

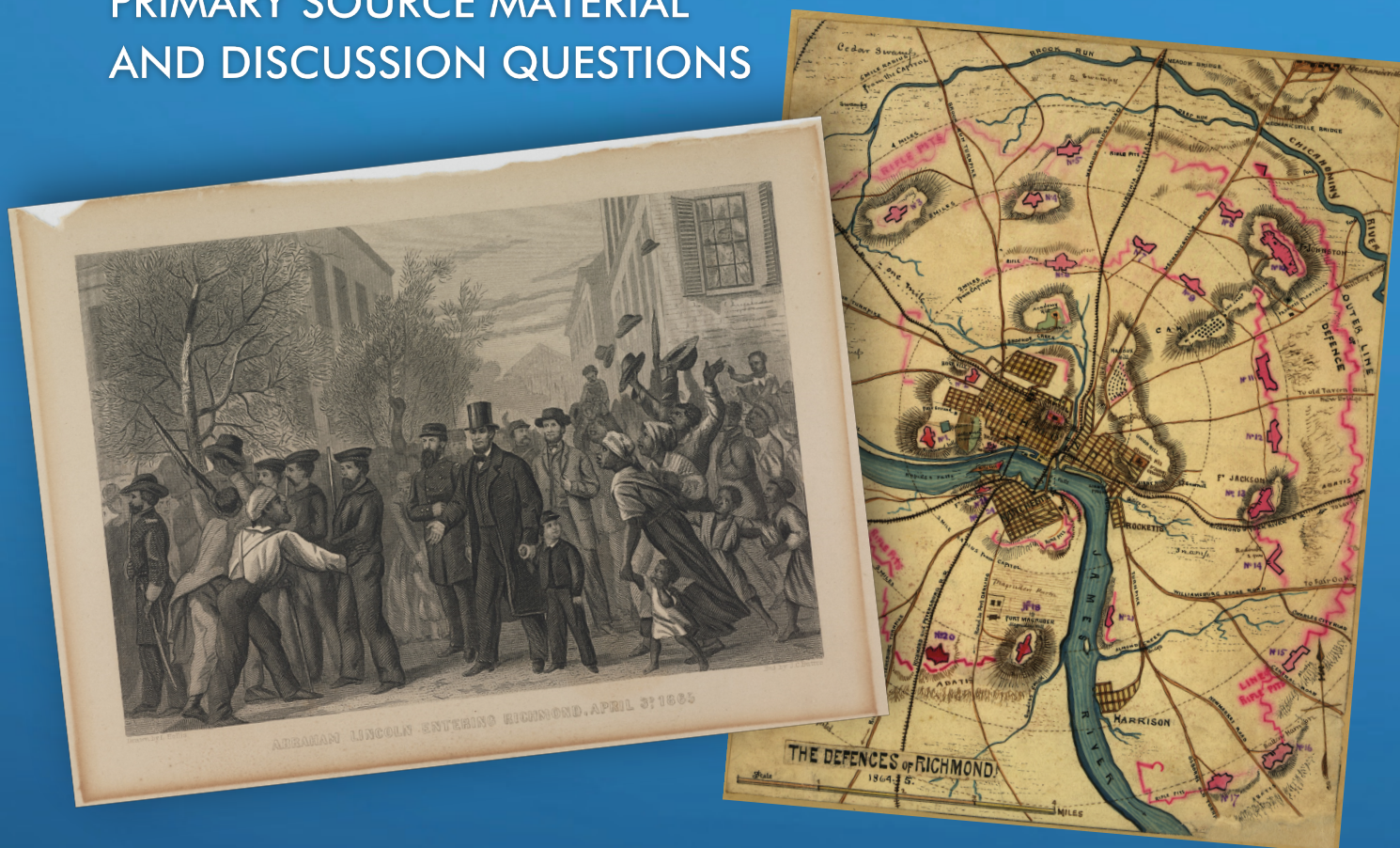


COLLECTIONS IN THE CLASSROOM

TEACHERS GUIDE & RESOURCES

The Civil War & Reconstruction in Virginia: High School Sources

PRIMARY SOURCE MATERIAL
AND DISCUSSION QUESTIONS



CREDITS

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IMAGE CREDITS

All images are from the Virginia Museum of History & Culture collections, except the following: *Private Victor Kinnan of Co. H, 147th New York Infantry Regiment and Co. B, 91st New York Infantry Regiment showing amputated right leg* (courtesy of the Library of Congress) used in conjunction with VMHC Call Number: E631.A15 No. 26, and *Abraham Lincoln and his Emancipation Proclamation / The Strobridge Lith. Co., Cincinnati* (courtesy of the Library of Congress) used in conjunction with VMHC Object Number: 1996.190.2, and *The Freedmen's Bureau* (courtesy of the National Museum of African American History and Culture) used in conjunction with VMHC Object Number: 1967.9, and *Mahone, Hon. Senator of Virginia, Brig. Gen. in Civil War* (Courtesy of the Library of Congress) used in conjunction with VMHC Call Number: F231.A22.1882.

VIRGINIA STANDARDS OF LEARNING

USI.2, USII.1, USII.2, USII.3, VUS.1, VUS.7



Collections in the Classroom: The Civil War & Reconstruction in Virginia (High School)

This primary source packet is designed to help familiarize 9th – 12th grade students with the Civil War in Virginia, covering VA-US and US II Virginia Standards of Learning. The sources included will expose students to a variety of VMHC collection material. When analyzing the items, keep in mind the origin of the source – is it an object or a written source? Was it meant to be public or private? Who is it to, and who is it from? Who used it? Does it contain opinion or facts? Can you tell the difference? Is it written or illustrated? These questions, the material in the corresponding source packet, the contextual information and images, and the guidelines below will provide an avenue for integrating museum collections into the classroom.

Background: The Civil War in Virginia

The Civil War began in the spring of 1861, following the secession of eleven Southern states from the Union. These states formed the Confederate States of America to preserve the institution of slavery from Northern interference following the 1860 election of President Abraham Lincoln. Lincoln, and the Republican Party he led, pledged to prevent the spread of slavery to new states. This pledge threatened Southern enslavers, who believed Republicans would eventually try to abolish slavery where it already existed.

While debates over the future of slavery caused the war, the war did not begin to end slavery. Instead, Lincoln and his government's primary goal was to force the Confederacy to return to the Union. Only later did the conflict become one of liberation.

Initially, Virginia voted against joining the Confederacy. The state's politicians hoped a compromise could be reached that avoided war. However, in April 1861, the Confederate Army attacked the United States Army garrison at Fort Sumter, South Carolina. In response, Lincoln called on all loyal states—Virginia included—for soldiers to suppress the rebellion. Most Virginia politicians refused to participate in an invasion against their fellow Southerners, leading the state to finally vote to secede.

The war changed the landscape of the state forever. Western counties that had few numbers of enslaved people voted to leave the state, eventually forming the new state of West Virginia. Soon after Virginia joined the Confederacy, Richmond became the capital of the fledgling nation. This led to more battles being fought in Virginia than any other state. By the end of the war, over thirty-thousand Virginian soldiers had died, the institution of slavery was destroyed, and the state's major cities lay in ruins.

