

Historic Preservation

at University of Mary Washington

Winter 2009

Congratulations Class of 2009!



2 Archeology
Field
School at
Stratford

4 We Might
Be Off to
Nottingham!

5 Let's Talk
Documentation,
21st Century
Style

9 Historic
Preservation
Club

Archaeology Field School at Stratford – Summer in Paradise?

Professor Doug Sanford

Summer 2009 provided the backdrop for the 15th archaeological field school at Stratford Hall Plantation, with this year's class of 13 students marking one of the largest groups ever. My capable assistants included Elaine Bryant, a veteran of last year's field school, and Andrew Wilkins, a Mary Washington historic preservation alum who returned to Stratford for a fourth season. Andrew now has completed his master's degree in historical archaeology at the University of Massachusetts-Boston. His thesis addressed the use of soil chemistry as a remote sensing technique and prominently featured the Oval Site at Stratford, the focus of our current and recent excavations.

While isolated in a bucolic rural setting, the field school at Stratford was not immune to the larger currents of American society, namely the ongoing economic recession. The Robert E. Lee Memorial Association, which owns and operates Stratford as a historic house and estate museum, has suffered financially and we had to limit the archaeology season to the five weeks of the HISP 467: Field Methods in Archaeology course. Given that scenario, we did not return to larger open area excavations of past seasons on the Oval Site, a ca. 1730-1790 farm quarter complex situated in the agricultural fields that front the mansion house at Stratford. Instead, we centered our attention on that portion of the site within a field across a farm road, now used as a pasture. Previous testing in the field established that more of the Oval Site existed here and that discoveries this year would further delineate the quarter complex. Earlier field school seasons had uncovered two earthfast buildings on the other side of the road, one a 16-by-20-foot house with a basement addition, suspected to be an overseer's house. The second building, a 20-by-40-foot structure, likely served as a tobacco house or barn. We predicted that a third building would occur in the pasture field. And it is always nice when one's predictions come true, making a professor appear to know what he is talking about.

An earlier field school class had used shovel test pits to identify artifact concentrations in the pasture field, so this summer we relied on those results to guide our sampling program of test squares to examine "high probability" areas, but other portions of the field as well. Students in the class worked well, excavating numerous five-foot squares. In archaeological parlance, we moved lots of dirt. Participants learned how to trowel properly (keeping all balks straight), fill out field forms, clean for photographs, map with the laser transit, fully operate wheelbarrows, and empty trailers loaded with screened dirt. Fulfilling at least to some degree of their artifact lust,



students regularly recovered different kinds of artifacts and, in short order, a series of important features, underscoring the higher degree of preservation in this portion of the Oval Site. Features included those likely associated with a former garden area, namely the linear impressions of small posts and stakes and planting ditches that defined part of the site's landscape. Students also found a structural posthole, likely for the third building, and a large, complex feature that may represent backfilled sub-floor pits within the building. This structure could well be a slave quarter, which we have assumed over the years would be found within the Oval Site. Determining the rest of the earthfast building and examining the large feature will provide the focal point of the next field season.

It would not be a complete field school season at Stratford without reporting on student life "down on the farm," which involves adapting to log cabins in the woods and getting to know each other very well indoors and outdoors. Our field school veterans can now answer such important questions as: What's life like when everyone is dirty and sweaty? How do three or more people survive with one small refrigerator? How does one best treat blisters and sunburns on normal and unusual parts of the body?

As in past years, students in the summer of 2009 came to know the shopping and dining pleasures of small-town life in Montross, where the phrase "going to Angelo's" actually caused group excitement. We swam, canoed, and kayaked at beautiful downtown Leddstown on the Rappahannock River, while engaging in a cookout and secret ceremony on a secluded Potomac River beach. Still, we did range beyond the Northern Neck peninsula defined by these two rivers, with one field trip to Jamestown, where besides standard tourist fare we were treated to a behind-the-scenes look at the archaeological

lab and its artifact collections. Another trip meant a venture to Montpelier, James Madison's plantation home in Orange County, Va. We toured the house, ongoing excavations, and the archaeology lab, while receiving an in-depth archaeological presentation on the plantation grounds.

I would like to thank the students and crew for another successful season at Stratford, both for their fieldwork accomplishments and for making archaeology a long-lasting pleasure, including my involvement with field schools for more than 25 years. This season's field school class incorporated students from the Mary Washington anthropology program, namely Kira Runkle '09, Tina Estep, and Luan Cao, a double-major in anthropology and historic preservation. Historic Preservation majors included Jordan Brothers, Ally Campo, Michelle Cole, Rachel Frederick, Beth Haver, Alex Hersch, Julia Holmes, Tom Roberts '09, Joey Savino, and Chris Young. FYI, a field school-based T-shirt has made a fashion statement around the Department while setting off this special group of students. For those interested in the next archaeological field school at Stratford, please contact Prof. Sanford.

