



South Carolina Department of Archives and History

**EDUCATIONAL
DOCUMENT
PACKETS**

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South Carolina Department of Archives and History

EDUCATIONAL DOCUMENT PACKETS

How to use the links in this publication



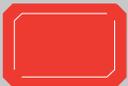
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Special directions

LINK

Underlined, colored, and italicized words, phrases, and sentences.



EDUCATIONAL DOCUMENT PACKETS

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Produced by: The Education Service Area, Alexia J. Helsley, director; and the Publications Service Area, Judith M. Andrews, director

Introduction to the publication

No. 1 Jehu Jones: Free Black Entrepreneur

No. 2 Jones: Time of Crisis, Time of Change

No. 3 The Spanish in South Carolina: Unsettled Frontier

No. 4 The Civilian Conservation Corps in South Carolina 1933–1942

No. 5 Heritage Education

No. 6 South Carolina African Americans in the Civil War: two sides to a story

No. 7 Community as Classroom: an oral history resource publication

No. 8 The Changing Face of South Carolina Politics



South Carolina Department of Archives and History

INTRODUCTION



INTRODUCTION

The South Carolina Department of Archives and History is a treasure house of information about the men and women who built South Carolina. Treasure is not always gold or silver; treasure can be the names of the petitioners to incorporate the Hebrew Benevolent Association, the record of a 1716 manumission of an African American on Charlestown Neck, or German-speaking immigrants asking for land on the bounty. Because these records offer rare insights into the lives of the men and women who lived here, the Archives began in 1989 to issue curriculum materials highlighting particular documents from the Archives. These resource packets provided topical documents, relevant illustrations, historical context, and exercises for classroom use. In total, the Archives produced eight (8) of these curriculum packets. Several have been reprinted and one, *The Spanish in South Carolina*, is currently out-of-print.

To make these materials more readily accessible and to include additional information, which the original format could not support, the Archives began in 1996 to produce a CD-ROM version. This version of the eight (8) packets mirrors the excitement of South Carolina history and hints at the diversity contained in her records.

Packet Number One: *Jehu Jones: Free Black Entrepreneur*

Born a slave c. 1769, Jones purchased his freedom in 1798. A tailor by profession, he acquired real estate and operated a well-known inn on Broad street.



INTRODUCTION

Packet Number Two: *Jones: Time of Crisis. Time of Change*

Jehu Jones died in 1833 leaving his estate to his three sons—Jehu, Alexander, and Edward A. Jones—and his step-daughter, Ann Deas. Ann Deas operated the inn in Charleston, and Jehu and Edward Jones became ministers—Lutheran and Episcopal, respectively.

Packet Number Three: *The Spanish in South Carolina: Unsettled Frontier*

As early as 1526 Spain attempted to explore South Carolina. De Soto crossed South Carolina in 1540, and Menendez established a fort at Santa Elena (Parris Island) in 1565. Santa Elena was finally abandoned in 1586. With the establishment of Charles Town in 1670, the area between Charles Town and St. Augustine became a scene of conflict, which lasted beyond the founding of Georgia in 1733.

Packet Number Four: *The Civilian Conservation Corps in South Carolina 1933–1942*

To counter the effects of the Great Depression, President Franklin Roosevelt in 1933 proposed the development of a civilian conservation corps. By May of 1933 the government had organized camps in South Carolina. Working with state, federal, and local resources, the developed sixteen parks in South Carolina before its phase-out in the 1940s.



INTRODUCTION

Packet Number Five: *Heritage Education*

Buildings reflect the history of South Carolina. Styles change with time and economic circumstances. Consequently, building styles document different historical periods and the economic development of the state.

Packet Number Six: *South Carolina African-Americans in the Civil War: Two Sides to a Story*

The Civil War not only divided this nation. It separated families and other groups of people. African Americans in South Carolina were no exception. Some, voluntarily or involuntarily, supported the Confederate cause. They served in camps, cooked, drove wagons, played musical instruments, dug fortifications, and bore arms. Others fled to the federally controlled Sea Islands and enlisted in the newly created African American regiments there. This packet compares African Americans to the Civil War in South Carolina.

Packet Number Seven: *Community as Classroom: An Oral History Resource Publication*

Public and private records tell only part of the story. Firsthand accounts fill in the gaps. Oral history is one approach to collecting these firsthand accounts from individuals who participated in the



INTRODUCTION

events. Certain procedures and guidelines, as presented in this packet, improve the results of oral interviews and create more useful and accurate products.

Packet Number Eight: *The Changing Face of South Carolina Politics*

Politics in twentieth century South Carolina have seen significant changes: the end of the white primary; the resurgence of the Republican Party; and political participation by women and African Americans. These miniposters offer a visual representation of these great changes.

In compiling information for this CD-ROM, we thank the South Caroliniana Library, the South Carolina Historical Society, the South Carolina Institute of Archaeology and Anthropology, and the Winterthur Museum and Archives for their help. In addition, we thank Dolly Wells, Marion Chandler, Garry Davis, and Ben Hornsby.

Alexia Jones Helsley



South Carolina Department of Archives and History

Document Packet Number 1

JEHU JONES: FREE BLACK ENTREPRENEUR



South Carolina Department of Archives and History

Document Packet Number 1

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Produced by: The Education Service Area, Alexia J. Helsley, director, and the Publications Service Area, Judith M. Andrews, director

Credits:

Front cover: Courtesy Henry Francis duPont Winterthur Museum, Winterthur Archives

Clothing styles adapted from Edward Warwick, Henry C. Pitz, & Alexander Wyckoff, *Early American Dress: the Colonial and Revolutionary Periods* (NY: Benjamin Blom, 1965), 252, 258

Plans of Jones' Hotel by Dan Elswick, staff architect, SC Department of Archives and History (hereinafter cited as SCDAH). Based on Harriet P. & Albert Simons, "The William Burrow's House of Charleston," *Winterthur Portfolio, III*, (1967), 200

Newspaper ad from *Charleston Courier*, 15 October 1829

"Birds Eye View of the City of Charleston, South Carolina, 1872." Drawn and published by C. Drie. Reproduced in 1976 by Historic Urban Plans, Ithaca, NY from a lithograph in the Library of Congress. SC Map Collections, SCDAH



South Carolina Department of Archives and History

Document Packet Number 1

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South Carolina Department of Archives and History

Document Packet Number 1

**PHOTOGRAPHS OF INTERIOR OF
WILLIAM BURROWS HOUSE,
FORMERLY
THE JONES HOTEL**



South Carolina Department of Archives and History

Document Packet Number 1

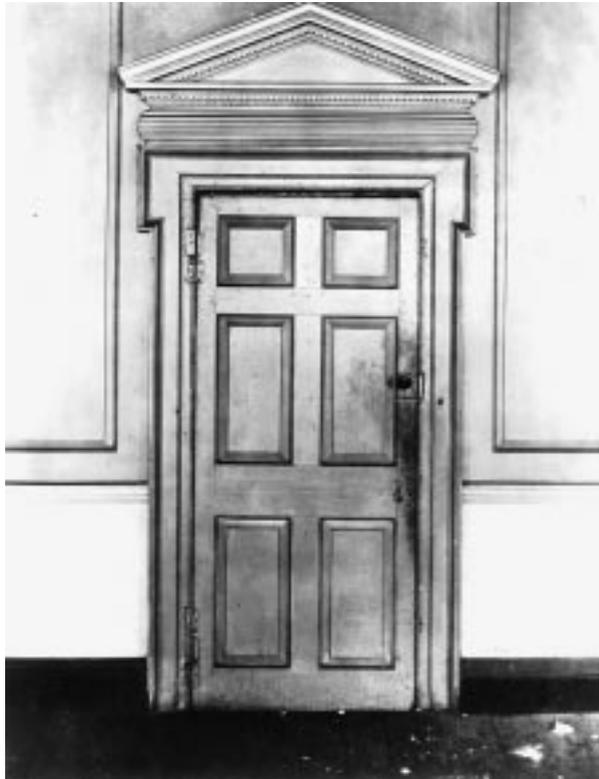


Ballroom. Courtesy. TheWinterthur Library: Winterthur Archives



South Carolina Department of Archives and History

Document Packet Number 1



Left:
Ballroom door to hall.
Right:
Ballroom
mantel detail.
Courtesy
The
Winterthur
Library:
Winterthur
Archives



SC DEPARTMENT OF ARCHIVES & HISTORY • DOCUMENT PACKET 1

JEHU JONES: FREE BLACK ENTREPRENEUR



Jones Hotel, 33 Broad Street, Charleston

BACKGROUND

Using this background, you will move from the textbook into the life of Jehu Jones, a free black in early nineteenth-century Charleston. The background highlights Jones's life and provides the context for the documents you will be working with. Take a few moments to read this background and review the inserts. They will be moments well spent.

As early as 1712, South Carolina society had divided into three classes—white, free black, and slave. Although it was proportionally smaller, the class of free blacks, or free persons of color, formed almost a microcosm of the larger white class. There were some differences. "People of color" acted as a buffer between the white and slave populations, enjoyed freedom without restrictions, and had access to the courts. But while they emulated the white class, which held political power and made decisions that affected their lives, they could not vote. They achieved only partial equality.

The origin of free blacks is not certain. Marriage between whites and blacks, an accepted practice during the colonial period, produced some children who were classified as free blacks. This group, called mulattoes, held themselves aloof from other free blacks and provided leadership for the entire class. Other free blacks were immigrants from the West Indies. Most, however, were freed slaves. Some slaves gained freedom when their owners died. If you examine Charleston County wills from 1720 to 1781, you will find that colonial slaveholders routinely freed, or manumitted, their slaves. Other slaves were like indentured white servants in that they achieved freedom after completing a term of service.

The Miscellaneous Records held in the Archives show that slaves continued to move into the free black class

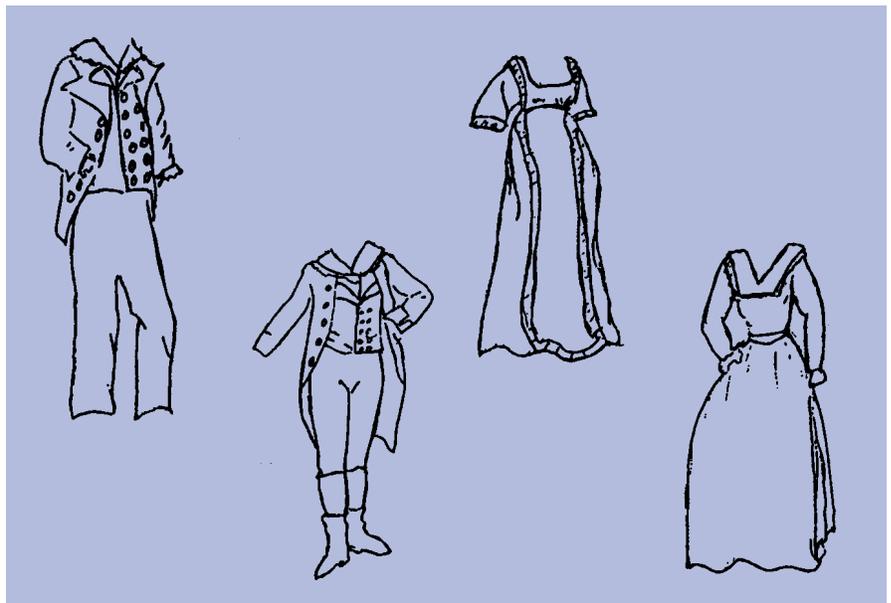
after the Revolution and until 1841, though their numbers declined. Usually, they received their freedom through a master's bequest, or they purchased it for themselves and their families by hiring themselves out to earn money. Sometimes, the General Assembly manumitted slaves who helped the state. In 1822, for example, the state freed two male slaves and paid them an annuity in return for evidence that led to the arrests of the leaders in the Denmark Vesey affair. Similarly, the state manumitted a female slave who provided information that prevented a slave revolt in Georgetown County. Thus, the freeing of slaves increased the numbers of free blacks and contributed to the development of this unique social class.

The City of Charleston supported the largest number of free blacks in the state. By 1860, 74.71 percent of South Carolina's free black population not only lived there but made up 17.19 percent of the city's population. Cosmopolitan and urban, Charleston offered free blacks the best cultural and economic opportunities, and its compact design fostered a unique relationship between blacks and whites.

The life of Jehu Jones exemplifies the life of a free black living in late eighteenth- and early nineteenth-century Charleston. Born a slave c. 1769, Jones belonged to Christopher Rogers, a tailor. He learned the trade and became proficient by practicing the craft on his own. In 1798 when his master freed him, Jones set up his own shop. Often, he had trouble collecting the money his white patrons owed. As a free black, however, Jones could sue customers who owed him large sums.

Document II in this package is a page from Jones's account book. It was introduced as evidence in the Court of Common Pleas when Jones sued Thomas Wilson for an unpaid bill. The document shows that free blacks had equality in the courts. It also describes men's clothing styles and gives us an idea of costs. Eventually, Jones turned to other pursuits, and his son, Jehu Jr., took over his tailoring business.

Charleston County deed books show that in 1802 Jones began to invest in real estate both within the city and on Sullivan's Island. His ventures were successful. In 1809 he paid \$2,000 for



Post-Revolution clothing styles for children

a lot and house on Broad Street behind St. Michael's Church. At a public auction six years later, he bid \$13,000 for the adjacent lot and house at 33 Broad. Jones and his wife, Abigail, turned the house at 33 Broad Street into an inn that catered to travelers on extended visits. Jones also purchased slaves to work in his various enterprises.

Thirty-three Broad was an ideal location for an inn. A map of the city of Charleston ([Document III](#)) locates the property across from the City Square on a lot that extended through to St. Michael's Alley. The inn was a three-building complex. A two-story, six-room house and a four-room cottage faced St. Michael's Alley; [the main building](#) fronted Broad. Early floor plans of the main building ([Document IV](#)) show the inn as a three-story building with three piazzas, a large dining room, two sitting rooms, and five of the eventual twelve bedchambers. Together, the Joneses ran a popular establishment. Elite white society patronized it and praised it highly for its comfort and fine food.

Jones was a figure of importance in Charleston's free black population. He moved in its social circles and became a trustee of the Brown Fellowship Society. This organization had been founded in 1790, and it had a membership of fifty mulatto, or "lighter-skinned," men, who maintained a cemetery, operated a school for the children of members, and used the proceeds from rental properties throughout the city to support charities and social functions.

In 1822, the Denmark Vesey rebellion disturbed the harmony. Despite the fact that free blacks had stopped the revolt, the affair made the whites uneasy. Fearing a general uprising, the General Assembly passed acts to control free blacks more closely. One act, passed in 1822, placed all free

male negroes, mulattoes, or mestizos over the age of fifteen under the care of a guardian. The guardian had to be a respectable citizen, a freeholder, and white. Another act, passed in 1823, barred the return of any free black who left the state. Abigail Jones, who had left for New York with her daughter (Jones's step-daughter) and grandchildren before the acts were passed, could not return.



Jones' Hotel

In 1823, Jones, through his white guardian, petitioned the Senate ([Document V](#)) and House of Representatives for a leave of absence. He wished, he said, to visit his family and he requested permission to return to the state after his visit was over. The matter was referred to a special committee and his request granted. According to a popular tale of the time, Jones left Charleston disguised as a woman and was seen later walking on the streets of New York. That he actually went is uncertain. In 1827, however, when his family visited St. Augustine, he petitioned for another leave of absence to see them.

Abigail Jones never returned to South Carolina. She predeceased her husband and died in New York, a victim of the cold northern climate.

Jones died in 1833. He left an estate estimated at \$40,000 to his three sons and to his step-daughter, Ann Deas,

who was still in New York. The inventory of his estate ([Document VI](#)) lists his furniture and slaves but does not show his real estate holdings. Ann, who was executrix of the will, returned to Charleston and obtained a pardon from the governor for entering the state without permission. In 1835, she bought the inn on Broad Street from the estate, and for the next twelve years, she ran it as Jones' Establishment.

The story of Ann Deas and her step-brother Jehu Jones Jr., will be told in another document packet.

USING DOCUMENT PACKETS IN CLASSROOM

The document packets are designed to supplement textbooks with primary source materials. They may be used as a comprehensive lesson or in various other ways to meet the needs of both teacher and student. Use of the documents can stimulate student interest in local and state history and can help develop important analytical skills. It can also arouse curiosity and inspire additional and independent research.

The objectives for this activity are:

1. To expose your students to a variety of primary documents.
2. To expand their knowledge of local and state history and to place it in a national context by having them complete written assignments.
3. To develop their inquiry process by having them answer questions based on original documents.
4. To familiarize them with the uses of documents.
5. To help them use facts to draw conclusions and formulate opinions.

6. To help them work independently and creatively.

7. To sharpen their research skills by using sound research procedures to complete assignments.

8. To reinforce writing skills by answering questions that force them to present the facts in a logical manner.

SUGGESTED TEACHING PROCEDURE

The Background

Before you assign the packet, read the background material aloud, possibly by making a tape recording that can be used either individually or as a group. Or, if you prefer, you can duplicate the background material for your students to read themselves. The background sets the scene for the work they will do with the documents.

The Documents

The packet includes copies of original documents and, because nineteenth-century handwriting can be difficult to read, a literal transcription as well. Directions for your students are given on the first page of the packet and with the transcriptions.

Have your students read the transcription before they read a document. You can reproduce the documents in this packet for individual use, and you can also make them into transparencies for the overhead projector. You might want to make a transparency of a document and project it while you read the transcription aloud. Your students might want to check the accuracy of the transcription by comparing it with a xerographic copy of the original.

Vocabulary

The vocabulary sheet lists words and terms that might be new to your students. It defines the words according to their context. You may wish to duplicate the entire sheet for use as a guide. Or, you may wish to duplicate only the words and let your students find the definitions. If there are other terms that require explanation, your students can add them to the vocabulary sheet.

Archives and Source Research

Before you begin using the packets, it might be wise to introduce your students to the concepts of archives and primary and secondary sources.

Archives

The word “archives” can be used to mean the place (building) where valuable historical records are kept, OR, it can be used to mean the records (papers, maps, photographs, drawings) themselves. The South Carolina Department of Archives and History is the place (Archives) where South Carolina’s valuable government records (archives) are kept.

The Archives does not organize the records it holds like library books. It organizes them in the order in which they were created. The Archives files the records as they were filed by the people who wrote them. Through the records held by the Archives, over three hundred years of the history of the state and its people can be traced.

Today, about four percent of the records South Carolina government creates are identified as historically valuable. They are stored in the Archives for our use now and for the use of generations of the future.

Primary Sources

Primary sources are original materials that document historic periods and provide valuable information.

They are the materials that were created at the time, and they hold the original information—for example records of court cases and records of the legislature.

Secondary Sources

Secondary sources, on the other hand, are created when writers, historians, and other recorders of the past transcribe, edit, or analyze materials. Secondary sources are usually generalized accounts based on research in various sources and often reflect opinion or bias.

Examples of secondary sources include books, encyclopedias, and magazine or journal articles.

Some Additional Suggestions

There are several ideas in the packet that could provoke questions. These questions may be starting points for student research projects.

For example:

- a) Your students may want to know why the Brown Fellowship Society maintained a cemetery, or to whom it gave charitable assistance.
- b) There were other free black fellowship organizations in Charleston. One of your students might want to learn more about these and the reasons they were organized.
- c) Some of your students might be interested in [*the type of clothing worn in the late seventeenth- and early eighteenth-centuries*](#) by students their age.
- d) One of the documents lists male clothing. Girls might be interested in finding out what females wore.
- e) A question all your students might want to answer is why clothing styles changed.

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to Hire.

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190 MEETING-ST.

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of good character, capa-
Apply at 79 Broad-st.

sale,

DOLLARS in the Six Per
ate; 20 Shares in the U-
ank of South-Carolina.
ILLIAM MAZYCK,
Chisolm's Lower Wh'f.

Wanted.

NEGROES, from 12 to
anted, Bricklayers, Cer-
A liberal price will be
Hotel, East-Bay, oppo-
September 15

Wanted.

from Europe wishing to
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or retail store, for a mode-
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October 13

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Wanted,

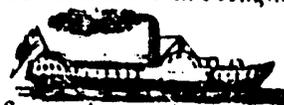
Half bbls do do do.
October 14

FOR PHILADELPHIA,
The coppered packet Brig **LANGDON**
 **CIEVES**, John Baker master; will sail
on Thursday, 15th inst. For Freight or Pas-
sage, apply on board, at Edmondston's wharf, or to
FLEMMING, ROSS & CO.

October 12

FOR PHILADELPHIA,
The fine steam h Schr. **TRANSPORT**,
 Capt. Doiles; will sail on Tuesday, 20th
inst. For Freight or Passage, apply to the
captain on board, at Fitzsimons' wharf, or to
J. C. & C. BURCKMYER.

Who have for sale, having from said vessel,
33 bags Cuba COFFEE
10 h ds St Croix Sugar
15 chests fresh Hyson Tea, Isabella's cargo.
October 15

For Hamburg and Augusta via Beaufort & Savannah
The Steam Boat **PEN-**
 **DLETON**, Capt. Davis,
having undergone a com-
plete repair, is now in
fine order, and ready to receive freight for the above
places, at Kuddell's wharf; this boat will meet with
despatch. For Freight or Passage, apply to Capt
Davis on board, or to **ROBT. MARTIN & CO.**
October 14

For Augusta and Hamburg, via Beaufort & Savannah,
The Steam Boat
 **MACON**, J. C. Graham
master. This boat hav-
ing had her hull and en-
gine thoroughly overhauled and repaired, will be in
complete order to receive cargo for the above places
on Monday next, 19th inst. at Chisolm's upper wharf,
and will have quick despatch. For Freight or Pas-
sage, apply to **J. B. CLOUGH**, 188 East-Bay.
October 13

JONES' HOTEL.

 **JEHU JONES** respectfully informs his
friends and the Public, that his House is
now open for the season. Having been put
in complete order, and the female depart-
ment under the direction of Mrs. Johnson,
he feels confident he can give entire satisfaction to
the Ladies and Gentlemen that will favor him with
their patronage.
thurs October 15

TO RENT,

 The two wooden tenement **HOUSES**,
in Wentworth, three doors west of St. Philip
street. Possession will be given immedi-
ately. Apply at the Eastern Tenement.
October 15

TO RENT,

 That large and commodious dwelling
HOUSE, No. 100 Church-street, formerly
the residence of the Rev. Dr. Furman. The
House contains six upright and two garret rooms,
with dressing rooms and pantry, with fire places in
them. The house has double piazzas, and attached
to it extensive back buildings with piazzas.

following topics, Etymological exerc-
in Syntax, explanation of Idioms w
kind of vocabulary, explanatory of I
ses and Prosody " Practical Rules
cents and quantity, from the Germ
mann, and F. Passon's " Moses St
Lit. Th. d. Insti. Andover.

Just published, and for sale at
EBENEZER
Cheap Book store, 79 Broad, between
October 15

Bibles, &c.

BIBLES, Testaments, Prayer Bo
New Hymns, all with beautiful I
for the pocket or reticule; also the
separate; in various bindings and a
ces. Just received and for sale at

EBENEZER
Cheap Book-Store, 79 Broad, between
October 15

Millinery.

NO. 282 KING-STRE

MR. BRUEN informs her custo
public in general, that she has
from N. York, with a very handsome
MILLINERY and **FANCY GOODS**,
All kinds figured Silks, Gros de Naph
vets, Gros de Chine, Gros del
Laven, Gros de Berlin, Gros de
Taffetas, Crapes, and Lese of all col
Barege Gauze, Cashmere, Silk Hdks
Thibet Wool Shawls, Merino Mantle
Coloured Cotton Shawls, Silk and I
plain and figured.

ALSO,
An elegant assortment of Feather
latest fashions from Paris
With a great variety of Gros de
Bands
Weeping Willow Feathers, assorted
Marabous Feathers, and Childrens'
colours,

ALSO,
A large assortment of splendid Ribb-
Leghorns and Straws
Bandboxes, at wholesale and retail
Navarinos, Wadding, Gloves, Mitts,

ALSO,
An assortment of Mrs. Thornhill's
rious sizes.

N. B. Mrs. B. has a new mode o
pressing Leghorns and Straws, to m
like new. Her price for cleaning w
cut hats 75 cents, children's in prop
Leghorns, the same. Hats trimmed
fashion, and country orders filled at t
tice. tuth2

Hyson Tea and Megrat

10 CHESTS superior **HYSON T**
cargo, late importation
20 qr boxes superior Hyson Tea
100 boxes Megrath's Soap, large a
Landing per schr Transport and
Cheves, and for sale low, by
HENRY COBIA

BIBLIOGRAPHY/TEACHER RESOURCE

For further reference, especially for student aid in completing Part C on Student Sheets.

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BASIC SKILLS OBJECTIVES MET IN DOCUMENT PACKETS
 (as part of the Basic Skills Assessment Program)

Questions in Parts

Vocabulary

A

B

C

READING

Decoding & Word Meaning

Details

Main Idea

Reference Usage

Inference

Analysis

WRITING

Sentence formation

Composition

MATHEMATICS

Concepts

Measurements

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			✓
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	✓	✓	✓

VOCABULARY

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

The terms listed here appear in the documents you are using and are defined according to their context.

TERM	DEFINITION
Act	a law passed by the legislature
Appraise	to set the price for, decide the value of
Clemency	mercy, leniency
Deponent	a person who gives written testimony under oath
Enfranchise	to free from slavery or bondage
Entrepreneur	a person who organizes and manages a business, assuming risk for the sake of profit
Guardian	a person legally in charge of another
Irreproachable	blameless, faultless
Judgment Rolls	the documents related to a court case along with the findings of the jury
Manumission	a freeing or being freed from slavery
Manumit	to free from slavery
Miscellaneous Records	a group of records kept in the Archives; the records include a variety of documents such as bills of sale, marriage settlements, deeds, and wills
Mulatto	a person having one white and one black parent, or any person of such ancestry
Petition	a solemn request to a person or group in authority
Pound Sterling	a unit of money; the value of the pound was based on the number of coins it took to make a pound weight; for example, twenty silver shillings weighed a pound; twelve copper pence weighed a shilling.

DOCUMENT I: MANUMISSION DOCUMENT

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

State of South Carolina

To all to whom these presents shall come be seen or made known I Christopher Rogers of Charleston in the State aforesaid send Greeting. Know ye that I the said Christopher Rogers for an in consideration of the sum of one hundred Pounds Sterling to me in hand well and truly paid at or before the sealing and delivery of these presents and for divers other good causes and considerations me thereunto especially moving, have Manumitted

443 enfranchised and set free, and by these presents do manumit enfranchise and set free a certain Mulatto Man named Jehu Jones of and from all manner of bondage and Slavery whatsoever, to have and to hold such manumission and freedom unto the said Mulatto Man named Jehu Jones for ever, In Witnesps whereof I have hereunto set my hand and seal the twenty second day of January in the year of our Lord one thousand seven hundred and ninety eight - Sealed and Delivered in the presence of Chris. Rogers M^r of James Donaldson, Alex. Clarkson & Charles Conley. Personally appeared M^r. Alexander Clarkson who being duly sworn made oath that he was present and saw Christopher Rogers sign seal and as his act and deed deliver the within Deed for - for the uses and purposes therein set forth and that he the Deponent with James Donaldson signed their names as witnesps thereto - Sworn to the 22^d day of January 1798 before Stephen Ravenel M^r. Recorded 22^d January 1798.

*The (LS) or Locus Sigilli, meaning in place of seal on documents, shows the originals were signed by the individuals with their legal signature. Many documents have "(his/her Mark)" after the name showing the individuals had marked the document with an X because they could not write. Source: Miscellaneous Records, Volume HHH, 442-3, SCDH.

TRANSCRIPTION OF DOCUMENT I

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

***TO THE STUDENT:** Read the Document and then answer the questions that follow it. The questions in PART A are strictly factual in nature. PART B contains questions that require you to form opinions based on what you have read. The questions in PART C require you to do some further research; in this part you may use your imagination, but it must be based on facts.*

State of South Carolina

To all to whom these Presents shall come be seen or made known I Christopher Rogers of Charleston in State aforesaid send Greeting. Know ye that I the said Christopher Rogers for and in consideration of the Sum of one hundred Pounds Sterling to me in hand well and truly paid at or before the Sealing and delivery of these presents and for divers other good causes and considerations me thereunto especially moving, have manumitted enfranchised and set free, and by these presents do manumit enfranchise and set free a certain Mulatto Man named Jehu Jones of and from all manner of bondage and Slavery whatsoever. To have and to hold such manumission and freedom unto the said Mulatto Man named Jehu Jones for ever. In Witness whereof I have hereunto set my Hand and Seal the twenty second day of January in the year of our Lord one thousand seven hundred and ninety eight-

Sealed and Delivered in the Presence} Chris^r Rogers (LS)*

of James Donaldson, Alex^r. Clarkson } Charleston

Personally appeared Mr. Alexander Clarkson who being duly sworn made oath that he was present and saw Christopher Rogers sign seal and as his Act and Deed deliver the within Deed &c&c for the uses and purposes therein set forth and that he the Deponent with James Donaldson signed their names as witnesses thereto-

Sworn to the 22^d day of January 1798 before Stephen Ravenel JQo

Recorded 22^d January 1798.

*The (LS) or Locus Sigilli, meaning in place of seal on documents, shows the originals were signed by the individuals with their legal signature. Many documents have "(his/her Mark)" after the name showing the individuals had marked the document with an X because they could not write. Source: Miscellaneous Records, Volume HHH, 442-3, SCDAH.

STUDENT SHEET I

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

QUESTIONS ON DOCUMENT I

PART A

1. Who is making this statement?
2. What is the purpose of the document?
3. Who is being manumitted?
4. How much money changed hands?
5. Why is this document important?

PART B

1. Why was it important to officially record a mulatto's manumission?
2. To what privileges was a manumitted black entitled?
3. What might the "divers other good causes and considerations" for the manumission have been?

PART C

1. Imagine that you are a black who has just been manumitted. Write a diary entry or a letter to a friend expressing your feelings, hopes, and dreams for the future.
2. Write a script for a short play (one act) portraying the event described in the document.

DOCUMENT II: PAGE FROM ACCOUNT BOOK

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

		Brought forward		£ 43 " 7 " 7	
1800	May 13	To Making 2 pair Ranken pantaloons	20/	"	12 " "
		" Linnen thread feret and Buttons	24/	"	8 " "
	June 21	To Making 3 pair pantaloons	20/	"	18 " "
		" Linnen threads and Buttons	23/	"	9 " "
		To Make 3 pair Ranken Breches	20/	"	18 " "
		" Linnen thread buttons and stay	23/	"	9 " "
	July 12	To Making Blk Breches & Vests	20/	"	12 " "
		" 1 yd of shalloon 3/ 2 yds Linnen	23/ - 0/	"	9 " "
		" silk twist thread and Buttons	22/5	"	8 " "
		To Making 2 coats for servants	24/	"	8 " "
		" 3 yds Linnen 2 2/4 - 7/ 3 doz Buttons	22/4 - 7/	"	14 " "
		" silk twist thread and Buckram	24/	"	4 " 8
		To making a short Jacket 10/ Linnen thread Buttons 5/		"	15 " "
	25	To Making a suit of clothes for Jehu W	20/	"	" " "
		" 2 yds Linnen	22/9	"	5 " 0
		" silk twist thread & Buttons	5/	"	5 " "
	Nov " 28	To Making 1 pair pantaloons Trimmings	10/	"	10 " "
	1801	To Making a suit of clothes for Jehu W		"	18 " "
	Feb 24	" 2 1/2 yds Linnen	23/	"	7 " 0
		" silk twist thread and Buttons	0/	"	0 " "
	August 1	To Making a coat for Jehu Wilson		"	14 " "
		" 1 1/4 yds Linnen 20/ 3/9		"	3 " 9
		" silk twist thread buckram and stay		"	3 " "
	1802	To making a coat for Williams		"	18 " 8
	Feb 7	" 1 1/2 yds Linnen	22/4	"	3 " 0
		" thread buckram and wadding		"	2 " 4
				£ 57 " 6 " 0	

TRANSCRIPTION OF DOCUMENT II

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

A page from Jehu Jones Account Book is transcribed below. The page is the third of three that were introduced as evidence in the Court of Common Pleas when Jones sued Thomas Wilson in 1803 for an unpaid bill of £57. . 6 . . 6 (or 57 pounds, 6 shillings, 6 pence) sterling. The three pages list the clothing that Jones had made for Wilson, and they show the outstanding amounts. The list begins in 1795. Jones won the case with a settlement of \$245.46. Jones's settlement included the money Wilson owed him as well as the damages incurred.

Some of the descriptive terms used in the account book may need to be researched, while others not currently used include:

Ferret	A tube of material, usually silk, cotton, or wool, which was used as a casing to hold a cord. The ferret was probably sewn inside the waistband and used to hold up pantaloons.
Nankeen	A lightweight material that originated in China.
Pantaloons	Not articles of female clothing but loose fitting trousers that men wore for outdoor work because the loose fit was more comfortable in the hot South Carolina climate than the tighter stylish trousers or breeches.
Shalloon	A twill-like material, usually silk, used primarily to make vests and waistcoats.

	Brought forward	£ 43. . 7. . 7
1800		
May 13	To Making 2 p ^r Nankeen pantaloons @ 6/ Linen thread ferret and Buttons @ 4/	12 . 8
June 21	To Making 3 pair pantaloons @ 6/ Linen thread and Buttons @ 3/	18 . 9
	To Mak ^s 3 p ^r Nankeen Breches @ 5/ Linen thread buttons and Stays @ 3/	15 . 9
July 12	To Making Blk Breches & vests @ 6/ 1 yd Shalloon 3/ 2 yds Linen @ 3/ 6/ Silk twist thread and Buttons @ 2/6	12 . 9 . 5
	To Making 2 Coats for Servants @ 14/ 3 yds Linen @ 2/4 7/3 Doz Buttons @ 2/4 7/ Silk twist thread and Buckram @ 2/4	1 . . 8 14 . 4 . . 8
	To mak ^s a Short Jacket 10/ Linen thr ^d & Buttons 5/	15
25	To Mak ^s a Suit of clothes for John W 20/ 2 yards Linen @ 2/9 Silk twist thread & Buttons 5/	1 . . . 5 . . 6 . 5
Nov ^r 28	To Making p ^r pantaloons Trimmings 10/	10
1801	To Mak ^s a Suit of Clothes for John W	18
Feb ^r 24	2 1/2 yds Linen @ 3/ Silk twist thread and Buttons 6/	. 7 . . 6 . 6
August 1	To Mak ^s a Coatie for John Wilson 1 1/4 yds Linen @ 3/9	14 . 3 . . 9
1802	Silk twist thread buck ^m and Stays	. 3
Feb ^r 8	To Making a Coat for William 1 1/2 Yards Linen @ 2/4 thread buckram and Wadding	18 . . 8 3 . . 6 2 . . 4

£ 57. . 6 . . 6

Source: Court of Common Pleas, Judgment Rolls, 1804, 960A, SCDAH.

STUDENT SHEET II

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

QUESTIONS ON DOCUMENT II

Some of the following questions involve the use of pounds sterling, which was made up of twenty shillings to the pound, twelve pence to the shilling. As a colony, South Carolina used the same monetary system as Great Britain, but following the Revolution, Thomas Jefferson devised our present dollar based on the decimal system. South Carolina officially began to use the dollar on January 1, 1796, a year after Jones began to keep Wilson's account. At that time, one pound was equivalent to approximately four dollars and twelve cents.

PART A

1. How many years does this page cover?
2. How many years did the entire bill cover?
3. Why did Jehu Jones sue Thomas Wilson?
4. List the men for whom Jehu Jones made garments.
5. List the different garments that Jehu Jones made.

PART B

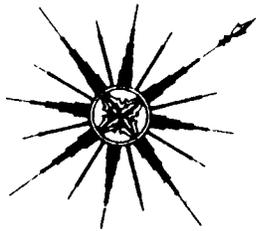
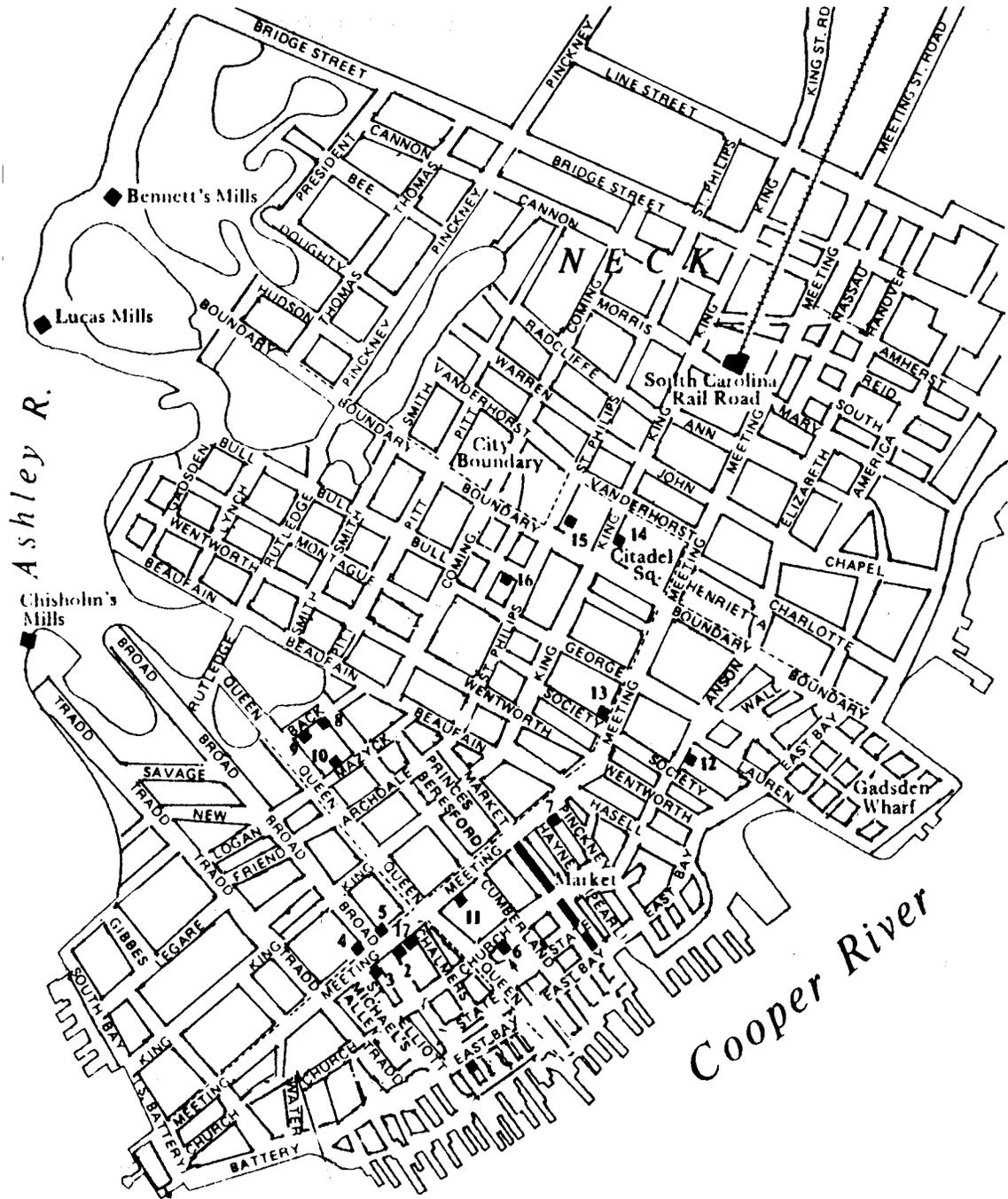
1. Why are most of the clothes made of linen?
2. Who do you think John W. and William were? Explain your answer.

PART C

1. Write an advertisement (announcement, placard) such as Jehu might have used to attract customers to his shop.
2. Write a letter to Jehu Jones ordering clothes for yourself. You will have to describe for him the clothing styles of today.
3. Using today's newspaper compare the cost of clothes. For instance, how much more does a pair of jeans cost than pantaloons? a suit? a jacket?
4. Write the argument that Jehu Jones's lawyer might have used in court. You might want to get a friend to write Wilson's lawyer's arguments and act out the courtroom scene. Other classmates could be the jurors.
5. Find out and explain why Jehu Jones went to the Court of Common Pleas and not to the Court of General Sessions. You might also want to investigate how we get people today to pay us the money they owe.

DOCUMENT III: STREET MAP OF CHARLESTON

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur



Source: Adapted from William H. Pease and Jane H. Pease, *The Web of Progress* (New York: Oxford University Press, 1985), 6.

STUDENT SHEET III

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

QUESTIONS ON DOCUMENT III

TO THE STUDENT: Although this early street map of Charleston was printed twenty years after Jehu Jones's death, the southern end of the peninsula had remained virtually unchanged. The map will help you find some of the property that Jones purchased and sold.

Jones's hotel was located at 33 Broad Street, near the corner of Broad and Meeting Streets, just behind St. Michael's Church. It ran through to St. Michael's Alley, which is a continuation of Elliot Street.

PART A

1. Find the piece of property on 33 Broad and color it blue.
2. The hotel was across the street from a city park, called City Square. Find the area and color it green.
3. Jones sold a lot to St. Michael's Church in 1816. The church extended its graveyard to the east onto that land. Color that strip yellow.
4. Underline City Hall and the Court House in red.
5. Jones also owned lots along Archdale, Logan, and Coming Streets. Color those streets orange.

PART B

1. How many city blocks was "Jones' Establishment" from the block bounded by Market, Church, Wayne, and Meeting Streets, which was where the Market was?
2. How many blocks from the wharf area?
3. How many blocks was the hotel from the College of Charleston?
4. Find the railroad station. How far in city blocks was this from the hotel? How would a visitor get from the station to the hotel?
5. Given the above information and that the intersection of Broad and Meeting Streets was considered the center of the city, explain why "Jones' Establishment" was in a good location.

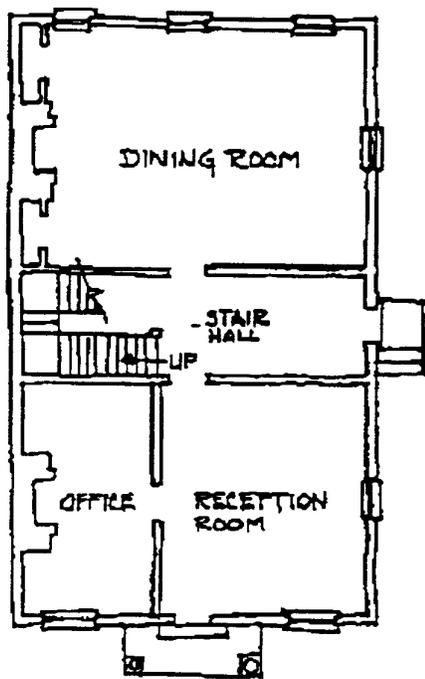
PART C

It is 1830. Write a letter to a friend who is coming to Charleston by ship and is planning to stay at Jones' Establishment. Describe in your letter what Charleston is like. Give explicit directions on how to get from the wharf to the hotel.

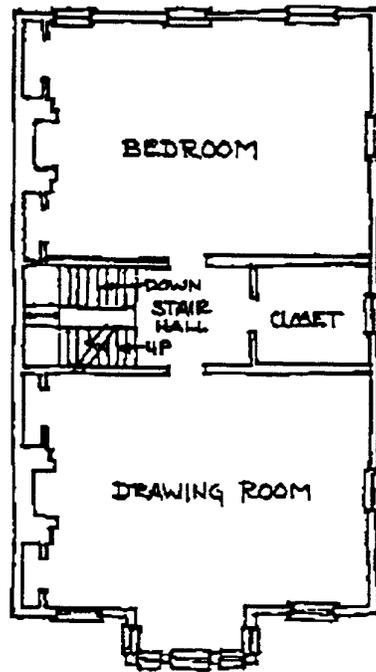
Include in your answer why the hotel was so popular with politicians, actors, and important people.

DOCUMENT IV: FLOOR PLAN OF THE INN AT 33 BROAD STREET

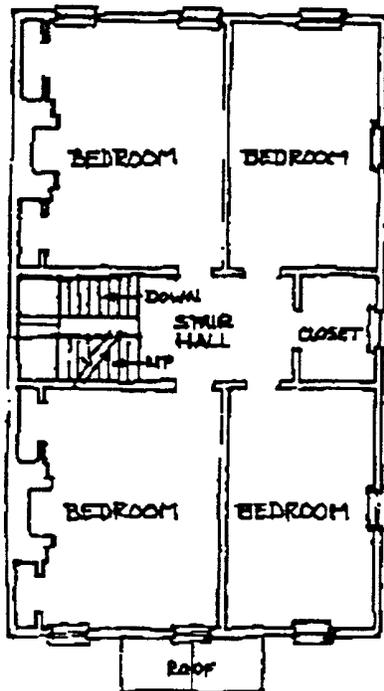
S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur



GROUND FLOOR PLAN



SECOND FLOOR PLAN



THIRD FLOOR PLAN

Source: Based on Harriet P. & Albert Simons, "The William Burrow's House of Charleston," *Winterthur Portfolio*, III, (1967), 200. Drawn by Dan Elswick, staff architect, SCDH.

DOCUMENT V: PETITION TO SENATE

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

To the Honorable the President & Members of the
Senate of South Carolina.

The humble Petition of John L. Wilson, ~~Sheweth~~:
That he is Guardian to a Coloured man named Jehu
Jones; that the said Jehu Jones has always borne
an irreproachable character; that as a member of
society (and the father of a family, he is respected
by all who know him; and that his wife and family
being now abroad and prevented from returning to
this State, under the penalty of the late act, the
said John L. Wilson, for and in behalf of his ward,
the said Jehu Jones, humbly prays your honorable
body to permit the said Jehu Jones to visit his
family in New York, and to return to this State,
by and with the consent of your honorable body.
And the said John L. Wilson, as Guardian to the
said Jehu Jones, assures your honorable body, that
his ward is a fit and proper subject for the
exercise of your clemency, and is a worthy and
respectable member of Society.

And your Petitioner will ever pray.

John L. Wilson
Columbia Decem. 6th 1823

TRANSCRIPTION OF DOCUMENT V

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

To the Honorable the President & Members of the Senate of South Carolina:

The humble Petition of John L. Wilson, Sheweth: That he is Guardian to a Coloured man named Jehu Jones; that the said Jehu Jones has always borne an irreproachable character; that as a member of society and the father of a family, he is respected by all who know him; and that his wife and family being now abroad and prevented from returning to this State, under the penalty of the late act, the said John L. Wilson, for and in behalf of his ward, the said Jehu Jones, humbly prays your honorable body to permit the said Jehu Jones to visit his family in New York, and to return to this State, by and with the Consent of your honorable body. And the said John L. Wilson, as Guardian to the said Jehu Jones, assures your honorable body, that his ward is a fit and proper subject for the exercise of your Clemency, and is a worthy and respectable member of Society.

And your Petitioner will ever pray.

John L. Wilson

Columbia Decem. 6th 1823

The author of this petition, John L. Wilson, served as governor of South Carolina from December 1822 to December 1824. Source: General Assembly Papers, Petitions, 1823, 138, SCDAH.

STUDENT SHEET V

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

QUESTIONS ON DOCUMENT V

PART A

1. What type of document is this?
2. To whom is the document addressed?
3. What part (specifically) of the United States Constitution guarantees citizens the right and privilege to petition?
4. What does Wilson's and Jones's use of the right to petition show about the class of free blacks?
5. Why was Jehu Jones required to have a guardian after 1823?
6. What arguments (at least three) does Wilson use to show Jones is worthy of clemency.

PART B

1. Why did Jehu Jones have to make this request?
2. Do you believe the request Jehu Jones made is reasonable?
Explain why you believe this.

PART C

1. Pretend you are Jehu Jones and write a letter to his wife, Abigail, explaining what you have done to leave South Carolina and visit her in New York.
2. Research the reasons the General Assembly passed the Acts that regulated the entrance and exit of free blacks from South Carolina. Write a short explanatory essay, and in your conclusion, explain how you would have felt about the laws.

180°. We the Undersigned Appraisers of the Personal Estate of the
 970 AG late Jehu Jones of Charleston do certify that the following
 Property was produced before us for appraisement by
 Edward Winslow & William Lance Executors of the Estate
 and that we Appraise the same at the Prices opposite
 vs. Two Negroes in Number elderly by Name
 Sylvia valued at \$300, Henry a boy 400, Martha
 a young wench & her two Children Allen & Lewis 650 \$1350 "
 Charleston September 13th 1833

James Severy — J Manning — Charles Morebette —
 Mumdin This 13 Sept 1833, We did not produce the Furniture
 in the Establishment for Inventory & Appraisement as Anne
 Deas exhibited to us a Bill of Sale of the same from Jehu
 Jones to her. — Mr Jas G Holburn has preferred a claim
 to Martha & her two Children. We have as yet ascertained
 no debts due to the Estate

Edw — Edward Winslow — Wm Lance, Execs:
 J. D. H.

602
 18.0^s Inventory & Appraisement of Furniture, belong-
 Av. 49 :ing to the Estate of Jehu Jones, as shewn to us by
 Edward Winslow & Mr. Lance Exors. 10th Oct. 1833
 First Floor Av.

1 w. Card Tables	\$3.	Side Board	.....	\$20.	
Glass ware	\$5.	Candl. & bottle stands &c.	5.		
1 Chairs	\$3.	Looking Glass	.....	10.	46 "
Grate & tongs &c	\$5.	3 Tables		\$10.	
Dinner Table & 2 ends	10.	Silver 43 oz.	@ \$1.15.	48.57	
Forks, & Ladle	.....	\$1.50.	Declar ⁿ of Independ ⁿ	\$3.	78 09
2 Blinds				\$1	
North Closet - 26 Decanters		Crockery &c		\$15	
4 Plated Dishes	\$1	Bread Tray	\$5.	1 Shade	\$1
					22 "
Pantry - 12 Dish Covers		waiters &c &c		\$7.	
Entry - 2 Lamps				\$1.50	8 50
Chamber first floor West - 2 Glases				\$1.50	
2 Tables	\$1.25.	1 Set Drawers		\$2.00	
19 Bedsteads	\$57	2 Carpets old		\$5.	
9 Mattress large	\$36.	18 Ditto small		\$36	138 75
4 Feather Beds large	\$40.	4 Ditto small		\$20	
7 large Bolsters	\$10.	4 small do		\$5.	
20 Pillows	\$11.	13 Wash stands @ 75.		9.75	95 75
Chamber East - 3 Tables				\$1.50	
Drawing Room Centre Table & Cover				\$10	
12 Chairs @ 87-	\$10.44.	2 Card & 1 Tea Table		12.	33 94

Mantle Glass	\$10 .	2 Samps not down	\$1	
4 Pictures	\$4 .	Grate &c	\$6	
2 Waiters	\$1.50 .	Set Tea China	\$2	
Plate warmer & Brass Rods	\$2 .	Sofa	\$5	31 50
Second Floor No. 1. Dressing Table & glass			2.50	
Room No. 2. - Drawers & Glass	\$5 .	1 Table	50/100	
No. 3. Cast. Drawers & glass			\$5	13 00
Entry - 1 Slab	\$1.50 -	1 Carpet & Rug	Drawy room	
Entry Carpet & Rug			\$5	
Third Story No. 1. Drawers & Glass			\$4	35 50
No. 2. Drawers & Glass	\$5 .	2 End Tables	\$4	
No. 3. Glass & Table	\$1 .	No. 4. Table & glass	\$1	
Carpets - Set	\$10 .	18 Balance of Chairs	@ 50¢ \$9	30 00
18 Blankets large & small	@ . \$1.75		\$	31.50
12 Bed Quilts	\$9 .	Sett Drawers		\$5
Set Bed Curtains	\$5 .	Looking Glass		\$5
Card Tables	\$3 .	1 Glass		\$1
Window Curtains				\$5
Set Kitchen Furniture				\$6
1 Safe				\$2
				17 00
				<u>\$ 605.53</u>

The above Articles appraised by us this 10th October 1833
 & valued in the whole at \$595.09

Ex^o Francis Lance. Jos: J. Payne. William Berney
 J.L. See page 581.

TRANSCRIPTION OF DOCUMENT VI—Page 1

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

The belongings listed in the Inventory and Appraisement of Furniture need only a few explanations. Jones's "lamps" used either whale oil or a distillate of turpentine called camphene. They were not electric. The term "Glass" is short for "looking-glass" or mirror. The "Slab" was a piece of marble or slate that was placed just inside the door to protect the entry hall floor from mud. Note how words are abbreviated, for instance, "&c" means "et cetera" or "and the like," which we abbreviate as etc.; and "do" means "ditto" or "same as before."

180^s We the Undersigned appraisers of the Personal Estate of the late
No 49 Jehu Jones of Charleston do Certify that the following Property was produced
before us for appraisement by Edward Winslow & William Lance Executors of
the Estate and that we appraise the same at the Prices opposite viz Five Negroes
in Number elderly by Name Sylvia valued at \$200, Henry a boy 400, Martha a
young wench & her two Children Allen & Lewis 650 \$1250 "
Charleston September 13th 1833

James Jervoy — J Manning — Charles Macbeth —

Mendum* this 13 Sept 1833. We did not produce the Furniture in the
Establishment for Inventory & Appraisement as Anne Deas exhibited to us a Bill
of Sale of the Same from Jehu Jones to her.— Mr. Jas S Colburn has preferred a
claim to Martha & her two Children. We have as yet ascertained no debts due to
the Estate.

Exd. — *Edward Winslow* — *Wm Lance*, Exors:
JDM

Source: Charleston Inventories and Appraisements, 1829–1834, 581, 602, SCDAH. The word on the original document is spelled Mumdin, which is probably a variant spelling of the Latin term given above, and means to correct a mistake.

602
18.0^s
N^o. 49

Inventory & Appraisement of Furniture, belonging to the Estate of Jehu Jones, as shewn to us by Edward Winslow & Wm. Lance Exors. 10 Oct. 1833

First Floor N^o. 1.

1 Pr. Card Tables	\$3.	Side Board	\$20.	
Glass ware	\$5.	Cand ^s & bottle stands &c 5.		
6 chairs	\$3.	Looking Glass	10.	}46.
Grate & tongs &c	\$5.	3 Tables	\$10.	
Dinner Table & 2 ends	10.	Silver 43 oz: @\$1.13	48.59	
Forks & Ladle	\$1.50	Decla ^r . of Indepen ^c	\$3.00	}78.09
2 Blinds			\$1.	
North Closet -26 Decanters Crockery &c			\$15	
4 Plated Dishes & 1 Bread Tray	\$5.	1 Shade	\$1	}22.
Pantry - 12 Dish Covers Waiters &c &c			\$7.	
Entry - 2 lamps			\$1.50	}8.50
Chamber first floor West - 2 Glasses			\$1.50	
2 Tables	\$1.25	1 Sett Drawers	\$2.00	
19 Bedsteads	\$57.	2 Carpets old	\$5.	
9 Mattress large	\$36.	18 Ditto Small	\$36.	}138.75
4 Feather Beds large	\$40.	4 Ditto Small	\$20	
7 large Bolsters	\$10.	4 Small D ^o	\$5	
20 Pillows	\$11.	13 Wash Stands @ .75	\$9.75	}95.75
Chamber East - 3 Tables			\$1.50	
Drawing Room Centre Table & Cover			\$10.	
12 Chairs @ .87-	\$10.44	2 Card & 1 Tea Table	\$12.	}33.94

Source: Charleston Inventories and Appraisements, 1829–1834, 581, 602, SCDAH

TRANSCRIPTION OF DOCUMENT VI—Page 3

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

Mantle Glass	\$10.	2 Lamps not Sound	\$1.}	
4 Pictures	\$4.	Grate &c	\$6.}	
2 Waiters	\$1.50	Lot Tea China.	\$2.}	
Plate Warmer & Brass Rods	\$2.	Sofa	\$5.}	31.50
Second Floor No. 1 Dressing Table & Glass			\$2.50}	
Room No. 2 - Drawers & Glass	\$5.	1 Table	⁵⁰ /100}	
No. 3 East. Drawers & Glass			\$5.}	13.00
Entry - 1 Slab	\$1.50-	1 Carpet & Rug		
		Draw ^s room	\$25.}	
Entry Carpet & Rug			\$5.}	
Third Story No. 1. Drawers and Glass			\$4.}	35.50
No. 2. Drawers & Glass	\$5.	2 End Tables	\$4.}	
No. 3. Glass & Table	\$1.	No. 4. Table & glass	\$1.}	
Carpets - Lot	\$10.	18 Balance of chairs	}	
		@ .50/100	\$9.}	30.00
18 Blankets large & Small	@ \$1.75		\$31.50}	
12 Bed Quilts	\$9.	Sett Drawers	\$5.}	
Lot Bed Curtains	\$5.	Looking Glass	\$5.}	55.50
Card Tables	\$3.	1 Glass	\$1.}	
Window Curtains			\$5.}	
Lot Kitchen Furniture			\$6.}	
1 Safe			\$2.}	17.00
				\$605.53

The above Articles appraised by us this 10th October 1833 & valued in the whole at \$595.09.

Ex^d. Francis Lance. Jos: S. Payne. William Berney.

T.L. See page 581.

STUDENT SHEET VI

S.C. Department of Archives & History • Jehu Jones: Free Black Entrepreneur

QUESTIONS ON DOCUMENT VI

PART A

1. In the estate inventory, which items and how many of them indicate that Jones ran a hotel?
2. What is unusual about the way the silver is valued?
3. On your copy of the floor plan, list in each room the items from the inventory that were found in each room by the appraisers.

PART B

1. Do you believe this was all the furniture that Jones owned? Explain why or why not.
2. How many rooms are listed on the inventory? How many were in the house according to the floor plans? What do you suppose was (or was not) in the other rooms?
3. Do you think Jones and his family lived in the main building? On what facts do you base your answer?
4. Notice on the first part of the inventory that Jones owned slaves. Explain why you believe he did. Why, do you suppose, did he sell Martha and her sons?
5. How do the appraisals of the various items compare with today's values? Use a recent edition of a local newspaper to find today's costs of the same items.

PART C

1. Draw a picture of one of the rooms, placing the furniture from the inventory where it would have been in Jones's time.
2. Write a newspaper article describing a meal at "Jones' Establishment." Include the food you ate, what it was served on, how it was served, and how the dining room was furnished. You might want to check the restaurant review columns in a large city newspaper before you begin this project. (Your public library will have copies.)



South Carolina Department of Archives and History

Document Packet Number 2

JONES: TIME OF CRISIS TIME OF CHANGE



South Carolina Department of Archives and History

Document Packet Number 2

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Produced by: The Education Service Area, Alexia J. Helsley, director; and the Publications Service Area, Judith M. Andrews, director

Credits:

**Charleston, South Carolina, 1850, courtesy the South Carolina Historical Society,
Charleston, South Carolina**

Custom House and Post Office from Picture File, SCDAH

Citadel Square Church from Picture File, SCDAH

Excerpts from the Winchester *Virginian* taken from the American Colonization Society, Annual Minutes, 1834, American Pamphlets. Courtesy South Caroliniana Library, University of South Carolina

City Market, Charleston, from Picture File, SCDAH



South Carolina Department of Archives and History

Document Packet Number 2

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1. *Introductory folder*
2. *BSAP Objectives*
3. *Bibliography/Teacher resource*
4. *Vocabulary*
5. Document 1:
 - Facsimile of Governor's Pardon*
 - Transcription*
 - Student activities*
6. Document 2:
 - Facsimile of pg. from Tax Bk.*
 - Transcription*
 - Student activities*
7. Document 3:
 - Facsimile of page from Census*
 - Student activities*
8. Document 4:
 - Facsimile of Petition to*
 - General Assembly*
 - Transcription*
 - Student activities*
9. Document 5:
 - Maps of US Canals and*
 - Highways*
 - Student activities*



SC DEPARTMENT OF ARCHIVES & HISTORY • DOCUMENT PACKET 2

JONES: TIME OF CRISIS, TIME OF CHANGE



CHARLESTON, SOUTH CAROLINA 1850

Hill and Smith, Delin.



Custom House and Post-Office from Ballou's Pictorial Drawing Room Companion

Background

In the decade between 1820 and 1830, South Carolina faced an economic crisis. A decline in the price of cotton led to an economic depression and reduced the incomes of many. The state's wealth declined. "King Cotton" had failed. Many South Carolinians blamed their plight on the northern Tariff of 1828. Their resentment led to sectionalism and talk of secession.

In 1832, John C. Calhoun proposed the nullification theory. Any state, he said, could nullify a law it considered unconstitutional. South Carolina used the theory to declare the Tariff of 1828 null and void. The action brought the state into a confrontation with the federal government and to the brink of civil war. However, in 1833, Washington passed a compromise tariff and averted the crisis for a time.

Following the Nullification Crisis of 1832-1833, South Carolina entered a period of tension. As the voices of the abolitionists rose, their demands to end slavery forced southern whites to justify their "peculiar institution." Some whites identified slavery as a "positive good" because masters gave their slaves total care. Other whites

believed that the Bible condoned slavery. Still others, who knew that many slaves had been given their freedom, found it difficult to justify slavery at all.

A law passed in 1822 allowed only the state to manumit slaves. But many owners circumvented the law to free their slaves. As a result, the free black class continued to grow. Tensions in the state, however, reduced the free blacks to what historian U. B. Phillips called a third class in a two class society.

Many white South Carolinians who lived in the rural parts of the state began to view free blacks as subversives. Free blacks, they believed, were secretly supporting abolition by passing on information from Northern newspapers and by helping slaves escape. This group tried to pass laws to prohibit free blacks from owning slaves, from marrying whites, or from working as artisans without the supervision of a white tradesman.

None of the proposed laws passed. The Charleston newspapers condemned them as "tyrannical and impolitic" and of a severity "not demanded by the crisis." Many Charlestonians, led by Christopher

Memminger and Albert Huger, lent vocal support. They valued the class of free blacks because it acted as a buffer between whites and slaves, and it showed how industry and thrift could be rewarded, even in the South.

But the state did pass some restrictive laws. In 1834, it prohibited free blacks from teaching slaves or other free persons of color to read or write, although once the crisis passed, free blacks in Charleston quietly taught again in their schools. In 1841, it forbade owners to establish trusts to manumit their slaves. Thus, despite the fact that South Carolina's codes were mild relative to other Southern states, free blacks were more than ever aware that their behavior must conform to white expectations and remain well within the law. As tension between North and South rose, the position of South Carolina's free blacks grew more tenuous. Between 1850 and 1860, many left the state.

The American Colonization Society, founded in 1817, offered one solution. The Society helped to manumit slaves, to suppress the slave trade, and to move free blacks from the United States to Liberia, a colony on the west coast of Africa. The Society had branches in every state. Churches, and in some cases state legislatures, gave it funds every year to help it colonize free blacks. Between 1821 and 1867, the Society settled some six thousand free blacks in Liberia, although after 1840, the strains between North and South severely hampered its efforts. In 1847, the colony declared its independence and formed a government based on the United States Constitution. The site of the original settlement became its capital—Monrovia.

In the first document packet, you met Jehu Jones, a free black who ran an inn in Charleston. The records sometimes refer to him as Jehu Jones, Senior, or Jehu Jones, the Elder. You will recall he died in 1833 and willed his hotel to his stepdaughter, Ann Deas. This packet will introduce you to Ann

Deas and her stepbrother, Jehu Jones, Junior. Their stories will give you insight into the events of the years from 1835 to 1860.¹

Ann Deas went to New York in the early 1820s with her mother, Abigail Jones. In New York, Abigail Jones ran two boarding houses on Broadway; she suffered from the effects of the northern climate and died sometime before 1833. Ann Deas returned to South Carolina to claim her inheritance. By doing so, she broke the 1823 law that forbade emigrant free blacks to return to the state. The law was not strictly enforced, however, and free blacks like the Jones often travelled freely in and out of the state.

Document I in this packet is the pardon Ann Deas received from the governor for returning to South Carolina illegally. The pardon legalized both her presence in the city and her operation of Jones' Hotel. Soon after her return, Ann formed a partnership with Alexander and Eliza Johnson. Together they ran the hotel. Pierce Butler's wife, the English actress Fanny Kemble, described Ann Deas as a very obliging and civil colored woman, and the hotel as Charleston's best.

Document II is a page from the capitation tax returns. It shows Ann Deas occupied a house on King Street. The capitation tax returns also show the Johnsons lived at the hotel on Broad Street. Alexander Johnson died in 1845. In 1847, only fourteen years after Ann Deas inherited the hotel, she and Eliza Johnson lost it because they had not paid the mortgage. The building continued as a hotel until 1928, but the new proprietors rented the property while the owners lived elsewhere.

