

Women's Hall of Fame Project

The main scope of my project this summer has been to do biographical research on the women inducted into the Maryland Women's Hall of Fame for the year 2010. My job was to collect information about each inductee, regarding their personal and professional life. I was then to write and edit a short biography to be posted on the archives website, under the Women's Hall of Fame project.

In order to facilitate this project, I was initially given some basic information to help inform and direct my research. After that, I began using databases, library catalogues, as well as the archives collections, to find information on each individual. My goal was to gather information about their childhood, education, personal life, and career, to help create a well rounded picture of what they were/are like as an individual.

The general process for research was the same for each biography. However, as I worked on each woman I discovered unique challenges, as well as interesting rewards. This next section will highlight a few of these that I encountered while researching particular woman.

Dr. Claire Fraser-Liggett's biography was possibly the easiest in terms of speed, quantity and quality of research results. The biggest challenge I faced was in finding information on her early life. There was a wealth of newspaper articles, including interviews, which illuminated aspects of her career and adult life, but for information on her childhood I almost entirely relied upon the nomination packet.

Even more difficult was Anne Catharine Green, whose early life as almost an entire mystery. Many secondary sources say that she is believed to have born in the Netherlands in about 1720, but none state why they believe that. As far as I could tell there was no personal record of her until 1738 when she married Jonas Green. However, it was not too difficult to find information about her adult life and career.

Irene Morgan Kirkaldy was the second woman I researched, and I found her life absolutely fascinating. She was nominated for having protested the segregation of transportation and not giving up her bus seat, a full eleven years before Rosa Parks. Her case traveled up to the Supreme Court and they ruled in her favor, stating that segregation on interstate transportation was unconstitutional. However, it had little effect on the practice of the southern states. The most incredible thing, to me, about Mrs. Kirkaldy, was that the bus incident was only one way that she showed herself to be a determined woman. At 68 years old, she graduated with her B.A. and received her Master's degree five years later.

In researching educator Almira Hart Lincoln Phelps, I came across one of my personal favorite finds of the summer. When I went to search the Archives collection to see if we had any material pertaining to Phelps, or the Patapsco Female Institute that she led, I found two letters that she had written to Governor Bradford, in 1862. In the first of these letters, written only a day apart, Mrs. Phelps was pleading for the governor to use his influence to ensure that her son, after enlisting in the "Maryland Service", would be given a station that would not put him in the heaviest fighting, nor expose him to "the malaria of the southern swamps." The second letter changes her request to ask that he would find her son a "civil, or judicial office" suitable for "a man of his education and

abilities,” that would not take him away from Baltimore. Both letters were written, by her own admission, without the knowledge or consent of her son. Through this more personal writing, I was able to gain a more specific understanding of what Mrs. Phelps was like as a person, as well as the love she had for her children.

In a similar way, in researching Lillie Shockney I found several specific stories about patients and families that she had helped, and this knowledge of particular situations helped in understanding her character. For example, I came across a story about a young husband who did not understand what it meant when his wife was transferred to Hospice care. Shockney not only gently explained to him that his wife was on her deathbed, she also advised him to buy cards for special occasions in the future, and to help his wife to write notes to their two sons in them. I had read in multiple sources that Shockney was a kind and caring nurse, but without specific stories it would not have become as real to me.

Martha Ellicott Tyson was also a lot of fun to research. It was difficult to find much beyond simple facts about her childhood. However, I found a 1905 newspaper article about her family, which detailed the love story between her and her husband, Nathan Tyson. Additionally, although not useful to filling out the biographical information, I found an 1813 journal of hers that the Archives owns on microfilm. Throughout the pages are references to the War of 1812, as well as details about some of her travels.

Once I had conducted my research and organized the materials for each woman, I then wrote up a brief biography. My sources varied greatly across the spectrum, and were often different for each individual; my sources often included items such as census

records, land records, wills, newspaper articles, interviews, books, scholarly articles, journals, short biographies, obituaries, etc.

Once I had written up a biography, based on the primary and secondary sources I had found, I would copy it to the Netscape Composer, edit it, and save it to the N drive. Then I submitted it to my supervisor, who provided me with feedback and we would edit it again. Once we were both happy with the way it looked, I would go through and fix the endnotes, linking the in text superscripts to the end of page citations. It was then proofread one last time, and put over the firewall onto the website.

I did this with all six of the women inducted to the Hall in 2010, as well as two others from previous years, Martha Ellicott Tyson and Nettie Barcroft Taylor, who had not yet had a biography written for them by the Archives. Additionally, toward the end of the internship, I worked on some edits requested by the Maryland Women's Heritage Center to be made to the exhibit pages of a few previous inductees. For this smaller project, I went into the files for the exhibit page and, if affected, the Women's Hall of Fame listings, made the requested changes and saved them. After this was completed they were also saved over the firewall, onto the website.

Plats and Other Projects

By Ashley Behringer

This summer I looked at approximately 8,800 digital images of plats from Baltimore County. They ranged in date from 1804 to 2009. My task was to find problems with these copies including illegibility and missing clerk's stamp, ruler, or internal citation. Sometimes there was no plat at all or some image which did not belong under that number. I put all the bad plats and miscellaneous errors in a spreadsheet. Many plats were in multiple parts or had two or more different scans. I entered each part in the spreadsheet separately, which is how I finished with 7,452 entries despite about a third of the 8,800 plats not having any problems. The bad plats will be scanned in a superior quality, but I feel that finding which plats were missing or the wrong plat was the more important result.

I completed this task on July 7. My next project was to process and accession a series of 1,910 land acquisition papers from Baltimore County. I put them in order in folders and then clamshells and entered them into the guide. Now patrons can find these cases. This project necessitated the removal of many rusty staples, so the papers will now last longer.

In the next week I looked at digital images of Baltimore City block books, recording the image numbers at which a block's listing began and ended. This information will enable patrons to jump directly to the section they need rather than click through all the pages. I did this for about 3,000 blocks, although a good number turned out to be nonexistent blocks or not recorded.

In these later days of the internship I have done any number of tasks from pre-accessioning to putting bookmarks in PDFs. Though most of my work the summer was tedious, I was rewarded with the knowledge that it was of immediate help to the functioning of the archives.



8,800 Plats

and one steam shovel



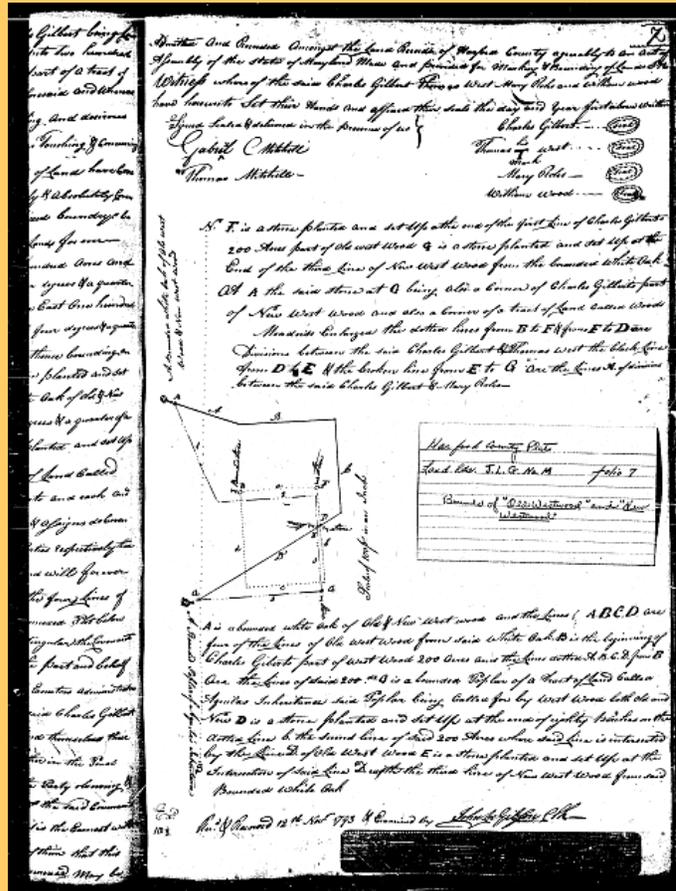
Find more wallpapers at www.nationalgeographic.com
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Photograph by Nicole Duplaix

What is a plat?

And for the more playne declaracion of traithe we... haf made and causyd to be made a **platte** or a tervete of the said Maner of Elford with thappurtenaunces and the bondes of the same.

(1508, Oxford English Dictionary)

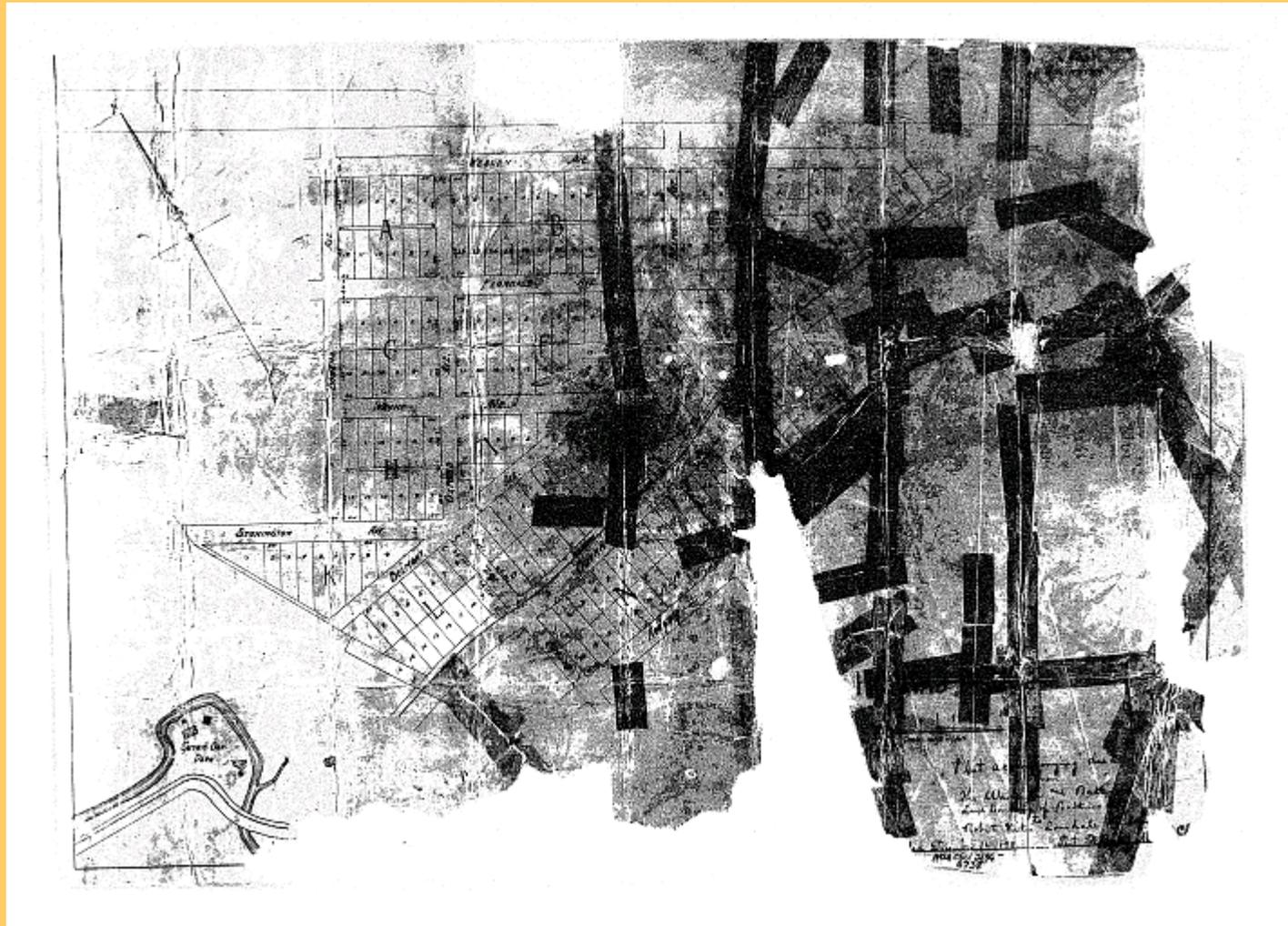


Plats can be found lurking in a variety of documents.