The war came to an end in Virginia with the surrender of Confederate General Robert E. Lee's army to Union General Ulysses S. Grant at Appomattox Court House on April 9th, 1865. Lee's Army of Northern Virginia embodied Confederate nationalism and hope. After his surrender, other Confederate commanders soon followed suit. While the Confederate States of America lost their fight for independence, many people today still hold a pro-Confederate memory of the war. Although post-war amendments to the U.S. Constitution aimed to protect the rights of newly freed African Americans—like the 13th Amendment that abolished race-based slavery and the 15th Amendment that guaranteed the right to vote for Black men—racial equality in Virginia remained a largely unfulfilled goal until the Civil Rights Movement of the 1950s and '60s forced meaningful change.

LIST OF SOURCES

Sheet Music, I Wish I Was in Dixie,
J. Newcomb, 1860

Letter, James M. Binford, 1862

Map, The Defenses of Richmond,
1864

Advertisement, American Artificial
Limb Company, U.S. Sanitary
Commission Bulletin, 1864

Drawing, Waiting for Dinner,
Edwin Forbes, 1864

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Entering Richmond, April 3rd, 1865,
L. Hollis and J.C. Buttre, ca. 1865

Carpetbag, ca. 1866

Labor Contract, Samuel Allen and
Freedmen, 1866

Engraving, "Burial of Latane," A.G.
Campbell after W.D. Washington,
1868

Newspaper Illustration, First
Municipal Election in Richmond

Since the End of the War--
Registration of Colored Voters,
Harper's Weekly, 1870

Speech, Address of the Readjuster
Members of the Legislature to the
People!, William Mahone, 1882

Sketches, Sally Tompkins
Monument, 1966

**All letters are transcribed as
written. Spelling, grammar, and
punctuation errors have been
retained.*

OVERALL DISCUSSION AND GUIDING QUESTIONS

OBSERVE

1. What do you notice first?
2. Find something small but interesting.
3. What do you notice that you didn't expect? What do you notice that you can't explain? What do you notice now that you didn't earlier?

REFLECT

1. Where do you think this came from?
2. Why do you think somebody made this? What do you think was happening when this was made?
3. Who do you think was the audience for this item?
4. What tool was used to create this?
5. Why do you think this item is important?
6. If someone made this today, what would be different?
7. What can you learn from examining this?

QUESTION

1. What do you wonder about...who? what? when? Where? Why? How?

CONTEXT AND DISCUSSION QUESTIONS FOR EACH SOURCE

Sheet Music, "I Wish I Was in Dixie", J. Newcomb, 1860

VMHC Call Number: BroadSides No date I: 1

Attributed to Daniel D. Emmett, a northern minstrel singer and son of an abolitionist, "Dixie" was first written and performed in New York City in 1859. The song was adapted and changed until multiple versions existed, like this one. The lyrics tell the story of a former enslaved man longing for the plantation of his birth. The tune was a nationwide hit and "Dixie" soon became a nickname for the South. When the Civil War began, the Confederacy appropriated the song as a marching tune and anthem. Some scholars believe that "Dixie" was composed not by Emmett, but by two free Black men, Ben and Lew Snowden. The Snowden family lived in Emmett's hometown, Mount Vernon, Ohio, and both Ben and Lew were acknowledged musical artists. At the graves of Ben and Lew Snowden there is a marker that reads "They taught 'Dixie' to Dan Emmett." Today, many people consider the song offensive, and its critics link the act of singing it to sympathy for the Confederacy. The song's supporters, however, view it as a part of Southern culture and heritage.

1. What does this song tell you about the country before the war?
2. Why do you think the Confederacy adopted this song as an anthem?
3. If two Black men wrote the song, why would they write positive lyrics about the pre-war South?
4. What do you think about the Emmett vs. Snowden composer debate? What are some reasons why artists might not receive proper credit for their work?

Letter, James M. Binford, 1862

VMHC Call Number: Mss2.G9953.b

James Marshall Binford was a Confederate soldier who served in the 21st Regiment Virginia Volunteers. In the summer of 1862, he wrote this letter to Carrie and Annie Gwathmey. Binford describes the horrors of war he experienced during the Battle of Cedar Mountain, fought on August 9, 1862, outside of Culpeper, Virginia. While Binford emerged from the battle without injury, roughly 1,300 Confederate and 2,300 Union soldiers were killed or wounded.

1. What does Binford attribute to his surviving the battle unharmed?
2. What kind of lingering effects does the battle seem to have had on Binford's mental health?
3. How might the sentiments in this letter compare to Binford's outlook at the beginning of the war? From his tone, do you think his opinions toward the war have changed or remained the same?



The Battle of Cedar Mountain, Aug. 9th 1862, Currier & Ives, 1862

VMHC 1999.161.296

Map, The Defenses of Richmond, 1864

VMHC Call Number: Mss5:7 Sn237:1 p. 345

This map depicts the Confederate fortifications defending the city of Richmond in 1864. Richmond was an important target during the war, not only because it was the capital of the Confederacy, but also due to its industry, military prisons, and hospitals. To defend all of this, many fortifications were erected around Richmond. In 1864, Union General Ulysses S. Grant began his campaign to capture the city. Opposing him was Confederate General Robert E. Lee, who fought Grant in a series of battles throughout the spring and summer that year, such as the Wilderness and Cold Harbor. By the end of the summer of 1864, Grant began the siege of Petersburg, a city south of Richmond and key to its

defense. When the Union captured Petersburg in April 1865, the Confederacy abandoned Richmond and Lee surrendered a few days later.

1. Looking at the map, why do you think the various forts around Richmond were placed where they were?
2. What other features depicted on the map would make Richmond a military target?
3. Who do you think was most likely to use a map like this?

Research Extension: Look up photographs of Civil War fortifications. How do the photographs of the physical structures compare to how they are represented on the map?

Advertisement, American Artificial Limb Company, U.S. Sanitary Commission Bulletin, 1864

VMHC Call Number: E631.A15 No. 26

This advertisement appeared in an 1864 edition of the *U.S. Sanitary Commission Bulletin*, the newsletter of a civilian relief organization dedicated to helping Union soldiers. During the Civil War, Union surgeons performed more than 30,000 amputations, with a similar number performed in the South. These surgeries resulted in a huge demand for prosthetic limbs during and after the war. One of the largest providers of these devices was the American Artificial Limb Company, founded by Benjamin Franklin Palmer, who patented the first American prosthetic limb in 1846. As demand skyrocketed, the U.S. government agreed to provide injured soldiers free artificial limbs or monetary stipends to purchase them. This demand also resulted in dozens of other companies applying for patents and marketing their devices to soldiers.

1. What advertising techniques does the American Artificial Limb Company use to market their product to soldiers?
2. Other than physical disabilities, what impact would losing a limb have on soldiers?

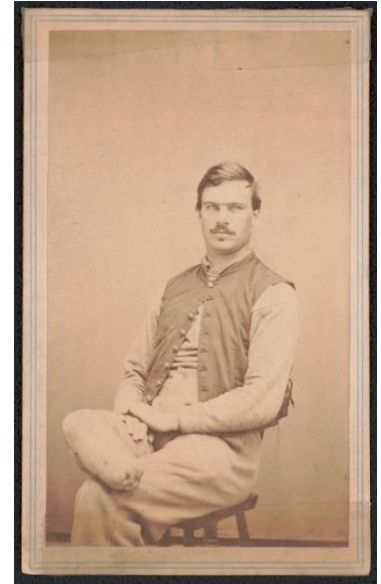
Research Extension: Research modern prosthetic limbs. What similarities and differences do you see between devices available today and during the Civil War?