The 1850 tax returns list Ann Deas as "overage." This meant that the tax collector thought she was over fifty. The census for the same year, however, gives her age as thirty-seven, an age that fits better with the 1840

census and with Governor McDuffie's statement that she left Charleston with her mother during her minority. She may have looked much older to the tax collector.

After losing the hotel in 1847, Ann Deas turned to dressmaking to support herself—the Charleston City Directories list that as her occupation through 1852. Then all trace of Ann Deas in South Carolina is lost. She is not listed on the Charleston Death Rolls. She may have moved back to the North as tensions worsened.

Jehu Jones, Junior, Ann Deas's stepbrother, belonged to St. Phillip's Church and lived on St. Michael's glebe land. He studied under the Lutheran pastor, John Bachman. *Document III*, a page from the 1830 census, shows he lived in Charleston in 1830. He expressed interest in emigrating to Liberia and in becoming a Lutheran minister. He decided on the ministry and was ordained in New York City in 1832 to become the first black Lutheran minister in the United States. Jones, Junior, moved to Philadelphia where he established a Lutheran Church for blacks.

In a letter Jones, Junior, wrote to Pastor Bachman in August of 1839, he said he had finished building the second story of his church. He asked for the lectures and packets that the pastor had used at St. John's in Charleston and for advice on a church matter. And he told the pastor that his youngest child, Ruth Cole, had died at age 21 months, 8 days. He also described the Philadelphia riots of August 16:

The Coloured People had no idea that They would be disturbed— But alas,—by arrangement all the white inhabitants had prepared to have a Light in in their houses on Wednesday night, whilst the Coloured People was unconscious that any thing was going on . . . about midnight the alarm was given The mob break in & tear down houses

& churches of Coloured People break & steal their property—Money & Silver but young—and old throw men out of windows—women & children down Stairs on the floor trow dead Bodies out of the Coffin & every Species of outrage that you could think of was inflicted upon a defenceless People found in Their Beds—

In a letter he wrote to the American Colonization Society in March 1839, Jones, Junior, complained that:

So far as regards myself, who was deluded away from home by offers of large salary, &c., for missionary services, all the promise has proved to be base imposition and cruel cheat; it is true that I had some privilege to travel, which I improved carefully, looking out for a home and in reviewing the condition of colored peopl. In this I have been sadly disappointed; although I have visited almost every city and town,



Citadel Square Church

from Charleston, South Carolina, to Portland Maine, I can find no such home—and no such body of respectable colored people as I left in my native city Charleston. The law in my adopted city, Philadelphia, when applied to colored people, is not as good as Charleston, unless the former has a respectable white witness to sustain him. Property colored people generally transact their business through the agency of white people. They cannot rent a house in a court or square occupied by white people unless it is with the consent of white neighbors—we are shamefully denied the privilege to visit the Museum, &c.—all the advantage that I can see by living in Philadelphia is, that if my family is sick, I can send for a doctor at any time of the night without a ticket.²

Incidents like these may have prompted Jones, Junior, to petition the General Legislature the following year—[Document IV](#). The Committee on Federal Relations supported his petition, but he did not return to South Carolina. The Lutheran Synod minutes in Pennsylvania and New York tell us that for almost a decade he struggled to raise money for his church in Philadelphia and in 1849 moved to New York City, where he attempted to establish a church for blacks. Those minutes give us the last information we have on Jehu Jones, Junior.

The census records suggest that one of Jones, Junior's, two brothers, Alexander, remained in South Carolina. In 1826, his other brother, Edward A. Jones, became the first black graduate of Amherst College. Edward Jones graduated from New Jersey Theological Seminary three years later, was ordained an Episcopal minister, and emigrated to Sierra Leone where he founded Fourah Bay College.

Notes:

¹For a more detailed description of the events of this period, use Lewis P. Jones, *South Carolina: One of the Fifty States*. Orangeburg, SC: Sandlapper Publ., 1985.

²Woodson, Carter G. *The Mind of the Negro as Reflected in Letters Written During the Crisis, 1800-1860*. Washington, DC: Assn. for the Study of Negro Life and History, 1926 ■

Suggested teaching procedure

Before you use the documents, you should work with the vocabulary. Some of the terms and words are essential to comprehension of the documents as well as the end of the Antebellum period of history. These terms will be useful when teaching the units on the forces and events that led to the Civil War.

You can use the documents in this packet to promote excellence in historical research. Most historians who work with primary documents transcribe them literally. They also analyze the information to show how people lived, what they thought, and what motivated them. This packet provides facsimiles of original documents, edited transcriptions, and questions that will require the student to think analytically. The types of records used in this packet are types historians frequently analyze to construct their pictures of the past. By using these primary sources, students will be able to sharpen their analytical skills and apply them to modern documents, such as newspapers.

[The Reuben Moss letter](#) to his brother offers a marvelous way for students to determine meaning by using context clues. Go through the letter with the students and have them explain what is meant by “drawn a town lot” and “hired house.” See if the students can tell you what Moss's craft was; the word “perch” offers a clue. You might want to find a picture of Monrovia showing the

stone houses. In this case, an encyclopedia is a good source.

The [excerpt of the letter to the American Colonization Society](#) relating the advantages of living in Charleston as opposed to Philadelphia should produce a lively discussion. It is a point of view not often found in history books. You might discuss why not. You might also want to have your students compare this letter to the one from Reuben Moss. They were both written to the same place. You might ask why these experiences are so different and note that Moss was not from South Carolina. Ask students if they think South Carolina was a more advantageous place for free blacks to live. And if so, why n

Other suggestions:

a) Prepare a time line of the events that led to the Ordinance of Secession in 1860. Whenever possible use documents or other illustrative materials.

b) Have the students write the text for a historical marker—maybe for the spot where Jones's Hotel stood. The marker will contain only one title line, no more than fifteen lines of writing, and all the facts.

c) Have the students prepare a report on Liberia, its history, and its role in African politics and the world.

d) The class can draw an outline map of the United States in 1850. In each state, they should list the principal transportation routes, principal economic base, and types of population. They can add other information to show how sectional interests were beginning to divide the nation. ■

Jehu Jones, Junior, and Ann Deas

From the *Winchester Virginian*, May 29

The accounts of prosperity attending the colony of Liberia have been so imposing, through the letters that have been received from that place, that doubts of their authenticity have existed in the minds of some of our coloured population. An emigrant from Loudon county agreed before he left on a plan by which no false epistle could be palmed off as his; this was to mention certain facts selected by himself and his brother, and to place them in the postscript of his letter. The letter itself has been handed us, and is published below. It speaks for itself. Indeed the colonization society now meets with little opposition. The annual appropriations by the State will give a new impulse to its operations. Under these appropriations this town will be entitled annually, for five years, to the sum of \$100.33, and the county to the farther sum of \$427.48—making an annual dividend of \$527.81. If to this sum the Colonization Society of the county shall add any considerable amount, and the whole fund judiciously managed, it will have a sensible effect, and will produce more real good than if devoted to any other possible purpose. Will not our society renew her exertions in this patriotic and philanthropic work?

Monrovia, Liberia, March 1, 1833

Dear Brother Benjamin:—We have arrived safely at Liberia—myself and all my family. On the passage we had no sea-sickness, and as yet the fever of the country has not attacked us. It usually comes on in from two to six weeks after arrival—some die, others have it slightly—the event, as to me and mine, I leave with God. Hitherto, I am much pleased, and am perfectly satisfied with the present circumstances of things. I believe an industrious man can live here easier than in the United States, and as yet I am so agreeably disappointed with the country, that I have no desire to return to the United States, TO LIVE THERE. I wish very much that you were here with me. I feel that I am in a land of great privilege and freedom. Last Sabbath

I preached three times in Baptist Churches. There are here Methodists, Presbyterians, and Baptists—all zealous and active in the good cause.

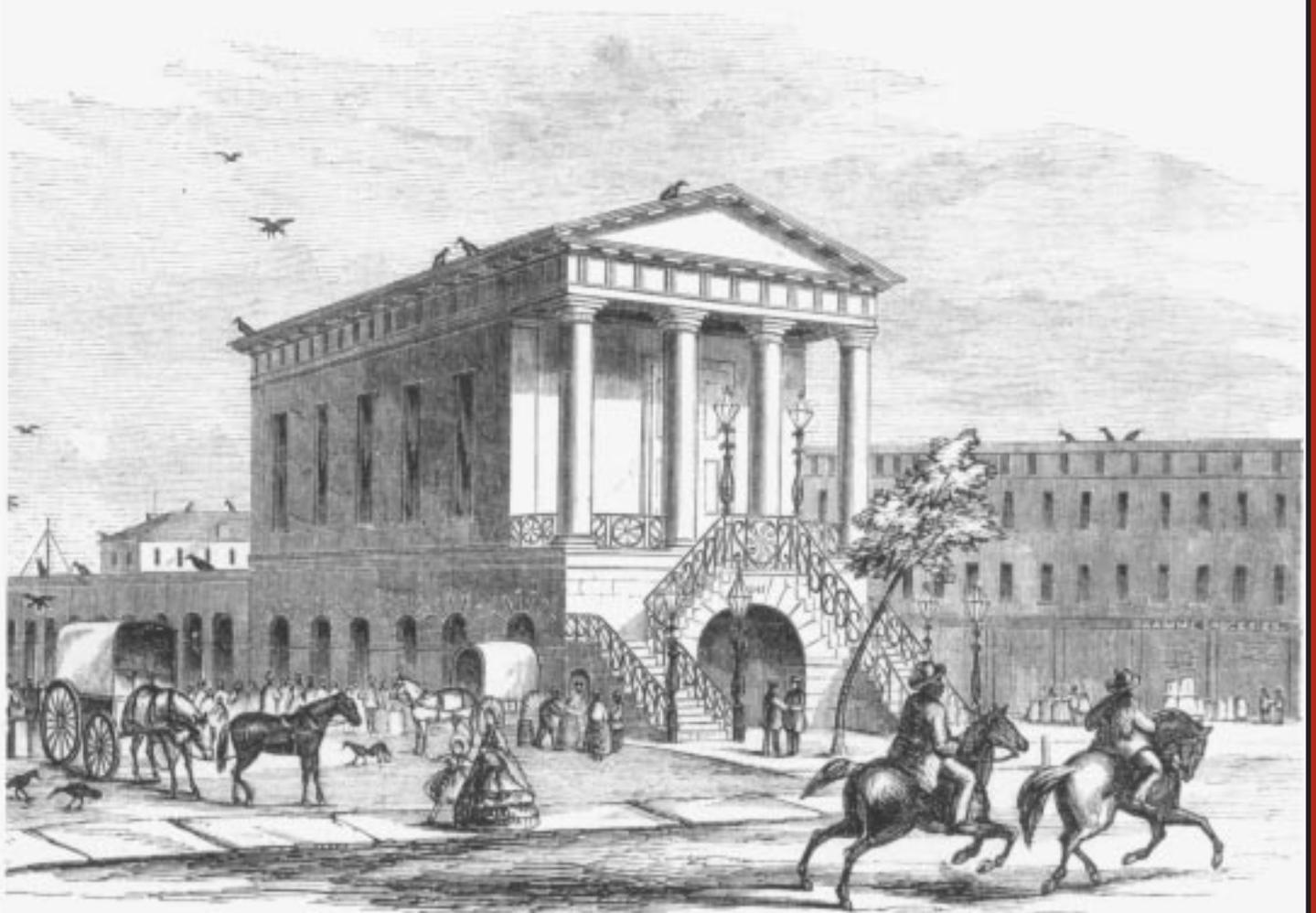
The productions of the country are numerous—oranges, limes, indigo, plaintain, &c. are all plenty. I have sat at tables where fowls, and fish, and hams, and beef, were all served up as good as we have in the United States. I have drawn a town lot and am living in a hired house until I get one built on it.

There is a great demand here for stone-masons. I am now, though I have been here for only one week, engaged on a house at \$3.50 per perch, to be paid in cash; the price is sometimes \$4.50. Tell my old friend, Joseph Sandford, if he were here he could find ready employment. I have found large store-houses and others built of stone, as we heard in the United States, and some rich people living in style as in any other country. Captain Hatch treated us on the passage in the kindest manner, so much so, that I think he deserves my highest gratitude. I wish you might come out with him. My love to yourself and mother, and sister Hannah, and all the family, especially to George Moss and William Moss. Benjamin and the children sent their love to Jesse and the rest of the children. I must not omit my particular love to sister Harriet. Your most affectionate brother,

REUBEN MOSS.

N. B.—I will now give you the sign which I was to give you that you may know this letter is from me. It was to mention the accidents. The first was getting your leg caught under a tree; the second was my falling off the horse and having my hand split open by an axe.

R. MOSS.



CITY MARKET, CHARLESTON, S. C.

Basic Skills Objectives Met in Document Packets
 (as part of the Basic Skills Assessment Program)

Questions in Parts

Vocabulary A B C

READING

Decoding & Word Meaning
 Details
 Main Idea

✓			
	✓		
		✓	

Reference Usage
 Inference
 Analysis

			✓
			✓
	✓		✓

WRITING

Sentence formation
 Composition

	✓	✓	✓
			✓

MATHEMATICS

Concepts
 Measurements

	✓		
	✓	✓	✓

Bibliography/Teacher Resource

For further reference, especially for student aid in completing Part C on Student Sheets. If these books are not available locally, they can be obtained from your county library through interlibrary loan with the State Library.

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VOCABULARY

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

The terms listed here appear in the documents you are using and are defined according to their context.

TERM	DEFINITION
abolitionist	a person who favored the abolition of slavery in the United States
comply	to obey a law, a request, a demand, or a rule
compromise	an agreement between two sides in which each side gives up one of its principles or interests in order to reach an agreement. A compromise, Benjamin Franklin said, is like sanding a board on both sides to make it fit.
destitute	not having the necessities of life; living in complete poverty
economic	the management of natural resources to include what is produced, how it is produced, who buys it, and how much is earned in the process
emigrant	a person who leaves a country or region to settle in another place—the opposite of immigrant
enact	to turn a proposal (bill) into law; to pass into law
glebe	land belonging to a church that is often rented to others
intercede	to mediate; to plead or to make a request on behalf of another; (e.g. the teacher interceded between the principal and the student so the student could attend the dance.)
justify	to show that something is fair, right, or based on clear thinking (reason).
nullify	to remove the force of a law; to make void or non-binding; to render useless
secede	to withdraw formally from membership in a group, association, organization; to break one's connections with others
sectionalism	great, and often unjustified, concern or devotion to the interests of a particular section of the country. In the United States, the devotion to sections was intense before the Civil War because North, South, and West had developed very different political, social, and economic ways of life.
solicit	to ask or beg for help
subversive	tending to overthrow or destroy something that is already established.
tariff	taxes placed by the government on imports and sometimes on exports.

DOCUMENT I: GOVERNOR'S PARDON

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

State of South Carolina

By his excellency George M. Duffie Governor and Commander in chief in and over the State aforesaid

To all and singular the Judges, Justices, Sheriffs, Constables and other officers of Justice in the said State.

Whereas it has been represented to me that a certain free woman named Ann Deas of the City of Charleston who left this State sometime in the year Eighteen hundred and Twenty three during her minority to reside at New York with her mother, was left destitute by the death of her mother and returned to Charleston the place of her nativity

Now Know Ye that for divers good causes me hereunto moving and particularly in consideration that she departed the State during her non age and is of exemplary good character as testified by many respectable Ladies of Charleston who have interceded and solicited the executive favour in her case I have thought fit to pardon the said Ann Deas and remit the penalty made and provided in such cases.



*Geo. M. Duffie
By Order of the Governor -
B. H. Saxon
Secy of State.*

Given under my hand and the seal of the State in Columbia this fourth day of December in the year of our Lord one thousand eight hundred thirty five and in the sixteenth year of the Independence of the United States of America.

TRANSCRIPTION OF DOCUMENT I

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

State of South Carolina

By his excellency George McDuffie Governor and Commander in chief in and over the State aforesaid

To all and singular the Judges Justices Sheriffs Constables and other officers of Justice in the said State.

Whereas it has been represented to me that a certain free woman named Ann Deas of the City of Charleston who left this State some time in the year Eighteen hundred and Twenty three during her minority to reside at New York with her mother, was left destitute by the death of her mother and returned to Charleston the place of her nativity

Now Know Ye that for divers good causes me hereunto moving and particularly in consideration that she departed the State during her non age and is of exemplary good character as certified by many respectable Ladies of Charleston who have interceded and solicited the favour in her case I have thought fit to Pardon the said Ann Deas and remit the penalty made and provided in such cases.

S.S.
Geo. McDuffie
By Order of the Governor –
B.H. Saxon
Sec^y of State.

Given Under my hand and the seal of the State in Columbia this fourth day of December in the year of our Lord one thousand eight hundred & thirty five and in the Sixtieth Year of the Independence of the United States of America.

Source: Miscellaneous Records, Book I (1835–1846), 317.

STUDENT SHEET I

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

TO THE STUDENT: Read the document and then answer the questions that follow. The questions in PART A are strictly factual in nature. PART B contains questions that require you to form opinions based on what you have read. The questions in PART C require you to do some further research; in this part you may use your imagination, but it must be based on facts.

Part A

1. To whom is the document addressed?
2. Who is granting the pardon?
3. Who is being pardoned?
4. Why had Ann Deas returned to Charleston? Be specific in your answer.
5. List two reasons for the pardon.

Part B

1. Why did Ann Deas need this pardon?
2. Explain who, and how, certain individuals helped Ann Deas obtain her pardon.
3. State why the governor “thought it fit” to grant the pardon.

Part C.

1. Imagine you are Ann Deas. Write a letter to the governor telling him why you want to live in Charleston. OR imagine you are one of the “Ladies of Charleston” and write a letter to the governor asking him to pardon Ann Deas.
2. Research the reasons free blacks could not return to South Carolina once they had left. Be sure to include the incident that resulted in this law and other reasons why the whites were limiting the number of free blacks.

DOCUMENT II: PAGE FROM CHARLESTON CAPITATION TAX BOOK

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

220	Deverman ✓	John	Charlotte Street.	nech.
1	Delange ✓	Mary	Wall Street	
2	Douglas ✓	George	King Street	
3	Delisle ✓	Israel	Pitt Street No 42	
4	Fusef ✓	Mary	Amherst St	nech
5	" ✓	Richard E Jr	Washington Street.	
6	" ✓	Caroline E	Calhoun St	
7	" ✓	Joseph M. F.	Washington Street.	
8	Way ✓	Camilla	Duncan St.	nech
9	Duprat ✓	Elm	King St.	ct
230	Duprat ✓	Mary	"	"
1	Salitto ✓	Liette	State Street.	
2	Deas Overage	Ann	King St	ct
3	Douglas ✓	Elm	Cummins St.	
4	Fark ✓	William	Coming Street	
5	Fonar ✓	Samuel	Hennet Street	
6	Dans ✓	Elm Jr	Prince Street.	
over age	Davis	Mary	" "	over age
7	Davis ✓	Caroline	" "	
8	Drayton ✓	Louisa	Worce Street	nech
9	Drummond	Martin Jr.	Society St.	"
240	Douglas ✓	Sarah	Radcliffe Street -	
1	Deas ✓	Eliza C	Charlotte Street.	
2	Deas Over	John over	W Bank of Mississippi St.	
3	Deverman ✓	Isabella	Mary St	
4	Drayton ✓	Margaret	Charlotte Street	nech
5	Drummond ✓	Susany	Duncan St	
6	Fusef ✓	Richard Joseph	Calhoun St No 55-	
7	" ✓	Rebecca	" " "	
8	" ✓	Mahala	" " "	
9	" ✓	Caroline	Boundary St No 21	
250	Dickson ✓	Charles	5 th Philips Street -	nech
1	Davis ✓	Rebecca	5 th Philips St	nech
2	Davis ✓	William	Kirkland's Court No 11	
3	Drayton ✓	Paul	America St	
4	" ✓	Ananda	" "	
5	Davespat ✓	Ann	Motter Lane	
6	Drayton ✓	Anna	Ridledge Street -	
7	Drayton ✓	Diana	Elliott Street City -	
under age	Dickson	Louisa	Vanderhook Street	under age
8	Salitto ✓	Abile	Wall Street -	
260	Dartman	Ellen	King St no 90-	
1	Drummond ✓	Rebecca	Columbus St	
2	Deas ✓	Jane	Coming St -	nech
3	"	William	Alexander Street	

Source: Charleston Capitation Tax Book, 1850, SCDAH.

TRANSCRIPTION OF DOCUMENT II

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

220	Devernier ✓	John	Charlotte Street	Neck
1	Delarge ✓	Mary	Wall Street	
2	Douglas ✓	George	King Street	
3	Deliesseline ✓	Ansel	Pitt Street No 42	
4	Dereef ✓	Mary	Amherst S ^t .	Neck
5	" ✓	Richard E Jr -	Washington Street.	
6	" ✓	Caroline E	Calhoun S ^t -	
7	" ✓	Joseph M.F.	Washington Street	
8	Deye ✓	Carmilla	Duncan St.	Neck
9	Duprat ✓	Eliz ^a .	King St.	City
230	Duprat ✓	Mary	" "	"
1	Delethe ✓	Lisette	State Street.	
2	Deas overage	Ann	King S ^t .	City
3	Douglas ✓	Eliz ^a .	Lamboll S ^t .	
4	Dart ✓	William	Coming Street	
5	Demar ✓	Samuel	Henrietta Street	
6	Davis ✓	Eliza H	Princess Street	
overage	Davis	Mary		overage
7	Davis ✓	Carolina	" "	
8	Drayton ✓	Louisa	Woolf Street	Neck
9	Dunken ✓	Martin J.	Society St.	"
240	Douglas ✓	Sarah	Radcliffe Street-	
1	Deas ✓	Eliza C	Charlotte Street	
2	Deas over	John age	V Back of Magazine Str -	
3	Deversnay ✓	Isabella	Mazyck St.	
4	Drayton ✓	Margaret	Charlotte Street	
5	Drummond ✓	Susan	Queen St	
6	Dereef ✓	Richard Joseph	Calhoun St. No 55-	
7	" ✓	Rebecca	"	" "
8	" ✓	Mehala	"	" "
9	" ✓	Carolina	Boundary St No 21	
250	Dickson ✓	Charles	St Philips Street— —	neck
1	Davis ✓	Rebecca	St Philip S ^t	neck
2	Davis ✓	William	Kirklands Court No 11	
3	Drayton ✓	Paul	America S ^t -	
4	" ✓	Amanda	" "	
5	Davenport ✓	Ann	Mottes Lane	
6	Drayton ✓	Anna	Rutledge Street —	
7	Drayton ✓	Diana	Elliot Street City —	
underage	Diedrick underage	Louisa	Vanderhorst Street -	underage
9	Delettre ✓	Adele	Wall Street -	
260	Dartman ✓	Ellen	King S ^t No 90 -	
1	Drummond ✓	Rebecca	Columbus S ^t	
2	Deas ✓	Jane	Coming S ^t - neck -	
3	" ✓	William	Alexander Street	

Source: Charleston Captitation Tax Book, 1850, SCDAH

STUDENT SHEET II

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

Part A

1. What does the list show?
2. In 1850, the capitation tax was \$2.00 a person. State the total tax received from the people on this sheet.
3. What do the numbers in the left hand column indicate?
4. How many people on the list are underage?
5. How many people are overage?

Part B

1. How many streets are listed? What does this tell you about where the free blacks lived?
2. Find at least one family that is listed on the sheet. How do you know it is a family living in the same home?

Part C

1. Read about Charleston in your library and then explain why some of the addresses are followed by the term “neck.”
2. Research the capitation tax law. Report on why it was enacted and how it changed over time.
3. The Dereefs and Darts are important figures in black history. Do some additional reading from the bibliography or from other sources and write a brief report stating the contributions of these figures.

Part A

1. The names of what individuals are listed on this sheet? (Look at the top of the column.)
2. What city is this schedule from? Is there a date on the sheet?
3. Name the three classes of society into which the population was divided.
4. Who was the census taker?
5. How many people lived in Jehu Jones, Junior's, household?
6. Describe the composition of his household.
 - a) How old was Jehu Jones, Junior? His wife?
 - b) How many daughters were in the Jones family? Their ages?
 - c) How many boys were in the family? Their ages?
 - d) Did Jehu Jones, Junior, own any slaves? Male or female? Age(s)?

Part B.

1. Do you think maybe the Jones family had a set of twins? What makes you think so?
2. How many women were heads of households? Why might they have been classified this way? How many men are listed? What is the average age of a head of household?

Part C

1. Research and report on the following: What is a census? Why do you think the government takes a census? How is the census helpful to historians?
2. Imagine you were the census taker. Relate the events of your day to a friend. Tell the friend whom you met and what you saw as you went from house to house. Base your narrative on facts about Charleston in 1830.

COVER ENDORSEMENT TO DOCUMENT IV

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

Philadelphia - 28th October - 1840 -

I certify that I have known John Jones, formerly of Charleston South Carolina, during my residence in Philadelphia, that from his general character & my own knowledge of him, I feel myself authorized, confidently, to state that he is entitled to the character of a sober, industrious, & moral man, that his conduct has been such as to obtain for him the good opinion of the community in which he now lives, & to warrant the conclusion that he would merit the same good opinion in South Carolina, should he be permitted to return there.

Wm. Drayton —

Source: General Assembly Petitions, 1840, No. 47, SCDAH.

To the President & Members of the Senate - of the State of South Carolina
 Gentlemen, Senators

The Subscriber a Native of Charleston in South Carolina, where he did reside for upwards of forty five years, without reproach, by trade a Tailor, & who served the State faithfully Ten years in the 17th Regiment under the command of the late Colonel John Ward, Treating Lewis Simons Robert W. & Coopers, without the slightest censure, having been prevailed upon, by Gentlemen of great respectability, to leave my peaceful & happy Home to Emigrate to Africa, with promises of great Remuneration in money & valuable Lands, made by the Friends of the American Colonization Society, to engage my Services for Liberia. But after I accepted the proposal & left Charleston for the Express purpose, to enter into the promised arrangements, in New York - and the City of Washington, with Geo^l R. R. Gurley & others I found that the whole matter of promise was merely a delusion; and although the Subscriber was seriously impeded in Charleston, with the conviction, that all was fair & upright in the proposal made to him, and was advised by one of the most Eminent and pure Counsellors in Charleston at that time 1832, to accept the proposal; viz six hundred dollars per annum for my Services to assist in giving instructions in a School; a Town Lot in Liberia, & a farm of valuable Lands in the Country, also Two hundred dollars per annum as Reporter & Editor of the Liberia Herald, Besides a Town Lot for my wife & each of my children; I scarcely need to add, for your information, that I was disappointed in the whole matter & concern, on my application to those who held up the promise, of large Salary & honorable Employment for my Services - those very Gentlemen who profess to engage to Council, & to urge me forward in a Business, they inform me was praiseworthy - soon as they found me afar from Home; without any prospects to Return to Charleston abandoned me to my fate - among Strangers I was of new comers, without friends, without funds & without Employment, I should have returned home immediately in disgust with the Promised Philanthropy held up to me, But knowing the Laws of my Native State, which I ever did respect forbid me, return, I at once made up my mind to search for a Home & locate myself in some desirable Situation where I could maintain my wife & family - after eight years

diligent search, I have failed to accomplish my design - I
 cannot find a place that I can reconcile myself to live in -
 My wife also is unhappy - like myself she cannot adopt
 the manners & habits of the North - under such circumstances
 and with an ardent desire to visit the grave of my Father,
 the spot where I was born, grew up & lived respectably for
 nearly half a century where I am intimately known
 the recollection of ^{many acts of} kindness that I have received of the
 hands of South Carolinians generally, at home & in the North
 will make me feel happy, once more to mingle with &
 embrace the friends & associates of my youth - therefore
 I respectfully beg the Legislature of my native State
 to permit my return to South Carolina -

October 1840

Jehu Jones - 184
 South Street - Philadelphia

To the Honble Senate and House of Representatives
of the State of South Carolina -

The undersigned respectfully represent
to your Honorable Body, that they are citizens of
Charleston that they have seen the petition of Jehu
Jones praying to be permitted to return to South Carolina
that from their knowledge of the said Jehu Jones
while a resident of this City formerly & from the
certificate of Col: Brayton as well as from in-
formation received from various persons who
have recently seen and conversed with him
they are fully satisfied that his Character
is fair & his deportment such as to render
him not merely harmless but exceedingly well
calculated to diffuse useful knowledge
and inculcate proper principles in our colored
population - The undersigned therefore cordially
join in recommending that the prayer of his
petition be granted -

Joseph Handgault.
J. B. B. B. B. B.
James Rose
James Gardiner
Alfred Rieger
Edward McGrady
W. Goudeau
John G. Street
Richard Yeardon Junr
W. Hampton
James Legare
William Read

Thos. Ashby
J. Tupper
J. Matthews
J. E. Bonneau
Charles Edwards
John B. Irving
J. Edward Calhoun
William Lloyd
J. M. B. B. B.
Varday M. B. B.
Alexander Maryth
J. C. M. B. B.

TRANSCRIPTION OF COVER ENDORSEMENT TO DOCUMENT IV

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

Philadelphia—28th. October—1840—

I certify that I have known Jehu Jones, formerly of Charleston South Carolina, during my residence in Philadelphia, that from his general character & my own knowledge of him, I feel myself authorized, confidently, to state that he is entitled to the character of a sober, industrious, & moral man, that his conduct has been such as to obtain for him the good opinion of the community in which he now lives, & to warrant the conclusion that he would merit the same good opinion in South Carolina, should he be permitted to return there.

*Wm. Drayton—

*William Drayton was an attorney. He served as Recorder of Charleston from 1819 to 1823 and represented South Carolina in Congress from 1825 until 1833. A staunch Unionist, he moved to Philadelphia following the Nullification Crisis. In 1840-41, he was President of the Bank of the United States.

Source: General Assembly Petitions, 1840, No. 47, SCDAH.

To The President & Members of the Senate—of the State of South Carolina
Gentlemen Senators

The subscriber a Native of Charleston in South Carolina, where he did reside for upwards of forty five years, without reproach, by trade a Tailor, & who Served the State faithfully Ten years in the 17th Regiment under The Command of the Late Colonels John Ward, Keating Lewis Simons & Robert Y. Hayne, without the Slightest Censure, haveing been prevailed, upon by Gentlemen of great respectability, to leave my peaceful & Happy Home, to Emigrate to Africa, with promises of great Remuneration in money & valuable Lands, made by the Friends of the American Colonization Society to Engage my Services for Liberia—But after I accepted the proposal & Left Charleston for the Express purpose, to Enter into the promised arrangement, in New York—and the City of Washington, with Rev^d. R. R. Gurley & others I found That the whole matter of promise was merely a delusion, and although the Subscriber was Seriously impressed in Charleston with The Conviction, That all was fair & upright in the proposa[1] made to him, and was advised by one of the the most Eminent and pure Councillors in Charleston at that time 1832, to accept The proposal, viz Six hundred dollars per annum for my Services to assist in giving instructions in a School, a Town Lot in Liberia, & a farm of valuable Lands in the Country, also Two hundred dollars p^r annum as Assistant Editor of The Liberia Herald, Besides a Town Lot for my wife and Each of my children; I Scarsely needs to add; for your information, That I was disappointed in The whole matter & concern, on my application to those who held up the promise, of Large Salary & honorable Employment for my Services—those very Gentlemen who profess to Engage to Councill, & to urge me forward in a Business: they inform me was praiseworthy—Soon as they found me afar from Home; without any prospects to Return to Charleston—abandoned me to my fate—among Strangers Jealous of newcommers, without friends, without funds & without Employment. I should have returned home immediately in dusgust with The Erroneous Philantrophy held up to me, But Knowing the Laws of my Native State, which I Ever did Respect forbid me return, I at once made up my mind to Search for a Home & Locate myself in Some desirable Situation where I could maintain my wife & family—after Eight years

Source: General Assembly Petitions, 1840, No. 47, SCDAH.

TRANSCRIPTION OF DOCUMENT IV – page 1b

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

diligent Search, I have failed to accomplish my design—I cannot find a place that I can Reconcile myself to Live in—My wife also is unhappy—like myself She cannot adopt the Manners & Habbits of The North—under Such Circumstances and with an ardent desire to visit The Grave of My Father, the Spot where I was Born, grew up & Lived respectably for Nearly half a Centry—where I am intimately Known. The Recollection of ^{many acts of} Kindness That I have received of The hands of South Carolinians generally, at Home & in The North will make me feel Happy, once moore to mingle with & Embrace The Friends & associate of My youth—Therefore I respectfully beg The Legislature of my Native State to permit my Return to South Carolina—

October 1840

Jehu Jones—184
Locust Street—Philadelphia

Source: General Assembly Petitions, 1840, No. 47, SCDAH.

To the Honble Senate and House of Representatives of the State of So Carolina—

The undersigned respectfully represent to your Honorable Body that they are citizens of Charleston That they have seen the petition of Jehu Jones praying to be permitted to return to S° Carolina That from their knowledge of the said Jehu Jones while a resident of this City formerly & from the certificate of Col: Drayton as well as from information received form various persons who have recently seen and conversed with him they are fully satisfied that his character is fair—& his deportment such as to render him not merely harmless but exceedingly well calculated to diffuse useful knowledge and inculcate proper principles in our coloured population—The undersigned therefore cordially join in recommending that the prayer of his petition be granted—

Joseph Manigault	Tho ^s Ashby
Jacob Bond I'on	T. Tupper
James Rose	Ja Mathews
James Gadsden	J E Bonneau
* Alfred Huger	Charles T Lowndes
Edward McCrady	John B. Irving
H. Gourdin	J Edward Calhoun
John Y. Stocks	William Lloyd
* Richard Yeadon Jun ^r	T W Bacot
W. Hampton	Vardry McBee
James Legare ^ˆ	Alexander Mazyck
William Read	* T Leger Hutchinson

I had no acquaintance with Jehu Jones before his removal to the North while a member of Congress I saw him frequently & latterly I met him in New York. I saw & heard of him & his opinions & conduct to concur in this petition.

*F.H. Elmore

*Alfred Huger, a Unionist, served in the General Assembly from 1818 until 1833. President Jackson appointed him Postmaster of Charleston in 1834, a post he held until 1867.

*Richard Yeadon maintained a successful law practice in Charleston. He was also the editor of the *Charleston Daily Courier* from 1832 to 1844. He represented Charleston in the General Assembly in 1836-37 and from 1856-64.

*T. Leger Hutchinson served as mayor of Charleston from 1846 to 1849 and from 1852 to 1853.

*Franklin Harper Elmore served in the United States House of Representatives from 1836 until 1839.

STUDENT SHEET IV

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

Part A

1. Who is petitioning? He is a native (or from) what city and state? When was the petition written?
2. Why did this man leave the state?
3. List the provisions in the proposal made to Jehu Jones, Junior, by the American Colonization Society.
4. List the reasons why Jehu Jones, Junior, wants to return to South Carolina.
5. List the reasons William Drayton believed Jehu Jones, Junior, should be allowed to return.

Part B

1. Describe what happened to Jehu Jones, Junior, after he arrived in the North. Why do you think he felt this way about the North?
2. List the reasons some citizens of Charleston want to allow his return. Are the views of these men typical of white Charlestonians of the time? Use evidence from Jehu Jones, Junior's, petition to show he was a good citizen of the state.

Part C

1. Explain how the reasons you listed in question 5, Part A, reflect the whites' feelings about the class of free blacks in South Carolina as well the events that were occurring in the United States at the time.
2. Pretend you are Jehu Jones, Junior. Write a letter to a good friend explaining why you would rather live in the South. This should contrast sharply with the letter from Reuben Moss.
3. Find out as much as you can about one of the men who signed the petition to allow Jehu Jones, Junior, to return to the state. Write a biographical sketch of the individual you have chosen.

DOCUMENT Va: MAP OF U.S. RAILROADS, 1820-50

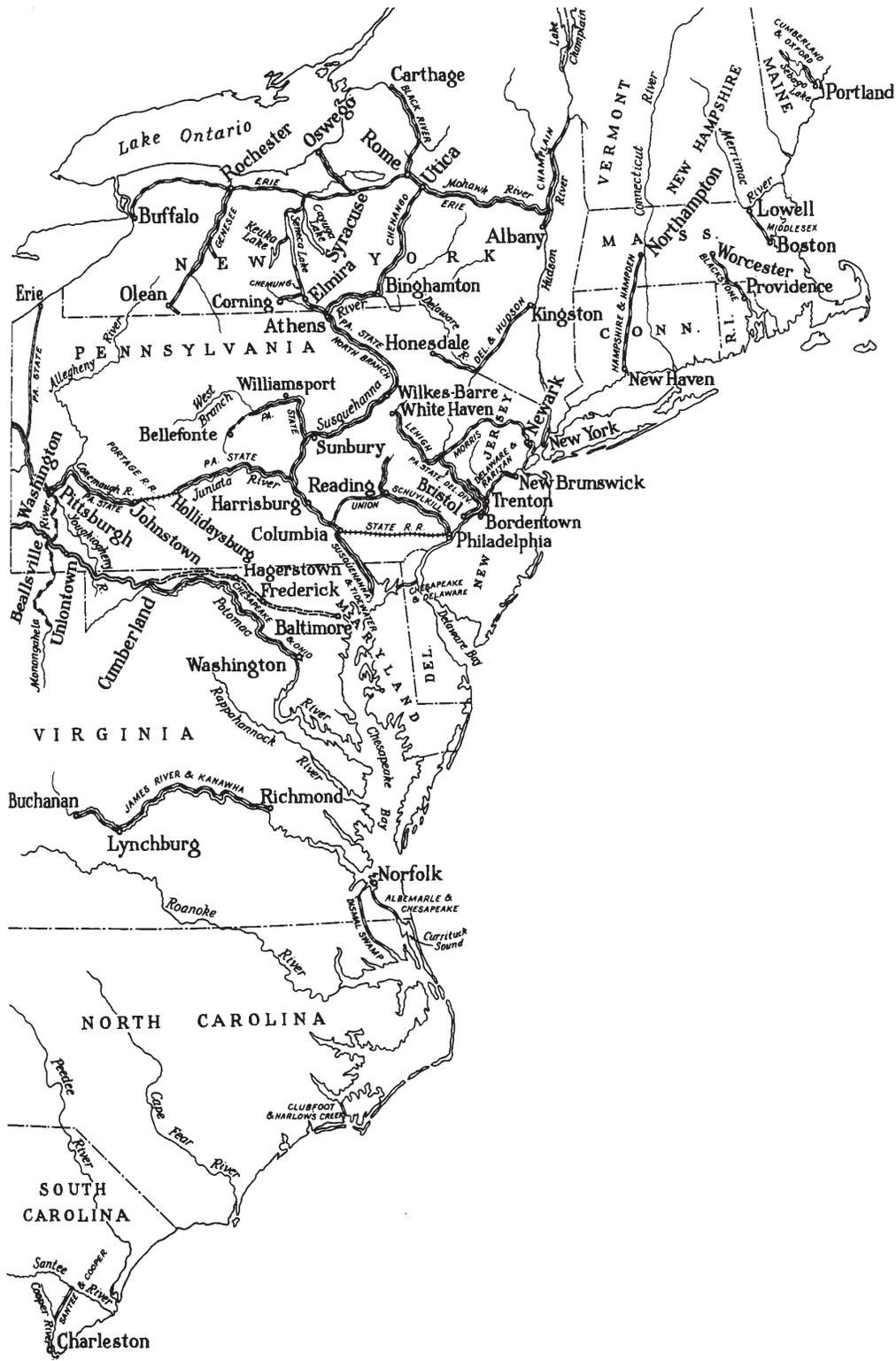
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Based on map of railroads in Hilde Jeun Kegan, ed., *The American Heritage Pictorial Atlas of United States History* (NY: American Heritage Publishing Co., Inc., 1966), 203.

DOCUMENT Vb: MAP OF U.S. CANALS, 1820-50

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change



Source: Based on map of canals, 1785–1850, in James Truslow Adams, ed., *Atlas of American History* (NY: Charles Scribner's Sons, 1943), 107.

STUDENT SHEET V

S.C. Department of Archives & History • Jones: Time of Crisis, Time of Change

Part A

1. Which coast of the United States do the maps represent?
2. What types of transportation are represented? For what time period?
3. Make two lists. Head one column South, the other, North. Under the appropriate heading, list the states shown on the map.
4. In what cardinal direction do most of the railroads and canals run—North/South or East/West?
5. Using the legend, find the distance between: Charleston and Philadelphia; Charleston and New York; Philadelphia and New York.

Part B

1. What geographic feature is near most cities and towns? How do you explain that? What geographic feature causes the gaps in the East/West transportation routes?
2. Which section of the country, North or South, had the most railroads and canals? Cities and towns? Why do you suppose this is the case?
3. Most people used steamship to travel between South Carolina and the northern states during this period. What feature evident in the map explains this?

Part C

1. Briefly explain why the transportation system may have contributed to the growth of sectionalism. Consider in your answer the economic bases of both North and South.
2. Write and illustrate two postcards to friends. One should describe a day of travel in the South; the second, a day of travel through the North.



South Carolina Department of Archives and History

Document Packet Number 3

THE SPANISH IN SOUTH CAROLINA: UNSETTLED FRONTIER



South Carolina Department of Archives and History

Document Packet Number 3

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Produced by: The Education Service Area, Alexia J. Helsley, director; and the
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Credits:

**Folder illustrations courtesy St. Augustine Historical Society,
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Photo of Hernando De Soto from Photo Files, SCDAH

**Photos with essay on archaeology courtesy S.C. Institute of Archaeology and
Anthropology**



South Carolina Department of Archives and History

Document Packet Number 3

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Archaeology at Santa Elena

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THE SPANISH IN SOUTH CAROLINA: UNSETTLED FRONTIER



Route of the Spanish treasure fleets



**Philip II
directed the
settlement of
Florida**

Background

October 12, 1492—as he stepped onto the island of San Salvador¹ in the New World that day, little did Christopher Columbus realize he had opened a new hemisphere for exploration and settlement, intrigue and conflict. Soon, the nation states of Europe were competing in this New World for territory and natural resources. The Western hemisphere became a new battlefield for European conflicts—wars begun on the European continent, whether economic, political, or religious, rapidly crossed the Atlantic and spilled into the newly discovered lands where the European nations were attempting to carve out large empires. South Carolina would see its share of these Old World, New World conflicts.

Spain and Portugal clashed over their rights to establish trading outposts and look for a route to the Orient. The Pope in Rome handily arbitrated the dispute, and on June 7, 1494, Spain and Portugal signed the Treaty of Tordesillas. The treaty granted Spain the territories that lay more than 370 leagues to the west of the Cape Verde Islands and gave Portugal lands east of the line. Thus, Brazil became a Portuguese dominion.

Spain, flushed with the reconquest of its land from the Moors, quickly extended its explorations outward from the Caribbean Islands and soon dominated “Las Indias,” as the new territories were known. In over seventy years, their explorers and military leaders, known as the Conquistadores, had planted the cross of Christianity and raised the royal standard of Spain over an area that extended from the present southern United States all the way to Argentina. And, like all Europeans who sailed west, the Conquistadores searched for a passage to the Orient with its legendary riches of gold, silver, and spices.

New lands demanded new regulations. In Spain, Queen Isabella laid down policies that would endure for centuries. Under the direction of the crown, the “Casa de Contratacion”—the House of Trade or ministry of commerce—regulated the government of Spain’s new dominions. “Las Leyes de Las Indias”—the Laws of the Indies—afforded the native populations some protection and a measure of self government, laid out town plans, established rules of trade, and assigned to various individuals areas for exploration and colonization.

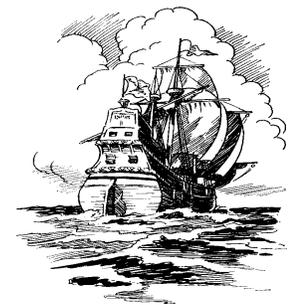
According to the Spanish law, everything in the ground belonged to the Crown. Thus, colonists could look for precious metals and operate mines provided they registered their claims and swore to have the metals they found taxed and stamped at royal offices. In 1504, the Crown fixed the royal share, or tax, at one quinto (one-fifth) of the ore obtained. Later, this was lowered to one-tenth. Once a year, a fleet of royal ships carried the bullion and other exports such as cochineal and indigo dye from the New World to Spain. These sailing ships used the Gulf stream and trade winds to carry them out of the Caribbean, past the Bahamas, then up the southern coast of the United States as far as South Carolina. There, they turned eastward to cross the Atlantic Ocean. To protect the ships from pirates and privateers, the Crown encouraged exploration and established missions and colonies on the coasts of Florida, Georgia, and

South Carolina. Effective occupation of this region would buttress the claims Spain made on the territory because it had discovered and explored it.

Ponce de Leon unsuccessfully attempted colonization of the Florida peninsula in 1521. Five years later, after he had sent a ship up the coast of “La Florida,” as the land to the north was called, Vasquez de Ayllon, an official in Hispaniola, tried to explore and settle South Carolina. Reports from that expedition tell us Ayllon and 500 colonists settled on the coast of South Carolina in 1526 but a severe winter and attacks from hostile Indians forced them to abandon their settlement one year later.

In 1528, Panfilo de Navarez set out from Cuba to explore the west coast of Florida. Landing in the Tampa Bay region, he and his army of five to six hundred men marched as far north as Apalache (Tallahassee) before returning to the Gulf Coast, where he built ships to carry his men along the rim of the gulf. Ship wrecks and storms reduced the army to four survivors, who reached Mexico years later.

A decade after the Navarez expedition, Hernando De Soto set out to explore and colonize “La Florida.” He landed in Tampa Bay in 1539, and with his army of 600 men, as well as priests, horses, pigs, and wagons, began a four-year trek that held many hardships and adventures and took the expedition far afield. [*DeSoto led his expedition through Florida and Georgia, crossed the Savannah River into South Carolina in April of 1540,*](#) and then journeyed northeastwards to the confluence of the Broad and Saluda Rivers. He reached the Wateree River in late April, followed it in a northwesterly direction, crossed into North Carolina, and





then headed west through Tennessee, Alabama, Mississippi, and Arkansas. De Soto died in 1542 on the banks of the Mississippi River. The survivors continued into Texas where a shortage of food forced them to retrace their steps. Back at the Mississippi, they built barges and used them to float down that river to the Gulf. In 1543, these intrepid survivors finally reached Mexico.

Interestingly, while the DeSoto expedition moved west, another explorer, Francisco Vasquez de Coronado, was scouting present-day New Mexico, Texas, and Kansas. DeSoto's men in Texas heard reports from the Indians of these other Spanish nearby, but the two Spanish forces never met.

Wars in Europe, Tunis, and Algiers, and a Lutheran revolt within his empire kept King Charles I of Spain² and the Spanish military occupied, bankrupted the Spanish treasury, and interrupted Spain's attempts to colonize "La Florida." The Casa turned its attention to the development and defense of the Caribbean basin. Philip II, who succeeded his father, Charles I, in 1556, concentrated his forty-two year reign on unifying his Old and New World dominions both politically and religiously. But he incurred limitless expense warring with France and coping with a thirty-year Protestant rebellion in the Netherlands, with threats from the Turks in the East, and with aggressive English raids on trade, treasure fleets, and Roman Catholic missions in Las Indias.

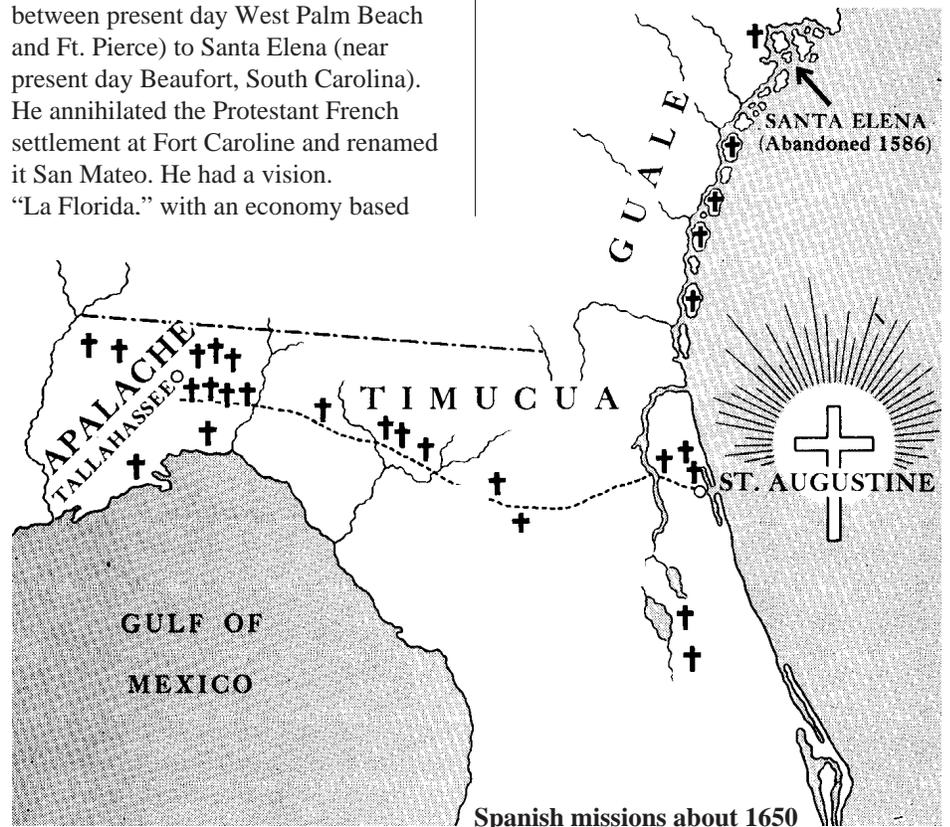
A weakened empire, bankruptcy, and the difficulties of exploration forced Philip II to close "La Florida" to colonization in 1561. One year later, however, when a small group of French Protestants, or Huguenots, attempted to settle on Port Royal Sound, his interest renewed. Indian attacks, disease, and starvation removed this "foreign" settlement on Spanish territory without military action. Then in 1564, the Huguenots set up a second colony, this one at Fort Caroline at the mouth of the St. John's River in "La Florida." To counter this threat to Spanish sovereignty and trade routes, Pedro Menéndez de Avilés, one of Spain's top naval officers, swore to oust the French settlers and secure Florida for Spain.

Menéndez succeeded. He set sail from Spain in June of 1565 with over fifteen hundred recruits, seeds, agricultural implements, and breeding animals and by the fall had established a fort at St. Augustine and built a series of small garrisons, which ran up the coast from Santa Lucia (halfway between present day West Palm Beach and Ft. Pierce) to Santa Elena (near present day Beaufort, South Carolina). He annihilated the Protestant French settlement at Fort Caroline and renamed it San Mateo. He had a vision. "La Florida." with an economy based

on agriculture, pearl fishing, and mining, would become a flourishing empire center. Unfortunately, the Indians of the Southeast were not as amenable to European civilization and sedentary life as those of Mexico and Peru. The sandy coastal soil further frustrated attempts to grow crops and raise cattle, and the new settlers, far from being self-sufficient, had to ship in supplies from Spain, Cuba, and Mexico.

Six months after building the fort at St. Augustine, Menéndez moved his capital north. Santa Elena, on Parris Island, became the first permanent European settlement on South Carolina's shores and served as the capital city of "La Florida" for many years. Menéndez chose the spot for its ideal defensive position—it was close to the point where the treasure fleets turned east.

Menéndez also believed he could find an overland route to short cut the distance to Mexico. He sent one of his



lieutenants, Juan Pardo, to the interior to obtain corn, find mines, and locate an overland route. *Pardo journeyed twice to the interior*, reached the Tennessee Valley, and returned with a much needed supply of corn, with claims to several mines, but without the short cut to Mexico. Menendez had underestimated the distance; the overland route would wait.

Santa Elena curbed French exploration and settlement in the Carolinas. It also became the departure point for Jesuit priests who traveled north to found a mission on the Chesapeake Bay. Spanish missions were religious edifices and more. They were places where the priests could convert the “heathens,” they were frontier settlements that could introduce the Indians to different crops and new methods of cultivation to bring them into the Spanish community, and they were the agencies that the Spanish crown used to occupy, hold, and settle the outer boundaries of their vast domain.

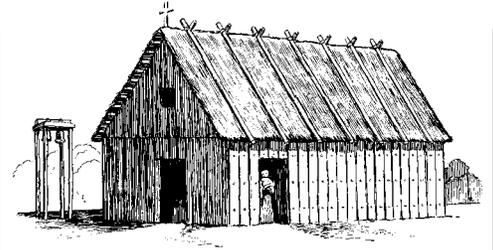
“La Florida,” however, fell short of the Menendez vision. The core of the empire lay in Mexico and Peru, and Saint Augustine and the chain of missions, far from being at the center of Spain’s New World empire, were border outposts that defended the center and protected the treasure fleets. “La Florida” remained a military and mission outpost.

Philip II’s great enterprises, wars, and the cost of the Spanish Armada emptied Spain’s coffers and weakened its empire further. In 1586, Sir Francis Drake and his powerful English fleet burned and plundered St. Augustine and forced the Spanish to regroup. The settlers further north, who were short of supplies and facing Indian revolts, moved back to St. Augustine in 1587 to strengthen its garrison. Early in the seventeenth century, Spain reasserted hegemony over the area by re-establishing peaceful relations with Indians and resettling missions along the coast. This influence would last until 1670.

In 1670, the English settled in Charleston on the coast of South Carolina. Drake’s successful raids on Spanish possessions and his rout of the Spanish Armada had increased England’s confidence and heightened its aggression, which resulted in the founding of Jamestown, Virginia in 1608. The area between the new settlement of Charles Town and St. Augustine, often called the “debatable land,” soon became the scene of conflict.

Within thirty years, the English settlement in Carolina had grown appreciably and conflicts with the Spanish occurred frequently. In spite of the 1670 Treaty of Madrid (American Treaty), which restricted the English to Charles Town, the Carolina colony expanded to encroach on La Florida. An ill-fated Spanish expedition to oust the British succeeded only in destroying Port Royal. The English retaliated by invading St. Catherine’s Island. By 1686, they had pushed the Spanish back to the mouth of the St. Mary’s River.

Carolina Governor James Moore used the War of Spanish Succession in Europe, or Queen Anne’s War as it was called in the colonies, to mount an expedition against St. Augustine in 1702. He laid siege to the Castillo San Marcos, but the arrival of Spanish relief ships forced his retreat. Unpopular in Carolina because of this costly failure, Moore nonetheless managed to persuade 50 Carolinians and 1500 Yamasee Indian allies to mount an expedition to Apalache. Moore was far more successful there than in St. Augustine. Although he failed to take the Spanish garrison at Fort San Luis, he destroyed the flourishing Franciscan mission villages, discredited the Spanish in western Florida, and won many Indian allies. Ultimately, he forced the evacuation of the Spanish garrison, leaving Spain with only St. Augustine and a small block house at Salamatoto, just south of present day Jacksonville. Moore’s offensives reduced Spanish Florida, which had



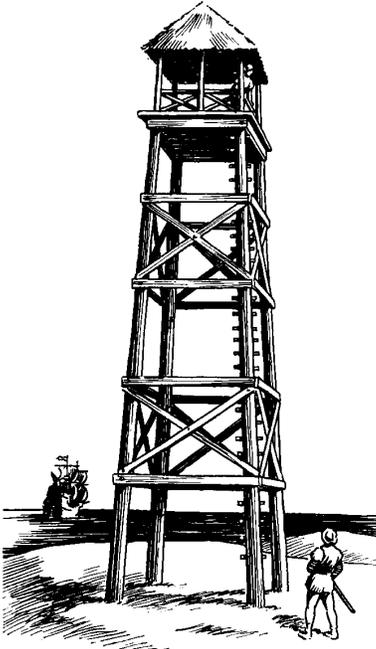
Mission building with walls of wooden boards and a roof of thatch

once encompassed territory from the Atlantic Ocean to the Rio Grande River and from the Gulf of Mexico to Nova Scotia, to two small and vulnerable footholds.

In 1704, to protect the remnants of his Southeastern colony, the King of Spain and his Junta de Guerra (Council of War) strengthened the St. Augustine garrison to mount an offensive against Carolina. Although the Viceroy of New Spain (the King’s deputy in Mexico) refused to help, the Spanish Floridians allied with the French to invade Charles Town in 1706. Governor Nathaniel Johnson and the Carolina militia repulsed the attack. New Spain and Cuba sent a military engineer to bolster the defenses of the Spanish colony, but offered nothing else. When Queen Anne’s War ended in 1713, little had changed.

Between 1713 and 1720, the Spanish continued to reinforce their defenses to prevent the colony from falling into English hands. Meanwhile, the Yamasee War and fears of French encroachment from the west occupied the English in Carolina.

Disagreement over three issues in particular caused friction. Of concern to the English was the Spanish policy of freeing runaway slaves. As early as 1688, slaves had found their way to St. Augustine. Many of them joined the Roman Catholic Church. Reluctant to return them to the Protestant English, the Governors of La Florida bought the converts from the English for up to 200 pesos each, then set them free. Of concern to the Spanish were the English sponsored Indian raids on Spanish colonists and, even more alarming, the



Spanish on watch at lookout tower sight Drake's ship

construction of an English block-house, *Fort King George*, on the banks of the Altamaha River near present day Darien, Georgia.

To Floridians, construction of Fort King George repudiated Spain's claim to the area. In the spring of 1722, Governor Benavides of St. Augustine challenged the action by sending his accountant, Menendez, to Charles Town to demand the fort's immediate destruction. Governor Nicholson of Charles Town, however, paid little heed. He could do nothing, he said, until he received word from England concerning peace between Spain and England. Menendez, frustrated, returned to St. Augustine.

To Philip V of Spain, the English fort was an intolerable affront. Through Pozobueno, their ambassador in London, they requested an immediate evacuation. Fort King George, said the English, was on the Florida-Carolina border, not in Florida territory. England refused to budge. Philip V responded with a cedula, or royal decree, ordering Benavides to wait two months, then destroy the fort. The Council of the Indies, however, urged the use of diplomacy to resolve the controversy.

Benavides chose aggression. In April 1724, he dispatched twenty-six men to San Jorge to deliver the King's ultimatum. On their way north, the men stopped at Fort King George, where its commander, Colonel John Barnwell, received them rudely. The Carolinians disarmed the Spanish, seized their longboats, and put them in prison. When Barnwell allowed them to leave three days later, he sent them off in dugout canoes under heavy guard. Their reception in the Carolina capital was no better. Governor Nicholson confined them to jail and provided only scanty rations; the Carolinians refused to discuss Fort King George without instructions from England and restricted their diplomatic discussions to the question of runaway slaves. For a time it looked as though Governor Nicholson planned to house the Spanish permanently in the San Jorge jail, but eventually he let them go.

Almost on the brink of war, Benavides moderated his stance and followed the Casa's recommendation. In August of 1725, he sent two envoys, *Francisco Menendez Marques and Captain Joseph Primo de Rivera, to negotiate with Governor Nicholson*. In return for the destruction of Fort King George and the recognition of Spanish claims to Georgia, he offered to compensate the English slaveowners whose slaves had fled to St. Augustine. In addition, he suggested sending a list of all boundary disputes to Europe for diplomatic settlement.

The envoys accomplished nothing. Without orders from England, said the Carolinians, they could neither adjust boundaries nor destroy the fort. And, added Governor Nicholson, the Floridian's price for runaway slaves was too low. The Carolinians dismissed Menendez and Primo curtly, refusing them even the purchase of a sloop for their voyage back to St. Augustine.

The colonials continued to skirmish. The Spanish governor prevented the English from extending their territory by paying Yamasee and Lower Creek

Indians to harass the southern English settlements, especially around Fort King George. In 1727, the threat of a Creek Indian war and renewed hostilities between Spain and England forced the Carolinians to withdraw their garrison from Fort King George to Port Royal. London, however, disapproved of this action. It wanted to keep an English foothold in the "debatable land."

The Carolinians took revenge for the Indian raids in 1728. Colonel John Palmer headed an expedition of 100 militia and 200 Indians against the Indian towns near St. Augustine. On March 9, he won a decisive victory against the Yamasee stronghold, Nombre de Dios, just north of St. Augustine. The surviving Yamassees fled to St. Augustine where they joined Benavides in safety behind the walls of Castillo San Marcos. Palmer burned Nombre de Dios, destroyed the chapel, and retreated, carrying off the few altar ornaments and statues.

Palmer's raid marked the end of an era. It exposed Spain's inability to protect the villages lying close to St. Augustine and was the last major clash between the warring colonials before the founding of Georgia in 1733. Ironically, it also showed Carolinians that its runaway slaves, who had been formed into a black militia, would fight to defend their new home. *Subsequently, the Spanish helped the slaves build their own town, Gracia Real de Santa Teresa de Mose*, and gave them their freedom when they joined the Roman Catholic Church.

With the colonization of Georgia, England took control of the "debatable land" and moved English settlement closer to the capital of Spanish territory in the Southeast. Spain continued to maintain the colony and Castillo San Marcos at St. Augustine, frequently sacrificing the periphery to protect the core of the empire in Mexico and Peru. An impoverished Spanish empire could not repulse the English challenge to its exclusive sovereignty to the North

American continent with a full-scale war. Both sides conducted campaigns of harassment that reflected their struggles in Europe and kept the area in constant turmoil. Their conflict continued unresolved until 1819, when Florida became part of the United States under the Adams-Onís Treaty.

Notes:

¹San Salvador (Holy Savior) is in the Bahamas in the eastern Caribbean Sea.

²King Charles I of Spain was better known as Charles V, Holy Roman Emperor ■

Suggested teaching procedure

The Quincentenary Celebration of Columbus's Discovery of America, and the Four Hundredth Anniversary of DeSoto's explorations provide teachers with a golden opportunity to present students with materials on our early history. With materials in-hand that consider the long-neglected contributions of Spain to our modern American civilization, classes will be able to re-examine their cultural roots.

Many historians believe that the rich Spanish heritage the United States enjoys has been inadequately presented. For generations, American history was written from the standpoint of the English colonies, a bias fostered by the four-hundred year old *leyenda negra*, or "Black Legend," which portrayed the Spanish as inherently evil. The legend took root in the reign of Elizabeth I of England, at a time when Spain and England were bitter rivals, and justified raids on Spanish territory and shipping. As religious wars and the race for colonial empires intensified in Europe, anti-Spanish propaganda increased. It painted the Spanish as greedy, second-rate foils to the more noble English and Spain's language, law, and religion as inferior.

Four faulty premises supported the distortions:

1) Spain's interest in the New World lay in "gold, glory, and gospel." England, on the other hand, wished to

establish permanent colonies. In this context, you could discuss Menéndez's supply list of 1565, his vision, and the reasons for the Jamestown's problems in the early years.

2) The Spanish contributed nothing of lasting value to the New World and America. To rebut this, you could discuss the revival of interest in Spanish architecture in this century and the Spanish origins of many place names and words in our vocabulary, especially those concerning ranching.

3) The Spanish were exceptionally cruel and lazy, and they shrank from all manual labor. Here, you might discuss ranching. You could also note that the Spanish exported to Charles Town tanned cowhides, oranges, and orange juice from their groves in Florida.

4) All Spanish were haughty, hypocritical, and bigoted. You could point out that the friars lived and worked with the Indians and ran successful farms under frontier conditions.

The two paragraphs included in the inserts demonstrate opposing historical viewpoints. Have the students read the paragraphs and determine the author's point of view. The students will see how the use of adjectives and verbs can influence opinion. Questions for class consideration could be:

Which author is pro-Spanish, and which one pro-English?

Why did the authors write this way?

Would the use of primary documents from the Spanish or English Archives change the author's view?

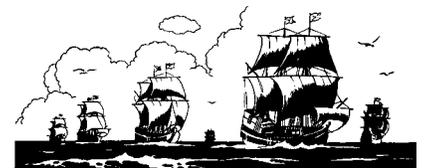
The documents in this package reflect the English viewpoint. They come from the Council Journals, the Upper House Journals, and Lower House Journals. To counteract this slant, the package also includes a list of Spanish documents with a brief synopsis to show students what transpired between the Governor of Florida and the Casa de Contracion. The South Carolina documents could be used in a variety of ways. They could introduce your class to the structure of

South Carolina's colonial governments. The decade (1720-1730) represented by the documents marks the transition between the proprietary and royal governments. You could use them to initiate a discussion of economics—the Carolina Assembly demonstrated concern over the expenses incurred to support Fort King George. You might then move to a comparison of the costs and building plans of Fort King George and Castillo San Marcos.

