

Center for Historic Preservation  
Combs Hall  
1301 College Ave  
Fredericksburg, VA 22401

**UNIVERSITY OF MARY WASHINGTON  
CENTER FOR HISTORIC PRESERVATION**

# **HISTORIC PRESERVATION**

## **SPRING 2022 NEWSLETTER**

**Trailblazing in King George County/2**

**Workshops, Lectures, & Career Fairs/3-4**

**Redesigning Kenmore Park/5-6**

**The Intersection of Business and HISP/7**

**HISP Club Spring Trip/8-9**

**Collections Management at Washington Heritage Museums/10-11**

**Independent Study Projects/12-13**

**Spotlight on Seniors/14-15**

# Trailblazing in King George County

Last fall, students in Professor McMillan's HISP 471A6: Preservation in the Community course took on a unique project. Collaborating with the Patawomeck Indian Tribe, the Rappahannock Indian Tribe, and King George County Economic Development and Tourism Department, they developed the King George County Native American History and Culture Trail. Over the course of the fall semester, students created a proposed map of the trail, designed seven interpretive panels, and wrote content for these panels. The main focus of the trail is to emphasize the stories that are important to these tribes, from before European contact and colonization to the present.

This spring semester, three students continued the project. Libby Wruck (Class of 2022) and Luka Molloy (Class of 2023) interned with the King George County Economic Development and Tourism Department while Sam Melvin (Class of 2022) completed an independent study and presented work from the project at the Middle Atlantic Archaeological Conference. Libby and Luka explained that their internships focused on preparing the interpretive panels for installation this summer, assisting with grant proposals, as well as marketing the trail. They finalized design elements, pitched ideas to help raise awareness of the project like starting a podcast or a social media account, and learned a great deal about the business side of preservation along the way. Libby and Luka wanted to ensure that the county sees this project as economically viable and is aware of the many stakeholders involved, especially the tribes. Sam completed her independent study on the latter topic. She said that her work took "a broader approach to not only presenting how the project began and where it is now, but also discussing the connections and necessity of community collaboration in preservation projects – especially preservation of the cultural resources of descendant communities." Sam presented this research at the Middle Atlantic Archaeological Conference, where she discussed the development of the King George County Native American History and Culture Trail and other projects like it.



Preservation in the Community students visit King George County



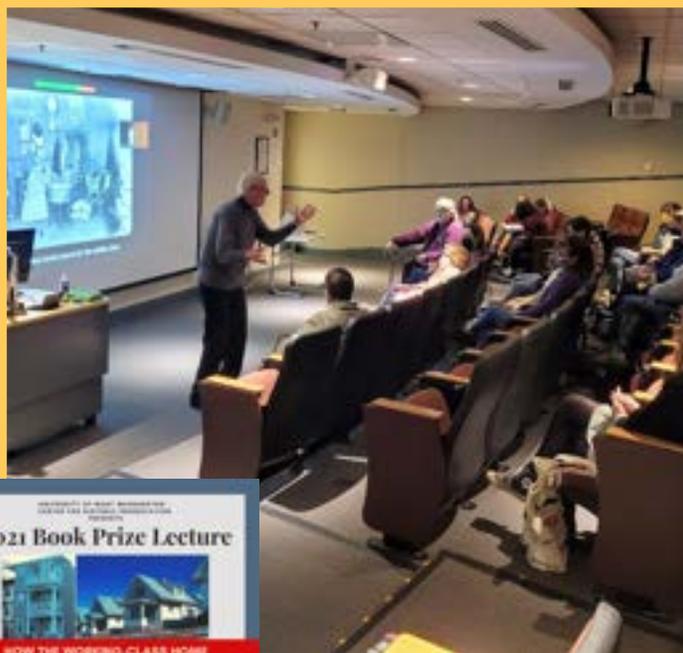
Sam Melvin presents her work at the Middle Atlantic Archaeological Conference

