

University of Mary Washington  
Center for Historic Preservation  
1301 College Ave.  
Fredericksburg, VA 22401

UNIVERSITY OF MARY WASHINGTON  
CENTER FOR HISTORIC PRESERVATION

HISTORIC PRESERVATION  
NEWSLETTER

SPRING 2021

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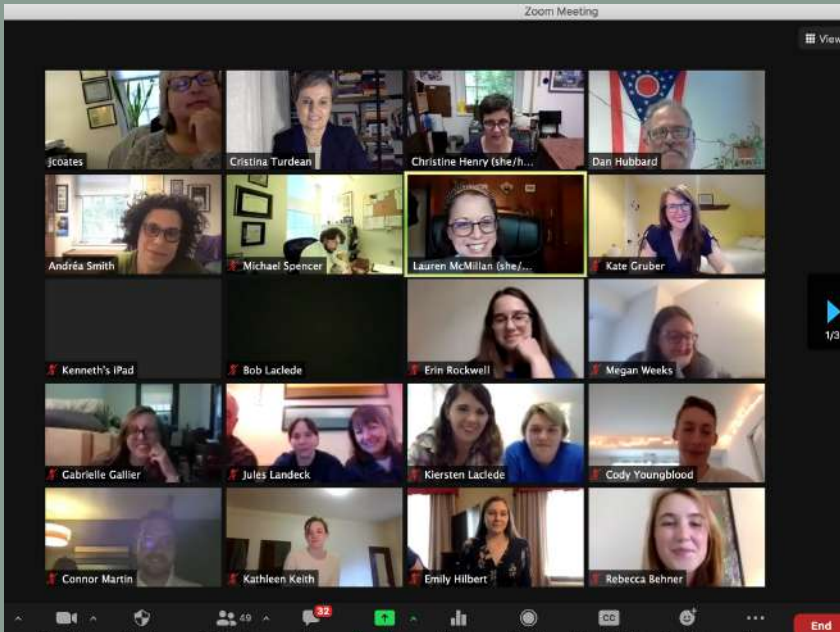
Our Spring Newsletter reaches you at the end of the 2020-2021 school year. Materials in this publication illustrate ways in which school life has followed its course despite the extraordinary circumstances of the last year. While discipline, diligence, and flexibility remained essential to everyone's individual success, these traits became vital to the wellbeing of the entire campus.

University of Mary Washington has likely never felt a stronger sense of community as this past year, when students, faculty, and staff responded to the COVID crisis in an exemplary way that allowed instruction and campus life to continue. As this newsletter shows, courses, class projects, internships, partnerships, and community work came to completion, shedding light on everyone's reserves of creativity and resilience.

We will for sure apply the lessons learned this year to make our program better and stronger.

## Best of luck to our graduates!

As you read this newsletter, the Class of 2021 has graduated and is ready to enter the workforce or pursue further education. This year's 37 graduates completed the degree requirements at the end of either the fall or the spring semesters. On May 7 and 8, the graduates and their families had the opportunity to attend one of the several in-person, small-scale commencement ceremonies on the UMW recreation field next to Route 1.



Like last year, the Department of Historic Preservation held a virtual commencement to honor each member of the graduating class and also the recipients of the senior awards. This ceremony featured the remarks of the department chair, Prof. Michael Spencer, and the keynote speaker, Kate Egnor Gruber (Class of 2008), Special Exhibitions Curator at James-Yorktown Foundation. Appreciation for the moments of joy that students and faculty could take from this milestone year as well as optimism permeated this final gathering of the graduating class.

# Senior Awards 2021

## Department of Historic Preservation Achievement Award

This award is sponsored by the Department of Historic Preservation in recognition of the graduating historic preservation major who has achieved the highest GPA in historic preservation.

**Madelyn Shiflett**



# Senior Awards 2021

## Grace Wadsworth Award

This award is sponsored by the Center for Historic Preservation in recognition of professional promise and potential to make a significant contribution to historic preservation.

