



Davenport House Museum Volunteer Newsletter



September 2017

www.davenportmuseum.org

912/236-8097

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Gas Tapers.

The subscriber has just received a supply of this New Invented Tapers for burning on oil. "The economy and safety of this Lamp cannot be surpassed. One spoonful of oil is the average consumption in twelve hours, and no spark can fly from the light which is inflamed Gas." A specimen of their burning can be seen at our store.

Lay & Hendrickson, Druggist
Savannah Georgian. September 15, 1827.

Wanted to Hire.

A WET NURSE – for one that can come well recommended, liberal wages will be paid. Apply at this office.

Savannah Georgian. September 13, 1827.

DIED.

On the 3rd instant, CHARLES WILLIAMS, son of the late John Elliott, aged three years

"Tis God that lifts our comforts high,
Or sinks them in the grave;
He gives, and (blessed be his name!)
He takes but what he gave.
Peace, all our angry passions then,
Let each rebellious sigh,
Besilent at his sovereign will.
And every murmur die.

[John Elliott's obit appeared in last month newsletter. He died on 8/11/1827]
Savannah Georgian. September 18, 1827.

At the dinner given by the American Citizens in Paris, on 4th of July, after the regular toasts had been drunk, the President upon behalf of the Committee proposed the following, which was received with the most lively applause:

LAFAYETTE – the friend, pupil, and coadjutor of Washington—we know no higher eulogy:



General Lafayette then rose while the most perfect silence prevailed. "During a course," Said he, "of more than half a century, and a series of successful American generations, every opportunity has afforded me new favors from them to acknowledge new patriotic sympathies in exchange. Now, gentlemen, whilst I offer my respectful thanks for your so very gratifying toast in behalf of one of your veterans, our matchless Washington's adopted son, we have in common to remember how last year on the fiftieth anniversary of American Independence, when we were all in our convivial meetings, commemorating the three surviving signers of the immortal declaration, two of them, the one its illustrious author, the other its strenuous supporter, had gone on the same day, as it were hand in hand, to join our departed revolutionary companions, and may I be indulged to have been allowed, after forty years absence, once more to embrace those two friends, with whom, in public labors on both sides of the Atlantic, and by the ties of personal affection, I had been so long, and so intimately connected; to have had time to delight in mutual congratulations, on that immense, unexampled national prosperity, private welfare, domestic felicity, the evident result of veterans' struggle for Independence and freedom, and of those popular, truly representative institutions, for which has happily created the name of self-government, and which may be considered as the charter of good sense and legitimacy of mankind. I therefore, beg leave to propose the following toast:

Self Government – May this American neologism become a universal language
The following were among the volunteer toasts:

By George Washington Lafayette. – The true path to glory first explored by

the American soldiers in '76. Thanks to them for having shown it to us—we shall never lose sight of it.

By Mr. Delanoche, of Philadelphia. The health of the venerable Charles Carrol, of Carrolton—The only survivor of the signers of the Declaration of Independence—though last not least.

By Mr. Levasseur. – Liberty, Equality, Industry—the republican creed of the United States; may it become that of mankind.

Savannah Georgian. September 8, 1827.

Died.

On the 2d instant, RICHARD WYLLY, the lovely and interesting child of



Charles Thiot, aged 1 year and 10 months.

No bitter tears for then beshed,
Blossom of being seen and gone,
With flowers alone we strew thy bed,
Oblest departed one!

Whose all of a rosy ray
Blush'd into life and pass'd away.
Yes thou art gone, ere guilt had power
To stain thy cherub soul and form,
Glo'd is the soft ephemeral flower

That never felt a storm;
The sunbeam's smile the zephyr's breath
All that it knew from birth to death.

Savannah Georgian. September 18, 1827.

Health of the City. – The report of the Board of Health this day is, we regret to say, more unfavorable than for many years past. Notwithstanding, however, the number of deaths announced, & a part of them by malignant fever, we are fully authorized in saying that no epidemic exists among us. We can not perceive that any alarm is entertained by our citizens, as almost every one of those cases termed "malignant" has some peculiar circumstances attending it, that in a great measure accounts for its fatal

termination. It is not our wish, anxious as we are to see them, to encourage the immediate return of absent citizens; but on the contrary, we advise them to defer it for a short time, or at any rate until more favorable reports from our very vigilant Board of Health will warrant it. Savannah Georgian. September 27, 1827
 [ID died on September 16, 1827.]