Drawing, Waiting for Dinner, Edwin Forbes, 1864

VMHC Object Number: 1996.190.2

During the Civil War, President Abraham Lincoln issued the Emancipation Proclamation, declaring free all enslaved people living in states that seceded from the Union. However, Confederate enslavers ignored the proclamation, as they no longer recognized the laws of the United States. To realize their freedom, enslaved people either had to wait for the Union to win the war or self-emancipate by making their way to Union controlled territory. For people enslaved in border states that remained in the Union, such as Kentucky and Maryland, the Emancipation Proclamation did not apply at all. Institutional, race-based slavery did not officially end in the United States until the ratification of the 13th Amendment in 1865.

1. What other meaning do you think the artist implied with the title, "Waiting for Dinner?"



Private Victor Kinnan Showing Amputated Right Leg
Courtesy of Library of Congress



Abraham Lincoln and his Emancipation Proclamation, The Strobbridge Lith. Co., 1868
Courtesy of Library of Congress

2. What factors might prevent enslaved people in the Confederacy from seeking freedom with the Union army?
3. Why did Lincoln not apply the Emancipation Proclamation to the entire country?
4. What did African Americans have to continue to “wait for” even after the passage of the 13th Amendment?

Engraving, Abraham Lincoln Entering Richmond, April 3rd, 1865, L. Hollis and J.C. Buttre, ca. 1865

VMHC Object Number: 1999.161.561

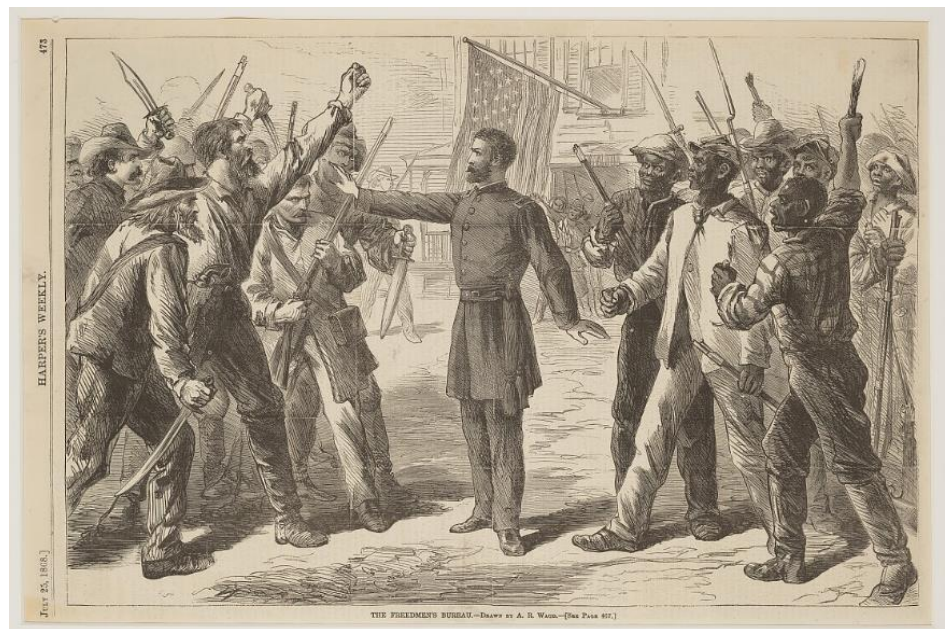
On April 4th, 1865, not April 3rd as the title of the image states, President Abraham Lincoln visited Richmond, the capital of the Confederacy. As President Lincoln walked through Richmond only a day after his armies captured the city, much of which was burned by retreating Confederate soldiers, he was quickly surrounded by residents. Most were African Americans and poor white people who wanted to shake his hand or just get a glimpse of the famous president that was fighting to end slavery. However, not all saw Lincoln as a liberator. Many Southerners saw him as a tyrant and conqueror, and in less than a week, John Wilkes Booth assassinated Lincoln at Ford’s Theatre.

1. Why do you think President Lincoln was so quick to visit Richmond after it was abandoned by the Confederates?
2. What stands out about the figures in the scene? What different body language and expressions do you see?
3. How might the aftermath of the Civil War have been different if Lincoln had not been assassinated?

Carpetbag, ca. 1866

VMHC Object Number: 1967.9

After the Civil War, the federal government oversaw a period known as Reconstruction, aiming to rebuild the former Confederate states and support formerly enslaved people as they navigated freedom. To achieve these goals, Congress created the Freedmen’s Bureau, which sent Northern men and women into the South to help African Americans transition out of slavery. The Freedmen’s Bureau provided supplies, operated hospitals, created schools, and helped reunite African American families separated by slavery. Those who traveled from the North to the South during this time were often referred to as “carpetbaggers” because of the simple bags covered in carpet they would carry their belongings in. However, many white Southerners saw these people as unwanted visitors looking to make a profit and take advantage of the post-war chaos.



The Freedmen’s Bureau, Alfred Waud, 1868

Courtesy of National Museum of African American History and Culture

1. What challenges do you think Freedmen’s Bureau agents faced in the former Confederacy?
2. Can you think of another example of the U.S. government sending people to places within the country to provide aid?

Research Extension: How successful was the Freedmen’s Bureau during this period?

Labor Contract, Samuel Allen and Freedmen, 1866

VMHC Call Number: Mss1.AL546.c.440

This agreement was signed between Buckingham County landowner Samuel Allen and nine farm workers in 1866. With the defeat of the Confederacy and passage of the 13th Amendment abolishing slavery, Virginia enslavers and formerly enslaved people had to develop new legal and social relationships. To help facilitate this transition, the federal government posted soldiers and representatives of the Freedmen's Bureau



The Scarecrow, Allen Carter Redwood

VMHC 2000.45

throughout the South to oversee the implementation of a new system of free labor. A key component of this new system were contracts between landowners and Black laborers. Former enslavers often used these contracts to reassert the social and legal authority over Black people that they had lost with the end of slavery. At the same time, many Black Virginians saw labor contracts as beneficial tools to obtain job security in a period fraught with confusion and disruption. Regardless, landowners frequently exploited Black people and used contracts to diminish their newly won independence.

1. Other than farming, what additional responsibilities did the freedpeople agree to?
2. What restrictions did the contract place on the freedpeople?
3. What benefits might freedpeople see in this contract?

Engraving, Burial of Latane, A.G. Campbell after W.D. Washington, 1868

VMHC Object Number: 2010.1.62

Originally painted in 1864 by William D. Washington, this popular print was later mass produced by engraver A.G. Campbell. The image depicts the burial of Confederate Captain William Latane by the women and enslaved people of a plantation near where he was killed. In the years after the war, former Confederates latched onto the print as a representation of the important role women played in supporting the war effort and mourning the dead. It also depicts enslaved people as loyal and emotionally distraught at the death of a Confederate soldier. These tropes reinforced the ideals of the Lost Cause, the pro-Confederate interpretation of the Civil War that emerged in the aftermath of Reconstruction.

1. What are the emotions of the different figures in the image? How do their emotions support a particular narrative?
2. What similarities or differences are there between this engraving and other Lost Cause images, like monuments to Confederate soldiers and generals?
3. How could Southern women play a different role than men in creating the Lost Cause narrative?

