

**Book Study Group:
Spring 2005
*The Civil War: A View
through many perspectives***

Who: Teachers of grades 3-10 in VT and NH schools along the Connecticut River Watershed.

What: Local book study groups, to look at the Civil War through many perspectives. Readings mix adult non-fiction, juvenile fiction, and related primary documents.

Adult selections are based from a new book entitled *Freedom*, with supporting primary documents and short essays by noted scholars.

Juvenile selections include *The River Between Us*, *The Land*, and *Meet Mildred Taylor*

When: March 2, March 16, April 6, April 27, 2005

Where: St. Johnsbury, White River Junction, Brattleboro.

This study group is being offered by the Flow of History, a non-profit history education network with funding from the US Department of Education, Teaching American History initiative. Books will be provided.

Modest stipends for participation and certificates for re-licensing are available. For more information, e-mail Fern Tavalin, Tavalin@sover.net.

To register, call Southeast Vermont Community Learning Collaborative (802.257.8600) or e-mail Heather Taylor, flow@learningcollaborative.org.

CIVIL WAR BOOK DISCUSSIONS FOR EDUCATORS

The Flow of History will begin its spring book discussion series on Wednesday, March 2 in three Connecticut River locations: Brattleboro, White River, and St. Johnsbury. The topic for this spring will be *The United States Civil War: A Look through Many Perspectives*. Four sessions will be held, currently scheduled for March 2, March 16, April 6, and April 27th.



Members of the Colonel Greenwood Post No. 90 branch of the Grand Army of the Republic pose in Putney, Vermont in a photo dated before 1904.

Beginning with a look at the Civil War as it related to the Connecticut River Valley, participants will read primary source documents including town records, letters, and newspaper articles. The second session will use the founding of Georgia colony and its history through the Civil War as a case study to understand the complex relationships that fostered slavery in America. *Freedom*, a compelling narrative written by Michael Thurmond, will be combined with two selections of juvenile fiction. Session three will focus on the Battle of Gettysburg through the eyes of photographers, women, and a soldier from Tunbridge, VT. The book series will end with a consideration of Reconstruction through an historical overview by Eric Foner, a young adult novel written by Mildred Taylor entitled *The Land*, and a juvenile biography about Mildred Taylor that connects her writing to personal experiences in the Civil Rights Movement.

The Flow of History has sponsored book discussions for the past two years. Each series has widened the number of participants.. There are now 6 groups in different regions of Vermont and a new Teaching American History grant will spread the discussions to New Hampshire river towns. When asked how to explain the power of Flow of

History's text-based discussions, one teacher responded, "Don't try. Go for the full conversion experience. I don't think it is as simple as 'explaining the power of text-based discussions to other teachers.' I really do think that it is essential to have teachers practicing the methods of this kind of discussion with other teachers, taking it back to their own classrooms and trying it out, and then reflecting on their classroom experiences."

Educators from Vermont and New Hampshire are welcomed to join the book group. Books are provided. Those who attend all four sessions and write a final reflection will receive a \$100 stipend as well. To register, call the Southeast Vermont Community Learning Collaborative at their toll free number (1.866.889.0042) or e-mail Heather Taylor, flow@learningcollaborative.org.

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- Articles about a variety of topics**
www.civilwarnews.com/archive/archive.htm
 - The American Civil War Homepage**
sunsite.utk.edu/civil-war/warweb.html
 - Civil War Women**
scriptorium.lib.duke.edu/women/cwdocs.html
 - Maps**
memory.loc.gov/ammem/gmdhtml/gmdhome.html
 - Civil War Website Model**
www.hstg.org/SiteTree/index.cgi/231
 - Civil War Archive with Regimental Histories**
www.civilwararchive.com/files.htm
 - Louisiana State University Civil War Index**
www.cwc.lsu.edu/
 - U.S. Colored Troops**
www.coax.net/people/lwf/data.htm
www.civilwararchive.com/unioncol.htm
 - Hospitals, Surgeons, Nurses**
www.civilwarhome.com/hospitalsurgeonsnurses.htm
 - Civil War Medicine**
www.civilwarhome.com/civilwarmedicineintro.htm
www.library.vcu.edu/tml/bibs/cwmed.html#surgeons
 - Cyndi's MASSIVE Index List**
www.cyndislist.com/cw.htm
 - In The Classroom with Ken Burns**
www.pbs.org/civilwar/classroom/index.html