DAVENPORT HOUSE CALENDAR
September 2017

- Friday, September 1 at 5:30 p.m.** – *Lafayette*/October program rehearsal (all other rehearsals will be scheduled on an individual basis)
- Wednesday, September 6 at 5 p.m.** – Dance rehearsal
- Thursday, September 7 at 9 a.m. in the KP**– Staff Planning
- Friday, September 8 at 3:30 in the KP** – Evolution/Urban Slavery exhibit team
 - at 5:45 p.m. - Madeira Motor Coach series
- Wednesday, September 13 at 5 p.m.** – Dance rehearsal
- Tuesday, September 19 at 11 a.m.** – Davenport House Committee
 - 12:30 p.m.—2018 Event meeting
- Wednesday, September 20 at 5 p.m.** – Dance rehearsal
- Thursday, September 21 from 4 to 8 p.m.** – HSF/Garden Use-13th Colony
- Friday, September 22 at 5:45 p.m.** – Madeira Motor Coach series
- Monday, September 25 at 10 a.m. in the Kennedy Pharmacy** – Docent/Volunteer-Topic: *Lafayette in Savannah 1825!*
 - At 4 p.m. until – Special property use
- Tuesday, September 26 at 6:30 p.m.** – Savannah Arts Academy Junior Interpreter Orientation
- Wednesday, September 27 at 5 p.m.** – Dance rehearsal

- Friday, September 29 at 5:45 p.m.** - Madeira Motor Coach series
- TOUR RESERVATIONS:**
- Monday, September 4 at 4 p.m.** – Tour with special hospitality
- Tuesday, September 12 at 9:15 a.m.** (44p); Diamond T – 2:35/3:35
- Thursday, September 14** - Diamond Tours – 2:35/3:35
 - 5 p.m. – Tour and special hospitality
- Friday, September 15 at 11 a.m.** - #?; 3 p.m. – 11p
- Tuesday, September 19** – Diamond Tours – 2:35
- Wednesday, September 20** – Diamond Tours – 1:40, 2:35, 3:35
- Friday, September 22 at 10 a.m.** – Susie King Taylor School (3rd/4th grades) 50p
- Tuesday, September 26** - Diamond Tours – 2:35

FALL VOLUNTEER/DOCENT MEETING:



Please mark your calendar for **Monday, September 25 at 10 a.m.** for our Fall Docent Meeting. Discussion points: *Lafayette in Savannah 1825!*, November field trip, schedule of activities for the fall and winter, update of the DH's expansion. Love to see you!

SHOP NEWS:

- **Shop inventory:** The annual shop inventory will be held on Monday, October 2nd from 9 a.m. until it is done. See the sign-up sheet on the kitchen door during the month. Gaye will need help with the counting!!
- **Shop Assistant wanted:** Have you ever dreamt of working in our wonderful shop? If so, we would love to have you join our team. We need help on Tuesday afternoons from 12 – 5 p.m. and as a fill-in for vacations, illness, and other special occasions. This is a paid position. You can be an

integral part of that first impression the Davenport House makes on our visitors. If you or someone you know would be great at this job, we would love to talk to you. Talk to Jamie or Gaye if you are interested and spread the word among your friends.



DOCENT NEWS:

Docent Training - The Museum will offer its **Docent Training Program** in October. Please let your friends and acquaintances know about the opportunity to be a part of this remarkable historic site. The tentative schedule is for Mondays from 9:30 a.m. until 12:30 p.m.: **October 3** – Orientation/Preservation Movement/Institutional Culture, **October 9** – Content of the Site Part I/Room Studies, **October 16** – Content of the Site Part 2/Room Studies/Tour Giving Methodology, and **October 23** – Odds and Ends/Safety/Sample Tour. *If you need a refresher on anything, please plan to attend.* If there is someone who needs a personal invitation, please let Jamie or Rebecca know.