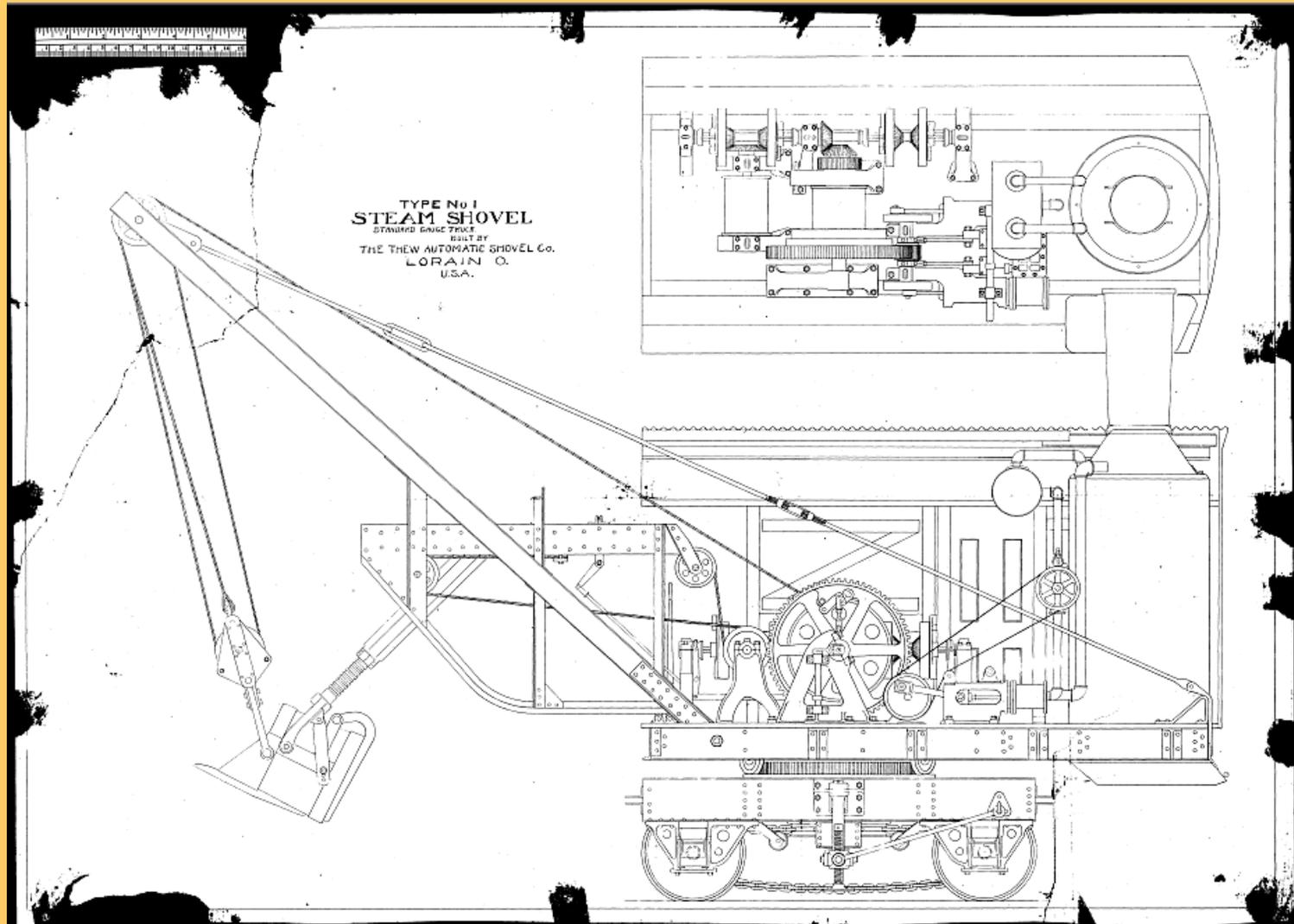
Very badly scanned plat.



Bad plat.



Not a plat.



Out of the 8,800 plats:

117 missing

1126 poor quality (usually meaning extraneous marks)

83 incorrect date

1656 illegible text

3063 missing or illegible ruler

5808 missing or illegible stamp

5162 missing or illegible internal citation

29 cases in which names were not spelled the same on plat as in the entry

Number of entries in spreadsheet: 7,452

 **Filter Items**

Column to Filter On

Date

Filter Criteria

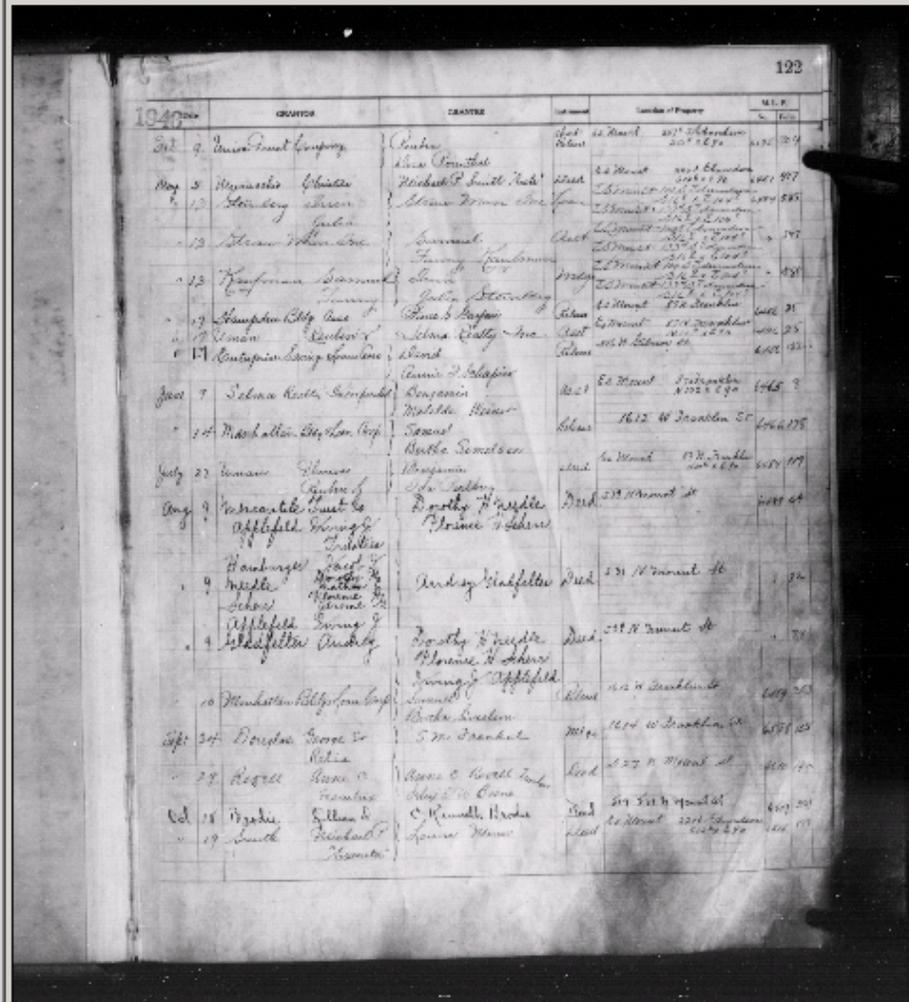
[1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [→ Next 1000 Records](#)

	<u>Date</u>	<u>Description</u>	<u>Location</u>	<u>Case Number List</u>	<u>MSA Citation</u>
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Details	1956	LAD 1 p. 1	02/44/08/016	2	MSA C2888-2
Details	1956	LAD 1 p. 1	02/44/08/016	3	MSA C2888-3
Details	1956	LAD 1 p. 1	02/44/08/016	4	MSA C2888-4
Details	1956	LAD 1 p. 2	02/44/08/016	5	MSA C2888-5
Details	1956	LAD 1 p. 2	02/44/08/016	6	MSA C2888-6
Details	1956	LAD 1 p. 2	02/44/08/016	7	MSA C2888-7
Details	1956	LAD 1 p. 2	02/44/08/016	8	MSA C2888-8
Details	1956	LAD 1 p. 3	02/44/08/016	9	MSA C2888-9
Details	1956	LAD 1 p. 3	02/44/08/016	10	MSA C2888-10
Details	1956	LAD 1 p. 3	02/44/08/016	11	MSA C2888-11
Details	1956	LAD 1 p. 3	02/44/08/016	12	MSA C2888-12

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0003.jpg	1,519,005	6/15/2005
0004.jpg	1,357,791	6/15/2005
0005.jpg	1,424,587	6/15/2005
0006.jpg	1,416,320	6/15/2005
0007.jpg	1,400,095	6/15/2005
0008.jpg	1,414,847	6/15/2005
0009.jpg	1,269,860	6/15/2005
0010.jpg	1,136,828	6/15/2005
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0013.jpg	1,465,434	6/15/2005
0014.jpg	1,417,429	6/15/2005
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0019.jpg	1,414,563	6/15/2005
0020.jpg	1,406,156	6/15/2005
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0023.jpg	1,511,079	6/15/2005
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0026.jpg	1,400,288	6/15/2005
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0030.jpg	1,177,618	6/15/2005
0031.jpg	1,449,303	6/15/2005
0032.jpg	1,424,144	6/15/2005
0033.jpg	1,483,953	6/15/2005
0034.jpg	1,420,930	6/15/2005
0035.jpg	1,431,621	6/15/2005
0036.jpg	1,425,927	6/15/2005
0037.jpg	1,180,656	6/15/2005
0038.jpg	1,179,513	6/15/2005
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0040.jpg	1,439,652	6/15/2005
0041.jpg	1,462,092	6/15/2005
0042.jpg	1,411,588	6/15/2005
0043.jpg	1,454,574	6/15/2005



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 - BC CCP: receipts and disburseme
 - BC CCP: list of liquor licenses #17
 - BC CCP: naturalization applicator
 - BC CCP: solid fuel dealers #174
 - BC CCP: declaration of intention (
 - BC CCP: receipts of unused licen:
 - BC CCP: charge tickets #178
 - BC CCP: bank deposit slips #179
 - BC CCP: cash receipts #181
 - BC CCP: audited treasury departn
 - BC CCP: index to cases institutec
 - BC CCP: supply requisition #185

*Common Pleas
Baltimore*

1

Court Proceedings

MINUTES OF THE COURT, 1881--. 4 vols. (dated). Title varies: Court Record, 1881-1900, 1 vol.

Minutes of the proceedings of the court of common pleas, giving date of session, names of officers present, business transacted, hour of adjournment, and date of next session. Arr. chron. by date of meeting. Hdw. Aver. 450 pp. 16 x 10 x 2, 17 x 11 x 2. 3 vols., 1851-1932, basement storeroom; 1 vol., 1933--, rm. 221.

CASES INSTITUTED, 1852--. 94 vols. (91 vols. dated; 88 vols. labeled by liber of clerk; 10 vols. also numbered). Title varies: City Trial Docket, 1853-54, 2 vols.; Trial Docket, 1868-69, 2 vols.; Trials, 1852, 1855-63, 10 vols.; 3 vols., 1864-66, not titled.

Record of all civil suits and actions ended, giving court term, names of attorneys, plf. and deft., proceedings in the case and disposition, and itemized list of costs. Arr. chron. by court term. 12 vols., 1852-63, indexed alph. by name of plf.; 82 vols., 1864--., alph. by name of deft. Also separate indexes, entries . Hdw. Aver. 493 pp. 19½ x 14 x 2, 20 x 15 x 2½. 64 vols., 1852-1915, basement storeroom; 30 vols., 1916--., rm. 18.

INDEX TO CASES INSTITUTED, 1870-78, 1935-36. 4 vols. (dated; labeled by liber of clerk).

Arr. alph. by name of deft., giving name of plf., year and folio of docket, entry . Hdw. 1870-78; hdw. on ptd. form 1935-36. Aver. 300 pp. 14½ x 10½ x 2½, 16 x 11 x 1. Basement storeroom.

