



A monument to Stephen Bradley, 1754-1830, and his descendants tells an important part of the story for independence and the role of Westminster, Vermont. Bradley is best known as the author of "Vermont's Appeal to the Candid and Impartial World." He wrote the pamphlet in 1780 to state the case for an independent state of Vermont. Bradley lived in Westminster most of his adult life, retiring to Walpole, New Hampshire for his final twelve years.

Follow-up Funds Available

Thanks to a Teaching American History grant from the United States Department of Education, attendees at the Flow of History Summer Institute will be eligible to apply for mini-grants to support the implementation of ideas that come from the institute. In this way, what is learned over the summer can extend to the classroom next fall. Grants will range in size from \$1000 - \$3000 dollars.

There are still a few spaces left at the summer institute. A tuition fee of \$986 covers most meals, lodging, textbooks, graduate credit if desired, and museum entrances. Scholarships are available to teachers whose districts do not provide course reimbursement as part of their union contracts. If you are a teacher and would like to attend, visit www.flowofhistory.org for further information or e-mail Fern Tavalin at tavalin@sover.net.



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THE FLOW OF HISTORY

a history education network along the Connecticut River watershed

History is Primary. Summer is a great time to explore community resources. Museums and local historical societies that close for the winter months open their doors again when the weather is warm. Knowing how to interpret what you see makes these resources come alive. Understanding the historical context deepens the experience even further. This issue of *Flow of History News* gives information to help explore the history in our local communities.

Flow of History Offers a Look at "The American Republic: Its Creation"

From June 27-30th the Flow of History will use the town of Windsor, Vermont to provide an exciting stage for Vermont and New Hampshire teachers to learn about how the American Republic began and the role that the Connecticut River Valley played in that national drama. The institute will explore issues related to the formation of the republic through a variety of methods: historian lectures, text-based discussions, and hands-on activities. While focusing on content information, the institute will stress the use of primary resources to gain a fuller understanding of history.

An exciting schedule of events has been prepared. Beginning on Sunday afternoon with a reenactment of the Aaron Hutchins's rousing sermon in support of a Vermont constitution, thirty teachers will delve into the political, ideological, and everyday experiences that led to the American Revolution and the development of the Constitution. Art and music teachers and several guest historians will be in-residence throughout the institute to exchange ideas about history and active classroom practice.

Through hands-on experiences in cemeteries, town records, and online databases, educators will explore the lives of people who lived through the Revolution and its aftermath. Workshops with museum educators from Fort Ticonderoga and Historic Deerfield will give a sense of the lives led in forts and in communities. Re-enactors from Windsor Heritage Days will show how the spirit of '76 lives on.

Adding to the historical ambience, participants will stay in three historic bed and breakfasts in Windsor, VT and Cornish, NH. Lessons on the Constitution will be held at the Constitution House. Off site tours on July 1-2 to Fort Ticonderoga, Historic Deerfield, and the Vermont Historical Society will provide an additional dimension.



The institute will open each morning with a history address given from the pulpit of the Old South Church in Windsor, Vermont. The present church, built in the 1790s, stands on the site where Aaron Hutchinson delivered his rousing sermon in favor of a Vermont constitution on July 2, 1777.

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Vermont Theatre Company Celebrates Revolutionary Era History

by Fern Tavalin

In 1976 Dummerston playwright and director Joe Greenhoe debuted his historical drama *The Equivalent Lands** as the opening play for the fifth season of The Windham Summer Repertory Theater. Set in Putney, Dummerston, and Westminster, the play commemorated the United States Bicentennial by showing the revolutionary activities of Leonard Spaulding and the clash of ideas that pitted neighbor against neighbor in the brutal disputes of New Hampshire and New York for the western side of the Connecticut River. As part of their 250th anniversary celebrations, the historical societies of Dummerston and Putney co-sponsored a revival of the play, presented by the Vermont Theatre Company under the direction of Betty Greenhoe.

The play is a mix of drama, humor, and history. As the playwright stated in his preface, “*The events of this play are true. For dramatic purposes and to reduce the size of the cast in performance, manipulation of times, places, and persons was necessary, but I hope minimal. It’s not possible to be a historian and a dramatist in the same work.*” To explore the historical aspects of the play, eighth graders at Dummerston School researched special topics related to the time period and translated the information into displays for the lobby. These projects included digital photos of local historical sites, food and clothing charts, and a pictorial map of *The Equivalent Lands* sites.

Betty Greenhoe’s vision of the play differed from the swashbuckling rendition her husband gave to the original staging. She directed what she calls a “memory play,” bringing the viewers back to the roots of English settlement shared by many original families whose descendants still live in the region. Music of the time period, selected by Westminster Center School music teacher Amy Cann, enhanced the emotional texture of these “memories.”