There are no transcriptions of the documents in this packet. You could introduce a lesson by giving the students a document to transcribe. You could also read portions of a document and let your students determine what circumstances would create such a record.

The packet includes a written document analysis sheet, a list of suggested activities, a series of questions. To evaluate the students, have them write a paragraph on the building of Fort King George and the controversy that followed over territorial rights. Their answers should include the Indian raids and runaway slaves.

The packet also holds maps of DeSoto's and Pardo's explorations in South Carolina, a map of Fort King George, and a map analysis sheet. Students can identify the rivers, counties, modern towns, and cities near the sites visited by the explorers. You could have them locate the site of Fort King George on a modern day map of Georgia and discuss the reasons Barnwell chose this site for an English outpost ■



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South Carolina Department of Archives and History

Document Packet Number 3

Essays:

The Spanish Legacy in South Carolina

DeSoto in South Carolina

*The paradox of Gracia Real de Santa Terese de Mose:
a free black town in Spanish Florida*

*South Carolina and Spain during the
American Revolution*

Archaeology at Santa Elena

Photographs:

Photographs of archaeology at Santa Elena



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THE SPANISH LEGACY IN SOUTH CAROLINA

FOR SOME, South Carolina's history begins with the founding of Charleston in 1670, but we must go back almost one hundred fifty years to the first Spanish explorations and settlements in this area to have a more complete record of the state's past. South Carolinians are not generally aware of their state's Spanish heritage, a legacy that is not as tangible or visible as the impressive English-style buildings of Charleston or imposing colonial country houses of the lowcountry.

Present-day South Carolina was part of Spain's American empire in the 16th and most of the 17th centuries and was an area of energetic European exploration and occupation prior to the arrival of the English. Various efforts to colonize the southeastern portion of this continent centered on "Las Floridas"—Spain's northernmost frontier in the Americas—of which South Carolina was part. In 1526, only a generation after Columbus landed in the Caribbean, Lucas Vasques de Ayllon and 500 other colonists established the first European settlement in North America, San Miguel de Gualdape, somewhere along the South Carolina coast. This Spanish outpost, while short-lived like so many initial European settlements, enabled Spain to claim this portion of the New World.

Eager to seek the untapped riches of the continent, another Spaniard, Hernando de Soto, returned from the conquest of Peru to lead a campaign through the southeast. His 600-man expedition landed near Tampa Bay in 1539 and passed through South Carolina the following year, making contact with the Indian village of Cofitachequi, near present-day Camden. In 1559, another effort at settlement failed when hurricanes stopped Spaniards Tristan de Luna and Angel de Villafane from building a colony near San Miguel.

It was not until France threatened Spanish control of the region as well as the adjacent route of Spain's Mexican silver fleet that Spain effectively settled Las Floridas. The presence of French Huguenots in Port Royal (SC) in 1562, and in Fort Carolina (FL) two years later, prompted Phillip II of Spain to call upon Pedro Menendez de Aviles, Spain's most able naval commander, to remove the French and settle the area.

Between 1565 and 1566, Menendez defeated the French, founded the town of St. Augustine, and built a chain of forts up the Florida peninsula as far as the newly-established town of Santa Elena on the Carolina coastline, near present-day Beaufort. Santa Elena served as the Spanish capital of Las Floridas until Francis



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Drake's plunder of Spanish communities in the Caribbean and Florida forced an overextended Spain to retreat permanently to St. Augustine in 1587. For the next century, Spain relied on an extensive mission system in north Florida and Georgia to prevent encroachment by other European powers. Weakened by a century of warfare and economic recession, Spain resigned itself to using Las Floridas primarily as a defensive frontier, a buffer designed to protect its more valued possessions in Mexico and Peru.

This policy of sacrificing the periphery to protect the core allowed England to gain a foothold in North America. Still, the Spanish presence continued to affect South Carolina's development. Gradual English colonization of the southeastern coast from Virginia to Georgia between 1607 and 1733 testifies to the precarious hold England had over this region. The Spanish military threat from St. Augustine and periodic warfare helped shape South Carolina history in its first century of English settlement.

For several generations, Spain and England engaged in a struggle over the southeast—the “Debatable Land,” as it was called. For example, runaway slaves from South Carolina plantations found refuge and freedom in Spanish Florida as a result of a deliberate Spanish policy to undermine English strength to the north. Vastly outnumbered by the South Carolinians and other English colonists, however, Spain found its hold on the southeast in the 18th century progressively diminished—a defensive frontier was no match for aggressive Anglo American political and economic expansion. With the sale of Florida to the United States in 1821, the saga of 300 years of Spanish occupation in this portion of North America ended.

The upcoming Columbian Quincentennial in 1992 will give South Carolinians and all Americans an opportunity to re-examine the past and rediscover their varied historical roots. As part of a worldwide celebration of the European discovery of the New World by Christopher Columbus in 1492 and to understand and appreciate the role of the Spanish in the exploration and settlement of what is now South Carolina, the state of South Carolina has created the Columbian Quincentennial Commission. The Quincentennial movement will note the voyages of Columbus in the late 15th century and more.



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THE SPANISH LEGACY IN SOUTH CAROLINA

It will illustrate the historical process that those voyages set in motion, including the subsequent Spanish occupation and international rivalries in the New World. South Carolina is very much a part of this history.

Reintegrating the Spanish into South Carolina's past may offer a new perspective of the state's history, allowing us to see South Carolina not merely as a single geographical unit, but as an area affected by a multiplicity of peoples (southern and northern Europeans, Native Americans, and Africans) who interacted along its frontiers to help create its unique heritage. ★

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DE SOTO IN SOUTH CAROLINA

ON APRIL 16, 1540, Hernando De Soto and his army of over six hundred men rested on the west bank of the Savannah River. De Soto, a Spanish conquistador seasoned by service in Panama, Nicaragua, and Peru, had brought this expedition to “La Florida” (now the southeastern U.S.) in a search for wealth and fame. It had been nearly a year since they had landed in the bay of Espiritu Santo, now Tampa Bay, Florida, with high expectations of finding gold, silver, and treasure.

As De Soto camped on the bank of the Savannah, he must have been somewhat discouraged by what he had so far seen in this heretofore unexplored land. The first five months after the landing were spent in moving north through peninsular Florida, confronted by numerous attacks by Indians. The first winter encampment, located at Apalachee near present-day Tallahassee, Florida, was also punctuated by frequent skirmishes with Indians. While camped in Apalachee, however, De Soto heard of a distant place that might hold the treasure for which he was searching.

Cofitachequi, a vast province ruled by a woman chief, was reported to contain gold and silver in great abundance. An Indian captive told De Soto that Cofitachequi was located to the north and east of Apalachee and that he could lead the expedition there. De Soto decided to move in that direction.

Departing from Apalachee on March 3, 1540, the expedition traveled north through present day Georgia, stopping at Indian towns along the way to obtain supplies of corn and bearers to carry supplies. Along the way, De Soto heard stories of Cofitachequi and each story further enhanced the dream of finding great wealth there.

But as he stood on the bank of the Savannah, De Soto must have looked east and wondered if he would ever reach Cofitachequi. At that moment he was lost in a vast uninhabited wilderness that was without trails or Indian towns to resupply his rapidly diminishing store of corn. His guide had become disoriented and claimed to be possessed by the Devil. An exorcism had been said over the guide, but he was no longer certain of the direction to Cofitachequi.



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DE SOTO IN SOUTH CAROLINA

Undeterred by these unexpected hardships, De Soto moved forward, crossing the river and traversing another six days of wilderness before finally coming upon a settlement belonging to Cofitachequi. After resting there a few days, De Soto and his army moved on to Cofitachequi, which we now know was located near Camden, South Carolina.

On May 1, 1540, Hernando De Soto stood on a Wateree river sand bar across from the main town of Cofitachequi. He and his men, with their gleaming armor, powerful horses, and strange weapons must have presented an imposing spectacle to the Indians who lined the bluff along the river. The chieftainess of Cofitachequi must also have impressed the Spaniards. She was carried in a royal litter to her specially outfitted canoes waiting on the riverbank. Her subjects paddled her across the river where she unhesitatingly approached this invading force of aliens. She greeted them warmly, welcomed them to her land, and presented De Soto with a pearl necklace several yards in length. She had the army transported across the river and lodged in her town, where they were offered every hospitality.

DeSoto and his men entered the houses and temples in Cofitachequi, but they did not find the treasures they anticipated. Instead of gold, they found large sheets of hammered copper. In the place of silver, they found sheets of mica. And instead of precious gems, they found only poor quality river pearls.

Several days spent in exploring the nearby countryside soon convinced De Soto that there was no gold or silver to be found in Cofitachequi, and he began to ask about nearby provinces. Chiaha, said to be located inland beyond the mountains, was wealthy and possessed both gold and silver according to the Indians. After a stopover in Cofitachequi of less than two weeks, De Soto and his men marched north in search of Chiaha. They kidnapped the chieftainess of Cofitachequi, and she traveled with them for ten days before she was finally able to escape.

After a difficult passage through the mountains, De Soto arrived at Chiaha, located near present-day Knoxville, Tennessee. Again the Spaniards found only copper and pearls instead of gold and silver, but they remained undeterred. The expedition continued on to the south and west, reaching and crossing



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the Mississippi River in June, 1541. After a sweep through Arkansas, they returned to the banks of the Mississippi, and there Hernando De Soto died.

Discouraged by their failure to find any treasure, De Soto's remaining men decided to abandon their search. First they tried to reach Mexico by marching overland through Texas, but because of a shortage of food, they failed. Returning to the Mississippi River, the surviving expeditionaries built barges aboard which they traveled downstream and then along the coast. On September 10, 1543, 311 members of the expedition reached safety in Panuco, Mexico, after spending 4 years and 104 days in La Florida.

The De Soto expedition was among the longest and most dramatic expeditions undertaken by New World conquistadors. Although they failed to find gold or silver, De Soto and his men explored a vast territory, some of which was not revisited by Europeans for more than a century. The written account left by members of the expedition provides our best information on the Indians of the southeastern United States at the time of first contact with Europeans.

Unfortunately, the De Soto expedition marked the beginning of the end for the southeastern Indians. Diseases brought by explorers, settlers, and missionaries devastated Indian populations that lacked immunities to newly introduced pathogens. Confrontations over land, slave raids, and warfare soon left large portions of La Florida devoid of Indian populations. It can truly be said that De Soto and his men saw a land and a way of life that was never again to be seen by anyone.

By May, 1990, a driving trail approximating the route taken by De Soto will be marked along South Carolina's highways. Citizens and visitors will have the opportunity to drive along this trail, which will be part of a larger trail running from the landing site in Florida to the point of departure on the Mississippi River. A guidebook and several roadside exhibits will explain the background of the expedition and provide descriptions of the people and the landscape encountered. For those interested in knowing more about this early period in South Carolina's history, the South Carolina State Museum will display an exhibit called "First Encounters" between May 1 and July 20, 1990. This exhibit, prepared at the



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University of Florida, will focus on the early exploration and settlement of the southeastern United States. Because many of the early exploratory expeditions and settlements either came through South Carolina or were based here, our state will play a prominent role in this exhibit. ★

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Hernando de Soto



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THE PARADOX OF GRACIA REAL DE SANTA TERESE DE MOSE: A FREE BLACK TOWN IN SPANISH FLORIDA

An abstract of a paper presented to the 1987 annual meeting of The American Historical Association in Washington, D.C., by Jane Landers. Landers' subject is the anomaly of free black towns in Hispanic America as exemplified by Gracia Real de Santa Terese de Mose, or Mose, in Florida.

THE SPANISH FOUNDED MOSE in 1738 as a settlement for free blacks who had been fugitive slaves from the British colonies of Carolina, and later Georgia. Although Spanish law recognized the free blacks as a class, no royal sanction existed for establishing such towns. As a result, documentation is sparse, and the study of free black urbanization of the area has been neglected. Nonetheless, the towns were there, and their study tells us much about ethnic interaction, the social history of free blacks in the Spanish slave society, and the formation of Afro-Hispanic culture. The towns developed in response to local circumstances and demonstrate how blacks seized the initiative, manipulated the political, social, and economic difficulties of the colonizers to their advantage, and won important concessions.

The Spanish tolerated these free black towns because they served a specific purpose. Once established and justified by a colonial governor, the Crown and Council of the Indies usually supported their existence in spite of prohibitions against free blacks living unsupervised by whites.

Spanish colonizers believed their mission was to establish public order and righteous living, and royal legislation consistently reflected their interest in reforming and settling nomads of all races within the empire. Because the colonizers believed that urban living facilitated evangelism, they set up towns and Indian missions. They focused primarily on the Indians, but as black and mixed populations grew, so, too, did their efforts to blend these elements into civilized society. The “two (Spanish and Indian) republics” gave way to a society of castes, which often viewed the unabsorbed and unregulated groups with hostility.



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THE PARADOX OF GRACIA REAL DE SANTA TERESE DE MOSE: A FREE BLACK TOWN IN SPANISH FLORIDA

Paradoxically, the towns of free blacks emerged from this hostile environment. Spanish bureaucracy, faced with the seemingly insurmountable problems of control and scant resources and anxious to dominate in the Anglo-Spanish rivalry for control of southeastern North America, responded with flexibility. To conserve its resources and retain control, it granted official sanction to towns that were too remote or too difficult to destroy by using a reciprocal arrangement of benefits and losses to both town and government. To control the southeast, it chartered other towns to reward blacks for pacifying hostile Indians. Mose was one such town.

The founding of Charlestown by the British in 1670 challenged Spain's claim to exclusive sovereignty on the American continent. Although a weakened Spanish empire could make no direct response, the Spanish colonizers did begin a campaign of harassment against the British colony that included slave raids by Spaniards and their Indian allies. These contacts may have suggested the possibility of refuge in St. Augustine, for fugitive slaves requesting religious sanctuary began arriving there from Carolina in 1687. In 1693, Charles II established royal policy by granting these slaves their freedom in return for religious conversion.

In 1725, Christianized Yamassee Indians guided a group of refugee slaves to St. Augustine. The group included Francisco Menendez, who was soon appointed by the Spanish Governor to head a slave militia. In 1728, this militia helped to defend the city against a British attack. As a reward, the governor granted the refugees freedom and established them in Mose, a new town about two miles north of the city. To show their gratitude, the freedmen vowed they would shed their ". . . last drop of blood in defense of the Great Crown of Spain and the Holy Faith, and be most cruel enemies of the English."

To establish Mose, the then Governor of St. Augustine, Manuel de Montiano, probably drew on the ideal standards for urban settlements. He must also have considered the benefits that a northern outpost strategically placed on a possible invasion route could provide to counter the growing British threat. A white military officer and a royal official supervised the establishment of the town; a priest



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provided spiritual guidance; and freed blacks constructed a walled fort and shelters resembling Indian huts. Black Captain Menendez ruled the town for over twenty years.

The people of Mose must have been remarkably adaptable, for we know they adopted certain elements of Spanish culture. They learned to use Spanish legal channels, were successful in appeals to Spanish justice and honor, and formed ties with both the white and black communities through the mechanism of *compadrazgo*, or ritual brotherhood. The operations of the black and Indian militias on St. Augustine's frontiers suggest their adaptive behavior gave them limited autonomy.

During Oglethorpe's raid of 1740, the black militia performed gallantly, but the battle destroyed their town. For the next thirteen years, the free blacks lived among the townspeople in St. Augustine. There they provided a variety of useful community services and acquired a measure of acceptability. Parish registers attest to this integration. Nonetheless, there were probably objections to their presence, and war, corsair raids, and new fugitive arrivals strained the colony's ability to sustain this mixed population. Montiano's successor, Fulgenio Garcia de Solis, tried to re-establish Mose.

The free blacks, motivated by the desire "to live in complete liberty," responded to this move with stubborn resistance. Garcia, however, displayed his antipathy to this group by re-establishing Mose and removing the free blacks "beyond the walls." Chastened, the free blacks built new structures—a church and a house for the Franciscan priest within the enclosed fort and twenty-two shelters outside its walls. A 1759 census records a population of sixty-seven. When Garcia's term ended, the inhabitants of St. Augustine and its satellite renewed interaction, for succeeding governors did not display Garcia's feelings of opposition.

Although poor, Mose survived as a free town until 1763, when Spain lost the province to the British following the French and Indian War. Spain evacuated St. Augustine and its dependent black and Indian towns, the Floridians migrated to Cuba, and the free blacks of Mose established homesteads in Matanzas, again on a frontier.



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THE PARADOX OF GRACIA REAL DE SANTA TERESE DE MOSE: A FREE BLACK TOWN IN SPANISH FLORIDA

Most free black towns were on the periphery of Spanish settlements. Their geographical position, straddling the frontier, parallels the social position of their occupants, who straddled the cultures. However, despite their uncertain position, these free black towns and their inhabitants helped shape the colonial history of the circum-Caribbean as well as the Afro-Hispanic culture. Free black towns, kept alive with initiative, populated difficult, unpleasant areas, extended Spanish dominion, and contributed to the economic growth of the colonies. In sum, they made important contributions to Spanish settlement.

The study of Mose is a beginning, but much remains to be learned about the free black towns in the Hispanic world. The notable Spanish penchant for record keeping is a boon. Lessons learned from research on Mose show that with time and patience, studies of other black towns can be conducted successfully. With careful review, parish records, town censuses, wage lists, official rosters, and petitions that the free blacks submitted to fight for their rights will yield valuable information; and because many of the inhabitants of the free black towns were fugitive slaves, Spanish records often document the circumstances of their enslavement and escapes. In the case of Mose, Spanish documents and the colonial records of South Carolina that document battles over compensation are worth comparison. Finally, a more accurate picture of life in the free black towns of Hispanic America can be drawn when documentary evidence is supplemented with material evidence unearthed by archaeologists.

Jane Landers
University of Florida



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SOUTH CAROLINA AND SPAIN DURING THE AMERICAN REVOLUTION

WHEN SPAIN JOINED FRANCE in an alliance against their ancient enemy Great Britain in 1779, she became an ally as well of Great Britain's former American colonies without ever formally recognizing their independence. This uneasy alliance, for Spain had no intention of encouraging the same sentiments in her American colonies, resulted in South Carolina joining with her erstwhile enemy in one of the little-known engagements of the American Revolution.

South Carolina established a navy early in the Revolution. In 1778 the legislature authorized the purchase of three frigates and appointed John Joyner, William Robertson, and John McQueen captains of frigates, and Alexander Gillon commodore of this fleet. Early in 1778 they left Charleston for Europe by way of "the Havannah" (the eighteenth-century designation for Havana, Cuba) to acquire, man, supply and put the frigates in action. William Robertson and John McQueen will have no further part in this story, but Alexander Gillon and John Joyner played major roles.

Alexander Gillon was born in 1741 in Rotterdam, Holland, of British parents. He moved to London in 1762, became a ship's captain, and on a voyage to Charleston in 1766, met Mrs. Mary Cripps who was returning home after the death of her husband in England. Gillon married the widow, made a few more voyages, and settled in Charleston where he established a lucrative mercantile business. He took an early and active part in the Revolution serving in the Provincial Congress and as captain of the German Fusilier Company before becoming involved in this naval venture. John Joyner came to South Carolina in 1750 from Frederica, in Georgia. He commanded one of the scout boats stationed at Beaufort and later engaged in extensive planting interests in that area. Like Gillon he took an active part in the Revolution.

Gillon made his way to France where through complicated negotiations with some help from—and in spite of—Benjamin Franklin and support from American ministers John Adams, Arthur Lee and fellow South Carolinian Ralph Izard, he obtained one frigate. This ship, *L'Indien*, being built in neutral Holland was turned over by the French government to the Count of Luxemburg. The Count then leased it to Gillon for a term of three years in what was intended to be a profitable venture for all concerned



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SOUTH CAROLINA AND SPAIN DURING THE AMERICAN REVOLUTION

through the seizure and sale of prize ships. Gillon promptly renamed the ship *South Carolina*, but there were delays and difficulties in fitting out the ship. Gillon's tangled financial affairs complicated by the wartime conditions at home involved him in controversy from the start. It was years before his accounts were finally cleared, and the heirs of the Count of Luxemburg did not settle their claims against the state of South Carolina until the middle of the next century.

While the ship was being fitted out, a young Englishman, George Fisher, who had left home to avoid serving in the militia against the French, made his way to Amsterdam and signed on as captain's steward. He kept a little diary or Journal of his experiences and years later living in Orangeburg District when he was 75 and nearly blind copied portions of it to substantiate his claim for a pension from the U.S. government. The *South Carolina* mounted 28 thirty-six pounders on her main deck and 12 "long twelves" on the quarter deck and forecastle. Her keel was 168 feet, her beam 47 feet, her main mast 103 feet, and she drew 22 feet of water. Fisher declared, "these dementions were had from Mr. Lane the carpenter." This made her one of the largest and most heavily armed warships afloat at that time.

The Commodore finally put to sea in August 1781. He sailed around the British Isles and put into the friendly port of Coruna, Spain, to get provisions and fresh water for the voyage across the Atlantic Ocean. There in Spain some of his distinguished passengers, including John Trumbull, the artist, and Charles Adams, young son of future President John Adams, left the ship in disgust. Hard luck dogged the unfortunate Gillon and his ill-fated ship, for neither ever quite realized their potential. According to George Fisher's Journal on November 27 they "Saw Sullivan's Island off Charleston So. Carolina." They cruised off the coast of Carolina, but Charleston was in the hands of the British and on January 1, 1782, Fisher recorded, "left the coast of South Carolina and steered for the Havannah."

Spain had entered the war against Great Britain to regain territory lost during the series of colonial wars. Havana, Cuba, was her strong base in the Caribbean and from there she hoped to send out expeditions. General Juan Manuel de Cagigal was the newly appointed governor of Havana. The



Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

SOUTH CAROLINA AND SPAIN DURING THE AMERICAN REVOLUTION

Spanish expeditionary army was commanded by the twenty-five year old General Bernardo de Galvez and the Spanish fleet was under the command of Francisco de Solana. New Providence was, and still is, the most heavily settled island in the Bahamas and it was on that island that the capital, Nassau, was located. It was a thorn in the flesh to the Spaniards, for its harbor provided a haven for English ships that preyed on the Spanish fleet in the Caribbean. When Gillon sailed into the harbor at Havana in his mighty warship, he provided the necessary convoy power to make an expedition against New Providence feasible. It was a tenuous relationship at best between the former enemies, and court politics and intrigue made cooperation between the Spanish participants difficult at times. Nevertheless the expedition against the strategically important but relatively undefended British port set out about three months later. George Fisher tells the story:

April 27th left the Havannah and took under our convoy a fleet of sixty two sail with 2030 Land troops on board, John Manuel Cagagan Governor of Cuba took the command of the troops and Commodore Gillon of the fleet.

May 7th arrived with the fleet off the Island of New Providence.

10th A capitulation agreed on between the Spanish governor and Commodore Gillon on the one side, and John Maxwell Esq. Governor of New Providence on the other, without landing the troops.

This bloodless victory had little effect on the outcome of the war after all. Governor Maxwell prudently surrendered knowing that any opposition he might put up could have no effect against this superior force and would only result in unnecessary death and destruction of property. The Bahamas were returned to Great Britain by the Treaty of Paris in 1783, and Spain received Florida instead. An expedition under another South Carolina Loyalist Andrew Deveax anticipated the treaty by invading the islands to ensure that they would provide a haven for Loyalists from the continent.

Gillon lingered at Nassau until May 4 when he sailed for Philadelphia. The career of the *South Carolina* was nearly over. Gillon was detained in Philadelphia to try to clear up his tangled finances.



Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

SOUTH CAROLINA AND SPAIN DURING THE AMERICAN REVOLUTION

The *South Carolina* put to sea again with Captain John Joyner in command of an inadequate and inexperienced crew. On December 19, 1782, she fell in with three British men-of-war off the coast of Delaware and after a brief engagement, was forced to strike her colors. Thus ended the history of the *South Carolina*.

For one brief moment in history, South Carolina and Spain had fought together as allies against a common enemy. ★

Wylma Wates

Based on the prizewinning manuscript by James A. Lewis, "The Final Campaign: Rise and Fall of the Spanish Bahamas, 1782–1783." The Spanish government is presenting this award called Spain and America in the Quincentennial of the Discovery each year through 1992.

ARCHAEOLOGY AT SANTA ELENA

OCCUPATION OF THE AREA of Port Royal Sound, South Carolina, by Spanish colonists at the city of Santa Elena from 1566 to 1587 was a major effort by Spain to gain a foothold in the New World. The significance of this capital city of Spanish Florida has been outlined by many historians. The ruins of the city are located beneath the Marine Corps golf course on Parris Island, where archaeological research has been carried out since 1979 under the direction of Stanley South, Archaeologist at the University's South Carolina Institute of Archaeology and Anthropology.

Santa Elena was the city from which Juan Pardo led his exploration into the interior of the Carolinas and from which a mission in the Chesapeake Bay area was established. In the 1560s the population at Santa Elena numbered more than four hundred. It was a major step by Spain toward curbing the French exploration and settlement begun in the Port Royal area in 1562 by Jean Ribault at Charlesfort, located about a mile from Santa Elena.



Excavation of a Spanish oystershell dump beneath the Parris Island Marine corps golf course.

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA

Three forts were erected to guard the city of Santa Elena, which had over 60 houses in 1580. One of these, Fort San Felipe, was attacked by Indians in 1576, forcing the abandonment of the settlement for a year. It was reoccupied the following year, but was abandoned again in 1587 after Sir Francis Drake burned St. Augustine, bringing to a close the 21-year period of Spanish presence at Santa Elena.

Many projects have been undertaken on the Parris Island site of Santa Elena from 1979 to 1985. These have resulted in the partial excavation of the forts of San Felipe and San Marcos and the ruins of Santa Elena. The interior of Fort San Felipe and the northwest bastion have been excavated. A 50 by 70 foot fortified house ruin was found inside the fort as well as three wells. A 30 by 100 foot section was excavated in Santa Elena, and several 20 by 30 foot archaeological windows revealed details of the buried city. Piles of oyster shells from Spanish meals reveal fragments of olive jars and other objects discarded or lost by Spanish colonists over four hundred years ago. In one area of the city, a small round hut, built in the Indian manner and thought to be the residence of a servant or a soldier, was found. Large rectangular buildings



A Spanish barrel removed from a well in Santa Elena.

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



A Spanish olive jar restored from fragments found in one of the wells inside Fort San Felipe.

were positioned around a courtyard in a manner typical of Spanish towns of the period.

Spanish and Indian artifacts were recovered in abundance and a volume on these has recently been published and is available through the South Carolina Institute of Archaeology and Anthropology. In this volume, the Spanish objects discovered through sifting the earth are compared with similar objects shown in paintings of the period. An additional project, involving translation of Spanish documents relating to Santa Elena, is presently being carried out to discover more from the written record about this historic treasure of information buried in the soil of South Carolina. Reports on all projects have been published by South and his colleagues.

Funding for the above projects has been through the National Geographic Society, The National Geographic Magazine, the National Science Foundation, the National Endowment for the Humanities, the Explorers Club of New York, the University of South Carolina, the United States Marine Corps and the Spanish government. ★

Stanley South

ARCHAEOLOGY AT SANTA ELENA



Armor.



Division of Historic Sites
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Crucifix and coin.



Division of Heritage
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Decorative bells.



Division of Historic Sites
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Fort bastion.



Division of Heritage
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Water barrel.



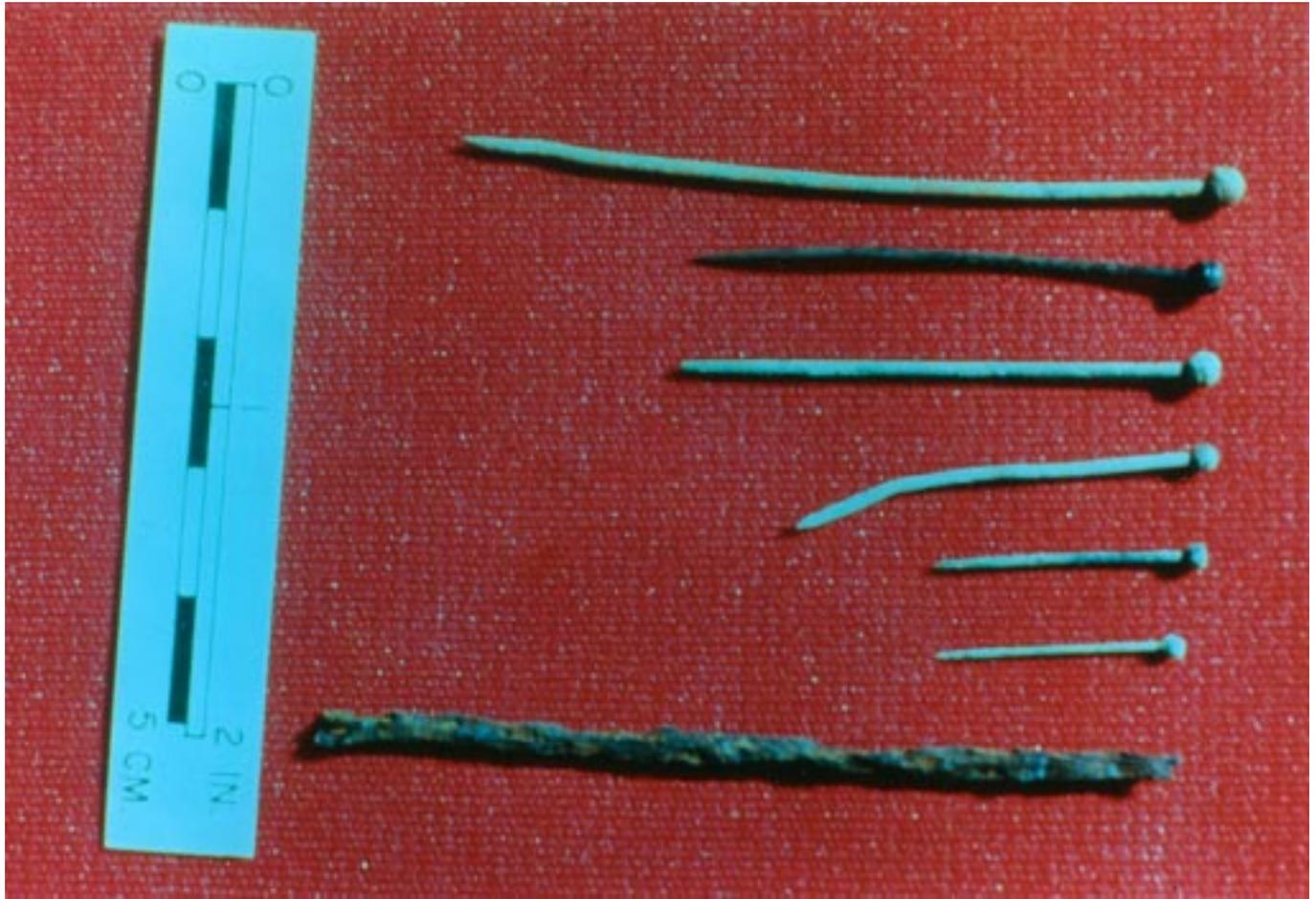
Majolica pottery.

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier
ARCHAEOLOGY AT SANTA ELENA



The hut.

ARCHAEOLOGY AT SANTA ELENA



Pins.



Division of Heritage
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Pitcher.



Division of Historic Sites
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Post holes.

ARCHAEOLOGY AT SANTA ELENA



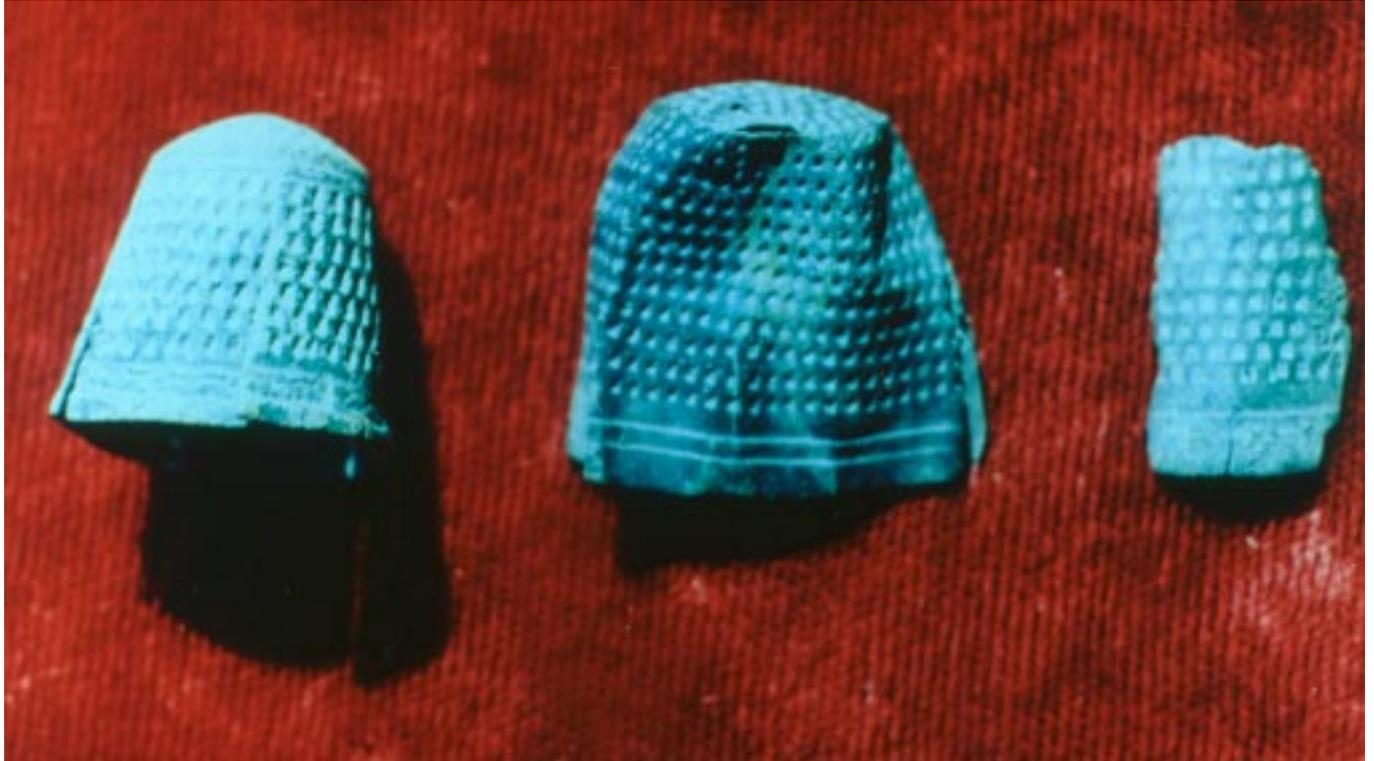
Sword handle.



Division of Historic Sites
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Thimbles.



Division of Heritage
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Vineyard ditch.



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Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Well excavation.



Division of Historic Sites
For All Generations

Document Packet Number 3. The Spanish in South Carolina: Unsettled Frontier

ARCHAEOLOGY AT SANTA ELENA



Cross Bow points.

BSAP/OBJECTIVES

S.C. Department of Archives & History • The Spanish in South Carolina: unsettled frontier

Basic Skills Objectives Met in Document Packets (as part of the Basic Skills Assessment Program)

READING

Decoding & Word Meaning

Details

Main Idea

Reference Usage

Inference

Analysis

WRITING—*if exercises used*

Sentence formation

Composition

MATHEMATICS—Document I

Concepts

✓
✓
✓
✓
✓
✓
✓
✓
✓

Statement of Objectives

The purpose of this unit is to enable the student to achieve the following:

1. Read and comprehend documents from the Journals of the General Assembly.
2. Complete document analysis worksheets.
3. Read a map and find modern-day locations.
4. Complete the map analysis worksheet.
5. Improve map skills through comprehension of mapmaking symbols and conventions.
6. Use dates and events from the background information and documents to create a timeline of significant events in South Carolina history from 1492 to 1730.
7. Enhance critical thinking skills by analyzing two paragraphs to show how point of view and opinion influence author and reader.
8. Evaluate the information in the packet to summarize the contributions of Spain to the history of South Carolina in particular and the United States in general.
9. Complete a research assignment on the European conflicts that influenced the settlement of the New World.
10. Write a comprehensive report to demonstrate an understanding of the forces that caused South Carolina to become an English rather than a Spanish colony.

BIBLIOGRAPHY/TEACHER RESOURCE

S.C. Department of Archives & History • The Spanish in South Carolina: unsettled frontier

For further reference, especially to help students complete activities and questions. If these books are not available locally, they can be obtained from your county library through interlibrary loan with the State Library.

Arnade, Charles W. *The Siege of St. Augustine in 1702*. University of Florida Monographs. Social Sciences No. 3, Gainesville, FL: University of Florida Press, 1959.

Crane, Verner W. *The Southern Frontier, 1670-1732*. Ann Arbor, MI: The University of Michigan Press, 1929. *Collections of the South Carolina Historical Society*. Vol. I. Published by the South Carolina Historical Society. Charleston, SC: S.G. Courtenay & Co., 1857.

DePratter, Chester B. "Explorations in Interior South Carolina by Hernando de Soto (1540) and Juan Pardo (1566-1568)." *Notebook 19* (January-December 1987). Columbia, SC: The South Carolina Institute of Archaeology and Anthropology, 1987.

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McCrary, Edward. *The History of South Carolina Under the Royal Government 1719-1776*. New York: The MacMillan Company, 1899.

Proctor, Samuel, ed. *Eighteenth Century Florida and Its Borderlands*. Gainesville, FL: The University Presses of Florida, 1975.

TePaske, John Jay. *The Governorship of Spanish Florida, 1700-1763*. Durham, NC: Duke University Press, 1964.

Thomas, David Hurst. *St. Catherines: An Island in Time*. Georgia History and Culture Series. Atlanta, GA: Georgia Endowment for the Humanities, 1988.

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VOCABULARY

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The terms listed here appear in the documents you are using and are defined according to their context.

TERM	DEFINITION
affront	to insult openly or purposefully; to confront defiantly
amenable	willing to follow advice; open to suggestion; submissive
annihilate	to destroy completely; demolish
arbitration	settlement of a dispute by impartial person(s) chosen to hear both sides and come to a decision
bullion	gold and silver regarded as raw material, or ingots (bars) of gold and silver before coins are minted
converts	those who have changed from one doctrine or religion to another
debatable	open to question; being disputed; undecided
edifice	a building
hegemony	leadership or dominance, especially that of a state or nation
intrepid	unafraid; bold; fearless; dauntless; very brave
intrigue	to plot or scheme secretly or underhandedly
oust	to force out; expel; drive out; dispossess
periphery	surrounding area or space; districts surrounding a town or city; vicinity
privateers	privately owned, manned, and armed ships commissioned by a government to attack and capture enemy ships, especially merchant ships
repudiate	to refuse to accept or acknowledge; deny the validity (truth) or authority
retaliate	to return like for like, especially to return evil for evil; pay back injury for injury
sedentary	in this case to remain in one place; not moving
Spanish Armada	the fleet of warships sent against England by Philip II of Spain; the English navy and bad weather almost entirely destroyed the Armada
vulnerable	open to attack or assault by armed forces
ultimatum	a final offer or proposal, especially the final statement of terms or conditions by one of the parties in diplomatic negotiations, the rejection of which may result in war

SUGGESTED ACTIVITIES

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DOCUMENT I: John Barnwell's account for building Fort King George.

- Have students compare wages the men earned; discuss the reason the sloop was necessary and why boats had to be hired; ask what the other “contingencies” may have been.
- Using the map, the document, and the background information, the students could write a letter to the Assembly describing life at the fort, or the visit of the Spaniards. They should include their description of the Fort and its surrounding area.
- Some students may enjoy drawing the garrison or building a model fort.
- Research topics could be the importance of the firearms (powder and musket balls) mentioned in the first paragraph of the document.
- Students can prepare a facts quiz, i.e. who was governor? when was the warrant to build the Fort issued? who issued the warrant?

DOCUMENT II: Letters between Menendes and Middleton.

- Discuss the Spanish position on runaway slaves pointing out the two dispatches Menendes refers to.
- Discuss the points the Spanish considered most important and why Middleton ignored them.
- The students might enjoy speculating on why the Spaniards were denied a sloop and why they wanted a surgeon to go with them.
- A composition might be a letter Menendes sends back to St. Augustine (or Spain) describing the mission to Charles Town. Descriptions of the people, the houses, etc. should be researched.
- Students might enjoy researching and drawing Charles Town in 1725.

DOCUMENT III: Middleton's speech to the Commons House of Assembly

- Using this document and the previous ones, students can depict graphically the governmental structure of the Carolina Colony during this transition decade.
- Students should know why Middleton was in charge of the government in 1725 and why he was called “president.”
- The first paragraph discusses the reasons for the long break between sessions (June - November) and states this is the best season for the meeting. The students can discuss why this was so in the colonial period and, in comparison, why the General Assembly convenes in the winter.
- Similarity and differences in the priorities of the Assembly in 1725 and that of 1789 should be noted. Financing the government is still a major concern, but defense and boundaries are not. Students can discuss the reasons.
- The paragraph mentioned but not included concerned Indians. A current event for student research could be the claims of the Catawba Indians. The students should trace the history of these claims in their report.

Summary Activity for class or group

- Have students develop a time line using the dispatches and documents. They can go as far back or as far forward as they want. Encourage them to illustrate their project.
- Students should make a *vocabulary* of all terms they did not understand in the documents. They should try to infer meaning from context and then check their work against a dictionary. They might want to find out why spelling varied and when standardized spelling developed.
- A research assignment for a short paper can center on the European conflicts, such as the War of Spanish Succession, which influenced the colonies and their relations with one another.
- When they complete the unit, students should write an essay that analyzes the situations that made South Carolina an English rather than a Spanish colony.

WORKSHEETS

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Written document analysis worksheet (Adapted from National Archives Education Branch worksheet.)

1. Type of document (check one):

- | | | |
|--|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> General Assembly document | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Map | <input type="checkbox"/> Patent | <input type="checkbox"/> Report |
| <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Original or copy |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Census Report | <input type="checkbox"/> Other |
| <input type="checkbox"/> Telegram | | |

2. Unique physical qualities of the document (check one or more):

- | | |
|---|----------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Typed |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Seals |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Printed |
| <input type="checkbox"/> "Received" stamp | <input type="checkbox"/> Other |

3. Date(s) of document: _____

4. Author (or creator) of document: _____

5. Why was the document written? _____

6. Document information: (There are many ways to answer a-e)

a. List three things the author says that you think are important:

1. _____

2. _____

3. _____

b. Why do you think this document was written? _____

c. What evidence in this document helps you to know why it was written? Quote from the document:

d. List two things in the document that tell you about life in the Carolina colony at the time it was written.

1. _____

2. _____

e. Write a question to the author that is left unanswered by the document. _____

WORKSHEETS

S.C. Department of Archives & History • The Spanish in South Carolina: unsettled frontier

Map analysis worksheet

1. Symbols represent geographic features and sometimes ideas on a map. For example, dots and circles are used for the cities, wavy lines show water, crosses designate churches, and often color has meaning. Complete the chart below for symbols found on the map you have.

Symbol	represents	Feature	and/or	Idea
--------	------------	---------	--------	------

2. Conventions are ideas, symbols, and/or drawing methods that are accepted by all mapmakers as true. Therefore these conventions can be understood by all mapmakers. Conventions and symbols are related ideas. Keeping this in mind, answer the following questions:
 - a. List the conventions used to distinguish water from land.
 - b. What conventions are used to indicate places such as villages?
 - c. What conventions are used to show movement over land or water?
 - d. List the conventions that are also symbols.
3. Size and space are two basic concepts described on maps. Why are these important to show on a map?
 - a. List any symbols or conventions used on your map to show size and space.
 - b. Why do maps today include a scale somewhere on the map?
4. Most maps contain a legend or key to the conventions and symbols. Does the map you are using have such a key? If not, make a legend you think everyone could understand.
5. Do conventions and symbols help determine which maps are most accurate? Give some examples:

TWO POINTS OF VIEW

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The following paragraphs deal with the same issue—the construction of Fort King George at the mouth of the Altamaha River.

Paragraph 1:

Negotiations in both Europe and America thus began moving toward war. On June 6, 1723, Philip V once more ordered Benavides to demand the destruction of Fort King George and an end to English-sponsored raids on Florida. Nicholson was to be given two months to comply with the ultimatum. If he failed to do so within the prescribed period, Benavides was to destroy the fort himself. For some reason, however, the strong policy laid down by the king in June was mitigated by the Council of the Indies. Six months after the king's strong cedula to Benavides, the Council recommended the use of diplomacy, not force, to resolve the controversy. Both the cedula and the Council's more moderate recommendation reached Florida at the same time, presenting Benavides with two alternatives.

Initially Benavides chose the bolder policy. Early in April, 1724, he dispatched a party of twenty-six men to Charleston to deliver the ultimatum to Nicholson. On their way north the Spaniards called at Barnwell's stockade, where they received a rude reception. Barnwell disarmed the Floridians, seized their longboats, and imprisoned them in the fort. After three days he allowed them to leave for Charleston but under heavy guard and in his own inferior dugout canoes. Once they reached the Carolina capital, the twenty-six received similar treatment from Governor Nicholson, who confined them to filthy crowded cells and granted the Floridians barely enough rations to survive. In the diplomatic discussions concerning the destruction of Fort King George, the governor and his advisers were arrogantly adamant. They refused to abandon the fort, and for a time it appeared as if they would hold the diplomatic mission permanently in Charleston as prisoners. Finally, however, the English governor released the Spaniards and allowed them to return to St. Augustine.*

Paragraph 2:

Spain at once denounced the building of this fort and maintained that it stood on territory claimed by Spain for centuries and was a flagrant violation of the American Treaty. The British Board of Trade was "very much surprised the the Spanish ambassador should make any complaint" because this fort was assuredly within South Carolina, while Governor Nicholson categorically informed Florida officials that this fort "shall be maintained as long as His Majesty" deems necessary. Nevertheless, in a partial attempt to mollify Spain, the Duke of Newcastle, secretary of state for the southern department, suggested that the South Carolina and Florida governors work out a common boundary. For this reason Francisco Menendez Marques and a small detachment of soldiers set out in a pirogue from St. Augustine armed with voluminous correspondence between Newcastle and the Spanish ambassador, optimistically hoping to secure the abandonment of Fort King George. Navigating the intricate inland waterways, they first sailed to the Altamaha River and got a first-hand view of the root of the current dispute, before continuing to Charleston. Their efforts here were completely ineffectual. Nicholson, after lodging his guests in the inhospitable jail, contended he had no authority to negotiate such a weighty matter. Either Newcastle had been too busy borough-mongering to send instructions, or more likely this was an evasion by Nicholson. In any case the Carolina governor changed the subject to runaway slaves harbored at St. Augustine, and Marques and his men, frustrated and dejected, "returned home as they came."**

*Tepaske, John Jay. *The Governorship of Spanish Florida, 1700-1763*. Durham, NC: Duke University Press, 1964.

**Wright, J. Leitch, Jr. *Anglo-Spanish Rivalry in North America*. Athens, GA: University of Georgia Press, 1971. (The author of this report does not mention the 1725 visit of only Menendez and Primo but combines information to make it appear that only one visit was made.)

SYNOPSIS OF SPANISH DISPATCHES

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Excerpts from: A List of Dispatches of Spanish Officials Bearing on Free Negroes in the Archives of the Indies, Seville, Spain. (“Documents” Journal of Negro History 9 (April 1924), 144–54.)

In these excerpts, the Spanish governor shows concern for the Carolina runaways. San Jorge is the Spanish name for Charleston. The numbers in parentheses are the Spanish archival designation.

-On February 24, 1688 (54-5-12, Doc. No. 44), Governor Quiroga addressed the crown, reporting the arrival of certain Negro slaves who came from San Jorge (Charles Town) to become Christians.

-On March 8, 1689 (54-5-12, Doc. No. 74), the royal officials wrote to the crown, reporting on eight Negro men and two Negro women, who came from San Jorge in a launch and were put to work on the fort. When the English sent for the Negroes, the Spanish paid the English so they could remain in St. Augustine.

-On August 16, 1689 (54-5-12, Doc. No. 86), Governor Quiroga wrote to the crown concerning the two women who had arrived from San Jorge. He had them at his house and wanted to pay the English a reasonable sum for them.

-On May 20, 1690 (54-5-12, Doc. No. 101), the royal officials again wrote to the crown about the San Jorge runaways.

-On June 8, 1690 (54-5-12, Doc. No. 108), Governor Quiroga wrote to the crown, saying he had advertised for hire the two women he had in his house, but the best bid was only two pesos a month. To avoid the scandal, which he intimated they would cause, he kept them at his house.

-On June 8, 1690 (54-5-12), Doc. No. 112), Governor Quiroga wrote to the crown, describing how the Spaniards settled with the English who came demanding satisfaction for the runaways— apparently, on November 7, 1693, the crown issued a cedula. This cedula doubtless ordered the English paid up to 200 pesos per capita for the runaway slaves, who were to be set free.

-On November 2, 1725 (58-1-29), Doc. No. 84, duplicated in 58-3-31, Doc. No. 3), Governor Benavides wrote to the crown, giving the details of the arrival in 1724 of seven Negroes from San Jorge. The report on the negotiations between the Spanish and English in America demonstrates the Spanish viewpoint. Benavides mentions the unsuccessful diplomatic mission of Menendez and Primo when the two Spaniards visited San Jorge in August, 1725. The two men attempted to settle the boundaries, to have the English demolish their fort (Fort King George) that stood only thirty-three leagues to the north of St. Augustine on Spanish territory, and to set the price the Spanish were to pay the English for runaway slaves. He asked for further instructions in this dispatch, especially on how to handle runaways. The “English,” he said, “never remain satisfied,” and to avoid “bad consequences” the question of how he was to deal with runaway slaves in the future must be resolved.

Finally, in 1731, the Council recommended and the King of Spain ordered that any Negroes fleeing from the English colonies should not be returned nor payment made for them to the English.

-On June 10, 1738 (58-1-31, Doc. No. 62), mention is made of the fugitive Negroes of the English Plantations appealing for liberty, which they had not had until Montiano granted it and promised to establish them in a place called Gracia Real de Santa Teresa de Mose (Fort Mose) near St. Augustine, “. . . where they could cultivate land and serve the king. They would always remain enemies to the English.”

Council Journal Nov^r 24th 1722.

It is there being no Market Hall in the Province, we begg your Excellency will be pleased to let us know if Capt. Goddard ever sent his account of Powder which heaped his the commander Johnston's Fort, for we find he received from the Powder acct. Received in his time which was but short Eight hundred weight of Powder
Nov^r the 24th 1722. Sa Moore, Speaker.

From the Common House of Assembly brought up the following Message, viz^t
Benjamin Whitaker and Edmund Bellinger Esqrs from the Com.

May it please your Excellency

Mr. Barnwell
Mr. John Barnwell having laid before this House an account laid before of the building of Fort King George stated and signified by him them charges which we herewith send your Excellency. We desire you will be pleased to send the same to Great Britain, attended by your Excellency that our agent may solicit the payment thereof.
Nov^r the 24th 1722. Sa: Moore, Speaker.

An account of the charges and disbursements in building a Fort on the River Altamaha in South Carolina by order of Francis Nicholson Esq. Governor of the said Province in pursuance of a warrant to him for that purpose from their Excellencies the Lords Justices of England bearing date the 25th day of October 1720. viz^t

To the hire of a Schoop to carry the men & attend them while there	40:--
To the pay of 60 men 150 days at 6 p ^r diem	645:-- 10:--
To 2 p ^r of Sawers 287 days at 10 p ^r diem	175:-- 4:--
To hire of 1 Boats & other contingencies	11:-- 14:--
To Mr. Barnwell as Engineer and overseer of the works the Engineer being left behind untill Capt. Parker came 180 days at 10/	90:-- :--
Errors Excepted	900:-- 8:--
John Barnwell	

Adjourned till Monday Morning next
Monday the 26th of November
The House did not meet

Source: Journal of the Upper House, May 23, 1722–Feb. 23, 1923; June 2, 1724–June 17, 1724, Sainsbury Transcript, 102.

TRANSCRIPTION OF DOCUMENT I - for teacher reference

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COUNCIL JOURNAL, Nov. 24th. 1722

Qr. if Goddard passed his acct. there being no Musket Ball in the Province, we begg your Excellency will be pleased to let us know if Capt Goddard ever paid his account of Powder whilst he commanded Johnston's Fort, for we find he received from the Powder Receiver in his time which was but short Eight hundred weight of Powder.

Nov^r. the 24th. 1722. Ja: Moore, Speaker.

From the Commons Benjamin Whitaker and Edmund Bellinger Esq^{rs}. from the Commons House of Assembly brought up the following Message, viz^t.

May it please your Excellency

Co^l. Barnwell laid before them the acc^t. of charges in building Fort King George

Co^l. John Barnwell having laid before this House an account of the building of Fort King George stated and signified by him which we herewith send your Excellency. We desire you be pleased to send the same to Great Britain, attested by your Excy. that our agent may solicit the payment thereof.

Nov^r the 24th. 1722. Ja: Moore, Speaker.

An account of the charges and disbursements in building a Fort on the River Alatomaha in South Carolina by order of Francis Nicholson Esqr. Governor of the said Province in pursuance of a warrant to him for that purpose from their Excellencies the LordsJustices of England, bearing date the 23th day of October 1720. viz^t.

To the hire of a Sloop to carry the men & attend them while there	40: _ :_
To the pay of 60 men 430 days at 6 p ^r . diem	645: _10: _
To 2 p ^r . Of Sawers 287 days at o/ p ^r , diem	173: _ 4: _
To hire of 1 Boats & other Contingencies	11: _14: _
To Co ^l . Barnwell as Engineer and overseer of the works the Engineer being left behind untill Cap ^t . Barker came 180 days a 10/	90: _ :_
	960: _ 8: _*

Errors Excepted
John Barnwell

Adjourned till Monday Morning next.

*Sums are in pounds and shillings.

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Don Francisco Mendez also sent the following paper
 testifying the Orders he had to Dolores Masas concerning
 to Augustus

Yo y fide
 Antomonal
 Juan & Maria
 de Mendez
 that he has
 Ord. to detain
 Negroes

(13) The Capt. of the house D. Francisco Mendez Marques
 Chief Auditor of his Majesties Royal Arsenals in the
 Garrison of San Augustine of Florida Impoverished by the
 Governmt. of that place, to come to this of Carolina, to be
 employed about the Provision & settling the bands of these
 Servilexies and Demolishing the fort that is built at the
 base of S. Simons at the entrance of Calaje, By Virtue
 of two Royal Dispatches from his Catholic Majesty.
 the King my Lord & Master (whom God preserve many
 Years) bearing date the 10th of June & the 18th of August last
 Year One thousand Seven hundred twenty and four
 Accompanying the Copy of a letter from the Duke of Med.
 Cidre Minister of State in Eng. dated the 22th of June in
 the same Year, and likewise to treat about the Adjustmt.
 and buying of Seven Negroes w^{ch} are in that City of San
 Augustin, who run away from this Colony and to pay for
 them, Upon the Account of his Catholic Majesty, and
 I Certify that in my Royal Office, In the said Garrison
 there is under my Charge two Royal Orders of his
 Majesty, whose date I cite not, not having them here
 present, in which he is pleased to Command the Gov^t and
 Officers of that place, that all whatever Negroes
 should run away & come to that place to seek the
 Christian Religion, that they should not be returned
 to their Masters, but that they should be satisfied

For upon his Royal Account, that being his pleasure, that they be reduced to their holy faith. And that it may appear, whereas this may come, and being asked by the Gov^t of this Colony of Carolina I give it and sign this Present 3^o day of Septemb^r 1725 in the Year 1725

29

Francisco Minendes
Marques

Which papers being severally read, the following Order was drawn
Resolved That the following Order to his Excellency the Govern^r of Augustine, in answer to the foregoing paper be now read for Purposes

Charles Towne, 10 Sept^r 1725

1725

I have had the honour of receiving by the hands of Don Francisco Minendes Marques and by the Sergeant Maj^r Don Joseph Pina de Rivera several papers particularly a Translation of a Let^r from His Grace the Duke of New Castle, His Britannick Maj^{ty} Principall Sec^y of State, to His Catholick Maj^{ty} Embassade in London bearing date June 24 1724

Residents -
Gov^r to Gov^r -
Govern^r of
Augustines -

We observe by this Grace the Duke of New Castle Let^r to the Spanish Embassad^r that He was ordered by His Britannick Maj^{ty} to transmit to the Govern^r of Carolina, Ord^r and Instructions to treat with the Govern^r of St. Augustine about settling the boundaries of the two Govern^{ts}; I have as yet receiv'd noe ord^r from my Royal master relating to that affair, soe that I cannot comply to what y^r Excellency desires but as soon as I receive pass^{ts} from the King my master I shall readily pay all due Obedience thereto and signify the same to y^r Excellency. It is time (as the first you mention, is indisputably an Act of Secretarys of my Royall master) soe y^r Excellency must expect I shall take effectual care to support & defend the same, till his pleasure is known to the contrary

Source: Council Journal No. 3, Sainsbury Transcript, May 17, 1725–May 21, 1726, 98–101. The actions described in this document took place on Friday, September 10, 1725.

100

I have also receiv'd Copys of two Let^{rs} from His Catholick Maj^{ty} to your Exc^l bearing date the Tenth of June and the Eighteenth of August 1724 both w^{ch} Let^{rs} concern the first you mention but as I have already told you, I have receiv'd no orders in Relation thereto for. I hope yr Excellency will excuse me Touching any further on that head.

I assure yo^r Excellency that his Copys of all the Pap^{rs} I have receiv'd shall be transmitted to the King my Master and I doubt not but Ord^{rs} will be sent and put in Execution to yr Satisfaction of Both Crowns.

I take the Liberty to acquaint yo^r Excellency that I have made a demand (of the two Gentlemen you have deputed hithe^r.) of severall Slaves belonging to some of the Inhabitants of this province, who have deserted from their Masters & run away to, & are now in yr Governm^{ts}. The two Gentlemen have given me a List of the names of seven Slaves so run away to yr Governm^{ts} as well as the names of their Masters, but upon making a demand of them, the said Gentlemen w^{ch} answer yr: it was not in yo^r Power to restore them, having express orders from His Catholick Majesty on the contrary to detain all Slaves yr: come to you.

Yo^r Excellency will pardon me when I say that I am very much surpriz'd at such orders, the said Slaves being the right & property the King my Master's & Subjects, has that can be agreeable to the Happy Union between the two Crowns, I am at a loss to reconcile.

Yo^r Excellency cannot but be sensible that all over America Slaves have been, & are always bound to goods Chattels of their Masters, & that the Subjects of both Crowns are possess'd of great numbers of them, & when Slaves desert from One Governm^{ts} to the other we look upon the detaining of them to be a manifest Injury done to the Subjects of either Governm^{ts}: & we do assure yo^r Excellency that if any of yo^r Slaves had deserted from you to this Governm^{ts} I should readily (upon demand made) have surrendered them to you.

I have endeavoured to pay all due regard to the two Gentlemen, yo^r Excellency sent, Don Francisco Meneses Marques, and the Serjeant maj^r, Don Joseph Guino De Sibera and treated them wth all respect due to their Charact^r and as distinguished by yo^r Excellency to be sent to my Govern^t. and while I have the honor to reside in the East my Royal mast^r has placed me I shall make it my study to preserve a good Harmony & understanding between the two Govern^ts; and tis now small satisfaction to me that I have this opportunity given me to assure yo^r Excellency of the same and that I am wth the greatest Respect

To be yo^r Obedient^{est} most hum^{ble} Serv^t
 To be yo^r Obedient^{est} most hum^{ble} Serv^t
 A. Middleton

Which being read was unanimously agreed to by the Board

Agreed to and signed

The Spaniards being aggrieved wth the said order when the Board gave them the opportunity of seeing what they came time acquainted them, that it contained a full Power to what had been, or could be wanted by him till Order should come better from his Britannick Majesty;

The Spaniards attend

Whereupon the Spaniards desired to know whether they might have Liberty to buy a Negro, & to Agree wth a Surgeon to go wth them

Spent some time wth the Spaniards

After which the President told them it was not in his power to Grant

denied

That they desired of the President wth they might carry wth them, to what they had said of the Conduct of the Spaniards, &c;

Spent some time of the Spaniards

Which being granted & agreed to, the following was accordingly granted

granted

Source: Council Journal No. 3, Sainsbury Transcript, May 17, 1725–May 21, 1726, 98–101. The actions described in this document took place on Friday, September 10, 1725.

98 Don Francisco Menendez also sent the following paper—
testifying the Orders he had to Detayne Slaves
comeing to Augustine _____

Also: foll
Testimonyall
From: Marq^e
de Menendes-
That he has
Ordⁿ to detain-
all Negroes.

N^o (13) The Captⁿ. of the horse Dⁿ: Francisco Menendes Marques Cheif Auditor of his Majesties
Royal Revenue in the Garrison of San Augustine of florida Impowered by the Governm^t of that
place, to come to this Carolina, to be employed about the Division & Settling the bo^unds of these
territories and Demolishing the fort that is built at the barr of S^t. Simons at the entrance of Calaje;
By Virtue of two Royal dispatches from his Catholick Majesty—the king my Lord & Master
(whom God preserve many Years) bearing date ye* 10th: of June & the 18th: of August last Year
One thousand Seven hundred twenty and four—Accompanying the Copy of a letter from the
Duke of New-Castle Minister of State in Eng^d; dated y^e 22th of June in the Same Year, and
likewise to treat about the Adjustm^t: and buying of Seven Negroes w^{ch}: are in that City of San
Augustin, who run away from this Colony and to pay for them, Upon the Account of his
Catholick Majesty, and I Certify that In my Royal Office, In the said Garrison there is under my
Charge two Royal Orders of his—Majesty, whose date I cite not, not having them here present,
in which he is pleased to Comand the Gov^t: and Officers of that place, that all whatever Ne-
groes—Should run away & come to that place to Seek the—Christian Religion, that they Should
not be returnd to their Masters, but that they Should be Satisfied

99

For upon his Royal Account, that being his pleasure, that they be reduced to their holy faith, And
that it may appear wherever this may come, and ^{this} being asked by the Gov^t: of this Colony of
Carolina I Give it and Sign this Present y^e 20th day of Septemb^r: old Stile & in the year 1725.

Francisco Menendes
Marques _____

Which papers being soberaly read, the following Let^r was drawne up
Resolved That the following Letter to his Excellency the Governo^r: of Augustine, in
answer to the foregoing passage be now read for Concurrence _____

S:^E

Charles Towne 10th Sept^r 1725

Presidents-
Let^r to the-
Governo^r of
Augustine

N^o (14) I have had the honour of receiving by the hands of Don Francisco Menendes Marques and by
the Serjeant Maj^r: Don Joseph Primo De Rivera: Several Papr^s:- particularly Translation of a
Let^r: from his (Grace^o) Duke of New Castle, His Brittanⁱck maj^{ty}s Principal Sec^{ry}: of State, to His
Catholick Maj^{ty}s: Embassad^r: in London- bearing date June y^e 24th 1724
—We observe by His Grace Duke of New Castle Let^r: to the Spanish Embassad^r: that He was-
Ordered by His Brittanick Maj^{ty}: to transmit to the Govern^t: of Carolina, Ord^rs: and Instructions
to treat with the Goven^t: of S^t. Augustine about settling the boundaries of the two Governm^{ts}; I
have as yet receivd noe ord^{rs}: Fom my- Royal Master relating to that affaire, Soe that I cann^t:
Comply wth: what y^r Excellency desires but as soon as I receive pow^r: from the king my master I
shall readily-pay all due Obedience thereto and Signify the Same to yo^r: Excellency; Till w^{ch}:
time (as the fort you-mention, is indisputably on y^e Territorys of my-Royall master) Soe yo^r:
Excellency must Expect y^t: I shall take effectual Care to Support & defend y^e Same, till his
pleasure is known to the Contrary

* When letter “y” appears in these documents as “y^e” or “y^t” read it as “th.”