GEARING UP FOR PROGRAMS—Look for your name!
MADEIRA/MOTOR COACH:

Tauck Tours – Fall 2016 – Docent Schedule

Friday, September 8 at 5:45 p.m. Linda Garner, Roger Smith, Don Starr

Friday, September 22 at 5:45 p.m. – Linda Garner, Hugh Osborne, Katherine Owens

Friday, September 29 at 5:45 p.m. – Karen Halloran, Katherine Owens, John Sorel – Ann O’Leary to assist

Thursday, October 5 at 5:45 p.m. –

Marty Barnes, Antonella Halbart,
Mitzi Toth

Friday, October 6 at 5:45 p.m. – Phyl-

lis Carlino, Linda Garner, Katherine
Owens [DH living history program
follows this tour presentation.]

Thursday, October 12 at 5:45 p.m. –

Marty Barnes, Phyllis Carlino, Karen
Halloran

Friday, October 13 at 5:45 p.m. – Kath-

erine Owens, Roger Smith; **We need
at least 1 more** (really need 2 more)
docents [DH living history program
follows this tour presentation.]

ROAD SCHOLARS:

We are looking forward to our Urban
Slavery Program for Road Scholars
travelers. It starts on the first Tuesday
in October. All presentations are
from 4 to 6 p.m.

Tuesday, October 3: Marty Barnes,

Mary Jane Mataxas; **We need one
more docent!**

Tuesday, October 10: Marty Barnes,

Phyllis Carlino, Jill Wert

Tuesday, October 17: Linda Garner,

Mary Jane Mataxas; **We need one
more docent!**

Tuesday, October 30: Marty Barnes,

Linda Garner, Mary Jane Mataxas

Tuesday, November 7: Phyllis Carlino,

Hugh Osborne; **We need one more
docent!**

SAVANNAH ARTS ACADEMY JIS:

The DH begins the thirteenth year of
the **Savannah Arts Academy Junior
Interpreter Program** in September.
Orientation will be held on September
26 at 6:30 p.m. We hope veteran JIs
will show their younger peers the
house as part of orientation. If neces-
sary there will be a lottery to deter-
mine the fifteen participants who will
learn to give tours of the DH during
the fall. The class will meet on Tues-
days in October and November with
the culminating activity on the Friday
and Saturday of Thanksgiving break.
American History teacher **Michael**

Johnson will recruit students from his
AP History Classes.

OCTOBER PROGRAM:

LAFAYETTE IN SAVANNAH

1825: Celebrating the

Nation's Guest

- Volunteers will see
a portion of the
Museum's October
living history pro-
gram at the Septem-
ber 25 meeting (10 a.m.) in the Ken-
nedy Pharmacy. The DH will cele-
brate the visit of **General Lafayette**
to Savannah instead of presenting its
Yellow Fever show this year.

**- Description and details about
our presentation:**

Friday and Saturday nights in October 2017

DATES: October 6, 7, 13, 14, 20, 21, 27, 28

TIME: 7:30 p.m.

ADMISSION: \$22 in advance; \$25 at
the door. Plus tax. **Reservations recom-
mended. Limited attendance.**

Experience the “*animated gratitude*” and
“*unaffected homage of republicanism*” sur-
rounding General Lafayette’s visit to
Savannah in 1825. Visitors will be led
through the candlelit historic home
meeting characters living an event that
“*exceeded any thing ever before witnessed in
Savannah*” with both lighthearted mus-
ings and expressions of a serious na-
ture in addition to the news of the day
and gossip. There will be a
“simulated” ball with a demonstration
of early 19th century dancing.

*The performance requires that guests be able
to walk up and down stairs and maneuver in
the candlelit rooms.*

- **Cast:** Olivia Arneson, Jeff Free-
man, Maggie Hannan, Stacy Hess,
John Leonti, Jody Leyva, Rod Mac-
Kay Raleigh Marcell, Magee Roe,
Olivia Roe, Becca Robinson, Anna
Smith, Jamal Touré, Greg Vach (as
the Great Man himself), Jan Vach,
and Jill Wert.