But What Do The Students Have To Say?

My experience at the Stratford Hall field school was exhilarating – something that everyone should do at least once in their life. It was rather amusing watching all the other poor field school students slather themselves with gallons of sunscreen every morning and mid-day to protect themselves from the horrors of the sun. Beyond comical archaeology idioms, literally breaking ground with a shovel into your country's history leaves a very special feeling behind. You get to experience history in a very hands-on way – cutting your hands on broken glass, licking ceramics (a very scientific method of identification, mind you), and rubbing your fingers against rusty nails. Who doesn't love actually touching history? The lack of physical touch in historical books is satiated with archaeology.

– Luan Cao, junior

Taking the course Field Methods in Archaeology over the summer at Stratford Hall left me with an overwhelming sense of accomplishment. The (sometimes seemingly endless) hours spent digging in the Oval Site were rewarding because of the new knowledge and friendships discovered. It was especially fun to talk with the curious visitors about our mission of the fieldschool and our findings, even if they did repeatedly ask if we were digging for buried treasure or gold! This course has formed a great foundation for my future work in archaeology.

– Ally Campo, junior

2009 Club Officers

President: Laura Heemer

Vice President: Erin Glennon

Secretary: Katherine Stinson

Treasurer: Tara Lescault

Treasurer's Assistant: Drew Radtke

Historian: Kerry Mitchell

Publicity: David Dutton

Spring Event: Jessica Focht

Ghost Walk: Rebecca Pomerantz, Ginger Brothers, and Katie Hummelt

Victorian Ball: Bill Backus and Allison Godart

2009 Senior Honors

Summa Cum Laude (3.75 GPA or higher)

Hillary L. Gatlin, Mariana R. Vonder Born

Magna Cum Laude (3.50 to 3.74 GPA)

Caitlin J. Eichner, Rebecca J. Gall, Sarah K. Gardner,

Madeline V. Lyerly, Susan E. Sherwood,

Jacqueline A. Wright

Cum Laude (3.25 to 3.49 GPA)

Allison M. Dixon, Madeleine D. Hawks,

Lindsay L. McClelland, Thomas F. Roberts,

Rebekah-Ann N. Sargeant, David A. Stubbs,

Kari E. VanKommer, Kathleen M. Franke (BLS)

With Distinction

(3.30 to 3.74 GPA, transfer students)

Andrew C. Fitch, Vickie Darnell (BLS)

Departmental Honors

Lindsay L. McClelland (honor's thesis)

2009 Senior Excellence Awards in Historic Preservations

Grace Wadsworth Award in Historic Preservation

Lindsay L. McClelland

Historic Preservation Achievement Award

Hillary L. Gatlin

Governor Alexander Spotswood Award in Archaeology

Arianna C. Drumond

Historic Fredericksburg Foundation, Inc. Award in

Honor of Prince B. Woodard

Mariana R. Vonder Born

We Might Be Off to Nottingham: Documentation Is When You Find It

Professor Stanton

We have all had the experience of driving past a derelict barn or building and questioning if the old building should be photographed and annotated with a written description and perhaps a sketch or two. Too often time does not allow a stop or a brief visit – more pressing matters are foremost in our minds. Time passes and then the deteriorated building disappears and the opportunity to collect information about the type of building, techniques of construction, or just its location on the landscape passes from historians of buildings to archaeologists. Most of these wretched wrecks of time hold valuable information that would help expand our understanding of past buildings, both personally and professionally, so every time I pass by I ask, “Is this the time? Should I stop now?”



Fortunately, preservation students, both past and present, are often the tipping force that makes the visit important. Carter Hudgins and I spent this past spring and summer measuring, photographing, and puzzling over just such a house. The property is clearly visible from the intersection of highways 17 and 2, standing on a knoll in the distance toward the Rappahannock. In late February, Logan Metesh and then Drew Gruber told us that this house, a brick two-story building with a two-story portico, was being demolished. The property was called Nottingham, and by digging around in books on Spotsylvania County dwellings, I found it was the last house owned by a direct descendent of Royal Governor Alexander Spotswood in Spotsylvania County. I spoke with a member of the developer's staff and indeed the building was already being demolished. What started as quick salvage recording became compulsive documentation as the demolition was postponed and plans for development of the property idled by the recession economy. My three lessons were:

First, Carter Hudgins is a real trooper; he did most of the nasty jobs while I was drawing on the board.