100 I have also receivd Coppys of two Lett^{rs}: from His Catholick Maj^{ty}: to your Exce^{lls}: bearing date the Tenth of June and the Eighteenth of August 1724 both w^{ch}: Lett^{rs}: Concerns the fort you mention but as I have already told you, I have receivd noe orders in relation thereto, Soe I hope y^r: Excellency will Excuse me Touching any further on that head _____

—I assure yo^r: Excellency that true Copys of all the—Pap^{rs}: I have receiv^d: shall be transmitted to the king my Master and I doubt not but Ord^{rs}: will be Sent and put in Execution to y^e Satisfaction of Both Crowns _____

—I take the Liberty to Acquaint yo^r: Excellency that I have made a demand (of the two gentlemen you have—deputed hither) of Severall Slaves belonging to Some—of the Inhabitants of this province, who have deserted from their Masters & run away to, & are now in yo^r: governm^t: The Two Gentleman have given me a List of the names of Seven Slaves so run away to yo^r: Governm^t: as well as the names of their Masters, but upon making a demand of them, The said Gentlemen made answer y^t it was not in yo^r: Power to restore them, haveing express orders from His Catholick Majesty on the contrary to detainee all Slaves y^r: come to you _____

—Yo^r: Excellency will pardon me when I Say that I am very much su^rprized at such orders, the Said Slaves being the right & property the King my Master’s Subjects, how that can be agre’able to the Happy Union between Two Crowns, I am at a Loss to reconcile _____

—Yo^r: Excellency cannot but be Sencible that all-over America Slaves have been, & are always deemed y^e goods & Chatt’lles of their Masters, & that the Subjects of both Crowns are possessed of great numbers of them; When Slaves desert from One Governm^t: to the other wee Look upon the detaying of them to be a manifest Injury done to the^e & Subjects of either Governm^t: & wee doe assure yo^r: Excellency that if any of yo^r: Slaves had deserted from you to this Governm^t: I should readily (upon demand made) have Surrendered them to you

101

—I have endeavoured to pay all due regard to the two Gentlemen yo^r: Excellency sent, Don Francisco Menendes Marques, and the Serjeant maj^r: Don Joseph Primo De Ribera and treated them wth. all respect due to their Charact^{rs}: and as distinguish^d. by yo^r: Excellency to be Sent to my Govern^t: and while I have the honour to Preside in the Post my Royal mas^{tr} has placed me I shall make it my Study to preserve a good Harmony & understanding between the two Governm^{ts}: and tis noe Small Satisfaction to me that I have this opportunity given me to assure yo^r: Excellency of the Same and that I am wth: the greatest Deference—Yo^r. Exc^{ll}encys—

most Obedient & most hum^{ble}: Srvt
Ar Middleton.

To his Excell^y. the Gov^r. of Augustine

Which being read was unanimously agreed to & Signed by His Honr the Presid^t.
The Spaniards being againe sent for, Attended accordingly,
When his Hono^r: gave them the foregoing Letter & at the same time acquainted them,
that it contained a full Answr to what had been, or could transacted by him till Orders
should come hither from his Britanick Majesty^s,
Whereupon the Spaniards desired to know whether they might have Liberty to buy a
Sloope, & to Agree wth: a Surgeon to goe wth. them
His Honb^e the President told them that it was not in his Power to Grant
They then desired Lettrs. Recredential w^{ch}: they might carry open,
to justify: their conduct & behavior here,

Agreed to and
The Spaniards
Attend—
Letter delivered
to them—
Liberty lo buy a Sloope
denied
Desire letters of
Recredential

Which being granted & Agreed to, the following was accordingly drawn up _____ Granted
(A letter from Arthur Middleton to the Governor of St. Augustine saying that Menendes and Primo has acquitted themselves well follows this entry in the Journal. The two Spaniards left Charleston on a British man-of-war on the 13th of September, 1725.)

Source: *Council Journal No. 3*, May 17, 125–May 21, 1726, Sainsbury Transcript, 98–101. The actions described in this document took place on Friday, September 10, 1725.

241
S. Carolina Journal of the Commons H^o of Assembly
said Speech be read it was read accordingly & is as follows (Viz^d)

President's Speech
Mr Speaker & Gent^l:

I am glad to meet you after the long Prorogation you have been under, for, not failing that his Majesty's Interest, & the Immediate Service of this Province, Obliged me to call your Attendance sooner I have endeavoured to give you as much ease as possible, the better to attend your own private Affairs & this being now a Season of the Year that with the best suits all the Gentlemen that live in the Country, to attend y^r Publick Duty; I doubt not but you will proceed therein with the utmost Chearfulness, & give the Quickest dispatch to all Affairs y^e shall come before you

As it is my Particular Duty as well as Inclination to be always Watchfull of the Publick Weale, so I shall recommend to you such things as shall be absolutely necessary to promote the same

In the first place the settling the Publick Acc^t of this Province will lead you into the Knowledge of what is Necessary to be done for the Support of the Govern^t for the ensuing Year, this is of so much Consequence, that I am satisfied it will meet wth no delay with you

In the next place I am to lay before you an Affair of the utmost Importance that can possibly happen to this Province, that is y^e dispute between the two Crowns of Great Britain & Spain, relating to y^e boundaries of S^t. Augustine and us, And for that purpose shall send you an Acc^t of what has passed between my self & the Agents for the Govern^t of S^t. Augustine lately sent hither on that Affair, As also a Letter from his Grace the Duke of Newcastle his May^{ty} Principal Secretary of State directed to his Excell^{ty} Francis Nicholson Esq^r Governour (or to the Comander in Chief for y^e Line being) by which you will see what steps have been taken about this Matter in Great Britain.

Mr. Speaker & Gentlemen This is an Affair of y^e greatest Concern to this Province, and (as such) I recommend it to your Consideration & desire you will Joyn with me & his Majesty's Hon^{ble} Council in making such a Representation to his Majesty concerning the same as the Consequence may require, I thought this necessary to lay before you, in Order to receive your Advice therein that I may represent the same to Great Britain

You may please to remember, that at your last sitting, your thoughts were very much Employed in finding out the most Probable

(Method

The following is the major part of a speech read to the Assembly on Friday, November 2, 1725.

241

S. Carolina Journal of the Comons h^o. of Assembly

said Speech be read it was read accordingly & is as follows viz^t.

President's Speech

M^r. Speaker & Gentⁿ:

I am glad to meet you after the long prorogation you have been under; for, not finding that his Majesties Intrests, or the Immediate Service of this his Province, Obliged me to call Your Attendance sooner I have endeavour'd to give you as much ease as possible, the better to attend to your own private affairs & this being now a Season of the Year that will the best suit all the Gentlemen that live in the Country, to attend y^e: Publick Duty; I doubt not but you will proceed therein with the Utmost Cheerfullness, & give the Quickest dispatch to all affairs y' shall come before you

As it is my Particular Duty as well as Inclination to be allways Watchfull of the Publick Weale, so I shall Recomend to you such things as shall be absolutely Necessary to promote the same

In the first place the Stateing & Settling the Publick Acc^{ts}: of this Province will lead you into the Knowledge of what is Necessary to be raised for the Support of this Govern^t: for the ensuing Year, this is of so much Consequence, that I am satisfyed it will meet wth no delay with you

In the next place I am to lay before you an Affair of the Uttmost Importance that can possible happen, to this Province, that is y^e: dispute between the two Crowns of Great Britain & Spain, relating to y^e: boundaries of S^t: Augustine and us; And for that purpose shall send you an acc^t: of what has passed between my Self & the Agents for the Govern^t: of S^t: Augustine lately sent hither on that Affair, As also a Letter from his Grace the Duke of Newcastle his majt^{ys}: Principal Secretary of State directed to his Excell^{cy}: Francis Nicholson Esq^t: Governour (or to the Comander-in Chief for y^e: time being) by which you will see what steps have been taken about this Matter in Great Britain.

M^r: Speaker & Gentlemen This is an affair Of y^e: greatest Concern to this Province and (as such) I recomend it to your Consideration & desire you will Joyne with me & his Majesty's Hon^{bl}: Council in making such a Representation to his Majesty Concerning the same as the Consquence thereof may require, I thought this Necessary to lay before you, in Order to receive your Advice therein that I may represent the same to Great Brittain.

You may please to remember, that at you last sitting, Your thoughts were very much Employed in finding out the most probable

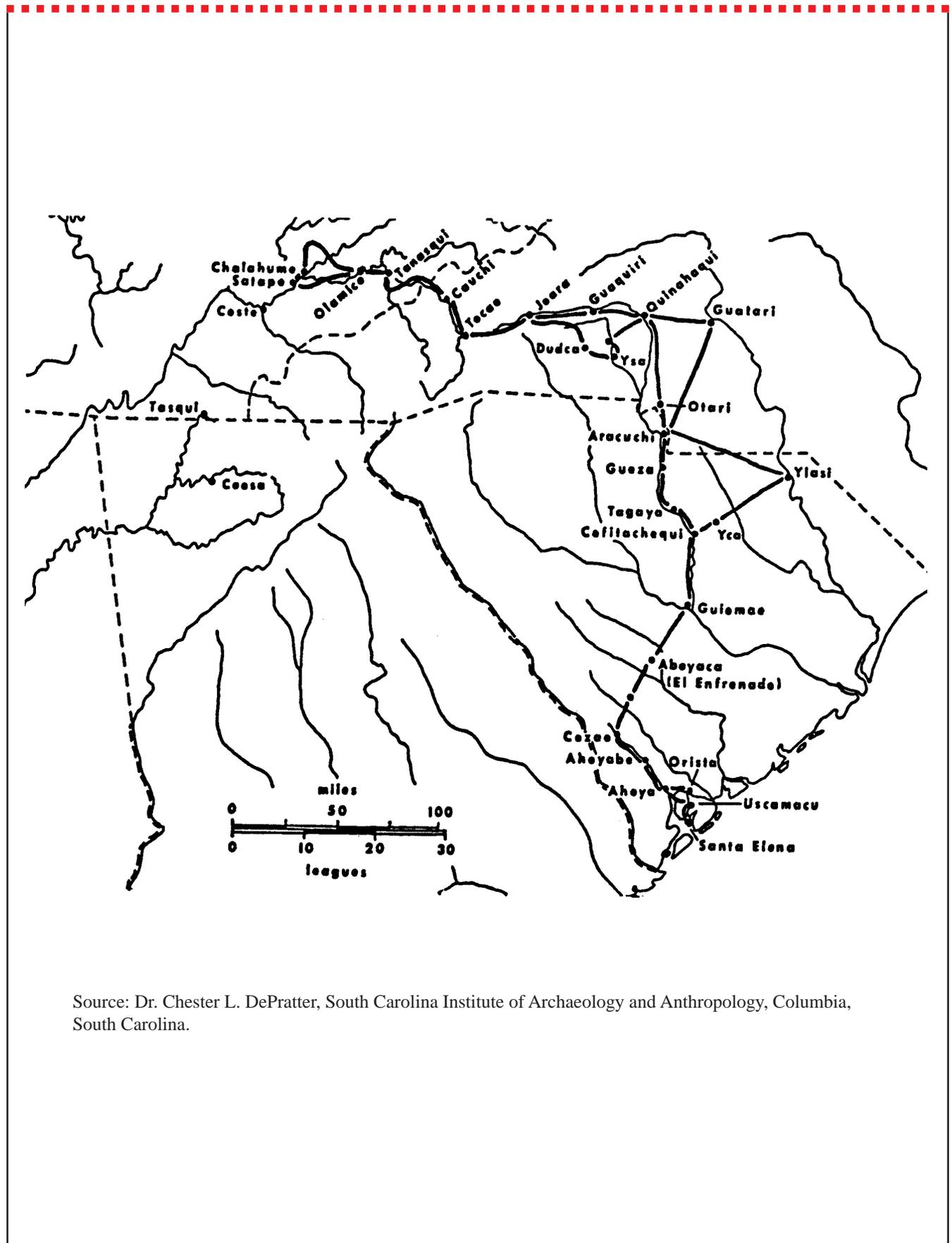
(Method)

(The last paragraph, which began here, deals with the Western Indians. Later in this same session, the House recommended that nothing be done about settling the boundaries until spring.)

Source: *Commons House Journal No. 7 Part 1*, March 23, 1723–December 6, 1725, 241.

MAP OF PARDO'S SECOND EXPEDITION

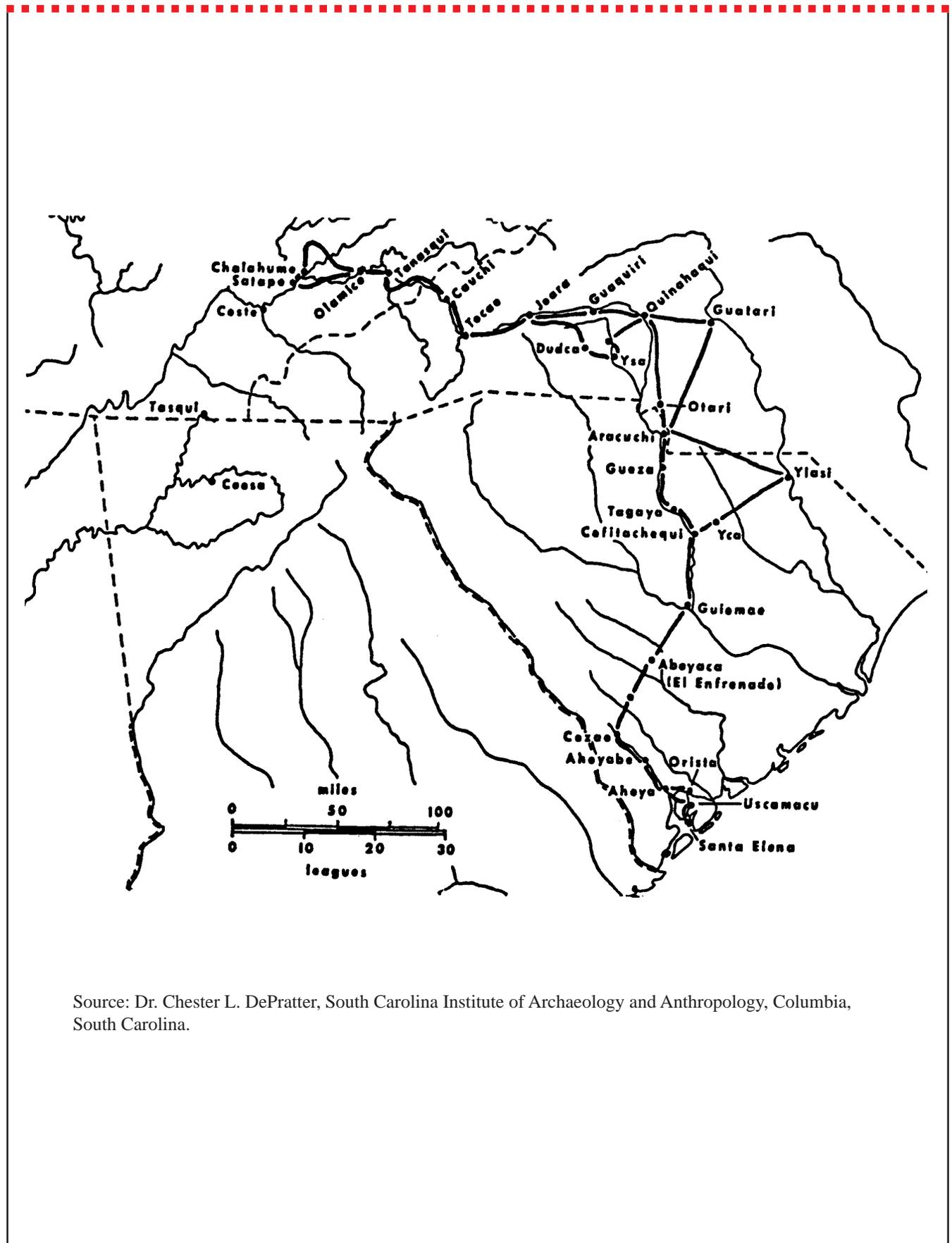
S. C. Department of Archives and History • The Spanish in South Carolina: unsettled frontier



Source: Dr. Chester L. DePratter, South Carolina Institute of Archaeology and Anthropology, Columbia, South Carolina.

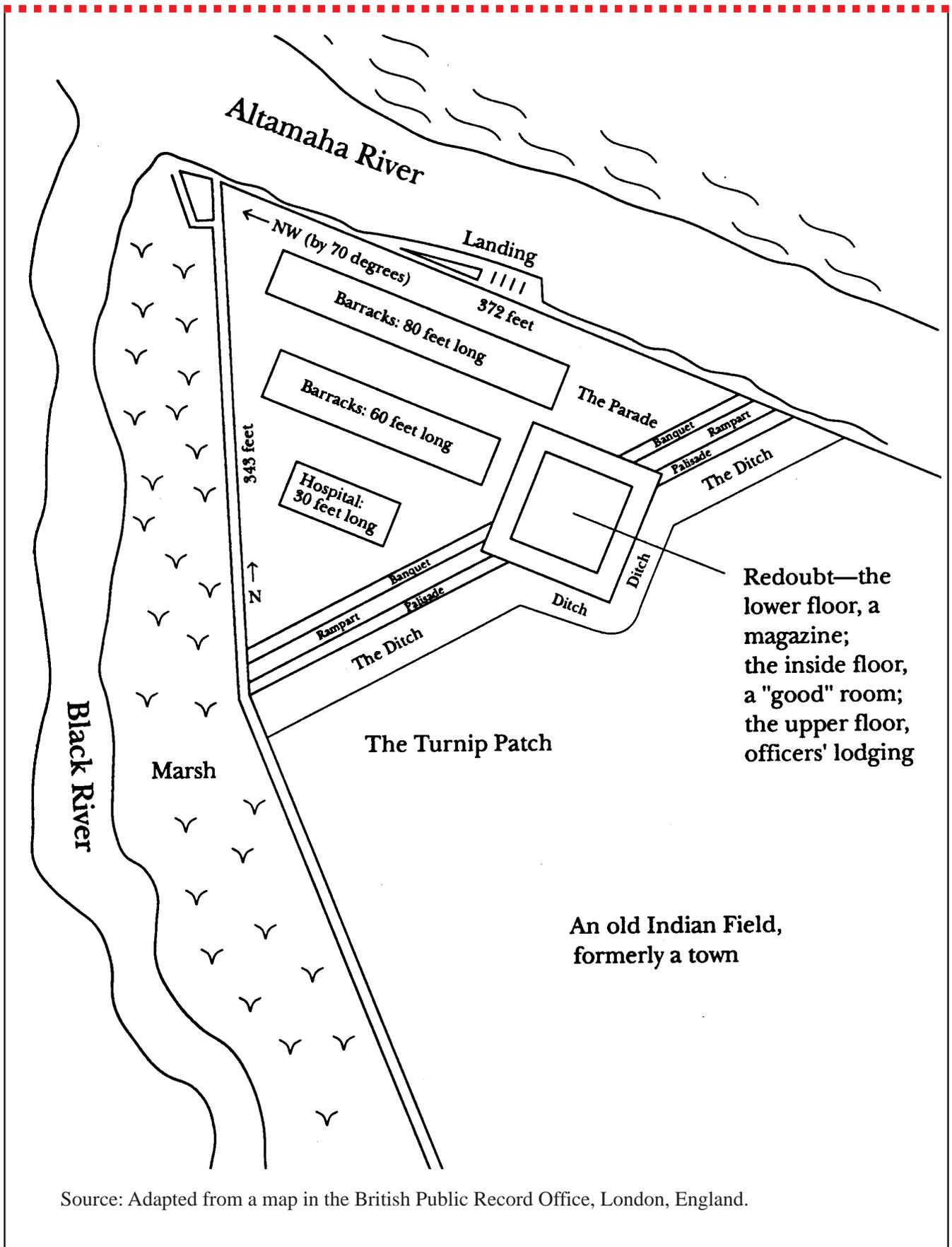
MAP OF PARDO'S SECOND EXPEDITION

S. C. Department of Archives and History • The Spanish in South Carolina: unsettled frontier



Source: Dr. Chester L. DePratter, South Carolina Institute of Archaeology and Anthropology, Columbia, South Carolina.

THE ICHNOGRAPHY OR PLAN OF FORT KING GEORGE *Approximate scale: 32 feet to 1 inch*
 S. C. Department of Archives and History • The spanish in South Carolina: unsettled frontier



Source: Adapted from a map in the British Public Record Office, London, England.



South Carolina Department of Archives and History

Document Packet Number 4

**THE
CIVILIAN CONSERVATION CORPS
IN SOUTH CAROLINA
1933–1942**



South Carolina Department of Archives and History

Document Packet Number 4

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Produced by: The Education Service Area, Alexia J. Helsley, director; and the Publications Service Area, Judith M. Andrews, director.

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**Aerial photograph of Cheraw State Park: Can 20542, OY 4B 17;
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**Folder cover of CCC work on Hunting Island from Forestry Commission
Administration Photographs from CCC files c1934–1942, SCDAH**



South Carolina Department of Archives and History

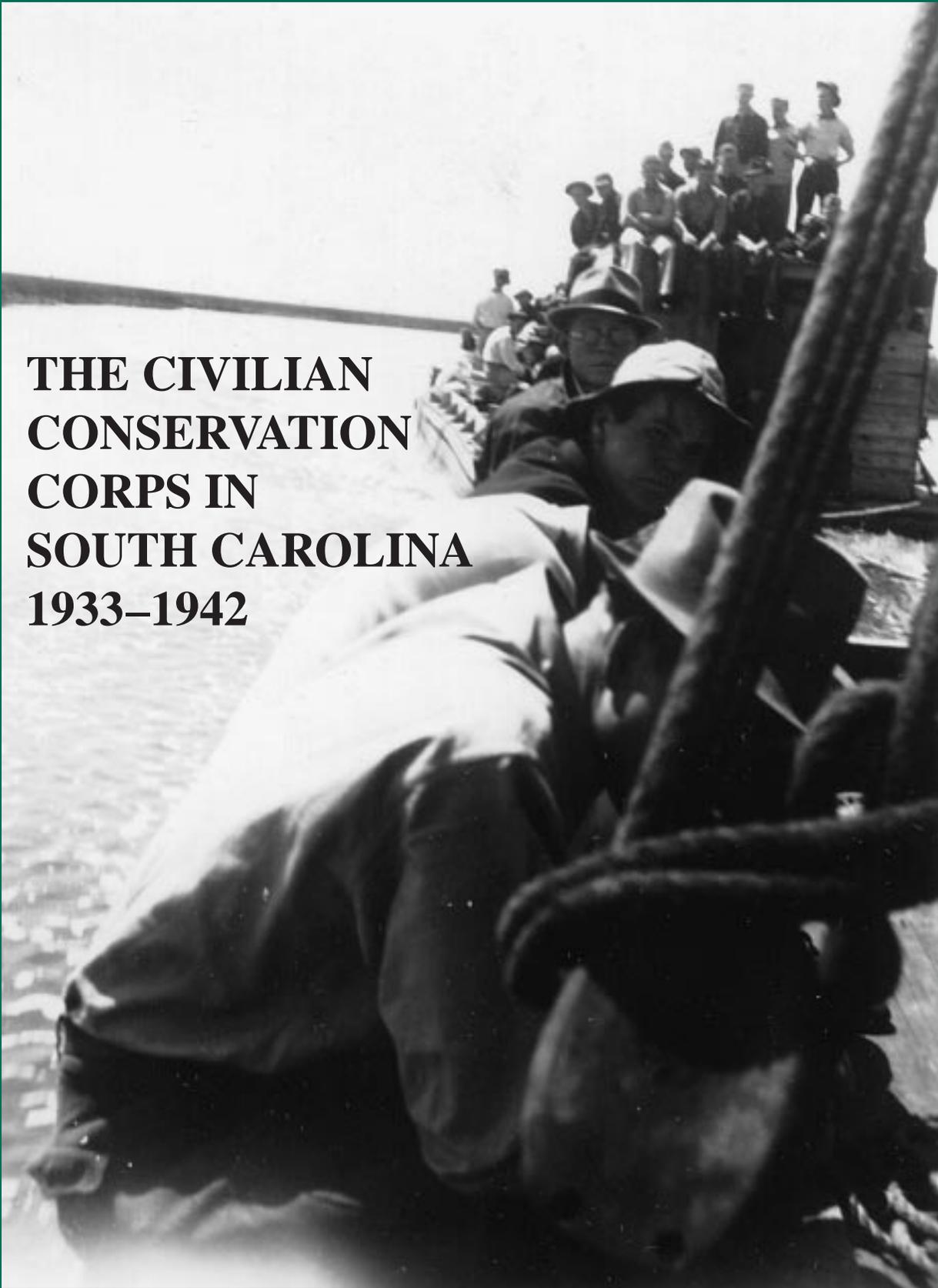
Document Packet Number 4

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**THE CIVILIAN
CONSERVATION
CORPS IN
SOUTH CAROLINA
1933-1942**





Background

October 1929—the stock market crashed and prosperous America was suddenly bankrupt. The market collapse instantly checked the uncontrolled use of borrowed money that had fueled the free spending of the “Roaring 20s,” plunged the nation into a period of economic hardship, and deepened the plight of South Carolinians, who had been coping with an agricultural depression that had begun in the early 1920s with a drop in cotton prices followed by the boll weevil’s destruction of cotton crops. For the next decade, unemployed, hungry, and frightened Americans suffered through the “Great Depression.”

The depression peaked in the winter of 1932. Businesses had failed, employment vanished, and millions of Americans, condemned to idleness, struggled with poverty. The majority were young men. They stood idly on street corners or stalked the countryside searching for jobs no longer there. By June, they numbered over one million.

To complicate matters, the nation faced a formidable problem of conservation. Shortsighted felling had reduced America’s virgin timberlands from 820 to 132 million acres; had downgraded once fertile areas to five-hundred million acres of scrubby second growth, farm woodlots, and submarginal farm land; and had lost fully one-quarter of the second growth to erosion. The lack of ground cover coupled with a drought turned much of the nation’s richest areas into a “Dust Bowl.”

On July 2, 1932 when Franklin D. Roosevelt accepted the Democratic party’s nomination for president, he revealed a plan for a great public works project that would relieve distress and reclaim the ravaged land. The land project, said Roosevelt, would employ “a million men.”¹

Once elected, Roosevelt moved quickly. On March 9, 1933, only five days after his inauguration as president, he called a meeting of six high government officials: the secretaries of war, agriculture, and interior, the director of the Bureau of the Budget, the solicitor from the Justice Department, and the judge advocate general of the Army. When they gathered, he set before them his plans for a civilian conservation corps—a large-scale reclamation scheme to recover the nation’s natural resources and rescue America’s young men.

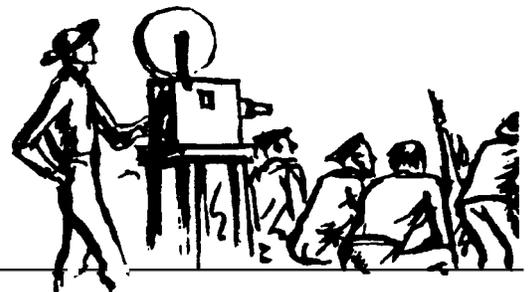
The president planned to transport half a million unemployed young men from city, town, and countryside into damaged resource areas—forests, farms, and streams—where they would live in outdoor camps and restore their surroundings. Assured by the secretary of war that the camps could be made operational quickly and by the secretaries of interior and agriculture that projects would be ready for the recruits, the president ordered the judge advocate general, the solicitor, and the budget director to legalize his plan.

On March 21, 1933, Congress listened to a message from the president.

He noted the problems and employment opportunities that lay within the public domain and urged the creation of a workforce to rescue the land, revitalize the nation’s economy, and improve social conditions. Congress acted quickly. Ten days later, Roosevelt signed a bill that embodied his ideas and created a [*Civilian Conservation Corps \(CCC\)*](#). The new law gave Roosevelt blanket authority to put his plan into effect.

Section 1 of the law stated its purpose. Congress had passed it to relieve unemployment, provide for the restoration of the nation’s depleted resources, and advance an orderly program of large-scale public works. It authorized the president “under such rules and regulations as he may prescribe,” to enroll the jobless in the program, regardless of race, color, or creed. The enrollees would reforest national and state lands to prevent floods and erosion; control plant pests and disease; construct paths, trails, and fire lanes in national forests and parks; and carry out any other desirable programs. The law also permitted the president to provide the men with clothing, housing, medical care, hospitalization, and a cash allowance.

While Congress acted on the bill, the president sketched an organizational plan that used existing federal agencies to avoid the introduction of a new, cumbersome, and expensive administrative system ([*Document I*](#)). An Executive Order put the CCC into operation on April 5, 1933 ([*Document II*](#)). It appointed Robert Fechner as director of Emergency Conservation Work; authorized him to coordinate the efforts of an Advisory Council made up of representatives from the departments of war, agriculture, interior, and labor; supplied funds; and planned logistics. By using the services of old-line departments, this new and unique



system of governmental administration assured sound management.

Two weeks after Congress passed the bill into law, the Advisory Council completed its plan of action. Federal and state agencies would pool resources and work together under the direction of Fechner and his small staff; the Department of Labor would work with state welfare and relief officers to select enrollees; Interior and Agriculture would select camp sites, work projects, and technical supervisors; War—specifically the U.S. Army, who alone had the capability—would construct and supply the camps, mobilize and transport enrollees, oversee their welfare, and provide medical care. With their assignments in hand, field offices of the various departments and hundreds of state conservation organizations quickly began the massive task of implementing Roosevelt's grand plan. By April 17, enrollees were on their way to the camps, where they would be introduced to a routine similar to army basic training.

The first enrollees were generally between the ages of 17 and 24, unemployed, and dependent upon welfare. The government limited enrollment to six months and prohibited reenrollment to give everyone a chance to participate. Soon, however, it lifted this restriction and encouraged twelve-month enrollments. Later, it enlarged the pool of enrollees by extending eligibility to jobless World War I veterans. Initially, the government paid enrollees \$30 a month and required them to send \$25 of their \$30 home. Then in 1940, it changed the plan. It paid the enrollee \$8, gave his dependents back home \$15, and deposited \$7 in a government savings account for him to collect when it discharged him from the Corps ([Document III](#)).

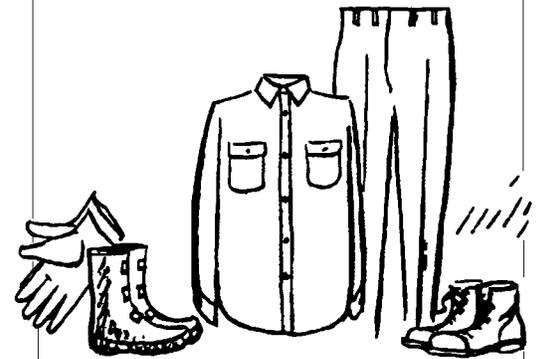
The cooperation among federal departments and between federal and

state agencies promoted efficiency and benefitted the entire nation. Although agreements between the state and federal governments varied from place to place, the CCC worked on any lands that needed conservation ([Document IV](#)). In South Carolina, this teamwork gave rise to project SP-1 (State Park 1).

The government had organized CCC camps in South Carolina by May of 1933, and the state made plans to designate and acquire land on which the men would work. Citizens from Chesterfield County purchased 700 acres of land and donated it to the state for recreation ([Document V](#)). The South Carolina Commission of Forestry administered the property, and when the National Park Service acquired 5,000 adjoining acres through federal and state cooperation, the entire area became the nucleus of the conservation-recreation program that created SP-1 (Cheraw State Park).

CCC Company 445, which began work near Conway and Charleston, moved to Chesterfield County in March 1934 when plans for SP-1 were approved ([Documents VI and VII](#)), commenced work on Cheraw State Park in June. Four years later, Company 445 had completed a 1,200 foot earthen dam to form 300-acre Juniper Lake and had built a community hall, a kitchen, a dining hall, cabins, and an infirmary. By 1942, this park had permanent facilities for daytime activities, two camp sites for extended use by organizations, and cabins for rent by the day or week ([Documents VIII and IX](#)). Today, Cheraw State Park stands as a monument to the company's efforts.

In South Carolina, Roosevelt's reclamation plan constructed [sixteen state parks](#), checked the erosion of



fertile soil, employed 49,000 young men, and injected more than fifty-seven million dollars into the state's economy through wages and the purchase of land, supplies, equipment, and services ([Document X](#)). Nationwide, it stopped the destruction of natural resources and created a national network of parks, forests, and wildlife refuges. And it did more. The leaders of the CCC knew that young men beaten down by the depression needed mental and physical rehabilitation to prepare them for work in the field. To this end, they placed unemployed teachers in each camp to conduct on-the-job vocational, academic, and administrative training programs. As a result, hundreds of thousands of young men, when they left the camps, used the skills they had learned to enter new trades ([Documents XI, XII](#)).

In the 1940s as the country prepared for war, budget cuts and the easing of unemployment gradually reduced the number of CCC programs. By 1941, the CCC was disbanding its companies and closing its camps. It used those that remained largely as military training sites.

In its eight years of activity, the Corps set America's conservation program forward by twenty-five years. No other agency had ever accomplished so much. The program had protected valuable forests from fire and pestilence, had turned submarginal farm land into productive forest, and had created a network of inexpensive recreational sites for all Americans to enjoy.



Greater still were its contributions to the youth of the country. It rehabilitated over three million boys, most of them below the age of twenty-one, gave them health and strength, taught them to live and work together, and provided practical training that enabled them to find a place in society. Enrollees left the Corps self-confident and with a sense of purpose. They could drive trucks, build bridges, operate radios, and perform another 133 skills that were crucial to America's national defense in World War II.

During the depression, all levels of government, both federal and state, had worked together well to alleviate distress. The country benefitted then, and it benefitted later when, following the bombing of Pearl Harbor, the government drew on the experience of the CCC to coordinate the massive mobilization effort required by the nation's entry into World War II.

Notes:

'The Civilian Conservation Corps by Ovid Butler, 1941; Camp Records, 1933-42; Records of the Forest Service, Record Group 95; National Archives, Washington, DC. n

Suggested teaching procedures

You can introduce your students to the CCC by using the documents even before the students have read the background information. Select several documents from the packet, use the overhead or opaque projector, and get students to speculate about the CCC by asking them what it was, why it was created, what it did, and if it was important. Questions and answers can be written on the blackboard until they have enough information to write a brief report. Or you can have students jot down questions they would like

answered through further study.

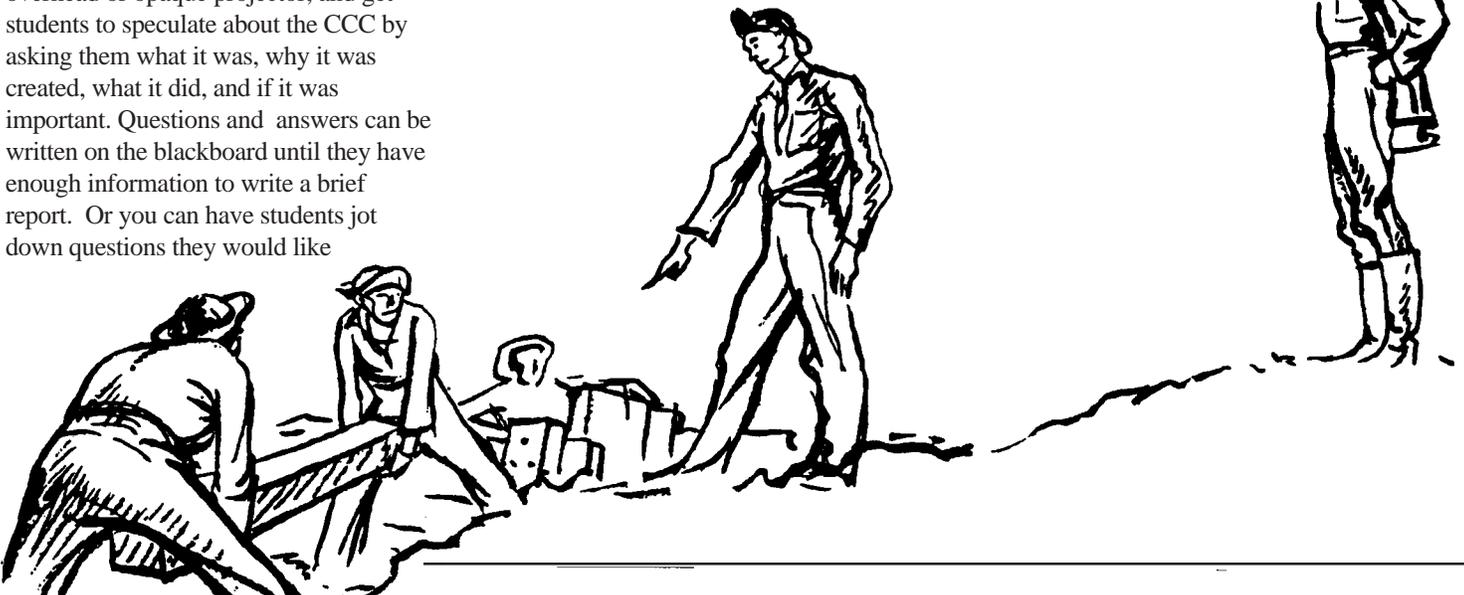
The documents are arranged chronologically in the packet, but they can be used in a variety of ways. You can use the documents in conjunction with the photograph analysis worksheets and the photographs on the cover. Or you can divide the class into groups and divide the documents among the groups for each to analyze. You can xerox and cut apart questions by document number for this type of work, and the findings of the groups can be used to answer the questions or to write a report.

In addition to learning more about the depression, this packet will introduce students to some basic economics. You might want to initiate a discussion on inflation by explaining how \$25 in 1933 bought approximately the same number of goods and services as \$300 bought in 1989. Or you might want to ask students to present a report on how Roosevelt drew on the economic theories of John Maynard Keynes, a noted English author and economist. For example, Roosevelt adopted the Keynesian theory called "prime the pump"—an analogy that likened adding water to the pump to stimulate the flow of well water to the idea that government spending will generate an increased circulation (flow) of money. The theory held that when government initiates programs to spend money in the private sector, it begins a process that 1) provides the private sector with money to spend on goods and



services, 2) increases the demand for goods and services accordingly, and 3) generates new jobs to meet increased demand.

The drawings on this cover are taken from exercise books produced by the education office of the CCC. Students may want to discuss how these drawings illustrate Roosevelt's objectives. The students should note that many of the enrollees were city boys, untrained in manual labor and unused to living in the country. Some students might want to do a research project on daily life in a CCC camp. Others might want to find out more about Miss Wil Lou Gray and her Clemson Opportunity School. Still others may want to locate and interview a former CCC enrollee. You may want to plan a field trip to a nearby state park. Six South Carolina state parks, Cheraw, Edisto, Kings Mountain, Poinsett, Sesquicentennial, and Table Rock have full-time interpreters, and five of those parks—Cheraw, Kings Mountain, Poinsett, Sesquicentennial, and Table Rock—have surviving CCC structures as well. ■



Scenes from CCC camp life



Top left: CCC camp in Cheraw, South Carolina. 1. Enrollees at work. 2. Camp store room. 3. Cooks and KPs. 4 & 7. At work in dark room. 5. Camp scene. 8. Mess hall. Top right: CCC camp in Newberry, South Carolina. 1. Cooks and KPs. 2. Transplanting balsam from the nursery. 3. Planting trees in a gully. 4. At work in classroom. 5. Project work. 6. Planting pine shoots on side of gully. 7. Building a bridge. 8. Well-stocked magazine rack. 9. Retreat formation. Below left: Enrollees enjoy free time, Newberry, South Carolina. Below right: Enrollees enjoy library hours, Cheraw, South Carolina.

Cheraw State Park 1940



1940 aerial photograph of Cheraw State Park showing Lake Juniper and the CCC-constructed dam in the left foreground.



South Carolina Department of Archives and History

Document Packet Number 4

The development of the park system: an essay

Photographs with original captions. Taken from Forestry Commission Administration photographs from CCC files, c 1934–1942, SCDAH.

Cheraw

Chester

Edisto Beach

Edisto River/Givhans Ferry

Greenwood

Hunting Island

King's Mountain

Myrtle Beach

Poinsett

Table Rock



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

THE DEVELOPMENT OF THE STATE PARK SYSTEM: A REVIEW

The South Carolina State Park System, like other state park systems, began with New Deal legislation in the 1930s. Between 1934 and 1941 the Civilian Conservation Corps (CCC) constructed sixteen state parks totalling 34,673 acres in South Carolina. Most of the land for these parks was acquired through donations. First to be established was Cheraw State Park in Chesterfield County in 1934. That same year, four other parks—Poinsett, Myrtle Beach, Givhans Ferry, and Aiken—were added to the system. Six additional parks Edisto Beach, Lee, Paris Mountain, Table Rock, Chester, and Oconee State Parks—became part of the system in 1935. By 1941 Greenwood, Sesquicentennial, Hunting Island, Kings Mountain, and Barnwell State Parks were added.¹

Under the leadership of President Franklin D. Roosevelt, New Deal legislation created the Emergency Conservation Work (ECW). The official name of the agency when it was created by the ECW Act, approved by Congress on 31 March 1933, was ECW. The name Civilian Conservation Corps, used by Roosevelt in his message to Congress became popular, however, and replaced ECW as the official title. It was not until 28 June 1937 that an act of Congress created a statutory CCC. The CCC was intended both to provide valuable national conservation work and to help alleviate the widespread unemployment among America's young men. The program, according to one government document, was "essentially one of restoring confidence" and "of building men." The ECW Act also authorized the president to use CCC workers on state, county, and municipal lands to encourage and help the development of state and county park systems throughout the nation.²

South Carolina, before 1933, had no state park system. Nor did it own property suitable for the development of a state park—largely because it lacked funds. Through the ECW, federal funds and a



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

workforce became available. South Carolina, along with other states that lacked state park systems, took advantage of this opportunity. In 1934 the newly created state park system was placed under the jurisdiction of the South Carolina State Commission of Forestry, “to control all Parks now belonging to the State, or that might hereafter be acquired, or established, for general recreational and educational purposes.” The commission had been established in 1927, and by 1933, encouraged by the national legislation, it had already been empowered to promote reforestation in South Carolina and provide work for the unemployed. In 1935 the commission was given the authority “to acquire property for State Forests and State Parks.” Its responsibility was to develop, supervise, and operate the state park system. At first, with no funds to hire a park executive, the work was supervised by the state forester. In 1935, however, an assistant state forester was hired to supervise the development, planning, and operation of all parks. To help him in “designing recreational developments and plantings,” a landscape architect was hired. In 1937 a Division of State Parks, within the Commission of Forestry, was officially created.³

The development of the park system in South Carolina was placed under the general direction of the National Park Service (NPS), which would give technical help and administrative guidance for immediate park developments and long-range planning. The National Park Service, established in 1916, had long been faced with the problems of protecting the nation’s “natural scenery” and “making it possible” to put the national parks to the “important educational and inspirational uses for which they were established.” According to one study it was only natural to give the NPS control over CCC developments in state, county, and municipal parks since it had developed many of the techniques required for the provision of facilities, structures, and guidance for public recreation. The United States Forest Service, cooperating with the South Carolina State Commission of Forestry, later helped oversee the development of some of the state parks. By 1939, fifteen state parks made up the South



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

Carolina State Park System. Nine were developed through the cooperation of the National Park Service and six with the United States Forest Service. They were developed as follows:

National Park Service:

Cheraw State Park—Chesterfield County
Givhans Ferry State Park—Dorchester County
Poinsett State Park—Sumter County
Myrtle Beach State Park—Horry County
Table Rock State Park—Pickens County
Chester State Park—Chester County
Edisto Beach State Park—Charleston County
Hunting Island State Park—Beaufort County
Greenwood State Park—Greenwood County

United States Forest Service:

Aiken State Park—Aiken County
Oconee State Park—Oconee County
Paris Mountain State Park—Greenville County
Lee State Park—Lee County
Barnwell State Park—Barnwell County
Sesquicentennial State Park—Richland County.⁴

The National Park Service also developed two federally owned recreational demonstration areas. They were located adjacent to Cheraw State Park, and Kings Mountain National Military Park. Both areas were designed for the “practical demonstration” of the conversion of agriculturally unproductive lands into public use, in this case, for recreational purposes. They were to be “model centers for low-



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

cost camping sites,” and were to provide recreational facilities and organized camping for lower-income groups. At the completion of their development, the South Carolina State Commission of Forestry leased these areas, and they were added to the state park system as “special recreational units.”⁵

South Carolina also had experimental areas called wayside parks. These were also established by the National Park Service and consisted of small areas ranging in size from twenty-nine to sixty-two acres. They were located along main travel roads and were intended “to serve as convenient short-time stopping places for the motoring public.” The waysides provided areas for picnicking, hiking, and sometimes even for fishing. Six of these were built in the state and leased by the State Commission of Forestry when they were completed. They included the Greenville Wayside Park, Greenwood Wayside Park, Colleton Wayside Park, Kershaw Wayside Park, Aiken Wayside Park, and Georgetown Wayside Park.⁶

Camps were set up around the state for CCC workers, who were responsible for the construction of state parks, recreational demonstration areas, and waysides. The first camp was Cheraw in May 1934. In South Carolina, the number of CCC camps operating at any given time averaged twenty-nine. All CCC camps were designated by letters and numbers to indicate either the type of work they were classified to do or the land ownership. For example, a camp designated “SP” was a state park camp, working on state owned land. Numbers following the letters, for example, “SP-5,” were assigned by the states to distinguish the park’s order of formation.⁷

CCC camps were placed under the administrative care of the United States Army, mainly because of its swift and efficient organizational and administrative capabilities and its ability to provide the necessary work ethic. Camp life was characterized by military discipline that included reveille, roll call, policing the grounds, calisthenics and taps.⁸



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Each camp was composed of a company of approximately two hundred men. To be eligible for selection and enrollment into the CCC, the applicant had to be a male citizen of the United States, unmarried, unemployed, between the ages of eighteen and twenty-five, and physically fit for the hard labor required. The selection of men—the responsibility of the Department of Labor—was considered important because the success of the program would depend “upon the quality and the accomplishments of the enrolled personnel.” Recruitment for enrollment into the CCC was conducted at the state level and was based on a quota determined by the Department of Labor. An Executive Order that waived age and marital limitations allowed unemployed World War I veterans to enroll as well. Many veterans, known as the “Bonus Army,” had marched on Washington in 1932 to try to get early payment of their wartime service pensions. President Roosevelt saw the CCC as a way to relieve this problem with the veterans. In the early stages of park construction, they provided much needed skill and knowledge; their age and physical condition, however, imposed limitations. The aggregate number of South Carolina men given CCC employment was 48,171.⁹

Enrollees, as they were known, enlisted for six months and agreed to remain in the camp for this period, unless they were able to secure employment that would better their condition, or unless they were urgently needed at home. They could reenlist for up to two years of service in the corps. The enrollee received \$30 per month, of which at least \$22 was sent home to his family or dependents. The enrollee was also given “food, clothing, and lodging” in addition to a “dollar a day.”¹⁰

The CCC camps contributed economically to the areas they served, for the enrollees purchased local supplies and used community services. The enrollees also contributed economically to their home states by sending the required portion of their pay to their families.¹¹

The enrollees also enjoyed social, recreational, and educational activities. The recreation hall was a popular place where they could play pool, read, or listen to music to pass the time. Some camps even



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

had their own baseball teams and ballparks. Many who enrolled in the CCC could neither read nor write. Educational programs were encouraged in each camp from the outset with an emphasis on literacy and vocational skills. This significant CCC program taught some 35,000 men nationwide how to read and write while in the corps. Others learned vocational skills and received more advanced schooling. Besides “on the job,” instruction, men were offered courses in math, radio, auto mechanics, surveying, forestry, and soil conservation.¹²

Besides participating in regular park projects, many of the workers volunteered on weekends to help with community improvements in areas near the CCC camps. They remodeled houses, landscaped, built stone walls along city streets, and took on a variety of other projects.¹³

As the CCC and ECW programs developed, the NPS realized the men involved in the construction of park structures and facilities needed additional training. NPS, to facilitate this training, published *Park Structures and Facilities* in 1935. This book was to be used as textbook to train new workers and to improve the “technique of design and execution for the structures required for safe, convenient, and beneficial public use of these parks.” The book included photographs, plans, and descriptions of architecture in national and state parks.¹⁴

In June 1942, Congress only appropriated funds to close down CCC camps at incomplete parks; it discontinued the appropriation of new funds for the agency’s operation. During its nine-year existence, the Civilian Conservation Corps proved to be one of the most expensive programs of the New Deal legislation. Some analysts have said the expense was more than justified. In addition to providing jobs and training for young men and veterans, the CCC was responsible for the conservation of much of the nation’s natural resources. This was accomplished by the prevention and fighting of forest fires, reforestation, and soil conservation. The Corps earned the nickname the “Roosevelt Tree Army,” because it planted over two billion trees. It also provided the necessary manpower for the development



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

and improvement of the state park systems. More importantly, perhaps, was the lasting effect the CCC had on its enrollees. For they benefitted not only from gains in health and education but also from “a new understanding of their country and a faith in its future.”¹⁵

Notes

1. South Carolina Department of Parks, Recreation and Tourism, “South Carolina State Parks Celebrate Golden Anniversary, 1934–1984,” *Park Lites: State Parks Newsletter* XIV:1 (Spring 1984), 9–12; *Parks and Recreational Areas of South Carolina: Bulletin No. 7* (Columbia, S.C.: State Council of Defense, July 1941), 31; News Releases, 6 March 1938, 3 April 1938, South Carolina Development Board, South Carolina Department of Archives and History, Columbia, S.C.
2. Kenneth S. Davis, *FDR. The New Deal Years, 1933–1937—A History* (New York: Random House, 1986), 78; “Douthat State Park Historic District,” 1986, National Register of Historic Places files. Virginia State Historic Preservation Office, Division of Historic Landmarks, Richmond, Va.; James S. Olson, Editor, *Historical Dictionary of the New Deal: From Inauguration to Preparation For War* (Westport, Conn.: Greenwood Press, 1985), 81–82; *President Roosevelt’s Emergency Conservation Work Program* (Washington, D.C.: U.S. Government Printing Office, 1933), 3; Leslie A. Lacy, *The Soldiers, the Civilian Conservation Corps in the Great Depression* (Radnor, Pa.: Chilton Book Company, 1976), 14, 16; John A. Salmond, *The Civilian Conservation Corps, 1933–1942: A New Deal Case Study* (Durham, N.C.: Duke University Press, 1967), 26.
3. Perry H. Merrill, *Roosevelt’s Forest Army: A History of the Civilian Conservation Corps* (Montpelier, Vermont: Perry H. Merrill, 1981), 42; *A Park, Parkway and Recreational—Area Study of South Carolina: Preliminary Report of Findings December, 1938*, 1-13–1-16; CCC Project Files, South Carolina Department of Archives and History, Columbia, S.C.
4. *A Study of the Park and Recreation Problem of the United States* (Washington, D.C.: U.S. Government Printing Office, 1941), vi; *A Park, Parkway and Recreational-Area Study of South Carolina*, 1-13–1-16.



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5. *A Park, Parkway and Recreational-Area Study of South Carolina*, 1-15; *Parks and Recreational Areas of South Carolina*, 31, 57, 75–76; News Releases, 6 March 1938, 3 April 1938, S.C. Development Board, South Carolina Department of Archives and History, Columbia, S.C.
6. *Parks and Recreational Areas of South Carolina*, 76.
7. Alison T. Otis, et. al., *The Forest Service and the Civilian Conservation Corps: 1933–42* (United States Department of Agriculture, Forest Service, August 1986) 9, 122; *A Park, Parkway and Recreational-Area Study of South Carolina*, 1–13; Merrill, 172.
8. Davis, 77.
9. *The Pickens Sentinel* (Pickens, S.C.), 26 October 1939; Davis, 78–79; *President Roosevelt’s Emergency Conservation Work Program*, 5; Salmond, 35–37.
10. Merrill, 197–200; Davis, 77; Interview with Nathan Newton, Easley, S.C., 30 December 1988 (Telephone Interview); *The Pickens Sentinel* (Pickens, S.C.), 26 October 1939.
11. Otis, et. al., 2.
12. Salmond, 137–41; “Douthat State Park Historic District”; Olson, 82; Merrill, 19–21; *The Pickens Sentinel* (Pickens, S.C.), 2 April 1936.
13. Otis, et. al., 1; Interview with Frederick Holder, Seneca S.C., 11 December 1989 (Telephone Interview).
14. “Douthat State Park Historic District”; Albert H. Good, *Park and Recreation Structures, Part I, II, and III* (Washington: U.S. Government Printing Office, 1938) vii, ix.
15. Merrill, 196; Olson, 82–83; Salmond, 121, 221.

CHERAW STATE PARK



One of four latrines.

CHERAW STATE PARK



Bank planting along highway.

CHERAW STATE PARK



Winter view of damsite east from Juniper.

CHERAW STATE PARK



View of excavation of dam no. 2.

CHERAW STATE PARK



Supervisory personnel on dam.

CHERAW STATE PARK



Caretaker's house

CHERAW STATE PARK



Caretaker's house under construction.

CHERAW STATE PARK



Picnic shelter under construction.

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CHERAW STATE PARK



CCC enrollees at work.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

CHERAW STATE PARK



Spillway dog

CHESTER STATE PARK



Bridge No. 3 on park road.

CHESTER STATE PARK



Erosion control

CHESTER STATE PARK



Preparing highway bank for seeding.

CHESTER STATE PARK



Guard rail construction.

CHESTER STATE PARK



Picnic shelter

EDISTO BEACH STATE PARK



Bank protection.



Cabin under construction

EDISTO BEACH STATE PARK



Finished cabin

EDISTO BEACH STATE PARK



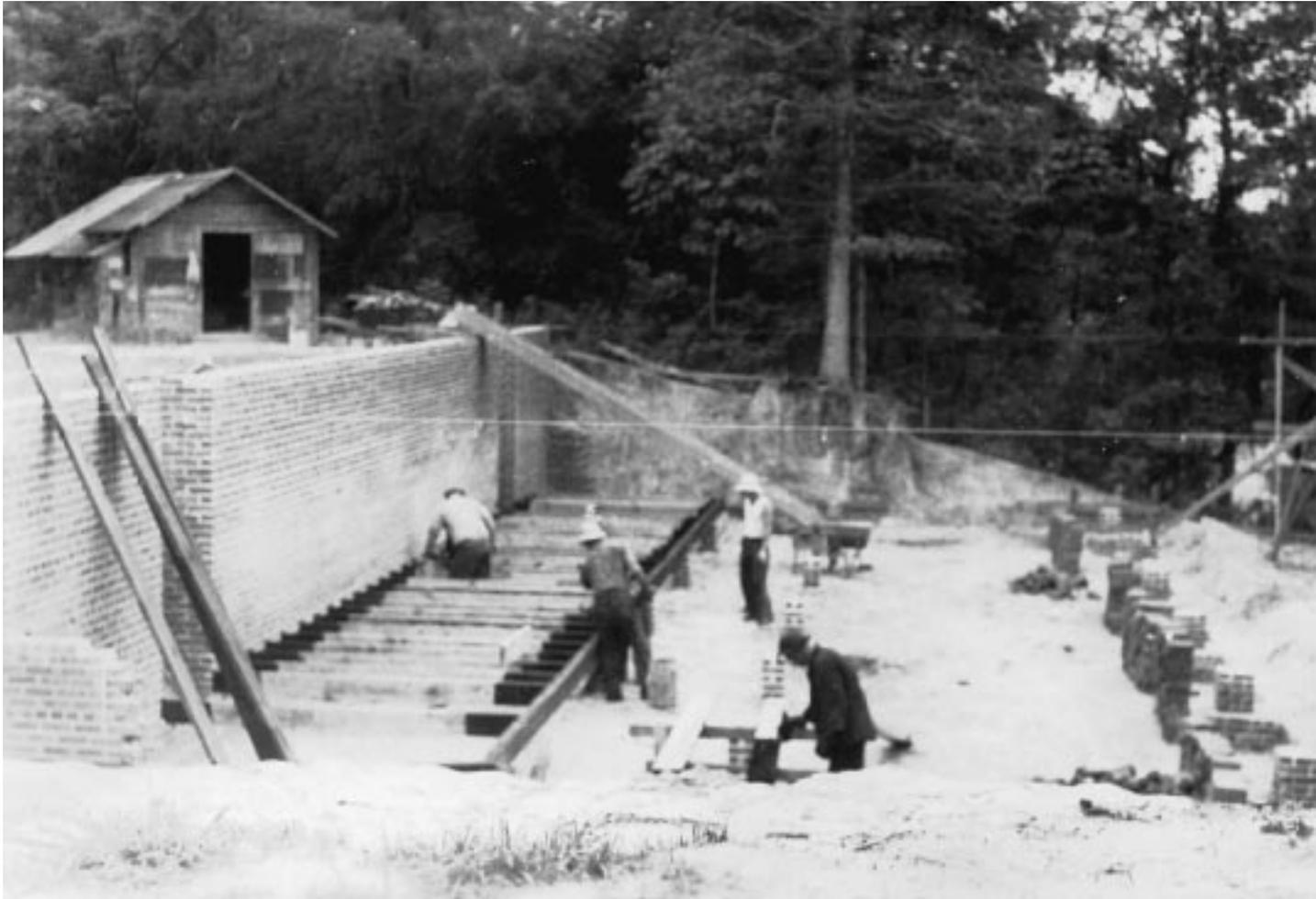
Turtle.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Barn under construction.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Foundation work on administration building and bath house.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Roofing and shingling bath house.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Rest shelter construction

EDISTO RIVER/GIVHANS FERRY STATE PARK



Picnic shelter construction.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Road construction.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Road construction.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Loading dump trucks.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Bathhouse construction.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

EDISTO RIVER/GIVHANS FERRY STATE PARK



Bridge construction.

EDISTO RIVER/GIVHANS FERRY STATE PARK



Surveying new highway.

GREENWOOD STATE PARK



Road sloped (county road). Banks sloped and sodded with Bermuda grass.

GREENWOOD STATE PARK



View of bank of county road after sloped and planted.



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

GREENWOOD STATE PARK



County road north of entrance to Negro area.

GREENWOOD STATE PARK



Entrance area (Negro area) ready for top soil and crushed stone.

GREENWOOD STATE PARK



One yard gas shovel excavating channel/canal/ditch/Earth White Area. Observation Point.

GREENWOOD STATE PARK



Repair shop and storage building.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

GREENWOOD STATE PARK



Sawmill operation.

GREENWOOD STATE PARK



Clearing reservoir.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

HUNTING ISLAND STATE PARK—no captions



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

HUNTING ISLAND STATE PARK



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

HUNTING ISLAND STATE PARK



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

HUNTING ISLAND STATE PARK



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

HUNTING ISLAND STATE PARK



KING'S MOUNTAIN STATE PARK



Quarrying rock.

KING'S MOUNTAIN STATE PARK



Erosion control.



Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

KING'S MOUNTAIN STATE PARK



Preparing highway for seeding.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942
KING'S MOUNTAIN STATE PARK



Guard rail construction.

KING'S MOUNTAIN STATE PARK



Picnic shelter.

MYRTLE BEACH STATE PARK



Bathhouse under construction.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

MYRTLE BEACH STATE PARK



Bathhouse from rear.

MYRTLE BEACH STATE PARK



Bathhouse furniture.

MYRTLE BEACH STATE PARK



Second floor interior/bathhouse.

MYRTLE BEACH STATE PARK



Burning brush on road project.

MYRTLE BEACH STATE PARK



Sign at park entrance.



Billy the pet deer searching for cigarettes.

MYRTLE BEACH STATE PARK



Bench on trail to beach/made in blacksmith's shop.

MYRTLE BEACH STATE PARK



Brick, rock, and forms used in bathhouse piers.

MYRTLE BEACH STATE PARK



Widening a curve through sand dune on park road.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

MYRTLE BEACH STATE PARK



Building the boardwalk.

MYRTLE BEACH STATE PARK



Promenade.

POINSETT STATE PARK



Supervisory personnel.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942
POINSETT STATE PARK



Excavating sand clay surfacing for park roads

POINSETT STATE PARK



Spillway construction—south side of dam.

POINSETT STATE PARK



Rockwork complete on spillway.

POINSETT STATE PARK



Spillway from hillside.

Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

POINSETT STATE PARK



Spillway from water level.

POINSETT STATE PARK



Removing dirt for dam construction.

POINSETT STATE PARK



Watering device for transplanting trees and shrubs.

POINSETT STATE PARK



Landscape detail moving laurels to parking area.

TABLE ROCK STATE PARK



Excavating at lake dam site.

TABLE ROCK STATE PARK



Falls on Greens Creek along proposed foot trails.

TABLE ROCK STATE PARK



Laying concrete culvert on main road.

TABLE ROCK STATE PARK



Frozen waterfalls on Mount Pinnacle.

TABLE ROCK STATE PARK



Frozen falls with rangers.

TABLE ROCK STATE PARK



Campsite after snowstorm, Mount Pinnacle is in background.

TABLE ROCK STATE PARK



Oilhouse.

TABLE ROCK STATE PARK



Sign at main entrance.

TABLE ROCK STATE PARK



Landscaping main road.

TABLE ROCK STATE PARK



Felled garage, victim of gale March 17.

TABLE ROCK STATE PARK



Rock excavation core walls dam site.

TABLE ROCK STATE PARK



Cabin No. 1 hewed oak log construction.

TABLE ROCK STATE PARK



Making shakes for cabins.

TABLE ROCK STATE PARK



Looking north from top of Table Rock.

TABLE ROCK STATE PARK



New enrollees attending lecture on field activities.

TABLE ROCK STATE PARK



Water system installation for cabin group 1.



Core wall excavation.

TABLE ROCK STATE PARK



Oak crusher and platform.

TABLE ROCK STATE PARK



Stock pile of one-man stone to be used as plums in concrete work.

TABLE ROCK STATE PARK



Junior enrollees at roll call.

TABLE ROCK STATE PARK



Building runways for pouring concrete in spillway section.

Bibliography/Teacher Resource

This list is for further reference, especially to help students complete activities and questions. If the books are not available locally, you may be able to obtain them from your county library through interlibrary loan with the State Library.

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Basic Skills Objectives Met in Document Packets (as part of the Basic Skills Assessment Program)

READING

Decoding & Word Meaning
Details
Main Idea
Reference Usage
Inference
Analysis

WRITING

Sentence formation
Composition

MATHEMATICS

Concepts
Measurements

Objectives

When they complete the exercises, students should be able to:

1. Read a document and list the factual information it contains.
2. List the benefits the nation derived from the CCC.
3. Describe how FDR established the CCC using existing executive departments.
4. Demonstrate federal/state relationships and areas of cooperation.
5. Use maps and photographs to gather facts and make inferences.
6. Explain the value of the CCC beyond its scope as a temporary relief measure for unemployment.
7. Analyze the impact the CCC has had on South Carolina, both at the time and today.
8. Draw conclusions on the effectiveness of the CCC program as:
 - a) an emergency economic measure,
 - b) a method of conserving natural resources,
 - c) a way of helping individuals to become better citizens,
 - d) preparation for World War II.
9. Write a report summarizing CCC activities in South Carolina.
10. Recognize the importance of citizens' comprehension of government forms and terminology.

VOCABULARY

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

The terms listed here appear in the documents you are using and are defined according to their context.

TERM	DEFINITION
Allot	to apportion; to distribute or give out by lot
Architect	a person who designs, draws up plans, and generally supervises the construction of buildings and other structures
Conservation	protection from loss and waste; preservation; also the official care and protection of natural resources such as forests
Credit	an amount or sum of money lent by a bank or other lender to individuals who promise to repay the sum, often with interest or a fee for the use of the money
Deplete	to empty completely or partly; to exhaust energy or resources
Discretion	the freedom or authority to make decisions or choices; power to act
Expenditure	spending or using money or time; the amount of money or time spent
Fiscal	having to do with the public treasury or revenues; money received from taxes
Logistics	the branch of military science that moves, supplies, and houses troops
Naturalization	the act of becoming a citizen
Obligate	to bind by a contract, a promise, or a sense of duty
Reclamation	rescue from waste; recover to a better or more useful state
Rehabilitate	to put back into good condition
Reimburse	to pay back money spent
Requisition	a requirement; to demand, as by right of authority; a formal demand
Submarginal	considered to be below the standard that yields a satisfactory profit

WRITTEN DOCUMENT ANALYSIS WORKSHEET

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

1. Type of document (check one):

- | | | | |
|-------------------------------------|--|---|--------------------------------|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Other |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional report | |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report | |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Original or copy | |

2. Unique physical qualities of the document:

- | | | | |
|---|---|--------------------------------|--------------------------------|
| <input type="checkbox"/> Notations | <input type="checkbox"/> Handwritten | <input type="checkbox"/> Typed | <input type="checkbox"/> Seals |
| <input type="checkbox"/> "Received" stamp | <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Other | |

3. Date(s) of document: _____

4. Author (or creator) of the document: _____
Position (title): _____

5. Why was the document written? _____

6. Document information: (There are many possible ways to answer A-E)

A. List three things the author says that you think are important.

1. _____
2. _____
3. _____

B. Why do think this document was written? _____

C. What evidence in this document tells you why it was written? Quote from the document. _____

D. List two things the document tells you about life in the United States at the time.

1. _____
2. _____

E. Write a question to the author that the document leaves unanswered.

PHOTOGRAPH ANALYSIS WORKSHEET

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Step 1. Observation

- A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine the individual items. Next, divide the photo into quadrants (fourths) and study each section to see what new details become visible.
- B. Use the chart below to list people, objects, and activities in the photograph.