**Cody Youngblood**



## Prince B. Woodard Award

This award is sponsored by the Department of Historic Preservation and Historic Fredericksburg Foundation in honor of the late Prince B. Woodard, President of Mary Washington College and founder of the historic preservation program. This award is given to a graduating senior who has demonstrated superior academic achievement and who has made significant contributions to historic preservation in the Fredericksburg area.

**Jessica Lynch**



## Governor Alexander Spotswood Award

This award is sponsored by the Center for Historic Preservation in recognition of professional promise and potential in archaeology.

**Delaney Resweber**



Since early 2019, Dr. McMillan and students in the Historic Preservation department have been working on several collaborative projects with the Patawomeck Indian Tribe of Virginia. The Patawomeck Tribe historically lived in southern Stafford County and many tribal members continue to live in this area. This summer, Dr. McMillan and I are working closely with the tribe on a few new projects.

## Collaboration with the Patawomeck Indian Tribe of Virginia by Brooke Prevedel (Class of 2023)



**Brooke Prevedel**

In mid-2019, the Patawomeck Tribe [came into possession](#) of a 17-acre property in Stafford County known as Little Falls, once the location of an 18th- and 19th-century plantation (a portion of the historic plantation was the subject of a recent [student research project and conference presentation](#)). While the property had been abandoned for years, the tribe had high hopes of reclaiming the land from the mess of ivy that had taken over, fixing up the buildings, and turning it into a Tribal Center. They have invested a significant amount of work since then, and developments are still ongoing, but the Tribal Center is steadily coming together. The main house on the property, now that repairs are mostly done, will soon be a museum to the history of the tribe and the house itself. Already the upstairs rooms have been transformed into classrooms where the Patawomeck Algonquian language is being taught, and the students of HISP 471A7: Worlds Collide: Virginia 1619 in Spring 2019 were fortunate enough to receive one such [lesson](#).

While the house itself is now functional, an important step in making the old property into a full Tribal Center is simply making the land outside the house usable, as well. Part of making a functional space is adding a parking lot. The property has been occupied since the mid-18th century, including by colonial-era members of the Patawomeck Tribe, which means that constructing a parking lot risks impacting archaeological resources. Given that knowledge, our summer project is essentially mitigation work, excavating the area where the parking lot will soon be in order to document what we can prior to construction. So far, we have laid in our grid using our new total station and begun excavating shovel test pits. John Blankenship, Patawomeck tribal member and incoming UMW historic preservation student, has joined our team as a volunteer.



As a lab aide, while part of my work this summer includes fieldwork at the Tribal Center itself, a larger portion of my time is dedicated to digitizing tribal archival material relating to the tradition of eel pot making and 18th- and 19th-century Stafford County records, then poring over all of those sources for references to the Patawomeck Indians. By doing this, we hope to provide further information to the tribe for their reconstruction of their past and the passing down of their tribal traditions.



## Collaboration with the Patawomeck Indian Tribe of Virginia (cont'd)

That is, ultimately, the goal of our ongoing cooperation with the Patawomeck. The department has already worked with them in the past on the Fendig site, looking for the village of Quiyough, a site identified on John Smith's 1612 map of Virginia and noted as an important location to the tribe. Rick Altenburg, a recent UMW graduate, gave a [presentation](#) of the archaeology lab's findings at the site. That work, while significant on its own, contributes to another of the archaeology lab's ongoing projects: creating a StoryMap, which is similar to an online exhibit, about the history of the Patawomeck tribe and their significant sites. [Matt Bova](#), another archaeology lab aide, has been creating the StoryMap, which will be made available to the public early next semester.

Check the website of the HISP  
Archaeology Lab:

[umwarchaeologylab.com](http://umwarchaeologylab.com)

for blog posts, student  
projects, and past media  
appearances.