What we need from you:

- We need people to distribute pub-
licity post cards and posters. **HELP
US GET THE WORD OUT.**
- Snack makers each night of the per-
formance (Some of the performers
will come straight from work or
school and would appreciate a treat
from the DH).
- House monitors and greeters during
the evenings of the performance.
Patrons to attend a performance.

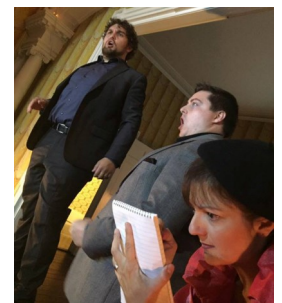
WORTH MENTIONING:

- **2018 Fundraising Event:** Committee
leaders are asking for silent auction items
with a value of \$75 or more in exchange
for event tickets. There is a list on the
kitchen door of businesses NOT to ask as
they have already been approached. For
information and details, contact Linda
Meyer.

- **Anna Hunter Opera!** August’s pre-
view of the opera about one of the found-
ers of HSF, written by **Michael Ching**
for the **Savannah Voice Festival**, and
performed in the DH’s Drawing Room,
was stunning and magical. Everyone who
had the opportunity to see it agrees! You
will have the opportunity to attend the
show in November. We will keep you
posted on ticket availability and volunteer
needs for the production run (November
2, 3, 4). It is remarkable that what we do
every day (tour giving, etc.) found artistic
expression and
was presented
by the finest
young singers
of our day!

Thank you to
**Caroline
Holder** for
providing the
most outstand-
ing receptions we have had.

- **Lift Every Voice:** The DH was not
overwhelmed but it came close. August
20th free-admission-day spotlighting our
urban slavery interpretation was huge with
500 people attending. The event spear-
headed by the Telfair’s Owens-Thomas
House recognized in our community the



opening of the National Museum of African American History and Culture in Washington, DC. We learned a lot about how to staff this sort of event. It was similar to **SuperMuseumSunday** except it was held in August and most of the staff was adult (SMS is staffed by Junior Interpreters in early February). Thanks to everyone who helped including **Rod MacKay, Marsha Moore, Gaye Kurmas** (who worked 2 shifts), **Ariannah Kubli** (who worked 2 shifts), **Hugh Osborne, Haley Osborne, Garrett Carr** (who worked 2 shifts), **Mary Ann Scott, Magee Roe** (who worked 2 shifts), **Sheena Fulkerson** (who worked 2 shifts), **Grace Hodges** (who worked 2 shifts), **Wilma Wheten, Katherine Keena, Marty Barnes, Phyllis Carlino, Erica Cheung, Lynn Howe, Alexis Williamson, Olivia Villanova, Rebecca Bustinduy and Raleigh Marcell.**

- **Urban Slavery training:** Thank you to the Junior Interpreters and Docents who came to training in September. It prepped us for the *Left Every Voice* event and the **Road Scholars** groups coming in the fall.

- **Learning Journey/Charleston:** As part of our quest to interpret urban slavery, DH leaders and staff traveled to Charleston to see "how they do it." The itinerary focused on sites similar to the DH or those that offered stories about urban life. We consciously did not visit plantation houses. Fourteen DH people visited the **Charleston Museum, Aiken-Rhett House, took Alphonso Brown's Gullah Tour, Heyward Washington House** and the **Old Slave Mart**. The experience at these sites will inform how the DH does things in the future. Thank you's to **Samantha Hudson** and **Stephanie Thomas** for greeting and orienting the group at the Charleston Museum. **Valerie Perry**, manager, Aiken Rhett House, gave us a personal tour that was powerful and poignant. Her most impactful point was that we have to be "honest" in our interpretation. After a long day of touring, we were thankful that **Joanne** and **Michael Marcell** offered their home and made the group dinner so they could continue the day's conversation before returning to Savannah.

-**Intern:** Thank you to **Liz Martin**, our summer intern from SCAD, who finished up her work in late August.

