

CURRICULUM GUIDE

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INTRODUCTION

Does it make sense to use a book like *Tasting Freedom* in the classroom? With the absurdly vast amount of content most history teachers are expected to cover in a school year, do we really have time for a 484-page book focused on the life of one obscure nineteenth century figure? My answer to both questions is an emphatic “yes.”

First of all, *Tasting Freedom* is the perfect antidote to the conventional treatment of African Americans in the standard American History curriculum. Blacks tend to show up most notably in two places: enslaved in the South and then fighting for civil rights in the 1960s. Catto was free and Northern. He lived in a vibrant, accomplished, and well-established black community that boasted literary societies, rigorous schools, multiple churches, and even a baseball team.

More significantly, Catto and his contemporaries were fighting for civil rights long before the modern civil rights movement. Blacks like Catto were fighting for access to public transportation and to polling places many decades before Rosa Parks and Martin Luther King took on similar battles. If, as Martin Luther King said, “The Arc of the Universe is long and bends toward justice,” *Tasting Freedom* illustrates that courageous people were pulling in the right direction long before he uttered those words.

Additionally, *Tasting Freedom* is rich with primary sources—the raw stuff of history that teachers are increasingly encouraged to use with their students. Excerpts from diaries, letters, news articles, broadsides, songs, and poems are woven throughout the book, and their use illustrates for students the ways in which primary sources can make history seem authentic, compelling, and sometimes even funny. This curriculum guide includes full versions of selected sources providing even more opportunity for interpretation, analysis, and discussion.

Finally, *Tasting Freedom* exposes students to a constellation of fascinating characters and a series of compelling events that are utterly unfamiliar to most Americans. From the self-sacrificing Charlotte Forten to the brilliant Carrie Le Count, from the catastrophic burning of Pennsylvania Hall to the joyous parade celebrating ratification of the Fifteenth Amendment, a world long gone is brought back to life in vivid detail, culminating in the tragic assassination of Octavius Catto, the central figure of the book. *Tasting Freedom* is, quite simply, a good read.

Although teachers may want to have their students read the entire book, the purpose of this curriculum guide is to help teachers effectively use selected excerpts. These excerpts were chosen because they convey significant historical information and can be used in isolation from the rest of the book.

The *Suggested Teaching Strategies* and *Follow-up Activities* help to build the reading and writing skills delineated in the Common Core State Standards for Literacy in History by engaging students in a challenging, complex secondary historical text. Furthermore, the primary sources included in the guide and listed in the *Additional Resources* sections provide students additional opportunities to improve their proficiency in working with diverse materials.

Catto, himself a teacher and writer of curriculum, would, I hope be pleased to know that the vivid telling of his story that is found in *Tasting Freedom* can now more easily be shared with students.

HOW TO USE THIS CURRICULUM GUIDE

Tasting Freedom is a long book; the purpose of this guide is to break it into manageable, meaningful chunks that can be read in isolation from the entirety of the book. Each chapter or topic covered in this guide is presented with the following structure:

Topics: An outline of the central themes discussed in each chapter.

Introduction: A brief summary of the chapter indicating important curricular connections and historical concepts.

***Tasting Freedom*:** The required (and suggested) pages to be used from the book.

Pre-reading Terms: People and events mentioned in the reading with which students may not be familiar.

Teaching Strategy: Suggested step-by-step plans to guide students through reading the material; these are often supplemented by note-taking sheets provided in appendices.

Follow-up Activities: Ideas for assessing student understanding and enriching and extending the lessons of *Tasting Freedom*.

Additional Sources: Links to high quality websites containing additional relevant information and primary source material. Also included are reproductions of several selected primary sources.

MODULE 1

CHAPTER 2: “ARM IN ARM”

TOPICS

- The burning of Pennsylvania Hall as an example of the violence and hatred that met the Abolitionist Movement
- The strength of anti-abolitionist sentiment in late 1830s Philadelphia

INTRODUCTION

Pennsylvania Hall, a well-appointed and sparkling new four-storied abolitionist meeting place, was burned to the ground just days after its opening in May of 1838. Chapter 2 of *Tasting Freedom*, “Arm in Arm,” recounts in lively detail the appalling, fast-moving series of events that led to this tragedy. The destruction of Pennsylvania Hall is more than a compelling story; it also serves as a springboard for exploring several significant topics such as divisions within the abolition movement, the role of women in nineteenth century civic life, and support for slavery north of the Mason-Dixon line.

