

*FRIENDS OF
FORT ATKINSON*



*VOLUNTEER
HAND BOOK*

www.fortatkinsononline.org

UPDATED SPRING 2008

Table of Contents:

Part I- MEMBER INFORMATION.....	4-17
(1) Letter from Superintendent.....	4
(2) How to become a member.....	5
(3) Organization By-Laws.....	6-9
(4) Rules of Conduct.....	10
(5) Black Powder Safety.....	11
(6) Guidelines for interpreters.....	12
(7) Checklist for Interpreters.....	13
(8) Basic Uniform & Equipment list.....	14
(9) Information on Fort Atkinson	
(a) Time line.....	15-16
(b) Building rebuild dates.....	16
(c) Potential Reading Materials.....	16
(d) 6 th US Infantry Occupations of Soldiers.....	17
Part II: INTERPETIVE TECHNIQUES.....	18-25
(1) Interpretive Techniques.....	18-19
(2) Visitors & Interpretation.....	20-23
(3) Persona Worksheets.....	24-25
Part III: CLOTHING.....	26-55
(1) Uniform Equipment Guide	
(a) Artillery.....	26
(b) Rifle Regiment.....	27
(i) Source list.....	28-32
(c) 6 th Regiment of infantry.....	33
(i) Source list.....	34-39
(2) Men's Clothing Information	
(a) Footwear.....	40
(b) Trousers.....	40-41
(c) Shirts.....	42-43
(d) Enlisted military Waistcoat.....	44-45
(3) Women's Clothing Information	
(a) Women's Clothing & Ft. Atkinson.....	46-47
(b) Women's Accouterments.....	47
(c) Footwear.....	48-49
(d) Fabric Tips.....	50-52
(e) Sources.....	53-55

Table of Contents (cont):

Part IV: VOLUNTEER ACTIVITIES.....	56-62
(1) Children’s Activities	
(a) Games.....	56
(b) Tongue Twisters.....	57
(c) Period Riddles.....	57
(d) Books.....	57
(e) Nursery Rhymes.....	58
(2) Music	
(a) Yankee Doodle Dandy.....	59
(b) Pretty Maids All in a Row.....	59
(c) The Star Spangled Banner.....	59-60
(d) Hail Columbia.....	60-61
(e) The Linnet.....	61
(f) Crazy Jane.....	61
(g) The Washing Day.....	62
Part V: ARTICLES.....	63-83
(1) The Future of living history – William Gwaltney.....	63-69
(2) Fort Atkinson 1819-1827 An Historical Evaluation – Virgil Ney..	70-73
(3) Soldiers as Farmers – Army agriculture in the Missouri Valley 1818-1827.....	74-81
(4) Sample Court Martial – June 3, 1824.....	82-83
Part VI: TIMELINE.....	84-99
(1) Fort Atkinson Timeline – A history of events of the period with emphasis on the Fort – compiled and edited by Douglas Scadin	



PO Box 240
Ft. Calhoun, NE 68023-0240
402 468-5611
Fort.Atkinson@ngpc.ne.gov
www.outdoornebraska.org

You have just become part of a very unique organization. The main focus of FOFA is the accurate portrayal of this 1820's era military post with all of its varied aspects. The remoteness and location of this site forced the inhabitants to be self-sufficient. With the large scale agricultural activities, exploration of the region and regular military duties the troops were kept busy.

As you proceed into this organization we hope that you will avail yourself of the vast knowledge within the group and the site staff. Asking questions of others is one of the best ways to gather information and is encouraged. The library in the Harold W. Andersen Visitor Center contains a large amount of original, transcribed and textual material that we hope you will take advantage. Research is the foundation of the interpretation of the facility and site staff can assist you in that endeavor. Some of the books in the library are able to be checked out, while the original source material must be read in the Visitor Center. Again another source of information is your fellow interpreters, many of this group has expertise in a vast array topics pertaining to the site and its time period.

I do wish to impress upon you that as a site interpreter you represent this site, the Nebraska Game & Parks Commission and the State of Nebraska along with the Friends of Fort Atkinson. Visitors are the reason for the existence of this Park and therefore are to be treated with respect and at no time should you ever give out information of which you are not certain. Foremost we wish the interpretive experience to enjoyable and educational for both you and the visitor.

If you have questions that the staff can assist you with feel free to contact us. Thank you for showing interest in what we are doing here at Fort Atkinson State Historical Park.

John Slader, Superintendent

HOW TO BECOME A MEMBER

Membership Process as officially enacted by the
Friends of Fort Atkinson - Council of Administration.

To become a full member living history interpreter of the Friends of Fort Atkinson (FOFA), there are certain requirements that must be met.

- Interview with park superintendent. Superintendent then recommends to FOFA Council of Administration (COA) if to continue with membership process.
- Fill out an application form.
- All prospective members must pay their dues just like all members.
- If recommended by the park superintendent to continue membership process, the prospective member is then on a probationary status for one (1) full year from date of application, or attendance of four (4) full events [a full event is considered to be two days], whichever is longer. During participation in these events, you will be observed and mentored in presenting your impression and interpretation.
- Pass a written test covering basic knowledge of the history of Fort Atkinson within your probationary period.
- Interview with area representative. Representative then makes a recommendation to, and membership is reviewed, by the FOFA COA.
- The COA makes recommendation to, and probationary members interviewed by, park superintendent.

Upon approval/recommendation by Park Superintendent, probationary members are then accepted for membership in the FOFA once their probationary period is completed, and become full fledged living history interpreters at Fort Atkinson SHP.

ORGANIZATION BYLAWS

I. NAME AND PURPOSE

- A. The name of the organization shall be the Friends of Fort Atkinson.
- B. The Friends of Fort Atkinson will coordinate volunteer efforts and activities to preserve and present the history and heritage of Fort Atkinson in the most accurate, educational and enjoyable manner possible for both participant and visitor.

II. MEMBERSHIP

- A. The Friends of Fort Atkinson shall have regular members, who may be referred to simply as “members.” Membership status shall be obtained by completing a membership application, and by the paying of regular dues. All members will be entitled to the rights and privileges of membership.
- B. To become a member, the applicant must complete and submit a membership application to the Friends of Fort Atkinson. In lieu of a membership application, the applicant may write a request for membership.
- C. Dues will be payable on a yearly basis. The dues structure shall be determined by the Council of Administration as necessary to facilitate the operations of the Friends of Fort Atkinson.
- D. All members of the Friends of Fort Atkinson shall have the option to terminate their membership at any time the member wishes to exercise this privilege. The member should submit a termination notice to the Friends of Fort Atkinson in writing.
- E. A member of the Friends of Fort Atkinson may be terminated from membership for conduct unbecoming said member, but only after a thorough investigation of such conduct or matter, and only then after a unanimous vote of the Council of Administration. A member terminated under this section may not be reinstated to membership until the next general meeting of the Friends of Fort Atkinson, and then upon a majority vote of the members present.
- F. Each member in good standing shall be entitled to one (1) vote on each matter submitted to a vote of the membership. Household or family memberships shall be allowed two (2) votes.

III. OFFICERS AND DUTIES

- A. The officers of the Friends of Fort Atkinson shall consist of a Council of Administration (COA) to be made up of five (5) voting members nominated from the body at large, with the consent of the nominees, without regard to specific areas of interpretation.

In addition, the COA will also provide for two (2) non-voting advisory positions, one (1) each from the following areas:

Game and Parks: Superintendent or Assistant Superintendent

The Fort Atkinson Historical Foundation: a foundation representative not already serving in a volunteer council member position, to be selected by the Foundation membership.

B. A Chairperson will be chosen by and from the voting Council. Duties and responsibilities include, but are not limited to: preside at all COA meetings, construct meeting agendas from volunteer suggestions and concerns, coordinate event schedules and/or institute subcommittees for same, etc.

C. A Secretary will be chosen by and from the voting Council. Duties and responsibilities include, but are not limited to: record meeting minutes, copy and provide information for newsletters and/or fliers, maintain updated lists of volunteers and mailing lists, filing applications, etc.

D. A Treasurer will be selected by and from the voting Council. Duties and responsibilities are, but are not limited to: receive and disburse all funds as directed by the COA, maintain all accounts of the Friends of Fort Atkinson, as well as provide account information. Such accounts, books and records of the Friends of Fort Atkinson shall be kept substantially, as are similar books in similar organizations. Any member in good standing shall have the right to inspect the books of the Friends of Fort Atkinson, at any reasonable time.

IV. PURPOSE AND RESPONSIBILITIES OF THE COUNCIL OF ADMINISTRATION

A. Determine the standards and guidelines of interpretive quality. This will include, but not be limited to, the documentable historical accuracy of clothing, equipment, accouterments, furnishings, persona and interpretive techniques.

B. Develop standards of public conduct and etiquette, using suggestions and references from volunteers, other living history programs and simple common sense.

C. Plan and coordinate workshops, seminars and the on-site living history program, including daily schedules to improve visitor utilization and understanding. The COA may also provide information for off-site presentations. All off-site presentations and interpreters representing the Friends of Fort Atkinson must follow the policies of the COA.

D. Institute and periodically update a volunteer handbook, to inform members of policy, and to instruct in the interpretation of the Fort Atkinson site.

V. ELIGIBILITY AND TERMS OF OFFICE

A. Voting members must have at least (2) years of interpretative experience at the Fort to be considered eligible for office.

- B. No voting council member may be related by blood, marriage, or other familial relationship, including significant other, to another member
- C. The Foundation representative must have been a Foundation member for at least two (2) years and not currently serving as a voting council member.
- D. The term of officers shall be 2 years, and that 3/5ths of the Council shall be elected each alternate year, with 2/5ths of the Council to be elected on each opposite alternate year.
- E. No limit is placed on the number of nonconsecutive terms served, however, no council member, other than the Treasurer, shall serve more than one (1) 2-year term, with a required hiatus of 1 year before an Officer can rejoin the COA
- F. Any COA member may be removed by a majority vote of the constituents represented by the member in question, or by a two thirds (5 of 7) majority vote of the full Council. This is the only instance when the normally non-voting council members vote. A council member may be removed on the grounds of conduct unbecoming, violation or neglect of duties, or violation of policies set forth by the bylaws of the Friends of Fort Atkinson, The Volunteer Handbook, or the Rules and Regulations of the State of Nebraska regarding the administration of Fort Atkinson SHP.
- G. Any vacancy, for any reason other than temporary absence, shall be filled by the nomination of another representative and a majority vote of the body. The replacement will complete the remainder of the vacant term without reflection upon future membership on the Council.
- In the event of a vacancy in the winter, the chairman shall be permitted to appoint a pro-tem council member for a period of not more than 3 months or until a regularly scheduled meeting shall occur, whichever first, or a special meeting of the membership of FOFA can be called to nominate and elect a replacement. This is to allow the COA to continue to function without interruption due to the 4 voting member quorum requirement of Art. VI. Para A.

VI. MEETINGS

- A. The Council of Administration shall meet monthly. A quorum of at least four (4) voting members of the COA is required.
- B. Four (4) affirmative votes are required to pass a resolution.
- C. Minutes will be recorded, kept on file and will be available to members within thirty (30) days of the meeting.
- D. A general membership meeting shall be held at least once yearly, and is to be separate and distinct from the meeting of the Fort Atkinson Foundation. This meeting is open to all members.
- E. Resolutions brought to a vote during the general meeting shall be voted upon by secret, written ballot, by the membership present.

VII. PROCEDURE TO AMEND BYLAWS

- A. Amendments shall be proposed by any member in good standing.
- B. Amendments shall be presented at a general membership meeting for consideration and discussion.
- C. All members shall be notified by the newsletter of proposed changes and the date when voting shall occur.
- D. Voting shall be at the next meeting, with passage based on a simple majority of members present.

RULES OF CONDUCT

- 1.) Use of vehicles is limited to existing roads outside of the fortification. Vehicles are not allowed at anytime on the parade ground without special permission from the park staff. **On living history weekends, during the hours of 9 a.m. to 5:30 p.m., use of vehicles is limited to paved roads and volunteer parking area only.**
- 2.) Please allow a maximum of fifteen (15) minutes to load, or unload. There will be plenty of time to visit and arrange your gear after you have moved your vehicle to the designated parking area.
- 3.) **Park vehicles in the volunteer parking area outside of the south barracks wall. Please park in such a manner as to minimize visibility of vehicles through the south gate. Do not block access to fire hydrants.**
- 4.) Use of alcohol, or drugs, on park grounds is prohibited by state law.
- 5.) Interpreters should not smoke, or eat, in view of visitors except as part of the interpretation. No smoking of cigarettes anywhere that may be viewed by visitors during interpretative hours. Dispose of cigarette butts properly; they should not be visible in fireplaces, spittoons, ashtrays, or on the ground. **Non-period foodstuffs must be kept out of site during interpretive hours.**
- 6.) Interpreters should not correct other interpreters, or staff, in view of visitors.
- 7.) Interpreters should be in proper period attire when on duty. No wrist watches, etc.
- 8.) Keep personal, non-period, items out of sight.
- 9.) Participants in living history activities, including period meals, must be in period attire.
- 10.) When cooking, or doing other living history activities keep plastic jugs, coolers and other modern containers hidden.
- 11.) Be careful about questionable conversations, or actions, as visitors may be just outside, or in the next room.
- 12.) Exercise extreme caution with fires, hot wax, lye, sharp tools and anything else that could cause injury to you, visitors, or property.
- 13.) Always put tools and other items away when finished using them. Anything left lying about has a tendency to grow legs and walk away.
- 14.) Always be sure that all fires are out, locks are locked and everything secured before leaving for the day.

BLACK POWDER SAFETY

Keep all black powder (cans, cartridges and powder horns) away from heat and flame. There will be no smoking of any kind while you are wearing, carrying, or handling of black powder.

Whenever we are firing (all firing at the fort will be strictly blanks), NEVER point your rifle/musket at someone. Especially during a tactical when everyone can get excited, keep track of where your muzzle is pointing. Aim above, below, or off to the side from someone, NEVER directly at them.

All firing of blanks will be without the paper down the barrel, unless specifically told otherwise.

Bullets (round ball or otherwise) are strictly forbidden. There will not be any cartridges with bullets or any bullets on your person at any time while interpreting at the fort. If a visitor wants to see a ball, send them to the Armor/Blacksmith shop, as they usually have some there. There may come a time when someone would like to demonstrate casting bullets (running ball). For a demonstration such as this, the demonstrator will not have any powder near the area.

NEVER load directly from the powder horn. If you're out of or not using cartridges, pour the powder into a separate measure, container, or your hand before pouring the powder into the barrel.

All rifles and muskets MUST have a hammer stall and flash guard. If you don't have a hammer stall, make one or talk to someone about obtaining one. If you don't have a flash guard, there are several catalogs that you can order one from. These two items are an absolute MUST. Nobody will fire a rifle or musket at the Fort without a flash guard, and nobody will drill, march, or carry a rifle at any event at the Fort without a hammer stall.

All rifles and muskets of **participating living history volunteers** must be inspected for safety. This will be done by taking the weapon to the Armor Shop or to the Sergeant in charge of one of the two military units for inspection.

All participants must take the Firearm Safety Course prior to handling weapons on site. This will be the responsibility of the Sergeants in charge of the two military units to insure that each man in their unit has completed the above training.

NO EXCEPTIONS to any safety rules.

GUIDELINES FOR INTERPRETERS

1. Be friendly, kind and infinitely patient with all visitors.
2. Speak clearly and distinctly, yet informally.
3. Establish eye contact with people.
4. Vary your interpretation to avoid monotony, and be flexible according to the group.
5. Know your subject and keep up on new ideas and new information.
6. Use comparisons. Translate facts into ideas that people can understand. If you use an unusual or technical word, make sure the meaning is understood.
7. Be honest. If you are asked a question that you do not know the answer to, you should say that you honestly do not know and will try to find out. Compliment the visitor on thinking of a question that we had not considered.
8. Keep up to date on up-coming events at the site. A visitor may wish to return at another time.
9. Enforce rules concerning visitors as graciously as possible. If needed contact site staff, use radios located in restroom area or Sutler Store or cell phones dial 402-468-5611
10. Be concerned for the welfare of the site and leave personal problems at home.
11. Don't express personal opinions on controversial subjects to the public, and do not publicly discuss the site's policies.
12. Use good taste in choice of language, stories and general behavior.
Use your judgment!
13. During the use of first-person, role-playing, break role to briefly answer 20th century questions, then return to role; 19th century questions should be answered in role.
14. Continue your activity if possible while talking to the visitor. Do not stop and give a formal interpretation, but do not ignore anyone either.

CHECKLIST FOR INTERPRETERS

Items to remember as you enter the front gate (and the 19th century):

1. Have I remembered to remove?
 - Wrist watch
 - Modern eyeglasses
 - Make up (for ladies)
 - Modern jewelry
 - Fingernail polish
2. Place all modern items in a period basket or bag and cover them with an appropriate cloth or linen.
3. Prepared my clothing for the 19th century?
 - No zippers, elastic, Velcro, etc.
 - Period footwear
 - No plastic buttons
 - Appropriate head wear
4. Are my accessories correct that I will use while interpreting?
 - Writing utensils, pencils, paper, etc.
 - Books
 - Sewing baskets, wallets, pipes, etc.
5. Now, enjoy 19th century Fort Atkinson interpreting!

Basic Uniform and Equipment Guide

For Beginning Military Interpreters

February 8, 1996

Updated March 2008

This list should serve as a guide to volunteers who wish to portray a general soldier or tradesman. It can also be used as a checklist while preparing to go to the Fort for a living history weekend. These items are the very basic items necessary to get started to portray a general soldier or tradesman at Fort Atkinson S.H.P. When you decide which particular regiment or type of soldier you wish to portray, there is a complete list of uniform and accoutrements for that discipline of soldier. These lists will also be published in future newsletters, however, they are subject to change.

For correct living history interpretations, items should be historically correct. This list isn't all inclusive. If you're not sure about something, ask. You'll get the answers you need, or direction to where you can. Anybody around the Fort will help, or at least direct you to someone who can.

- Military trousers
- Unbleached cotton muslin military shirt
- Grey wool forage/garrison cap, untrimmed
- Black leather neck stock
- Full black gaiters
- Haversack, buff linen or canvas
- *Tin cup and mess kit/plate
- *Knife, fork, and spoon
- *Flint and steel fire kit
- *Horn comb
- *Bone handle toothbrush (optional, enlisted may not have had a toothbrush)
- Brick Dust (Brasso)
- Blacking Ball (Black shoe wax)
- Housewife (sewing repair kit w/ spare buttons)
- Off white wool socks/stockings
- Jefferson bootees

* Item(s) available at Fort Atkinson Sutler. Proceeds from Sutler assist our living history program.

~ Required safety equipment.

INFORMATION ON FORT ATKINSON

- July 30, 1804** Lewis & Clark held council with Otoe and Missouri Tribes on or near this site.
- March 29, 1819** Missouri Expedition left Plattsburgh, New York
- October, 1819** Camp Missouri was established by Col. Henry Atkinson and troops of the 6th Infantry and the Rifle Regiment.
- June 12, 1820** After flooding, the Garrison moved to the top of council Bluff, named Camp Council Bluff.
- June 1820** David Meriwether, assistant to Sutler John O'Fallon, a negro youth and 17 Pawnees set out for New Mexico. Meriwether was seeking a wagon route to Santa Fe. Captured and imprisoned by the Mexicans, Meriwether returned to the Council Bluff in March 1821.
- January 5, 1821** Named Fort Atkinson by order of Sec. of War John C. Calhoun.
- Spring-Summer 1822** The second Ashley-Henry party passed Ft. Atkinson enroute to the upper Missouri. On June 2, this party was attacked by Arikara Indians and forced to retreat.
- June 22, 1823** Col. Henry Leavenworth led a punitive expedition from Ft. Atkinson to the Arikara villages in present North-Central South Dakota. Included were some of Ashley's men and a party of Missouri Fur Co. trappers led by Joshua Pilcher.
- September, 1823** Some Iroquois deserters from a Hudson's Bay Co. brigade on the Snake River arrive at Ft. Atkinson
Prince Paul of Wuerttemberg visited Ft. Atkinson and the nearby Cabanne's post.
- December, 1823** Three men from Major Henry's party of Yellowstone trappers including Moses "Black" Harris and John Fitzgerald, arrive at Ft. Atkinson.
- Summer, 1824** Hugh Glass arrives at Ft. Atkinson, seeking revenge on John Fitzgerald who had abandoned the grizzly-mauled Glass in the autumn of 1823.
- June, 1824** The Mandan, from St. Louis, is the first commercial steamboat to travel to the Council Bluff.
- Fall, 1824** James Clyman, and later Thomas Fitzpatrick, arrive at Ft. Atkinson having come through South Pass via the Platte. Fitzpatrick's report of rich beaver country beyond the continental Divide galvanized Ashley to organize his Fall overland trapping expedition.
- September, 1824** A delegation of Mexicans from Santa Fe travels to the Council Bluff to negotiate a peace treaty with the Pawnee. Manuel Alvarez and Francios Robidoux with a party of 12 men leave the Council Bluff for New Mexico.
- November, 1824** Gen. William H. Ashley and 25 mountain men leave Ft. Atkinson for the Rocky Mountains via the Platte Valley.
- Summer, 1825** The Atkinson-O'Fallon expedition proceeds up to the river mouth of the Yellowstone to negotiate treaties of peace and friendship with Missouri River tribes.

- July, 1825** A large New Mexico expedition was outfitted at the Pratte can Company post below St. Atkinson
- September, 1825** Antione Roboux and party left the council Bluff for New Mexico
Gen. Ashley and mountain men reach Ft. Atkinson in keelboats on September 19 in company with the Atkinson-O’Fallon expedition. The returns of the 1824-1825 trapping season enabled Ashley to recoup his losses of the previous years.
- June 6, 1827** Ft. Atkinson was abandoned.
- May 25, 1833** Ruins of Ft. Atkinson painted by Karl Bodmer.
- July 29, 1963** Land Purchased by Nebraska Game and Parks Commission and Ft. Atkinson Foundation

Park Area—154 acres (70 acres above, 45 acres timber below the bluff)

List of Current Buildings and Approximate timing of rebuild

(Note- years stated are when major construction was done, interiors and displays came after)

- West Wall – South side 1978, North side 1984
- South Wall—West side 1985-86, East side 1986-87
- Visitor Center—dedicated May 18, 1986
- Blacksmith Shop—1986, built by volunteer labor
- Council House—1987
- Trader’s Cabin—around 1988, logs by volunteer labor
- Bake Oven—around 1993
- North Wall—completed 1994
- Powder Magazine—1998
- Locust grove –Planted 1998
- Sutler Store—October 2000
- Lewis & Clark Statues—dedicated August 3, 2003

Reading Materials

This is only a short starter list, many of these are others available for checkout at the Visitor Center

1. Fort on the Prairie—Virgil Ney
2. General Henry Atkinson—Roger Nichols
3. The Missouri Expedition 1818-1820
4. The Journal of Surgeon John Gale—Roger Nichols
5. Diary of James Kennerly—I & II
6. Military Life at Ft.—Sally Ann Johnson-Thesis
7. Arikara War—W.R. Nester
8. Wheelboats on the Missouri—Jensen & Hutchinson

6th U.S. INFANTRY

OCCUPATIONS OF SOLDIERS

(At the time of enlistment)

Weaver	15	Slater	1
Mariner.....	2	Rigger.....	1
Musician.....	11	Thread-maker	1
Brewer.....	3	Silversmith	2
Gunsmith.....	2	Chair-maker	1
Tobacconist	8	Iron-founder	1
Stationer	1	Trunk-maker	1
Coppersmith.....	5	Farmer	198
Teacher.....	4	Laborer.....	191
Harness-maker	1	Soldier	149
Butcher	10	Carpenter.....	39
Cooper.....	15	Miller.....	5
Brick-maker	1	Shoe-maker	49
Coach-maker	4	Hatter.....	10
Paper-maker	5	Cotton-spinner.....	3
Accountant	3	Clerk.....	13
Comb-maker	1	Clothier	6
Cabinet-maker.....	7	Blacksmith	29
Distiller	4	Tallow-chandler	1
Painter	6	Joiner.....	10
Printer.....	3	Brush-maker.....	2
Water-man.....	1	Currier	2
Glass-blower	2	Tailor.....	25
Potter.....	4	Reed-maker	1
Brick-layer	4	Baker	20
Turner.....	2	Cord-wainer	18
Paper-stainer	2	Chair-maker	1
Mason.....	15	Seaman.....	19
Nailor	1	Ship carpenter	2
Watch-maker.....	1	Morocco-dresser	3
Merchant	2	Apothecary.....	1
Plasterer.....	2	Engraver.....	1
Whitesmith.....	1	Armorer.....	1
Clock-maker.....	1	Carver & Gilder	1
Block-maker.....	2	Wagon-maker.....	1
Cook.....	1	Saddler	2
Boatsman.....	1	Stone-cutter	3
Unknown.....	9		

Source: *Descriptive Roll of the 6th Regiment, 1817-1827*
The National Archives

INTERPRETIVE TECHNIQUES

I. TECHNIQUES

A. Exposing interpreters to the techniques they can use to share information is an important part of training. These would include:

- Leading a discussion
- Taking people on a tour, during which discussion and lecture techniques are combined doing a demonstration to explain a process
- Encouraging visitors to participate in an activity. For example, selecting a person to do one step of a process.
- Using role playing. Assuming the characteristics of someone from the past, and presenting historical information as if he or she is actually living in the past (1st person).
- Using a narrative or story-telling approach.

Generally, the most effective interpretations use a combination of techniques. Ideally, the interpreter chooses the teaching technique that best suit the visitors and the historical information he or she wants to present.