- **Dancing:** Dance mistress **Elizabeth Albe** gave us six hours of dance instruction

in mid-August. She taught the Davenport Dancers a new dance to add to their repertoire along assessing some of the group's tried and true selections. New participants joined in. Hopeful **Wilma Wheten, Peter** and **Bonnie Humphrey** will make rehearsing on Wednesday afternoons at 5 p.m. part of their weekly routine.



- **Field Trip Plans:** Let's take a trip! Rebecca is planning a local field trip for us to see some new sites and have lunch. Keep an eye out for the itinerary!



DOCENT SPOTLIGHT **Sheena Fulkerson**

DH: How did you come to be associated with the Davenport House?

Sheena: My husband and I took a tour a year ago. I instantly knew I wanted to be a part of this beautiful house and its history.

DH: What do you do outside of the DH?

Sheena: Besides chauffeuring my 3 children around, I am also a very proud Army wife. I have been an FRG leader and enjoy volunteering with soldiers and their families. I love to decorate, crochet and collect pottery.

DH: What is your favorite thing about the Davenport House?

Sheena: The Morning Room for sure. Being a busy mom and wife I enjoy contrasting my daily tasks to Sarah's. It is always fun to see our guests make those same connections.

DH: What's the most unusual thing that has ever happened to you at the DH?

Sheena: I met a lovely couple visiting Savannah for their 32nd anniversary. We quickly realized that we have family from the same area of North Carolina and could possibly be related!

DH: How long have you been in Savannah?

Sheena: A little over a year but we have visited as often as we can.



DH: What is your favorite thing to do in Savannah?

Sheena: Eat! The food is amazing here! I am partial to Zunzi's and The Treylor Park. And of course, Leopold's for ice cream is always a must.

DH: What are your plans for your future?

Sheena: Moving wherever the Army sends us and making memories in each community we are fortunate to live in. We do plan to eventually make our way back here and lay down some roots.

A look at the DH Guest Register

During the month of August 2017, the Davenport House have visitors from 28 states and 17 countries. Our foreign visitors came to us from Canada, Finland, Denmark, Ecuador, England, France, Germany, Holland, Ireland, Italy, Japan, Lebanon, the Netherlands, New Zealand, Spain, Wales, and Venezuela. Interesting hometown names include Sulligent, AL; Castle Rock, CO; Fayetteville, GA; Palo, IA; Urbandale, IA; Ponchatoula, LA; Brigantine, NJ; Ballston Lake, NY; Lorain, OH; Hookstown, PA; Lafayette, TN; Lawn, TX; Johnson Creek, WI.

How They Heard About Us (in descending order of frequency)

Internet (Group On, Trip Advisor); Tour Guides (Ships of the Sea, Diamond Tours, Savannah Walking Tours); Trolley Tours (Old Town Trolley, Old Savannah Tours); Walk bys; Guide Books (AAA); Brochures; Visitor Center; Books (Eugenia Price novels); Concierges (Hilton Garden Inn, Kehoe House); Friends; Repeat Visits; Maps; Magazines (Southern Living); Relatives.

What They Had To Say

"Great tour!" "Becca was awesome!" "Lovely tour. Becca was great!" "Fantastic." "Best tour today!" "Great tour guide, Marty!" "Erica did an excellent job!" "Espectacular!!" "Incredible piece of history!" "Excellent all the way around." "Great experience." "Loved it. Great guide." "Absolutely love this house." "Great tour packed with info." "Thank you so much. This was so nice." "Thank you so much, Susan!" "Very interesting. Thank you for answering all of the questions." "Hugh is great!" "Beautiful, historical tour." "Unmistakable craftsmanship." "Appreciate that you saved the house and Sheena told us about it." "Bello!" "Wonderful. Lynn was informative." "Beautiful house. Wonderfully preserved and restored." "A great commendable preservation effort." "Roseann Hooper was awesome! What a treasure she is!" "Alexis did a wonderful job on our tour."