TASTING FREEDOM

- Chapter 2, pages 27-58
- Burning of Pennsylvania Hall, image page 159
- Robert Purvis, image page 159
- Lucretia Mott, image page 159
- William Lloyd Garrison, image page 161

PRE-READING TERMS

Nat Turner’s Rebellion: In 1831, Nat Turner, a self-described visionary enslaved in Virginia, led an insurrection in which 55 whites were stabbed, shot, or clubbed to death. Turner and his followers were caught and they, as well as many innocent blacks, were killed as a punishment and a deterrent to future attacks. Fear led many southerners to impose even harsher restrictions on African Americans, both free and enslaved.

Mother Bethel A.M.E. Church: Founded in 1794 by formerly enslaved preacher Richard Allen as a reaction to racially discriminatory practices of St. George’s Episcopal Church, Mother Bethel

served as a gathering place for the African American community that was concentrated near its 6th and Lombard location. Though the community has dispersed, Mother Bethel remains the property longest held by African Americans and the American Methodist Episcopal denomination (also founded by Allen) continues to thrive.

Brickbats: Pieces of brick used as weapons.

Pennsylvania Reform Convention: A gathering of delegates charged with rewriting Pennsylvania's constitution. The resulting document, passed with overwhelming support in 1838, specifically denied black men the right to vote, a right that they had previously been able to exercise in some parts of the state.

TEACHING STRATEGY

Ask students what kinds of decisions need to be made when planning a wedding (e.g. date, location, invitation, guest list, officiant, vows, food, outfits for bride and groom). Tell them they will be reading about the wedding of two prominent abolitionists, Angelina Grimke and Theodore Weld. As they read, they should note the choices made by the wedding couple and how these choices reflected their values and priorities. Once students have completed reading pages 27-30, discuss what they found out about the unconventional Grimke/Weld wedding. Also, ask what information they picked up about Pennsylvania Hall.

Before continuing to read this chapter, put students in groups of four in which each student will focus on the experience of one of following abolitionists: William Lloyd Garrison, Robert Purvis, Sarah Mapps Douglass, Lucretia Mott.

The students should first do general introductory research about their assigned individual. They should become familiar with the person's pre-1838 background and their views on abolition in the 1830s. Next, they should share what they learned with the other members of their group.

Following this preparation and a review of the pre-reading terms, students will be ready to read the rest of the chapter. As they read, they should develop a time-line of events from Monday, May 14th through Sunday, May 20th, 1838. They should also note their abolitionist's role in (or infer their abolitionist's reactions to) these events. A graphic organizer is provided as Appendix A.

Students should then gather in their groups of four to share information and ideas about what they've read. The following questions can be answered in writing ahead of time or used for small group discussion purposes. A note-taking chart that can be used prior to and during this session is provided as Appendix B.

- What was your abolitionist's position on the various strategies debated at the second Anti-Slavery Convention of American Women (colonization, gradual abolition, efforts to reduce prejudice among abolitionists)?
- How was each of these abolitionists similar to and different from the featured speaker, Angela Grimke Weld?

- How did the burning of Pennsylvania Hall impact the abolitionists' decisions regarding next steps for themselves as individuals and/or for the abolition movement as a whole?

After the small group sessions, students should be ready to participate in a whole-class discussion. It may help to distribute some or all of the questions ahead of time.