Second, it pays to meet the salvage specialist, a person who means parts of buildings to sell as a set or as fabric for other projects. Since the doors and most windows had already been removed, I needed to photograph and draw them at his shop in order to make the documentation as complete as possible.

Third, there is value to the unplanned turn of events that lead us to these properties.

What did I learn from Nottingham? I believe both Carter and I see things differently as a result of the experience. By plan and decorative elements, this building challenged our understanding of 19th century buildings along the Rappahannock River and in Virginia generally. The interior walls of this brick house were framed, not brick, and built floor by floor with each floor running under the interior walls and studs being notched over small trim boards nailed to the floors.

Mysteries existed among the voids of the best rooms. From the bits and pieces of chair rail and mopboard, we found a design approach to the details that each wall surface would have bilaterally symmetrical trim for that portion of the wall. Thus, the turned rope work of the mopboard cap reversed direction between a corner and a door or window casing, but it did not reverse when used vertically on the door and window surrounds.

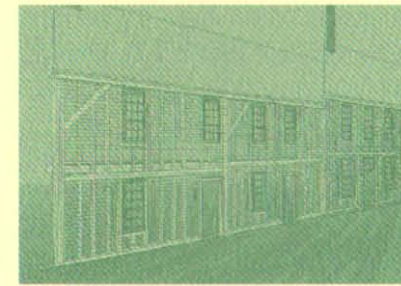
There were other details that also suggested that the builders were faced with competing methods of construction. The rafters and collars were drilled to be connected with wooden treenails, and then as many as eight cut nails were used instead. If interested, other tedious observations will remain available. The documentation we were able to do at Nottingham reinforced our sense that each building is a puzzle, both for the builders and for the historians who would describe what was built. The design of a building mandates its voids, orientation, and interior spaces, but a thousand details of critical importance to the stability, longevity, and harmony of the building with its design are rendered by the builders in ways that are sometimes customary, but just as often solitary solutions to the problem at the moment of construction. Stop and look closely as you pass by and we believe you'll agree.

On July 10, 2009, Nottingham was demolished. The once strong house was reduced to piles of broken wood, stone, and brick. What survived are fragments, line art, and photographs. But it did not disappear unnoticed and undocumented. It isn't a happy ending, but not the saddest song we could sing. We come away grateful for the opportunity – grateful to our students for their queries, and anxious to view as time will allow the wrecks beside the highway, looking closely and learning much.



"Let's Talk Documentation, 21st Century Style"

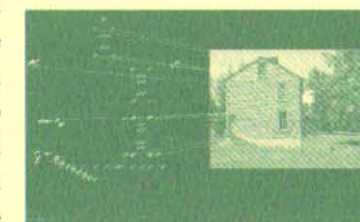
Professor Spencer



With my move from Kentucky a very recent memory, I've had little time to fully develop new projects here in Fredericksburg. Because of that, I'm reaching back to Kentucky to pull from an ongoing research project to introduce some methods being used in preservation that, although not new, are seeing increased use and application. The project itself is entitled, “The Role of Tradition and Technology in the Structural Framing Systems of the Shaker Village, at Pleasant Hill, Kentucky,” and is still in the process of being investigated with only one structure documented. While interesting from an informative standpoint, the real relevance of this project to the general preservation practitioner is the methodology and technology being used to obtain structural information. While the technology mentioned is not new, or even new to Historic Preservation, recent innovations have succeeded in making once cost prohibitive equipment within reach of disciplines notoriously underfunded, like historic preservation. Such technologies and techniques of note for this project include a reflectorless total station, photorectification software (TachyCAD and PhoToPlan by Kubit), and infrared thermography (IRT).

The first building investigated at Shaker Village was the east Family Wash House, begun in 1825 with subsequent additions made throughout the 19th century. Infrared thermography (IRT), which shows different temperatures on the surface of the structure, was employed first allowing us to visualize the structures framing members concealed behind weatherboard siding and plaster walls. Andrew Stempel, a graduate of the UMW Historic Preservation program, took a number of these IRT images while acting as my research assistant at the University of Kentucky. While these images conveyed quite a bit of information about the structural system in their own right, they, like any photograph, were distorted, prohibiting us from taking accurate measurements directly off the images.