While the emotional memories of the land disputes between New York and New Hampshire live on in the folklore that has been passed from generation to generation, the history books show a complex situation that is still difficult to comprehend. In his 1857 book entitled *History of Eastern Vermont*, Benjamin Hall points out how loyalties shifted from moment to moment as the settlers of the Connecticut River Valley tried to decide where to place their

allegiance. Here is an excerpt from p. 235 of Hall’s history.
... an attempt was made during the month of August [1778], to ascertain whether the majority of the voters in the southern part of the county [Cumberland], would support the jurisdiction of Vermont or New York. From some of the towns interrogated, no answer was received, but from the reports obtained and from an examination of other sources of information, it appeared that in the towns of Hinsdale, Guilford, Halifax, Brattleborough, Marlborough, Draper, Fulham, Newfane, Putney, Westminster, Springfield, and Weathersfield [the northernmost town to be polled], there were at the time of the enumeration about four hundred and eighty voters who supported the jurisdiction of New York, three hundred and twenty who supported the jurisdiction of Vermont, and one hundred and eighty-five who were neutral in opinion....

On the 12th of March, a petition had been presented to the Vermont Legislature by a number of

towns in New Hampshire, praying that they might be allowed to become a part of [Vermont], and subject to its jurisdiction....

The writing and staging of *The Equivalent Lands* demonstrates how theater can be used to preserve community memory, build enthusiasm for history education, and dramatically recreate some of the moments of tension that existed as townspeople struggled to define their independence.

**The Equivalent Lands is the name applied to major parts of current-day Brattleboro, Dummerston, and Putney, Vermont. The land was given to the colony of Connecticut in 1713 to settle a boundary dispute with the Massachusetts Bay Colony. In 1716 the land was sold at auction to William Dummer, Anthony Stoddard, William Brattle, and John White.*

Resource:
History of Eastern Vermont by Benjamin Hall, 1857.



*0*Characters from *The Equivalent Lands* stand in a Dummerston graveyard as they look for the grave vine rumored to be feasting on family members. Abby Haven tells young Betsy Spaulding, “The grave vine eats up all but a bit of skin. Then goes out looking for someone else. And that’s you, girl.”

From left to right: Daniel Houghton (Xavier Powers), Leonard Spaulding (Jim Bombicino), Betsy Spaulding (Pollaidh Major), Maggie Spaulding (Jenny Holan), Abby Haven (Adrienne Major).



As you walk around your community this summer, notice the history that surrounds you. Old cemeteries like this one in Westminster, Vermont tell many stories about the past.

Epitaph of William French

In Memory of WILLIAM FRENCH.
 Son to Mr. Nathaniel French. Who
 Was shot at Westminster ye 13th,
 1775. by the hands of Cruel Ministereal tools.
 of Georg ye 3d, in the Corthouse at a 11 a Clock
 at Night in the 22d, year of his Age.

HERE WILLIAM FRENCH his Body lies.
 For Murder his Blood for Vengance cries.
 King Georg the third his Tory crew
 tha with a bawl his head Shot threw.
 For Liberty and his Countrys Good.
 he Lost his life his Dearest blood.

The epitaph of William French tells of his death on March 13, 1775 at what has become known as the Westminster Massacre. In 1873 the State of Vermont erected a monument to William French and Daniel Houghton, who also died at the massacre. In 1904, by an act of the Vermont Legislature, bronze tablets were placed on the monument and the foundation was reinforced.



The St. Johnsbury Historical Society Presents...

St. Johnsbury, Vermont is rich in regional resources. Area museums and libraries have established an archives collaborative to make it easier for the public to locate these treasures from history. Together with programming from the St. Johnsbury Historical Society, there are plenty of opportunities for folks in the northern part of the Connecticut River watershed to learn how to access their local history.

Free Public Lectures

All lectures are Thursday nights at 7:30PM

June 17 Howard Coffin
Seeking the Civil War Past: Discoveries Among Vermont Archives
 Fairbanks Museum and Planetarium

July 22 Lynn Bonfield
Westward Ho for California Gold
 St. Johnsbury Academy, Grace Stuart Orcutt Library

August 19 Allen Davis
Postcards from Vermont and the Northeast Kingdom
 St. Johnsbury Welcome Center

September 23 Allen Yale
Searching for the Fairbanks Family
 Fairbanks Museum and Planetarium

October 21 Mary Ide
E. T. Fairbanks and the Paper Trail
 St. Johnsbury Athenaeum

November 6
St. Johnsbury Historical Society Annual Meeting & Student Symposium
 2-4PM St. Johnsbury Welcome Center
 Admission free

Free Workshops on resources for doing family, local, and topical research

July 14 7-9PM, St. Johnsbury Academy, Grace Stuart Orcutt Library

October 9 10-12AM,
 St. Johnsbury Athenaeum

All public programs are supported by the St. Johnsbury Archives Collaborative and the Vermont Council on the Humanities

What do you do with a primary source once you've found one?