- What did Thomas Jefferson mean when he likened the institution of slavery to having “a wolf by the ears”?
- Why was “amalgamation,” or race mixing, so shocking to most Philadelphia residents in the late 1830s? Do some people today still find it odd or wrong when people of different races socialize, date, or marry?
- Mayor Swift claimed that “99 out of a hundred” opposed the abolitionists. Why was anti-abolitionist sentiment so strong among Philadelphians?
- The mob that gathered prior to the burning of Pennsylvania Hall was comprised of poor immigrants as well as “respectable” people. How did reasons for opposing the abolition movement vary among people of different social strata?
- Was being against the abolition movement the same thing as being in favor of slavery?
- Many people accused those attending the Anti-Slavery Convention of bringing the mob's actions on themselves. Is there any validity to this claim?
- Who should be considered the most admirable hero or heroine in the Pennsylvania Hall story? Who was the most despicable villain?
- How might the Pennsylvania Reform Convention proposal to disenfranchise black men have impacted the burning of Pennsylvania Hall and vice versa?
- Abolitionists of later generations such as Octavius Catto and Charlotte Forten often referred to the burning of Pennsylvania Hall in their writing and speeches even though they did not directly participate in the events. Why were these events so significant in the eyes of those fighting for freedom?
- What was the role of most Philadelphians, the people who neither attended the anti-slavery convention nor formed the mob? Do they have any culpability? Do you agree with Reverend William Furness whose sermon is quoted on page 53?

FOLLOW-UP

To reinforce and assess what students learned from reading and discussing “Arm in Arm,” have students write a series of journal entries or letters from the perspective of the abolitionist they followed. They could also create a time-line or map of the events illustrated with appropriate images and/or quotations from primary sources. The map entitled “[Catto's World](#)” on the *Tasting Freedom* website shows specific locations; an 1854 map of Philadelphia and the surrounding districts mentioned in the chapter will also be helpful for the map making option <http://philadelphiaencyclopedia.org/archive/consolidation-act-of-1854/>. Completing one or more of these tasks should ensure that students understand the chronology, major conflicts, and key players of the Pennsylvania Hall story.

Students can then express what they have found most meaningful and/or historically significant about the burning of Pennsylvania Hall. Here are some ideas of how they might do so. Each will work well as either an individual or group project.

- Although there is a historical marker at the site where Pennsylvania Hall once stood, there is no other public memorial to these events. Develop an appropriate design and suggest a fitting location for such a memorial. Write a letter to an institution such as the Pennsylvania Historical and Museum Commission or the National Park Service explaining why these events are worthy of being commemorated and sharing your proposed design and location.
- The television and radio station WHYY is located just north of the former site of Pennsylvania Hall. Design a mural telling the story of Pennsylvania Hall that can be painted somewhere either in or on the WHYY building. Write a letter to WHYY indicating why such a mural is needed and explain your design.
- The National Constitution Center (NCC) sits across Sixth Street from where Pennsylvania Hall once stood. Design an interactive exhibit to be permanently housed in the first floor of the NCC. Write a letter to the NCC explaining the connections between the Constitution and the events of Pennsylvania Hall and sharing your exhibit idea.
- Recently, a number of governing bodies have passed resolutions apologizing for such things as slavery (State of New Jersey) and failing to pass anti-lynching legislation (U.S. Senate). Write a letter to Philadelphia’s mayor or City Council representatives requesting an apology for the burning of Pennsylvania Hall. The letter should focus on the role played by those acting in an official capacity such as Mayor Swift and members of the Philadelphia police force.
- Action, violence, heroes, villains, and even a bit of romance (marriage of Angela Grimke and Theodore Weld)—the Pennsylvania Hall story has all the ingredients of a blockbuster movie. Write a plot synopsis, generate a proposed cast list, create a movie poster, or even film your own trailer. Send your materials and a cover letter to your favorite movie studio, producer, or director explaining why Pennsylvania Hall would make a great film.

ADDITIONAL RESOURCES

[Angela Grimke-Weld’s speech](#)

[Pennsylvanian Freeman, 1844](#) (news article linking burning of Pennsylvania Hall to later riots in Philadelphia)

[Africans in America PBS](#)

[Pennsylvania Hall historical marker](#) (excellent “before and after” images)

[Quakers and Slavery exhibit](#) (includes primary sources)

APPENDIX A
SMALL GROUP NOTE-TAKING SHEET

Student name _____ Abolitionist's name _____

	Sarah Mapps Douglass	Lucretia Mott	Robert Purvis	William Lloyd Garrison
View on colonization				
View on reducing racial prejudice among white abolitionists				
Similarities to Angela Grimke Weld				
Differences from Angela Grimke Weld				