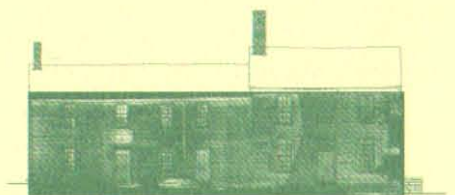
Rather, to obtain accurate readings off the IRT images, we needed to correct for lens and perspective distortion. Using a reflectorless total station and photorectification software TachyCAD and PhoToPlan by Kubit, we were able to do just that. This worked by using the total station to send a laser toward the



structure, bouncing that beam off a point on the structure we wanted to measure, and measuring the time required for that laser beam to return to the total station, placing the targeted point in a three-dimensional field. Typical points measured included corners of the structure, corners of window and door surrounds, and other points on the structure that were easily recognizable in IRT photographs. Aluminum targets were also placed around the structure, as they are visually distinctive on IRT images as well as the visible spectrum. Overall, hundreds of individual points were obtained from this one structure that were then matched to points on the IRT images to actually “rectify” it, allowing for accurate measurements to be taken directly from the image.

Rectification of traditional photographs was also done in the same manner so that traditional line drawings, showing details such as fastener nails, could be obtained and overlaid on top of the rectified IRT images. This composite image allowed us to verify that the IRT images were correctly modified and accurate by examining the concealed structural framing members correlation with fastener nails placed in the exterior weatherboard siding, which typically fasten to the underlying studs or wood frame. Once verified, we were confident not only in the placement of the structural members within its walls, but also in their size and overall configuration.

This type of information was not only valuable for my research from an academic standpoint, but also has much wider ranging ramifications within the fields of historic conservation, sustainability, architecture, and engineering. Through such information, more accurate and efficient restorations and rehabilitations can be undertaken, promoting sensitive interventions as well as material retention. Undoubtedly, as these technologies become more affordable, which they most certainly will, preservationists will encounter them with increasing frequency. Increased use will of course raise questions about the technologies' applications as well as limitations. The debate surrounding such questions will be paramount in helping to set about integrating such technologies into the pedagogy of historic preservation, particularly documentation and building forensics. The ability of the Department to recently obtain an IRT camera immediately sets the stage for discussion of these technologies to begin here at UMW in classes like HISP 461: Building Forensics and HISP 345: Computer Applications.



The Joys and Frustrations of Summer Internships: The Interns in Their Own Words

Compiled by Professor Sommer

In a field such as historic preservation, internships can provide an invaluable addition to a major's educational experience. The Preservation Club hosted a meeting specifically designed to allow students to share their summer internship experience, and I asked participants to submit their stories for publication in this volume of the Historic Preservation Newsletter. They illustrate the wide range of activities internships can involve, and the ways in which being in the field can shed light on the tension between ideal practice and practical necessity. And so, as they say on *Law and Order*, "These are [some of] their stories."

Kerry Mitchell

This summer I was the museum aide for the William Floyd Estate, which is part of the Fire Island National Seashore in Mastic, N.Y. My job consisted of daily housekeeping tasks such as dusting, and vacuuming, and I also completed the park's annual inventory of the collection. My main project this summer was completing 23 out of 30 100-percent room inventories. During this project I updated more than 1,000 object locations in the database and relocated about 500 objects to their original locations. Throughout the summer I gave approximately six house tours when staff and volunteers were short on certain days. My final assignment of the summer was to catalog about 40 newly accessioned objects that the family donated.

Justine Rothbart

This summer I had an internship at the National Firearms Museum in Fairfax, Va. I reorganized the research library and helped in accessioning more than 3,500 firearms manufacturers' catalogs. It was an interesting experience because I did not know anything about guns, or I never knew that so many people were fascinated by them. But I liked getting to know how a museum works. I also helped deaccession things when needed and deleted, and I found books using the library database. Overall it was a good experience, and I definitely recommend that other students get a summer internship

Alessandra Naich

As the education intern at Dumbarton House, I had several opportunities to expand upon the theories and case studies I learned about in my preservation classes. I interacted with the public on a daily basis as I was responsible for teaching summer camps and giving tours of the historic house. I also got a taste of volunteer management as I assisted in the training process of a summer teen volunteer. My summer project was to develop a multi-museum visit program in the Georgetown area for D.C. public school students. Since I had such a positive experience this summer, I chose to continue my internship with Dumbarton House this fall as I work to further develop the multi-museum visit program.

