

Maryland State Archives
2015 Summer Internship Program

Appraisal, Kathryn Baringer
Sarah Bierc, Liberty University

Imaging Services, Corey Lewis
Candice Blazejak, Simmons College

Information Technology, Matthew Tretter
Colin Ganley, University of Maryland Baltimore County
Brandon Kirby, Hood College
Ernest Roberts, University of Baltimore
James Taylor, University of Maryland College Park

Paper and Book Conservation, Vicki Lee
Emily Rezes, Johns Hopkins University

Revolutionary War Military History, Owen Lourie
Joshua Rifkin, Stevenson University

Special Collections, Maria Day
Margaret McCready, Goucher College

Special Collections Newspaper Project, Allison Rein
Alexandra Cook, Hood College

Women's Hall of Fame, Jennifer Hafner
Amelia Meman, University of Maryland Baltimore County

Sarah Bierc
Internship Class 2015
Summer Project Summary

This summer, while working in the Appraisal and Description Department at the Archives, I have been specifically assigned to a few different projects, all, however, dealing with Land Tax Assessments for various counties in the State of Maryland. The first project I was assigned was an inventory of the microfiche collection, the second was extracting files from the Anne Arundel County Land Tax Assessments disk for the year 2005, and the final project was to go through the stacks and organize the Allegany County Land Tax Assessments, according to the database.

To go into a bit more detail, the first project involved me going through all microfiche that the Archives has that are Land Tax Assessments, for the years 1982-2001. From there, I went through each box and envelope, counting the sheets and recording the information on an Excel spreadsheet. The spreadsheet included information on where these items could be found, the condition of the microfiche itself, along with the county/counties found within the envelopes. I would take it box by box and then organized the envelopes in the boxes alphabetically.

The second project was one that I tackled and completed fairly early on in the program, simply because I knew it was quite the task and I wanted to just get it done. In short, what I was told to do was to take the disk for Anne Arundel County's Land Tax Assessments for 2005 and extract all of the files using the software on the disk. It took me a quite a few weeks and multiple times of accidentally closing the disk's window and manually getting back to the spot I was at, but I got it completed.

The final project I was assigned to was going through the Allegany County Tax Assessments that are in the stacks. I was given a list of all the books and was asked to go through each shelf to make sure those books were in their proper places, along with taking any notes on the condition of the books and labeling them, if needed. It ended up being a lot of reorganization to make sure that the books were where they were supposed to be and properly labeled, but they are all now in their proper places and neatly organized, so it was definitely worth it.

Besides these three main projects, I have also gone on a few field trips to be another set of hands where needed. I have gone to Baltimore to collect death records from a church, I have gone to the warehouse to help get shelves prepped for a new shipment of records, and I have gone to the Harford County Circuit Court to label records to be shipped. Overall, this experience has been a very educational one and has truly helped me to gain a newfound appreciation for the work of archivists. There is so much that goes into keeping and properly maintaining records, as well as simply attaining them. I have genuinely enjoyed working here this summer and would thoroughly enjoy coming back next summer to work where needed, even if it was simply as a volunteer.

Alexandra Cook
2015 MSA Internship Summary

During my summer internship, I worked in the Special Collections department, where I was responsible for going through collections, cataloguing items and entering the information into the Speccol database. I also performed whatever other tasks Maria needed me to do, such as adding or changing locations in Speccol. Initially, I was selected to be the Special Collections: Newspapers intern, but because of my hours, I ended up switching with Maggie. I am actually glad that we did switch. I really enjoyed rehousing newspapers, but after switching I got to work with a variety of collections from different time periods. The collections themselves also had different types of items too, so each one was interesting to work with.

The first collection that I worked on was the Josephine Thoms collection. I catalogued each item in the collection and entered them into Speccol. Maggie went through and wrote down basic information and organized the items into categories while she was waiting to get her training for the newspapers. I went through and added descriptions to each item. This was a good first project, because I was working with items from the 1980s and 1990s, so I didn't have to worry about handling anything too fragile right off the bat. I also got used to a routine in how I wanted to catalogue future collections.

