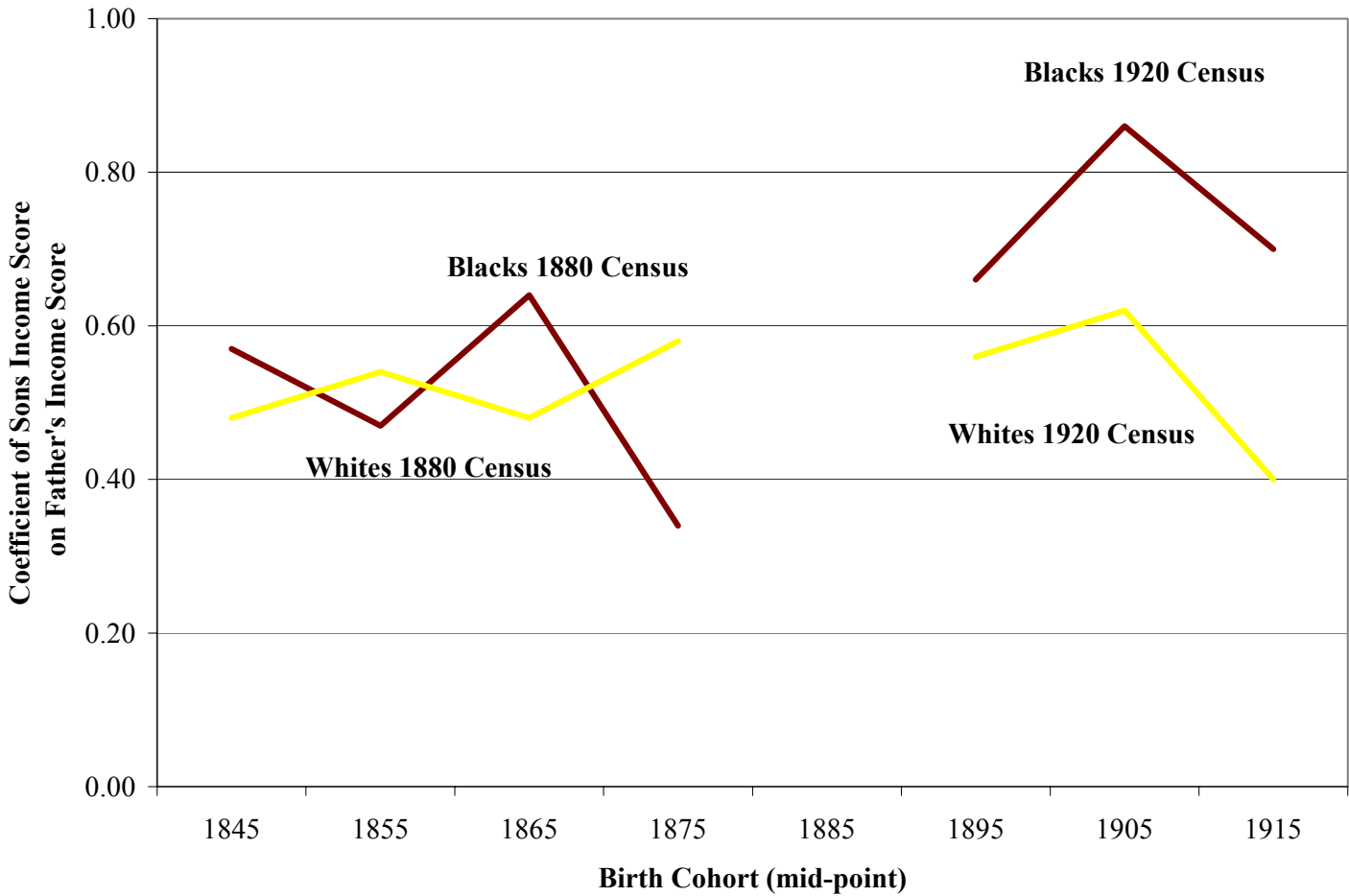
The figure shows average occupational score by birth cohort, race and born in South. The occupational income score is calculated by IPUMS as the median annual income by occupation in 1950 and is reported in hundreds of 1950 dollars. Data for the later two generations come from the 1920 Census. The 1895 and 1905 cohorts have lower scores primarily because younger people are more likely to work in lower wage occupations.