Emily Morton

I was lucky enough this summer to be chosen as a member of the curatorial staff of the Ticonderoga, a 1906 landlocked steamship. The ship is a permanent exhibit at the Shelburne Museum in Shelburne, Vt., started by Electra Havemeyer Webb. Essentially as a preservationist ship hand, I was able to work in carpentry, surface treatments, painting, de-rusting, and folklore. Specifically, I replaced 60 feet of a rotted railing and its support system on the Promenade Deck of Ti. In the tradition of preservation, we used the same original wood and original molding style. Also to better serve our visitors, the blower portion of the Ship's steam engine was rehabilitated to run again. My portions of this project included the de-rusting, metal preservation, re-painting, and other surface treatments of the wheel, mechanics box, and blower system. I also worked on support poles of the promenade deck, which have sun damage to their varnish, polishing silver and sewing replacement canvas grain bags for various structural elements and exhibits on the Ti.

Not only did I gain substantial knowledge on surface treatments, carpentry, general preservation, and exhibit maintenance, I learned valuable communication skills. I was a worker aboard the Ti, but I had many encounters with visitors and answered their questions and inquiries. I now have valuable hands-on experience in the field of historic preservation that I would not normally have experienced. I learned beneficial facts about large-scale preservation movements, the Shelburne Museum itself, and the power of preservation.

Laura Heemer

This summer I had the opportunity to work two preservation-related jobs. I worked as a volunteer archaeologist at Valley Forge National Historical Park and as a museum intern at the Chester County Historical Society in West Chester, Pa., which took up most of my time this summer. At CCHS, one of the projects I worked on involved packing and moving more than 4,000 different objects that needed to be moved to another storage space while the HV/AC was replaced in attic storage. We were given four weeks to pack before a huge hole was cut into the roof.

A common theme I saw this summer at the museum was that there is a right way to do things, and then there's the way you are actually able to do them. This was most noticeable when it came to finding places to put all the displaced artifacts; we had to store large paintings on the floor leaned up against cabinets, and we made row after row of boxes packed with ceramic, metal, wood, and other objects on the floor underneath the hanging rows of our textile collection. My curator, Ellen Endslow, kept telling me, "Do as I say and not as I do," as we'd move the collection into less than ideal conditions.

Had we had more money, we could have had the collection moved off-site to our warehouse, that is if we weren't busy trying to deaccession objects and find new storage space for all the objects stored there because a warehouse was no longer in the budget. I learned that being a curator involves creativity, flexibility, and the understanding that you can't always do things the way you were taught, but rather you can only do the best that you can with what you've got. I also saw how important funding is, and that being able to write really great grant proposals is a good skill to have.

I enjoyed working at the museum. It was interesting to experience packing up a collection and to learn how to handle and pack a vast range of different objects that included musical instruments, lanterns, cooking utensils, 18th century surveying equipment, and more wick trimmers than I had ever seen. I also enjoyed formatting exhibit labels, entering data into Past Perfect, putting accession numbers on objects, using a copystand to photograph paper dolls, and researching objects to determine if they were eligible for deaccession or not. It was an interesting experience that involved a lot of manual labor, but it also was a chance for me to brush up on my museum skills and learn new ones that I'll definitely use in years to come.

David Dutton

This summer, I had the pleasure to intern with a non-profit railroad enthusiast organization called the Chesapeake Railway Association (CRA) as a property maintenance assistant. The CRA maintains a collection of antiquated railroad equipment in Walkersville, Md. This equipment is stored and operated on the Walkersville Southern Railroad (WSR). My internship included the restoration of a small first generation switcher locomotive, educating the public as docent, and maintaining the CRA's existing railroad collection.

The focal point of the internship was assisting in the restoration of a 1941 20-ton Davenport Diesel mechanical locomotive. It was donated to the CRA with the intention that it would eventually be put back into active service. After removing the diesel engine, or prime mover, we power washed, steam cleaned, and scraped the chassis frame free of years of accumulated rust, dirt, and grease. We took numerous pictures of the interior of the cab before we began removing the instrument panels, air brake stand, hand brake wheels, and machinery in preparation for scraping and painting so that we would remember exactly where and how to put them back after restoring the units. Due to limited funding and mechanical issues on the original prime mover, the CRA received a new prime mover that was donated for replacement.

Although most of the internship focused on the restoration of the locomotive, part of my duties also included being a docent and educating the public of all of the CRA's railroad collections both in the yard and at the museum. When I was a docent, I discovered that I had to continually adjust my teaching styles to appeal to a variety of people with varying interests and knowledge of railroading. As docent, I also assisted in exhibiting and demonstrating the CRA's railroad collection, which provided a more memorable experience to the public because it allowed for up-close and personal interaction between the people and the collection.