Newspaper Illustration, First Municipal Election in Richmond Since the End of the War--Registration of Colored Voters, Harper's Weekly, 1870

VMHC Object Number: 1994.15.13

This illustration shows a group of Black men standing in line to register to vote for the first municipal election in Richmond since the end of the Civil War. This illustration was made shortly after the 15th Amendment was ratified on February 3, 1870, which granted African American males the right to vote. Prior to this amendment, only white men were able to cast a ballot in Virginia. However, many of the advancements in civil rights that African Americans

experienced immediately following the end of the Civil War were taken away through violence and intimidation. By the turn of the 20th century, Virginia's government passed laws that specifically targeted Black voters, like literacy tests and poll taxes.

1. What do you notice about the registration process for African American voters? How does this process compare to voter registration today?
2. Who do you think the white men in the image are? Why might their presence be important?
3. Why do you think it took five years after the Civil War for Congress to pass the 15th Amendment?

Speech, Address of the Readjuster Members of the Legislature to the People!, William Mahone, 1882

VMHC Call Number: F231.A22.1882

This speech was read by U.S. Senator William Mahone, leader of the Readjuster Party, at the conclusion of the 1882 Virginia legislative session. Virginia's Readjuster Party was founded in 1879 over the issue of what to do with Virginia's public debt. Supporters wanted to lower, or readjust, the principal and interest on the debt because as it grew, it threatened funding for Virginia's public schools, including schools for African Americans. The Readjuster Party swept statewide offices in 1882 by winning the votes of working-class people, both white and black, Republicans and Democrats. The Readjusters fulfilled their promise to increase funding for public schools and eliminated the poll tax. They also founded Virginia State University, a Historically Black College, as a training facility for Black teachers. These substantial reforms were even more remarkable as they were accomplished by a bi-racial political coalition led by former Confederate General William Mahone.



William Mahone

Courtesy of Library of Congress

1. What kind of rhetoric is Mahone using in this speech? Is this similar or different to how politicians speak today?
2. How did the Readjusters attract biracial support? Do you think this was easy to accomplish during this period? Why/Why not?
3. Why would a former Confederate general be the leader of this type of movement?
4. Reconstruction is typically described as ending in 1877. How do you think the Readjuster Party fits into the larger narrative of Reconstruction?

Sketches, Sally Tompkins Monument, 1966

VMHC Object Number: 1997.154.1-3

In 1965, Richmond city leaders considered adding new statues to Monument Avenue, the famous city street once lined with tributes to Confederate leaders. One idea was to honor Sally Louisa Tompkins, one of the most famous Confederate nurses of the war. Tompkins ran Richmond's Robertson Hospital, which had one of the highest survival rates in the city. She was so successful that the Confederate government commissioned her as an officer in the Confederate army to keep her hospital operational, making Sally (allegedly) the only female Confederate officer of the war. These sketches represent proposed designs for the monument, one of which was from famous surrealist artist Salvador Dali.

1. Compare and contrast the sketches. Which do you think is most effective?
2. What do you think about honoring a Confederate nurse with a statue?
3. What criteria should communities use to decide what monuments to erect? What people/causes would you commemorate in your community? Why?

Research Extension: Look up some of Dali's other works. Can you guess which monument idea was designed by Dali?

The Civil War and Reconstruction in Virginia (High School)

Sheet Music, I Wish I Was in Dixie, J. Newcomb, 1860

VMHC Call Number Broadside No date I: 1

"I WISH I WAS IN DIXIE."

Original words by J. Newcomb.
Published by P. P. WERLEIN, New Orleans, 1860.

I wish I was in the land of Cotton,
Cinnamon seed and sandy bottom;
Look away, away, away in Dixie.
Dixie's land where I was born in,
Early on one frosty morning;
Look away, away, away in Dixie.

CHORUS.

I wish I was in Dixie, oh! oh! oh! oh!
In Dixie's land I'll take my stand
And live and die in Dixie,
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.

Her face was sharp as a butchers cleaver,
But that thing did not seem to greeber;
Look away, away, away in Dixie.
With a runaway Miss I do decline
For her face was de color of bacon rine;
Look away, away, away in Dixie.

CHORUS.

I wish I was in Dixie, oh! oh! oh! oh!
In Dixie's land I'll take my stand
And live and die in Dixie,
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.

While Missus libed, she libed in clober,
When she died, she died all ober;
Look away, away, away in Dixie.
How could she act such a foolish part,
On a married man to break her heart;
Look away, away, away in Dixie.

CHORUS.

I wish I was in Dixie, oh! oh! oh! oh!
In Dixie's land I'll take my stand
And live and die in Dixie,
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.

Buckwheat cakes and good strong butter,
My mouf go flutter flutter;
Look away, away, away down in Dixie.
Here's a health to the good old Missus,
Or to all the gals dat want to kiss us;
Look away, away, away in Dixie.

CHORUS.

I wish I was in Dixie, oh! oh! oh! oh!
In Dixie's land I'll take my stand
And live and die in Dixie,
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.

Now if you want to dribe out sorrow,
Come and hear this song to-morrow;
Look away, away, away in Dixie.
Den hoe it down and scratch your grabble,
To Dixie's land I is bound to trable;
Look away, away, away in Dixie.

CHORUS.

I wish I was in Dixie, oh! oh! oh! oh!
In Dixie's land I'll take my stand
And live and die in Dixie,
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.
Away, away, away down south in Dixie.

The Civil War and Reconstruction in Virginia (High School)

Letter, James M. Binford, 1862

VMHC Call Number Mss2.G9953.b

VIH Mss 2G 9953 b-8

Liberty Mills - Aug 13th 1862

Dear Carrie & Annie,

Thanks to a merciful Providence I breathe & have all my limbs - I am uninjured. I am one of six survivors of Co F. He went into the field with eighteen men & came out with six. Four killed on the field, & eight wounded, two of wh have since died. It was a bloody, desperate fight. I was run stroke, & fell, wh was the only thing that saved me. for almost immediately after wards, the enemy out flanked our Regt, & completely surrounded it, & we were literally butchered. Our Regt suffered more than any 2 Regts in the field. He repulsed Pope & drove him 3 miles from the field. I wd not be surprised, if the few who remain of Co F were allowed to go home awhile, as our Lieutenant wants it disbanded, if so. I shall come & stay with you a short while for I long to go to some quiet place, where loved ones of home are, to rest body & mind. If we are not disbanded, I shall be transferred to Cavalry, & get, if possible, a short furlough. The smoke of battle seems still around me, & my ears are yet ringing with musketry & cannon - & how sweet does the picture of home look through all this. I can see old Engle Side, & quite & comfort reigning supreme. I must say, I have enough of the glory of war. I am sick of seeing dead men, & men's limbs torn from their bodies. I feel grateful to God for bringing me through such scenes of death & suffering, safe, & I am willing to spend the remainder of my time quietly & contently & when the war ends, if I am alive no one will return to peaceful avocations ^{more willingly} than I. I wd. I cd write a letter to ma, I have not read one of her letters since the Yankees took possession of Portsmouth. Send Sis Dix's words that I am all right

I do not know whether she is in Richmond or Pittsylvania
Give love to Celia & Sallie & affl friends & write soon to
gr.