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RESEARCHING LOCAL CIVIL WAR SOLDIERS

By Jennifer Boeri-Boyce

School: **Hartford Memorial Middle School**

Grade: **8**

Est. Length: **2-5 weeks**

Time Period: **1861-1865**

OVERVIEW: For young people, past events seem distant. Since Vermont is too far away from tangible places associated with the Civil War to visit on a field trip, I wanted my students to find local people, homes, businesses, and other locales that they could visit and thereby connect themselves to the past. Using town histories and documents, census data, the Internet, and our school library, students researched individual soldiers from our town who fought in the Civil War. This enabled students to connect national issues with local people, places, and events.

PROCEDURES:

1. Find a list of soldiers who enlisted from your town and select a group for your students to research.

We discovered a list of Civil War soldiers by reading the town history and going to the town offices to look through their files. Working with a local historian or visiting the local historical society is very helpful and can save you a lot of time.

a When choosing soldiers, identify individuals who might have current local connections, such as names of students in your class or recognizable place names. Also, pick soldiers from different regiments, ranks, and duties to ensure a variety of possible research topics. Finally, select soldiers who can be found in the census, thereby ensuring at least some immediate connection between soldiers and the census activity described below.

b At this point, there are three other sources to explore: **First**, it is helpful to do a quick check of the town's vital statistic information. Can you find birth, marriage, and/or death information on any of the soldiers? Such data will be helpful for you and students later on.

Secondly, does your town have burial information for some or all of the cemeteries? An inventory of where soldiers are buried might help you choose a certain soldier.

Finally, tell your students about this upcoming project. Ask if any of them have letters, documents, stories, etc. related to your town and the Civil War? Perhaps a student would be willing to write a letter to the editor of the local newspaper asking for help in finding out more about your town's history. Tons of information is out there! Much of it will be very helpful.

c Once this preliminary exploration has been completed and the soldiers chosen, organize students into pairs and then give them a soldier to research.

2. Use the 1860 Vermont census data for your town. (two or three 45 minute periods) Census data for individual Vermont towns is available either by finding and making photocopies or by going online. The online version requires getting (and perhaps paying for) a password and permission from the Vermont Historical Society.

a Working with a partner, have students look at the census as a whole. Ask: "What do you notice?" Share and discuss answers.

b Have students work together to complete the NARA written document form. (www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html) While this is very basic, I've found that 8th graders have little knowledge of documents like the census. This form makes them look at the census carefully and make some basic assumptions about who and why this was done every ten years.

c Once this sheet has been completed and gone over together, it is time for some larger questions. Example questions: What do we learn about our town by looking at our census? Who lived here? What different kinds of people, jobs, lifestyles, etc. were there in 1860? Was there a significant African-American or Native American population? How can you tell? What did women do? Who lived together? What impact do you think the war had on this community? Depending on what your students notice and how detailed the census taker was, you can form individualized questions for your town. The census can provide insight to all kinds of social, political, and economic history.

d At this point, handing out copies of the Beers Atlas map of your town is helpful. Students can then take names from the census and find them on the map. In some cases, you might be able to follow the census taker's path as he/she went from house to house. For students whose soldier is in the census, they should be able to find where he lived. Remind these students to document this information because it will be helpful later in their research.

e Make sure you allow time for your students to simply peruse and wonder over the map and census.