# Workshops, Lectures, & Career Fairs

The Center for Historic Preservation returned to a fully in-person schedule of talks, workshops, and career-development events this semester. The best attended event was the annual Book Prize Lecture. Two books were selected as winners of the 2021 Book Prize, so of course there had to be two author talks. In the fall, Thomas C. Hubka presented his study *How the Working Class Home Became Modern: 1900 - 1940*, a thorough examination of hundreds of houses that helps us discern and understand patterns of social use in houses and provides a timeline of home improvements that altered the quality of life for the average American. In the spring, Dr. Emily Williams presented her book *Stories in Stone: Memorialization, the Creation of History and the Role of Preservation*. In this micro-history of two tombstones purchased by free Black man Alexander Dunlop in Richmond in 1866, Dr. Williams discussed how objects like these can give us deep insights into understanding how identity is created and how cultural heritage is preserved.

The annual Student Choice Lecture followed later in the semester. Every spring, Historic Preservation students identify a preservation professional or scholar whose work they want to learn more about. This year, students selected Karen Yee, a graduate student in the University of Maryland's Historic Preservation and Urban Planning Program. Karen's most recent project involved researching the cultural heritage and preservation of Chinatowns in the United States. She discussed how she engaged these communities and identified preservation solutions to problems they faced. She also covered her work in digital history, and how digital projects can become powerful tools for raising public awareness of preservation issues.

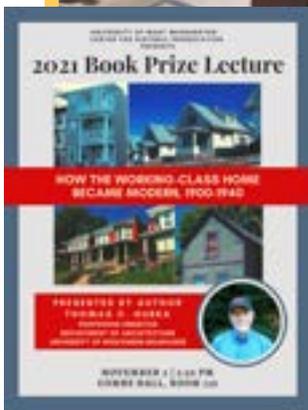
The Center also hosted a career development presentation with program alum Sam Biggers (Class of 2016). As the Director of Preservation Services at Dominion Traditional Building Group, Sam discussed career paths in preservation trades as well as internship opportunities with his employer.



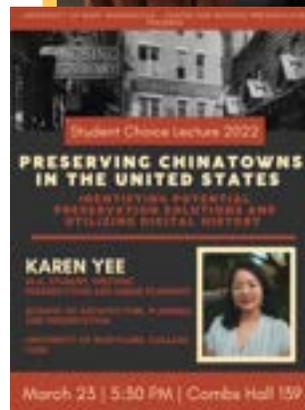
Above: Thomas Hubka presents his work at the 2021 Book Prize Lecture



