

Public History Portfolio

By

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MA Public History

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**Please find my CV and personal essay in separate documents*

South Carolina Confederate Relic Room & Military Museum Internship

Materials

When: Spring 2022

Supervisor: Chelsea Sigourney

Hours Worked: 140

Primary Skill Learned: Collections Management

Proficio Inventory of the Main Gallery Exhibit (installed 2017)

Items on Exhibit 2017

COLOR CODE KEY

Objects without highlight (204)	Completely documented in Proficio under the listed number OR does not need to be documented in Proficio **Please note that some of the listed numbers are very long because they include older numbers as well associated with the object
Objects with yellow highlight (128)	NOT documented in Proficio but ready to be documented under the listed number
Objects with green highlight (16)	NOT documented in Proficio and NOT ready to be documented due to multiple numbers being listed for the object in different locations **May need to view the object itself to see if a number is written on it
Objects with blue highlight (1)	Possible number listed in older inventories – needs to be confirmed before documented in Proficio ** May need to view the object itself to see if a number is written on it
Objects with red highlight (8)	Objects with only outdated inventory numbers OR no number assigned at all – These will likely need to be assigned an FIC number
Objects with pink highlight (2)	A larger issue needing curatorial attention

1. Revolutionary War Case

1. Mountain Howitzer – 3.45.292/B3.46.557
2. Huger Vest – UNOC#537
3. Frigate South Carolina's Bell – Loan from McKissick (L.5.44.2391.1986)
4. Charleville Musket – 2016.1.9
5. Mannequin's Firearm, canteen, powder horn- study collection
6. British letter – 2008.23.1

Abbeville Dragoons 1833 flag – 2003.8.1

1st SC Volunteer Infantry Regiment flag "Gregg/McGowan Brigade" –2.3 or B3.64.683

3. War of 1812 Case

1. General Butler's Uniform Jacket – 4.18.790.1957
2. Seminole Era Cross belt Plate – UNOC# 642
3. M1795 Springfield Flintlock Musket – 2016.1.7
4. English Pattern 1786 Sword, engraved: P. Horry – 2017.39.1

Economic Impact of Slavery Case

1. Blacksmith Hammer – 4.31.872.1962
2. Three Slave Tags: 1860, 1842, 1852 – 3.43.268/B3.44.533
3. Dave Jar – loan from McKissick
4. slave made jar – loan from McKissick
5. 2 Slave Receipts- archives
6. Uncle Tom’s Cabin Play Handbill, February 3, 1853 – no number

4. States Rights and Nullification Case

1. SC Order of Nullification – Repro facsimile
2. Envelope Addressed to Calhoun – UNOC# 21
3. “Woolen Duty” Pamphlet
4. Calhoun Speech Pamphlet – 2001.5.3
5. Fragment of Orr’s Regiment Flagpole – 2.28
6. Ring with Calhoun’s Hair – 5.63.88.03

5. Mexican War Case

1. Cantey’s Gold Medal – Loan TD# 47
2. M1816 U. S. Flintlock – 2001.1.1
3. 2 Palmetto Regiment War Medals: Thomas N. Brown and William B. Galphin – L.4.93.1399.1974
4. A. H. Gladden Cane – L.5.84.3438.1989
5. Militia officer’s Sword and Scabbard – 5.36.2280.1986
6. Mexican War Helmet – 4.61.1044.1967
7. Presentation Sword of M. R. Clark – 2.18.1927
8. Daniel Morgan Daguerreotype – 2.9 / B2.14
9. Palmetto Funerary – 2005.3.1
10. Palmetto Regiment Flag – Mexican War – 2.4.1901
11. Mexican War Silver Medal of Wylie R. Coleman- 2016.2.1

6. SC Arms Manufacture Case

1. Palmetto Rifled Musket – 4.128.1775.1980
2. M1842 Palmetto Percussion Pistol – 4.128.1773.1980
3. M1840 Palmetto Cavalry Saber and Scabbard – UNOC# 232a-b
4. Quattlebaum Flintlock Sporting Rifle – 4.56.1018.1966
5. James Hunt Taylor Ambrotype – UNOC# 139

7. SC Secedes Case

1. Pamphlet on Order of Secession
2. Lithograph Copy: Ordinance of Secession – 2000.4.1
3. Charleston Mercury “Union is Dissolved” – 2001.5.5
4. Feather Quill Used on Ordinance of Secession – 3.43
5. (4) Secession Cockade Badges – either UNOC 97 or Rosette UNOC 674

15th SC Regiment flag- 3.23 or 2.27

3rd SC Cavalry (triangles) flag- 2.3.1916

8. Spirit of War Case

1. Jenkins Letter to his Daughter – 2000.4.2
2. Pickens Sword and Scabbard – L.5.33.2230.1986
3. Sword Belt with Palmetto Symbol – 5.6.1876.1982
4. Diary of James Bell – 5.90.90.27
5. Palmetto Cockade – UNOC 663
6. Oval Palmetto Tree Hat Badge – 2.23.225/3.68.534/B3.6.65
7. Ambrotype of Woman in Military Clothing – UNOC 17

9. Fort Sumter Case

1. Federal Metal Hat Insignia – Loan from McKissick- TD# 46
2. Charleston Daily Courier: April 15, 1861
3. Ft. Sumter Coin Medallion with Case – 2002.4.8a-b
4. M1851 Colt Navy Revolver – 4.118.1672.1978

10. First Manassas

1. Peckham English Style Double Barrel Percussion Shotgun – 4.64.1051.1967
2. 1st and 2nd Extras of Southern Guardian – 2.23
3. Powder Horn – 3.14
4. Pistol Case: Manassas Battlefield Pick-Up – 2.36.241/3.79.693/B3.14.174
5. Reversible Epaulette of C. M. Calhoun – 3.14
6. H. Laurens Garlington's M1840 Ames Sword – 3.46.297 / B3.46.562
7. U. S. Belt Buckle – 3.5

Enfield Rifled Musket, SC 74a

12. South Carolina Martial Tradition

1. Carolina Rifle Club Jacket of Charles Holmes - 4.16.778.1956a
2. M1832 Widmann General and Staff Officer's Sword – 2.11.1926
3. M1841 Mississippi Rifle – 4.153.114.1964
4. Cartridge Case of Charles Edmonston – UNOC# 545
5. Black River Troop Sword and Scabbard – TD# 36
6. Major Otis Salley's militia helmet – 5.140.98.97a

SC 1st National Confederate Flag – 1998.2.1 Berenger (On ends of map wall)

Flag of the 1st SC Infantry- 3.24

Flag of the Martins Guard- UDC LOAN

13. Spinning Wheel Case

1. Spinning Wheel – 3.51
2. JAR Quilt – 5.28.2190.1985b
3. Homespun Frock Coat of Samuel Stevenson- 3.32.279

- 14. War on Homefront Case A**
1. Bomar Uniform Coat – UNOC# 506
 2. Major G. B. Lartigue's Officer's Cap – 4.39.953.1964a
 3. Confederate Saddlebag of Allen Day – UNOC 231
 4. George W. Morse Carbine Type 3 – TD 48
- 15. War on the Homefront B**
5. William Gist Ambrotype – UNOC# 58
 6. 2 Photos of Malvina Black Gist – UNOC 57
 7. Inkwell - 4.12.756.1955
 8. Desk and chair – Study Collection
 9. Mannequin of Malvina Gist – Study Collection
 10. Dress, petticoats, and bonnet – Study Collection
 11. Pen and sheet of bills – Study Collection
 12. Confederate Currency- 2015.8.1a-b, d-g
- 16. The Conflict Comes Home Case A**
1. Frock Coat of Kelly – 5.133.97.41
 2. David Inabinet Kepi – L.4.44.982.1865
 3. Shuttle Used on Loom – 2.15.1927
 4. Plaiter – 4.74.1133.1970
 5. Darning Gourd – UNOC# 473
 6. Shoe Last – 3.1
 7. Ladies Companion Sewing Kit – UNOC# 477
 8. Confederate Period Coffee Grinder – 4.33.886.1963
 9. Candle Mold – UNOC# 403
- 17. The Conflict Comes Home B**
1. Teague Cloth Swatch – 3.2
 2. Gloves Dyed with Pine Bark – 2.13
 3. Feasterville Negro Cloth – 3.1
 4. Whittemore Improved Cotton Cards – 4.48.997.1965
 5. Emma Law Hairbrush – 2.23
 6. Wooden Envelope Pattern – no.29/3.7
 7. Quarter Cut in Half – 2.23.214
 8. Hair Bracelet – 5.116.94.27
 9. Hair Necklace – 1.14.100
 10. Hair Brooch – 1.14.100
 11. Florida State Badge used at Last Bazaar – 3.6.64.2838
 12. Tillman Sisters Ambrotype – UNOC# 16
 13. Corn Husk Doll – UNOC# 221
 14. Lucy Green's Handknit Stockings – 3.1
 15. (4) Tin Knitting Needles – 2.12
 16. Hickory Peanut Doll – UNOC# 220

18. Fight for Freedom Case

1. Col. Hartwell's 1861 U. S. Army Regulations Book – 3.44
2. U. S. Oval Belt Buckle – 2.16.473.1927
3. M1850 U. S. Staff and Field Officer's Sword – UNOC# 512
4. Model of "Planter" – TD# 54

34th U.S.C.T. / 2nd U.S. SCVI Regiment flag – UNOC 571

26th SCVI Battleflag – 2.5

Model/Diorama of U.S.S. Keokuk- no number

19. Burning of Columbia Case

1. Lucy Green's Pockets – 2.15.198
2. 20lb. Parrott Shell – 1.8
3. Fragment of Marble Trim from State House – UNOC# 556/UNOC#556a
4. Chandelier Fragment – UNOC# 556/UNOC#556a
5. Goblet from Millwood- UNOC# 458

20. Sherman in South Carolina Case

1. U. S. Stamped Cap Pouch – UNOC# 142
2. Hotchkiss Shell – UNOC# 245
3. Confederate-Made Cartridge Box Left by Sherman's Men – UNOC# 278
4. Type of Torch used to Burn Atlanta and Savannah Railroads – 3.71.6.569
5. Kilpatrick Letter and Photo

21. Charleston/Blockade Case

1. Isaac Campbell and Co. Knapsack – 3.23
2. Isaac Campbell and Co. Ball Pouch – UNOC# 275
3. English Mess Tin- no number (on exhibit since before 2004, not seen in any artifact purchases from Corky Huey)
4. Razor with Bull Run Inscription and Paper in mylar sleeve – 2016.1.1a-b

22. War on the Coast Case

1. *Swamp Angel* Artillery Sighting Level and Quadrant- 2010.3.1a-b
2. Keokuk Pennant – 1.34/3.11
3. Spur made from U. S. S. Keokuk Brass – 1.34/3.11
4. Artillery Shell from Honey Hill – 5.7.1880.1982
5. Wood Fragment from St. Michael's Church – 3.31

23. Battlefront Case – Main Case

1. Maxcy Gregg's Pocket Watch – Loan from McKissick TD# 46
2. Playing Cards – UNOC 454
3. Chess Box and Pieces – 1.11.72/3.4
4. Daniel Morgan Kepi – 2.9/1925
5. J.W. Brunson Shelljacket – 2008.19.1
6. 1861 Tower Carbine – 4.109.1560.1977
7. 2nd S. C. Knapsack – 5.71.88.31

8. Rutherford Field Desk – UNOC# 514
9. M1851 .36 Navy Revolver – 3.5/3.66 Shiver [name of donor]
10. Derringer Pistol – 5.36.2275.1986
11. Tillman Hat – UNOC 374
12. Opera Glasses – 3.38 5/9/1901
13. Bland Gauntlets – 3.44 5/9/1901
14. LeMat Revolver (2nd Model) – 2017.9.1
15. Photograph of [James] Tillman – not in any accession books
16. M.C. Butler's Calbraith's .36 Caliber Manhattan Revolver – 5.59.87.86
17. Lyon Jacket 3.63
18. Berdan Knapsack 3.23.76/B3.28.327

24. Battlefront Case A

1. Pattern 1853 Enfield Rifle Musket – 2016.1.2
2. British Pattern 1856 Tower Confederate Carbine – 5.127.96.21

25. Battlefront Case B

1. John B. Mitchell's Meat Can – 2.5 1926
2. R. W. Johnson's Cap Pouch – 3.6
3. Cartridge Box with Shoulder Strap – UNOC# 279
4. Gardner Pattern Wooden Canteen – 3.24
5. Hughes Pendergrass and Snow Canteen Initialed "A. E." – UNOC# 141 or B3.27.319

26. Battlefront Case C

1. Bible Pierced by Bullet – UNOC 82
2. Rifle Reflector – 1.10.52
3. M1863 Springfield Type II – TD 48 2018.62.1

27. Battlefront Case D

1. M1860 Cavalry Sabre and Scabbard – UNOC# 303 or 3.19a-b*
2. Sabre and Buckle of Col. O. E. Edwards – 4.68.1077.1968a-b/4.145.1964

28. Battlefront Mannequin Case

1. Firearm- study collection
2. Bedroll- study collection

29. Micah Jenkins Case

1. Micah Jenkins' Coat – 3.61
2. Micah Jenkins' Sword and Scabbard – 4.16.777.1956a-b
3. Asbury Coward's Vest – 2.6/1925
4. Asbury Coward's Sword – 2.6
5. Palmetto Sharpshooters' flag – B2.3.382

On red flag wall

- 19th SCV Regiment – 2017.2.1
- 16th SCV Regiment - 3.80.3403.1905
- W.H.H. Atkinson's Copy of General Order No. 9 – no number
- 2nd SCV Regiment – 2017.3.1

30. Medicine and Surgery Case

- 1. B. W. Taylor's Field Medical Chest – 2.41.286/B2.38.73/B3.55.755
- 2. Alexander D. Grant's Prosthetic Leg – 5.127.96.22
- 3. Scarifier- 4.111.1585.1977
- 4. DR. J. W. Crymes' Dental Tool – 3.39
- 5. Ether Bottle – UNOC 360
- 6. Chloroform Bottle – UNOC 360
- 7. Surgery Manual – UNOC 360; really L.5.142.98.100
- 8. 3 Medical Attendance Cards – UNOC 80; really L.5.142.98.100
- 9. 5 Handmade Nails – 1999.4.2
- 10. Home-Made Confederate Brick – 1999.4.1
- 11. Dr. B. W. Taylor's Dress Sword – 3.19.49
- 12. Prosthetic leg of Ezekiel Starnes- 2017.15.1

31. Death and Mourning Case

- 1. (2) Oval Brass Brooch – TD# 43
- 2. Telegram Announcing W. Preston's Death – 3.16
- 3. Black Mourning Bonnet – 5.76.2797.1989
- 4. Black Mourning Hat with Veil – 4.121.1705.1979
- 5. Black Mourning Purse – 4.121.1708.1979
- 6. J. D. Owens' Shirt – 4.109.1559.1977
- 7. Lesesne Bible – 4.9.738.1954
- 8. Mourning Bracelets – 4.121.1706.1979
- 9. Mourning Fan – 4.121.1707.1979
- 10. Mourning Comb – 4.121.1705.1979
- 11. Painting of William Preston – 1.13

32. B. H. Teague Case

- 1. US belt buckle – 2.16.473.1927
- 2. Cooper cent accession book 3, inventory no. 48 – 3.43.266/B3.44.531
- 3. silver ring captured by Hampton Legionaire accession book 3, inventory no. 42 – 3.38.208/B3.40.475
- 4. bullet from Chickamauga-accession book 3 as No. 13 inventory, no other number
- 5. piece of toddy stick accession book 3, inventory no. 25 – 3.41.242/B3.42.508
- 6. Bullet taken from Lt. McMahon accession book 3, inventory no. 16 – UNOC 12
- 7. piece of cloth where wounded soldier lay 3-59-1939* maybe UNOC 445n?
- 8. 24th SCV Flag Remnant UNOC 329
- 9. rope used to pull Lee's statue 3.8
- 10. piece of wooden case Lee's statue was shipped in UNOC 445kk
- 11. Beaugard's tooth accession book 3, inventory no. 59 – 3.31.151/B3.35.417

- 12. piece of wood from Housatonic no. 37, ~~UNOC 465~~, 3.38.203/B3.40.470/UNOC465
- 13. piece of piano from Moultrie House no. 20 UNOC 431
- 14. brick from Malvern Hill – 3.24.80

33. Reconstruction Case

- 1. Pin “Wade Hampton for Governor” – 3.44
- 2. Wade Hampton Voter Bill – UNOC 90
- 3. Newspaper of Hampton on State House Steps – UNOC 120
- 4. Buchanan Red Shirt – 4.62.1047.1967
- 5. Winchester M1866 Musket – 2004.8.1
- 6. 1873 US Springfield Rifle- 5.135.97.46
- 7. Williams frock coat, 47th Georgia Infantry -2017.5.9

Wade Hampton for Governor Banner – 4.35.926.1964

34. Spanish American War Case

- 1. Cabinet Card of J. S. Cochran in Dress Uniform – TD 27
- 2. State Militia Cap of Mendel Smith – UNOC 554
- 3. Spanish American War Uniform Jacket of J. S.. Cochran 1st SCVI – 2002.3.6
- 4. Presentation Sword and Scabbard of J. S. Cochran – 2002.3.1a-b
- 5. Dress Cap of J. S. Cochran – 2002.3.5
- 6. Canteen of J. S. Cochran and Cover – 2002.3.3a-b
- 7. M1884 Springfield Rifle – 5.36.2274.1986
- 8. Machete and Scabbard of J. H. Tillman – 5.115.94.26a-b
- 9. Bolo of Lt. Lewis Allen Griffith, MD- 2007.11.2

35. William Wallace Case

- 1. Wallace Gavel – UNOC 412
- 2. Tin Type of William Wallace in Uniform – 5.70.88.26
- 3. Note from W. Hampton Introducing Wallace
- 4. Pamphlet: Address of J. Rion McKissick to Gen. Assembly 1927

36. Wade Hampton III Case

- 1. Hampton’s Hat from *The Hub* – UNOC 370
- 2. Dirk Pin – 4.16.776.1956
- 3. Souvenir Pin Honoring Nov. 20, 1902 (unveiling of Hampton equestrian statue on state house grounds) – UNOC 577
- 4. Postcard (promo to raise money for Hampton’s home)
- 5. Flowers from Chieftain’s grave – 4.59.1031.1967
- 6. Postcard from Southern Cross
- 7. Lock of Wade Hampton’s Hair - 1959
- 8. Solicitation for Hampton’s Home
- 9. Images of Hampton (4) -- can’t find in digitized accession books, too many images listed in Main and Old Inventory to determine which 4 these are
- 10. Oil Portrait of Wade Hampton (by A. W. Clark) – UNOC 119

11. Wade Hampton Semi-Centennial Pin 1926 – 4.33.884.1963

12. Whitney Navy Revolver- 4.63.1050.1967

37. Drawer, Ribbon 1

1. Medal – delegate 14th reunion of USCV Memphis (b) – 4.39.962.1964d

3. Medal – souvenir 9th annual UCV meeting, Charleston May 10-13, 1899 (b) – UNOC 608/630

4. Palmetto frond to honor Jefferson Davis, Dec. 11, 1889 (3.42)(b), memorial meeting in Charleston opera house, donated April 10, 1890 by W.C. Mazyak – 3.42

5. Button w/ short red ribbon, delegate UCV Houston, Oct. 6-8, 1920 – 5.14.1968.1983

6. Medal UDC to UCV Cross of Honor – maybe UNOC 495, 500, 501, 502, 552 or 4.31.864.1962 or 4.38.944.1964 or 4.50.1007.1966 or 5.119.94.36

7. Medal 48th Annual Confederate Reunion, Columbia UCV 1938 – UNOC 104 or 4.98.144.1975

8. Medal Delegate 1st Encampment USCV, Macon Ga. May 6-9, 1912 Camp John B. Gordon – 4.39.962.1964 (ribbon #7)

9. Medal and ribbon attached 22nd Reunion SCV Washington D.C. “Dad went in ’61 we’ll go now” – 4.39.962.1964 (ribbon #6)

10. Ribbon w/ medal and cockade UCV Reunion, Richmond, June 30, 1896 – UNOC 671

11. Picture, UCV Reunion, Columbia, 1910 – no number

38. Drawer, Music 2

Wade Hampton, song and chorus/ words by Eliza Peronneau Mathewes, published by John F. Ellis & Co., Washington D.C., (1879?) – no number

She was a Soldier’s Sweetheart Waltz Song, words/ music by Frank Church, Athens, P.a. W.A. Gill, 1894 – 2008.29.1

Songs of the Confederacy and Plantation Melodies, Cincinnati, Ohio, Geo. B. Jennings Co., 1901 – no number

39. Drawer, Relics 3

1. Spoon and Fork, Pvt. NYB Chafee, Charleston Light Dragoons – 3.39

3. 1.8.47 Piece of tree with bullet in it, Fair Oaks
4. 1.9.32 (28) Spur
5. 1.9.49 (45) Poisoned bullet used Federals at Seven Pines (45)
6. 1.9.50 (46) From Camp Hampton, Manuel of Military Instruction (46)
7. Shell used in Aiken engagement, February 11, 1865 – 3.30
8. Paper time fuses for Confederate shells' short adaptors – no number; can't find in any digitized accession books or Main/Old Inventory
9. Robert Edward Hogan's canteen – 3.27
10. Piece of Columbia Market Alarm Bell – 1.6.12/3.74.614/B3.17.228
11. Powder Horn (officer's, Lancaster County) – B2.12.438.1927
12. Remnant of Confederate Battle Flag of Hampton Legion Regiment CSA – 2009.4.1

40. Looking Back Case

1. Washington Lt. Inf. Pitcher – 2019.6.1
2. Shell Castle with CDV's of Confederate Generals – UNOC 440
3. UCV Uniform Jacket of Weller Rothrock – 4.39.948.1964
4. UCV Uniform Pants – 4.39.948.1964
5. 1873 Child's Uniform Jacket, Pants, Cap – 4.40.968.1964
6. UCV Reunion Glass 1899 – 4.5.728.1952
7. Lee Monument Association Dedication Invitation- no number
8. Postcards from Confederate Memorial Day – 5.117.94.31
9. B. H. Teague Cabinet Card- no number
10. 1938 UCV Columbia Reunion Pin – 4.31.866.1962
11. Pee Dee Rifles pamphlet – 5.21.2076.1984

41. World War I

1. Supply Sign of Capt. Robert Brown- 2006.14.18
2. M1914 German Artillery Luger & Stock- 2006.14.19a
3. Infantryman of 371st Regiment- study collection
4. French wire cutter- 2008.15.2
5. German barbed wire- 2008.11.5 a-c
6. ~~British MK III Short Magazine Lee-Enfield Rifle (SMLE), Bayonet, and Carbine- 2007.25.1~~ □ Placed in 30th Div. Exhibit 10/18/18. Replaced with m1917 Enfield- 2008.10.1
7. Medical Kit of William H. Greene: 2004.6.9a-f
 - a. Case and Medicines (1)
 - b. Suture Thread (2)
 - c. Scalpel Case (3)
 - d. Surgical Needle Package (4)
 - e. Morphine Injections (5)
8. Patches
 - a. 371st Bloody Hand Patch (1)-LOAN
 - b. 371st Blue Hand Patch (2)- LOAN
 - c. 30th Division Patch, "Old Hickory" (3)- 2006.7.1e
 - d. 81st Division "Wildcat" Patch (4)- LOAN

9. Corporal James D. Heriot Congressional Medal of Honor- 4.90.1362.1973a
10. Chief QM Aviator James Franklin Griffin Naval Aviator Cap- 2007.5.63
11. 1919 YMCA Devotional of Jesse Barton-
12. Corrected English Model (CEM) Gas Mas & Carrier- 2004.6.4a-b
13. AEF Gas Alarm- 2018.15.1

42. SC Marital Tradition II Case

1. James Smith's Uniform 2009.3.1-3
2. Citadel dress sword of Skip Owens- LOAN
3. Medal of Honor certificate of James Williams
4. Postcards – Operation Iraqi Freedom – Scott Bell
5. Vietnam Selective Service Card – Paul McClanahan
6. BDU Jacket of Kimberly Hampton- 2006.15.1a
7. Photograph of Kimberly Hampton- 2006.15.5
8. Washington Light Infantry Shako of Sidney Jones- 4.50.1008.1965e
9. Scott Bell's boots- 2007.20.10a-b
10. "Jet" Jernigan's cap - 5.107.92.26
11. Bronze Star and UDC Korea Cross of Service – Samuel Flagler- 5.128.97.02
12. Iraqi Shrapnel – Steven Charm- 5.107.92.27j

Monument Battle Flag- 2015.7.1

43. World War II Case

1. Ike Jacket (Joseph O. Rogers, Jr) – 2003.4
2. Boone Coast Guard Uniform – 4.131.1792.1981a
3. Drummond POW Shoes – 5.11.1910.1983
4. Ft. Jackson 1941 Pennant- (begins exhibition pre 2004, gone in 2007, back in 2010 and 2017 – no number ever listed)
5. Drummond POW Paperwork – 2006.8
6. Ration Documents (3) – UNOC 627
7. Valma Jeffcoat WAC Uniform (skirt, jacket, blouse, tie, cap, ribbons) – 4.127.1764.1980
8. Photograph of Valma Jeffcoat – 4.127.1764.1980
9. Illustrated envelope by Boylston – TD 304
10. Japanese Katana of Nealy Sweat- 2008.39.1a-h
11. Japanese Arisaka Type 38 Rifle from Nealy Sweat- 2008.39.2
12. Sauer 38H Pistol- 2015.4.1a-c
13. Type 99 Light Machine Gun- 2019.32.1a-b

44. USS Columbia Case

1. Thoresz uniform blouse—5.18.2064.1984c
2. Lanyard – 5.89.3541.1990c
3. Belaying Pin – 5.89.3538.1990
4. 20 mm shell – 5.128.97.01a
5. Pages of USN Enemy Ship Recognition Manual 1943
6. Decommissioning Pennant, 1946 - 5.18.2061.1984

7. Kill Flag 2004.10.9
8. Piece of Japanese Kamikaze Plane – 5.18.2037.1984
9. Metal Fragments of USS Columbia from Kamikaze Attack – 5.35.2255.1986
10. USS Columbia model 5.34.2252.1986

45. Vietnam War

1. Letters of Sgt. Steve Flaherty- archives
2. Film Canister Purchased in Saigon- 5.126.96.13
3. Vietnam War Era Guide to South Vietnam- Archives- 2018.3.15
4. Punji Sticks- LOAN SCSM- TD 450
5. ChiCom Type 54 Pistol Captured by US military during Vietnam War- 2004.2.1
6. Viet Cong Fighting Knife- LOAN SCSM- TD 450
7. POW Bracelet of Vice Admiral James B. Stockdale- 4.126.1752.1980
8. USAF Spectre AC-130 40 mm Shell and Spectre Vision Patch of Mayor Robert Brown- not yet processed. [found Brown donations pg. 39-41 of recent ledger, also pg 47-49 – all WW1] [Vietnamese donations pg 149-151 but this one not listed]
9. Vietnam Service Medal- 2008.2.13
10. Republic of Vietnam Service Medal- 2008.2.15
11. Tigerstripe Boonie Hat of Corporal Tom Boland, USMC- not yet processed. [can't find in most recent ledger]

46. Flags

1. Edisto Rifles Co. G. 25th SCVI (postwar) – UNOC 423?/ 3-25/2-4-(table case)
2. 8th SCVI Regiment- 3.80.3401.1905 (behind elevator)
3. Flag of Richland Guards- UNOC 1133 (elevator wall)
4. Second National Confederate Flag “Stainless Banner” – 4.85.1306.1972 (across from elevator wall)
5. 1st SC Rifles (Orr’s Rifles) – 2.28 (above Edisto Rifles flag case)
6. 371st Regiment WWI painted flag - UNOC 457

47. USMC Camo SC Flag- 2018.29.1

















480 items















Guidon – 3rd SCV Cavalry Battalion – B2.3

















Artifacts/relics donated by Teague to the Relic Room



From Acct. Bk. 1

















Inventory of Donated Objects with Photos (Converted from Excel)

Number	Artifact	Classification	Picture	Condition
TD635.1.1	M1912/17 Wool Service Coat with two marksmanship badges	Military		Good - some holes/tears in lining
TD635.1.2	M1912 Khaki Tunic	Military		Good - some loose threads inside tunic
TD635.1.3	Artillery Overseas Cap	Military		Great
TD635.1.4	Wool Army Blanket	Military		Poor - Lots of holes throughout
TD635.1.5	E.B. Cartey Labeled Wool Sweater	Civilian		OK - Quite a few holes
TD635.1.6	Striped Wool Army Blanket with "S.C." stitched in middle	Military		Good - Some patches so only a few holes
TD635.1.7	Cartridge Belt circa 1917-1923	Military		Good - abnormal in that only 9 pockets, does not appear to be missing one perhaps only made with 9?
TD635.1.8	M1904 Two-Pocket Combat Shirt	Military		Good - a few small holes
TD635.1.9	M1912 Khaki Tunic	Military		Poor - missing all buttons
TD635.1.10	M1912 Dark Khaki Tunic	Military		OK - missing most buttons
TD635.1.11	M1910 First Aid Leather Pouch	Military		Good - buttons no longer strap close
TD635.1.12	Wool Trousers	Military		Good - some small holes in groin area
TD635.1.13	Balaclava	Civilian		Great
TD635.1.14	E.B. Cartey Duffle Bag	Military		Good - just a few small holes and some discoloration and rusting on buckles
TD635.1.15	M1917 Canteen & Canteen Cover	Military		Good - just a few scratches on canteen
TD635.1.16	E.B. Cartey Campaign Hat	Military		Good - some small holes

Number	Artifact	Classification	Picture	Condition
TD635.1.17	E.B. Cartey Engraved Sword	Military		Good - some rusting at hilt but overall etched designs look clear
TD635.1.18	Handheld Mirror	Civilian		Poor - broken, unable to see reflection
TD635.1.19	Wool sock	Civilian		Poor - lots of holes throughout, practically falling apart
TD635.1.20	M1910 Small Aid Pouch	Military		Good - some holes
TD635.1.21	M1910 Dark Brown Aid Pouch	Military		Good - some discoloration
TD635.1.22	Personal Item Kit	Military		Good - some small holes
TD635.1.23	Personal Item Kit	Military		Good - some small holes
TD635.1.24	Wool Trousers	Military		Great
TD635.1.25	M1912 Khaki Tunic	Military		Good - some spots of discoloration on front and small holes
TD635.1.26	M1904 Two-Pocket Combat Shirt	Military		OK - missing some buttons
TD635.1.27	Wool and Leather Riding Pants	Military		Good - some tears and holes
TD635.1.28	Small Inralup bag	Unknown		Great
TD635.1.29	Small Inralup bag	Unknown		Great
TD635.1.30	Leather Saddle Bags	Unknown		Good - leather worn down in some spots
TD635.1.31	Spur	Unknown		OK - very rusted, leather worn
TD635.1.32	Spur	Unknown		OK - very rusted, leather worn







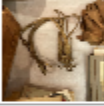



Number	Artifact	Classification	Picture	Condition
TD635.1.33	Rollod Cloth Leggings (I think this is cloth that replaced leather leggings)	Military		OK - quite a few holes
TD635.1.34	Metal Bacon Ration Box	Military		Good - some rusting
TD635.1.35	Mess Tin	Military		Great
TD635.1.36	Machine Gun Lapel Pin	Military		Great
TD635.1.37	Economy Trousers Stretcher & Creaser	Civilian		Great
TD635.1.38	Economy Trousers Stretcher & Creaser	Civilian		Great
TD635.1.39	Small Stretcher & Creaser	Civilian		Great
TD635.1.40	Small Stretcher & Creaser	Civilian		Great
TD635.1.41	Wooden Jointed Test Pole	Military		Good - some rusting
TD635.1.42	Wooden Jointed Test Pole	Military		Good - some rusting
TD635.1.43	Blue, Red, and Yellow Hat Chords	Military		Poor - tangled, frayed, falling apart
TD635.1.44	Blue & Red Hat Chords	Military		Poor - tangled, frayed, falling apart
TD635.1.45	Blue Hat Chords	Military		Poor - tangled, frayed, falling apart
TD635.1.46	Rock Island Arsenal 1908 Rifle Sling	Military		OK - brittle and rusted
TD635.1.47	Rock Island Arsenal 1908 Rifle Sling	Military		OK - brittle and rusted
TD635.1.48	Miscellaneous Leather Strap	Military		Good - brittle

Number	Artifact	Classification	Picture	Condition
TD635.1.49	Miscellaneous Leather Strap	Military		Good - brittle
TD635.1.50	Miscellaneous Leather Strap	Military		Good - brittle
TD635.1.51	Miscellaneous Decorative Leather Strap (Perhaps Halter)	Military		Good - brittle
TD635.1.52	Field Light	Military		OK - rusted, will not open
TD635.1.53	Half moon clip Cartridge Belt for .45 revolver	Military		Great
TD635.1.54	Personal Item Kit	Military		Good - straps are brittle and buttons slightly rusted
TD635.1.55	Leather Belt	Military		Good - brittle and buckle a bit rusted
TD635.1.56	"The Albion" Token on Leather Strap	Civilian		Great - this may have been a hotel key lanyard of sorts for The Albion in Atlanta, GA
TD635.1.57	Canvas Strap	Military		Great
TD635.1.58	Leather Rectangular Bag	Military		OK - very brittle, hard to open, lots of discoloration
TD635.1.59	Cloth Strip with Button Holes (potentially girth band)			Great
TD635.1.60	Six Pocket Elastic Belt	Military		Good - some discoloration
TD635.1.61	Six Pocket Elastic Belt	Military		OK - some discoloration, wrinkled
TD635.1.62	Ammunition Belt or Rifle Sling	Military		Good - some discoloration
TD635.1.63	1910 Camp Perry Picture with list of names on reverse	Military		Good - matting is torn in BL corner
TD635.1.64	Shipping Tube to 1918 Seneca Avenue Columbia, SC	Civilian		Great

Number	Artifact	Classification	Picture	Condition
TD635.1.65	1917 Instruction to Equitation Booklet	Military		Great - some discoloration on cover but all text readable
TD635.1.66	1917 Camp Sevier Picture of Football Team	Military		Great
TD635.1.67	1917 Camp Sevier Picture of Football Team Identification Card	Military		Great
TD635.1.68	Envelope Addressed to the American Battle Monuments Commission	Civilian		OK - folded in half, hard to remove crease
TD635.1.69	Yark Talk A Review of A.E.F. Humor - Trench and Billet Booklet	Civilian		Great - some discoloration on cover but all text readable
TD635.1.70	The American Battle Monuments Commission 1929 Letter to E.B. Cartey	Civilian		Great
TD635.1.71	Rolled Picture of Maneuver Encampment, Fort Sam Houston, San Antonio, Texas	Military		Poor - paper already cracked in middle, unrolling would risk full breakage
TD635.1.72	1915 State Camp Florida Blank Post Card	Military		Great
TD635.1.73	1912 Camp Pettus 2nd SC Officers off to Battle Blank Post Card	Military		Great
TD635.1.74	1912 Camp Pettus 2nd SC off to Battle Blank Post Card	Military		Great
TD635.1.75	1910 Camp Perry Blank Post Card	Military		Great
TD635.1.76	1915 State Camp Florida Blank Post Card (Duplicate)	Military		Great
TD635.1.77	1912 Camp Pettus 2nd SC Officers off to Battle Blank Post Card (Near Duplicate)	Military		Great
TD635.1.78	Picture E.B. Cartey	Civilian		Good - coming off matting, picture itself in great condition
TD635.1.79	1927 Summary of Operations of the 30th Division Near La Cadelet	Military		Great
TD635.1.80	Yellow Ribbon	Unknown		Poor - threadbare in places

Number	Artifact	Classification	Picture	Condition
TD635.1.83	Cigar	Civilian		Poor
TD635.1.82	American Battle Monuments Commission Envelope Addressed to F.B. Cantey	Civilian		Good - just slightly creased on corners
TD635.1.83	1911 Camp Perry Picture	Military		Great
TD635.1.84	Scraps of Paper: German Proclamations in Belgium & France Book	Civilian		Great
TD635.1.85	French Newspaper November 1918 celebrating victory	Civilian		Great - outer sheets are faded, discolored, and torn but inner sheets with images are in pristine condition
TD635.1.86	Envelope containing GA discharge papers, rifle certification, and corporal	Military		Great - envelope is torn and discolored but enclosed papers are perfectly readable
TD635.1.87	Map of 27th and 30th Divisions Troop Locations near Le Catelet September	Military		Great
TD635.1.88	1911 Camp Perry Picture	Military		Great
TD635.1.89	1913 Camp Perry Picture	Military		Great
TD635.1.90	1908 Camp Perry Picture with list of names on reverse	Military		Great
TD635.1.91	World Map created for National Geographic Magazine	Civilian		Good - a few small tears
TD635.1.92	Picture of 2nd SC Infantry Mexican Border Service 1916-1917	Military		Good - tightly rolled
TD635.1.93	US Army First Aid Packet with Carrying Pouch	Military		Great
TD635.1.94	Picture of Camp Stewart El Paso, TX 1916	Military		Great - tightly rolled
TD635.1.95	Picture of Camp Clifford Foster July 1930 with list of names on reverse	Military		Great - tightly rolled
TD635.1.96	M.R.P. Saussure Painting of Birds 1904	Civilian		Great - slightly creased from being rolled

Number	Artifact	Classification	Picture	Condition
TD635.1.97	1915 State Camp Florida Picture	Military		Great - tightly rolled
TD635.1.98	Newspaper Clipping about women in Civic League	Civilian		Poor - torn, discolored, brittle, creased, but readable
TD635.1.99	Patented Ticonderoga Leather Billfold Wallet	Civilian		Great
TD635.1.10	Picture of 2nd SC Infantry Palmetto Regiment Mexican Border Service 1916-1917	Military		Great - tightly rolled
TD635.1.10	1911a1 Magazine Holder with 2 Magazines	Military		Great
TD635.1.10	1911a1 Magazine	Military		Great
TD635.1.10	American Songs Booklet	Civilian		Poor - torn in places, words somewhat faded
TD635.1.10	Carlsen's Generals 1861-1865 Booklet	Civilian		Great
TD635.1.10	Comedic Post Card	Civilian		Great
TD635.1.10	Plan of Camp Perry and Ohio Rifle Range	Military		Great
TD635.1.10	Typed Poem entitled "Dry?"	Civilian		Great
TD635.1.10	Love Poem about Marguerite in French	Civilian		Great
TD635.1.10	Officer Hat with Cover	Military		Good - some holes in top fabric
TD635.1.11	Gas Mask with Holding Case	Military		OK - really crammed into case, brittle rubber tube
TD635.1.11	Leather Leggings	Military		Good - some discoloration
TD635.1.11	Salt Shaker	Civilian		Great

Number	Artifact	Classification	Picture	Condition
TD635.1.11	Pepper Shaker	Civilian		Great
TD635.1.11	Map of French City Block	Civilian		Great
TD635.1.11	Picture of Major ? of 30th	Military		Good - faded words, some holes in mat, good picture
TD635.1.11	Knitted Item (perhaps partial Babushka)	Civilian		OK - some holes
TD635.1.11	Epaulette	Military		Great
TD635.1.11	Epaulette	Military		Good - some tarnishing on top
TD635.1.11	Gold Aiguillette	Military		Great
TD635.1.12	Orange Pail	Unknown		Good - some discoloration
TD635.1.12	Orange Pail	Unknown		Good - some discoloration
TD635.1.12	Leather Helmet Carrier	Military		Good - some discoloration

List of Copyright-free Images for new Vietnam Exhibit

Aircraft Carriers

USS America CV66 (Built 1965)

Construction of the USS America in 1960s (Public Domain)

[https://commons.wikimedia.org/wiki/File:USS_America_\(CV-66\)_under_construction_at_Newport_News_1961.jpg](https://commons.wikimedia.org/wiki/File:USS_America_(CV-66)_under_construction_at_Newport_News_1961.jpg)

1960s - Public Domain:

[https://en.wikipedia.org/wiki/USS_America_\(CV-66\)#/media/File:USS_America_\(CVA-66\)_underway_in_1967.jpg](https://en.wikipedia.org/wiki/USS_America_(CV-66)#/media/File:USS_America_(CVA-66)_underway_in_1967.jpg)

1970s - Public Domain:

[https://en.wikipedia.org/wiki/USS_America_\(CV-66\)#/media/File:USS_America_\(CVA-66\)_and_Ranger_\(CVA-61\)_off_Vietnam_in_1973.jpg](https://en.wikipedia.org/wiki/USS_America_(CV-66)#/media/File:USS_America_(CVA-66)_and_Ranger_(CVA-61)_off_Vietnam_in_1973.jpg)

[https://en.wikipedia.org/wiki/USS_America_\(CV-66\)#/media/File:Flight_deck_washdown_system_test_on_USS_America_\(CV-66\)_1976.JPG](https://en.wikipedia.org/wiki/USS_America_(CV-66)#/media/File:Flight_deck_washdown_system_test_on_USS_America_(CV-66)_1976.JPG)

[https://en.wikipedia.org/wiki/USS_America_\(CV-66\)#/media/File:USS_Seattle_\(AOE-3\)_and_America_\(CV-66\)_underway_in_1976.JPG](https://en.wikipedia.org/wiki/USS_America_(CV-66)#/media/File:USS_Seattle_(AOE-3)_and_America_(CV-66)_underway_in_1976.JPG)

USS BonHomme Richard CV 31 (Built 1944)

1960s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1142000/USN-1142093.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1142000/USN-1142094.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1140000/USN-1140625.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1140000/USN-1140629.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nara-series/usn/USN-1140000/USN-1142110.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-97000/NH-97344.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-97000/NH-97345.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-97000/NH-97343.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1142000/USN-1142100.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-97000/NH-97346.html>

1970s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1144000/USN-1144408.html>

Unknown:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1142000/USN-1142865.html>

USS Oriskany CV 33 (Built 1950)

Public Domain:

[https://en.wikipedia.org/wiki/USS_Oriskany_\(CV-34\)#/media/File:USS_Oriskany_\(CVA-34\)_near_Midway_Atoll_1967.jpg](https://en.wikipedia.org/wiki/USS_Oriskany_(CV-34)#/media/File:USS_Oriskany_(CVA-34)_near_Midway_Atoll_1967.jpg)

[https://en.wikipedia.org/wiki/USS_Oriskany_\(CV-34\)#/media/File:USS_Oriskany_\(CVA-34\)_and_Bon_Homme_Richard_\(CVA-31\)_off_Vietnam_1970.jpg](https://en.wikipedia.org/wiki/USS_Oriskany_(CV-34)#/media/File:USS_Oriskany_(CVA-34)_and_Bon_Homme_Richard_(CVA-31)_off_Vietnam_1970.jpg)

[https://en.wikipedia.org/wiki/USS_Oriskany_\(CV-34\)#/media/File:USS_Oriskany_\(CVA-34\)_and_USS_Morton_\(DD-948\)_replenishment_1974.jpeg](https://en.wikipedia.org/wiki/USS_Oriskany_(CV-34)#/media/File:USS_Oriskany_(CVA-34)_and_USS_Morton_(DD-948)_replenishment_1974.jpeg)

USS Midway CV 41

Within era photographs:

<https://catalog.archives.gov/id/7578567>

<https://catalog.archives.gov/id/7578568>

<https://catalog.archives.gov/id/7578569>

<https://catalog.archives.gov/id/7578560>

<https://catalog.archives.gov/id/7578563>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-72000/NH-72657.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nara-series/kn-series/KN-10000/KN-19524.html>

Related to battle USS Midway engaged in:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/USN-1111000/USN-1111071.html>

After era photographs:

<https://catalog.archives.gov/id/6379190>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nara-series/kn-series/kn-30000/kn-30286-aircraft-carriers-underway.html> (USS Midway in front)

USS Yorktown CV 10 (Built 1943)

1940s - Public Domain:

[https://en.wikipedia.org/wiki/USS_Yorktown_\(CV-10\)#/media/File:Commissioning_of_USS_Yorktown_\(CV-10\)_on_15_April_1943.jpg](https://en.wikipedia.org/wiki/USS_Yorktown_(CV-10)#/media/File:Commissioning_of_USS_Yorktown_(CV-10)_on_15_April_1943.jpg)

1950s - Public Domain:

[https://en.wikipedia.org/wiki/USS_Yorktown_\(CV-10\)#/media/File:USS_Yorktown_\(CVA-10\)_underway_July_1953.jpg](https://en.wikipedia.org/wiki/USS_Yorktown_(CV-10)#/media/File:USS_Yorktown_(CVA-10)_underway_July_1953.jpg)

Before era photographs:

<https://catalog.archives.gov/id/176217161>

<https://catalog.archives.gov/id/520926>

<https://catalog.archives.gov/id/520947>

<https://catalog.archives.gov/id/520641>

1960s - Public Domain:

[https://en.wikipedia.org/wiki/USS_Yorktown_\(CV-10\)#/media/File:USS_Yorktown_\(CVS-10\)_underway_at_sea_on_10_March_1963.jpg](https://en.wikipedia.org/wiki/USS_Yorktown_(CV-10)#/media/File:USS_Yorktown_(CVS-10)_underway_at_sea_on_10_March_1963.jpg)

After era photographs:

<https://catalog.archives.gov/id/6445842>

Destroyers

USS Barry DD 933 (provided navy fire on ground targets in the Mekong Delta and other places from 1965-67)

1950s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-106000/NH-106828.html>

1960s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98049.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-85000/NH-85793.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-88000/NH-88069.html>

1970s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98051.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98052.html>

After era photographs:

<https://catalog.archives.gov/id/6427998>

<https://catalog.archives.gov/id/6391025>

USS Maddox DD 734 (involved in the Gulf of Tonkin incident, August 1964 and later provided gun support to US ground forces)

Public Domain:

[https://en.wikipedia.org/wiki/Gulf_of_Tonkin_incident#/media/File:USS_Maddox_\(DD-731\)_underway_at_sea_circa_the_early_1960s_\(NH_97900\).jpg](https://en.wikipedia.org/wiki/Gulf_of_Tonkin_incident#/media/File:USS_Maddox_(DD-731)_underway_at_sea_circa_the_early_1960s_(NH_97900).jpg)

[https://en.wikipedia.org/wiki/Gulf_of_Tonkin_incident#/media/File:North_Vietnamese_P-4_under_fire_from_USS_Maddox_\(2_August_1964\).jpg](https://en.wikipedia.org/wiki/Gulf_of_Tonkin_incident#/media/File:North_Vietnamese_P-4_under_fire_from_USS_Maddox_(2_August_1964).jpg)