APPENDIX B
TIMELINE

Student name _____ Abolitionist's name _____

Dates	Major Events	Abolitionist's role/reaction
Monday, May 14		
Tuesday, May 15		
Wednesday, May 16		
Thursday, May 17		
Friday, May 18		
Saturday, May 19		
Sunday, May 20		

MODULE 2

CHAPTER 5: “LESSONS”

TOPICS

- Free black life in Philadelphia during the ante-bellum period
- Organizations and institutions in Philadelphia’s free black community
- Rights of and restrictions on free blacks

INTRODUCTION

An average black boy in mid-nineteenth century America was enslaved in the South. Octavius Catto, however, was free and lived in Philadelphia. Chapter 5 of *Tasting Freedom*, “Lessons,” introduces readers to young Catto and his atypical milieu. Looking at young Catto’s world sheds light on the man he would become; we can gain insight into where he gathered the determination, courage, and intellectual prowess to combat the pervasive racial injustice faced by blacks both enslaved and free. The chapter also provides an introduction to Philadelphia as the city that, according to Frederick Douglass, “more than any other in our land, holds the destiny of our people.”

TASTING FREEDOM

- Chapter 5, pages 95-97
- Chapter 5, pages 101-103

TEACHING STRATEGY

Ask students to imagine the life of a black boy in the United States in 1850. Where would he live and how would he fill his days? Students will likely respond that the boy would be enslaved, illiterate, etc. Explain that this would have been true of most African American children at that time, however, there were also many free blacks, particularly in the North—and Philadelphia had been a center of free black life for over a century. They will be reading about the life of Octavius Catto, a minister’s son, who lived in Philadelphia in very different circumstances from the enslaved youth of the South.

As they read, they should fill out the “Catto’s World” graphic organizer attached as Appendix A by putting at least three compelling pieces of information in each “circle.” Once finished, they will

find a partner and add three more pieces of information. If they have the same information as their partner, both students will return to the text to find additional points to add.

Once they've completed the graphic organizers, they will be prepared for a class discussion. Questions may include the following:

- What are some adjectives to describe Octavius Catto at ten? Does he sound like someone you would be friendly with? Does he remind you of anyone in the class?
- Compare your school to the Lombard Street School. Is it better or worse than you would have expected for a mid-nineteenth century public school?
- Regarding William Catto, Octavius' father, the authors pose the question, "Did younger families look up to the only minister on the block?" Based on what you've read about Catto's neighborhood, what do you think?

Following the discussion, students should fold a piece of 8.5" x 11" plain white paper into thirds. Then, using images and/or *adjectives*, they should create panels depicting Catto himself, the Lombard Street ("Bird") School, and Kessler Alley.

Next they will read about the free black community of Philadelphia. Begin by showing John Lewis Krimmel's *Pepper-Pot: A Scene in the Philadelphia Market* <http://www.pbs.org/wgbh/aia/part3/3h251.html>. Explain that Philadelphia had been the center of free black life since the 1720s. Although free blacks certainly had a better quality of life than those enslaved, they still faced many challenges. Have students examine the image carefully and look for evidence that Philadelphia was or was not a welcoming environment for black people. Students will notice that the pepper-pot seller is earning money and seems to be comfortable sitting amongst her white customers. However, she is the only person in the painting without shoes and is dressed in much simpler clothing than her clientele. This painting exemplifies both the autonomy and the restrictions on free blacks that characterized mid-18th century Philadelphia.

As students read pages 101-103, they will note evidence of "liberties" and "limitations" using the note sheet attached as Appendix B. Once they've completed the sheet, they can engage in a class discussion. Possible questions include:

- Which was more surprising to you, the "liberties" or the "limitations" that characterized the lives of Philadelphia's free blacks?
- In the mid-nineteenth century, some blacks (as well as many whites) believed that black people would be better off leaving the United States to live in Africa or an alternative site. Based on what you've read about Philadelphia, do you think this idea would appeal to free Northern blacks? (If time allows, have students read pages 184-185 in Chapter 8 to gain a better understanding of places African Americans were choosing to go in the 1850s).
- According to historian Gary Nash in his book *Forging Freedom*, "...from the beginning free black Philadelphians understood that the only secure foundation upon which to fashion their lives was one constructed of independent organizations embodying their

sense of being a people within a people and relying on their own resources rather than on white benevolence.” What evidence from your reading supports this quotation?