Figure V
Transmission of Literacy From Parents to Children
By Cohort and Race



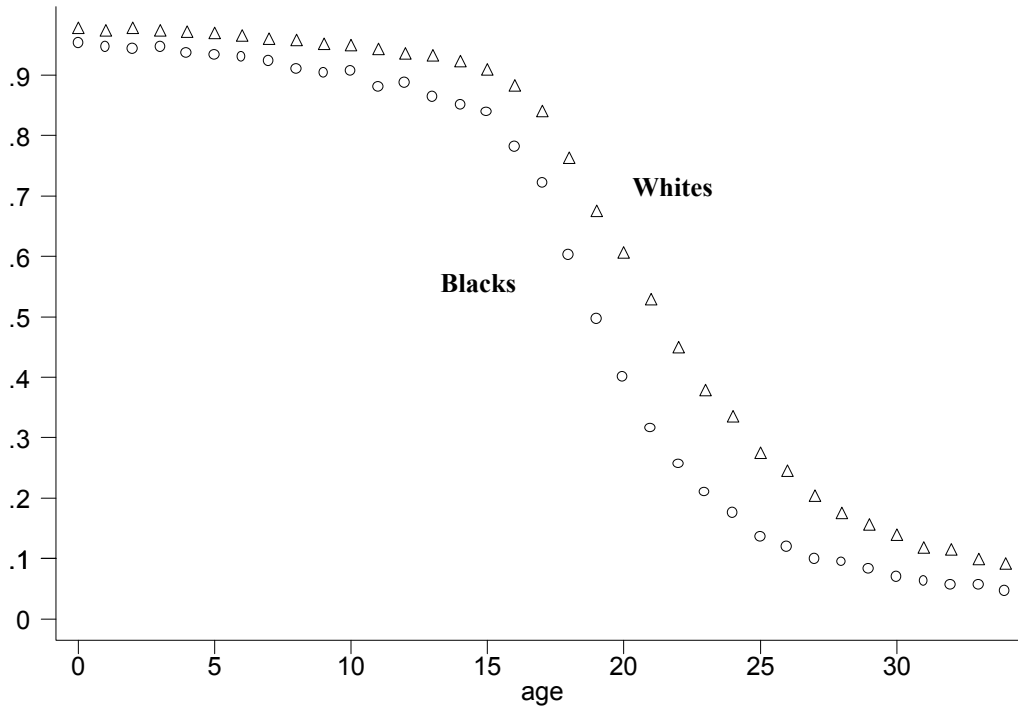
The transmission rate is defined as the child's literacy status (0-1) regressed on mother's literacy status (0-1) by cohort of child's birth. This is calculated for 1880 and 1920 households in which there were children of the householder present.