USS Tuner Joy, DD 951 (involved in the second Gulf of Tonkin incident; fired the last Naval gunfire on the Vietnam coast in January 1973)

1960s Images:

<https://www.history.navy.mil/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98257.html>

<https://www.history.navy.mil/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98258.html>

USS Henry W. Tucker, DD 875

Before era photographs:

<https://catalog.archives.gov/id/7330315>

1960s - Public Domain:

[https://en.wikipedia.org/wiki/USS_Henry_W._Tucker#/media/File:USS_Henry_W._Tucker_\(DD_R-875\)_pre-1963_FRAM_upgrade.jpg](https://en.wikipedia.org/wiki/USS_Henry_W._Tucker#/media/File:USS_Henry_W._Tucker_(DD_R-875)_pre-1963_FRAM_upgrade.jpg)

[https://en.wikipedia.org/wiki/USS_Henry_W._Tucker#/media/File:USS_Henry_W._Tucker_\(DD-875\)_off_Vietnam_c1972.jpg](https://en.wikipedia.org/wiki/USS_Henry_W._Tucker#/media/File:USS_Henry_W._Tucker_(DD-875)_off_Vietnam_c1972.jpg)

USS Basilone, DD 824

1960s Images:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-103000/NH-103394.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-103000/NH-103389.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-103000/NH-103381.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nara-series/usn/USN-1110000/USN-1117062.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-103000/NH-103391.html>

1970s Images:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-103000/NH-103382.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-86000/NH-86386.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-86000/NH-86385.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-103000/NH-103398.html>

1960s or 1970s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-103000/NH-103396-KN.html>

Other Ships

Cruisers

USS Canberra - 1940s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98383.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98383.html>

USS Canberra - 1950s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98388.html>

USS Canberra - 1960s:

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nara-series/kn-series/KN-00001/KN-1526.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98391.html>

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-98000/NH-98393.html>

Group of Cruisers - 1964:

<https://catalog.archives.gov/id/558526>

USS Chicago in Shipyard - 1963:

<https://catalog.archives.gov/id/7577698>

<https://catalog.archives.gov/id/7577721>

<https://catalog.archives.gov/id/7577723>

<https://catalog.archives.gov/id/7577724>

<https://catalog.archives.gov/id/7577725>

<https://catalog.archives.gov/id/7577728>

USS Albany 1960s:

<https://www.history.navy.mil/content/history/museums/nmusn/explore/photography/ships-us/ship-s-usn-a/uss-albany-ca-123-cg-10.html>

LSMs

USS St. Francis River 1960s - Public Domain:

https://en.wikipedia.org/wiki/USS_St._Francis_River#/media/File:USS_St._Francis_River_1969.jpg

https://en.wikipedia.org/wiki/USS_St._Francis_River#/media/File:USS_St._Francis_River_Golden_Gate.jpg

https://en.wikipedia.org/wiki/USS_St._Francis_River#/media/File:St._Francis_River_firing.jpg

LSTs

USS Vernon County - Public Domain:

[https://en.wikipedia.org/wiki/USS_Vernon_County#/media/File:USS_Vernon_County_\(LST-1161\)_unloading.jpg](https://en.wikipedia.org/wiki/USS_Vernon_County#/media/File:USS_Vernon_County_(LST-1161)_unloading.jpg)

[https://en.wikipedia.org/wiki/USS_Vernon_County#/media/File:USS_Vernon_County_\(LST-1161\)_unloading.jpg](https://en.wikipedia.org/wiki/USS_Vernon_County#/media/File:USS_Vernon_County_(LST-1161)_unloading.jpg)

USS Westchester County:

[https://en.wikipedia.org/wiki/USS_Westchester_County_\(LST-1167\)#/media/File:Westchester_County_LST-1167.jpg](https://en.wikipedia.org/wiki/USS_Westchester_County_(LST-1167)#/media/File:Westchester_County_LST-1167.jpg)

[https://en.wikipedia.org/wiki/USS_Westchester_County_\(LST-1167\)#/media/File:Westchester_County.jpg](https://en.wikipedia.org/wiki/USS_Westchester_County_(LST-1167)#/media/File:Westchester_County.jpg)

Aircraft

B-52 Stratofortress

Unknown (during war):

<https://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/195842/b-52-stratofortress-in-southeast-asia/>

Early 1970s:

<https://catalog.archives.gov/id/6376164>

Late 1970s:

<https://catalog.archives.gov/id/6402099>

<https://catalog.archives.gov/id/6400161>

<https://catalog.archives.gov/id/6362586>

<https://catalog.archives.gov/id/6362590>

<https://catalog.archives.gov/id/6343818>

<https://catalog.archives.gov/id/6343823>

1980s:

<https://catalog.archives.gov/id/6379844>

F-4 Phantoms

3 pages of images at this link of F-4 Phantoms from the 1960s but they are images of the aircraft pasted on to an index card with information about that plane so not sure if we want to use them:

<https://catalog.archives.gov/search?q=%22F-4%20Phantoms%22&tabType=image&f.dateRangeFacet=%221960%20-%201969%22>

1960s - Public Domain:

[https://en.wikipedia.org/wiki/McDonnell_Douglas_F-4_Phantom_II#/media/File:McDonnell_F4_H-1F_Phantom_II_ aboard_USS_Independence_\(CVA-62\)_in_1960.jpg](https://en.wikipedia.org/wiki/McDonnell_Douglas_F-4_Phantom_II#/media/File:McDonnell_F4_H-1F_Phantom_II_ aboard_USS_Independence_(CVA-62)_in_1960.jpg)

https://en.wikipedia.org/wiki/McDonnell_Douglas_F-4_Phantom_II#/media/File:F-4B_VF-74_taking_off_1961.jpg

Plane Destroyed during Tet Offensive - Public Domain:

https://en.wikipedia.org/wiki/McDonnell_Douglas_F-4_Phantom_II#/media/File:Destroyed_US_RF-4C_Phantom_II.jpg

Date Unknown - Public Domain:

https://en.wikipedia.org/wiki/McDonnell_Douglas_F-4_Phantom_II#/media/File:Cabinacaza.JPG

F-105 Thunderchief

Date Unknown - Public Domain:

https://en.wikipedia.org/wiki/Republic_F-105_Thunderchief#/media/File:Republic_F-105D_cokpit_060901-F-1234S-009.jpg

https://en.wikipedia.org/wiki/Republic_F-105_Thunderchief#/media/File:F-105_Thunderchiefs_Mt_Fuji.jpg

Modern Photos:

<https://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196054/republic-f-105d-thunderchief/republic-f-105d-thunderchief/>

1960s:

<https://catalog.archives.gov/id/542329>

1970s:

<https://catalog.archives.gov/id/176246646>

<https://catalog.archives.gov/id/6377324>

<https://catalog.archives.gov/id/6402897>

<https://catalog.archives.gov/id/6402900>

<https://catalog.archives.gov/id/6402047>

A-4 Sky Hawks

1960s:

<https://www.history.navy.mil/content/history/museums/nnam/explore/collections/aircraft/a/a-4-skyhawk/a-4-skyhawk-in-flight-refueling.html> (This one is very cool)

1970s:

<https://catalog.archives.gov/id/26380447>

<https://www.history.navy.mil/content/history/museums/nnam/explore/collections/aircraft/a/a-4-skyhawk/a-4f-skyhawk-of-fleet-composite-squadron--vc--7.html>

<https://www.history.navy.mil/content/history/museums/nnam/explore/collections/aircraft/a/a-4-skyhawk/a-4-skyhawk-at-topgun.html>

Modern Photograph on Display:

<https://www.history.navy.mil/content/history/museums/nnam/explore/collections/aircraft/a/a-4-skyhawk/a-4e-skyhawk-on-display.html>

AC 130 gunships

Public Domain:

https://en.wikipedia.org/wiki/Lockheed_AC-130#/media/File:AC-130_Laos.jpg

Cessna O-2A

Modern Images:

<https://catalog.archives.gov/id/6365068>

<https://catalog.archives.gov/id/6523085>

Equipment

APC-Armored Personnel Carrier

1960s:

<https://catalog.archives.gov/id/194650>

<https://catalog.archives.gov/id/176250304>

<https://catalog.archives.gov/id/100310258>

<https://catalog.archives.gov/id/100310260>

<https://catalog.archives.gov/id/531451>

<https://catalog.archives.gov/id/66956820>

M-48 Patton tank

Public Domain:

https://en.wikipedia.org/wiki/M48_Patton#/media/File:Vietnam....Marines_riding_atop_an_M-48_tank_cover_their_ears_as_the_90mm_gun_fires_during_a_road_sweep_southwest_of..._-_NA_RA_-_532483.tif

Copyright Unknown (here is a [link](#) to some copyright info-confusing to me)

<https://www.loc.gov/pictures/item/92516117/>

M-41 tank

Public Domain:

https://en.wikipedia.org/wiki/M41_Walker_Bulldog#/media/File:ARVN_M41_Walker_Bulldog.jpg

Tanks [these might only be available as thumbnails, I just thought they were neat]

1960s – Germany:

<https://www.loc.gov/pictures/item/2010651170/>

Cold War Political Cartoon with Tanks:

<https://www.loc.gov/pictures/item/2020631236/>

<https://www.loc.gov/pictures/item/2004679109/>

<https://www.loc.gov/pictures/item/2008678317/>

Truck- (douse and half)

M-35 Cargo Truck:

<https://catalog.archives.gov/id/6399189>

<https://catalog.archives.gov/id/6399190>

<https://catalog.archives.gov/id/6399191>

M35a1 Gun Truck (21st century image, but at SC air base):

<https://catalog.archives.gov/id/6662090>

<https://catalog.archives.gov/id/6662095>

<https://catalog.archives.gov/id/6662096>

<https://catalog.archives.gov/id/6662098>

Jeep

Willys – 1940s:

<https://catalog.archives.gov/id/176888226>

<https://catalog.archives.gov/id/176888084>

M151A – 1970s:

<https://catalog.archives.gov/id/6413147>

<https://catalog.archives.gov/id/6413148>

<https://catalog.archives.gov/id/6399197>

<https://catalog.archives.gov/id/6399194>

<https://catalog.archives.gov/id/6399195>

University of Texas Austin Maps

Copyright Information FAQs

<https://guides.lib.utexas.edu/maps/faq#3.html>

Maps of Vietnam

2001 - https://maps.lib.utexas.edu/maps/middle_east_and_asia/vietnam_pol01.jpg

1985 - https://maps.lib.utexas.edu/maps/middle_east_and_asia/vietnam.jpg

Maps of Cities

Da Nang, 1969 (in I corps) - https://maps.lib.utexas.edu/maps/world_cities/txu-pclmaps-da_nang-1969.jpg

Hue, 1968 (in I corps) - https://maps.lib.utexas.edu/maps/world_cities/txu-oclc-21740104-hue-1968.jpg

Da Lat, 1963 (in II corps) - https://maps.lib.utexas.edu/maps/world_cities/txu-pclmaps-da_lat-1963.jpg

Saigon, 1961 (in III corps) - https://maps.lib.utexas.edu/maps/world_cities/txu-pclmaps-saigon_sheet1-1961.jpg

Saigon, 1961 (in III corps) - https://maps.lib.utexas.edu/maps/world_cities/txu-pclmaps-saigon_sheet2-1961.jpg

Vinh Long, 1966 (in IV corps) - https://maps.lib.utexas.edu/maps/world_cities/txu-pclmaps-vinh_long-1966.jpg

Map of All Corps Zones

Public Domain - [https://en.wikipedia.org/wiki/I_Corps_\(South_Vietnam\)#/media/File:South_Vietnam_Map.jpg](https://en.wikipedia.org/wiki/I_Corps_(South_Vietnam)#/media/File:South_Vietnam_Map.jpg)

LOC Maps, Not Digitized – Maybe Could Contact?

I Corp - <https://catalog.loc.gov/vwebv/search?searchCode=LCCN&searchArg=gm%2070001498&searchType=1&permalink=y>

II Corp - <https://catalog.loc.gov/vwebv/search?searchCode=LCCN&searchArg=gm%2070001499&searchType=1&permalink=y>

III Corp - <https://catalog.loc.gov/vwebv/search?searchCode=LCCN&searchArg=gm%2070001497&searchType=1&permalink=y>

IV Corp - <https://catalog.loc.gov/vwebv/search?searchCode=LCCN&searchArg=gm%2070001496&searchType=1&permalink=y>

I Corps

Da Nang Air Base

https://en.wikipedia.org/wiki/Da_Nang_Air_Base#/media/File:F-100Ds_416TFS_DaNang_1965.jpg

https://en.wikipedia.org/wiki/Da_Nang_Air_Base#/media/File:Aerial_view_of_Marine_helicopter_flight_line_at_DaNang_shortly_after_SHUFLY's_relocation_to_I_Corps_in_September_1962.jpg

II Corps

LBJ in Cam Ranh Bay

Awarding Distinguished Service Cross - <https://catalog.archives.gov/id/2803415>

With Westmoreland - <https://catalog.archives.gov/id/192515>

Phan Rang Air Base

https://en.wikipedia.org/wiki/Phan_Rang_Air_Base#/media/File:Phanrangab_jun68.jpg

https://en.wikipedia.org/wiki/Phan_Rang_Air_Base#/media/File:F-100F_352TFS_35TFW_PhanRang_1971.jpg

III Corps

Saigon

Destroyed Buildings - <https://catalog.archives.gov/id/541849>

Destroyed Buildings - <https://catalog.archives.gov/id/558530>

Smoke - <https://catalog.archives.gov/id/541874>

Napalm, South of Saigon - <https://catalog.archives.gov/id/542328>

Tay Ninh

Aerial View - <https://catalog.archives.gov/id/531439>

IV Corps

Military Operations in the Mekong Delta

<https://catalog.archives.gov/id/530626>

<https://catalog.archives.gov/id/594276>

<https://catalog.archives.gov/id/176251040>

Veterans Organizations

NSA/NSF DaNang Veterans Association:

Main Website - <https://nsadanang.com/i-corps/>

Reunion Photos - <https://nsadanang.com/past-reunion-group-photos/>

Officers Photo - <https://nsadanang.com/nsa-danang-association-officers/>

Vietnam Veterans of America SC State Council:

Main Website - <https://vva.org/chapter/vva-sc-state-council-03/>

National Museum of Civil War Medicine Internship Materials

When: Summer 2022

Supervisor: John Lustrea

Hours Worked: 245

Primary Skill Learned: Exhibit Design

Object Spotlight Recommendations

Below is a list of objects Ben and I have compiled as potential objects to be included in the second floor lobby case. Some of these objects may not be in the collection, some may be on permanent exhibit and unable to be relocated, and some may be too unstable to be displayed. Further, there may be objects in the collection that although mundane on first glance may have an interesting provenance and thus worth spotlighting in the second floor lobby case. We are unsure what objects may be included in this last category, though.

Suggestions Generally Speaking [unsure if objects like these are in the collection]

- Ether cone
- Syringe
- Indigenous objects
- Herbal medicine – could be beneficial to introduce different fields of medicine right before visitors enter the medical school gallery
- Veterinary medicine objects
- Many of these objects are currently on display, but we may consider moving something from here to the spotlight case
- Acupuncture related objects
- Bullet collection showing different impacts
 - Could be a matching game of sorts – If a bullet looks like X, did it hit bone or soft tissue? Would you need an amputation as a result?
- Anything relevant to quarantine

Suggestions with Object Numbers from Hard Drive

- Medical training limbs
 - Arm: I012000007
 - Foot: I0120000008
- Amputee Tools
 - Fork: I62000003
 - Knife? [unsure if we have]
 - Cup? [unsure if we have]
- Photograph of an operation
 - I0120000009
- Blue Medal
 - I0120000060
- Christian Commission Health Booklet
 - I0120000063

- Canteen marked “quinine”
 - I0120000064
- Confederate Ambulance Corps paraphernalia
 - I0120000065
- Letterman Order/Form
 - I0120000069
- Dental care objects
 - Gold foil: I0120000127a
 - Tin foil: I0120000127b
- Soldier Clothing
 - Kepi: I0120000131
 - Kepi: I82012002
 - Boots: I82012004a ; I82012004b
 - Boots: I012000161a
- Medical Clothing
 - Slouch Hat: 2006003009
 - Medical Sash: I22008001
- Medical Instruments
 - Balance/Scale: 112001001
- Casts of Lincoln’s face & hand
 - 142010002a
 - 142010002b
- Soldier’s Food
 - Hardtack: 132010001
- Missing Soldier’s Office Sign
 - I62012004
- Surgical Kits
 - 2012012001a
 - 2012012003a
 - 2012012004a
 - The surgical kit used to treat John Brown [unsure object number]

Willie Lincoln Temporary Exhibit Panel

Quote

“Great sobs choked [Abraham Lincoln’s] utterance. He buried his head in his hands, and his tall frame was convulsed with emotion. I stood at the foot of the bed, my eyes full of tears, looking at the man in silent, awe-stricken wonder.”

– Elizabeth Keckley, a formerly enslaved woman who gained her freedom and worked as Mary Todd Lincoln’s personal seamstress, 1868

Highlighted Text Block

Typhoid:

an intestinal disease caused by consumption of food or water contaminated with the bacterium *Salmonella typhi*. Included symptoms of fever, delirium, red skin lesions, and diarrhea

Main Text

Typhoid was one of the deadliest diseases of the Civil War. Although typhoid still exists today, modern vaccines have significantly decreased the disease’s prevalence and mortality rate. But during the Civil War, typhoid afflicted tens of thousands of soldiers killing more than a third of them. Typhoid spread beyond the camps to infect civilians as well. One victim was President Abraham Lincoln’s son: Willie.

Willie became ill with typhoid in early 1862 and was still sick on February 5th when the Lincolns hosted a public reception with 500 guests at the White House. Mrs. Lincoln considered canceling the reception because of Willie’s illness, but Dr. Robert King Stone, the family doctor, insisted Willie would recover. So the reception went on as planned.

A mere fifteen days later, 11-year-old Willie Lincoln died of typhoid. The White House was draped in black as the family mourned and the music that filled the halls two weeks earlier disappeared for months.

Title Options

1. Typhoid in the White House
2. Typhoid on the Homefront
3. Typhoid & Willie Lincoln
4. Typhoid & The Citizen Impact
5. Typhoid Hits Home

Image Options

1. [Image of entire Lincoln family, after Willie’s death](#) (missing Edward Lincoln altogether)
2. [Image of Willie Lincoln, before death](#)

Mary Ann Shadd Cary Blog Post

Mary Ann Shadd Cary: A Union Army Recruiter

[1,082 words, 6 pictures, 22 sources, 26 footnotes]

Although many Civil War soldiers were conscripted into service, most enlisted with the help of Army recruiters.¹ When we think of Army recruiters, we often envision stationary recruiting offices filled with men speaking to other men imploring them to enlist. But this is an incomplete image. This is the story of Mary Ann Shadd Cary, an African American *female* recruiter.



Mary Ann Shadd Cary, via Library and Archives Canada / C-029977

Mary Ann Shadd Cary was born free in Wilmington, Delaware on October 9, 1823.² She lived in Delaware and Pennsylvania, received an education, and became a teacher in the United States.³ Her life, like the lives of many free African Americans, changed dramatically in 1850 when Congress passed the Fugitive Slave Act, threatening the lives of *all* African Americans residing in the North.⁴ To preserve her freedom and in search of a better life, Shadd Cary emigrated to Canada where she became North America's first Black female newspaper editor with her

¹ The Confederacy began conscription on April 16, 1862 and the Union began conscription on March 3, 1863.

² Martha Jones, *Vanguard: How Black Women Broke Barriers, Won the Vote, And Insisted On Equality For All* (New York: Basic Books, 2020), 73.

³ Carol B. Conaway, "Racially Integrated Education: The Antebellum Thought of Mary Ann Shadd Cary and Frederick Douglass," in *Life Stories: Exploring Issues in Educational History through Biography*, ed. Linda C. Morice (Charlotte, NC: Information Age Publishing, 2014), 4; Carla L. Peterson, "*Doers of the Word*": *African-American Women Speakers and Writers in the North (1830-1880)* (Oxford: Oxford University Press, 1995), 98.

⁴ Gabrielle McCoy, "Speech to Judiciary Committee re: The Rights of Women, (January 1872) Washington, D.C.: Context," *Recovering Democracy Archives*, Last accessed May 26, 2022, <https://recoveringdemocracyarchives.umd.edu/rda-context/?ID=2309>.

newspaper, *The Provincial Freeman*.⁵ In print from 1853 to 1857, the paper featured lively discussions about abolition, women's rights, and racial integration, while encouraging African Americans to emigrate to Canada.

From the True Wesleyan.

THE LAW FOR CATCHING MEN.

The Fugitive Slave Bill, so called, has passed both Houses of Congress, and we suppose has become a law, so far as iniquity can be law. Against this outrage upon the statutes of heaven and the rights of humanity, we record our protest, and pledge our uncompromising opposition, as strong as the powers of life and as lasting as the day of probation, unless the foul blot be sooner wiped from the disgraced records of the nation. Our opposition to the new law for hunting and catching men is not grounded so much upon the supposed additional facilities it will furnish for recapturing and re-enslaving fugitives from the house of bondage, as upon the principle involved. Men and nations are often more guilty for what they only attempt to do, than they are for what they actually accomplish; and such, no doubt, will prove to be the case with the passage of the Fugitive Slave Bill, by the Congress of the United States, in the year of our Lord one thousand eight hundred and fifty. It may avail in a few instances in catching a fugitive slave, who would otherwise escape; it may be enforced upon a few who have moral honesty and courage enough to violate it, in the shape of a fine or imprisonment; it may subserve the purpose of kidnapers in a few cases, enabling them to seize and carry off freemen to the chains, and whips, and death of Southern plantations; but we have not the least idea that it will, or can be generally enforced. Public sentiment is too powerful in the North for such laws, and it is growing stronger and stronger every day, and must soon tower above them and bear them down, and proclaim their violation a virtue, and render the penalties they impose, to him who endures them, a passport to the sympathies of all the good and true.

A response to the Fugitive Slave Act published in The Liberator on September 27, 1850

Shadd Cary's support for Black emigration to Canada was based on her belief that Canada provided more freedoms and harbored less prejudice towards Black people than the United States.⁶ During the first few years of the Civil War, she remained a staunch advocate of Black emigration to Canada believing that the war would not yield any positive changes for African

⁵ Rinaldo Walcott, "Who is She and What is She to You?": Mary Ann Shadd Cary and the (Im)possibility of Black/Canadian Studies," *Atlantis* 24, no. 2 (Spring/Summer 2000): 138, <https://journals.msvu.ca/index.php/atlantis/article/view/1598>.

⁶ Mary Ann Shadd Cary, *A Plea for Emigration; Or, Notes of Canada West in its Moral, Social, and Political Aspect: With Suggestions Respecting Mexico, West Indies, and Vancouver's Island for the Information of Colored Emigrants* (Detroit, MI: George W. Pattison, 1852).

Americans.⁷ However, the passage of the 1862 Militia Act and the 1863 Emancipation Proclamation, which opened the door for Black men to enlist in the Union Army, ignited hope that African Americans could live fruitful lives in the United States.⁸

While some states quickly began forming Black regiments including the famous 54th Massachusetts, other states, such as Connecticut, delayed. After consistent urging by Colonel Dexter R. Wright and Colonel Benjamin S. Pardee to form Black regiments, the Connecticut General Assembly approved a bill to raise troops for the 29th Connecticut Colored Infantry on November 23, 1863.⁹ Recruiters quickly stepped up to fill the regiment.

Against this backdrop, Shadd Cary received a letter from a longtime friend and fellow abolitionist, Martin R. Delany, on December 7, 1863. Delany was working as a Union Army recruiter for the newly forming Black regiments and hoped to hire more recruiting agents. Delany thought of Shadd Cary and asked her to return to the United States to begin recruiting Black men for the Union Army.¹⁰ Shadd Cary accepted the job and journeyed back to America.

⁷ Jane Rhodes, *Mary Ann Shadd Cary: The Black Press and Protest in the Nineteenth Century* (Bloomington, IN: Indiana University Press, 1998), 151; Mary Ann Shadd Cary was not the only African American to believe the Civil War would not positively alter the position of African Americans. To learn more about Civil War conversations regarding Black military service and the potential costs and benefits for African American citizenship, see: Brian Taylor, *Fighting for Citizenship: Black Northerners and the Debate over Military Service in the Civil War* (Chapel Hill, NC: The University of North Carolina Press, 2020).

⁸ Rhodes, *Mary Ann Shadd Cary*, 151.

⁹ William Augustus Croffut and John M. Morris, *The military and civil history of Connecticut during the war of 1861-65: comprising a detailed account of the various regiments and batteries, through march, encampment, bivouac, and battle, also instances of distinguished personal gallantry, and biographical sketches of many heroic soldiers, together with a record of the patriotic action of citizens at home, and of the liberal support furnished by the state in its executive and legislative departments*, (New York, NY: Ledyard Bill, 1868), 460, <https://archive.org/details/ails/militarycivilhis00lccrof/mode/2up>.

¹⁰ Rhodes, *Mary Ann Shadd Cary*, 153.



Martin R. Delany, via Wikimedia Commons

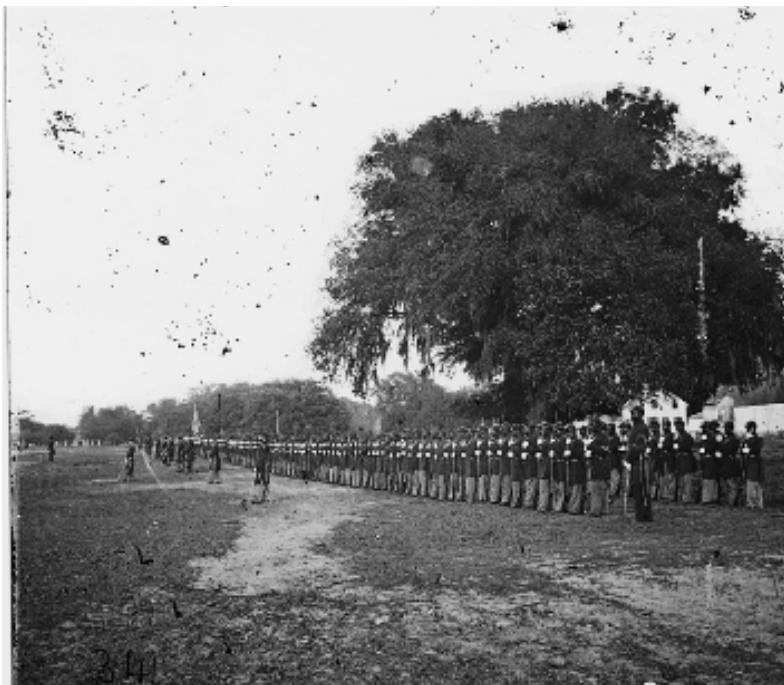
Upon arriving in the United States, Mary Ann Shadd Cary joined Delany in recruiting for the 29th Connecticut Colored Infantry. Shadd Cary traveled throughout the midwest to recruit men for this regiment.¹¹ Her travel throughout the midwest to recruit men for a northeastern regiment was not unusual as many recruiters traveled broadly to fill regimental quotas. On February 19, 1864, Shadd Cary received a letter from the Indiana Governor Oliver P. Morton proclaiming that she was “entitled to protection in transit through [Indiana] with recruits.”¹² Five days later, she received a letter from Colonel Benjamin S. Pardee, the Commander of Recruiting Services in Connecticut, saying she was “authorized and empowered as my agent to obtain men.”¹³ Armed with these guarantors of her authority, Shadd Cary along with other recruiters enlisted enough troops to form the 29th Connecticut Colored Infantry. This regiment was mustered on March 8,

¹¹ Rhodes, *Mary Ann Shadd Cary*, 152.

¹² Martin R. Delany to Mary Ann Shadd Cary, February 19, 1864, Correspondence, Moorland-Spangarn Research Center, Howard University, https://dh.howard.edu/mscary_corres/4.

¹³ Rhodes, *Mary Ann Shadd Cary*, 157; Mary Ann Shadd Cary authorization to obtain men for Connecticut volunteers, February 24, 1864, Certificates and Statements, Moorland-Spangarn Research Center, Howard University, https://dh.howard.edu/mscary_certs/5; Prior to Colonel Pardee’s position in the Connecticut Recruiting Office, he served with the 10th Regiment Infantry first as a Captain (September 21, 1862 to April 1, 1862), then as a Major (April 1, 1862 to June 5, 1862), and then as a Lieutenant Colonel (June 5, 1862 to September 7, 1862). Upon resigning, he appears to have gone straight to work in the Connecticut Recruiting Office wherein he was promoted to Colonel sometime before November 1863. See: *Annual Report of the Adjutant-General of the State of Connecticut, for the year ending March 31, 1866* (Hartford, CT: A.N. Clark & Co. State Printers, 1866).

1864 meaning the recruiters successfully enlisted at least 1,000 men within 3 months of the General Assembly approving the formation of a Connecticut Black regiment.¹⁴



The 29th Connecticut Colored Infantry in Beaufort, South Carolina, via Library of Congress

These recruiters were so successful that they had raised an additional few hundred troops which were used to form the beginnings of the 30th Connecticut Colored Infantry.¹⁵ Needing to fill this second regiment, Colonel Pardee wrote to Mary Ann Shadd Cary again on March 3, 1864 promising to “reward [Shadd Cary] handsomely, besides [her] regular pay” if she was successful in encouraging men to enlist.¹⁶ Ultimately, the 30th Connecticut Colored Infantry never became its own regiment. Instead, it was incorporated into the 31st United States Colored Infantry on May 18, 1864.¹⁷ This regiment would be present at the Battle of Appomattox Courthouse.¹⁸

As the war progressed, Mary Ann Shadd Cary continued recruiting. Most notably, on August 15, 1864, Indiana Governor Oliver P. Morton and Adjutant General Lazarus Noble officially

¹⁴ William Augustus Croffut and John M. Morris, *The military and civil history of Connecticut during the war of 1861-65*, 461.

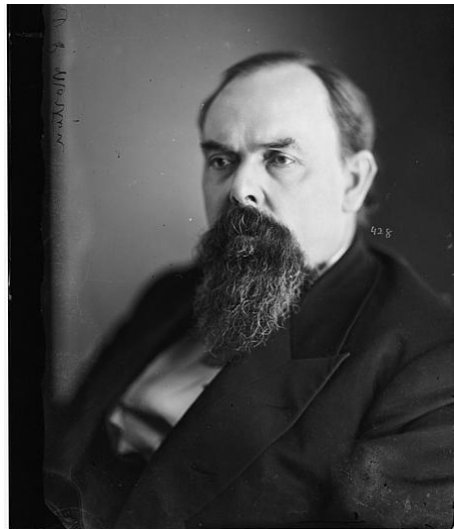
¹⁵ “November 23rd: Connecticut’s First African-American Civil War Regiment,” *Today in Connecticut History*, Office of the State Historian, Last updated November 23, 2021, <https://todayinthehistory.com/2021/11/23/november-23-connecticuts-first-african-american-civil-war-regiment-4/>.

¹⁶ Benjamin S. Pardee to Mary Ann Shadd Cary, March 3, 1864, Correspondence, Moorland-Spingarn Research Center, Howard University, https://dh.howard.edu/mscary_corres/7.

¹⁷ “31st Infantry, US Colored Troops,” *New York State Military Museum and Veterans Research Center*, Last accessed May 26, 2022, <https://museum.dmna.ny.gov/unit-history/civil-war-colored-troops/infantry/31st-infantry-us-colored-troops>.

¹⁸ “United States Colored Troops at Appomattox,” *National Park Service*, Last updated September 6, 2021, <https://www.nps.gov/apco/learn/historyculture/united-states-colored-troops-at-appomattox.htm#:~:text=General%20Grant%20brought%20elements%20of,troops%20of%20the%2025th%20Corps>.

appointed Shadd Cary as a “Recruiting Officer” to enlist “Colored Volunteers in any County...under the call for 500,000 men, issued July 17, 1864.”¹⁹ Shadd Cary’s Indiana efforts likely culminated in recruiting troops to reinforce the 28th U.S. Colored Infantry.



Governor Oliver P. Morton of Indiana, via Library of Congress

The 28th U.S. Colored Infantry was first mustered in April of 1864, about four months before Shadd Cary was officially appointed a recruiting officer.²⁰ The men of this regiment quickly faced great adversity when they fought in the Battle of the Crater on July 30, 1864, losing 88 men (11 killed, 64 wounded, and 13 missing).²¹ Shadd Cary was officially appointed a recruiting officer two weeks later. The July 30th losses, combined with the earlier July 17th call for more volunteers, likely generated enough urgency to make the Indiana government willing to officially appoint Shadd Cary as a recruiting officer, despite her sex.

¹⁹ Mary Ann Shadd Cary State of Indiana appointment as recruiting officer to enlist colored volunteers, August 15, 1864, Certificates and Statements, Moorland-Spingarn Research Center, Howard University, https://dh.howard.edu/mscary_certs/1.

²⁰ Indiana Historical Bureau State of Indiana, “Indiana’s 28th Regiment: Black Soldiers for the Union,” *The Indiana Historian*, 5, <https://www.in.gov/history/files/7023.pdf>.

²¹ Indiana Historical Bureau State of Indiana, “Indiana’s 28th Regiment: Black Soldiers for the Union,” *The Indiana Historian*, 10, <https://www.in.gov/history/files/7023.pdf>; William F. Fox, *Regimental Losses in the American Civil War, 1861-1865: A treatise on the extent and nature of the mortuary losses in the Union regiments, with full and exhaustive statistics compiled from the official records on file in the state military bureaus and at Washington* (Albany, NY: Albany Publishing Company, 1889), 55.



Scene of the Explosion Saturday July 30th (Battle of the Crater) by Alfred Rudolph Waud, via Library of Congress

While recruiting men for the Indiana regiment, Shadd Cary filled what little free time she had with other duties. She sought donations for the Mission School, a racially integrated Canadian school that herself and Amelia Freeman Shadd, her sister, operated.²² She also worked as a traveling agent collecting donations for the Colored Ladies Freedmen's Aid Society.²³

By late 1864, Shadd Cary completed her recruiting duties and returned to Canada where she lived until the Civil War concluded.²⁴ She would later move to Washington D.C. where she served as a principal for three schools and eventually earned a law degree from Howard University.²⁵

Mary Ann Shadd Cary's career as an Army recruiter is incredibly unique on account of her sex. Although historians believe women such as Sojourner Truth and Josephine St. Pierre Ruffin encouraged Black men to enlist, to be formally appointed as a recruiting officer and paid for that work was a unique position for a woman.²⁶ The uniqueness of Mary Ann Shadd Cary's story does not make her role as an Army recruiter any less important. Uncovering stories like these are how we, as historians, can create a more accurate image of American history.

²² Rhodes, *Mary Ann Shadd Cary*, 150.

²³ Rhodes, *Mary Ann Shadd Cary*, 157.

²⁴ Rhodes, *Mary Ann Shadd Cary*, 158.

²⁵ Shirley J. Yee, "Finding a Place: Mary Ann Shadd Cary and the Dilemmas of Black Migration to Canada, 1850-1870," *Frontiers: A Journal of Women Studies*, 18, no. 3 (1997): 11, <https://www.jstor.org/stable/3347171>; Jason H. Silverman, "Mary Ann Shadd and the Search for Equality" in *Black Leaders of the Nineteenth Century*, eds. Leon Litwack and August Meier (Chicago: University of Illinois Press, 1988), 97-98; Rhodes, *Mary Ann Shadd Cary*, 186; S.C. Evans, "Mrs. Mary Ann Shadd Cary," in *Homespun Heroines and Other Women of Distinction*, ed. Hallie Quinn Brown (Xenia, OH: Aldine Printing House, 1926), 95.

²⁶ Rhodes, *Mary Ann Shadd Cary*, 155.

“The Toll of the Civil War” Traveling Exhibit Research & Panel Text

Exhibit Sets & Panel Titles

SET #1: The Toll on the Front Lines

- A – Homesickness & Nostalgia
- B – Irritable Heart Syndrome
- C – Suicide

SET #2: The Toll on the Homefront

- A – Homefront Anxiety
- B – Refugees
- C – Grief & Mourning

SET #3: The Ongoing Toll of War

- A – Veterans Adjust to Civilian Life
- B – Postwar Veteran Resources
- C – Ongoing Societal Toll

The Toll on the Front Lines

Homesickness & Nostalgia

Panel Text [144 words]

Medical professionals in the 19th century often struggled with how to care for people facing mental illness. Homesickness and nostalgia were somewhat common diagnoses during the Civil War with 5,547 cases of nostalgia reported by Union surgeons, although the actual number of cases was likely much higher. These afflictions did not discriminate by race as both African American and white soldiers were diagnosed. Surgeons defined homesickness as a “temporary feeling of depression” while nostalgia was its more “morbid” sibling. Surgeons did not diagnose soldiers with these afflictions based on physical symptoms. Rather, they believed these diseases were caused by poor weather, camp discomforts, and idleness and thus encouraged officers to improve camp conditions and provide open-air sports like football or baseball. Today, we believe that homesickness and nostalgia were Civil War terms for depression or post-traumatic stress disorder, along with other mental illnesses.

Anecdotes & Associated Images

- Surgeon John L. Taylor of the 3rd Missouri Cavalry (Union) treated homesickness and nostalgia by telling soldiers that their disease was "a moral turpitude; that soldiers of courage, patriotism and sense would be superior to the influences that brought about their condition" and that to claim home was essential to their recovery was "petty and degenerating" (*Medical and Surgical History of the Civil War*, Vol. VI, Pg. 886)
- Horace Porter, a Connecticut regimental surgeon, spoke at the Northern Kansas Medical Society saying that “For every one hour of battle there were hundreds of hours of the brain tension of expected danger” (*Marching Home*, Pg. 127-128)
- Union Lieutenant Abraham H. Botkin of the 79th Ohio Infantry writes to Mr. & Mrs. Bushey on March 31, 1862: “Some marked discharged were honestly entitled to it, but others were not, they were left sick, (home sick) at Gallatin when, the Regt moved to Buck lodge, and by some hook or crook they managed to make the surgeons believe they would die, if they did not get, to go home, so home they were sent by dozens, you had better believe I “cussed” some, but it all done no good”
(<https://web.lib.unc.edu/civilwar/index.php/2012/03/31/31-march-1862/>)

Content to link to via QR Code

- [PTSD Blog](#)

Irritable Heart Syndrome

Panel Text [145 words]

In the 19th century, mentally ill people were often admitted to insane asylums. Despite a reform movement led by Dorothea Dix, these asylums did not provide adequate care for their patients due to overcrowding, stigmatization of mental illness, and doctors not knowing how to treat mental illness. Sometimes, doctors tried to find physical causes for mental illness. One Civil War example of this is irritable heart syndrome. Dr. Jacob Mendes Da Costa associated irritable heart with “hard service” which included anything from long drill sessions to active combat. Such “hard service” led to physical symptoms including “fluttering cardiac action,” an accelerated pulse, and “unpleasant” dreams. This ailment was often treated medicinally with digitalis, a drug created from the dried leaves of foxglove used to slow the heart rate. Today, foxglove is an active ingredient in modern heart medications but in high doses, it is poisonous.

Anecdotes & Associated Images

- Private Asa L. Ricker of Company C, 32nd Massachusetts was admitted on August 10, 1862 after having fought in the seven days fight of June – diagnosed with irritable heart and treated with digitalis tinctures but continued to have palpitations (*Medical and Surgical History of the Civil War*, Vol. VI, Pg. 865)
- Dr. Jacob Mendes Da Costa examined 300 cases of cardiac muscular exhaustion. Cases of this kind were sent to his wards in Turner’s Lane Hospital of Philadelphia. (*Medical and Surgical History of the Civil War*, Vol. VI, Pg. 862) [Caption of sorts for photo of Dr. Da Costa below]
- Dr. Jacob Mendes Da Costa studied 300 patients at Turner’s Lane Hospital in Pennsylvania to understand irritable heart syndrome. It appears that the majority, if not all, of the 300 patients were white soldiers. This may be because Dr. Da Costa began his work in 1862, prior to widespread African American enlistment. [A potential caption for the Turner’s Lane Hospital photo]

Content to link to via QR Code

- [Jacob Mendes Da Costa Blog](#)

Suicide

Panel Text [131 words]

Sadly, some soldiers suffer so greatly from war-related trauma that they commit suicide. The Union Army reported 826 suicides among active-duty soldiers from July 1861 to June 1866. This number does not include Civil War veterans who committed suicide long after the war concluded. These men rarely left behind suicide notes explaining why they took their own lives.

The scarcity of suicide notes may reveal how deeply traumatized these men were as they found themselves unable to put into words their emotional suffering.

Concerns about suicide among active-duty soldiers and veterans persists today. Research conducted by Brown University's Watson Institute has determined that 30,177 active-duty soldiers or veterans who served in post-9/11 conflicts have committed suicide. If you or someone you know is struggling with suicidal thoughts, call 9-8-8. [This can be a separate blurb]

Anecdotes & Associated Images

- Sergeant Joseph Taylor of Florida was in his 30s when injured at Battle of Chickamauga in September 1863 – not discharged but later released from Army of Tennessee to be a sheriff in Jefferson County – a few months later, shot himself through heart while “laboring under mental derangement” (*Aberration of the Mind*, Pg. 44)
- Captain Thyssent of New Orleans received news in October 1863 that his wife had died – he shot himself in the head that same night (*Aberration of the Mind*, Pg. 30)
- In August 1861, Coleman (John Crittenden's grandson), was a 26 year old private in the 1st Florida Regiment when he cut his throat – left no explanation besides saying he was “under a state of mental derangement” (*Aberration of the Mind*, Pg. 30)
 - [I think it would be good to highlight this phrase “mental derangement” as a common ‘explanation’ for soldier/veteran suicide – We don’t necessarily need to tell Coleman’s story, but I think a blurb of sorts highlighting the phrase “mental derangement” may be interesting to visitors.]

Content to link to via QR Code

- [Surgeons’ Emotional Toll](#)

The Toll on the Homefront

Homefront Anxiety

Panel Text [189 words]

The Civil War emotionally and physically impacted families on the homefront, just as it affected soldiers. When men enlisted or were drafted into military service, many families struggled to stay afloat economically and emotionally. With fathers and husbands away fighting, many families lost their primary source of income. This, combined with wartime food shortages, produced immense poverty. The Confederate policy of seizing food, fuel, and enslaved people from Confederate citizens to be used by the Army worsened poverty. In fact, conditions became so dire that women identifying as “soldiers’ wives” participated in food riots. In addition to poverty, many Union and Confederate women suffered emotionally as they expressed concern for loved ones and feelings of depression and anxiety.

Some northern families lost property due to Union policies, too. Maryland’s Pry family is one notable example. Prior to the Battle of Antietam, the Union Army seized the Pry home and land. The Pry house was used to treat wounded soldiers and many of the family’s resources (food, livestock) were taken by Union forces. The Pry family was so economically devastated that they moved to Tennessee in 1873 to begin anew. [This could be a separate blurb]

Anecdotes & Associated Images

- Mary Jeffreys Bethell described on April 17, 1862 anxiety waiting to hear about her sons: “I feel very anxious to hear from the battle to know if my boys are hurt...this suspense and anxiety of mind is very unpleasant” ([Bethell’s Diary, April 17, 1862](#))
- Emma Clayton writes to her husband, Thomas L. Clayton, currently serving in the Confederate Army: “You can not imagine how very sad and lonely I have been all day...I feel this evening that I would give the world (were it mine to give) if I could only be with you. I never felt so sad as I do, it seems to me that I can see nothing but a long and weary life before me, for I can see no end to this war...But now I know you are ready to say, hush Emma, you must not look on the dark side of the picture. Well my dear I know all that, but I can’t help it, I’ve tried to be cheerful since you left and I think I have done very well so far, but as the days pass by, I realize more fully my lonely condition, and the great responsibility that is resting upon me, and indeed I don’t think it at all strange, that I should have the blues.” ([April 24, 1864 Letter](#))
- Jane Welcome writes to President Lincoln as the mother of a PA soldier on November 21, 1864: “Mr abarham lincon I wont to knw sir if you please wether I can have my son relest from the arme he is all the subport I have now his father is Dead and his brother that wase all the help that I had he has bean wonded twise he has not had nothing to send me yet now I am old and my head is blossaming for the grave and if you dou I hope the lord will bless you and me if you please answer as soon as you can if you please tha say that you will simpethise withe the poor thear wase awhite jentel man

told me to write to you Mrs Jane Welcom if you please answer it to” ([November 21, 1864 Letter](#))

- In January 1862, Mary Eason was admitted to the asylum in Columbia, SC due to “excitement about the war”
 - [I think this may make for a good brief caption of a photo of the insane asylum to explain that insane asylums treated women for war-related trauma during the war]

Content to link to via QR Code

- [The Pry Family Blog](#)

Refugees

Panel Text [137 words]

In all wars, both historic and contemporary, civilians suffer. The Civil War was no exception—it produced a massive refugee crisis. Although $\frac{2}{3}$ of Confederate counties never saw Union troops, many white southerners, both slaveowners and not, became refugees by fleeing their homes when Union forces advanced. While many white southerners viewed these Union forces with apprehension, enslaved African Americans perceived the men in blue quite differently. Despite the risks, many enslaved African Americans fled to Union lines in hopes of securing their freedom. In the west, Native American families became refugees as well as the Union and Confederacy competed for tribal loyalty. For example, in Oklahoma, Confederate troops removed Native families who refused to support the Confederacy. Other indigenous families faced wartime raids that impoverished their communities and forced many to flee as fighting dominated the west.

Anecdotes & Associated Images

- Louise Wigfall Wright of Texas said of Confederate women who had become refugees together in Georgia: “We kept brave faces and spoke brave words to cheer each other, though there was gnawing anxiety tugging at our heart strings day and night for our noble armies in the field, and deadly fears for the loved ones exposed to hourly danger.” ([A Southern Girl in '61](#), Pg. 194)
- Maria arrived at Union lines in Jacksonville, FL after being enslaved in GA – She told her story to Dr. Esther Hawks that she had traveled through storm “with her little ones clinging to her neck—her only guide being a paper given her by a colored man with a map of the road marked out on it by himself—and with this she traversed over eighty miles in strange country, only losing the road once, and that in trying to avoid encountering some people” (*The Women’s Fight*, Pg. 102)
- Mose Wiley is recounting a story as told to him by Lizzie, “an old Indian woman” who was approximately 13 during the Civil War: ([Interview of Mose Wiley conducted January 17, 1938 by Billie Byrd](#))

- “In those times, many of the Indians lived together in close communities, if not in one locality, but the war caused the separating of the Indians with some who were in favor of going with the northern cause while others took refuge in going to the south to Texas. When these old friends later met, they failed to, and did not want to recognize the friendship which had existed prior to the uprising”
- “Most anything that could be taken was taken away, things to eat also and there wasn’t much of anything left for us. When this was all over, it seemed we didn’t have a home and we didn’t know what we were going to do there was no one we could turn to for help or advice as others of our friends had been gone for a long time...[we] began to walk.”