II. MANNERISMS

Regardless of what interpretive techniques are used on site or with any group of visitors, several small mannerisms will improve an interpreter's ability to communicate and deliver a message. These are:

- A. Always look at people when you are talking with them. Eye contact is an important part of communication. A visitor feels you are talking directly to him if you look directly at him.
- B. If you are talking to a group, shift your gaze around to everyone in the group. By doing this you include everyone.
- C. If new persons come into the room when you are in the middle of your story, you can include them by looking at them. This way you do not have to bring your interpretation to a screeching halt to welcome newcomers.
- D. Use your hands to point to things and as a way to direct people's attention.
- E. Use your voice. Project it well and enunciate clearly. Use good inflection to help animate your comments. Use your voice to signal what you want your visitors to do. By using a sustained inflection, you make it clear that you have more to say. Use a raised inflection when you are asking a question. When you have finished telling your story and want people to move on, end your last sentence with a dropped inflection. These are understood vocal cues, and they will help you control your visitors.

III. USING THE FIVE SENSES AS A TECHNIQUE

A. Include the five senses in your interpretation. Ask people to look at things, to smell them, to listen to them, to feel them, and where possible to taste them. Touching is very important. Pass objects around if at all possible. This sensory involvement is a kind of participation, and your visitors will have a richer experience if they can participate.

B. People remember:

10% of what they read
20% of what they hear
30% of what they see

If they are actively involved, the percentages are dramatically different.

People remember:

70% of what is said if they are involved in a discussion
90% of what is said if the person is doing a dramatic presentation simulating a real experience.
90% if they are personally involved in a real process, i.e. if they are doing something.

These percentages make a strong argument for using interpretive techniques that involve the visitor in discussion, in watching and participating in a demonstration, and in using their senses.

IV. USING QUESTIONS AS AN INTERPRETIVE TECHNIQUE

A. Asking questions is an important way to get people to participate. Keep in mind that visitors often respond silently to questions. This is the result of experiences in school, where having the right answer was of paramount importance. No one wants to be wrong.

B. Start with easy questions, even ones with no wrong answer. If the response you get is either incorrect or leads in an inappropriate direction, you can correct or redirect the discussion in a positive manner. You can use a phrase like “That’s one perspective” or “That’s a good thought”, phrases that give the person who answers your question some positive feedback but allows you to go on to add more information or give correct information.

C. Make every effort to avoid an argument with a visitor. If you find someone misidentifying an object or perpetuating a historical myth, you can give the correct information without directly saying they are wrong. The interpreter is the expert, and the visitors are more likely to believe what you say than to believe a fellow visitor. If someone has a strong opinion, you are unlikely to be able to change it. You need to be diplomatic, and you need to tell your group what you think or know.

VISITORS AND INTERPRETATION

Visitors are the main reason you are here. They are not TOURISTS, they are your GUESTS. They should be treated as you treat friends or guests in your own home.

You will encounter all types of people during the season. Treat all visitors in a friendly and courteous manner. The best interpreters are those that can ADAPT to meet the needs of our visitors.

Initiate discussion with the visitor.

Be patient. Be prepared to answer the same question many times. Remember that the visitor is making an effort to communicate with you.

Visitors come to historic sites expecting and hoping for a positive experience. In serving the public it is our goal to provide that positive experience.

The visitor expects to:

- learn
- have fun
- be greeted warmly
- be treated with courtesy
- get their money's worth
- receive clear directions
- etc., etc., etc.

THOUGHTS ON PROFESSIONAL ATTITUDES

The good name of any museum depends to a large extent on the caliber of the interpretation. You as an interpreter represent Fort Atkinson and your conduct reflects upon the entire museum and park. Therefore, a professional attitude is expected from every member of the interpretive staff.

Professional interpreters leave their personal problems at home and do not parade them on the job. They do not convey to the public their personal opinions on controversial issues, whether museum related or personal (such as religion or politics). Neither do they discuss with visitors the museum's policies or internal park affairs.

Professionalism implies an emotional maturity and an ability to work harmoniously with one's fellow interpreters. The individual sites of Nebraska Game & Parks should always be considered in harmony with one another; never as competitive autonomous units. Professionalism also means exercising good taste in choice of anecdotes, language and general behavior.

Under no circumstances should staff members engage in verbal altercations in the presence or hearing distance of visitors. Also, the demonstrations of historical processes DOES NOT EXCUSE you from maintaining standards of HEALTH and SAFETY on the site. Remember, YOUR ATTITUDE IS SHOWING.

INTERPRETATION AS A MANAGEMENT TOOL

The following are some objectives of interpretation as a management tool.

1. To help provide visitors with a rich and enjoyable experience.
2. To assist visitors in developing a keener awareness and understanding of the area they are visiting.
3. To encourage thoughtful use of the recreational resource by the visitor, helping to reinforce the idea that parks are special places requiring special behavior.
4. To minimize human impact by subtly moving people away from sensitive areas into those which may better sustain impact.
5. To inform the public of management practices, so that they can make better, more responsible decisions regarding land use.
6. To reduce unnecessary destruction of park property by visitors.
7. To improve an organization's public image and establish public support.

“The purpose of public relations is to inform the public of your programs and services. Without this, often the only matters that get into print are controversial ones. This frequently means that your images are being shaped by critics. The public is more likely to accept a sound but controversial plan if they understand the reasons for it and the possible consequences on not adopting such a plan. An astute staff will communicate its plans and purposes and thus gain the public trust.”

Adapted from Sharpe

8. To instill in visitors a sense of pride in their country, state, or region's cultural and natural heritage.
9. To assist in the promotion of parks where tourism is essential to the region's economy.
10. To assist in preserving significant historic and natural areas by arousing citizen concern.
11. To promote rule enforcement by effectively publicizing rules, informing visitors and explaining why rules exist.
12. To effectively communicate park management and resource management policies to other park staff.

The following is a breakdown of one of the most important aspects of interpretation as a management tool - rules education.

INTERPRETATION AND RULES EDUCATION

1. To be effective, rules must be publicized.
2. Interpretation can explain to visitors why rules and regulations exist; most illegal activities are done in ignorance rather than malice.
3. Basically responsible but ill-informed and temporarily inconsiderate visitors create many problems in parks.
4. Visitors in strange surroundings can be uncomfortable, and act this out. Good interpretation deals with rules education issues by helping to make visitors comfortable.

“An interpretive activity which recognizes its opportunity to educate these well meaning but uninformed visitors and which clearly deals with the care and appreciation of the natural environment should have an immediate and positive effect on visitor use and abuse of public outdoor recreation areas.”

Sharpe

“If I see someone letting their dog run without a leash, strictly forbidden here, I usually say something like, ‘If all dogs were as well behaved as yours, we wouldn’t have to have the rule about prohibiting unleashed dogs. You see, they chase the wildlife and...’”

Examples from Massachusetts Interpreters

THOUGHTS ON HOW TO INTERPRET MORE EFFECTIVELY

Do not burden your guests with too many details unless you feel they want details. It is better for the visitor to leave the area with a few clear understandings than with a sense of confusion.

Encourage your guests to ask questions and do not hesitate to ask questions about what they might have learned already. Help your guests to make comparisons. Strive to create a relationship in which you are talking with your visitor; not to them.

Your own attitude does much to set the tone of your conversation with visitors. Express your enthusiasm and excitement for what you are doing. If you are bored with your work, it will show. Your job as an interpreter is a challenging experience. You are an educator, and because you are educating visitors, it is your responsibility to continue to learn. A good teacher does not try to teach all that he or she knows, but can tap that reservoir of knowledge when the need arises.

DO'S AND DON'TS OF GOOD INTERPRETATION

1. Make your talk short and to the point. If you must err, do it by saying too little rather than too much.
2. Change your interpretation a bit each time you speak to visitors. If you memorize your lines, like the salesman at the door who has to start all over again if he is interrupted, you may be painfully embarrassed if you “forget your lines.”
3. If you make a mistake, say so and laugh it off. Visitors identify with the human qualities of an interpreter who is not infallible.
4. Always remember that you know more than anyone else in the group of visitors. When you are scared, look them straight in the eye, take a deep breath, and say to yourself, “I know more than you do.” Let them sense your confidence, but never show a feeling of superiority.
5. Don't preach: Leave that to the pulpit. Say what you have to say as well as you can and hope for the best.
6. Keep some information for questions, rather than immediately tell all you know. Visitors like to ask questions and are often likely to come up with some good ones.
7. Speak in a natural, informal way, never in a singsong. Try to give the impression that you just happened to think a particular point that the visitors might enjoy hearing.
8. Leave yourself and your personal opinions on controversial subjects, out of your interpretation. Visitors did not come to hear about you, but about the site.
9. If visitors appear bored or indifferent, do evaluate what you are saying and how you are saying it. Cut it short and bring in a few of the most interesting points you've reserved for such occasions.
10. If visitors ask questions for which you have no answer, don't be afraid to say “I don't know” or “We (The Friends of Fort Atkinson) don't know” --depending on the circumstance. It may be a point that can be clarified by checking your notes or the research for the site; or it may be something for which there is no sure answer. Visitors will appreciate your honesty and respect for accuracy.
11. If something is thought to be true according to legend or tradition, identify it as such.
12. Remember that you are the historic site, so far as visitors are concerned -- the front line. You can make or break visitors' interest in the site and in what it has to say to the modern world.

PERSONA WORKSHEET I

The purpose of this worksheet is to assist in the completion of your individual character formation. The areas of data covered need to be addressed whether your interpretation is done in first or third person. The more detailed the information...the better the interpretation.

PERSONAL HISTORY:

- 1) Ethnic heritage/nationality: *French, Canadian, Scot, Scotch-Irish*
- 2) Regional origin (what part of the country are you from): *did you come from New England, the Carolinas, each area of the country has a different culture, and did you come direct from Europe?*
- 3) Education: *can you read, write, did you go to university?*
- 4) Religion: *were you brought up as a Papist, Quaker, or none of the above?*
- 5) Social bracket: *were you poor, wealthy, working class?*
- 6) Marital status: *are you married, widowed, abandoned?*
- 7) If married, spouse's family: *you need to know similar information about your in-laws*
- 8) Parents (brief history): *who were your parents, what did they do?*
- 9) Family (siblings, children, where they live, what are their occupations): *where does your family live, how large was your family, do you have children, and what do they do?*
- 10) Work experience: *what job training have you had, did you serve as an apprentice?*
- 11) Major experiences: *did you serve in the military, have you lost children or family (how), involvement in Indian attacks, natural disasters (New Madrid), movement across country?*

CURRENTLY:

- 1) My job: *what do I do and why am I here?*
- 2) Social bracket: *how much money do I make and how am I regarded by my peers?*
- 3) Religion: *has my religion changed since childhood (why)?*
- 4) Politics: *what is my political philosophy?*
- 5) Racial attitudes (why): *how do I feel about the French, English, the Indians and why?*

COMMON KNOWLEDGE:

- 1) Year: *important*
- 2) President: *even the ladies should know this*
- 3) Other political figures: *this depends on your social status, education, occupation, etc.*
- 4) Current events: *military campaigns, Indian troubles, natural disasters, major discoveries, major news events*

.....
Even though you will most likely never use all the information in this worksheet it is important to think about all of the items listed. We are eclectic...the result of everything that has happened in our lives. Our experiences, education, religion all affect the way we think and react. In order to understand the people we are interpreting we need to look at their world through their experiences. The research that is necessary to fill out the worksheet should give you the insight needed to properly interpret.

NOTE: The more education your character has, the more information you will have on such things as music, art, science and politics.

NOTE: Make adjustments for your age (yuck). If you do a particular year in your interpretation then each birthday means you were born a year earlier. This will eventually affect your history and experiences. You will eventually be old enough to have fought at Fallen Timbers, the War for Independence, then Pontiac's War, etc., etc...

When filling out your personal data remember that we are striving for reflective portrayals. We should reflect the attitudes of the time that we are re-creating. It is important to remember that we must be understanding of those that we portray. Equally important is the fact that understanding is not the same as condoning.

Uniform and Equipment Guide for Fort Atkinson Artillery Volunteers

April 21, 1997

Updated March 2008

This list should serve as a guide to volunteers who wish to portray Artillerymen. It can also be used as a checklist while preparing to go to the Fort for a living history weekend.

For correct living history interpretations, items should be historically correct. This guide is just that, a guide. No one is expected to have everything on this list. You and your unit will be the judge as to everything you need. Take your time, and don't unnecessarily knock yourself out trying to do too much too fast. Remember, this is supposed to be fun, when it stops being fun, you'll get burned out. As long as you keep working on your accoutrements, you'll do just fine. If you're not sure about something, ask. You'll get the answers you need or direction to where you can.

This list isn't all inclusive. As stated above, if you're not sure, ask. Anybody around the Fort will help, or at least direct you to someone who can.

First Year

- Items on Basic Guide
- Trim white/buff the grey forage/garrison cap
- Fatigue frock

Note: Artillery would also be equipped the same as Infantry – musket, cartridge box, etc – so artillery members can and should consider also building their kit to match the Infantry.

Second Year

- Kersey grey woolen or white linen/cotton drill jacket with sleeves (roundabout), trimmed buff/white
- Buff wool, linen or cotton drill vest
- Black leather M1813 Shako
- Canteen

* Items(s) available at Fort Atkinson.
Proceeds from Sutler assist our living history program.
~ Required safety equipment

Third Year

- Knapsack, Lherbette (also for 1812) or Glengary
- Army issue blanket
- For cold weather:
 - White flannel military shirt
 - Kersey grey woolen trousers
 - Grey wool socks/stockings
 - Blanket coat or Great Coat

Uniform and Equipment Guide for Fort Atkinson Rifle Regiment Volunteers

April 21, 1997

Supersedes Equipment Guide of February 5, 1996

Updated March 2008

This list should serve as a guide to volunteers who wish to portray Riflemen. It can also be used as a checklist while preparing to go to the Fort for a living history weekend.

For correct living history interpretations, items should be historically correct. This guide is just that, a guide. No one is expected to have everything on this list. You and your regiment will be the judge as to everything you need. Take your time, and don't unnecessarily knock yourself out trying to do too much too fast. Remember, this is supposed to be fun, when it stops being fun, you'll get burned out. As long as you keep working on your accoutrements, you'll do just fine. If you're not sure about something, ask. You'll get the answers you need or direction to where you can.

This list isn't all inclusive. As stated above, if you're not sure, ask. Anybody around the Fort will help, or at least direct you to someone who can.

First Year

- Items on Basic Guide
- Trim black the grey forage/garrison cap
- Haversack, black painted canvas or linen
- Black leather waist belt
- Rifleman's frock
- Fatigue frock
- Practice cartridges, wood painted red
- Wooden flint for practice

Second Year

- Black leather yeoman crown cap (shako) or felt for 1812 also
- Buff wool, linen or cotton drill vest
- Black leather shot/bullet pouch
- Powder horn
- Belt cartridge box
- Belt knife and black sheath
- Belt axe/tomahawk w/ black sheath
- Double frog to carry knife and tomahawk

- Canteen
- Powder measuring device

Third Year

- Model 1803 (Harpers Ferry) rifle
~Hammer (frizzen) stall
~Flash guard
Pick and brush set
Cleaning rod/kit.
Tompion

Fourth Year

- Army issue blanket
- Knapsack, Lherbette (also for 1812) or Glengary
- 1814 RR coatee & trousers
- see cold weather

For cold weather:

- White flannel military shirt
- Kersey grey woolen trousers
- Grey wool socks/stockings
- Blanket coat or Great Coat

*Items(s) available at Fort Atkinson. Proceeds from Sutler assist our living history program.
~ Required safety equipment.

**United States Regiment of Riflemen 1808-1821
Uniform and Equipment Source List**

Item	Supplies	Pattern	Recommended Pre-made Suppliers
Custom Historical Tailoring	Allegheny Arsenal, Steve Abolt, (912) 638-2842, sacbg7@lynchburg.net		Nearly all 1812 uniform clothing items. Kits and complete garments. Preferred supplier of the Sixth Infantry.
Historical clothing, accoutrements, and leather goods	Wolf Lodge Traders - George & Sandy Boisineau 5847 Old State Rd. North Branch, MI 48461 810-688-3695 sboisineau@yahoo.com		
Buttons, all needs	John Oien, Qtrmstrfta@cs.com (402) 733-2601		John Oien, Qtrmstrfta@cs.com (402) 733-2601
Year 1			
Trousers, summer	CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. - Hemptraders.com (310) 914-9557 US and 4 hole buttons: John Oien Qtrmstrfta@cs.com (402) 733-2601	Rocking Horse Farm RHF-204 1812 Dragoon Coatee and Pants Pattern Smoke & Fire http://www.smoke-fire.com/ (800) 766-5334 Past Patterns #008 1830s-1840s Small-Fall Trowsers. www.pastpatterns.com 866-738-8426	Allegheny Arsenal Jas. Townsend & Son. http://jas-townsend.com (574) 594-5852 Fall Front Trousers in Natural Linen (request higher waist) \$75
Shirt (recommend 2)	3.5 Yards - 1C64 BLEACHED, Weight : 5.3oz/yd - www.fabrics-store.com (888) 546-3654	Kannick's Korner Pattern KK-4102 www.kannickskorner.com 937-325-8385	John Oien, Qtrmstrfta@cs.com (402) 733-2601 - \$40 smoke-fire.com 800- 766-5334 Stock #:CL-201b - Military Style Shirt-Plain-Linen

	Or unbleached cotton muslin Buttons: John Oien Qtrmstrfta@cs.com	Or Smoke & Fire http://www.smoke-fire.com/ (800) 766-5334	\$72 Wolf Lodge Traders
Foraging / Fatigue / Barracks Cap	1 Yard Wool, grey or blue	No commercial pattern currently available John Oien or Earley Smith	Allegheny Arsenal – kit or completed. John Oien Qtrmstrfta@cs.com (402) 733-2601
Stock	N/A	N/A	Stock With Clasp \$26 Kraig Lawson, 8225 Fields Ertel Rd, Cincinnati Ohio, 45249 KLawson@schawk.com
Gaiters, wool, knee high	1 ½ yards black wool, 30 buttons John Oien Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available	John Oien Qtrmstrfta@cs.com (402) 733-2601
Haversack	1 ¼ yards Hemp canvas Hemptraders.com/ (310) 914-9557 H-C16 100 % Hungarian Hemp Canvas, 16 oz.	No commercial pattern currently available John Oien or Earley Smith	Wolf Lodge Traders
Suspenders	N/A	N/A	C&D Jarnigan: http://www.jarnaginco.com (662) 287-4977 #500 Linen Suspenders \$11.50
Military mess tin/plate and cup. All other tin items.			Amalgamated Tinware available at the Fort Atkinson Sutler or direct at 2158 Elm St., Fremont, NE 68025 (402) 727-5512 tallthinmanchris@hotmail.com
Flatware			Sutler of Fort Atkinson G. Gedney Godwin http://gggodwin.com/index.html (610) 783 0670 Jas. Townsend & Son. http://jas-townsend.com (574) 594-5852
Fatigue Frock	3.5 yards Item: CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. Hemptraders.com (310) 914-9557 2- US Buttons John Oien Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available John Oien or Earley Smith	Allegheny Arsenal – kit or completed. Approx Cost \$75
Jacket with sleeves (roundabout)			Allegheny Arsenal – kit or completed. Inquire for cost.

Shoes / bootees	N/A	N/A	Missouri Boot & Shoe (417) 451-6100 http://missouribootandshoe.tripod.com/id3.html #JB-1 Jefferson Bootee, \$140.00 ppd. C&D Jarnigan: jarnaginco.com (662) 287-4977 #101DRP Straight Last Brogans (Double Row Pegs) <u>Black</u> \$117.00
Year 2			
Vest	1.5 yards buff wool or 1.5 yards white Linen 1C64 bleached, Weight : 5.3oz/yd www.fabrics-store.com (888) 546-3654		Allegheny Arsenal – kit or completed.
Cap (shako) M1813			G. Gedney Godwin http://gggodwin.com/index.html (610) 783 0670 C&D Jarnigan: jarnaginco.com (662) 287-4977
Cockade and Eagle	N/A	N/A	Kraig Lawson 8225 Fields Ertel Rd. Cincinnati Ohio, 45249 KLawson@schawk.com
Cockade Eagle			John Oien
Cap Plate	N/A	N/A	G. Gedney Godwin http://gggodwin.com/index.html (610) 783 0670
Cap cords			C&D Jarnigan: jarnaginco.com (662) 287-4977
Pompon			
Cartridge Box, M1808	Also, leather strap black or white, consult unit leaders		G. Gedney Godwin http://gggodwin.com/index.html (610) 783 0670 Dixie Gun Works http://www.dixiegunworks.com 1-731-885-0700
Baldric	Leather, black or white (consult unit leaders)		G. Gedney Godwin http://gggodwin.com/index.html (610) 783 0670
Baldric plate			G. Gedney Godwin http://gggodwin.com/index.html (610) 783 0670
Powder measure for black powder			Most gun shops.
Canteen			Jas. Townsend & Son. http://jas-townsend.com (574) 594-5852

			WC-769 or OC-770
Pan Primer (safety item for re-priming)	Can install the nipple on small primer horn or purchase tube style primer complete		Dixie Gun Works part # HA0504 http://www.dixiegun.com/ Thompson Center and other manufacturers make same type of device
Year 3			
Musket			The Discriminating General 519-942-0898 / 613-692-3577 http://www.militaryheritage.com/muskets.htm Dixie Gun Works http://www.dixiegunworks.com 1-731-885-0700 S & S Firearms http://www.ssfirearms.com/ 718-497-1100
Bayonet			Dixie Gun Works http://www.dixiegunworks.com 1-731-885-0700
Bayonet scabbard			G. Gedney Godwin http://ggodwin.com/index.html (610) 783 0670
Pick and Brush			John Oien Qtrmstrfta@cs.com (402) 733-2601 G. Gedney Godwin: ggodwin.com , (610) 783 0670 Bar-link type Whisk & Pick: [#401] Late Revolutionary War through Mexican War. Price: \$6.25
Year 4			
Knapsack	3 yards Hemp canvas Hemptraders.com/ (310) 914-9557 H-C16 100 % Hungarian Hemp Canvas, 16 oz. ¼ Hide 8 oz Vegetable Tan Leather and 4 - ½ inch buckles - tandleather.com	No commercial pattern currently available	Smoking Iron Alternations (Mike Dollinger) http://smokingironalterations.com/ (317) 598-6288 Wolf Lodge Traders - George & Sandy Boisineau
Wool trousers			Allegheny Arsenal – kit or completed. Inquire for cost.
Blanket	N/A	N/A	Hand made historically correct: Rob Stone 233 Harrison Road Cheshire, CT 06410 (203)271-3839

			robstoneweaver@sbcglobal.net
M1813 Coatee		No commercial pattern currently available	Allegheny Arsenal – kit or completed. Inquire for cost.
Wool trousers – blue to match M1813 coatee			Allegheny Arsenal – kit or completed. Inquire for cost.
Linen Round Jacket	2.5 yards Item number: CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. Hemptraders.com (310) 914-9557 9- small Rifle Regiment buttons John Oien Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available	Allegheny Arsenal – kit or completed. Inquire for cost.
Great Coat			Allegheny Arsenal – kit or completed. Inquire for cost.
Common Tent	N/A	N/A	Steve Allie Stephen.Allie@us.army.mil All tents produced from the correct 10oz. cotton canvas. All stake loops are made from 1/4" manila line per original specifications. Tents come complete with all appropriate guy lines, door ties, 10" frill (sod cloth). US Common Tent 1794-1865 6'-10" Tall 6'-10" Long 8'-4" Wide \$360.

Notes:

- The year by year sections are a suggested pace at which to build your impression.
- If you have an additional source or a source for something not on the list, please contact the COA or Male Membership Coordinator
- If something needs correction or is found to no longer be available, please contact the COA or Male Membership Coordinator. Thank you.

Uniform and Equipment Guide for Fort Atkinson 6th Regiment of Infantry Volunteers

April 21, 1997

Supersedes Equipment Guide of February 5, 1996

Updated March 2008

This list should serve as a guide to volunteers who wish to portray Infantrymen. It can also be used as a checklist while preparing to go to the Fort for a living history weekend.

For correct living history interpretations, items should be historically correct. This guide is just that, a guide. No one is expected to have everything on this list. You and your regiment will be the judge as to everything you need. Take your time, and don't unnecessarily knock yourself out trying to do too much too fast. Remember, this is supposed to be fun, when it stops being fun, you'll get burned out. As long as you keep working on your accoutrements, you'll do just fine. If you're not sure about something, ask. You'll get the answers you need or direction to where you can.

This list isn't all inclusive. As stated above, if you're not sure, ask. Anybody around the Fort will help, or at least direct you to someone who can.

First Year

- Items on Basic Guide
- Trim white/buff the grey forage/garrison cap
- Fatigue frock
- Kersey grey woolen, or white linen/cotton drill, jacket with sleeves (roundabout), trimmed buff/white
- Practice cartridges, wood painted red
- Wooden flint for practice

Second Year

- Buff wool, linen or cotton drill vest
- Black leather M1813 Shako
- M1808 Cartridge box and white buff or black shoulder strap
- White buff or black Baldric
- Powder measuring device
- Canteen

Third Year

- Musket
 - ~Hammer (frizzen) stall
 - ~Flash guard
- Pick and brush set
- Cleaning rod/kit
- Tompion
- Bayonet and scabbard

Fourth Year

- Knapsack, Lherbette (also for 1812) or Glengary
- Army issue blanket
- 1813 blue coatee & garrison cap

For cold weather:

- White flannel military shirt
- Kersey grey woolen trousers
- Grey wool socks/stockings
- Blanket coat or Great Coat

* Items(s) available at Fort Atkinson. Proceeds from Sutler assist our living history program.
~ Required safety equipment.