## Museum Student Society

The Museum Student Society is one of the newest student organizations at UMW. It started at the initiative of several HISP majors, who sensed that numerous UMW students who had an interest in museums looked for opportunities to pursue their passion and engage with like-minded peers. Meredith Glasco (Class of 2022), the President of the Museum Student Society, explained that the club meets twice a month for activities such as movie nights and informal discussions on “all things, good, bad, and ugly, in museums,” from bias in museum interpretation and racism in art galleries to art forgeries and professional development. Potential members can email Meredith [umwmuseumsociety@gmail.com](mailto:umwmuseumsociety@gmail.com) for more information and follow the club on Instagram [@umwmuseumstudentsociety](https://www.instagram.com/umwmuseumstudentsociety).

# Student Projects in the Burg

As a long-time partner of the Department of Historic Preservation, Washington Heritage Museums (WHM) in Fredericksburg have always engaged faculty and students in projects that tied school curriculum to the museums' needs. WHM manages four 18th-century historic-house museums in downtown Fredericksburg: Mary Washington House, Hugh Mercer Apothecary, St. James' House and Rising Sun Tavern. Executive Director Anne Darron (Class of 1983) leads the organization in accomplishing its mission of preserving and interpreting these properties. Anne Darron works closely with faculty members in the Department of Historic Preservation. Last fall, Prof. Cristina Turdean assisted with two projects for which she recruited and supervised three HISP majors.

Cody Youngblood (Class of 2021) completed a collections-management internship with the Rising Sun Tavern. Cody brought to this project skills he had honed at Dodona Manor, a historic house in his hometown, Leesburg, Virginia. A National Historic Landmark, Dodona includes 3.8 acres of gardens and the former residence of General George C. Marshall, who lived there between 1941 and 1959. At the age of 16, Cody became the museum's youngest volunteer docent and, over the course of the following years, he expanded into education, exhibitions, and collections management work.



Anne Darron





**Cody Youngblood**



**Ethan Knick**



**Abigail Phelps**

At the Rising Sun Tavern, Cody completed an inventory of the collections. Best museum practices require inventories to be conducted periodically to keep track of artifacts and also to ensure the accuracy of the collections' records. Cody started by creating lists of all objects in each of the tavern's rooms, based on the existing database. He also used the building's floor plans to determine the most effective way for inspecting each room in a systematic manner that would prevent the accidental omission of objects. The actual inventory followed, along with recording discrepancies between lists and actual room inventories. These situations occur sometimes when staff relocates objects to other spaces or if catalog numbers marked on objects wear off. The reconciliation of these discrepancies ended the inventory process. At this time, Cody adjusted the information in the database and compiled a general report to serve as reference for the next inventory. Cody enjoyed learning about the objects in the tavern's collection and the history of the property. Dodona Manor's 20th-century inventory stood in stark contrast with the one at the Rising Sun Tavern and Cody appreciated his engagement with material culture from an era that he was not that familiar with.