Content to link to via QR Code

- [Contraband Policy Debate Blog](#)

Grief & Mourning

Panel Text [145 words]

The Civil War marked the first time in American history that widespread death happened away from home. In fact, an estimated 750,000 soldiers died in the Civil War. The massive loss of life combined with difficulties in identifying soldiers’ bodies due to the lack of dog tags, meant that many families did not know what became of their loved ones for months or even years. This uncertainty caused some families to search battlefields for killed or wounded loved ones after the cease fire. These searches were not always fruitful but, if successful, could quell the gnawing pain of uncertainty. Fellow soldiers could also pacify uncertainty by writing to a deceased soldier’s family informing them of their loved one’s death.

When news of loss reached the homefront, families scrambled to obtain black mourning attire at a time when wartime shortages made proper mourning increasingly difficult. [This could be a caption for one of the mourning photos]

Anecdotes & Associated Images

- Poem about Loss on Homefront by Henry Wadsworth Longfellow:

And I saw in a vision how far and fleet
That fatal bullet went speeding forth,
Till it reached a town in the distant North,
Till it reached a house in a sunny street,
Till it reached a heart that ceased to beat
Without a murmur, without a cry;
And a bell was tolled in that far-off town,
For one who had passed from cross to crown,—

And the neighbors wondered that she should die.

- Maryland soldier G. H. Freeman writes to the mother of a comrade killed in battle: “Dear Madam I receive A letter from You A few day Ago inquir in regard to the Fait of Your Son I am sarry to have to inform You that thear is no dobt of his Death he Died A Brave Death in Trying to Save the Colors of Rige[ment] in that Dreadful Battil Billys Death was unevesally [mourned] by all but by non greater then by my self ever sins we have bin in the Army we have bin among the moust intimoat Friend wen every our Rige[ment] wen into Camp he sertan to be at my Tent and meney happy moment we seen to gether Talking about Home and the Probability of our Living to get Home to See each other Family and Friend But Providence has will other wise and You must Bow to His will You and His Wife Sister and all Have my deepust Simppathy and trust will be well all in this Trying moment” ([August 19, 1864 Letter](#))
- Jane Mitchell received a letter after Battle of Gettysburg from a soldier who had buried a corpse wrapped in a blanket with her son’s name painted on it she said: “I would like to find that grave...It was years before I gave up the hope that he would some day appear. I got it into my head that he had been taken prisoner and carried off a long distance but that he would make his way back one day–this I knew was very silly of me but the hope was there nevertheless” (*This Republic of Suffering*, Pg. 130)
- Private Albert Frost of the 3rd Maine was still missing 3 days after Battle of Gettysburg - a group of comrades went to find him and did the following: “We found him face down and with many others the flesh easten (in the hot climate) by maggots, but not so bad but that we could recognize him. When we went to bury him, all we could find to dig a grave was an old hoe in a small building. The bottom of the grave was covered with empty knapsacks, then we laid in our beloved brother and covered him with another knapsack, and over all put as much earth as we could find. The grave was dug at the foot of a large tree. We then found a piece of a hard wood box cover and cut his name on it with a jackknife and nailed it to the tree at the head of his grave. (*This Republic of Suffering*, Pg. 76)

Content to link to via QR Code

- [Dying Soldier Poems Blog](#)

The Ongoing Toll of War

Veterans Adjust to Civilian Life

Panel Text [130 words]

Approximately 2 ½ million veterans returned home after the Civil War. These men brought with them intense emotional trauma as many struggled with depression, anxiety, and suicidal thoughts. Some veterans used alcohol to cope with deep emotional suffering. Others struggled with opium addiction due to Civil War surgeons' widespread use of the drug, leading to the 19th century opium addiction crisis. Unfortunately, 19th century society generally believed that alcoholism and addiction resulted from weak morals and poor self-control. As a result, many veterans battling addiction encountered deep social ostracization rather than receiving the care they needed to recover. To make matters worse, many veterans found themselves unemployed because they were unable to do their usual work, such as farming, because of addiction or having lost a limb in the war.

Anecdotes & Associated Images

- 1881 Book: “The victim of opium is bound to a drug from which he derives no benefits, but which slowly deprives him of health and happiness, finally to end in idiocy or premature death” ([*The Opium Habit and Alcoholism: A Treatise on the Habits of Opium and its compounds: Alcohol; Chloral-Hydrate; Chloroform; Bromide Potassium; And Cannabis Indica: Including their Therapeutical Indications: With suggestions for treating various painful complications* – Dr. Fred Heman Hubbard, Pg. 6](#))
- "The Returned Soldier's Soliloquy" [written by a Union soldier]

What the devil did I go to war for? That's the question. What did I eat hard tack for – drink commissary whisky – carry a mule's load – sleep in the mud – suffer in hospital. and lose this limb for? Who knows?...I fought to keep this Union whole, and now, when the war is ended, I am told that fighting divided, and that legislation alone can restore the Union! Then why in thunder must I lose three years of time and a limb, if all this work must be done by Congress?...I fought a score of times, and the more I fought and the less I “stole,” the slower came promotion. I helped make a dozen generals, fifty colonels, and a dozen officers rich...And I went to war for less wages than I could have earned at home. And my wife was often starved while I was away. And my children became dirty and ragged—my farm went to weeds—my shop ran down—my tools were stolen or lost—my place is filled by another—I came home a cripple, filled with disease, and am now looked upon by the same men who wanted me to go to war, much as some people look upon some dead-beat who has gone through them for all their spare stamps. ... It seems to me as if the late war was a gag.” ([*The Indianapolis Herald, May 29, 1866*](#))
- Colonel Matthew Schlaudecker had served with 111th Tennessee Regiment of the Confederate Army committed suicide September 20, 1907 by slashing his throat with a

razor: “Schlaudecker, who was 75 years old and a widower, made his home with his daughter, Mrs. J. Hollingsworth. He failed to appear at the breakfast table yesterday and Mrs. Hollingsworth sent her daughter in law, Mrs. R. W. Hollingsworth, to call him. The latter discovered his body lying dead upon the floor. He had stood before a mirror in his room to inflict a terrible wound to his throat...It is supposed that the act was done during a moment of temporary aberration, as no other cause for the deed has been discovered” ([San Francisco Call, September 21, 1907](#))

- Confederate Captain William Stone arrived home and his sister, Kate, remarked that he was “exceedingly quiet...[He] Rarely talks at all. He was never very fluent and being in the army has intensified his silence and reserve, and he seems to take little interest in hearing others. We hope home life will brighten him up and make him more cheerful. He feels the bitterness of defeat more than anyone we have met. He cannot reconcile himself to give up everything but honor.” (*Brokenburn: The Journal of Kate Stone, 1861-1868* Pg. 363-364)

Content to link to via QR Code

- [Veteran Unemployment Blog](#)

Postwar Veteran Resources

Panel Text [159 words]

2 ½ million veterans—Never before had a single American war yielded so many veterans in need of assistance. The government tried mightily to rise to the occasion. The federal government established pensions and a prosthetic limb program that provided amputee Union veterans with a free prosthetic limb from a list of pre-approved companies. Meanwhile, southern states established similar programs to aid Confederate veterans. In 1865, the federal government also established the National Home for Disabled Veteran Soldiers that had branches in 9 states by 1900. Individual states also established state soldier homes in order to serve as many veterans as possible. But not all veterans lived in soldier homes. Some returned to their family homes, and still others were admitted to insane asylums, such as St. Elizabeth’s Hospital, to be treated for mental illnesses.

Beyond government programs and institutions, veterans organizations such as the Grand Army of the Republic (Union) and The United Confederate Veterans formed to provide camaraderie. **I think this could be a separate blurb—perhaps as a caption to an image of an annual encampment of which I have many choices below]**

Anecdotes & Associated Images

- One witness who testified before the US House of Representatives when conducting a report on the Investigation of the National Home [for soldiers] said “The men are, in

every case, disabled either in mind or body, and very many of them are mentally and physically afflicted. They are not like well men outside... Whatever military discipline they learned during the war is already knocked out of them. They cannot be soldiers, it is out of the question for them to be soldiers. They want to forget the past. Their series of afflictions, the breaking up of their families, and their mental and physical disabilities, put them in a position which causes them to absolutely hate everything military” (*Sing Not War* Pg. 184) **OR ↓**

- A veteran testified to the congressional committee investigating the National Homes for Disabled Volunteer Soldiers saying: “They are all dissatisfied, every one of them... We are not comfortable. We are unhappy. I would venture to say – in fact, I know it to be the case – that this petty persecution has caused men to commit suicide. I know this to be a fact, because I know my own feelings, and I can judge others by those. Often I wish I was in the penitentiary; that I was hanged or dead, or in some other place” (*Sing Not War* Pg. 76)
- National Soldier Home branches cared for 102,722 veterans from 1866-1900. USCT veterans could live in the National Homes, but they lived in these residencies in much smaller numbers and had to live in segregated quarters and eat at segregated tables. (<https://www.archives.gov/publications/prologue/2004/spring/soldiers-home.html>) [May make for a good caption of the Ohio National Soldier’s Home image]

Content to link to via QR Code

- [St. Elizabeth’s Hospital Blog](#)

Ongoing Societal Toll

Panel Text [153 words]

The Civil War lasted 4 ½ years, but the scars of war lasted a lifetime for all Americans. While some families experienced joyous reunions with sons or husbands, others continued to face immense grief at having lost loved ones. Other families felt ongoing uncertainty as the Civil War ended but loved ones did not return. These families needed closure. Organizations such as the Christian Commission and Clara Barton’s Missing Soldiers Office tried to provide closure by informing families of missing soldiers’ whereabouts. Clara Barton was incredibly successful, eventually uncovering what became of 22,000 men. Despite these efforts, rampant uncertainty persisted for many. While juggling grief and uncertainty, many families also faced the grand task of rebuilding their lives. This was especially true for formerly enslaved people who, although free, now faced the difficult task of reuniting families that had been separated by slavery, finding work, and protecting themselves from white supremacist violence.

Anecdotes & Associated Images

- 9 years postwar, Mrs R. L. Leach still sought info about her son set aboard a hospital ship in Virginia - wrote that “we think sometimes that he is in Some Insane Hospital...[but] to know he was dead would be better” (*This Republic of Suffering*, 129)
- “They took Joe out of the house (he is my husband) and stripped him naked and whipped him terribly; they beat him with very large cane-poles, as large as any of these chair-rounds here. There were a couple of new hoes sitting in the yard, and they broke one handle over his head. They then put a chain around his neck. I was the last one they took out of the house. They just dragged me out in my night-clothes... They threw me down on my face, stripped my clothes up over my head, and gave me about twenty-five licks before they let me up” ([Mary Brown Testimony on October 21, 1871 of Atlanta, Georgia Vol. 6, Pg. 375-377](#))
- [A Missing Soldiers Office letter would be good here—if Olivia or Terry know of any especially good ones]

Content to link to via QR Code

- [Missing Soldiers’ Office website](#)

Secondary Resources Consulted (Beyond museum materials)

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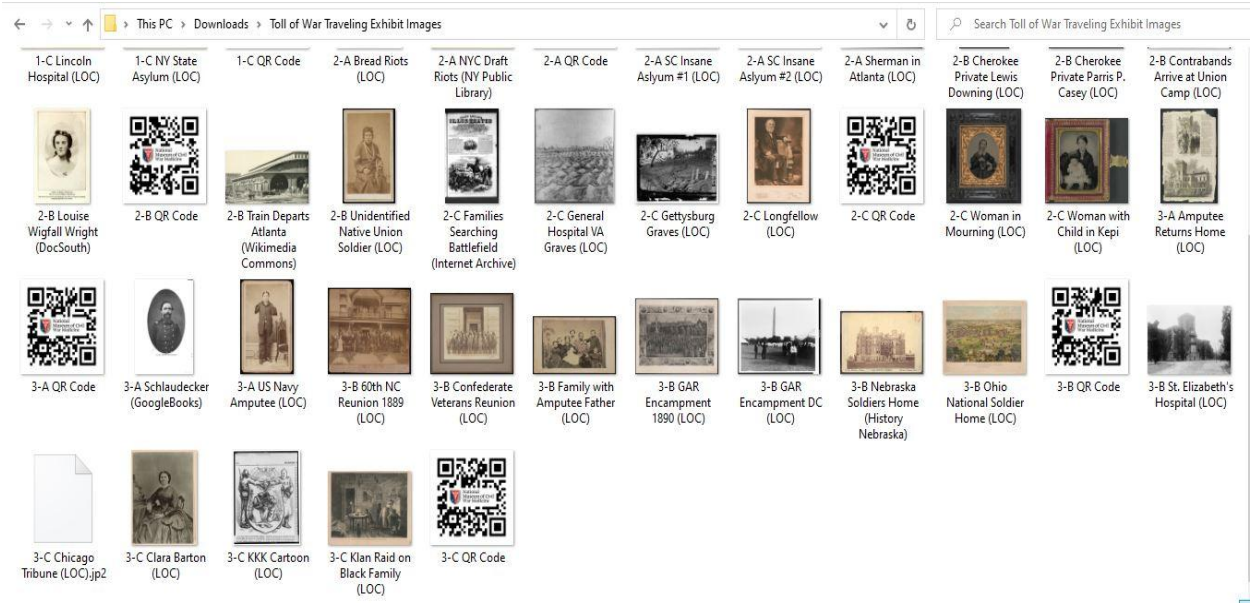
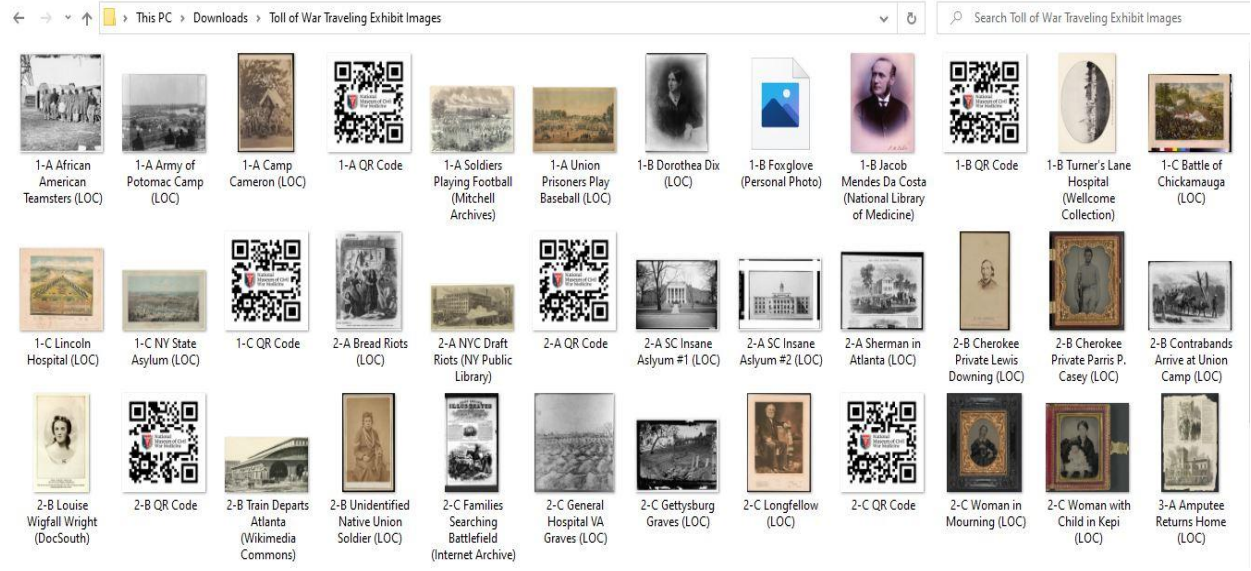
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“The Toll of the Civil War” Traveling Exhibit Images



“African American Civil War Experiences” Traveling Exhibit Research & Panel Text

Panel Concepts

African American Soldiers & Racial Prejudice

- Racial prejudice within Union lines
 - Unequal pay
 - Could not be officers
 - Given fatigue duty
 - Believed to be incapable of fighting
 - Affected both born free and formerly enslaved African American soldiers
- Mistreatment of Black soldiers at hands of Confederate troops
 - Fort Pillow massacre
 - Not treated as POWs – Could touch on Lincoln’s “response” thereto, but not necessary

Black Families: A Home on the Battlefield

- Union policy allowing families to come to battlefield
- Establishment of contraband policy
- Life in contraband camps
 - Sexual violence
 - Overcrowding

Civil War Disease & African Americans

- Disease in contraband camps
 - Smallpox epidemic
- Soldiers confront disease
 - Higher rates of disease for black soldiers versus white counterparts
 - Discrimination in hospitals
 - Segregated hospitals

African American Medical Professionals

- General information
- Surgeon/Nurse spotlights

Some Notes (for whoever takes over this project)

- I recommend considering the language we use—Does the museum want to use all “African American” or a mixture of “Black” and “African American?” If this exhibit uses “Black,” it is common practice to capitalize “Black” and avoid saying “blacks,” which is something to bear in mind.
- Does the museum want QR codes on these panels linking to additional content? If so, I have included content options for each panel.
- John Lustrea has a flash drive with high resolution versions of all the images included in this document.
- Take a look at the way panel #4 (medical professionals) is formatted. I structured that panel to have general text and then do “surgeon/nurse spotlights” to correspond with photos of the person/where they served. I am not sure if this is the best way to format this panel, so I recommend looking at that.
 - If you decide to format it differently or just need more information on any of the medical professionals, the final 4 pages of this document contains general research on African American medical professionals that I compiled from a few sources. This may be helpful.
- Some books that may be helpful for further research:
 - *Dear Ones at Home: Letters from Contraband Camps*
 - *The History of the Negro in Medicine*
 - *Sick from Freedom*

African American Civil War Experiences

African American Soldiers & Racial Prejudice

Panel Text [155 words]

Many African American men fought on behalf of the Union Army. Some of these soldiers lived as free men prior to the Civil War. Others were enslaved when the war began and escaped slavery to enlist in the Union Army. While these Black soldiers faced disease, injury, and death, they also faced immense racial prejudice at the hands of Confederate *and* Union troops. In the Union Army, African American soldiers were barred from becoming officers and they were often assigned dangerous fatigue duties because some believed they were incapable of fighting. These soldiers even received less pay than their white counterparts until June 15, 1864. Beyond racial prejudice within Union lines, African American soldiers also constantly feared being captured by Confederate forces. For African American soldiers, being captured by Confederate troops could lead to enslavement or, in the case of the Battle of Fort Pillow in April of 1864, outright massacre.

Anecdotes & Associated Images

- Letter sent to the *Christian Recorder* on August 21, 1864 from Fort Green of the 54th MA: “I will say something about the prejudice in our own regiment when we returned from Olustee to Jacksonville. One of our Captains was sick, and there was no doctor there excepting our hospital steward, who administered medicines and effected a cure; he was a colored man, Dr. Becker, and a competent physician, and, through the exertions of this recovered Captain, there was a petition got up for his promotion. All the officers signed the petition but three, Captain Briggs, and two lieutenants; they admitted he was a smart man and understood medicine, but he was a negro, and they did not want a negro Doctor, neither did they want negro officers. The Colonel, seeing so much prejudice among his officers, destroyed the document, therefore the negro is not yet acknowledged.”
- The 1st South Carolina Volunteer Infantry was the first African American regiment to serve the Union Army. President Abraham Lincoln covertly authorized the regiment in August of 1862, five months before the Emancipation Proclamation. They would later be incorporated as the 33rd United States Colored Troops regiment. [Caption for below image]
- In reference to the 1st South Carolina Volunteer Infantry: “The first colored troops did not receive any pay for eighteen months, and the men had to depend wholly on what they received from the commissary, established by General Saxton. A great many of these men had large families, and as they had no money to give them, their wives were obliged to support themselves and children by washing for the officers of the gunboats and the soldiers, and making cakes and pies which they sold to the boys in camp. Finally, in 1863, the government decided to give them half pay, but the men would not accept this.

They wanted "full pay" or nothing." (Susie King Taylor, *Reminiscences of My Life in Camp*, Pg. 16)

- "It will appear from testimony thus taken, that the atrocities committed at Fort Pillow were not the result of passions excited by the heat of conflict, but were results of a policy deliberately decided upon, and unhesitatingly announced...the testimony herewith submitted must convince even the most skeptical that it is the intention of the rebel authorities not to recognize the officers and men of our colored regiments as entitled to the treatment accorded by all civilized nations to prisoners of war." **OR** "The rebels commenced an indiscriminate slaughter, sparing neither age nor sex, white nor black soldier nor civilian...Men, women, and their children, wherever found, were deliberately shot down, beaten and hacked with sabres. Some of the children, not more than ten years old, were forced to stand up and faced their murderers while being shot. The sick and wounded were butchered without mercy, the rebels even entering the hospital buildings and dragging them out to be shot, or killing them as they lay there unable to offer the least resistance." ("The Fort Pillow Massacre, Report of the Committee on the Conduct of the War. All Previous Reports Fully Confirmed. The Horrors and Cruelties of the Scene Intensified." *New York Times*, May 6, 1864)
- Surgeon Horace Wardner of Mound City Hospital received 34 white soldiers, 27 black soldiers, and 1 black woman who had been wounded at Fort Pillow (Reports of the Committee on the Conduct of War: Fort Pillow Massacre, Returned Prisoners)
 - "They were the worst butchered men I have ever seen...I have never seen men so mangled as they were; and nearly all of them concur in stating that they received all their wounds after they had thrown down their arms, surrendered, and asked for quarters."
 - "I received a young negro boy, probably sixteen years old, who was in the hospital there sick with fever, and unable to get away. The rebels entered the hospital, and with a sabre hacked his head, no doubt with the intention of splitting it open. The boy put up his hand to protect his head, and they cut off one or two of his fingers. He was brought here insensible, and died yesterday."
- Private George Shaw of Company B 6th US heavy artillery (Reports of the Committee on the Conduct of War: Fort Pillow Massacre, Returned Prisoners)
 - The rebel soldier said "Damn you, what are you doing here?' I said, 'Please don't shoot me.' He said, 'Damn you, you are fighting against your master.' He raised his gun and fired, and the bullet went into my mouth and out the back part of my head. They threw me into the river, and I swam around and hung on there in the water until night"
 - "three young boys, lying in the water, with their heads out; they could not swim. They begged [the rebel soldiers] as long as they could, but they shot them right in the forehead...Not more than fifteen or sixteen years old. They were not soldiers, but contraband boys, helping us on the breastworks"

- Major Williams of Company B 6th US heavy artillery (Reports of the Committee on the Conduct of War: Fort Pillow Massacre, Returned Prisoners)
 - "I heard one of the officers say: 'Kill all the niggers;' another one said: 'No, Forrest says take them and carry them with him to wait upon him and cook for him, and put them in jail and send them to their masters.' Still they kept on shooting"
- Private Eli Carlton of Company B 6th US heavy artillery (Reports of the Committee on the Conduct of War: Fort Pillow Massacre, Returned Prisoners)
 - "I was in the hospital when they shot me a second time. Some of our privates commenced talking. They said, 'Do you fight with these God damned niggers?' they said, 'Yes.' They they said, 'God damn you, then, we will shoot you,' and they shot one of them right down. They said, 'I would not kill you, but, God damn you, you fight with these damned niggers, and we will kill you,' and they blew his brains out of his head."

Content to link to via QR Code

- [Debate over Contrabands & United States Colored Troops Blog](#)

African American Families: A Home on the Battlefield

Panel Text [149 words]

Black soldiers were not the only African American people on the battlefield. On July 17, 1862, the Union passed the Militia Act which promised that if an enslaved man was owned by a Confederate sympathizer, “he, his mother and his wife and children, shall forever thereafter be free” if the man worked for the Union Army. Although enslaved people had been marching towards Union lines since the war began, this Act promised Union protection to enslaved families. As a result, many enslaved families fled slavery together and thus brought the homefront to the battlefield. Despite the promise of protection, Union officials sometimes denied Black women and children asylum. But, many did build homes on the battlefield in “contraband camps.” These homes and the lives within them remained wrought with emotional distress throughout the Civil War as Black families encountered poverty, uncertainty, sexual violence, and loss in their battlefield homes.

Anecdotes & Associated Images

- “Contrabands were coming into Union lines, and thence to the town [of Beaufort], not only daily, but hourly. They came alone and in families and in gangs, — slaves who had been hiding away, and were only now able to reach safety.” (Elizabeth Hyde Botume’s *First Days Amongst the Contrabands*, Pg. 78)
- “When these people were brought to Beaufort, the town was full to overflowing. They were quartered in every available place, and packed as closely as possible, — in churches

and storehouses, and in the jails and arsenals... There were still a great throng houseless, with no resting-place. Tents were put up for them until barracks could be built outside the town” (Elizabeth Hyde Botume’s *First Days Amongst the Contrabands*, Pg. 16)

- “One hundred and fifty poor refugees from Georgia had been quartered all day on the wharf... These people had been a long time without food, excepting a little hominy and uncooked rice and a few ground-nuts. Many were entirely naked when they started, and all were most scantily clothed, and we had already had some extremely cold days” (Elizabeth Hyde Botume’s *First Days Amongst the Contrabands*, Pg. 78-79)
- Maria arrived at Union lines in Jacksonville, FL after being enslaved in GA – She told her story to Dr. Esther Hawks that she had traveled through storm “with her little ones clinging to her neck—her only guide being a paper given her by a colored man with a map of the road marked out on it by himself—and with this she traversed over eighty miles in strange country, only losing the road once, and that in trying to avoid encountering some people” (*The Women’s Fight*, Pg. 102)
- Esther Hawks wrote from Beaufort, SC on October 16, 1862: “No colored woman or girl was safe from the brutal lusts of the soldiers—and by soldiers I mean both officers and men.” (*A Woman Doctor’s Civil War*, Pg. 34); Black “Mothers were brutally treated for trying to protect their daughters, and there are now several women in our little hospital who have been shot by soldiers for resisting their vile demands... No one is punished for these offences for the officers are as bad as the men” (*A Woman Doctor’s Civil War*, Pg. 34)
- Upon seeing 3 Black men hanged for raping a white woman, Esther Hawks writes in 1864: General Seymour “said, loud enough for them all to hear, ‘Served them right, now let any other man try if he dares.’ The bearing of the Gen. and his manner of speaking left an impression on our offices of his utter heartlessness. If the same measure had been meted out to white offices and men who have been guilty of the same offense towards black women. Gen. S. might have grown hoarse in repeating his remarks” (*A Woman Doctor’s Civil War*, Pg. 61)
- Union General Benjamin F. Butler was stationed at Fort Monroe in Virginia when he first declared that enslaved African Americans who had escaped to Union lines were “contraband.” By declaring that these people were contraband of war because they could be used to help the Confederate war effort, General Butler opened the door for more enslaved African Americans to seek asylum behind Union lines. [Caption for either image below]

Content to link to via QR Code

- [Amy Murrell Taylor Video re: Contraband Camps](#) [48 mins]

Civil War Disease & African Americans

Panel Text [131 words]

Disease affected African American soldiers and refugees in large numbers. The most notable example of this is the Civil War smallpox epidemic. This epidemic did not kill too many Union soldiers due to mandatory vaccination. But, African American soldiers did die in larger numbers than their white counterparts. Ultimately, though, this epidemic most affected African American refugees residing in “contraband camps” due to overcrowding and a general lack of sanitation, housing, and medical care. The prevalence of disease in “contraband camps” forced many Northern missionaries and educators, such as Elizabeth Hyde Botume, to pause their reform and educational efforts to first address refugees’ basic necessities of food, clothing, and healthcare. Meanwhile, many government officials blamed the smallpox epidemic on the African American victims themselves—often arguing that these people were naturally dirty.

Anecdotes & Associated Images

- Elizabeth Hyde Botume’s *First Days Amongst the Contrabands*
 - “Two women were very ill, lying on the floor with only moss and corn-husks under them. It was a most pitiful sight. One of these women begged for a blanket, but the other asked for better food...Both of these women died.” (83)
 - “A sick woman came to me one day, who suffering from a serious organic trouble. After listening to her story, and getting all the facts, I said, ‘Auntie, that is beyond me. I really do not know what to do for you.’ Her look of astonishment and dismay was really startling, as she exclaimed, ‘O missis! You’na can read books, an’ in course you knows more’na we.’ Yes, I could read books, but they did not tell me everything. In fact, I soon discovered they told me very little of what I needed to know most.” (88-89)
 - “the case of a half-grown boy who suffered for a long time from a lame knee...I had the post surgeon and bureau doctor examine him, who decided he ought to be taken to the hospital in town. When the father heard this he indignantly refused, saying he ‘could mind his child, and did not ask anybody to help him.’ The contrabands considered hospitals as only traps to catch the weak and feeble, — far worse than penitentiaries.” (105)
 - “The winter of 1864-1865 was a sad time, for so many poor creatures in our district were wretchedly ill, begging for help, and we had so little to give them. Many of the contrabands had pneumonia...I sent to Beaufort for help. The first doctor who came was exasperatingly indifferent...Finally I could endure this apathy and indifference no longer.” (117)
- “The general hospitals for colored troops and contrabands were established in sheds, originally cotton-presses; these, when walled in and ventilated by louvered turrets, are said to have made excellent wards” (*Medical and Surgical History*, V. 6, Pg. 899)

- “the contagion [smallpox] had a wider diffusion and found a greater susceptibility to its action among the negroes than among the whites” (*Medical and Surgical History*, V. 6, Pg. 627)
 - 6,716 cases of smallpox with 2,341 deaths among black troops (*Medical and Surgical History*, V. 6, Pg. 627)

Content to link to via QR Code

- [Disease in Contraband Camps Blog](#)

African American Medical Professionals

Panel Text [117 words]

African Americans who wanted to be doctors struggled to receive a medical education. Prior to the Civil War, only about 10% of American medical schools accepted African American students. This restriction meant that only 28 African Americans graduated medical school by 1865. Despite limited education, many African Americans served as nurses and surgeons during the Civil War. We believe that thousands of Black women served as nurses and we know that at least 13 Black men served as registered surgeons in the Union Army. 3 of these 13 men were commissioned officers while 10 served as acting assistant surgeons. These medical professionals either worked as regimental surgeons for the United States Colored Troops or in contraband hospitals.

Anecdotes & Associated Images

- Susie King Taylor was a formerly enslaved woman who followed her husband when he enlisted in the 1st South Carolina Volunteers (later the 33rd United States Colored Troops). In this regiment, she served as a nurse, laundress, and taught soldiers how to read. She wrote *Reminiscences of My Life in Camp* which is the only surviving account of the Civil War written by an African American nurse.
 - “In February, 1863, several cases of varioloid broke out among the boys, which caused some anxiety in camp. Edward Davis, of Company E (the company I was with), had it very badly. He was put into a tent apart from the rest of the men, and only the doctor and camp steward, James Cummings, were allowed to see or attend him; but I went to see this man every day and nursed him. The last thing at night, I always went in to see that he was comfortable, but in spite of the good care and attention he received, he succumbed to the disease.” (Susie King Taylor, *Reminiscences of My Life in Camp*, Pg. 17)
- Ann Bradford Stokes was born into slavery in Tennessee in 1830. Once the Emancipation Proclamation was passed on January 1, 1863, she joined the *USS Red Rover* which was

the Union's first designated hospital ship. From 1862-1865, this ship treated approximately 3,000 sick or wounded soldiers. Stokes would become the only African American woman to receive a pension after the war.

- The three African American men who served as surgeons in the Union Army are Alexander Thomas Augusta, David O. McCord, and John van Surly Degrasse. Alexander Thomas Augusta was the first African American to graduate from a Canadian medical school and was the highest ranking African American in the army for several decades after being promoted to Lieutenant Colonel.
- Rebecca Lee became the first African American woman to earn a medical degree in the United States when she graduated from New England Female Medical College in 1864. Although she never received a formal commission, she went to Richmond, Virginia after graduation and aided freedpeople there.
- Richard Henry Green began serving with the Union Navy in November 1863. He served in the Navy under Admiral Porter on steamers off the Georgia and Carolina coast. Despite beginning Navy service in 1863, Green did not earn his medical degree until 1864 from the Medical Department of Dartmouth College. After the war, Green continued to practice medicine in New York until his death in 1877.

Content to link to via QR Code

- [African American Physicians Blog](#)

Biographical/Service Information of Various Medical Professionals

Acting Assistant Surgeons

- **William Ellis**
 - 1834: Born New York
 - 1858: Graduated Medical Department of Dartmouth College
 - March 1864: Appointed acting assistant surgeon
 - Served at contraband hospital in DC and at Point Lookout, MD
 - 1866: Died of typhoid in DC
- **Joseph Dennis Harris**
 - 1833: Born free in North Carolina
 - Attended classes for one year at Medical Department of Western Reserve College in Ohio
 - 1864: Graduated College of Physicians and Surgeons in Iowa
 - June 1864: Appointed acting assistant surgeon
 - Late 1865: In charge of Howard's Grove Hospital for Freedmen's Bureau in Portsmouth
 - 1869: Lost race for VA lieutenant governor
- **William P. Powell, Jr.**
 - 1834: Born in Massachusetts
 - His mother was Native American
 - Family moved to NYC where his father practiced medicine
 - Moved to England after passage of Fugitive Slave Law
 - Attended medical school in London
 - 1863: Returned to US & appointed acting assistant surgeon and served in the Contraband Hospital in DC
 - Served there until November 1864
 - 1891: Applied for a pension b/c of disability, deafness, and chronic rheumatism
 - Continued applying for 24 years but never received a pension – deemed not eligible b/c he was a contract employee
 - 1901: Moved back to England
 - 1915: Died at age 81
- **Charles Burleigh Purvis**
 - 1842: Born
 - Spring 1865: Graduated Medical Department of Western Reserve College
 - June 1865: Served as an acting assistant surgeon in Freedman's Hospital in DC
 - 1869: Joined Howard Medical College faculty – stayed with school for 54 years
 - Practiced medicine in Washington DC
- **John Rapier, Jr.**
 - Born in Canada to a father who had escaped slavery
 - 1862: Returned to USA from Jamaica

- 1863: Graduated from Iowa College of Physicians and Surgeons
- 1864: Appointed acting assistant surgeon in USCT
 - Served at contraband hospital, later Freedman's Hospital, and then Howard University Hospital in DC
- 1866: Died from bilious fever
- **Willis Revels**
 - Served as an acting assistant surgeon/contract surgeon
 - Unsure if he actually attended medical school or not
 - Was licensed by the Faculty of New Orleans, LA
 - Became a bishop for the AME Church
- **Alpheus W. Tucker**
 - 1865: Graduated from Iowa College of Physicians and Surgeons
 - Acting assistant surgeon in Union Army - served in contraband hospital in DC
 - Practiced medicine in Washington DC
 - 1880: Died in Detroit
- **Anderson Ruffin Abbott**
 - 1861: Licensed to practice medicine by College of Physicians and Surgeons of Ontario
 - Not yet graduated when appointed acting assistant surgeon with the USCT
 - Assigned to Freedmen's Hospital in DC
 - 1867: Graduated from Toronto School of Medicine
 - Returned to Canada after the war
- **Benjamin A. Boseman**
 - 1840: Born free in New York
 - 1864: Graduated Medical School of Maine
 - August 1864: Appointed acting assistant surgeon in Department of the South
 - Spent remainder of 1864 & 1865 at Hilton Head, SC in Camp Foster
 - Postwar: Opened medical practice in SC
 - 1868-1873: Served in SC House of Representatives
 - 1873: Became postmaster of Charleston, SC
 - 1881: Died
- **Cortland van Rensselaer Creed**
 - 1833: Born free in New Haven, CT
 - 1857: Graduated from Yale College
 - 1st African American to do so
 - 1863: Appointed acting assistant surgeon with 30th CT volunteers USCT
 - 1900: Died
- **Richard Henry Green (Navy – Not included in blog)**
 - 1833: Born free
 - 1857: Graduated Yale College

- November 1863: Entered US Navy as acting assistant surgeon
 - Served under Admiral Porter on steamers off GA and Carolina coast
- 1864: Graduated Medical Department of Dartmouth College
- Postwar: Practiced medicine in New York
- 1877: Died of unspecified “disease of the heart”

Commissioned Surgeons

- **Alexander Thomas Augusta**

- Born free in Norfolk, VA
- Worked in Baltimore as a barber
- Studied medicine under private tutors, denied college entry
- Went to CA during gold rush
- 1860: Graduated Trinity Medical College of the University of Toronto
 - 1st African American graduate from a Canadian medical school
- 1860-1863: Worked at Toronto City Hospital
- March 1863: Requested to sit for examination as a surgeon for the USCT
- April 4, 1863: Commissioned as a US Army surgeon
 - 1st African American to be commissioned as a major (surgeon)
 - Served with 7th infantry regiment USCT
 - Initially assigned to Camp Barker in military district of Washington - would become contraband hospital and later freedman’s hospital
 - Reassigned to examine recruits at Birney Barracks b/c white assistant surgeons did not want to work under him
 - Detached duty for remainder in Beaufort, SC & Savannah, GA
- Promoted to Lieutenant Colonel at end of war—highest ranking Black man in the army for several decades
- Practiced medicine in Washington DC
- 1890: Died

- **David O. McCord**

- 1830: Born free in Kentucky
- 1833: Moved to Illinois with family
- 1854: Graduated Medical College of Ohio
- December 1, 1863 order: stated Surgeon D.O. McCord of 9th LO Volunteers (later 63rd USCT) appointed Medical Director and Inspector of Freedmen
 - 2nd African American to receive a commission
- March 1863: Wrote to Surgeon General of the Army saying he was commissioned November 11, 1863 and is serving as 2nd assistant surgeon of 66th IL infantry
- January 13, 1863: Reassigned to contraband hospital in DC

- **John van Surly DeGrass**

- 1825: Born in PA

- 1849: Graduated Medical School of Maine
 - Then studied in Paris for 2 years
- Practiced in NY and then Boston
- September 1863: Commissioned as assistant surgeon and served in SC with his regiment, 35th USCT
 - Third to receive US Army commission
 - His presence documented by Dr Esther Hill Hawks
- Postwar returned to Boston practice

Female Nurses

- **Susie King Taylor**
 - Former slave
 - Went with her husband when he joined the 1st South Carolina Volunteers (later 33rd USCT)
 - Worked as a laundress, helped teach soldiers how to read/write, and nursed
 - Worked with Clara Barton in a hospital in Beaufort, SC
 - Wrote *Reminiscences of My Life in Camp* – believed to be only surviving account of Civil War experiences of a Black nurse
 - 1st African American to teach openly in Georgia after the war
- **Harriet Tubman**
 - Served as a nurse at the Port Royal Hospital in the Sea Islands off the coast of SC
 - June 1863: Helped organize & lead a raid into the Combahee River region that freed 50 enslaved people
 - Insisted on using herbal medicine, which angered many Union surgeons
 - Treated both Union & Confederate troops
- **Ann Stokes**
 - Born into slavery in 1830 in Tennessee
 - Joined the *USS Red Rover* shortly after the Emancipation Proclamation was passed
 - One of five Black women who served aboard the Union hospital ship, the *USS Red Rover*
 - *USS Red Rover* was Union's first designated hospital ship after being seized from Confederate forces
 - Treated more than 2,000 wounded/sick soldiers and sailors
 - From 1862-1865, the *USS Red Rover* treated 2,947 sick or wounded
 - Worked alongside Ellen Campbell, Sarah Nothing, Betsy Young, and Georgina Harris
 - Stokes was the only Black women to receive a pension after the war

Female Doctor

- **Rebecca Lee**
 - 1833: Born

- 1864: Graduated New England Female Medical College
 - 1st African American woman to obtain a medical degree in the US
- Went to Richmond, VA after graduating and worked with freedmen there

“African American Civil War Experiences” Traveling Exhibit Images

This PC > Downloads > African American Experiences Traveling Exhibit Images

Search African American Experiences Traveling Exhibit I...

- 1 - 1st SC Celebrates Emancipation (LOC)
- 1 - 16th USCT Officers (LOC)
- 1 - 54th at Fort Wagner (LOC)
- 1 - 54th USCT Officers (LOC)
- 1 - African American man by Military Tent (LOC)
- 1 - African American Teamsters (LOC)
- 1 - Fort Pillow Massacre (New York Public Library)
- 1 - Lincoln debates response to massacre (LOC)
- 1 - Surgeon Horace Wardner (LOC)
- 2 - Butler #1 (LOC)
- 2 - Butler #2 (LOC)
- 2 - Family Arrives to Union Lines (LOC)
- 2 - Freedmen's Village VA (LOC)
- 2 - Harper's Ferry Camp (LOC)
- 2 - Refugees (LOC)
- 3 - Beaufort SC Contraband Hospital (LOC)
- 3 - Black Laundress (New York Public Library)
- 3 - Contraband in 2nd RI Camp (LOC)
- 3 - Freedmen's School Edisto Island, SC (LOC)
- 3 - Unidentified Escaped Boys (LOC)
- 3 - Wagon with Refugees (LOC)
- 4 - Admiral Porter (LOC)
- 4 - Alexander Thomas Augusta (Wikimedia Commons)
- 4 - New England Female Medical College (Wikimedia Co...)
- 4 - Susie King Taylor (LOC)
- 4 - USS Red Rover (Wikimedia Commons)

August Walking Tour Speaking Notes

2nd Stop: Ross House & Slave Quarters [10 minutes w/ questions]

Miscellaneous Fun Facts about Area [On walk around the block]

- Robert E. Lee quartered at 103 Council Street (Mathias House) during the Confederate occupation of Frederick in September 1862
 - I could not find any record of those residing in Mathias House owning slaves that lived and worked within Mathias House
- Marquis de Lafayette traveled throughout the USA from 1824-1825 during which he made a stop in Frederick where he slept at Ross House under the invitation of Colonel John McPherson, the original owner
- Ross and Mathias House were actually built on the land of the old county jail which was moved to the outskirts of town in the early 1810s

General History

- Describe walk around the block and show 1971 newspaper picture
- Colonel John McPherson was a very wealthy landowner – owned land in PA (where he was originally from) and MD
- Purchased this plot of land in 1815—built Ross House for himself and Mathias House for his daughter
 - Presumably constructed by Andrew McClerry, an Irish immigrant who owned a construction company in Frederick City
- Ross House is known to have included slave quarters/stables, a smokehouse, and an icehouse in the backyard
- During his life, Colonel John McPherson did own many enslaved people but they seem to have been spread out among his various properties b/c his will established that: “It is my will & desire that all my negroes & stocks attached to the land devised, go with the land, & no change to be made unless mutually agreed upon by those interested.”
 - His land upon his death in 1829 was then divided amongst his sons: Robert Grier’s children (had died 1824), Horatio, William S., Edward B., and John Jr.
 - John Jr. received farmland and Ross House
- 1833: John Jr. listed a runaway advertisement for 2 male slaves named Nat and Lewis
 - These enslaved men (between ages 13-27) may have lived at Ross House with John Jr. but they may also have been at some other land in Frederick John Jr. inherited
- So we are unsure if John Jr. kept any enslaved people in these slave quarters while he owned Ross House from 1829-1835
- In 1835, John Jr. sold Ross House to Eleanor Murdoch Potts, widow of Judge Richard Potts and cousin of Francis Scott Key
- Eleanor came from a long line of slaveowners

- Upon his death in 1805, her father, George Murdoch, was inventoried at 28 enslaved people ranging in ages from 1 ½ to 66 years old
- Her mother, Eleanor, inherited many (if not all) of these enslaved people upon George's death but spent much of her life freeing these slaves
 - Some of their family units include the Halls (Darky, James, Ann, and William) and the Butlers (Serena, Harry, Catherine, Henry, and Jacob)
- Upon her death in 1828, Eleanor freed all of her enslaved people and set up funds for the executors of her will to care for her elderly slaves Ned, Joice, and Cassy and her disabled slave Henry
- Not only was Eleanor born to a large slaveowning family, she also married a prominent slaveowner, Richard Potts
 - In his will, he left to his widow Eleanor “one male slave and four female slaves to be Selected by her from all the Slaves I may leave at my Death” as well as his servant Plato who he could not free because he was disabled but hoped his wife would care for him until his death
- Richard Potts died in 1808 leaving Eleanor a widow
- It was not until 1835 that she purchased Ross House
 - By this point, Eleanor had freed Rachel and Matilda Morgan in 1824 and 1831, respectively, but census records hint that these women continued to work for Eleanor as paid domestic servants
 - While in Ross House, though, Eleanor did continue enslaving a man named Notley Brown who would not be freed until her death where she stated: “I hereby manumit and set free my mulatto man Notley Brown to take effect one year from my death”
- Upon her death in 1842, Eleanor left Ross House to her daughter, Harriet, who was married to Judge Richard Henry Marshall
- From this point forward, there are no slaveowning records associated with Ross House – only paid Black laborers associated with Judge Richard Henry Marshall in the 1840 and 1850 census

Enslaved Life

- So what does this all mean?
- It means we are not entirely certain of all the names of enslaved people who may have resided in these quarters
- But we can say that these quarters likely did house Notley Brown and they may have served as living quarters for paid African American laborers
- Although we do not know all the names of enslaved people who lived here, we do know that Colonel John McPherson, John McPherson Jr., and Eleanor Murdoch Potts (those who lived in Ross House from 1817-1842) were slaveowners
- So what would life had been like for these enslaved people?