The World of Bella's Kids:



Notes from Stolen Childhood: Slave Youth In the Nineteenth Century

[Indiana Press. 1995]

David Baldwin of Sav to ID 1 Feb 1817

“\$1250 for “Five Negroes, to wit Bellar (Bella) a woman about Twenty –eight years old and her four children – viz. Jack aged about nine years, Isaac & Jacob twin boys aged about five years, and a girl child about one year old named Polly.” Jack – b. 1808 (19 when ID dies); Isaac & Jacob (12 when ID dies); Polly – b. 1816 (11 when ID dies)

As we grapple with telling an honest story about the daily lives of enslaved workers Wilma King's Stolen Childhood: Slave Youth in the Nineteenth Century (1995) provides background on the world of children in bondage. Below are generalities put forth by King which can help us understand Bella and her children Jack, Isaac, Jacob and Polly in the Davenport household in the 1820s.

“Stolen Childhood argues that enslaved children had virtually no childhood because they entered the workplace early and were subjected to arbitrary authority, punishment and separation, just as enslaved adults were.”

Compares childhood in bondage to childhood during wartime:

“Although parents tried to protect their offspring, children learned at a young age that mothers and fathers were vulnerable to cruelties. Childhood and adulthood were closely linked during slavery; the experiences of children and adults were comparable to those suffered by people living in a nation under siege.” p. xxii

“Enslaved parents had an unusually heavy responsibility, for they were not only responsible for their own survival but they also had to ensure that their children survived under conditions tantamount to perpetual warfare.” p. 32

We get asked, “Was Isaiah good to his enslaved workers?: Solomon Northup wrote in Twelve Years a Slave:

“There may be humane masters, as there certainly are inhumane ones—there may be slaves well-clothed, well-fed, and happy, as there surely are those half-clad, half-starved and miserable; nevertheless, the institution that tolerates such wrong and inhumanity . . . is a cruel, unjust, and barbarous one.” p. 29

THE WORLD OF WORK:

Old enough to work: “Slaveholders often considered bondservants to be adults when they became full hands at age sixteen or younger. The onset of menarche was a factor that catapulted the girls into adulthood.”

“In general, the most marketable age was between ten and twenty-four years old.”

Mother's going to work and child care: “One of the most unsettling events in the lives of the slaves was the early separation of mothers from children when the women returned to work. In small households, individual childcare arrangements prevailed. Slave-owning women sometimes cared for enslaved children. At other times, children remained nearby as their parents worked. Ideally, domestic servants, managed well with their children as they cooked, cleaned, or wove fabric, but there were plenty of places where children could have mishaps. Falling down stairs or creeping too close to open fireplaces could be equally disastrous.” p. 62

Training of children: “Persons who owned or hired children used them initially to assist older workers, but as they grew older, children became experi-

enced substitutes for aging laborers and finally replaced them.” p.71

New worker in the household: “A child's entry into the labor force made an impact upon the wider community since it meant an additional hand performing chores. Enslaved youngsters accomplished many jobs that any adult could complete, even if it took two or more children to do so.” p. 71-72

Beginning work: A North Carolina overseer said “. . . light chores made them `acquire habits of perseverance and industry.’” p. 72

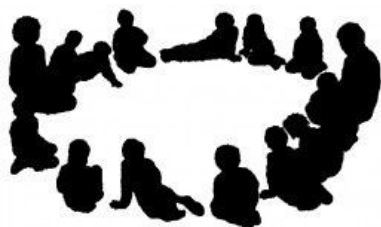
“Entrance into the world of work was a life altering experience for many girls and boys. Once they entered the work force, children were subjected to punishment from the individuals who owned, hired, or apprenticed them. In addition, as they perfected skills and the `habits of perseverance and industry.’ They were more vulnerable to separation from loved ones through sale, hire, or indenture.” p. 72

Working children: “Throughout history children have worked to help support themselves and their parents. But the difference for enslaved youngsters was their parents did not benefit directly from their efforts and made few, if any, decisions about their own work and that of their offspring.” p. 72

“The size of household of an owner or employer was important in determining the number of children needed and chores children did.”