Sixth Regiment United States Infantry Uniform and Equipment Source List

Item	Supplies	Pattern	Recommended Pre-made Suppliers
Custom Historical Tailoring	Allegheny Arsenal, Steve Abolt, (912) 638-2842, sacbg7@lynchburg.net		Nearly all 1812 uniform clothing items. Kits and complete garments. Preferred supplier of the USRR.
Historical clothing, accoutrements, and leather goods	Wolf Lodge Traders - George & Sandy Boisineau 5847 Old State Rd. North Branch, MI 48461 810-688-3695 sboisineau@yahoo.com		Particular line of USRR specific uniforms, clothing, accoutrements, and leather goods. Preferred supplier of the USRR.
Buttons, all needs	John Oien, Qtrmstrfta@cs.com (402) 733-2601		John Oien, Qtrmstrfta@cs.com (402) 733-2601
Year 1			
Shirt (recommend 2)	3.5 Yards - 1C64 BLEACHED, Weight : 5.3oz/yd - www.fabrics-store.com (888) 546-3654 Or unbleached cotton muslin Buttons: John Oien Qtrmstrfta@cs.com	Kannick's Korner Pattern KK-4102 www.kannickskorner.com 937-325-8385 Or Smoke & Fire http://www.smoke-fire.com/ (800) 766-5334	John Oien, Qtrmstrfta@cs.com (402) 733-2601 - \$40 smoke-fire.com 800- 766-5334 Stock #:CL-201b - Military Style Shirt-Plain-Linen \$72 Wolf Lodge Traders
Pantaloon, summer - Green linen edged with buff fringes (War of 1812)	CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. - Hemptraders.com (310) 914-9557 (must be dyed) US and 4 hole buttons: John Oien Qtrmstrfta@cs.com (402) 733-2601	Smoke & Fire #SF-203 (will need some modification) http://www.smoke-fire.com/ (800) 766-5334	Allegheny Arsenal - kit or completed. Wolf Lodge Traders Item # USRR-11 Rifleman's pantaloons, green, buff fringes on outseam
Trousers, summer (Late / Post-war)	CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. - Hemptraders.com (310) 914-9557	Rocking Horse Farm RHF-204 1812 Dragoon Coatee and Pants Pattern	Allegheny Arsenal Jas. Townsend & Son. http://jas-townsend.com (574) 594-

	US and 4 hole buttons: John Oien Qtrmstrfta@cs.com (402) 733-2601	Smoke & Fire http://www.smoke-fire.com/ (800) 766-5334 Past Patterns #008 1830s-1840s Small-Fall Trousers. www.pastpatterns.com 866- 738-8426	5852 Fall Front Trousers in Natural Linen (request higher waist) \$75
Gaiters, wool, knee high (Late / Post-war)	1 ½ yards black wool, 30 buttons John Oien Qtrmstrfta@cs.com (402) 733- 2601	No commercial pattern currently available	John Oien Qtrmstrfta@cs.com (402) 733-2601
Rifleman's Frock	CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. - Hemptraders.com (310) 914-9557 (must be dyed) Buttons and other material - John Oien for supplies, Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available John Oien or Earley Smith	Allegheny Arsenal – kit or completed.
Suspenders	N/A	N/A	C&D Jarnigan: http://www.jarnaginco.com (662) 287-4977 #500 Linen Suspenders \$11.50
Stock	N/A	N/A	Stock With Clasp \$26 Kraig Lawson, 8225 Fields Ertel Rd, Cincinnati Ohio, 45249 KLawson@schawk.com
Shoes / booties	N/A	N/A	Missouri Boot & Shoe (417) 451-6100 http://missouribootandshoe.tripod.com/id3.html #JB-1 Jefferson Bootee, \$140.00 ppd. C&D Jarnigan: jarnaginco.com (662) 287-4977 #101DRP Straight Last Brogans (Double Row Pegs) <u>Black</u> \$117.00
Foraging / Fatigue / Barracks Cap	1 Yard Wool, bottle green for early/pre war, gray for late/post war John Oien Qtrmstrfta@cs.com (402) 733- 2601	No commercial pattern currently available John Oien or Earley Smith	Allegheny Arsenal – kit or completed.
Haversack	1 ¼ yards Hemp canvas Hemptraders.com / (310) 914-9557 H-C16 100 % Hungarian Hemp Canvas, 16 oz.	No commercial pattern currently available John Oien or Earley Smith	

Waist Belt - Privates	3 inch leather strap and 1 inch buckle: tandleather.com	No commercial pattern currently available John Oien or Earley Smith	Wolf Lodge Traders, Item # USRR-20 Waist belt, Private
Waist Belt – NCO	1-1/2 inch leather strap	Not commercially available	Wolf Lodge Traders, Item # USRR-21 Waist belt, NCO
Cartridge Box		No commercial pattern currently available John Oien or Earley Smith	Wolf Lodge Traders, Modify M1808 Cartridge box for waist belt mount.
Powder horn			
Pan Primer (safety item for re-priming)	Can install the nipple on small primer horn or purchase tube style primer complete		Dixie Gun Works part # HA0504 http://www.dixiegun.com/ Thompson Center and other manufacturers make same type of device
Vest	1.5 yards buff wool or 1.5 yards white Linen 1C64 bleached, Weight : 5.3oz/yd www.fabrics-store.com (888) 546-3654		Allegheny Arsenal, Steve Abolt, (912) 638-2842, sachg7@lynchburg.net – kit or completed.
Military mess tin/plate and cup. All other tin items.			Amalgamated Tinware available at the Fort Atkinson Sutler or direct at 2158 Elm St., Fremont, NE 68025 (402) 727-5512 tallthinmanchris@hotmail.com
Flatware			Sutler of Fort Atkinson G. Gedney Godwin http://ggodwin.com/index.html (610) 783 0670 Jas. Townsend & Son. http://jas-townsend.com (574) 594-5852
Canteen			Jas. Townsend & Son. http://jas-townsend.com (574) 594-5852 WC-769 or OC-770
Year 2			
Rifle	Harper's Ferry Armory Model 1803 of various modern manufacturers		Dixie Gun Works http://www.dixiegunworks.com 1-731-885-0700
Knife	Period scalping knife or butcher knife most appropriate, "not necessarily an issue item". Both can be documented.		Recommend the following: Crazy Crow http://www.crazycrow.com/ . 4926-003-001 Scalper knife or 4926-025-01 Bent's Fort Scalping knife,

			4926-005-010 or 4925-060-002 or 4925-060-001 butcher knife. Jas. Townsend & Son. http://jas-townsend.com (574) 594-5852 – Trade knife KN163 or KN166 Dixie Gun Works http:// www.dixiegunworks.com . – KE0650 English knife or KE0651 Scalper knife Sutler of Fort Atkinson – scalping knife
Knife sheath			Wolf Lodge Traders Item # USRR-27 Knife sheath with stud for frog
Hatchet or tomahawk	Small belt variety, “not necessarily an issue item”	N/A	Recommend the following: G. Gedney Godwin http://ggodwin.com/index.html (610) 783 0670 -British Tomahawk: [#358] ~\$35 Crazy Crow http://www.crazycrow.com . 4934-253-014 or 4934-253-024 or 4934-253-154 Hawsmith Series, 4934-223-054 Pole Hawk, 4934-222-054 Trapper’s Axe.
Cap (felt - shako)	N/A	N/A	Mark Hillard markhilliard@post.harvard.edu (617) 230-7533 Approx \$100-165 (untrimmed to fully trimmed) Dirty Billy’s Hats http://www.dirtybillyshats.com/ Approx \$275 (May come complete) Smoking Iron Alternations (Mike Dollinger) http://smokingironalterations.com/ (317) 598-6288
Cockade and Eagle	N/A	N/A	Kraig Lawson 8225 Fields Ertel Rd. Cincinnati Ohio, 45249 KLawson@schawk.com
Cockade Eagle			John Oien
Cap Plate	N/A	N/A	M1808 U S R R letters: Mark Hillard markhilliard@post.harvard.edu (617) 230-7533 Approx \$35 M1812 & M1813: Kraig Lawson (bulk discounts available) M1814: John Oien Qtrmstrfta@cs.com (402) 733-2601

			S&S Firearms. Item PCW21. www.ssfirearms.com (718) 497-1100
Cap cords	N/A	N/A	John Oien
Plume			Earley Smith
Pick and Brush			John Oien Qtrmstrfta@cs.com (402) 733-2601 G. Gedney Godwin: ggodwin.com , (610) 783 0670 Bar-link type Whisk & Pick: [#401] Late Revolutionary War through Mexican War. Price: \$6.25
Fatigue Frock	3.5 yards Item: CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. Hemptraders.com (310) 914-9557 2- US Buttons John Oien Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available John Oien or Earley Smith	Allegheny Arsenal. Approx Cost \$75
Year 3			
Knapsack	3 yards Hemp canvas Hemptraders.com/ (310) 914-9557 H-C16 100 % Hungarian Hemp Canvas, 16 oz. ¼ Hide 8 oz Vegetable Tan Leather and 4 - ½ inch buckles - tandleather.com	No commercial pattern currently available	Smoking Iron Alternations (Mike Dollinger) http://smokingironalterations.com/ (317) 598-6288 Wolf Lodge Traders - George & Sandy Boisineau
1812 Coatee – bottle green	Bottle green wool – quantity depends on pattern and size, for cloth contact John Oien Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available	Allegheny Arsenal – kit or completed. Inquire for cost.
Wool Pantaloons – bottle green	Bottle green wool – quantity depends on pattern and size, for cloth contact John Oien Qtrmstrfta@cs.com (402) 733-2601	Smoke & Fire #SF-203 (will need some modification) http://www.smoke-fire.com/ (800) 766-5334	Allegheny Arsenal – kit or completed. Inquire for cost.
Common Tent	N/A	N/A	Steve Allie Stephen.Allie@us.army.mil All tents produced from the correct 10oz. cotton canvas. All stake loops are made from 1/4" manila line per original specifications. Tents come complete with all appropriate guy lines, door ties, 10" frill (sod cloth). US Common Tent 1794-1865 6'10" Tall 6'-10" Long 8'-4" Wide. \$360.

Blanket	N/A	N/A	Hand made historically correct: Rob Stone 233 Harrison Road Cheshire, CT 06410 (203)271-3839 robstoneweaver@sbcglobal.net
Year 4			
Great Coat			Allegheny Arsenal – kit or completed. Inquire for cost.
1814 Coatee – gray (Late / Post-war)	Gray wool – quantity depends on pattern and size, for cloth contact John Oien Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available	Allegheny Arsenal – kit or completed. Inquire for cost.
Wool trousers – gray (Late / Post-war)	Gray wool – quantity depends on pattern and size, for cloth contact John Oien Qtrmstrfta@cs.com (402) 733-2601	Smoke & Fire #SF-203 (will need some modification) http://www.smoke-fire.com/ (800) 766-5334	Allegheny Arsenal – kit or completed. Inquire for cost.
Leather Cap – Yeoman pattern (Late / Post-war)	N/A	N/A	Ephraim Beeks & Co. Ltd. – John Purdy – http://www.ebeeks.com Smoking Iron Alterations (Mike Dollinger) http://smokingironalterations.com/ (317) 598-6288
Pompon and cap cords	N/A	N/A	John Oien Qtrmstrfta@cs.com (402) 733-2601
Linen Round Jacket	2.5 yards Item number: CT-T12, 55% Hemp 45% Cotton Twill, 10.5 oz. Hempraders.com (310) 914-9557 9- small Rifle/Regiment buttons John Oien Qtrmstrfta@cs.com (402) 733-2601	No commercial pattern currently available	Allegheny Arsenal – kit or completed. Inquire for cost.

Notes:

- Some items are for late/post war.
- The year by year sections are a suggested pace at which to build your impression.
- If you have an additional source or a source for something not on the list, please post on the 1812 US Riflemen group
- If something needs correction or is found to no longer be available, please post on the 1812 US Riflemen group so we can keep the list updated for your, and others', benefit. Thank you.

CLOTHING INFORMATION

by Earley Smith

MEN'S FOOTWEAR

From information now available, it appears that there were a lot of shoes and boots out on the frontier more so than most people have previously thought. Jefferson Bootees, or brogans as they are also commonly called, are the most appropriate and versatile for the military and civilians. Contrary to popular belief, not everyone (civilians, trappers, traders, &c.) wore only moccasins. In fact, the amount of shoes and boots that were being brought out to the frontier indicates more shoes and boots were being worn than moccasins.

For the military; the infantry (as with most corps) could wear either shoes or bootees. If you were issued shoes, you would have also been issued gaiters (more on gaiters later). If you were issued bootees, it appears that you did not receive gaiters and probably turned in any that you had. The Rifle Regiment differed from this. By the regulations, and indications in the archives, riflemen were normally issued both bootees and gaiters.

Stockings and socks were typically made from wool. It was a very common and relatively inexpensive material. Now before you say "but that'll be hotter than h___ in summer", keep in mind that there are all different weights and weaves of wool. You don't have to wear heavy wool stockings in the summer. In fact, I have a pair of light weight wool stockings that are just as cool, if not more so, than modern cotton socks.

For period stockings, you will be needing garters. That's right guys; even you will be wearing garters. It was very common and necessary in this time period. Elastic or other stretch material such as elastic or spandex, &c., did not exist yet. Garters can be a variety of different materials, from a piece of string or rope tied around your leg, to a leather belt type with a buckle. Garters are normally worn under the trousers and over the stockings.

Gaiters. Recently some new information was found in US Army quartermaster records that indicate the only gaiters that were being purchased starting in 1816 were full (up to the knee) gaiters with fifteen (15) buttons on each for a total of 30 buttons. I know I don't relish the thought of trying to get them on, much less sewing all those buttons on, but this is historically correct for both Infantry and Riflemen. Colors of military gaiters are black. They should be made out of a heavy linen or canvas material. You can use factory dyed material or you can paint or dye the fabric yourself. For Infantry, use the small size infantry buttons or equivalent size plain, shank type, pewter buttons. For Riflemen, use the small size RR buttons, but could also use equivalent size plain, shank, type brass buttons.

TROUSERS

Trousers for the fort time period were the narrow fall trousers. They were full length trousers that were typically hemmed higher than what we think of for modern times. It has been read that they were to the top of the bootees. This basic style of trouser had been around for some time, but had undergone several minor changes. Unlike trousers of earlier, they were getting away from the plackets on the front flap. They were less baggy in the seat and had a more tailored look. The waist was higher and should be high enough so that while wearing a coat, coatee, waistcoat, or

roundabout, you should not see the buttons on the trousers. The trouser legs were getting tighter fitting to the legs of the wearer.

Undoubtedly there were leftovers, but the gaiter trouser was for the most part gone and out of fashion for even the gentlemen. Breeches (knee length) were also mostly gone. However older 'gentlemen' might still wear knee breeches for formal occasions. But for the enlisted or working class men, the standard type of narrow fall trousers was the norm.

For the enlisted men, uniforms were only made in a few sizes. Even by adjusting the trousers, there is still only so much that could have been done to make your trousers fit better. So if your trousers don't fit perfectly, that's quite alright. As Wade says, "if it fits, your doin' it wrong". This doesn't mean that they have to look bad or shabby, just that if your trousers aren't a perfect tailor fit, that could be more realistic.

Uniform regulations state that white cotton drill or linen trousers (summer uniform) were to be worn from the month of May through September. From October through April, woolen trousers (winter uniform) were to be worn. For those off season events, you may want to have at least one pair of woolen trousers. They come in very handy when the weather is cold.

For summer uniforms, white cotton drill is the material that should be used. The *American State Papers* list for 1818 cloth being purchased for trousers and other clothing articles as being cotton drill. For winter uniforms, 100% wool is the material of choice. Color and grade are somewhat dependent on your impression. If you are an Infantryman, keep in mind the 1816 regulations changed all corps to wearing grey woolen trousers during winter. Prior to 1816 (War of 1812) infantry winter trousers were Federal blue wool, but could be different depending on unit, location, or other factors. But in general, War of 1812 Infantry winter trousers are blue, Fort Atkinson period are grey.

Riflemen need to make their trousers from grey wool. Orders for grey winter/dress uniforms were part of the 1814 uniform regulations. If you plan on doing some events that are War of 1812 prior to 1814, your winter/dress uniform would be bottle green, but this color is not appropriate for wearing at Fort Atkinson. The grey wool is available from Woolrich Woolen Mills and they call it dark grey, the same wool as the roundabouts are made from.

The best off-the-shelf pattern I have come across for trousers for our time period, and also correct for War of 1812, is the Rocking Horse Farm pattern # 204 - 1812 Dragoon Coatee and Pants (undoubtedly this is not the only or even the best, just the best that I have personally come across). The trousers in this pattern has a more tailored look with less bagginess in the seat and a higher waist than other trouser patterns, and lends itself very well to raising the waist if necessary (unlike most other patterns I have used in the past). The coatee, although called a dragoon coatee, is a generic pattern, but lends itself quite well to alteration to fit the specifics of most, but not all, units. As with all patterns, make an experimental clothing article with inexpensive or scrap material first. That way if alterations to the pattern to fit you are necessary, you can do so before cutting into, and possibly ruining, an expensive piece of fabric. There are also sources to have the correct trousers made for you.

SHIRTS

This article addresses mainly the military shirt, but most of the information applies to both the military and civilians.

The basic style shirt, for both military and civilians alike, is commonly referred to as a drop sleeve shirt. It is a pull-over style. Shirts weren't all that elaborate like we have today. In the early 19th century, the shirt is considered an under-garment. Nobody would go around in public or even in the home if you could help it, with just a shirt covering the upper body. It's considered indecent. This would be like going to the shopping mall in your underwear. You would always have at least a waistcoat on over your shirt, if not a coat or frock of some type. This applies to all men whether military or civilian, as this was the way of society as a whole.

In the early Nineteenth Century, army clothing typically was cut by government tailors working at the United States Clothing Establishment at Schuylkill Arsenal, near Philadelphia. Garment components were cut to established patterns, packaged with the requisite thread and buttons, and then parceled out to seamstresses for sewing. The completed garments were inspected upon their return to the arsenals, and the maker paid.¹ The dimensions of the components of the enlisted men shirts can also be determined.

Length of Body 36 Inches-
Width of Body 30 Inches-
Length of Sleeve 23-
Do. Of Collar 18-
Width of Do. 4½-
Do. of Sleeve above 12-
Do. -- Do. Below 4½-
Shoulder Strips 3-
The wrist bands (cuff) are 1½²

In this time period, the army did not make tailor fit clothing for the enlisted men. Actually, there were only a few sizes made of any garment. A soldier would be issued the closest fitting garment, and then he was responsible for altering it to fit as best he could. This could sometimes be done by a soldier in the company assigned to be the company tailor. Not that he was actually a tailor, but assigned to that position anyway. There are three buttons on the shirt: one on the collar, and one each on the wrist bands (cuffs). For an enlisted military shirt or working/lower class civilian, the buttons should be small plain wood or bone buttons. The same class of civilians could also use a small plain pewter button. Material for a military shirt is very basic. For a private or corporal; unbleached cotton muslin (sometimes called natural or muslin color) or a cotton/linen mix. For a sergeants shirt; the material is a better grade bleached cotton shirting. Civilians (trappers, traders, boatmen, &c.) can use a variety of colors and patterns, as long as the fabric and pattern &c. are appropriate for the time period.

For winter shirts, both enlisted men and sergeant's shirts are white flannel. The pattern and construction is the same as the muslin shirt, but the collar and cuffs can be unbleached muslin or bleached shirting while the rest of the shirt is flannel. The flannel of the time period was a wool flannel. Wool flannel is difficult to get, and very expensive when you can. Pendleton Woolen Mills does make wool flannel, but it doesn't show up in the outlets very often, and only with

special circumstances can it be special ordered. Because of the difficulty of getting wool flannel, 100% cotton flannel is considered acceptable.

An officer or gentleman's shirt should be made out of a better grade of material and would be bleached white (100% cotton white shirting). This shirt, unlike enlisted men and NCO's, can have other adornments such as ruffles on the bosom, a different style, tailored and taller collar, and wider cuffs. It would also be a tailor made shirt as officers (and of course civilian upper class/gentlemen) provided their own uniforms and clothing, and could afford to have a tailor make their clothes for them. The best material to use for the bosom ruffles is 100% cotton Batiste. It's available, but you'll have to hunt for it as not every fabric store carries it, and then sometimes only during certain seasons. Batiste is easier to work with and it looks, feels, and stands better than shirting for the ruffles. The officer/gentleman shirt can be made without the bosom ruffles. For formal occasions, a jabot can be worn. Ruffled cuffs had generally gone out of fashion about the beginning of the War of 1812, and although by the fort period the cuff was showing from the sleeve of the coat, the ruffled cuff had not really returned to fashion in this time period.³

This shirt pattern is made by numerous pattern makers. Most patterns are suitable for an enlisted military shirt with only a few modifications. Something to keep in mind for this shirt is the shoulder strips, the collar to be approximately 4½" and the wrist bands 1½". Otherwise, for the most part, just about any off the shelf drop sleeve pattern is suitable. There are also several articles that have layouts of shirts that can be used to make your pattern. "Tidings of the 18th Century" by Beth Gilgun has numerous clothing layouts and helpful hints to construction. (This book can be found in the Visitor Center Library.) Other publications also periodically include portions of her work for some particular clothing article.

A very good article for the military shirt is "A Tale of Two Shirts", *Military Collector & Historian*, Summer, 1993; Vol. XLV No. 2. The article has very good research with primary sources and also contains a layout and dimensions for the pattern of the shirt.

Bibliography:

¹ "A Tale of Two Shirts", *Military Collector & Historian*, Summer, 1993; Vol. XLV No. 2.

² Ibid.

³ "The History of Underclothes".

ENLISTED MILITARY WAISTCOATS

Waistcoats, known today as vests, is an item of clothing that weren't issued to the troops at Fort Atkinson. They had them, but what they actually had were roundabouts with the sleeves removed. The records indicate few if any waistcoats were received, but many troops had them. From correspondence and the regimental books in the archives, a fairly clear picture can be painted.

A soldier typically had one roundabout that he wore daily and one good roundabout that was held in the Quarter Master for him. The good roundabout would be issued for ceremonial and other special occasions (there were actually a very small number of coatees at Fort Atkinson as shown in the Muster Returns), but had to be returned when finished with the function he was allowed to check it out for. When a new roundabout was received, it was then held in the Quarter Master for only occasional wear, the one that was previously held was then issued to the troop for everyday wear, and the old one that had been worn daily for the past year or so would then have the sleeves removed (the material then saved for patching all clothing items necessary) and the collar could be lowered just enough to clean up any tattering, &c. This is where most of the troops at Fort Atkinson came about their waistcoats. The old waistcoat (former roundabout) obtained by the previous cycle could then be returned to the Quarter Master and either discarded or used for patching material.

We have all heard that laundresses and dependents would wear discarded Army uniform articles. Some of the items were indeed discard items, and some were obtained by other means such as theft or trading the soldiers for bootleg liquor or other 'favors' by the some of the camp/garrison followers.

So, if you are pondering 'what should I do for an enlisted man's waistcoat.' A good pattern to use is the roundabout pattern less sleeves. This is not to say that a troop didn't have another waistcoat procured by him, but this would certainly be appropriate for use at the fort.

If you don't to want to make a waistcoat using the roundabout pattern, there are a couple of patterns that can be used. Rocking Horse Farm has a pattern called the 1812 Waistcoat, pattern #199. This is a good pattern that can work for both civilian and military. If you are going for the military look, you will need to add a little height and use the same straight line oblique angle as the roundabout on the front of the collar. You could also use the roundabout collar pattern. There can be two, one or no pockets on the lower fronts. And two cloth ties sewed into the side seams to be tied in the back for a finished fit.

Another good pattern, but again requires a little modification is Period Impressions, Military/Civilian Vest, pattern #740. On this pattern, the same goes for the collar needing to be taller. Don't put in the upper pocket, but the lower pockets can be two, one, or none. This pattern has a belt that is called for fastening in the back, but use the cloth ties as described above instead. Don't put the darts in the front; just leave the front pattern full without them.

Both of these two patterns are very simple to make, and the modifications mentioned can actually make the garment easier to construct. Your military waistcoat should have nine (9) small buttons of your regiment on the front. Both of these patterns can also be used to make a civilian waistcoat.

Fabric to be used for a military waistcoat is a mixture. The back as was historically made would be coarse (inexpensive) linen, while the front, facings, and collar would be linen, cotton drill, or

wool (appropriate blue for Infantry, grey for Riflemen). If you can't find coarse linen, 100% cotton homespun is a good substitute that can be found at any fabric store, and looks like a coarse linen while maintaining a natural fiber. The cloth ties can be made from cotton tape, found at all fabric stores.

Who wore waistcoats? Basically every man and boy (from 4-5 years and on) wore a waistcoat. As was mentioned in the 'Shirts' article, the shirt was considered an undergarment, and nobody would be out without at least a waistcoat on over the shirt, except native peoples. It would have been considered indecent. The waistcoat would be worn under the coat, roundabout or frock. Normally you wouldn't actually leave your home/camp without a coat of some kind anyway. This applies to all impressions (again, except native peoples) including trappers, traders, laborers, boatmen, or any other civilians, military, tradesmen, &c. at the fort. Remember that if you're at the fort, you are not out in the wilderness, and you are not in some other time period. We all have to keep within the social climate of the 1820's and the way it was, not how we like or want it to be. If you don't like how it fits, looks, it's hot, it's cold, &c., that's why it's called "Living History."