People

Objects

Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1. _____
2. _____
3. _____

Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find the answers?

DOCUMENT 1: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Sketch of CCC organization

1. Four executive departments are noted on this sketch. Why were these departments created? How many cabinet positions, or departments, were there in 1933? How many are there now?
2. Why did Roosevelt divide the tasks between these departments?
3. Why is there a connecting line between “movies, entertainment,” and the army?
4. Why does Roosevelt list "Physical & Conditioning" as part of the army's responsibility?
5. Why do you suppose Roosevelt wanted to personally supervise the CCC?

DOCUMENT 2: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Executive Order

1. List the five provisions of the Executive Order.
2. How was the CCC to be funded? Supplied? How were branches of government to be reimbursed for helping the CCC?
3. How does Executive Order No. 6101 carry out Roosevelt's organizational plan of the sketch?

DOCUMENT 3: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

First enrollment form

1. Why do you suppose the question about Boy Scouts appears on this first application form?
2. Which department enrolled the men? Why did Roosevelt think it was best to do this?
3. Why did the Department of Labor have to certify enrollees?
4. Given the \$25, or approximately \$300 today, that had to be send home each month, how would you allot the money?

DOCUMENT 4: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Day telegram to state foresters

1. Telegrams, as well as telephones, were frequently used to communicate quickly. Why, in 1933, were telegrams used more often than the telephone, which is even faster? What advantages did the telegram have over the telephone?
2. What requirement did the president place on the states in the first sentence?
3. Under what conditions could the CCC work on private land? What obligations did the state assume when work was performed on private land?
4. Why did Fechner send the original telegram to state governors instead of state foresters?
5. Why did Morrell send the follow-up telegram to regional foresters?
6. What does this telegram demonstrate about inter-governmental (federal/state) cooperation?

DOCUMENT 5: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Affidavit of property transfer from citizens of Cheraw to State of S.C.

1. What does the first provision of the affidavit state?
2. What legal entity did the citizens of Chesterfield County form to purchase the land for State Park No. 1 (SP-1)?
3. Who was to get the land title?
4. Why did the citizens of the county have to buy the land?
5. How does this document relate to Morrell's telegram?

DOCUMENT 6: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Approval of Project SP-1

1. When did South Carolina receive approval for construction of Cheraw State Park (SP-1)?
2. Who gave the final approval?
3. Describe how this reflects Roosevelt's organizational chart and federal/state cooperation?
4. Draw a flow chart to demonstrate how the Cheraw State Park was begun.

DOCUMENT 7: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Letter from Army commander at Ft. Moultrie

1. Which section of Roosevelt's organizational chart is reflected in Col. Jewett's letter?
2. Why was the army concerned about the permanence of the camp?

DOCUMENTS 8 and 9: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Memorandum concerning roads and accompanying road map

1. Describe the problem stated in the memorandum.
2. On the map, show where the gates and traffic light would have been installed.
3. Obtain a modern highway map of South Carolina and describe changes in the network of roads around the Cheraw State Park.
4. Why do you think the state landscape architect was concerned with this problem? Does South Carolina still have a state landscape architect?

DOCUMENT 10: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Final (pictographic) report on CCC activities in South Carolina

1. What do the pictures on the left-hand side of the report depict?
2. List the major accomplishments of the CCC in South Carolina?
3. How many men from outside South Carolina were enrolled in the CCC in this state? Why do you think the majority of the men were South Carolinians? Other states, such as New Hampshire, had more out-of-state enrollees. Why do you suppose that was the case?
4. Is there a program similar to the CCC for young people in the United States today? Does it offer them the same benefits as are listed in this final report?

DOCUMENT 11: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Letter from Miss Wil Lou Gray to IV Corps area educational advisor

1. What does Miss Gray's letter imply about the educational level of South Carolinians?
2. Does this document demonstrate federal/state cooperation? Why or why not?
3. Does South Carolina have a mandatory school law? Between what ages must children in the state attend school? Has this always been the case?

DOCUMENT 12: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Certificate of Achievement presented by CCC

1. Why would such a proficiency certificate be important to enrollees?
2. Think of as many areas as you can in which a young man might have become proficient. Remember the men received extensive vocational training as well as academic lessons to help them live better lives.

DOCUMENT 13: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

1940 census map of Chesterfield Enumeration District

1. In what enumeration district was SP-1 located? Why is the United States divided into such districts for the federal census?
2. Using this map and the aerial photograph, find the two main highways (#1 and #52) that run by Cheraw State Park.
3. Locate the main roads and the railroad tracks on both the map and photograph.
4. Locate the CCC camp on both the map and photograph.

DOCUMENT 14: LEARNING ACTIVITIES/DISCUSSION QUESTIONS

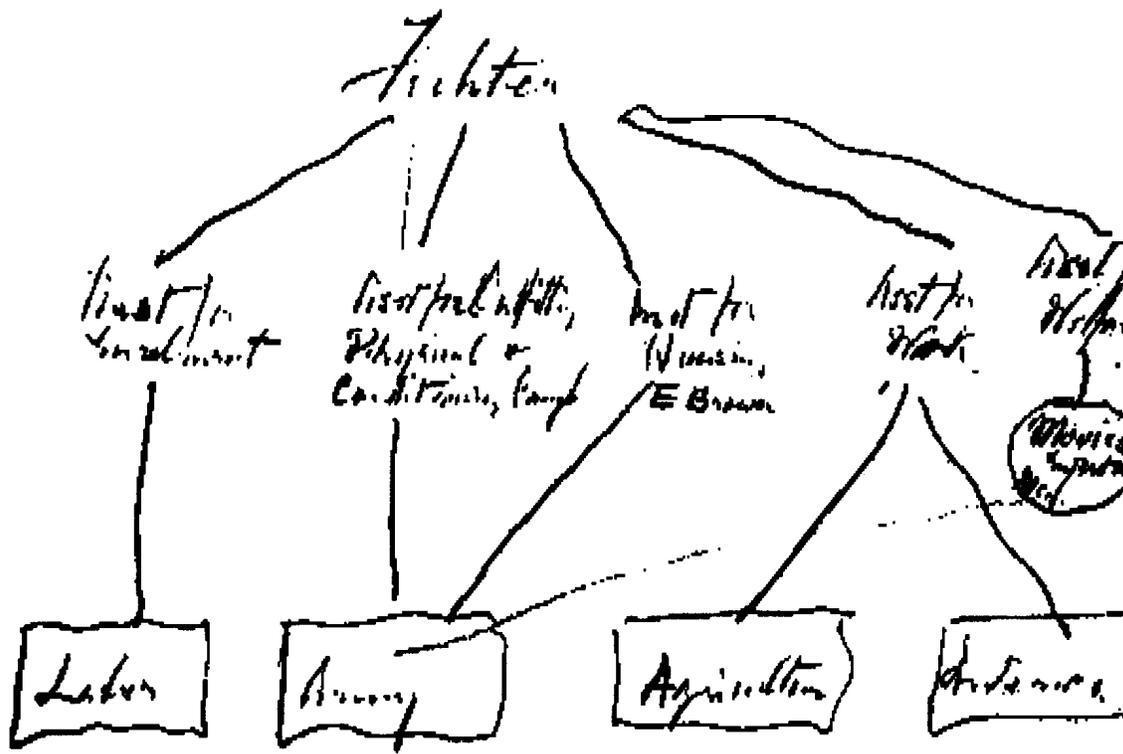
S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Map of CCC camps in South Carolina

1. Do the number of camps on this map match the number mentioned in the final report?
2. Why are the names of army posts in boldface black type on this map?
3. Find out what types of camps are represented. Were they all building state parks?
4. Trace the outlines of as many state boundaries as you can on the map. How many states are represented on the map?
5. Using the information on this map, make a chart showing how many CCC camps you can see in each state you found.
6. What conclusions can you draw about CCC activities nationwide from this map?

DOCUMENT I: FDR'S SKETCH OF CCC ORGANIZATION

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina



I want personally to check on
the location, scope etc of the Camps,
sign work etc. done etc.

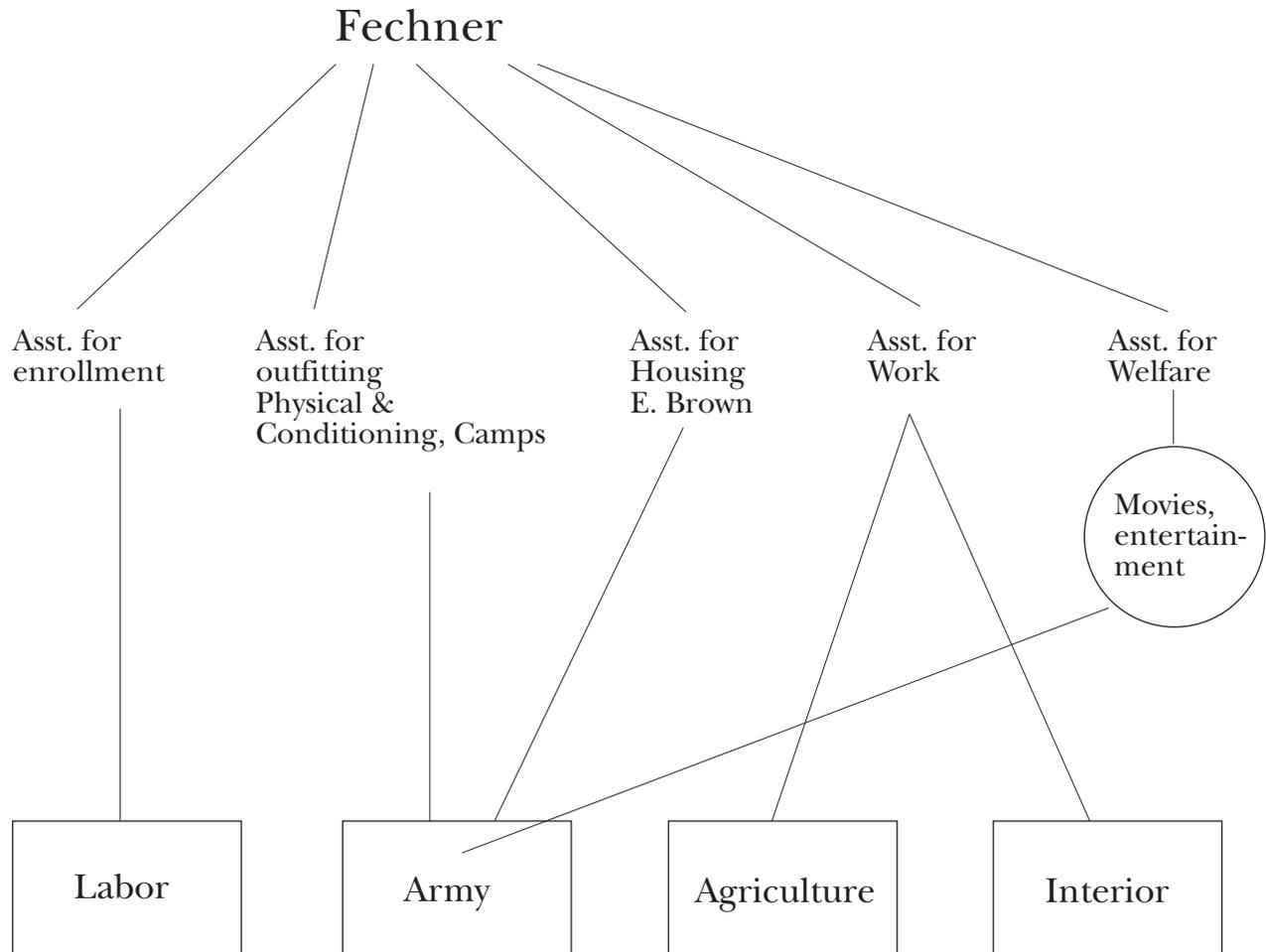
FDR



Source: Reference File; 1933-1942; (Arranged chronologically); Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.

TRANSCRIPTION OF DOCUMENT I: FDR'S SKETCH OF CCC ORGANIZATION

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina



I want personally to check on the location, people etc of the camps, size work to be done etc.

FDR

Source: Reference File; 1933–1942; (Arranged chronologically); Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.

DOCUMENT II: EXECUTIVE ORDER

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Executive Order



RELIEF OF UNEMPLOYMENT THROUGH THE PERFORMANCE OF USEFUL PUBLIC WORK

By virtue of the authority vested in me by the act of Congress entitled "AN ACT For the relief of unemployment through the performance of useful public work, and for other purposes", approved March 31, 1933 (Public, No. 5, 73d Cong.), it is hereby ordered that:

(1) For the purpose of carrying out the provisions of said act Robert Fechner is hereby appointed Director of Emergency Conservation Work at an annual rate of compensation of \$12,000, less the reduction prescribed in subparagraph (b), section 2, title II, of the act of Congress entitled "AN ACT To maintain the credit of the United States Government" (Public, No. 2, 73d Cong.), approved March 20, 1933.

(2) The Secretary of War, the Secretary of Agriculture, the Secretary of the Interior, and the Secretary of Labor each shall appoint a representative, and said representatives shall constitute an Advisory Council to the Director of Emergency Conservation Work.

(3) There is hereby established in the Treasury a fund of \$10,000,000 by the transfer of an equal amount from the unobligated balances of the appropriation for emergency construction of public buildings contained in the act approved July 21, 1932, as authorized by section 4 of the said act of March 31, 1933, which fund shall be subject to requisition by the said Robert Fechner, as Director of Emergency Conservation Work, on the approval of the President.

(4) Subject to direction by the President, supplies and materials of the several departments or establishments shall be furnished on the requisition of the Director of Emergency Conservation Work, and the departments and establishments furnishing such supplies and materials shall be reimbursed therefor in accordance with instructions of the President.

(5) Reimbursement, if any, to the departments or establishments for other services rendered shall be made in accordance with instructions of the President.

FRANKLIN D ROOSEVELT

THE WHITE HOUSE,
April 5, 1933.

[No. 6101]

DOCUMENT III: FIRST ENROLLMENT FORM

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

APPLICATION MEMORANDUM

Date _____

Organization receiving application _____
Address _____

I hereby make application for enrollment, for the period of 6 months, for Federal emergency conservation work.

I am a citizen of the United States by birth; or I secured final naturalization papers on _____, at _____
I was born at _____
(Place) (County) (State)

(Month) (Day) (Year)
My usual trade or occupation is _____
I have been unemployed since _____
(Month) (Year)

My education has been as follows: _____

I have been a member of the Boy Scouts with the rank or position of _____

I have dependent relatives to whom I wish to allot parts of my cash advance and the sums that I desire each one to receive are as follows:

Relationship	_____
Amount	_____
Relationship	_____
Amount	_____

I agree to abide faithfully by the rules and regulations governing work and the camps in which I desire to be employed.

Signature _____

The United States Department of Labor certifies that _____

(Name)

(Address)

I have been selected for enrollment in the emergency conservation work under the provisions of act of Congress, approved March 31, 1933, and I am directed to report to United States Army authorities at _____

Completion of his enrollment.

(Name of organization)

(Name of agent)

(Official designation)

Source: Reference File; 1933-1942; (Arranged chronologically); Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.

DOCUMENT IV: DAY TELEGRAM TO STATE FORESTERS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

EC.VV-

(COPY)

E/ba

UNITED STATES DEPARTMENT OF AGRICULTURE
FOREST SERVICE



WASHINGTON

Lead folder

FOREST SERVICE

(Sent to Regional Foresters)

DAY TELEGRAM

Washington, D.C., May 6, 1933.

Following wire sent by Fechner to all governors last night quote before approving emergency conservation work projects on state county and municipally-owned land President desires assurance that you will urge the state legislature if now in session or if not at its next succeeding session to enact legislation providing that if as a result of the work done the state derives a direct profit from the sale of the land or its products the proceeds will be divided equally between the state and the federal government until the state shall have paid for the work done at the rate of one dollar per man per day for the time spent on projects subject to a maximum of three dollars per acre stop President desires that no work shall be done on privately-owned land except as may be necessary in the public interest for regional or state-wide forest protection against fire, insects and disease and/or simple flood control measures to arrest gully erosion and flash run-off at headwaters of mountain streams stop where public interest demands work on privately-owned land for these purposes the President requests that it be conditioned on state assuming responsibility for maintenance of works by landowners or otherwise and obtaining contracts with the landowners by which the state reserves the right to remove at its option and without recompense to landowner any structures or other things of removable values which may result from the work done including products of trees planted to arrest erosion stop please wire at your earliest convenience whether you agree to this plan unquote all camps listed Morrell's letter of April 26 have been approved subject to governors acceptance of conditions given in Fechners wire stop you will be advised soon as acceptance received no announcement of approval should be made till you receive further notice.



MORRELL

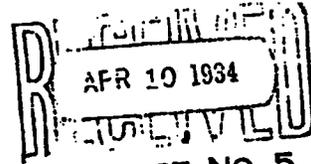
(Copies sent to Regions 1, 2, 4, 5, 6, and 9, for distribution to State Foresters)

DOCUMENT V: AFFIDAVIT OF PROPERTY TRANSFER

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

STATE OF SOUTH CAROLINA, }
COUNTY OF CHESTERFIELD. }

AFFIDAVIT



DISTRICT NO. 5
at Cheraw,

PERSONALLY APPEARS before the subscribing officer
S. C. this 12th day of February, 1934, L. C. Wannamaker, who on
oath deposes and says:

1. Deponent is a lifelong citizen and resident of the town of Cheraw, S. C., and is attorney for the local committee in charge of assisting in procuring the location of South Carolina State Park #1 on an area of 700 acres, more or less, of land situate three miles South of Cheraw, S. C. on U. S. Highway #1.
2. That deponent has in his possession for said committee a commitment from the First Carolinas Joint Stock Land Bank of Columbia to sell said land for the sum of FIVE THOUSAND (\$5,000.00) DOLLARS cash, said commitment extending to March 1, 1934, and a verbal commitment from said bank to extend the time thereof on request from March 1, 1934 to April 1, 1934.
3. That said committee has the sum of FIVE THOUSAND ^{Two hundred-} FIFTY AND 32/100 - - (\$5,050.32) - - DOLLARS in The South Carolina State Bank, Cheraw, S. C. deposited in the name of J. H. Ramseur, Treasurer of said Park fund, which sum is immediately available to buy said land and is deposited with said Treasurer for said purpose and to be disbursed on approval of said park and paid to said land bank or so much thereof as necessary, as the consideration for the transfer of the title to said lands to the State of South Carolina or appropriate agency thereof.

SWORN to before me this 12th
day of February, A. D. 1934

[Signature] (SEAL)
Notary Public for South Carolina,
My commission expires at the
pleasure of the Governor.

L. C. Wannamaker

DOCUMENT VI: APPROVAL OF PROJECT SP-1

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF NATIONAL PARKS,
BUILDINGS, AND RESERVATIONS
STATE PARK CONSERVATION WORK
DISTRICT OFFICE, DISTRICT NO. 5
1235 CENTRAL NATIONAL BANK BUILDING
RICHMOND, VIRGINIA



March 15, 1934.

Mr. H. A. Smith,
State Forester,
Florence, S. C.

*This matter to
be reviewed
1934*

Dear Mr. Smith: Subject: Cheraw State Forest
Park, S. C.

I am advised by the Washington Office that the state park camp for Cheraw State Park has been approved by Director Fechner, to be known as SP 1.

Some changes may be made in your application, and as soon as this information is received it will be forwarded to you.

Very truly yours,

H. E. Weatherwax
District Officer
District No. 5.

W/S.

DOCUMENT VII: LETTER FROM ARMY COMMANDER AT FT. MOULTRIE

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

SP-1

HEADQUARTERS DISTRICT "I", C. C. C.
OFFICE OF THE COMMANDING OFFICER

FFJ/arb

FORT MOULTRIE, S. C.

March 23, 1934.

Mr. H. A. Smith, State Forester,
State Office Building,
Columbia, S. C.



My dear Mr. Smith:

Your letter of March 21st is received. We will do nothing toward moving the company into that area until you further inform us as to your desires, in this matter. When the Company moves in the Commanding Officer will be given explicit instructions relative to his saving all trees near the camp site.

We understood that the camp at Chesterfield was to be occupied for a period of at least a year and we were planning on wooden constructions. If, however, it will only be for six months, we will probably have to make a tent camp out of it, constructing only a mess hall.

However, when Captain Boatwright's report is submitted, I can tell more definitely as to what permanent construction will be placed there.

Assuring you of our desire to do everything we can to cooperate with you, I am

Very sincerely yours,

F. F. Jewett
F. F. JEWETT,
Colonel, 8th Infantry,
Commanding.

DOCUMENT VIII: MEMORANDUM CONCERNING ROADS

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

March 5, 1942

MEMORANDUM TO MR. WALKER:

I interviewed Mr. L. C. Wannamaker on February 26, 1942 with reference to the plan for rearranging the road system outlined in my letter to him of December 9, 1941 - copy attached.

Mr. Wannamaker reported that his brother, Mr. Henry Wannamaker, was not finally in sympathy with the plan and he could suggest no further approach to the subject.

Keeping in mind the fact that the County Commissioners will not close Old #1 Highway and the fact that every year brings us additional problems with regard to controlling the area, I suggest that we approach the National Park Service with the following plan:

- (1) Maintain Old #1 Highway like any through road;
- (2) Place gates along this road at all places of entrance to the Park;
- (3) Change alignment as shown on the accompanying map to allow better control of the Day Use Area;
- (4) Have a pedal traffic light installed at U. S. Highway #52 to reduce dangerous hazard now involved;
- (5) Close entrance to group camps from U. S. Highway #52 and establish entrance south of the lake and old U. S. #1 and place gate where it meets Old #1 Highway.

Thus, in a practical sense we will be able to control the areas in the development which need protection. It is folly to continue to argue about the ideal when it is at present beyond our attainment and many practical problems face such as:

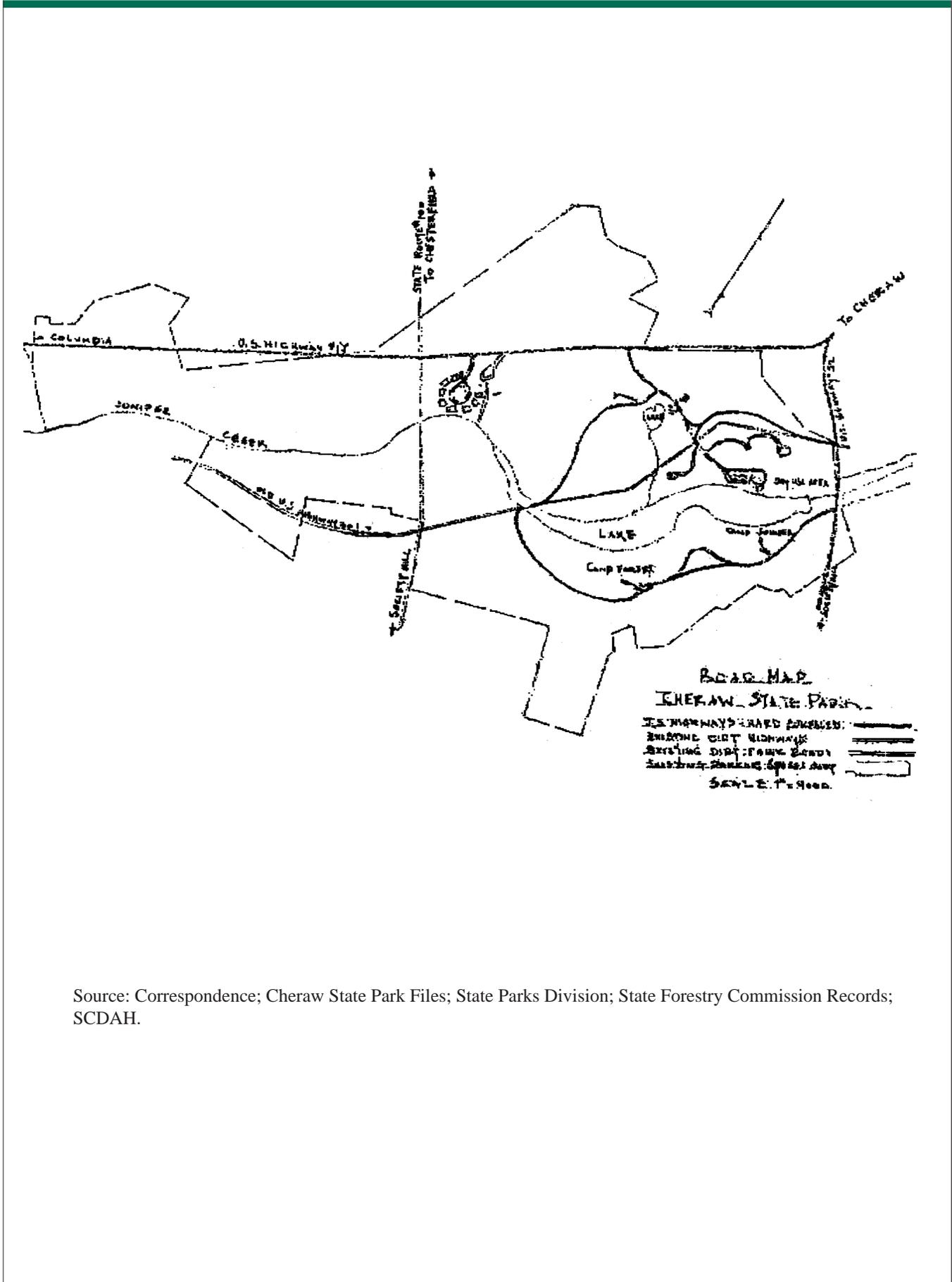
1. repeated forced entries to buildings;
2. undesirable night use;
3. dangerous traffic conditions;
4. the park continually looks to be unfinished or upset.



P. R. Plimer
State Landscape Architect

DOCUMENT IX: ROAD MAP THAT ACCOMPANIED MEMORANDUM

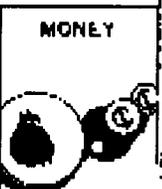
S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina



Source: Correspondence; Cheraw State Park Files; State Parks Division; State Forestry Commission Records; SCDAH.

DOCUMENT X: FINAL (PICTOGRAPHIC) REPORT ON CCC ACTIVITIES IN S.C.

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

 <p style="text-align: center;">Federal Security Agency CIVILIAN CONSERVATION CORPS JAMES J. MCENTEE, DIRECTOR</p> 													
<p>A BRIEF SUMMARY OF CERTAIN PHASES OF THE CCC PROGRAM <u>SOUTH CAROLINA</u> PERIOD <u>April, 1933 - June 30, 1942</u></p>													
	<p>A wide range of conservation work was carried out by the Civilian Conservation Corps during the nine and one quarter years that the CCC operated in South Carolina. Major types of work engaged in included erosion control on private farm lands, forest protection, state park development and improvement of conditions for wildlife. Erosion control techniques were demonstrated to farmers and forest lands were safeguarded against fire by the building of truck trails, the erection of lookout and fire towers and the laying of telephone lines of communication. A fine chain of State Parks and other areas in public forests were developed for public recreational use. One of the most important links in the Atlantic seaboard chain of migratory waterfowl refuges was developed with the aid of the Corps.</p>												
<p>MFN</p> 	<p>AGGREGATE NUMBER OF SOUTH CAROLINA MEN GIVEN EMPLOYMENT 46,171</p> <p>This figure includes:</p> <table style="width: 100%;"> <tr> <td style="padding-left: 20px;">Enrollees</td> <td style="text-align: right;">42,395</td> </tr> <tr> <td style="padding-left: 40px;">(Juniors and veterans)</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Non-enrolled personnel</td> <td style="text-align: right;">5,776</td> </tr> <tr> <td style="padding-left: 40px;">(Camp officers, work supervisors, etc.)</td> <td></td> </tr> </table> <p>Number of individuals who worked in South Carolina regardless of State of origin</p> <p style="text-align: right;">49,266</p>	Enrollees	42,395	(Juniors and veterans)		Non-enrolled personnel	5,776	(Camp officers, work supervisors, etc.)					
Enrollees	42,395												
(Juniors and veterans)													
Non-enrolled personnel	5,776												
(Camp officers, work supervisors, etc.)													
<p>GAMPS</p> 	<p>AVERAGE NUMBER OF CCC CAMPS OPERATED IN SOUTH CAROLINA 29</p> <p>Close to 50,000 young men and war veterans developed good health and sound work habits as well as new skills in the South Carolina CCC camps, which is proving valuable in the national all-out war program. Major work items completed include:</p>												
<p>WORK ACCOMPLISHMENTS</p> 	<table style="width: 100%;"> <tr> <td style="padding-left: 20px;">Bridges, number (all types)</td> <td style="text-align: right;">895</td> </tr> <tr> <td style="padding-left: 20px;">Lookout houses and towers, number</td> <td style="text-align: right;">129</td> </tr> <tr> <td style="padding-left: 20px;">Check dams, erosion control, number</td> <td style="text-align: right;">215,047</td> </tr> <tr> <td style="padding-left: 20px;">Daily tree planting, erosion control, number</td> <td style="text-align: right;">1,478,596</td> </tr> <tr> <td style="padding-left: 20px;">Trees planted, reforestation, number</td> <td style="text-align: right;">56,778,000</td> </tr> <tr> <td style="padding-left: 20px;">Fighting forest fires, man-days</td> <td style="text-align: right;">113,846</td> </tr> </table> <p>(NOTE: A complete record of all work completed by the Corps in South Carolina is shown on the attached work report.)</p>	Bridges, number (all types)	895	Lookout houses and towers, number	129	Check dams, erosion control, number	215,047	Daily tree planting, erosion control, number	1,478,596	Trees planted, reforestation, number	56,778,000	Fighting forest fires, man-days	113,846
Bridges, number (all types)	895												
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Trees planted, reforestation, number	56,778,000												
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<p>MONEY</p> 	<table style="width: 100%;"> <tr> <td style="padding-left: 20px;">TOTAL OBLIGATIONS IN SOUTH CAROLINA (Est)</td> <td style="text-align: right;">\$57,146,020</td> </tr> <tr> <td style="padding-left: 20px;">ALLOTMENTS TO DEPENDENTS BY ENROLLERS (Est)</td> <td style="text-align: right;">12,458,853</td> </tr> </table>	TOTAL OBLIGATIONS IN SOUTH CAROLINA (Est)	\$57,146,020	ALLOTMENTS TO DEPENDENTS BY ENROLLERS (Est)	12,458,853								
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ALLOTMENTS TO DEPENDENTS BY ENROLLERS (Est)	12,458,853												
<p>D.R.S.</p>	<p>Corps discharged enrollees and ceased active operations on June 30, 1942, in conformity with Public Law 647 - 77th Congress.</p>												

Source: Final Report on CCC in South Carolina, April 1933-June 30, 1942; Pictographs, 1933-1942; Division of Planning and Public Relations; Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.

DOCUMENT XI: LETTER FROM MISS WIL LOU GRAY

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

State of South Carolina
Department of Education

Columbia, S. C.

C
O
P
Y

May 4, 1938

Dr. A. R. Halsey
Corps Area Educational Adviser, CCC
Post Office Building
Atlanta, Georgia

Dear Dr. Halsey:

Under separate cover I am sending you an Opportunity School edition of the Clemson Tiger.

I have been told that CCC boys may be given a leave of absence for study. Therefore, since several have expressed a desire to attend the Opportunity School I am wondering if this information is correct. You understand the Opportunity School was largely organized for persons who had not completed the elementary grades. The curriculum is comprised of the "3 R's" and social sciences, everything being taught as a part of everyday life. As the years passed our own pupils who advanced from the elementary grades to high school begged to come back and so they were admitted. Last year a large group of NYA girls who realized it was impossible for them to attend college, asked for admission and Mr. Hope decided in their favor. So you see pupils are admitted from illiterates to high school graduates. The school is organized as a community and therefore this range is not unusual. We are to have 100 NYA girls this year. We should very much like to have 100 CCC boys, fifty over fifth grade and fifty below. One of our high school graduate alumni is assisting an Educational Adviser. It has occurred to me that we could give a special course to boys capable of assisting the Educational Adviser, and if this were done, they would be so much better fitted to render intelligent service. For instance, we could give them some of the techniques of teaching the boys who have never gone to school or gone very little. Then, too, we could organize a class for the editors of camp papers as well as classes for the near-illiterate boys.

It has been a pleasure to cooperate with your group of advisers this year.

Sincerely yours,

/s/ Wil Lou Gray
Supervisor of Adult Schools

Source: Miss Wil Lou Gray File; Correspondence Files of IV Corps Area, Box 118, June 1937-June 1938; Civilian Conservation Corps Education, Records of the Office of Education; Record Group 12; National Archives, Washington, DC.

DOCUMENT XII: CERTIFICATE OF ACHIEVEMENT PRESENTED BY CCC

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

P. C. 37833

RECORD OF CERTIFICATE
CIVILIAN CONSERVATION CORPS
ISSUED TO—

_____ of _____
(Town)

_____ (State)

for proficiency in _____

C. C. C. Company No. _____

located at _____

Company Commander.

Camp Educational Adviser.

Project Superintendent.

District Educational Adviser.

970 9-1942

CIVILIAN CONSERVATION CORPS

P. C. 37833



Proficiency Certificate

THIS IS TO CERTIFY THAT _____

of _____ while a member of C. C. C. Company _____ of

_____ became proficient in _____

Dated _____

Company Commander.

Camp Educational Adviser.

Project Superintendent.

Approved by the District Commander:

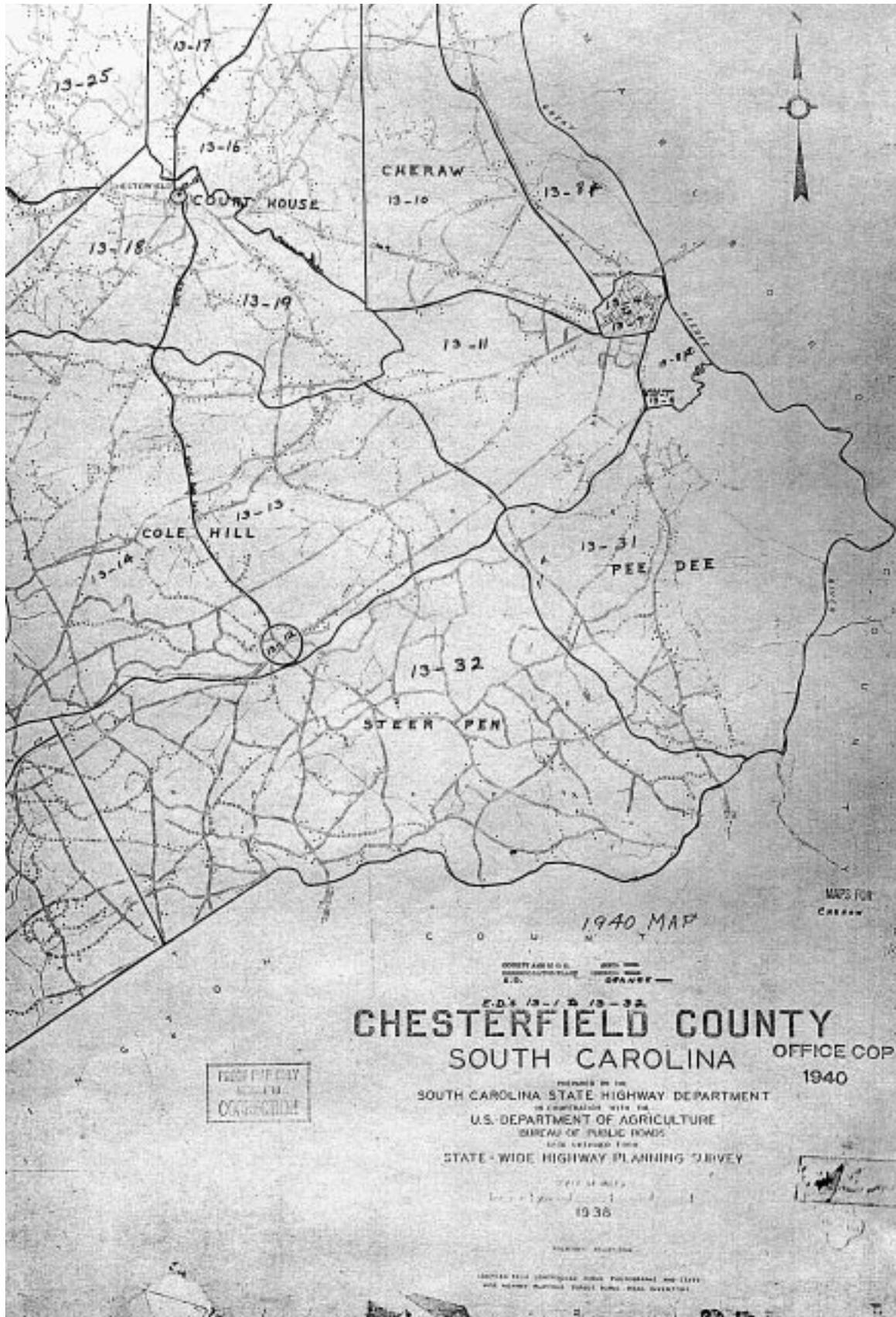
District Educational Adviser.

U. S. GOVERNMENT PRINTING OFFICE 9-1942

Source: Prints, Box 1; Illustrations by Marshall Davis for the Camp Life Series, 1939–1940; Records of the Office of Education; Record Group 12; National Archives, Washington, DC.

DOCUMENT XIII: 1940 CENSUS MAP OF CHESTERFIELD ENUMERATION DISTRICT

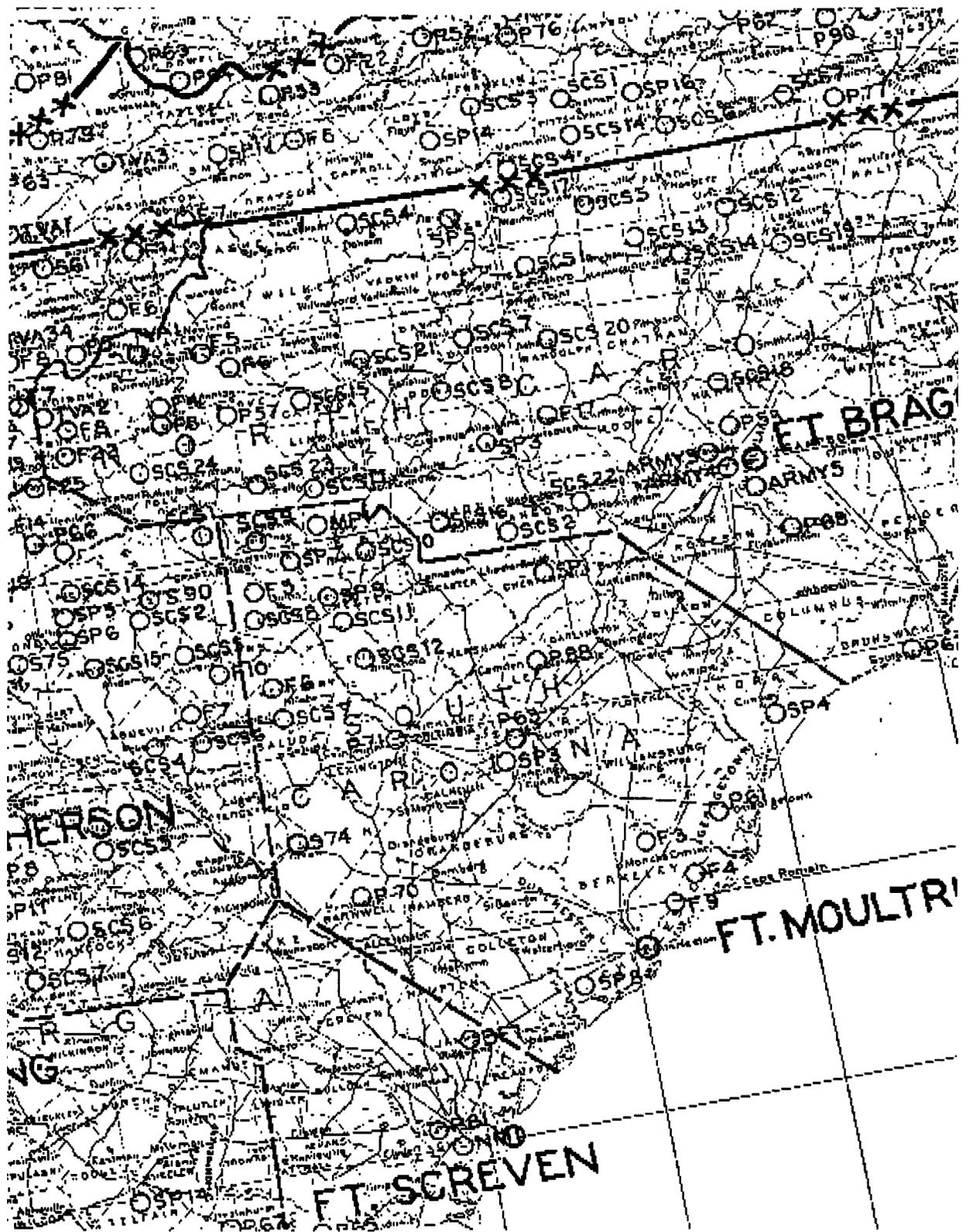
S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina



Source: Enumeration District Map, Chesterfield County, South Carolina; Census of 1940; Records of the Bureau of the Census; Record Group 29; National Archives, Washington DC.

DOCUMENT XIV: MAP OF CCC CAMPS IN SOUTH CAROLINA

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina



Source: Map showing CCC camps, 1937 #1; Records of the Office of the Chief of Engineers; Record Group 77; National Archives, Washington, DC.



South Carolina Department of Archives and History

Document Packet Number 5

HERITAGE EDUCATION



South Carolina Department of Archives and History

Document Packet Number 5

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Produced by: The Education Service Area, Alexia J. Helsley, director; and the Publications Service Area, Judith M. Andrews, director.

Credits:

Folder cover: Union County Courthouse courtesy South Caroliniana Library, University of South Carolina, Columbia, SC

Photograph of Fairfield County Store courtesy George R. Lauderdale, Jr.

Photograph of Main Street in Columbia in 1907 from *Handbook of South Carolina, 1907* (Columbia: State Department of Agriculture, Commerce and Immigration, 1907), 558

Photograph of street in Newry Mill Village from State Historic Preservation files, SCDAH

Photograph of store and post office in Newry from State Historic Preservation files, SCDAH

Photograph of Main Street's shops from State Historic Preservation files, SCDAH

Photograph of mill at Newry from State Historic Preservation files, SCDAH



South Carolina Department of Archives and History

Document Packet Number 5

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HERITAGE EDUCATION





Inside Fairfield County store

BUILDINGS SPEAK!

Oh! Not in voices like yours, nor in words you can hear. But if you look closely, you can understand what they say. Buildings can tell you about the history of your town, your county, your state, and your nation. South Carolina's rich architectural heritage can tell you a story of the state's past, a story this packet will help you to recognize.

Buildings shelter us from rain, wind, heat, and cold, and they do more. Some, like churches, invite us to worship. Others, we use to conduct our business. Often, the architectural styles of these buildings allow us to glimpse the ideas, the hopes, and the life-styles of the people who built them, even if the names rarely appear in history books. South Carolina's architecture is no exception.

History is divided into time periods. This packet illustrates the important subjects, or themes, of several time periods in South Carolina's history. To tell you about each period, we have selected a building that represents the architecture of that time.

COLONIAL BACKGROUND

In the early days of the Carolina colony,

farming was very important. The first English colonists settled along the coast, built simple homes of frame, tabby, or brick, and successfully raised large crops of rice and indigo to sell. The men and women who raised these crops were called planters. The large farms, called plantations, spread inland throughout what became known as the "Low Country." This region of South Carolina is called "Low Country" because the land is nearly flat and lies almost at sea-level. As the colony prospered, the Low Country planters farmed larger areas of land and bought slaves to work in their fields and help in their houses. These slaves were Africans, who were captured by others, brought to America, and sold as workers. Planters and slaves lived on the land and produced their clothes, their tools, and almost everything else they needed. When the colony became richer and larger, the colonists built impressive houses. Charleston, the colony's capital, grew into a busy, important city. Merchants, artists, and government officials who lived there began to build more and bigger homes, and many of the plantation owners also built houses in Charleston, where they lived for part of each year.

Because the good land in the Low Country was already taken, new settlers had to move westward to find farmland when they arrived in Carolina. Here, they were joined by people moving down from Pennsylvania and Virginia. This western part of the state, which was hillier than the Low Country, became known as the "Up Country." Rice and indigo did not grow well in this western region, so the people raised corn, wheat, and cattle instead and sent their products to Charleston for sale. Life in the Up Country was different from life around Charleston. There were few towns, no courthouses, and Indians still raided the farms. Unlike their Low Country neighbors, few Up Country planters owned houses in Charleston, not as many owned slaves, and those who did, often worked in the fields alongside them. Like their Low Country neighbors, the people in the Up Country grew or made most of what they needed, but to do business, the men had to travel long distances to Charleston. Almost everyone lived year-round on their plantations. Theirs was a simple country, or rural, life.

In 1776, the American colonies declared their independence from England, and to secure it, they fought a long war, known as the American Revolution. When war ended in victory in 1783, the Americans replaced the colonies with states, and a new nation appeared called the United States of America.

EARLY NATIONAL TIMES, 1780–1830: *The expansion of the plantation system*

After the American Revolution, the Up Country planters gained more voice in South Carolina's state government. Many became legislators, and to shorten the distance they had to travel to meet, they wanted the capital moved inland. In 1790 they got their wish. Columbia, in the middle of the state, became the new capital, and now everyone who came to the capital travelled about the same distance. The state was also divided into counties, and each county had a courthouse. This

meant that to settle a law case, people did not have to go as far from home.

Farming was still the new state's most important occupation, but cotton replaced rice and indigo as the main cash crop. At first, a special cotton called long staple or Sea Island was grown on the land and islands along the coast. Short staple cotton was not widely grown because hundreds of seeds had to be picked by hand from each white cotton ball before it could be sold. This situation changed, however, in 1793 when Eli Whitney invented a machine called the cotton gin, which could take the seeds out of the cotton ball with speed. With the help of the cotton gin, planters could earn money growing cotton anywhere in the state. As a result, more planters used more slaves

to grow more cotton and earn more money.

Many people lived in the Low Country by 1790. Charleston was growing, and so, too, were the numbers of merchants and the homes and stores they were building there. Some of the richest cotton and rice planters in the area began to build larger homes on their plantations, and they built houses for the slaves, smokehouses to keep meat, stables for the horses, and barns for the other animals as well. Coffin Point Plantation (ca. 1802) on St. Helena's Island, Beaufort County, is a good example of such a plantation. The wealthy Coffin family owned over fifteen hundred acres of land. They raised fine cotton, sold cotton seed, and built and repaired ships with the help of the more than two hundred slaves who lived on their plantation.

Life was not as easy in the more thinly settled Up Country. People moved there when they realized they could earn money by raising cotton, but they worked hard. Most plantations were smaller than those in the Low Country, and homes were much simpler. James Beard of Fairfield County, who built what we know today as the James Beard House (ca. 1830), lived on his land, grew mainly cotton, and raised cattle and pigs. Richer than most of his neighbors, his wealth could not compare with the Coffin's. His plantation covered a mere 500 acres, and he owned only nineteen slaves.

ANTEBELLUM PERIOD, 1820–1860: *Greek Revival architecture*

Between 1820 and 1860 the plantation system of raising crops by using slaves spread throughout the state. Although some planters moved west to newly opened lands in Alabama and Mississippi, and although those who stayed faced some hard times, the successful sale of cotton made South Carolina quite a wealthy state.

During this period, cotton was the state's most important crop. It was packed into huge bales weighing 500 pounds and shipped from Charleston to factories or textile mills in the northern states and Europe, where it was made into cloth. The planters in the Up Country grew so much cotton that the state government began a program to build more roads and canals to help them get their crops to Charleston. Railroads were built as well. By 1860, eleven railroads joined different parts of the state.

Along with better roads and new canals, the people of the state began to build county courthouses and other buildings, both public and private, to exhibit their state's wealth. The architecture of early Greek democracies and the Roman Republic became popular after 1812, when the United States won a second war against England. Proud of their new nation, Americans believed these classical designs reflected America's beliefs and its type of government. Thus, during the Antebellum Period, South Carolinians patterned many of their houses, churches, and public buildings on Greek temples. Public buildings that looked like Greek structures illustrated their pride in their democracy.

Thomas Jefferson, our third president, was one of the first Americans to base his building plans on these classical designs. Architect



Main street in Columbia

Robert Mills, a South Carolinian who was influenced by Thomas Jefferson, designed some important Greek Revival buildings in South Carolina between 1802 and 1837 and went on to become well-known nationally. It was Robert Mills who designed the Washington Monument in Washington, DC, the nation's capital.

The Newberry County Courthouse is an example of Greek Revival architecture. The plan drawn by Joseph Graves in 1852 shows a large building with beautiful details. That plan tells us that Newberry was a rich county during the Antebellum Period. And the construction of this courthouse, Newberry's fourth, also shows how much the county had grown and prospered. However, between 1861 and 1877, South Carolina went through the difficult period of Civil War and Reconstruction.

POSTBELLUM PERIOD, 1877–1917: *Farms merge with industry*

South Carolina's Postbellum era was a time of change. The state still depended on farming, but the Civil War had ended slavery and the large plantations disappeared. Some former slaves bought land for themselves; some rented land from former planters. Those who rented the land paid their rent either with money or with part of the crops they raised. Those who paid with cash were called tenant farmers; those who paid with crops were called share-croppers. With the plantation system gone, South Carolina became a poor state with many small farms.

Cotton was still the most widely grown cash crop in the state, but in the area around the PeeDee River, farmers began to grow a new crop, bright-leaf tobacco. To help farmers get their crops to market, more railroads were built to more towns and villages. The trains that carried the crops to market returned with factory goods for the village storekeepers to sell. More people moved to the villages to open new businesses, and villages slowly grew into towns. The farmers came to the towns, bringing their cotton to be sold and shopping for the goods they needed. New towns appeared during this

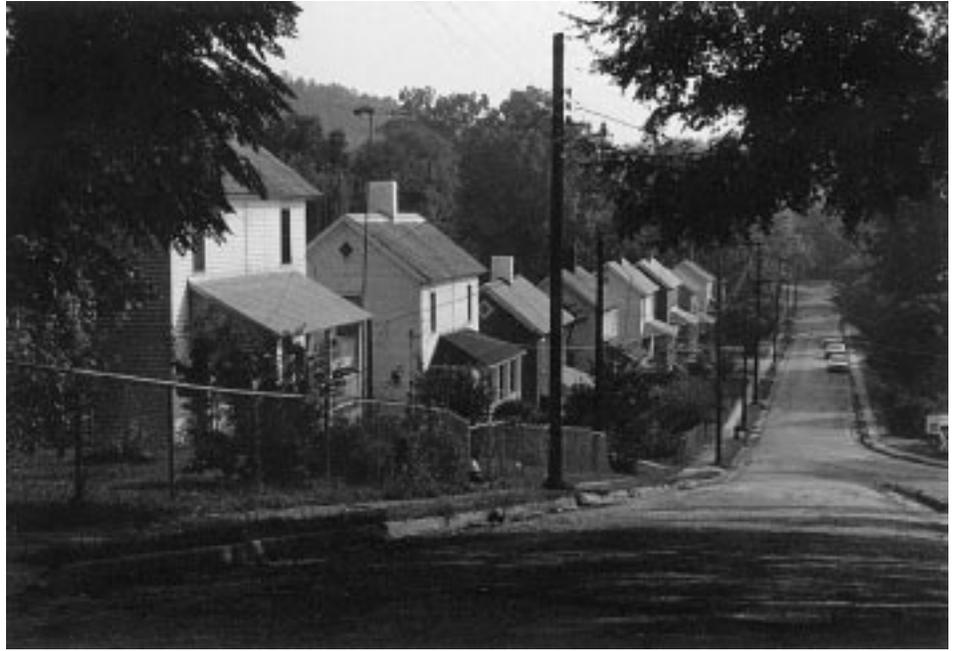
period, and these towns flourished and grew while cotton was the important crop. Ridgeway in Fairfield County was one of these towns. By the 1880s, Ridgeway had a business block of ten stores that looked like the Thomas Company Store.

This period saw increased construction of factories and industries. Textile mills were particularly important, for once they were built, the raw cotton could stay in the state to be made into cloth. Many textile mills were built in the Up Country where there was water power to run them. Often the owners of large mills built villages beside the mills so their employees could live near their work. These villages had a store, churches, a school, and a ball field. Some owners built all new buildings, and some built around existing towns to take advantage of the buildings already there. Newry, in Oconee County, was a typical mill village of this period.

As more people moved into towns, either to work in the mills or to open businesses, towns grew into cities, and fewer people lived on the land. To be near work and stores, most people who moved from the land lived close to the town or city center. Later, the invention of the streetcar, or trolley, gave people more choice—the new transport made it possible for them to build houses farther from the center of town, in what we call suburbs, and to travel back and forth.

WORLD WAR I AND DEPRESSION, 1917-1941: *The coming of the automobile*

At the end of World War I, farming was still South Carolina's most important occupation. People still lived on the land or in small towns, and cotton was still the most important crop. Then in 1917, the boll weevil appeared. This small insect attacked the state's cotton crops and reduced both the size of the crops and their quality. As a result, farmers received lower prices for their cotton, many lost their land, and sharecroppers and tenants could not pay their



Street in Newry Mill Village

rents. Many South Carolinians, especially black South Carolinians, moved north to find work there.

Tobacco, the crop of the PeeDee, still grew well and made money for some farmers. Florence, the PeeDee area railroad center, continued to be a boom town because the farms around it were growing crops that could be sold. In other areas of the state, some farmers grew more vegetables and some grew peaches to sell. But farming was hard work.

Most South Carolinians still travelled by horse and buggy, mule and wagon, or railroad train. The coming of the automobile, however, changed the way people travelled and changed the state as well. At first, most of the people who used an automobile lived in the city, but gradually people in the small towns began using them also. As the number of automobiles grew, so, too, did the need for better roads. In 1917, the state created the State Highway Department, and soon it was building roads and bridges for cars and trucks to travel to and from towns all over South Carolina.

The automobile introduced other changes as well. The houses most people built during this period were bungalows, or

Craftsman Style houses, and as more people bought cars, the designers of these homes added a place to park them. You can see these covered places, called porte cocheres, when you look at craftsman style houses like the Bamberg house in Bamberg County.

Automobiles also introduced a new business, the gas, or filling, station. Shops to repair automobiles and sell gasoline sprang up all over the state and replaced the no-longer-needed livery stable, which had taken care of the horses, mules, buggies, and wagons. Because gasoline catches fire easily, filling stations were usually built of fireproof materials like concrete and steel. The architects designed some stations to look like machines and others to look like the houses in the surrounding neighborhood. The Pure Oil Company designed its station in the city of Florence in Florence County to look like the Tudor Revival, a then popular house style.

Today, huge concrete interstate highways crisscross South Carolina. Railroads still carry some goods, but semi-tractor trailer trucks travel the highways in large numbers to deliver most factory-made items to stores in the state's towns and cities. Trolleys are gone, and most South Carolinians now travel in buses, cars, and airplanes.

The state today looks very different from the way it looked just after the American Revolution. But we can see what happened in the years between if we look at the buildings of the earlier days. Plantation houses and slave cabins tell the story of life after independence. County courthouses show the pride that South Carolinians had in their new Federal nation. Stores, mill houses, and railroad stations speak to us about the industrialization of the state. Bungalows and gas stations reflect the more recent changes.

Yes! If you look, our buildings speak. They can tell you how South Carolina has grown and changed over the last two hundred years.

UNION, SOUTH CAROLINA: How the state's towns grew

Once a small village called Unionville, Union, in the Up Country, is a good example of how South Carolina's villages grew into towns. Farmers from Pennsylvania settled there in the 1750s; planters around the village grew corn and wheat for sale in the Low Country; in 1787, the village was made the county seat of Union County; and Robert Mills designed its first courthouse in 1825.

In 1826, the village of Unionville had a few public buildings and two hundred people living in its twenty houses. Local farmers began to grow more cotton and less corn, and many shipped their wagonloads of cotton through the village, which was located on the crossroads between Spartanburg and Chester. Incorporated as a town in 1837, town limits were set at one half mile from the court house in all directions. By 1850, the town had a newspaper, a post office, fifteen businesses, and a population of more than five hundred. The railroad, which was completed in 1859, ran through the center of the town and connected Union directly to Spartanburg and Charleston.

Union grew between 1877 and 1900 even though a big fire destroyed many downtown buildings. Residents quickly



Store and Post Office, Newry

rebuilt Main Street with brick stores and a new brick depot to serve the farmers who shipped 8,000 bales of cotton a year. Industry came to the town in the 1890s when the Union Cotton Mill opened, boom times followed, and Union became the second fastest growing town in the state. Between 1890 and 1900, the number of people living there grew from 1,609 to 5,400. Main Street could boast more businesses and banks, an opera house, the Union Hotel, three livery stables, and a buggy and wagon factory.

Union continued to grow after 1900. New textile mills began operations, and by 1910, the town had 10,614 people. In 1912, a new Post Office was built, and a year later a new courthouse went up. As the popularity of the automobile grew, filling stations were built, and around 1920, bungalows appeared everywhere in town. In 1926, the town had five large cotton and knitting mills, two newspapers, and the five-story Fairforest Hotel.

Growth slowed when farming slumped, the boll weevil destroyed the cotton crops, and the nation suffered through the depression of the 1930s. Today, Union is a small community like many others in the Up Country. ■

SUGGESTED TEACHING PROCEDURES

This package is designed to be flexible. You do not have to use everything at one time. You might cover an architectural style or an historical period. You can incorporate the lessons into art, language arts, or social studies curricula.

You can share the background information with your class by reading it to them or by copying the pages for them to read to themselves. You may need to explain some terms in the background information—"system," "classical," and "porte cochere," for example. When discussing the plantation system, you may want to include a discussion of slave housing. Unit VII of the South Carolina Black History curriculum (Grade 3) contains a complete lesson as well as student handouts.

One of the most successful ways to arouse enthusiasm and involve your students in architectural studies is by taking them on a field trip. Your students will increase their ability to "listen to and read" the historic buildings if you take them to visit a historic site near you or on a walking tour of your town. You could ask a local

historian to join you to fill in the gaps. Generally, the teacher or guide should try to emphasize the following:

- 1) The site plan noting the relationships of the buildings, the direction the buildings face, and the reasons for this.
- 2) The materials used and what they tell about the age of the building.
- 3) The identification of building style, decoration, and decorative trim. Your students may be able to use the style to judge the building's approximate age.
- 4) The influence of the building's use on its form and plan, both when it was new and today. Students should remark on the changes made over time to accommodate new needs, uses, and inventions.
- 5) The way the building reflects the purpose or ideas of the builder or the owner. This forms a basis for a discussion.

As part of the field trip, you could also ask the students to complete the Architectural Survey Form—or you could ask the students to fill in the form by studying their home or one you assign. You might want to make your walking tour into an architectural scavenger hunt. You could give your students a list of items to look for—dentil molding, columns, fanlights, for example—and ask them to find examples of these while on the tour. You might give each student an architectural detail that they must find and then draw.

You could also get your students to identify a local historic resource of either the same style or type as one in this packet—a gas station, a mill house, a bungalow, for example. The students might want to go further to see how many types and styles they can find.

To initiate a class project, you could get the students to mark the historic sites mentioned in the packet on a large map of South Carolina. They might also want to use a county map or a town map to mark local historic sites of interest. You could divide your class into groups to research a particular architectural style or era then have each group compile its information and illustrations into a booklet. The booklets can then become chapters in a Class Historic Preservation Book.



Top: Main Street's shops lined up side by side like shoeboxes Below: Mill at Newry

You could launch another project by asking students to complete a diorama of some part of the state at a specific time period in its history. The diorama should include a model of a historic building, and the surroundings should be appropriate for the period selected. On a larger scale, you could have each student construct a model of a building and then get the class to use the buildings to lay out an ideal town. Be sure the students include businesses, warehouses, public buildings, parks, etc. The town can be scaled to any size.

You can find visual sources to go along with this packet in the History of South Carolina Slide Collection by Dr. Constance B. Schulz of the University of South Carolina. You can use the collection in a variety of ways. One way would be to have your students prepare and present a slide show to complement, historically and architecturally, one of the periods described in the packet. ■

**Basic Skills Objectives met in Document Packets
(as part of the Basic Skills Assessment Program)**

READING

Decoding & Word Meaning
Details
Main Idea
Reference Usage
Inference
Analysis

WRITING

Sentence formation
Composition

MATHEMATICS

Concepts
Measurements

Bibliography/Teacher Resource:

Baldwin, Agnes L. *Plantations of the Low Country, South Carolina, 1697-1865*. Greensboro, NC: Legacy Publications, 1985.

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McAlester, Lee and Virginia McAlster. *A Field Guide to American Houses*. New York: Alfred A. Knopf, 1984.

Poppeliers, John C., S. Allen Chambers, and Nancy B. Schwarts. *What Style Is It?* Baltimore, MD: The Preservation Press, 1983.

Sanborn Map Company. *Sanborn Fire Insurance Maps*. New York: Sanborn Map Company, 1884, 1902, 1926.

Note:

The National Register of Historic Places recognizes properties that possess historical, architectural, and archeological importance to the nation. Altogether, about 1,000 properties, individual and districts, are listed for South Carolina. The properties in this packet are in the National Register. For more information about the National Register or to find out about properties listed in your area, please contact:

South Carolina Department of Archives and History

State Historic Preservation Office

PO Box 11,669

Columbia, South Carolina 29211-1669

Telephone: (803) 734-8610

VOCABULARY

S.C. Department of Archives & History • Heritage Education

Many of the terms used in the packet have been explained in the accompanying text. Other architectural terms have been illustrated.

TERM	DEFINITION
Arch	a curved structure, usually built of brick or stone, often used at the top of doors and windows
Archaeologist	one who scientifically studies the way ancient people lived
Architecture	the science, art, or profession of designing and constructing buildings.
Architect	the person who designs and oversees the construction of buildings
Bungalow	a small one or one and half story house
Construction	the way in which something is built
Eaves	the edges of the roof that hang over the walls
Entry	the way to enter a building; door or hallway
Gable	a triangular piece of a wall set between the eaves and the top of the roof, or ridge.
Greek	an adjective used to describe anything that comes from ancient or modern Greece, a European country
Multiple	having many parts, more than one of anything
Pitch of a roof	the slope or steepness of a roof
Rafters	the sloping parts of the frame of a building supporting the roof
Revival	bringing something back into use
Style	the way in which something is made or done; fashion
Tudor	a style of building used during the period the Tudor family (Henry VII, Henry VIII, Edward VI, Mary, and Elizabeth I) ruled England (1485-1603)

ARCHITECTURAL SURVEY FORM

S.C. Department of Archives & History • Heritage Education

Building Name: _____

Building Address: _____

Describe the foundation if you can see it.

What kind of walls does the building have? wood brick other

What type of construction do you think the building has? masonry wooden

What type of roof does the building have? gable hip other

Describe these architectural details.

windows: _____

doors: _____

chimneys: _____

porches: _____

Does the building have any of these features?

- dormers pediment dentil course lunette fanlight
 columns exposed rafters knee brackets half-timbering other

What style is the building?

- Federal/Adam Greek Revival Bungalow/Craftsman Tudor Revival Other

If the building is vernacular and has no style, describe its form: _____

When do you think this building was built? _____

Why? _____

ARCHITECTURAL BASICS: Reading a building (first page of three pages)

S.C. Department of Archives & History • Heritage Education

Buildings tell their stories through:

A. STRUCTURE

B. STYLE

C. FORM

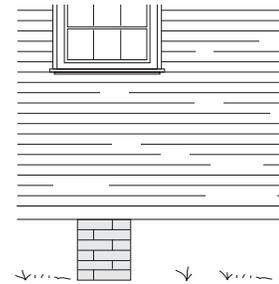
A. STRUCTURE refers to the parts of a building and the way the parts are put together or built. Structures have three basic parts:

1. Foundation

2. Walls

3. Roof

1. A foundation supports walls. It also raises wooden walls above the moisture in the soil to prevent them from rotting. In South Carolina, we usually build pier foundations—columns of brick or stone—which allow air to flow under our houses to cool them during our hot summers.