After working on the Josephine Thoms collection, I moved onto the Brooks collection. This collection is also known as the Omenhausser collection, since everything relates to John Jacob Omenhausser and his family. Before I started, I did a little bit of background research on John Jacob Omenhausser so I would become more familiar with his story. For this project, I had to remove everything from a smelly scrapbook and put items in folders. I consulted with Conservation during this project since some items needed work orders. Most of the items were letters, but there were some artwork he did as well as photographs and other ephemera. A lot of the Mylar pages containing letters were taped together, so I had to cut the tape with a spatula in order to get to the letters. One time, as I was pulling a letter out, I got a piece of it stuck to the tape. Luckily, Camille helped me get it off, but it was really nerve-wracking! After that, I got much more comfortable with removing tape and I was able to cut the tape with a scalpel rather than trying to work through the tape with a spatula, which was a slow and tedious task. After I had removed and catalogued everything from the scrapbook, I entered each item into Speccol.

For the Edwin Warfield scrapbooks I had to flip through each book and weed out common themes from the newspaper clippings in order to provide more information for each scrapbook. I wrote up descriptions for each book and entered them into Speccol. To help with picking out significant events and names, I did some background research on Warfield by reading up about him from his biography on the Maryland State Archives website. This really helped, as I was able to point out important people as well as figure out the chronological order in which these events occurred.

The Governor Brown collection consisted mostly of photos and other items that primarily belonged to his daughter, Mary "May" Ridgely Brown Lee. I catalogued and entered each photo and item into Speccol. Once again, I did some background research on the governor's bio on the MSA website. This not only provided information on Frank Brown, but also on his daughter,

Mary Ridgely Brown Lee. This particular collection contained a lot of newspaper clippings, so the background information was helpful in pinpointing certain events.

The Governor Lane photos collection was kind of a quick side project for me. They were already catalogued and numbered, but they just needed to be entered into Speccol. The descriptions for the photos sometimes required a little more description in order to let people know more information about what the photos are of.

The Bray books collection was also another quick side task for me. I was given a list of books and I had to go into the stacks to find them and check to see if they had a specific stamp. I didn't find the exact stamp that I was looking for but I found a different variation of the stamp. This was a fun quick project that was almost like a scavenger hunt.

Lastly, I worked with the Hall family papers. I went through this collection, cataloguing each folder of documents and entering the descriptions into Speccol. This particular collection was really interesting to work with, as it is much older than the other collections I worked on. The documents are primarily from the 18th and 19th centuries, so the handwriting styles are very different. It was difficult to read some of the letters, but it was also like a fun decoding game as well.

Overall, I really enjoyed working at the Maryland State Archives and with the Special Collections department in particular. Each project that I've gotten has been different and unique from each other, and also exposed me to a wide range of time periods. It has been a great experience with this summer internship.

MSA Summer Internship

Summary

Brandon Kirby

My name is Brandon Kirby, and I was a Summer Application Development Intern at Maryland State Archives. I worked on a number of applications and websites while learning how to code better and do so in a professional environment.

I worked on two main projects during the summer, the PLATS and Legacy of Slavery websites. Both of these were sites that had been older on a previous server that were due for updates. I performed the necessary updates to the site. There were other applications that we all worked on that were done both to test our knowledge of programming and also introduce us to ASP and Visual Studio.

I would say that over the summer these tasks that I worked on taught me a lot. One of the main things that I learned was how to use SQL Server Management and how it interacts with the programs that we are making. I learned a lot about coding and the different software that we used throughout the internship process.

I am very grateful for the opportunity, the experience, and the people that I have met.

Thank you,

Brandon Kirby

Amelia Meman
Internship Summary
August 20, 2015

As the Women's Hall of Fame intern this summer, I was able to explore the lives of historic women through the process of researching their impact on history and writing their biographies. With this project, I was able to raise awareness about the contributions women have made to our local and national histories, hone my skills as a writer and researcher, and gain professional experience in an established institution. In the following summary, I intend to touch on the various things I've worked on while with the Maryland State Archives, relate these projects to different skills and experiences I have found particularly valuable, and make some suggestions about changes to the Women's Hall of Fame internship that I've thought about as I reflect.