If you are wishing to make your waistcoat from the roundabout pattern, to simulate an old roundabout that's been converted to a waistcoat, the amount you lower the collar is really up to you. Don't lower it too much though. Anywhere from not lowering it at all to no more than one (1) inch would be appropriate.

The fabric to use for a roundabout pattern waistcoat would be the same fabric as the roundabout itself. That makes sense, since it was supposedly a roundabout previously anyway. Generally, this pattern waistcoat would be the same grey wool as the roundabout. We know that about 1823 and later there were some linen roundabouts authorized and issued at Fort Atkinson. So if your impression is that of Infantry spanning to 1823 or later, you could appropriately use linen, canvas, or cotton drill to make a waistcoat from this pattern. Either way, the entire waistcoat would be wool, linen, canvas, or cotton drill, and not just the front, facing and collar as would be the case for an actual waistcoat pattern.

If your impression is that of the Rifle Regiment, you can also use the same scheme, as part of the RR was stationed in the Army's Southern Department and may have well been issued the linen roundabout. But be cautious, at this point there is no documentation that they were. We know they were issued "Jackets with Sleeves," but don't know if they were linen, grey wool, or both.

Although the archives show that there were few actual [military] waistcoat pattern waistcoats, that does not mean there weren't any. Consider this was a military post, the largest the Army had, consisting of over one thousand (1000) troops. And that they had a lot of trouble getting supplies and other equipment through formal channels, including uniforms and other clothing. Undoubtedly there were a number of non-roundabout waistcoats purchased by the men themselves or a few that actually made it through formal channels. There just weren't a large percentage of them. The majority could probably have been converted roundabouts. The roundabout pattern is just an option for you to make a waistcoat from. Both types of patterns would be appropriate at the fort

.

Women's Clothing for Fort Atkinson SHP During the early to later 1820's

For starters there is no hard and fast rules on period correct clothing just like there are no hard and fast clothing rules for the 21st Century. What young teenagers consider to be appropriate is a layered look on top with lots of frontal cleavage and low riding jeans to show rear cleavage. Boys are still trying to let the crotch of their jeans hit mid thigh. The longer tops are worn by some of the kids as well as some adults. While some may be aghast at what the kids wear it most likely was the same in the 1820's.

So what is an interpreter to wear? A lot of it has to do with your station in life. An officer's wife or Indian agent's wife is going to be dressed a great deal better than a civilian's wife or a military laundress. The thing to remember is your station and where you are going to be getting your clothing, how will it be paid for, and what type of activity are you going to have to do in your clothes.

The most basic premise is that you will be wearing an empire Regency style dress with little extra fabric in the front and a much fuller back skirt. The shoulder seams on a dress will be farther back of the shoulder, not be at the center of your shoulder as it is now. The rise and fall of the bodice line depends on what part of the 1820's you are dressing for. At the 20s progress the bodice line drops. Age is also a factor to consider. A younger woman trying to snag a man is going to dress as stylishly as possible. An older woman may be more set in her ways and wear what is more comfortable or what she is used to wearing, again depending on her station and means in life.

One of the biggest pitfalls we have at the fort is that it is much more fun to dress in a "pretty" dress instead of something more plain and fitting to our social status. Even the upper crust women wore items that do not match according to our 21st century prohibitions. Women would wear a dress of one color, gloves of another, and a hat of something totally different color presenting a completely garish outfit to our modern sensibilities. This is correct attire for the 1820's.

Since there were more women at the fort who were of lower class in the 1820's more of us need to dress in an even more haphazard way. It would not be uncommon for a laundress to remake one of her "husband's old roundabouts into something she could pull on. Clothes would have been remade from one style to another and patched. A laundress probably would not have worn clothing that looked bright and new. Their wardrobe would have consisted of a dress or two and a few petticoats, and short gowns. One set to wear until they were filthy and one set to wear while the other was being washed. The only way they would have had fancy clothing is if they were given it by a more socially elevated woman and then it would have been used and possibly too damaged for her to wear.

When you begin to create your Fort Atkinson wardrobe PLEASE remember your status. The type of fabric print you choose is just as important. It is safer to wear a solid color or a striped fabric if you are at all unsure if the print you chose is not correct. I spent hours on a dress only to find out the print was not correct. I have a lovely dress that I can't wear. When sewing plaids remember the laundresses could not afford the extra fabric or the time needed to match plaids. A laundress will wear a much wider apron than a woman of leisure.

Undergarments and outer garments are also valuable in creating your persona's wardrobe. A chemise would have been worn but not seen. Surprisingly my corset is comfortable and helps with proper posture and back support. I have discovered that even young children wore them to assist with proper posture. Headwear is also important. Your head would have been covered. At this time period mop caps would have only been worn by older women. Footwear is important to protect your feet. (I have trouble with this.) A slipper type of shoe, boots or a type of clog might be worn.

Please check out the following spread sheet so when you want to start or to add to your wardrobe you can have a general outline of what to look for. This is by no means a complete list but a general guide for you to work from.

Penny Ankenbauer
AKA Mrs. Sally Moore
pjankenbauer@yahoo.com
Spring 2008

Women's Accouterments

These are things that you will need to get as you develop your persona.

*Eating utensils: plate, cup, spoon, knife, fork (two pronged)

Basket to carry filled with items you are working on, to hold your eating utensils etc.

*Cap, turban, or cloth tied on your head.

Straw Hat to wear when you are out of your quarters when you do not want to have sun in your face

Pocket tied to your waste under your apron to hold personal items.

Reticule- a small purse to carry your money, keys etc if you are an upper class person or attending a ball

House Wife A sewing kit that can be rolled up and tied with a string to hold sewing supplies such as needles, straight pins (no plastic headed), scissors or snips, thread, period buttons etc.

Pipe even upper class women smoked pipes.

Flask to hold your beverages.

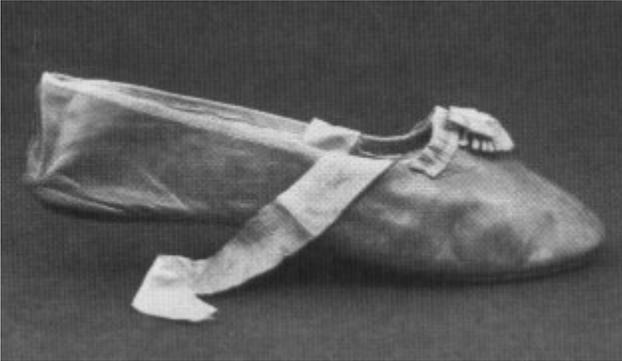
Items particular to your persona.

These items can be purchased at the fort's Sutler Store or from on-line sources such as Smoke and Fire, Townsend or other sites listed on our volunteer's web page.

*denotes necessities

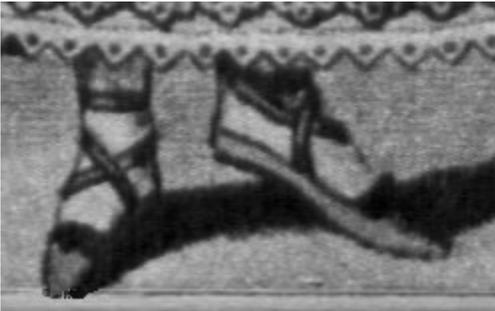
Jessamyn's Regency Costume Companion

<http://www.songsmyth.com/shoes.html>



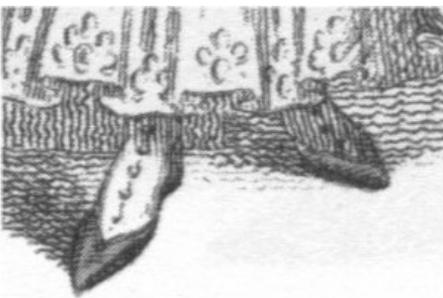
French shoe, 1799-1805, from the L.A. County Museum of Art.

As the decade progressed, pointed toes rapidly gave way to rounded ones, and heels disappeared almost completely. Although materials continued to become plainer, colors proliferated. I have seen existing Regency shoes in lavender, pink, and robin's-egg leather, and many pale colors in satin. This shoe is made of green leather with blue-green silk ribbon trim and ties. It is the classic shoe of the Regency: simple, reminiscent of a ballet slipper, with a rounded toe and virtually no heel. Some had ties



Detail of an 1812 fashion plate.

Here is the fashion plate's rendition of the standard slipper, additionally dressed up for dancing with a criss-cross lacing. If you like this effect, it would be very easy to buy satin ribbon, cut it in four pieces, and sew it (firmly) to the inside edge of both sides of each shoe.



Detail of an Ackermann's Costume Plate of 1818.

Boots.

Tied shoes went out of fashion for women mid-Regency and were replaced by low, lace-up footwear called half-boots. They were often made of nankeen, a hard-wearing yellow cotton fabric, but also of a variety of materials; fashion plates often show them in black leather. This unusual pair is described as having a lower part of blue leather and an upper of contrasting fabric.



1815-20 kid half-boot from the Victoria & Albert Museum.

Here is a later Regency half-boot made of brown kid leather, better suited to a nice long tramp over to one's neighbors' (after all, it's already dirt-colored!). The rosette at the toe is silk, and adds a charming touch to an otherwise fairly practical shoe. However, although a practical improvement on the previous century's shoes, all women's footwear of this period was fairly flimsy - the kid of this boot is quite fine and thin, easily prone to tears and quickly soaked through by water and mud.



1812-20 cotton jean half-boot from the V&A.

A mid- to late-Regency half-boot of striped cotton jean (thin denim), a material that looks surprisingly modern to our eyes. Again there is a silk rosette at the end of the lacing, and the construction is almost identical to the one above, just cut a bit narrower at the back of the throat. To make a modern boot look more period, add a rosette and replace the laces with two-ply cording from the fabric

Fabrics-Store.com Chronicle <ask@fabrics-store.com

Choosing an Appropriate Fabric Weight

Versatile natural linen comes in weights suitable for any project. Linen is ideal for warm weather because it "breathes," allowing perspiration to wick away from the skin. Light weight linen is great for summer dresses or tops and children's clothes. Medium weight linen is suitable for summer pants and shirts. Heavier weight linens are wonderful for summer suits or jackets.

Linen is lovely for all sorts of home décor projects such as tablecloths, napkins, placemats, drapes, pillows, and slipcovers. It makes stylish shower curtains and guest towels. Linen is also ideal for historical enactment garments. While linen is ideal for nearly any project, it is not suitable for patterns requiring a stretchy fabric. The pattern's fabric suggestions are the best guidelines; if a pattern is suitable for linens, it will say so on the back of the envelope.

You also must make sure that the color and print of the fabric you choose are suitable for the person who will wear the finished garment. I learned this the hard way. I spent a lot of time and effort making a beautiful cerise dress. The color looked great on the bolt of fabric and I had previously made a dress that I loved from this same pattern, but once I tried the finished garment on, I was very disappointed. Cerise is definitely not my color; it made me look too heavy. Choosing one of the many shades of natural un-dyed linen is one way to avoid this problem; the subtle neutral creams and beiges of un-dyed linen look great on any body shape. When choosing one of the numerous delightful shades of dyed linen fabric, keep in mind the colors which you know you look good in.

Pre-treating Linen: to wash or not to wash

So you have your fabric and your pattern chosen. You love the crisp look of that brand-new piece of linen. It seems a shame to pre-wash it before cutting it out and sewing it. Do you have to?

I have found that the answer is yes and no. Because linen does shrink when washed, you must do something to minimize the shrinkage. You don't want to sew an absolutely lovely outfit that fits perfectly, only to have it shrink to a size too small the first time it is washed. A large amount of shrinkage can also cause the garment's shape to become distorted.

When choosing a pre-treatment option, remember you will want to continue to clean the garment the same way you pre-treated the fabric. Many people enjoy linen's natural tendency to soften when washed. Linen gets softer and more comfortable with each wash. If the finished garment is going to be washed in hot water, pre-treat your fabric by washing it in hot water before laying it out. Linen washed in extremely hot water will experience maximum shrinkage and thus will not shrink when washed again. If the finished garment will always be washed in cold or warm water, then pre-treat the fabric by washing it at that temperature. I generally pre-treat all my fabrics by rinsing them in plain water without any detergent and then hanging them up to dry.

If you want your linen to stay as crisp as the day you bought it, you may want to dry clean the fabric before you lay it out. I have found that a nice alternative to dry cleaning is steam pressing the linen before you lay it out. In addition to steam from the iron, I use a damp press cloth or towel over the fabric. Always protect your linen with a press cloth when ironing; although ready-made press cloths are handy, any iron-able fabric will do. An extra piece of the fabric you are working with makes a handy press cloth. In a pinch, I've even used damp paper towels.

Laying out, Cutting and Marking

Because of their distinctive texture and weaves, it is best to layout linen fabrics following the napped layout given in the pattern instructions. I have found that as long as you follow the grain-line of the fabric, you can generally lay pattern pieces much closer than the picture in the layout suggests. (The grain of a fabric runs parallel to the selvages--the finished edge on each side of the fabric piece.)

The thinner linens are a breeze to cut. You may find thicker linens easier to cut with a rotary cutter. If you use a rotary cutter remember to protect your table with an appropriate self-healing mat designed for rotary cutting. Holding a ruler as a guide on the straight edges of the pattern helps you achieve nice straight edges when using a rotary cutter.

The next step in achieving a professional-looking linen garment is accurate marking. I generally use marking pencils to mark my patterns and tracing paper to mark details such as darts and pleats, but these tools are often not appropriate for heavily textured linens. Marking pencils and tracing paper don't leave sharp enough marks on some fabrics and the marks they do leave are often difficult to remove from heavily textured materials. Test your marking tools on a scrape of the intended fabric, before using them on the fabric itself.

Tailor tacking is accurate, but time consuming (and something I just hate to do). I often mark with straight pins which have colored heads. If you don't mind if the pattern gets a little torn, place a regular straight pin (one without a large head) directly through the pattern markings. Then carefully remove the pattern, holding the marking pins so that they don't move. Once the pattern is removed, replace the pins, with pins that have a colored head. Be sure to position them securely and use care when moving the fabric pieces. This method works very well for marking the position of sleeves and fasteners. It can also work well for darts or pleats, if you carefully draw the dart or pleat lines after the pattern is removed, using the straight pins as guides. (In a pinch, I've used a regular number 2 pencil to do this; once folded and sewn, the marks will not show).

Sewing

Linen is a joy to handle at the sewing machine. It does not slip easily, so it can be pin basted. It guides easily over the feeddogs and does not need the delicate handling required by stretch knits, lamé and other specialty fabrics. Simply remember the basic rule of guiding, not pulling the fabric under the needle (after twenty years of sewing, I still sometimes find myself tempted by this common beginner's mistake). Any basic thread will be fine for linen

Finishing the Seams

Seam finishing is one key to a professional looking garment and all linen needs some sort of seam finish. On light-weight and medium-weight linens, a clean-finished edge works well and looks neat. A clean-finished edge requires two steps and takes a little-more time than simply zigzagging the raw edge, but it is worth the extra effort. To clean finish an edge, straight stitch approximately one-eighth inch to one-fourth inch from the edge and then turn the edge under on the stitch line and straight stitch through the two layers.

You can also use double-fold bias tape or special seam-finishing tape to enclose the raw edges. This looks great, but if you are a beginner, you may find it somewhat tricky. I personally prefer the clean-finish method. It is easy to learn and requires no extra supplies.

Of course, the clean-finish method is not suitable for finishing the armhole seam of a set-in sleeve. You can let the seam stay unfinished, but I prefer to zigzag the edges together after I have set the

sleeve in. To avoid a bulky seam, most patterns recommend trimming the underarm seam between the notches, after setting in the sleeve. This is generally a good idea; zigzag over the trimmed edge as well.

Press as You Go

Another key to sewing a professional looking garment is to press every seam as you go. Commercial patterns always recommend this step, but when I first began sewing, I did not see the point of it and often neglected to do it. I've since discovered that it makes a real difference in the look of the finished piece. Using a press cloth, press the seam flat on both sides to set the stitches and then press the seam open. To save time, sew several pieces (such as sleeve seams, and side seams) in a batch and then press them before you sew the pieces together.

Some fabrics do not require the use of a press cloth, but linen has a tendency to shine when pressed, so remember to protect it. A press cloth also helps to prevent scorching, but it's not foolproof, so use caution since linen scorches easily. Keeping the press cloth damp, even if you are using a steam iron, will help prevent problems and give your pressed details a nice crisp look.

WOMEN'S CLOTHING & SOURCES

ITEM	Most Accurate	ACCEPTABLE	UNACCEPTABLE	RECOMMENDED PATTERNS/ Merchants
SOCKS	cotton	Basic socks Wool-poly blend or cotton, over-the-knee or basic socks	Crew socks	http://www.kannikskorner.com/pataccess.htm , JT, S&F
SHOES	Upper Class slippers - silk or leather - short boots leather or linen, Lower Class boots of leather , jazz boots	Man made if period style	Tennis shoes	Thomas Lincoln, modern stores
Chemise*	100% linen, period pattern short flat shift sleeves 9no longer than mid bicep and neckline Lucet cording, or cotton, linen, or silk drawstring-off white- with flecks of brown color and courser fabric	Linen and/or cotton machine made	Man Made Fabrics	BG, Also various patterns to buy. These are very easy to make so I would not recommend spending money on a pattern. KK
Stays	Linen or cotton drill with metal, cane or broom boning; lucet cord or tape lacing; tape binding;	Jumps or Modern Bra that lifts the girls way up	Sports bras	simplicity, S&S- short stays with back closure or PP
Shortgown/ Jacket*	Linen, wool, linsey-woolsey; homespun		Your Chemise showing	PP. BG, Kanicks pattern or pattern in fort pattern library
Spencer	Cotton Velvet, wool silk blend, wool, silk velvet, silk-satin or silk taffeta	Spencer for upper class woman	no polyester unless silk velvet	, S&VC, Simplicity
Dress*	Upper Class empire waist w/ bodice going longer later in the 1820's, shoulder seam towards the back, w/ bodice rising in the back with careful regard to the fabric used. Best fabric choices linen, cotton-linen, wool, silk		NO S.S PATTERNS BUT HIGH NECK PATTERN IS FINE non period fabrics or man made fabrics, NO TOILE	
	Lower Class would wear whatever they could scrape together-caste offs from ladies or soldiers NOTHING matching cotton, or cotton/linen , wool, linsey-woolsey		non period fabrics or man made fabrics	

ITEM	Most Accurate	ACCEPTABLE	UNACCEPTABLE	RECOMMENDED PATTERNS/ Merchants
Aprons*	UPPERCLASS embroidery, very sheer fabric 100% linen, Linen/cotton, hemp or wool; gathered to self fabric or to cotton or linen tape, with tape ties Note lower class aprons would cover more of the dress or petticoat WOOL FOR COOKING	Blue or striped White cotton muslin	non period fabrics or man made fabrics	
Straw Hats	Flat or Poke- the poke has to have a smooth line from the brim around to the side. BONNETS-SILK, LINEN OR WOOL COTTON CAMBRIC			Just 2 tailors, S&M
Cap*	Lappet-eared pattern; linen, hand-sewn, silk ribbons, white cotton muslin, machine-sewn; head-cloth worn turban-style	Mop Caps- only for older women	non period fabrics or man made fabrics	KK
Petticoat (i.e., skirt)	High waist with shoulder straps or with sleeveless, wool, linen, or linsey-woolsey, hand-sewn; hemp, stripes (if any) woven into material	Cotton-linen blend or cotton	non period fabrics or man made fabrics	
Pockets	LOWER CLASS BROWN LINE UPPER WOULD BE WHITE Linen or fustian; hand-sewn and embroidered- upper class ; tape or cording drawstring	Cotton duck or cotton-linen blend	Fur pouches; leather over-the-shoulder purses	KK, BG, VC
Cloak or Shawl	Wool lined cloak or wool or silk shawl or a hand knitted one, wool short gown, UPPER Class- pelisse fabric of wool or silk	Piece of wool to wrap up in, or soldier's caste off such as a great coat	Modern coats	KK, S&F. VC
*Please note	We will help you get started so you do not have to begin buying items until you know if you want to continue volunteering at the fort. The *ed items are probably the first clothing items that you will want to get.			

Abbreviations	Pattern Company	Address	Fabric Sites	Buttons/ Tapes
KK	Kannicks Korner	www.kanniskorner.com/patcat.htm		
RH	Rocking Horse	http://rockinghorse-farm.com	www.reproductionfabrics.com/	http://www.wmboothdraper.com
S&F	Smoke and Fire	/www.smoke-fire.com	www.fabrics-store.com	
VC	Visitor Center			HATS
S&S	Sense and Sensibilities	www.sensibility.com/pattern/regency.htm		www.just2tailors.com/?category=Hats
PP	PAST PATTERNS			S&M, JT
PI	Period impressions			

Some Clothing sites to check out:

Real Regency Clothing
 Antique and Vintage Clothing –Museum Collection
 Great Pattern Review
<http://www.sensibility.com/vintageimages/1800s/>

There are several books that you might want to look at:

Linda Baumgarten's /What Clothes Reveal/,
 A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary by Laurel Thatcher Ulrich
 The Reshaping Everyday Life: 1790-1840 by Jack Larkin (VC Library)
 Sally Johnson's Thesis on Ft. Atkinson (VC Library)
 The American Frugal Housewife by M. Lydia Child
 Martha Washington's Booke of Cookery and Booke of Sweetmeats by Karen Hess
 The First American CookBook by Amelia

Children's Activities

1. There are always chores to do such as gathering wood chips for the fire places.
2. Cleaning windows
3. Polishing silverware
4. Practicing reading (Bible) and reciting (see poetry below*) among the children- with out with out adults
5. Playing school.
6. Sewing scraps of fabric together- for hot pads to deliver to various rooms or possibly sell in the Sutler's Store.
7. Being a messenger taking notes from one area to another.
8. Minding smaller children.
9. Practicing stitchery- putting initials on clothing.
10. Gathering wild flowers or making wreath.
11. Trying to weave baskets out of wood shavings or grasses.
12. Make dolls out of corn cobs or rag dolls and clothing.
13. Tea parties under a tree.
14. Soldiers and Indians.
15. Make a stick horse out and add a rope for reins.
16. Try to catch a chipmunk.
17. Gather leaves from trees and plants and find someone who can tell you what they are. Leave poison Ivy with three leaves alone.
18. Make a whirly gig.
19. Make a ball or bean bag and play catch or toss into a ring with a stick poked in the ground to try and get it closest to the stick.

Games

1. Tag, duck duck goose, marbles, graces, corn cob toss, make pick up sticks, sack races, Cats Cradle, puzzles, battledore (early badminton) hoops (from cooper or black smith), kites, jump rope, London Bridges, Spinning tops- make your own and have a contest as to which one spins longest, hop scotch, leap frog, blind man's bluff, see saw, bubble blowing, bean bags, Indian bean bag toss with sticks.
2. Nine Men's Morris was a board game for two players. Each player has nine markers.

Object of the Game: The object of the game is to make rows of three markers on a line, and to prevent the other player from doing the same.

The players take turns putting down one marker at a time, always placing them at the point where the lines cross or connect to each other. This means markers can be placed horizontally, vertically, or even diagonally at one of the board's four corners. Three markers in a straight line make a row, and if they are cleverly arranged, one may form a part of two rows.

When all the markers have been placed on the board, the players may begin to move. Players take turns sliding one marker at a time along the lines, from one point to the next. The object is still to make rows by sliding the markers to different points on the board, and blocking the other player. Whenever one player makes a new row of three markers, he or she chooses one of the other player's markers, picks it up off the board, and lays it aside. If a player is reduced to only two markers left, he or she may give up the game as lost since three markers are always necessary to complete a row.

Tongue Twisters

Here are some for you to try or make up your own:

1. The skunk sat on a stump and thunk the stump stunk. But the stump thunk the skunk stunk.
2. Bluebirds bring bright berries.
3. She sheared six shabby sick sheep.
4. Mother picked mushy melons on Monday morning making a marvelous meal of melons.

Period Riddles

1. What flies up, but is always down? Feathers
2. What kind of room is not in a house? Mushroom
3. What has teeth but can not eat? Comb
4. What has a tongue but can not talk? Wagon or shoe.
5. What has three feet but cannot walk? Yardstick
6. What falls down but never gets hurt? Snow.
7. When is a boy most like a bear? When he is barefoot.
8. What has a mouth but cannot talk? A river.

Books

www.iupui.edu/~engwft/battledore.htm

- *The Pilgrim's Progress* (published in two parts, 1678 and 1684) by the English author and preacher  John Bunyan
- *Robinson Crusoe* (1719), by Daniel Defoe. first published in 1719 and sometimes regarded as the first novel in English
- *The Swiss Family Robinson* (translated 1814) by Johann Rudolf Wyss.
- *Gulliver's Travels* Jonathan Swift's (1726),
- **Charles Perrault** (1628-1703) The tales included "Puss and Boots," "Cinderella," "Red Riding Hood," and "Bluebeard." These stories were soon afterward translated into English. In the 18th century the English publisher
- John Newbery (1713–67) became the first to print attractive, inexpensive books for children. His best-known publications are *The History of Little Goody Two Shoes* (1765), *A Little Pretty Pocketbook* (1744); and *Mother Goose's Melody* (c. 1765), reprinted in Boston in 1785.
- *Grimm's Fairy Tales*. Published between 1812 and 1815

Nursery Rhymes

<http://www.answers.com/topic/list-of-nursery-rhymes-in-english>

I have listed only nursery rhymes that had a date prior to the fort. There are more but these are a few that we could share.