Figure VI
Transmission of Occupational Income Score From Fathers to Sons



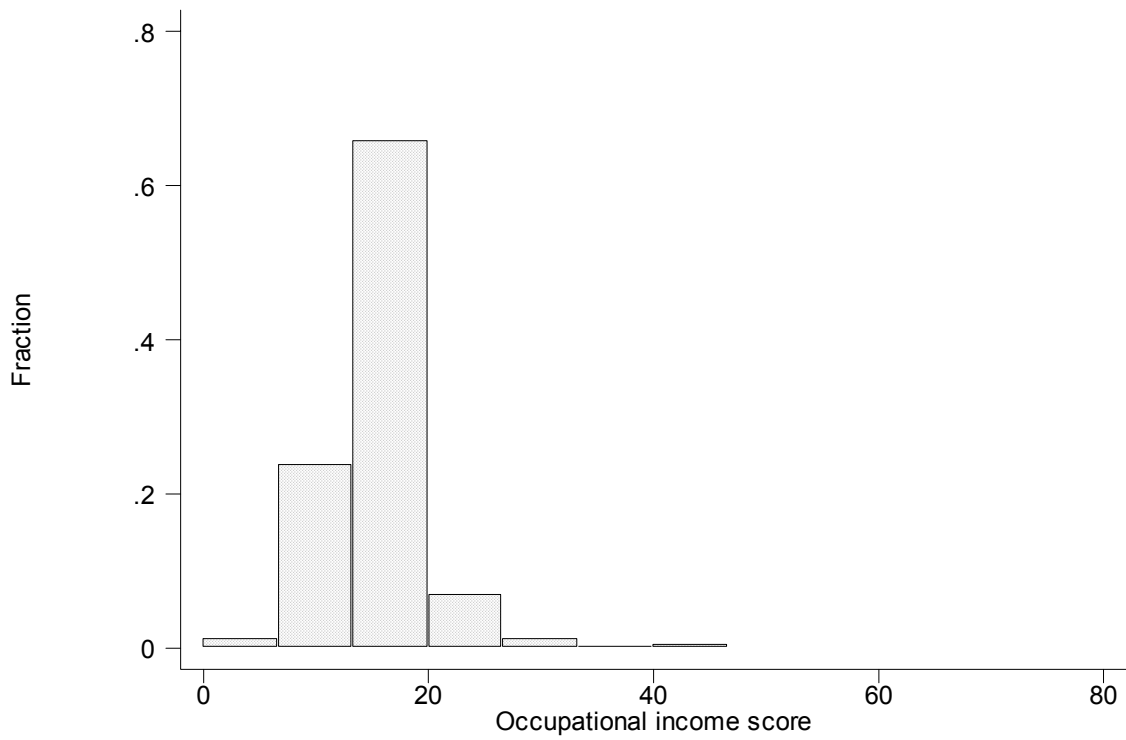
The transmission rate is the coefficient obtained from regressing son's occupational score on the father's occupational score. Data are from 1880 and 1920 IPUMS. Sample includes those households with sons of household head present.

Figure VII
Probability of Living With One's Parents By Age and Race
1920 Census



This show the fraction of children who live with one or both parents (and the parents are the householders). Data are from 1920 households. The transmission coefficients elsewhere in the paper are calculated for households with both parents and children.

Figure VIII
Distributions of Occupational Score in 1880 For Heads of Household
Black Heads of Household