Project Accomplishments

Over the summer, I've written 11 biographies for women either inducted into the Women's Hall of Fame or who have been important in Maryland's history. These biographies have been between 1,500 and 5,000 words and all include endnotes and a separate source page. I wrote the biographies of the following Women's Hall of Fame inductees: E. Gail de Planque (2015), Kate O'Brien (2015), Beverly Byron (2015), Mary Feik (2015), Linda Singh (2015), Sue Ward (2015), Harriet Elizabeth Brown (1994), Barbara Mikulski (1988), Ethel Ennis (1996), Carmen Delgado Votaw (1992). I also researched women's suffrage in Maryland and learned about Emma Maddox Funck, a major leader in the Maryland suffragist movement, who was not inducted into the Women's Hall of Fame, nor had been a part of the Special Collections Biographical Series. Encouraged to fill this gap, I researched and composed a biography on Mrs. Maddox Funck, as well.

In writing these biographies, I have been able to research through online databases, archives, and special collections of libraries. While studying UMBC, most of my research was through online journals, and if I needed something that the school didn't have, I would simply ask the library to find me a copy. In this internship, the task of finding materials through many different sources was left to me. I was able to traverse many different aspects of historical research that I had never dealt with before. Though I didn't get to do too much research through our own archives, the little bit that I did provided me with great insight into the process of making and preserving history. I'm still sort of new to the various search systems that we have at our disposal at the archives, but I also learned a lot about searching through these databases—a useful skill that I'm glad to have become more competent in.

Some other research processes that I hadn't come in to contact with before this internship were in using historical newspaper archives and in researching with other libraries' special

collections. While I had worked with newspapers a bit at school, I mostly used more contemporary publications. Working with editions of newspapers such as *The Afro-American*, *The Sun*, and *The Maryland Suffrage News*, I had to read much more closely and problem solve in different ways. For example, there had been no clear date for when Harriet Elizabeth Brown brought her lawsuit up against the Calvert County Board of Education. I knew when the case was settled (December 27, 1937), so I was looking through *The Afro-American* around the settlement date to find an article that could point me in another direction. By reading through this newspaper (instead of searching the database for a relevant title) I learned about how much you miss by limiting yourself through a search engine. I was able to read a lot about the civil rights work that was going on in Maryland and about the overall political climate of the nation; however, I couldn't find a clear date via the newspaper search alone. Larry Gibson's book *Young Thurgood* lists the date of the petition as August 1937, but after searching for the newspaper article that he had cited, I found that he had to have been incorrect. Coming up empty handed, I knew I had to regroup. I was able to go to the Calvert Historical Society to view Harriet Elizabeth Brown's file, which contained several documents—including letters between Thurgood Marshall and Ms. Brown—listing the date her petition was filed as November 11, 1937. When I found the real date, I went back to *The Afro-American*, and found newspaper articles that I hadn't noticed, because I didn't have the correct date. Though this was a bit of a wild goose chase through newspapers, books, and files, I was able to learn a lot more about the whole newspaper research process, and how much you can gain by looking through a newspaper archive the old fashioned way.

The other research process that I had never encountered was in working with a library's special collection. Some of the women I was writing about were either too old or too local to easily find materials about them online. As in the case of Harriet Elizabeth Brown, I had to travel to see special collections. Emma Maddox Funck's biography is largely fleshed out using the information I gleaned from her papers that are housed in the Special Collections of Enoch Pratt Library. I was able to read her scrapbook and the Baltimore Woman Suffrage Association meeting minutes, both of which were from the late 19th and early 20th centuries. It was exciting to not just be holding such important, older documents, but to be using primary sources to craft this biography. I learned quite a bit in researching these women, both in terms of the actual subject matter and in method. I'm excited to apply these experiences to my research in graduate school.

The other half of the biographing process, was in actually writing the text. I was given free reign in this process, which was both exciting and daunting. I had to ask myself a lot of questions such as, "Who is my audience?," "How should I pace the arc of these women's lives in their biography?," "What does and doesn't need to be in this piece?" Not much was defined about the whole project, but by looking at what other interns had done before me, I was able to adapt my writing to the overall tone (celebratory, lively), style (informative, narrative), and structure (chronological). In composing these biographies, I would work with my research to

piece together a clear story of a woman's life and her trajectory. Most of the text was centered around the individual, but I would also try to expand upon particular historical landmarks, events, etc. I would do this to ground this woman's accomplishments in the historical narrative and/or to juxtapose them against something that brought attention to her achievements.