3. Research individual soldiers, their role in the community and in the Civil War.

(At least five 45 minute periods)

a To find out more about their individual soldiers, have students begin with the web site "Vermont in the Civil War" (vermontcivilwar.org). This site has basic service information about every soldier. Some students will find more detailed information about their person, perhaps even a photograph. For those students who only find enlistment data, for every regiment there is a chronology of when, where, and how each

Continued on page 7

participated in the war. Thus, if students can't research the soldier himself, they will be able to focus on the regiment's activities instead. Another possibility would be to focus on daily life of a certain duty, role or position within the army, such as a surgeon or drummer boy. In this type of situation, students can extrapolate their individual soldier's experience without specific primary documents.

b During this research phase would also be a good time to bring students in very small groups to the town offices to look for vital data (of course call and make arrangements ahead of time!) Your preliminary research or the help of a town clerk or historian will save time. While visiting the offices, students can use primary resources such as birth, marriage, and death records, town meeting notes, tax information, etc. Some or all of this data can really create a picture of a whole person who spent part of his life as a soldier.

c Of course, much of the students' research will be done in the school library using what primary and secondary sources are available. The chart that accompanies this article shows some good online resources. Remember, the overall purpose will be for students to link local individuals with the national events they participated in during the Civil War.

4. Visit related places in your town.

(1-2 hours)

a After looking at the Beers Atlas map of your town, reading a town history, and finding cemetery listings, you should have enough information to choose a few places to visit. Taking a two-hour bus or walking tour is fun and gives students an opportunity to see places they are already familiar with in a new light. Choose a cemetery. Find the gravestone of a Civil War soldier and read a poem by a Vermonter or someone famous like Walt Whitman. Have students do a grave rubbing (with permission from your local cemetery association). Stop by a home that you know a certain soldier lived in and discuss his life and participation in the war. Perhaps read a letter written by him or another Vermont soldier. Visit the train depot and discuss who and what departed and arrived from that very spot. Stop at a church or parsonage where a ladies aid society collected bandages or other items to send to the U.S. Sanitary Commission. Make the direct connection for your students. Allow them to touch, see, feel, and listen to the history of their town. Take pictures that you can post in your room.

b Creating a "tour" or quest of the sites you visit could be another fun activity. Once you have visited the sites, go back to the classroom and ask students to create a tour brochure and/or a quest using riddles that will teach others about their town and the Civil War.

5. Bring it all together and present it to the class and possibly the public.

(Allow at least five days after completing research to create the final product)

a After all of the research has been done, have the students put their information into a final product. Posters, power point presentations, web sites, scrapbooks, or display boards could

show a timeline of a person's life or time as a soldier, a family tree, the daily life of a surgeon, the places in town that are related to a soldier, a soldier's participation in a particular battle, etc.

b In addition, students should show how their research was conducted. In a notebook students could include a bibliography, their notes, and/or a process paper describing their work over the last few weeks.

c On the day the project is due, ask students to present their work orally for the rest of the class. For a more public forum, organize an evening Civil War Fair, in which all the work is displayed and parents, teachers, and community members (especially the historical society and town clerk) are invited. If you have also created a tour or quest, have students act as guides and lead the adults on the trip through town.

Standards of Learning:

Communication Standards:

1.8 Writing Reports

1.18 Information technology/literacy: Research

1.20 Information technology/literacy: Communication of data

Personal Development Standards:

3.10 Relationship: teamwork

History and Social Science Standards:

6.1 Investigation and Critical Evaluation: Causes and Effects in Human Societies

6.2 Uses of Evidence and Data

6.3 Analyzing Knowledge

6.4 History: Historical Connections

6.5 Traditional and Social Histories

6.6 Being a Historian

6.18 Conflicts and Conflict Resolution: Nature of Conflict

JEN'S LIST OF IMPORTANT URLS FOR THE CIVIL WAR PROJECT

There are many web sites about the Civil War. The pages listed here are just a sample.