1. **"Pop Goes the Weasel"** dates back to 17th century England,
2. **As I was going to St Ives**" dates to around 1730,
3. **Robert Shafto** (born in 1732
4. **Jack and Jill** 1760s in John Newbery's *Mother Goose's Melody*
5. **Little Boy Blue** probable origins in the Middle Ages.
6. **King Cole** appeared in 1708-9
7. **This Little Piggy**" is a nursery rhyme, first published in 1728
8. **This Is the House That Jack Built**" appeared in print 1755,

Music

Yankee Doodle Dandy

"Doodle" refers to "a sorry trifling fellow, fool or simpleton." "Dandy," on the other hand, refers to "a gentleman." "Macaroni" was a reference "a fancy style of Italian dress imitated in England at the time." The song expressed the perception of the British that colonials were country bumpkins. The colonials may have been an army of ragtag farmers — under-equipped, under-clothed and rarely paid. But they defeated the largest, most powerful army in Europe to gain their freedom

Yankee Doodle went to town
A-riding on a pony
Stuck a feather in his hat
And called it macaroni.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

Father and I went down to camp
Along with Captain Gooding
And there we saw the men and boys
As thick as hasty pudding.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy

There was Captain Washington
Upon a slapping stallion
A-giving orders to his men
I guess there was a million.
Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

"Pretty Maids All in a Row" (circa 180?)

A Favorite NURSERY SONG

Composed by Mr. [James] HOOK [1746-1827] for one or two Voices

[Source: 030/094@Levy]

How does my Lady's garden grow?
How does my Lady's garden grow
in silver bells and cockle shells
and pretty maids all in a row.
How does my Lady's garden grow?
How does my Lady's garden grow
with silver bells & cockle shells
& pretty maids all in a row
with silver bells & cockle shells
& pretty maids all in a row.

<http://www.pdmusic.org/1800s.html>

The Star Spangled Banner

Francis Scott Key

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thru the perilous fight,
O'er the ramparts we watched were so gallantly streaming?

And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?

Now it catches the gleam of the
morning's first beam,
In full glory reflected now shines in the
stream:

'Tis the star-spangled banner! Oh long
may it wave
O'er the land of the free and the home of
the brave!

And where is that band who so
vauntingly swore
That the havoc of war and the battle's
confusion,
A home and a country should leave us no
more!
Their blood has washed out their foul
footsteps' pollution.
No refuge could save the hireling and
slave
From the terror of flight, or the gloom of
the grave:
And the star-spangled banner in triumph
doth wave
O'er the land of the free and the home of
the brave!

Oh! thus be it ever, when freemen shall
stand
Between their loved home and the war's
desolation!
Blest with victory and peace, may the
heav'n rescued land
Praise the Power that hath made and
preserved us a nation.
Then conquer we must, when our cause it
is just,
And this be our motto: "In God is our
trust."
And the star-spangled banner in triumph
shall wave
O'er the land of the free and the home of
the brave!

"Hail Columbia" (1798)

A National Song.
The American National Anthem
As Sung by the Handel and Haydn
Society, Boston.
Arranged for the celebration of the 82d.

Anniversary of the Battle of Bunker Hill
[1775] by T. Comer (1857)
[Words and Music by Joseph Hopkinson,
1798] [Source: 003/055@Levy]

1.Hail Columbia happy land!
Hail, ye heroes heav'n born band,
Who fought and bled in freedom's cause,
Who fought and bled in freedom's cause,
And when the storm of war was gone,
Enjoyed the peace your valor won.
Let Independence be your boast,
Ever mindful what it cost;
Ever grateful for the prize,
Let its altar reach the skies.

CHORUS [repeat after each verse]

Firm, united let us be,
Rallying round our Liberty!
As a hand of brothers join'd,
Peace and safety we shall find.

2.Immortal Patriots! rise once more!
Defend your rights, defend your shore;
Let no rude foe with impious hand,
Let no rude foe with impious hand
Invade the shrine where sacred lies
Of toil and blood, the well earn'd prize,
Whill offering peace sincere and just
In heav'n we place a manly trust,
That truth and justice may prevail,
And every scheme of bondage fail.

3.Sound, sound the trump of fame,
Let Washington's great name
Ring thro' the world with loud applause!
Ring thro' the world with loud applause!
Let every clime, to freedom dear,
Listen with a joyful ear;
With equal skill, with steady power,
He governs in the fearful hour
Of horrid war, or guides with ease,
The happier time of honest peace.

4.Behold the chief, who now commands,
Once more to serve his country, stands,
The rock on which the storm will beat!
The rock on which the storm will beat!
But armed in virtue, firm and true,

His hopes are fixed on heav'n and you;
When hope was winking in dismay,
When gloom obscur'd Columbia's day;
His steady mind from changes free
resolved on death or Liberty.

"The Linnet" (1798)

[Sonneck-Upton reference, p. 231c]

[Spaeth reference, p. 53]

Composed by Mr. James Hook, 1746-
1827

New York: J. Hewitt's Musical
Repository, No. 131 William Str.[Source:
030/048@Levy]

1. Where wild Flow'rs glow & Linnets
sing,
To usher in the locund Spring,
O let me lead my charming Maid,
To yonder fragrant checquered shade

[CHORUS sung after each verse]

Where wild flow'rs glow and Linnets
sing,
To usher in the Jocund Spring,
Hark hark he swells his tunefull Throat
Hark hark he swells his tunefull Throat
Hark to the tunefull Linnets note
Hark to the tunefull Linnets note.

2. A mossy bank with oziers bound,
For your delight my fair I've found;
Where woodbines form a sweet retreat,
Close shelter'd from the noontide heat.

3. The winding Stream that runs along,
Conveys the distant hedsmans song.
The Violets bloom beneath thy feet,
For nature decks the calm retreat.

"Crazy Jane" (1800)

Words by G. M. Lewis Esq.

[Matthew Gregory Lewis?]

Music by John Davy, 1763-1824

[Source: 031/064@Levy]

1. Why fair Maid in ev'ry feature,

are such Signs of fear expres'd?
Can a wand'ring wretch-ed Creature
with such terror fill thy breast
Do my [brazened?] looks alarm thee
[????] vain,
not for kingdoms would I harm thee,
alarm not then poor CRAZY JANE

[REFRAIN]

poor CRAZY JANE, poor CRAZY
JANE,
not for kingdoms would I harm thee,
shun not then poor CRAZY JANE.

2. Doest thou need to see my anguish!
Mark me and avoid my woe!
When men [taller?] sigh and languish,
Think them false, I found them joy
For I lov'd, [qf?] so sincerely
How could ever love again,
Met the youth I lov'd so dearly
Stole the wile of CRAZY JANE.

{REFRAIN}

3. Foundly my young heart received him,
Which was doom'd to love but one,
He sigh'd, he vow'd and I believ'd him,
He was false to [?]
From that hour has Reason never
Held her Empire o're my brain,
HENRY fled -- with him for ever
Fled the wile of CRAZY JANE.

(REFRAIN)

4. Now forlorn, and broken hearted,
And with [hreizined?] thoughts begat,
On that spot where lost parted,
On that spot where we first met
Still I sing my love lorn ditty,
Still I slowly pass the plain,
Whilst each [pafser?] by in pity,
Cries, God help thee CRAZY JANE.

(REFRAIN)

"The Washing Day" (circa 1815-1819)

A Ballad for Wet Weather

(Words and Music -- anonymous)

Philadelphia, PA: G. E. Blake, 13 South East Fifth Street [Source: facsimile copy on pp. 225-226 from "Songs of Yesterday: A Song Anthology of American Life" by Philip D. Jordan and Lillian Kessler (Garden City, NY: Doubleday, Doran & Co., Inc., 1941; also, 049/083@Levy]

1. The sky with clouds was overcast,
The rain began to fall;
My wife, she whipp'd the children,
And rais'd a pretty squall;
She bade them with a frowning look,
To get out of her way;
Oh! the deuce a bit of comfort's here,
Upon a washing day!

{REFRAIN 1}

For 'tis thump, thump, scrub, scrub,
scold, scold away,
The de'il a bit of comfort'ss here,
Upon a washing day.

2. My Kate, she is a bonny wife,
There's none so free from evil
Unless upon a Washing day,
And then she is the devil!
The very kittens on the earth,
They dare not even play,
Away they jump with many a bump
Upon the Washing day.

{REFRAIN 2}

For 'tis thump, thump, scrub, scrub,
scold, scold away,
The de'il a bit of comfort'ss here,
Upon a washing day.

3. I met a friend who ask'd of me,
"How long's poor Kate been dead?"
Lamenting the good creature, gone
And sorry I was wed
To such a scolding vixen, while
He had been far away!
The truth it was, he chanced to come
Upon a Washing day!

{REFRAIN 3}

When 'tis thump, thump, scrub, scrub,
scold, scold away,
The de'il a bit of comfort'ss here,
Upon a washing day.

4. I ask'd him then, to come and dine,
"Come, come," quoth I, "Ods buds!
I'll no denial take, you must;
Tho' Kate be in the auds!"—
But what we had to dine upon
In truth I cannot say,
But I think he'll never come again,
Upon a Washing day!

{REFRAIN 4}

When 'tis thump, thump, scrub, scrub,
scold, scold away,
The de'il a bit of comfort'ss here,
Upon a washing day.

5. On that sad morning, when I rise,
I put a fervent prayer,
To all the Gods, that it may be
Throughout the day quite fair!
That not a Cap or Handkerchief
May in the ditch be laid—
For should it happen so egad,
I get a broken head!

{REFRAIN 5}

For 'tis thump, thump, scrub, scrub,
scold, scold away,
The de'il a bit of comfort'ss here,
Upon a washing day.

6. Old Homer sang a royal wash,
Down by a chrystal river;
For dabbling in the palace halls
The King permitted never—
Oh high Olympus, Beauty's queen
Such troubles well may count,
While Jove and Juno with their train
Put all their washing out!

[MORAL [AFTER LAST VERSE]]

Ah! happy gods, they fear no sound,
Of thump and scold away;
But smile to view the perils of
A mortal Washing day!

FROM THE INTERPRETER
Spring 1996

Journeys of the Mind,

The Future of Living History

William W. Gwaltney

Many parks spend a good part of their annual operating budget on living history programs and the clothing, gear and equipment necessary to put these programs on.

Unfortunately, many parks and historic sites do not give sufficient thought and energy to the proper framing of living history interpretive programs. The result can be half-baked programs that confuse visitors and frustrate park staff. Incorrect, inappropriate or stagnant living history programs can be a nightmare for park managers as well.

The answer to the woes of these presentations is to take a good, hard look at the past, present and future of living history. The idea of explaining the past by partially recreating the past is not a new one. In fact many native tribal dances, skits and mock battles can be said to have this idea at their core. Living history, as we know it, has been around for well over 25 years in State and National Parks and historic sites. Two key events that really helped to shape modern living history were the Civil War Centennial in the 1960s and America's Bicentennial in 1976.

Both of these activities created a flurry of activity that was aimed at getting as many people "into uniform" as quickly as possible. The result of this sudden surge of interest was often, but not always, poorly thought out presentations, unwilling and grumpy living history "draftees" and a slanted impression of what history was like. Photographs of early re-enactments show a tendency towards laxity and "retrofitting" clothing and equipment easily obtained at Army surplus stores. As a result negative attitudes about living history came forth from historians, scholars and site managers. The idea that living history portrayals would never really re-create life in days gone by was voiced and is still heard

today. This concept fails to recognize the true worth of living history programs.

Living history when conducted correctly can present an image to the visiting public that can overcome the stereotypical view of American history popularized by movies, television and novels. Costumed interpretation has the power to let people form another, more accurate view of the past which can be as strong or stronger than outdated myths. Historical re-enactments offer visitors an opportunity to come away with a feeling of what the past was like that they can use to judge future and past media depictions. Used effectively, living history is a tool that has no equal in cultural interpretation.

What is Living History?

Living history can be an interpretation of historic, cultural or geographic topics that utilizes role playing, historic costuming, period dialect or attitudes, or it may include costumed interpretation in the third person in tours, demonstrations and talks. Living history can be any technique which uses the trappings of the past in a realistic fashion to relate that past to the present. It may involve a restored cobbler shop in Williamsburg or a guided walk on a historic military post. It could involve cooking a period dish using appropriate period ingredients, utensils and cooking methods. In short, living history is restricted only by imagination, historical documentation, appropriateness and good taste, like any good interpretive presentation.

...social and sex stereotypes(can) be combated by the appropriate use of living history. . .

What Are the Uses of Living History?

While living history has enjoyed a large popularity in the depiction of farms, military posts and historic battles, and to help explain large facets of American life like the Civil War, it also has other uses.

A visitor can gain a far greater insight into the life of the average American of another century using living history techniques. Living history provides a great opportunity for parks and historic sites to correct misinformation using visual stimuli. The sights, smells and textures of living history props can add an entirely new and real dimension to historic interpretation. It has been said that it is difficult, if not impossible, to be prejudiced outside of your own experience. Imagine the impact of living history presentations that correctly depict women, minorities and immigrant communities as part of the overall picture of American history. Visitors would tend to remember the concept of Mexicans fighting for Texas independence or Black cavalry troopers protecting the frontier because they have “seen” one “in the flesh.”

Not only can social and sex stereotypes be combated by the appropriate use of living history but also the various myths, legends and falsehoods about early American life as well. The uses of living history are guided by documentation and appropriateness. The presence or lack of documentation should be a major consideration in moving forward with any living history program. If you can’t document what you are doing, the best choice is not to do it at all but rely on exhibits or other interpretive media to present what is known.

A well balanced and effective interpretive program does not use any one method of interpretation. . .

It should be pointed out that living history is only one method of accomplishing a park’s interpretive goals. A well balanced and effective interpretive program does not use any one method of interpretation exclusively, but combines various methods to achieve its goals. Like any interpretive medium, living history should be deemed necessary and appropriate before being selected for use in an interpretive program.

Appropriateness is critical to living history operations. Proponents against living history cite

interpreters conducting soap making, candle making or black smithing demonstrations when they do not know what else to do. Programs that demonstrate “self sufficiency skills” at a historic location known to purchase ready made items of these types is dishonest interpretation at its best and an insult to the visitor at its worst.

The living history program must reflect something *real* about the location, era or region being depicted. Wishful thinking on the part of interpretive planners shows a lack of initiative and a lack of sensitivity towards the public, the truth and the job.

An interpretive planner or site manager should learn to be constructive and critical, and should learn to take chances while remembering to follow the mandate of the site. Living history has gotten an undeserved reputation for being somewhat free with the facts (and the taxpayer’s money) as a result of a few unimaginative or jaded site managers.

Living history should not be conducted solely to raise lagging visitor-use figures. Nor should it be used for purposes of self aggrandizement or to cater to latent exhibitionist tendencies on the part of the interpreter. The use of “instant living history” programs is often used as a crutch to bolster a weak interpretive program or to make up for a lack of good interpretive planning. Living history should be used to further the goals of the park, to deal with the established interpretive themes and not be an amateur theatrical. It should be one part of an overall integrated program.

Interpretive Tools

An interpreter dealing with a living history presentation should do his or her homework thoroughly. As in any interpretive endeavor, correct and sufficient information is critical. Because you have now taken either the personality of a person from a different time or because you are seen by the public as an “expert,” you must know more for your presentation than you will need to just get by. A lot more.

In fact, effective living history requires the interpreter to be familiar with a greater range and

depth of information than all but a few technical-type presentations. The interpreter's research will show and the public will sense it. The perceived validity of your presentation is often judged by how knowledgeable you are in the subject matter. That is not to say your talk should have footnotes, only that you can back up your statements, cite sources and create viable analogies and examples.

Your knowledge of the subject combined with how comfortable you appear to the public can help them decide that you know more about the topic in question than they do or than Hollywood claims to. A living history interpreter should be comfortable in his or her surroundings and comfortable in the clothing of the period.

While the interpreter should be psychologically comfortable with his or her role, the interpreter needs to understand that physical comfort may be impacted by historic clothing, tasks and living conditions.

Living History and the "Big Picture"

As in any interpretive presentation, living history should attempt to address to totality of the sites' interpretive goal. The significance of the place, era and person should be stressed and in the context of that era. Tours and walks which merely name objects or identify rooms are sterile without making it real to the visitor.

The site, time or person you are representing is important or you would not be doing the interpretation in the first place. What made that place, time or person important is far more significant and interesting than the fine points of the 18th Century lace embroidery or some other craft.

The living history interpreter should consider what are the managerial goals that interpretive programs should be concerned with. A trading post, for instance, should present information regarding the impact of trade items on Indian tribes as opposed to information strictly relative the manufacture of such goods. Skillful interpreters can also weave a safety or resource preservation message into a program without breaking the interpretive flow.

The living history interpreter can be viewed as an 'exhibit' . . .

Historical Accuracy

Credibility and effectiveness hinge on the ability of the interpreter to deliver a strong message based on accurate and complete historical research. Not only does a sloppy presentation risk a poor evaluation by management, it also weakens public support and can cause knowledgeable visitors to stop attending programs or even submit written complaints.

If an interpreter feels confident with the information to be presented and is sure of its accuracy, a smoother and more effective program is likely to be the result.

The living history interpreter can be viewed as on "exhibit" and is exposed to close inspection by the visiting public. High standards should be maintained so that excuses and apologies to knowledgeable visitors do not have to be made. No living history program should have to begin with the disclaimer, "Well, some of what you are about to see is not quite right. . . ." The attitude that "Well, the visitors will not know the difference anyway" has no place in an interpretive program. It is an insult to the visitor, a terrible example to set for other interpreters and is simply unprofessional.

Training the Living History Interpreter

Many techniques are used to train and motivate the living history interpreter. A reading list is a long-standing method of ensuring that interpreters start off with access to the same information. "Hands-on" experimental living and learning can pay handsome dividends for interpretive trainers. Role playing, overnight stays and "total immersion" training where participants live and breathe history for a period of days can be extremely rewarding and provide insight and enthusiasm.

Presenting programs to peers and in front of a video camera for playback are techniques that have both detractors and proponents.

Video tapes of interpreters from other parks can be useful for staff training as well. The interpreters get to see other interpreters doing similar jobs and answering similar questions. Interpreters have the opportunity to find that they are not the only ones dealing with living history presentations and it appears to lessen the inhibitions of first time interpreters.

While classroom lectures, films and traditional training methods have their place, acquainting interpreters with the library, the role of the park historian and curator, and the content of the park's museum collection can also be a great help in motivating and directing interpreters.

Techniques for Living History

Many techniques can be made to work for living history programs but selecting the right tool for the job and overall suitability are important considerations.

Avoid techniques that require interpreters to play the fool, overact, recite soliloquies or otherwise embarrass themselves. Encourage interpreters to be themselves. Do not force living history interpreters to use a false accent or false mannerisms. Makeup, wigs, false mustaches, etcetera should be avoided whenever possible. The more comfortable an interpreter is the better he or she will perform. Role playing or the use of first person dialogue can be worthwhile if you have a highly knowledgeable, motivated staff. Nothing hurts the use of first person like not having the entire team behind it and not having the visitor prepared to engage in period encounters.

. . . living history should not be used as a 'soap box'

Many managers feel that first person interpretations can limit the full potential of their interpretive program in that an interpreter

involved in a first person role cannot be expected to apply any amount of historical perspective and would not be aware of the role that his "character" would ultimately play in American history.

Needless to say, living history should not be used as a "soap box" for modern political or cultural concerns or by interpreters with a personal "as to grind." Nor should living history be a candy coating of the past that glosses over unfortunate, difficult or negative aspects of our country's past.

Interpreters should not judge people of bygone eras using today's cultural, religious, social or emotional standards and morals.

The historic mistreatment of Indians, Blacks and Hispanics needs to be interpreted with a view towards understanding the historical mind set and social context that made that mistreatment possible.

One of the best interpreters the park can make available should greet visitors and brief them on what will take place in their visit to "another time." Failure to accomplish this vital step can spell frustration for the park visitor and failure for your interpretive program. Many sites avoid the problems involved with role playing presentations by relying on interpreters dressed in appropriate clothing. This may lack the public appeal of the first person approach but allows the interpreter a greater amount of flexibility and the option of relating modern views and considerations to those of years past. For many sites this will prove to be a flexible, reliable and comfortable interpretive approach.

The key is making both interpreters and the visitor feel comfortable with the setting and presentation.

Action-oriented interpretation can combine ongoing demonstration with an explanation of the activity and can be very effective. Other approaches include the interpreter conversing with the visitor about the topic involved while appearing to be accomplishing some task. Living history techniques can be as different as

opposite ends of the spectrum and still be effective. The key is making both the interpreter and the visitor feel comfortable with the setting and the presentation.

Try to draw in the public as much as possible and get them to participate in life the way it would have taken place in the era you depict. The fewer reminders of the present that are visible, the better the visitor can envision himself or herself in another time. Friendly, courteous, disarming and knowledgeable site employees are best able to help visitors make this journey of the mind.

Interpretive Performance

A site manager can enhance the probability of success of their living history programs by making careful selections of staff and seasonal interpreters. Interpreters should have interest in the topic matter, enthusiasm for living history, the skills for relating the past orally to the visitor and the experience needed to accurately portray the life skills of a bygone era. Of these factors, interest, enthusiasm and interpretive ability are often the most critical. Living history interpreters and supervisors need to be able to think in a conceptual framework. Repeating history learned by rote does not make for a good speech, tour or living history presentation. Conceptual thinking is important to creating, developing and executing an effective living history program.

Measuring the performance of living history interpreters is sometimes a bit more difficult than evaluating uniformed employees.

A living history interpreter should be evaluated on many of the same areas that an interpreter would be evaluate on. In addition, other areas need to be considered as well. How well does the interpreter stick to the topic assigned, how comfortable appearing is the interpreter, how well does the interpreter interact with visitors? Has the interpreter continued to learn about the subject matter and the era or has the interpreter not opened a book since the end of introductory training?

Whatever criteria are used, the interpreter should be judge on effectiveness, flexibility and

resourcefulness. If you feel unable to critically evaluate your interpreters or your program, call in outside help.

One aspect of living history that is often overlooked is proper clothing or uniforming. It is not at all unusual for historians, authors and living history buffs to visit historic sites especially in the summer months. If you have overlooked proper clothing these folks will be happy to point out your mistakes for you. This can, of course, be disastrous in front of a crowd of visitors and can embarrass the site management and the interpreter on duty. The answer to this dilemma is to think out the needs of your site and purchase the right types, colors, patterns, weaves and sizes of clothing for the staff. Keep in mind that the dirt, dust and heavy execution of many living history demonstrations will require a number of items of clothing to be issued so interpreters can feel and appear clean. Do not cut corners when it comes to clothing for living history. There are no bargains. Cheap clothing is often of incorrect fabric, sewn sloppily and will show wear more quickly than quality clothing.

Stay away from synthetics when you buy clothing for living history purposes. Not only is it non-authentic, it can chafe, rip, melt and even burn when exposed to heat. This can be a critical safety factor if your site utilizes black powder or craft demonstrations that involve heat, sparks or fire. Cotton, linen and wool are your best bets and are authentic. Appropriate patterns are available to help you maintain authenticity while staying within your budget. Numerous manufacturers can supply almost anything that would be required for clothing living history interpreters.

Some sites cut corners using the old adage, "What they (the visitors) don't know, won't hurt 'em." This is a fallacy that breeds indifference to historical accuracy. What is important is that *you* know. As a professional in the field of interpretation you are short-changing the visitor and undermining your entire interpretive operation by cutting corners. Buttons, suspenders, underwear and socks should all be of authentic materials and patterns whenever

possible. It costs a little more to do it right but it is worth it.

The Role of the Private Sector

The private sector can take much of the credit for the foundation of living history as an interpretive tool. Historic Williamsburg in Virginia has long had an outstanding living history program. Recently, other private groups and foundations have established and met high standards for authenticity, interpretive training and historical completeness. There are many fine examples of this development but sites like Historic Fort Wayne and Florida's San Agustin Antiquo are two examples that readers may recognize.

Volunteers are called upon in many historic sites to provide a depth of interpretation that would not be possible otherwise because of workload, staffing or budget cuts. Volunteers cannot be rewarded too often or too much for their interest and commitment, but they should be held to the same standards of historical accuracy and quality interpretation as staff interpreters.

If the manager fears losing the VIP's because they resent being held to these standards, then the site is probably better off not having them. The credibility of the activity and park reputation are at stake here. Visitors do not know, or care, about differences in staff and volunteers. We cannot have two standards, only one...excellence.

Many sites have been successful in helping to create local living history groups that support the mission of the site during peak visitation season and during special events.

Just in the past year another new development in living history has appeared on the scene. *Living History* magazine is published quarterly in Reston, Virginia and caters to a wide variety of living history buffs whose interests lie in many eras of American history.

The Future of Living History

Living history has been largely, the realm of Federal and State historic sites, State and National Parks and historical societies and foundations. The 1970s saw a proliferation of

living history groups and saw too, the splintering of many of these groups due to arguments arising from the issue of authenticity. As a result of these "growing pains" a new set of highly committed, well read and very intelligent re-enactors have emerged in almost every area and era of living history. It will be important for site managers of areas that use living history as an interpretive tool to identify these groups, assess their authenticity and interpretive capabilities and utilize them as volunteers when needed. These groups are moving forward rapidly using State and Federal parks as support bases in addition to the communication exchange provided by *Living History* and other similar publications. This rapid acceleration in interest and information may mean that agencies used to setting the pace for living history may soon have to run to catch up.

The academic community has also discovered the practical applications of living history as a learning tool. Jay Anderson has recently published "Time Machines," *The World of Living History* (published by the American Association for State and Local History), about living history and some of the sites that utilize this method of interpreting the lives of people. The University of Wyoming has been offering a highly successful living history training program at Ft. Laramie National Historic Site. This program gives history and park management majors a glimpse of what living history can mean to park visitors and how to go about planning programs of this sort. As many parks and historic sites in the United States pass by living history as a fad whose time has past, others delve further into the uses of historical recreation. Parks Canada has found its living history programs to be solidly successful and finds maintaining high historical standards to be good management policy. Concepts like the National Park Services' "Winter Quarters encampment" at Bent's Old Fort, the Indian Wars Camps of Instruction at Fort Davis and Ft. Laramie and the Saylor's Creek Civil War re-enactment in Virginia are all drawing superb attendance and some programs have more volunteer applicants than they have capacity for.