Upon completing the first draft, I would then format it in Dreamweaver, which was an entirely new program for me (it's very simple to use, but I still appreciate having gained experience with the program). I would edit the Dreamweaver draft one more time, and then send it off to Jen, who would give me a final round of edits. After the final, polished draft was finished, the biography would be uploaded to the MSA Special Collection Biographical Series. I also created source pages for the biographical series pages.

Some other small projects that I worked on included developing the Maryland women's suffrage timeline for the Commission on the Commemoration of the 100th Anniversary of the Passage of the 19th Amendment, finding portraits of Women's Hall of Fame inductees, and locating vital records for the inductees. Most of these tasks were fairly straightforward and simple, but I appreciate the variation they added to my day.

Overall, I think I gained a lot of experience in independent writing and working. While there was a sort of general goal in writing these biographies, much of the process was self-defined, and that was rather new for me in a professional setting. I really appreciated the ability to set my own deadlines, goals, and pace, because I knew that this self-motivated work style would be something I experienced in graduate school and my professional life. I've never had so much independence in an internship, so this was a really great learning experience for me, and I'm excited to take these independent work skills into my next job.

Suggestions for Next Year

I had a really rich and interesting experience with the archives this summer. I feel the internship has really challenged me to be a more independent and self-managing worker and has also exposed me to new research methods. The practical skills and experiences I have gained have been especially important to me because I know that they will be useful as I pursue graduate school and a professional career. In reflecting on my experiences, I also wanted to share some of the suggestions I have for the program.

- More time with the other interns potentially through weekly meetings, a group project (social media partnership?), team-building exercises, trips to historic places/museums, etc.
 - For the most part, all of the interns were scattered around the archives, and had few opportunities to get to know each other. I would have appreciated a stronger bond and sense of camaraderie between us.
- More learning opportunities

- I really liked the Brown Bag Lunches and the access to the webinars, but I wished for more of them. I was eager for more opportunities to learn from the other people working around us and/or people in the field.
- Variation of duties and tasks for the Women's Hall of Fame intern
 - This might just be me, but writing biographies for weeks was starting to get monotonous. I was energized when I was able to do some of the smaller tasks, because it broke up my day a bit. I was happy to also start doing work on suffrage project, so that there would be something different that I could do if I needed a break from writing a biography.
- Stated mission/goal of the internship
 - This might be something that is particular to me, but at times, I felt like my work was sort of inconsequential to the overall mission of the archives. I wish there was a stated set of goals for the internship, or some way to acknowledge the importance of the project to the Women's Hall of Fame or the archives.
- Provide an introduction dossier for the internship
 - Not necessarily something dense, but a list of resources (style guides for citations/formatting, often used parts of the MSA website, tips, etc.) and maybe a writing example of a particularly successful biography (highlighted or with notes of some kind) that an intern could emulate in their writing.

Overall, I'm really grateful for this opportunity and feel like I've gained a wealth of knowledge over this summer. I hope these suggestions and my summary come in handy as you work on the internship for next year!

Emily Rezes
MSA Conservation Intern
Summer 2015

The internship program at the Maryland State Archives teaches many skills that an aspiring conservator will need in her/his future career. Even the simplest of tasks, such as building mylar book jackets, yellow stock folders, and wrap-arounds, train the eye and hand to work with precision for each unique assignment. The first project I was able to help with was the preparation of the Mount Auburn Cemetery records for scanning. During this time I was taught how to disbind, surface clean, flatten with small amounts of humidity and heat, and use heat-set tissue to mend small tears. Soon after, using a 1894 commissioning declaration as an example, I was taught how to test the solubility of ink and determine whether or not a document was stable enough to be flattened by humidification.

Moving away from paper, the conservation lab was given the opportunity to prepare the Maryland State silver collection for display at the Archives. For this, I was taught how to properly polish silver using precipitated calcium carbonate, a strong detergent called Triton X, and water.

Later, a meeting between Molly McGath from the Freer and our conservation staff resulted in an interesting project researching the condition of the Archive's collection of Barrow Laminated documents. Over the course of several weeks I measured the pH of 42 laminated documents, hoping to discover something about the degradation of the laminate and the paper within. Several weeks later, Jenn Cruikshank and I tested different delamination solutions, and recorded the resulting condition of the delaminated pages. The project introduced me to the chemistry behind paper production, degradation, and historical versus modern preservation techniques.