Affle Bro

James M. Pinford

Co F. 1st Va Vols. 2nd Brigade

Jacksons' Division

Gordonsville Va

Liberty Mills – Aug 13th 1862

Dear Carrie & Annie,

Thanks to a merciful Prov –

idence I breath & have all my limbs. I am uninjured. I am one of six survivors of Co F. We went into the field with eighteen men & came out with six. Four killed on the field, & eight wounded, two of w[ho] have since died. It was a bloody, desperate fight. I was sun stroke, & fell, wh[ich] was the only thing that saved me, for almost immediately afterwards, the enemy outflanked our Regt, & completely surrounded it, & we were literally butchered. Our Regt suffered more than any 2 Regts in the field. We repulsed Pope & drove him 3 miles from the field. I wd [sic] not be surprised if the few who remain of Co F were allowed to go home awhile, as our Lieutenant wants it disbanded. If so, I shall come & stay with you a short while, for I long to go to some quiet place, where loved ones of home are, to rest body & mind.

If we are not disbanded, I shall be transferred to [?] Cavalry, & get, if possible, a short furlough. The smoke of battle seems still around me, & my ears are yet ringing with musketry & cannon, & how sweet does the picture of home look through all this. I can see old Ingle-side, & quite & comfort reigning supreme. I must say,

I have enough of the glory of war. I am sick of seeing dead men, & men's limbs torn from their bodies. I feel grateful to God for bringing me through such scenes of death & suffering, safe, & I am willing to spend the remainder of my time quietly & [?] & when the war ends,

If I am alive, no one will return to peaceful avocations more willingly

than I. I w[ish] I cd [sic] write a letter to ma, I have not read
one of her letters since the Yankees took procession of Ports-
mouth. Send Sis [?] word that I am all right [cont. on back]
I do not know whether she is in Richmond or Pittsylvania.
Give loved to [?] & Sallie & all friends & write soon to

yr

Affec Bro

James M. Binford

Co F 21st Va Vols 2nd Brigade

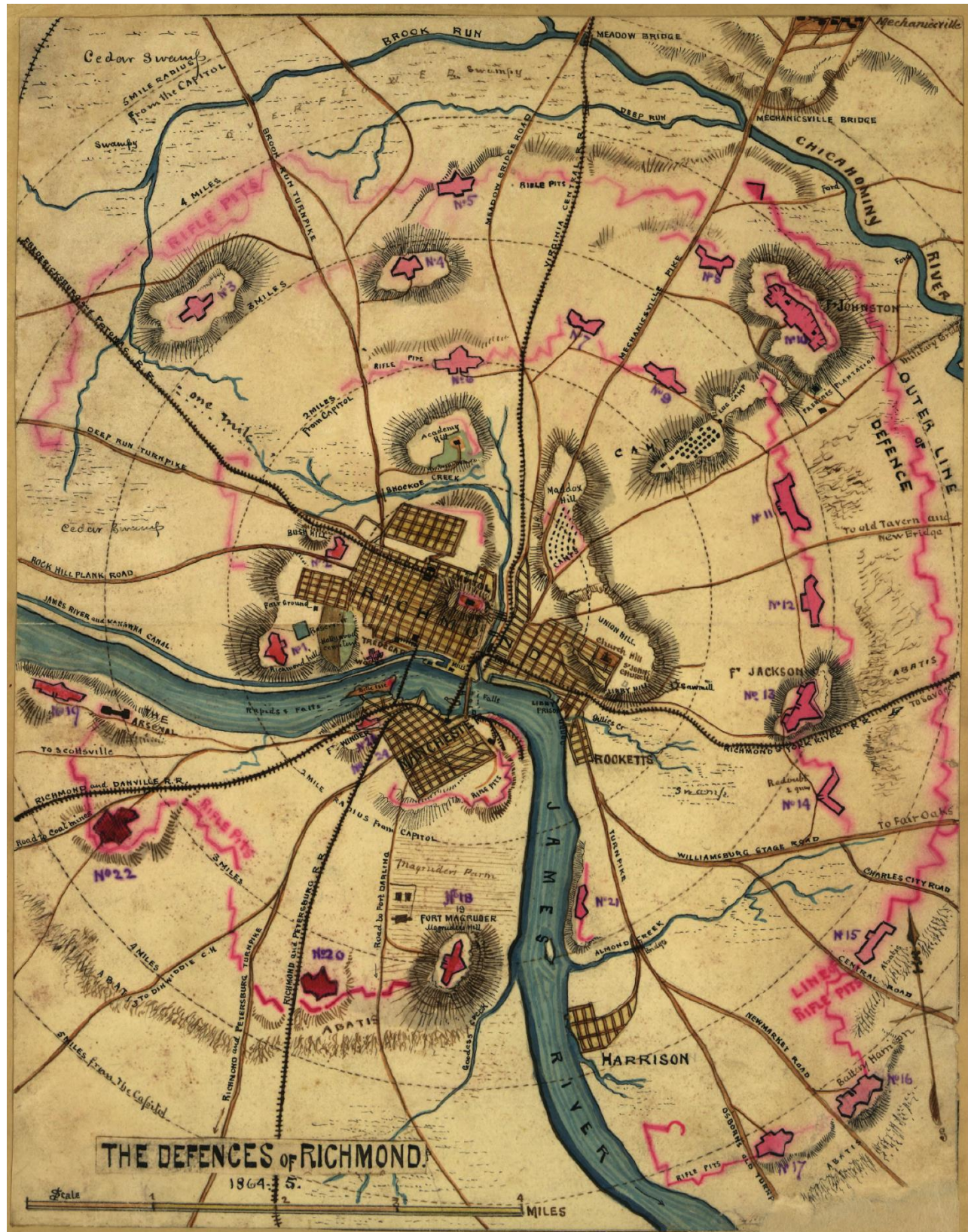
Jacksons' Division

Gordonsville Va

The Civil War and Reconstruction in Virginia (High School)

Map, The Defenses of Richmond, 1864

VMHC Call Number Mss5.7.Sn237.1 p. 345



830

The Sanitary Commission Bulletin.

BRANCH,
No. 744 Broadway,
NEW YORK.



BRANCH,
No. 19 Green Street,
BOSTON, Mass.

Important Information for Soldiers and Sailors who have lost Limbs.

The "PALMER" Arm and Leg are now furnished for the mutilated heroes of the Army and Navy, and I have the pleasure of presenting extracts from official letters from the Surgeon-General, which will gratify numerous applicants, who, in the past, have been led to believe that they must accept an inferior limb, or have no aid from Government.

SURGEON-GENERAL'S OFFICE,
WASHINGTON CITY, D.C., Dec. 12, 1863.
Sir:—The Board of Medical Officers assembled in the City of Philadelphia, for the purpose of examining the different models submitted to them for an Artificial Arm, having reported * * * * *
IN COMPLIANCE WITH THE RECOMMENDATION OF THE BOARD, WHEN A SOLDIER MAY DESIRE TO PURCHASE "THE MORE ELEGANT AND EXPENSIVE ARM OF PALMER," FIFTY DOLLARS WILL BE ALLOWED TOWARDS PAYMENT FOR THE SAME.
By order of the Acting Surgeon-General.
C. H. CRANE, Surgeon U.S.A.

SURGEON-GENERAL'S OFFICE,
WASHINGTON CITY, D.C., Sept. 20, 1864.
Sir:—In answer to your letter of the 1st inst., I am directed to inform you, that the Report and recommendation of the Medical Board recently assembled in New York, to examine samples and models of Artificial Limbs, is not designed to supersede the recommendation of the former Board, so FAR AS REGARDS THE LIMBS MANUFACTURED BY YOU.
Very respectfully, your obedient servant, by order of the Surgeon-General,
W. C. SPENCER, Assistant Surgeon U.S.A.