The Best Site for Vermont in the Civil War

www.vermontcivilwar.org

Heritage Quest Census Data: (You will need to subscribe to use this site)

www.vermonthistory.org/library.htm

Vermont Letters

www.vermonthistory.org/educate/cwletter/cwletter.htm

Civil War Hemlocks

www.pshift.com/vtcwarhemlocks/

Civil War Manuscripts at Vermont Historical Society

www.vermonthistory.org/civilw.htm

National Park Service Sailors and Soldiers List

www.itd.nps.gov/cwss/

Civil War Battles

americancivilwar.com/statepic/index.html

Andersonville Prison

www.censusdiggins.com/prison_andersonville.html

Diary from Andersonville

www.andersonvillediary.com/

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FINDING CIVIL WAR RECORDS IN YOUR COMMUNITY

By Sarah Rooker

More than 34,000 Vermonters served in the Civil War. Over 5,000 died in action or of wounds or disease. The war touched every community and today evidence remains for exploration and interpretation. A walk through your community's cemetery is a testament to those who served.

Frequently the graves of Civil War soldiers are marked with "G.A.R." which stands for "The Grand Army of the Republic." The Grand Army of the Republic was an association of veterans of the Union Forces formed in 1866. Sometimes these gravestones will give you a hint as to where the soldier died such as "in Andersonville Prison" or "died at Gettysburg." Sometimes towns keep lists of veterans buried in the local cemeteries. Students can either begin or end a research trip to the cemetery using a form to help them gather information on the soldier's birth and death dates as well as cause or location of death.

Town records can also provide a window into a community's experience of the Civil War. For instance, in Woodstock there is one big book of town meeting records that includes the war years. Minutes for each meeting are recorded. Accompanying the town meeting records are printed booklets containing the Annual Reports of the Selectmen. The Selectmen's reports detail how they recruited soldiers, how much it cost to transport them, and how much the town cooperated with calls for uniforms, medicines, and other items.

The records reveal that throughout the war years, the voters of Woodstock struggled with how to recruit enough men to fill the Town's quota of soldiers. At first they voted to provide a bounty of \$50 for each recruit but by the end of the war they were paying \$300 to each recruit. In each case they also authorized the town to borrow the money needed for the bounties and other expenses. The town's debt rose from \$242.97 in 1862 to over \$44,000 in 1865. Taxes rose accordingly.

Sometimes one can find moving expressions of patriotism in the town records. In 1862 voters at Woodstock's town meeting resolved:

that at anytime hereafter, should any person be sound sympathizing with rebellion, or in any way exulting at the discomfort of our arms, should such person receive a "pretty considerable" ducking in a frog pond, we will not interpose any objection, or interfere in any way in the dispensation.

Other sources for studying the Civil War can be found in the newspapers. By the 1830s many of Vermont's towns had their own newspapers. Check your local library, Dartmouth College, the Vermont Department of Libraries, or the University of Vermont for lists of newspapers on microfilm.

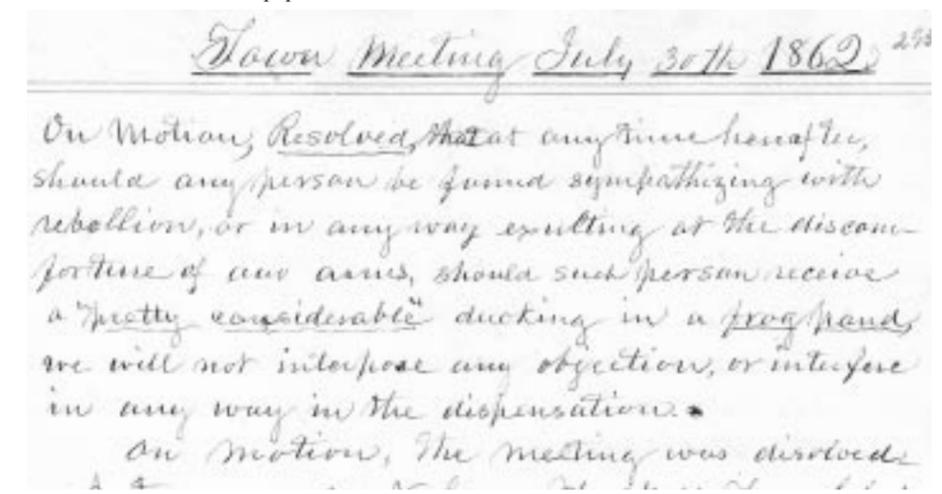
The Vermont Standard, provides much on Woodstock's (and surrounding towns') experiences in the Civil War. The first pages of the newspaper record national news—you can find the Emancipation Proclamation, battle news, and news of Lincoln's assassination. Further into the paper are more local items such as lists of local men drafted, wounded or killed, reports of ladies' work in provisioning the soldiers, and pleas for volunteers. The last page of the newspaper contains advertisements.