(COURT PAPERS), 1852--. 284 f.b., 601 f.d. (283 f.b., 597 f.d. dated; 282 f.b., 554 f.d., labeled by division of alphabet contained; 15 f.b., 16 f.d. also labeled State; 10 f.b. also labeled by name of case). Title varies: Non Est, 1911--., 15 f.d.; Rule Plea, 1915-35, 9 f.d.; Twice Continued, 1930--., 5 f.d.

Original papers in all court proceedings. Arr. alph. by name of deft., 1852--., 284 f.b., 572 f.d.; chron. by date filed, 1911--., 29 f.d. Hdw.,

James G. Bigwood
MSA Internship
August 4, 2010

2010 Summer Internship Review

What did I do?

This summer, I started back up right where I left off at the tail end of last summer. With the Poplar Grove Project going into its third year, this year's work was in large part, a follow up exercise. Overall, my job was to take the images that were scanned last summer and prepare them to be placed online, so the general public could access them and transcribe them via the World Wide Web, at their own discretion. Mostly, this job consisted of technical work. I spent a large amount of time dedicated to sifting through each abbyy batch one-by-one, and rotating all of the images so they were right side up. This was a very important part in the process, because from this, the jpegs could be created, and the users wouldn't have to worry about rotating the image when they went to do transcription. After this process, the images were run through the ebook software in order to create the gifs and the pdfs, along with the html files that were to be placed online. Luckily, the Poplar Grove Project is well on its way to being put on the grid, for all of the world to see, in its entirety.

What did I learn?

Among other things, I learned more about the collections management process. Specifically, I learned how to create the ebooks for the series. This was a very important skill to learn, because the ebooks will provide not only for the archives, but for the general public, one of the best methods of preservation available. Also, I learned an important lesson with the abbyy batches. Over time, the tiff reader can go bad, causing the images to become corrupted. It is very important to make sure that all of the abbyy batches are monitored to prevent multiple cases of this from happening at the same time. While it's most likely impossible to prevent this completely, it's an easier (and much less tedious) situation to manage on a one-by-one basis.

What materials did I work with?

With a very large majority of the scanning being done last summer/winter, I didn't physically handle the originals very much this summer. The only times I really did that were for clamshell inventory purposes. Almost all of my work was done remotely via the edtest machines (edtest2 and edtest3).

Thanks for a great Summer!

Ashley Dyjack
Internship Report
Summer 2010

This summer I spent time working on a few different projects, the main one being Guide's new search page. I've also implemented the series page new layout, restriction levels, and various other features into guide (including bug fixes). My next project was to update Calendar. Then my final project was to use python to crawl the AOMOL file system and gather data to enter into the database. I enjoyed working with the various aspects of the systems used here at the archives.

Louis L. Goldstein Collection MSA SC 5932.

By Jakob Goodmuth

My project, with a partner, was the organization and cataloging of the Goldstein/Jefferson Patterson Park and Museum Collection. The collection consisted of approximately 70 large boxes of materials as well as numerous individually wrapped and stored items. The materials belonged or related to former Maryland State Comptroller Louis L. Goldstein and his nearly 60 years in public service. In all, 10 distinct series were created to classify the items. These series were: (1) personal papers, (2) books, (3) political papers, (4) day books/newspaper scrapbooks, (5) certificates, (6) plaques, (7) photographs, (8) memorabilia/ephemera, (9) Newspapers/magazines, and (10) Artwork. We hope to make this collection accessible for research and exhibition.

We focused first on personal papers. At the start of the project, Goldstein's papers were in the same state they had been in when they were first removed from his office. We reorganized these papers by date and/or subject. We also transferred them into acid free folders for preservation. Finally, the folders were entered into the Special Collections database.

Goldstein's books were sorted into those that related to him, usually though a signature or dedication, and those that were unrelated to Goldstein. Those books which had no special significance were passed on to the Archives Library. The remaining books were kept, cataloged, and stored with the rest of the collection.

Goldstein's political papers related to Maryland elections and national politics. The election papers included information on his campaigns over the years as well as his running mates' campaigns and information on local elections. The papers related to the national scene usually related to his involvement with the Democratic National Convention. These papers were organized by date and/or subject, transferred to acid free folders, and entered in to the database.

Day books and scrapbooks were examined for content and entered into the database. We had conservation help us to make special housing for the oversized books.

The collection included a large number of certificates given to Goldstein by many organizations in thanks for his service. Most of these certificates were still housed in their original frames. To reduce the storage space they would need we transferred the certificates from their frames into acid free folders before entering them into the database.

The collection also included a large number of plaques given to Goldstein by a variety of organizations in thanks for his service. These were entered into the database and individually wrapped in protective foam before being stored.

There were many boxes of photographs as well as framed photographs in the collection. The photographs were organized by date and entered into the database. Limited research

was done to identify the locations and persons in the photographs. Framed photographs were removed from their frames and entered along with the others.

Goldstein's memorabilia and ephemera consisted of a wide assortment of items. Most of these items were wrapped in tissue paper or foam and entered into the database at the box level. Larger items were individually wrapped and entered into the database.

Newspapers were transferred to acid free folders and entered into the database along with the rest of the collection.

A portion of the collection consisted of (usually framed) artwork. Much of the artwork was dedicated to Goldstein. These pieces were removed from their frames, entered into the database and kept with the collection. The pieces without any direct links to Goldstein were offered to the Commission on Artistic Properties.

Overall, the project went smoothly and we were able to complete it in the allotted time. We condensed the collection and I estimate that we reduced its size by some 25 boxes, not counting the space saved from deframing.

**Kenneth Kirkwood
Summer 2010
Maryland State Archives Intern
Legacy of Slavery Department**

My Summer at the Archives

During my internship at the Maryland Archives I learned a great deal of new information. I also had the opportunity interact with genuine historical records. The first assignment I was given was cataloguing the slave assessment records of St. Mary's County. This allowed me to have hands-on time with records which were two-hundred years old. Next I looked up census records for various slave holders in Maryland. I found many interesting facts including a few African Americans who owned slaves. After that I explored the wills of those slave owners. This further deepened my understanding that slaves were considered actual property when they were mentioned with furniture and barn yard animals. Lastly, I worked on a paper focusing on James Roberts, a slave who fought in the Revolutionary War and the War of 1812. I focused on his motivations to fight for his country despite not sharing in the rewards of his sacrifice.

I was first assigned the entry of slave assessment records from St. Mary's county into a database. Although tedious at first, I slowly began to understand the significance of the work I was doing. Through the entering of numerous records of slaves, I began to notice trends. First, I noticed that during the early years from 1804 until about 1810, no set values existed for slaves of certain ages. Usually these records contained the name and sex of a slave but not their value. This changed with the assessments after 1810, which mentioned very detailed information about the condition and value of each slave. Usually, slaves were generally the same price based on age, sex, health, and if they had a

certain occupation or skill such as carpentry or being able to pilot a small vessel. A slave from the age of 0 (less than a year) to 3 years of age was usually valued at \$5 per year. So a child of 1 would be \$5, a child of 2 would be \$10, and a child of 3 would be \$15. Males and females were valued differently after the age of 3, but this was not always the case. Boys from 4 to 10 sometimes were the same values as girls their age, but at other times were a higher value. This was probably due to the ability of boys to accomplish more work than girls at an earlier age, but this is only a speculation. After the age of 10, there was a clear differentiation between the value of males and females. Boys within the age ranges of 10 to 12 were consistently valued higher than their female counterparts unless suffering from an illness or another condition which would interfere with their work. Upon entering the teen years, males were always valued at \$125 unless ill or suffering from a mental condition. In contrast, women of the same age were routinely priced at \$80 dollars. These values remained consistent from the ages of 13 to about 80 for each sex. Male slaves who worked as carpenters, pilots, black smiths, or other specialized trades were consistently valued at \$250.

What I gathered most from this process was that the institution of slavery was a business. It employed many white Americans and was a financial gold mine. The slave holders, insurance companies, transport ships, and even those who worked in agriculture were making large profits from slavery. Now I have a more full understanding of why slave states fought so hard against abolition. Although I had known that slavery was a lucrative business, I now have first hand knowledge of how it worked.

My next assignment was looking up the census records for slave holders listed on the biographical database. This was interesting because I discovered a few slave owners

who were African American. Morris Thompson was labeled as a free black from St. Mary's county who owned one slave, Teresa. Although he may have owned Teresa for the express purpose of working for him, I believe he "owned" her for a different reason. It seems just as likely that, in some way, Teresa was related to Morris. He may have bought her in order to free her. Although this is just speculation, it is the first scenario which I thought of to explain the situation. Another African American slave owner I discovered was Ann Mackall. Her census records listed her as "an idiot." I also encountered the census records of Clement Dorsey. He was a very rich slave owner and statesman. As I was entering data in the slave assessments from his plantation into the system, I counted over a hundred slaves. Most of these were male and of high value. Dorsey was also a lawyer, a member of congress for multiple terms, and was a judge of the fifth circuit court in St. Mary's County.

My next project involved finding wills for the slave holders in the database. This was not as interesting considering it was just linking one file to another and I did not find anything particularly interesting about this. But that does not mean assembling the information will not be beneficial to others. For persons attempting to find their family history these sources will be invaluable. The records list where the slave owner lived, number of people per household, the number of slaves, and other details about their life. I also learned how to operate the microfilm viewer, which will aid me in my academic research next semester.

The last project I worked on was my research paper for the Legacy of Slavery Department. The subject of this paper was James Roberts, a slave born on Maryland's Eastern Shore. Roberts served in the Revolutionary war as a manservant to his master,

Francis De Shields, and as a private in the War of 1812. My paper focuses on exploring the details of his life and his motivation to engage in battle. My conclusion was that Roberts fought for many reasons, the most important being his freedom. Roberts said that for freedom he would "run through a troop and leap over a wall." He also believed that with education blacks could accomplish as much as any other race. He says in his narrative, "But I thank God that I have lived to see those days of miracles pass away [concerning blacks being able to read], and to see, what I desired from my youth, many of my brethren capable of doing, by the aid of education, what other races can do." I was able to find records proving that he did serve in the War of 1812. In his old age, Roberts's story may have been exaggerated in some areas. One of these instances is when he claims to have met President Pierce personally. I found no evidence which proves the meeting took place. However, I was able to find evidence which supported other claims which Roberts made. A muster roll from the Battle of New Orleans lists Roberts as a private, proving that he did fight under General Andrew Jackson's command as he claims in his narrative. I was not, however, able to find any information on his owner from Louisiana, Calvin Smith. Roberts describes Calvin Smith as a cruel master who, among other crimes, was responsible for the death of his cousin.

In conclusion, my favorite part of the internship was handling the slave assessments. I was able to gain a deeper level of understanding regarding slavery as a business. In contrast, I was able to experience the human element of slavery through the life of James Roberts. The census records were not personally beneficial but will be a great asset to people discovering their family history. Although I was saddened because the assessments reminded me of the reality of slavery, I now have first hand knowledge

of it. In a way, I think that empowers me. If someone were to say to me that slavery was good for the slave or try to downplay the role that slavery plays in contemporary society, I have something personal to respond with. I think it was important for me to experience that for myself. I enjoyed learning other things throughout the internship, but that aspect was most significant for me.

8/4/2010

Amy Mapes
Summer 2010
Maryland State Archives Intern
Legacy of Slavery Project in Maryland

Maryland Slave Owners, the Treaty of Ghent, and Dartmoor Prison

Working with the research team, I have spent the duration of my internship working on the War of 1812 project. This mostly consisted of record stripping of various series of documents, as well as locating documents for numerous Maryland citizens during the time period.

I first dealt with the slave schedules from St. Mary's County, from the year 1804 to 1831. I entered information about slave owners and their slaves' names, ages, values, and conditions into a database. This information will be used by the Legacy of Slavery researchers to create biographies about Maryland slave owners that made claims under the Treaty of Ghent.

Then, using ancestry.com, I located census information (which included data about slaves) for those Maryland slaveholders who made claims under the Treaty of Ghent. I eventually linked these census records to biography source pages.

After exhausting our resources on ancestry.com, we proceeded to locate wills and assessment records of slave owners who made claims under the Treaty of Ghent. This involved a lot of work using the microfilm machines, first finding names in the county indexes, and then actually finding the wills, noting the dates and locations. After collecting all of this information, I also linked these sources to biography pages to help the research team create biographies.