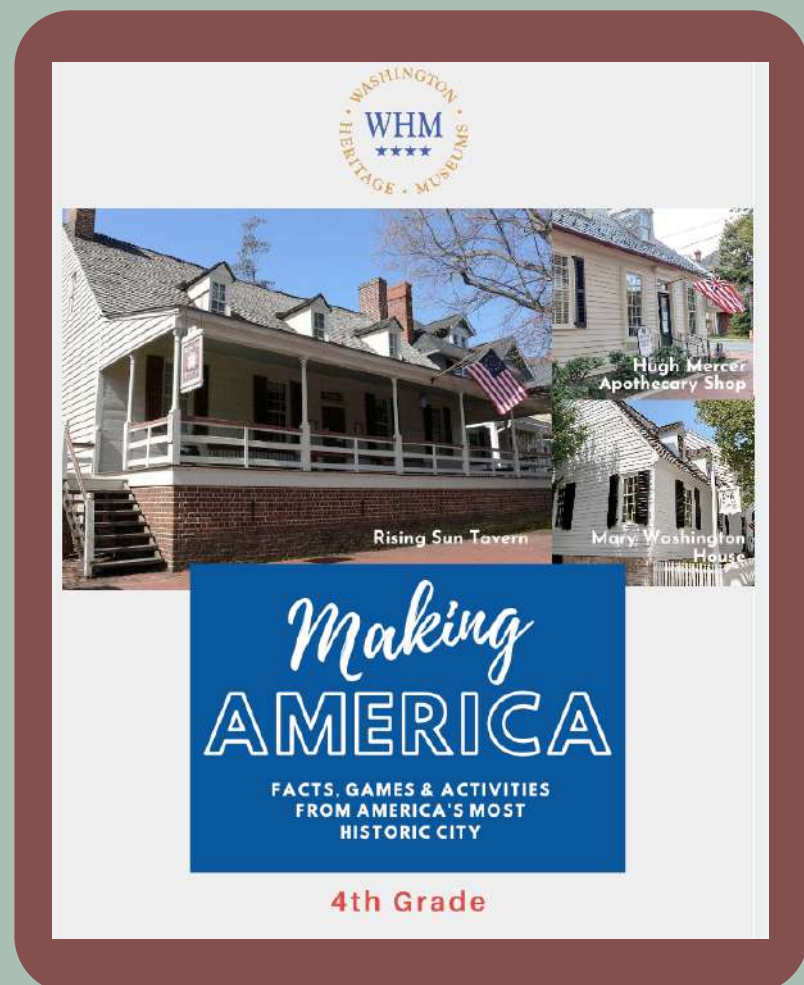
Due to Abigail Phelps and Ethan Knick, both members of the Class of 2021, WHM will be soon launching the first booklet in a series of educational publications for students and teachers.

In their senior year, Abigail and Ethan joined forces to complete a project that promises increased public interest in WHM. Abigail Phelps left her native Wisconsin to study in Fredericksburg due to UMW's program in historic preservation. A love for history and the experience she gained as a seasonal museum interpreter had set her firmly on a career path in museums. In Fredericksburg, Abigail found ample room for professional growth as she interned, volunteered, and conducted paid work for local museums while also serving in the Mary Washington Living History Club. Ethan Knick grew up in Roanoke, Virginia, in a family with a deep appreciation for history and cultural heritage. A double major in history and historic preservation, Ethan started working as an interpreter for WHM, just months after he moved to Fredericksburg. This aligned perfectly with his interest in colonial history and historical reenactment.

Titled *Making America*, the first booklet includes 36 richly illustrated pages and will educate and entertain 4th graders with games, crafts, the history of WHM properties, less-known facts on colonial and post-revolutionary Virginia and United States, as well as recommendations for further readings.

As main content developers, Ethan and Abigail conducted research of primary and secondary sources. A main concern for academic rigor and inclusion of diverse perspectives led their efforts and had to be balanced with a simple and straightforward writing style that would make the content accessible to grade-level children. The drafts went through multiple revisions by Prof. Cristina Turdean and Anne Darron. Ethan credits this back and forth with helping him learn about areas he tended not to think about in his writing and organizational skills.

The booklet is in process of being published and will be available for purchase in the WHM store by the end of this year.



The National Council for Preservation Education (NCPE), the organization that assists the development and improvement of academic programs in historic preservation in the U.S., lists the undergraduate Historic Preservation Program at UMW as one of the only eight in the nation that are in compliance with the organization's standards. The uniqueness of this academic major makes the Department of Historic Preservation a choice for numerous out-of-state students; their number is always well above the average in other departments at UMW. Over the course of years, students from states as far away as Arizona, Oregon, Florida, and Michigan moved to Fredericksburg to complete their undergraduate degree in historic preservation. Student aide Elizabeth (Lizzy) Goodloe (Class of 2022) interviewed a few of our current out-of-state majors about their decision to enroll in our program.



## Out-of-state Students in the Department of Historic Preservation

**Cosette Veeder-Shave (Class of 2023):** I am from Hyde Park, New York. Initially, I chose UMW specifically because of historic preservation. I had always been interested in museums and pursuing a career in museums but there aren't necessarily a ton of undergraduate programs in Historic Preservation or Museum Studies. The Historic Preservation program at UMW sounded like an incredible, well-rounded program. I did a lot of research, read everything I could find on UMW and the Historic Preservation department as well, and put in my application. When I came for orientation, my dad and I went into Combs Hall on a whim before leaving to return home, because I wanted to see where I would be spending my time. Julia Coates, our amazing office manager, happened to be in the office and gave me the full tour of the department. I fell in love with UMW and our department as I peeked into classrooms, the labs, and our preservation resource closet. I knew that it was the right fit. And it was!! I wouldn't choose a different college or major for anything.