Your local historical society or library may have letters and other papers of Civil War

At first they voted to provide a bounty of \$50 for each recruit but by the end of the war they were paying \$300 to each recruit.

soldiers. The Vermont Historical Society holds over 4,000 Civil War letters. A personal and motivating way to connect your local community to the national story is by tracing the experiences of a local soldier. Begin by examining lists of soldiers in your town history, your cemetery list, or in your town records. Then find out which regiment the soldier was assigned to—sometimes this is included on the list. The Vermont in the Civil War website will let you look up soldiers by either name or town. Regimental histories are also online at the site, so you can begin to track where your soldier fought.

Through these local sources, it is possible to trace Lincoln's call for 300,000 men in the paper, to a special town meeting warrant to vote on a bounty for volunteers, to town reports listing the names of volunteers, to the newspaper lists of the wounded and dead, to the soldiers' experiences. A trip to the local cemetery will bring it all together.



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July 18, 1863

Town Meeting

Tried to get town to pay \$300 bounty, motion dismissed.

August 12, 1863

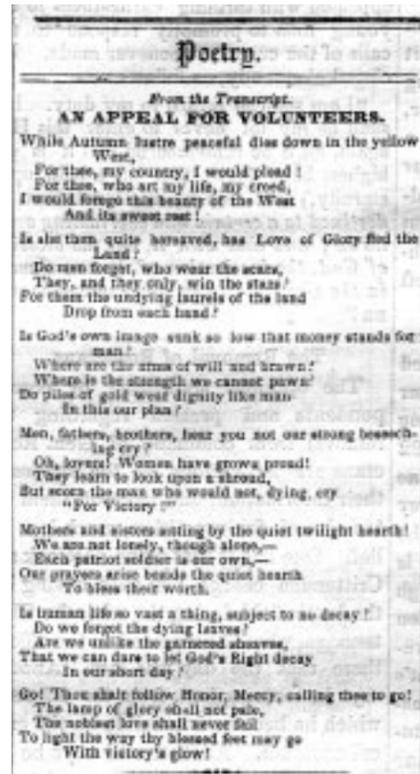
Town Meeting

Resolved to pay a bounty to those drafted.

October 30, 1863

Vermont Standard Newspaper

Poem: Appeal for volunteers



November 27, 1863

Town Meeting

Resolved to pay a \$300 bounty to men who answer the latest call for 300,000 men

December 14, 1863

List of Articles sent by the Ladies of Woodstock to the N.E. Women's Auxiliary Association, a branch of the U.S. Sanitary Commission.

November 21, 1863

18 flannel shirts.

22 pair drawers.

4 dressing gowns.

24 pair woolen socks.

1 pair pillow cases.

1 cotton shirt.

1 pair flannel drawers.

12 pocket handkerchiefs.

14 comfort bags.

1 bundle old linen.

1 do. lint.

A large number of periodicals, books and newspapers.

4 gallons pickled cabbage.

52 lbs. dried apple.

8 lbs. dried currants.

4 cans, 1 jar and 7 bottles preserved fruit.