To B. FRANK. PALMER, LL.D., 744 Broadway, New York.

The Best PALMER LEG is furnished THE SOLDIER FREE
The Best PALMER ARM, for a SMALL ADVANCE.

The Best LINCOLN "GOVERNMENT" ARM, FREE.
Prices of the PALMER LIMBS not raised to OFFICERS and CIVILIANS.
Apply in person, or by letter, at either of the offices. Address

B. FRANK. PALMER, LL.D.,
President American Artificial Limb Co.

The Civil War and Reconstruction in Virginia (High School)

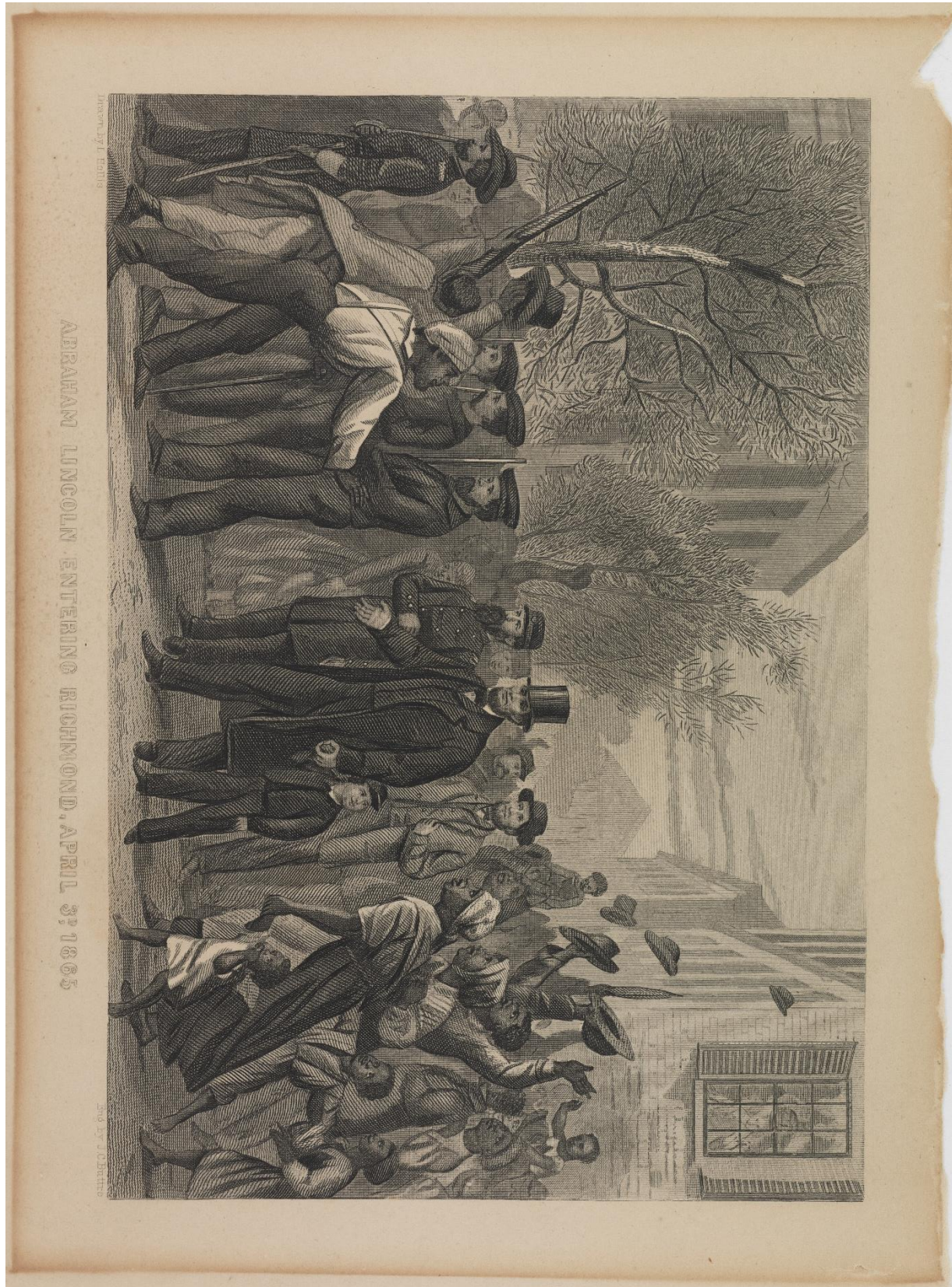
Drawing, Waiting for Dinner, Edwin Forbes, 1864

VMHC Object Number 1996.190.2



The Civil War and Reconstruction in Virginia (High School)

Engraving, Abraham Lincoln Entering Richmond, April 3rd, 1865, L. Hollis and J.C. Buttre, ca. 1865
VMHC Object Number 1999.161.561



The Civil War and Reconstruction in Virginia (High School)

Carpetbag, ca. 1866

VMHC Object Number 1967.9



The Civil War and Reconstruction in Virginia (High School)

Labor Contract, Samuel Allen and Freedmen, 1866

VMHC Call Number Mss1.AL546.c.440

This contract made and entered into this the 1st day of January 1866
between Samuel Allen of the one part, and the following freedmen
of the other part, viz Ben Miller, Willis Chambers, George Sharp,
Ascher Chambers, Jessie Lewis, Henry Holman, Adam Holman and
Nathan Cabel. The said Allen employs the said freedmen to work on
his farm on James River, Buchanan County Va. for the year
1866 on the following terms. The said Allen is to furnish the team
of horses and oxen, plantation utensils necessary to work the said
farm; and said Allen to furnish said freedmen with meat at
market price and corn for the said freedmen, also corn and rough
feed for the horses. The said freedmen agree to replace the same
amount used for said purposes at the end of the said year.
Said freedmen are to pay the expenses of the farm. The said Allen
after taking out seed wheat and oats, agrees to give the said
freedmen one half of the corn, wheat, oats and tobacco made on
the farm - the expenses to be taken out of their half of the afore-
said crops. The said freedmen are to shoe and clothe themselves,
and hereby bind themselves to attend to the business and to work
constantly and diligently, and also to do the fencing and whatever else
may be necessary to be done on the farm to keep it in good condition
and for the preservation of the crops. And they bind themselves to
be governed by the said Allen and to do all things by his directions.
And said freedmen ^{bind} themselves to take good care of the teams, implements
and stocks of cattle and hogs on the farm. And furthermore they bind
themselves that if any of them should fail to comply with their part
of this contract by not attending to their business and working diligently
to quit the business and go off at any time when required, without any
pay for what they had done previously. They also bind themselves to

do all in their power to prevent any one from stealing anything on the
said farm, and to take any person caught stealing, and likewise they
bind themselves not to steal anything, and if caught stealing, they are
to be sent off without any pay for what they have done up to that time.
It is solemnly understood and agreed that the horses and men on the
farm are not to be used by said freedmen for any other purpose than
those connected with the agricultural business of the farm. And finally
the said freedmen bind themselves not to bring any person on the farm ex-
cept their wives and children, as may have been agreed and permit-
ted. Witness our hand and seal this day and year expressed.