- Enslaved men likely did horsecare work such as being groomers, teamsters, or ferriers, or perhaps they were skilled laborers working as secretaries for the judges or butlers for the house
- Enslaved or free women being paid by the household likely did domestic work such as gardening, cooking, cleaning, dress making, etc.
- When we are talking about urban slavery in an upper south state like Maryland, it is not surprising that a household would employ free African Americans while enslaving others
- It is also possible that Notley Brown was a personal confidante/assistant to Eleanor Murdoch Potts given her disability (blindness) and that is why she kept him enslaved until her death
- Another thing to bear in mind about urban slavery is the proximity of enslaved lives to their enslavers – this is the backyard
- November 1, 1864: The day slavery ended in Maryland

After Slave Quarters

Mention Brewers Alley

- *The Examiner* (Wednesday, April 16, 1879)
- On Tuesday April 8, 1879, Frederick Douglass spoke at modern day Brewer’s Alley which was City Hall at the time
- He gave a speech about self-made men and a local newspaper, *The Examiner*, wrote about his speech:
 - “Mr. Douglas has a very attractive, musical voice of great compass, a fine, commanding and prepossessing appearance, easy and graceful delivery, and a faculty of commanding the profoundest attention from his hearers.”
 - “He presented an earnest argument in favor of honest labor by all men, based upon not only real necessity but also upon the dignity of labor itself. ‘The man that did not work was not fit to live,’ — this idea was emphasized with great force and much apposite illustration. Self-made men are those who have made diligent use of the advantages within their reach and the conditions with which they are directly surrounded. As regards the colored people they had the right to a fair chance in this country, and to every result that industry and honest living could secure for them.”
 - “We have rarely listened to a more interesting lecture, or to one so wholesome and valuable in its practical bearings. It was replete with important suggestions and rich advice for the young.”

4th Stop: Laboring Sons Memorial Park [10 minutes w/ questions]

General History

- 1839: Laboring Sons Society founded in Frederick City by free and enslaved African Americans
 - Preamble: “We, therefore, by the Grace of God, proceed to organize ourselves into a body for the purpose of relieving or alleviating, both spiritually and temporally, any member of us, who may be distressed by sickness [and] to see that his mortal remains be interred with decency and that they be deposited in a place honorable to contain the precious remains of departed spirits.”
- 1851: Purchased this 1.17 acre of land from Ezra Houck for \$265 to be the Laboring Sons Cemetery
 - African Americans were buried elsewhere – on enslavers’ land, in segregated church plots, etc.
- March 15, 1867: MD General Assembly officially incorporated the Beneficial Society of the Laboring Sons of Frederick City as a “community corporate and body politic”
 - By this act they were granted land not exceeding the value of \$20,000
- 1900s: Burials continued
 - 1927: No more cemetery caretaker so by the 1940s, it was overgrown with weeds as the Laboring Sons organization had fallen apart a bit
- Beginning in 1943: Residents of 5th and 6th streets began petitioning that the cemetery be turned into a park b/c they felt their children should not have to walk to Baker Park
 - Many white citizens favored building this park
- Debates came to a head in 1948
- October 1, 1948: Members of the Laboring Sons and others of the African American community met at Quinn Chapel and developed a list of recommendations for the city council:
 - Basically they wanted a non segregated public park and wanted the city to maintain the space also as a cemetery by leaving the headstones alone and erecting a monument to those buried there. They also asked that although no further burials would happen, that the Mayor may allow a prominent African American hero or scientist to be buried there in the future
 - Mayor Lloyd C. Culler and Alderman Robert L. Grove said they would rather leave the cemetery as is than follow some of the recommendations
- April 27, 1949: A counter offer was made to:
 - Have city maintain the cemetery
 - Erect a suitable memorial to those buried
 - Bury headstones and monuments in the park
 - Keep records of markers in City Hall
 - Set aside a plot near the Frederick Municipal Airport for a new cemetery
- 4 months later in August, the Laboring Sons and Frederick City reached an agreement:
 - Largely disregarded the Laboring Sons original recommendations

- The headstones were tampered with, it was a segregated park, no further burials allowed which meant even prominent African Americans could not be buried there, the park was segregated, and even though they said a memorial would be erected, no memorial was ever erected
- In 2000, Martha Reynolds who was a retired librarian from C. Burr Artz proposed that Chapel Alley be renamed to Laboring Sons Alley (at a time when the city was renaming alleys) – this led to seismic testing of the playground where they found graves just a few feet below the playground set
 - Many residents were unaware that there was a cemetery there and were shocked
- 2003: The park was rededicated with a proper memorial to those buried here – about 1,500 souls

Burial Stories

- The date of the first burial is contested, but we do have many burial stories & we do know the final burial
- January 25, 1949: Funeral service for Edward Wesley Walker age 54 who lived at 14 West Fourth Street – funeral to be held at 106 East Church Street; he was secretary of Beneficial Society and to be buried at cemetery [Last recorded burial]
- Also 7 confirmed USCT soldiers buried here
 - George W. Johnson, George Williams, Henry Lee, William H. Brown, Nickolas Nichols, Thomas Lanzell, and William Powell
- I'll tell the stories of Nickolas Nichols and William Powell
- William Powell:
 - Enlisted in Company D of the 2nd USCT
 - This regiment was largely stationed in Florida where many members of the regiment worked to free enslaved people in the state while stationed there
 - We do not know much about Powell's early life but we do know he died in 1876
- Nickolas Nichols:
 - Born enslaved in 1835 – enslaved by William Eador
 - Ran away from slavery on December 8, 1863 at age 28 and enlisted in Company B of the 19th USCT
 - 10 days later: William Eador requested compensation for Nickolas
 - It is probable that Eador did not receive compensation b/c on March 4, 1864, he filed a deed of manumission for Nickolas – 3 months after Nickolas had escaped & enlisted
 - Likely did so due to General Order 329 passed on October 3, 1863 which said that any citizen who offered their slave for military service could receive up to \$300 as long as they proved their ownership, the slave's enlistment, and wrote a deed of manumission
 - Nickolas Nichols served likely fighting in the Overland Campaign, Battle of the Wilderness, and Siege of Petersburg

- An obituary published July 15, 1895 lists Nickolas as 65 years old when he died of heart disease and was buried in the Laboring Sons cemetery

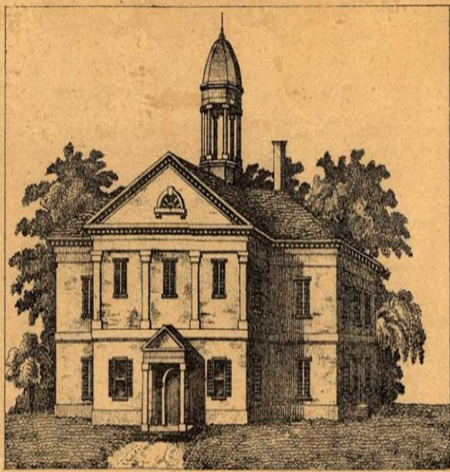
End of Tour

Pass By Quinn Chapel

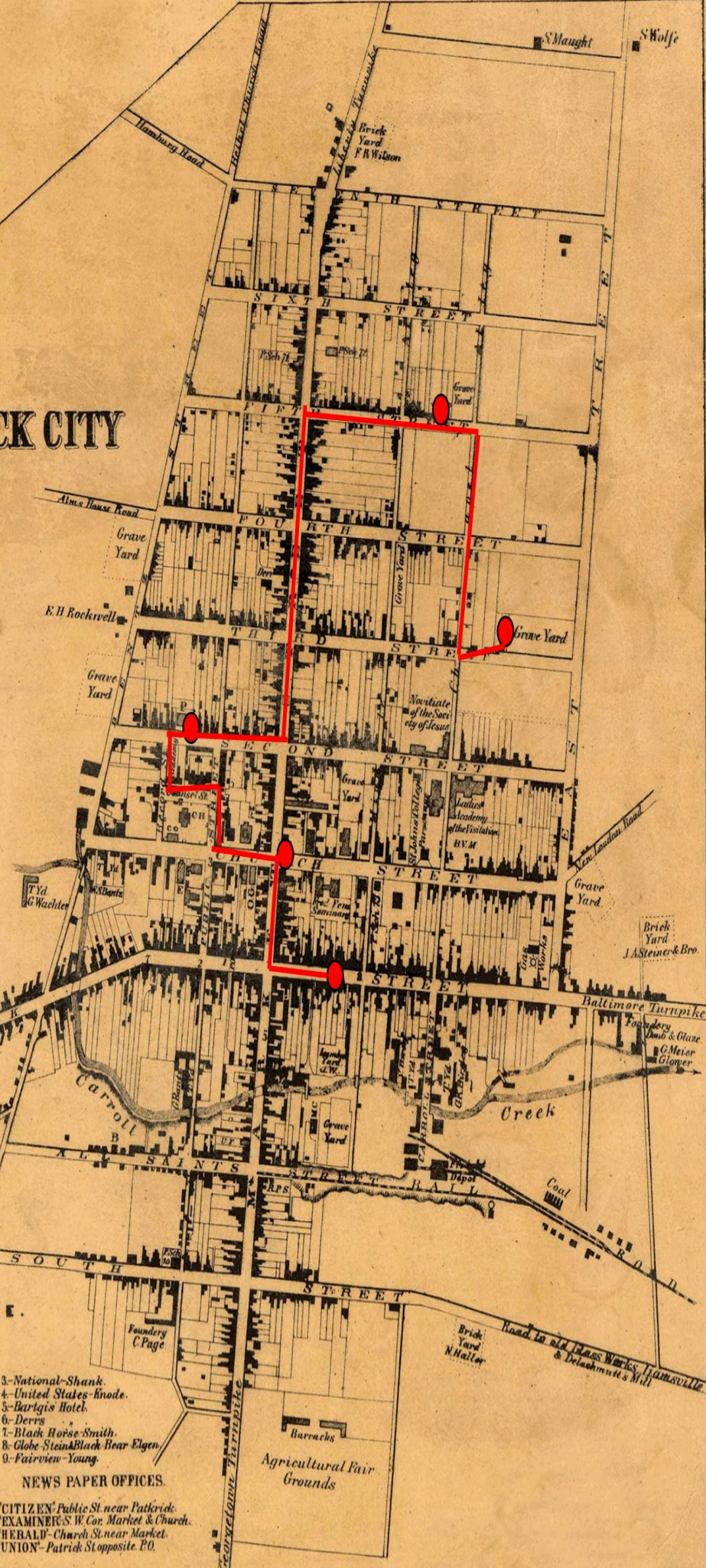
- Story here begins in Philadelphia, PA in 1787 when Bishop Richard Allen founded the African Methodist Episcopal Church after being denied worship at St. George Methodist Church on account of his race
- Fast forward 13 years and the AME Church has spread a great deal
- 1800: A group of free African American families began worshipping together
- By 1817: They had created a congregation who worshipped in a log building to the right of the current church – they called themselves Bethel Congregation
- 1819: They purchased the current structure which was a machine ship for \$475 from Guy Robertson
- 1835: Name changed to Quinn Chapel AME Church to honor Bishop William Paul Quinn who was one of the first four men to join the AME denomination
- During the Civil War: The basement of Quinn Chapel was used as a hospital during the Battle of Monocacy (July 9, 1864)
 - Unfortunately no medical treatment records have survived
- After the Civil War: The basement served as colored public school #1 – the first public school for Black pupils in Frederick City

FREDERICK CITY

Scale
0 100 200 300 400 500 600
Inch



The Court House 1752.



CITY REFERENCE.

- CH - Court House
- CO - Clerk & Register's Offices
- MH - Market House
- RPS - Railroad Passenger Station
- PO - Post Office
- FI - Fire Insurance Co Office.
- IF - Independent Fire Co Hall.
- JF - Junior
- UF - United

BANKS.

- CENTRAL S.W. Cor. Church & Public Sts.
- FARMERS & MECHANICS - S.E. Cor. Market & Second Str
- FREDK. CO. N.W. Cor. Market & Patrick.
- FREDK. TN SAVINGS 1887: Market above Path
- FRANKLIN BK Ch. 2.

CHURCHES.

- B - Baptist.
- C - Catholic - Town Clock.
- E - Episcopal.
- G - German Reformed.
- O.G. - Old & Town Clock.
- L - Lutheran.
- M - Methodist Episcopal.
- MC - Colored.
- P - Presbyterian.
- 3 - National - Shank.
- 4 - United States - Knobe.
- 5 - Bartgis Hotel.
- 6 - Derris.
- 7 - Black Horse - Smith.
- 8 - Globe - Steink - Black Bear - Elgen.
- 9 - Fairview - Young.

HOTELS.

- 1 - City - Dorsey.
- 2 - Central - Stimmel.

NEWS PAPER OFFICES.

- 'CITIZEN' - Public St. near Patrick.
- 'EXAMINER' - S.W. Cor. Market & Church.
- 'HERALD' - Church St. near Market.
- 'UNION' - Patrick St. opposite P.O.

Public History Internship Report

Introduction

During the Summer of 2022, I worked as an exhibition design intern with the National Museum of Civil War Medicine located in Frederick, Maryland. I worked 245 hours at this internship site under the supervision of Deputy Director Joanna Jennings and Education Director John Lustrea. Prior to starting this internship, I created an advanced contract with Joanna Jennings which listed my duties as developing new exhibit panels, working with the education team to develop walking tours/blogs, giving tours of the museum/walking tours of Frederick, engaging with visitors at the front desk, and designing a digital exhibit. I completed all of these tasks except designing a digital exhibit. Instead of designing a digital exhibit as originally intended, I researched and designed two traveling exhibits because this work was more urgently needed. I also worked approximately 20 hours less than stated in the advanced contract due to personal medical issues. With all that said, my activities at this internship revolved around public engagement and exhibition design. This report will detail my work in these two categories over the course of my internship.

Public Engagement Work

About 40% of my internship was devoted to engaging with the public. One of the main ways I did so was through providing museum tours to small groups. These tours lasted one hour each and took visitors through both floors of the exhibitions. When giving these tours, I described changes in nineteenth-century medicine, conditions in Civil War camps, the Letterman Plan, and Civil War medical procedures. I gave five museum tours during my internship to groups ranging in size from two to twenty-five. Ultimately, I enjoyed engaging with the public

via these museum tours because it gave me the opportunity to share my knowledge, practice public speaking, and answer questions in an intimate environment.

The second way I engaged with the public during this internship was through a different kind of tour: the August downtown Frederick walking tour. On the first Saturday of each month, Frederick city hosts “First Saturday” to draw residents downtown to support local businesses. The museum participates in first Saturday by hosting specialized walking tours. The other summer intern and I worked together to research and present the August walking tour. Our tour explored African American experiences in Frederick from the antebellum era through the Civil War. Preparing for this tour required extensive archival research in the Maryland Room of C. Burr Artz Public Library, Hood College Archives, and many digital archives. I researched and presented two of the four stops and often shared fun facts or answered the fifteen attendees’ questions while we walked. One of the stops I presented on this tour was Frederick city’s only known surviving slave quarters. Through archival research, I was able to uncover the names of enslaved people who lived in these quarters—research that had never been done before. This upcoming semester I will be writing an article about these enslaved people’s stories to be published in Frederick Magazine.

Exhibition Design Work

I spent the majority of my time at this internship doing exhibition design projects. The first of these was researching and writing a panel about Willie Lincoln’s death from typhoid during the Civil War. The education team developed the general concept for this panel because they wanted to illustrate how Civil War diseases were not confined to military camps. In crafting this panel, I read articles about Willie Lincoln’s death and located primary source accounts. Through this research, I found a memoir written by Elizabeth Keckley, a formerly enslaved

woman who was Mary Todd Lincoln's personal confidante. After completing this research, I wrote the panel text and received numerous helpful edits from the museum's education department staff. This ultimately yielded the final product which you can see a mock of below. Once printed, this panel will be hung in the museum lobby for six months as the featured temporary exhibition.

The next project I completed was a blog which is now available on the museum's website (link below). This blog explores Mary Ann Shadd Cary's career as a Black female Union Army recruiter. I felt Shadd Cary's story was an important one to tell because the current blogs largely fail to tell Black women's stories. John Lustrea, who served as my primary supervisor, approved of my idea to write about Shadd Cary. After reading extensive secondary literature, transcribing Shadd Cary's correspondence, and locating pictures, I finally wrote the blog. Once again, I received numerous helpful edits from the education department which helped immensely in creating the final product.

The final exhibition design work I completed was two traveling exhibits. One of these traveling exhibits was a rewrite of an older exhibit detailing the emotional toll of the Civil War. Unfortunately, this old exhibit was not well-researched and failed to explore more than white soldiers' emotional toll. In order to re-do this exhibit, I researched, designed, and wrote nine panels to be divided thematically into three sets of three panels each. Each set explores a different group's experiences: soldiers' experiences, homefront experiences, and the ongoing postwar toll on both groups. I chose to create three sets of three panels each on the recommendation of the museum director. By doing so, customers can purchase one set or multiple sets depending on their space and financial constraints. This project required extensive secondary and primary source research and exercised my skills in concise writing. This project


also taught me some logistical difficulties confronting museum professionals. For example, the museum director encouraged me to limit each thematic set to three panels each because each shipping container holds three panels. I had never considered this logistical problem of shipping constraints so I found this incredibly eye-opening. By the time my internship ended, I had completed this nine panel traveling exhibit on paper with all panel text written and anecdotes/images selected. The education staff will complete the final selection of anecdotes and images for each panel from the many options I prepared. Then, the panels will go to the graphic designer to be printed. I plan to include images of these panels in my public history portfolio.

The other traveling exhibit I researched and wrote was a last minute addition to my internship. The museum director realized that I had done quite a bit of research into African American Civil War experiences. So, he asked me to design another traveling exhibit about that topic. This led to a four panel traveling exhibit that explores African American soldiers' experiences with racial prejudice, life in refugee camps, disease, and African American medical professionals. In contrast to the other traveling exhibit, this exhibit is meant to be purchased as one set and does not detail postwar experiences. Since this was a last minute addition to my to-do list, I was unable to complete the project. That said, I did successfully write text for all four panels and selected a few anecdotes and images for every panel. In order to ensure the museum staff has the tools necessary to complete this project, I shared all research, images, and panel text with the education team and provided a list of recommendations for next steps. Unfortunately, I do not expect to have images of these panels by the time I present my public history portfolio in May.


Written Products

I completed quite a few tangible products during my internship. The first project I completed was an exhibit panel on Willie Lincoln's death from typhoid entitled "Typhoid in the White House." Below is a mock of what the panel will look like:

Typhoid in the White House



"Great sobs choked [Abraham Lincoln's] utterance. He buried his head in his hands, and his tall frame was convulsed with emotion. I stood at the foot of the bed, my eyes full of tears, looking at the man in silent, awe-stricken wonder."
 — Elizabeth Keckley, a formerly enslaved woman who gained her freedom and worked as Mary Todd Lincoln's personal seamstress, 1868



Typhoid:
 an intestinal disease caused by consumption of food or water contaminated with the bacterium *Salmonella typhi*. Included symptoms of fever, delirium, red skin lesions, and diarrhea

T yphoid was one of the deadliest diseases of the Civil War. Although typhoid still exists today, modern vaccines have significantly decreased the disease's prevalence and mortality rate. But during the Civil War, typhoid afflicted tens of thousands of soldiers killing more than a third of them. Typhoid spread beyond the camps to infect civilians as well. One victim was President Abraham Lincoln's son: Willie.

Willie became ill with typhoid in early 1862 and was still sick on February 5th when the Lincolns hosted a public reception with 500 guests at the White House. Mrs. Lincoln considered canceling the reception because of Willie's illness, but Dr. Robert King Stone, the family doctor, insisted Willie would recover. So the reception went on as planned.

A mere fifteen days later, 11-year-old Willie Lincoln died of typhoid. The White House was draped in black as the family mourned and the music that filled the halls two weeks earlier disappeared for months.

Another tangible product is the blog I wrote about Mary Ann Shadd Cary's career as a Union Army recruiter. You can read this blog [here](#).

The final somewhat tangible products I completed were the two traveling exhibits: "The Toll of War" and "African American Civil War Experiences." Unfortunately, I do not have a mock up of what any of these panels will look like. However, I can include the text I wrote of some panels included in these two traveling exhibits:

The Toll of War

****None of this text will be significantly altered before printed****

The Toll on the Front Lines: Irritable Heart Syndrome

In the 19th century, mentally ill people were often admitted to insane asylums. Despite a reform movement led by Dorothea Dix, these asylums did not provide adequate care for their patients due to overcrowding, stigmatization of mental illness, and doctors not knowing how to treat mental illness. Sometimes, doctors tried to find physical causes for mental illness. One Civil War example of this is irritable heart syndrome. Dr. Jacob Mendes Da Costa associated irritable heart with “hard service” which included anything from long drill sessions to active combat. Such “hard service” led to physical symptoms including “fluttering cardiac action,” an accelerated pulse, and “unpleasant” dreams. This ailment was often treated medicinally with digitalis, a drug created from the dried leaves of foxglove used to slow the heart rate. Today, foxglove is an active ingredient in modern heart medications but in high doses, it is poisonous.

The Toll on the Homefront: Refugees

In all wars, both historic and contemporary, civilians suffer. The Civil War was no exception—it produced a massive refugee crisis. Although $\frac{2}{3}$ of Confederate counties never saw Union troops, many white southerners, both slaveowners and not, became refugees by fleeing their homes when Union forces advanced. While many white southerners viewed these Union forces with apprehension, enslaved African Americans perceived the men in blue quite differently. Despite the risks, many enslaved African Americans fled to Union lines in hopes of securing their freedom. In the west, Native American families became refugees as well as the Union and Confederacy competed for tribal loyalty. For example, in Oklahoma, Confederate troops removed Native families who refused to support the Confederacy. Other indigenous families faced wartime raids that impoverished their communities and forced many to flee as fighting dominated the west.

The Ongoing Toll of War: Ongoing Societal Toll

The Civil War lasted 4 $\frac{1}{2}$ years, but the scars of war lasted a lifetime for all Americans. While some families experienced joyous reunions with sons or husbands, others continued to face immense grief at having lost loved ones. Other families felt ongoing uncertainty as the Civil War ended but loved ones did not return. These families needed closure. Organizations such as the Christian Commission and Clara Barton’s Missing Soldiers Office tried to provide closure by informing families of missing soldiers’ whereabouts. Clara Barton was incredibly successful, eventually uncovering what became of 22,000 men. Despite these efforts, rampant uncertainty persisted for many. While juggling grief and uncertainty, many families also faced the grand task of rebuilding their lives. This was especially true for formerly enslaved people who, although free, now faced the difficult task of reuniting families that had been separated by slavery, finding work, and protecting themselves from white supremacist violence.

African American Civil War Experiences

African American Families: A Home on the Battlefield

****Please bear in mind this text may be altered significantly before the panels are printed****

Black soldiers were not the only African American people on the battlefield. On July 17, 1862, the Union passed the Militia Act which promised that if an enslaved man was owned by a

Confederate supporter, “he, his mother and his wife and children, shall forever thereafter be free” if the man worked for the Union Army. Although enslaved people had been marching towards Union lines since the war began, this Act promised Union protection to enslaved families. As a result, many enslaved families fled slavery together and thus brought the homefront to the battlefield. Despite the promise of protection, Union officials sometimes denied Black women and children asylum. But, many did build homes on the battlefield in “contraband camps.” These homes and the lives within them remained wrought with emotional distress throughout the Civil War as Black families encountered poverty, uncertainty, sexual violence, and loss in their battlefield homes.

Applying Coursework to the Internship

Prior to this internship, I had taken MUSM704: Collections Management and HIST781: Museum Theory. Overall, I found MUSM704 more directly applicable to my experiences in this internship. In this course, I learned best practices for collections management, object handling, and artifact display. Although the majority of my internship focused on archival research to write exhibit panels, I did do very minor collections work. For example, when the museum decided to remove a statue from a small glass case in the central lobby, they needed something to take its place. I suggested we make the case an object spotlight that is rotated out every 2-3 months. Recalling my training in MUSM704, I mentioned that this would be useful because we could properly display paper objects in this spotlight case since paper objects should only be on display for 2-3 months at a time. This idea also allowed me to explore our collections a bit to find other non-paper objects which could be featured in the case. MUSM704 certainly applied useful, directly applicable practical knowledge that I used in this internship. That said, I think it would be useful for the department to encourage future graduate students to take a McKissick Museum course prior to completing their internship.

In regards to HIST781, although I found this course interesting, in practicality I found that the theories we learned about museum management are just that: theories. In this internship, I consistently saw the difficulties confronting museums (i.e., low visitor turnout, difficulty in

engaging potential visitors on social media, ongoing COVID difficulties, funding issues). Seeing the plethora of difficulties confronting the museum after taking museum theory taught me that theory is great to learn, but you can not fully understand museum work until you see it in practice. So overall, although HIST781 was useful and interesting, it did not provide practical knowledge. That said, HIST781 did give me the tools necessary to ask critical questions during the internship pertaining to the issue of theory versus practice.

Conclusion

I thoroughly enjoyed this internship. I found the museum staff incredibly welcoming, kind, and helpful. I also thought the level of supervision fit my work style perfectly. John Lustrea took a very hands-off supervisory approach while always keeping his door open for questions. This worked out wonderfully for me because it gave me the creativity to explore exhibit ideas and the confidence to know I was not straying too far from his vision. Something I found particularly valuable about interning at this institution was the sheer amount of work I completed. I think the plethora of projects I could and did complete was due to two factors. First, I think the staff really trusted myself, and the other intern, to do good work. Second, the National Museum of Civil War Medicine is a small institution but it has big needs. This definitely contributed to the amount of projects at my disposal. Overall, I would absolutely recommend future students to intern with the National Museum of Civil War Medicine because the staff is incredibly friendly, the projects are interesting, and Frederick City itself is a beautiful town.

Products from Public History Coursework

Courses Represented: MUSM704, HIST781, & HIST700

CONDITION REPORT

Object Name: An Hysterical Map of South CarolinaObject Number: 1A0464Collection: McKissick Museum Art collection # in Group: _____Location: MCKS: 2102 - 1M:473:EExamined by: Gabrielle McCoy Date: 09/16/2021Overall Condition:Excellent Very Good Good Fair Poor DamagedOther Comments:Sketch of ObjectTL:

- Tear up left hand corner
- Microtears coming in from edge, stop before image

CL:

- Approx. 4" tear coming from edge

BL:

- Microtear coming in from edge, stop before image

TR:

- Microtear coming in from top edge, stop before image
- Dark brown splashes partly over image

CR:

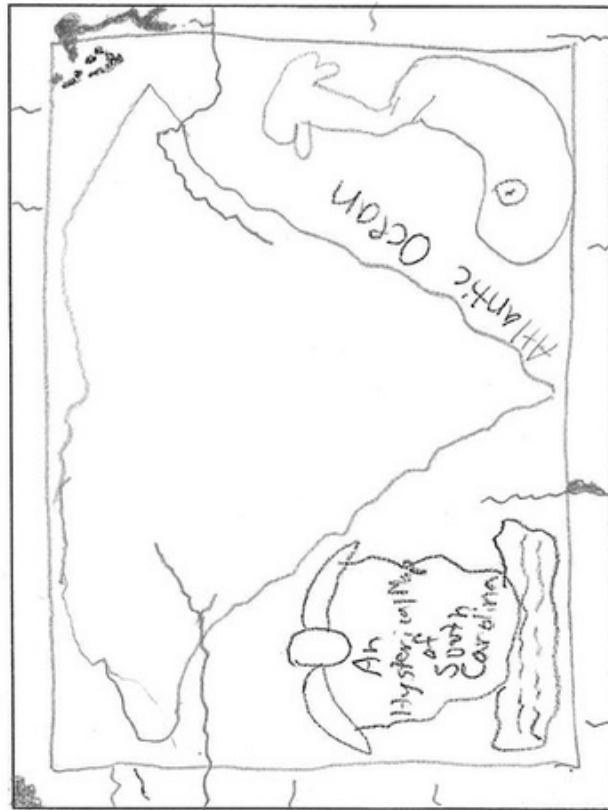
- Approx. 2" tear coming in from edge

BR:

- Microtear coming in from bottom edge, stop before image

BC:

- Approx. 3" tears coming from bottom edge with some additional wear along tear

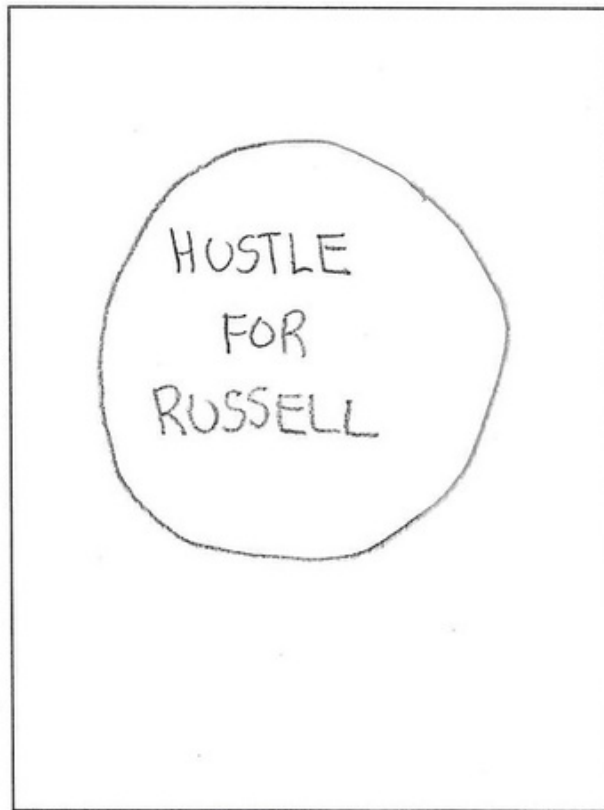


CONDITION REPORT

Object Name: Political Button that says "Hustle for Russell," White background, blackObject Number: 2008.03.183.70Collection: McKissick Museum History Collection # in Group: 70writing, 1"
diameterLocation: MCKS:107-1 FICentral:474:DExamined by: Gabrielle McCoy Date: 09/16/2021Overall Condition: Excellent Very Good Good Fair Poor DamagedOther Comments:

Sketch of Object

Only some slight paint chipping on the underside of the button. Would not be visible in an exhibit.



CONDITION REPORT

Object Name: Painting of Professor R. Means DavisObject Number: UC.XX.02.XX.17 (old #: UC.2012.45?.01)*

Collection: _____ # in Group: _____

Location: _____

Examined by: Gabrielle McCoy Date: 09/16/2021Overall Condition:

Excellent
 Very Good (Artwork itself)
 Good
 Fair
 Poor
 Damaged (Frame)

Other Comments:

Sketch of Object

BL, BC, BR:

Gold ornament of frame has broken off approximately 75% of the way along the bottom revealing white underneath. The sketch reveals these spots with the shaded areas. When renumbering, a 2" x 2" chunk broke off. This is included in the sketch.

BR:

On painting itself, there is a small white paint looking dot on his suit.

TC:

Some weathering of paint along upper edge where painting meets frame.



* Old number is located on back of art, upper right hand corner. This number is etched in to the wood and thus cannot be removed.



Historic Newspapers: A Valuable but Fragile Material Type

By: Gabrielle McCoy



Why are Newspapers so Fragile?

- Increasingly fragile by mid-1800's due to change in material from cloth → wood-pulp
- Newspapers have 50 year life-span
- High lignin content
 - Results in embrittlement & yellowing
- Becomes acidic when exposed to light

Handling Newspapers

- Avoid constant handling
- Thoroughly prepare space
- Humidification Process is possible to unroll rolled newspapers
 - Only utilize this process if the newspaper is of extreme value

Storage Specs & Concerns

- 60° - 70° Fahrenheit
- 40% - 50% humidity
- Water damage concerns
- Pest concerns
 - silverfish, firebrats, book louse, carpet beetles
- Remove foreign objects
 - binder clips, paper clips, rubber bands

Benefits of Microfilming

Newspapers

- Resolves storage risks (see panel to left)
- Requires small storage space
- Microfilming device is simple to use

Storing Whole Newspapers

- Always flat - limit folds
- Interleave alkaline buffered tissue
- Store in acid-free boxes or folders

Drawbacks of Microfilming

Newspapers

- Must use polyester microfilm because most stable
 - Lasts 500+ years
- Brittle newspapers can break in process

Storing Newspaper Clips

- Encapsulate clips in clear polyester sleeves
- Store in acid-free boxes or archival binders
- Deacidification recommended for encapsulated clips

Storing Microforms

- Under 70° Fahrenheit
- Under 50% humidity
- Best stored in steel cabinets

Exhibiting Historic Newspapers

- Never display originals due to potential for UV damage
- Make display copies on acid-free paper

MUSM704: Benin Bronzes Game Play Reflection

Repatriation, “the return of an object of cultural patrimony from a museum collection, to a party found to be the true owner or traditional guardian, or their heirs and descendants,” has increasingly become a hot button issue.¹ The return of Benin bronzes to Nigeria represents one contemporary discussion of repatriation issues. Artists of the West African kingdom of Benin created these bronzes beginning in the 16th century. This art ultimately challenged dominant ideas of the time that Africans were uncivilized, lacked technical skills to produce great art, and lacked the cultural sophistication necessary to appreciate it.² In 1897, after a disagreement over trade deals, the British invaded Benin, deposed the King, burned the palace, massacred many, and looted the bronzes. The British took these bronzes to London where they were quickly sold in “the auction rooms as the result no doubt of the recent expedition.”³ Some of these objects sold for millions.⁴ Recently, the people and government of modern-day Nigeria have demanded foreign museums repatriate the bronzes to Nigeria for use in museums and in teaching Nigerian youth about their history and culture.⁵ As a result, some museums have begun returning these items, such as the Humboldt Forum in Berlin, Germany.⁶

Our game took hold of this modern debate over repatriating the Benin bronzes as each of the students embodied a specific stakeholder. I played the role of the Museum of Archaeology and Anthropology at the University of Pennsylvania (hereafter referred to as “The Museum”). Going into the game, I prioritized repatriating my institution’s bronzes to the National Museum

¹ Horniman Museum & Gardens, “Restitution and Repatriation Policy,” (March 2021), 2, <https://www.horniman.ac.uk/wp-content/uploads/2021/04/Horniman-policy-on-restitution-and-repatriation-ver-4.0-2021.03.18-agreed-by-trustees-accessible-for-web.pdf>.

² BBC, “Western reactions to Benin bronzes: Civilisations, BBC Two,” April 10, 2018, news programming special, <https://www.youtube.com/watch?v=rp8fICwvoAU>.

³ “[Unknown],” *Daily News* (London, England), March 4, 1898, Core Texts, Document 22.

⁴ “Section 2: Historical Background,” Game Instructions, 8-9.

⁵ DW News, “Nigeria calls on Germany to return Benin Bronzes,” December 16, 2020, news programming, <https://www.youtube.com/watch?v=Im7IIcVNt1k>.

⁶ “Section 1: Introduction,” Game Instructions, 4.

in Nigeria to uphold a strong code of ethics and align with The Museum's deep history of repatriation. That being said, my institution also faced severe debt. Thus, I had to seek financial awards from the philanthropies present to avoid bankruptcy. My need for financial assistance grew as my debt increased from \$50,000 to \$78,000 by the second day of the game. This need to consider both the ethical realities of repatriating the bronzes, and the financial difficulties my institution faced, forced me to approach the scenario as if it were a balancing beam.

This difficult balancing act became especially clear when I considered my institution's duty to share knowledge of the past while upholding a strong code of ethics through repatriation. When pondering how to balance these two obligations, I considered James Cuno's arguments against repatriation. Cuno argued that repatriation based purely on national origin limits cultural exchange and hurts encyclopedic museums that promote curiosity about the world.⁷ Furthermore, Cuno believes that having foreign objects in American museums helps collapse differences across cultures and societies which contributes to common understandings.⁸ Since my institution prides itself on sharing knowledge about other cultures in order to reveal "our shared humanity across continents and millennia," Cuno's words certainly held some truth for my position.⁹ Despite this, I still knew repatriating the Benin bronzes was the ethical choice. Thus, my strategy came to center on how to balance my museum's obligation to share historical and cultural knowledge with my ethical obligations to repatriation.

I ultimately decided the best way to strike this balance was to repatriate six bronzes to the National Museum in Nigeria and keep one bronze. In keeping one bronze, I committed my institution to cross-cultural communication with the National Museum, descendants of the royal

⁷ James Cuno, "Culture War: The Case Against Repatriating Museum Artifacts," *Foreign Affairs* 93, no. 6 (November/December 2014), 120-122, <https://www.jstor.org/stable/24483927>.

⁸ *Foreign Affairs*, "James Cuno on Museums: The Case Against Repatriating Artifacts," May 11, 2015, author interview, <https://www.youtube.com/watch?v=J5dRJJLjryI>.

⁹ "Our Story," About, Penn Museum, accessed November 16, 2021, <https://www.penn.museum/about/our-story>.

family, and the Nigerian government to ensure our exhibit of this bronze mentioned the history of the Benin kingdom and the history of looting and colonial violence surrounding the object. By embracing almost 100% repatriation and committing to cross-cultural communication, I think my museum succeeded relatively well in achieving this balance between sharing knowledge of other cultures and upholding our ethical obligations.

This strategy certainly succeeded in that my museum successfully repatriated bronzes and avoided bankruptcy by receiving philanthropic funds; However, if I played this game again, I would alter my strategy in a few ways to further achieve equilibrium between obligations to share knowledge and uphold ethics. For example, I would further prioritize open communication with the public (i.e., the people of Philadelphia and the students of UPenn) regarding the steps The Museum planned to take towards repatriation. The need to openly communicate with these groups regarding repatriation became particularly evident when a student protest cost my institution \$7,000 during the game. Had I focused on issuing public statements during the discussions of repatriation to make clear that The Museum would repatriate bronzes and continue cross-cultural communication, perhaps I could have avoided this fine. This situation certainly revealed the need for institutions to communicate *with* the public rather than just prioritizing open communication *within* the institution.

If I played this game again, I would also consider how to use technology to achieve this balance between sharing knowledge and ethics. The COVID-19 pandemic has revealed new ways institutions can use technology for connection and education. With this in mind, I think institutions could use technology to strike this balance in the future. For example, my institution could create a digital exhibit about the Benin bronzes in conjunction with the modern-day people and institutions of Nigeria. This digital exhibit would allow us to repatriate *all* the bronzes while

continuing to uphold our commitment to spreading knowledge about other cultures. Moreover, we could install interactive touch screens in the museum for people to view the Benin bronzes digitally and track global repatriation efforts. I think this would be a powerful way to continue sharing cultural knowledge about Benin while simultaneously highlighting the importance of repatriation. I think institutions should consider how they could use technology to continue being sites of knowledge and cultural exchange while upholding their ethical obligations.

Beyond striking this important balance, institutions should also consider how they are places of inclusive and just memory. Striking the balance aforementioned is certainly the first step to this. Another way institutions can become sites of inclusive and just memory, however, is by acknowledging the often checkered past of their objects. My institution does this via their website by acknowledging NAGPRA repatriation efforts and the fact that the museum sits on formerly Native land.¹⁰ In the game, I embraced this responsible acknowledgement by committing my institution to openly discussing how the British looted the Benin bronzes and broader issues of repatriation in an improved exhibit. By acknowledging how past wrongs often yield present ethical dilemmas, I ensured my institution was a place of inclusive, just memory.

Ultimately, this game made me consider how institutions balance ethical issues with financial concerns as well as how they balance being sites of cultural exchange with repatriation demands. Moreover, I learned how museums should serve as sites of inclusive and just memory. In learning these lessons, I found myself surprised at the sheer amount of looted objects within museum collections. Since my academic and professional focus is American history, I tend to visit museums with artifacts from North America wherein the major repatriation focus is NAGPRA. Thus, I do not often consider the prevalence of internationally looted objects from the

¹⁰ “The Native American Graves and Repatriation Act,” NAGPRA Compliance, Penn Museum, accessed November 16, 2021, <https://www.penn.museum/about-collections/statements-and-policies/nagpra-compliance>.

continents of Africa, South America, and Asia. This game revealed how great of an issue looted objects within American and European museums is, thus furthering my belief that we need to have ongoing talks about repatriation.

Finally, as I reflect on the game's format itself, I have a few suggestions to improve the game for future players. First, the game did not present a completely accurate depiction of repatriation. For example, I could use the money awarded by the philanthropies however I saw fit. There was no mention of what proportion of that financial incentive must go to the logistics of repatriation such as couriering and other associated transportation costs. I think the game should give museums stipulations regarding how much per bronze they will have to pay to transport the object should they choose to repatriate it to Nigeria. Although this will increase the museums' financial stress, this change will force the game to more accurately reflect the realities of repatriation logistics. Second, although the core texts were useful in providing historical background of Benin and Britain's looting expedition, it lacked detailed information on prior institutional efforts to repatriate the bronzes. I think providing more context on prior institutions' positions and arguments on behalf or against repatriation would help players formulate their strategies.

Overall, I thoroughly enjoyed the game because it taught me a great deal about repatriation ethics and debates. This game is certainly a useful tool for teaching budding museum professionals the value of repatriation and the associated ethical, financial, and legal dilemmas.

MUSM704: Process to Transport Objects

Object to be Moved: 16x20 framed photograph

Movement: First floor of off-site storage to exhibition gallery on level 2 of museum one block away from storage facility

Instructions:

1. Before moving, object condition will need to be studied to ensure no new damage is present
 - a. It is important to have an up to date condition report on the object prior to putting it on exhibition
2. Then, ensure the object is clearly marked with its accession number so once the exhibit is over, it can easily be moved back to its rightful home
3. You will also need formal paperwork to check the object's accession number against to ensure you are moving the proper object
4. The material can be packed using soft-packing methods. The following are specific materials and their use in this process:
 - a. Secure a plastic bin with a lid
 - b. Wrap the framed photograph first in corrugated polystyrene sheeting and then a layer of bubble wrap
 - i. You can just use bubble wrap if you lack access to the other material since it is such a short trip
 - c. Use blue painter's tape or packing tape to secure the bubble wrap snugly around the wrapped picture
 - d. Then place the art in the plastic bin and, if extra space in bin, pad around with soft foam to prevent the framed picture from sliding and potentially cracking the frame
 - e. Close the bin's lid
 - f. Ensure you place an indicator in the object's permanent location mentioning where the object is being moved to so people are not concerned if they cannot find that particular object
 - g. Place object on a cart and move to the exhibition gallery, utilizing the museum elevator
 - i. Be careful to avoid potholes, rough walkways, etc. when moving outside
 1. To minimize these risks, it is recommended that one person walk ahead of the individual pushing the cart to redirect them if a walkway imperfection may jostle and potentially damage the object in transit

MUSM704: Reflection on Numbering

In class on September 16, 2021, I numbered four different objects of various material types and sizes. The smallest object I numbered was a political campaign button. This entailed painting clear lacquer on the back of the button and then placing the strip of paper with the accession number on top of the glue. To number this object, I had to be very careful about placing the glue in the correct spot so as to avoid covering the button's other identifying information. I also numbered two framed photos of the University of South Carolina campus. To label these, I first removed the old number tags and then had to legibly write the new numbers on new tags. I then tied these tags to the wire hanging on the back of the two framed images. Finally, I provided a new number to a large portrait of a former University of South Carolina professor. This required attaching both a tag and pasting a number to the back of the wooden frame.

Throughout numbering these objects, it was important that I be incredibly careful when applying the clear lacquer to an object because I did not want to misplace the glue and damage the object. It was also important when writing numbers on archival tags to write legibly in order to avoid mis-readings of the number and human error. It was also important to write as dark as possible to ensure the numbers would not fade over a short period of time. Finally, when using either numbering method, I carefully handled the objects to prevent damage. This careful handling required wearing gloves, tying my hair back, making sure my space was clear of beverages and food, and ensuring my space was large enough for the object in question. These methods of careful handling to promote object safety were informed by our in-class discussion of object handling procedures.

MUSM704: Screenshots of E-Portfolio Website

Home Page

Museum Management Certificate E-Portfolio

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About the Website

Thank you for visiting my Certificate in Museum Management E-Portfolio website. This website catalogues my progress in the University of South Carolina graduate certificate program by providing reflective and scenario-based narratives of my learning. Buttons within these narratives will draw your attention to examples of my coursework. Please navigate through the links to get a full picture of my progress as a student.



About Me

My name is Gabrielle McCoy. I am a first year History PhD student at the University of South Carolina also pursuing my MA in Public History and Certificate in Museum Management. My research interests include racial and gender violence, southern masculinity, the domestic slave trade, and historic instances of identity politics. Upon completing the program, I hope to teach public history, American history, and/or gender history at an American university. I am also interested in pursuing a career in museum education and/or exhibit research and design. For further information, please see my CV.



McCoy CV

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MUSM704 Course Description & Navigation Page



Museum Management Certificate E-Portfolio

HOME — MUSM704 — MUSM704 Coursework

[MUSM704: Collecting, Collections Management, and Curatorial Practice](#)

Enrolled:
Fall 2021

Instructor:
Dr. Lana Burgess

Description:
This course discusses best practices for collections management. Some of the topics covered include object care, acquisition/ accession processes, development of museum policy, risk management, and ethical/legal concerns involving collections. Through this course, I engaged with readings, videos, lectures, discussions, and hands-on practical experiences to gain a thorough understanding of collections management processes. This course has greatly contributed to my knowledge of the museum profession.

Please navigate through this course's subpages to see my reflective and scenario-based narratives as well as any uploaded coursework. You can find the subpages via the drop down menu above or the buttons below.

[Part A: Reflecting on Course Content](#)

[Part B: Processing a Museum Collection](#)

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Part A: Reflecting on Coursework



Museum Management Certificate E-Portfolio

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[Part A: Reflecting on Coursework](#)

Introduction

Prior to MUSM704, I had never taken a course in museum management. Thus, I began this course eager to learn as much as possible. The course certainly delivered as we covered a myriad of topics: the role of registrars and collection managers; developing collections management policy; acquisition, accessioning, and deaccessioning; caring for, storing, and handling collections; managing collection records; risk management; ethical and legal considerations. This essay will analyze how my learning in these seven subjects affected my understanding of collections management and my professional preparation.

The Role of Registrars & Collections Managers

The beginning of this course analyzed the role of registrars and collections managers. I learned that those employed in these positions acquire objects, care for collections and records, and handle risk analyses and ethical dilemmas. Informed by our class discussions and the *Museum Registration Methods*, 6th edition textbook, I began to consider my interest in these roles as future professions. According to the textbook, registrars handle more collections documentation and risk management while collections managers often do more hands-on work in rehousing objects and handling pest management. With these general job descriptions in mind, I would prefer working as a registrar since they appear to be more involved in object care and exhibit design.

That said, I must consider how a registrar's responsibilities at one museum could differ dramatically from those at another institution. This could be largely due to the slow professionalization of the museum industry as described by our textbook. Since the museum field is still undergoing professionalization, I think it is important to ask an institution what specific responsibilities their registrar has to ensure I feel comfortable completing those tasks. Overall, our discussion of registrars and collections managers opened my eyes to how these positions differ by institution.

Developing Collections Management Policy

This course also emphasized the importance of creating and adhering to a strong collections management policy. As our textbook describes, collections management policy should include procedures and criteria for acquiring, accessioning, and deaccessioning objects, as well as detail ethical and legal concerns and procedures, among other issues. In our discussions, we emphasized the need for institutions to create policy unique to their needs and mission. With this in mind, I think it is important to ensure one fully understands their institution's policy/procedures to avoid making potentially disastrous assumptions. Moreover, since policy differs by institution, you clearly need to prioritize open communication among staff so they can ask clarifying questions. In a future position, I would prioritize promoting open communication regarding policy.