During the internship, our team had to make constant compromises to the degree of restoration and rebuilding of the locomotive. Though this project was not meant in any way to be a faithful 100-percent restoration, we strove to maintain the integrity and overall look of the locomotive. In addition, compromises had to be made on the locomotive to meet current stringent federal regulations and safety standards in order to place the locomotive back into active service at the museum. My internship taught me that restoration rarely happens in a perfect test tube, air-conditioned laboratory. My most important lesson from this preservation effort was the ability to work and perform as a team. Overall, the internship allowed me to see what goes on behind-the-scenes in "real-world" preservation, which enabled me to enrich my classroom experience.

Meet the Lowly, Degree-Less Workers of the Department

Name: Laura Heemer
Year: Senior
Position in department and explanation: Senior class representative
Dream career: Curator for Fenway Park or the Baseball Hall of Fame
Favorite discipline within historic preservation: Museum studies
You're never found without this: My cell phone
Name one celebrity you would like to be stuck on a deserted island with: Gerard Butler
If all technology ceased to work tomorrow – including electricity – what would you do? Join the Amish, because they already function without technology and they have really good desserts.

Name: Adriana Lesiuk
Year: Junior
Position in department and explanation: Department Representative; Sitting in on Department meetings pretending I know what I'm doing.
Dream career: Archaeological field work in Philadelphia or (of course, typical) somewhere cool and foreign like Egypt, Greece, or Ukraine
Favorite discipline within historic preservation: Archaeology
You're never found without this: Bottle of water
Name one celebrity you would like to be stuck on a deserted island with: Johnny Depp
If all technology ceased to work tomorrow – including electricity – what would you do? Rejoice... and then take a nap.

Name: Liz Fedowitz
Year: Senior
Position in department and explanation: Archaeology lab aide; I help maintain and catalogue the Center for Historic Preservation artifact collection. Recently, this has included pulling artifacts, which were recovered during excavations in the 1990s, for an upcoming exhibit at Stratford Hall. In the near future I will also be assisting Professor Young during some hands-on practicals in her Intro to Conservation class.
Dream career: I have to pick just one? I guess doing archaeological or conservation work in Mexico.
Favorite discipline within historic preservation: Archaeology and conservation
You're never found without this: My planner
Name one celebrity you would like to be stuck on a deserted island with: Daniel Day Lewis
If all technology ceased to work tomorrow – including electricity – what would you do? Keep on living... but I'd probably be in better shape.

Name: Katie Hummelt
Year: Senior
Position in department and explanation: Student aide in the Archaeology Lab. I try to keep the lab and its collections organized and take orders from Professor Sanford.
Dream Career: Samantha Brown's assistant
Favorite discipline within historic preservation: Architecture and archaeology (of course!)
You're never found without this: Tissues and chap-stick
Name one celebrity you would like to be stuck on a deserted island with: Hugh Jackman or Daniel Craig (toss-up)
If all technology ceased to work tomorrow – including electricity – what would you do? Oversleep...and then head outside with a good book and enjoy the day!

Name: Melissa Ford
Year: Junior
Position in department and explanation: Student aide/newsletter editor, sit around and appear hardworking and important; scan, rifle through jobs, and unlock a few doors sometimes to add a bit of variety; watch warily as Ms. Hale and the professors (including a pregnant Prof. Smith) try to assemble a bookshelf in the wee hours of the morning
Dream career: Working in a Smithsonian Museum or the Holocaust Museum
Favorite discipline within historic preservation: Museum studies
You're never found without this: Hair tie
Name one celebrity you would like to be stuck on a deserted island with: Ewan McGregor
If all technology ceased to work tomorrow – including electricity – what would you do? Walk to the library and find a book on berry picking

Name: Emily Morton
Year: Junior
Position in department and explanation: Student aide; studying 1867 maps for Professor Stanton, while simultaneously busying myself with other jobs and telling people it IS OK to take a piece of candy.. or three...
Dream career: Running a house that is completely restored to a point in history, where visitors can come and stay, while living, eating, working, entertaining, and wearing what they would in that period of time. It's learning through doing! Why choose Disney when you can choose the guilded, frontier, or turn of the century era?
Favorite discipline within historic preservation: Historic architecture and museum studies
You're never found without this: My rings and watch, and a water bottle

Name one celebrity you would like to be stuck on a deserted island with: Gerard Butler. Strong, witty, Scottish, and a hunk. Enough said.
If all technology ceased to work tomorrow – including electricity – what would you do? Start a camp fire and do nothing but read in front of it and make crafts out of the twigs and underbrush to keep me entertained.