Witness

W^m Harrison

Saml Allen (Seal)

^{his} Ben^r Miller X (Seal)

^{mark} ^{his} Walter Chambers X (Seal)

^{mark} ^{his} John X (Seal)

^{mark} ^{his} Arthur Chambers X (Seal)

^{mark} ^{his} Robert Lewis X (Seal)

^{mark} ^{his} Henry Holman X (Seal)

^{mark} ^{his} Adam X Holman X (Seal)

^{mark} ^{his} Walker Cabell X (Seal)

^{mark} ^{his} Jack X Miller X (Seal)

This contract made and entered into this, the 1st day of January 1866 between Samuel Allen of the one part, and the following freedmen of the other part. Viz. Ben Miller, Willis Chambers, George Sharp, Archer Chambers, Jessie Lewis, Henry Holman, Adam Holman and Walker Cabel. The said Allen employs the said freedmen to work on his farm on James River Buckingham County Va. for the year 1866 – on the following terms. The said Allen is to furnish the teams of horses and oxen, plantation utensils necessary to work the said farm; and said Allen to furnish said freedmen with meat at market price and corn for the said freedmen, also corn and rough food for the horses. The said freedmen agree to replace the same amount used for said purposes at the end of the said year. Said freedmen are to pay the expenses of the farm. The said Allen, after taking out seed wheat and oats, agrees to give the said freedmen one half of the corn, wheat, oats, and tobacco made on the farm – The expenses to be taken out of their half of the afore-said crops. The said freedmen are to shoe and clothe themselves, and hereby bind themselves to attend to the business and to work constantly and diligently, and also to do the fencing and whatever else may be necessary to be done on the farm to keep it in good condition and for the preservation of the crop. And they bind themselves to be governed by the said Allen and to do all things by his directions. And said freedmen bind themselves to take good care of the teams, implements and stocks of cattle and hogs on the farm. And furthermore they bind themselves that if any of them should fail to comply with their part of this contract, by not attending to their business and working diligently, to quit the business and go off at anytime when required, without any pay for what they had done previously. They also bind themselves to

do all in their power to prevent any one from stealing anything on the said farm, and to take any person caught stealing and likewise they bind themselves not to steal anything, and if caught stealing, they are to be sent off without any pay for what they have done up to that time.

It is distinctly understood and agreed the horses and oxen on the farm are not to be used by said freedmen for any other purpose than those connected with the agricultural business of the farm. And finally the said freedmen bind themselves not to bring any person on the farm except their wives and children as may have been agreed and permitted. Witness our hand and seal this day and year aforesaid.

Witness

[?] [?] Dawson

Saml Allen (seal)

Ben his x mark Miller x (seal)

Willis his x mark Chambers x (seal)

George his x mark Sharp x (seal)

Archer his x mark Chambers x (seal)

Jessie his x mark Lewis x (seal)

Henry his x mark Holman x (seal)

Adam his x mark Holman x (seal)

Walker his x mark Cabell x (seal)

Jack his x mark Miller x (seal)

The Civil War and Reconstruction in Virginia (High School)

Engraving, Burial of Latane, A.G. Campbell after W.D. Washington, 1868

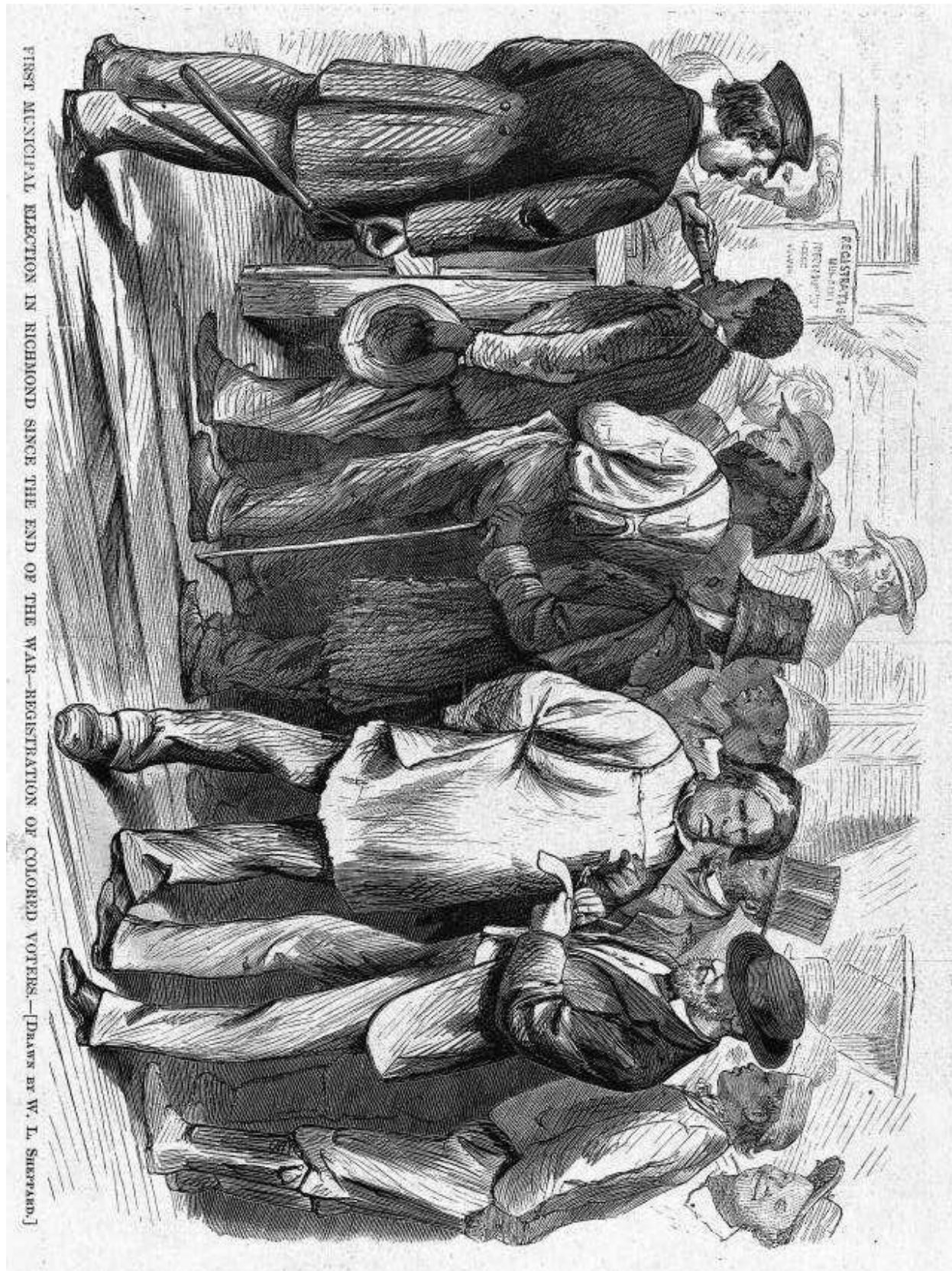
VMHC Object Number 2010.1.62



The Civil War and Reconstruction in Virginia (High School)