During this time I also had the opportunity to scan and describe 58 glass plate negatives from the Creighton Collection, whose information had not been recorded. Between scannings, I was taught how to flatten a document with chamber humidification in order to mend/infill the paper using japanese tissue and wheat starch paste. I was later taught to prepare and sew my own coptic book. The process of making a book introduced me to signature folding and cutting, the covering of book board in book cloth and paper, the creation of the sewing matrix, hole punching, the preparation of book thread, and the pattern with which coptic books are sewn.

Towards the end of the program, all of my skills were used together in recasing my first book. The process involved disbinding, cleaning, signature folding, sewing, pasting, and use of the book press.

The projects described above, and many other not so little things that I was taught and observed during my time here, will be irreplaceably beneficial in my future education and career. I cannot thank everyone enough for your time and this opportunity.

Colin Ganley

2015 MSA Internship Written Summary - IT Application Development

For the internship experience I used Microsoft's Visual Studio 2013 and SQL Server Management Studio 2008 to design, develop, debug, and maintain two software applications. Both applications have similar features and are used in the internal operations of the Archives. These applications create, update, and search for data using a graphical format; this format is known as a CRUD interface. A user can easily manipulate information to his or her needs with no technical knowledge required - leading to better productivity and working efficiency.

The Deposits Manager allows for the cataloging of the Archive's monetary deposit receipts and stores various financial information. This application displays the current accounts and groups them by working, history, and archived in a grid layout. A user can then edit selected information through button controls. These controls are tied to back-end SQL stored procedures. New deposit information can be added as well. This application can also search for deposit information based on various parameters; these parameters generate a dynamic SQL query which is ran against a database. A key functionality of the Deposits Manager is it's report generation capability. The application can create reports of the working and history tables as well as by deposit number to be used for record keeping and audit purposes.

The Government Publications Manager Application allows for a user to create and update records as well as search based on some parameters. This application presented some unique challenges mainly displaying a majority of the controls on screens with differing resolutions. Not only does the application display all records in a grid layout, a corresponding layout similar to the government publications website is displayed for easier viewing. The search feature was expanded by modifying the SQL stored procedure to include searches for the physical location of the records in the stacks - a feature not previously implemented. This application can also sort the records based on user given guidelines.

Overall the experience has taught me technical knowledge of the software development lifecycle, programming modularity, an IDE, SQL Management Studio as well as functional skills such as communicating with end-users, listening to constructive criticism, and problem solving.

This summer I started work as the general Special Collections intern, though I was later switched to the Maryland Newspaper Project. Through the project, I was responsible for cataloging, taking the condition of, and rehousing various bound and unbound issues of newspapers printed in Maryland throughout the 19th and 20th centuries. Essentially, what I was doing was preventative conservation.

In working on the Newspaper project, I learned how to properly handle and care for paper and large bound volumes, as well as what sort of storage and care is actually harmful to the newspapers. Previously, many of the newspapers were disbound from their covers and then wrapped, loose, in Tyvek. Some were still bound but not given any protective cover, and some were completely disbound into single issues and stored among various other newspapers in a box. All of these past methods of storage were indeed harmful to the papers, which I spent the majority of my internship here correcting.

One of the major issues with the newspapers was that they had never been thoroughly examined with regards to their condition, or given specific dates in the database. Basically, we had a very general idea that the newspaper existed, that it was probably in fine condition, and what year it covered, but nothing specific. With each newspaper, I took measurements, leafed through to note the condition of the binding and the paper, and took down exact dates that the paper covered. All of this information was put into a spreadsheet along with the newspaper's accession number and location, providing a much more thorough and consistent log of the newspapers in the Archives' possession all in one place, without bogging down the database with excess information regarding the condition of each paper.