**Hannah St. Onge (Class of 2022):** My hometown is Moosup, Connecticut. Prior to visiting campus, I had picked UMW specifically for the Department of Historic Preservation. Once I actually got to visit, I also knew that UMW would become my second home. The campus felt so welcoming, and there were many opportunities for volunteering and internships in the Fredericksburg area -- it just felt like the perfect fit. In terms of Historic Preservation, I knew I wanted to pursue a career in museums (I've been volunteering in them since I was 12), but the standard history route didn't feel like the right fit for me. I want to help others connect to history and make it relevant for them, and to help people feel that they have a place at the table when discussing history.



The Historic Preservation department felt like a place where I could develop the skills needed to do that, and over the past three years, I have discovered that this is exactly the case. Our interdisciplinary program here takes a hands-on approach to preservation and is built upon community outreach, on top of traditional scholarly research. It has given me the tools and the knowledge to help others find their place in history, no matter if they have been a scholar of history for years or have never set foot on a historic site in their lives. I also have to give a shout out to our amazing professors, who have all worked in the field and use their own experiences to show us what it is like to practice preservation in the 'real world.' The program here is truly unique, I know I would not have had such an incredible experience at any other school.

**Emily Hilbert (Class of 2021):** I am from Long Island, New York. I chose UMW for the Historic Preservation Department, point-blank. It is the reason I drive 8 hours to get here every semester, and it is the reason other students travel double that length. After looking into the Historic Preservation Department and subsequent Museum Studies program I was hooked. It's such a diverse and interesting field, I wanted to learn more about it. I didn't look at any other schools, threw all my eggs in one basket, and applied to UMW early decision; it was this department or nothing. To talk about how great the department is, and how absolutely amazing the professors are I don't think there's enough time in the day. Let's start with the size. There are 6 professors in the whole department, and I can confidently say I've had a class with everyone once, if not twice to three times. They're all just so knowledgeable and love having discussions and conversations with students. I feel like I could walk into their office to chat and they know who I am before having to remind them. It was that personal relationship I wanted out of a college experience. They're also all so helpful beyond belief when it comes to assignments, looking for internships, or applying for jobs when it's time. I honestly feel like we are really a family, and I think that's something that has greatly benefitted me in my college experience.





# Preserving Diversity Exhibition in Combs Hall

Last fall, a new exhibition went up in the display case on the first floor in Combs. Titled *Preserving Diversity*, it focuses on the HISP Program's strategic efforts of placing the topic of diversity at the center of its academic curriculum. This exhibition highlights the pedagogical methods and main findings of two projects that students and faculty have recently completed in archaeology and building forensics. The fall newsletter discussed Prof. McMillan's Sherwood Forest project featured in this exhibition. Below, you can learn more about Prof. Michael Spencer's building forensics project.

In Professor Michael Spencer's *Buildings Forensics* course, students learn that a comprehensive understanding of a building depends on correlating archival research with the physical aspects of historic structures. By applying this approach to the Caretaker's Cottage at Belmont Estate (Gari Melchers Home and Studio) in Falmouth, Virginia, students concluded that the building likely started in the 1840s as a dwelling for enslaved people and underwent several phases of



alterations in the late-19th century and the early 20th century to become what it is today. The structure itself provided ample physical evidence of this transformation, from hand-hewn sills and remnants of whitewash on floor joists to porcelain door knobs and the foundation made from pitch-chiseled granite and sandstone. Further, information in census and court records corroborated the timeline that resulted from the analysis of physical evidence. This laboratory (HISP461) is one of the many examples of HISP courses that blend field, lab, and library work.