We also discussed museum quality standards within collections policy. By setting standards that consider rarity, completeness, physical integrity, authenticity, provenance, etc., institutions hope to avoid acquiring objects of questionable quality. I agree with the importance of museum quality; however, I think these terms are rather amalgamated which could breed disagreement between staff over what is and is not museum quality. To circumvent this issue, I think an institution's policy should include more specific definitions of museum quality based on broad categories of material or object type. This could help staff determine if an object is of museum quality and thus worth acquiring. Overall, our discussions of collections management policy revealed the benefits of strong policy and caused me to consider how I could help develop policy.

Acquisition, Accession, & Deaccessioning

A large portion of this course was dedicated to understanding the processes of acquisition, accession, and deaccession. Acquisition, the obtaining of legal, physical, and intellectual control over an object, requires finding clear provenance of the object in question. Without establishing provenance, or the timeline of an object's life, an institution risks legal and ethical issues. I am certainly interested in researching object provenance to determine if the institution should acquire the object in question because this type of research aligns with my historical training. Additionally, tracking down the history behind objects found in collections appeals to me since it consists of locating a form of provenance for the object in question.

Once a museum acquires an object, it must decide whether to accession, or add the object, to its permanent collection. I was initially surprised that a museum could acquire an object but then choose not to accession it because I assumed an institution would immediately accession all acquired objects. After continuing to learn about the accession process, however, I now understand that some objects, such as those acquired via bequest, may not be accessioned if they do not align with the institution's mission. By refusing to accession objects ill-fitted for the institution, one shows strict adherence to collections policy which ultimately prevents deaccessioning dilemmas, or removing an object from a museum's collection.

Although the Association of Art Museum Directors recognizes that deaccessioning refines and improves collection quality, much debate surrounds deaccessioning since museums could profit from selling their objects. When it comes to deaccessioning objects via sale, I think this is acceptable if there is a good reason to sell that particular object. In my opinion, some good explanations for sale may include the institution's inability to care for or conserve the object, or if the object no longer aligns with the institution's mission. In either case, deaccessioning through sale seems more ethical than leaving an object to self-destruct and/or remain forever beyond public access. That said, I believe museums should try to sell the object to another public institution rather than to a private collector in order to ensure continued public access to the object. This upholds an institution's obligation to the public trust. In addition to selling deaccessioned objects, occasionally museums outright dispose or destroy deaccessioned objects. I think institutions should reserve outright disposal for extreme cases such as when an object can not be restored. Ultimately, I think museums have the right to deaccession objects, it is simply important that they clearly establish a deaccessioning policy to prevent confusion and ethical dilemmas.

Caring for, Storing, & Handling Collections

A key component of collections care is ensuring your storage areas can properly accommodate the objects held by your institution. In one class session, each student presented on how museums should care for a specific material/object type. These presentations highlighted handling and storage concerns for materials such as historic newspapers, rare books, leather products, and different types of photographs. Prior to these presentations, I was unaware of just how greatly storage specifics varied based on object/material type. My research revealed the need to control temperature and humidity, ensure proper pest management, use acid-free boxes/folders, and much more. Now that I am aware of the complexity of museum storage, I feel more equipped to ensure my future workplace maintains its storage facilities to properly care for the collections.

[See Materials Presentation](#)

Caring for objects also requires occasionally checking object condition and ensuring staff has properly numbered each object. We spent one class session handling objects in McKissick Museum to complete updated condition reports and re-number objects improperly numbered. In filing condition reports and numbering objects such as maps, portraits, and framed images, I learned a great deal about condition reporting and numbering. First, I learned the importance of using specific language in condition reports. For example, you can use abbreviations such as BL (bottom left), BC (bottom center), and BR (bottom right) to refer to zones of the object where damage exists. You can see examples of this on the "MUSM704 Coursework" page. By using these zones to reference object damage, you ensure that all those reading your report can track exactly where the object was damaged which eases documentation of any new damage. I will certainly use this terminology in future positions to ease indirect communication and prevent confusion. Additionally, I learned that objects require different methods of numbering. For example, I had to number a political button by using a clear lacquer to paste a small printed number to the back of the button. Meanwhile, I had to tie archival tags to the hanging wire of a few framed pictures in order to number those objects. Evidently, just as different objects require different storage, different objects also require different numbering protocols. This knowledge will surely prove useful in future positions.

[See Condition Reports](#)

[See Numbering](#)

Finally, we learned the importance of prioritizing object care when transporting objects. I was shocked at the sheer amount of packing materials museums can choose from when deciding how to pack objects for transport. I addressed this multitude of choices when developing my own step-by-step instructions regarding how to transport a framed object. You can view my instructions at the button below. This activity revealed, once again, the importance of consistently communicating with colleagues to determine the best packing method, especially if the object being transported is especially fragile or valuable.

[See Transporting Objects](#)

What I learned about how to care for objects regarding storage, condition reports, numbering, handling, and transportation, emphasized the sheer variety of objects and thus methods of object care. Due to the wide variety of object types and corresponding object care protocols, I think a major aspect of any museum collections job is conducting external research before interacting with objects to ensure object safety.

Managing Collection Records

Collection records contain information about an object's acquisition, provenance, condition, exhibition status, loan status, and more. The breadth of information included in collection records makes them almost as valuable as the objects themselves. After all, an object is only as valuable as its associated information. In our digital world, institutions often maintain these records through web-based Collections Management Systems (CMS), one being PastPerfect. We spent one class learning how to use PastPerfect and I felt surprised by the number of functions within the system. That said, I know PastPerfect is just one of many CMSs available and so, I think it is prudent to ask an institution what system they use before confidently proclaiming your ability to use a CMS.

Risks to Collections & Emergency Preparation

As we approached the end of the semester, we discussed risks to collections. Our textbook detailed ten risks: physical forces, fire, water, thieves/vandals, pests, pollutants, light/radiation, incorrect temperature, incorrect humidity, and dissociation. It also detailed eight levels of control and five stages of controlling risks. I believe all museum professionals should be aware of risks because mitigating real or potential risks is critical whether you are responsible for object storage, education programming, or exhibition design. One risk we discussed in great detail was pests. I learned that experts discourage museums from using pesticides to kill pests since pesticides can harm the objects, staff, volunteers, and/or visitors. Instead, experts encourage museums to use integrated pest management (IPM) that uses other strategies such as inspection, routine monitoring, identification of pests, treatment, and education. I think all institutions should develop a strong IPM policy to ensure object safety.

We also discussed emergency preparation and insurance as it relates to risk management issues. Regarding emergency preparation, we learned about a plethora of online tools to help institutions develop strong emergency plans. The variety of tools available further emphasizes the need for collections managers to conduct external research to improve their institution. Furthermore, in class we ran through a scenario to determine how we ought to respond to an emergency regarding a valuable object. This scenario taught me the importance of having procedures in place to address such emergencies. Regarding insurance, I was surprised that institutions do not insure all their objects. Once I realized the sheer cost of insuring every object, though, this policy made more sense; however, I still wonder how institutions decide which objects to insure. I assume these decisions are largely based on an object's value and/or historical importance. Insurance especially matters with loaned items, as we learned in another scenario involving a loaned Richard Avedon artwork.

[See Object Safety Scenarios](#)

Ethical & Legal Considerations within Collections Management

In the final weeks of this course, we discussed various legal and ethical issues confronting museum professionals. Much of our discussion of legal issues tied into insurance for loaned items, copyright laws/restrictions, and recent repatriation laws, such as NAGPRA. When discussing ethical issues, we analyzed current ethical standards set forth by the Association of Art Museum Directors and the American Alliance of Museums (AAM). When studying the AAM Code of Ethics, I was initially surprised at its ambiguity; however, after further discussion, it makes sense the AAM would set broad standards because individual institutions must craft their own ethical standards, just as they create their own collections policies.

Within ethics, we also discussed the three duties of loyalty, care, and obedience which I connected to our multi-day activity debating repatriation of the Benin bronzes. The Benin Bronzes, originally looted by the British from the African kingdom of Benin in 1897, are spread around the world despite the Nigerian government and people requesting repatriation. In class, each student embodied an institution involved in this contemporary debate over repatriation. I acted as the director of The Museum of Archaeology and Anthropology at the University of Pennsylvania. In this role, I had to balance the ethical dilemma of repatriating looted items with the museum's serious financial debt. When considering my strategy for this game, I thought back to these three duties: loyalty, care, and obedience. The duty of loyalty calls for institutional honesty and avoidance of conflicts of interest. With this in mind, I planned to openly communicate with the public and the university student body; however, I ultimately failed to fully implement this strategy. The duty of care calls for museums to follow best practices through good policy/procedure and enactment of ethical decisions. With this in mind, I prioritized repatriating the majority of my bronzes and ensured the receiving museum possessed the necessary resources to care for the objects. Finally, the duty of obedience holds charities to their charitable role. The game never mentioned any prior loyalties to boards or charities, so this concept proved less applicable for my institution. This game helped me contextualize the three duties of loyalty, care, and obedience while also revealing the tension between these duties.

[See Benin Bronzes](#)

Conclusion

This class taught me much about collections management including the role of museum staff, the centrality of policy and open communication, acquiring, accessioning, and caring for objects, managing records, risk management, and legal as well as ethical challenges. This information opened my eyes to the complexity of collections management and caused me to consider my interest in pursuing a profession in collections. Ultimately, I am interested in working in collections management, specifically in collections management policy, provenance research, and assisting in cross-cultural communication within repatriation. In the future, I am eager to gain a more holistic understanding of the museum profession by studying museum administration and exhibition design.

Selected Sources Referenced in Above Reflection

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Part B: Processing a Museum Collection

Museum Management Certificate E-Portfolio

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Part B: Processing a Museum Collection

Introduction

This section will meticulously describe the steps museum curators must take to process a new object or collection of objects into a museum's permanent collection. For clarity, this narrative will discuss the processing of ten issues of *The Provincial Freeman*, a historic newspaper published in Canada West during the 1850s. All the information described in this narrative relates to this specific set of objects and material type. This narrative will discuss the processes of acquisition, accession, condition reporting, numbering, measuring, documentation, preservation, storage, digitization, exhibition, and continual care for these objects.*

*The steps described here are fabricated based on the standards of processing a museum collection as discussed in our textbook and in class discussions. I am not affiliated with any museum nor have I processed issues of *The Provincial Freeman*.

Acquisition

A potential donor approached my institution hoping to donate ten issues of *The Provincial Freeman* to the museum. Given my institution studies African American history, we were certainly interested in acquiring these records published by the inspiring yet oft overlooked activist Mary Ann Shadd Cary. I completed a temporary custody agreement complete with the name and contact information of the lender and the intended outcome of the temporary custody (in this case, receiving an outright gift). The agreement also assigned responsibility for object insurance, packing, and shipping to the lender. Once both parties signed this temporary custody agreement, the lender arranged shipping from Michigan to my institution in Massachusetts. We informed the donor when the package arrived and completed an incoming/temporary receipt describing the objects' conditions, date of return if uninterested in accessioning, and lender contact information. We then carefully unpacked the objects and studied each of the ten issues to determine whether or not we would accession them.

TEMPORARY CUSTODY AGREEMENT

AGREEMENT
The undersigned ("lender") hereby grants the objects described herein to the custody of the borrower for the purpose, and subject to the terms and conditions, set forth.

PURPOSE
The borrower desires
 to distribute the copy of the _____
 other _____

ISSUE OF STATE OF CALIFORNIA - JULY 22ND - 1850
 Issued in the year of our Lord one thousand eight hundred and fifty
 Lender Name & Contact _____
 Shipping address _____
 Shipping number _____

OBJECTS (Name, Title, Provenance, etc.)
 The issue of the newspaper "The Freeman" was given to the borrower in good condition and in its entirety.

INSURANCE
 The borrower shall insure the objects at _____

PACKING
 The lender is responsible for the safe packing, handling, and shipping.

LENDER SIGNATURE _____

DATE & TIME _____

Accession

We considered a multitude of factors to determine whether or not we would accession all, some, or none of these objects. We first considered whether or not we needed to have the objects appraised. Given their lack of monetary value, and the donor's indifference to receiving a tax cut as a result of his potential gift, we felt it unnecessary to receive an appraisal. Had we decided to get these objects appraised, we would have required the donor to pay for the appraisal.

We carefully considered whether or not these objects aligned with the museum's mission. Given our focus on African American history with particular emphasis on African American contributions to the economy, politics, science, literature, and more, the curators decided these objects appropriately aligned with the mission since Mary Ann Shadd Cary, an African American woman, published the newspaper.

We then asked: Are these objects of museum quality, as defined by our institution's policy? Our policy emphasizes object rarity, authenticity, historical import, cultural import, and physical integrity when determining museum quality. Upon further research, we discovered that these issues of *The Provincial Freeman* were indeed rare. The "Accessible Archives" has recently made some issues of this newspaper available, but only behind a paywall. Moreover, none of the digitized issues are the same as the issues we received. Thus, although some issues may be digitized, the lack of broader public access to these sources increases rarity. Through this research, and prior provenance research conducted with the donor, we confirmed the authenticity of these documents. Regarding historical and cultural import, these documents certainly prove both historically and culturally important because *The Provincial Freeman* was the first newspaper published by an African American woman in North America. This certainly reveals its importance to expanding our understanding of African American literature and journalism. Thus far in our analysis, the objects appear to be of museum quality; however, some of the issues' physical integrity was in question. Two of the issues were nearly impossible to read due to faded ink and cracked/ripped pages. The other eight had relatively fair physical integrity, though, and with proper preservation, we felt we could preserve them for future use.

Next, we considered potential ethical and legal issues. We found no potential ethical issues given these are not objects of cultural patrimony. Moreover, since these objects were obtained legally (they were passed down generation to generation within the donor's family), we had no legal concerns.

With provenance proven by the donor and ethical and legal issues settled, we next considered whether we could properly care for the objects. As many museum professionals know, microfilming is the recognized best way to preserve historic newspapers. Fortunately, our institution owns microfilming equipment thus easing our ability to preserve these documents. Moreover, the temperature and humidity in our storage facilities are well-regulated so the objects would be safe.

Ultimately, we decided to accession the eight issues in the best condition and return the other two issues to the donor. We informed the donor of our decision to accept eight issues into our collection and returned the other two at the donor's expense. We also mailed the donor the "Deed of Gift" form and the tax receipt for their records, should they decide to request a tax deduction. Upon completing the "Deed of Gift" form, we now had full legal custody of the objects, including complete copyright licensure.

Numbering

We then began formally accessioning these eight objects by numbering each object with a proper accession number. Based on date of publication, we numbered the objects as follows:

2021.1.1
2021.1.2
2021.1.3
2021.1.4
2021.1.5
2021.1.6
2021.1.7
2021.1.8

I tasked an intern with writing these numbers (in pencil) on the back, upper right hand corner of each issue.

Condition Reporting

Once we numbered these objects, we completed condition reports for each issue. Each condition report included foundational information such as the accession number, object name, object description, classification, material, measurements, and date/name of the staff member completing the report. For each issue, the object name was "The Provincial Freeman, [date of publication, location of publication]." When noting the condition of each object, we used language specific to describing damage on paper objects. Some of these terms include cockling, dimpling, dog-ear, foxing, and wrinkling.* We also used zones to describe exactly where damage was located. For example, one issue had been dog-eared in the upper right hand corner so we wrote on the condition report: TR: Diagonal crease from prior dog-ear. By using these zones, we hope to differentiate between pre-existing and new damage. Finally, we photographed the front of each newspaper issue to more accurately document pre-existing damage.

*For definitions of this terminology, see my presentation on historic newspapers at the button below.

[Historic Newspapers Material Presentation](#)

Measuring

As part of the condition reporting process, we measured each issue. When measuring objects on paper, you should measure the left side for height/length and the bottom for width. We followed this process when measuring issues of *The Provincial Freeman* and made note of the measurements on the condition reports. These measurements will prove useful when determining storage specifics.

Additional Research

Once we completed the condition reports, we tasked an intern with conducting additional research on the provenance and use of these objects. This intern located a great deal of information on Mary Ann Shadd Cary's early life, emigration to Canada, activism, and later return to the United States. This intern also located details on why Shadd Cary decided to publish *The Provincial Freeman*, what backlash she received as a result, and how long the newspaper was in print.* As we know in the museum profession, an object is only as good as its associated information. This breadth of information, to be catalogued in the CMS with all the legal forms and condition reports, will prove priceless in future efforts to make these objects available for research and exhibition.

[Read More about Shadd Cary Here](#)

*If you are interested in learning more about Mary Ann Shadd Cary, please click the button below to view my recent publication through the University of Maryland's Recovering Democracy Archives.

Organizing Documentation

Now that we properly numbered, measured, photographed, condition reported, and researched the eight objects, we gathered all the associated documentation.

INCOMING/TEMPORARY RECEIPT	
PURPOSE	<input type="checkbox"/> Examination <input checked="" type="checkbox"/> Consideration for acquisition <input type="checkbox"/> Research Item <input type="checkbox"/> Other _____
DATE RECEIVED	3/2/2021
RECEIVED FROM (SINGOR NAME)	Robert G.
RECEIVED BY	Ms. Victory
MUSEUM SIGNATURE	

- Temporary Custody Agreement
- Incoming/Temporary Receipt
- Deed of Gift
- Condition Reports
- Photographs
- Background Research

DEED OF GIFT	
Donor Name	Robert G.
Donor Address	123 Court, Michigan
Donor Telephone	(921) 842-4444
DESCRIPTION OF OBJECT(S)	The issues of <i>The Provincial Freeman</i> , newspapers published in the 1850s. Objects mostly in good condition and relatively readable.
	Donor hereby transfers and assigns without condition or reservation all right, title and interest free of restrictions or encumbrances in the tangible personal property listed above (the "Object(s)"), and all rights including trademarks and copyrights associated with it to the museum.
	Donor warrants and represents that Donor has the full power of authority to transfer the Object(s) to the museum.
	Donor certifies that to the best of the Donor's knowledge, the Object(s) has/have not been exported from its country of origin in violation of the laws of that country in effect at the time of the export, nor imported into the United States in violation of United States laws and treaties.
DONOR NAME	DONOR SIGNATURE
ROBERT G.	
accepted for the museum	
By: Ms. Victory	Date: 3/2/2021

Once we gathered all documentation, we scanned the forms and uploaded them into the collections management system (CMS) as a back-up for the paper copies. In addition to uploading these forms to the CMS, we ensured the system included each object's accession number, source, geographic origin, brief biography of maker, and image.*

*We decided to return later to input the storage location of each object after we handled preservation needs.

Preservation

Historic newspapers are extremely fragile objects since they are made of wood-based paper with a high lignin content contributing to embrittlement and acidity. With this in mind, we knew microfilming was the best way to preserve these objects. Initiatives to microfilm historic newspapers began en masse in the late twentieth century and, fortunately, our institution possesses microfilming equipment. We quickly microfilmed these newspapers on 35mm polyester films prior to putting the physical objects in storage. We then stored the microforms in steel cabinets to protect them from potential water damage.

Storage

Once we microfilmed the objects, we researched how to best store the historic newspapers given their fragility. First, we did light surface cleaning to remove any dust/dirt and all foreign materials. For example, one issue had a paperclip in the upper left hand corner so we removed it prior to storing the object. We then determined which materials we needed for proper storage. Knowing that we should always store newspapers flat and only fold them along their central line when necessary, we located acid-free folders and boxes large enough to hold the whole newspaper without folding. Our measurements were especially useful here. When placing the newspapers in these folders, we interleaved the pages with alkaline buffered tissue to neutralize acidity and protect the newspapers. We then put these folders into a box and labeled the box as follows:

The Provincial Freeman
8 Issues
[Dates of each issue with accession numbers]

Finally, we decided to store this box of objects in an off-site storage facility while keeping the microforms in on-site storage because we knew the physical newspapers would not be accessed for research and thus did not need to be in on-site storage. Once we put the newspapers and the microforms in their separate storage facilities, we uploaded their precise storage information into the CMS.

Digitization

We decided to digitize the microforms of these issues for our institution's digital archive. This process required taking each microfilmed page of each issue and digitizing it to be added to our digital archive. Ultimately this came down to six images per each of the eight issues (48 images total). We digitized these objects because we wanted to publicize this new, important addition to our permanent collection. We also thought uploading these microforms to our digital archive would promote more research in African American newspapers. Moving forward, we plan to task an intern with transcribing these eight issues to make the text keyword searchable to ease researcher experience using our digital archive. We also plan to speak with the National Endowment for the Humanities and the Library of Congress to inquire if they would like to add these digitized microforms to their database of historic newspapers entitled "Chronicling America." Since Shadd Cary technically did not publish these newspapers in America, they may not be interested; however, we will ask regardless, given it could increase circulation of these important documents.

Exhibition

With these newspapers microfilmed and digitized, myself and fellow curators are currently working on a proposal for a new exhibition entitled "African American Publishers: Perspectives on American Society in Black and White." For this exhibit, we plan to use an interactive touchscreen display for visitors to explore these issues of *The Provincial Freeman* alongside other African American newspapers/magazines. We are still in the early proposal stages of this exhibit, but we believe these objects will prove useful.

Ongoing Care: Object Handling

As we continue to store and preserve these objects, future handling may be necessary to complete updated condition reports and assess for new damage in the case of an emergency. When handling these objects, as with other objects in our collection, volunteers and staff should wash and dry their hands thoroughly prior to removing them from storage. Staff could wear nitrile gloves when handling these objects but cotton gloves are strongly discouraged given the fragility of historic newspapers. Staff should ensure their work space is clear of food/beverages and is large enough for the entire newspaper to fit without the edges hanging off the table. Overall, staff should minimize handling given the fragility of these objects and so we will encourage staff and volunteers to handle the microforms rather than the physical papers whenever possible.

Ongoing Care: Risk Management

There are many risks associated with storing physical newspapers and microforms. Both the newspapers themselves and the microforms are extremely susceptible to water damage. With this in mind, we stored both object types in steel cabinets away from exterior walls and radiators to prevent water damage. We also have an agreement with a local film development lab that, in the case of water damage, they will try to save our microfilmed images.

Historic newspapers are also very susceptible to pests such as silverfish, fire brats, book louse, and carpet beetles. To protect these objects, along with other objects in storage, our collections management team has consulted with a pest control company to implement integrated pest management (IPM) techniques. The IPM program deemphasizes using harmful chemical pesticides. Instead, the collections management team has placed screens on all windows and doors and placed sticky traps under cabinets/shelves. They plan to check these traps once a week and replace them once they are no longer sticky. We hope these preventative measures will help us identify and dispose of pests.

Ongoing Care: Insurance

Unfortunately, given the cost of insurance, we do not plan to insure the physical newspapers. We do, however, cover the microforms under our current insurance plan which protects all microforms belonging to our institution. Thus, we have insurance for the microforms rather than for the physical newspapers.

Ongoing Care: Loans & Traveling Exhibitions

We will not loan the physical newspapers or include these objects as part of traveling exhibitions due to their fragility. However, my institution is willing to provide institutions access and copyright privileges to our digitized microforms. We would simply require proper paperwork and public acknowledgement of our contribution. By giving other institutions these rights, they could display the digitized microforms using interactive touchscreens within an exhibit, or printing out exhibit copies of the microforms. We would not lend the physical microforms themselves – only the digitized copies. Furthermore, we would prioritize lending these digitized microforms to institutions creating exhibits on the following topics: famous African American women, African American publishers, African American emigration, African American suffrage activism, and/or the African American press. We believe giving other institutions access to these digitized microforms will increase researcher access to these important objects and the information they contain.



MUSM704 Coursework

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Condition Reports

I completed three condition reports for objects in the McKissick Museum collection. By selecting the black buttons below each image, you can view scanned copies of the condition reports associated with these objects.



[A Hysterical Map of South Carolina](#)



[Painting of Professor R. Means Davis](#)



[Political Button that Says "Hustle for Russell"](#)

Below are some additional photos of myself while compiling the condition report for "A Hysterical Map of South Carolina."

Top of Page ●

○

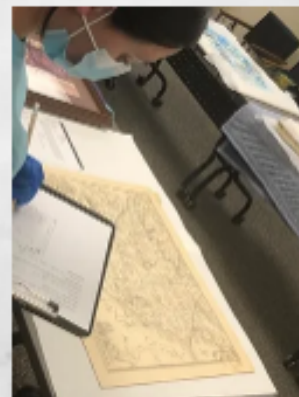
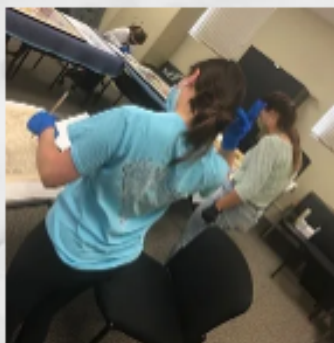
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Numbering

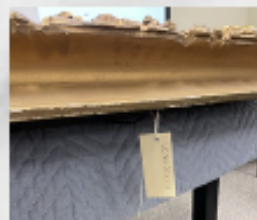
I numbered four objects in the McKissick Museum collection utilizing two numbering methods. You can read about how I numbered each object underneath each photo. You can also read my larger reflection on numbering by clicking the black button entitled "Reflection on Numbering Objects."



"Framed Photographs of the University of South Carolina Campus"

Method: Archival Tag

When numbering these objects, I first removed the old, faded archival tags. I then carefully re-wrote the accession numbers on the new archival tags and tied these tags to the frames' hanging wire.



"Painting of Professor R. Means Davis"

Method: Archival Tag & Clear Lacquer

This object had an old accession number etched into the wooden frame. We had to keep this old accession number visible for the sake of responsible recordkeeping but also draw attention to the new number. With that in mind, I labeled the object in two places: writing on the archival tag (pictured) and pasting a printed number on the back of the frame using a clear lacquer.



"Political Button that Says 'Hustle for Russell'"

Method: Clear Lacquer

When numbering this object, I ensured I left the original label "SC Gov. 1958" visible. To label this object, I used a clear lacquer aligned with museum standards to paste the small sheet of paper to the backside of the button.

Reflection on Numbering Objects

Transporting Objects

One reflective assignment I completed for this course was creating a scenario-based outline of how to safely transport an object from storage to an exhibit space. I chose a framed 16x20 photograph as my object of concern (see "Framed Photographs of the University of South Carolina" above for an example of this type of object). Below is my step-by-step process in transporting this object.

Object:

16x20 Framed Photograph

Condition:

Frame: Very good - No cracks in frame or protective glass

Photograph: Good - No visible fading or tears

Time off Exhibit:

1 year

Starting Location:

First floor of off-site storage

Ending Location:

Second floor exhibition gallery 1 block from storage facility

Step by Step Instructions:

1. Before going to storage to retrieve the object, you should check and double-check the accession number of the object meant to go on exhibit via the collections management system used by your institution. Make note of that accession number and the object's location in storage.
2. Then, check that a recent condition report has been completed for the object in question. Having a recent condition report prior to transporting or exhibiting an object is crucial because it allows you to take note of any new damage caused by transport or exhibition. In this case, a condition report was completed by the curator 1 week prior to the day of transport.
3. Now with all the paperwork accounted for (confirmation of accession number/object location and a recent condition report), you can prepare for transport.
4. First, you will want to gather packing materials. Since this is a short transport, the following packing materials are recommended:
 - Corrugated polystyrene sheeting
 - Bubble wrap
 - Plastic bin or wooden bin with lid, large enough to lay framed picture flat inside
 - Blue painters tape
 - A cart
 - Soft foam
5. Take the packing materials to the off-site storage space. Make note of any potholes or hazards (sticks, rocks, bumps) in the sidewalk or road you must traverse to get to and from off-site storage.
6. Once arrived in storage, double check that the accession number listed in the exhibition details matches the object you are removing from the shelf.
7. Wrap the object in corrugated polystyrene sheeting.
 - If you do not have this material, you can just bubble wrap the object given the short trip.
8. Then wrap the object in bubble wrap. Secure the bubble wrap around the object with blue painters tape. Be careful to not stick the tape to the object itself.
9. Then lay the object flat in the wooden box or plastic bin.
10. If there is extra space surrounding the object, add soft packing materials, such as soft foam, to prevent the object from sliding and potentially damaging the frame.
11. Close the container with the lid to prevent debris or dirt from getting near the object since it must travel outside.
12. Before leaving the storage space, place an "object moved" tag to indicate that the object is currently on exhibit to prevent confusion among researchers or staff.
13. Place the bin containing the object on the cart and wheel across the street to the museum exhibition building. Be careful to avoid potholes and other road imperfections that could jostle and subsequently damage the object.
 - You may want to have one person walk ahead of the cart to remove any obstacles from the route.
14. Once you arrive to the museum, use the elevator to move the object upstairs to the exhibit space. If there is no working elevator, have two people carry the bin upstairs making sure to keep the bin level at all times to avoid jostling the object.
15. Now your object has arrived safely and is ready to be properly installed!

Object Safety Scenarios

In class we reviewed object-safety scenarios to assess our understanding of how to acquire an object, loan an object, and handle disasters surrounding objects. Below are two buttons that will allow you to read about the object in question, the scenario at hand, and how we handled the issue that arose.

[Richard Avedon Artwork & Object Loans](#)

[Benjamin Franklin Bust & Theft](#)

Debating Repatriation of Benin Bronzes: Game Play

We spent a few class sessions embodying characters such as American museums, Nigerian museums, and philanthropic organizations to debate a hot-button issue in the museum world: repatriation of Benin bronzes. In this debate, I took on the role of director of The Museum of Archaeology and Anthropology at the University of Pennsylvania in Philadelphia. My job was to decide if Penn Museum should repatriate its bronzes while bearing in mind public opinion, the need to resolve debt, and ethical as well as legal concerns. Throughout the game, various complications arose that forced me to alter my strategy to ensure Penn Museum adhered to ethical and legal guidelines while also preventing bankruptcy. This multi-day activity yielded many tangible examples of my work. You can navigate through this work using the buttons below.



From Wikimedia Commons

[Developing Strategy & Introductory Speech](#)

[Complications & Strategy Adjustment](#)

[Midpoint Game Reflection](#)

[Final Game Reflection](#)

Materials Presentation

This presentation details how to care for, store, preserve, and exhibit historic newspapers with consideration of many factors which make caring for historic newspapers a particularly delicate endeavor. You can view my presentation materials below.



[Presentation](#)



[Informational Handout](#)

[Bibliography](#)

HIST781: National Postal Museum COVID-19 Online Exhibit Proposal [Group
Project]

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Introduction

The COVID-19 pandemic has shown museums the importance of creating digital engagement opportunities for visitors. As the National Postal Museum remodels the atrium level of their galleries, they would also benefit from developing new digital exhibits that provide education resources and appeal to visitors desiring additional content as well as visitors unable to physically visit Washington D.C. In fact, some of these new digital exhibits could discuss how the COVID-19 pandemic intersects with the postal service. With this general idea in mind, this report will propose a “behind the scenes” blog analyzing what University of South Carolina undergraduate students found to be the most important connections between the COVID-19 pandemic and the postal service. By analyzing these students’ connections, this blog will provide interesting insight into young people’s perspective on the COVID-19 pandemic, the postal service, and the intersection between them.

Before this digital exhibit/blog concept is discussed, it is pertinent to provide some information as to how this data was collected. Regarding data collection for the interviews, we analyzed the questions undergraduate students asked of postal workers and sorted these questions into categories. Some of these questions fit into multiple categories and thus are counted in each. Furthermore, some interview recordings did not verbally ask questions. Presumably, the interviewee had been given the questions in advance so they could answer them in a monologue fashion. Alternatively, some interview videos were edited to cut out the questions and leave the answers. In these cases, no question data could be gathered. Finally, many of the interviews were with the same people who thus were able to anticipate what questions would be asked (particularly introductory) and this may have artificially lowered the volume of questions in certain categories. As a second note, the responses did not always follow the question asked and

some responses may have precluded a question which the interviewer planned, thus no longer necessitating it being asked. Understanding certain limitations to this data and corresponding observations is critical to provide a more complete picture of these students' connections between the postal service and the COVID-19 pandemic.

Our digital exhibit exploring what students found important when considering how the COVID-19 pandemic intersects with the postal service will be in a digital blog format. We chose to create a blog, rather than a traditional digital exhibit, for a few reasons. Firstly, the undergraduate students did not provide object suggestions or a large selection of aesthetically pleasing photographs. These realities made it necessary to be creative in our approach to the sources. This ultimately led us to a descriptive blog providing a behind the scenes look into young people's perspectives and into how museums can use these perspectives to shape larger initiatives. Secondly, to avoid a monotonous digital exhibit and appeal to a variety of learners, we wanted to visually depict the data we discuss, especially the interviews. Thus, we thought a blog was a good approach since it would allow us to describe in words and images the observations we have made. Third, we chose to write a blog due to the large blog section on the National Postal Museum's website. The blogs available on the website date back to September 2009 and cover a wide range of topics. These topics are sorted into categories such as "Civil War," "Holidays," and "Owney."¹ These categories are extremely useful in helping visitors find a topic they are interested in learning about; however, there is no category for "behind the scenes" blogs. Despite this, there are eighteen blogs which could be placed within the category "behind the scenes."² Many of these blogs discuss preservation/conservation or highlight a specific intern's project/experience at the National Postal Museum. Our blog would be a useful addition to this category given it provides insight into how data collection can inform museum initiatives

and enhance museum's understandings of the public, a topic not often discussed in the current blogs. Ultimately, we believe formatting our digital COVID-19 and the postal service exhibit as a blog is a useful way to provide this information to the public and the National Postal Museum.

This blog about young people's perspectives on COVID-19 and the postal service will serve a dual purpose as it will attract a wide variety of readers and be a useful tool for National Postal Museum employees. Regarding readers or digital visitors, this blog appeals to a variety of people. For example, those interested in museum collecting will be intrigued to understand how data collection can help museums determine what is important to collect, according to the public. This blog will also appeal to those curious about what young people find important about the pandemic, such as anthropologists or those with a general interest in the topic. Furthermore, this blog would attract curious audience types such as explorers and rechargers, as defined by the National Postal Museum Interpretive Master Plan.³ This blog will also be a useful tool for National Postal Museum employees. For example, the connections between COVID-19 and the postal service commonly emphasized by young people could be integrated into exhibitions or education programming if the National Postal Museum feels they should attract more young people. Furthermore, this data, particularly the photographs, reveal that some undergraduate students do not differentiate between the federal postal service and FedEx or UPS. This gap in knowledge will hopefully encourage the National Postal Museum to develop education initiatives to teach the public about this difference, or it may encourage the museum to discuss the USPS alongside FedEx and UPS for education purposes.

Finally, it should be noted that this digital exhibit embraces important notions set forth in the National Postal Museum's Interpretive Master Plan (IMP). Although this plan is meant to inform remodeling efforts of the atrium galleries, in order to present a consistent image of the

National Postal Museum, it makes sense to incorporate the notions of the IMP into digital exhibitions as well. With this in mind, this blog will feature attractive visuals and graphs, which the IMP encourages in all exhibits, to draw in visitors.⁴ Furthermore, the conclusions drawn based on the interview questions and photographs analyzed will reveal common themes of interest that align with themes which the IMP wants to emphasize in their exhibits. For example, the interview questions and photographs reveal an emphasis on community, infrastructure of the postal system, and civics/political power.⁵ Thus, the focus and structure of this digital exhibit aligns quite well with the IMP and will thus promote a consistent image of the National Postal Museum whether visitors come in person or digitally.

Overall, this blog is a useful addition to the National Postal Museum's digital content given it aligns with the goals set forth in the IMP and fits with other blogs already featured on the museum's website. Furthermore, this blog serves a dual purpose given it helps visitors understand how museum professionals can use data to craft exhibits and programming while simultaneously providing National Postal Museum employees a useful resource when considering how to create exhibits pertaining to the COVID-19 pandemic and the postal service. Many of the ideas presented in this introduction will be explored in more detail throughout this proposal. The next section will provide the actual written blog post complete with images and graphs. Finally, a brief conclusion will be offered to summarize the main points of this project.

Written Blog

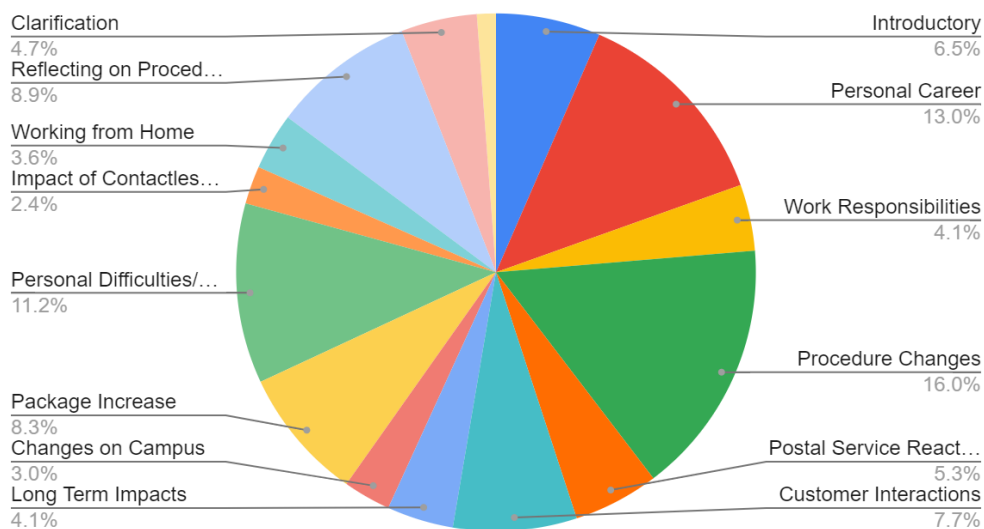


[COVER PHOTO] *Photo Credit: Justin Morey, photo taken 03/25/2022 of Vance Post Office*

In the Spring of 2022, undergraduate students at the University of South Carolina conducted interviews with postal workers on their experiences with the COVID-19 pandemic. For many of us, the postal service exists as an invisible branch of the government, but when the world shut down many people depended on the postal service to access necessary supplies and to interact with inaccessible friends and family. Though the mail and other delivery services perhaps became more prominent in our lives during the pandemic, did it really change the ways in which people see the postal service and postal workers? In their semester projects, these students demonstrated what young Americans find most important about the postal service now that they have lived through the COVID-19 pandemic. Through their research, the National Postal Museum will be able to not only discuss the content of the interviews, but also the behind-the-scenes work which the students put into collecting these interviews. The students' projects demonstrate how interviews can tell us not just about the intended subjects, but about the interviewers too.

Students were charged with interviewing postal workers and photographing the pandemic's effects. The questions they chose to ask and the things they chose to document reveal how college students think about their postal service now, in the later stages of the pandemic. By analyzing the frequency of certain questions, the National Postal Museum can determine which question themes were most valued by students and what they associated most with the postal service and its pandemic experience. About half of the questions which students asked were related to the personal experience of postal workers, some of which might have just been the students trying to foster camaraderie with their interviewee. Some of these questions related to specific aspects of the interviewee's personal experience, such as procedure changes (16%), customer interactions (7.7%), package increase (8.3%), personal difficulties (11.2%), and reflecting on those procedure changes (8.9%), to name a few of the larger percentages.

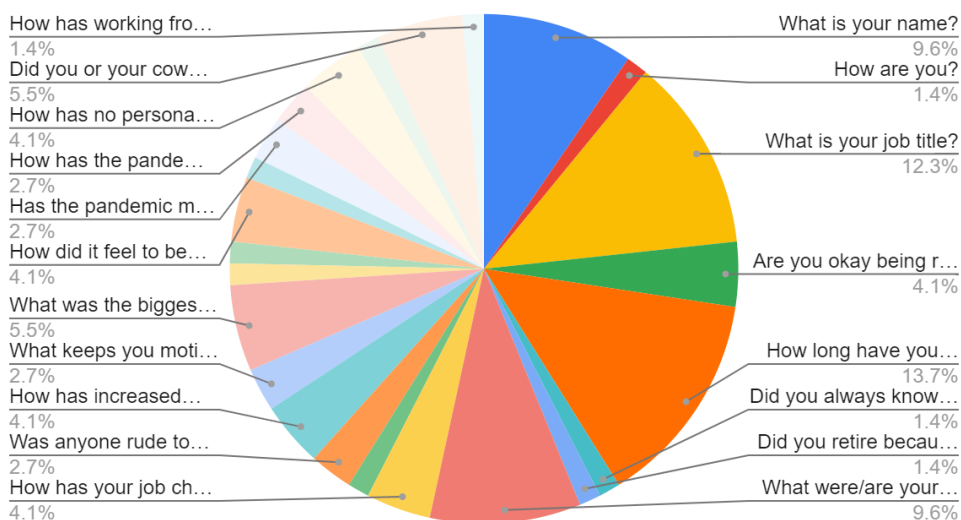
Frequency of Question Theme



This graph depicts the frequency of questions asked by the undergraduate students. These questions are sorted into categories in order to make it visually easy to understand what kind of questions undergraduate students found important to ask of postal service members.

Looking at these categories allows us to see what students care about most with the postal service in the pandemic. The most common interest the students demonstrated was in the procedural changes the postal service implemented during the pandemic. However, despite the focus on procedure, most of these questions were related to the more personal questions asked by the students, revealing their interest in discovering the human experience of postal workers in the pandemic. Some of these questions relate to what it felt like to be an essential worker, or what the biggest hurdle the individual had to overcome was.

Personal Questions Frequency



This graph shows the specific interview questions asked that fall within the “personal questions” category. This graph provides insight into what kind of personal questions undergraduate students found useful in understanding postal service workers’ experiences.

Interestingly, though this project was for a class at the University of South Carolina, the students did not focus heavily on changes in campus mail procedures which made up only three percent of the question themes determined in this project even though many of these undergraduates may live on campus. Another interesting aspect of the students’ collection was its inclusivity. The students did not limit themselves to documenting only the federal postal service,

or USPS, but also included private postal services like UPS, FedEx, and Amazon. This demonstrates that students saw the pandemic's effects on all mail service, not just the federal postal service. This information may help the National Postal Museum in its future educational programming as they can either more clearly separate the USPS from other mail services, or expand and include all mail services in their exhibits and programs.



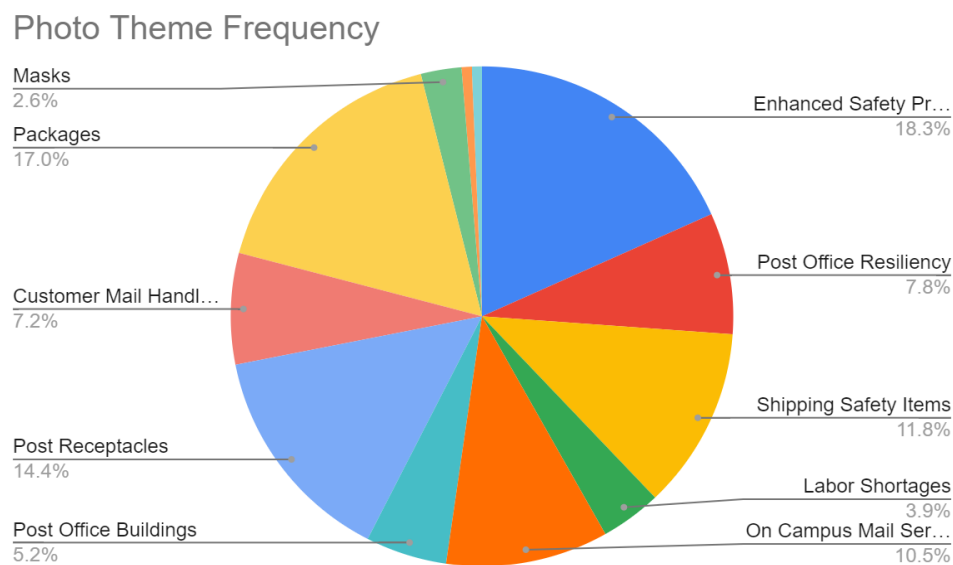
[Left] Depicts a UPS office. [Right] Depicts a USPS office.

Photo Credit [Left] Allison Louderbough, taken 03/24/2022 of UPS, Forest Drive, Columbia, SC

Photo Credit [Right] Justin Morey, taken 03/25/2022 of Vance Post Office

The same trends which students embodied in their interview questions are apparent in their collected photographs. Around 28 of the 153 photos submitted, the largest group of the photos, dealt with enhanced safety protocols including hand sanitizer, social distancing signs, contactless options, and signs encouraging mask wearing. This echoes the interview questions about procedure changes during the pandemic. Students also tended to submit photos of packages stacked up and home COVID-19 tests which show their bias toward their own personal experience with the postal service and the pandemic. In this case, the National Postal Museum needs to consider the students' lack of knowledge of what happens behind the scenes of the postal service and that, due to this, they are only able to pull photographs which demonstrate their own personal experiences, and not that of the postal employees. That said, the photos generally prove more one dimensional when compared to the interview questions asked by the students as the questions seek to uncover the personal human stories, whereas the photos are not

able to provide that personalized experience. As such, interviews are important tools for historians to use when creating exhibits as they add personalized content to a one-dimensional photograph or object.



This graph depicts the frequency of photographs taken by the undergraduate students. These photographs are sorted into categories in order to make it visually easy to understand what kind of imagery undergraduate students found important to document.

This behind-the-scenes look at student interviews shows how it is possible to learn not only about the intended subjects, in this case the postal workers, but learn about the interviewers as well. By conducting these interviews, the University of South Carolina students demonstrated they were not simply interested in how the pandemic changed protocol in the post office, but also how it shaped the personal experiences of these individual postal workers. During the pandemic, the mail became more personal and important to many Americans. That personalization is shown in University of South Carolina students' interview questions and collected photos. Not only does this project demonstrate how young Americans are interested in learning from and relating to

postal workers who were such a large part of their lives during the pandemic, but the interviews and photos also emphasize community, infrastructure of the postal system, and civics.

Conclusion

This report has proposed a blog for inclusion on the National Postal Museum's website. This blog is complete with the full written text, graphs to depict data, and other visuals. This report has also defined why this blog is useful to general visitors, those interested in collecting, and National Postal Museum staff themselves. We believe this project will prove an interesting addition to the museum's current blog page by providing a new behind-the-scenes look into how museums can take information from community members and incorporate this information into future exhibition and education initiatives.