Finally, I worked on an original research paper, focusing on African American privateers who were imprisoned in Dartmoor Prison during the War of 1812. Focusing on accounts of prison life in journals kept by inmates, I explored the position of blacks

8/4/2010

Amy Mapes
Summer 2010
Maryland State Archives Intern
Legacy of Slavery Project in Maryland

among a largely white population in the prison. My project was based around the information available in a number of prison journals/diaries, as there was little information available in the Archives about Dartmoor. In many of these narratives, an interesting character named Richard Crafus was mentioned. Born into slavery on Maryland's Eastern Shore, Crafus became a privateer and was eventually captured by the British and remanded to Dartmoor. There, he became the "king" of the segregated black prison block, and was respected and feared by both whites and blacks. After an exhaustive search of the Archives, I was unable to locate any record of Richard Crafus, and plan to do research him more in the future.

Amanda Scheffer

Intern Program 2010

Final Summary/Presentation

Over the past few weeks, I have been interning in Reference Services. I learned how to do multiple tasks that I know will help me forward my career as an Archivist. I really wanted to intern in the Reference Department because I am interested in helping people find historical documents that will suit their needs. As a student in history, I had to write many papers or conduct various kinds of research that involved using primary source documents. Oftentimes, they are hard to read because they are not transcribed or they are hard to navigate through because of an agency's organization and classification system.

The task that I worked on the most over the summer was fulfilling work orders from both the mailroom and the searchroom. I worked on orders that requested birth, marriage, divorce, and death records. These requests were extremely interesting for two reasons. For one, people had interesting life stories and two, it baffles me how much people do not know about not just their families but about themselves. I faced a number of requests where people could not remember where and when they were married or divorced. Death record requests were always a favorite because sometimes you would come across someone who had an interesting death. Also, death records were all on the computer and you did not have to run back-and-forth from the stacks to get information.

Another task that I learned over the summer was to pull documents. I did not do this very often especially since Liam joined our team. This really helped a lot especially when doing work orders because you don't want to waste time searching through the

stacks. This job was not particularly fun only because there are quite a bit of boxes that are extremely heavy but it did make the day go by a lot faster.

Overall, I really enjoyed my experiences here and am sad that I did not become an intern in previous years. I am especially glad of the tasks that I learned because they are some of the most important jobs of not just this archive, but others as well. I am happy that I could do something that could contribute to the archive as well as the general public. All in all, I had a great summer here and am ready and excited to join the Reference Dept. team full time.

Internship Final Report
Allison Seyler

Part I:

Working as an intern in the Appraisal and Description department, I was affectionately nicknamed the “War of 1812 Intern.” My original project consisted of indexing Maryland State Papers all relating to the War of 1812. The papers are organized somewhat chronologically and logically in what is known as Series A, MSA S1004. Patrons of the Maryland State Archives can see a list of the boxes that hold these documents; but this particular section has never before been indexed. The importance of this project was unquestionable; with the bicentennial celebration rapidly approaching the value of these documents continues to increase.

Throughout my internship I indexed over 1,000 documents from 1811 to 1815. I indexed each document separately according to the format Dr. Papenfuse, Gregory Stiverson, and Mary Dondaldson used in their “Inventory of Maryland State Papers” from the Revolutionary era, 1775-1789. Meaning, I would extract the most important information from each document: its author, its recipient, its date, and its content. The content section was occasionally challenging since most documents were hard to summarize in one sentence. However I took to heart Dr. Papenfuse’s advice “to convey the essence of the record rather than a detailed precise of the subjects covered” (ix).

Soon after beginning the internship I discovered what “state papers” really meant. These documents are a mixture of visibly important executive papers and other seemingly unimportant papers like receipts for wood. As I indexed each box I found receipts, depositions, resolutions, pardons, proclamations, requests for fugitives, and expense accounts. I also discovered correspondence between military leaders and politicians, letters between ordinary gentlemen, commission papers, recommendations and petitions as well as resignations. At first I experienced some difficulty reading some of the documents. The 19th century handwriting was not always legible, but over time I grew accustomed to the variations in letters and abbreviations. With time the project also became easier because I was more familiar with the types of documents I came across.

Overall this project was truly enlightening and contributed to my knowledge and skills as a historian. I have become familiar with the indexing process and feel I will be more likely to use these types of resources for future historical research. I have also discovered the incredible impact the War of 1812 had on Maryland through these documents. I was aware of the importance of the Chesapeake Campaign and the role of Fort McHenry but while reading these documents I truly saw the dependence of Maryland’s economy on agriculture and maritime activities. I saw the

mobilization of the Maryland militia as well as volunteer troops from surrounding states. I saw the incredible demands and requests made by military gentlemen to protect Annapolis and Baltimore. The importance of local leaders also emerged in the documents as Justices of the Peace played vital roles in the court systems for specific counties. The relationships between the Governor, politicians, soldiers, and sailors surfaced when reading correspondence back and forth. These documents also reveal the history of slavery in Maryland, as many requested flags to board British ships to retrieve captured or escaped Negroes.

In the end I hope the indexing project I completed this summer will aid those researching the War of 1812 and I hope it will be useful for the bicentennial celebration. I believe I have been successful in appraising what the Archives has in terms of state papers relating to the War of 1812 at least for the section I worked with from 1811-1815, and I thoroughly enjoyed my time here at the Archives.

Part II:

I also had the opportunity to learn more about the intricacies of the Archives. At first I was unsure what role the department played for the Archives but I would soon discover the many important projects the Appraisal Archivists are involved in that continuously help fund the establishment. As I met with each archivist it became clear that the department serves as the customer service portion of the Archives. The employees involve themselves with the public by helping teach organizations how to properly classify and store their records. They also continuously work on projects for agencies throughout the year, updating them when necessary and delivering completed projects. Kim effortlessly detailed Agency retention schedules, MD LandRec, Plats.net, and other facets of how documents and records are assessed and stored on my first day here. She also helped me understand the process all state agencies must go through to properly deal with their records.

Working with Joyce and James I received a glimpse of what the archivists do in the field. I traveled to all three warehouses for space estimation and reshelving boxes. Also, Ashley and I accompanied James on a field-trip to Jefferson Patterson Park to deliver a finished project. We participated in a range of other activities; for instance we placed Land Acquisition records into folders, making them more accessible for scanning and reviewing. Then we completed Volume Control Clean-up to assure that documents were coming up properly on Mdlandrec.net. I have also worked on processing tasks like inter-filing and flattening documents for scanning, which all contribute to the accessibility of records for patrons and employees.

It seems that the Maryland State Archives is truly a place of public history. The employees here are interested in history, have a passion for preserving it and strive to serve the

public in accessing the records. They also depend on public funding to keep their organization running properly. As my internship comes to a close I can happily say that I have become more familiar with the Archives and look forward to doing research here.



My Summer Internship

by Allison Seyler

Maryland State Papers Series A
MSA S1004: Executive Papers. War
of 1812 era.

WELCOME TO THE
MARYLAND STATE ARCHIVES



Starting Point



Maryland State Archives
Guide to Government Records

- * I was assigned the task of indexing the government papers that make up series S1004; ranging in dates from 1811 to 1815.
- * Part of what the Appraisal and Description department does is review documents for content and completeness of indexes. They also appraise the documents' legal, administrative, fiscal or historical value.
- * Using Dr. Papenfuse's (and others') work, "An Inventory of Maryland State Papers" from the Revolutionary era, 1775-1789, I was able to properly format my indexing.

What are “Executive Papers”?



- * Executive papers are often simple documents like receipts for purchases by the State but they also include Governor's orders and correspondence between military leaders and politicians.
- * They include resignations, resolutions, minutes, pardons, payments, applications for positions or property, commission papers, proclamations, recommendations, and requests for fugitives.

How do you index them?

- * To index these documents you extract the most important information: the author of the document, its recipient, its date, and its content.
- * As a suggestion found in the inventory from the Revolutionary war, the content section should hold the “essence of the record,” thus being intentionally brief.
- * Each document is then assigned a MSA number according to its MdHR number.

Ex:

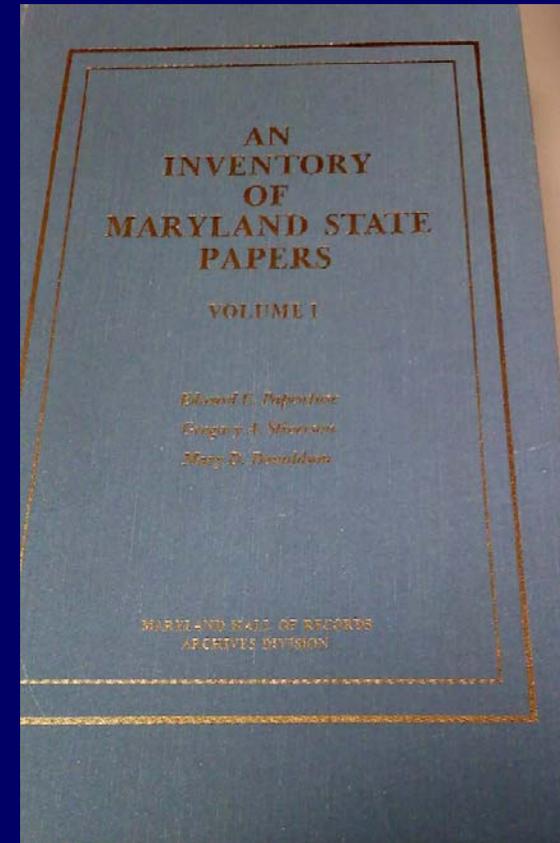
FOWLER, JUB to CANN, DAVID.

Dates: 1812, Feb. 29.

Receipt for hickory wood.

MSA S1004-128-2 MdHR 6636-95-2

Location: 01/07/03/084



Discoveries

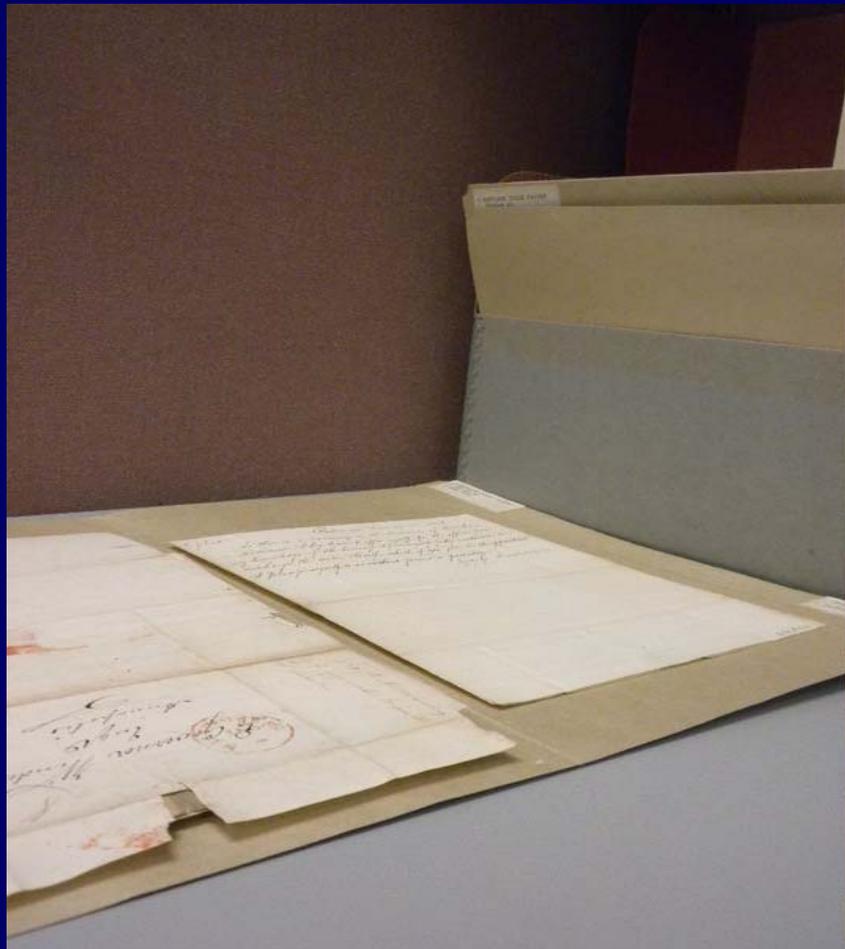
Although indexing can be repetitive, I did stumble across some very unique and intriguing documents.