Name: Chris Young
Year: Junior
Position in department and explanation: Student aide, I guard the candy dish for the Department.
Dream career: Architect
Favorite discipline within historic preservation: Archaeology or documentation and fieldwork
You're never found without this: A watch
Name one celebrity you would like to be stuck on a deserted island with: Survivorman
If all technology ceased to work tomorrow – including electricity – what would you do? Breathe into a paper bag and wait for it to come back on.

Name: Lauren Milner
Year: Senior
Position in department and explanation: Knight Family Scholarship recipient, lots and lots of research for the Center
Dream career: Working for a museum in New Orleans or D.C.
Favorite discipline within historic preservation: Museum studies
You're never found without this: Cell phone, must stay connected!
Name one celebrity you would like to be stuck on a deserted island with: Michael Cera
If all technology ceased to work tomorrow – including electricity – what would you do? Stop writing papers and go camping.

* The Editor would like to respectfully comment that according to the answers above, only Laura and she would survive more than a week without technology due to our superior preparation skills and abstinence from simply sleeping and camping.

* The Editor would also like to give Chris kudos for choosing to be stuck on a deserted island with Survivorman instead of choosing his dream celebrity.

Historic Preservation Club: A Message from the President

Laura Heemer



Hello everyone!

The Historic Preservation Club is off to an amazing start this year. We began the semester with a back to school barbecue, which was a successful evening of food, fun and preservation fellowship among majors, club members, and professors. In September we held the third annual "My Super Sweet Preservation Job," where we heard from several club members about their preservation jobs and semesters abroad. We also went to Sotterley Plantation in Maryland for an absolutely beautiful day. Later that month, we hosted many UMW parents on Civil War walking tours of campus during Parents Weekend.

In October, we held the 25th annual Ghost Walk in downtown Fredericksburg. This year our Ghost Walk chairs, Rebecca Pomerantz, Katie Hummelt and Ginger Brothers, decided to change the tour route and revamp the script, which proved to be a huge success! Congratulations to everyone who helped out this year!

Our goal for the club this year is to revamp interest and get more people involved! We're always open to hearing ideas from students and professors, so if you have any suggestions for meeting topics, day trips, or service projects, please let us know; we'd love to hear them! Please keep an eye out for our upcoming events to include more fun day trips, meetings, our T-shirt design contest, Victorian Ball, spring trip, spring event, and much more!

Be sure to email us at umwhistoricpresclub@gmail.com or visit our new website www.presclub.umwblogs.org to get on our mailing list; we'll keep you up to date on all the Pres Club happenings – you don't want to miss out!

Nothing to do this weekend (procrastinating)? Watch one of these historic-preservation related movies!

(Disclaimer: This article is solely for the amusement of the editor and readers and is in no way meant to offend the actors, directors, producers, professors, or archaeology student aides.)

Be Kind Rewind – (Jack Black, Mos Def) A small, historical VHS shop faces foreclosure in a poor community. When all the tapes are erased, two friends must remake the films themselves using homemade special effects and outdated filming equipment. Hilarity ensues. This strangely touching movie combines comedy with adaptive reuse. Professor Smith's 209 class anyone?

Night at the Museum – (Ben Stiller, Robin Williams) Ben Stiller becomes the night watchman for the Museum of Natural History. Simple? Sure, if you don't count the fact that everything in the museum comes to life at night! This movie puts a whole new spin on the difficult task of "managing collections." Funny, I don't remember learning anything about artifacts coming to life in Professor Sommer's Museum Studies class.

National Treasure-National Treasure: Book of Secrets – (Nicolas Cage, Diane Kruger) Nicolas Cage must find treasure hidden by the founding fathers before the antagonist can find it first. To do so, he must follow centuries-old clues that lead to such places as Mt. Vernon, the Liberty Bell, and the National Archives. Curators, riddles, the near destruction of historical artifacts all abound in this fast-paced film.

Indiana Jones – (Harrison Ford) Everybody knows about the dashing archaeology professor who runs around the world collecting extremely rare, valuable historical artifacts. Full of action, this adventure movie contradicts anything you will ever learn in Professor Sanford's archaeology class. What? Professor Sanford never romped around the jungle saving beautiful women AND battling snakes, natives, and the occasional boulder for precious artifacts? Disappointing, I know.