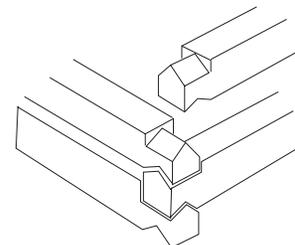


Brick pier foundation

2. The walls rest on the foundations and do two things: they protect the inside of the building from the weather, and they support the roof. We describe the materials the walls are made of and the way they are put together as *type of construction*. The type of construction can tell us a lot about when a historic building was built. We are going to look at two types of wall construction—masonry construction and wood construction.

Masonry walls are constructed with brick, stone, or tabby and are durable—they last a long time. South Carolinians built masonry walls from the time of early settlement through the Antebellum Period, and they continued to use masonry into the twentieth century to construct large commercial buildings. Many of South Carolina's oldest historic buildings are built with brick. **Wooden** walls are constructed in South Carolina more often than masonry walls. Over time, however, the way we have built them has changed.

a. *Log construction*—some early South Carolina buildings were constructed with log walls, but few have survived. If you see a building with log walls, it was probably constructed during the period of Early Modern Times or in the Antebellum Period (1780-1860).



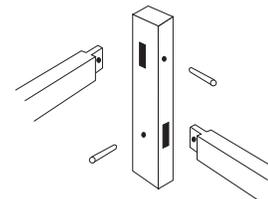
V-notched log construction

ARCHITECTURAL BASICS: Reading a building (second page of three pages)

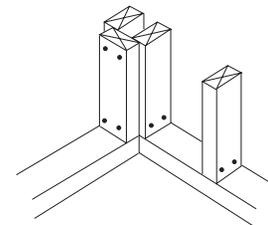
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b. *Heavy timber frame construction*—many pre-Civil War historic buildings have hand-made, heavy timber frame walls, which were built by cutting huge logs into squares and joining the squares with wooden pegs.

c. *Balloon-frame construction*—a factory-produced method that was invented in Chicago, Illinois, and replaced hand-made heavy timber construction because it was quick and cheap. Many historic buildings erected after the Civil War have balloon-frame walls. Balloon-frame walls are built of two-inch boards of different widths (two-by-four, two-by-six) joined with nails.



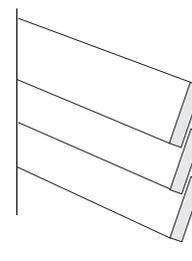
Heavy timber frame construction



Balloon-frame construction

The durability of structures

Walls built of materials such as logs and brick are solid; they hold up the roof, and they shield the inside of the building from weather. The walls of balloon-frame buildings, however, are less solid and must be covered before they can protect an interior. The walls in most of South Carolina's older balloon-frame buildings are covered with clapboards—boards layered horizontally. More recently, balloon-frame walls have been covered with thin bricks, called veneer.

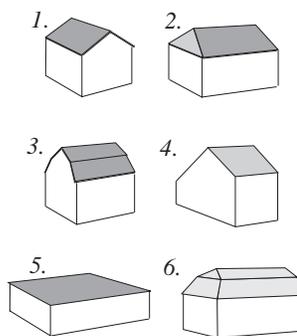


Clapboard wall

3. The roof—like the walls, the roof protects the interior from the weather. When a historic house loses part of or all its roof, it will deteriorate quickly. We see a variety of roof shapes in South Carolina:

a. *Gable and hipped roofs*—are used most commonly here. A gable roof has two sloping sides, which meet in a ridge; from the end, the gable roof looks like a triangle. Hipped roofs have four sloping sides, which meet in a ridge or a point.

b. *Gambrel, catslide, flat, and mansard roofs*—these are the names of some other roof shapes.



1. Gable 2. Hipped
3. Gambrell 4. Catslide
5. Flat 6. Mansard

B. STYLE

We can describe some historic buildings by the decorative style of their windows, doors, chimneys, and porches—details that give buildings much of their character. The style of a building is its fashion, and like clothing styles, architectural styles come and go. We can often tell when a building was constructed by

ARCHITECTURAL BASICS: Reading a building (third page of three pages)

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looking at its style because certain architectural styles were popular during specific periods.

Some architectural styles reflect current fashion. Those like **Greek Revival** grew from earlier styles. The Greek Revival style (popular in the early nineteenth century just after the colonies had become the United States) was based on the temples of the ancient Greeks. Other architectural styles take root when the work of great architects is copied—the **Federal or Adam** style of architecture was copied from the designs of the Adam brothers in England; the **Craftsman** style was copied from the designs of Charles and Henry Greene in California.

C. FORM

Some buildings reflect local traditions and everyday life rather than current fashion. These buildings we call **vernacular**, and we describe them by their form or shape. Practical experience and tradition—knowledge passed from builder to builder and from parent to child—taught people how to erect these buildings. The *I-House* or *Plantation Plain House* is an example of the vernacular style.



Greek Revival style



Federal or Adam style



Craftsman style



I-House

ACTIVITY SHEET, 1780–1820

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Period: Early National Times 1780–1830

Theme: Expansion of the Plantation System

Basic Architectural Characteristics: Low Country Plantation House

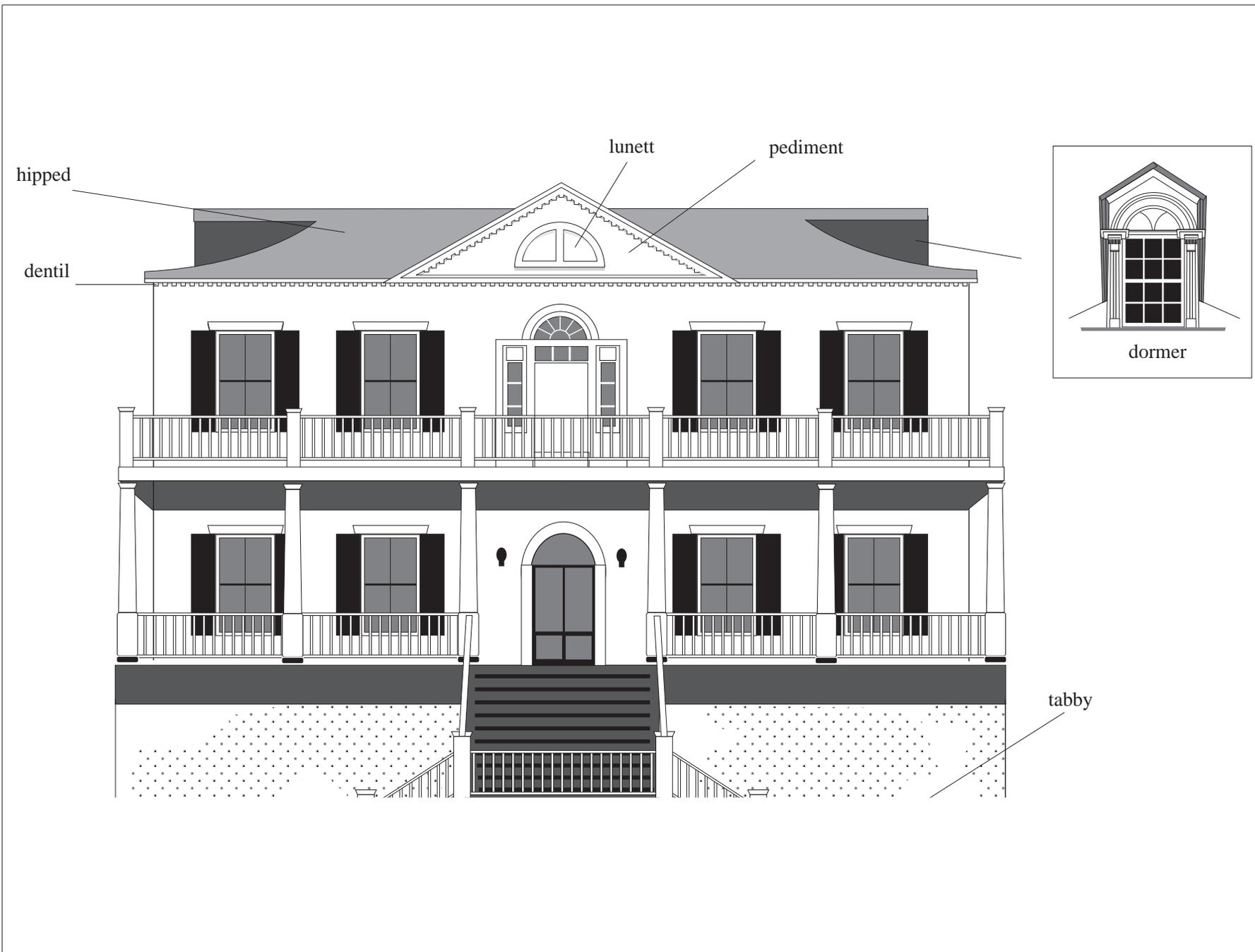
Example: Coffin Point Plantation, St. Helena Island, Beaufort County (c. 1800)

Coffin Point Plantation house is a good example of a Low Country plantation house. The style is based on the popular **Adam** style—a style copied from one designed by the English architects, the Adam brothers. In the United States, the Adam style was often called the **Federal** style because it was popular during the early days of our federal government when the United States had just won its independence from England.

In South Carolina, it was the master-builder rather than the professional architect who usually designed and built Low Country plantation houses. A master builder named Mr. Wade built Coffin Point with the help of five carpenters. The foundation is made from **tabby**—a concrete-like material made from seashells. Tabby was used on the Sea Islands and in areas near the coast where shells are plentiful. The roof is **hipped** and has **dormers** on each side. The decorations—the **dentil course** in the **eaves**, the **pediment** in the center of the house, the half-circle window in the pediment (the **lunette**), and the half-circle windows above the doors (the **fanlights**), were popular in Federal-style buildings.

Activities:

1. Find the lunette and fanlight windows. Count the number of panes in each. Draw an exact picture of these windows.
2. Count the half circles on the house. Why do **you** think people liked having half circles on their houses?
3. Write a poem in the shape of one of the windows.
4. Find out what the family in the house might have eaten every day for breakfast, lunch, and dinner. You might want to cook a meal like the one the Coffins ate when their house was first built.



LOW COUNTRY PLANTATION HOUSE, 1780–1830 (Coffin Point Plantation)

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Source: State Historic Preservation Files, SCDAH

ACTIVITY SHEET 1780–1820

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Period: Early National Times 1780–1830

Theme: Expansion of the Plantation System

Basic Architectural Characteristics: Up Country Plantation House

Example: James Beard House, Fairfield County (c. 1830)

Plantation houses in the Up Country were plainer than those in the Low Country and are described as vernacular because the owners stressed use over fashion. The materials used were simple as well because transportation was difficult. Builders used what they could find nearby—trees and stones from the site and bricks that were usually made locally.

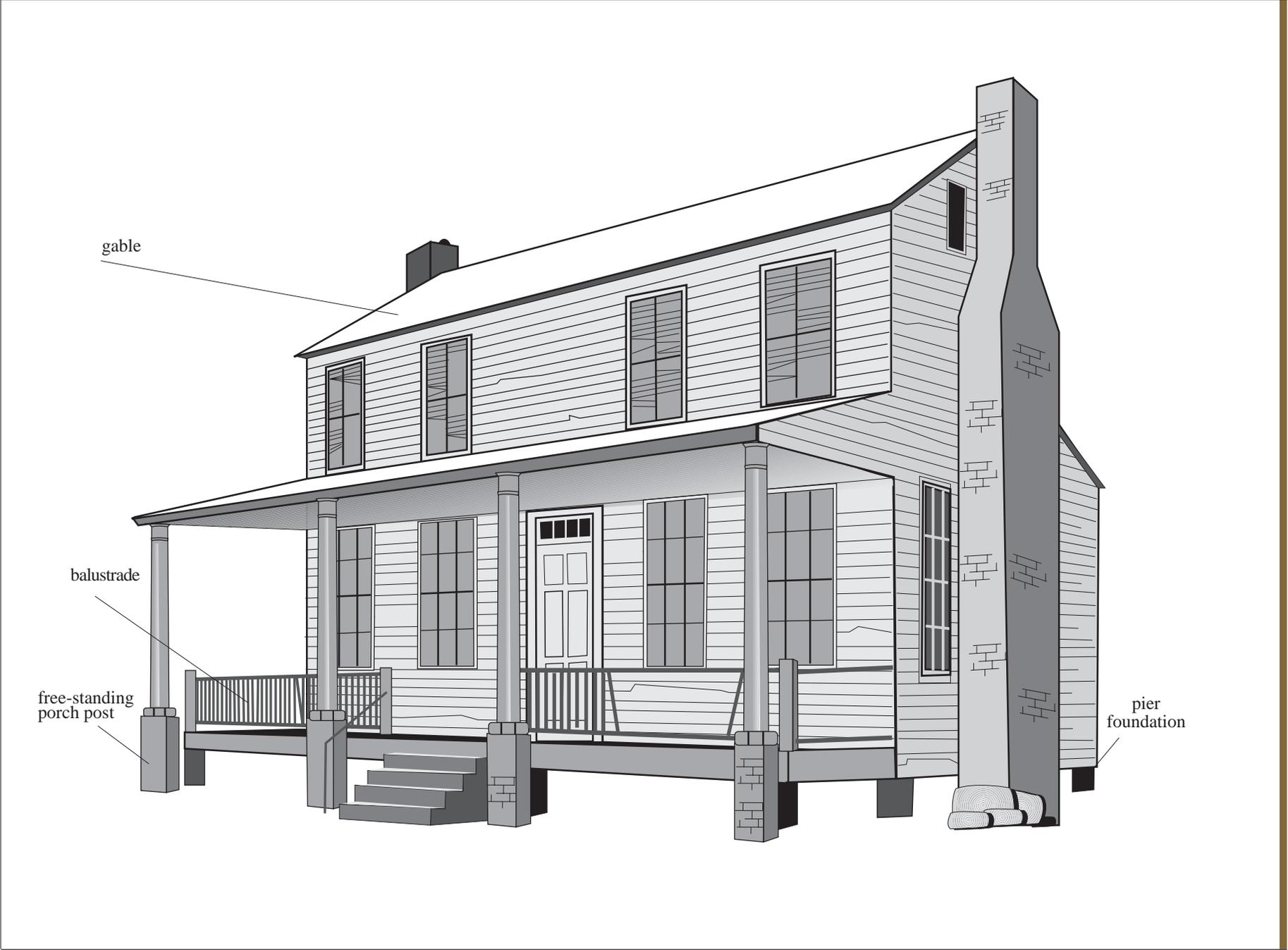
The James Beard House in Fairfield County is a good example of an Up Country Plantation house. Called a **Plantation Plain House** or an **I-House**, its form has been used throughout South Carolina. The I-House is shaped like a rectangle, has two stories, and a **gable roof**. The main part of the house has four rooms—two rooms separated by a central hall on each floor. Shed rooms on the back of the house provided extra room, and the kitchen was in a separate small building behind the main house.

The porch is an important feature of the I-House. It provided shade and helped to keep the inside cool on hot summer days. The James Beard house has a porch with **free standing posts**, which go directly to the ground without touching the porch floor—an unusual architectural feature found occasionally in South Carolina's historic houses.

Two large chimneys are on each end of the house. These chimneys are an important feature of the Up Country plantation house, and their fireplaces provided the occupants with their only source of heat on cold winter days.

Activities:

1. Write an ad for a newspaper as if you were the James Beard House. Tell people why you think they might want to live in you; describe the good things you can offer. You might also describe the owners you would like to have.
2. List the materials the builder used for this house and the places he might have found them.
3. Describe how this house is like and how it is different from the Coffin Point Plantation House.
4. Draw pictures of the way the people who first lived in the house might have looked and dressed.



gable

balustrade

free-standing porch post

pier foundation

UP COUNTRY PLANTATION HOUSE, 1780-1830 (James Beard House)

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Source: State Historic Preservation Files, SCDAH

ACTIVITY SHEET, 1820–1860

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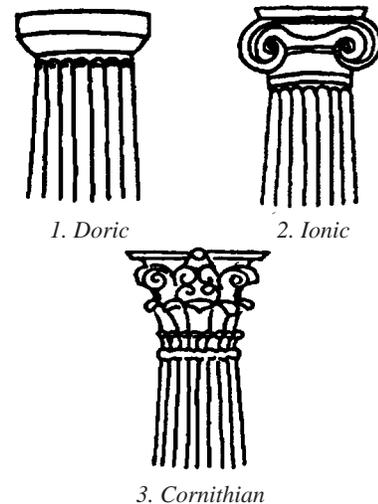
Antebellum Period 1820–1860

Basic Architectural Characteristics: The Greek Revival Style

Example: Newberry County Courthouse, Newberry, Newberry County (1852)

Greek Revival was the popular architectural style from 1820 to 1860. During this period, archeologists rediscovered the ancient civilization of the Greeks, and South Carolinians, who linked the building style of the Greek democracies with the birth of democracy in America, used the Greek Revival style for most of their public buildings and churches. The Newberry County Courthouse, which was designed to look like a Greek temple by Jacob Graves, a South Carolina architect of the period, embodies the three basics of the Greek Revival style—columns, entablature, and pediment.

The columns are the most easily recognized feature of this style. Each column has three parts: a **base** (or bottom), a **shaft** (or long part in the middle), and a **capital** (or top). The Greeks used three types of capitals, *Doric*, *Ionic*, and *Corinthian*, and they named the column for the type of capital it had. Doric columns have simple, undecorated capitals like those on Newberry County Courthouse. Ionic columns have capitals that look like ram's horns and are called volutes. Corinthian columns have fancy capitals of leaves carved to look like the acanthus plant. The columns support the entablature and are an important part of the building's structure.



The entablature, like the columns, also has three parts: the *achitrave*, *frieze*, and *cornice*.

The pediment rests on the entablature and is often at the gable end of the roof.

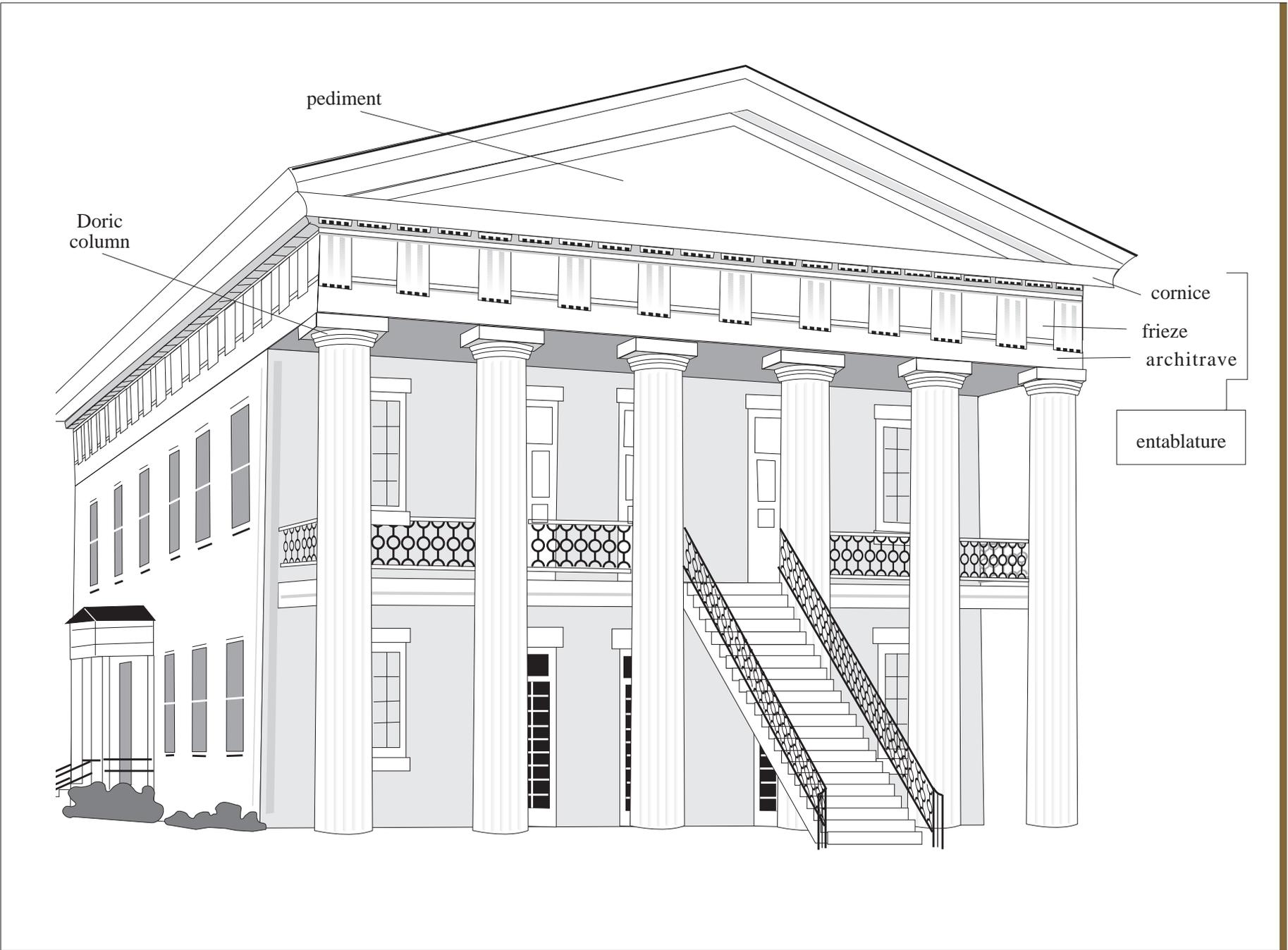
After reading this, can you tell what number was important to the Greeks?

Activities:

1. Find as many columns as you can in your town. Find one of each type—Doric, Corinthian, and Ionic. Draw a picture of each, label the three parts, and include the address of the building where you found the column.
2. Build a Lego model of the Courthouse.
3. Create a time line that shows major events that have occurred in South Carolina since the courthouse was built.
4. Pretend you are the courthouse and tell or write a story about “The Changes I Have Seen.”

THE GREEK REVIVAL STYLE, 1820-1860, (Newberry County Courthouse)

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THE GREEK REVIVAL STYLE, 1820–1860, (Newberry County Courthouse)

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Source: State Historic Preservation Files, SCDAH

ACTIVITY SHEET, 1877–1917

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Postbellum Period 1877–1917

Theme: Farms merge with Industry

Basic Architectural Characteristics: Commercial Buildings

Example: Thomas Company Store, Ridgeway, Fairfield County (1880)

The Thomas Company store in Ridgeway is a good example of a commercial (business) building erected in South Carolina during this period. Historic buildings like the Thomas Company Store have two basic parts, the **storefront** and the **upper floors**.

Storefronts offered the merchants both a place to show their goods and a way to let natural light into the store. Storefronts have four parts:

- 1) A **display window**—advertised the merchandise and is the most noticeable architectural feature.
- 2) A **transom**—is the band of windows above the display window. A transom let in additional light.
- 3) The **entry**—is often set back from the storefront to enlarge the display space and let in more light.
- 4) The **kickplate**—is below the display windows and was usually built of brick or wood.

The **upper floors** gave the owners room for apartments, offices, or sometimes just storage.

Commercial buildings usually looked alike from the street because the merchants tied their buildings together visually with horizontal elements such as **cornices** and decorative brickwork—a **parapet** extending above the roof often had decorative brickwork added, and the brick **hoodmolding** or **dripstone** over the windows was also decorative but practical as well because it kept rainwater away from window openings. Often, however, the windows, like the round headed or **arched windows** of the Thomas Company Store, gave each building a character of its own.

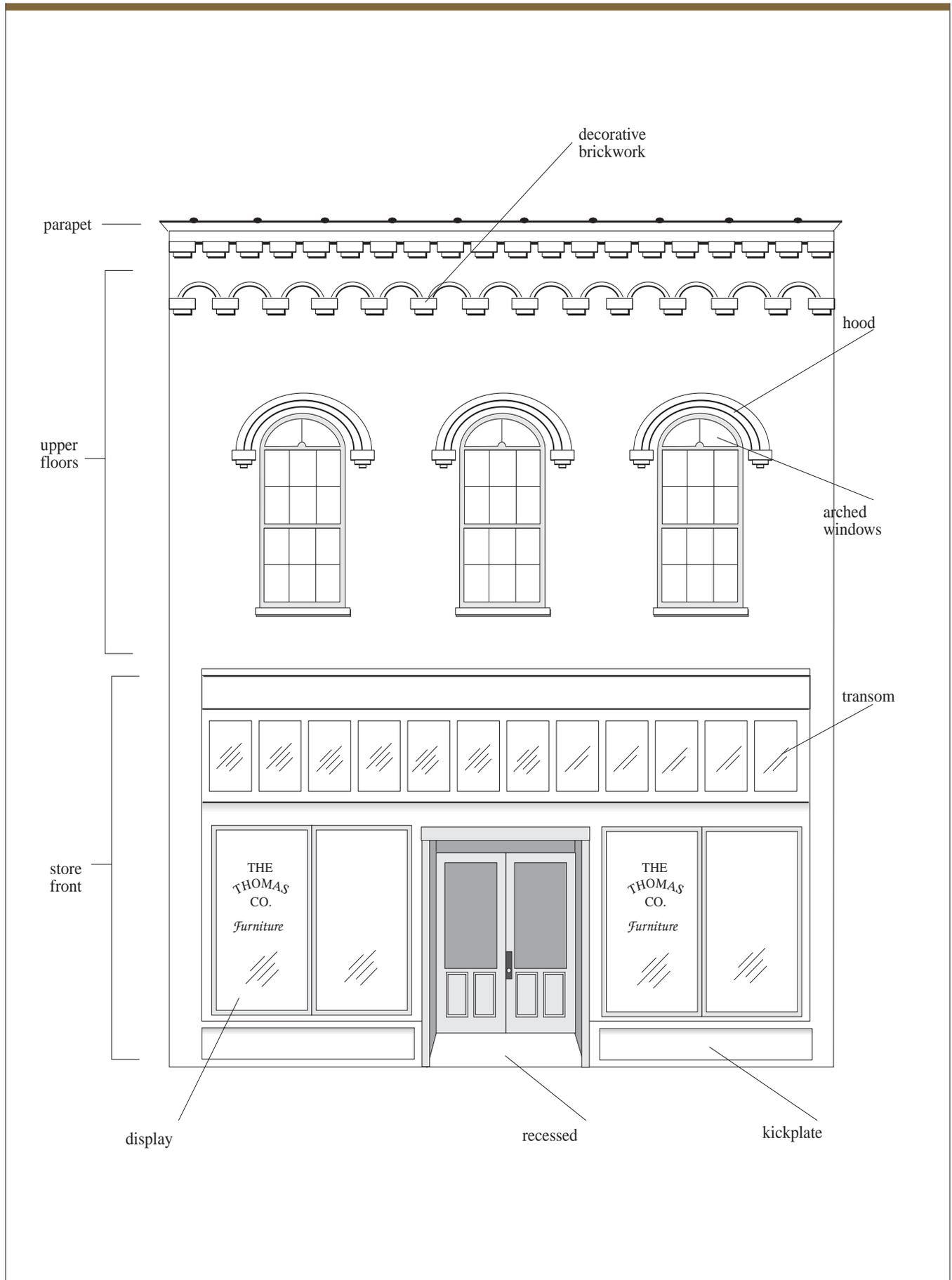
During this period, people wanted to locate their businesses along the town’s busiest street. As a result, stores like the Thomas Company Store were long and narrow and lined the main street like shoeboxes. A few stores were built to stand alone, but most shared the same side walls. When you see one of these commercial buildings standing alone today, you can be fairly sure that it once shared a wall with a building that has since been torn down..

Activities:

1. Find out what “ante” and “post” mean, as in Antebellum and Postbellum. We also use “ante” and “post” when we give people the time of day. Can you explain why?
2. Pretend you are a newspaper reporter and interview this store. Ask the store how old it is, what kinds of goods it has sold, who its customers were, and how it was important to the town. You might ask the store why the part under the display windows is called a kickplate.
3. Draw a sign advertising the Thomas Company Store.
4. Create a main street of a town by decorating shoeboxes to look like commercial buildings. You could even stack the boxes to make some higher than the others.

COMMERCIAL BUILDINGS, 1877–1917 (Thomas Company Store)

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COMMERCIAL BUILDINGS, 1877-1917 (Thomas Company Store)

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Source: State Historic Preservation Files, SCDAH

ACTIVITY SHEET, 1877–1917

S.C. Department of Archives & History • Heritage Education

Postbellum Period 1877–1917

Theme: Farms merge with Industry

Basic Architectural Characteristics: Mill House

Example: 54 Broadway, Newry, Oconee County (1890–1910)

Most mill houses are plain boxlike buildings of frame construction with only one or two stories and a simple roof shape—usually **gable** or **hipped**. Sometimes, however, other roof shapes like this **catslide** roof in Newry were used. The porch of the mill house, like this one in Newry with its **sawn balustrade**, was often the only decorative feature of the building.

Like most mill towns, Newry was built by the mill owners. They built houses that looked alike because it was quicker and cheaper, they rented the houses to their workers, and they subtracted the rents from the workers' salaries before they issued the paychecks.

The Newry house, which was built for two families, has six rooms, three for each family, and is called a **duplex**. The house had running water, and the families shared the only faucet, which was on the back porch. In Newry, there was an outhouse with four toilets behind every two houses.

Activities:

1. Draw a picture of one room inside the Newry house to show how it might have looked in 1900. Be sure to put in the furniture to show which room it is.
2. Write a paragraph to explain why roofs shaped like the roof of the Newry house are named "Catslide."
3. Pretend you live in this house and it is a hundred years ago. Write an entry in your diary describing what you did in one day.
4. Draw a family tree or write a family history for the people who moved into this house when it was first built.

MILL HOUSE, 1877-1917 (54 Broadway, Newry)
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MILL HOUSE, 1877-1917 (54 Broadway, Newry)

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Source: State Historic Preservation Files, SCDAH

ACTIVITY SHEET, 1917–1941

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Period: World War I and Depression 1917–1941

Theme: Modern Society

Basic Architectural Characteristics: Middle Class Home

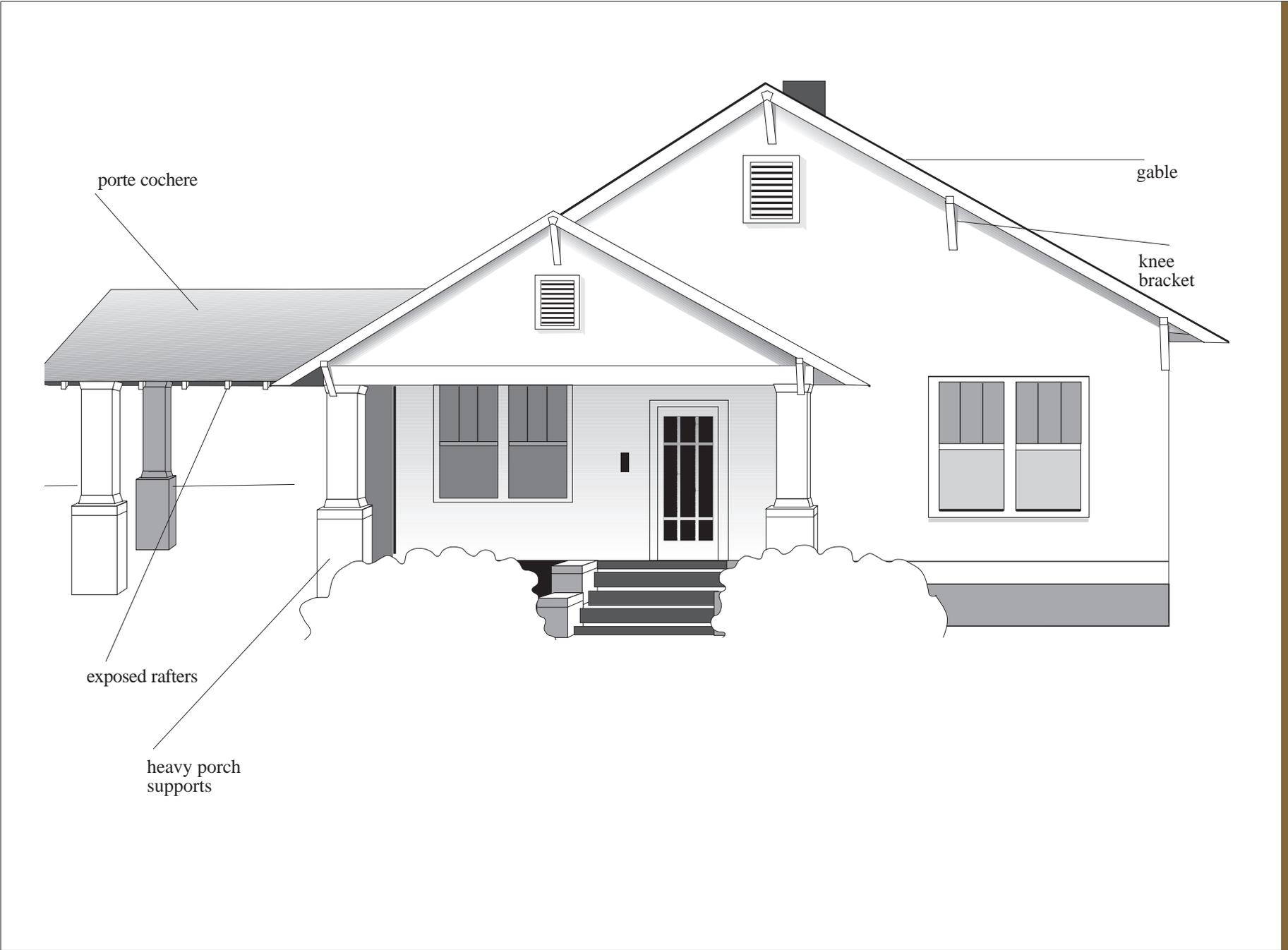
Example: Bungalow 120 Second Street, Bamberg, Bamberg County (1920–1930)

The house at 120 Second Street in Bamberg is like many homes built for the middle class in the United States in the **Bungalow** or **Craftsman** style between 1920 and 1941. People often chose this house from plans in pattern books or popular magazines or ordered it by mail from companies like Sears and Roebuck, who delivered it in packages of precut wood, ready to build.

Bungalows can be identified by their one story, simple form, low pitched **gable** roof, wide **eaves** with **exposed rafters**, **knee brackets**, and **heavy porch supports on pedestals**. When the middle class began using automobiles, **porte cocheres** were often added to the building plans. The automobiles were parked under the port cocheres, which protected them from the weather and kept the rain off people getting in and out of them.

Activities:

1. Pretend you are a real estate salesman and try to sell this bungalow to a class mate.
2. Find a bungalow in your town and draw a picture of the front. List the following architectural details under your picture and draw arrows from your list to the detail on your drawing
 - a) low pitched gable roof
 - b) wide eaves
 - c) heavy porch supports
 - d) port cochere, if the building you draw has one.
3. See if you can find house plans in one of today's newspapers or magazines. When you find one you like, cut it out and mount it neatly on construction paper. You might tell your class why you like this house.
4. Pretend you are one of the pre-cut package houses. Write a story that tells of your adventures on the trip from the factory, what happened while you were being built, whether you like where you are, and what you think of the family that lives in you.



MIDDLE CLASS HOME, 1917-1941 (Bungalow, 120 Second Street, Bamberg)
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ACTIVITY SHEET, 1917–1941

S.C. Department of Archives & History • Heritage Education

Period: World War I and Depression 1917–1941

Theme: Modern Society

Basic Architectural Characteristics: Tudor Revival/Filling Station

Example: Pure Oil Filling Station on Palmetto Street, Florence, Florence County (c. 1930)

The success of the automobile in the early 1900's created a need for a new type of building—the gas station. Many of these new buildings looked modern, like machines. However, when they were built near homes, the architects often tried to disguise them by making them look less like a business and more like the neighboring houses.

The Pure Oil Company designed this gas station in Florence to fit into the surrounding neighborhood by disguising it as the then popular **Tudor Revival** style home with rustic half-timbering, multiple gables, a chimney, and a gas pump area that looks like a **porte cochere**. You can spot the differences, however. It is built of fireproof materials like concrete blocks and steel because gas and oil catches fire easily, it houses a work area and gas pumps under the porte cochere, and it has a glass display window.

Activities:

1. Draw a picture of a car that might have used this gas station when it first opened.
2. Build a model of a gas station that would look like a house in your neighborhood. Describe the materials you would use to build this gas station.
3. Make a collage of the different architectural details you can find on the Pure Oil gas station, such as the half timbering, the gables, the shape of the chimney.
4. Write a paragraph that explains why people needed gas stations after 1920.



TUDOR REVIVAL, 1917-1941 (Pure Oil Filling Station, Palmetto Street, Florence)
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TUDOR REVIVAL, 1917–1941 (Pure Oil Filling Station, Palmetto Street, Florence)
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Source: State Historic Preservation Files, SCDAH

QUESTIONS AND ACTIVITIES FOR THE SANBORN INSURANCE MAPS OF UNION-1

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Before an insurance company can cover a building with fire insurance, it must have detailed information about the building, its location, and the location of the nearest fire station. Fire insurance maps, which gave these details, were introduced around 1785 in London, England. The first map of an American city—Charleston, South Carolina—was published in 1790, but it wasn't until after the Civil War that insurance maps appeared in significant numbers in this country.

In 1867, Mr. D. A. Sanborn established the D. A. Sanborn National Insurance Diagram Bureau. The company compiled and published maps for the fire insurance industry and grew into the largest specialized firm of its kind in the nation. As early as 1876, it provided detailed, up-to-date maps for all parts of the United States; by 1920 it almost monopolized the industry. Over the years, the company mapped more than 13,000 towns and cities, and its maps, both updated and new, number more than seven-hundred thousand. Today, the company is smaller but still in business. City and town governments buy and use its maps, but the insurance industry can get the information it needs elsewhere. (Taken from: *Fire Insurance Maps in the Library of Congress. Plans of North American Cities and Towns Produced by the Sanborn Map Company.* Introduction by Walter W. Bristow. Washington, D.C: Library of Congress, 1981).

1884 Map

1. Find the Courthouse and the Post Office (P.O.). What date is written on the Courthouse? Why do you think the Post Office was so small?
2. List the kinds of businesses along Main Street. How many are there? Which of the businesses were used for recreation? Where did people visiting Union stay on Main Street?
3. What businesses are in the largest places on Bachelor Street? Why did they need so much space?
4. How many churches can you find in town? What do you think caused this situation?
5. Notice the railroad. How many tracks are there? What is the label for the building closest to the tracks?

1902 Map

1. By 1902 the Post Office had moved; see if you can find it. Why is it in a larger space? What business is in the back of the building? Has the Courthouse changed? Why would the Post Office change and not the Courthouse?
2. List the new businesses on Main Street. How many more are there now? What recreational business has moved? Is there another business just like it nearby? Where did people go to see a play or hear music? Where is the building located? Is Hotel Union still on Main Street?
3. What are still the largest (in size) businesses on Bachelor Street? What two new, interesting businesses have opened on Virgin Street south of Main?
4. How many churches can you find now?
5. What has happened at the railroad tracks? What new building has been built? Can you tell what the most important crop shipped on the freight trains was? What new street goes directly to the depot? How many blocks long is it?

QUESTIONS AND ACTIVITIES FOR THE SANBORN INSURANCE MAPS OF UNION–2

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1926 Map

1. What has happened to the Courthouse? the Post Office? Can you explain why? Street names have changed, too. Which street names stayed the same? Which ones changed? What are the new names?
2. What kinds businesses are on Main Street now? How many more businesses are there in 1926 than there were in 1884? Where did people go for entertainment or recreation in 1926? How many of these places were there? What entertainment must have become very popular between 1902 and 1926?
3. What new businesses have opened on N. Pinckney (Virgin) Street? What new businesses on S. Gadberry (Bachelor) Street? What businesses are missing from Gadberry Street? Why did these new businesses open? Where did visitors stay on Main Street in 1926? What has happened to the Hotel Union?
4. How many churches are there downtown in 1926? What do you suppose happened to the others? Why?
5. What has happened at the railroad depot? Why did this happen? Are the platforms bigger or smaller than in 1902? Which crop is not mentioned on the 1926 map? Why?

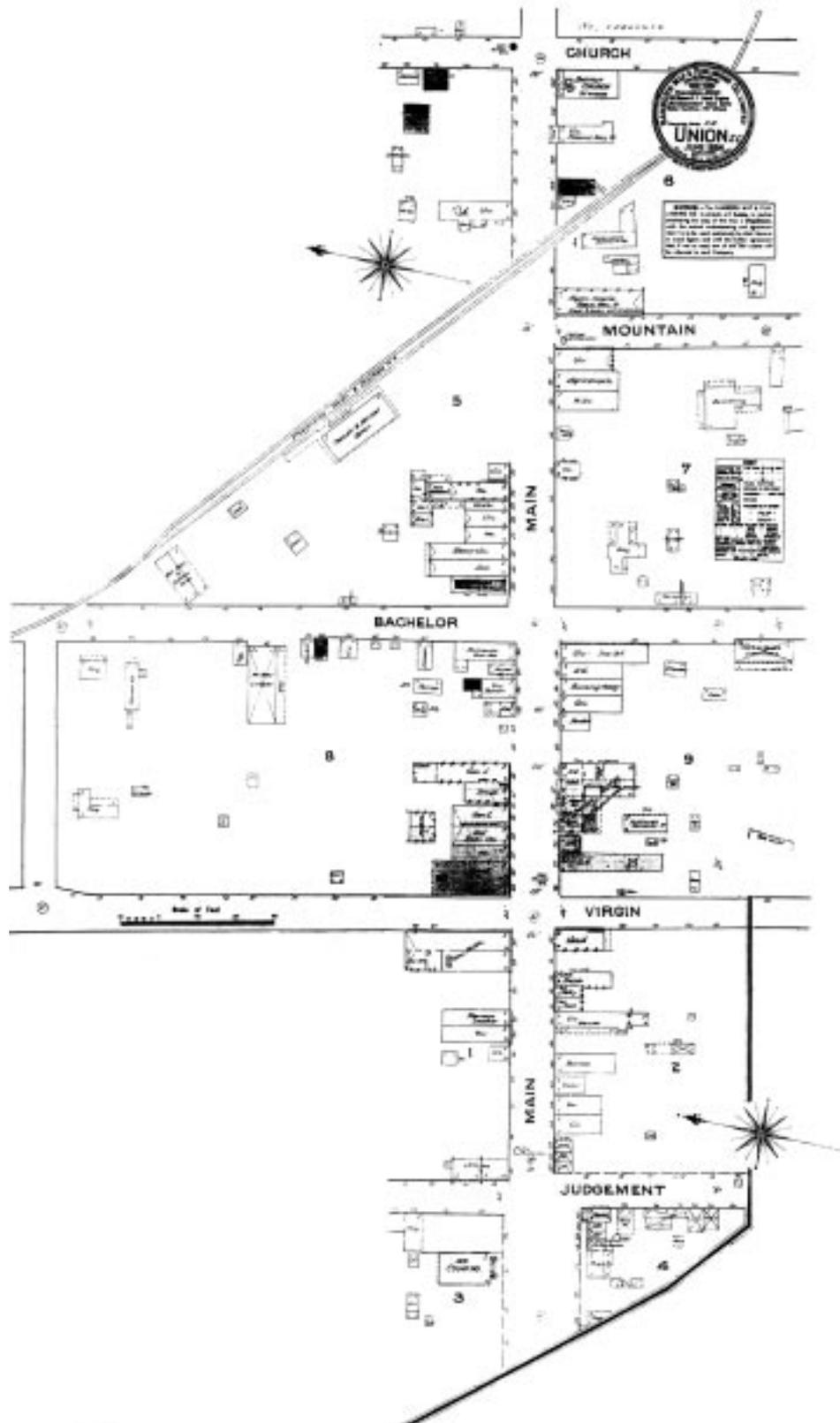
Combined map activities

Line up your maps so that the railroad is in the upper right hand corner.

1. How many buildings lined the block of Main Street between Virgin and Bachelor Streets in 1884? in 1902? in 1926?
2. Pick one commercial building on Main Street in 1884. Tell how it changed, what businesses moved in between 1884 and 1926. How did the character of the businesses change in Union between 1884 and 1926. For instance, why in 1926 had General Merchandise stores disappeared? What took their place?
3. Looking at Main Street what can you tell about how it changed? How did the surrounding blocks change? Use all the information you have to explain how Union changed over the 42 years?
4. Now look at the corners of Main and Judgement Streets. What kind of buildings do you see there? Make a list of these buildings. Did these types of buildings change over time? Why or why not? Notice the offices. What kind of offices do you imagine they were?
5. Make a diorama or mural of the Union streetscape as it looked in 1884, 1902, and/or 1926. Design your stores so you can tell what kind they were. Remember to make the surface of the street look like dirt, brick, or asphalt, and the building fronts so you can tell what kind of a business or office it was.

SANBORN INSURANCE MAP OF UNION, 1884

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Copies of the original Sanborn fire insurance maps of South Carolina cities and towns from c.1880 to c.1930 are available at the South Caroliniana Library of the University of South Carolina, Columbia, SC. This copy was made from microfilm at SCDH.

SANBORN INSURANCE MAP OF UNION, 1902

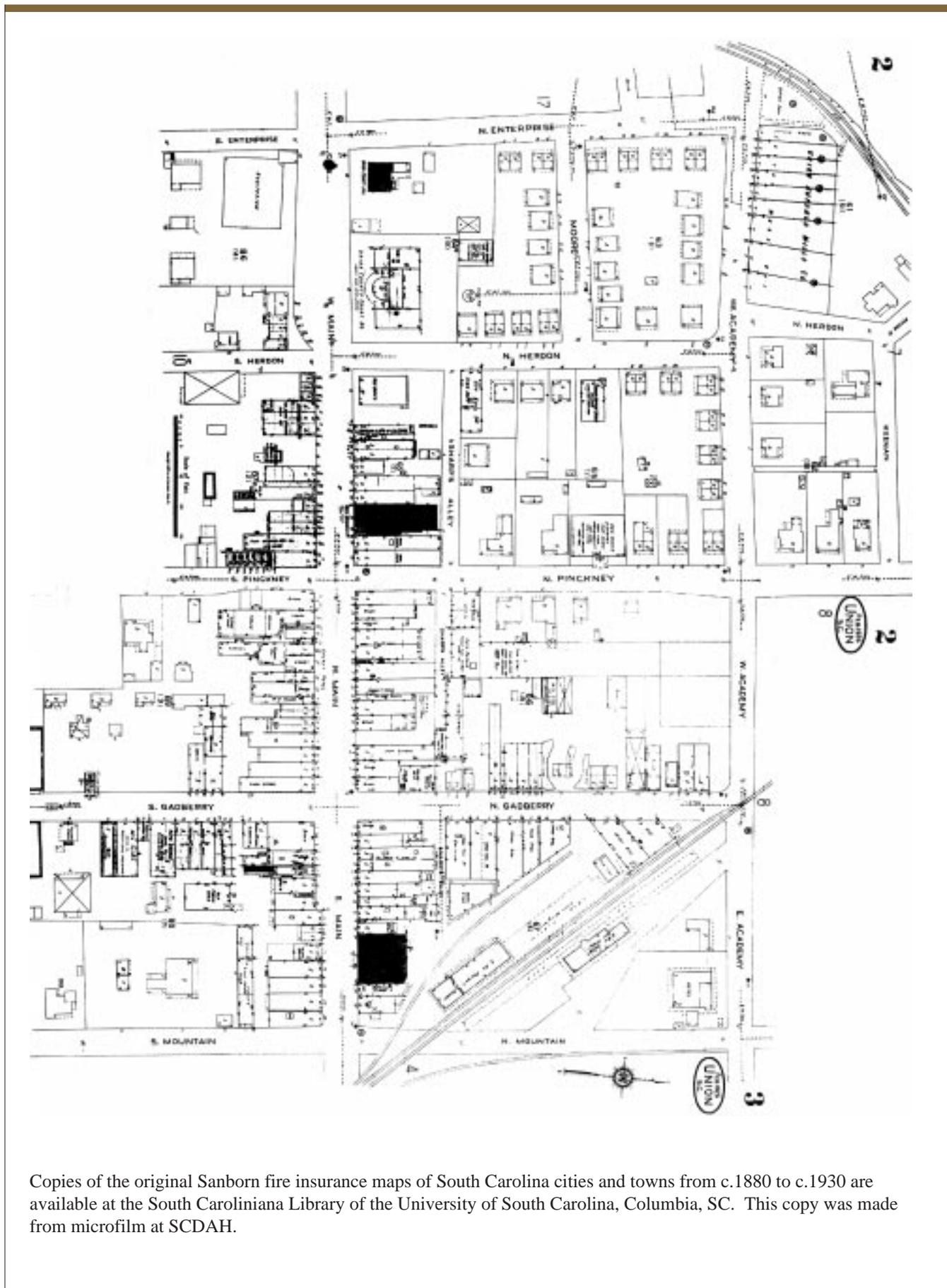
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SANBORN INSURANCE MAP OF UNION, 1926

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South Carolina Department of Archives and History

Document Packet Number 6

**SOUTH CAROLINA
AFRICAN AMERICANS
IN THE CIVIL WAR:
TWO SIDES TO A STORY**



South Carolina Department of Archives and History

Document Packet Number 6

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Produced by: The Education Service Area, Alexia J. Helsley, director; and the Publications Service Area, Judith M. Andrews, director.

Credits:

Cover map of Sea Islands based on “The Sea Islands of South Carolina during the Civil War and Reconstruction” in Willie Lee Rose, *Rehearsal for Reconstruction: the Port Royal Experiment* (Inaianapolis: Bobbs-Merrill, 1964), endpaper

Prince Rivers taken from Picture File, SCDAH

Black student soldiers courtesy Library of Congress, Lot 4188, LC-B8184-10061

Unit of 1st SC volunteers taken from Picture File, SCDAH

Pvt. Adam Alston courtesy Dr. Guillard Waterfall

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1st. SC Volunteers on Emancipation Day taken from Picture File, SCDAH

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Destruction of Union steamer *Governor Milton* from Picture File, SCDAH

Confederate labor force courtesy Library of Congress, Lot 4188, LC-B8184-4390

Monument, Fort Mill, courtesy Tom Sims

Port Royal Scene of Battle from *Fairfield County, South Carolina: A Pictorial History*, ed.

C Crosby & Beverly E. Rice (printed for Fairfield Co. Chamber of Commerce by Taylor Publishing Co., Dallas, TX., 1989), 66–67. Used courtesy the Chamber.



South Carolina Department of Archives and History

Document Packet Number 6

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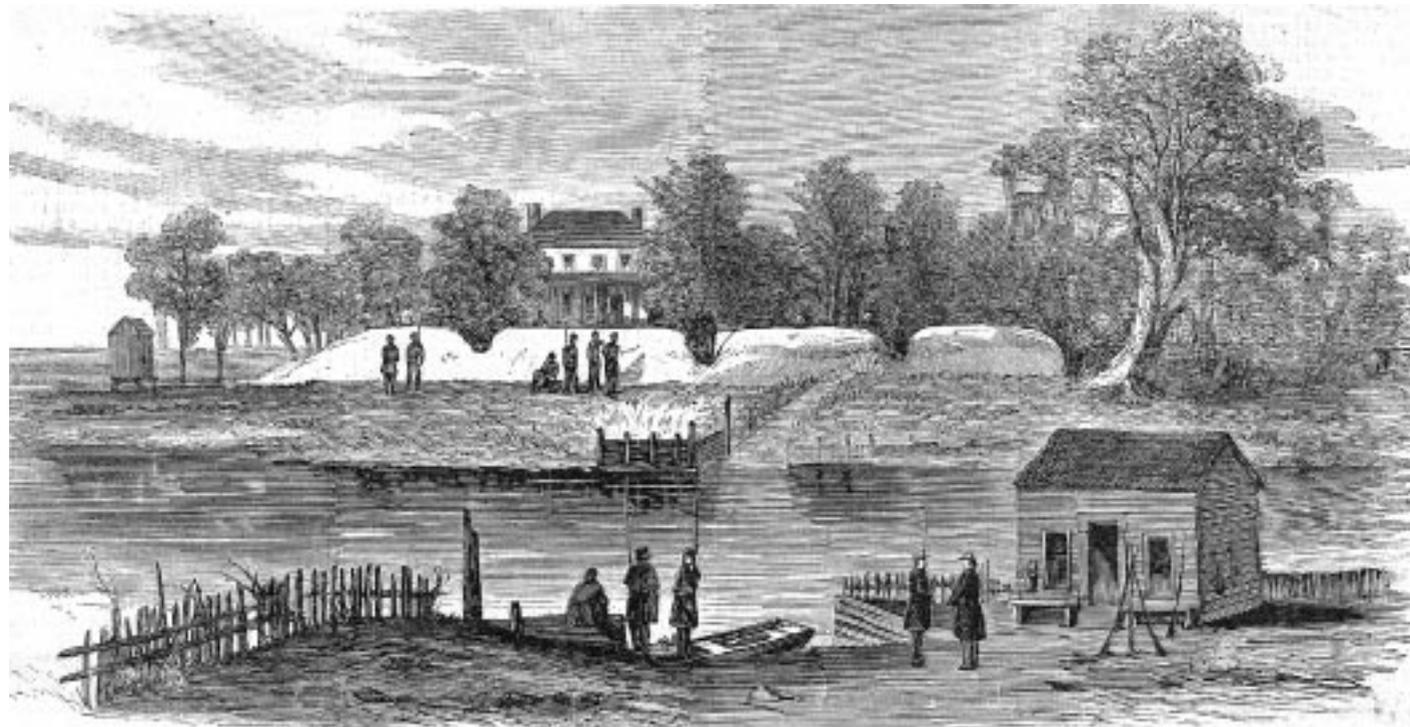
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[37. Student activities](#)



PORT ROYAL FERRY, SCENE OF THE BATTLE OF FIRST JANUARY, 1862.—FROM A SKETCH BY A MEMBER OF THE EXPEDITION.



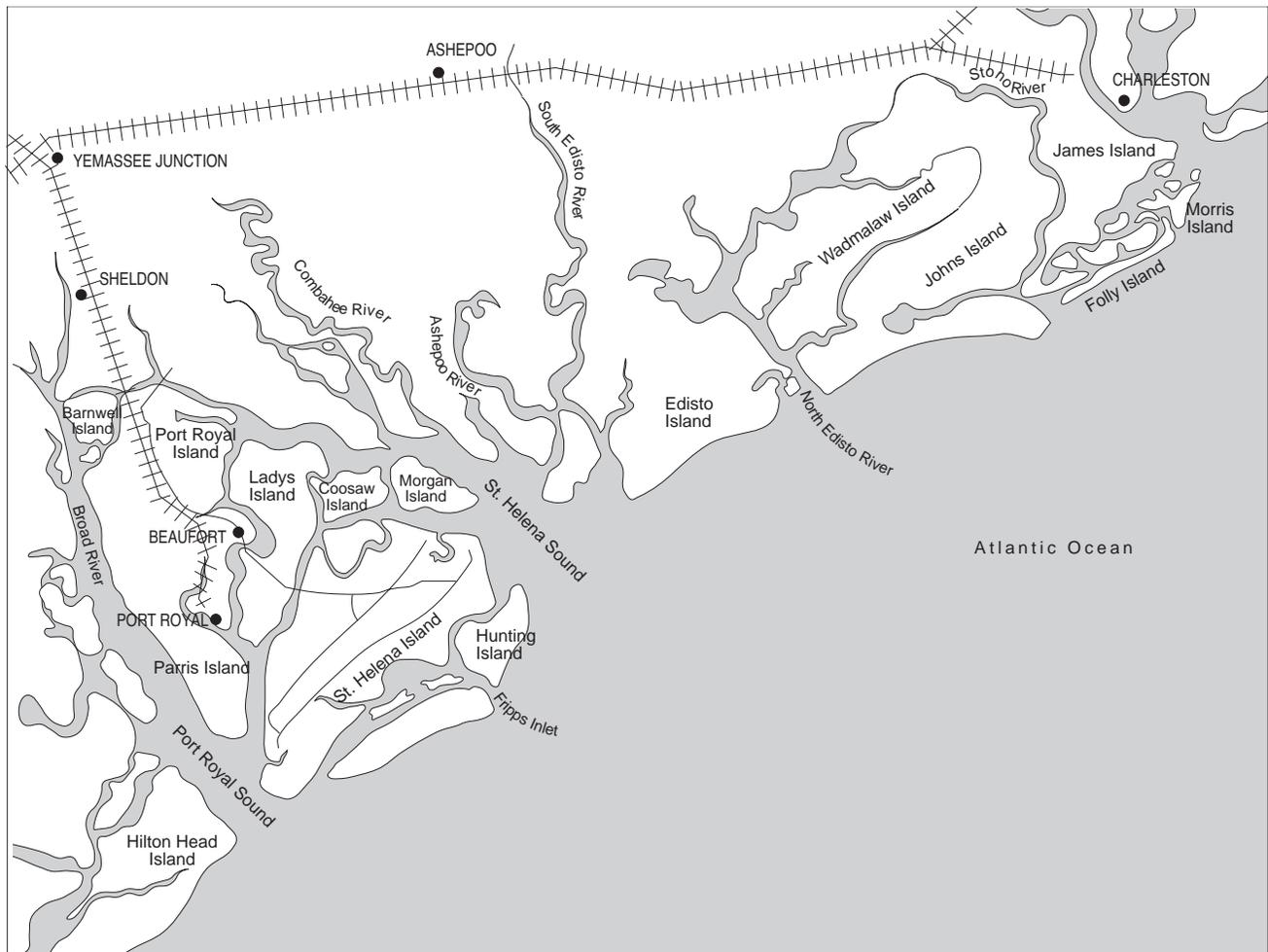
SOUTH CAROLINA AFRICAN-AMERICANS IN THE CIVIL WAR: two sides to a story

On April 12, 1861, war broke out in America between the United States and the Confederate States. That war had as many causes and aims as it has names. Abraham Lincoln, the president of the United States, viewed it largely as a fight to preserve the Union, while Jefferson Davis, the president of the Confederate states, saw it as a struggle for independence and a defense of constitutional rights. Abolitionists supported it to emanci-

pate the slaves, while the southern states battled to preserve slavery. Early in its second year as casualties mounted, parties on both sides of the Mason-Dixon Line realized that the conflict would be long and costly. As fears of manpower shortages grew, both sides discussed the issues of slavery and the use of African-Americans on the battlefield with increased frequency.

In the North, policymakers viewed emancipation in various ways. Some saw it as a means to both curry favor with the European

countries and cripple the war effort in the South by inciting slave rebellion. Others saw it as a moral imperative to end the evils of slavery. Freeing the slaves, however, was one issue; enlisting them in the army was another. The idea of African-Americans in the Union army raised questions: Would whites fight alongside blacks, even if units were segregated? Were African-Americans courageous enough to hold their



South Carolina Sea Islands—Civil War era

positions under fire? What would African-Americans want in return? Throughout 1862, the debate continued.

In the South, the subject of arming the slaves to wage war also held the attention of policymakers. The larger white population in the North put the South at a huge numerical disadvantage, and this situation, coupled with fearfully high losses, was undermining the South's ability to wage war. If slaves could help, reasoned the Confederates, why not arm them? That question raised others: If the war was being fought for independence, why not use all means to achieve it? Would arming African-Americans have more than just military significance? What could the South offer besides emancipation to motivate slaves to fight for their masters? If the slaves were freed, why fight the war? Would southern whites fight alongside African-Americans? North and South, policymakers voiced similar concerns.

African-Americans in South Carolina supported both sides. Those who remained loyal to the state often had complex reasons for doing so. As early as January 1861, Charleston's free blacks donated money and offered their services to the state. Some African-Americans joined state militia units, served as local defense guards, or as musicians. Some slaves were sent by their owners to work on fortifications, and many accompanied their owners into battle as body servants, cooks, and laundrymen. On the other hand, when the Union captured the [Port Royal area](#) in late 1861, many slaves fled into Union lines and volunteered their services. Union General David Hunter organized the slaves into the 1st Regiment of South Carolina Loyal Colored Volunteers during the spring and summer of 1862. He acted without authority, however, and in early August, the Union forced him to disband the unit. Later in the month, the Union reorganized the unit under the



Monument erected to honor faithful slaves, Fort Mill, SC.

command of General Rufus Saxton.

The Confederacy's desperate need for reinforcements forced it to consider the idea of enlisting slaves despite prejudices and fears of retaliation for two hundred years of subjugation. In September 1863, editorials in southern newspapers advocated enlistment. On November 7, 1864, Jefferson Davis urged the Confederate Congress to authorize the government to purchase up to forty thousand slaves to serve as army cooks, teamsters, or laborers. In a letter to the Honorable Andrew Hunter on January 11, 1865, General Robert E. Lee argued that "... it is our duty to provide for continued war and not for a battle or campaign... My own opinion is that we should employ [slaves] without delay. I believe that... they can be made efficient soldiers. Our chief aim should be to secure their fidelity." In fact, the Confederacy had the loyalty of several hundred slaves.

One told Confederate General Dick Taylor at Mobile Bay to "Give us guns and we'll fight for you, too. We would rather fight for our own white folks than for strangers."

To maintain its independence as a nation, the Confederacy concluded it must arm the slaves, give them freedom for service, and agree to gradually emancipate all slaves in the South when the war ended. Davis issued a Presidential Order authorizing the formation of African-American Confederate Troops on March 23, 1865, but it came too late. Confederate General John Bell Hood's defeat by Union troops in the Franklin and Nashville campaigns in Tennessee in November and December of 1864, and Union General William T. Sherman's November 1864 to January 1865 march through Georgia had dealt the Confederacy crippling blows. The Confederacy formed some African-American companies in the month between approval of the policy and the Confederate surrender at

Appomattox, but there is no evidence those companies actually saw combat.

About one hundred ninety thousand African-Americans, roughly ten percent of the North's fighting men, served in the Union forces. They participated in about four hundred engagements, suffered high casualties, deserted less frequently than white soldiers, and showed great courage. Twenty-one received the nation's most distinguished military award—the Congressional Medal of Honor. Despite their valor, the 1st South Carolina Colored Volunteers, later the 33rd United States Colored Troops, and other African-American regiments suffered from the prejudices of the time. They served in segregated regiments, usually under the command of white officers, suffered abuse from white Union troops, and, until June of 1864, drew less pay than white soldiers. Nonetheless, the African-American soldiers who served the Union valued the role they played in the war for reunion and freedom.

Documents relating to S.C. African-Americans in Union Service

Document I: Prince Rivers' service record



Prince Rivers.

Prince Rivers, a former house slave from Beaufort, served in General David Hunter's original African-American unit as both color and provost-sergeant. Rivers was in charge of carrying the flags, policing the camp, and guarding prisoners. Colonel Thomas W. Higginson, the regimental commander, admired him as a man of ability who had absolute authority over the men. This document shows Rivers' enlistment for the summer of 1863, when the 1st South Carolina Loyal Colored Volunteers (later the 33rd United States Colored Troops and hereinafter called the 1st SC Volunteers) was on picket duty around the northern end of Port Royal Island. During these summer months, the unit participated in a raid to

destroy the railroad bridge that crossed the Edisto River as part of the Union's campaign to take Charleston. Although Confederate forces turned the unit back before it could carry out its mission, Colonel Higginson called the raid a success because his troops took 700 slaves from the riverfront plantations back to Beaufort. This campaign to take Charleston included the unsuccessful Union charge on [Battery Wagner \(Morris Island\)](#) by the 54th Massachusetts Colored Infantry, subject of the movie *Glory*.

Document II: Letter from Maj. Genl. David Hunter, USA to Brig. Genl. Thomas Jordan, CSA.

This document is General Hunter's reply to a letter from General Jordan of June 3, 1863. Both letters passed across the enemy lines under flags of truce. Hunter, a staunch abolitionist, assumed command of [the Port Royal Sound area](#) in 1862.

Without authorization from Washington, he issued an emancipation proclamation for slaves in his command and organized the African-American men into military units, often at gunpoint. His methods alienated many people, and orders from Washington, D. C., forced him to disband his units. Hunter supported the 1st SC Volunteers, however, when the War Department and General Rufus Saxton reorganized the unit under Colonel

Thomas W. Higginson. Higginson and many of his soldiers viewed the exchange of letters under flags of truce as despicable, largely because Confederate policy consigned officers and men of African-American units to death or re-enslavement when they were captured.