Above: Student Choice Lecturer Karen Yee (second from right) poses with students



Left: A poster advertising the Book Prize Lecture

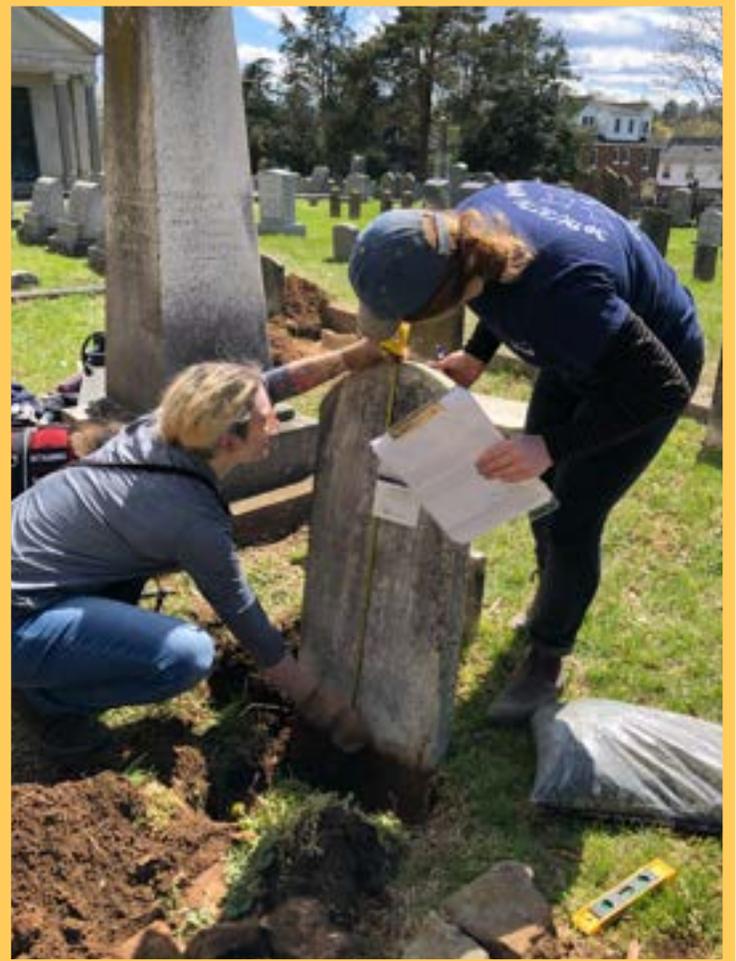


Left: A poster advertising the Student Choice Lecture

## Workshops, Lectures, & Career Fairs contd.

He returned later in the spring for a Mortar Repointing Workshop, hosted by the Center in partnership with Dominion and Washington Heritage Museums. Sam, Tim Winther (Senior Project Manager at Dominion) and Professor Spencer instructed students on lime mortar use and historic masonry. Then, everyone ventured out to the Mary Washington House, where students helped to repoint a section of the house's brick foundation. Another hands-on event was the Cemetery Conservation and Preservation Workshop, hosted in partnership with Fredericksburg City Cemetery and Mosko Cemetery Monument Services. A repeat of a similar workshop held last fall, this event has become very popular with students for its emphasis on practical skills like stabilizing and cleaning gravestones.

As the semester drew to a close, the Center hosted its 2022 Historic Preservation Career Fair. The event featured panelists Frank O'Reilly, Historian for the Fredericksburg and Spotsylvania National Military Park, and Heather Staton, Architectural History Division Manager at Dovetail Cultural Resource Group in Fredericksburg. They advised the students in the audience about finding job opportunities, writing compelling resumes, and conducting successful job interviews.



Brooke Prevedel (Class of 2024) and Lydia Sunderlin (Class of 2023) document a gravestone at Fredericksburg City Cemetery



After removing harmful Portland cement by hand, students apply fresh lime mortar to sections of the Mary Washington House foundation

# Redesigning Kenmore Park

Do you ever reminisce about that one incredible playground you played on as a child? Well, that is just what students in Dr. Smith's HISP 469: Lab in Preservation Planning did this semester to start their culminating project: a theoretical redesign of Fredericksburg's Memorial (better known as Kenmore) Park.

Each spring, students interested in urban planning take Dr. Smith's lab, which explores a different topic each year. This semester, the lab focused on playgrounds, an important component of urban planning. In addition to recounting the childhood playgrounds of their dreams, students also began the semester with research on the history and evolution of playgrounds and the theories behind play and playground design. Next, students began applying their knowledge of these topics to an examination of the existing playground at Kenmore Park, including archival research into the park's history and taking field measurements of the park's layout. From this point, the team analyzed the strengths and weaknesses of the

current park and began to brainstorm how the park might be improved. To supplement this, students created and distributed a questionnaire to caregivers who bring children to parks, and also conducted field interviews with caregivers and children at Kenmore Park.

To redesign the site, students worked in a studio-style group format. On the foundation of the data they collected and the research they conducted, they began designing new equipment for the park to address the park's current weaknesses while also utilizing its strengths. Each student brought their unique skill set to the team effort. Some worked primarily on the GIS mapping and the 3D-SketchUp model of the park. Others created the photo renderings of sidewalks and the signage to add to the park, using Adobe InDesign and Adobe Illustrator. Some focused on editing the final report and drafting the final presentation. All students collaborated on writing the report and workshopped the different chapters together.