1 bottle of Wine

1 large can dried beef.

All the flannel and cotton, 12 pair of socks, and the express charges, were paid for with money obtained by the five cent contribution, so we see that "every little helps." And the young ladies who have been so faithful in collecting it, must not be discouraged, even though they should meet with an occasional rebuff. But we can hardly think any one unwilling to contribute this mite, amounting in all to 60 cents a year. The pleasant thoughts that remain with us after doing what we can for the poor sufferers in our hospitals.

January 29, 1864

Vermont Standard Newspaper

—the selectmen of Woodstock have warned a town meeting for the 6th day of February to see if the town will offer a bounty, and if so how much, to volunteers to fill the deficiency under the draft and also to volunteers for the old regiments. The deficiency of this town is stated in General Order No. 8 to be 10, but 4 of these have already enlisted in the Seventeenth. Other towns are doubtless similarly situated.

—Almost a mutiny occurred at Brattleboro on Saturday last, when the colored soldiers were ordered to leave for their regiment, in consequence of their not having received any government bounty. They expected throughout to be treated in this respect the same as white soldiers, especially as they counted on the quota. That they were not so treated is a burning shame, which Congress ought to right without a moment's unnecessary delay. There is no good reason under

heaven why, if they are accepted as soldiers, negroes should not receive the same pay as whites.

February 6, 1864

Town Meeting

Resolved to pay \$300 to those who help fill the deficiency of the draft and who answer the call for 500,000 men.

March 7, 1865

Annual Reports of the Town Officers

Cash paid in obtaining recruits and pertaining to soldiers:

Total: \$257.21 Selectment expenses included recruiting soldiers, revising militia rolls; drafting and notifying men drafted; collecting guns and boxing same for quartermaster;

Bounties/Recruits were being paid \$200 - \$500

Some were re-enlisting, some were paying for substitute. \$350 for a substitute

68 men 113 naval recruits

Borrowed for soldier's bounties: \$26185.72

Total debt: \$44,221.16

Total debt in 1864: 18,892.97

To pay the entire indebtedness of the town and estimated expenses as above (\$47,394.38) it will require a tax of about 325 cents on a dollar. A tax of 200 cents on the dollar will pay the expenses and reduce the debt to about \$18,000. A tax of 25 cents will a trifle over pay the current estimated expenses.

April 14, 1865

CROWNING VICTORY!

SURRENDER OF

GENERAL LEE!!

April 21, 1865

Vermont Standard Newspaper

HORRIBLE TRAGEDY

Assassination of

THE PRESIDENT

Our big gun, a brass six pounder all mounted, arrived on Saturday last, and on Monday at 12 o'clock a salute of fifty guns was fired on the Park east of the Episcopal church. At the same time all the bells were rung, and our citizens were generally out congratulating each other over the glorious news of the surrender of Lee and his army.

RECORDS SHOW WOODSTOCK FULFILLS WAR OBLIGATIONS

Primary source documents courtesy of the Woodstock Historical Society and the Town of Woodstock

It's easy to relegate American history to the pages of a textbook, filled with facts and figures. Few people know that the common records kept in our town halls, libraries, and historical societies can bring this history alive and vividly show the impact that significant events have had on our daily, local lives.

With help from the Vermont Historical Society and two middle school teachers, Flow of History is assembling a primary source kit about the Civil War in the Connecticut River Valley. The kit will include a teacher's guide, 4 - 5 groups of artifacts, background reading materials, books, maps and other visual aids, and a CD of music. Artifacts include an archival box of town records representing a case study of one town's experiences in the Civil War; a haversack of artifacts and letters revealing a soldier's experiences

on the battlefield and in camp; and a package from the Soldier's Aid Society with primary sources relating to the women's role in supporting the war.

Participants in the spring book group will have the opportunity to field test some of the draft pieces before the kit appears in final form next September.

Enjoy the sneak preview of some of the primary source materials shown in this issue of the Flow of History newsletter!