Document III: Report from the Committee on the Judiciary.

Following the battle at Battery Wagner, South Carolina faced the problem of dealing with captured Union African-American soldiers and their white officers. Late in 1862, Confederate President Jefferson Davis directed that such prisoners be turned over to state authorities for trial as insurrectionists. Because the law in South Carolina and other Confederate States mandated the death penalty for insurrection, Union President Lincoln reaffirmed the Union's retaliation policy—the Union would match executions and would consign one Confederate prisoner to hard labor for each enslaved Union soldier. The committee report reflects the seriousness of the situation. Interestingly, the Confederates exchanged a chaplain they captured in early 1864 after a year's imprisonment.

Document IV: Plan of Union camp

The map represents the layout of Union camps in general and conforms to the description Colonel Higginson gave of his

A group of black student soldiers and their northern officers and teachers on the South Carolina Sea Islands.





L: Unit of 1st S.C. Volunteers repel Confederate attack near Doboy River, Georgia. (Unidentified.) R: Pvt. Adam Alston of the US Colored Troops wearing the uniform of his company commander.

regimental camp near Beaufort. In his book, *Army Life in a Black Regiment*, Higginson said that Camp Shaw, named to honor Colonel Robert Shaw of the 54th Massachusetts, was one of the best encampments his troops ever had. The 1st SC Volunteers spent the winter of 1863–1864 there, making occasional raids, going on scouting expeditions, and serving as provost guard in the town of Beaufort.

Document V (Union): Letter from Prince Rivers to Gov. Robert K. Scott

Prince Rivers and the rest of the 1st SC Volunteers were mustered out of the US Army on February 9, 1866. The official ceremony took place on the common grave of Colonel Robert Shaw and his

men, all killed during the battle for Fort (Battery) Wagner on July 18, 1863. Union military service benefited African-Americans. Among other things, it gave them funds to acquire land. In 1863, troops of the 1st SC Volunteers organized a building association to pool resources for land purchases and elected Prince Rivers head of the association. After the war, Rivers became a state legislator and a trial justice at Hamburg, S.C. His letter to Governor Scott reveals the importance of land ownership to African-Americans.

Document VI (Union): Special Schedules of the 1890 Census

An Act of March 1, 1889, called for a special census to show “the names,

organizations, and length of service of those who had served in the Army, Navy, or Marine Corps of the United States in the War of the Rebellion, and who are survivors at the time of said [census], and the widows of soldiers, sailors, or marines.” This “special schedule” is valuable because a fire destroyed most of the federal copy of the 1890 population schedules. London Simmons, whose name appears on this page, was a twenty-six-year-old ploughman from Bluffton when he enlisted on November 1, 1862. He served first as a corporal in Company K and was reduced to private at “his own request” in 1864. He returned to Bluffton after 1866.



Above: The Baptist church of Beaufort S.C. served as a Civil War hospital for the U.S. Colored Troops. (Natl. Archives) Right: 1st S.C. Volunteers on Emancipation Day. Prince Rivers holds the flag on the right



Documents relating to S.C. African-Americans in S. C. service

Document I: Partial roll of Captain Blake's Company "Charleston Riflemen" 17th Regiment Infantry.

In 1860, immediately following secession, South Carolina prepared for war. The state needed weapons and men, and enthusiastic individuals volunteered money and services. By March 6, 1861, Adjutant and Inspector General S. R. Gist could report that the state had enlisted 104 companies of 8,835 rank and file. Gist probably used this document to compile his report.

Among those who volunteered were free blacks from Columbia and Charleston. William McKindlay (also spelled McKindley), a member of Charleston's free black elite, gave money. His son, John, whose name appears on this muster roll, served in the militia. Later, John McKindlay joined Captain Estill's Arsenal Guard, South Carolina Infantry, Local Defense, and in 1864, he served under Major William Echols at a factory that made the mines the state used to defend Charleston harbor. In 1923, the state awarded John a pension for his services.

Document II: The Record of Confederate Service for Henry Brown.

Henry Brown, a free black from Darlington, enlisted early in 1861 as drummer for the Darlington Guards. He served at Morris Island, at the bloody Battle of First Manassas, where he played his drum roll without pause from the front line, and at the Battle of Second Manassas, where he captured what became a prized possession—the drumsticks of a Union drummer. The state paid Brown eleven dollars a month—the sum authorized for cooks, strikers (servants), and musicians who enlisted in Confederate units. Brown left the Darlington Guards when it disbanded after the war, rejoined the unit when it reorganized in 1878, and drummed cadence with his "Yankee" drumsticks until he died. Shortly after his death in 1907, Darlingtonians—African-American and white—erected a monument to memorialize this man they affectionately called "Uncle Dad."

Document III: Letter from Brig. Genl. Thomas Jordan, CSA to Maj. Gen. David Hunter, USA.

From November of 1861 until the summer of 1863, the Confederates contained Union forces in South Carolina to the area of Port Royal Sound. Opposing pickets faced each other across the rivers, launched sporadic raids, but spent much time just watching each other. They broke the monotony by raising flags of truce to exchange information and prisoners and to swap supplies such as southern tobacco for northern dried beans. This letter describes the problem the Confederates encountered when they first dealt with Union officers in charge of African-American troops. Brig. Genl. Jordan was the assistant adjutant general and chief of staff for General P. G. T. Beauregard, who commanded the Confederate forces in South Carolina and Georgia.

Document IV: Letter from Col. D. B. Harris to Brig. Genl. (Thomas) Jordan.

Early in the war, planters volunteered the services of their slaves for work on fortifications. The state paid the owners eleven dollars a month for the use of a slave and paid compensation if a slave was injured or died. Later, the shortage of labor forced the state to conscript slaves. During the Union offensive of 1863, the mayor of Charleston impressed African-

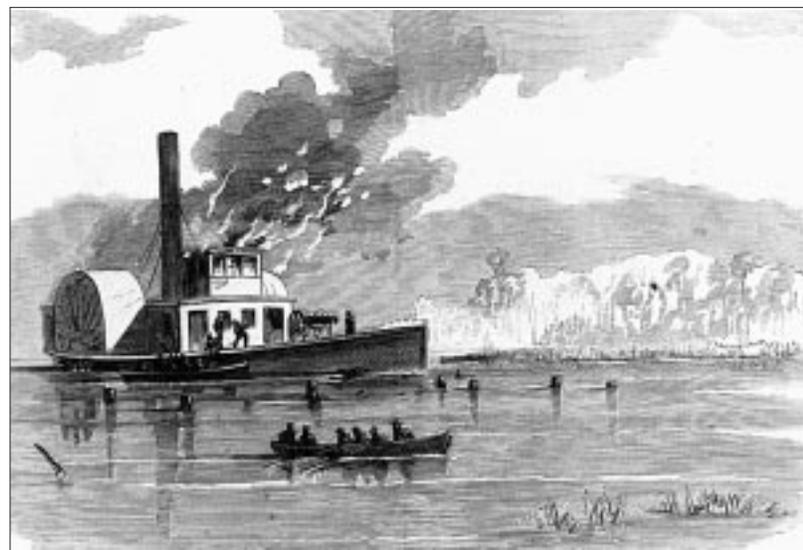


Drummer Henry Brown in his post-1878 Darlington Guards' uniform.

American labor, including free blacks. An amended conscription law, passed in September that year, did little to relieve the situation, so in late 1864, the state legalized the impressment of slaves. This letter from the engineer responsible for Charleston's fortifications reflects the shortage of labor.

Document V: page from Clarendon Banner.

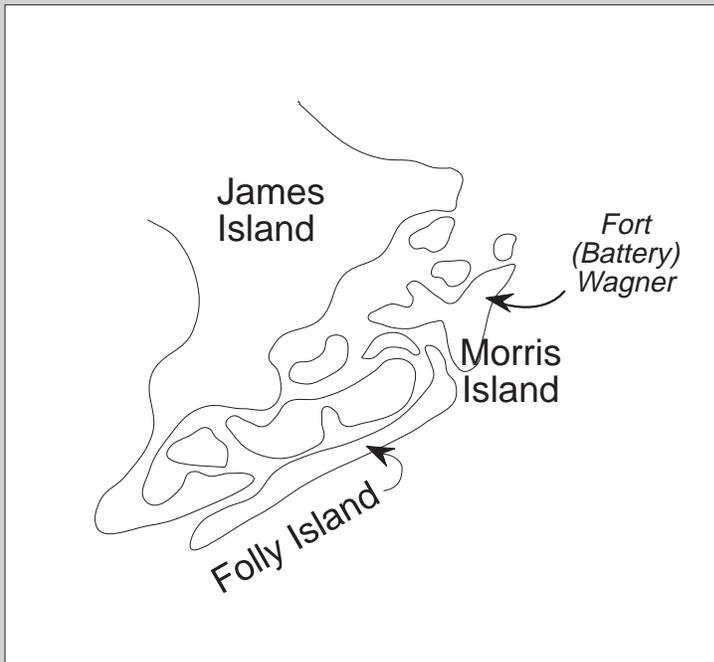
This page from a local newspaper contains information about militia duty,



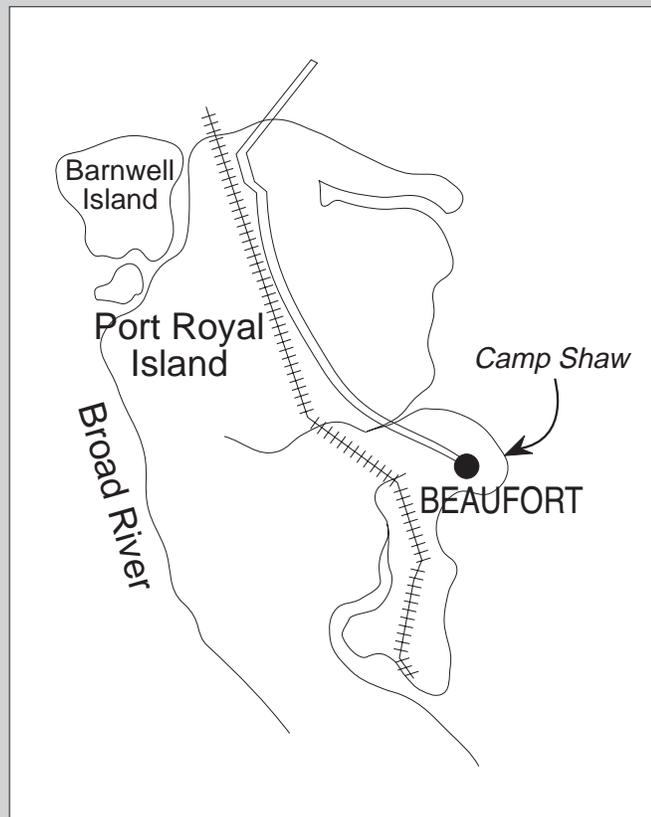
Destruction of the Union steamer Governor Milton by Confederate forces in the S. Edisto River in the summer of 1863.

CAMP SHAW AND FORT WAGNER

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Enlarged areas showing location of Fort Wagner and probable location of Camp Shaw



Basic Skills Objectives Met in Document Packets
 (as part of the Basic Skills Assessment Program)

Questions in Parts

Vocabulary

A

B

C

READING

Decoding & Word Meaning

Details

Main Idea

Reference Usage

Inference

Analysis

WRITING

Sentence formation

Composition

MATHEMATICS

Concepts

Measurements

✓			
	✓		
		✓	
			✓
	✓		✓
	✓	✓	✓
			✓
	✓		
	✓	✓	✓

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VOCABULARY

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TERM	DEFINITION
<i>abolition</i>	in the U.S., the abolishing of African-American slavery
<i>advocate</i>	to speak or write in favor of a cause
<i>alleviate</i>	to lighten or to make easier to bear
<i>authorize</i>	to give approval or permission for
<i>casualty</i>	a member of the military lost to active service
<i>compensate</i>	to make an equal return to
<i>compile</i>	to gather and put together in orderly form
<i>conscript</i>	to draft or force into service
<i>consign</i>	to hand over, give up, or deliver
<i>despicable</i>	something that is or should be despised
<i>dilemma</i>	any situation that requires an unpleasant choice
<i>diplomacy</i>	the conducting of relations between nations
<i>editorial</i>	a newspaper article expressing the opinions of the publisher
<i>eligible</i>	fit to be chosen
<i>emancipation</i>	setting free from slavery
<i>esteem</i>	to regard highly, to have a favorable opinion of
<i>incite</i>	to urge to action, stir up, set into motion
<i>insurrection</i>	a rebellion against authority
<i>militia</i>	a military unit of citizens rather than professional soldiers
<i>motivate</i>	to provide impulses or reasons, to cause a person to act
<i>negotiate</i>	to make arrangements for, settle, or conclude a transaction
<i>participate</i>	to take a part or share with others
<i>pertain</i>	to belong; to be connected or associated;
<i>political cartoon</i>	a drawing that ridicules or attacks news items of popular interest
<i>prejudice</i>	a judgment, often unfavorable, formed before facts are known
<i>requisition</i>	formal demand by right or authority
<i>retaliation</i>	to return like for like; punishment in kind
<i>scruple</i>	hesitation caused by conscience or principle
<i>segregate</i>	separate from others, set apart apart from the main group
<i>waive</i>	to give up or forgo as a right or privilege

TEACHER SUGGESTIONS

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Objectives:

When the students have completed the activities in this packet, they should be able to:

1. Identify facts in a given document:
2. Identify points of view from documentary evidence.
3. Make inferences and generalizations from facts found in documents.
4. Draw conclusions based on factual evidence.
5. Analyze several documents to interpret the evidence.
6. Prepare oral and written statements based on conclusions drawn from documents.
7. Recognize photographs and other visual materials as primary sources of information.
8. Identify some of the concerns of citizens caught in the turmoil of the Civil War.

To acquaint students with the process of using primary sources and to illustrate the way they will learn, you should discuss the following questions:

1. Where does the information in your text come from? Where do historians find this information?
2. What kinds of documents do historians use? Why might a historian use one document in place of another?
3. Where could you go to find such documents?

Distribute copies of the first document you want the class to study. You can also project the document(s) from an overhead transparency. This procedure magnifies the documents and allows students to see points readily as they are made. Ask the students to answer the following six basic journalism questions and write the answers on the board:

1. WHO: created the document? Who are the people mentioned in it? List the clues the document gives us about the person/people.
2. WHAT: information is in the document? What evidence is there of time? What is fact? What is opinion? What is implied? What useful information is missing?
3. WHEN: did events in the document take place? When was the document created? What evidence of time is there in the document?
4. WHERE: do the events take place? State what you can learn about the place. Does the location of the event make a difference?
5. WHY: was the document created? Why might the events in the document have happened?
6. HOW: does the document reflect life in the past? How is it different from today? How is it similar?
7. Finally, ask your students to explain what elements in the document make it a useful historical source or a questionable one.

As they discuss these questions, students will isolate and interpret historical data, identify factual information, weigh this information, and draw inferences from it. They should then follow the procedure for each document they examine, either alone or with guidance.

The activities accompanying the documents will lead the students from factual information to inference. Several activities require further research. The bibliography lists useful secondary sources, which will give students an opportunity play detective while learning more about how to use the library. Other activities ask the students to role play to give them a greater understanding of the past and the things that motivated people. To prepare for role play, encourage them to discover interesting facts about the person they portray and to think and act as people of the nineteenth century did. By playing out actual, though little-known, events, students will become acquainted with the people who helped make America what it is today and will learn to see history as more than just names and dates. This approach will spark their interest in learning

TEACHER SUGGESTIONS, CONT'D

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more about their own past. The photographs on the folder can be used with the photograph analysis sheet. Remind students that the Civil War was the first large-scale war to be extensively photographed. “Reading” photographs, or scrutinizing them for facts and information, will teach students that photographs, like other sources— books, letters, newspapers—are one person’s interpretation of an event and are therefore slanted. As the students read the photographs, they might also draw conclusions about circumstances outside the camera’s lens.

The packet includes segments on topics that receive little attention in textbooks, it will give students the chance to use research and creativity to explore new facets of the Civil War, and it should help them to develop a deeper understanding of the war and its effect on all Americans.

PHOTOGRAPH ANALYSIS WORKSHEET

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Step 1: Observation

A. Study the photograph for two minutes, form an overall impression, and then examine the individual items. Next, divide the photo into quadrants (fourths) and study each section to find new details.

B. Use the chart below to list people, objects, and activities in the photograph.

people	objects	activities

Step 2: Inference

Based on what you have observed above, list three things you infer from this photograph.

Step 3: Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

S.C. DOCUMENT 1a: PARTIAL ROLL OF CAPTAIN BLAKE'S CHARLESTON RIFLEMEN

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Roll of Capt Blake's Company Charleston
 Riflemen 17th Regt. Inftry S.C.M. between the ages
 of Eighteen & Thirty five Years.

Capt Blake	Captain	1
W.D. Hatter	1st Lieut.	2
J. H. Madry	"	3
J. B. Walker	"	4
Synah F.R.	1st Sgt	5
Conner G.H.	"	6
Michal C.A.	"	7
Patterson C.W.	"	8
xxxx	5th	"
Enggner J.P.	1st Corp	9
Hunter S.M.	"	10
Fornell W.	"	11
Ohlader J.B.	"	12
Liberson W.S.	"	13
	"	14
Zellers R.D.	"	14

Source: General Assembly Papers; Military Affairs; Companies; Partial Roll of Captain Blake's Company "Charleston Riflemen" 17th Regiment Infantry, South Carolina Militia, c.1861; SCDAH.

TRANSCRIPTION OF S.C. DOCUMENT Ia

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Roll of Capt Blakes Compny "Charleston
Riflemen 17th Regmt. Infy S.C.M. between the
ages of Eighteen & Forty five Years. _____

JA Blake	Captain		1
WC Walter	1st Lieut.		2
JW. Madrey	2d	"	3
IF Walker	3d	"	4
Lynch FR	1st Sgt	5	
Ginver GH	2d	"	6
Michel EA	3d	"	7
Patterson ER	4th	"	8
Welch		5th	
[EKW]aggner LI	1st Corpl		9
Hurst IM Jr	2d	"	10
Koeneke A	3d	"	11
Oxlade TS	4	"	12
Gibson WA	5	"	13
Zollers RD.	6	"	14

S.C. DOCUMENT 1b: PARTIAL ROLL OF CAPTAIN BLAKE'S CHARLESTON RIFLEMEN

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

²⁹ Garrison W Private 347
³⁰ Grier I exempt by Gen List
¹ Gracher S exempt by Gen List
² Harvey Lt C exempt by Gen List
³ Harvey P S Lt exempt by Gen List
⁴ Hammond A Lt 35
⁵ Heines A Lt 36
⁶ Hogan J A 37
⁷ Koch W P 38
⁸ Kingman O A 39
⁹ Lambers B D exempt by Gen List
¹⁰ Lynch B G 40
¹ Loper M L 41
² McNamee J 42
³ Michael's O Lt 43
⁴ McKinley J 44
⁵ Miller J W 45
⁶ Madden J 46
⁷ Michel Lt G 47
⁸ Michel P M 48
⁹ Martin Lt C 49
¹⁰ Martin P W Lt 50
¹ Mansfield C 51
² Reeves 2^d B ⁵⁶ Passer E W exempt by Gen List
³ Roze A A 52 ⁵⁷ Roze A
⁴ Ross Lt J 53
⁵ Rice P S 54
⁶ Smith Lt J 55

TRANSCRIPTION OF S.C. DOCUMENT 1b

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

29	Gowan IF	Private	34	
30	Gurber I	"		exempt by Gen Gist
1	Hacker TS	"		exempt by Gen Gist
2	Harvey 1st E	"		exempt by Gen Gist
3	Harvey 2 ^d SM	"		exempt by Gen Gist
4	Hammond AL	"	35	
5	Heines HH	"	36	
6	Hearn TA	"	37	
7	Koch WFP	"	38	
8	Kingman OH	"	39	
9	Lambers IF	"		exempt by Gen Gist
40	Lynch FC	"	40	
1	Lafar ML	"	41	
2	McNamarra I	"	42	
3	Michaelis OC	"	43	
4	McKinley J	"	44	
5	Millar JW	"	45	
6	Madden I	"	46	
7	Michel 1st G	"	47	
8	Michel 2 ^d M	"	48	
9	Martin 1st HR	"	49	
50	Martin 2 ^d WL	"	50	
1	Mansfield G	"	51	exempt by Gen Gist
2	Reeves 2 ^d E	"	56	
3	Roge' NA	52 "		Pooser EW
4	Suslet T.	53 "		57
5	Sues 2 ^d	54 "		Rogers A
6	Smith 1st I	55 "		

STUDENT ACTIVITY SHEET FOR S.C. DOCUMENT I

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1. How many officers were in the company? How many non-commissioned officers? Why does the notation “exempt by General Gist” appear on the list? Why are the men’s names numbered?
2. Why can we assume this list was compiled for General Gist’s report?
3. Do some additional research on General S. R. Gist and report to the class. Why do you think he was given those first and middle names?
4. It has been said that during the Antebellum Period, free blacks were a third class in a two-class society. Explain this statement in a well-organized essay.
5. Throughout the years following Denmark Vesey’s trial, free blacks faced the possibility of reenslavement. Many, especially the less wealthy, left South Carolina. Find out why many of the free black elite remained. Make a chart showing the pros and cons for free blacks emigrating or staying in South Carolina.

S.C. DOCUMENT IIa: HENRY BROWN'S RECORD FOR CONFEDERATE SERVICE

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

(Confederate)

B | 21 | S. C.

Henry Brown
Mus., Co. H, 21 Reg't South Carolina Inf.

Appears on
Company Muster Roll
of the organization named above,
for *Jan + Feb*, 1864.

Enlisted:
When *July 1*, 1862.
Where *Morris Island*
By whom _____
Period _____

Last paid: *Capt W Duffie*
By whom _____
to what time *Dec 31*, 1863.

Present or absent *Absent*
Remarks: *Musicians Absent*

Book mark: _____

G. E. Remondy
(643) Copyist.

Source: The Record of Confederate Service for Henry Brown, Free Black and Musician. (Compiled Service Records of Confederate Soldiers Who Served in Organizations from South Carolina; NARS Microcopy 267, Roll #318, 21st Infantry A-B; SCDAH.)

S.C. DOCUMENT IIb: HENRY BROWN'S RECORD FOR CONFEDERATE SERVICE

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

(Confederate)

B | **21** | **S. C.**

Henry Brown
Mas. , Co. *A*, 21 Reg't South Carolina Inf.

Appears on
Company Muster Roll
of the organization named above,
for *Apr 30 to Aug 31, 1864*.

Enlisted:
When _____, 186 ____
Where _____
By whom _____
Period _____

Last paid: _____
By whom *Capt. M. Duffie*
To what time *Dec 31*, 186 ____

Present or absent *Absent*
Remarks: *Cook at Div. Hospital*

Book mark : _____

G. E. Kennedy
(643) Copyist

Source: The Record of Confederate Service for Henry Brown, Free Black and Musician. (Compiled Service Records of Confederate Soldiers Who Served in Organizations from South Carolina; NARS Microcopy 267, Roll #318, 21st Infantry A-B; SCDAH.)

S.C. DOCUMENT IIc: HENRY BROWN'S RECORD FOR CONFEDERATE SERVICE

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

(Confederate.)
B | 21 | S. C.
Henry Brown
Mus., Co. H., 21 Reg't South Carolina Inf.
Appears on
Company Muster Roll
of the organization named above,
for Sept. - Oct., 1864.
Listed:
When July 1, 1862,
Where Morris Island
By whom Capt. Elliott
Period War
Last paid: Capt. M^cDuffie
By whom
To what date Aug. 31, 1864.
Present or absent Present
Remarks: Musician
Book mark:
G. E. Seminary
(43) Copyist

Source: The Record of Confederate Service for Henry Brown, Free Black and Musician. (Compiled Service Records of Confederate Soldiers Who Served in Organizations from South Carolina; NARS Microcopy 267, Roll #318, 21st Infantry A-B; SCDAH.)

STUDENT ACTIVITY SHEET FOR S.C. DOCUMENT II

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. How often did Henry receive his pay?
2. Where did Henry enlist? Find it on the map.
3. Did Henry ever serve as anything but a musician? Why do you think he served in that capacity?
4. Read a book or a story about the Civil War, then pretend you are Henry and write a letter to his wife describing a day in his life during the war.
5. Henry Brown served with the Darlington Guards, which was originally a state militia unit, throughout the war. The unit cited on this record, Company H, 21st Infantry Regiment, is a Confederate States Army designation. Research the history of a unit that interests you. You may want to use one from your locale, or a famous unit such as Hampton's Legion or the 54th Massachusetts.

S.C. DOCUMENT III: LETTER FROM GENERAL JORDAN TO GENERAL HUNTER

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Headquarters Department South Carolina, Georgia and Florida,

Charleston, S.C., June 3, 1863

Major General D. Hunter,

Commanding U. S. Forces, Hilton Head, S. C.

General: In the absence from these immediate headquarters of General Beauregard it is my place to ask your attention to the following:

Brigadier-General Walker, commanding C. S. forces Pocotaligo, represents that it has become the practice, whenever he has occasion to communicate with the military authorities of the United States in his quarter by flag of truce, ^{to receive the flag} by a detachment of negroes, commanded by officers belonging to regiments of negroes, which of course debars us from further communication. On the other hand, when the flag originates with the United States authorities it is borne and escorted by detachments of white soldiers and officers of white regiments. The virtual effect of which is apparent to exclude us from all communication by flags of truce, while our enemy retains that privilege by compliance in the composition of the escort of his flag with our regulations. I cannot believe that this is your actual intention, that is, that you have determined by the obnoxious complexion of the detachment sent to receive our flags, to reject all flags of truce from our side, while exercising the privilege of the flag of truce to the fullest extent on your own side. Therefore am I induced to present the matter frankly and plainly for your consideration, and to ask to be made acquainted with your future intentions in the premises.

Very respectfully, Your obedient servant,

~~(Reb. Record, Vol. XIV, p. 464.)~~

Thomas Jordan,
Brigadier-General, Chief of Staff.

STUDENT ACTIVITY SHEET FOR S.C. DOCUMENT III

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. Why did General Jordan write to General Hunter?
2. In a well-organized paragraph, explain the Confederates' complaint.
3. Why were flags of truce important to both sides during the war? Find as many ways as you can to finish this statement: Flags of truce were used to . . .
4. Dramatize an exchange using flags of truce.
5. Find out more about the leaders involved in this incident—General Beauregard, General Walker, General Jordon, and Colonel Higginson. Pretend you are one of them and present your views about the war and flags of truce to the class. Stick to facts in your presentation.

S.C. DOCUMENTS IV: COL. HARRIS' LETTER

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Office Chief Engineer
Charleston Dec. 6. 1863

General.

I have the honor to inform you that Mr. Singletary, Chief Sub. Negro Labor, reports that the execution of the order requiring the discharge of all negroes now employed on the defences of this city - whose term of service has reached sixty days, will leave a working force of about seventeen hundred. Energetic measures should be adopted to supply the places of those relieved.

Yours very respectfully
D. B. Harris
Col. & Chief Engineer

Brig. Genl. Jordan
a. a. g. & Chief of Staff

Sources: Document IV: General Assembly Papers; Military Affairs; Letters; Letter from Col. D. B. Harris to Brig. Genl. (Thomas) Jordan, December 6, 1863; SCDAH.

TRANSCRIPTION OF S.C. DOCUMENT IV

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Office Chief Engineer Dep

Charleston Dec 6. 1863

General:

I have the honor to inform you that Mr^o Singletary, Chief Sup^t Negro Labor, reports, that the execution of the order requiring the discharge of all negroes now employed on the defences of this city— whose term of service has reached sixty days, will leave a working force of about seventeen hundred. Energetic measures should be adopted to supply the places of those relieved.

Yours very Respectfully,

~~Col~~ D. B. Harris

Col & Chief Engineer

Brig. Gen^l Jordan

A.A. G & Chief of Staff

From the Spirit of the South.

My Soldier Lover

Oh! I have a gallant soldier,
In the army under Lee—
And I think he's all perfection,
And he thinks the same of me.
It is long since last I saw him,
And it will be longer still,
For they say he is enlisted,
Till the Yanks should get their fill.
Though he's nothing but a private,
Yet I dearly on him doat—
For I care not for the trippings,
Or the tinsel on a coat.
For lace may deck the coward,
And a star may deck the brave—
But I know that he is honest,
And I know that he is brave.
For he fought with noble Jackson
All the battles in the vale;
And he saw the Yankees flying,
Before our leader hail.
And though he's ne'er been wounded,
(All praise to Him on high,
He says he's always ready,
For his sunny South to die.
And I pray for him at morning,
Oh! I pray for him at night—
And ask our heavenly Father
To guard him in the fight.
And I know my prayers are answer'd,
By the calm within our breast,
And by my personal slumbers,
When my pillow I have pressed.
Oh! I long to see him coming,
I long to hear his voice;
I would don my brightest hampsun,
And fix myself so nice;
For I think that very shortly,
If his mind is still the same—
He will ask me—(how delightful)—
If I will not change my name!

APRIL.

FRIGHTFUL AFFAIR AT NIAGARA FALLS.

Parini, who a few years ago was a rival of Blondin on the tight rope at Niagara Falls, has been making preparations to ford the rapids above the American fall on a pair of iron stilts, contrived for the purpose. The exhibition was to have come off on the 16th. Early yesterday morning, we learn, the fool-hardy man went out to rehearse the dangerous feat. He succeeded in getting more than half way across, at a point between the falls and Goat Island bridge, when one of his stilts broke or gave way, and he was instantly in the rapids. Fortunately the place of this accident was directly above Robinson's Island, a small piece of wooded land which lies to the right of Luna Island, and very near the brink of the American fall. He succeeded in struggling to the shore of this island, and dragged himself from the water. Efforts are being made to get him off from his perilous position. His brother walked out in the rapids above the island and reached a point within a few rods of him with water up to his waist, and by throwing him a rope with a stone attached, he managed to draw a pail of provisions towards him and finally grasped it. A boat is being built by Mr. George H. Robinson, whose name the island bears, and who piloted the Maid of the Midway down the rapids. Up to seven o'clock, p. m. he had not been got off the island, and in all probability will have to remain over night and the greater part of to-morrow. He seemed to take his imprisonment good humoredly and is possessing some of his gymnastic evolutions, standing on his head, hands, &c. He is in his rope walking costume of tight fitting knitting, such as is worn by circusmen, and must suffer from the cold, as it is blowing quite a breeze. Every effort is being made to rescue the unfortunate man.—*Albany Argus.*

Exchange Notice No. 11.

RICHMOND, VA., June 27, 1864.

ALL officers and men of the Vicksburg capture of July 4, 1863, who reported for duty either at Enterprise, Mississippi; Demopolis, Alabama; Jonesboro', Tennessee; Vienna, Nashville, Shreveport, or Alexandria, Louisiana, at any time prior to April 1, 1864, and whose names have been forwarded to me by the proper officers, are hereby declared exchanged.
ROBERT OULD,
Agent of Exchange.

Aug. 24, 1864

SLAVE LABOR FOR THE COAST. DIVISION NO. 2.

I. COMMISSIONERS of Roads and the town authorities, within the Judicial District of Lancaster, Kershaw, Chesterfield, Darlington, Marlboro, Marion, Sumter, Clarendon, Williamsburg and Horry, will forthwith summon all slaveholders within their respective limits to deliver ONE HALF (½) of their slaves, liable to road duty, at the Railroad Depot nearest their residences, on TUESDAY, the 27th day of September next, at 8 o'clock, a. m., there to await transportation to Charleston for thirty days labor on the fortifications.

II. The Confederate authorities have made requisition upon the State for two thousand laborers MONTHLY. The proportion of one-fourth heretofore called for, has failed to supply half of this number. In view of this fact, and the great urgency of the demand for labor at this time, it is deemed expedient to shorten the interval between the calls, and increase the quota. This is no violation of the law, for it does not fix the quota, nor the interval between the calls, but prescribes that such proportion shall be called for as will fill the requisition, giving thirty days notice. Each Division in the order fixed, shall be required to furnish one half and no injustice will be done to any.

III. The parties, whether individuals or companies, who own or employ more than one Road Hand, are required to furnish their quota, unless relieved by detail from Department Headquarters. This will relieve only those slaves engaged permanently on the specific work for which the detail was granted. Commissioners of Roads will give attention to this matter, and report to this office.

IV. Great confusion arises from the imperfect manner in which the names of owners are given to Assessment Agents at the points of delivery. It is the duty of Commissioners to be present to verify the quota of each owner, and prepare a correct list. They will please forward lists of defaulters to this office within five days after delivery on this call.

R. B. JOHNSON
Agent of State of South Carolina
August 30, 1864. 4c
Carolinian, Mercury and Courier copy twice a week for four weeks; other papers in the Division once a week for four weeks.

TAX IN KIND.

NOTICE IS HEREBY GIVEN, that I will attend at the following places for the purpose of receiving Returns of Wheat, Oats, Rye, Corn, Hay, Wood, &c.:

Fulton, Thursday, 8th September.
Friedrichs, Friday, 9th.
Wright's Bluff P. O., Saturday, 10th.
Packville, Monday, 12th.
Manning, Tuesday, 13th.
Juneville, Wednesday, 14th.
Brownington, Thursday, 15th.
Plowden's Mills, Friday, 16th.
Doggett's, Saturday, 17th.
Churen near John J. McFaddin's, Monday, 19th.
Motts' Roads, Tuesday, 20th.

Notice is also further given, that at the expiration of the times specified above, the Books will be closed.

W. L. REYNOLDS, Assessor.
Aug. 30, 1864. 8c

HEADQUARTERS, Conscript Department, COLUMBIA, August 17, 1864.

GENERAL ORDERS NO. 9.

I. THE attention of persons exempted or detailed for agricultural purposes, and who have given bond to the Government is directed to the following paragraph from Circular No. 24, Bureau of Conscription:

"2. The sale to the Government, or to the families of soldiers, at prices fixed by the Commissioners of the State under the Imprestment Act, of the marketable supplies remaining after furnishing the Government with the stipulated quantity of provisions, and which he may raise from year to year while his exemption continues, is made, by the Act of Congress, approved February 17, 1864 one of the conditions of exemption allowed to an overseer or agriculturist. A claim is asserted by some of those exempted as agriculturists to exchange such part of the aforesaid surplus as they may please for supplies of provisions, clothing and the

like, to be consumed in family use, and to sell to the Government or the families of soldiers only what they remain of such surplus after making such exchange. This claim is in violation of law and of their contract with the Government, and cannot be allowed.

"Upon satisfactory evidence being furnished that persons exempted as overseers or agriculturists have or are thus disposing of their surplus productions by exchange as aforesaid, Enrolling officers will arrest all such persons, forward them to their nearest Camps of Instruction, to be retained there until final action shall be taken and announced in their cases, and forward through the proper channels of communication to this Bureau a report of all the facts and circumstances of each case.

"Every agriculturist or overseer, upon receiving his certificate of exemption, should be informed that the action indicated above will be taken in the event of his not disposing of his marketable surplus in accordance with the requirements of law."

II. Officers and agents of the Substinance and Quartermaster's Departments are requested to communicate information to Enrolling Officers of all instances coming to their knowledge in which persons exempted or detailed for agricultural purposes have violated the stipulations of their bonds to the Government in the sale or other disposition of their marketable surplus.

C. D. MELTON,
Major, Conscript Department.
Aug. 30, 1864. 8c
Carolinian publish five times; Courier and Mercury three times in daily and same in tri-weekly; all other papers in the State three times.

HEADQUARTERS, Conscript Department, COLUMBIA, August 17, 1864.

GENERAL ORDERS NO. 10.

I. PURSUANT to orders of the War Department, Enrolling Officers are hereby required to execute all orders of Maj. Gen. Jones, commanding Department of South Carolina, Georgia and Florida, for the impressment of slaves to labor on the coast defenses.

II. Reports of their action will be made to the Major-General commanding, or to such officer as he may indicate.

C. D. MELTON,
Major, Conscript Department.
Aug. 30, 1864. 8c
Carolinian, Courier and Mercury publish twice; all other papers in the State once.

State of South Carolina, Adjt. and Insp. Genl's Office, COLUMBIA, August 3, 1864.

CIRCULAR

IN answer to numerous inquiries addressed to this office in relation to the militia laws of this State, the following announcement is made:

I. All male white persons resident in this State, between the ages of sixteen and sixty years, capable of bearing arms, except persons who are exempt from "all militia service," are liable to militia duty, both ordinary and in the field, in times of alarm, insurrection or invasion.

II. Persons who have been enrolled for Confederate service and detailed to remain at home in civil employments or who have been exempted from Confederate service during the continuance of such exemption or detail, are liable, as other citizens, to militia service in times of invasion.

III. Persons who have been enrolled for Confederate service, whether general or local, although detailed to remain at home, are not eligible to duty in the Confederate service, unless he be exempted from said service under the provisions of the Exemption Act of Congress, shall hereafter be eligible to any militia office, (A. a. 6th February, 1863.

IV. Detailed men who have been organized as such into companies for local military service by Confederate authority, will not be held liable for militia service.

V. Militia officers in carrying into execution General Orders No. 3, series-1864; from this office, will be governed by the foregoing instructions, and held in readi-

ness for actual service in their respective commands, in obedience to said order.

By command:
Signed) A. C. GARLINGTON,
Adjutant and Inspector General S. C.
Official: G. A. FOLLEN, A. A. G.
Persons exempt from all militia duty: The Lieutenant Governor; the Judges of the Courts of Law and Equity; the Ordinaries; Clerks of the Courts of Common Pleas and General Sessions; Sheriffs, Masters, Commissioners and Registers in Equity; the Secretary of State; Surveyor General; Comptroller General, and Treasurer of the State.
August 16, 1864. 8c
Daily papers of State publish one week, other papers three times.

Flag of Truce Letters.

CONFEDERATE STATES OF AMERICA,
War Department, Bureau of Exchange,
Richmond, Va., July 1, 1864.

I. ALL letters to go North by flag of truce must be sent to this office.
2. Each letter must be enclosed in a separate envelope, and addressed to me. Bureau of Exchange, Richmond, Va.
3. No letter must exceed in length one page of ordinary sized letter paper, and its contents be confined strictly to personal or family matters. No letter alluding to the movements or localities of troops shall be permitted to pass.
4. Each letter must contain a U. S. postage stamp, or its equivalent in silver or U. S. currency.
These regulations will be rigidly enforced, and no letter transmitted in which they are not strictly observed.
ROBERT OULD,
Agent of Exchange.
Official: W. H. Hatch, Capt. and A. A. G.
Aug. 24, 1864. 6c

New Drug Store.

THE UNDERSIGNED would respectfully inform his friends and patrons that he has now in store, corner Brooks and Boyce streets a full and complete stock of

DRUGS AND MEDICINES,

which he offers for cash at the lowest market price, consisting in part as follows:—

- CASTOR OIL,
- EPSOM SALTS,
- RHUBARB,
- CALOMEL,
- BLUE MASS,
- QUININE,
- COPPERAS,
- OPIUM,
- MORPHINE,
- SPTS. TURPENTINE,
- LINSEED OIL,
- EXTRACT OF LOGWOOD

for dyeing,
TOILET SOAP,
ENGLISH TOOTH BRUSHES,
A fine lot of TOBACCO, &c.
Prescriptions carefully compounded.
G. A. HUGGINS, M. D.
Druggist and Apothecary.
Sept. 22, 1863.

SALE OF LAND.

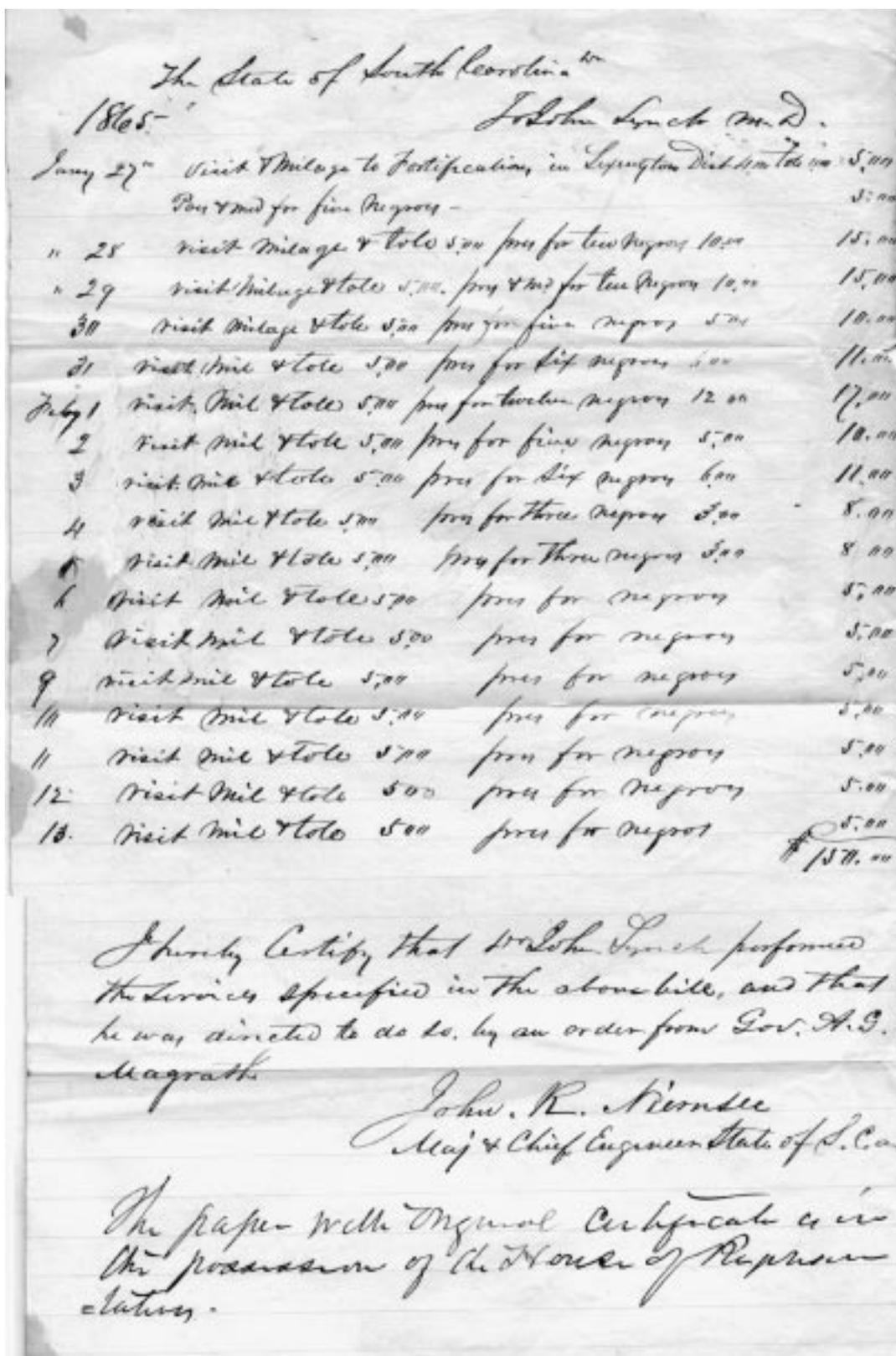
Wm. M. Hewit, Adm'r. } Summons
Applicant, }
es. }
T. J. Hewit, } in
M. J. Garraway, } Partition.
S. A. McKnight. }

BY VIRTUE of an order from W. R. Burgess, Sr., Ordinary of Clarendon District, I will offer for Sale at Clarendon Court House, on the 1st Monday in September next, between the legal hours of sale, one tract of land containing fifty (50) acres belonging to the estate of Rev. Mead Hewit, deceased, adjoining lands of R. Cannon and Benjamin Riboung.

TERMS: 5c
No more cash as will pay costs and expenses; the balance the purchaser giving bond with good security and a mortgage of the premises for the purchase money to the ordinary, if deemed necessary.
Y. N. BUTLER, s. c. d.
Sheriff's Office, }
Aug. 13, 1864. } 8c

S.C. DOCUMENTS VI: DR. LYNCH'S ACCOUNT

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War



Document VI: General Assembly Papers; Military Affairs; Accounts; Dr. John Lynch's Account for services rendered to the African-American laborers working on the fortifications in Lexington District. (Green Files, SCDAH.)

TRANSCRIPTION OF S.C. DOCUMENT VI

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

	The State of South Carolina ^{Dr}			
1865			To John Lynch M.D.	
Janry 27 th	Visit & Milage to Fortifications in Lexington Dist	4.00	tole 1.00	= 5.00
	Pres and med for 5 Negroes—			5.00
" 28	Visit milage & toll 5.00	pres for two negroes	10.00	15.00
" 29	Visit milage & toll 5.00	pres & med for two negroes	10.00	15.00
	30	Visit milage & toll 5.00	pres for five negroes	5.00
	31	Visit mil & toll 5.00	pres for six negroes	6.00
Feb 1	Visit mil & toll 5.00	pres for twelve negroes	12.00	17.00
	2	Visit mil & toll 5.00	pres for five negroes	5.00
	3	Visit mil & toll 5.00	pres for six negroes	6.00
	4	Visit mil & toll 5.00	pres for three negroes	3.00
	5	Visit mil & toll 5.00	pres for three negroes	3.00
	6	Visit mil & toll 5.00	pres for negroes	5.00
	7	Visit mil & toll 5.00	pres for negroes	5.00
	8	Visit mil & toll 5.00	pres for negroes	5.00
	9	Visit mil & toll 5.00	pres for negroes	5.00
	10	Visit mil & toll 5.00	pres for negroes	5.00
	11	Visit mil & toll 5.00	pres for negroes	5.00
	12	Visit mil & toll 5.00	pres for negroes	5.00
	13	Visit mil & toll 5.00	pres for negroes	5.00
				<u>\$150.00</u>

I hereby Certify that D^r John Lynch performed the Services specified in the above bill, and that he was directed to do so, by an order from Gov. A.G. Magrath.

John. R. Niersee
Maj & Chief Engineer State of S.Ca.

The paper with Original Certificate is in the possession of the House of Representatives.

Note: The word "toll" looks like "tole." The writer simply made the second "l" smaller—look at the way "bill" is written; "pres" and "med" are abbreviations for the words "prescribed" and "medicine."

STUDENT ACTIVITY SHEET FOR S.C. DOCUMENTS IV, V, & VI

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. Why was there an “urgent” demand for labor on the coast in 1863 and 1864? Write a paragraph relating the need for fortifications on the coast to the progress of the war in the rest of the Confederacy. What had the South Carolina General Assembly done in 1864 to take “energetic measures” to supply more labor?
2. Why might slave owners have been reluctant to send their slaves to work on fortifications? List as many reasons as you can. Does Dr. Lynch’s account reflect the state’s attempts to encourage slave owners to send their slaves to work on fortifications? How?
3. Turn the poem “My Soldier Lover” into prose. Compare Annie’s sentiments to the sentiments of people today who express their feelings for a loved one serving in the military.
4. Explain in a paragraph how you would write to a family member in the North. Why could you not “allude to” (mention) troops or their movements? What do we call it when letters that give this type of information are prohibited from going to the enemy? Why would you have had to use U.S. money or stamps rather than Confederate?
5. Find out why the druggist stocked the items he lists in his advertisement. Specify how and for what these medications were used. How long has this ad appeared in the *Banner*? Do you think the druggist still has all these items in stock? Why or why not?

S.C. DOCUMENT VII, 1: HENRY WILLIAMS' PENSION APPLICATION

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

STATE OF SOUTH CAROLINA, } Class No.
County of Greenville } HONOR ROLL

TO THE COUNTY PENSION BOARD:

The undersigned applies for enrollment under the Act of 1919. I served with ...
Regiment of ... Battalion of ... Captain ... on the ...
day of ... 18... and served in that command until the ... day
of ... 18... I was discharged from the service at ... on the
... day of ... 18... and was at that time a member of Company ...
Regiment of ... Battalion of ... My income and my wife's from all sources
is ... in excess of \$500.00 is ... in excess of \$1,000.00. The valuation of all my and my wife's
property does not exceed \$500.00 does exceed \$1,000.00. I was born on the ... day
of ... 18... I reside at Taylors, R-1 in Greenville County, S. C.
I did not desert the service of this State nor of the Confederate States. While in such service I received
bodily injury. (State nature of wounds and other disabilities, giving condition of present health)

I have not been on the pension roll of South Carolina, nor any other State, nor of the United States.

Sworn to and Subscribed before me this 12 day of May 1923 } Henry X Williams
wit: J. B. Brockman Probate Judge

STATE OF SOUTH CAROLINA, }
County of Spartanburg }

Personally appeared before me A.P. Hoy and Mrs J. H. Brockman
who being duly sworn, each of them deposes and says that they know Henry Williams (ad)
who is an applicant for a pension, and they have read the said application; that they know of their own
knowledge that the applicant was an employee of Maj. Wm Hoy in making salt
in Charleston S.C. 1861-65. This salt was made for the confederate
and that he rendered services as therein stated; that he has resided in this State 7-5 years. states

Sworn to and Subscribed before me this 14 day of May 1923 } A.P. Hoy
(Son of Maj. Wm Hoy)
Mrs J. H. Brockman
(Daughter of Maj. Wm Hoy)
wit: C.W. Brockman Probate Judge

OFFICIAL INFORMATION FROM THIS OR ANY OTHER STATE.

Probate Judge of ...
County of South Carolina, submit the following evidence from official sources as to services rendered by the
applicant

To all of which I hereby certify:
Witness my hand and seal this ... day of ... 19...

Probate Judge of ... County

S.C. DOCUMENT VII, 2: HENRY WILLIAMS' LETTER

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Given May 12/23
So, Ca.,
County Pension Board

Henry Williams was a slave
and belonged to my father
May William Hoy and worked
at the salt works at Charleston
So, Ca, in the government service
and he is an old man now
and needs the pension. My
father and his negroes stayed
too long at the salt works and
were overtaken by Sherman's
army between Charleston and
Lancaster. This old man
says the Yankee wanted him
to go with them but he refused

Source: Pension Application of Henry Williams (Confederate Pension Applications, # 5762, SCDH.)

S.C. DOCUMENT VII, 2: HENRY WILLIAMS' LETTER CONT'D

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

and told them he wanted
to go home and remained
faithfull to his master
Respect
Alfred P. Hoy and the J. H. Barckman

Source: Pension Application of Henry Williams (Confederate Pension Applications, # 5762, SCDAH.)

STUDENT ACTIVITY SHEET FOR S.C. DOCUMENT VII

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. What had Henry Williams done during the Civil War that entitled him to a pension? Why is there no birth date given? Approximately how old was Henry in 1865?
2. Who signed Henry's application? Why did it have to be witnessed? What does this tell you about Henry?
3. Who wrote the letter that supported the application? How did they know about Henry and what he did?
4. On a map of South Carolina, trace the route Henry may have followed on his journey from Charleston to Spartanburg in 1865.
5. Write the story Henry may have told about his journey when he reached home. Describe what he probably saw and felt, remembering the season of the year and his approximate age as he travelled and met Sherman's Army. How might you have felt under the same circumstances?

UNION DOCUMENT I: PART OF PRINCE RIVERS' U.S. ARMY SERVICE RECORD

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

K 33 | U.S.C.T.

Prince Rivers

, Co. A, 33 Reg't U. S. Col'd Inf

Appears on
Regimental Descriptive Book
of the organization named above.

DESCRIPTION.

Age 40 years, height 5 feet 10 inches.

Complexion Dark

Eyes Light; hair curly

Where born Beaufort, S.C.

Occupation House Svt.

ENLISTMENT.

When Oct. 18, 1862.

Where Beaufort

By whom C. T. Trowbridge, term 3 yrs

Remarks: Appointed Sgt.
Oct. 18, 1862.

G. W. Chase

(3616)

Copyist.

Source: The Record of Service for Prince Rivers, (Compiled Service Records of United States Colored Troops; Records of the Adjutant General's Office, 1780's-1917; Record Group 94; National Archives, Washington, D. C.)

UNION DOCUMENT Ia: PART OF PRINCE RIVERS' U.S. ARMY SERVICE RECORD

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

K | 33 | U.S.C.T.

Prince Rivers

1 Sgt, Co. A, 1 Reg't S. C. Infantry*

Appears on
Company Muster Roll
for *M. & N. Co.*, 1863.
Present or absent *Present*

Stoppage, \$ _____ 100 for _____

Due Gov't, \$ _____ 100 for _____

Remarks: *On daily duty
as Provost Sgt.*

* This organization subsequently became Co. A, 33 Reg't U. S. Colored Infantry.

Book mark: _____

Mausby
(add) _____ Copyist

Source: *The Record of Service for Prince Rivers, (Compiled Service Records of United States Colored Troops; Records of the Adjutant General's Office, 1780's-1917; Record Group 94; National Archives, Washington, D. C.)*

UNION DOCUMENT 1c: PART OF PRINCE RIVERS' U.S. ARMY SERVICE RECORD

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

R | 33 | U.S.C.T.

Prince Rivers

1st Sgt., Co. A, 1 Reg't S. C. Infantry*

Appears on

Company Muster Roll

for *M. & A. Rivers*, 1863.

Present or absent *Present*

Stoppage, \$ _____ 100 for _____

Due Gov't, \$ _____ 100 for _____

Remarks: *On daily duty as Provost Sgt.*

* This organization subsequently became Co. A, 33 Reg't U. S. Colored Infantry.

Book mark: _____

Mausby Copyist.

(206)

Source: The Record of Service for Prince Rivers, (Compiled Service Records of United States Colored Troops; Records of the Adjutant General's Office, 1780's-1917; Record Group 94; National Archives, Washington, D. C.)

STUDENT ACTIVITY SHEET FOR UNION DOCUMENT I

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. Use the information in this service record to write a description of Prince Rivers. Include when and where he was born, his employment before October 1862, and his physical appearance. Colonel Higginson described Rivers as “tall.” Why was this?
2. Why do you think C. L. Trowbridge appointed Rivers a sergeant when he enlisted? List your reasons.
3. What duties did Rivers have between November 1863 and April 1864? Describe his responsibilities in each position.
4. Rivers owed the federal government money. How much? What did he owe the money for? Describe this item. How much would it cost today?
5. The government paid Rivers a uniform allowance. What was the amount? How many items of clothing would that buy today? What items of clothing would you purchase with the money? What else did the government owe Rivers?

UNION DOCUMENT IIa: LETTER FROM GENERAL HUNTER TO GENERAL JORDAN

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

210-A

1301

Head Quarters Dept. of the South
Hilton Head, Port Royal, S.C. June 8, 1863.

Brig General Thomas Jordan,
Chief of Staff &c,
Charleston S. C.

General:

In reply to your communication dated June 3^d 1863, sent through the Senior Naval Officer, U.S. Forces, off Charleston, and signed by you in the temporary absence of General Beauregard, I have the honor to state.

That no invidious distinction, as you seem to suppose, was intended to be made between the class of officers entrusted to receive flags of truce from you, and those sent by flags of truce to your lines.

The Government of the United States recognizes no difference between officers mustered into ~~the~~ her service and fighting under her flag. All are equally competent to be entrusted with the duties of their respective posi-

Source: Letter from Maj. Genl. David Hunter, USA to Brig. Genl. Thomas Jordan, CSA, June 8, 1863. (The Negro in the Military Service of the United States; Vol. 3, Chapter V, 1301-1303; NARS Microcopy 858, Roll #2; Records of the Adjutant General's Office, 1780's-1917; Record Group 94; War of the Rebellion; Military Employment; SCDAH.)

UNION DOCUMENT IIIb: LETTER FROM GENERAL HUNTER TO GENERAL JORDAN

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1302

tions, and all are accorded equal protection and rights.

It is the invariable practice of all armies, for the Senior Officer on out-post duty to receive flags of truce sent to that portion of the lines under his charge, and it happened on the occasion of your sending a flag, to which you refer, that the regiment on duty was the 1st South Carolina Regiment of Loyal Volunteers. No change of the regular practice was thought necessary in the case, nor can any change of the practice invidious to any portion of the Soldiers of the United States, be allowed. The flag of the United States covers all its defenders with equal honor and protection irrespective of any accidents of color.

This is now the avowed and settled policy of my Government, and of all other Governments under whose flags colored Soldiers whether East Indian have been or are employed. etc

Source: Letter from Maj. Genl. David Hunter, USA to Brig. Genl. Thomas Jordan, CSA, June 8, 1863. (The Negro in the Military Service of the United States; Vol. 3, Chapter V, 1301-1303; NARS Microcopy 858, Roll #2; Records of the Adjutant General's Office, 1780's-1917; Record Group 94; War of the Rebellion; Military Employment; SCDAH.)

UNION DOCUMENT IIc: LETTER FROM GENERAL HUNTER TO GENERAL JORDAN

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1313

Principal⁽³⁾ of international military usage is better settled or more universally recognized amongst civilized nations.

The flag of truce sent to you by my order, was, as is also usual, entrusted to a Staff Officer of the Post through which it was sent, and in so sending it, no regard was had to the fact whether he was or was not commissioned to serve with Colored troops.

I have the honor to be, General,

Your very Obedt. Servant,

~~Sgt~~ D. Hunter

Maj. Genl. Ordway

[Letter Book No. 21. Oct 1863 p. 325.]

TRANSCRIPTION OF UNION DOCUMENT II

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Head Quarters Dept. of the South
Hilton Head. Port Royal S.C. June 8. 1863.

Brig General Thomas Jordan,
Chief of Staff &c &c,
Charleston, So. Ca.

General:

In reply to your communication dated June 3d, 1863, sent through the senior Naval Officer U. S. Forces, off Charleston, and signed by you in the temporary absence of General Beauregard, I have the honor to state.

That no invidious distinction, as you seem to suppose, was intended to be made between the class of Officers instructed to receive flags of truce from you, and those sent by flags of truce to your lines.

The Government of the United States recognizes no difference between Officers mustered into her service and fighting under her flag. All are equally competent to be intrusted with the duties of their respective positions, and all are accorded equal protection and rights.

It is the invariable practice of all armies, for the senior Officer on out-post duty to receive flags of truce sent to that portion of the lines under his charge, and it happened on the occasion of your sending a flag, to which you refer, that the regiment on duty was the 1:st South Carolina Regiment of Loyal Volunteers. No change of the regular practice was thought necessary in the case, nor can any change of the practice invidious to any portion of the soldiers of the United States, be allowed. The flag of the United States covers all its defenders with equal honor and protection irrespective of any accidents of color.

This is now the avowed and settled policy of my Government, and of all other Governments under whose flags colored soldiers whether East Indian have been or are employed. No principal (?) of international military usage is better settled or more universally recognized amongst civilized nations.

The flag of truce sent to you by my order, was, as is also usual, entrusted to a Staff Officer of the Post through which it was sent, and in so sending it, no regard was had to the fact whether he was or was not commissioned to serve with Colored troops.

I have the honor to be, General,
Your Very Ob'd't Servant,
(sgd) D. Hunter
Maj. Genl. Comd'g

STUDENT ACTIVITY SHEET FOR UNION DOCUMENT II

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. Enact the incident to which the general is referring. Try to set the scene as if the two generals were meeting face to face.
2. General Hunter states that all officers were “accorded equal protection and rights” in the United States Army. Do you think this was true?
3. Explain either orally or in a well-written paragraph the statement “This is now the avowed and settled policy of my government, and of all other governments under whose flags colored soldiers whether East Indian have been or are employed.” To what policy is General Hunter referring and to what country is he referring?
4. Why did the original transcriber place a question mark after the word “principal?”
5. Write a newspaper article describing this incident. In writing your piece, remember to answer the six basic journalistic questions—who, what, when, where, why, and how. Include what the two generals said in their letters.

UNION DOCUMENT III, 1: REPORT FROM THE COMMITTEE ON THE JUDICIARY

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

The Committee on the Judiciary to which was referred so much of the Message No. 2 of his Excellency the Governor (received in Secret Session) as referred to the law in relation to Slaves in the service of the Federal Army captured in this State, & to the Proceedings of the Board of Magistrate's Court for Charleston District on the trial of certain Slaves captured as James & Martin Woods, ask leave to report that they have considered the same.

The importance & delicacy of the subject matter referred, are appreciated by the Committee. The subject is surrounded by embarrassing considerations, & they do not feel themselves authorized by the grave issues involved to announce a recommendation to the Senate on the hasty deliberations which they are now obliged to give it. They therefore ask leave of the Senate to report at the approaching Regular Session.

Respectfully Submitted,
J. B. Mason

Sep 24 1863.

Source: Report from the Committee on the Judiciary, South Carolina General Assembly, September 24, 1863. (General Assembly Committee Report; 1863, #373; SCDAH.)

UNION DOCUMENT III, 2: LETTER TO COLONEL CAREW

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

State of South Carolina,
EXECUTIVE DEPARTMENT,
Columbus Dec 8 1864
Col John E. Carew
Sheriff of Charleston District
Sir
I enclose you a copy
of a letter from the Secretary of War on the
subject of the captured negroes in the
custody of the State.
You will proceed at once to turn
them over to the Confederate authorities
and to such person as Major General
Sam. Jones shall designate.
Some of them are supposed to be
Slaves but as the State has no means
of ascertaining the fact, or their owners
of Slaves, you will make no distinction
between them but turn over all.
Very Respectfully
Yours
M. L. Bonham

Source: Letter from Governor Milledge L. Bonham to Col. John E. Carew, Sheriff of Charleston District, December 8, 1864: Letters Received; Milledge L. Bonham; Office of the Governor, SCDH.

UNION DOCUMENT III, 2: REVERSE OF LETTER TO COLONEL CAREW

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Sheriff's office C. D. Dec 10th 64

Respectfully referred
to Major Gen. Sam Jones

J. E. Carew
S. C.

Head Quarters Dep. S. C. A. H.
Charleston Dec 10th 64

Respectfully referred
to the Provost Marshal
who will take charge of
the prisoners of war turned
over to him by
virtue of the within ord
and will then dispose
of them as other prisoners
of war.

(over.)

Source: Letter from Governor Milledge L. Bonham to Col. John E. Carew, Sheriff of Charleston District, December 8, 1864: Letters Received; Milledge L. Bonham; Office of the Governor, SCDAH.

TRANSCRIPTION OF UNION DOCUMENT III, 1

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

The Committee on the Judiciary to whom was referred so much of the Message N^o. 2 of his Excellency the Governor (received in Secret Session) as referred to the law in relation to Slaves in the service of the Federal army captured in this State, & to the Proceedings of the Provost Marshall's court for Charleston district on the trial of certain slaves captured on James & Morris Islands, ask leave to report that they have considered the same.

The importance & delicacy of the ~~subject~~ matter referred, are appreciated by the Committee. The subject is surrounded by embarrassing considerations, & they do not feel themselves authorized by the grave issues involved to arrive at a conclusion which they could venture to recommend to the Senate as the hasty deliberation which they are now only able to give it. They therefore ask leave of the Senate to report at the approaching Regular Session.

Respectfully submitted,

Sep 24: 1863.

F. I. Moses
Chr.

TRANSCRIPTION OF UNION DOCUMENT III, 2

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Columbia Decr 8 1864

Col John E. Carew

Sheriff of Charleston District

Sir

I enclose you a [copy] of a letter from the Secretary of War on that subject of the captured negroes in the custody of the State.

You will proceed at once to turn them over to the Confederate authorities and to such person as Major General Sam. Jones shall designate.

Some of them are supposed to be slaves but as the State has no means of ascertaining the fact, or their owners of slaves, you will make no distinction between them but turn over all.

Very Respectfully

Yours

M.L. Bonham

TRANSCRIPTION OF UNION DOCUMENT III, REVERSE OF LETTER

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Sheriffs office C.D. Dec 10th

Respectfully referred to Major Gen^l. Sam. Jones

Jno. E Carew

S.C.M.

Head Quarters Dep. So Ca[arolina]

Charleston Dec 10 '64

Respectfully referred to the Provost Marshal who will take charge of the prisoners of war turned over to him by virtue of the within ord[er] and will then dispose of them as other prisoners of war.