A 3D model of the proposed playground's towers, built in SketchUp

# Redesigning Kenmore Park contd.

The students' final design focused on the theme of honoring the history and culture of Fredericksburg while also paying homage to the natural features within the city. A scavenger hunt incorporated into the design encouraged children to seek out objects relating to the city's past and present, while the apparatuses were constructed primarily of wood or plastic and fabric in different shades of green to help them blend with the park's existing trees. The apparatuses are designed to be more abstract than concrete, encouraging children to use their imagination. For example, these wood climbers are not shaped to resemble a concrete object like playgrounds of the past (where wooden climbers might take the shape of an object such as a ship or a house), instead encouraging children to use their imagination to make the apparatus into whatever they believe it could be.

Accessible paths and surfacing such as poured-in-place material, which is wheelchair and stroller accessible, address the physical disconnect between the play areas in the park

while allowing children of all abilities to play together. Added seating provides caregivers a place to rest while watching their children. Altogether, this redesign combines the theme selected by the students with research into playground design theory and feedback from caretakers and children.

Although theoretical, the redesign project gave students valuable experience in planning that addresses the needs of the community and is directly informed by those who will be utilizing the space. Students also learned to work as a team in a studio setting as they will likely do in their careers in the field. If you would like to learn more about the project, the video presentation summarizing the project is available on Dr. Smith's YouTube channel. The final report, which explains the iterative process of this project and gives additional details such as pricing of different apparatuses, will be available under "Recent Student Work" on the Department's website at the beginning of May.



A map of the redesigned park, created in GIS



Lego Kenmore Park created by students to visualize features and the spatial relations between the apparatuses and play areas

# The Intersection of Business and HISP

While they mix in the real world, you do not often see the “business” and “historic preservation” disciplines coming together in undergraduate-level courses. And yet, that is just what Dr. Dan Hubbard’s HISP 471A9: The Preservation Enterprise course does. The name of the course is inspired in part by the book *The Economics of Historic Preservation: A Community Leader’s Guide* by Donovan Rypkema, and uses the term “enterprise” due to the hesitation some HISP students have about the word “business.”

Taught for the fourth time in the Spring 2022 semester, the class introduces HISP majors to the basics of business while examining how those concepts relate to preservation-centric enterprises. Students learn about the functions of an enterprise; the interplay of accounting, marketing, and finance in an enterprise; and an introduction to budgeting for preservation organizations such as museums. The class begins with the basic principles and theories of business before moving into practicing those concepts. To conclude the class, students write a final paper either analyzing a current preservation enterprise, or examining how a current preservation problem might be solved by an enterprise.

Dr. Hubbard encourages students to think outside of the box when it comes to defining what a preservation enterprise is. In one class, he presented examples of some non-traditional preservation enterprises to jump start students’ creativity when thinking about this topic. He discussed enterprises that preserve not just objects, but also culture and history. Examples included Afroculinaria, a project aimed at preserving and educating people about African American foodways and the traditions surrounding them, and a company out of Newfoundland that preserves the skills and ideas of their whaling heritage through a new goal; instead of capturing whales, the company keeps old whaling techniques and traditions passed down from their ancestors alive by using the techniques to capture icebergs, which they then

use to make vodka. These types of businesses may differ from the traditional entities viewed as preservation enterprises such as museums and cultural resource management firms, but Dr. Hubbard encourages students to include these organizations in their definition of a preservation enterprise as they embed preservation values. By doing so, students discover new and exciting ways to think about employment in the field of preservation.

Taught for four times as a HISP 471A9: Special Topics course, the class will officially be a part of the upcoming course catalog for the 2022-2023 school year. Next year, Dr. Hubbard will be teaching a new course, HISP 471: Preservation Auditing, which will offer a deeper view of the intersection between business and preservation. In the long term, the department plans to offer more business-related courses so that HISP students can have a concentration in the topic, which will help students as they move on to their future careers in the field.