FOLLOW-UP

- As the authors indicate, “Negroes had become joiners.” Have students work in groups to research organizations such as the Odd Fellows, the Sons of Saint Thomas, the Bannekers, the Sons of Temperance, the Masons, and the Good Samaritans. Then, have them create appropriate recruitment materials to share with the class.
- Have students read the story about Robert Forten’s award winning telescope on pages 106-107. Then, they should write a brief essay about how this story illustrates both the liberties and limitations on Philadelphia free blacks in the mid-19th century.
- Have students read pages 180-181 about Octavius Catto’s unsuccessful attempt to join the Bannekers while still in high school. Then students can write a brief essay about how this story illustrates what they learned (in Chapter 5) about Catto’s character and about Philadelphia’s free black community.
- Several of John Lewis Krimmel’s works feature African Americans in Philadelphia during the eighteenth and early nineteenth centuries. <http://www.wikiart.org/en/john-lewis-krimmel> and <http://en.wahooart.com/@/8CEGAK-John-Lewis-Krimmel-The-Country-Wedding>. In the late 1820s, Cartoonist Edward Clay created his “Life in Philadelphia” series which satirizes the social pretensions of the city’s free black community <http://www.loc.gov/pictures/related/?fi=name&q=Clay%2C%20Edward%20Williams%2C%201799-1857>. Have students compare the works by Krimmel and Clay. How do these views of Philadelphia’s blacks differ and what are their points of similarity? Which do they think would better serve as illustrations for Chapter 5?

ADDITIONAL RESOURCES

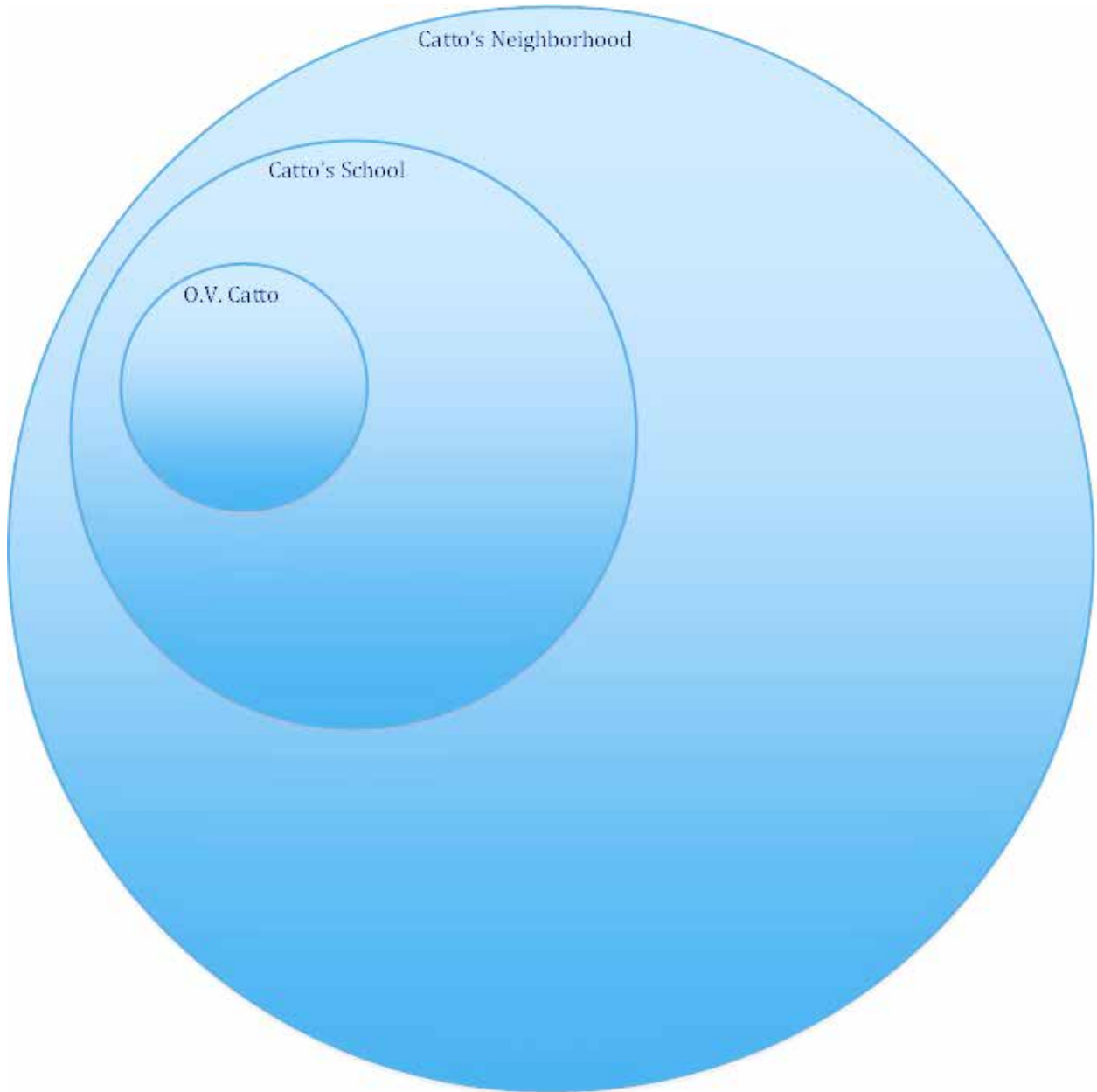
<http://www.pbs.org/wgbh/aia/part3/3narr1.html>