The second major issue was dealing with how newspapers were previously stored, and rehousing them in a way that would prevent further degradation of the paper. Bound volumes were wrapped in a protective coat of Tyvek, which allowed the volume to breath without locking in or keeping out humidity. Disbound volumes were foldered by the month to prevent the paper from shifting in storage, and put into boxes. The Maryland Portfolios of newspapers posed a significant problem throughout the Summer, as each of the three boxes were filled with miscellaneous newspapers varying anywhere from 1800 to 1980, all from different regions, and with different titles. Some were folded or taped together, some were lain flat, and some were literally in tatters all stored in a pile in this box. Each of these individual papers needed to be stored in folders to protect them from further harm caused by abrasion with other newspapers and sliding around in the box.

Many of these papers also needed to be properly identified, as some dates were not listed in the database, while some papers were entirely new, not even listed with Library of Congress, and needed to be given entirely new collection numbers. Identifying unlisted newspapers required a lot of research back and forth between the Maryland Archives' database, as well as LOC's.

I also worked closely with the Conservation lab, learning how to clean moldy papers using the Hep-Vac, how to flatten paper with the iron for scanning, and how to make board wrap arounds for books. In addition, I helped clean one of the silver teapots for the Maryland Silver Exhibit in the search room. Working with both Special Collections and Conservation gave me a very well rounded experience at the Archives this Summer, and I feel I have learned a great deal of useful information to take back to the Special Collections department at Goucher in the Fall.

Maggie McCready, Special Collections Intern, Summer 2016

During my internship with the Maryland State Archives this summer, I worked with Owen Lourie and Sean Baker, researching and detailing the lives of the Maryland 400. The Maryland 400, were soldiers that were part of the First Maryland Regiment within the Continental Army. When I started this internship, I learned that the soldiers part of the Maryland 400 were viewed as Maryland's first war heroes. As a result, and because these men sacrificed themselves to help build a nation founded on life and liberty, I made it my goal to bring them to life.

In order to accomplish my goal, I worked with Owen to research five Marylanders; second lieutenant Alexander Murray, captain John Day Scott, first lieutenant Thomas Harwood, second lieutenant Thomas Goldsmith, and captain Walter Brooke Cox. In order to uncover each Marylanders story of triumph and tribulation, I worked with a plethora of sources. Now, in order to stay organized with my notes, I divided my research for each soldiers into four categories; pre-war, military life, post-war, and family life. The sources and materials I first used, included a plethora of county and family biographies located in the archives. These sources, either gave me a general overview of the soldier's life, or would give me possible sources or avenues to look at. The next sources I used were fold3.com for military pensions, ancestry.com for census of 1780 and 1800, 1783 and 1798 tax assessments, mdlandrec.net, Maryland State Papers via the Brown Book, Archives of Maryland Online, newspapers.com, and genealogybank.com. The last round of sources were the probate records, these included wills, inventories, estate records, chancery court papers, and land records.

As you can see, quite a few sources were used in order to piece together each soldier's life. To me, their stories were like puzzle pieces and it was my duty to one by one piece together the parts of the puzzle, until I had a full picture. However, it must be mentioned that there were many times when either Owen or I could not find a lot of information regarding a soldier's life. When that occurred, there was not much either of us could do. Nevertheless, when I was researching and looking through each and every one of these sources, I felt giddy inside. As someone who loves history, when I would uncover a record relating to my soldier, I got so excited

because even if I found nothing else, I knew that those records would help bring their story to life.

Once I had all of my research completed and my notes organized in sections, as explained above, I would work on the biography of that soldier. Each biography, depending on how much information I uncovered, would be between 300 and 600 words. Once I had a rough draft, I would send it to Owen for review. Then, Owen would talk with me about areas that I either needed to further refine or needed to research more. One of the greatest skills Owen taught me was to never fully trust a source. By comparing and more importantly, challenging the sources information, you might uncover more information or discover the truth.

One such example of challenging a source, occurred when I was researching the life of first lieutenant Thomas Harwood of captain John Day Scott's seventh company. When I first starting researching, all the sources I was running into, kept telling me that a Thomas Harwood, who was in the seventh company, was born in 1743. As Owen later explained, it was not very common, actually quite unusual for a soldier to be in his thirties when he was commissioned. We knew from our own research, that the average soldier was in his early to mid twenties when he was commissioned. As a result, we knew that the pensions, applications, and biographies that all claimed this Thomas Harwood was born in 1743, were wrong. We ultimately proved this, when we found a pension from a fellow comrade and chancery court cases that detailed that the correct Thomas Harwood was born in 1753 and was the son of the Thomas Harwood we had initially researched.