Clearly, there is a future for living history in the interpretation of historic sites. The keys to this future will be communication, training and adherence to high standards of historical accuracy.

These experimental learning situations allow interpreters, historians, managers and volunteers to receive interpretive training within a historical context and get first hand experience in historical skills. Course attendees feel they have been better able to get a better feeling for history and pass that feeling to park visitors.

Parks and historic sites working with staff and volunteer interpreters can, in this decade, bring the art and science of living history to new heights to preserve the past for the present and future and help more visitors to take a journey of the mind.

*Mr. Gwaltney is a Park Ranger at Fort Davis
National Historic Park, Fort Davis, Texas
79734*

Fort Atkinson 1819-1827 An Historical Evaluation

By Virgil Ney

The place occupied by Fort Atkinson in American history is important. It is germane to an understanding of how the West was settled. Coming after the Lewis and Clark Expedition, Fort Atkinson, as established by the Yellowstone Expedition, staked out the claim of the United States to the territory and frontier area along the Missouri River. Without the presence of Fort Atkinson from 1819-1827, the authority of the United States would not have been exerted against the warring Indian tribes. Trappers and fur traders, whose adventures into the area were risky and dangerous, would have been placed in a most hazardous position had the fort not existed as a source of military power and a symbol of growing national strength.

In a distinct sense, Fort Atkinson had influence domestically among the various tribes through the offices of the Indian Agents. From a practical point of view, the Indian Agents were the United States, as far as the Indian tribes were concerned. That the President decided to treat them as foreign nations, or as wards of the United States, i.e., "my children," was highly significant in the development of relations between the United States and the tribes.

Fort Atkinson, near Council Bluffs on the Missouri River, stood as a stalwart guardian against the incursions of the Hudson's Bay Company agents as they penetrated the tribes and areas now under the territorial jurisdiction of the United States. By this token, the post thus possessed international significance in its policing the frontier, especially the Missouri River area against the British and Canadian "poachers." That it was effective in this role is noted in the Arickaree Villages Expedition of 1823 and the Yellowstone Expedition of 1825. In the first instance, it must be recalled that William H. Ashley reported that the Arickarees were armed with British fusils (muskets), no doubt Hudson's Bay Company trade weapons. In the 1825 movement up river by Brigadier General Henry Atkinson, the influence of the

Hudson's Bay Company was negated to some extent by presenting American Peace Medals to the local chiefs, replacing those medals previously given to them by the British and Canadian trappers and traders.

The symbolic value of having a military post in the midst of the tribes was great. Perhaps the real value was its worth as propaganda for the United States - the new owners. For the local tribes to see and hear the presence of the United States soldier was in essence propaganda of the deed. Here was organized military power settling down in the midst of numerous bands and tribes of Indians. That these native inhabitants were usually friendly is of considerable interest. Fort Atkinson proper never fired a shot in anger although situated in the middle of an area where warring tribes were fighting each other.

Essentially, Fort Atkinson became the first point of contact of the Indians with United States troops. Fortunately, the commanding officers were deliberate men, whose understanding of their mission was clear. Their policy *vis-a-vis* the Indians was to be prepared to defend themselves but not to trample upon the Indian's rights and privileges. Colonel Henry Leavenworth was very emphatic in emphasizing this point to the Indian Agent at Fort Atkinson. The relationship between the troops and the Indians, in the area, was a friendly one. There were instances recorded wherein lost and hungry Indians were fed and escorted by the troops to their tribal area.

The troops at Fort Atkinson demonstrated several of the finest aspects of the military ethic. First, they showed the Indian tribes how the white man could occupy and develop an area by means of organization and discipline. The second important point, demonstrated by these pioneer soldiers, was the ability to survive by cultivation and farming of the prairie. By dint of their farming skills the soldiers, at this remote post, made the land sustain them. Without this achievement, Fort Atkinson could not have survived. Failure at this time would have been damaging to the image of the United States and its Army.

Within the Regiments at Fort Atkinson were to be found the seeds of the future combat leadership of the last Seminole War, the Mexican War and even the Civil War. Young officers who later rose to high command served their apprenticeship at the Post on the Council Bluff. Under such commanding officers as Henry Atkinson and Henry Leavenworth, gentlemen of broad military and civil experience, these individuals learned by example and practical training the fine arts of the command of men and the management of military affairs. That a goodly number of these officers rose to the rank of general officer attests to the thorough indoctrination and training in command they received at Fort Atkinson.

Here, in the post-war of 1812 era, the officer was beginning to learn the fundamentals of logistics, military medicine, sanitation and above all something about the human factors to be found in a military unit. The enlisted men at Fort Atkinson were a cross-section of America's population. The farm boy, city dweller and foreign immigrant, all were molded together to form an effective segment of the United States Army.

Fort Atkinson witnessed the very beginning of mechanical mobility in the U.S. Army. The advent of the early steamboats gave Atkinson and his men the advantage of speed and freedom from the drudgery of poling, or cordelling, the keel boats. Unfortunately the steamboats were not reliable and eventually the troops had to move up river by means of human muscle power in the keel boats. But the commanding officer was a pioneer in the mechanical propulsion of river boats and his experimental manually-operated paddle-wheels for keel boats were to prove highly successful in the 1825 Yellowstone Expedition. Thus at this frontier post was started the mechanical navigation of the Missouri River without benefit of steam power. Henry Atkinson was to live until he saw regular steamboat navigation of the Missouri River as commonplace.

The military community of Fort Atkinson learned how to live on the forward edge of civilization. Raising its own food and curing its own sick it did more than survive. It survived

and grew, proving that military organization and discipline were contributory to the survival and functioning of a group of human beings isolated and remote from their fellows. But for this system to work required an absolute authority. This was found in the Army Regulations as interpreted by the various commanding officers. The existence of this early military post on the Missouri River demonstrated that the U.S. Army could be a vital, constructive force on the frontier. As builders of trails and roads and explorers of the land, the Army performed services that no other governmental agency could perform. The breaking of the land to the plow and the growing of bountiful crops demonstrated beyond doubt the fertility of the prairies. The Army garrison with its extensive agricultural programs established that the area, which later became Nebraska, was one of the richest farming lands in the United States. While farming at Fort Atkinson enabled the post to survive under a precarious supply system, it did not weaken or limit the military posture of the 6th Regiment of Infantry and its accompanying artillery. This fact was definitely established by the successful campaign in 1823 against the Arickaree Villages. In a larger sense Fort Atkinson was a proving ground for many of the concepts advanced by Winfield Scott in his *Army Regulations*. The art of command, administration and control were all tried and proved by the officers and men on the Bluff above the river. One feature which was found to be inimical to discipline was that of the inclusion of whiskey as part of the daily ration. On the frontier the loneliness and frustration of the soldier contributed to an excessive consumption of alcoholic spirits and to the breakdown of discipline. The high court-martial rate at this post may be ascribed directly to the whiskey ration and its abuse by the troops. It is significant that within three years after the abandonment of Fort Atkinson the issue of the whiskey ration was prohibited by order of the Secretary of War.

Fort Atkinson was a fine training school for those officers assigned there. Fortunately the commanding officers with one exception were outstanding soldiers and administrators. Henry Atkinson, Henry Leavenworth, William S.

Foster, Daniel Ketchum and Willoughby Morgan, all left their marks upon the Post. Their knowledge, their leadership and their responsible and dedicated approach to the problems of command made Fort Atkinson function as the advance guard of the United States in the area. Without the benefit of modern communication and transport, they were forced to make do with what they had or could improvise. In an age when medicine was primitive, they were compelled to be functional in spite of an overcrowded hospital and quarters filled with sick and dying soldiers. By virtue of their personal characters, determination and compassion, they were able to carry their troops through these most difficult times. Without their toughness Fort Atkinson would not have survived. Their determination to carry out their orders was one of the strongest factors in their exercise of command.

At this very early period in our Army's history it is interesting to note the "melting pot" effect of military service upon the foreign immigrants who took the oath of allegiance and enlistment as U.S. soldiers for pay of \$5 a month. For those young men, the Army at Fort Atkinson and elsewhere was a great school. Here they learned to be soldiers, to read and write and also, perhaps, a civilian skill or trade. In many instances their civilian skills which they brought with them were directly applicable to the mission of the Post. This was especially so in the cases of recruits from the farms and rural areas. The Irish were the most numerous nationality noted in the ranks of the Rifle Regiment and the Sixth Infantry. There were British, Canadians and an occasional Frenchman and German and Russian in the ranks, all of whom gave the Post an international flavor. The overall record attests to the faithful military service rendered by these young men from abroad. Many were to find their destinies at Fort Atkinson. As Americans they made distinct contributions during and after their military service. Without them Fort Atkinson could not have been established nor could it have survived.

At this period the Army at Fort Atkinson was learning the fine points of group living. Involved in this all-inclusive term were the important

items of soldiering, i.e., training and barracks living, diet and cooking. The *Regulations*, promulgated in 1820, provided guidance and patterns for soldiering which, standing the test of time, have persisted to this day. Military housekeeping then was primitive and crude, but it was becoming effective as it rested upon certain prescribed procedures. The soldier at this post was beginning to be considered as an individual and, although trained to react to orders as an automaton, he received kind and humane treatment except when undergoing punishment. The prohibition of certain penalties was the direct result of the enlightened *Regulations*, although courts-martial occurred at this outpost which caused dismissal of the officers responsible.

Fort Atkinson was a first station in which the young officers, fresh from West Point and elsewhere, could enhance their basic military education. Here they could learn how to command men and to administer and function in a staff-officer capacity. Many a young West Point graduate found himself in command of rows of corn and wheat fields as an additional duty. Further in the midst of the Indian country, at Councils, he learned something about the Red Man. Also, he was in contact with Mountain Men, trappers and traders.

The numerous Councils held by the commanding officers at Fort Atkinson were important steps in establishing "good" relations with local and more distant Indian tribes. Leavenworth and Atkinson both were expert negotiators and earned the respect of the tribes for their fairness. The troops at the Post were cautioned to be circumspect in their relations with the Indians. Records of the Post show that several souvenir-hunting soldiers were court-martialed for the desecration of Indian graves in the area. Henry Leavenworth insisted that his troops respect Indian customs and cultural *mores*.

Thus Fort Atkinson established good relations with the Indians almost immediately. With one exception, in 1823, the troops were never engaged in combat with them. However within a half century relations had deteriorated to the point where numerous Indian wars broke out, culminating in the Battle of the Little Big Horn.

The basic causes of this situation are to be found in the influx of settlers, the killing off of the buffalo and the failure to keep treaties. By this time the Indian was in confrontation with situations which did not have an Atkinson nor a Leavenworth to offer sage solution over the peace pipe in Council. The Army, the friend of the Indian, was forced to take punitive measures. Fort Atkinson was a complete military community on the Missouri River. It was self-sufficient and it was prepared to defend itself. General Henry Atkinson, its founder, has been considered by some historians as next in importance to William Clark in the opening and settlement of the American West. If this is true, and there is very good evidence to that effect, the Yellowstone Expedition and the post it built were comparable in importance to the Lewis and Clark Expedition. Lewis and Clark were highly mobile. Atkinson and the Yellowstone Expedition, especially the first one, brought a stabilized base which developed into a symbol of the power of the United States and as a point of rendezvous and departure of the opening and settlement of the American West as a sequel to the Lewis and Clark Expedition.

THE AUTHOR

Colonel Virgil Ney, who holds a doctorate from Georgetown University, was born at Omaha and served 30 years in the Army, retiring after service in China and Korea, among other places and once was acting historian for General Douglas MacArthur. This article is a chapter from a forthcoming book on Fort Atkinson.

SOLDIERS AS FARMERS:

Army Agriculture in the
Missouri Valley, 1818-1827

During the decade following the War of 1812, the military frontier preceded the settlers' frontier in the Missouri Valley, and for a time soldiers became pioneer farmers. They plowed, planted, cultivated, and harvested many common crops, and also raised large herds of cattle and hogs for their own food. While doing this, these soldier-farmers experienced most of the difficulties and troubles that civilians encountered later when the fringes of settlement extended westward beyond the Missouri. Therefore, for the historian of American agricultural development, frontier military history can provide a wealth of pertinent material.¹

The work of soldier-farmers at Fort Atkinson in eastern Nebraska illustrates fully the extent of the nineteenth-century military contribution to agricultural knowledge. Built in 1820, this fort had the largest garrison of any army post in the nation and as such had obvious military importance. Its significance for agriculture, however, lies in the fact that the troops stationed there engaged in the first extensive American agricultural activity west of the Missouri River.

Both the fort and the farm activities of its garrison resulted from American military expansion into the Missouri Valley immediately following the War of 1812. This region had interested government officials since Thomas Jefferson's presidency, but, except for Fort Osage, built in 1808 at Sibley, Missouri, the United States made no effort to station troops there. Once the War of 1812 ended, however, continuing friction with the Indians, rampant anti-British attitudes, and the ambitions of American fur traders seem to have convinced American leaders that the national interest required the stationing of troops along the so-called northwestern frontier stretching from Lake Michigan west to Montana.²

There were unanticipated difficulties in transporting and supplying the soldiers in these

frontier areas. In particular, the troops in both the upper Mississippi and the upper Missouri valleys found themselves far beyond the fringes of frontier settlement, which complicated the task of obtaining food. A second, related problem stemmed from the composition of the diet then prescribed for each soldier. Following the War of 1812, the daily individual ration included one and one-quarter pounds of beef or three-quarters of a pound of pork, eighteen ounces of bread or flour, and one gill or half-cup of rum, whiskey, or brandy. In addition, for each one hundred rations the soldier received two quarts of salt and four quarts of vinegar, the latter prevent scurvy.³ Dissatisfaction with this diet led to gradual changes, and an act passed in 1818 allowed the officers to alter the diet for medical reasons. That same year the Secretary of War ordered that, if possible, twice each week one-half of the meat ration be replaced with either peas or beans.⁴ Even with this experiment, however, the diet of the individual soldier proved unbalanced, boring, and even dangerous to the health of the troops.

Realizing this, or perhaps responding to a limited budget, the War Department ordered commanders at frontier forts to supplement the ration with fresh vegetables whenever possible. In September 1818 the order required officers commanding certain garrisons to undertake "a more extensive cultivation...as soon as practicable..." The order further stipulated that the officers direct and the troops carry out such agricultural activity on the public land at these forts, and that the scope of this activity be reported 1 July and 1 October each year.⁵ It was hoped that this information would enable the Commissary General's office to make accurate requests for rations and to reduce waste and excessive supply costs. Apparently the War Department considered the need to reduce food and supply expenditures more important than any military training the soldiers would miss because of their farm work. At any rate, the implementation of this order by the members of the Missouri Expedition exemplifies frontier army agricultural activity.

During the summer of 1818, the officers and men of the first battalion of the Rifle Regiment gathered at Fort Bellefontaine near the mouth of the Missouri River, in preparation for their part in the Missouri Expedition. Once the quartermaster officers procure enough boats, provisions, and equipment Colonel Talbot Chambers ordered the expedition into motion. With 357 men and officers aboard, on 30 August 1818, the flotilla of ten keelboats started up the river.⁶ Apparently the battalion officers expected that the civilian suppliers might have difficulty in providing enough food for their men, because even before the War Department issued the order requiring them to establish gardens the officers decided to do so. The editor of a St. Louis newspaper noted that the expedition carried with it wheat, rye, barley, oats, and vegetable seeds for planting once it arrived at the mouth of the Yellowstone River.⁷

During the winter of 1818-1819 the troops halted at Cow Island in the Missouri River just north of Leavenworth, Kansas. They assumed that the next year they would continue the move upriver and therefore made no attempt to use the seeds which they had brought. However, their fear of running short of food or of having difficulties with the civilian supplies proved correct, and, by the summer of 1819, the battalion had to hunt wild game for survival. Later, by September 1819, the rest of the Rifle Regiment and the Sixth Infantry joined the men at Cow Island, and together they continued up the river to Council Bluffs just north of present Omaha, Nebraska. There the command erected temporary quarters to be used as a base camp from which they expected to continue farther upriver the next year.⁸ It was here that the soldiers began their agricultural efforts on the west side of the Missouri River.

The expedition leaders considered the order to produce part of the food ration for their command of such importance that the quality of the soil was one of the factors considered when they chose a campsite in October 1819. In fact, nearly all of the communications which the garrison officers sent East included some

mention of this point. Colonel Henry Atkinson, commander of the expedition, not only reported rich soil in the vicinity of the encampment, but later suggested to the Secretary of War that buffalo were so plentiful that if the troops combined farming and hunting they could produce both the vegetable and animal portions of their rations with little expense to the government.⁹ War Department officials, however, failed to share this enthusiasm, and the troops did not begin large-scale buffalo hunting to feed themselves.

Instead, they suffered from one of the worst scurvy epidemics in American military history. During the winter of 1819-1820, the men lived under deplorable conditions. Their half-completed barracks proved damp, drafty, and uncomfortable. Some of their rations spoiled, some had been damaged and were unusable, and some were insufficient for the long winter. Consequently, by February 1820, the command succumbed to scurvy. Over half of the garrison contracted the disease, and at least 160 men died from it.¹⁰

This suffering pointed out to both War Department officials and frontier commanders that the plan to have the troops raise some crops to supplement their food ration was not only sound, but imperative.

During the spring of 1820, the soldiers turned much of their attention to planting food crops and caring for their livestock. They built new hog pens over one hundred yards from the camp to reduce the stench and the danger to their own health, and also moved the horses and cattle out of the quadrangle formed by the camp buildings. On the bottomland along the river they planted 100 acres of corn and started "extensive vegetable gardens" which contained potatoes and beans. Some weeks later the men enlarged the area under cultivation, adding 200 acres of corn, 100 acres of beans, and 30 acres of potatoes. To this, they hoped to add 30 acres of turnips later in the season.¹¹

Some of this work was wasted, however, because in early June the rising waters of the Missouri inundated Cantonment Missouri and destroyed a portion of the crops. The flood not only ruined one of the corn fields and all of the

first-planted vegetable gardens, but so damaged the cantonment that the troops abandoned it, moving two or three miles south to the Council Bluffs.¹² There, during the rest of the summer of 1820, they built a new camp which became Fort Atkinson. Apparently neither the flood nor the move affected the remaining crops, however, because when Colonel Atkinson described both events he reported that the command still anticipated a harvest of 10,000 bushels of corn, 6 to 8,000 bushels of potatoes, a large quantity of beans, and an estimated 8,000 bushels of turnips. A month later, he noted that the troops had harvested over two hundred and fifty tons of hay, which he estimated would provide an ample supply for the livestock during the next winter.¹³ Certainly the size of the soldiers' farm activity demonstrates the high regard which the military authorities had for this new program.

During the years 1820-1827, while the soldiers remained at Fort Atkinson, the garden and farm work took an ever-increasing part of their time and effort. Except for the campaign against the Arikara Indians in the summer of 1823 and the Yellowstone Expedition of 1825, the troops remained at Fort Atkinson where they devoted at least as much time to agriculture as they did to any other duty. Both size and scope of operations at the post farm grew from the first sixty-acre plot of corn and the few company vegetable gardens that were flooded during the spring of 1820 to a large, well-organized, and productive agricultural enterprise.

When faced with the reduction of War Department funds because of the Panic of 1819 and the ensuing depression, Colonel Atkinson reported that he hoped to make the post as nearly self-sufficient as possible. With his subordinates, he supervised the gradually expanding post farm facilities. For several years the post quartermaster officer had the responsibility for the farm, but added to his other duties, this responsibility proved unmanageable. Therefore, the two jobs were separated, and in 1822, Major Daniel Ketchum received the appointment as Director of

Agriculture for the post.¹⁴ That same year, the garrison enlarged the scope of its agricultural activities by placing another 512 acres of land under cultivation. This allowed the men to plant gardens for the post hospital, and for each officer, company, and regiment. The garden crops included beans, beets, cabbages, carrots, onions, parsnips, potatoes, turnips, and watermelons.¹⁵ Certainly this variety of produce helped to overcome the related problems of dietary monotony and scurvy.

Work in the vegetable gardens, however, was only a small part of the agricultural enterprise at the fort. The need to produce the basic components of the ration, flour and meat, remained at the center of the soldiers' efforts. Grain production increased gradually from the 200 acres of corn planted during 1820 to include large-scale crops of not only corn, but wheat, oats, and millet within the next few years. In late 1823, for example, Colonel Henry Leavenworth, then commanding the fort, reported that the crops which the troops had harvested and stored that season included 1,000 bushels of wheat, by his estimation sufficient to make 200 barrels of flour, and 6,000 bushels of shelled corn. In fact, the troops had become so successful as farmers that they had been forced to build a barn of 120 by 30 feet just to store their grain and forage crops during the winter.¹⁶

In addition to the grain produced for flour, the soldiers raised some cereal crops to be used as feed for the livestock kept at the fort. By the end of 1823, the garrison commander reported that the men had planted 40 acres of oats for this purpose, and he also noted that they had cut and stacked 250 tons of hay for the animals. This may seem an excessive amount of hay, but not when the scope of livestock production at the fort is clear. In 1823, the soldier-farmers cared for 382 head of cattle which included: 2 English bulls, 2 common bulls, 121 cows, 112 calves, 96 yearlings, 43 young cattle, and 6 steers. It is interesting to note that this figure did not include the cattle used as teams for plowing, cultivating, pulling post wagons, or powering the grist mill, and

therefore underestimates the number of animals. In addition to these cattle as many as 800 hogs had been driven to the post at one time, and it is reasonable to assume that the troops kept most of these alive until they were needed for food.¹⁷

The increasing productivity of the post farms brought changes in the duties of the soldiers. For example, a lack of adequate fencing induced the post commander to employ sharpshooters as guards for the animals. Originally, small-scale thievery by nearby Indians had caused some loss and worry, but this soon stopped, and the prairie wolves remained the chief concern. Although guarding the livestock required far less manpower than did the other farm chores, the post commander hired Mr. Ashael Savery, a civilian, to superintend the care of the animals. Plowing, planting, cultivating, and harvesting also occupied large numbers of soldiers for a goodly portion of the summer months. In spite of this, in 1822 General Edmund P. Gaines, commander of the Western Division of the army, reported that although sixty to eighty men had to work in the fields tending the crops, they had not neglected their drill. In fact, he commented, they had “rendered themselves quite equal in the Knowledge of Military duty to the men of other Corps now less employed in cultivating the soil. . . .”¹⁸

Whatever General Gaines thought, the soldiers also received nonmilitary benefits from their agricultural labors. Better diet was the major one. The successful, large-scale livestock production led Mr. Savery to establish a post dairy which provided milk, cream, and butter for the garrison. The burgeoning herds of cattle and hogs made so much fresh meat available, that by 1824 the garrison commander deleted salt meat from the rations.¹⁹ The large crops of garden vegetables provided variation in the meals and a degree of certainty that the soldiers would remain healthy, that is, free from scurvy. Clearly these additions and changes made the garrison diet more palatable and nutritious than the standard army rations of that day.

As might be expected, the growing agricultural activity stimulated a need for buildings and equipment with no direct military purpose or significance. In early 1820 Colonel Atkinson ordered millstones purchased and transported to Council Bluffs so that the troops might construct their own grist mill and thus reduce their dependence upon the uncertain supply of flour from the civilian contractors. The following summer he hired a millwright to supervise the work, and in October 1821, reported that “a first rate grist and saw mill, upon the plan of the inclined plane” (employing oxen and a treadmill apparatus) had been erected.²⁰ In addition to the previously mentioned barn and mill, the troops erected several other farm buildings. These included a three-story warehouse, used to store whiskey, salted meat, and grain; another structure to house the wagons, plows, and other farm equipment; and, in 1824, a distillery, to manufacture brandy and whiskey.²¹ Certainly by that year Fort Atkinson appeared far more like a large farming community than a frontier military outpost.

During the seven years these extensive agricultural activities occupied the garrison at Fort Atkinson the soldiers experienced numerous difficulties. Of these, some resulted from the closeness of the gardens to the banks of the Missouri River. For example, the spring floods in 1820, 1821, 1822, and 1826 all damaged or destroyed some of the vegetable gardens planted along the bottom land of the river valley. Not only did the floods inhibit gardening, but once the waters receded much of the bottom land remained marshy. The stagnant water provided abundant breeding grounds for malaria-carrying mosquitoes, and the ague, as the physicians then called the disease, had a debilitating impact upon the garrison, particularly during the summer months. In 1822 the surgeon reported the at the command of about 500 men had suffered 540 cases of “intermittent and remittent fevers.”²²

Although this flooding placed the farmers at Fort Atkinson in a category separate from farmers on the plains, most of the difficulties

the soldiers experienced paralleled those encountered by civilian farmers later when the so-called settlers' frontier moved beyond the Missouri Valley. Clouds of grasshoppers plagued the troops, often ruining crops and certainly reducing the yields. In 1820 Colonel Atkinson reported that "grasshoppers appeared in myriads the last week in August, and stripped the turnips of their leaves; they [the turnips] were so well grown, however, as to resuscitate measurably, and will have half a crop." He noted that had the pests arrived a few weeks earlier they would have destroyed the garrison corn crop. In another letter he wrote that the insects had destroyed the entire corn crop of at least one of the Pawnee Indian bands then living about one hundred and thirty miles from the garrison, and that for two consecutive years the hoppers had eaten all of the crops of the Scotch settlers at Lord Selkirk's colony at Pembina on the Red River of the North.²³ From Atkinson's reaction, and that of others, it is clear that few Americans had encountered such insect devastation of crops anywhere in the eastern portions of the United States.