White Heads of Household

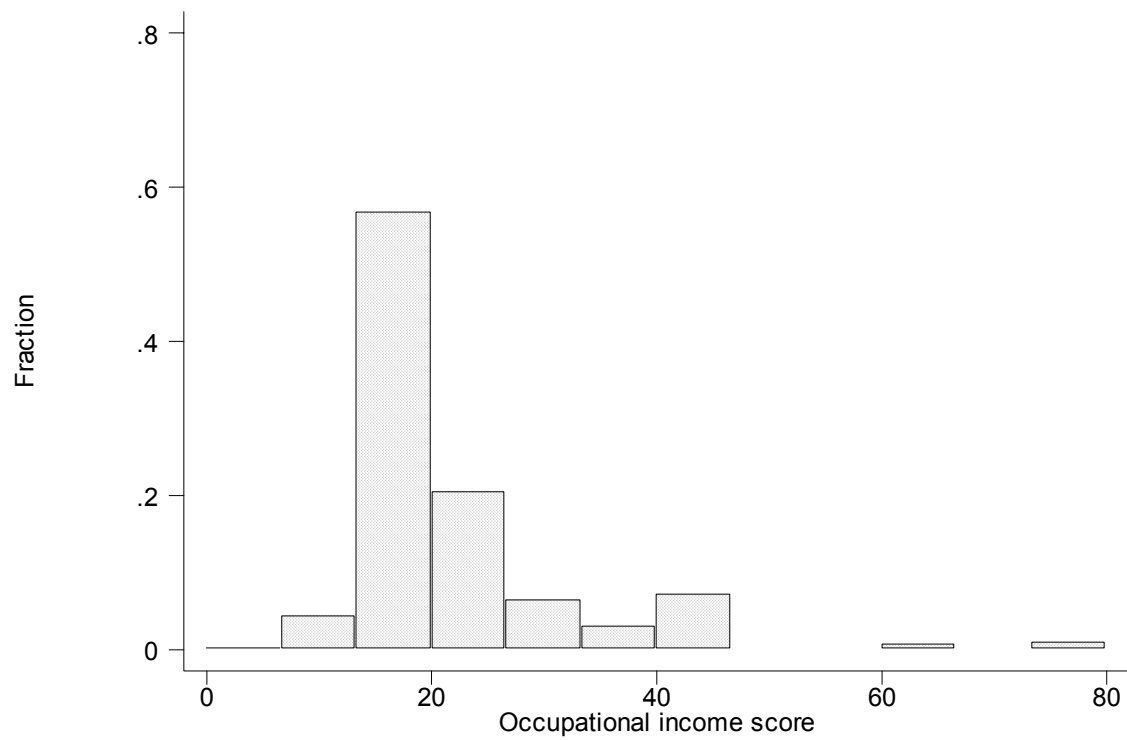
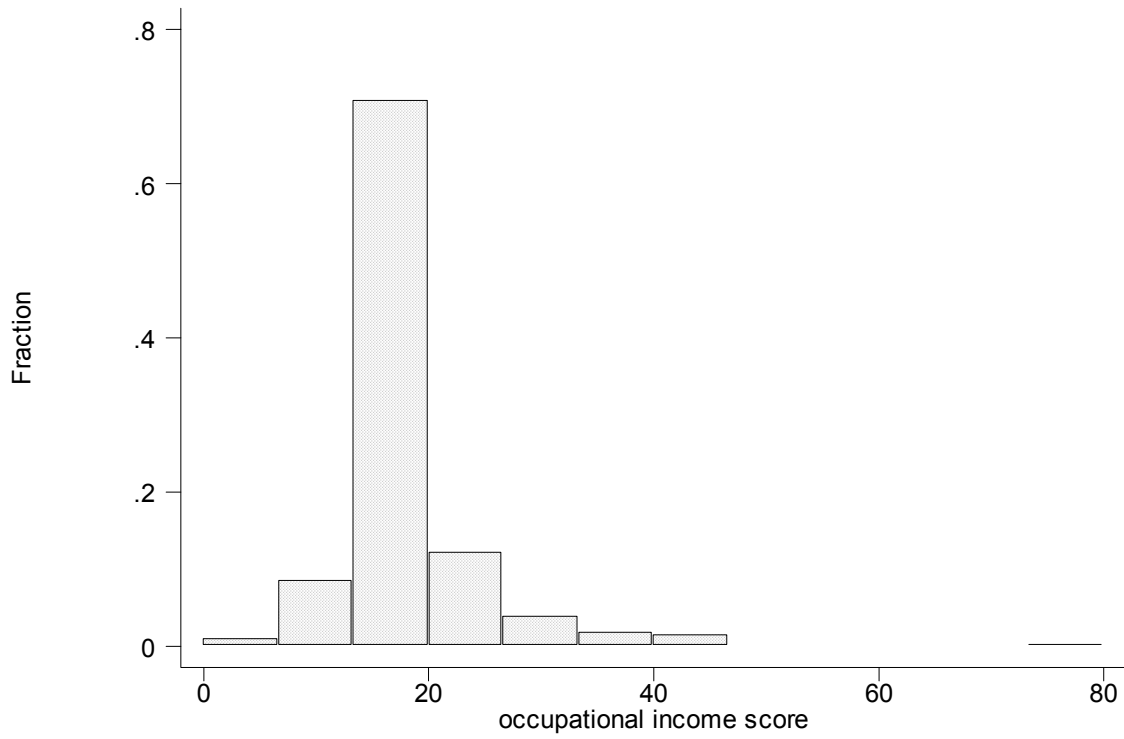


Figure IX
Distributions of Occupational Score in 1920 For Heads of Household

Occscore for black HH 1920



White HH