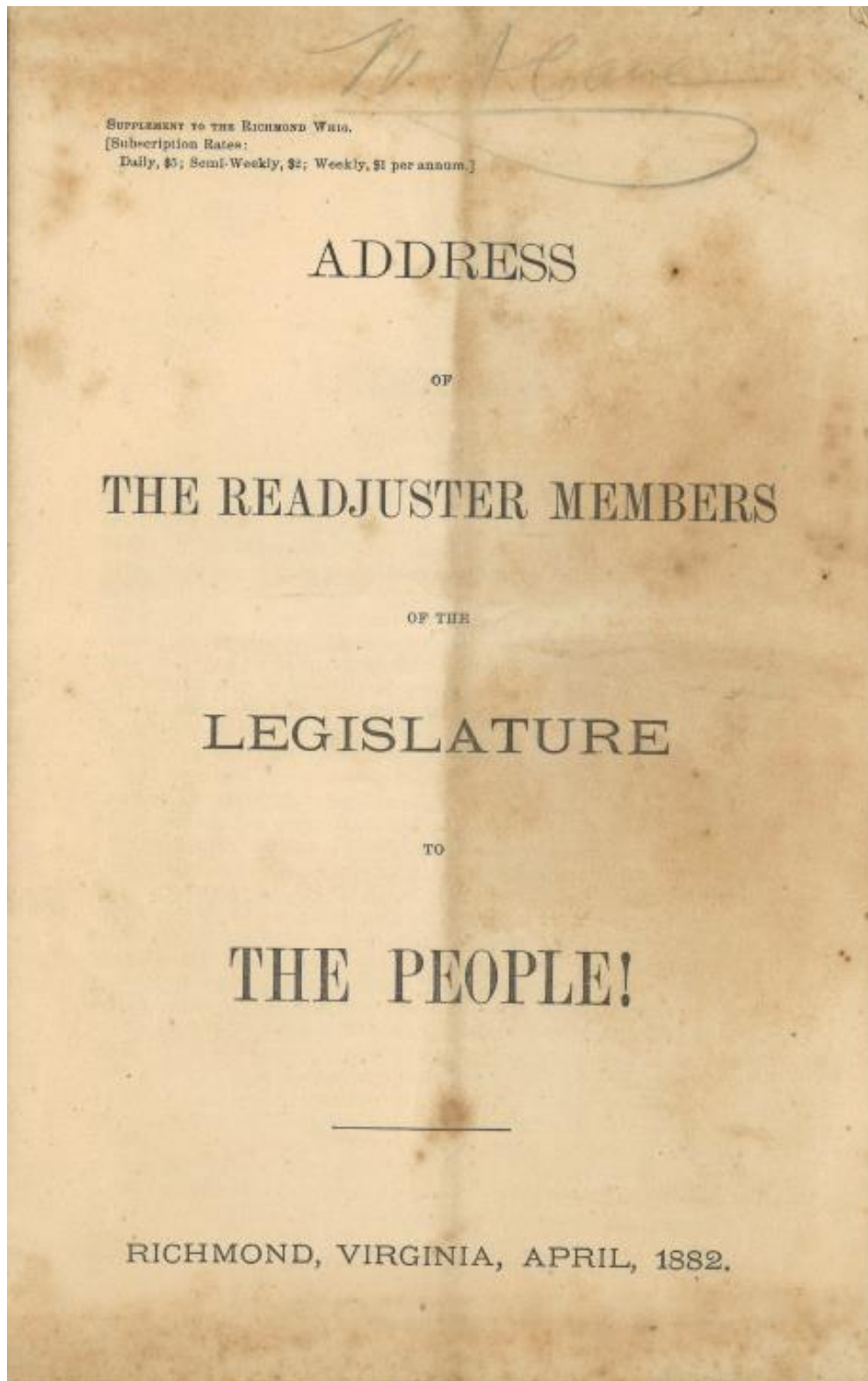
Newspaper Illustration, First Municipal Election in Richmond Since the End of the War--Registration of Colored Voters, Harper's Weekly, 1870

VMHC Object Number 1994.15.13



The Civil War and Reconstruction in Virginia (High School)

Speech, Address of the Readjuster Members of the Legislature to the People!, William Mahone, 1882
VMHC Call Number F231.A22.1882



Our party, however, is to be congratulated upon the fidelity and success with which its platform of principles and its pledges to the people have been redeemed. It has, by the passage of the Riddleberger bill and auxiliary measures, settled the public debt upon principles of right, equity and law no longer disputed, and thereby made the rate of taxation the same as before the war, without detriment to any interest or any branch of Government. It has removed the odious poll-tax restriction upon suffrage and appealed to the people to sustain that repeal at the polls in November next. After rescuing the public-school system—always in peril while Bourbonism was in power—the Readjusters have added fifteen per cent. to its allowance, besides restoring to the schools four hundred thousand dollars (to be used in instalments of one hundred thousand dollars an-

nually) of the constitutional appropriation which our political enemies had diverted, besides the twenty-five thousand dollars of quarterly payment until the whole is liquidated ; and we have done much more in behalf of the schools than was either promised or deemed practicable. We have re-organized the charitable institutions of the State ; have paid all (over one hundred thousand dollars) of their floating indebtedness upon which banks had been drawing interest two per cent. in excess of that paid by themselves as depositaries of State funds. Moreover, and for the first time since reconstruction, we have given these charitable institutions all that was asked for or necessary to support the lunatic, the deaf, dumb and blind, to accommodate the unfortunates heretofore in jails, because of the inadequate provisions for the asylums ; we have given the colored people a normal school for the education of their own teachers, and our Appropriation bill, covering every detail of necessary expenditure, is quite one hundred thousand dollars less than the average annual expenses of Government under Bourbon-Funder rule, inclusive of the discharge of the floating obligations before noted.

In re-organizing these institutions we delivered them in some cases from a selfish and remorseless partizan control which consigned lunatics to the cells of felons when they should rightfully share the State's appropriation for her unfortunate children. Thus were our specific promises to you in the canvass faithfully executed. It is not often the good fortune of a political organization to confront the great tribunal of the people with a record so fairly earned. Incidental duties of the Legislature were the election of a United States Senator to fill the vacancy occurring March 4th, 1883 ; and of a Court of Appeals, whose term will begin on the 1st of January, 1883. These duties were performed with credit to the State and to the satisfaction of our party.

As the Legislature considered other important measures, Treason and Desertion, hitherto menacing only, became bold enough for assertion. Treason never wants for ingenious phrases to mitigate the condemnation it invites. So, in this case, the Treason that defeated these measures, seeks forgiveness of the people by the plea that the bills to re-organize the Judicial and Congressional districts and to provide for a Commissioner of Land Sales, were "revolutionary."

When Funderism would save money for appearance sake, it struck at the very root of an independent judiciary by reducing salaries. Their Court Committee reported, and put on record in the Senate Journal, that they had the constitutional right to change circuits. On this last proposition there seems to be no difference of opinion. The Readjusters simply proposed to make twelve instead of eighteen judicial circuits ; to make one circuit, for instance, of two, that had been formed in 1875, of counties that had always before constituted one circuit, and in which there is not business to engage a competent and industrious judge two months in the year. This change would have reduced the actual expenses of Circuit Courts quite \$23,000 per annum, besides the relief it would have given to witnesses and jurors compelled to attend on indolent courts and judges.

The Civil War and Reconstruction in Virginia (High School)

Sketches, Sally Tompkins Monument, 1966

VMHC Object Number 1997.154.1-3



The Civil War and Reconstruction in Virginia (High School)

Sketches, Sally Tompkins Monument, 1966

VMHC Object Number 1997.154.1-3



The Civil War and Reconstruction in Virginia (High School)

Sketches, Sally Tompkins Monument, 1966

VMHC Object Number 1997.154.1-3