First, handle it with great care. It may be the only one of its kind. Use gloves to prevent the acids from your hands from getting on it. At the very least, wash and dry your hands before handling. One of the best ways of working with a fragile piece of paper is to put it on a file folder and then lift the file folder.

Second, ask some questions of it.

- What type of source is it?
- What is its date or when was it created?
- Who created it? Where was it created?
- Why was it created?
- Any distinguishing marks or features on it (date stamps, someone else's notes in the margin,...)?
- What does the existence of this document say about whoever created it?
- What does this document say about American or (Vermont) life in this era?
- What questions are left unanswered? If you could ask the author or maker a question, what would you ask?

Some specific definitions:

Documents

City Directories contain local advertisements for businesses and their products as well as lists of citizens and businesses. Vermont also has business directories provide these listings by town. Even the smallest village will have its local blacksmith, carpenters, and grocers listed.

Inventories list the belongings of a head of household at the time of death. They are usually part of a will or probate statement. They provide an interesting view into a family's home and give indications of the economic status of a family. The Oxford English Dictionary is a useful tool when researching with inventories.

Maps can detail counties, roads, railroads, and even homes. Look for Wallings county maps from the 1850s and the Beers atlases from the 1870s as well as state highway maps. Sometimes you can find early town lotting plans.

Sanborn fire insurance maps are detailed city plans, usually at scales of 50 or 100 feet to an inch. They show individual building "footprints," complete with construction details,

such as building material (brick, adobe, frame, etc.), height (of larger buildings), number of stories, location of doors, windows, chimneys and elevators, use of structure (dwelling, out-house, hotel, church, etc.), street address, and occasionally the ethnicity of the occupants. Other features shown include lot lines, street widths, water pipes, hydrants and cisterns, and fire-fighting facilities.

Photographs

Photographs have been made since the early nineteenth century in a variety of forms. These include daguerreotypes, ambrotypes, tintypes, carte-de-visites, postcards, as well as black and white, color, and now digital photographs. Always handle old photographs with gloves.

Daguerreotypes are one of the more common types of old photographs to be found. An image formed on a sheet of copper plated with silver and sensitized by iodide vapors. Highly vulnerable to physical damage and tarnishing they were normally protected by a metal mat and a covering sheet of glass. The image is on a highly polished plate, and to be seen must be held at an angle to minimize reflections.

Photo albums often provide as much if not more information than a group of individual photographs. Remember that someone carefully arranged them on a page. Think about that arrangement. Is it chronological, by theme, or maybe by family?

Artifacts

Artifacts help us to understand the stories of everyday people who didn't leave written records. Artifacts can indicate who settled in a community and how they lived. They can reveal involvement in conflicts and they can tell us much about changes in technology, agriculture, and transportation. You might find clothing that gives you clues to what people wore and how fashionable they may have been. Sometimes quilts will reveal signatures from an entire community or church. Special tools might indicate the presence of an old mill or even a factory from the past. Look at candlesticks, lamps, irons, coffee grinders, and other forms of home technology to gather a sense of how a household worked before electricity.



This map from *Proud to Live Here* shows the New Hampshire towns that joined up with the newly formed republic of Vermont in 1778-1781. Reprinted with permission from the Connecticut River Joint Commissions.

Finding history in your community

by Sarah Rooker

What is a **primary source** and why is it an important part of studying history? A primary source is anything that was part of a culture in a particular time and place that was used or produced by that group of people.

Primary sources take you directly to a certain time with no one else 'interpreting' the information for you. Diaries, letters, deeds, photographs, even objects such as clothing, tools, pottery, and furniture are all examples of primary sources.

A **secondary source** is a book ABOUT a time and place. Someone writes the story and the reader gets that person's interpretation. Sometimes it is hard to look at a primary source and know what a certain document or object means because so much other information may surround it. Secondary sources are good for gaining context if the reader knows little about

the event or time period that is being examined.

While secondary sources can give context, there is nothing like looking at the real thing to peek into the past. Primary resources help us to see into another world.

There are many primary sources in your own community.