Fractional hand system

“As children matured, they received more demanding and gender-specific jobs.” p. 74



WORKING IN THE HOUSEHOLD:

“Until they were old enough to perform the work of adults, young girls and boys performed any task thought necessary by owners or others with a vested interest in their labor.” p. 75

“. . . helping the cook, carrying water, and milking cows” . . . “cleaning house, putting up mosquito bars, and carrying water” . . . “cleaning floors and polishing furniture” p. 76

“**Once they turned ten**, children worked at routinized jobs. **The size and location of a home determined the amount and kind of work they performed.** Domestic service and personal service work knew no geographical boundaries. Such jobs were adaptable to public places such as inns, hotels, or taverns.” P. 76

“Preparing and preserving food, caring for children, cleaning and maintaining living quarters, and laundering and repairing clothes were only a few of the tasks of young servants.” p. 77

“They also cared for poultry and livestock and manufactured clothes and household items, including soap and candles.”

“The size of a household determined whether domestic and housewifery chores were clearly defined or blurred. Many of these chores were gender-blind, and both enslaved boys and girls cleaned, served meals, attended to poultry, and assisted in making clothes or caring for children.” p. 79

“The boys were working and learning the detailed and formal service rituals of fine dining through on-the-job training under the supervision of elders. The pomp and ceremony, including the fancy dress the boys were required to wear, marked the social, economic, and legal distance between those who owned and those who were owned.” p. 80



“enslaved children assisted with the laundry rather than doing it on their own”

DOMESTIC WORK, BETTER?:

“Until fairly recently, historians believed that domestic workers received better food, clothing, and shelter than field hands. A closer examination of records shows that being a domestic worker was a bittersweet experience. Although house servants did not toil in the hot sun under the close supervision of an owner, overseer, or driver, they worked under the gimlet eye of an owner or someone else who could be as demanding as a plantation overseer or driver. In addition, the setting sun did not signal the end of their day; they remained at the beck and call of owners throughout the night and day.” p. 83

“There was not assurance that house servants would be treated kindly or fairly. The geographical location, size of the household, and the economic status of the slave-owner were determining factors in the fate of household servants, and their experiences varied.” p. 84

“Domestic slaves could never be sure that their assignment was permanent. The size of household, poor behavior, failure to perform jobs satisfactorily, or the need for additional hands elsewhere prompted change.” p.84

“Enslaved girls had fewer opportunities to acquire the skills of artisans than boys who became cobblers, carpenters, smiths, masons and wrights.” p. 99

“In all probability, childbearing was the key factor that prevents enslaved females from acquiring artisanal skills, since it would interrupt work that could not be completed easily by an unskilled substitute. The chores skilled females completed were associated with domestic or housewifery chores, most of which could be done by substitutes. Otherwise, pregnant or lactating cooks, laundresses, spinners, weavers, and seamstresses continued with their work as usual.” p. 99

PLAY/PLAY THINGS:

Childhood playmates until the moment of clarity – “At early ages, the children played together, but after they reached ten or twelve years of age, the

enslaved girls and boys began working regularly and whites began systematic studies. Their paths diverged and never converge again to the same extent as in their play days.” p. 108

“It is practically impossible to document the ‘moment of truth’ or recognition of their legal status, for enslaved children. . . .” p. 263

“. . . regardless of their color or class or where they lived, children often engaged in similar activities, especially representative play and traditional play.” p. 112

“Without money to purchase toys, children fashioned them from whatever was available. Rolling hoops, an activity that required a stick or rod that guided a circular band, dated back to the ancient Greece and Egypt and was not beyond the reach of enslaved children in the United States. Hoops were often made from metal or wood, but vines or stiff grass, both of which were readily accessible to many boys and girls, could serve the same purpose.” p. 112

“Children molded marbles from clay and baked them in the sun, while rags and string were basic materials for making balls and dolls. Acorns became tiny cups and saucers. . . . Children also crafted “horses” from branches and small limbs.” p. 112

“Much of the play of enslaved children was not organized or supervised. Anderson Bates recalled that children had a “good time” running around in the plum thickets and blackberry bushes and hunting wild strawberries. They frolicked in the meadows, climbed trees, rambled around their environs, and swam in inviting waters” p. 113

p. 114 “Popular pastimes included horseshoes, marbles, and hopscotch in addition to ball and ring games. The activities were adaptable to plantation roads and city streets where children interacted with each other. Enslaved children devised games that tested their strength, skills, or endurance, such as jumping contests and foot races.” p. 114