Appendix A: Current Blogs

Preservation Practices

[“Postal Uniform Preservation Project”](#) (April 27, 2017)

[“Resources and Tips for Preserving Your Collection”](#) (May 2, 2016)

[“Adventures in Preservation at the National Postal Museum”](#) (August 10, 2015)

[“Observation and Preservation Pastime”](#) (June 15, 2015)

[“The 10 Agents of Deterioration”](#) (April 29, 2015)

[“Preserving the Real Thing: An Interview with Owney the Dog’s Taxidermist”](#) (May 26, 2011)

[“What Does It Take To Preserve a Mailbag?”](#) (October 19, 2010)

Conservation Practices

[“Conservation of a Rural Free Delivery Wagon Model”](#) (December 4, 2020)

[“Conserving Mail Collection Boxes from around the World”](#) (August 16, 2012)

[“Treating Objects Impacted by Disaster: The 9/11 Mailbags”](#) (October 14, 2011)

Storage Practices

[“What is “Off” about “Offsite””](#) (May 13, 2013)

[“The Final Frontier”](#) (September 8, 2013)

[“The Steps of Prep”](#) (December 18, 2012)

Digitization Practices

[“Out of the Vault and onto the Web: Digitizing the Certified Plate Proof Collection”](#) (October 1, 2009)

[“Photographing Owney's Tags”](#) (October 4, 2011)

Exhibition Practices

[“Behind the Scenes: Installing a Museum Exhibit”](#) (August 19, 2016)

Collection Practices

[“Researching Objects for New Acquisitions”](#) (May 28, 2021)

[“How We Catalogued 3,600 Things”](#) (October 1, 2015)

Endnotes

1. Smithsonian National Postal Museum. "Blog." Last modified April 6, 2022. <https://postalmuseum.si.edu/blog>
2. See a list of these blogs in Appendix A: Current Blogs.
3. National Postal Museum, *Atrium Level Interpretive Master Plan*, 13.
4. National Postal Museum, *Atrium Level Interpretive Master Plan*, 14.
5. National Postal Museum, *Atrium Level Interpretive Master Plan*, 19.

HIST781: National Postal Museum Atrium Renovation Proposal

****This proposal was crafted in consultation with Lynn Heidelbaugh, History Department Curator at the National Postal Museum, who has asked useful questions when designing this specific exhibit concept.**

Introduction

Since the National Postal Museum officially opened in 1993, it has endeavored to tell stories of how the postal system has continuously bound a nation together.¹ In order to continue telling these stories to diverse audiences, the museum has expressed a need to update its exhibits to provide a cohesive narrative on the atrium level of the museum. This document will propose one exhibit concept by describing how the proposed exhibit aligns with the National Postal Museum's Interpretive Master Plan (IMP) and larger museum theory, what collections practices the museum will need to make this exhibit a success, what format this exhibit would take and why, and what objects could be used in this exhibit. The hope is that this exhibit will help the National Postal Museum achieve its mission of preserving and interpreting its collections to educate, challenge, and inspire its audiences.²

Exhibit Concept & Justification

I propose an exhibit that will highlight how Americans used the postal service to commemorate important events and forge a national identity in distinct moments of American history. To accomplish this, this exhibit will use postal service items including stamps, letter covers, and cancellations to show how the American people used postal items for commemorative purposes and to forge national identity. Through this emphasis on identity formation and commemoration, this exhibit will successfully combine broader narratives about

American history with the story of the postal system. In so doing, the exhibit will highlight the importance of the mail in shaping “American history and identities,” an idea the Interpretive Master Plan (IMP) cites as an overarching concept of the renovation.³ To further establish how this exhibit fits in with the museum’s IMP, I will explore how it engages with IMP big ideas, themes, guiding questions, and desires to engage audiences digitally.

The Interpretive Master Plan explained that the National Postal Museum does not want to create a chronologically ordered gallery space. Rather, it wants visitors to be able to explore the galleries freely and understand large ideas of the postal service’s importance no matter which exhibits they see or in what order they see them.⁴ This exhibit will avoid chronological organization by embracing a thematic structure instead. Indeed, the objects included in this exhibit will span from the nineteenth century to the twenty-first century. Since these objects will span such a wide breadth of American experience, the theme of national commemoration and identity will unite them. Doing so will show audiences that the postal system has been consistently involved in helping forge national identity and memory. Furthermore, audiences would be able to view this one exhibit and gain a deep understanding of the postal system’s involvement in American nation building without having to explore the entire museum. Finally, since this exhibit is thematic rather than chronological, certain objects or text panels within it could be integrated into other, larger exhibits quite easily without concern of disrupting chronological flow. Ultimately, the thematic-focused ideology which underlies this exhibit reinforces the IMP’s desire to avoid chronologically organized exhibits and makes this exhibit rather flexible.

This exhibit concept also neatly fits into three of the nine stated themes of the IMP. These themes are meant to be incorporated throughout the atrium level galleries and be explored in

more detail by individual exhibits.⁵ The themes this exhibit most clearly engages with are community, global interconnectivity, and identities: national, local, personal. Not all objects included in this exhibit will highlight all three of these themes; however, all three will be represented. For example, a letter cover about World War II soldiers and the war effort will highlight global interconnectivity during wartime as well as how national identity is forged on the homefront. On the other hand, a locally designed letter cover that depicts a new school would express local identity. These two types of objects are good examples of how these various themes can be expressed in this exhibit through different objects.

Additionally, this exhibit aligns incredibly well with some of the critical questions the IMP would like the new exhibits to address. The first question this exhibit addresses is: “How have Americans expressed and embodied their communities’ values in the postal system?”⁶ This exhibit addresses this question by showing how community values including homefront support of soldiers, education, patriotism, etc. are expressed in postal materials. The second question this exhibit addresses is: “Why and how have Americans used post offices, the mail, and other postal services to create a sense of place, community, inclusion, and exclusion?” This exhibit will primarily deal with how Americans interacted with the mail and postal service, rather than post offices. However, this exhibit can prove particularly useful in exploring how the mail and postal service reveal exclusion, like this question proposes. One way in which this exhibit could address inclusion and exclusion is by exploring how people of different races, ethnicities, sexualities, and/or classes created (or did not create) these postal service images. The final question this exhibit addresses is: “How has mail expanded our understanding of the world and our place in it?” This question can be explored through objects that show Americans’ concern or involvement

in international affairs as expressed through mail practices and imagery. As these examples reveal, this exhibit successfully addresses a few of the critical questions included in the IMP.

Finally, this exhibit addresses the IMP's proposal to include digital engagement in these new exhibits. The IMP believes digital engagement could help visitors engage in the galleries and via their mobile devices.⁷ As will be described in extensive detail in the section entitled "Exhibit Format & Visuals," this exhibit adheres closely to this emphasis on digital resources and engagement on personal devices.

Evidently, this exhibit concept focused on how Americans use the postal service to commemorate important events and forge a national identity in distinct moments of American history fits neatly into major suggestions of the IMP. It addresses large overarching ideas such as avoiding chronological organization, including digitized features, and discussing the role of mail in identity. It also addresses key themes and questions that the IMP wants to see interwoven throughout the new gallery spaces. Overall, this exhibit concept fits extraordinarily well with the goals set forth by the IMP.

Collections Recommendations

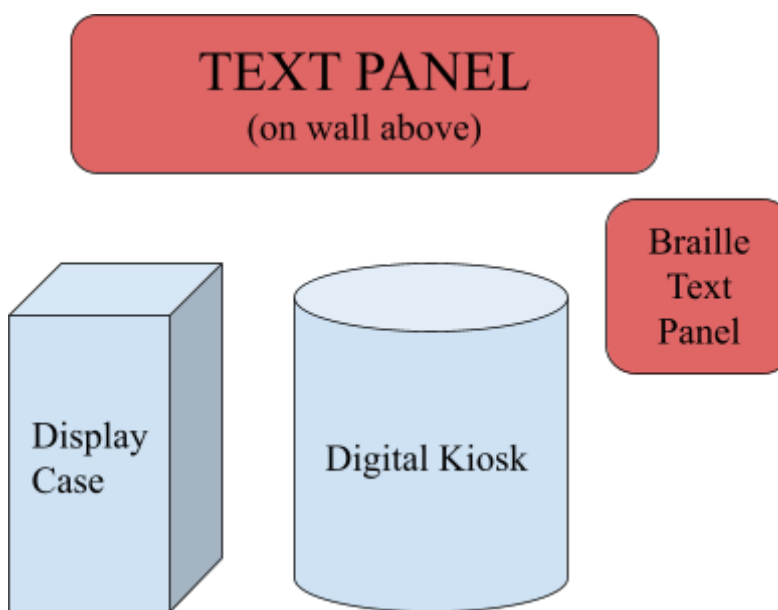
One risk this exhibit runs is presenting *all* Americans as having the same national identity or caring about commemorating the same historic events. In order to avoid this, it is critical that the interpretation recognizes the nuance of national identity and commemorative memory. One way to accomplish this nuance would be to collect and display objects displaying an array of identities and perspectives. For example, the National Postal Museum may consider asking the National Museum of African American History and Culture or the National Museum of the American Indian if they possess any letters, stamps, images of post offices, mailbox designs, etc. that express national identity as understood by these traditionally marginalized groups. By

reaching out to these institutions, as well as local institutions which also deal with marginalized groups, the National Postal Museum can ensure this exhibit emphasizes the nuance of national identity and commemoration.

Exhibit Format & Visuals

This exhibit will take the format of a small text panel, a small display case, and a digital kiosk.

One may envision this space to look like the following:



Text Panel

The text panel should include the following statement, or something like it:

“Throughout American history, American citizens have used the postal system to remember national events they found important. By remembering these important events, Americans tried to answer the question of “What is an American?” as they created a national identity using postal service items. This is seen through letter covers, stamps, and so much more. Take a moment to explore the many examples of national memory and identity we hold.”

Display Case

The display case would include a small selection of postal service objects that reflect these themes of national commemoration or American identity. For example, it may feature letter covers and stamps created for the bicentennial that commemorate major political figures in American history. It should be noted that the objects in this display case will need to be rotated every few months to protect the integrity of these largely paper objects.

Digital Kiosk


The digital kiosk will prove the bulk of this exhibit given the concern of protecting the integrity of postal objects. On this kiosk, visitors will be able to navigate a variety of screens to learn about commemoration and American identity and then see examples of digitized postal objects.

This may look like the following:




Image A: This is a mock-up of what the homepage of the kiosk may look like. You will notice these blue speaker boxes on each page of the kiosk. Upon pressing a speaker box, visitors will hear the words on the screen read aloud and hear detailed instructions on how to navigate through the kiosk. Visitors can then press the white arrow in the bottom right hand corner to navigate to the next screen.

Pick a Topic You Want to Learn About!

Remembering Abraham Lincoln 

Remembering Pearl Harbor 

Supporting the War Effort (World War II) 

Remembrance in the Centennial 

American Values: Education 


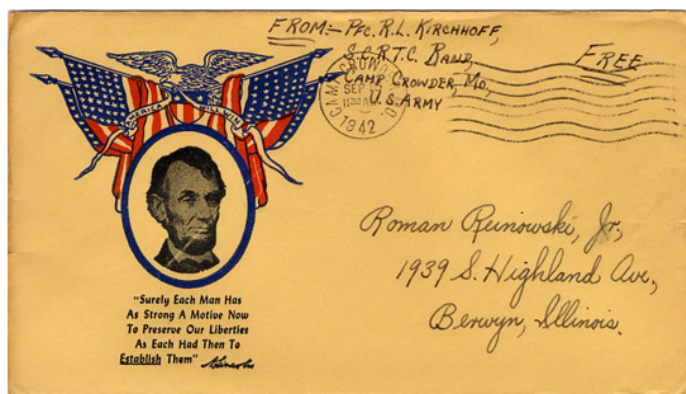
Remembrance in the Bicentennial 

Image B: The next screen may look something like this. You can see the speaker boxes throughout to verbally explain what each topic is. Visitors would then select a topic to explore by selecting the topic's button.



Image C: If a visitor chose the topic “Remembering Abraham Lincoln,” they would come to a page looking something like this. This page would have pictorial representations of all the objects available under this topic. Please note only a few of the possibilities have been selected for this visual depiction. Upon clicking the speaker box, visitors would be told to select an object they want to learn more about.



This letter cover was created by **Walter T. Poppenger**.

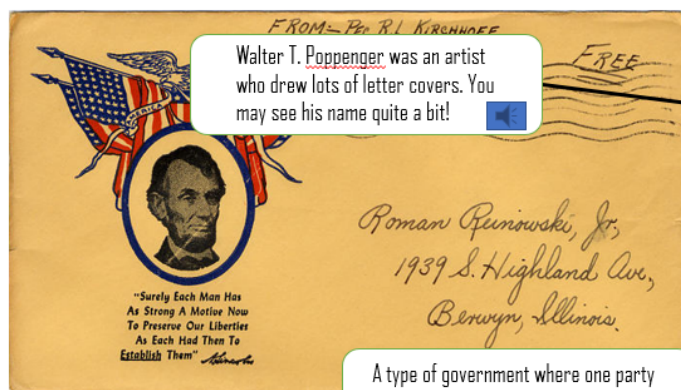
This cover shows how quotes from Abraham Lincoln were used to motivate Americans to support certain causes. In this case, the letter cover wants Americans to fight against **Fascism**.

Date: September 15, 1942
Place of Origin: Missouri
Place of Destination: Illinois
Historical Context: World War II



Return to Home

Image D: Upon selecting an object, the visitor would be taken to a page with the object's basic information and some more detailed information situating it in historical context. Once again there is a speaker box that would read this information aloud and visually describe the details of the object to any visitor.



This letter cover was created by **Walter T. Poppenger**.

This cover shows how quotes from Abraham Lincoln were used to motivate Americans to support certain causes. In this case, the letter cover wants Americans to fight against **Fascism**.

Date: September 15, 1942
Place of Origin: Missouri
Place of Destination: Illinois
Historical Context: World War II



Return to Home

Image E: Finally, visitors would be able to click on the red words of the object's description to learn a bit more about that person, event, ideology, etc. Once again speaker boxes are present to aid accessibility.

Other Features

To promote accessibility within this exhibit, the following recommendations should be heeded:

1. QR Code
 - a. A QR code on the side of the kiosk or under the text panel will allow visitors to see a website version of the kiosk's resources should there be a lengthy line to interact with the kiosk itself. This will also allow visitors to refer back to National Postal Museum materials upon their departure.

2. Braille & Audio Services
 - a. It is recommended that a braille version of the exhibit's text panel be available for blind visitors to access the information. It is also recommended that the National Postal Museum create an audio tour of the entire museum so disabled visitors can listen to the material presented in each exhibit. This audio tour should also include detailed audio descriptions of the objects on display. I acknowledge that creating this detailed audio tour is difficult and time consuming, but it will allow the museum to appeal to a more diverse audience as it desires.⁸

Some ideas for additional engagement in this exhibit include:

1. Lesson Plans for Teachers
 - a. The education department may consider compiling a mini collection of letter covers and stamps that commemorate a major historical event, such as Pearl Harbor, and create an associated lesson plan for teachers. This lesson plan may ask students to learn about the history of Pearl Harbor and then explore postal service objects that depict this history and the ramifications of the attack. Such a

lesson plan should rely on digitized versions of the museum's objects, adhere to national/state education guidelines, and be suitable for the grade level advertised. By creating these digital resources for teachers, the museum will take the museum to young people in a digital format and integrate schools into the museum experience, something museum theorist John Cotton Dana encourages.⁹

2. Scavenger Hunt

- a. The education department may also consider an in-gallery scavenger hunt for school groups that asks students to explore the kiosk as one of their "stops" on the scavenger hunt. This would allow students to engage with a lot of objects while creating a deliverable worksheet from their field trip.

3. Children's Activity

- a. An in-exhibit activity could be setting up a craft table where children can draw their own stamp or letter cover that commemorates an important event in their life that they wish to remember. This would help children understand the idea of identity and will allow for tactical learning without touching the objects themselves.

Exhibit Format Justification

This proposal has previously justified why the overarching concept of this exhibit aligns with the National Postal Museum's IMP (see "Exhibit Concept and Justification"). It is now important to justify why this exhibit is using a digital format in the form of a kiosk rather than a traditional display case. This format has been chosen due to the risks a traditional exhibit poses.

The majority of the objects included in this exhibit are paper (i.e., stamps, letter covers) which poses a serious issue for long term display. According to the Northeast Document Conservation Center, “No paper or other organic object should ever be on permanent display.”¹⁰ Rather, these objects should only be displayed for a maximum of three to four months at a time.¹¹ Due to the delicate nature of paper objects, I have chosen to heed museum theorist Steven Lubar’s advice to balance the desire to use objects with the need to preserve objects.¹² Thus, I created an exhibit that is largely digital with a small physical display. The physical display case should only hold three to five objects, thus making it easy for the curatorial team to switch out the displayed objects four times a year.

I could have just had this small physical display case, but I thought it important to give visitors the opportunity to explore the collections in more detail should they choose. Thus, I created the kiosk. The kiosk is immensely beneficial in providing curious visitors with more opportunities to learn. Indeed, I believe this exhibit with its emphasis on providing a choice to explore further or not will appeal to the visitor types of explorer, professional, and facilitator.¹³ An explorer is a visitor who is motivated by curiosity and hoping to learn something new. A kiosk will certainly ignite the curiosity of this visitor and hopefully encourage them to learn something new. A professional, on the other hand, will similarly benefit from this kiosk as they can easily navigate between the categories of objects available to pick a topic that suits their interests. Finally, a facilitator will find exploring the kiosk a fun, tactical activity they can participate in with their children. Furthermore, the additional children’s activity (see page 12) will prove especially appealing to a facilitator visitor type. Thus, this exhibit format is immensely beneficial due to the array of visitors it appeals to.

Along with how this exhibit format promotes curiosity and exploration for a variety of visitors, it also allows visitors to develop their own perceptions of the postal service. Although this exhibit tells how the postal service has played an important role in American national commemoration and identity, by allowing visitors to explore independently, they can craft their own knowledge, or simply enjoy looking at the immense collections available. Furthermore, by allowing visitors to explore freely, this exhibit avoids a strict object-based epistemology that relies on a structured ordering of objects. Instead, this exhibit allows for extensive fluidity, beyond categorizing objects under themes (see Image B).¹⁴ Indeed, this exhibit embraces John Cotton Dana's argument that "objects are silent" by allowing visitors to assign their own meanings to objects within this broad narrative of national commemoration and identity.¹⁵ This type of exhibit format aligns with the laissez-faire exhibit type, as described by Margaret A. Lindauer.¹⁶ Given this exhibit deals with such broad concepts of commemoration and identity, I believe this laissez-faire approach is useful because every visitor will come with different preconceived notions as to what their identity as an American, or as a foreigner trying to learn about American identity, is.

Finally, this exhibit format is immensely beneficial because it was formulated with accessibility at the forefront of the design. The accessibility features include the braille text panel, the audio tour option, the kiosk audio including object design descriptions, and the QR code option to allow visitors with ongoing concerns about COVID-19 to take the exhibit with them. With all these accessibility features in mind, this exhibit will surely support the National Postal Museum's goal to be "accessible and welcoming to all visitors."¹⁷

Despite all these benefits of a partially-digital exhibit, I would be remiss to ignore the financial cost of creating a kiosk-centered exhibit. Indeed, this will be costly to pay for a kiosk

and the upkeep of this technology; however, given the fragility of the objects included in this exhibit, the expanse of objects which align with this exhibit concept, the freedom a kiosk provides to visitors, and the accessibility benefits of such an exhibit, I think the cost will be worth it. Additionally, more and more institutions are establishing kiosks in their museums. For example, the South Carolina Confederate Relic Room & Military Museum is currently planning a large Vietnam war exhibit with multiple kiosks to enhance visitor experience. Thus, I think the National Postal Museum should embrace this turn towards integrating digital experiences into museum galleries.

Overall, this exhibit will provide visitors of all types with the opportunity to explore how the postal service has been involved in national commemoration and identity formation. By providing a small physical display case and digital kiosk with plenty of sources, this exhibit will allow visitors to explore at their own pace and based on their own level of interest. By giving visitors a say in their learning, this exhibit will prove immensely beneficial in encouraging visitors to return to the postal museum as there will always be more to explore on future visits.

Conclusion

In consultation with museum theory, the Interpretive Master Plan, and Lynn Heidelbaugh, this document has proposed an exhibit concept, recommended future steps for object collecting practices to support the exhibit, provided visuals of how this exhibit could be formatted, provided information on accessibility within the exhibit, created a list of preliminary “add-ons,” and justified why this exhibit ought to be in a largely-digital format. This exhibit adheres closely with the National Postal Museum’s Interpretive Master Plan and would ultimately be a useful addition to the atrium level galleries. Thank you for your consideration.

Appendix A: Potential Objects

The following is a list of object numbers of digitized objects (primarily stamps and letter covers) that could be used in this exhibit. They are sorted into categories by commemoration or specific event impacting national identity to ease the creation of the exhibit. It is my understanding that the collection contains more objects which align with this project, they are simply not digitized.

Abraham Lincoln Commemoration

[2002.2035.19](#)

[2002.2035.73](#)

[2002.2035.551](#)

[2002.2035.188](#)

[2008.2004.76](#)

[2008.2004.81](#)

[2008.2004.80](#)

[2008.2004.75](#)

[2008.2004.77.1-5](#)

The Centennial

[1980.2493.721](#)

[1980.2493.530](#)

[1980.2493.1007](#)

[1980.2493.596](#)

[1980.2493.709](#)

[1980.2493.796](#)

[1980.2493.1014](#)

[1980.2493.1046](#)

[1980.2493.1011](#)

[2005.2001.463](#)

[2006.2034.2](#)

Education & National Identity

[1980.2493.6060](#)

[1980.2493.6055](#)

[1980.2493.5882](#)

Racist Imagery & World War II

[0.064743.42](#)

[2002.2035.139](#)

[2002.2035.337](#)

[2002.2035.345](#)

[2002.2035.242](#)

[2002.2035.527](#)

WWII Bonds

[2002.2035.97](#)

[2002.2035.534](#)

[2002.2035.475](#)

[2002.2035.222](#)

WWII Sympathy for Soldiers

[2002.2035.150](#)

[2002.2035.250](#)

WWII Don't Spread Rumors

[2002.2035.41](#)

[2002.2035.42](#)

WWII Pearl Harbor Commemoration

[2002.2035.56](#)

[2002.2035.10](#)

[2002.2035.498](#)

WWII Bataan Remembrance

[2002.2035.70](#)

[2002.2035.67](#)

WWII Help Our Children

[2002.2035.601](#)

[2002.2035.573](#)

The Bicentennial

[1980.2493.14648](#)

[1980.2493.6084](#)

[1999.2004.34](#)

[1999.2004.47](#)

[2018.2005.1](#)

Endnotes

1. National Postal Museum, *Atrium Level Interpretive Master Plan*, 2.
2. National Postal Museum, *Atrium Level Interpretive Master Plan*, 5.
3. National Postal Museum, *Atrium Level Interpretive Master Plan*, 16.
4. National Postal Museum, *Atrium Level Interpretive Master Plan*, 21.
5. National Postal Museum, *Atrium Level Interpretive Master Plan*, 19.
6. National Postal Museum, *Atrium Level Interpretive Master Plan*, 17.
7. National Postal Museum, *Atrium Level Interpretive Master Plan*, 18.
8. National Postal Museum, *Atrium Level Interpretive Master Plan*, 15.
9. John Cotton Dana, *The New Museum: Selected Writings*, ed. William A. Peniston (Newark, NJ: Newark Museum Association, 1999), 60, 115.
10. Mary Todd Glasser, "2.5 Protecting Paper and Book Collections During Exhibition," NEDCC: Northeast Document Conservation Center, 1999, <https://www.nedcc.org/free-resources/preservation-leaflets/2.-the-environment/2.5-protecting-paper-and-book-collections-during-exhibition#:~:text=Most%20collection%20materials%20can%20be,living%20room%20in%20the%20evening>.
11. Mary Todd Glasser, "2.5 Protecting Paper and Book Collections During Exhibition," NEDCC: Northeast Document Conservation Center, 1999.
12. Steven Lubar, *Inside the Lost Museum: Curating, Past and Present* (Cambridge, MA: Harvard University Press, 2017), 130.
13. National Postal Museum, *Atrium Level Interpretive Master Plan*, 13.
14. Steven Conn presents this idea of an object-based epistemology. See: Steven Conn, *Museums and American Intellectual Life, 1876-1926* (Chicago, IL: University of Chicago Press, 2000).
15. John Cotton Dana, *The New Museum: Selected Writings*, ed. William A. Peniston, 140.
16. Lubar, *Inside the Lost Museum*, 157.
17. National Postal Museum, *Atrium Level Interpretive Master Plan*, 15.

HIST700: Research Paper Entitled “Uncovering Buried Stories: Enslaved Lives in Frederick City, Maryland, 1815-1845”

When Richard Potts died in 1808, the Orphans Court of Frederick, Maryland inventoried his property. Items such as a broken wheelbarrow, a draught horse named Charly, a spotted cow, an iron kettle, and a spinning wheel overwhelm the inventory. But nestled in the middle of this list of items and livestock lie the names of fifty-seven enslaved people ranging in age from four months to seventy years old. This inventory reduces these enslaved people’s lives to a simple list of their names, ages, and monetary values. A few enslaved people receive more detail. The assessor lists some in family units, such as Charity and her seven children, and even lists an enslaved man named Nat as a waggoner.¹ Although these details provide useful information to historians, one must remember why such details were recorded in the first place. By listing Charity with seven children and describing Nat as a waggoner, the assessor increased these people’s values: Charity for her reproductive capacity and Nat for his skill. Ultimately, these details reinscribed white oppression by basing these people’s lives entirely on a worth ascribed to them by white enslavers.² When we consider why Richard Potts’ inventory included such details, it forces one to approach the source with caution, even though this is the only record of many of these enslaved people’s existence.

¹ Frederick, Maryland, Liber R.B. no. 2, Frederick County, Maryland Inventory (1808-10), Richard Potts estate inventory, Feb. 16, 1809 & April 1, 1809, *FamilySearch*, MD Register of Wills Records, 1629-1999, 233-42.

² Marisa J. Fuentes provides a useful study of how legal documents can reinscribe the violence of enslavement. See: Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (Philadelphia: University of Pennsylvania Press, 2016). In 1852, Maryland passed a law that required enslaved people to be assessed at a fixed rate based on age and sex. This law prevented any enslaved person from being valued at more than \$400. This law did affect how inventories were conducted but comes after the timeframe of this study. See: Barbara Jeanne Fields, *Slavery and Freedom on the Middle Ground: Maryland during the Nineteenth-Century* (New Haven, CT: Yale University Press, 1985), 21.

Historians have long discussed the difficulties of telling enslaved people's stories due to the limitations of primary source evidence. As Michel-Rolph Trouillot has argued, archival silences are created at four moments: making of sources, making of an archive, making narratives, and making history in its final instance.³ In this case, silences were certainly created during the creation of sources, such as when enslaved people did not produce written sources, and archivists created silences during the making of the archive when they chose not to preserve certain documents.⁴ This paper confronts these issues by striving to write a narrative that reckons with silences. To overcome these silences, this paper relies on archival records such as Richard Potts' inventory among other estate inventories, wills, manumission and sale records, and runaway advertisements. But, because these sources tend to reinscribe the violence of enslavement, this paper also analyzes alternative archives, such as architecture, and uses informed speculation when the archival record is silent. This informed speculation is most noticeable in discussions of what type of work enslaved people completed or what motivated enslavers to sell/free their enslaved people. By reckoning with and attempting to overcome the silences of the archive by using legal documents and speculating as to what these people's lives looked like, this paper will tell the story behind the only known remaining slave quarters in Frederick City, Maryland.⁵ These slave quarters were constructed circa 1817 to service Ross House, a three-story mansion that also still stands today.⁶ By providing a narrative account of these slave quarters and demonstrating how these enslaved people's stories intersect with larger

³ Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston, MA: Beacon Press, 1995), 26.

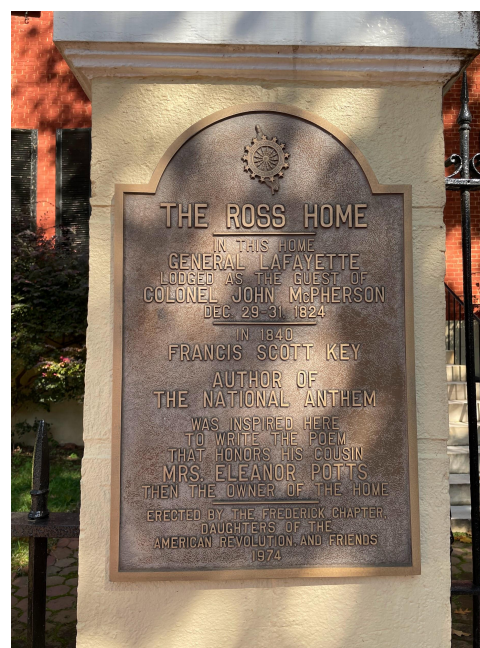
⁴ Terry Cook, "The Archive(s) Is a Foreign County: Historians, Archivists, and the Changing Archival Landscape," *The American Archivist* 74:2 (Winter 2011): 613, <https://www.jstor.org/stable/23079052>.

⁵ There is some speculation that the structure associated with Supreme Court Chief Justice Roger Brooke Taney's house located at 121 South Bentz Street are also slave quarters; however, this assertion has not been thoroughly researched and supported.

⁶ Maryland Historical Trust, *Inventory Form for State Historic Sites Survey: Ross House* (June 1973).

historic narratives about urban slavery, this paper hopes to inform the broader public about the enslaved people who lived and labored at Ross House.

This paper will first provide a brief review of historians' work on urban slavery including their discussions of urban enslaved life and how urban architecture reinforced oppression. It will then briefly overview the history of slavery in Maryland with specific emphasis on Frederick county and city. After establishing this important context, this paper will chronicle the story of these slave quarters from 1815 to 1845. This thirty-year story will be split into three periods based on who owned Ross House and the associated slave quarters: 1815–1829, 1829–1835, and 1835–1842. I recognize that this organization inherently reinscribes the violence of enslavement by basing the narrative structure around white enslavers' lives. However, given this research partially hopes to provide the Historic Preservation Commission (HPC) with information for a historic marker connected to built structures and land, I felt it necessary to use clear parameters of land ownership to frame this story. Furthermore, this paper prioritizes a narrative approach in order to reconstruct the lives of these enslaved people.



Figures 1 & 2: (left) Front view of Ross House located at 105 Council Street. Historic marker in front of Ross House describing how Marquis de Lafayette spent a few nights in the home and that Francis Scott Key's cousin, Eleanor Potts, lived here. Pictures taken by author 10/14/2022.

I – Prior Work on Urban Slavery

Early historians of urban slavery have discussed the existence and importance of urban slavery as well as how it interacted with rural slavery. In his 1967 book, Richard C. Wade explores what happened to urban slavery from 1820 to 1860 as he argues that “slavery in the cities was fundamentally the same wherever it existed” until 1860, when urban slavery disintegrated.⁷ While exploring the eventual demise of urban slavery, Wade reconstructs the lives of enslaved urbanites by addressing the constant supervision urban life afforded white oppressors.⁸ Claudia Dale Goldin's quantitative study builds on Wade's book by arguing that urban slavery proves the adaptability of slavery as an institution and subsequently insists that historians are incorrect in claiming that slavery was incompatible with urban life.⁹ Finally, David R. Goldfield argues that urban systems of enslavement interacted with rural systems of enslavement because both created a biracial society and supported an economy reliant on staple crop agriculture.¹⁰ This paper will demonstrate how Ross House of Frederick City reflects narratives of white supervision over urban enslaved people and how urban slavery interacted with rural areas.

Historians of urban slavery also study how cities' physical spaces reinforced systems of oppression. Gina Haney describes how the backlot of city lots was a “material manifestation of

⁷ Richard C. Wade, *Slavery in the Cities: The South 1820-1860* (Oxford, UK: Oxford University Press, 1964), ix, 3. Wade bases his analysis of urban slavery on New Orleans, Louisiana, Mobile, Alabama, Savannah, Georgia, Charleston, South Carolina, Richmond, Virginia, Baltimore, Maryland, St. Louis, Missouri, and Louisville, Kentucky.

⁸ Wade, *Slavery in the Cities*, 112.

⁹ Claudia Dale Goldin, *Urban Slavery in the American South 1820-1860: A Quantitative History* (Chicago, IL: Chicago University Press, 1976), 1, 106.

¹⁰ David R. Goldfield, *Cotton Fields and Skyscrapers: Southern City and Region, 1607-1980* (Baton Rouge: Louisiana State University Press, 1982), 11.

the contentious relationships between masters and enslaved people” as these backlots ensured constant supervision over enslaved people’s lives.¹¹ Wade hints at this by describing how slave quarters often stood no more than a few yards from the enslaver’s home and high walls around the lot created confinement and isolation from the outside world.¹² Andrea C. Mosterman’s 2022 study of Dutch New York provides the most recent example of this spatial analysis of urban slavery. Mosterman demonstrates how “geography and space can contribute to our understanding of slavery” by exploring urban space as a tool of oppression while simultaneously recognizing that urban space provided enslaved people greater access to public institutions such as churches, courts, and taverns.¹³ This paper will utilize some of Mosterman’s spatial analysis techniques by analyzing the structure and placement of the slave quarters related to Ross House. This spatial analysis will help compensate for the limited number of primary sources regarding these enslaved people’s lives.

Studies of urban enslavement tend to overlook Maryland except for brief mentions of Baltimore and Annapolis. For example, Wade and Goldin mention Baltimore in their studies and Clifton Ellis provides an interesting analysis of how spatial structures reinforced urban enslavement in Annapolis.¹⁴ But analyses of urban slavery in Maryland stop there. Historians likely focus on Baltimore and Annapolis since these were Maryland’s two largest port cities. Despite the value of these analyses, studies of urban slavery in Maryland overlook Frederick

¹¹ Gina Haney, “Understanding Antebellum Charleston’s Backlots through Light, Sound, and Action,” in *Slavery in the City: Architecture and Landscapes of Urban Slavery in North America*, ed. Clifton Ellis and Rebecca Ginsburg (Charlottesville: University of Virginia Press, 2017), 87, 97.

¹² Wade, *Slavery in the Cities*, 55, 114.

¹³ Andrea C. Mosterman, *Spaces of Enslavement: A History of Slavery and Resistance in Dutch New York* (Ithaca, NY: Cornell University Press, 2022), 12, 32.

¹⁴ Wade, *Slavery in the Cities*, 4, 124, 141, 248; Goldin, *Urban Slavery in the American South 1820-1860*, 19-20, 52-54; Clifton Ellis, “Close Quarters: Master and Slave Space in Eighteenth-Century Annapolis,” in *Slavery in the City: Architecture and Landscapes of Urban Slavery in North America*, ed. Clifton Ellis and Rebecca Ginsburg (Charlottesville: University of Virginia Press, 2017), 69-86.

even though it was the third largest city in Maryland by 1850.¹⁵ Since Frederick was a big city and is not a port town, it provides a vastly different image of Maryland urban slavery that is worth studying.

II – Maryland & Slavery

Maryland would not outlaw slavery until November of 1864, five months before the Civil War ended. Prior to this time, slavery thrived in the state, although the number of enslaved people had steadily reduced from 1790 to 1860. In 1790, enslaved people comprised $\frac{1}{3}$ of the state's population whereas by 1850, they made up only $\frac{1}{6}$ of the population.¹⁶ Northern Maryland, which includes Frederick, held an even smaller proportion of enslaved people because the region was “an overwhelmingly white and free labor society.” The emphasis on free labor was due to a few factors. The northern region tended to grow grain, rather than tobacco, and tended to host smaller farms. Indeed, according to an 1835 Frederick County tax assessment, 90% of farms were less than 300 acres large.¹⁷ These smaller, grain-growing farms ultimately did not necessitate a large labor force. This led to enslaved people making up only 5% of the region's population.¹⁸ Beyond its enslaved population, Maryland also housed a large free Black population. Indeed, by 1810, Maryland had the largest free Black population in the country.¹⁹

While this data shows what the enslaved and free Black population looked like in Maryland, it does not provide much insight into the demographics of Frederick county, and more specifically, Frederick city. Fortunately, local diarist Jacob Engelbrecht provides insight into Frederick city's demographics. In 1830, Engelbrecht recorded that Fredericktown (the

¹⁵ “Table 2.3: Free Black Percentage of Population of Ten Largest Maryland Cities and Towns, 1850,” chart, Fields, *Slavery and Freedom on the Middle Ground*, 34.

¹⁶ Fields, *Slavery and Freedom on the Middle Ground*, 1; *Up From the Meadows: A History of Black Americans in Frederick County, Maryland*, directed by Chris Haugh (Frederick, Maryland, 1997).

¹⁷ Max Grivno, *Gleanings of Freedom: Free and Slave Labor along the Mason-Dixon Line, 1790-1860* (Chicago: University of Illinois Press, 2011), 11.

¹⁸ Fields, *Slavery and Freedom on the Middle Ground*, 6.

¹⁹ Fields, *Slavery and Freedom on the Middle Ground*, 1.

nineteenth-century term for Frederick city) held a population of 477 enslaved and 402 free African Americans.²⁰ Meanwhile, the 1830 census records broader Frederick County as having 6,370 enslaved people and 2,716 free African Americans.²¹ These statistics reveal that although the majority of enslaved people resided outside of city limits, Fredericktown nonetheless hosted a substantial enslaved population by 1830. By 1860, though, the city's enslaved population diminished slightly whereas the free Black population tripled.²²



²⁰ Jacob Engelbrecht, *The Diary of Jacob Engelbrecht*.

²¹ House of Representatives, *Abstract of the Returns of the Fifth Census, Showing the Number of Free People, the Number of Slaves, the Federal or Representative Number, and the Aggregate of each County of each State of the United States* (Washington, DC: Duff Green, 1832), 15, <https://www2.census.gov/library/publications/decennial/1830/1830b.pdf>; Max Grivno provides detailed statistics of Frederick County's white, enslaved, and free Black population from 1790-1860. See: "Table 1: Population of Northern Maryland, 1790-1860 (Percentage Change over Previous Decade)," chart, Grivno, *Gleanings of Freedom*, 28.

²² Commissioner of Slave Statistics, *Slave Statistics Record Frederick County, MD, 1868*, Maryland State Archives CE14-1, <http://guide.msa.maryland.gov/pages/item.aspx?ID=CE14-1>; House of Representatives, *Abstract of the Returns of the Eighth Census, Showing the Number of Free People, the Number of Slaves, the Federal or Representative Number, and the Aggregate of each County of each State of the United States* (Washington, DC: Duff Green, 1862), 214, <https://www2.census.gov/library/publications/decennial/1860/population/1860a-18.pdf>.

Figure 3: Image depicting Ross House in relation to Frederick City Hall (formerly the Frederick courthouse). The City Hall is seen in the upper left hand corner and Ross House is the red building with black shutters on the right of the picture. Mathias House is the white house directly to the right of the red colored Ross House. Picture taken by author 10/14/2022.

III – The Construction of Ross House: 1815–1817

Although Frederick City was founded in 1745, Ross House and its associated slave quarters were not built until 1817. Colonel John McPherson, a wealthy landowner from Pennsylvania who moved to Maryland in 1781, was the first owner of Ross House.²³ After moving to Maryland, McPherson married Sarah Smith on September 11th 1783 and they had six children: Robert G., Edward B., Horatio, William S., John Jr., and Harriet (see Appendix A for McPherson family trees).²⁴ McPherson owned a great deal of property in Maryland including 16,000 acres in Washington county, 2,000 acres in Frederick county, and one lot in Alleghany county, in addition to holding property in Virginia, Pennsylvania, and Kentucky.²⁵ McPherson also owned half of Antietam Iron Works, which historians believe made him the largest landowner in western Maryland.²⁶

Although McPherson already owned a great deal of property, in 1815 he purchased two lots in Frederick city at public auction.²⁷ These lots stood directly across the street from the county courthouse and had previously been the site of the county jail. On these lots, McPherson

²³ Edward C. Papenfuse, "McPherson, John," in *A Biographical Dictionary of the Maryland Legislature, 1635-1789* (Baltimore, MD: Johns Hopkins University Press, 1985), 2:591-92; Maryland Historical Trust, *Inventory Form for State Historic Sites Survey: Ross House*, by Mr. and Mrs. Charles W. Ross, III, FHD-702 (June 1973).

²⁴ Frederick, Maryland, John McPherson marriage to Sarah Smith, Sept. 11, 1783, *FamilySearch*, Maryland Marriages, 1666-1970; Frederick, Maryland, Liber G.M.E. no. 1, Frederick County, Maryland Will Records (1828-34), John McPherson final will and testament, Jan. 12, 1827, *FamilySearch*, MD Register of Wills Records, 1629-1999, 98-99; Papenfuse, "McPherson, John," 2:591.

²⁵ Papenfuse, "McPherson, John," 2:592.

²⁶ Papenfuse, "McPherson, John," 2:591.

²⁷ Maryland Historical Trust, *Inventory Form for State Historic Sites Survey: Ross House* (June 1973).

ordered the construction of two homes: Ross House and Mathias House.²⁸ From 1815 to 1817, these homes were built based on the design of Irish immigrant and local architect Andrew McCleery.²⁹ Unfortunately, the historical record remains unclear as to whether enslaved or free laborers built the homes. After their construction, Mathias House became the home of McPherson's daughter, Harriet, and her husband, John Brien, while McPherson and his wife, Sarah, moved into Ross House next door.

In addition to the main mansion of Ross House, the property also contained dependencies in the backlot. A historical site record describes these dependencies as including an ice house in the center of the yard with "slave quarters on the west and a smoke house on the east." A seven foot wall surrounds the property with stables and a carriage house across the entire rear of the lot.³⁰ This construction created a box which confined enslaved people's working and living spaces within. Furthermore, the back of Ross House contains about a dozen windows overlooking this space. These design choices demonstrate how architecture supported white enslavers' efforts to oversee their enslaved people's activities.³¹

²⁸ It should be noted where the names of these two houses come from. Ross House is called so because it has been owned by the Ross family since 1890 when Ann Potts Marshall willed the home to her cousin, Cornelia Ringgold Potts Ross. Mathias House is called so because it has been with the Mathias family since 1942.

²⁹ Maryland Historical Trust, *Inventory Form for State Historic Sites Survey: Ross House* (June 1973).

³⁰ Maryland Historical Trust, *Inventory Form for State Historic Sites Survey: Ross House* (June 1973). This assertion that the stables line the rear of the property makes sense given that many wealthy urbanites maintained their own stables and tended to build these structures on side streets where land plots were cheaper. See: Clay McShane and Joel A. Tarr, *The Horse in the City: Living Machines in the Nineteenth Century* (Baltimore, MD: Johns Hopkins University Press, 2007), 116.

³¹ Mosterman, *Spaces of Enslavement*, 81.



Figure 4: Labeled aerial image of Frederick city block that contains city hall, Mathias House, and Ross House with its dependencies. Image courtesy of Google Earth, labeled by author.

IV – Colonel John McPherson’s Enslaved People: 1817–1829

Archival records provide ample evidence that Colonel John McPherson owned enslaved people; however, given the expanse of property he owned and the limited census data, it remains unclear which of these enslaved people lived at Ross House. Regardless, the evidence does allow us to reconstruct some enslaved lives. In 1791, McPherson manumitted a twenty-two year old enslaved man named Cyrus. Historians have uncovered that Cyrus was enslaved on McPherson’s farm in Pennsylvania. When McPherson moved to Maryland, he wanted to bring Cyrus with him but Maryland law prevented enslavers from bringing enslaved people into the state. To circumvent the law, McPherson manumitted Cyrus in 1791 and held him indentured for seventeen years in Maryland.³² Perhaps Cyrus was a skilled blacksmith who McPherson desired

³² Papenfuse, "McPherson, John," 2:591; Grivno, *Gleanings of Freedom*, 13.

to use at Antietam Iron Works, which he owned with John Brien, his son-in-law. Cyrus was theoretically released from his indenture in 1808, prior to McPherson purchasing Ross House. Cyrus may have continued working for McPherson as a paid laborer. Or, he may have returned to Pennsylvania, especially if he still had family there. Although Cyrus' life in enslavement and freedom is unclear, it is relatively certain that he never lived at Ross House given he was freed nine years before the house was built.

After the McPhersons moved into Ross House in 1817, a series of slave purchases provide some insight into who lived in these slave quarters. McPherson and Brien purchased four enslaved people from 1820 to 1821. On March 1st 1820, McPherson and Brien purchased Joshua aged twelve, Tom aged sixteen, and Jane aged thirty-four from Otho Sprigg for \$554.14.³³ On December 14th 1821, they purchased “a certain black Girl” named Suck aged “about sixteen years” for \$37.71.³⁴ This latter purchase of Suck listed McPherson and Brien as of Fredericktown whereas the previous purchase listed them as of Frederick county. Perhaps this was a minor oversight by the court recorder, but it is also possible that McPherson and Brien intended Joshua, Tom, and Jane to work on their farms in Frederick county whereas they planned to enslave Suck in Fredericktown. Perhaps Suck lived in the Ross House slave quarters and completed domestic duties for the McPhersons and the Briens next door.

Although Cyrus, Joshua, Tom, Jane, and Suck are likely not the only people McPherson enslaved, these are the only enslaved names that survive in the archive. This is partially because when McPherson wrote his will in 1827, he directed “that no inventory of [his] personal Estate be taken.”³⁵ Thus, historians have no record of *all* the names of McPherson's enslaved people.

³³ Frederick, Maryland, Liber J.S. 1815-1822 no. 10, Sale Otho Sprigg to Col. John McPherson and John Brien, March 15, 1819, Maryland State Archives, Land Records Index, 1748-1851, 362.

³⁴ Frederick, Maryland, Liber J.S. 1815-1822 no. 14, Sale Peter Eichelberger to John McPherson and John Brien, Dec. 14, 1821, Maryland State Archives, Land Records Index, 1748-1851, 600.

³⁵ Frederick County, Maryland Will Records (1828-34), John McPherson final will and testament, Jan. 12, 1827, 97-98.

McPherson may have prohibited a full estate inventory because he did not want a definitive record of his wealth or slave ownership. Regardless of his motivations, given McPherson owned lots of farm land in Frederick and Washington counties, it is highly probable that other enslaved people lived on these various properties.