At your historical society you can find many primary and secondary sources about your community. In the archives, you might find diaries, letters, maps, birthday books, store account books, and family bibles. In addition to historic photographs, the photograph collection may have bird's eye views of your town,

photograph albums, postcards, and stereocards. Artifacts are also primary sources and can tell us much about the ways people lived and worked. Look for tools, clothing, paintings and portraits, furniture, quilts, and other household artifacts. What if you don't have a historical society? Check your local library and see if they have a local history archive.

At your town hall or town clerk's office you can find public records. This includes census data, tax records, building permits, deeds, inventories, school attendance records, town reports, and sometimes unofficial treasures such as the church records or even paintings. Public records such as court decisions, wills, and inventories can be found at the court house or probate court.

Your church may also have records. These might include old sermons, information about who sat in which pew, and records of the Sunday school or women's club. Out in the cemetery, the gravestones may reveal a lot about the past. Don't forget to look at the artwork and style of the gravestone as well as the epitaphs. In addition to the names of the people buried there, you may find out about their familial relationships, religious beliefs, and social standing. The Vermont Old Cemetery Association may be able to help you. They have a teacher's guide called *Stones and Bones: Using Tombstones as Textbooks*.

Don't forget to look around you on the landscape. Street signs, monuments, foundations, cornerstones, hitching posts, stone walls, buildings, and town greens all offer clues to your community's past.

Last, but not least, are the people in your community. They are living witnesses to past events and ways of doing things and can provide you with information on historical events and eras, your community, and maybe even your family. Oral histories can be an excellent complement to a history project. The tapes will also preserve something precious—your narrators' voices and their sense of who they are. A good resource for conducting oral histories is the Vermont Folklife Center.

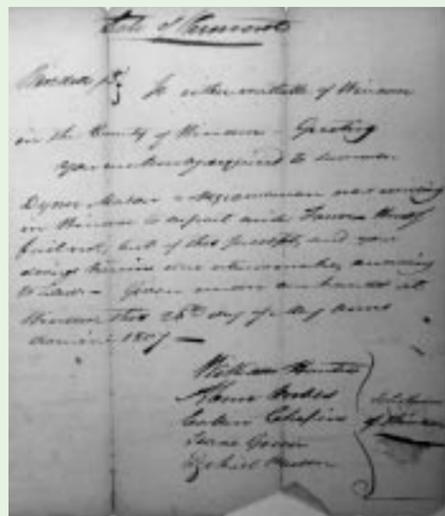
Surrounding an Artifact with Context

historical notes by Lyssa Papazian for the Vermont Judicial History Society

"the position that 'slavery cannot exist in this State,' must be taken cum grano salis; ." -Jonathan Hubbard, 1802

Vermont's first test case on slavery was tried in Woodstock in 1802. A prominent lawyer and sitting side judge, Stephan Jacob, was sued by his native town of Windsor and its overseers of the poor for the support of his former slave, Dinah White (a.k.a. Dinah Mason.) A 1783 bill of sale from a Mr. White of New Hampshire, showed Jacob purchased Dinah while living in Vermont, whose 1777 state constitution was the first in the nation to ban slavery. By 1800, Dinah, old, blind, and infirm, was homeless and became a public charge. The town tried to introduce the bill of sale into evidence as proof that while slavery was technically illegal in Vermont, it nevertheless existed de facto, and Jacob should be responsible for the care of the slave. However, Jacob's attorneys successfully argued to chief judge Jonathan Robinson and side judge Royall Tyler that, as a resident of Vermont, Jacob's bill of sale was void by the state constitution and could not be entered into evidence. The unfortunate Dinah, declared by the court not to have been a slave for the seventeen years she served the judge, was supported by the town of Windsor until her death several years later

despite their attempt in 1807 to "warn" her out of town. In 1808, Jacob sold the land opposite his house for the construction of Vermont's first state prison. Interestingly, there is a tradition repeated in local histories that associates both Jacob and his house with sheltering runaway slaves and the "Underground Railroad."



A Windsor town record from 1807 warns Dyner [Dinah] Mason, a negro woman, out of town. Without the larger story, this document could be easily misinterpreted.

Getting Started with Primary Resources

by Fern Tavalin

Where to start? The idea of using primary resources in a classroom sounds fine – even fantastic. But anyone who has to work with 45-minute modules knows that there is a real gap between this ideal and the practical reality of day to day schooling.

Dot Gorenflo, a sixth grade teacher from Green Street School in Brattleboro, has been trying to figure out ways to incorporate the use of primary resources while tending to all the other responsibilities of a classroom teacher. I was lucky enough to help her get started last winter.