(over)

STUDENT ACTIVITY SHEET FOR UNION DOCUMENTS III, 1 & III, 2

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

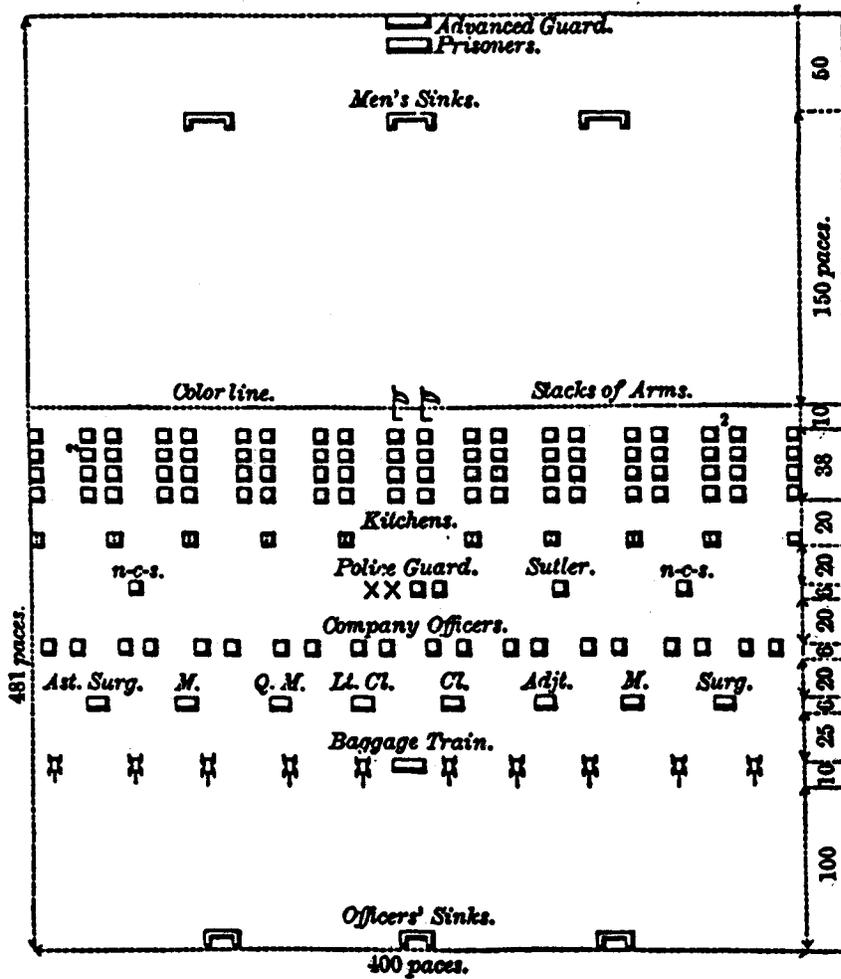
1. How long after the Battle of Fort Wagner did the Judiciary Committee meet? What type of session did the General Assembly hold to hear Governor's Message No. 2? Why was it held in this way?
2. Why does the chairman of the committee, F.I. Moses, refer to the matter as "important and delicate?" and "surrounded by embarrassing considerations?" What are the grave issues the committee was considering?
3. Reenact the committee debate. Discuss the issues and consequences of holding trials for insurrection and re-enslaving the captured African-American Union soldiers.
4. When was Governor Bonham's letter written? How was the matter the committee debated finally resolved? How were the African-American Union soldiers to be treated? What reason did Governor Bonham give for not reenslaving the African-Americans? Do you think there were other reasons he did not mention? What might those reasons have been?
5. Write and present a TV news show reporting this event and giving both sides of the story.

UNION DOCUMENT IV: PLAN OF UNION CAMP

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Camp of a Regiment of Infantry.

<i>Cl.</i> —Colonel.	<i>Ast. Surg.</i> —Ast. Surgeon.
<i>Lt. Cl.</i> —Lieut. Colonel.	<i>Adj.</i> —Adjutant.
<i>M.</i> —Major.	<i>Q. M.</i> —Quarter Master.
<i>Surg.</i> —Surgeon.	<i>n-c-s.</i> —Non-Com-Staff.



Source: Extracted from Revised Regulations for the Army of the United States, Article XXVI. Troops in Campaign, Camp of Infantry.

STUDENT ACTIVITY SHEET FOR UNION DOCUMENT IV

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. Federal regulations specified how army camps were to be laid out. Why do you think this was so?
2. Why do you suppose each company's tents faced each other along a "street?"
3. Why did each camp have a guard house? What was it used for?
4. Use the library to find out what the responsibilities of the following officers were: surgeon, quartermaster, adjutant, and chaplain. What was a sutler? Do the officers and men in our modern army still perform these same duties?
5. Pretend you are a soldier living in a camp like this one and that it is on one of South Carolina's sea islands. Find photographs of the coast and study them closely so you can describe the terrain. Write a letter home describing your surroundings.

UNION DOCUMENT V: LETTER FROM PRINCE RIVERS TO GOVERNOR SCOTT

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

Hamburg S. C.
Gov. R. K. Scott) Dec. 29th 1871
Dear Sir under the
present Circumstance i am compelled
to take your favor. having
purchased a piece of property here
in Hamburg. and i find i will
not be able to meet payment
and in fact i am short of two
hundred & twenty five (\$ 225.⁰⁰)
dollars. and i would wish to
Borrow that sum from you for
sixty days as i will give all
security that is required as the
payment is to be met for - 1st
i would wish to hear from your
Excellence soon as possible. if you
accept please notify me by telegraph
as the mail will not reach here until
Monday night and i must meet
my payment Monday 10 o'clock

Source: Letter from Prince Rivers to Governor Robert K. Scott, December 29, 1871. (December 1871–February 1872; Letters Received; Robert K. Scott; Office of the Governor; SCDAH.)

UNION DOCUMENT V: LETTER FROM PRINCE RIVERS TO GOVERNOR SCOTT cont'd

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

hoping Sir you will
favor me in this request

I Have the Honor to
remain Respectfully
Yours

P.P. Rivers

P.S.
I would rather give than to
ask though Circumstances are
such that i have to request the
favor

Source: Letter from Prince Rivers to Governor Robert K. Scott, December 29, 1871. (December 1871–February 1872; Letters Received; Robert K. Scott; Office of the Governor; SCDAH.)

STUDENT ACTIVITY SHEET FOR UNION DOCUMENT V

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. What favor did Rivers request of Governor Scott? Why did Rivers find it necessary to ask this favor? What does this letter demonstrate about the importance of land ownership to African-Americans after the Civil War?
2. Use a c.1865 map of South Carolina to find the town of Hamburg, then use a modern map of the state to find the town there today. How far was Hamburg from Columbia?
3. How did Rivers' letter travel? How long does it take today for a letter to go from the former site of Hamburg to Columbia?
4. Rivers wrote this letter on Friday, December 29, and needed a reply by Monday, January 1. How did he know that mail from Columbia would not reach Hamburg until Monday night? How did he expect to receive an answer before 10 a.m. on Monday, January 1?
5. Imagine you are Governor Scott. Draft a reply telegram and a follow-up letter explaining your answer. You may grant his favor or not, but you must support your position in your letter.

STUDENT ACTIVITY SHEET FOR UNION DOCUMENT VI

S.C. Department of Archives & History • South Carolina African-Americans in the Civil War

1. Why does the government take a census? How often is a census taken in the United States?
2. The 1890 census was the eleventh census taken. When was the first? What could you learn about life in the United States by looking at all the census reports for that time span?
3. Why did the government take a special census of Union veterans and the widows of Union veterans? What information does this schedule give?
4. Why are the names followed by “Con.” crossed off? Why might the census taker have listed these names?
5. Find the names followed by the word “alias.” What is an alias? Why might people have used an alias?



South Carolina Department of Archives and History

Document Packet Number 7

**COMMUNITY AS CLASSROOM:
AN ORAL HISTORY
RESOURCE
PUBLICATION**



South Carolina Department of Archives and History

Document Packet Number 7

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Page 13: Children collecting tin and Seaboard Railway from *Charleston News and Courier and Evening Post*; Main Street, Marion, courtesy South Caroliniana Library

Page 14: Map from *Charleston News and Courier and Evening Post*; Graduates courtesy South Caroliniana Library

Page 15: USO scenes courtesy South Caroliniana Library

Page 16: Flag raising from *Charleston News and Courier and Evening Post*; Co-eds courtesy South Caroliniana Library

Page 17: May Day, library, and parade, courtesy South Caroliniana Library

Pages 18 and 19: Ration books courtesy Ruth S. Green and Mrs. Jack G. Wilson

Pages 20 and 21: V-Mail letter and envelope courtesy Mrs. Jack G. Wilson



South Carolina Department of Archives and History

Document Packet Number 7

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South Carolina Department of Archives & History Document Packet No. 7

Community as classroom:



an oral history
resource publication

Community as classroom:

**an
oral
history
resource
publication**

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Cover: *Students from Columbia High School participate in a bond drive to buy jeeps*—Do you recall what you did to raise money for bonds? What was it like to ride in a jeep?

Introduction

When teachers use oral history projects in the classroom, they can link their curriculum to their community and bring history to life. Students who follow the steps outlined below will interview hometown people, record their memories of the past, and discover in the process that communities are classrooms where learning is fun.

Getting started

Select a topic

Your students can choose one of three types:

- A biography—the study of someone’s life.
- A subject—the study of a subject like the history of the school.
- A landmark event—the study of a noteworthy event that could be as broad as World War II or as narrow as Pearl Harbor.

Choose interviewees

Your students will have to locate potential interviewees, make a file card for each, then make their selection.

Locating interviewees:

- Ask friends and relatives if they know of anyone who played a role in the topic chosen.
 - Place an advertisement that clearly describes the scope of the project in the local paper.
 - Contact organizations that relate to the topic. If, for example, your students have chosen World War II as their topic, they can contact organizations like the Veterans of Foreign Wars.
-

Compiling a file: Your students will make a file card for each interviewee; will record that person's name, address, and telephone number, will add other information of value, and will note their assumptions about the scope of the interview.

Making the selection: When your students are making their final selection, they should be looking for people who know the most about the topic and for people who will interview well. They should select people from all walks of life to obtain a balanced view.

Contact interviewees

Contact the interviewees. Your students can telephone or write to the interviewees they have selected to:

- Tell them about the project.
- Begin an interview data sheet by obtaining biographical data to help with the background research (date and place of birth).
- Set the date and time for the first interview.
- Ask the interviewees to bring scrapbooks and memorabilia to the first meeting, if possible.
- Explain the legal release form.

Research

Research the period under investigation to develop precise questions. Your students will be able to conceptualize the project and set goals by learning as much as they can about the community, the social setting, and the history of the period in general, and about the interviewee's life and profession or occupation in particular. They can:

- Read textbooks and other scholarly works of history.
 - Look at documents, newspapers, and
-

photographs held by local archives, libraries, historical societies, and museums.

- Use the informal recollections of knowledgeable people in the community.

Develop an interview guide

Your students will list the topics that should be discussed to elicit the historical information the project wishes to obtain. The list should not be specific and rigid like a questionnaire; it should be broad and flexible like an outline—something that students can store mentally then draw on to guide the interview. The students can introduce one topic, allow the interviewee to develop that topic naturally in the flow of conversation, then introduce a new topic when the old one is exhausted.

Preparing for the interview

Equipment

To conduct the interview, your students should:

- Use a tape recorder—preferably a portable one that can also plug into an electrical outlet.
 - Carry an extension cord.
 - Carry several sets of fresh alkaline batteries—if batteries have to be used, students should make sure they are working by checking the power indicator on the recorder.
 - Use thirty minute (C-60) or forty-five minute (C-90) tapes of standard thickness (1.5 mils) and carry twice the number needed. Do not use longer tapes (C-120 at .5 mils); they are too thin
-

and will lower the quality of the recording.

- Use an external microphone—although many tape recorders have built-in microphones, an external microphone will produce a higher quality recording.
- Carry a kitchen timer or an alarm wristwatch—if students set the alarm on a timer or a wrist watch to signal the last three or four minutes of a tape, they can stop the interview and flip the tape without losing information.

Practice

Before the interview, students should:

- Know where to place the microphone to get the best recording. To establish the spot, they should turn on the tape recorder, state their distance from the microphone as they walk around the room, then listen to the tape to pinpoint the ideal location.
- Learn to flip tapes quickly and efficiently.
- Role play. Three students can rotate playing the roles of interviewer, interviewee, and equipment manager until they all become familiar with the format of the interview and the equipment they will use. This practice will help the students feel comfortable when they are conducting the actual interview with one eye on the recorder, the other eye on the interviewee, both ears on the dialogue, and their minds on the next question.

The checklist

The students should assemble everything they need—the tape recorder, extension cord, external microphone, batteries, tapes, timer, a handkerchief or tissues, the interview guide, the notes and word list sheet, pens or pencils, and a camera (optional).

They should check the equipment, and they should record identification data at the beginning of the first tape. This data should give the name of interviewee, the place of interview, the date of the interview, an overview of the questions that will be asked, and the name of the interviewer. Once students record this data, the tape is ready to go. It should not be rewound because interviewees are less likely to become nervous when the identification has been pre-recorded.

The interview

The interviewer should move into interviews gently by asking interviewees some biographical questions about their families, their places of birth, and their early life histories. The first substantive question, because it sets the tone for the entire interview, should be on a topic interviewees know much about and can speak easily on. Answers that come from such a question tell interviewees that their knowledge is unique, that they will be doing most of the talking, and that the interviewer is sympathetic.

Strategies

Setting the mood: A relaxed atmosphere produces the best interviews. Interviewers should dress accordingly and should be flexible, reassuring, sympathetic, and patient—in short, good listeners. Interviewers who use these strategies and reinforce them with smiles, nods, and steady eye contact will jog memories, will encourage interviewees to speak at length, and will record historical information that is high in both quality and quantity.

Recording the facts: Oral history is not simply a dialogue. It is a trialogue—an interviewer, an interviewee, and a tape recorder. Because it is the machine that records the history, interviewers should verbalize descriptions the interviewees convey non-verbally. If, for example, an interviewee indicates the length of an object with hand motions, the interviewer should say “about three feet, is that correct?” Similarly, when an interviewee mentions people and places, the interviewer should jot the names down on the word list sheet and check spellings at the end of the interview.

Tactics

The questions posed—their substance, their sequence, and the way they are asked—are the oral historian’s tactical tools.

Posing the questions: Questions should be open-ended, should be ones that can be answered in a variety of ways, and should demand answers of depth and detail. Closed questions—those that will evoke a definite answer like “yes” or “no,” or those that start with “when”—should be avoided. The order in which interviewers ask questions and, most importantly, the sequence in which they introduce topics, should be flexible. Most people do not remember in rigid sequence, and most respond better when topics seem to arise naturally during a free flow of conversation.

Probing for more: If an interview is producing less information than expected, interviewers can employ several tactics. Interviewees often say more when interviewers look interested and expectant but remain silent; statements like “how interesting,” personalizations like “can you describe a time when that happened to you?” and the interjection of information gleaned from research—“it has been said . . . does that make sense to you?”—often spark a response. If some topics need elaboration, interviewers can ask for it either later in the trialogue by

way of a comparison or in a subsequent interview. Finally, interviewers should always get an explanation of unfamiliar terms and names and a definition of the pronoun “they.”

Length

An interview usually lasts anywhere from forty-five minutes to two hours. Good interviewers will be able to tell when interviewees begin to tire and will stop when that happens; if some topics have not been covered, a second interview can be scheduled. Interviewers should end on a positive note with one or two general questions like “What, in your opinion, are the likenesses/differences between . . . ?”

Afterwards

Interviewers should fill out the interviewer’s comment sheet as soon as they complete the interview. The sheet is designed to make them observant and to help them remember. When they fill it out, they will look closely at the interview environment, list the items they observe, and write a description from that list. The description should:

- Identify the interviewees and describe the way they were located.
 - Interpret the reactions of interviewees when they responded to questions.
 - Assess the interview.
-

When you can’t use a tape recorder

If interviewers find themselves in a situation where they can

get a good interview but can't use a tape recorder, they can take field notes. They should listen carefully, jot down the key words and phrases in paragraph-sized units of testimony, and flesh out the notes later. Interviewers should end an interview when they think they have as much information as they can manage—probably after about an hour—and flesh out the field notes as soon as possible—preferably before they talk to anyone else. If, later, interviewers remember other details, they can add them to their notes. Interviewers should ask the interviewees to check the final draft of the notes for accuracy and to amend them if necessary.

Preparing for the re-interview

Listening to the tapes

Before they conduct a re-interview, interviewers will listen to the tapes to analyze technique and uncover loose ends. This step gives interviewers important feedback. Were they too active? Did they become nervous or impatient? Did they intervene or cut off the interviewee? Were the questions open-ended and clearly stated? Did they respond to intriguing remarks? They may find they need to discuss key subjects again, and they almost certainly will find they need to get more details, clarifications, particularizations, and explanations.

The post-interview checklist

The checklist should note loose ends, subjects of interest that remain unexplored, and gaps in chronology or topics; it should

comment on the background research that was completed; and it should describe the measures that have been taken to check the accuracy of the oral document. The interviewer will use these notes and the notes from the interviewer's comment sheet to develop a new interview guide and prepare for a re-interview.

Possible projects

Oral history projects can cover a variety of topics and can be as short as a twenty-six minute tape or as long as a 600-page book. The following topics may help teachers and students find a project of interest.

The community at war: Students could locate combat veterans or veterans of the home front for a series of interviews about the community's participation in the war. They might focus on one war or on several, on combat experiences, or on the way the war changed the lives of people on the home front. Their topics could include:

- The community's experience in a single war.
- The way women's roles changed at home and at work during WWII.
- The differences in the combat experienced in WWII, Korea, and Viet Nam.
- The differences in veterans' attitudes toward "their War."
- The possible changes in the way people remember the war over time.

An autobiography: Students could tape-record their history from birth until now. They would research their lives by talking with relatives and would locate documents like birth certificates, early school work, personal letters, and so forth.

Classroom interviews of community informants: Students could locate members of the community who have unusual life experiences, special skills or expertise, or other valuable firsthand knowledge about the community's past (a blacksmith, a WWII veteran, or a teacher, for example) and invite them to participate in a classroom interview.

A history of the neighborhood: Students could compile an oral history of their neighborhood either alone or in teams. The neighborhood council or a similar group would likely be interested and want to help.

Local place names research: Students could use a topographic map of their county in conjunction with oral history interviews to uncover the origins of local place names and the history of their area. The names they research should include communities, roads, city streets, streams, hills, and other geographic features. Students who choose this project would approach it like practicing historians. They would choose from different explanations by weighing the facts they found in their research.

A history of the school: Students could write an official history of the school. The most interesting aspects of school life are absent from official records, but students could get some fascinating insights into the past by conducting extensive interviews with former students, teachers, administrators, secretaries, and building custodians. Students who choose this topic should research old school and community newspapers and school records.

Histories of local buildings: Students could view local buildings—old homes, churches, commercial buildings, and industrial sites—as historical “problems” and find solutions by using documentary and oral sources to complete histories of those buildings. They could focus the project by asking questions about the significance of the building they choose, the role it plays in community folklore (is it haunted?), the modifications that have been made to it over the years, and so forth. Then they could answer those questions by researching

county records, city records, and newspapers, and by interviewing past owners and occupants of the building.

History of Main Street: To compile an ethnic, social, and economic history of a downtown area, students could conduct interviews to ask long-term owner-operators of downtown businesses about their professional careers, about changes they have witnessed over the years, and about current trends. The natural limits of this study are the geographic limits of the core business area or historic town center.

History of a local industry: Students could conduct interviews with the past and present managers and workers in a local industry important to the community. They could cover topics like:

- The origin of the industry in the area.
- The early impact on the local economy.
- Labor-management relationships across time.
- A typical working day in 19 . . . and now.
- Changes in working conditions.

More ideas: The environment; Trades and professions; Local reactions to national events; A significant local event; Traditional crafts; Institutional or organizational histories; Social histories, Then and Now; Local lives in politics; Political folklore; Folklore studies (there are endless variations on this).

Products of oral history projects

Oral history projects spawn products that are as varied as the projects themselves. Teachers and students can make their choice to suit their time and money. Here are a few ideas:

- Establish or contribute to a community oral history archive. The local library or historical society can give guidance.
-

- Produce a cultural journalism publication like *Foxfire*.
 - Print a historical booklet. The bibliography lists sources that give details on how to transcribe, write, and edit oral histories.
 - A production for the local media; a videotape or newspaper article summarizing the information the students have gathered.
 - A slide-tape presentation that can be given to schoolmates and local organizations.
 - A presentation on historical problems research for delivery to civic groups. The presentation could be on “Our Town—how and why it has changed and what is its future?”
 - An original play that encapsulates the history the students have learned and is written for local presentation.
 - Community-specific curriculum materials for use in local class rooms.
 - An exhibit of the memorabilia and artifacts the students have collected or borrowed from the interviewees. This can be set up as a formal museum exhibit, complete with a well-researched guide and labels; or it can be held as an informal gathering where the participants share their memories and memorabilia.
 - A project for National History Day competitions—a paper, a display, a performance, or a media presentation.
- 

Photographs

Interviewers can show the photographs to the interviewee and ask the questions in each caption to stimulate the flow of memories.



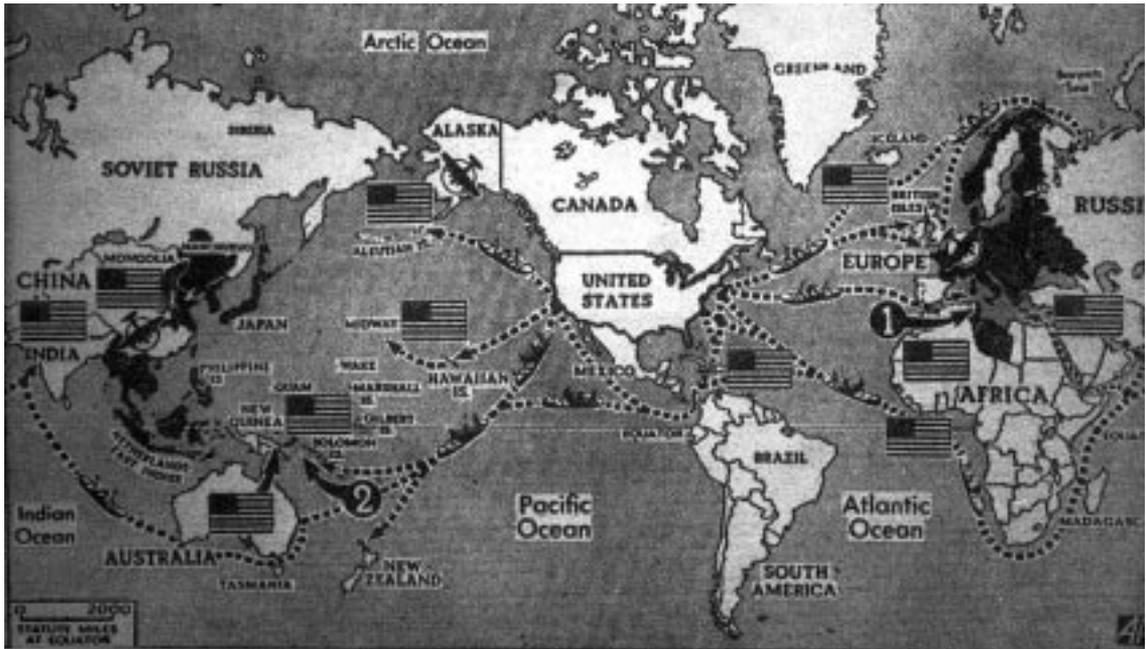
“Soldiers come first these days, Dad!”

“Yes Mary, we certainly can afford to wait a few minutes for our train. The Seaboard gives troop trains and war supplies the right of way. And good reason, too.”

“That’s all right with us. We can wait—soldiers can’t.”



Clockwise from top left: Charleston children collecting tin—Can you please tell me about collecting tin? Tell me, please, about other items that people were encouraged to save, items like cooking grease and aluminum foil. Seaboard Railroad advertisement in 1943—Can you please describe what travel was like during the war? Main Street in Marion during a patriotic parade—Describe for me, please, what parades and rallies were like. How did you feel then?



Map of U. S. Forces in December 1942—Could you please show me all the places you were during the war. What do you remember about these places?



Graduates of the nation's first Red Cross nurses aide course pass in review at the University of South Carolina—Can you tell me about the nurses and nurses aides you have known? It is said that this training was vital to the war effort. Can you please explain why? Can you tell me about other important training that students received during the war?



Top left: Juanita Redmond, an armed forces nurse who served on Bataan, leads a bond drive—What do you remember about bond drives?

Top right: *The front desk at a USO*—Please explain what the USO was. Can you tell me about USO functions you attended?

Above: Entertaining Epworth orphans at the Columbia Army Air Corps Base—Can you tell me about such occasions? In what way did you participate in community activities like this one?

Right: A USO dance—Please tell me about these functions. How well attended were they?





Top: “So Proudly We Hail;” flag raising at the University of South Carolina—Please tell me how you feel when you look at this photo. What memories does it bring back? Can you describe the ceremonies you remember that showed the deep patriotism most Americans felt? Why did so many people feel this way?

Right: Co-eds write V-letters to men overseas—Please tell me about V-mail. What was it? Can you describe the mail service during the war? Why was mail so important to you?





Top: May Day at Taylor School—Please tell me about this Maypole. What was it? What are the children doing? What did the Maypole look like when it was finished? What else did school children do on May Day? What was May Day like?



Left: *Soldiers in the base library*—What did you do when you had free time? Please tell me about your favorite reading materials. Where did you go to find them?

Below: Jeeps purchased with bond money raised by Columbia High School students line up outside the school—Can you tell me about occasions like this? How did you participate in your community's activities?

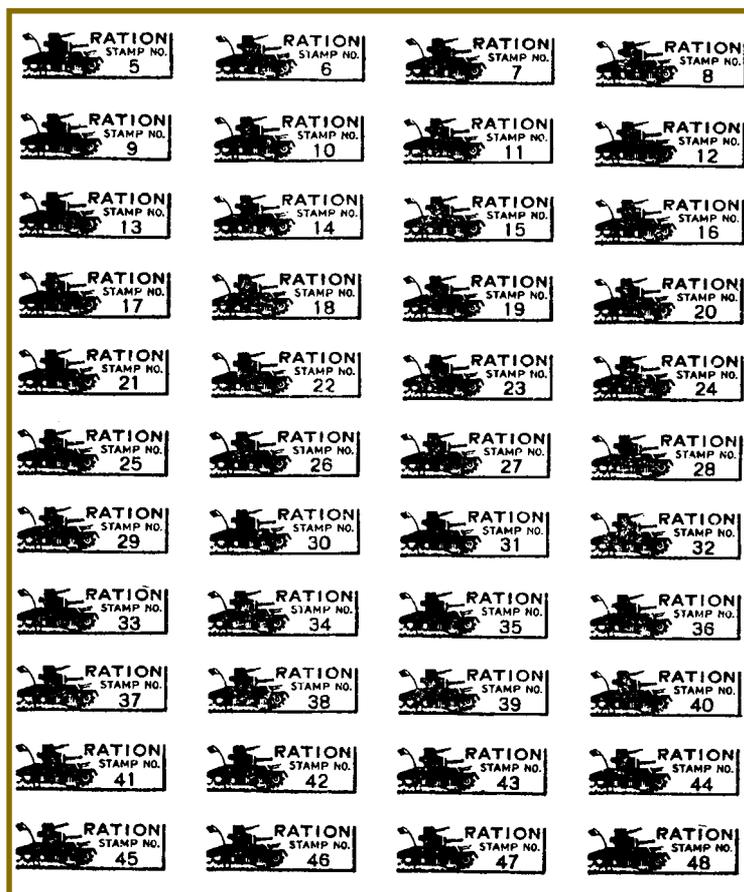


Documents

The interviewer can use these documents to see if the interviewee has (a) memories of similar documents and (b) perhaps will share both memories and documents during the interview.

This page: Ration stamps.

Opposite top: Ration book holder. Opposite bottom: Ration book cover. (From the private collections of Ms. Ruth Green and Mrs. Jack G. Wilson.)—Please explain ration books to me. What were some of the things rationed? How did this system work? I have been told that margarine became widely used, can you tell me about it? Did it look like the margarine we buy in the grocery store today?



RATION BOOK HOLDER

PROPERTY OF _____

ADDRESS _____



© 1943

4

Nº 765754 ET

UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION



WAR RATION BOOK FOUR

Issued to Ruth S. Green
(Print last, middle, and last names)

Complete address 521 Pine Oak Avenue
Kingstree, S.C.

READ BEFORE SIGNING

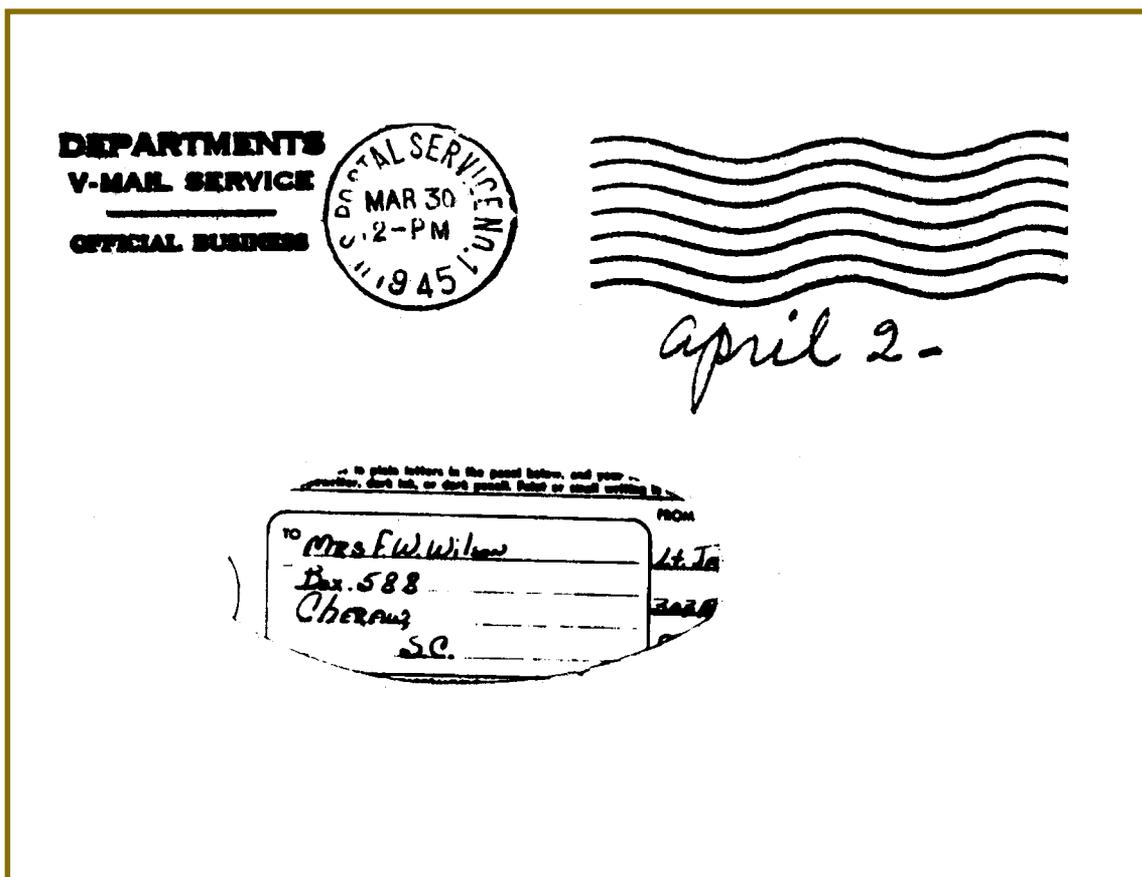
In accepting this book, I recognize that it remains the property of the United States Government. I will use it only in the manner and for the purposes authorized by the Office of Price Administration.

Valid if Altered Ruth S. Green
(Signature)

It is a criminal offense to violate rationing regulations.

OPA Form B-145

10-2870-1



V-Mail envelope (above) and letter (right) from Lt. Jack G. Wilson to Mrs. F. W. Wilson, 23 March 1945 (Private collection of Mrs. Jack G. Wilson.)—Where did you go when you went on leave? Please describe V-Mail for me. Lt. Wilson hunted and fished while he was on leave; what did you do on leave? Why do you think Lt. Wilson told his mother that although the home he stayed in was not like a real home, it did help some? Did you ever feel like that? What do you remember about the services the Red Cross provided for the troops?

Jack &
Wilcox
admitt.

(CENSOR'S STAMP)

TO: Mrs. F. W. Wilcox
Box 588
Cheraw,
S.C.

SEE INSTRUCTION NO. 2

FROM

Ed. Jack G. Wilcox, 20522103
303 Davis Gp. 487 Sgds
APO 652 7/2 Pa. 7/2/47

(Sender's complete address above)

March 23

My dearest Mother, I hope you haven't been worried about me. I haven't written as I should have but there just wasn't any way to get the letter mailed. You see I have been on guth here in Scotland. The whole thing caught me by surprise and I wasn't able to let you know about it. Everything is O.K. and back to the normal grid again. I hope you are well, and everything is all O.K.

I had a very nice time in Scotland. Went out into the country a couple days for hunting and fishing. The wind was too high for fishing tho, didn't catch a darn thing. When I went hunting we had a little better luck; two wild pigeons and a rabbit. They have the largest rabbits up there that I have ever seen in my life. Run, good god - like a greyhound! The place I visited was very old and beautiful; a large estate. The gardens around the house were something one reads about in fairy tales. All of this was free and covered by the Red Cross. When I was in the town I lived at a private home. Course it wasn't like a real home, but it did help some. I will write a longer letter later but wanted to get this one off as soon as possible. Hope you

Have you filled in COMPLETE ADDRESS AT TOP?

Have you filled in COMPLETE ADDRESS AT TOP?

U. S. GOVERNMENT PRINTING OFFICE: 1946 10-5442-4

NEWS FROM M.H.S.

Lassifoxos Win State Class B Title Again.

Well, boys, the Lassifoxos of Marion High School have done it again! Under the expert coaching of Miss Shannon Wilkerson, the girls captured the Class B Championship for the second straight year, and we know you are as proud of them as the folks here at home are.

The last two games of the tournament were played on home ground at the Armory, thanks to Mr. Joyner and local fans who raised the money and got them here, where the games drew crowds that filled the Armory to capacity.

Wednesday, Feb. 26, the girls met Williston Elko for the lower state championship, and was that game a thriller! In the final minutes of the last quarter the Lassifoxos overcame a five point lead to have the score stand at 30-29, when a foul was called on a Marion girl. The whistle blow to end the game, as the forward stopped up to take her two free throws---but she missed them both--and we won the lower state title! Whow!

The state championship game with Ware Shoals on Saturday, March 2, was a good game, but not so exciting, as Marion had control of the game from the beginning. Scores by quarters were: first, 8-3; half, 21-11; third, 26-17; game, 32-23. Coach Wilkerson was presented a check in appreciation of her work in leading the girls to see the title again.

Marion Girls Town Team.

Coached by Mr. Suhrstodt, athletic director, and high school principal, a town team has been playing mighty good ball and making the high school games double-headers. Before the game Wednesday night they played the McLeod's Cadet Nurses, champions of the Victory League, and defeated them in a last game to the tune of 40-37. In a preliminary game Saturday night the Marion All-Stars won from Nichols High School girls, 34-26.

Playing for the All-Stars are members of Marion's past championship teams-- and some of them are married to you boys, but they got around-- on the basketball court, of course. In recent games were: Joan Foxworth, Lara Dean Foxworth Gregg, Betty Thomas, Faye Lane, Frances Wesley, Nelda Beverly, Charlotte Campbell, "Radio" Lee Weaver, Martha Weaver Lambert, Boulah Mae Porter, Ethel S. Turner Burnette, and Mary E. Edwards Lane.

Mascot for the team should certainly be little McKernal Gregg, Jr., for like his mom and pop, he is right there when the game starts, and loves every minute of any sport.

Sights and Sounds.

by Emma Leah Airport

Miss Wilkerson thanking us in chapel for our cooperation with the basketball team, and telling us how wonderful her girls had been in their attitude throughout the season, team and subs...The "Catfish Crooners" Bobby Maco, Bobby Jolly, Billy Martin, and Ted Gardonor, serenading the girls at recess...Never were so many discords heard at one time...A letter from Seaman Leon Owens of the Navy, stating that "Little Leon" had to get up at four o'clock every morning and W-O-R-I-F Herbert and Cleveland Dezior, Billy Gresham and Worth Thomas talking to the teachers in the hall after school...Herbert, Billy, Dagnal Phillips, and some other old grads challenging the high school boys to a game of basketball...I'll let you know how the game comes out, next time...Miss Barrott wandering around the hall trying to find her lost English class, which had gone to junior meeting about their class rings.

Page from a mimeographed newsletter, The Marion Mail, which was sent to men from Marion from 1943-45 (South Caroliniana Library.)—Can you tell me about newsletters or newspapers you received while you were away? Do these tidbits sound like things that went on in your school? Please describe some funny incidents that happened in your school—like the English teacher losing her class.

SERVICE LETTERS

D.M. Jameson, AMM 2/c, Box 15-U, Boca Chico, Fla. "On getting to my new station I found several copies of THE MARION MAIL waiting for me. I enjoyed each one and I think THE MARION MAIL is more than worthy of cost and effort to Marion's servicemen and women. To me it was a dear piece of mail while over. My thanks are to all that take part in keeping it on its way to its readers."

Sgt. Burroughs C. Bailoy - 34515039, APO 5118, c/o Postmaster New York City:
"There are lots of ways to express my appreciation to THE MARION MAIL and to the entire staff. But to make this short, I will only say, that I have thoroughly enjoyed each and every issue, and I know that I will enjoy the others even more. At the same time I wish to change my address."

J.T. Hunter S 1/c (G.M.) M.T.B.S.T.C., Div. 50, Melville, R.I.: "I am very sorry I haven't thanked you before for putting me on your mailing list.

I have been transferred to Rhode Island where I am taking my P.T. boat training so please note my change of address.

I wish to thank all of you for the splendid job you are doing - keep 'em coming."

G.W. Hubbard, C.Mo.M.M., Div 10-I, Bldg 86, Ind. Comd., Navy Repair Base, San Diego, 37, Cal. "I wish to thank you, each member of the staff and all who contribute to the purpose of making THE MAIL possible for me, as well as the many other servicemen and women. I have received every issue of THE MAIL since entering the Navy in September and hope I will never miss an issue. THE MAIL is not only enjoyed by me but also by my friends that I have met since being on the west Coast.

Again I wish to thank everyone connected with the paper and everyone who is making it possible for us to receive it. Keep THE MARION MAIL rolling."

Pvt. Elbert Ray, APO 80, C/O Postmaster New York City: "Somewhere in Luxembourg. I'm ashamed of myself for not writing you before now. Hope you'll forgive me this one time and I'm sure I could never let myself slip again.

First of all I want to tell you that I ran into a friend of mine over here or maybe I should say a buddy of mine and gosh what a grand time he and I had talking about home and the girls he and I know back home and also the boys we used to know down at the pool room in the afternoons. Best of all were Saturday nights when the crowd was big. We were even talking about Pearl and Johnny Dozier - how they played ball together and after the game, they would fight. My friend's name is Cecil Lambert. And again I want to say that it is a very, very small world. Lambert and I fought together in the same towns for quite awhile and never did run up on each other. In fact I never knew he was in the outfit until I was in the hospital and went to breakfast one morning and I recognized him at the table across from me. It was the first time I had seen him in four years.

Please note the change of address as my MAIL is having a little delay in getting to me. Thanks a lot to everyone for keeping THE MAIL coming. My regards to everyone in Marion."

Page from a mimeographed newsletter, The Marion Mail, which was sent to men from Marion from 1943-45 (South Caroliniana Library.)— These excerpts indicate that the *Marion Mail* meant a lot to servicemen. Why this was so? Can you tell me about a time you met someone from home?

Teacher's outline for oral history interview

I. Before interview

- A. Select the interviewee and make an appointment.
- B. Compile background information on the interviewee.
- C. Establish a focus for the interview.
- D. Complete the interview guide sheet.
- E. Practice with the tape recorder. (If you are not taping, practice taking field notes.)
- F. Collect extension cord, batteries, tapes, timer, pens, pencils, and sheets.

II. Beginning interview

- A. Situate interviewee and interviewer comfortably and place tape recorder correctly.
- B. Review purpose of interview, explain equipment, and get interviewee to sign legal release.

III. During interview

- A. Ask open-ended questions like "Tell me about . . ." Avoid closed questions—questions that will elicit a response of "yes" or "no" or questions that will provide only limited and specific information like "When did . . . ?"
- B. Listen carefully. This is the time for the interviewee, not the interviewer, to demonstrate expertise.
- C. Be sympathetic and interested.
- D. Avoid interrupting the interviewee's answers.
- E. Use photographs or documents or mention landmark events to jog the interviewee's memory.
- F. Limit the interview to two hours.

IV. End of interview

- A. Check the spellings of proper names.
 - B. Schedule a re-interview.
 - C. Don't end abruptly; stay and chat for a while.
-

How to make a time line

To visualize events that our minds tend to muddle, historians use a time line—a simple tool that organizes those events as a straight line.

1. Find a long sheet of paper or tape two or three pieces of 8 1/2" x 11" typing paper together in a line lengthwise.
2. Draw a horizontal line across the middle of the paper.
3. Mark this line evenly for each year of your life; the distance between each mark should be the same—1 to 3 inches; label each mark with the year and your age that year.
4. Fill in the outstanding, significant (important) events of your life (see sample below).
5. Now add paper to extend the line to show time before you were born; next, divide the extended line evenly; finally, portray the lives of your parents and the significant events of their time.
6. Draw a nine-foot time line; mark it off at 5-inch intervals; label each mark for the decades 1980, 1970, 1960, back to 1780 (how long is a decade?); mark each year at half-inch intervals (how many years does this time line represent?); locate and label the dates when you, your parents, and your grandparents were born; now mark in events you consider important to family, local, state, and national history. Ask your family to help with this.
7. Make a time line for your oral history project. Mark off the significant events you have learned about and the information you have gathered to see how the pieces fit together. To make it special, you could add project photographs and documents.

Sample time line

Started school	Lost 1st tooth	Joined scouts	Winning ball team	Perfect attendance award	Began music lessons	Started middle school	1st school dance
age 5	age 6	age 7	age 8	age 9	age 10	age 11	age 12
'80	'81	'82	'83	'84	'85	'86	'87

Looking at old photographs

Consider the questions below when you look at old photographs. Your interviewee might be able to answer some of them. Ask your interviewee to describe any photographs and to tell you who or what the picture was about and when and where it was made.

1. What clues tell you that this photograph was taken a long time ago? Look at the background as well as the foreground.
 2. What do you see in the photograph that you do not understand? Whom can you ask to explain this to you?
 3. What do you notice about the clothes the people in the photograph are wearing? How is the way they dress different from the way you dress?
 4. What is different about the way the people are sitting or standing? What are they saying with their body language? How is their body language different from your body language?
 5. Is the picture you are looking at a snapshot, or was it taken by a professional photographer? Is there any information on the back of the photo—the photographer's name, a date, or any other identification?
 6. When you are looking at photographs in an old newspaper, look at the advertisements as well. How are they different from the ads of today?
 7. How has transportation changed?
 8. How are the buildings different—their materials and their style?
 9. Imagine yourself in the photograph. How would you have felt? What might you have been doing there?
 10. Is your response to black and white photos different from your response to color photos? Describe the differences.
-

Contact notes

Interviewee: _____

Topic: _____

Date:

Comments:

Date of initial contact:

Date letter sent:

Date of follow-up telephone call:

Date of interview:

Date of re-interview:

Interview guide

Interviewee: _____

Topic: _____

I. Family background

II. Youth

III. Schooling

IV. Interests

V. Training

VI. Career

VII. Questions relating to topic—cover this in detail:

Legal release form

Date: _____

I hereby give to (name of individual or school) _____,
for whatever scholarly or educational purposes may be determined, the tape recordings, transcriptions, and contents of this oral history interview.

Signature of Interviewee

Name

Street

City

State

Zip

Signature of interviewer

Name

Special restrictions:

Checklist for interview

Before you set out on an interview, be sure you have everything that you will need. Here is a list to check and attach to your carrying bag.

- q Tape recorder
 - q Alkaline batteries
 - q Extension cord
 - q External microphone
 - q Timer or watch with alarm
 - q Camera with flash and film (optional)
 - q Legal release form
 - q Interview outline sheet
 - q Interviewer's notes and word list
 - q Interviewer's comment sheet
 - q Notepad, pens, or pencils
 - q Handkerchief or tissue
 - q Any photographs, copies of newspaper articles, or letters that you need more information about or that you think may jog the interviewee's memory.
-

Collateral materials list

Interviewee: _____

Topic: _____

Interviewer: _____ Date: _____

Collateral (side by side) materials, originals or copies, add value to the oral history interview. Ask the interviewee if you may copy or photograph personal letters, photographs, newspaper clippings, diaries, or other mementoes. Label these materials and list and describe them as fully as possible below. You might identify them with a caption like “copy of a photograph taken when . . . served as an air raid warden in his hometown during World War II.”

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
 - 11.
 - 12.
-

Interview data sheet

Interviewee: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone: _____

Date of birth: _____

Place of birth: _____

Date(s) of interview(s): _____

Place(s) of interview(s): _____

Interviewer: _____

Topic: _____

Brief description of content(s) _____

Collateral material: yes no

Terms of legal release:

Number of tapes:

Interview status: in progress
 completed

Post-interview checklist

Interviewee: _____

Topic: _____

Interviewer: _____ Date: _____

Use this sheet to evaluate your interview and to make sure you have gathered the correct materials.

The taped interview:

- Is the recording clear and free from background noise?
- Are the questions: Open-ended? Simple? Clear? Direct?
- Did the questions elicit specific and vivid responses?
- List instances of good and bad interview techniques:

Forms and steps:

- Legal release signed and dated?
- Interview data sheet complete?
- Contact notes in order?
- Interview outline complete?
- Interviewer's note and word list complete?
- Interviewer's comment sheet complete and well-written?
- Any collateral materials? Comments: _____
- Re-interview scheduled?

Additional

Remarks: _____

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South Carolina Department of Archives and History

Document Packet Number 8

THE CHANGING FACE OF SOUTH CAROLINA POLITICS



South Carolina Department of Archives and History

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the changing face of south carolina politics

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the changing face of south carolina politics

Introduction

The end of the Civil War marked the beginning of a political revolution in South Carolina. The aftermath of the war led to Reconstruction and to the first ripples of change as the election of African American males to local, state, and national office challenged the previously white-male-dominated environment. Among others, Robert Smalls, Joseph H. Rainey, Robert Brown Elliott, and Alonzo J. Ransier served in the U.S. Congress, and Ransier also served as lieutenant governor of South Carolina. The election of Wade Hampton as governor in 1876 signalled the beginning of the end of this phase of diversified political involvement, and the Constitution of 1895 brought it to a close.

In the early twentieth century, repression and Jim Crow legislation reluctantly gave way to change as society took the first faltering steps toward political equality for minorities and women. A major coup for African American representation was the U.S. Supreme Court's 1944 ruling that the white primary was unconstitutional. South Carolina's attempt to evade this decision led to Judge J. Waties Waring's 1947 order upholding it—an action that paved the way for African American participation in South Carolina's 1948 Democratic primary. In a one-party state like South Carolina, voting in the primary was an essential first step to representation. African Americans stood for office and eventually integrated first the South Carolina House of Representatives in 1970 with the election of James L. Felder, Herbert U. Fielding, and I. S. Leevy Johnson, and then the South Carolina Senate in 1983 with the election of I. DeQuincy Newman.

The Democratic party's hold on South Carolina began to slip in the 1950s. In 1952 and again in 1956, Governor James F. Byrnes supported the Republican Dwight David Eisenhower for president. The trend toward the Republican party continued into the 1960s. In 1961, South Carolinians elected Republican Charles Evans Boineau, Jr., to the South Carolina House of Representatives—the first Republican to be elected to that body since 1901—and in 1964, the presidential candidate, Barry Goldwater, carried the state. Finally, in 1975, the movement culminated with South Carolina's election of James Edwards as the state's first Republican governor since Reconstruction.

The state's failure to approve the 19th Amendment granting women's suffrage until 1 July 1969—forty-eight years after its ratification by Congress—illustrates the pervasive difficulties women faced as they sought political opportunities in South Carolina. Mary Gordon Ellis, who was elected to the Senate in 1928, was the state's first woman officeholder. The numbers did not begin to grow significantly, however, until the 1970s. In 1979, Nancy Stevenson became the state's first woman lieutenant governor; in 1986, Elizabeth Patterson became the state's first full-term U.S. congresswoman; and in 1988, former member of the S. C. House of Representatives Jean Toal became the first woman to be elected to the S. C. Supreme Court.

These mini-posters celebrate selected twentieth-century political milestones. They illustrate the interaction of human beings and document the changing face of South Carolina politics.

Alexia Jones Helsley



the changing face of south carolina politics

1948

Progressive Democratic Party and black voter participation



Following the “redemption” of state government from the “carpetbaggers” in 1876, African Americans, for all intents and purposes, were prohibited from participating in South Carolina politics. This changed in the 1940s as black South Carolinians sought and ultimately won the right to vote in the Democratic primary.

The Progressive Democratic Party, principally a black party, established itself in South Carolina in 1944, shortly after a Supreme Court ruled that African Americans were eligible to vote in state primaries. Reorganized as the Progressive Democrats in 1948, party leaders summed up the state’s situation in a letter to the South Carolina House: “Recent court decisions and events make it clear that we of South Carolina face certain inevitable changes in the conduct of our affairs. In disposing of these inescapable changes we can either aggravate and provoke an unhealthy situation or, we can face them frankly, honestly and summon our greatest resources to handle them.” *McCray and James M. Hinton to C.S. Littlejohn, Speaker, et. al., Jan. 15, 1948, John McCray Papers, (South Caroliniana Library [SCL]).*

This photograph from the papers of John McCray, a leader of the Progressive Democrats, is believed to show black South Carolinians waiting to vote in the 1948 Democratic primary. *John McCray Papers (SCL).*



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1962

Workman campaign, first statewide republican race since reconstruction



For most of the twentieth century, victory in South Carolina's Democratic Party was tantamount to election to office—the race was between various members and factions of the Party. The Republican Party gained no real foothold in the state until the late 1950s and early 1960s, when increasing numbers of conservative Democrats began to vote for popular Republican candidates like Dwight D. Eisenhower and Barry Goldwater.

William D. Workman, Jr.'s, 1962 opposition of long-time incumbent United States Senator Olin D. Johnston marked the first competitive two-party statewide campaign of this century. Republican party leader J. Drake Edens said of Workman that year—"Bill Workman's appeal lies in the fact that for 25 years he is on the written record that he stands for all the basic, traditional values held dear by the people of this state. I think he is Mr. South Carolina personified." ("South Carolina Going Republican?", *Human Events*, May 12, 1962) Democrat Floyd Spence, the popular Lexington County representative, surprised his constituents when with one brief announcement, he withdrew from his reelection bid for the South Carolina House, renounced the Democratic Party, inaugurated a campaign for the United States Congress as a Republican, and joined Workman on the campaign trail.

Workman and Spence campaigned across the state. Although both were defeated, their efforts energized the nascent Republican Party. In 1966, South Carolinians elected Republican Strom Thurmond to the United States Senate, and in 1976, they elected Republican James Edwards as governor. Today, South Carolina's Congressional delegation is evenly split between Republicans and Democrats.

This photograph shows former President Dwight D. Eisenhower, flanked by candidates Workman (l) and Spence (r), campaigning in South Carolina. *William D. Workman, Jr. Papers (SCL)*.



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1969

Hollings hunger tour



In 1969, Democratic United States Senator Fritz Hollings began what are now known as the “Hunger Tours.” With community leaders like I. DeQuincey Newman, Hollings brought national attention to the plight of the poor and the need for programs to help eradicate hunger and poverty. Hollings later explored these issues in his book *The Case Against Hunger*.

Hollings’s “Tours” were controversial. At home in South Carolina, some people, including then-governor Robert McNair, felt they focused unfairly on South Carolina when the problems involved were common to many poor states. Others praised the young senator’s act. Columnist Lee Bandy wrote, c. Feb. 1969, “If political awards for courage were available, Sen. Ernest F. Hollings, D-S.C., would certainly be in line for such an honor today.” Over time, Hollings efforts led to real improvements in the standard of living for South Carolina’s urban and rural poor. His interest in the nation’s less privileged has also been reflected in his key support of programs like W.I.C. (Women, Infants, and Children), which attempts to ensure that expectant mothers and young children will receive proper nutrition.

The cartoon was drawn by Columbia artist Walt Lardner. *Walt Lardner Papers (SCL)*.



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1971

Reapportionment



The House of Representatives has 124 members, a number derived from the State Constitution of 1790, and the South Carolina Senate has forty-six.

Reapportionment in the House of Representatives—The Constitution of 1895 gave each county one representative, assigned the remaining seats according to population, and called for the reapportionment of the House after each federal census. The first major challenge to South Carolina's method of apportionment came in 1966. At that time, a federal district court ruled that when considered statewide, the apportionment of the House was fair and constitutional. Acting on that ruling, the state reapportioned the House according to the usual formula in 1971. In the decade between 1961 and 1971, however, African Americans and Republicans who wanted to change the status quo had entered the legislature. Republicans joined the National Association for the Advancement of Colored People (NAACP) to challenge the 1971 reapportionment of the House and to ask for the creation of single-member districts without regard to county lines. Initially, a three-member federal district court sided with the state, but the U.S. Supreme Court reversed that decision and remanded it to the lower court. As a result, the S.C. General Assembly created 124 single-member districts of the House of Representatives in 1974.

Reapportionment in the Senate—After much wrangling, the S.C. Senate finally submitted an acceptable reapportionment plan in 1972. This plan crossed county lines and created sixteen senatorial districts from which forty-six state senators are chosen.

The cartoon was drawn by Columbia artist Walt Lardner. *Walt Lardner Papers, (SCL)*.



the changing face of south carolina politics

1976

The governor and the judge



Governor James B. Edwards and Judge Matthew J. Perry, Jr., hold unique positions in South Carolina history.

Governor Edwards was the first Republican governor to be elected by South Carolinians since Reconstruction. He served from 1975-1979. In 1972, he was elected to the S.C. Senate; in 1981, President Ronald Reagan appointed him Secretary of the U.S. Department of Energy; in 1982, he was selected president of the Medical University of South Carolina.

Matthew J. Perry, Jr., prominent civil rights attorney, became South Carolina's first African American federal judge. U.S. Senator Strom Thurmond recommended Perry for the appointment in 1976. Perry's cases led to the desegregation of the state's public schools, colleges, and universities; to the end of discrimination in the use of the state's parks; and to single-member districts for the House of Representatives. In 1976, he accepted a judgeship on the United State Military Court of Appeals and in 1979 became a judge of the United States District Court for South Carolina.

Undated photograph (c.1976), Governor James B. Edwards papers, 1975-1979. (South Carolina Department of Archives and History [SCDAH]).



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1981

A doubly significant moment



Ferdinan Backer Stevenson (Nancy) was the first woman to be elected to state-wide office in South Carolina. On 7 November 1978, following her service in the South Carolina House of Representatives, she was elected lieutenant governor. As lieutenant governor, she presided over the Senate; she also helped to develop the Program Assistance Line—a state-wide system that supplied information and referrals. She did not run for reelection.

Dr. Benjamin Mays, a native of Greenwood County, served as president of Morehouse College and while there, taught Martin Luther King, Jr. When Mays died in 1984, former President Jimmy Carter praised his contribution to education and social justice.

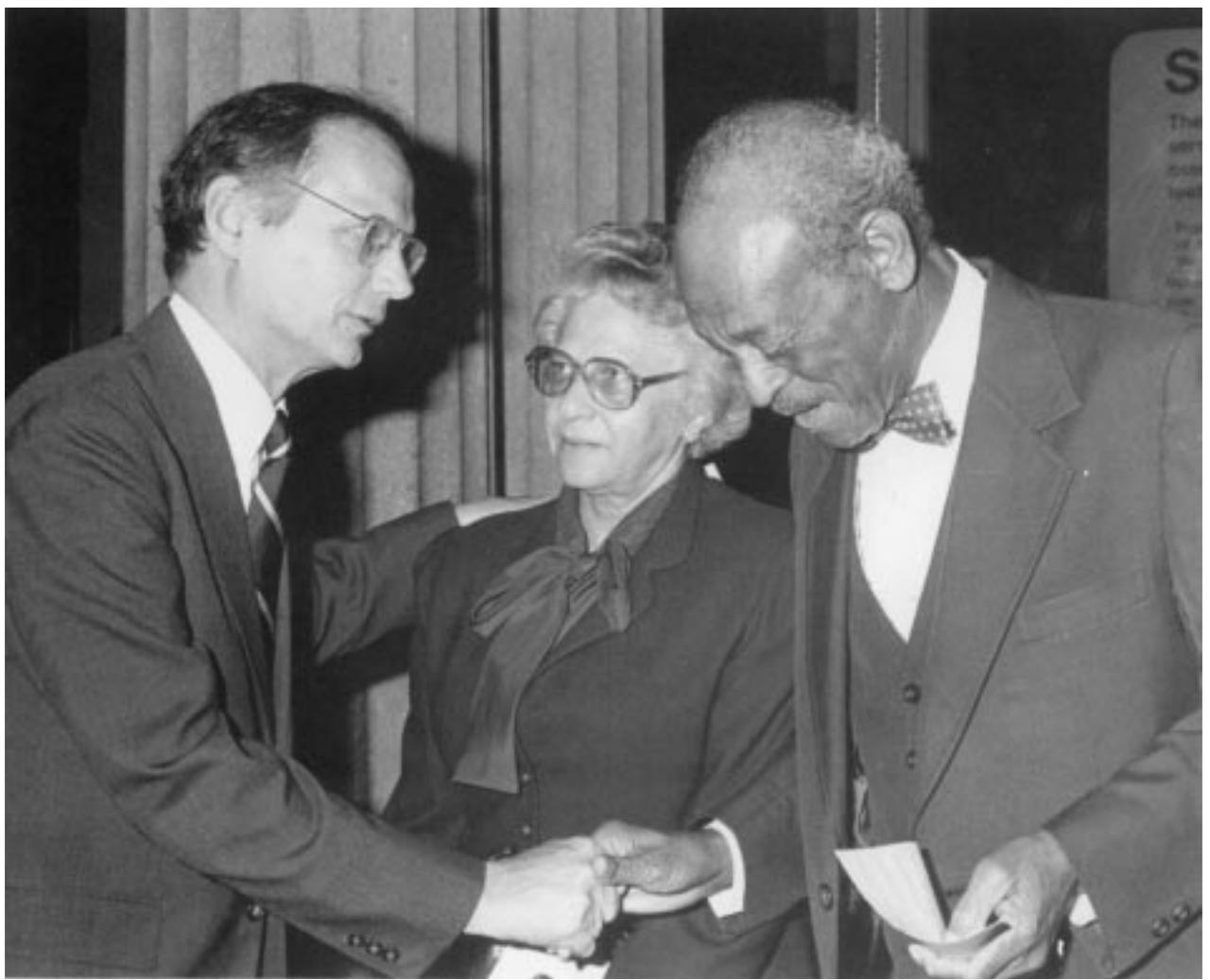
In this photograph, Lieutenant Governor Nancy Stevenson applauds Dr. Benjamin E. Mays, noted African American educator, following his address to a joint session of the S.C. General Assembly on 14 April 1981. Ramon Schwartz, Jr., speaker of the S.C. House of Representatives, stands on the left. *Photographic negatives, Box 2, #3273, Governor Richard W. Riley papers, 1979-1987 (SCDAH).*



the changing face of south carolina politics

1983

Black representation in the general assembly



The Rev. Mr. I. DeQuincey Newman was the first African American to be elected to the S.C. Senate since 1887. In 1943, Newman, an ordained United Methodist minister, helped to organize the Orangeburg branch of the NAACP and in 1960 he became field director for the state NAACP. He was an alternate delegate to the national Republican convention in 1956, seeking, as he later wrote, “to vouchsafe the gains in ‘Civil Rights’ that have been made under the Eisenhower administration.” Newman joined the Democratic party in the early 1960s and served as a delegate to the national Democratic convention in 1968, 1972, and 1980. He was reelected to the Senate in 1984 and served until his death in 1985. His portrait hangs in the S.C. Senate chamber.

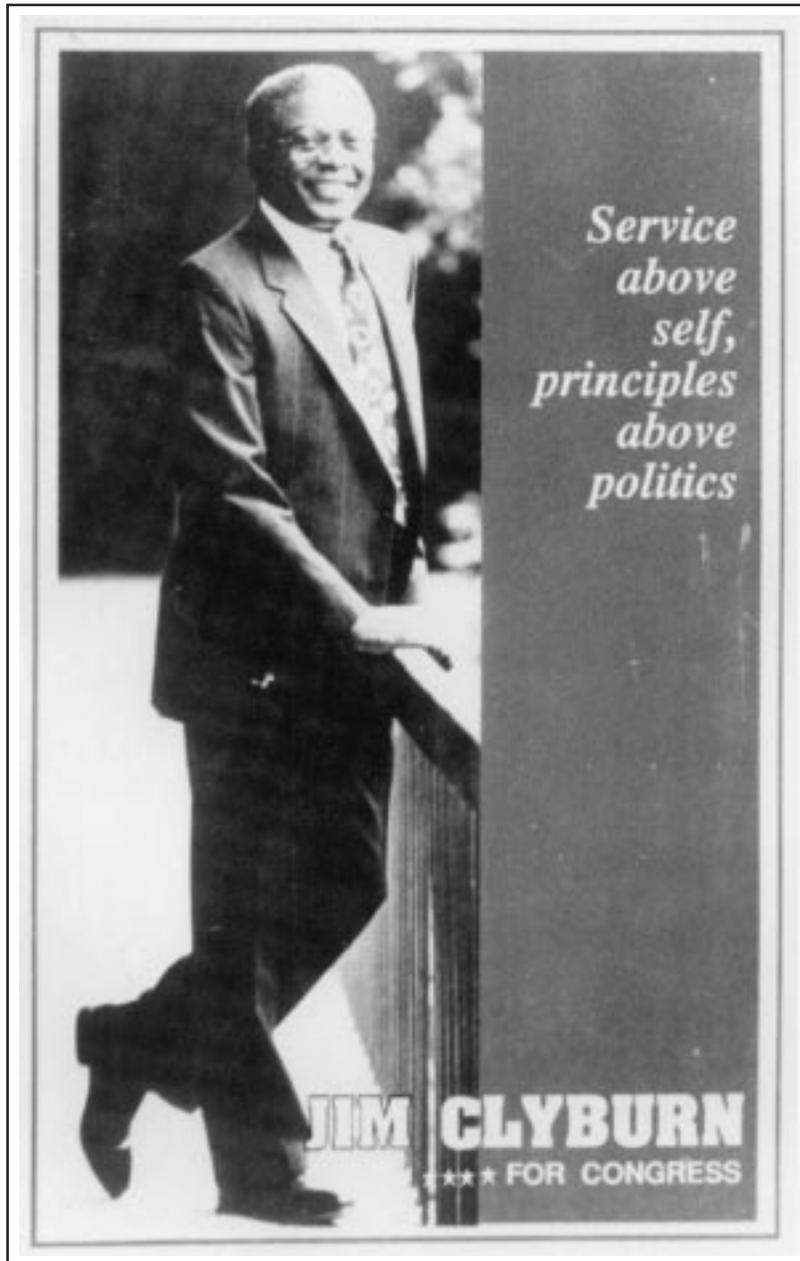
In this photograph, Governor Richard W. Riley congratulates the Rev. Mr. I. DeQuincey Newman following his swearing-in ceremony 4 November 1983. Mrs. Anne Newman shares the historic moment. *Photographic negatives, Box 2, #3294, Governor Richard W. Riley papers, 1979-1987 (SCDAH).*



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1992

Black representation in the United States congress



Reapportionment is a device by which states create representational districts. At times, the process can become heavily politicized. District lines are redrawn at the state and local levels, and once redrawn, they create a new political reality. A new “black majority” congressional district—the 6th District—was created recently in South Carolina through reapportionment. It incorporated all or part of sixteen counties. In 1992 James Clyburn won a decisive victory in the election to represent South Carolina’s 6th District in the United States House of Representatives. At the time of that election, the 6th District was 58 percent black.

Clyburn was appointed South Carolina Human Affairs Commissioner by Governor John West in 1974. He served the state in that capacity until he resigned to campaign for Congress. He gained an enviable reputation for his leadership in human affairs, including the rights of the handicapped and fair housing.

James Clyburn produced this campaign literature in his successful race for the U.S. Congress. *James Clyburn Vertical File, (SCL).*