With all that said, once the biography was approved and I was confident in what I had written, I added all of my sources, using the proper Chicago format. When that was completed, I used the page generator and Dreamweaver to create biography pages for each soldier. These pages were hosted on the Archives servers. Once the biography page was live, we added a link on the Maryland 400 website, msamaryland400.wordpress.com. The website is open to the public and allows people from as far as Germany and Russia learn about Maryland's history.

Once a biography was live and posted on our website, I worked on a related blog post. The blog posts I wrote about, usually detailed the roles within a regiment

or someone unique about one of the soldiers. Specifically, the blog posts I wrote were, the role of the first lieutenant in the Revolutionary War, second lieutenant Thomas Goldsmith and the Battle of White Plains, the infantry career of a Naval hero, the role of the captain on and off the battlefield, and finally, the story of Walter Brooke Cox in the Continental Army. When it came to the blog posts, the process followed what I did with the biographies. For the blog posts in particular, I tried to find relating primary source documents that I could scan and publish with the posts. These documents usually were wills or letters from different American generals. Also, I worked on the twitter posts on the Maryland Archives twitter page that told people to check out the blog.

With all this said, I learned many skills during my time here. First and most importantly, when you work as a professional, thoroughly proofreading what you write is crucial. Most specifically, when writing about history, Owen taught me that proofreading your document makes sure that you have the correct dates and only talk about information that you know to be true.

Another skill I learned here was how to work in a professional environment. I especially want to thank Owen and Emily for not simply pointing out areas for improvement, but showing me how to fix them. For that, I am eternally grateful.

Lastly and most certainly, I further grew my love and appreciation for Maryland's history. This was not simply because we went on trips to the State House and the Governor's house, although they were incredibly fun, but because I was able to handle and read original documents. Many of these documents were 300 plus years old and gave me insights into Maryland's history, which no website or book could ever replicate.

In the end, I cannot thank Emily, Owen, Sean, and the Maryland State Archives staff, for giving me the opportunity of a lifetime to be an intern here. After spending ten weeks researching Maryland history, I have discovered that I want to be an archivist and help other people uncover the hidden stories around them.

Thank you so much!

-Joshua Rifkin

Below I have attached my favorite biography I wrote this summer.

Thomas Harwood (1753-1804)

MSA SC 3520-16757

Biography:

Thomas Harwood's military career began on January 3, 1776 when he was commissioned as a first lieutenant of [Captain John Day Scott's](#) Seventh Company of the First Maryland Regiment.[1]

The son of Thomas Harwood Sr. and Rachel Sprigg, Thomas Harwood III, was born on October 23, 1753 in Prince George's County into a prosperous Maryland family.[2] He had three sisters; Lucinda (1767-1835), Rachel (1764-?), and Margaret (1753-?), and one brother, Osborn Sprigg (1760-1791).[3]

Through the first part of 1776, as part of his job as first lieutenant, Harwood aimed to gain the trust of his soldiers so that he knew what was going on in his company.[4] The challenge Harwood and the First Maryland Regiment faced, was that none of the soldiers, including Harwood, had any military experience prior to enlisting. As a result, it was Harwood's job not simply to teach the new recruits military formations, but also how to be soldiers and work as a cohesive unit.[5] At the Battle of Brooklyn on August 27, 1776, the Continental Army led by George Washington, tried to defend New York from the British. However, the British Army outflanked the Americans.[6] As one Maryland soldier recounts, "the main body of their army, by a route we never dreamed of, had entirely surrounded us".[7]

As they retreated, Harwood and his company were ambushed by a platoon of British soldiers. However, "fighting with more than Roman courage", the First Maryland Regiment forced the British back allowing Harwood and his company to escape across Gowanus Creek to the fortified American lines, while other regiments were forced to travel up the stream. Those regiments ultimately confronted and

fought another British platoon. These charges by the Marylanders and the bravery they showed earned them the title of the "[Maryland 400](#)".[8]