Planning far ahead

Dot and I began by planning some small steps that would eventually lead to independent student research in the late spring when her students would be studying the Civil War. Dot was concerned that her students did not have enough background in the events leading to the American Revolution and wanted to make sure that her students knew something about that

before their Civil War study began. We used a winter reading unit on non-fiction to get started.

Establishing Context

In 1789 Olaudah Equiano published a personal narrative entitled *The Interesting Narrative of the Life of Olaudah Equiano*. In it he tells about his kidnapping from Africa, subsequent enslavement, and eventual freedom in Great Britain. Equiano's life experience spans the Seven Years War (a.k.a. The French and Indian Wars) and the American Revolution. Ann Cameron adapted the narrative for young readers in a book entitled *The Kidnapped Prince*. We used the original narrative and the adaptation to guide a reading study. The literature brought out issues of freedom, slavery, war, individual rights, and

events in history – all of which provided a solid foundation for entering a study of the Civil War.

Practicing with Small, Guided Steps

As part of the reading group, students did Internet research to find out more about Equiano. Questions that couldn't be answered locally were posed to an online history mentor, a friend of Dot's from Boston who is a scholar in African American history. Via the Internet, students located many primary source documents, including the Treaty of Paris in 1763 that ended the Seven Years War.

Beginning with the small step of locating Internet-available primary resources and receiving guidance from a person with expertise, we moved into the next phase – explo-



A ledger account entry for October 17, 1754 shows the signature of "Lucy Terra," thought to be the signature of Lucy Terry Prince. The ledger is one of many primary resources housed at the Pocumtuck Valley Memorial Association library in Deerfield, MA.

ration of a regional person, Lucy Terry Prince, who had also been captured and enslaved. We selected short readings about Lucy Terry, one that was a well researched pamphlet entitled *Lucy Terry Prince: Singer of History* by David R. Proper and a four page children's story adapted by Elise Guyette entitled *Lucy Terry Prince: Vermont Fighter For Justice*.

Using Libraries and Field Trips

The research pamphlet alerted us to documents held in the Pocumtuck Valley Memorial Association library. So, we decided to take a field trip with students during winter break to see some primary resources and to visit the house where Lucy Terry Prince lived in Historic Deerfield. The trip to the PVMA library was a "controlled step" in that we knew what we would find. Still, most of the students had never looked at a primary document and were thrilled to see what was probably Lucy's signature in an October 17, 1754 ledger account. Although we had arranged to examine documents related to Lucy Terry and 1750-1790 Deerfield, the students were drawn into the excitement of online database searches for their ancestors and familiar names from history. By watching the students explore the databases, we could see that they were already preparing themselves for the next phase.

Learning from Cemeteries

Later during winter break, Dot and I went to Brooks Memorial Library in Brattleboro to look

through their local history collection to see what was available about the Civil War era. There, we met two women who have spent most of their adult lives researching local history. They pointed us to all kinds of resources – publications, people, interesting sites, and some diaries. Dot decided to use two cemetery guides as a starting point. Because she didn't have time to locate the Civil War era people buried in the cemeteries, she turned the task over to some interested students. They are building a list of names from which classmates will make selections for independent, small group study.

Creating More the Next Time Around

When trying to use primary resources for the first time, teachers should not expect huge results immediately. Seemingly small steps, like looking at a primary document for the first time, leave lasting impressions. Thanks to the Internet, many significant documents are within easy reach.

Teachers along the Connecticut River watershed are beginning to use local primary resources to connect local history with American history. To make this easier, the Flow of History is working with historians to identify relevant documents, photographs, and artifacts in local collections. These primary resources are being used to prepare learning guides, and an online database of resources that we call History Harvest will be released in the spring of 2005.

Tips for Handling Primary Sources Safely

Documents:

Everyone handling documents should have clean, dry hands. Washing hands immediately before handling documents removes damaging oils.

Always use pencils when taking notes—never use pens or highlighters.

The adhesives on post-it notes can damage documents and photographs.

Try to handle papers as little as possible. When lifting a fragile document, slide it onto a file folder and handle the file folder instead.

Do not permit any food or drink in areas where collections are present.

Make copies in order to save wear and tear on particularly vulnerable items.

For your own safety, wash hands when you've finished touching old documents, especially if you have allergies to molds and mites.

Photographs:

Photographs can be easily scratched and the oils from our hands can harm the image. Never place anything (even a piece of paper) on top of a photograph.

Always wear cotton gloves when handling them.

Use both hands, rather than picking them up by an edge or corner.



Dot looks on as three six graders examine documents provided by the librarians at Pocumtuck Valley Memorial Association in Deerfield, Massachusetts.