Professor Spencer explained the connection between this project and the topic of diversity in historic preservation, “Overall, what we [the class] have “discovered” is that vernacular structures, whether it be barns or those related to enslaved people tend to get less attention than some of the more elaborate homes in the area. Diversity has created a complex landscape filled with a wide array of stories, experiences, and interpretations. Diversity is what makes Fredericksburg an interesting place, whether it’s the architecture or the experiences.”



Renderings of the Caretaker's Cottage in the 1840s (left) and the 1930s (right)



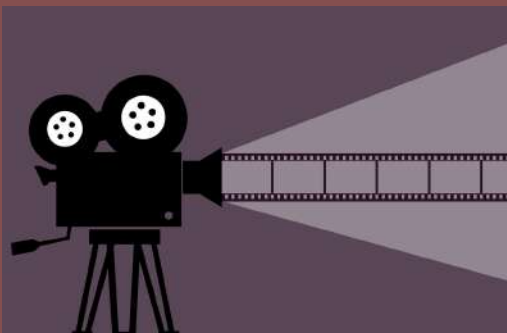
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## Saturday Night Movies with Professor Smith

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An article in our previous newsletter (Fall 2020) presented the Saturday Night Movie series that Prof. Andi Smith initiated at the beginning of the COVID pandemic in March 2020. Emily Hilbert (Class of 2021) has shared her thoughts on the continuation of this series during the 2020-2021 school year with student aide Elizabeth (Lizzy) Goodloe (Class of 2022). This past year, the number of participants has gone up, reaching 29 people who congregated on the GroupMe app. Initially, movies were watched on Netflix and had a history or historic preservation subject (i.e. Indiana Jones, Night at the Museum, Django Unchained).

Last fall though, as more movies of this kind became harder to find on Netflix, virtual movie goers decided to add in affordable streaming platforms such as Hulu, Prime, and Disney+. The day before the weekly 9pm meeting, group members would decide what to watch. Anyone could suggest their preference in the chat box and if there were multiple suggestions, a vote was cast. At the same time, movies unrelated to preservation (i.e. Monty Python, Coco, Pirates of the Caribbean, Shrek, etc.) started making it onto the list. In the end, as Emily explained, “the goal of the movie night is to give HISP students some time to relax over the weekend. College is hard enough as it is without adding a global pandemic and not being able to physically get together with your group.”



# Prof. Henry's Freedom Rides Project

Professor Christine Henry's recent collaboration with Chris Williams, Assistant Director of James Farmer Multicultural Center at UMW, and Professor Erin Devlin in the Department of History and American Studies brought to completion a project that sheds public light on a local event whose relevance to the civil rights movement has not been fully acknowledged yet. On May 4, 2021, a temporary state historical marker was unveiled nearby Fredericksburg Fire Station #1 at the corner of Princess Anne and Wolfe streets downtown Fredericksburg, where the Greyhound bus station was located in 1961. The permanent sign will be installed this fall.

In 1961, student members of the Congress of Racial Equity (CORE) initiated the Freedom Rides to protest segregation on interstate buses and in bus terminals. Black and white activities rode buses on routes between Washington D.C. and Jackson, Mississippi, attempting to desegregate restrooms, lunch counters, and waiting rooms. On May 4, 1961, Fredericksburg was the first stop of the first Freedom Rides bus with 13 activists on board, who managed to integrate peacefully the terminal's lunch counter and restrooms. Violent opposition would ensue though as the bus made its way through the Carolinas and farther in the Deep South. Freedom Riders garnered the attention of the national media and eventually secured an Interstate Commerce Commission ban on travel segregation.

This event carries a direct relevance to UMW as James Farmer, a leader of the Freedom Rides and CORE, went on to teach at UMW, mentoring numerous students including Chris Williams, who serves today as the Assistant Director of James Farmer Multicultural Center. Prof. Henry continues the work on the next phase of the civil rights history trail project in Fredericksburg, which includes three other sites of relevance to African American history.



Prof. Henry poses with her collaborators and city officials at the unveiling of the marker. Photo credit: UMW



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