Timeline

May 3, 1861
Vermont Standard Newspaper
Song "We are Going South"

May 25, 1861
Town Meeting
Resolve to pay soldier expenses for clothing, equipment.

June 7, 1861
Vermont Standard Newspaper
An Appeal from the Medical Board

TO THE LADIES.—We call upon you for more aid. You have already given what you love the most—your husbands, sons and brothers, with your own hands buckled on their armor, and by your own courage and devotion kindled high and noble zeal in the breasts of those sent forth. Much more remains to be done and will continue a duty and obligation while our soldiers remain in the field, in the way of supplying essentials in the Camp and Hospital. Much will revolve upon private individuals to prevent suffering among our brave boys, which can be accomplished only by "Relief" organizations, intelligently constituted and ordered for a combination of efforts and results.

June 14, 1861
Vermont Standard Newspaper

The ladies of our village have been busily engaged for some days in making hospital garments in accordance with the specifications published by the Medical commissioners.



Yesterday (Wednesday) they met in a body at the Town Hall and labored through the entire day.

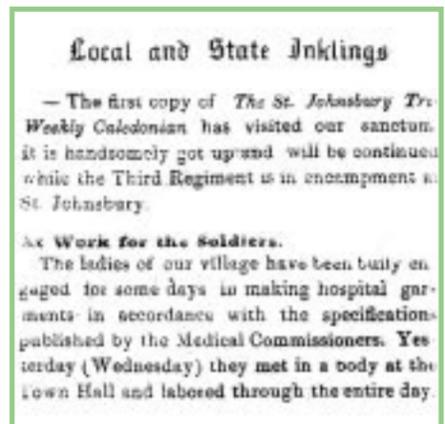
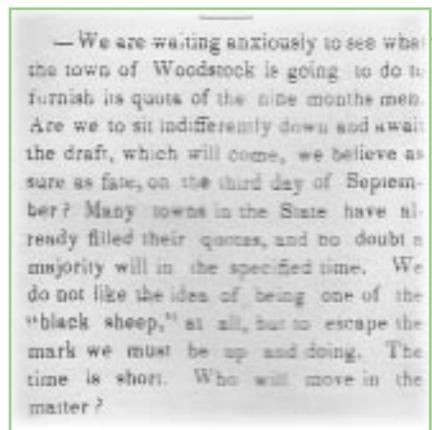
March 4, 1862
Annual Report of the Selectmen and Auditors
Orders drawn for the soldiers benefit \$477.74 includes boarding soldiers; rations; transportation; goods for hospital stores
Town debt: \$242.97
Total Town Expenses: \$3516.19
Tax: 26 cents

July 30, 1862
Town Meeting
Town to pay \$50 bounty for up to 50 recruits

August 22, 1862
Vermont Standard Newspaper
—The quota of this town of the twelve hundred men to complete the quota of the State, under the first call of the President, now lacks but eight men of being full. Lieu. Dike is diligently at work and will soon complete the roll.

—We are waiting anxiously to see what the town of Woodstock is going to do to furnish its quota of the nine months men. Are we to sit indifferently down and await the draft, which will come, we believe as sure as fate, on the third day of September?

Many towns in the State have already filled their quotas, and no doubt a majority will in the specified time. We do not like the idea of being one of the "black sheep," at all, but to escape the mark we must be up and doing. The time is short. Who will move in the matter?



September 2, 1862
Town Meeting
Resolved to purchase cloth for ladies to prepare hospital supplies.

September 4, 1862
Town Meeting
Resolved to pay a \$100 bounty to answer call for 300,000 men.