McPherson's will supports the probability that his enslaved people lived across his various landholdings. In his will, McPherson left his Belle Air farm to his son Robert G.'s children, he left land purchased from George Baltzell and Thomas Patterson to his son William S., and he left all his property in Gettysburg to his sister, Mrs. Russell.³⁶ In willing all this land, McPherson stipulated that all his "negroes & stocks attached to the land devised, go with the land, & no change [was] to be made unless mutually agreed upon by those interested."³⁷ This statement implies that McPherson owned enough enslaved people that they were spread across various properties. Frederick and Washington counties, where McPherson owned most of his land, "produced more than a third of the state's total wheat crop."³⁸ In fact, from 1770 to 1800, Frederick County saw a 300% increase in wheat cultivation.³⁹ Thus, the enslaved people on McPherson's farms likely cultivated wheat. Further, some of these enslaved people may have worked for McPherson's and Brien's business, Antietam Iron Works, in Washington County. By owning enslaved people within the city and in the surrounding rural areas, McPherson demonstrates how urban and rural systems of enslavement were closely intertwined. Indeed, it was common for enslavers to reside in Frederick City with their families while still owning farm land and enslaved people in surrounding rural areas.⁴⁰

³⁶ Robert G. had died in 1824, approximately three years prior to this will being written which is why his children received the property rather than him.

³⁷ Frederick County, Maryland Will Records (1828-34), John McPherson final will and testament, Jan. 12, 1827, 99.

³⁸ Fields, *Slavery and Freedom on the Middle Ground*, 19.

³⁹ Grivno, *Gleanings of Freedom*, 29.

⁴⁰ Another example of this is Richard Potts, who I will discuss later.



Figure 5: This image depicts the outside of the original slave quarters and shows the seven-foot wall that borders the property. On the other side of this wall sits the backlot of Ross House complete with the ice house and smokehouse. Picture taken by author 10/14/2022.

V – John McPherson Jr. & Nat’s Story: 1829–1835

Upon McPherson’s death, his son, John Jr., inherited several tracts of farmland and Ross House “with all the furniture it contains, & all the appendages connected with the stable, of whatsoever it may consist, including Horses, cows, Carriages.”⁴¹ Prior to his father’s death and this inheritance, John Jr. had a notable history of slave ownership. On February 3rd 1825, John Jr. freed an enslaved man named Thomas Beall aged forty-two.⁴² In April of 1829, a few months before his father died, John Jr. sold his “servant girl named Eliza” to Henry Smith for \$52 and

⁴¹ Frederick County, Maryland Will Records (1828-34), John McPherson final will and testament, Jan. 12, 1827, 98.

⁴² Frederick County, Certificates of Freedom 1806-1827, John McPherson manumits Thomas Beall, Feb. 3, 1825, Maryland State Archives, c761-1, <http://guide.msa.maryland.gov/pages/item.aspx?ID=c761-1>.

received “one negro man named Robert now supposed to be about thirty years old,” along with farming utensils, from Singleton Purdy to settle a debt.⁴³

Although Robert likely labored on John Jr.’s farmland rather than living in the city, the historical record does reveal the names of two enslaved men who very likely lived at Ross House: Nat, and Lewis. On May 25th 1833, John Jr. published a runaway advertisement for Nat and Lewis. John Jr. described twenty-two year old Lewis as a “rather slim” Black man “about 5 feet 10 or 11 inches in height” with a “sharp short face.” He then described Nat as a twenty-five year old “stout, well made, yellow fellow, 5 feet 7 or 8 inches high” with freckles and pimples on his face.⁴⁴ The advertisement lists Nat and Lewis as running from Fredericktown, Maryland on May 4th 1833. They most certainly resided at Ross House. Nat and Lewis may have worked as domestic workers within Ross House. Or perhaps as stable hands tending to John Jr.’s horses and cows kept in the stable lining the backlot. In their personal time, Nat and Lewis may have attended one of a variety of Black churches in town, such as Quinn Chapel African Methodist Episcopal Church located a short four blocks from Ross House. The advertisement listed them as running with two other enslaved men: Henry and John who belonged to different enslavers. Perhaps these four men had met each other at Quinn Chapel or while going about their business in town and thereafter decided to run away together.

⁴³ Frederick, Maryland, Liber J.S. 1822-1829 no. 31, Sale John McPherson to Henry Smith, April 18 1829, Maryland State Archives, Land Records Index, 1748-1851, 308; Frederick, Maryland, Liber J.S. 1822-1829 no. 31, Sale Singleton Purdy to John McPherson, April 30, 1829, Maryland State Archives, Land Records Index, 1748-1851, 348. After John McPherson Jr. sold Eliza to Henry Smith for her “unexpired term” lasting until December 24, 1857, Henry Smith died in 1837. Smith listed “1 Negro Girl her unexpired term of 20 years service” in his inventory. Henry’s son, Alexander Smith, would then sell Eliza to James W. Eichelberger on June 19, 1837. Eliza’s story beyond this 1837 sale is unknown. See: Frederick, Maryland, Liber G.M.E. no. 9, Frederick County, Maryland Inventory (1837-39), Henry Smith estate inventory, April 14, 1837, *FamilySearch*, MD Register of Wills Records, 1629-1999, 104; Extract of a bill of sale to board of managers by which Negro girl Eliza is sold to James W. Eichelberger by Alexander Smith to serve until December 24, 1857, and then to be free, June 19, 1837, item #2492, Digital Collections, Maryland Manuscripts Collection, College Park, Maryland, <https://hdl.handle.net/1903.1/11349>.

⁴⁴ John McPherson, W. M. B. Willson, and W. R. Thomas, “1000 Dollars Reward,” *Daily National Intelligencer*, May 25, 1833.

We do not know what happened to Lewis, Henry, and John because they entirely disappear from the historical record after this runaway advertisement. On the other hand, Nat presents a tantalizing story. On August 29th 1837, four years after John Jr. published this advertisement, Rob Nicholas wrote a letter to John Jr. concerning Nat. Nicholas informed John Jr. that he had information about his “slave man Nat who Runaway from you about the year 1833.” Nicholas shared that although Nat had changed his name, he knows this man to be Nat based on the information he “obtained from [John Jr.’s] neighbors.”⁴⁵ Nicholas’ reliance on information he obtained from neighbors reveals white people’s constant supervision over enslaved bodies. Indeed, the reality of tight urban spaces reinforced this white supervision which, in this case, allowed Nicholas to identify Nat four years after he ran away.⁴⁶ After informing John Jr. of Nat’s whereabouts, Nicholas requested that John Jr. come to New York and meet him at a tavern on the corner of Delancey and Clinton streets in order to reclaim his “property.”⁴⁷ No evidence exists showing that John Jr. went to New York as requested.

This cryptic letter provides some insight into Nat’s life but more information can be gleaned by considering what free Black life in New York City generally looked like. In 1799, New York passed the Gradual Emancipation Law which freed enslaved children born after July 4th 1799 once a woman turned twenty-four and once a man turned twenty-eight. An amendment was added to this law in 1817 which declared that all people still enslaved would be freed on July 4th 1827.⁴⁸ So by the time Nat arrived in New York, slavery no longer thrived in the state.

⁴⁵ Letter Rob Nicholas to John McPherson Jr., August 29, 1837, Maryland State Archives SCM 1154-1, Box 8, Folder 94, Heritage Frederick, Frederick, MD.

⁴⁶ Wade, *Slavery in the Cities*, 144.

⁴⁷ Letter Rob Nicholas to John McPherson Jr., August 29, 1837, Box 8, Folder 94, Heritage Frederick, Frederick, MD.

⁴⁸ Shane White, *Somewhat More Independent: The End of Slavery in New York City, 1770-1810* (Athens: University of Georgia Press, 1991), 46-47, 152.

Instead, by 1830, the state was home to a large free Black population of 44,869 people.⁴⁹ Upon arriving in the city circa 1833, Nat may have worked as a domestic laborer given free African Americans began holding these jobs in large numbers as early as 1810. If Nat was a domestic laborer, he likely lived in the white household where he worked.⁵⁰ Or, perhaps Nat worked as a day laborer or mariner given the popularity of these jobs amongst free Black men.⁵¹ Work such as this likely meant that Nat owned his own home. Although “little is known about free black residential patterns in New York City,” evidence does suggest the free African Americans settled north of John Street. But “black households were well distributed throughout the city,” so African Americans often lived in close proximity to white households.⁵² So although we cannot be certain where Nat lived in New York City, we can assume he lived in close proximity to white people, either in white homes or in his own home near white residences. Understanding free Black experiences in the city can shed some light on the life Nat built for himself in New York.

In addition to Nat and Lewis who likely fled from Ross House in 1833 and never returned, the historical record also reveals information about a certain enslaved woman who likely lived at Ross House. Her name was Rebecca Riggs. Rebecca Riggs was born circa 1819 and may have lived in Fredericktown her whole life. On September 1st 1835, Daniel Houghs sold Rebecca Riggs to George Koontz, both of whom resided in Fredericktown. This sale included the provision that Rebecca Riggs was to be freed 22 years later when “she attains the age of thirty eight years.” Three days later on September 4th, George Koontz sold Rebecca Riggs to John McPherson Jr “of this city - upon the same terms + conditions,” meaning she was still to

⁴⁹ House of Representatives, *Abstract of the Returns of the Fifth Census, Showing the Number of Free People, the Number of Slaves, the Federal or Representative Number, and the Aggregate of each County of each State of the United States* (Washington, DC: Duff Green, 1832), 10.

⁵⁰ White, *Somewhat More Independent*, 48, 156.

⁵¹ White, *Somewhat More Independent*, 159.

⁵² White, *Somewhat More Independent*, 171, 173, 177.

be freed at age 38.⁵³ The listing of John Jr. as “of this city” implies that he intended to enslave Rebecca Riggs at his city home: Ross House. Thus, Rebecca Riggs perhaps completed domestic tasks such as cooking, cleaning, and laundry while she resided at Ross House for six months (September–March 1835).

The historical record does not reveal any other enslaved people residing at Ross House when John McPherson Jr. owned the property from 1829 to 1835. In March of 1835, John Jr. elected to sell the whole property including the “three story brick dwelling” and “all other buildings and appendages” for \$8,000.⁵⁴ His decision to sell the home appears largely motivated by the immense debt he found himself and his wife, Francis Russell Johnson, in. This debt likely resulted from ongoing financial difficulties caused by the Panic of 1819. The “agricultural and financial upheavals” of the 1820s left “northern Maryland’s economy in ruins,” especially for farmers. McPherson had inherited several tracts of (presumably wheat) farmland in addition to Ross House when his father died in 1829. These wheat farms would have brought immense financial devastation on John Jr. as flour prices dropped from \$14 a barrel in 1817 to \$3.62 a barrel by 1821. His financial woes would have been further exacerbated during the 1830s as the Hessian fly decimated the wheat crop and “recurring droughts and unstable commodity markets” continued the ill effects of the Panic of 1819.⁵⁵ Given this broader economic downturn and its impact on northern Maryland’s farmers, John Jr.’s decision to sell Ross House in March of 1835 makes a great deal of sense. Fortunately, the home’s next owner provides a wealth of information about who lived in the associated slave quarters.

⁵³ Report of Manumission, Frederick County, September 4, 1835, John Schley: Rebecca Riggs was to serve George Koontz until the age of 38; sold to John McPherson on September 7, 1835, with same terms of freedom [Frederick County], September 4, 1835, item #3113, Digital Collections, Maryland Manuscripts Collection, College Park, Maryland, https://archives.lib.umd.edu/repositories/2/archival_objects/325366.

⁵⁴ Frederick, Maryland, Liber J.S. 1829-1835 no. 49, Deed John McPherson to Eleanor Potts, March 13, 1835, Maryland State Archives, Land Records Index, 1748-1851, 368.

⁵⁵ Grivno, *Gleanings of Freedom*, 65, 67, 69.



Figure 6: George Murdoch and Eleanor Murdoch's gravestone located in Mount Olivet Cemetery in Frederick, Maryland. All of the white enslavers discussed in this article are buried in Mount Olivet Cemetery. Picture taken by author 07/15/2022.

VI – Eleanor Potts' Family History of Slave Ownership

Prominent local widow Eleanor Potts purchased and moved into Ross House in 1835. Eleanor Potts came from a long line of slaveholders (see Appendix B for Murdoch family trees). Her father, George Murdoch, died in 1805 and upon his death, the Frederick Orphan's Court inventoried his estate which proves that George owned twenty-eight enslaved people ranging in age from one and a half to sixty-six years old.⁵⁶ George owned a variety of land during his life as well, including farms and a home in Fredericktown. Although George's will does not survive, his

⁵⁶ Frederick, Maryland, Liber R.B. no. 1, Frederick County, Maryland Inventory (1806-07), George Murdoch estate inventory, Oct. 26, 1805, *FamilySearch*, MD Register of Wills Records, 1629-1999, 266-67.

wife, Eleanor Murdoch, likely inherited the Fredericktown home situated near the Presbyterian Church.⁵⁷

Eleanor Murdoch also likely inherited most, if not all, of George Murdoch's enslaved people as demonstrated by a few examples. First, diarist Jacob Engelbrecht recorded on January 14th 1828 that Eleanor Murdoch's enslaved people Edward Harriss age seventy and Joyce Oster age sixty-five were married at the Protestant Episcopal Church.⁵⁸ The names and ages of Edward and Joyce align with two enslaved people listed in George Murdoch's 1805 inventory, revealing that Eleanor Murdoch likely inherited these people.⁵⁹ Second, in April of 1825, Eleanor Murdoch freed thirty-five year old William and Serena along with Serena's fourteen-year-old daughter, Catharine.⁶⁰ William's and Serena's ages at their time of freedom align perfectly with a "William of Pol" and a Serena listed in George's inventory.⁶¹ Catharine would not have been included in George's inventory because she was born in 1811, six years after the inventory was created.⁶² By examining the listed ages of Edward Harriss, Joyce Oster, William, and Serena, the historical record clearly demonstrates that Eleanor Murdoch inherited these people upon her husband's death.

Historians have long studied how slaveholding widows could maintain some degree of independence and power usually unattainable by nineteenth-century women. By owning enslaved people in widowhood, women could maintain full legal control over their enslaved

⁵⁷ Richard Potts Jr. and George M. Potts would later sell this lot to John Brien for \$1,125 in 1831. This illustrates that John Brien moved out of Mathias House, likely after his wife, Harriet, died in 1827. See: Frederick, Maryland, Liber J.S. 1829-1835 no. 36, Deed John Brien to George M. Potts, July 20, 1831, Maryland State Archives, Land Records Index, 1748-1851, 427-28.

⁵⁸ Jacob Engelbrecht, *The Diary of Jacob Engelbrecht*.

⁵⁹ Frederick County, Maryland Inventory (1806-07), George Murdoch estate inventory, Oct. 26, 1805, 266-67.

⁶⁰ Frederick, Maryland, Liber J.S. 1822-1829 no. 22, Eleanor Murdoch manumits Serena, April 12, 1825, Maryland State Archives, Land Records Index, 1748-1851, 187.

⁶¹ Frederick County, Maryland Inventory (1806-07), George Murdoch estate inventory, Oct. 26, 1805, 266-67.

⁶² It is interesting to note that Serena was married to Harry Butler, a free Black man.

property.⁶³ This was certainly the case for Eleanor Murdoch who, with complete legal control over her enslaved people, chose to free all of them upon her death in 1828.⁶⁴ This choice followed a long string of manumissions, some of which are mentioned above, along with her decision in 1822 to free the Hall family which included Ann, Darky, William, and James.⁶⁵ In addition to freeing her enslaved people, Eleanor set aside six shares of Farmer's Bank stock for Alice, the daughter of Ned and Rachel. It should be noted that George Murdoch's inventory lists Alice and Rachel, which further supports Eleanor's large inheritance of enslaved people.⁶⁶ Eleanor also allocated eighteen shares of Farmer's Bank stock to care for her disabled former slave Henry and her elderly former slaves Ned, Joice, and Cassy.⁶⁷ By financially supporting these disabled and elderly enslaved people, Eleanor adhered to Maryland law which required that African Americans unable to work be financially provided for if freed. Further, by providing financial assistance to these formerly enslaved people, Eleanor Murdoch exercised complete control over how her money was distributed upon her death.

Since Eleanor Murdoch freed all her enslaved people, her daughter, Eleanor Potts, did not inherit any enslaved people from her mother. But Eleanor Potts did inherit enslaved people from her husband, Richard Potts, when he died in 1808 (see Appendix C for the Potts family tree).⁶⁸

⁶³ Kristen E. Wood, *Masterful Women: Slaveholding Widows from the American Revolution through the Civil War* (Chapel Hill: University of North Carolina Press, 2004), 1, 4.

⁶⁴ Frederick, Maryland, Liber G.M.E. no. 1, Frederick County, Maryland Will Records (1828-34), Eleanor Murdoch final will and testament, Sept. 7, 1827, *FamilySearch*, MD Register of Wills Records, 1629-1999, 6.

⁶⁵ Frederick, Maryland, Liber J.S. 1815-1822 no. 15, Eleanor Murdoch manumits Darky, Ann, and William, May 31, 1822, Maryland State Archives, Land Records Index, 1748-1851, 630-31; Frederick, Maryland, Liber J.S. 1822-1829 no. 26, Eleanor Murdoch manumits James Hall, Dec. 21, 1826, Maryland State Archives, Land Records Index, 1748-1851, 243-44. Darky would die 26 years after securing her freedom on April 3, 1848. The death notice listed her as the widow of Jim Hall. See: David H. Wallace, *Death and burial notices of African Americans in Frederick County, Maryland, 2012-17*, dmge001, C. Burr Artz Public Library, Frederick County Public Libraries, 61, <https://collections.digitalmaryland.org/digital/collection/p17340coll11/id/0>.

⁶⁶ Frederick County, Maryland Inventory (1806-07), George Murdoch estate inventory, Oct. 26, 1805, 266-67.

⁶⁷ Frederick County, Maryland Will Records (1828-34), Eleanor Murdoch final will and testament, Sept. 7, 1827, 6-7.

⁶⁸ Please note that prior to marrying Eleanor Potts, Richard Potts had married Elizabeth Hughes on April 15th 1779. Elizabeth then died in 1793. See: Frederick, Maryland, Richard Potts marriage to Elizabeth Hughes, April 15, 1779, *FamilySearch*, Maryland Marriages, 1666-1970.

Thus, just like her mother, Eleanor Potts became a slaveholder through widowhood. Richard Potts was one of the largest slaveholders in Frederick, Maryland and began enslaving people at least as early as August of 1785 when he purchased a “mulatto girl slave named Catharine about twenty years of age.”⁶⁹ Richard Potts very likely owned many more enslaved people than Catharine in 1785, as evident in his publication of a runaway advertisement for Jack, who had fled from Fredericktown, in 1789.⁷⁰ When Richard Potts died in 1808, he left Eleanor Potts his “house and Lot in Frederick Town” where they then lived. With this house, he left her all the furniture and provisions therein trusting “that she will appropriate the coarser Articles of Provision...to [the] use of my Labouring people on the farms.”⁷¹ This statement reinforces his inventory which clearly states that Richard Potts enslaved fifty-seven people. Further, his will implies that these people were spread out across his various farms including Walls Farm, Lower Farm, and Bellview Farm.⁷²

Richard Potts’ will did not provide clear plans for what would become of these fifty-seven enslaved people. The only exception was his “servant Plato” who Richard Potts left to Eleanor to care for until death since Plato was “an infirm man.”⁷³ Besides inheriting Plato, Richard Potts also allowed Eleanor to select “one male slave and four female slaves...from all the Slaves [he] may leave at [his] Death” to be her own.⁷⁴ Although these statements ensured

⁶⁹ Sale of a mulatto slave to Richard Potts for 80 pounds, August 8, 1785, item #3666, Digital Collections, Maryland Manuscripts Collection, College Park, Maryland, <https://hdl.handle.net/1903.1/14953>.

⁷⁰ Richard Potts had a significant political career which is notable but not pertinent to this paper. Regardless, I will mention here that he served as a United State senator, Chief Justice of the 5th Judicial District, Judge of the Washington Supreme Court, and the United States District Attorney for Maryland. See: Maryland Historical Trust, *Inventory Form for State Historic Sites Survey: Ross House* (June 1973); Richard Potts, “Five Pounds Award,” *Maryland Journal and Baltimore Advertiser*, Aug. 14, 1789.

⁷¹ Frederick, Maryland, Liber G.M. & R.B. no. 1, Frederick County, Maryland Will Records (1803-09), Richard Potts final will and testament, Nov. 14, 1808, *FamilySearch*, MD Register of Wills Records, 1629-1999, 429-30.

⁷² Frederick County, Maryland Inventory (1808-10), Richard Potts estate inventory, Feb. 16, 1809 & April 1, 1809, 233-42; Williams Potts, Richard’s brother, and Eleanor Potts would soon after his death try to sell much of this farmland. I am unsure what became of the enslaved people who lived and labored on these farms. See: Grivno, *Gleanings of Freedom*, 32.

⁷³ Frederick County, Maryland Will Records (1803-09), Richard Potts final will and testament, Nov. 14, 1808, 431.

⁷⁴ Frederick County, Maryland Will Records (1803-09), Richard Potts final will and testament, Nov. 14, 1808, 430.

Eleanor inherited enslaved people, the language also prevented her from inheriting all of Richard's enslaved people.⁷⁵ Richard's brother, William Potts, likely inherited the remaining people since he served as the second will executor.⁷⁶ Ultimately, through this will, Eleanor Potts inherited a home in Fredericktown, Plato and one other male slave, and four female slaves.

VII – Eleanor Potts & Matilda and Rachel's Stories

As a widow, Eleanor Potts continued to reside in her husband's Fredericktown home from 1809 to 1835. During this time, the 1820 census lists Eleanor Potts with six enslaved people and five white household members, likely her children.⁷⁷ These six enslaved people included two men and four women which flawlessly aligns with Richard Potts' provision that she inherit five enslaved people of her choice and Plato. To uncover all these enslaved people's stories using archival records has proven immensely difficult and, in some cases, impossible; however, some insights can be gleaned.

The first enslaved girl with some archival footprint is Matilda. Matilda was born enslaved in October of 1808. Richard Potts' inventory lists Matilda as the daughter of Nace and Fanny with four brothers named George, Zacharias, Nace, and Hilleary, and one sister named Clarisa (see Appendix D for Matilda's family tree). When Richard Potts' estate was inventoried in 1809, Matilda was only four months old.⁷⁸ At that point, all of these family members were enslaved by Richard Potts; however, while Matilda likely lived with her mother given her young age, her other family members may have been scattered across Richard Potts' various landholdings.

Regardless of whether Matilda grew up with her family or not, when Richard Potts died in 1809,

⁷⁵ Richard Potts, by allotting certain enslaved people to his widow's use, followed in the footsteps of many nineteenth-century men who ensured their widows inherited at least one enslaved person upon their death. See: Wood, *Masterful Women*, 29.

⁷⁶ Frederick County, Maryland Will Records (1803-09), Richard Potts final will and testament, Nov. 14, 1808, 432.

⁷⁷ U.S. Census Bureau, *Census Record, MD, Frederick County, 1820*, Maryland State Archives SM61-70, <http://guide.msa.maryland.gov/pages/item.aspx?ID=SM61-70>.

⁷⁸ Frederick County, Maryland Inventory (1808-10), Richard Potts estate inventory, Feb. 16, 1809 & April 1, 1809, 234.

Eleanor Potts chose to inherit Matilda. As a result, Matilda moved to the city while her family presumably remained scattered across the rural Potts properties. Eleanor may have also chosen to inherit Matilda's sister, Clarisa. The 1820 census supports this theory by listing Eleanor as owning two enslaved girls under the age of fourteen.⁷⁹ Matilda would have been twelve and Clarisa thirteen at this time. While a variety of other documents prove Eleanor's decision to inherit Matilda, no other archival evidence exists suggesting that she also inherited Clarisa. Indeed, Richard Potts' inventory lists four other girls who Eleanor could have inherited within this age group. Although Clarisa's inheritance is uncertain, the census does confirm that Eleanor did *not* choose to inherit Matilda and Clarisa's mother, Fanny. This information proves that Eleanor chose to take one or both of Fanny's daughters away from her in 1809.

While Eleanor's enslavement of Clarisa cannot be verified, various records confirm Matilda's enslavement. A document dated February 1st 1831 shows Eleanor Potts' decision to sell and subsequently free Matilda. On this day, Eleanor Potts sold Matilda Heilman for \$90 to Thomas W. Morgan for a term of six years lasting from December 6th 1830 to December 6th 1836.⁸⁰ Later in the document, Eleanor established that once Matilda fulfilled her term of service to Morgan, she would be freed on December 18th 1836.⁸¹ This process of selling enslaved people for a set term with the promise of manumission after the term expired is called term slavery. Term slaves were immensely attractive since they were cheaper than lifelong enslaved people. In fact, term slavery was so attractive that by the 1850s, "these temporary servants had become the mainstay of the local market, accounting for 88 percent of documented slave sales" in Frederick County.⁸²

⁷⁹ U.S. Census Bureau, *Census Record, MD, Frederick County, 1820*, Maryland State Archives.

⁸⁰ Frederick, Maryland, Liber J.S. 1829-1835 no. 35, Sale Eleanor Potts to Thomas W. Morgan, Feb. 1, 1831, Maryland State Archives, Land Records Index, 1748-1815, 261.

⁸¹ Frederick, Maryland, Liber J.S. 1829-1835 no. 35, Sale Eleanor Potts to Thomas W. Morgan, Feb. 1, 1831, 260-61.

⁸² Grivno, *Gleanings of Freedom*, 138.

Another woman Eleanor Potts enslaved faced a similar circumstance of being sold for a short term. Her name was Rachel. On December 11th 1813, Eleanor Potts sold Rachel to Elizabeth Hopkins for \$200. But, like Matilda, this was not a traditional sale. Instead, Eleanor Potts limited Rachel's enslavement to Elizabeth for a term of ten years lasting from December 20th 1813 to December 20th 1823.⁸³ Matilda and Rachel's stories diverge at one important point, though. Eleanor made plans to manumit Matilda on the same day and in the same document that sold Matilda to Thomas W. Morgan.⁸⁴ In contrast, no such forethought of manumitting Rachel existed. Instead, Eleanor would create a new document on January 30th 1824 manumitting Rachel, approximately one month after her term of service to Elizabeth Hopkins ended.⁸⁵

Furthermore, whereas Matilda's family background is known, Rachel's is uncertain. Eleanor likely inherited Rachel from her husband given no records exist showing Eleanor purchasing an enslaved woman named Rachel. However, her husband's inventory only lists one woman named Rachel who was thirty-one years old in 1809. This age does not align with the 1824 manumission record wherein Eleanor frees "Rachel being of the age of twenty eight years or thereabouts."⁸⁶ The Rachel of Richard's inventory would have been forty-six at this time. Although it was not unusual for enslaved people's ages to be listed incorrectly, an eighteen year age difference is highly improbable. Thus, this can not be the same Rachel. However, the Rachel in Richard Potts' inventory had a daughter named Priscilla who was thirteen in 1809. Perhaps Eleanor chose to inherit Priscilla, and either Eleanor or Priscilla herself changed her name to Rachel to reflect her genealogy. Priscilla-Rachel's age aligns perfectly with the 1820 census

⁸³ Frederick, Maryland, Liber W.R. 1803-1815 no. 45, Sale Eleanor Potts and William Potts to Elizabeth Hopkins, Dec. 11, 1813, Maryland State Archives, Land Records Index, 1748-1815, 478.

⁸⁴ Frederick, Maryland, Liber J.S. 1829-1835 no. 35, Sale Eleanor Potts to Thomas W. Morgan, Feb. 1, 1831, 261.

⁸⁵ Frederick, Maryland, Liber J.S. 1822-1829, Eleanor Potts manumits Rachel, Jan. 30 1824, Maryland State Archives, Land Records Index, 1748-1815, 212-13.

⁸⁶ Frederick, Maryland, Liber J.S. 1822-1829, Eleanor Potts manumits Rachel, Jan. 30 1824, Maryland State Archives, Land Records Index, 1748-1815, 212-13.

which lists Eleanor as having an enslaved woman between the ages of fourteen to twenty-five.⁸⁷ Priscilla-Rachel would have been approximately twenty-four. Further, Priscilla-Rachel's age lines up once again with the 1824 manumission record listing her as twenty-eight.⁸⁸ Given Eleanor did not purchase an enslaved woman named Rachel, given we know she inherited four female slaves as seen in Richard Potts' will and the 1820 census, and given the way these ages align, we can reasonably assume that Priscilla-Rachel is the young girl listed in Richard Potts' inventory and subsequently inherited by Eleanor Potts.

Although Priscilla-Rachel's background cannot be entirely confirmed, we cannot overlook the fact that she and Matilda were sold or "leased" for terms. Although an enslaved person could "expect to be sold at least once" with rates of sale higher for urban enslaved people, the historical record is silent as to why Eleanor Potts chose to lease these women.⁸⁹ This choice may reflect that she was struggling with debt. Indeed, when Eleanor Potts died in 1842, an inventory of her estate revealed that she was \$29,550 in debt.⁹⁰ Perhaps these sales covered small debts during her lifetime. However, if these sales were meant to cover debts, Eleanor Potts' subsequent decision to free Rachel and Matilda made little financial sense given it would have been more profitable to continue "leasing out" these women. One would think, if Eleanor was struggling with debt as much as her inventory implies, that she would have continued leasing Rachel and Matilda for terms of service. Unfortunately, Eleanor Potts' personal papers no longer exist or, at least, are not available in archives. Thus, while her motivations are unclear, Eleanor

⁸⁷ U.S. Census Bureau, *Census Record, MD, Frederick County, 1820*, Maryland State Archives.

⁸⁸ Frederick, Maryland, Liber J.S. 1822-1829, Eleanor Potts manumits Rachel, Jan. 30 1824, Maryland State Archives, Land Records Index, 1748-1815, 212-13.

⁸⁹ Wood, *Masterful Women*, 197.

⁹⁰ Frederick, Maryland, Liber G.M.E. no. 11, Frederick County, Maryland Inventory (1841-43), Eleanor Potts estate inventory, Oct. 11, 1842, *FamilySearch*, MD Register of Wills Records, 1629-1999, 361.

Potts' choices do show how Frederick City enslavers engaged in the common practice of selling and hiring out urban enslaved people.⁹¹



Figure 7: This image shows the original stables that line the rear side of the Ross House backlot on West Second Street. It depicts some of the original stable doors and shutters on the upper windows. Picture taken by author 10/14/2022.

VIII – Eleanor Potts: Those Enslaved at Ross House & Notley Brown

Evidently, from Richard's death in 1809 until Eleanor purchased Ross House in 1835, she owned, sold, and manumitted enslaved people. But which enslaved people lived at Ross House and what did their lives look like? Priscilla-Rachel never lived in Ross House as an enslaved woman given she was freed in 1824, eleven years before Eleanor purchased the property. Matilda

⁹¹ Wade, *Slavery in the Cities*, 48.

likely resided in Ross House as an enslaved woman between the time her term of service with Thomas W. Morgan ended and her official date of manumission. Perhaps Matilda spent these last twelve days of enslavement completing domestic duties such as fetching ice from the backyard's ice house. Or, if Eleanor had inherited Matilda's sister Clarisa and continued to enslave her in 1835, perhaps Matilda spent time with her sister. Plato, the elderly enslaved man Eleanor inherited from her late husband, died May 31, 1821, so he did not live in Ross House.⁹² Two questions remain: Who was the fourth enslaved woman Eleanor inherited? And who was the "one male slave" she inherited?⁹³ Unfortunately, no evidence regarding this fourth woman exists and one cannot reasonably speculate as to who she was given eight enslaved girls in Richard Potts' inventory fit the appropriate age range.

But more information about Eleanor's "one male slave" exists. This man first enters the historical record in the 1820 census that lists Eleanor Potts as having one male slave between the ages of fourteen and twenty-five.⁹⁴ No other records exist about this enslaved man until Eleanor's will written November 13th 1838. This will established that her "mulatto man Notley Brown" could be freed one year after her death.⁹⁵ This decision to establish a *delayed* manumission for Notley Brown was not unusual. In fact, delayed manumissions had become popular as early as 1810 when enslavers began using delayed manumission to "shore up their authority" while recognizing that "their authority was eroding."⁹⁶ Eleanor died October 1st 1842 and Notley Brown's official manumission was filed November 20th 1843.⁹⁷ But how did Eleanor begin

⁹² Wallace, Death and burial notices of African Americans in Frederick County, Maryland, 2012-17, dmge001, C. Burr Artz Public Library, Frederick County Public Libraries, 1, <https://collections.digitalmaryland.org/digital/collection/p17340coll11/id/0>.

⁹³ Frederick County, Maryland Will Records (1803-09), Richard Potts final will and testament, Nov. 14, 1808, 430.

⁹⁴ U.S. Census Bureau, *Census Record, MD, Frederick County, 1820*, Maryland State Archives.

⁹⁵ Frederick, Maryland, Liber G.M.E. no. 2, Frederick County, Maryland Will Records (1834-43), Eleanor Potts final will and testament, Nov. 13, 1838, *FamilySearch*, MD Register of Wills Records, 1629-1999, 701.

⁹⁶ Grivno, *Gleanings of Freedom*, 46, 117.

⁹⁷ Certificates of Freedom, *Frederick County Register of Wills, 1815-1853*, Maryland State Archives, C762-1, 183 <http://guide.msa.maryland.gov/pages/item.aspx?ID=c762-1>.

enslaving Notley Brown? Given no bill of sale shows that Eleanor purchased Notley and given she could inherit one male slave, she likely inherited Notley Brown from her husband. Given this enslaved man was approximately thirty-three in 1843, he would have been a baby in 1809 when Richard's estate was inventoried.⁹⁸ Yet no enslaved infant named Notley was inventoried. However, an addendum to the inventory does list an unnamed child aged nine months old.⁹⁹ Perhaps this child was Notley Brown and, like Matilda, Eleanor took him from his mother. This reveals a potential pattern in Eleanor Potts' inheritance wherein she chose to inherit children. Perhaps she wanted to inherit children, or perhaps William, the other estate executor, encouraged her to inherit less-valuable child slaves so that they could sell more valuable adult slaves and continue exploiting adult labor on the farms. The assertion that Notley was inherited as a baby is further reinforced by his formal deed of manumission which describes that he had been "raised in the neighborhood of Frederick in Frederick County Maryland."¹⁰⁰ Such language implies he spent the majority, if not all, of his young life in Fredericktown.

Although Eleanor Potts' motivations remain unclear, the evidence does point to Eleanor enslaving Notley Brown from 1809 to 1843. So what did Notley's life look like over these thirty-four years? Perhaps Notley ran errands around town during his youth and perhaps later, he began working in the stables with the two carriage horses Eleanor inherited from Richard.¹⁰¹ As Notley grew up, he may have even worked as Eleanor's carriage driver. Surely in 1835, Notley assisted with the move to Ross House and perhaps helped settle the horses into the new stables. Maybe Notley Brown even worked in Ross House itself from 1835 to 1843 as a domestic worker. Throughout his enslavement, Notley would have shared living space with Plato,

⁹⁸ Certificates of Freedom, *Frederick County Register of Wills, 1815-1853*, Maryland State Archives, 183.

⁹⁹ Frederick County, Maryland Inventory (1808-10), Richard Potts estate inventory, Feb. 16, 1809 & April 1, 1809, 240.

¹⁰⁰ Certificates of Freedom, *Frederick County Register of Wills, 1815-1853*, Maryland State Archives, 183.

¹⁰¹ Frederick County, Maryland Will Records (1803-09), Richard Potts final will and testament, Nov. 14, 1808, 430.

Priscilla-Rachel, Matilda, and perhaps Clarisa. Although we can speculate about Notley's life, he ultimately only arises in the historic record three times: the 1820 census, Eleanor Potts' 1838 will, and his 1843 manumission record.

IX – Eleanor Potts at Ross House: 1835–1842

Eleanor Potts' decision to continue enslaving Notley Brown until her death and her choice to move to Ross House when she already owned a home in Fredericktown, can both be explained by her disability. In her old age, Eleanor Potts became blind. We know this thanks to her cousin, the famous Francis Scott Key, who wrote a poem in 1840 dedicated to Mrs. Eleanor Potts "for many years afflicted with blindness."¹⁰² Eleanor's blindness may have motivated her to keep Notley around as a trusted enslaved person to assist with daily nuisances such as navigating the home and answering the door. Her blindness also likely played a role in her choice to move to Ross House. By 1835, Eleanor's only daughter Harriet had married prominent judge, Richard Henry Marshall. Marshall spent most of his time working at the Frederick city courthouse which stood across the street from Ross House. When Eleanor became blind, she may have purchased Ross House so Harriet and Richard could move in with her while simultaneously keeping Richard close to work. By moving in with her daughter and son-in-law, Eleanor received companionship from her daughter and implicitly employed close family members to supervise her enslaved people given she no longer could.¹⁰³

Although the historical record does not confirm that Eleanor's blindness caused her to continue enslaving Notley Brown or caused her to purchase Ross House, records do confirm that Harriet and Richard H. Marshall lived with Eleanor Potts in Ross House from at least 1840.

¹⁰² "The Ross Home," *The Historical Marker Database*, accessed Nov. 9, 2022, <https://www.hmdb.org/m.asp?m=88946>; "To Mrs. Eleanor Potts," *Poetry Nook*, accessed Nov. 9, 2022, <https://www.poetrynook.com/poem/mrs-eleanor-potts>.

¹⁰³ Wealthy widows would occasionally move in with family members not out of need, but out of desire for companionship. See: Wood, *Masterful Women*, 65.

Indeed, the 1840 census lists Richard H. Marshall as residing in a Frederick, Maryland home with an elderly blind woman.¹⁰⁴ This census record also lists four free African American women residing on the property. These women likely completed domestic work around the home and perhaps Matilda was one of these Black women. Matilda continuing to reside on the property and work for the Potts family would not be very surprising given she spent the first half of her life enslaved. Perhaps continuing domestic work was her only way of making money once freed.

Notley Brown and any free Black laborers living and/or working at Ross House would have had to navigate the complex, and dangerous, cityscape of Fredericktown. For example, the same year Eleanor Potts moved into Ross House, the Frederick aldermen approved “harsher punishments for blacks caught roaming the streets after ten o’clock.” The new punishments dictated that enslaved people “violating the curfew might receive thirty-nine lashes, while free blacks faced twenty-dollar fines or thirty days in the county prison.”¹⁰⁵ Free African Americans working at Ross House, such as Matilda, who did not reside on the property would have had to carefully navigate their way home, or procure a pass from Eleanor Potts or Richard H. Marshall to travel safely. For Notley Brown, this law may have quelled any desire to visit friends or family around Fredericktown after finishing work for the day.

When Eleanor Potts died in 1842, she left Ross House to her daughter, Harriet. Under nineteenth-century coverture law, Harriet could not technically own property as a married woman. Knowing this, Eleanor stipulated in her will that Harriet was to inherit Ross House as a “separate Estate as though she were sole and unmarried to be used in any manner...as she may deem proper.” Eleanor Potts further states that Harriet’s husband, Richard H. Marshall, wanted

¹⁰⁴ U.S. Census Bureau, *Census Record, MD, Frederick County, 1840*, Maryland State Archives SM61-110, <http://guide.msa.maryland.gov/pages/item.aspx?ID=SM61-110>.

¹⁰⁵ Grivno, *Gleanings of Freedom*, 123-24.

Harriet to have “the entire control and disposition” of the estate, hence this language.¹⁰⁶ Harriet and Richard continued to live in Ross House and even devoted one wing of the house to be Richard’s law office.¹⁰⁷



Figure 8: Image of door knob engraved “R.H. Marshall” that was a functioning part of the house in the mid-1800s. Picture taken by author 10/14/2022.

IX – Remaining Mysteries

This case study has uncovered the names of some enslaved people who lived and worked at Ross House including Suck, Nat, Lewis, Rebecca Riggs, Plato, Notley Brown, Matilda, and perhaps Clarisa. Although these people’s names have been lifted out of the archive, their stories remain largely concealed. We do not know what became of these people once freed or what exactly their labor entailed, although we can theorize. We also do not know what motivated Eleanor Potts to inherit Matilda or Notley Brown as infants, or what motivated her to sell Priscilla-Rachel and Matilda for short terms of service. If we knew these motivations, perhaps

¹⁰⁶ Frederick County, Maryland Will Records (1834-43), Eleanor Potts final will and testament, Nov. 13, 1838, 701-02.

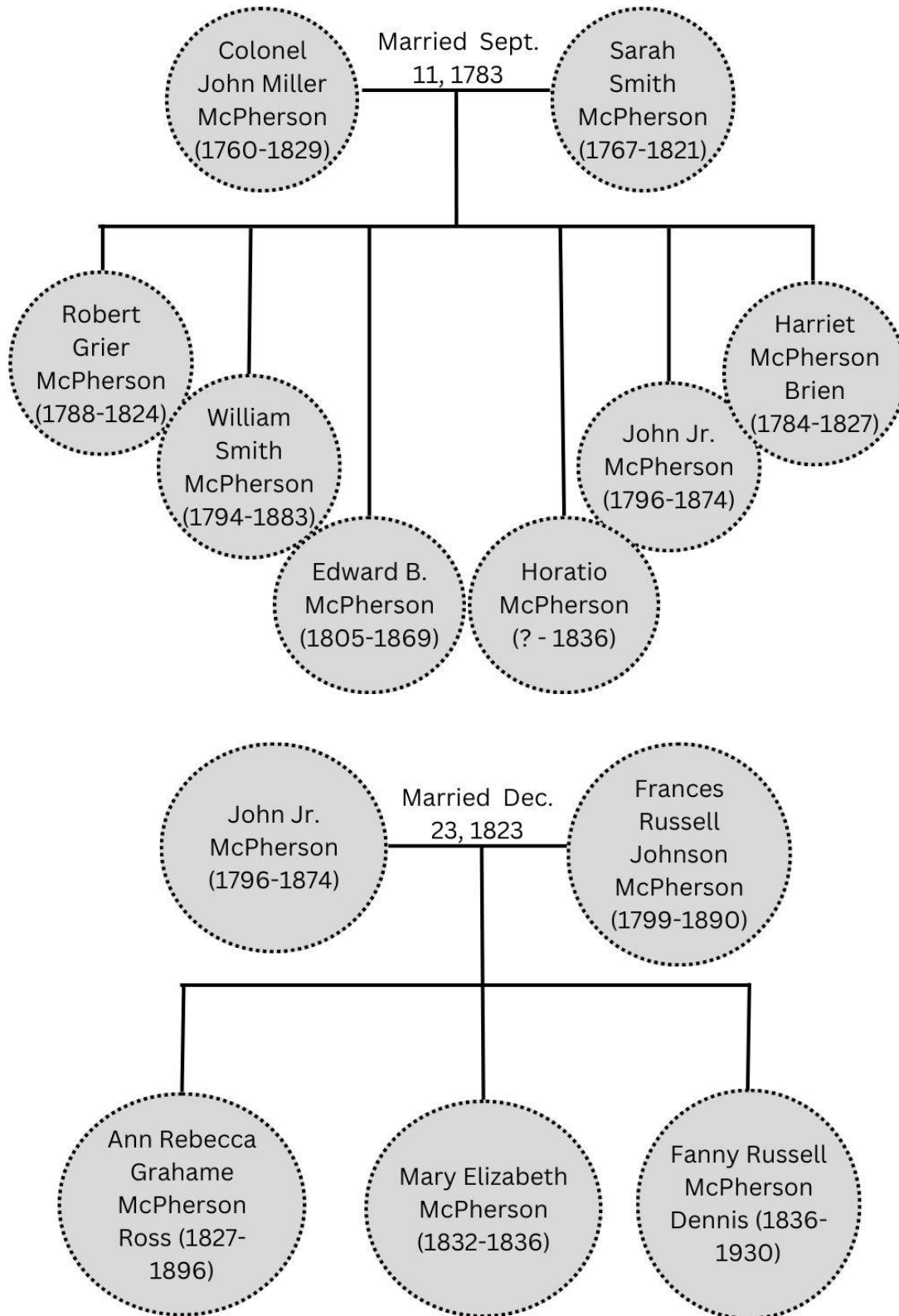
¹⁰⁷ Maryland Historical Trust, *Inventory Form for State Historic Sites Survey: Ross House* (June 1973).

we would have a clearer image of these women's lives. We also do not know if Eleanor Potts owned other enslaved people upon her death in 1842 since her will only stipulated that Notley Brown be freed. If Eleanor Potts did own other enslaved people, they would lose their chance at manumission by June of 1860 when the Maryland General Assembly passed legislation making manumission illegal.¹⁰⁸

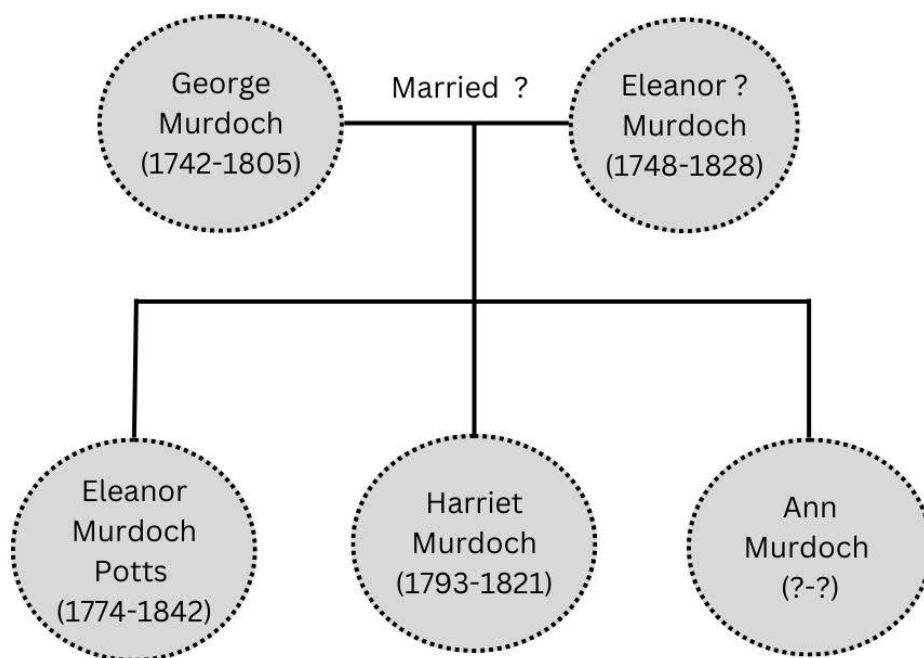
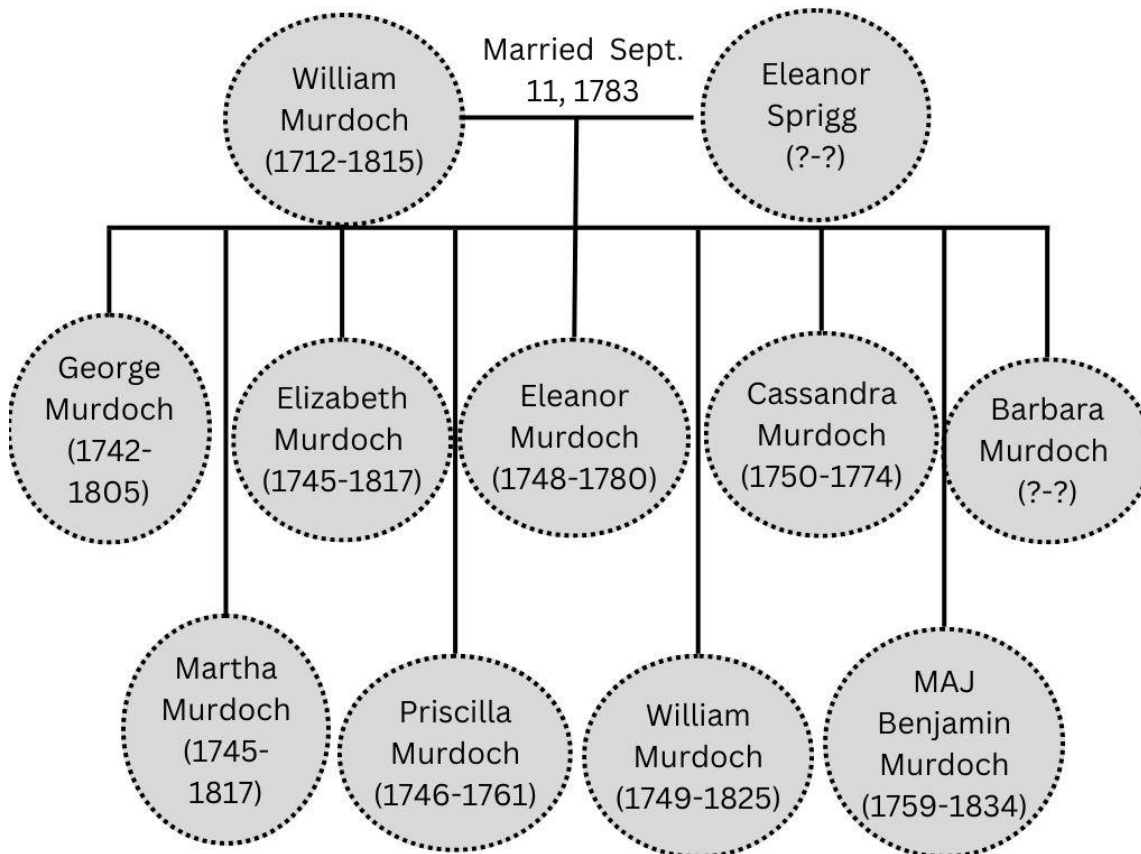
Despite these many questions, uncovering some information about the only known surviving slave quarters in Frederick City has recreated an important part of Maryland's history. This story of enslaved people at Ross House places Frederick City enslavement within the broader context of urban slavery studies that emphasize white supervision over urban enslaved bodies and how architecture reinforced oppression. These stories have long been hidden, especially since 2017 when the original historic marker for these slave quarters was mysteriously removed and never replaced. Moving forward, hopefully this uncovered knowledge will enhance Frederick city's African American history.