Dr. Hubbard and his students in the classroom

# HISP Club Spring Trip

After a two-year hiatus due to the pandemic, students in the Historic Preservation Club once again embarked on their annual Spring Trip. Choosing a destination is always difficult because of the location of Fredericksburg in an area chock-full of historic sites. This year, club members voted on the City of Alexandria's historic downtown area as their destination. Their first stop was 1315 Duke Street, now known as the Freedom House Museum. Though the museum is currently closed to the public, the club was able to meet with Dr. Benjamin Skolnik, an archaeologist for the City of Alexandria, for a private tour. Dr. Skolnik introduced them to the history of the site, which was the headquarters of Franklin and Armfield, the largest domestic slave trading company in the United States.

From the 1820s until the occupation of Alexandria by the Union troops during the Civil War, enslaved people were brought here from the Chesapeake Bay area before being forced to travel by foot or ship to slave markets or plantations in the Deep South. The museum highlights first-person accounts from enslaved men and women as well as records from the slave trade business, with the goal for visitors to understand the harsh realities of the slave trade and Alexandria's prominent role in it. Dr. Skolnik also discussed some of the preservation aspects of this site. Major demolitions and renovations have taken place here since the Civil War, and the City of Alexandria is still working to restore what remains as well as to expand the museum exhibit space throughout the building.

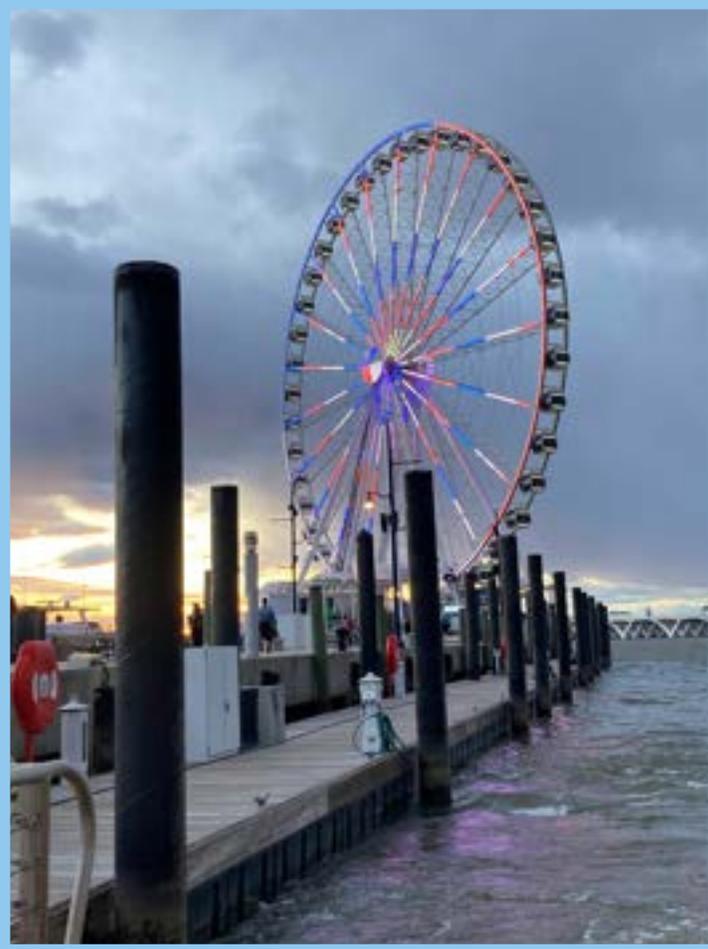


Members of the HISP Club at Gadsby's Tavern



Abigail Zurfluh poses with a bronze statue of George Washington at National Harbor