Between August and September of 1776, the American Army was forced out of New York after a series of unsuccessful engagements with the British.[9] During one of these battles, at [White Plains](#), Harwood's captain, [John Day Scott](#), was mortally wounded, forcing Harwood to take over the control of the company.[10] As a result of the casualties the American Army faced during the charges against the British, in the winter of 1776 the Continental Congress ordered the consolidation of the First Maryland Regiment and the creation of new regiments.[11] To fill the vacancies left by those who either died or did not reenlist, Harwood was promoted to captain of the 7th Regiment.[12]

For the next six months Harwood was stationed in Morristown, New Jersey, during the winter encampment of 1777.[13] After his resignation on June 10, 1777, Harwood moved back to Anne Arundel County, where he was elected as Sheriff from 1779-1782.[14] During this period of time, he married his first wife Anne Whyte on October 29, 1778 and had two children, Thomas and Caroline.[15] In the early 1780's, Harwood moved to Calvert County where he owned two lots in Lower Marlboro.[16] Then after the death of his first wife, Harwood married Anne Arsenath Mayhew (b. 1762) on April 26, 1794 and had James Harwood, who became a Judge of the Orphans Court of Baltimore.[17]

Throughout his post-revolution life, Harwood borrowed heavily from a myriad of creditors to invest in over 10,000 acres in Georgia and over 1,000 acres in Pennsylvania. However, Harwood was unable to sell the land and thus, when his creditors came after him, he found himself drowning in a sea of debt and legal cases. Having to declare bankruptcy in the late 1790s, Harwood had to sell all of his possessions, including his personal belongings, to pay back his creditors.[18] As a result, "by his imprudence he had not only ruined himself but also his children." [19] Thomas Harwood ultimately died in Calvert County in 1804.[20]

-Joshua Rifkin, 2015. Research contributed by Dr. Dwight Cavanagh.

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Ernest Roberts

MSA IT Intern 2015

As an IT intern at the Maryland State Archives I've helped maintain websites and completed windows applications. Minor touches were made to Fort McHenry Library website. I fixed some links and made sure underlying stored procedures were gathering database information correctly. Three major items I worked on were the SDAT Alchemy Organizer, Land Records Street Search, and the Vital Records Transcriptions applications. The SDAT application analyzed text files of account information and stored the data in a database. The program also made copies of the files with newly generated names and moved them to a folder chosen by the user. The goal of the Land Records Street Search app was to improve searches on the MD Land Records website. Previous address records weren't normalized so some searches would not yield expected results. The program I worked on analyzed the current records and stored the addresses in a database in a normalized format. The last application I worked on was an unfinished intern project from a previous year. The Vital Records Transcription application allows users to look at images of old death records, record the data, and input it into a database. In the past death records were recorded on paper and this application puts them in an electronic format. The work that I've done over the summer gave me professional programming experience and skills to take to other career endeavors. I learned the Visual Basic (VB) programming language and had more practice with Visual Studio, a standard IDE for most technological fields. I also learned the concept of Regular Expressions and had my first experience with database management and SQL Server Management Studio. I am grateful for my experience at the Maryland State Archives.

James Taylor

Internship Summary

As an Intern for the Maryland State Archives during the summer, I hoped to gain experience with the professional software development cycle and development environments. I worked on many projects that included updating existing applications and converting others to new formats. At first I worked on two very small projects as an introduction to what I would really be doing during the internship. Mostly, the work they gave me was updating applications and converting websites to a new format. The first real project that I worked on was the GovPics application, which allows users to upload and manage photos of the Governor to the GovPics website or Flickr. The changes I had to make were adding an "Is Retracted" field to the application and highlight events based on their status on the server. The MSA Administrative Dashboard was a project where I had to combine the functionality of two similar applications. With these projects I gained experience with designing applications. I had to add components to the applications and make them function. By converting websites I got experience with VB.net, ASP.net and HTML as both the Mount Auburn Cemetery and the Guide to Government Records website had to be updated to use ASP instead of CFM. The Mount Auburn Cemetery website looks the same as the old site and was mostly a conversion which didn't receive any new feature besides putting the stored procedures on the database. The Guide to Government Records however, required quite a few changes to get it to working condition. By the end of the internship I was still working on the Guide fixing bugs and making it more efficient. All of these projects involved coding with VB.net and SQL and I had to learn on the job. During this internship I have gained experience in some of the software development cycle and the programming of websites and windows applications that will help me in my future career.