Visit the African American Museum in Philadelphia’s *Audacious Freedom* exhibit on Philadelphia, 1776-1876 <http://www.aampmuseum.org/index.php/page/audacious-freedom>

An 1838 census of Philadelphia’s black community was partially transcribed and contextualized by researchers at Haverford College Quaker and Special Collections and at the Philadelphia Historical Commission. <http://www.brynmawr.edu/iconog/aacens38/About.htm>

APPENDIX A
CATTO'S WORLD GRAPHIC ORGANIZER

(As you read pages 95-97, add at least three pieces of information in each circle.)



APPENDIX B

FREE BLACK PHILADELPHIA NOTE TAKING CHART

As you read pages 101-103, write down examples of “liberties” (opportunity, acceptance, strong community) and “limitations” (poverty, restrictions, racial prejudice etc.).

Liberties	Limitations

MODULE 3

CHAPTER 9: “A CHANCE ON THE PAVEMENT”

TOPICS

- The rise of anti-slavery sentiments in America
- The Fugitive Slave Act’s role in polarizing public opinion regarding slavery
- The impact of abolitionist propaganda like *Uncle Tom’s Cabin* by Harriet Beecher Stowe on the descriptions of a slave auction published by the *New York Tribune*

INTRODUCTION

The Fugitive Slave Act, a key component of the Compromise of 1850, was intended to protect the institution of slavery in states where it already existed. The Act streamlined the process by which slaveholders could initiate searches for runaways, provided financial incentives for federal commissioners to return those captured, and established a legal requirement for bystanders to assist in the apprehension of accused fugitives. The Fugitive Slave Act fortified abolitionist sentiment in the North by strengthening the determination of those already opposed to slavery and by galvanizing formerly passive citizens who had become legally mandated to assist in capturing runaways, some of whom had been living in their midst for years or even decades.

Chapter 9 of *Tasting Freedom*, “A Chance on the Pavement,” includes three stories of enslaved African Americans fighting for their freedom in post-1850 Philadelphia. Each of these vignettes illustrates the changed mood of a city whose citizens had become legally obligated to actively help maintain Southern slavery.

TASTING FREEDOM

NOTE: Depending on time, interest, prior knowledge and teacher objectives, the amount of reading directly from the book will vary. The material essential for carrying out the “Teaching Strategy” and “Follow-up” is covered on pages 209-223 of “A Chance in the Pavement” and is indicated in bold below.