A second problem which the garrison commanders noted was the severity of the weather, and in particular the fluctuations of temperature. During the last three months of 1820 the temperature varied from 88d to -10d, somewhat more than had been anticipated.²⁴ This affected the cultivation in several ways. Obviously the extreme winter cold forced the garrison to plant later in the spring than they might have farther east or south. At the other end of the growing season, the early approach of winter meant that unexpected frosts could, and did, ruin or at least damage crops. In 1820, Dr. John Gale, Surgeon of the Rifle Regiment, reported that a killing frost had struck on September 25, an event which he considered unusual enough that he noted it in his official weather report that year.²⁵

Drought and searing hot winds, two other difficulties which bothered later farmers west of the Missouri, seem to have posed little threat to the soldiers' crops. Standing near the easternmost fringe of the plains, Fort Atkinson

was in a zone of transition between the humid Mississippi-Missouri Valley region and the less humid plains to the west. There it got enough precipitation to overcome the high rate of evaporation during the growing season, and apparently the garrison had little trouble with either excessive heat or drought.

In spite of this, the officers and men at the fort disseminated much information about factors limiting successful agriculture west of the Missouri. News of annual floods, of sickness among the men working along the marshy bottoms, of grasshopper invasions and of Indians stealing and wolves attacking stray livestock circulated freely throughout much of the nation. In this way the soldier-farmers helped to prepare frontier Americans for some of the conditions they would encounter in the trans-Mississippi West.

There were two other ways in which the blue-clad plowmen aided American agricultural development. First, the short growing season and the severity of the early autumn frosts in Nebraska encouraged the officers at the garrison to experiment with several types of corn seed. In late 1820 Colonel Atkinson obtained several barrels of corn from the nearby Omaha Indians. This strain, he claimed, was "far superior to any other discreption (*sic*) of corn that I have known cultivated any where." It grew to maturity in ninety days, resisted the early frosts, produced a substantially greater yield than did other varieties of corn, and was "much hardier and is more capable of contending against the environment of winds and grass." This corn impressed him so much that he sent barrels of the seed to De Witt Clinton, then Governor of New York, and also to Secretary of War John C. Calhoun.²⁶ Apparently, Atkinson hoped that the recipients would give samples of the seed to eastern agricultural societies for testing by their members. Unfortunately, no evidence indicates whether this corn actually proved to be as superior as Colonel Atkinson had claimed, but simply by sending it east, he proved that the land west of the Missouri could be cultivated successfully,

even if it might require new strains of seeds to do so.

A second example of army contributions to Missouri Valley agriculture resulted, not from the soldiers' efforts to raise crops or animals, but from their observations while traveling through the Indian country. After the so-called Arikara War of 1823 and the demands that the Indians be pacified, Congress established an Indian Peace Commission to conclude treaties with the hostile tribes. During the summer of 1825, Colonel Atkinson and Indian agent Benjamin O'Fallon, the two peace commissioners, led a force of 476 men and officers from Fort Atkinson up the Missouri to eastern Montana and succeeded in concluding a series of treaties. Of more significance to this study, however, is a report Atkinson submitted describing the terrain, vegetation, and animal life of the upper Missouri Valley. In addition, it included comments about the type and amount of Indian agriculture practiced there. It noted that the Indians raised corn, pumpkins, squash, melons, and a small, narrow-leafed tobacco at their permanent villages.²⁷ The War Department submitted this report to Congress during 1826 along with the negotiated treaties, so that the information which the army gathered reached at least some people in the eastern United States. Thus, once again, army activity in the Missouri Valley helped to publicize the resources and agricultural potential of that area.

Contemporaries recognized and praised the army for its contributions, and across the country newspapers informed their readers of frontier army agricultural activity. They discussed the Missouri River floods, the grasshopper invasions, the experiments with Indian corn, and even the crop yields of the post farm.²⁸ Often the editors praised individual officers for their efforts. For example, in 1821 an Indiana editor wrote that Colonel Atkinson was "entitled to much credit for his zeal in promoting the interests of his agricultural countrymen," and hoped that "his example will not be lost upon others who may have opportunities to render similar services."²⁹ Westerners, themselves, seemed

pleased with the successes of the soldier-farmers. In 1823 the St. Louis (Missouri) County Agricultural Society unanimously elected Atkinson as an honorary member because of "the flourishing state of the agriculture at Council Bluffs," which he had supervised.³⁰ Certainly these favorable comments about Atkinson's activity reflect this interest in the work and success of the troops at Fort Atkinson.

In spite of the successes of the soldier-farmers in their agricultural enterprises and the publicity which the Missouri Valley got from the newspapers and the government, not all military authorities welcomed such activity. The medical officers complained that the garden work, on low, often muddy ground along the river bottom, kept the rate of sickness at the garrison high. Certainly the reports of continuing attacks of intermittent and remittent fevers - usually signifying malaria - supported the physicians' contentions. The medical officers, however, were not alone in complaining about soldiers serving as farmers. Inspector General George Croghan denounced army agriculture as "anti-military" activity. He thought that the soldiers should occupy most of their time learning military skills and assignments, and carry on any farm work in their spare time. "Look at Fort Atkinson," he grumbled, "and you will see barn yards that would not disgrace a Pennsylvania farmer, herds of cattle that would do credit to a Potomac grazier. . . ." All of this proved the soldiers' degree of success as farmers, but, claimed Croghan, it brought a "great loss of moral strength" to the men as soldiers.³¹ Surely he must have been pleased when the men ceased their large-scale farm activities and abandoned Fort Atkinson in 1827, to move back down river to either Fort Leavenworth or to Jefferson Barracks near St. Louis.

The story of the farmer-soldiers at Fort Atkinson was not unique. During the years the soldiers there did their farm work, American military personnel at Fort Snelling, Minnesota, Fort Smith, Arkansas, and other frontier posts carried out similar tasks. In fact, as late as the decades 1850 to 1870, soldiers at frontier forts

produced at least a part of their ration each year, although few ever carried on such extensive farming activities as did the men at Fort Atkinson.³²

For the frontier soldier, farming meant not only more physical labor, but also a more varied and wholesome diet. On the other hand, mundane tasks such as plowing or cleaning stables irritated some soldiers who may have enlisted just to escape such chores at home. Fortunately, the army did not have to conduct any large-scale military campaigns during the 1820s, so the individual soldier did not suffer

when he received less military training because of plowing or tending livestock. For the United States as a society, the army agricultural activities west of the Missouri produced new and valuable information about the potential for future settlement there. For agricultural historians, this example of army farm activity demonstrates the potential of military records for material related to successful farming west of the Missouri River during the nineteenth century.

ROGER L. NICHOLS is Associate Professor of History at the University of Arizona.

¹ Military historians discuss this briefly in Robert G. Athearn, *Forts on the Upper Missouri* (Englewood Cliffs, N.J., 1967), Sally A. Johnson, "The Sixth's Elysian Fields: Fort Atkinson on the Council Bluffs," *Nebraska History* 40 (March 1959):8-12; Roger L. Nichols, *General Henry Atkinson: A Western Military Career* (Norman, Okla., 1965), 74-75; Edgar B. Wesley, *Guarding the Frontier: A Study in Frontier Defense from 1815-1825* (Minneapolis, Minn., 1935), 81, 115-16, 158, 160. For army agriculture in the upper Mississippi Valley, see Francis P. Prucha, *Broadax and Bayonet: The Role of the United States Army in the Development of the Northwest, 1815-1860* (Madison, Wis., 1953), 120-30.

² Edgar B. Wesley, "A Still Larger View of the So-Called Yellowstone Expedition," *North Dakota Historical Quarterly* 5 (July 1931): 219-38; Ray H. Mattison, "The Military Frontier on the Upper Missouri," *Nebraska History* 37 (Oct. 1956): 159-65; Richard G. Wood, *Stephen H. Long, 1784-1864* (Glendale, Calif., 1966), 59-84.

³ Erna Risch, *Quartermaster Support of the Army: A History of the Corps, 1775-1919* (Washington, 1962), 203-04.

⁴ U.S., *Statutes at Large* (Boston, 1848), vol. 3, p. 427.

⁵ "Systems of Martial Law, Field Service, &c.," *American State Papers: Military Affairs* (Washington, 1834), 2:265; General Orders, 11 Sept. 1818, U.S. National Archives, Record Group 94, "Records of the Office of the Adjutant General" (hereafter cited as NA, RG, followed by number and title).

⁶ Roger L. Nichols, ed., *The Missouri Expedition, 1818-1820: The Journal of Surgeon John Gale* (Norman, Okla., 1969). Hereafter cited as *Gale Journal*.

⁷ *St. Louis Enquirer*, 4 Sept. 1818, quoted in *Niles Register* (Baltimore), 17 Oct. 1818.

⁸ *Gale Journal*, Sept. 1818-Sept. 1819 entries.

⁹ Henry Atkinson to Andrew Jackson, 3 Oct. 1819, Andrew Jackson Papers, Library of Congress; Henry Atkinson to John Calhoun, 9 Oct. 1819, *House Executive Documents*, no. 110, 16th Cong., 1st sess., p. 170; Calhoun to Atkinson, 10 April 1820, Jackson Papers.

¹⁰ *Gale Journal*, Dec. 1819-March 1820 entries; see also Roger L. Nichols, "Scurvy at Cantonment Missouri, 1819-1820," *Nebraska History* 49 (Winter 1968): 333-47.

¹¹ Sally Johnson, "Cantonment Missouri, 1819-1820," *Nebraska History* 37 (June 1956):127; Atkinson to Calhoun, 27 May 1820, NA, RG 94, "Letters Received, Office of the Adjutant General"; Atkinson to Thomas Smith, 20 June 1820, Thomas Smith Papers, State Historical Society of Missouri.

¹² *Gale Journal*, June 1820 entries.

¹³ Atkinson to Smith, 20 June 1820, Smith Papers.

¹⁴ Johnson, "The Sixth's Elysian Fields," 10.

¹⁵ Report of General Edmund Gaines, 30 Sept. 1822, NA, RG 98, "Letters Sent, Department of the West, Records of United States Army Commands"; Henry Leavenworth to Atkinson, 2 Nov. 1823, NA, RG 94, "Letters Received, Records of the Office of the Adjutant General"; Paul Wilhelm, Duke of Wuerttemberg, "First Journey to North America in the Years 1822-1824," trans. William G. Bek, *South Dakota Historical Collections* 19 (Pierre, 1938), 361.

¹⁶ Leavenworth to Atkinson, 2 Nov. 1823, NA, RG 94.

¹⁷ *Ibid.*

¹⁸ Gaines Report, 30 Sept. 1822, NA, RG 98.

¹⁹ Johnson, "The Sixth's Elysian Fields," 11; Paul Wilhelm, "First Journey to North America," 361- 62.

²⁰ Atkinson to Smith, 30 May 1820, Smith Papers; Atkinson, Ninth Military Department Order, 6 April 1821, NA, RG 98, "Records of United States Army Commands"; Atkinson to Calhoun, 10 Oct. 1821, NA, RG 107, "Letters Received, Office of the Secretary of War."

²¹ Paul Wilhelm, "First Journey to North America," 361-62.

- ²² Benjamin O'Fallon to Ramsay Crooks, 10 July 1822, Chouteau-Papin Collection, Missouri Historical Society; Samuel Forry, comp., *Statistical Report on the Sickness and Mortality of the Army of the United States* (Washington, 1840), 33.
- ²³ Atkinson to Daniel Parker, 1 Sept. 1820, Daniel Parker Papers, Historical Society of Pennsylvania, Philadelphia; Atkinson to Calhoun, 18 Oct. 1820, printed in *Missouri Intelligencer* (Franklin), 5 Feb. 1821.
- ²⁴ Surgeon John Gale, Report, 1 Oct. 1820, in Forry, comp., *Statistical Report*, 12.
- ²⁵ *Ibid.*
- ²⁶ Atkinson to Calhoun, 8 Dec. 1820, NA, RG 107; *Western Sun and General Advertiser* (Vincennes, Ind.), 18 August 1821.
- ²⁷ Atkinson, "Expedition up the Missouri," *House Executive Documents*, no. 117, serial 136, 19th Cong., 1st sess.; *American State Papers: Indian Affairs 2*: 605-608, 656-57.
- ²⁸ A few examples of the news coverage may be found in *Niles Register*, 19 August 1820; *St. Louis Enquirer*, 15 July 1820; *Missouri Intelligencer*, 5 Feb. 1821; *Western Sun and General Advertiser*, 18 August 1821.
- ²⁹ *Western Sun and General Advertiser*, 18 August 1821.
- ³⁰ *St. Louis Enquirer*, 13 Dec. 1823.
- ³¹ George Croghan, "Report, 1826," in Francis P. Prucha, ed., *Army Life on the Western Frontier* (Norman, Okla., 1958), 6-7.
- ³² Athearn, *Forts of the Upper Missouri*, 70; Leo E. Oliva, *Soldiers on the Santa Fe Trail* (Norman, Okla., 1967), 196; Don Rickey, Jr., *Forty Miles a Day on Beans and Hay* (Norman, Okla., 1963), 97-98.

Example of Court Martial Record

By Don Cunningham

NEBRASKAland

The recent gift to the Game and Parks Commission of this rare old volume of military records, is providing an unprecedented new view into life at Fort Atkinson, America's westernmost fort from 1819 to 1827.

ON THE NIGHT of June 3, 1824, there was a ball at the council house on the grounds of Fort Atkinson, and Sgt. Robert Ferguson, Company H, 6th U.S. Infantry, apparently had a good time.

He was having considerably less fun on the morning of June 5: Regimental Court Martial proceedings were being held, and Sgt. Ferguson was up on charges: "intoxicated to such a degree as to render him incapable of performing his duty as a non coms. officer . . ., neglect of duty in not reporting or turning over to the Sergt. Major the man of Company H that was detailed for the police guard. . .," and "being deficient two gallons & Eight gills of whiskey for the men of Company H, which . . . he had charge of."

Sgt. Ferguson pled not guilty, but the testimony was damning; witnesses told of finding him on the barracks floor at 6 a.m. the morning of the 4th, and putting him into his bunk; of the Company H guardsman marching by himself to the guard parade; and of the whiskey supply coming up short. There was more, too: testimony showed that Ferguson had been seen to "draw whiskey from the keg containing the rations for the men of the company to drink of & to give others to drink" after normal rations had been distributed.

Sgt. Ferguson offered testimony in his own behalf, but it was unconvincing; his story on the theft of the key to the closet where the whiskey keg was kept carried little weight, since the key was found conspicuously on a table, and his claim to have been "excessively fatigued, not being used to late sittings" the morning after the ball apparently didn't persuade the officers of the court who had heard the testimony of those who had found him asleep on the floor. Private Rush, who had helped put Ferguson to bed, testified, "I do think he was drunk at the time."

We know all this, because of the watchful eye of an Omaha antiquarian book and print dealer, and the generosity of two Omaha businessmen.

The information comes from an inconspicuous and somewhat tattered old book whose yellowed pages, covered in the meticulous copperplate hand of a well trained clerk, are a virtual goldmine of information about old Fort Atkinson, in 1824 the western-most military post in the American territory, the first beyond the Missouri River, and a crucial link in the westward expansion of the nation.

This ragged bit of paper and leather is a story in itself.

The name on the book's leather spine, perhaps imprinted at a later time, on the somewhat more recent-looking patch of red leather says COURT MARTIAL RECORD, 6th U.S. INFANTRY, 1824-1825. Now, thanks to the generosity of Mike Yanney, chairman of America First Companies, and Harold Andersen, President of the Omaha *World-Herald*, it belongs to the Game and Parks Commission. Both Andersen and Yanney are members of the Game and Parks Foundation.

The story begins with Richard Flamer, of 1023 Booksellers in Omaha who learned through an out-of-state colleague that the book was coming up for sale. "It was in the estate of the Riley family - an English branch of the family - and it was sent to New Haven, Connecticut, because it was thought Yale University would be interested in it," says Flamer.

No one knows how the volume came to be in the possession of the Rileys, but Bennett Riley, for whom Fort Riley, Kansas, is named, was stationed at Fort Atkinson, and his signature appears several times in this volume as a member of the court. It was thought that Yale would be interested because

that University owns another of the few existing contemporary accounts of life at Fort Atkinson, the journals of surgeon John Gale.

Says Yanney of the transaction that brought the book to Nebraska, “A local art dealer [Flamer] let us know that Yale Library was going to buy it, and if we wanted it, we had to make an offer within 24 hours.”

Yanney got in touch with Andersen, who reports that his reaction was “Yale University! What do you mean? Mike and I said, ‘So, we agreed that we would buy it, and Mike and I would split the cost.’”

The book contains detailed records of cases tried before military courts during the nine-month period from June 1824, to March 1825. Each record contains a description of charges, verbatim transcription of witnesses’ testimony, and the accompanying legal machinery. The manuscript totals some 100,000 words, and many of the court’s findings are signed by Col. Henry Leavenworth, commander of the fort.

This volume is one of the earliest known contemporary records of life in Nebraska, and perhaps no other contains such a wealth of detail. There is no doubt from a historian’s point of view that, in Yanney’s words, “It is a precious document.”

Currently, Fort Atkinson State Historical Park Superintendent Steve Kemper is making a word-for-word transcription of the volume so that future research can be conducted without unnecessary handling of the fragile pages. The record promises to be a rich store of information about life at Fort Atkinson in particular, and on the military frontier in general.

These 130 cases, concerning a broad range of infractions, offer perhaps the best glimpse into the daily life at this remote frontier military post yet discovered. The book itself will eventually be on display at the visitor center.

And what of the wayward sergeant? “The court after mature deliberation on the testimony . . . find the prisoner Sergt. Robert Ferguson guilty of the charges . . . and sentence him to be reduced to the rank of a private sentinel & undergo a stoppage of the whiskey part of his rations until he makes good . . . the quantity, two gallons & Eight gills of which he has been found deficient.”
Poetic justice.

FORT ATKINSON TIME LINE

A History of Events of the Period

With Emphasis on the Fort

Compiled and Edited by

Douglas Scadin, et al.

1804

August 3: Lewis and Clark hold council with Otoe and Missouri tribe, note site and recommend placement of a fort.

1818

August 30: After consolidation from among several posts along the Mississippi River, the First Battalion of the First Regiment of US Riflemen, under the command of Colonel Talbot Chambers, left their encampment near Belle Fontaine, and proceeded up the Missouri River as the first part of the Yellowstone Expedition. The entire troop movement that later establishes Fort Atkinson eventually becomes known as simply the Missouri Expedition.

October 5: The First Battalion of the Rifle Regiment arrive at Fort Osage, and depart on the 8th.

October 18: The First Battalion of the Rifle Regiment arrive at Cow Island (to be named Martin Cantonment). They build temporary quarters for the winter and to wait for the remainder of the expedition.

November 11: Benjamin O'Fallon, in preparation for Major Stephen H. Long's expedition to the Council Bluff, conducts advance meetings with the Otoe and Omaha tribes. During this proceeding, a half breed incites the Indians to riot against the Indian Agent. After being informed of the man by a chief, O'Fallon crops his ears, gives him one hundred lashes, and throws his weapons in the river before releasing him.

News Shorts

Border between Canada and United States agreed upon.

Illinois joins union, becomes 21st state.

First professional horse race in United States.

Mary Shelley's "Frankenstein" is published.

Byron writes "Don Juan."

Bonn University founded.

Karl Marx born.

Franz Huber puts music to the tune by Joseph Mohr "Stille Nacht" (Silent Night).

Jeremiah Chubb invents detector lock.

Cadmium discovered.

1819

President: James Monroe

V-President: Daniel D. Tompkins

Population: 9,379,000

American Flag has 21 stars.

January: The curtailment of credit following a period of inflated prices and land speculation causes a financial panic that lasts throughout the year. The policies of the Bank of the United States are blamed by many in the hard-hit South and West.

February 2: In ruling in *Dartmouth College v. Woodward* that a private corporation's charter cannot be impaired by a state legislature, The Supreme Court encourages laissez faire by freeing business corporations from state control.

February 18: The House of Representatives rejects an amendment offered by John W. Taylor of New York, to the bill organizing the Arkansas Territory that would bar the future importation of slaves.

February 22: Secretary of State Adams and Luis de Onis, Spanish Minister in Washington, signs a treaty whereby Spain, influenced in part by Andrew Jackson's Expedition, cedes East Florida to the United States and renounces any claims to West Florida, which had been annexed by the United States and Spanish territory in the West. The line runs North from the Gulf of Mexico along the Sabine River. Turning West along the Red River, it continues to the 100th meridian, then North to the Arkansas River, which it follows to the source. The line then runs North to the 42nd parallel and West on it to the Pacific Ocean. The United States agrees to be responsible for five million dollars worth of claims by American citizens on Spain. Although the United States Senate ratifies the treaty two days later, Spain delays, and new ratifications are exchanged on February 22, 1821.

March 6: In *McCulloch v. Maryland*, the Supreme Court upholds federal sovereignty and the doctrine of implied powers by ruling that states cannot tax an agency of the federal government such as the Bank of the United States. "The power to tax is the power to destroy."

March 29: The Sixth Regiment of US Infantry, as part of the Missouri Expedition, leaves Plattsburg, New York.

May 24 - June 20: The Savannah makes the first transatlantic steamship voyage.

May 5: An expedition headed by Major Stephen H. Long, another part of the Yellowstone Expedition, leaves Pittsburgh on a journey to explore the region South of the Missouri River. It reaches Colorado, passing through plains that Long names the Great American Desert.

August 29-31: The Second Battalion of the Rifle Regiment and Colonel Henry Atkinson along with the Sixth Infantry arrive at Martin Cantonment.

September 5: The Missouri Expedition leaves Martin Cantonment to proceed further up the Missouri River.

September 24: The United States signs the Treaty of Saginaw with the Chippeway Indians, who thereby cede land around Saginaw Bay and other areas in the Michigan territories.

October 2: The Missouri Expedition arrived at the place of what was to become Camp Missouri, near the Council Bluff.

November 2: Colonels Atkinson and Chambers return to St. Louis, leaving the camp under the command of Lieut. Col. Willoughby Morgan. Department orders are issued naming the Camp Cantonment Missouri.

December 8: Maine, which has voted for separation from Massachusetts, petitions Congress for statehood.

December 14: Alabama, a slave state, is admitted to the Union as the 22nd state.

December 22: The secretary of War urges Benjamin O'Fallon to prudence in dealing with the Indians.

December 23: John Dougherty appointed Sub-Agent by Secretary of War, John C. Calhoun, on request of Indian Agent Benjamin O'Fallon.

News Shorts

Singapore settled by East India Company.

Queen Victoria born.

Prince Albert Born.

Sir Walter Scott writes "Ivanhoe."

After defeating the Spanish at Boyaca, Simon Bolivar is elected President of Gran Columbia.

Walt Whitman born.

Beethoven becomes deaf.

Flatbed Cylinder printing press invented.

Percy Shelley writes "Ode to the West Wind."

James Watt dies.

Cleopatra's Needle erected in London.

12-hour work day for children in England.

1820

President: James Monroe

V-President: Daniel D. Tompkins

Population: 9,618,000

American Flag has 21 stars.

Winter 1819-1820: Scurvy is rampant at Cantonment Missouri, eventually resulting in over 160 soldier deaths.

January 3: The House of Representatives passes a bill calling for the admission of Maine to the Union. Since Maine is a free state, its admission would upset the hitherto equal balance between free and slave states (11 of each in 1820).

February 15: Sara Fox, washerwoman, is court-martialed for throwing dirty, fouled water in front of the quarters of Lt. Company A 6th Infantry. Pleading guilty, her whiskey ration was stopped for 10 days and reverted to the company for that time.

February 16: The Senate adopts a bill combining the admission of Maine as a free state and of Missouri as a slave state. The next day it adopts a compromise amendment, proposed by Senator Jesse B. Thomas of Illinois, that would couple admission of Missouri as a slave state with a provision barring slavery in the rest of the Louisiana Purchase to the North of 36°30' N.

March 1: The House of Representatives passes a bill to admit Missouri as a free state. The next day, however, it accepts the Senate bill as amended by Senator Thomas.

March 3: The so-called Missouri Compromise is adopted.

March 6: Congress passes a bill enabling the residents of Missouri to draft a constitution.

March 15: Maine is admitted to the Union as the 23rd state.

March 16: Lt. John Clark is buried with full military honors after his participation in a duel. Although illegal, a duel is still “acceptable” under certain circumstances.

March 25: Boats with 60 Riflemen and 20 Infantry scurvy patients depart for Fort Osage under command of Brevet Major Ketchum and Surgeon’s Mate Nicol.

Spring: Benjamin O’Fallon visits the Pawnee village, in the company of soldiers, members of Major Stephen H. Long’s expedition, and John Dougherty.

April 24: The Land Act of 1820 is adopted. Under its provisions public lands may no longer be sold for credit. Although cash must now be paid, the minimum price is lowered to \$1.25 per acre. A minimum of 80 acres must be purchased.

May 4: Express arrives at Cantonment Missouri, telling that Congress had refused any further appropriations for the Missouri Expedition. The views of the government are to establish a post at this place.

May 11: Orders state whiskey ration cannot be drawn for boys (post children) under age 18.

May 15: A bill proclaiming the foreign trade in any slaves to be piracy is adopted by Congress. Any United States citizen who imports slaves are subject to the death penalty.

June 6: Part of the sick that were stricken with scurvy, return from Fort Osage.

June 6: Major Stephen Long, and expedition, leave Engineers Cantonment, a mile down stream from Cantonment Missouri, to continue their expedition.