- * MSA S1004-134-212: John Patterson to Gov. Levin Winder. Feb. 15, 1815: Recaptured an American schooner from the British; found 9 Negroes aboard.
- * MSA S1004-129-24: Robert Handy to Governor. Dec. 25, 1814. Request to allow Mr. Robert Travers of Dorchester to go aboard a British ship to retrieve a Negro man.
- * MSA S1004-128-29: William Landers to Robert Bowie. May 23, 1812: A letter informing Bowie that his Petitioner had been arrested and was at the jail of Ann Arundel County.
- * MSA S1004-128-30: Jacob Wagner to Alexander Magruder. Nov. 26, 1812: Brief discussion of the fatal riots of Baltimore; describes an anonymous letter enclosed with accusations against an unnamed third party.

Discoveries, Pt. 2

- * MSA S1004-129-21: Joseph Townsend to General Samuel. Apr. 26, 1813: Concerning his son, William, who had been taken by the British; request for aid.
- * MSA S1004-129-226: Levin Winder to Admiral John B. Warren. Aug 24, 1813: Concerning Mrs. Donlevy's destroyed lands from the attack on Georgetown; request for a flag to visit the Admiral.
- * MSA S1004-129-262: Gov. Levin Winder to Sec. War John Armstrong. Mar. 5, 1813: Request for any available force to be sent to Annapolis in case of a visit from the enemy.
- * MSA S1004-131-89: James Jarboe to Col. Henry Ashton. Apr. 8, 1813: Location of the enemy near his house in the bay; estimation of their numbers.
- * MSA S1004-133-65 through 68: Jan. 1815: Documents pertaining to criminal accusations against William Purviance; attempt to clear his name and be reconsidered for appointment; apparent animosity in the situation.
- * MSA S1004-299-51: Jan. 4, 1811: Copy of Mary Atwell's last will and testament.

Sample Documents



Gentlemen,

Baltimore May 23rd 1814

A vacancy has occurred in our excellent Court by the removal of Mr. Fish to the Western County. In filling up the vacancy we respectfully suggest the propriety of appointing a respectable Person from the County, a person of this description is desirable and would tend to promote the public good and give increased satisfaction to the farming Interest.

Samuel Howard Ogden (Bro. to G. Howard) has been generally spoken of as a proper person to succeed Mr. Fish he is a man of high respectability and has a very extensive knowledge of the County and of its Inhabitants - his appointment would give great satisfaction and if we were permitted to Judge we believe a more suitable person could not be selected from the County.

We are very respectfully

O-11812 DOWNS

My Thoughts

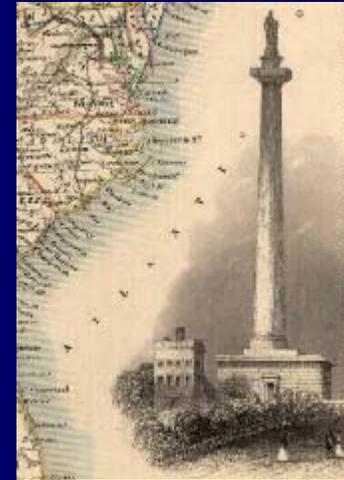
It was neat to see the progression of the war through the documents.

One can imagine:

- * the mobilization of the Maryland militia (with all the commissions, recommendations, and appointments and documents relating to the location of troops).
- * Maryland's dependence on maritime and agricultural activities (with the appointments of inspectors of lumber and tobacco).
- * the importance of local initiatives (ordinary citizens appointed as Judges of the Levy Court or Orphans Court of specific counties) and relationships between Governors (with correspondence back and forth about fugitives).
- * Slavery in Maryland (with documents referring to kidnapped or escaped slaves).

Making the Index Accessible

- * One of the most important aspects of this project is making the index accessible to researchers and patrons of the Archives; especially with the bicentennial of the War of 1812 in Maryland coming up.
- * I uploaded the indices I made to Ecpclio to be searched and edited by Archives employees.
- * I also entered the indices into the Guide to Government Records for patrons to access.



STAR-SPANGLED 200

Official Web Site of the Maryland War of 1812 Bicentennial Commission



Conclusions

Overall this summer has been truly informative for me as a student and historian.

I have not only learned more about the impact of the War of 1812 on Maryland, but also how the Archives works to preserve important historical documents and strives to make them accessible to the public.

Stephanie Smith

August 24, 2010

Summer Internship 2010 in Special Collections, Maryland State Archives

Summary of Work

The majority of the time for this internship was spent processing a collection of materials relating to Maryland State Comptroller Louis L. Goldstein (MSA SC 5932). Working with a partner, we handled every stage involved in accessioning a collection, from sorting to description to storage. We began by dividing the materials into different series and by the end we had a total of 10 series: personal papers, books, election papers, scrapbooks, certificates, plaques, photographs, memorabilia, newspapers/magazines, and artwork. One at a time, we sorted boxes, reorganizing by date and/or subject matter, then refolding materials into proper archival storage containers. The next step was to describe the materials in the Special Collections Inventory database, assigning accession numbers to each folder. Finally, we placed all the boxes in the stacks and recorded their locations in the database.

Personally, I worked with part or all of the materials relating to the series on personal papers, election papers, scrapbooks, certificates, plaques, and photographs. Oversized materials required special attention and through the processing of this collection I learned much about the different options available for housing and storing such materials, e.g. tyvek wraps, oversized folders, and custom-made boxes. Processing the photographs took the majority of my time as there were over 1400 folders of photos (each containing, on average, 5-10 photographs). I found that each photo told a story and putting all those stories together in a chronological order began to create a kind of mosaic of Goldstein's life as I went through them. I felt as if I could almost know who he really was just by seeing who and what were important to him by the photographs he kept. Each series I worked in held its own discoveries and challenges.

Overall, the Goldstein materials gave me a good example of both the work involved in archiving special collections as well as the historical significance that can be found in those collections. For example, Goldstein's collection represents over 50 years of political history on a national, state and local level. Additionally, it reflects Goldstein's involvement in local agricultural, historical and environmental issues – all types of information that could be very useful to researchers in the future.

For the final two weeks of the internship, I was asked to work with a collection of architectural drawings related to the Millard E. Donaldson Architectural Firm, donated by the Baltimore Foundation for Architecture (MSA SC 2254). I found that this series had been stored mixed in with another series of architectural drawings (MSA SC 2251, Henry Ketchum Architectural Drawings), so my first step was to

determine which rolls of drawing belonged to which series and separate them from another. After this, I began examining the contents of each roll in the Donaldson collection, checking it against the existing inventory created in 2002. Since this inventory had been based solely on the information found on the exterior labels, I needed to add much information to each description, as well as create new entries for related rolls that, due to size differences, needed to be stored separate from one another.

The information that I looked for on each roll included: architect names, dates, commission numbers, project titles, as well as the number and type of drawings in the roll. For multiple rolls related to the same project, I made sure each entry in the database was cross-referenced with the appropriate accession numbers. Finally, I assigned a location to each roll, although they are just temporary assignments until the drawings can be flattened and stored in folders.

Although most drawings were in some way related to architect Millard Donaldson, a wide variety of architectural firms and individual architects is represented by this collection. The majority of the drawings related to projects in Baltimore City and Baltimore County (although there are also some for projects in Pennsylvania, Delaware and the Carolinas), all dating from the 1920s to the early 1970s. Types of projects included churches, schools, private residences, universities, restaurants, department stores, and others. The drawings themselves covered everything from floor plans and elevations to plot plans and interior details, and the media of the drawings included both original sketches on tracing paper and linen, as well as blueprints and copies of those prints. Overall, there were approximately 250 rolls included in the collection.

Hopefully, the description work done in this collection will provide a basis for processing the Henry Ketchum Collection when the time comes, as well as giving the staff and researchers a general knowledge of what the collection contains so that it can be accessed more efficiently when the need arises. I am glad to have been a part of this process.

Overall, this internship has both provided me with new skills and experiences, as well as confirmation of my desire to continue in the archival field. I am grateful that I was given this opportunity and hope that my work was, in some way, a help to the staff and researchers here.

Sources

- 1 "*The Narrative of James Roberts, a Soldier Under Gen. Washington in the Revolutionary War, and Under Gen. Jackson at the Battle of New Orleans, in the War of 1812: 'a Battle Which Cost Me a Limb, Some Blood, and Almost My Life,'* Electronic Edition" (University of North Carolina, 2001). <http://docsouth.unc.edu/neh/roberts/roberts.html> (July 5, 2010): 9.
- 2 "Dashiell Family Geneology" (Clemson University, April 16, 1996). <http://www.ces.clemson.edu/~simms/genealogy/desc/dashiell.txt> (July 5, 2010).
- 3 *The Narrative of James Roberts*, Electronic Edition: 9.
- 4 John C. Hamilton, *The Works of Alexander Hamilton: Volume 10* (New York: Charles S. Francis & Company, 1850), 77.
- 5 John C. Hamilton, *The Works of Alexander Hamilton: Volume 10*, 76-77.
- 6 John C. Hamilton, *The Works of Alexander Hamilton: Volume 10*, 77.
- 7 John C. Hamilton, *The Works of Alexander Hamilton: Volume 10*, 77.
- 8 *The Narrative of James Roberts*, Electronic Edition: 9.
- 9 *The Narrative of James Roberts*, Electronic Edition: 10.
- 10 *The Narrative of James Roberts*, Electronic Edition: 9.
- 11 *The Narrative of James Roberts*, Electronic Edition: 10.
- 12 *The Narrative of James Roberts*, Electronic Edition: 10.
- 13 *The Narrative of James Roberts*, Electronic Edition: 17.
- 14 *The Narrative of James Roberts*, Electronic Edition: IV.
- 15 Zachariah Frederick Smith, *The Battle of New Orleans* (Kentucky: Filson Club Publications, 1906), 190.

[16](#) *The Narrative of James Roberts*, Electronic Edition: 13.

[17](#) General Andrew Jackson, "Proclamation: To the Free Colored Inhabitants of Louisiana," *The Niles Weekly Register*, December 3, 1814, Vol. 7, 205.

[18](#) General Andrew Jackson, "Proclamation: To the Free Colored Inhabitants of Louisiana," *The Niles Weekly Register*, December 3, 1814, Vol. 7, 205.

[19](#) Gerard T. Altoff, "African-American History at War of 1812 Sites," *CRM: The journal of American Stewardship* (1997), vol. 20, no.2: 29.

[20](#) Gerard T. Altoff, "African-American History at War of 1812 Sites," 29.

[21](#) Gerard T. Altoff, "African-American History at War of 1812 Sites," 29.

[22](#) Captain Thomas L. Butler, "To the Men of Color," *The Niles Weekly Register*, January 28, 1815, Vol. 7, 346.

[23](#) *The Narrative of James Roberts*, Electronic Edition: 4.

[24](#) *The Narrative of James Roberts*, Electronic Edition: IV.

James Roberts: An American Hero



This brief history highlights the achievements of a little known African American soldier who fought in the Revolutionary War and the War of 1812. James Roberts was a slave who, hearing of the chance to gain freedom and prove his worth, enlisted to serve his country. He fought at numerous battles in American history, helping to ensure that liberty prevailed. But why did he fight? Why did he fight for a government that enslaved many of his race? The answer is all but simple. Based on first hand sources from Roberts, there are various reasons why he may have taken up arms. One of his greatest motivators was the hope of freedom. But there were other factors, perhaps not as great, yet still powerful enough to catapult Roberts to fight for a country which would not fight for him. Whatever the case may be, it is clear that there was not a single factor which motivated Roberts to fight. He was propelled into action by a series of beliefs that were shared not only by other African Americans, but also by his white countrymen.