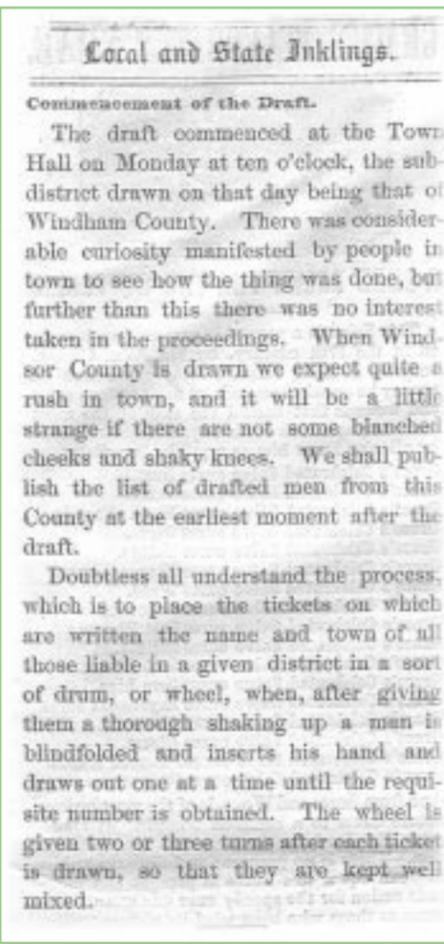
March 3, 1863
Annual Report of the Selectmen and Auditors
Bounties to the amount of \$7150 paid. Shows receipts for goods purchased for hospital goods.
Lists costs for recruiting soldiers
Lists 99 men enlisted for 3 years
Lists 55 men enlisted for 9 months
Borrowed the \$7150
Borrowed from N. Cushing for bounties: \$1850
Borrowed for soldiers' bounties of Bank: \$4,000
Borrowed for soldiers' bounties of Ira Kendall \$1300
Total borrowed for bounties: \$7150
Total town debt: \$134.95
Total expenses: \$3737.17
Tax: 27 cents on the dollar of the grand list, or a tax of 40 cents on the dollar

June 17, 1863
Vermont Standard Newspaper
Commencement of the Draft
The draft commenced at the Town Hall on Monday at ten o'clock, the sub-district drawn on that day being that of Windham County. There was considerable curiosity manifested by people in town to see how the thing was

done, but further than this there was no interest taken in the proceedings. When Windsor County is drawn we expect quite a rush in town, and it will be a little strange if there are not some blanched cheeks and shaky knees. We shall publish the list of drafted men from this county at the earliest moment after the draft.

Doubtless all understand the process, which is to place the tickets on which are written the name and town of all those liable in a given district in a sort of drum, or wheel, when, after giving them a thorough shaking up a man is blindfolded and inserts his hand and draws out one at a time until the requisite number is obtained. The wheel is given two or three turns after each ticket is drawn, so that they are kept well mixed.

June 17, 1863
Vermont Standard Newspaper
Town Meeting
The selectmen having been petitioned by the requisite number of free-holders have called a town Meeting on Tuesday, the 28th of July, at 3 o'clock, to see if the town will vote to pay



three hundred dollars for each man drafted from the town and thus clear all from liability under the draft. This is intended for mischief and can result in nothing else, and we regret that any move of the kind has been made. The town is already saddled with a heavy debt incurred last year in paying bounties, and this is no time to increase liabilities, but this is not the most of it; we regard all such movements as without any authority of law and intended to cripple and embarrass the government in its efforts to procure men. Let the voters of the town come out on the day named and put this thing down.

June 26, 1863
Vermont Standard Newspaper
We are requested to remind those who subscribed to the soldier's bounty fund last year that the boys will be home in a few days and will want their money. The subscription book is at the Bank, where the money will be received.

July 24, 1863
Vermont Standard Newspaper
The Draft for Windsor County
The draft for Windsor County took place at the Town Hall in this village, on Wednesday afternoon. The hall was full of people and very quiet throughout the proceedings, excepting a little applause occasionally as some well known name was drawn from the wheel. We give below the list of conscripts arranged by towns.



Troops of the 3rd Vermont Regiment muster at Camp Baxter in St. Johnsbury, Vermont in 1861. Photo courtesy of the Vermont Historical Society.