June 12: Cantonment Missouri is flooded. The troops are ordered to repair in boats to the Council Bluff and set up an encampment.

June 13: Encampment at the Council Bluff is established and named Camp Council Bluff. Col’s Atkinson and Chambers, with others, arrive from St. Louis. Colonel Chambers resumes command of Camp.

June 15: Col. Atkinson relieves Col. Chambers of command.

June: David Meriwether, assistant to sutler John O’Fallon, along with a Negro youth and 17 Pawnees set out for New Mexico. Meriwether was seeking a wagon route to Santa Fe. Captured and imprisoned by the Mexicans, Meriwether returned to the Council Bluff in March 1821.

July 19: The Missouri constitutional convention adopts a clause barring free Negroes and mulattos from the future state.

October 15: **Camp** Council Bluff designated in department orders, “Cantonment Council Bluff.”

Fall: Col. Atkinson returns to St. Louis, Col. Chambers resumes command.

December 6: President Monroe is reelected. Receiving 231 electoral votes to 1 for John Quincy Adams; there are 3 abstentions. Vice President Tompkins is also reelected.

News Shorts

Revolution in Spain - Constitution of 1812 restored.

George III of England dies.

Duc de Berry - heir to French throne is assassinated.

Washington Irving writes "The Sketchbook of Geoffrey Crayon, Gentleman."

Shelley writes "Prometheus Unbound."

Fredrich Engels born.

Venus de Milo discovered.

Andre Ampere writes "Laws of the Electrodynamical Action."

"Ballown" (a kind of soccer) played in the United States for the first time.

First British Cape Colony in South Africa.

Florence Nightingale born.

Platinum discovered in Ural Mountains (Russia).

Liberia founded (for the repatriation of Negroes).

Napoleon dies on St. Helena.

Simon Bolivar defeats the Spanish at Carabobo.

Agustin de Iturbide announces Mexico's independence from Spain.

Czar Alexander I extends Russia's Pacific Coast claim as far South as 51°N, which overlaps the boundaries of the Oregon country.

James Fenimore Cooper publishes "The Spy."

1821

President: James Monroe

V-President: Daniel D. Tompkins

Population: 9,939,000

American Flag has 23 stars.

January 5: Cantonment Council Bluff named Fort Atkinson in orders issued by Secretary of War John C. Calhoun. This order was received at the Cantonment on February 17.

January 17: The government of New Spain (Mexico) grants land in Texas to an American, Moses Austin, for the establishment of a colony. Austin dies in July, and his grant is taken up by his son, Stephen F. Austin, who later establishes a colony in the lower Brazos River area.

March 2: Congress approves a bill resolving the dispute that had arisen from the adoption in 1820 of a discriminatory clause by the constitutional convention in Missouri Territory. The new compromise which had been devised by Speaker Henry Clay, requires the Missouri General Assembly to promise that the state constitution will not be employed to authorize the curtailment of the rights of citizens of the United States. On June 26, the General Assembly gives Congress the required assurances.

March 5: President Monroe is inaugurated for his second term after postponing the ceremonies from the previous day, a Sunday.

April 1: Private John Shepherd of the Regiment of Riflemen is hanged and his body given to the surgeon for dissection, after conviction on charges of mutiny, disobedience of orders and of “depriving Sergt. Slements (sic) of his life by deliberately discharging the contents of a loaded gun into his body...”

April 3: Col. Chambers, having received orders, places himself in arrest, relinquishes command to Lt. Col. W. Morgan.

April 7: List of officers to be retained after the amalgamation of the Sixth and Rifle Regiment as issued by the War Department, due to the 1821 reduction of the Army, is received at Fort Atkinson.

April 15: President Monroe appoints General Andrew Jackson to serve as the first Governor of the Florida Territory.

May 2: Colonel Talbot Chambers is tried before general courts-martial for “cropping.” Having cropped the ears of John McCormick and of William Evans for desertion (without the benefit of court-martial). He is found guilty and sentenced to be suspended from rank for one month.

May 10: The old regiments are paraded for the last time.

May: The first high school in the United States, the English Classical School, opens in Boston. In 1824, its name is changed to English High School.

May 31: The first Roman Catholic cathedral to be built in the United States is dedicated in Baltimore.

July 1: Governor Jackson takes official possession of Florida. Since no territorial government has as yet been organized, he acts in a capacity resembling that of a military governor.

August 10: Missouri is admitted to the Union as the twenty-fourth state. There are now twelve slave and twelve free states.

November 10: A new constitution is adopted in New York State. It eliminates most property requirements for voting. By an amendment adopted in 1826, the franchise is extended to all white males.

November 16: William Becknell, a trader of Arrow Rock, Missouri, arrives in Santa Fe after a journey with pack horses from Franklin, Missouri. The route he pioneered become known as the Santa Fe Trail; over the years it is followed by hundreds of wagon trains. Becknell and other Americans prosper in the Santa Fe trade.

News Shorts

The Sioux raid the Omaha, killing two of Big Elk’s brothers.

Venezuela independent when S. Bolivar defeats Spanish.

Peru, Guatemala, Panama, and Santa Domingo become independent countries.

John Keats dies.

Shelley writes “Adonais.”

Rosetta Stone used to decipher hieroglyphics.

Electromagnetic rotation discovered by Faraday.
Thermoelectricity discovered by T.J. Stone.
Sound reproduction demonstrated.

Populations:	<u>Millions</u>
France	30.4
Germany	26.0
Great Britain	20.8
Italy	18.0
Austria	12.0
United States	9.6

1822

President: James Monroe
V-President: Daniel D. Tompkins
Population: 10,268,000
American Flag has 24 stars.

January 4: Col. W. Morgan receives transfer to the Fifth Infantry, surrenders command to Colonel Henry Leavenworth.

February 4: The post school, a building outside the West gate, is ready for children of the post. Previously the school was conducted in room 22 in the garrison. Classes are from 9am to 3pm, recess for one hour at noon. No classes on Saturday afternoon or on Sundays. Summer vacation begins in June and ends in September or October.

February 21: Levi Lamphier, found guilty of violating and robbing an Indian tomb, is sentenced to be drummed around the fort, and forfeit one month's pay and the stolen items restored to the family of the deceased.

March 8: With the achievement of independence by several republics in Latin America, President Monroe sends Congress a message stating that these nations merit recognition by the United States.

March 20: William Henry Ashley advertises in the Missouri Republican of St. Louis for young men willing to participate in an expedition up the Missouri River. With the ensuing formation of the Rocky Mountain Fur Company, large parts of the West are explored and mapped by its members.

March 30: An act of Congress permits the formation of a territorial government in Florida.

April 29: Congress adopts a bill providing for a system of tolls to furnish funds for repairing the Cumberland Road.

May 4: Congress appropriates funds for the establishment, at the Presidents discretion, of diplomatic missions to the independent Latin American Nations.

May 30: A Negro informer discloses a plan, devised by Denmark Vesey, a free Negro of Charleston, South Carolina, to seize the city on June 16. Convicted in a trial, Vesey and thirty-five others are executed. Thirty-four Negroes are sent out of South Carolina, and four white men are jailed.

June 19: The United States extends recognition to the Republic of Gran Colombia.

July 20: Andrew Jackson is nominated for the Presidency by the General Assembly of Tennessee. This is the first of several nomination by state legislatures.

September 3: The Sauk and Fox Indians sign a treaty that allows them to live and hunt on lands ceded to the United States Government.

November 18: Henry Clay is nominated for the Presidency by the General Assembly of Kentucky.

December 12: The United States extends recognition to Mexico.

News Shorts

A group of Otoe warriors made an unsuccessful foray against the Osage and all were reported killed.

Turks invade Greece.

Ulysses S. Grant born.

Brazil becomes independent of Portugal.

Washington Irving writes "Bracebridge Hall."

Charles Nodier writes "Trilby," a novel.

Poet Percy Shelley drowns.

Franz Liszt makes piano debut in Vienna (11 years old).

Lenses for lighthouses perfected.

Astronomer William Herschel dies in England.

Gregor Mendel, founder of genetics, dies.

Louis Pasteur born.

Gas light on Boston street.

"Sunday Times" of London founded.

G. Stephenson builds first iron railroad bridge.

1823

President: James Monroe

V-President: Daniel D. Tompkins

Population: 10,596,000

American Flag has 24 stars.

January 27: The United States extends recognition to Argentina and Chile.

February 18: Augustin I (Agustin de Iturbide), Emperor of Mexico, confirms to Stephen Austin the grant of Texas land by the government of New Spain to his father.

March 1: The Council of Administration appropriates the sum of \$50-\$100 to purchase "light reading" such as romances, travels, and voyages for use by the enlisted men.

March 3: Congress passes a bill authorizing the building of lighthouses and harbor improvements.

Spring: The second Ashley-Henry party passed Fort Atkinson en route to the upper Missouri.

April 16: Lieutenant Gabriel Field dies after suffering a leg wound and subsequent amputation.

June 2: The second Ashley-Henry party attacked by Arikara Indians and forced to retreat down river. They send a messenger to Fort Atkinson requesting assistance.

June 22: Colonel Henry Leavenworth leads a punitive expedition from Fort Atkinson to the Arikara villages in present North-Central South Dakota. Included were some of Ashley's men and a party of Missouri Fur Company trappers led by Joshua Pilcher. The expedition was later joined by a large number of Sioux warriors. During the absence of the expedition, the command of the post devolved upon Major W.S. Foster.

July 17: In reply to Czar Alexander's decree of 1821, Secretary of State Adams tells the Russian Minister in Washington that the United States will not consent to any Russian claims to territory in North America and that the new European colonies may not be established in the Americas.

August 9: Soldiers and Sioux allies skirmish with the Arikara.

August 11: After Sioux allies depart, Col. Leavenworth declares a victory.

August 27: The troops return to the fort. Col. Leavenworth resumes command of the post.

August 20: Disturbed by the possibility of French intervention to reconquer the former Spanish colonies in South America, George Canning, Foreign Secretary of Great Britain, asks Richard Rush, United States Minister in London, whether the United States government would be interested in joining Britain in a declaration opposing European intervention in the Americas. Rush makes a report to Washington.

September 1: A courts-martial is convened for the trial of Captain Charles Pentland. He is charged with several counts relating to drunkenness.

September: Some Iroquois deserters from a Hudson's Bay Company brigade on the Snake River arrive at Fort Atkinson.

September: Paul Wilhelm, Duke of Wuerttemberg, visits Fort Atkinson and the nearby Cabanne's post.

October: George Canning receives assurances from the French Ambassador in London that France had no intentions of acquiring former Spanish colonies.

November 7: At a Cabinet meeting Secretary Adams opposes any joint declaration with Great Britain on the question of European intervention in the New World. He prefers a declaration by the United States alone. Eventually his views win over President Monroe.

November 8: James Kennerly, wife Elise, and 2 year old daughter Mary, arrive to take on the position of Sutler. (Kennerly is a brother-in-law of William Clark).

December 2: President Monroe presents his annual message to Congress, which includes passages on foreign affairs that come to be known as the Monroe Doctrine. He states, "The American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. Moreover, we should consider any attempt on the part of the allied powers (that is, the Holy

Alliance) to extend their system to any portion of this hemisphere as dangerous to our peace and safety. The United States could not view any interposition for the purpose of oppressing [the new nations], or controlling in any other manner their destiny, by the European power, in any other light than as the manifestation of an unfriendly disposition toward the United States.”

December: Three men from Major Henry’s party of Yellowstone trappers, including Moses “Black” Harris and John Fitzgerald, arrive at Fort Atkinson.

December 30: Orders were issued to the effect that all whites found outside previously established hunting boundaries on Indian properties are to be fined \$100 and imprisoned for 6 months. The orders were rescinded the following year.

News Shorts

The Sauks wage battle with the Sioux, killing approximately 90-100.

Hard Heart, Iowa chief, is killed in a Sioux raid.

Mexico becomes a Republic.

James Fenimore Cooper writes “The Pioneers,” first of the “Leather-Stocking” novels.

Song “Home Sweet Home” first performed in an opera in London.

Grand piano with double escarpment constructed.

English mathematician Charles Babbage makes early attempts at making a calculating machine.

Charles Macintosh invents waterproof fabric.

“The Lancet,” British medical journal, first issued.

Rugby football originates at Rugby School, England.

Deputized by the Holy Alliance, French forces restore Ferdinand VII to absolute power in Spain.

He revokes the constitution.

1824

President: James Monroe
V-President: Daniel D. Tompkins
Population: 10,596,000
American Flag has 24 stars.

February 14: A caucus of small minority of Democratic-Republican members of Congress nominates Secretary of the Treasury William H. Crawford for President.

February 15: At a political gathering in Boston, Secretary of State John Quincy Adams is nominated for the Presidency.

March 2: In *Gibbons v. Ogden*, the Supreme Court rules that a monopoly granted by the state of New York for steam navigation between New York and New Jersey does not prevent the holder of a federal license granted under the authority of a congressional law concerning coastal trade from engaging in such interstate trade. The commerce clause of the Constitution, broadly interpreted, empowers Congress to regulate navigation within state lines.

March 4: Andrew Jackson is nominated for the Presidency by a convention meeting in Harrisburg, Pennsylvania.

April 17: The United States and Russia sign a treaty setting the dividing line between Russian and American claims on the Pacific Coast at 54°40'N.

April 30: Congress adopts the General Survey bill, which is favored by members from the Middle West and the West. Under its provisions the President may have surveys made for canals and roads and estimates of the costs drawn up.

May 2: A courts-martial is convened for the trial of Lieutenant Joseph Pentland (brother of Cpt. Charles Pentland).

May 22: The Tariff act of 1824 is adopted. Rates on woolen and cotton manufactures are raised to 33.3 percent, and duties are levied on previously untaxed goods including glass, linen, silk, and lead. The chief advocate of the new law is Henry Clay. In a speech delivered in Congress on March 30-31, he proposes what he calls the American system, which would be based on the development of the home market through improvements and protectionism.

May 26: The United States extends recognition to the Empire of Brazil.

June: "The Mandan," from St. Louis, is the first commercial steamboat to travel to the Council Bluff.

Summer: Hugh Glass arrives at Fort Atkinson, seeking revenge on John Fitzgerald who had abandoned the grizzly-mauled Glass in the Fall of 1823.

August 16: The Marquis de Lafayette, arrives in New York at the invitation of President Monroe. He travels throughout the United States and is received everywhere with tremendous enthusiasm. He stayed at Monticello with Jefferson, visited battle sites and laid the cornerstone of the Bunker Hill Monument.

Fall: James Clyman, and later Thomas Fitzpatrick, arrive at Fort Atkinson having come through South Pass via the Platte. Fitzpatrick's report of rich beaver country beyond the Continental Divide galvanizes Ashley to organize his Fall overland trapping expedition.

September 11: A political meeting in Philadelphia endorses Henry Clay's candidacy for the Presidency.

September: A delegation of Mexicans from Santa Fe travels to the Council Bluff to negotiate a peace treaty with the Pawnee Indians. Manuel Alvarez and Francios Robidoux, with a party of 12 men, leave the Council Bluff for New Mexico.

October 3: The United States and Gran Colombia sign a treaty of Amity and commerce.

October: Benjamin O'Fallon concludes a treaty of friendship between the Mexican Government (Santa Fe) and the Pawnee.

November 2: James and Elise Kennerly have a son, William Clark.

November: General William H. Ashley and 25 mountain men leave Fort Atkinson for the Rocky Mountains via the Platte Valley.

December 1: In the presidential election Andrew Jackson receives 99 electoral votes; John Quincy Adams, 84; William H. Crawford, 41; and Henry Clay, 37. Since none of the candidates has a

majority, the House of Representatives has the task of choosing from the top three candidates. John C. Calhoun is elected Vice President.

December: James “Jim” Bridger, who had been with Ashley in 1822, discovers the Great Salt Lake.

News Shorts

S. Bolivar Emperor of Peru.

British take Rangoon.

Frontier treaty between United States and Russia.

No clear Majority in Presidential election, House of Representatives to make decision.

Sunday Schools Union formed in United States.

Beethoven writes Symphony No. 9.

Portland cement developed and patented in Britain by Joseph Aspdin.

Germans begin to emigrate to Brazil.

R.S.P.C.A. founded in London.

English-Russian treaty on lands in North America.

France’s new King, Charles X, combats liberalism.

1825

President: John Quincy Adams

V-President: John C. Calhoun

Population: 11,252,000

American Flag has 24 stars.

January 3: Robert Owen purchases land in Indiana on which he founds a utopian community called New Harmony. It lasts two years.

February 9: With the support of Henry Clay, who has been eliminated from the contest, John Quincy Adams is elected President by the House of Representatives, voting by states. Adams receives thirteen votes to seven for Andrew Jackson and four for William H. Crawford. By this time the Democratic-Republican party has split between the followers of Jackson, who are called Democratic-Republicans (Jacksonians), and those of Adams and Clay, who are known as National Republicans.

February: On the recommendation of John C. Calhoun, President Monroe adopts an official policy of removing the Indians still living East of the Mississippi River to the lands to the West.

March 1: Peter Brown, convicted of deliberately blinding the horse of an Iowa Indian, is sentenced to solitary confinement for one month on bread and water, afterward to be confined to the guardhouse for one month, and to ride a wooden horse for three hours a day while bearing the words “Indian Horse Shooter” on his back. In addition, he was to pay four-fifths of his pay to the Indian.

March 4: President Adams is inaugurated.

Summer: The Atkinson-O’Fallon expedition proceeds up to the mouth of the Yellowstone River to negotiate treaties of peace and friendship with the Missouri River tribes. Col. A.R. Woolley commands post during the absence of Col. Leavenworth, who accompanied the expedition.

July 4: Construction of the Cumberland Road is resumed, extending it Westward through Ohio.

July 5: A “Hurricane” (tornado) struck the post, destroying the mill, and put a stop to grinding and sawing. This was a serious blow as it severely limited the supply of needed materials for building repair.

July: A large New Mexico expedition was outfitted at the Pratte and Company post below Fort Atkinson.

July 18: Peace and friendship treaty is signed between the United States and the Arikara during the Atkinson-O’Fallon expedition.

August 19: Chiefs of the Chippeway, Ioway, Potawatomi, Sauk and Fox, Sioux, and Winnebago tribes sign a treaty in Prairie du Chien, in the Michigan Territory, fixing the boundaries between their lands. The parley has been arranged by the federal government at the request of the Chippeway and Sioux, who wish to end an enmity of long standing.

September: Antione Robidoux and party left the Council Bluff for New Mexico.

September: The Loup Pawnee Indians return horses and mules stolen from New Mexico trappers to the fort as evidence of good faith.

September 19: General Ashley and mountain men reach Fort Atkinson in keelboats in the company of the Atkinson-O’Fallon expedition. The returns of the 1824-1825 trapping season enable Ashley to recoup his losses of the previous years.

September 25: Col. Leavenworth availed himself of the opportunity to take a well deserved leave of absence of two months. Col. Woolley resumes command of the post.

September 26: Treaty signed with the Otoe at the Council Bluff.

September 30: Treaty signed with the Pawnee at the Council Bluff.

October 6: Treaty signed with the Omaha at the Council Bluff.

October: The General Assembly of Tennessee nominates Jackson for the presidency in 1828.

October 26: The Erie Canal connects Buffalo and Albany. Linking the Hudson River to lake Erie, it promotes the commercial rise of New York.

December 6: In his annual message to Congress, President Adams advocates a national program of internal improvements.

December 7: The Marquis de Lafayette completes his sixteen month visit to the United States.

December 9: A solar eclipse occurs, visible at Fort Atkinson.

News Shorts

Boston carpenters strike for a ten hour work day.

John Quincy Adams inaugurated as 6th President.

Pushkin writes "Boris Godunov."

Beethoven's Symphony No. 9 first performed in London.

Johann Strauss Jr. born.

British workers under sixteen years old restricted to a twelve hour work day.

Czar Nicholas I crushes the Decembrist demands for a constitution.

Limelight invented.

A baseball club organized at Rochester, N.Y.

Horse-drawn buses in London.

Tea roses from China introduced in Europe.

1826

President: John Quincy Adams

V-President: John C. Calhoun

Population: 11,580,000

American Flag has 24 stars.

January 11: In response to a message from President Adams dated December 26, 1825, proposing the sending of two delegates to an inter-American Congress to be held in Panama at the urging of Simon Bolivar, the Senate Committee on Foreign Relations withholds its approval. However on March 14, after heated debate the Senate passes a bill appropriating funds for the delegates, and on March 25, the House of Representatives follows suit. In actual fact neither of the appointed delegates attends the Panama Congress: one dies en route, the other arrives too late.

January 24: The Creek Indians sign the Treaty of Washington, ceding to the United States lands in Western Georgia, to be vacated by January 1, 1827.

February 13: The American Temperance Society is founded in Boston by a group of men who have been influenced by the preaching of Lyman Beecher.

March 21: Fort Atkinson Council of Administration appropriates the sum of \$200 for the purchase of gravestones for deceased officers buried in the post cemetery.

April 8: Henry Clay and John Randolph fight a duel as a result of Randolph's reiteration of charges of a "corrupt bargain" whereby Clay helped Adams win the Presidency with the understanding that he would be appointed Secretary of State.

May 2: The United States extends recognition to the Republic of Peru.

July 4: ON the fiftieth anniversary of the Declaration of Independence, two former presidents and signers of the Declaration die, first Thomas Jefferson at Monticello, Virginia, and later that day, John Adams at Quincy, Massachusetts.

July 9: Severe sickness at Fort Atkinson. The number of sick had increased to the point that it was necessary to sound sick call ten minutes early, as well as instigate special sanitary regulations. The high incidence of illness may have contributed to the decision to abandon Fort Atkinson.

August 22: Jedediah Strong Smith leaves the Great Salt Lake at the head of an expedition to California. Traveling through the Cajon Pass, he reaches the Pacific Coast in November, completing a pioneer overland journey. After spending the winter in Southern California, he returns to Utah by a more Northerly route and then goes back to California. (In 1828 he moves up

the coast to Oregon, and the next year he travels in the Rocky Mountains to what would later become the state of Wyoming.)

September: The disappearance of a former Mason of Batavia, New York, who had disclosed secrets of the order, arouses feelings against Freemasonry in the state and leads to the formation of the Anti-Masonic Party, the earliest American third party.

October 3: Brevet Major Daniel Ketchum assumes command of Fort Atkinson, Col. Woolley being indisposed.

October 7: The Quincy Tramway, the first railroad in the United States, is completed in Massachusetts. Three miles long, it is used to haul granite for the Bunker Hill Monument from a quarry.

November: In the midterm elections, the Jacksonians win a majority in both houses of Congress.

News Shorts

James Fenimore Cooper writes "Last of the Mohicans."

Sir Walter Scott writes "Woodstock."

University College, London founded.

Galvanometer invented.

Berlin has gaslight on streets.

First railroad tunnel in England.

1827

President: John Quincy Adams

V-President: John C. Calhoun

Population: 11,909,000

American Flag has 24 stars.

February 2: In *Martin v. Mott*, the Supreme Court rules that the President has constitutional authority to call out the state militia and place it in federal service when he deems it necessary to do so. This authority cannot be contravened by state officials.

February 10: The House of Representatives approves a bill that would substantially increase duties on woolen textiles. When the bill comes before the Senate, however, Southern opposition plus a tie breaking vote by Vice-President Calhoun results in its defeat on February 28.

February 28: The Baltimore and Ohio Railroad receive a charter from the state of Maryland. On March 8, it also receive a charter from Virginia.

March: Orders arrive from Major General Brown, for the removal from Fort Atkinson to Jefferson Barracks, St. Louis.

April 20: Col. Woolley resumes command of the post. He retains command until Fort Atkinson is officially abandoned.

May 8: A site for Cantonment Leavenworth (later Fort Leavenworth), is selected in what is now Kansas. The post is established to provide military protection for the rapidly increasing trade along the Santa Fe Trail to the West.

May 14: Farmers and manufacturers meet in Philadelphia to discuss the declining wool market.

June 6: After months of packing, inventory, salvage, settling of accounts, weapons maintenance, &c., the troops, women, and children leave Fort Atkinson for Jefferson Barracks, St. Louis. Westward expansion is following a more Southerly route along the Platte Valley.

June 19: Joel R. Poinsett is recalled as United States Minister to Mexico after he has become involved in a Masonic dispute with political overtones, in which he has favored the York rite over the Scottish rite.

July 30 - August 3: With the failure of Congress to adopt the new protectionist tariff bill, protectionists hold a convention in Harrisburg, Pennsylvania. Some 100 delegates assembled from thirteen states present their views. Their recommendations include higher duties on iron goods, textiles, flax, and hemp.

August 6: The United States and Great Britain agree to renew their commercial treaty of 1818 and to continue their joint occupation of the Oregon country.

October 10: The Physicist Joseph Henry, in a paper read before the Albany Institute, discusses the results of his early experiments in electromagnetism, which leads to the development of the telegraph.

November 15: The Creek Indians sign a treaty ceding to the United States all their lands in Georgia not covered by the Treaty of Washington of 1826.

December 24: The recommendations of the Harrisburg Convention are presented to the new Congress, but with the Jacksonians in control, they are not accepted.

News Shorts

The Osage attack Otoe villages and kill the wife and two children of Big Kaw, a chief.

Peru secedes from Columbia.

Beethoven dies.

James Audubon publishes the first folio of his monumental "Birds of North America."

Bright's disease described.

Joseph Lister born.

German Physicist George S. Ohm formulates "Ohms Law."

"Freedom's Journal," the first Negro newspaper, is issued in New York.

Joseph Russel invents the screw propeller (ships).

Aluminum discovered in clay soil.

Sulfur friction matches introduced.