Lara Croft: Tomb Raider – (Angelina Jolie) Angelina Jolie stars as an aristocratic tomb raider who likes to collect ancient artifacts from ruins in her spare time. Of course, there is some evil enemy trying to use the artifacts for his own personal gain. More archaeological blunders result. And hey, if Professor Sanford can be compared to Indiana Jones, does that mean that his lab aides Liz Fedowitz and Katie Hummelt are mini-Angelina's? Bonus! "Really cool video game too!" – Lauren Milner

Titanic – (Leonardo DiCaprio, Kate Winslet) The timeless story of two young people from two very different walks of life, who struggle to make the saying, "Love conquers all" a reality... all while sailing on a doomed ship. I know, you're thinking, "Titanic has nothing to do with historic preservation," but, as Professor Stanton could tell you, that is wrong! Obviously you need to watch it again if you completely missed the traditional Irish music and dancing, not to mention the intense oral interview that was conducted on Rose. I do not envy whoever has to transcribe that.

Brompton Research

Lauren Milner

As part of my Knight Family Scholarship award, I now work in the Historic Preservation Center for Research. My main areas of study in school are history and museum studies, so I am really excited for the opportunity to work more closely with the professors and staff of the Historic Preservation Department. The main project I am involved in is conducting research on Brompton, the official residence of the UMW president. In gathering these materials, I will also be creating a database for future students' research. This database will include scans of deed records, archaeological surveys done by former students and professors, pictures, old tourist pamphlets, and more. In the end, I will be creating a tourist brochure to expand the exposure of our school's historic property.

HISP Alumni Updates

Katie Kosack '08 continues her graduate school work in historical archaeology at the University of Massachusetts-Boston. This past summer she completed her graduate-level archaeological field school in Grafton, Mass., working on an 18th-century Nipmuck site. Katie's master's thesis will concern the Hancock-Clarke site in Lexington, Mass.

Andrew Wilkins '06 completed his master's thesis and gained his master's degree in historical archaeology from the University of Massachusetts-Boston this past spring. After returning to Stratford Hall Plantation this summer to work as a field school assistant, Andrew has moved to Knoxville, Tenn., where he has begun a doctoral program in anthropology at the University of Tennessee.

Brad Hatch '07, in a parallel path to that of Andrew Wilkins, has completed his master's thesis and obtained his master's degree in anthropology from the College of William and Mary. Brad has spent much of his recent time working for the Dovetail CRM firm, owned and operated by alum Kerri Barile '94, before heading off to the doctoral program in anthropology at the University of Tennessee.

Lauren Shepulski '08 continues her graduate studies in interior architecture at the University of North Carolina-Greensboro. After a first year of classes, she is beginning work on her master's thesis.

Lyndsay Graham Duncan '03 has worked since 2007 as a GIS technician for the Virginia Economic Development Partnership. Lyndsay supervises GIS interns and performs georeferencing and data analysis that combines the needs and projects for local governments, state agencies, non-profit organizations, and commercial enterprises.

Lauren Trice '08 works for the National Park Service, particularly the federal office responsible for the Native American Graves Protection and Repatriation Act (NAGPRA).

Nathan Bevil '04 proudly announces that he has completed his master's degree in historic preservation at the University of Georgia. Like many others, he is on the search for gainful employment in historic preservation.

Walter Bailey '92 recently re-established contact with the Department. After graduating from Mary Washington College he attained his master's degree in history from the University of Tennessee and then found gainful employment with the Texas State Parks systems. As of 2005, Walter became the regional interpretive specialist for the 10 state parks within the Houston area.

Bryce Perry '04 works as a preservation planner and deputy zoning administrator with the Department of Community Development for the town of Herndon, in Fairfax County, Va.

Liz Weaver Williams '97 continues to thrive up in Alexandria, Va., as the assistant director of Gadsby's Tavern Museum, all the while functioning as manager of operations for the Stabler-Leadbetter Apothecary Museum.

Rob Taylor '05 has left the world of CRM archaeology in Florida and moved to the cozy confines of Charlottesville, Va. He even did some archaeological work at Monticello, but has since obtained full-time work as an architectural historian with Dutton & Associates in Richmond.

Joanne B. Lamm '85 worked for the Judicial, Fiscal, and Social Branch of the National Archives from 1985 to 1990. After 18 years being an at-home mom to her three children, she is now working in the Patron Services Division for the Military History Institute, which is part of the Army Heritage and Education Center (AHEC).

*Congratulations,
Professor Smith,
on Your Beautiful
Baby Girl!*

Daria Ruth Smith
Born: August 19, 2009
Weight: 8 pounds, 9 ounces
Height: 21.25 inches