James Roberts was born a slave to Francis De Shields in 1753 somewhere on the Eastern Shore of Maryland. [1](#) The exact town or city of his birth is unknown. Although he refers to his master as Francis De Shields in his narrative, it is more likely that his master's name was actually Francis Dashiell. An established family in Somerset

County, the Dashiells boasted many sons by the name of Francis. ² An investigation of the wills and census records of Dashiell males with the first or middle name of Francis yielded no evidence of Roberts' existence. However, it is likely that he would not have been documented, since slave records for other areas in Maryland, like St. Mary's county, were very basic even in 1804. Sometimes these records only listed the name of a slave without age or value. At other times none of the information of a slave was given. They were simply listed as "Negro man" or "Negro woman." With this fact in mind, Roberts could have gone undocumented due to the unregulated state of slave records early on in American history.

Roberts says that he fought during the Revolutionary War at the battle of White Haven, Roanoke River, Ragged Point, Dorset County River, Vienna Ferry, and Cambridge.³ Roberts represented a class of soldiers whom Alexander Hamilton recognized as exceptionally motivated. In a letter penned in 1779 Alexander Hamilton suggested forming entire battalions of black recruits.⁴ Hamilton wrote to Colonel Jay Lauren that African American volunteers possessed the same faculties as white men, making them competent soldiers. ⁵ Hamilton then provided the condition for the recruitment of African Americans: freedom in return for their sacrifice. "An essential part of the plan is, to give them their freedom with their swords. This will secure in their fidelity, animate their courage, and, I believe, will have a good influence upon those who remain, by opening a door to their emancipation. The circumstance, I confess, has no small weight in inducing me to wish the success of the project; for the dictates of humanity, and true policy, equally interest me in favor of this unfortunate class of men." ⁶

Hamilton also refuted many of the stereotypes and myths regarding African American soldiers. ⁷ Seeing them in battle erased preconceived notions that they were stupid or lazy. In what seems to be a series of battles, years of racial prejudice were systematically broken down in Hamilton. It is clear that Roberts knew, perhaps unconsciously, that his bravery would transform previously held beliefs about his race. If he were to prove himself in battle alongside his white countrymen, no one could deny his freedom.



After the wars' end, De Shields died, leaving Roberts his possessions. Roberts says of his master's death, "...I might have taken to myself and made my escape to some other country." ⁸ De Shields's relatives had no

knowledge of his death nor the cargo Roberts carried. [9](#) But Roberts instead "...delivered horses, carriage, money and [himself] to [his] master's family, prompted to do so at that time by a sense of honor and justice." [10](#) He assumed he would be free due to this act of undeserved kindness. But freedom was not his. Roberts was sold to a man by the name of William Ward, put up for auction, and sold once again to Calvin Smith of Louisiana. [11](#)

Ironically, the De Shields sold a man who had helped them win their freedom. But it was fighting alongside Francis De Shields that Roberts first cultivated a love for his country. He describes a particular situation which occurred upon his arrival to Calvin Smith's plantation.

"[Calvin Smith] then took from me all my clothes which I had worn in Philadelphia, *and some of my regimentals which I wished to keep as memorials of revolutionary times*, and gave me instead but bare breach-clout, and sent me into the field to work." (Emphasis added) [12](#)

Why would Roberts, a slave who fought for his master's freedom instead of his own, choose to keep these things? He did not remove his regalia nor the memories tied to them. Instead, he took courage in the fact that he had fought bravely, knowing he had proven himself on the field of battle and personally showed he was worthy to partake in the spoils of the Revolution. Roberts took such pride in his previous military service because it was irrefutable proof that he was more than property. He said to Jackson, "I did fight manfully and gained the victory, now where is my freedom?" [13](#) Surely he saw fighting for American Independence as a way to secure his own freedom and that of African Americans as a whole. Roberts says, "For more than eighty years I have desired that Providence would, in some way, enable me to contribute my mite to the destruction of the iniquitous and soul and body destroying system of slavery in this country..." [14](#) Roberts hoped that the transformation which Alexander Hamilton underwent many years before would also occur in other whites.

However, the promise of freedom was too intoxicating for Roberts to resist, for he took to musket once more in 1814. [15](#) What motivated him? Why did he choose to fight again when he had been slighted before? One reason could be that he was never guaranteed freedom by De Shields. Although Roberts expected freedom as a reward for faithful service, he never mentions that De Shields or any member of his family promising him freedom. This would not be the case in the War of 1812. Roberts claims he was promised freedom not only from his master but also from an Army General. [16](#) Although Roberts says that this came from General Andrew Jackson upon a personal visit to Calvin Smith's plantation, it is more likely that Roberts was informed of the recruitment of black soldiers for the war from another source.

On Saturday December 3, 1814, General Jackson printed a letter to the "Free colored inhabitants of Louisiana" in the *Niles Weekly Register*. [17](#) Jackson stated, "Through a mistaken policy you have heretofore been deprived of a participation in the glorious struggle for national rights in which our country is engaged. This no longer shall exist." [18](#) Jackson was referring to a law which banned African Americans, free or slave, from serving in the Army or Navy during the first year of the war. [19](#) But the restrictions in the navy were not nearly as rigid as those of the army. This is because "...many naval recruiters ignored the prohibition." [20](#) Seafaring, a separate subculture that evolved differently from life on land, gave African Americans more opportunities than traditional society. [21](#)

Although Jackson's letter was only addressed to free blacks, Captain Thomas L. Butler of Kentucky published a letter early the next year addressed to all men of color. In the January 28, 1815 edition of the *Niles Weekly*

Register, Captain Butler wrote, "...I knew that you could endure hunger and thirst, and all the hardships of war-I knew that you loved the land of your nativity." [22](#) Although referring to African American soldiers from Mobile, Alabama, he was also encouraging all black men to share in the glory of battle. Yet, neither Jackson's nor Butler's letters contained the promise of freedom which Roberts claims he received.

But Roberts fought for more than freedom. The desire for emancipation was the chief motivation to fight, but he was propelled by other forces. Roberts was inspired by the hope that America would finally live up to her promise of liberty for all. It is impossible to say for sure, but it appears as though Roberts was aware of the great promises held within the Declaration of Independence early in his life. He says in his narrative, "...God has made all men to be "free and equal;" therefore he has made the black race to be slaves! What discordance between the doctors of divinity and the doctors of the Declaration of Independence!" [23](#) Roberts knew that he was entitled to every promise written within the declaration of Independence. He goes on to say, "I can now see hopes of a brighter day for those who suffer under that system." [24](#)

Although he fought for liberty, James Roberts lived as a free man for a very short period. He was lured by the promise of freedom, only to be deceived. But he loved his country. He kept small mementos of his bravery, savoring times passed. He held within his heart a vision of America as it should be, not as it was. The promise of America's future drove Roberts into combat. Although he did not live long enough to witness America's democracy in full bloom, he knew his sacrifices were not in vain.

“... the place is deprived of every thing that is pleasant or agreeable, and is productive of nothing but human woe and misery ...”

-Charles Andrews⁹

“... and I think I shall not overstep the bounds of truth, when I say that a more miserable and wretched spot could not have been selected in the Island of Great Britain to erect a depot for prisoners of war, than this same barren heath presented.”

-George Little¹⁰

Located on the Devonshire moors in southwest England, Dartmoor Prison was described by many prisoners as a “depot of living death”¹¹ Constructed as an alternative to detaining prisoners of war on retired naval ships, Dartmoor became home to over six thousand American inmates during the War of 1812. The prison stood as a formidable presence on the barren moor, consisting of seven large prison barracks encased by two circular walls.

Built of granite, the prison blocks were cold and damp, and winds from the moor blew directly into the windowless openings in the walls. Each of the seven buildings was able to hold 1,500 prisoners, bringing the maximum capacity of Dartmoor to just over ten thousand inmates.¹² Charles Andrews, an inmate who kept a journal during his imprisonment, may have summed up Dartmoor best in his first impressions of prison:

“Nothing could form a more dreary prospect than that which now presented itself to our hopeless view. Death itself, with the hopes of an here-after, seemed less terrible than this gloomy prison.”¹³

Much of what modern historians know about the American experience at Dartmoor comes from this prison journal, written by Andrews, who was an American prisoner throughout the War of 1812. Signed and affirmed by over 60 other prisoners (ten were from Baltimore) as a true account of their stay in Dartmoor, the journal documents daily life in the prison, the conditions they lived in, and how they were treated by the British guards. What has intrigued many scholars and historians about Andrews’ account is his brief discussion of race

relations inside the walls of Dartmoor Prison.

About one thousand inmates, or 15% of the population at Dartmoor were minorities, most of whom were African Americans.¹⁴ When the first prisoners arrived at Dartmoor from the prison ships, they were racially integrated in the cell blocks. There was no mention of keeping whites and blacks separate, nor did the prison have any racial codes for the prisoners to abide by, originally. But complaint after complaint about blacks stealing food and personal items poured into the warden's office from white inmates, requesting that blacks be separated from whites. Charles Andrews remarked that "it was impossible to prevent these fellows [blacks] from stealing."¹⁵ And while this may seem like a legitimate concern for the population of Dartmoor, there are many references to whites also stealing things. Andrews even contradicted himself in his journal, stating that "larcenies were daily committed among the prisoners; brothers and the most intimate friends stealing from each other."¹⁶ So why would white inmates ask for segregation of blacks when stealing was a common problem among all prisoners? "There is no doubt that segregation sprang from the racism of white prisoners."¹⁷

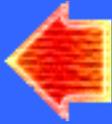
At first, blacks were relegated to a single floor in the American prison block, but as more and more African American privateers were forced into Dartmoor, an entire cell block was devoted to segregating these inmates. The Prison Number 4, where blacks were segregated, was also physically separated "from all others by a wall on each side."¹⁸ But the black inmates were not deterred by this segregation; rather, they developed a lively culture in their cell block that ironically became the envy of many white prisoners. Some white prisoners, who found the living arrangements in the black Prison Number 4 more agreeable, even moved in with the black inmates. Joseph Valpey Jr., a white inmate, casually commented in his journal that two men "had been taken into the Black Society ... they had moved their bags [and] hammocks into the black prison."¹⁹ The lack of shock or surprise on Valpey's part suggests that most white prisoners would not have found this interracial living arrangement odd. The whites did not want to be forced to live in the same quarters as blacks, but respected the decision of those who chose to do so.

Leading Prison Number 4 was Richard Crafus, or "King Dick", a towering black privateer hailing from the Eastern Shore of Maryland.²⁰ Despite the democratic committees that the white prison blocks formed, Prison Number 4 chose to live under the autocratic monarchy of King Dick. This form of government derived from Negro Election Day traditions, where a single leader was elected by the blacks to keep order within their community and act as a liaison to the white government.²¹ In his capacity as leader of Prison Number 4, King Dick created and enforced rules for the cell block, as well as ruling on cases that came before him. King Dick even expanded his jurisdiction on one occasion, when whites were accused of breaking prison rules and refused to report to the warden. Because the warden shut down the marketplace until the offenders had been delivered to his office, "a mob headed by Big Dick ... by force of arms took out the offenders and carried them before Shortland."²² This act struck fear into the hearts of many white prisoners, but a great many more desired the law and order found in King Dick's Prison Number 4. His large stature and impressive presence may have contributed to his rise to leadership, but his ability to communicate with, and even exploit, whites was probably the largest factor.

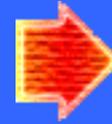
"King Dick" monopolized beer sales in Prison Number 4 and also began a casino in the loft of the building.²³ Rather than refusing service to racist white inmates, he openly invited them to gamble away their allowances and purchase alcohol in his prison block, knowing that large profits were to be made by serving both races.²⁴ The black inmates of Prison Number 4 also held theatrical presentations in their cell block, charging an admission fee for all audience members. Both blacks and whites attended the events, and many prisoners commented on the high quality of the performances. Benjamin Palmer, a white inmate, saw the Prison Number 4's rendition of "Heir at Law" and exclaimed that "such another crowding you never saw ... however the scenery was very good and so was the performance."²⁵ After this specific performance, white inmates, including Palmer, "had a grand dance [and] kept it up till daylight," suggesting that it was not uncommon for whites and blacks to socialize in Prison Number 4.²⁶

In addition to this entertainment provided by the black prison block, they also held church services each Sunday. The black choir was known to attract a large, interracial crowd with their stunning performances, but white inmates' desire for religious experiences went deeper than that. A black minister, simply known as Simon, was a highly regarded preacher among both the black and white communities in Dartmoor.²⁷ White prisoner Benjamin Palmer regularly attended these services "to hear a black preacher. A Methodist by trade."²⁸ Palmer was not the only white to go to the black church services, but this must have been out of the ordinary for white inmates, as another white prisoner, Joseph Valpey Jr., exclaimed to his "great surprise I saw Joseph Pitman on his humble knee's offering up prayers to his Almighty God."²⁹ Regardless of the popularity of black church services among white inmates, the fact that some whites continued to attend these services testifies to the quality and availability of community programs, usually better than in white cell blocks, in the black Prison Number 4.