- Chapter 7, pages 143-147 (Background on Compromise of 1850 and Fugitive Slave Act)
- Chapter 7, pages 148-150 (The Battle of Christiana, a deadly 1851 confrontation that took place in Lancaster County, Pennsylvania when a Maryland slave owner attempted unsuccessfully to recapture four fugitive slaves).
- Chapter 9, pages 209-212 (*New York Tribune* journalist Philander Doesticks’s description

of a large, brutal, and remarkably callous slave auction on the estate of sometime Philadelphia resident Pierce Butler disgusted readers and fueled anti-slavery sentiment).

- Chapter 9, pages 212-223 (The 1859 stories of accused fugitive slave Daniel Webster and aspiring runaway Cordelia Loney)
- Chapter 9, pages 241-244 (The speedy trial and swift return to Virginia of accused fugitive slave Moses Horner in 1860 contrasts with the experience of Daniel Webster, but Horner’s story also illustrates the rising assertiveness of anti-slavery forces).

PRE-READING TERMS

Box Brown: The nickname of Henry Brown, who escaped slavery in 1849 by mailing himself in a wooden box addressed to Philadelphia abolitionists.

Dred Scott Decision: An infamous 1857 Supreme Court decision which declared that blacks, whether free or enslaved, were not citizens and thus, could not bring a suit in federal court. The court also ruled that Congress did not have the right to limit slavery in any U.S. state or territory because people were entitled to bring their “property” wherever they pleased. Americans opposed to slavery, both black and white, were outraged by this decision handed down by Chief Justice Roger Taney.

Uncle Tom’s Cabin: Published in 1852, Harriet Beecher Stowe’s novel focuses on the brutal impact that slavery had on sympathetic characters. By personalizing the cruelty of slavery, *Uncle Tom’s Cabin* swayed many Northern readers previously indifferent to what they had considered a distant, Southern institution.

Vigilance Committees: Organizations throughout the North founded to help runaway slaves with food, shelter, clothing, assistance in reaching further destinations, etc.

TEACHING STRATEGY

Students will read pages 209-210 silently in class and then discuss how they envision a slave auction. How would an auction appear differently from the perspective of an enslaved person and that of a slave trader?

Next, students will read the summary of Philander Doesticks’s article on pages 210-212 of *Tasting Freedom*. What do students find most surprising and/or disturbing about the slave auction? Why might this story have inspired such interest among readers of the *New York Tribune*?

Explain to students that the late 1850s were a time of increasing and intensifying anti-slavery sentiment in the North due to factors including the Fugitive Slave Act, the publication of *Uncle Tom’s Cabin*, and the Dred Scott decision. It is in this context that the stories of Daniel Webster and Cordelia Loney must be understood.

Students should be put in pairs to read pages 212-223. One student will be in charge of taking notes on the story of Daniel Webster, while the other will focus on Cordelia Loney. A note-taking sheet is included as Appendix A. When they are done reading, the pair will complete their note-taking sheets by sharing what they've found about their respective fugitive.

Once the note sheets are completed, students should be ready to participate in a whole-class discussion. Questions may include the following:

- What about Daniel Webster's plight made him a particularly sympathetic character to people in Harrisburg and Philadelphia?
- Cordelia Loney led a relatively comfortable life for an enslaved woman. Why was she eager to runaway nonetheless?
- Webster is eager for his "chance on the pavement" in spite of credible evidence that he was not the fugitive Daniel Dangerfield. What does this indicate about the expected result of Fugitive Slave Act cases?
- Did Judge Longstreth rule solely based on law or was he swayed by public opinion? What evidence is there to support either interpretation?
- Although Webster was set free by Judge Longstreth's ruling, he fled to Canada rather than return to Harrisburg. How do you explain his decision?
- An Episcopal minister requests caterer Thomas Dorsey's assistance in apprehending Cordelia Loney. Is it more surprising that the minister would make such a request of a black person or that Dorsey definitively refused in what William Still described as "not very respectful phrases?"
- *For students who are familiar with the burning of Pennsylvania Hall:* Compare the events surrounding the burning of Pennsylvania Hall with those of the Webster victory meeting at Sansom Street Hall. What had and had not changed in the intervening twenty-one years?