## HISP Club Spring Trip contd.



National Harbor's Capital Wheel looking especially chilly



(From left to right) Katrina Smith, Catherine Haines, and Abigail Zurfluh pose in front of the Cherry Blossom Paddle Boat at National Harbor

After a break for lunch, club members visited Gadsby's Tavern. This high-class establishment that once served patrons such as George and Martha Washington, Thomas Jefferson, and Marquis de Lafayette is still serving food today, but it is also a museum operated by the City of Alexandria. Comprised of two historic taverns, the 1785 tavern and the 1792 City Tavern, the museum prompted students to consider how taverns provided a space for people to discuss revolutionary ideas while also displaying traditional social roles. In the late afternoon, students took a ferry to the National Harbor where they explored the Torpedo Factory Art Center and gazed up at the Capital Wheel, a 180-foot tall Ferris wheel which no one was particularly interested in riding in the bracing wind. The club arrived back on campus late in the evening and is already thinking about the next Spring Trip.

### **Historic Preservation Club Executive Board 2022 - 2023**

**President:** *Catherine Haines*

**Vice-President:** *Abigail Zurfluh*

**Secretary:** *Katrina Smith*

**Treasurer:** *Katharine Bogen*

**Historian:** *Grace Schumacher*

**Ghostwalk Contact Chair:**

*Eliza Vegas*

**Ghostwalk Costume Chair:**

*Katharine Bogen*

# Collections Management at Washington Heritage Museums

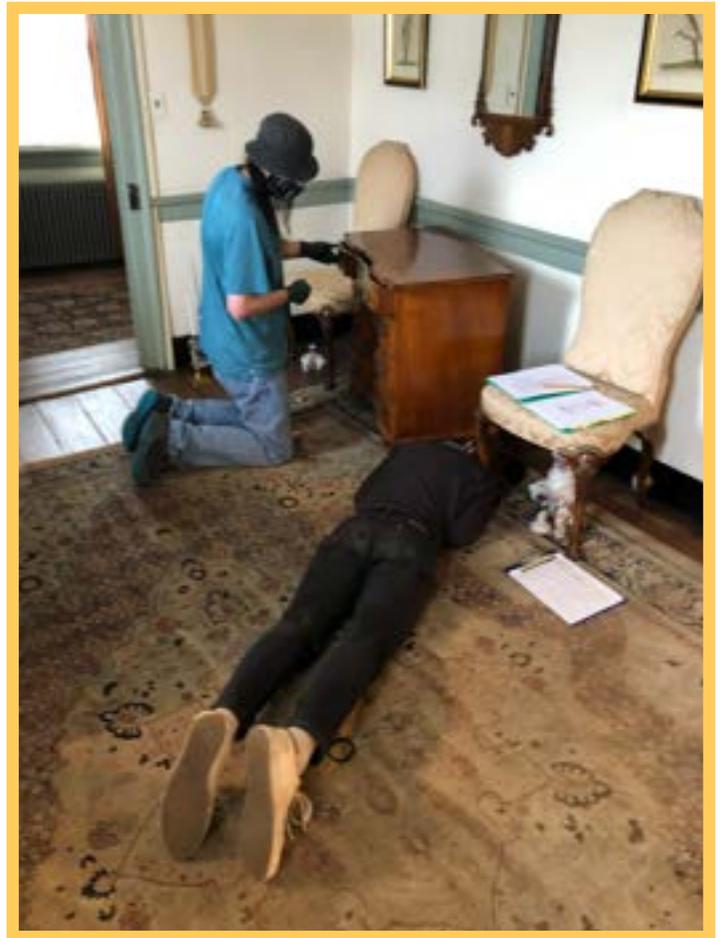
Students in Professor Turdean's HISP317: Museum Collections Management class have expanded their practical experience with a unique skill set this semester. Working with the collections of Washington Heritage Museums, a longtime community partner of our program, students gained hands-on experience in artifact documentation and physical care. However, there was work to do in the classroom before they could set foot in the museum. During the first half of the semester, they learned about the responsibilities of museum registrars and collections managers as well as the ethics they are beholden to. They also discussed the best practices in cataloging and learned how to photograph museum objects as well as how to

create object records using the PastPerfect museum cataloging software. Armed with this knowledge, students started their hands-on work at St. James House, one of the four properties of Washington Heritage Museums.