The lively black culture that developed in Prison Number 4 was a result of segregation by white inmates, but ultimately attracted many of these whites back. The lack of social and entertainment programs in the white prisons, as well as a lower regard for law and order among white inmates, made the black cell block an attraction often frequented by whites. With the variety of activities, the black cell block was a place for whites to enjoy themselves, as well as spend their money. King Dick, recognizing this fact, chose to allow whites into his cell block in order to make a profit off of them. His ability to communicate with and exploit whites launched him to leadership and helped Prison Number 4 prosper. With this money, they were able to expand programs, including boxing and many other types of lessons, thus enhancing the culture of the black prison cell. Although whites chose to segregate the prison to begin with, they probably regretted their decision immediately. The lively culture and entertainment of Prison Number 4, created with the help of segregation, was the envy of Dartmoor Prison, with many whites frequenting the black prison block until the last American soldiers were repatriated to the United States.



WHAT IS A PRIVATEER? &



SOURCES & ADDITIONAL INFO

OPPORTUNITIES FOR BLACKS



PRIVATEERS AND PRISONERS OF

WAR 

DURING THE WAR OF 1812

FREE TRADE
AND
SAILORS RIGHTS

DONT GIVE UP
THE SHIP

These were both slogans used during the War of 1812 to rally popular opinion for the war. "Free Trade and

Sailors' Rights"

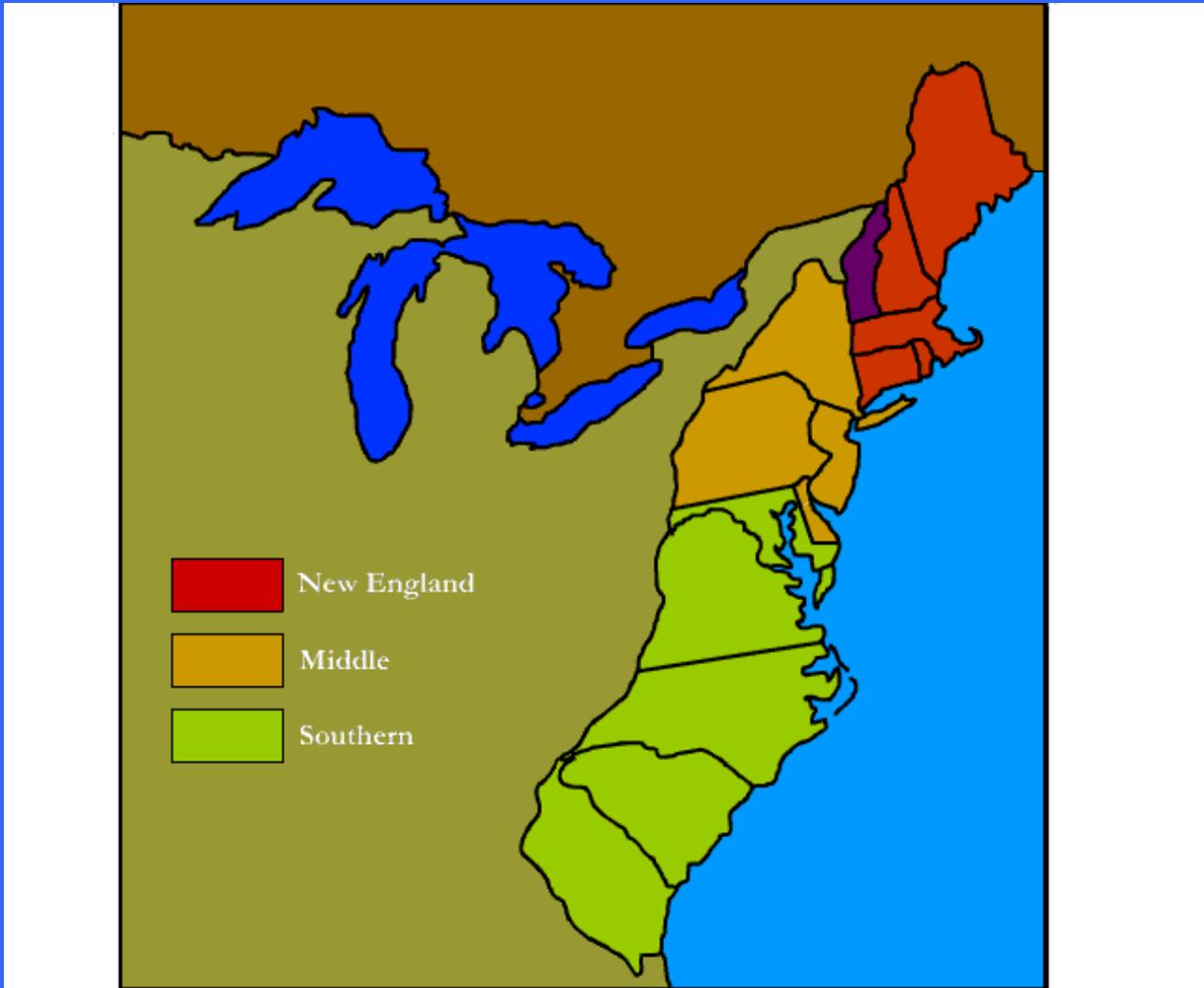
was the ideology that drove the war, and "Don't Give Up the Ship" was the basic naval strategy used by the U. S. Navy and privateersmen throughout the war.

The story of many black privateers in the War of 1812 began in Baltimore, Maryland, a prosperous shipbuilding and merchant center in the United States. At the time, Baltimore was bustling town with an unusual mix of Northern and Southern culture, which offered freed blacks and runaway slaves the chance of employment and a better life. Many blacks seized the opportunity to become sailors during the War of 1812, raiding British merchant and naval ships under the flags of numerous privateer vessels whose port of call was Baltimore. Their stories at sea were highlighted by death-defying naval engagements, quasi-piracy, and lavish "prizes" stolen from British ships, but for some, their adventure ended as prisoners of war in the cold, desolate mires of Britain's Dartmoor Prison. Despite horrific living conditions and inhuman treatment, blacks in Dartmoor carved out their own niche, Prison Number 4, where they experienced a partial liberation from America's strict race relations, despite being segregated from other white inmates.

[MARYLAND RACE RELATIONS](#) [WHAT IS A PRIVATEER? & OPPORTUNITIES FOR BLACKS](#) [BLACK EXPERIENCE IN DARTMOOR PRISON](#)

[SOURCES & ADDITIONAL INFORMATION](#)

RACE RELATIONS IN MARYLAND, 1810s

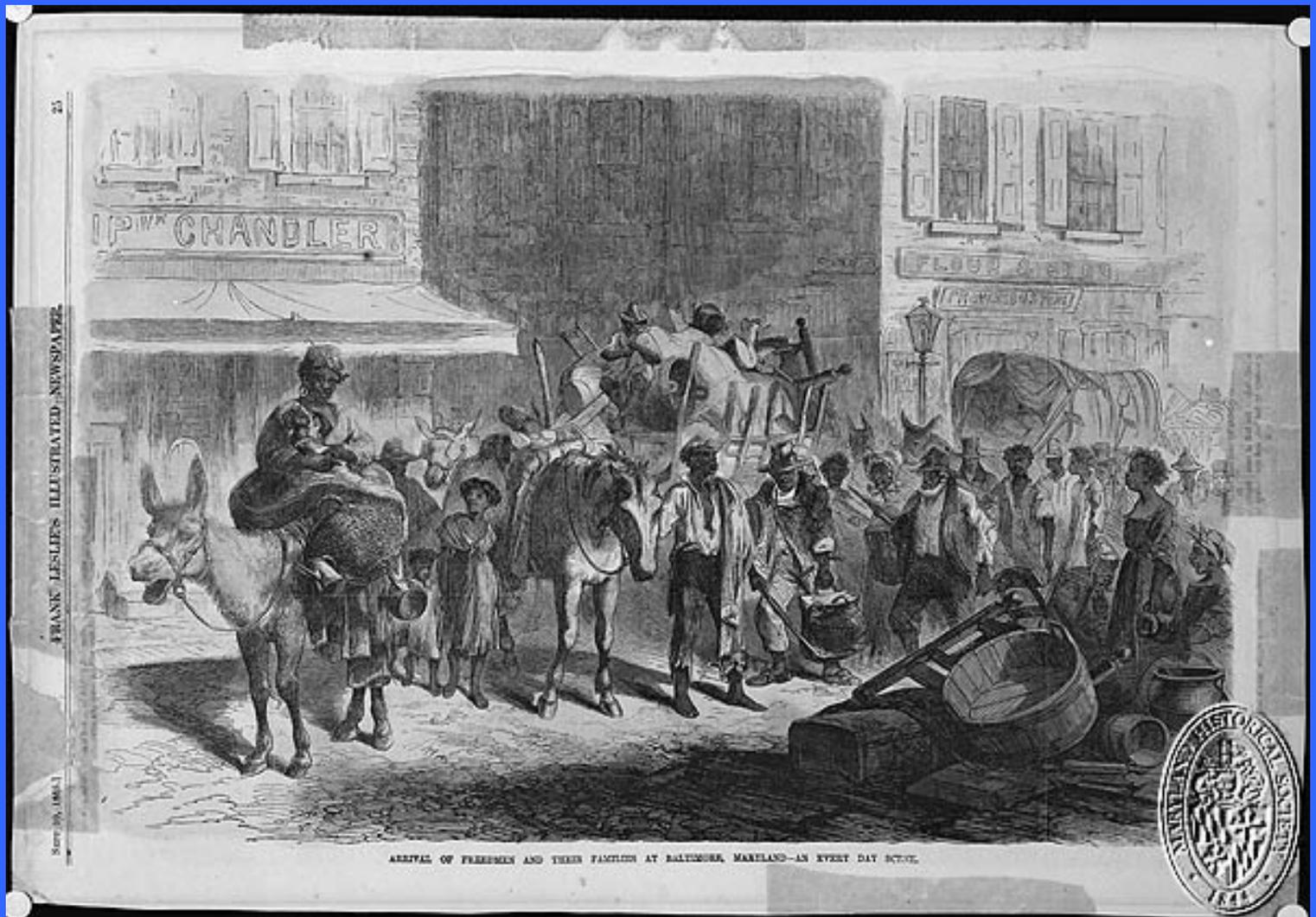


While Maryland was still considered part of the South during the 1800s, its proximity to Northern cities made Maryland more accommodating to African Americans. Those living in Baltimore probably had the most freedom, as there were a number of opportunities for blacks in the city.

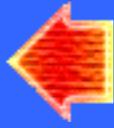
(<http://www.mrnussbaum.com/13regions.htm>)

Since colonial times, Maryland was the dividing line between freedom and slavery. Because of Maryland, and Baltimore's, central position in the Union, Marylanders were able to blend Northern and Southern cultures into a way of life that was unique to the state. This strange cultural amalgamation did not go unrecognized by visitors and newcomers, as many

would have agreed with an anonymous historian that, "Baltimore had Northern characteristics of finance and commerce ... but culturally and socially Baltimore had Southern ties which were most evident."¹ This Northern business culture and the prosperity of Baltimore offered many job opportunities for the underclass of the city, to both immigrants and native blacks. But Southern notions of race relations were still held by many Baltimoreans, as blacks were relegated to the lowliest of jobs - dock workers, ship caulkers, unskilled sailors, etc. The Northern and Southern cultural influences in Maryland collided to allow Baltimoreans to employ many blacks in wage labor, but only when it was advantageous for white bosses to hire them, and then only in jobs "appropriate" for ex-slaves.