“hide and seek” “role play”; story telling after dark



“Slavery fostered unequal bonds between children from slaveholding and enslaved families, and there

were numerous reminders of lopsided relationships. Enslaved girls used rags or corn cobs to represent their babies, while it was not unusual for slaveholding girls to own porcelain dolls. Enslaved girls did not own miniature china tea sets or dollhouses, as some of their slaveholding contemporaries did.” p. 127

MARRIAGES/PARENTS

“Owners made final decisions about slave marriages, which were not protected by the church or court, and granted permission if they so desired.” p. 146

Paying deference: “Despite their own travails, many enslaved parents demonstrated an unfailing love for their offspring and socialized them to endure bondage by paying deference to whites while maintaining self-respect. This embodied a major act of resistance and equipped children to defend themselves on the psychological battlefield.” p. 170
“Parents, whether together or alone, taught their youngsters how to tolerate inhumane acts and degradation while maintaining their humanity and keeping their spirit intact.” p. 170

“Enslaved parents viewed compliance with the deference ritual as a way of avoiding slavery’s punitive arm; however, they knew that it did not represent their true feelings.” p. 174

The mask: “The mask, a protective device, became a part of the countenance of enslaved children and adults. It functioned as protective covering, as one former slave explained: ‘Got one mind for the boss to see; got another for what I know is me.’” p. 175

Discipline, Punishment, Coercion/Part of the System: “Accounts of cruelties abound, and the defenselessness of children who worked in slave-owning household adds a different dimension to the study of domestic slaves.” p. 84

“...some enslaved children defied the odds against literacy and eventually published accounts of their childhood in bondage” Example: Susie King Taylor. p. 181

“Seeing family or friends humiliated was painful, and it chipped away at the children’s self-esteem, leaving the way open for heightened frustration and resentment.” p. 215

“Whipping a child made parents toe the line. They, in turn, probably put additional pressure on their offspring to follow suit. Those who dispensed punishment must have known the added value of striking slaves in their most vulnerable spot.” p. 219

FEAR OF SEPARATION

“When slaves . . . refused to cooperate, owners sometimes removed their troublesome chattel through sale or relocation. Regardless of the method or cause, separation created physical voids and left deep emotional scars. By any standard, dividing families or splitting loved ones apart was one of the harshest aspects of bondage, both in Africa and in America. Slaves’ fear of separation gave owners their most powerful weapon of control, and they sometimes used that mechanism in the direct way of public or private sales. At other times, changes in an owner’s family, including marriage, illness, and death, affected the lives of bondservants in a more indirect way. In any case, the business of buying and selling slaves resulted in the separation of loved ones, and the impact could be devastating.” p. 231

“Separation was emotionally devastating when adults and children were forced to leave loved ones behind.” p. 232

“The majority of slaves sold in the Upper South traffic in the antebellum era were teenagers and young adults.” p. 233

“Debt, greed, marriage, and death in slaveholding families were catalysts for separating members of enslaved families. Slaves were presented as gifts to newly married couples and newborn babies. A slaveholder’s death often resulted in estate settlements that scattered slaves among new owners in different locations.” p. 233

“... the fate of enslaved men, women or children was subject to the will of their owners in both life and death.” p. 237

“The trauma of separation and the fear of never seeing family members again were pervasive within the slave community.” p. 240

“The process of renting or hiring out slaves annually or for a shorter period of time, like the sale of slaves, also separated families and friends.” p. 242

“The traumas of sexual exploitation, forced marriage, separation of family members, and the constant threat of violence followed enslaved youth into adulthood and eventually shaped the socialization of their own offspring.” p. 275

RUNAWAYS

“Some slaves fled into the woods temporarily, while others, known as fugitives, made permanent changes in their lives. It is often impossible to distinguish between the persons seeking momentary changes and those seeking long-lasting changes in advertisements for runaways.” p. 275

“Some runaways fled to populous urban centers where they blended easily with the free black population. The average runaway was a young single male who fled alone.” p. 276

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