Built around 1768, St. James House was the home of James Mercer for many years. James Mercer served as a member of the Virginia House of Burgesses and as a judge of the General Court of Fredericksburg. He is also known as Mary Washington's attorney. Open to visitors only several times a year, the museum is known today for its collection of 17th and 18th century antiques, including fine porcelain, brass and pewter wares, and portraits of Virginia elite.



Students document objects at St. James House



Sometimes you have to get creative to investigate every nook and cranny of larger pieces

## Collections Management at WHM contd.

Collections Management students spent most of the second half of the semester on site. Working in teams of two, they conducted a full inventory of the collections. In the process, they documented and photographed each object in the house. They cross-referenced their notes with the museum's existing records and worked to address discrepancies. After completing the inventory, students returned to the computer lab at the school and created the collection database from scratch in PastPerfect. Their work will be transferred to the museum at the end of the semester.

Professor Turdean's Museum Collections Management course this spring has been the

fourth in a series that has the goal of creating the database of Washington Heritage Museums' collections. Previous classes completed projects similar to the one this spring at Mary Washington House, Hugh Mercer Apothecary Shop, and Rising Sun Tavern. Prior to this, object records existed solely in paper format.



Jenna Gilbert handles pieces from the museum's collection of silver. The oils on our hands can stain or corrode some metals, so gloves are required for handling



Carolyn Riley (left) and Maddy Williams (right) work as a team to document the museum's many objects

# Independent Study Projects

At UMW, independent-study courses allow students to expand on and test their skills in projects that meet their interests. Created by students in collaboration with a faculty advisor in their major, independent studies give students the chance to approach a topic of interest to them in an advanced way. Here, we are highlighting several graduating seniors who completed projects on a wide range of preservation subjects.



Matt Bova (Class of 2022)

Archaeology lab aide Matt Bova (Class of 2022) completed an independent study in partnership with the Patawomeck Tribe. When he visited the Patawomeck Tribal Center as part of his work for another class, Matt learned about a conversational Powhatan language class taught by tribe member Gary Cooper. The course focused on learning vocabulary and basic grammar, and at the end of the semester Matt presented a short monologue in this language to demonstrate his proficiency. He hopes to learn more about other language revival projects, and make use of his knowledge of this language in archaeology projects in which he is involved. Matt plans to continue learning the language after his time at UMW.

Ben Loppacker (Class of 2022) completed an independent study in Urban Planning. Ben is minoring in Urban Studies and Business Administration, and he has been interested in city planning and redevelopment from the beginning of his time at UMW. As he considered ways to create a hands-on project where he could apply the skills he has been learning in class to a real-world situation, he began to plan an independent study with Professor Smith. Inspired by a recent visit to Indiana, he decided to create a report on a redevelopment plan for the South Street Corridor of downtown Indianapolis. This gave Ben a chance to take a deep dive into the practical aspects of city planning and put his skills to the test.



Ben Loppacker (Class of 2022)

## Independent Study Projects contd.



Megan Riley (Class of 2022)

Megan Riley (Class of 2022) took a case-study approach to her independent study. Her goal was to examine the preservation issues that African American cemeteries face and raise awareness of these often-overlooked cultural heritage sites. To do this, she worked closely with East End Cemetery in Richmond, VA and Contrabands & Freedmens Memorial Cemetery in Alexandria, VA. Megan interviewed those who work most closely with these sites, read up on Secretary of the Interior's Standards for cemetery preservation, and contacted Virginia's Department of Historic Resources to learn about funding options. Both cemeteries have to battle the elements to prevent overgrowth and erosion, but they also face social and economic issues which can often be traced to centuries-long systemic racism and oppression. By discussing and calling attention to these issues, Megan hopes that there will be greater public awareness of how and why these places struggle.