A group of runaway slaves arriving in Baltimore, a city where they could find jobs, as well as a marginal degree of freedom not found anywhere else in the South.
<http://www.mdhs.org/Library/Images/Mellon%20Images/Z24access/z24-00760.jpg>



HOME



WHAT IS A PRIVATEER? &
OPPORTUNITIES FOR BLACKS

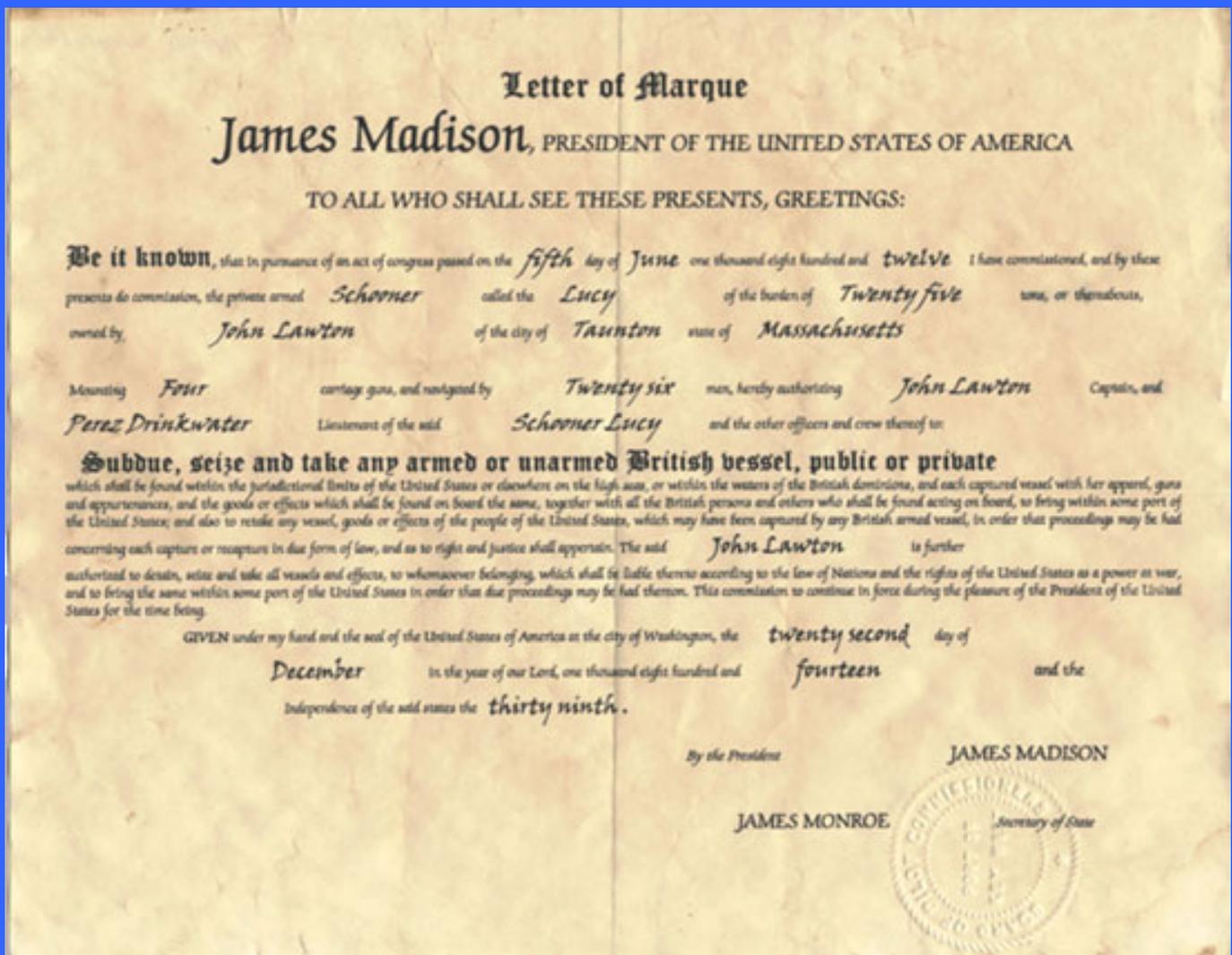
WHAT IS A PRIVATEER? & PRIVATEER OPPORTUNITIES FOR BLACKS

The gangway soon is throng'd with sailors—
Soldiers Coblers Fiddlers and Taylors—
Frenchmen Yankees white and Negro—
Stepping the time of quick allegro—
-an anonymous American sailor²

At the outbreak of the War of 1812, the United States Navy could boast of, at most, twenty ships. Compared to the Royal Navy, which had over 1,500 ships and decades of experience, the U.S. Navy seemed like an easy defeat for the British.³ To supplement the fledgling nation's navy, President James Madison issued letters of marque and reprisal to private merchant ships, authorizing them to enter into combat with British naval vessels.

"Privateers," as they were called, operated under the auspices of the United States government, but acted more as pirates, looting British ships and keeping the bounty for themselves. These privateers not only spurred the demand for the famed Baltimore Clipper ships, a light, fast vessel that could out maneuver large British ships, but also for sailors to man the new privateer ships.





A Baltimore Clipper ship, built for speed and maneuvering to out-sail British frigates. A letter of marque and reprisal issued by President James Madison; this paper allowed

Black Baltimoreans work in the shipyards building these vessels, as well as on them private ships to attack the British Navy. (http://3.bp.blogspot.com/_bR6jwDPKOGU/S6zqT_f12XI/) as privateers. (<http://richardderosset.com/sail/picturefiles/4.jpg>)

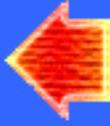
AAAAAAAQO/rVzKdEMINVk/s1600/War+of+1812+commission.jpg)

Despite a huge lack in manpower, the United States Armed Forces refused to admit blacks into their ranks. It wasn't until almost a year after the war started that the United States Navy authorized the enlistment of free blacks.⁴ Even after the burning of Washington D.C. in 1814, many military officials still refused black volunteers, as "few were willing to arm them."⁵ Although most blacks were not admitted into formal military service, they were accepted aboard many privateer vessels. It is estimated that blacks composed as much as

one-fifth of the American naval forces during the War of 1812, and due to restrictive recruiting in the armed forces, the majority must have been privateers.⁶

As privateers, blacks experienced a new set of racial standards at sea, unlike anything found on the mainland of the United States. In conjunction with Baltimore's already relaxed customs of hiring black workers, the lack of manpower aboard privateer vessels gave blacks a better opportunity to gain employment. The tight, cramped space below deck where the crew bunked made segregation nearly impossible, and black and white sailors slept and messed together without regards to race. The cooperation required to operate and navigate even a small-sized vessel was so tremendous that it "forced a degree of interracial association and even camaraderie [among the sailors] not common ashore."⁷ Not only did white sailors tolerate blacks, they even showed a degree of respect towards African American sailors. Benjamin Palmer, a white privateer, mentioned in his journal that "one of our Crew a black man died to day. And was buried with becoming solemnity. Prayers were read over him. And the bell toll'd dureing the cerimony."⁸ Even blacks that died while at sea were given the dignity and respect they deserved from white sailors. Rather than casting the corpse overboard, the crew chose to give the black sailor a funeral, a luxury that most blacks on shore in America were unable to obtain. Maybe the daunting task of taking on the vast Royal Navy, as well as the dangers of the ocean, allowed sailors to put their racial beliefs aside, if just temporarily.

Unfortunately, the sea-inspired racial equality would not make it to shore with the crews of privateer ships. Many black privateers returned to the United States and were either resold into slavery, or were allowed to continue their days as freedmen, but second class citizens nonetheless. But for about a thousand or so black privateers, their fate was much worse than that. Those captured by the British Royal Navy during naval engagements became prisoners of war and were quickly locked away in Dartmoor Prison.



MARYLAND RACE RELATIONS



BLACK EXPERIENCE IN DARTMOOR

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27. Fabel, 183-184.
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29. Valpey, 19.

FOR FURTHER RESEARCH

 [Dye, Ira. "American Prisoners of War, 1812-1815"](#) in Timothy J. Runyan, *Ships, Seafaring, and Society*. (Detroit: Wayne State University Press, 1987) 293-320.



Ira Dye's article discusses the British government's policy towards American prisoners of war during the War of 1812. More importantly, an index at the end of the article includes a comprehensive list of journals and diaries written by American POWs. Many of these journals can be found using Google Books.

 Ham, Deborah N. "Free Blacks in Maryland". Maryland Online Encyclopedia. July 30, 2010 <<http://www.mdoe.org/freeblacksinmd.html#>>.



Ham's essay offers background information about the conditions of free blacks in Maryland during the 19th century. Also included is a list of suggested readings on the topic, and all books are available on Google Books.

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This in-depth research report on letters of marque and reprisal extensively outlines their use in both the Revolutionary War and the War of 1812.

A thorough bibliography is also included, with a long list of U.S. court cases involving letters of marque and reprisal.

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The article explains the characteristics of Baltimore Clippers, their history, and the role they played in the War of 1812.

 "Dartmoor Prison". Black Sheep Ancestors. July 30, 2010 <http://www.blacksheepancestors.com/uk/dartmoor_page.shtml>.



This website contains links to a short history of Dartmoor Prison, a list of American POWs who died while in prison, current photos of the prison, as well as multiple letters written by American prisoners to people in the U.S during the War of 1812.

 Horsman, Reginald. "The Paradox of Dartmoor Prison". American Heritage Magazine. July 30, 2010 <http://www.americanheritage.com/articles/magazine/ah/1975/2/1975_2_12.shtml>.



Horsman's article gives a great overview of the workings of Dartmoor Prison during the 1800s, African American's experience while incarcerated, as well as the most complete biography of Richard "King Dick" Crafus, who continues to be an elusive historical figure, leaving almost no record of his existence behind.





BLACK EXPERIENCE IN DARTMOOR

Liam Wallace
Supervisor Michael McCormick
Final Report
Tuesday 10 August 2010
Emily Oland Squires

I came to the archives expecting to experience something like the first Indian Jones movie; Nazis trying to steal the records, boulders to dodge, plenty of fedoras and bull whips, and the chance to blow the dust off precious artifacts hundreds of years old.

I work in Reference and Research, and my duties are actually quite different from both Indian Jones and anything else I had expected from an archive. I have two main tasks. One is responding to mail orders. The general public sends in requests for copies of marriage, birth, and death certificates, criminal records (usually, it seems, to enable the purchase of firearms), and various other documents relating to personal genealogical research or legal obligations. I take these requests and whatever information the patron is able to provide about the record in question, and then go and search the Guide to Government Records on MSAs website for the location of the record. I then search the stacks, pull the record, copy it, and send it back with a gracious letter to the patron.

The other task involves pulling from the stacks for patrons who have come to the archives in-person. This is usually a busy job, and strenuous, because the sole focus is on moving records back and forth from the shelves, so I and the rest of the staff work a half day shift focusing only on this, then switch off (which is when I do my mail order work). These requests are the same as the mail orders; the patron arrives with a record in mind, carries out a search with the help of one of our “reference archivists” at the front desk, and then fills out a “pull slip.”

I take a newly accumulated pile of slips every few minutes, and then fly through the stacks to return with the records for the patrons, like a mother bird delivering food to her squawking young, or so I like to think. I like pulling from the stacks. It's a lot like being in an emergency room; the people are right in front of you and their needs are immediate, it is constantly busy, and, like diagnosing and illness, finding records on short notice can be difficult and an intellectual challenge.

Working in the reference department has taught me the importance of the public service side of the archives. People need to get their legal material somewhere, and we are the place that has it. It's also given me the opportunity to gain a beginners knowledge of how an archive is organized, namely, by mostly preserving the records in the order which the creator of the records put them in. This will obviously be very valuable should I choose to pursue a career in archiving.

As for my aspirations to be Indian Jones, Thanks to those doing genealogical and historical research, both at the archives and through the mail, I've also been able to blow the dust off some pretty old records. These older documents included rosters from my own school, St. John's College, which is just across the river from us; they where from the 1800s and I have to admit I read them reverently before taking them out. There have been no Nazis, but there is an occasional patron who tries to walk out, record-in-pocket, which adds about as much excitement as I like. And, while there are no boulders, there's always the chance of being crushed by a coworker closing the stack you're in.

Thanks for a great summer!

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