¹⁰⁸ Grivno, *Gleanings of Freedom*, 89.

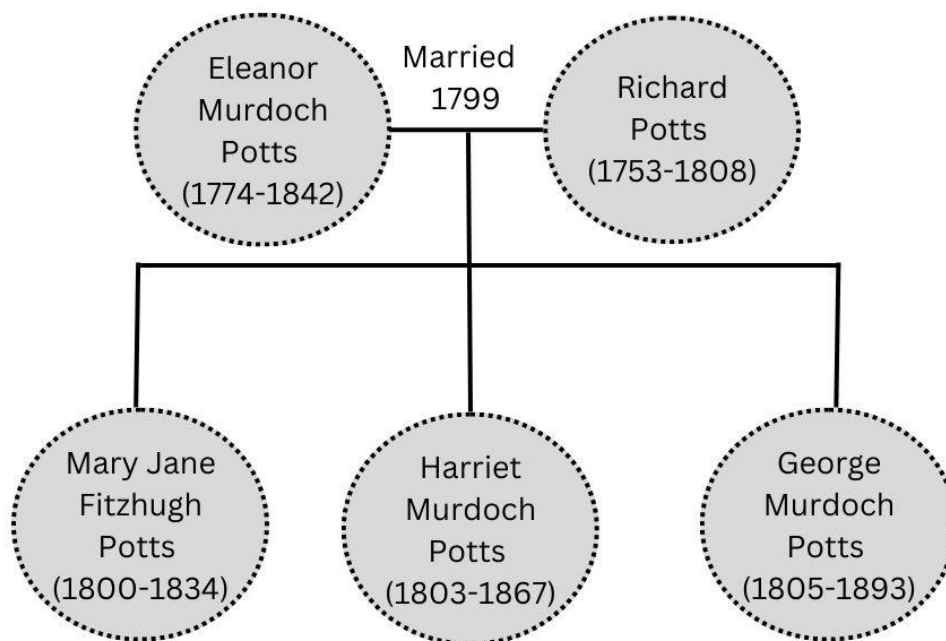
Appendix A: McPherson Family Trees



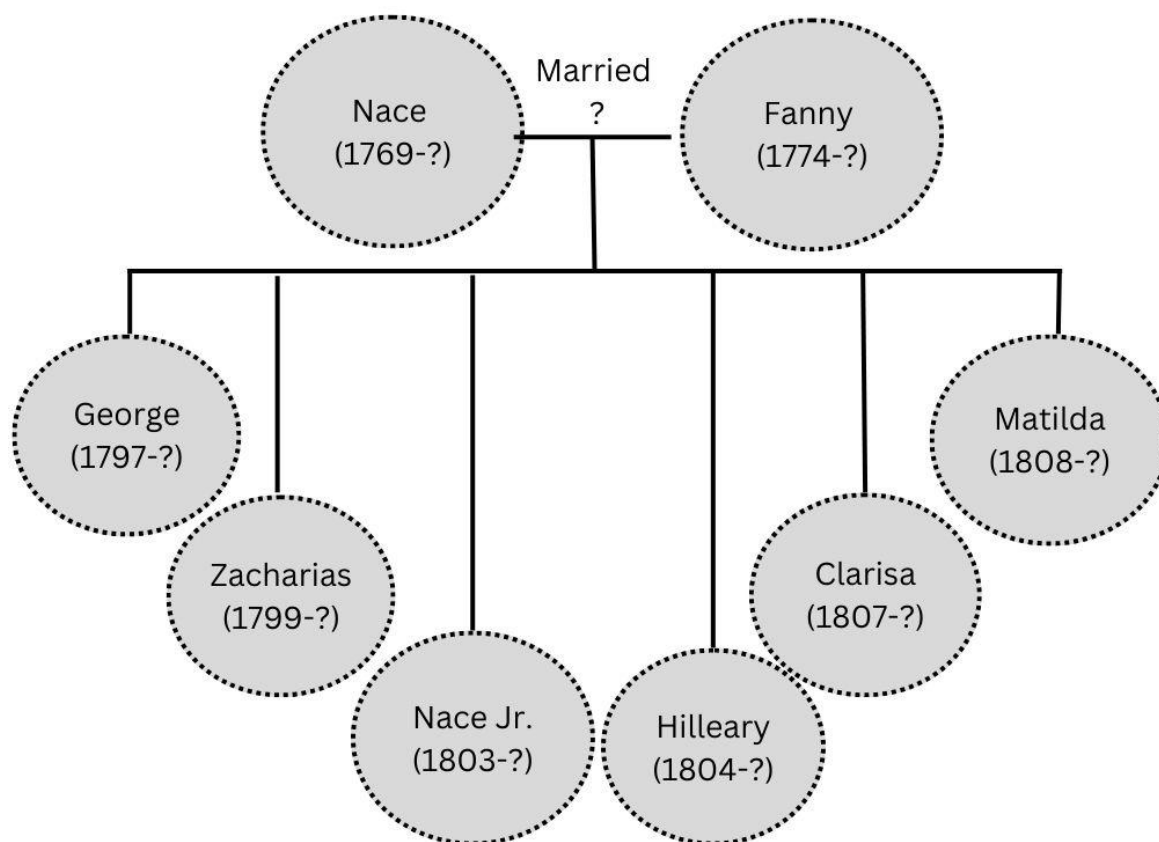
Appendix B: Murdoch Family Trees



Appendix C: Potts Family Tree



Eleanor also gained six stepchildren from Richard's prior marriage to Elizabeth Hughes (1761-1793). These children are: Elizabeth (1778-1842) Rebecca (1783-1804), John Lee (1783-1832), Richard Jr. (1786-1865), Sarah Ann (1791-1809) and Philip Thomas (1793-1818)

Appendix D: Matilda Heilman/Morgan Family Tree

Source Location	Navigation to Source	Type of Source	Date of Source	Importance of Source	PDF File?
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Wills 1828-1834, vol 1 → John McPherson's will January 12, 1827 McPherson folio/page marker 9			-Splits land & associated slaves amongst children -Leaves Ross House to son John McPherson Jr. -No inventory YES - PS -Executors: Son in law John Brien, sons William S, John Jr, Horatio	
FamilySearch	MD Marriages 1666-1970 → Frederick John McPherson's marriage September 11, 1783			Marries Sarah Smith NO	
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Inventories 1837-1839 vol 9 → Henry Smith's inventory April 14, 1837 Henry Smith pg 104			-Lists "..... 1 Negro Girl her unexpired term of 20 years service \$250...." which is Eliza, who John Jr. sold to him NO [John McPherson Jr purchased Eliza from William Johnson's estate sale but the estate sale does not list John McPherson Jr as a purchaser or any enslaved people as being sold]	
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Inventories 1811-1812 vol 4 → list of debts & estate sale February 25-27, 1812 William Johnson pg 50, 479			-Lists 28 enslaved people ranging in ages from 1.5 to 66 years old YES - PS -Frees all enslaved people at her death	
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Inventories 1806-1807, vol 1 → George Murdoch's inventory October 26, 1805 George Murdoch Esqr page 266			-Gives certain enslaved people bank shared YES - PS -Provides for elderly enslaved people	
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Wills 1828-1834, vol 1 → Eleanor Murdoch's September 7, 1827 Eleanor Murdoch folio/page marker 6 will			-Frees Notley Brown -Wills Ross House to daughter Harriet YES - PS -Executors: George M. Potts (son) & Richard H. Marshall (son in law)	
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Wills 1834-1843, vol 2 → Eleanor Potts' will November 13, 1838 Eleanor Potts folio/page marker 701			-Shows she was \$29,550 in debt to various people YES - PS -Wills Fredericktown home, carriage, horses to Eleanor Potts	
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Inventories 1841-1843 vol 1 → Eleanor Potts' inventory Eleanor Potts pg 361-342			-Wills 1 male slave, 4 female slaves, and Plato to Eleanor Potts -Gives Eleanor Potts \$5,000 YES - PS -Wills Susan to daughter Elizabeth Potts -Executors: William Potts (brother) & Eleanor Potts (widow)	
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Wills 1803-1809, vol 1 → Richard Potts' will November 14, 1808 Richard Potts folio/page marker 429			-Lists 57 enslaved people YES - PS Marries Elizabeth Hughes NO (Brother of Richard Potts) NO	
FamilySearch	MD Marriages 1666-1970 → Frederick Richard Potts' marriage April 15, 1779				
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Wills 1816-1822 vol 2 → William Potts' will December 7, 1815 William Potts folio/page marker 45				
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Wills 1816-1822 vol 2 → Dr. William Potts' March 24, 1818 [Doctor] William Potts folio/page marker 157 will			(Nephew of Richard Potts)	NO
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Inventories 1817-1819 vol 3 → Dr. William Potts' Doctor William Potts folio/page marker 157 inventor			(Nephew of Richard Potts)	NO
FamilySearch	MD Register of Wills Records, 1629-1999 → Frederick → Wills 1816-1822 vol 2 → Elizabeth Christian December 18, 1820 Christian Potts folio/page number 427 Potts' will			(Niece of Richard Potts)	NO
FindAGrave	https://www.findagrave.com/memorial/79512995/j John McPherson B: 1760		D: December 2, 1829	1st owner of Ross House Husband of Sarah Smith McPherson	NO
FindAGrave	https://www.findagrave.com/memorial/79513139/s Sarah Smith McPherson B: 1767 D: 1821			Wife of John McPherson	NO

FindAGrave https://www.findagrave.com/memorial/155373040/ Edward B. McPhersonB: January 8, 1805 D: December 27, 1869Son of John McPherson & Sarah Smith McPherson					NO
FindAGrave https://www.findagrave.com/memorial/138198205/ Robert G. McPhersonB: March 22, 1788 D: August 19, 1824Son of John McPherson & Sarah Smith McPherson					NO
FindAGrave https://www.findagrave.com/memorial/240548167/ Harriet McPherson BrienB: 1784 D: April 22, 1827Daughter of John McPherson & Sarah Smith McPherson					NO
FindAGrave https://www.findagrave.com/memorial/240548175/ John BrienB: unknown1st owner of Mathias House D: July 7, 1834Husband of Harriet McPherson Brien					NO
FindAGrave https://www.findagrave.com/memorial/25415532/w/ William JohnsonB: 1771John McPherson Jr. purchased Eliza from William Johnson at his estate sale D: 1811of February 25-27, 1811					NO
FindAGrave https://www.findagrave.com/memorial/10708578/g/ George MunNever owned Ross HouseD: May 5, 1805Husband of Eleanor Murdoch					NO
FindAGrave https://www.findagrave.com/memorial/10708579/e/ Eleanor Mu, 1748Never owned Ross HouseD: October 31, 1828Wife of George Murdoch					NO
FindAGrave https://www.findagrave.com/memorial/22804/richard/ Richard PottsB: July 19, 1753Never owned Ross House D: November 26, 1808Husband of Elizabeth Hughes Potts & then Eleanor Potts					NO
FindAGrave https://www.findagrave.com/memorial/156357081/ Elizabeth Hughes PottsB: December 28, 1762 D: October 28, 17931st wife of Richard Potts					NO
FindAGrave https://www.findagrave.com/memorial/156357179/ Eleanor PottsB: November 2, 1774 D: October 1, 18422nd wife of Richard Potts					NO
FindAGrave https://www.findagrave.com/memorial/91592879/r/ Richard Potts Jr.B: March 10, 1786 D: April 7, 1865Son of Richard Potts & Elizabeth Hughes Potts					NO
FindAGrave https://www.findagrave.com/memorial/116249606/ George Murdoch PottsB: June 14, 1805 D: August 19, 1893Son of Richard Potts & Eleanor Potts					NO
FindAGrave https://www.findagrave.com/memorial/43819541/m/ Mary Jane Fitzhugh Potts JohB: October 22, 1800 D: January 21, 1834Daughter of Richard Potts & Eleanor Potts					NO
FindAGrave https://www.findagrave.com/memorial/156368768/ Eleanor M. PottsB: September 6, 1807 D: May 26, 1882Daughter of Richard Potts & Eleanor Potts					NO
FindAGrave https://www.findagrave.com/memorial/156484829/ Harriet Potts MarshallB: April 6, 1803Daughter of Richard Potts & Eleanor Potts D: December 18, 1867Wife of Richard H. Marshall					NO
FindAGrave https://www.findagrave.com/memorial/156484797/ Richard H. MarshallB: March 8, 1779 D: September 3, 1884Husband of Harriet Potts Marshall					YES - SS
FindAGrave https://www.findagrave.com/memorial/156485002/ Ann Potts MarshallB: November 13, 1827 D: October 8, 1890Daughter of Richard H. Marshall & Harriet Potts Marshall					YES - SS
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryJohn McPherson Jr.February 3, 1825Immediate manumission of Thomas Beall age 42					YES - SS
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryRobert G. McPhersonSeptember 3, 1853Delayed manumission of Ann Cooper age 18 (BD: 7/1/1853) SF age 40					YES - SS
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryRobert G. McPhersonSeptember 3, 1853Not freed unnamed male child of Ann age 5 months					YES - SS
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryEleanor MurdochApril 14, 1825Immediate manumission of William age 35					YES - SS
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryEleanor MurdockJuly 16, 1811Delayed manumission of James Hall age 10 SF July 16, 1820					YES - SS
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryEleanor MurdockMay 31, 1822Immediate manumission of Darcy Hall					YES - SS
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryEleanor MurdockMay 31, 1822Immediate manumission of Ann, daughter of Darcy Hall age 16					NO
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryGeorge MurdockMarch 7, 1801Immediate manumission of Rachel Chase					NO
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryEleanor PottsJanuary 30, 1824Immediate manumission of Rachel age 28					
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryEleanor PottsFebruary 1, 1831Delayed manumission of Matilda Morgan age 23 SF December 18, 1836					
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryEleanor/William PottsFebruary 23, 1814Immediate manumission of Poll, wife of William Hammond					
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryGeorge Murdoch PottsJanuary 25, 1853Delayed manumission of Patty age 23-24 SF July 22, 1866					
Manumission Deed of FMaryland Room at C. Burr Artz Public LibraryJohn Lee PottsJanuary 12, 1822Delayed manumission of Nelly age 40 SF 4 years later					

Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	February 9, 1829	Immediate manumission of Maria Chester age 38	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	February 9, 1829	Immediate manumission of unnamed infant of Maria Chester age 1 month	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	February 9, 1829	Immediate manumission of Clarissa Brown age 23	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	February 9, 1829	Immediate manumission of Cornelia, infant of Clarissa Brown	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	February 25, 1829	Immediate manumission of Abraham Butler under age 45	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	February 25, 1829	Immediate manumission of Abraham Campbell under age 45	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	March 13, 1829	Delayed manumission of Margaret Thompson age 19 SF February 1, 1837	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	January 24, 1832	Delayed manumission of Lewis Carroll age 32 SF July 4, 1833	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	January 24, 1832	Delayed manumission of Charlotte Thompson age 22 SF July 4, 1833	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	February 10, 1847	Immediate manumission of Henry Grass age 44	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	June 16, 1847	Delayed manumission of George Carroll age 24 SF December 11, 1852	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	September 5, 1854	Immediate manumission of George Carroll age 21	YES - SS
Manumission Deed of	FMaryland Room at C. Burr Artz Public LibraryRichard Potts [Jr]	March 6, 1860	Delayed manumission of Daniel Gross age 33 SF January 1, 1862	YES - SS
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp John McPherson	1790 Slave Assessment	6 enslaved people	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp John McPherson	1820 Census	2 enslaved boys under 14 1 enslaved man age 26-44 1 enslaved girl under 14 2 enslaved women age 14-25 1 enslaved woman over 45	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp John McPherson	1825 Slave Assessment	17 enslaved people	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp Horatio McPherson	January 13, 1827	Runaway ad for Trueman who may have gone to Washington to visit mom	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp Horatio McPherson	1830 Census	1 free woman age 24-35 2 enslaved women age 10-23 2 enslaved men age 10-23	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp William McPherson	1830 Census	1 free woman age 36-54 1 free man age 36-54 2 enslaved women age 10-23 2 enslaved women age 24-35 1 enslaved girl under 10	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp Edward B. McPherson	1830 Census	3 enslaved women age 10-23 1 enslaved woman age 24-35 1 enslaved woman age 36-54 4 enslaved boys under 10 1 enslaved man age 10-23 1 enslaved man age 24-35 3 enslaved men age 36-54	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp John McPherson	February 3, 1825	Immediate manumission of Thomas Beall age 42	NO
Legacy of Slavery	Jr. http://slavery2.msa.maryland.gov/pages/Search.asp John	May 25, 1833	Runaway ad for Nat age 23 & Lewis age 23 who went with 2 other men Published in the <i>Daily National Intelligencer</i>	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp John McPherson Jr.	July 27, 1789	Runaway ad for Jack age 20 from a farm 3 miles outside of Fredericktown	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp Richard Potts	1800 Census	9 enslaved people	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp Richard Potts	1820 Census	[Spelled Elenor Potts] 1 enslaved man age 14-25 1 enslaved man 45 and over 2 enslaved girls under 14 2 enslaved women age 14-25	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp Eleanor Potts	November 20, 1843	Notley freed 1 year and 50 days after Eleanor Potts died	NO

Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp	George Murdoch Potts	2 female slaves age 10-23 2 female slaves age 24-54 6 male slaves age 0-9 1840 Census 2 male slaves age 10-23 4 male slaves age 24-54 1 free female age 10-23 1 free female age over 55 1 free male age 10-23	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp	Richard Potts [Jr]	1 female slave age 10-23 1830 Census 1 male slave age 24-35 1 male slave age 55-99	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp	Richard H. Marshall	1830 Census 3 enslaved women age 10-23 1 enslaved man age 24-35 0 enslaved people	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp	Richard H. Marshall	1840 Census Listed with 1 white girl age 10-14, 2 white women age 30-39, 1 white woman age 40-49, 1 white woman age 60-69 (blind), 1 black woman age 10-23, 2 black women age 24-35, 1 black woman age 55-99	NO
Legacy of Slavery	http://slavery2.msa.maryland.gov/pages/Search.asp	Richard H. Marshall	1850 Census 0 enslaved people Own \$10,000 worth of real estate	NO
Jacob Engelbrecht Diary	NMCWM Library	Diary Entry	Edward Harriss (70) marries Mrs Joyce Oster (65) by Reverend John Jones January 14, 1828 in the Protestant Episcopal Church – Edward & Joyce belong to Mrs Eleanor Murdoch	NO
Jacob Engelbrecht Diary	NMCWM Library	Diary Entry? 1830	1830 Fredericktown had population of 477 enslaved people & 402 free African Americans	NO
Heritage Frederick	Box 8, Folder 75	Robert G. McPherson will June 25, 1792	Brother of John McPherson Leaves his mother, Agness McPherson, an enslaved man named Fill	NO
Heritage Frederick	Box 7, Folder 16	Henry R Warfield vs John McPherson and John McPherson Brien January 13, 1831	Establishes Francis Thomas Esq as trustee of John McPherson's estate	NO
Heritage Frederick	Box 8, Folder 38	Sale Michael McArtnerly to E John McPherson Jr June 9, 1836	Sale of enslaved girl named Clarissa age 10 for life	NO
Heritage Frederick	Box 8, Folder 94	Letter Rob Nicholas to John McPherson Jr August 29, 1837	Informing John McPherson Jr that his runaway enslaved man named Nat is in New York	NO
MD State Archives	https://msa.maryland.gov/megafile/msa/speccol/sc3	John McPherson	Born 1760 in Adams, PA 1781: Became a lieutenant in PA but never saw active field service 1781 emigrated to Frederick from PA Lived in Frederick 1781-1829 September 11, 1783: Married Sarah Smith Biographical Series (nd) 1790: Became esquire 1791 MANUMITTED a 22 year old male slave who was working on the family farm in PA – wanted to bring slave into MD, but MD laws would not allow it so he manumitted the man who then entered into article of indenturing himself to McPherson for 17 years Died December 2, 1829 Obituary published December 5, 1829 in Frederick-Town Herald John McPherson paid \$3000 to George W. Miller for lot #30 in Fredericktown fronting on South side of Patrick St. previously received from Jacob Hoffman & Jacob Miller on April 27, 1791	NO
MDLandRec.	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1815-1822 → Liber 4, Folio 528	Deed John McPherson and George W. Miller May 31, 1817	John McPherson paid \$3000 to George W. Miller for lot #30 in Fredericktown fronting on South side of Patrick St. previously received from Jacob Hoffman & Jacob Miller on April 27, 1791	YES - PS
MDLandRec.	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1815-1822 → Liber 10, Folio 362	Sale Otho Sprigg to John McPherson & John Brien March 1, 1820	Sold Joshua age 12, Tom age 16, and Jane age 34 forever	YES - PS

MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1815-1822 → Liber 14, Folio 600	Sale Peter Eichelberger to John McPherson & John Brien	December 14, 1821	Sold Suck age 16 forever	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1822 - 1829 → Liber 16, Folio 55	Sale V.W. Randall to John McPherson	July 16, 1822	Sold Noah to John McPherson	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1822 - 1829 → Liber 31, Folio 308	Sale John McPherson Jr to Henry Smith	April 18, 1829	Sold Eliza to Henry Smith (who John Mcpherson Jr previously bought from William Johnson) until her manumission December 24, 1857	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1822 - 1829 → Liber 31, Folio 348	Sale Singleton Purdy to John McPherson Jr	April 30, 1829	To settle a \$384.80 debt, sold Robert age 30, 6 horned cattle, 15 hogs, 4 horses, 1 shear plough, 1 harness, 1 waggon	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1829 - 1835 → Liber 49, Folio 368	Deed John McPherson Jr and Eleanor Potts	June 13, 1835	Sold the lot in Fredericktown that John McPherson Jr received from his father via his will to Eleanor Potts for \$8000	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1829 - 1835 → Liber 12, Folio 211	Deed John McPherson Jr and Eleanor Potts	January 18, 1841	John McPherson Jr and Fanny R. McPherson received land in Frederick County from William S. McPherson & William M. Beall called Arabia and lot #5 & Ross House previously & another plot of land - Leaves all this to William S. McPherson & William M. Beall *Not sure what this deed is*	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1829 - 1835 → Liber 36, Folio 427	Deed George M. Potts and John Brien July 20, 1831		Richard Potts & George M Potts (on behalf of Eleanor Murdoch, deceased) sold lot #119 to John Brien fronting on 2nd St. between lots of Christian Stoner and the Presbyterian Church	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → WR 1803-1815 → Liber 40, Folio 143	Manumission Eleanor Murdoch of James Hall July 16, 1811		Delayed manumission of James Hall age 10 SF July 16, 1820	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1815-1822 → Liber 15, Folio 650	Manumission Eleanor Murdoch of Dary, Ann, May 31, 1822 & William Hall		Immediate manumission of Dary Hall, her daughter Ann Hall age 16, and her son William Hall age 12	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1822 - 1829 → Liber 22, Folio 187	Manumission Eleanor Murdoch of Serena & April 12, 1825 Catharine Butler		Immediate manumission of Serena, wife of Harry Butler, and Catharine age 14 (BD: July 10, 1825)	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1822 - 1829 → Liber 22, Folio 195	Manumission Eleanor Murdoch of William April 14, 1825		Immeduete manumission of William age 35	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1822 - 1829 → Liber 19, Folio 212	Manumission Eleanor Potts of Rachel January 30, 1824		Immediate manumission of Rachel age 28	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → JS 1829 - 1835 → Liber 35, Folio 260	Sale Eleanor Potts to Thomas W. Morgan & Manumission Eleanor Potts of Matilda Heilman February 1, 1831		Sold Matilda Heilman to Thomas W. Morgan for 6 years to end December 6, 1836 for \$90 and then to be free	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → WR 1803-1815 → Liber 45, Folio 478	Sale Eleanor & William Potts to Elizabeth Hopkins December 11, 1813		Sold Rachel to Elizabeth Hopkins for 10 years until December 20, 1823	YES - PS
MDLandRec	Frederick County → Active Indices → Land Records, Index, 1748-1851, MSA CE 455 → WR 1803-1815 → Liber 46, Folio 167	Manumission Eleanor & William Potts of Poll February 23, 1814 Hammond		Immediate manumission of Poll, wife of William Hammond	YES - PS

Frederick County → Active Indices → Land MDLandRec Records, Index, 1748-1851, MSA CE 455 →Sale William Potts to 343Richard Potts [Jr]January 28, 1811WR 1803-1815 → Liber 41, Folio		William Potts is in debt to Richard Potts Jr \$550 & Richard Potts Jr is in debt to Upton Beall \$312 William Potts sold Levy (M), Lucy (F), and her child Airy (F) to RichardYES - PS Potts for \$1 to settle the debt	
Digital Maryland https://collections.digitalmaryland.org/digital/colle	Plato (Miss Potts's)N/A	D: May 31, 1821 at age 70 Death Ledger #6983NO	
Digital Maryland https://collections.digitalmaryland.org/digital/colle	Darky Hall, wid of Jim HallN/A	D: April 3, 1848 Death Ledger #3879NO	
UMD Special Collection https://hdl.handle.net/1903.1/14953	Sale John Peltz to Richard PottsAugust 8, 1785	Sold Catharine age 20 to Richard PottsNO	
UMD Special Collection https://archives.lib.umd.edu/repositories/2/archival	Sale George Koontz to John McPherson JrSeptember 4, 1835	Sold Rebecca Riggs age 16 to John McPherson Jr with mention that she is to be freed at age 38YES - PS	
UMD Special Collection https://hdl.handle.net/1903.1/13879	Sale Alexander Smith to James W. EichelbergerSeptember 15, 1836	Sold Eliza to James Eichelberger but reminded she will be freed December 24, 1857NO	
US Census Bureau https://www2.census.gov/library/publications/dece	Abstract of the Returns of the 5th Census1830	1830 Frederick County had 6,370 enslaved people & 2,716 free African AmericansYES - PS	
US Census Bureau https://www2.census.gov/library/publications/dece	Abstract of the Returns of the 8th Census1860 Commissioner of Slave	Changes in Frederick County's free & enslaved population by 1860YES - PS By 1860, Fredericktown's enslaved population diminished slightly, while free African American population tripledNO	
Statistics http://guide.msa.maryland.gov/pages/item.aspx?ID	Slave Statistics RecordFrederick County1868		

Department of Women's and Gender Studies Archival Work

When: Fall 2022 & Spring 2023

Purpose: To write a history of the WGST Department for the 50th Anniversary

Inventory of Books to be Donated to Library

195

Book	Author	Publication Date	Collection
BOX			
The Brandons	Angela Thirkell	1939	women's history/feminist literature
Introduction to Women's and Gender Studies	Dawn M. Campbell (editor)	2021	women's history/feminist literature
The Enchanted April	Elizabeth von Arnim	1923	general
Frenchman's Creek	Daphne du Maurier	1941	general
Wild Orchard	Isabel Dick	1945	general
With Malice Toward Some	Margaret Halsey	1938	women's history/feminist literature
In Another Girl's Shoes	Berta Ruck	1916	women's history/feminist literature
The Sun is My Undoing	Marguerite Steen	1941	general
Brideshead Revisited	Evelyn Waugh	1945	general
Annie Jordan: A Novel of Seattle	Mary Brinker Post	1948	women's history/feminist literature
The Strange Woman	Ben Ames Williams	1941	women's history/feminist literature
Making Things Grown Outdoors	Thalassa Cruso	1971	women's history/feminist literature
Daddy-Long-Legs	Jean Webster	1912	women's history/feminist literature
The Jealous Gods	Gertrude Atherton	1928	general
Yankee Stranger	Elswyth Thane	1944	general
Three O'Clock Dinner	Josephine Pinckney	1945	general
Dance to the Piper	Agnes de Mille	1951	women's history/feminist literature
Bittle en' T'ing' Gullah Cooking with Maum Chrish'	Virginia Mixson Geraty	1992	women's history/feminist literature
Bunny Lake is Missing	Evelyn Piper	1957	women's history/feminist literature
Cards on the Table	Agatha Christie	1936	general
Sapphira and the Slave Girl	Willa Cather	1940	women's history/feminist literature
Immortal Wife	Irving Stone	1944	women's history/feminist literature
The Coming of the Dawn	Jane A. Pierson	1917	general
The House on the Strand	Daphne du Maurier	1969	general
The Balloon Man	Charlotte Armstrong	1968	women's history/feminist literature
The House of Happiness	Kate Langley Boshier	1913	general
The New Testament of our Lord and Saviour Jesus Christ	N/A	1828	general
BOX 2			
Mistress to an Age	J. Christopher Herold	1958	women's history/feminist literature
You are Not the Target	Laura Archera Huxley	1963	general
Sex and the Single Girl	Helen Gurley Brown	1962	women's history/feminist literature
A Woman's Guide to Investing	Virginia B. Morri, Kenneth M. Morris, Bridget A. Machaskill	1998	women's history/feminist literature
Nineveh and Persepolis: An Historical Sketch of Ancient Assyria and Persia	W. S. W. Vaux	1851	general
The Bungalow Boys on the Great Lakes	John Henry Goldfrapcirca 1911 N/A Unknown Robert T. Kiyosaki		general
University Encyclopedia Lig - ?	Josephine Humphreys		general
Prophecy: Why the Biggest Stock Market Crash in History is still Coming...	Marion Faber	2002	general
Rich in Love		1987	women's history/feminist literature
The Panther Woman: Five Tales from the Cassette Recorder		1989	women's history/feminist literature

The Nile: The Life Story of a River	Emil Ludwig	1937	general
The Ladies of Seneca Falls: The Birth of the Woman's Rights Movement	Miriam Gurko	1974	women's history/feminist literature
When Society Becomes an Addict	Anne Wilson Schaefer (signed book)	1987	women's history/feminist literature
Golden Links in the Chain that Connects Mother, Home, and Heaven	Mrs. J. P. Newman	1890	women's history/feminist literature
Good Wives	Louisa M. Alcott	1929	women's history/feminist literature
The Women's Chronology: A Year-by-year Record, from Prehistory to Present	James Trager	1994	women's history/feminist literature
Woman's Art Journal Spring/Summer 1990 Vol. 11, No. 1	N/A	1990	women's history/feminist literature
The Timetables of Women's History	Karen Greenspan	1994	women's history/feminist literature
BOX 3			
Gendered Worlds (second edition)	Judy Root Aulette, Judith Wittner	2012	women's history/feminist literature
Against the Tide: One Woman's Political Struggle	Harriet Keyserling	1998	women's history/feminist literature
Feminism and Art History: Questioning the Litany	Norma Broude, Mary D. Garrard (editors)	1982	women's history/feminist literature
Art for the Preprimary Child	Hilda Present Lewis (editor)	1977	women's history/feminist literature
Recipes to Help Keep your Arteries Young at Every Age	Coronary Heart Disease Research Program (organization)	1987	women's history/feminist literature
How to Raise a Brighter Child: The Case for Early Learning	Joan Beck	1967	women's history/feminist literature
Phyllis Schlafly and Grassroots Conservatism: A Woman's Crusade	Donald T. Critchlow	2005	women's history/feminist literature
Reader's Digest Pocket Guide to American Antiques	Editors of American Heritage (organization)	1974	general
Dictionary of Interior Design and Decoration Terms and Phrases	Chicago School of Interior Decoration (organization)	1970	general
Women Confronting Retirement: A Nontraditional Guide	Nan Bauer-Maglin, Alice Radosh (editors)	2006	women's history/feminist literature
Failure is Impossible: Susan B. Anthony in Her own Words	Lynn Sherr	1995	women's history/feminist literature
Modern Feminisms: Political, Literary, Cultural	Maggie Humm (editor)	1992	women's history/feminist literature
The Power of Two: Secrets to a Strong & Loving Marriage	Susan Heitler	1997	women's history/feminist literature
The Women's Voting Guide	Catherine Dee (editor)	1992	women's history/feminist literature
Women's Way of Knowing: The Development of Self, Voice, and Mind	Mary Field Betenky, Blythe McVicker Clinchy, Nancy Rule G	1986	women's history/feminist literature
Gultuh Fun Oonuh (Gultah for You): A Guide to the Gultuh Language	Virginia Mixson Geraty	1997	women's history/feminist literature
Proud Heritage: A History of the League of Women Voters of South Carolina, 1920-1976	Mary L. Bryan	1978	women's history/feminist literature
The Feminine Face of God: The Unfolding of the Sacred in Women	Sherry Ruth Anderson, Patricia Hopkins	1986	women's history/feminist literature
Against our Will: Men, Women, and Rape	Susan Brownmiller	1975	women's history/feminist literature
Crockery Cookery	Mable Hoffman	1975	women's history/feminist literature
Goddesses in Every Woman: A New Psychology of Women	Jean Shinoda Bolen	1984	women's history/feminist literature
The American Woman: Who Was She?	Anne Firor Scott (editor)	1971	women's history/feminist literature
Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity	Sarah B. Pomeroy	1975	women's history/feminist literature
Yoga for Women: 4 Great Natural Sources of Prolonged Youth	Nancy Phelan, Michael Volin	1963	women's history/feminist literature
The Battered Woman	Lenore E. Walker	1979	women's history/feminist literature
Hale the Sky: Turning Oppression into Opportunity for Women Worldwide	Nicholas D. Kristof, Sheryl WuDunn	2009	women's history/feminist literature
High School Feminist Studies	Carol Ahlum, Jaqueline Fralley, and Florence Howe (editor)	1976	women's history/feminist literature
Thinking about Women: Sociological Perspectives on Sex and Gender (seventh edition)	Margaret L. Andersen	2006	women's history/feminist literature
Art and Sexual Politics: Why have there been no great women artists?	Thomas B. Hess, Elizabeth C. Baker (editors)	1973	women's history/feminist literature
When God was a Woman	Merlin Stone	1976	women's history/feminist literature
How to Make the World a Better Place for Women in Five Minutes a Day	Donna Jackson	1992	women's history/feminist literature

Why and How Women will Elect the Next President	Eleanor Smeal	1984	women's history/feminist literature	
Women and Economics	Charlotte Perkins Gilman Legal Secretary's Complete Handbook	Besse May Miller	1998	women's history/feminist literature
The Dance of Anger: A Woman's Guide to Changing the Patterns of Intimate Relationships	Harriet Goldhor Lerner	1959	women's history/feminist literature	
Chimpanzee Politics: Power and Sex among Apes	Frans de Waal	1985	women's history/feminist literature	
		1989	general	
BOX 4				
Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework	Lynn Weber	2001	women's history/feminist literature	
African American Women in the Struggle for the Vote, 1850-1920	Rosalyn Terborg-Penn	1998	women's history/feminist literature	
New Passages: Mapping your Life Across Time	Gail Sheehy	1995	women's history/feminist literature	
Deviations	Gayles S. Rubin	2011	women's history/feminist literature	
If Women Counted: A New Feminist Economics	Marilyn Waring	1988	women's history/feminist literature	
When Everything Changed: The Amazing Journey of American Women	Gail Collins	2009	women's history/feminist literature	
Herland: A Lost Feminist Utopian Novel	Charlotte Perkins Gilman	1979	women's history/feminist literature	
Community Activism and Feminist Politics: Organizing Across Race, Class, and Gender	Nancy A. Naples (editor)	1998	women's history/feminist literature	
The Yellow Wallpaper	Charlotte Perkins Gilman	1973	women's history/feminist literature	
Final Acts: Death, Dying, and the Choices we Make	Nan Bauer-Maglin, Donna Perry (editors)	2010	general	
Women's Voices, Feminist Visions: Classic and Contemporary Readings (second edition)	Susan M. Shaw, Janet Lee	2004	women's history/feminist literature	
Words of Fire: An Anthology of African-American Feminist Thought	Beverly Guy-Sheftall (editor)	1995	women's history/feminist literature	
Mary Cassatt: A Life	Nancy Mowll Mathews	1994	women's history/feminist literature	
Megatrends for Women	Patricia Aburdene, John Naisbitt	1992	women's history/feminist literature	
One Woman, One Vote: Rediscovering the Woman Suffrage Movement	Marjorie Spruill Wheeler (editor)	1995	women's history/feminist literature	
The Meaning of Difference (fifth edition)	Karen E. Rosenblum, Toni-Michelle C. Travis	2008	women's history/feminist literature	
Women who Run with the Wolves	Clarissa Pinkola Estes	1992	women's history/feminist literature	
The Student Faces Life: A Study of Solutions	Carl Sumner Knopf	1932	general	
Codependent No More: How to Stop Controlling Others and Start Caring for Yourself	Melody Beattie	1987	general	
Working Women for the 21st Century: 50 Women Reveal Their Pathways to Success	Elizabeth Dote, Ellen Goodman, Judith Jamison, Maria Shriver	1992	women's history/feminist literature	
Educating the Majority: Women Challenge Tradition in Higher Education	Carol S. Pearson, Donna L. Shavlik, Judith G. Touchton	1989	women's history/feminist literature	
Women Images & Realities: A Multicultural Anthology (third edition)	Amy Kesselman, Lily D. McNair, Nancy Schniedewind	2003	women's history/feminist literature	
Displaced: Life in the Katrina Diaspora	Lynn Weber, Lori Peek (editors)	2012	women's history/feminist literature	
Voices of a New Generation: A Feminist Anthology	Sara Weir, Constance Faulkner (editors)	2004	women's history/feminist literature	
Baby Et La Petite Princesse	unknown	1930	general	
Words from the Heart: Stories of Hope, Lessons in Caring	Dianne Aprile (editor)	1998	women's history/feminist literature	
Supporting Human Rights and Democracy: The U.S. Record 2002-2003	United States Department of State (organization)	2003	general	

Miscellaneous Notes for the Departmental History

Folder: 1993 Bluestocking Books

Document: Call for Proposals

Page: n/a

- 1993 called for proposals about feminist theorists – shifting away from “women fiction and poetry writers”

Folder: 1988 Articles/WOST Newsletters

Document: The State of Women’s Studies at Carolina Newsletter Issue 2 Spring 1998

Page: 5

Article: System-Wide Conference Unites Women’s Studies Scholars

- “On Feb. 5, USC held its first system-wide Women’s Studies conference: ‘Women and Women’s Studies in the USC System: Who Are We and Where Are We Going?’”
- 138 people attended

Folder: 1988 Articles/WOST Newsletters

Document: The State of Women’s Studies at Carolina Newsletter Issue 4 Summer 1989

Page: 8

Article: System-wide Women’s Studies Conference

- Second WOST conference held March 31, 1989
- Called “A Challenge for the Curriculum: Teaching and Learning About Women”
- 76 people attended from 9 campuses

Folder: 1989 WOST Grad Cert.

Document: Letter Jean Ayers to Dr. Waters January 17, 1989

Page: n/a

- “We do not yet have a formal hand-out about the Graduate Certificate since it has not yet been approved...This hopefully will be approved by Fall 1989.”

Folder: 1992 Sue Rosser WOST

Document: Sue Rosser to WOST Faculty & Friends May 8, 1992

Page: n/a

- “I am very pleased to announce that the Certificate of Graduate Study in Women’s Studies passed the final hurdle at the Commission on Higher Education yesterday, May 7, 1992. We can begin to offer the certificate in August, 1992.”

Folder: Anita Hill Invitation 2nd Annual 1991**Document: Small purple flyer****Page: n/a**

- 2nd annual held October 14, 1991
 - So first was in 1990

Folder: 1995 Judith James WOST Interim Director**Document: Pink Flyer “It’s Time for a Faculty Meeting!”****Page: n/a**

- First documented consideration of having a PhD program within WOST

Folder: 1995 WOST Faculty Meeting**Document: Women’s Studies Faculty Meeting****Page: 1-3**

- Held Monday October 30, 1995 (1)
- “We have decided to teach WOST courses in the summer for the first time this year because we should be able to make a profit by doing so.”
- USC will also be holding a Maymester from May 6-24 so ideas for a creative class are wanted

Folder: 1996 WOST**Document: Call for Papers Women Creating Knowledge About Women****Page: n/a**

- Calling for research by WOST Graduate Students at USC to be submitted and, if accepted, presented as part of the “Women’s Studies Research Series” January 24, 1996
- 4 papers accepted
- Each presenter will have 10 minutes

ARCHIVING THE INTERSECTION OF GENDER STUDIES & HISTORY

By Gabrielle McCoy, Department of History Ph.D. Student and WGST Graduate Assistant

When I started graduate school last Fall as a gender historian, I was interested in how nineteenth-century Americans constructed and performed gender. Originally, I studied how constructions and performances of masculinity intertwined with white supremacy. But I soon found myself interested in how femininity and masculinity interacted with each other, rather than viewing them as separate entities. Now I find myself in the midst of writing my Master's thesis about how nineteenth-century Americans' rhetoric about horses and horsemanship reinforced constructs of femininity and masculinity.

While writing this paper, I began working with the newly minted Department of Women's and Gender Studies (WGST). In this position, I gave guest lectures to Dr. Annie Boiter-Jolley's WGST112 courses which allowed me to share insights from my research. In this lecture, I discussed how I incorporate gender studies techniques and topics into historical research to show students how gender studies interacts with other disciplines. I also spent some of the semester working with Dr. Stephanie Mitchem on the recent departmental self-study. This work included conducting a survey about undergraduate and graduate student perceptions of the WGST courses offered. My work with Dr. Boiter-Jolley and Dr. Mitchem revealed the intricacies of academic administrative work which helped inform my perception of a career in academia.

Furthermore, I collaborated with Dr. Mary Baskin-Waters on various archival projects. This opportunity to work on a gender studies archive was immensely exciting because it combined my interests of gender studies with history. I began this work by creating the Dr. Mary Baskin-Waters Personal Archive to be housed in the department's central office. This "archiving the archivist" project consisted of helping Dr. Waters organize her personal papers and files that outline her work with the department and university over the years. For example, her personal papers include documentation of the lectureship series she established in 2014 and the service-learning scholarship that was presented in 2021. Administrative Assistant Rebecca Dobson has already used the personal archive to respond to inquiries about the department's history and activities. Thanks to this work, she can now respond more quickly to inquiries since "it is now all in one place."

We continued our archival project by organizing Dr. Waters' personal files related to the Archiving South Carolina Women Collection currently housed in the Ernest F. Hollings Special Collections Library. Dr. Waters began this collection in 2013 by gathering papers to form the inaugural class of this archive which includes papers from noted author Claudia Smith-Brinson, poet Ann Humphries, journalist Jan Collins, and former DHEC administrator Julie Lumpkin. In 2018, Dr. Waters established a special collections endowment fund to allocate funds to process and preserve these materials. Currently Dr. Waters is gathering additional papers from prominent South Carolina female activists to add to this collection.

Recently, the department began collaborating with university libraries to highlight materials from the Archiving South Carolina Women Collection in a series of exhibits. These exhibits will be available to the public in Spring 2024 as the department celebrates its 50th Anniversary. We do hope you will take the time to check out these exhibits to see how archival records can expand our understanding of women's and gender studies.

As a historian, I know the importance of archives. As I have learned in my public history courses and museum internships, archival materials need proper documentation to be fully useful. This project has reinforced the importance of proper documentation as I have worked with the newly minted department to provide valuable organizing assistance. This work allowed me to draw important connections between gender studies and history, gain perspective on a career in academia, and hone my archival skills. Although I do not plan to become an archivist, learning more about the archival process has enhanced my knowledge and identity as a public historian. I look forward to working with the Department of Women's and Gender Studies on future projects as I continue my studies.