For her independent study, Cosette Veeder-Shave (Class of 2022) examined lesbian bars in the United States. Cosette found that there are approximately 20 lesbian bars across the entire country, as opposed to gay bars or more generalized LGBTQIA+ bars, which are more common. But how do you distinguish a lesbian bar from one in the other categories? Cosette said that most of her work was done by word of mouth, or on foot as she visited sites on the East Coast. She also discussed the ways that gender and sexual identity are still being defined by members of these communities, and how sometimes these definitions conflict with each other. Cosette quickly realized she would not be able to follow the traditional research route of digging through archives to collect information simply because such archival materials are rather scarce. Instead, she focused on gathering oral histories from people with personal experiences to share. An added challenge to this project is the fact that many of the buildings where lesbian bars existed have been abandoned, repurposed, or destroyed over time. Even today, many of these historic places are not seen as worth saving because of their association with the LGBTQIA+ community. Cosette hopes her work shows that cultural heritage and memory can be preserved even without a physical structure.



Cosette Veeder-Shave (Class of 2022)

# Spotlight on Seniors

Our graduating seniors faced unusual challenges over the last couple of years due to the COVID-19 pandemic. From suddenly switching to fully remote instruction in the Spring of 2020 to navigating the on-again-off-again nature of hybrid classes, our students have risen to meet each difficulty with determination, perseverance, and incredible flexibility. We continue to wear masks in labs and classrooms, but we are also excited to see each others' entire faces in other settings, and for the first time in two years at graduation. Our students will be celebrating not only the successful completion of their degrees here at UMW, but also the wonderful opportunities that already await them. Some have secured jobs to start after graduation, and several others will be attending graduate school for preservation-related programs of study.

Here's to you, Class of '22!



## After Mary Washington...

a selection of the confirmed professional plans of the Class of '22 graduates

**Ben Loppacker:** *Full-time position as an Urban Planner, James City County*

**Chloe Martin:** *Master's program in Historic Preservation, Clemson University*

**Cosette Veeder-Shave:** *Master's program in Museum Studies, Cooperstown Graduate Program - SUNY Oneonta*

**Gillian Both:** *Internship at Dahlgren Heritage Museum, King George County, VA*

**Hannah St. Onge:** *Master's program in Historic Preservation, Clemson University*

**John Giannini:** *Master's program in Elementary Education, University of Mary Washington*

**Kelly Pedigo:** *Master's program in American Material Culture, Winterthur Program, University of Delaware*

**Lexie Hamley:** *Part-time position at the Frontier Culture Museum, Staunton, VA*

**Megan Riley:** *Full-time position as a Heritage Resources Planner, Fairfax County, VA*

**Megan Williams:** *Master's program in Library and Information Sciences, Kent State University; full-time position at UMW's Simpson Library*

**Meredith Glasco:** *Master's program in Art History, Virginia Commonwealth University*

**Sam Melvin:** *Internship with the George Washington Foundation's Archaeology Department, Stafford County, VA*

Special thanks to HISP student aides **Kelly Pedigo**, who authored most materials in this newsletter and designed it, and **Hannah St. Onge**, who contributed some of the content.

## Senior Awards 2022

### Governor Alexander Spotswood Award

*presented to*  
**Matt Bova**



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

### Grace Wadsworth Award

*presented to*  
**Kelly Pedigo**



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.

### Historic Preservation Achievement Award

*presented to*  
**Hannah St. Onge**



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.

### Prince B. Woodard Award

*presented to*  
**Cosette Veeder-Shave**



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..

**Please follow us on social media for  
department updates and news about  
special events.  
Keep in touch with your HISP family!**



Facebook  
@MaryWashHISPDept



Instagram  
@umwhisp



Twitter  
@umwhisp

#umwHISP