After discussing the section on Daniel Webster and Cordelia Loney, students may be asked to read the short passage about Moses Horner on pages 241-244. Although Horner's quick trial resulted in his being sent back to his owner in Maryland, there are numerous indications that the Fugitive Slave Act had engendered enormous resentment and garnered determined resistance among Pennsylvanians, both black and white. How can this story of Horner's defeat be read as a victory of sorts for abolitionists?

FOLLOW-UP

To reinforce and assesses what students have learned from reading and discussing selections from "A Chance on the Pavement," each pair should develop a detailed Venn Diagram comparing Daniel Webster and Cordelia Loney (and possibly Daniel Webster and Moses Horner).

To underscore the significant impact of the 1850 Fugitive Slave Act, students will learn about two national cause célèbres associated with its implementation and will develop an artistic representation of a Philadelphia-based story they have read about in *Tasting Freedom*.

Anthony Burns, like Daniel Webster, was a black man living in a large northeastern city (Boston) whose arrest under the Fugitive Slave Act caused a great outcry amongst both blacks and whites who saw him as a peaceful and productive member of the community. Unlike Webster, however, Burns was proven in court to be a runaway from Virginia. In spite of widespread outrage, large protests, and organized resistance, Burns was returned to his owner by a contingent of United States marshals following direct orders of President Franklin Pierce. These events are recounted briefly on pages 175-176 of *Tasting Freedom* and described in numerous other print and online sources.

At the Library of Congress website, "[Anthony Burns](#)," an 1855 work by engraver R.M. Edwards, provides a visual summary of Burns's story. Additionally, "[Rendition of Anthony Burns](#)" shows Burns being led to a ship waiting to return to him to Virginia.

Another sensational case from the same period is that of Margaret Garner, an enslaved woman who escaped from Kentucky to Ohio in 1856. When found by her owner and a U.S. marshal, Garner killed her own daughter to prevent her being returned to slavery. A court case ensued in which abolitionists argued that Garner should be tried for murder in Ohio (in the hope that she could be spirited away to Canada) and pro-slavery forces argued that, as property, Garner should be speedily returned to her Kentucky owner. Garner's story ended tragically when the Fugitive Slave Act ensured her return to Kentucky. She soon lost another daughter in a steamboat accident en route to a slave market in Arkansas; Garner died of typhoid fever in Mississippi in 1858.

The Modern Medea is a famous 1867 painting by Thomas Satterwhite Noble based on Garner's killing of her own child http://en.wikipedia.org/wiki/Thomas_Satterwhite_Noble#mediaviewer/File:Thomas_Satterwhite_Noble_Margaret_Garner.jpg

The Garner story provided the inspiration for Toni Morrison's Pulitzer Prize winning book *Beloved*, and Morrison also wrote the libretto for a 2005 opera called *Margaret Garner*.

Students can demonstrate both their intellectual understanding and emotional response to the Webster or Loney stories by creating a visual, musical, or written interpretation such as the following:

- A visual summary of either the Webster or Loney stories based on the R.M. Edwards work about Anthony Burns.
- A drawing or painting of a key scene from the Webster or Loney stories similar to the one found on the PBS website of Burns or the Satterwhite image of Garner.
- An act-by-act synopsis of an opera based on the story of either Webster or Loney. For a model, look at <http://margaretgarner.org/synopsis.html>.
- The full audio of the 2005 opera called *Margaret Garner* can be found on the NPR website <http://www.npr.org/2010/11/17/131395936/a-mother-s-desperate-act-margaret-garner>.
- The outline of a novel based on the story of either Webster or Loney.

- The opening or closing chapter of a novel based on the story of either Webster or Loney (note: students may want to research or read Lorene Cary's *The Price of a Child*, a novel inspired by the story of Jane Johnson, a runaway whose circumstances were similar to Loney's and who is mentioned briefly on page 215 of this chapter).

ADDITIONAL SOURCES

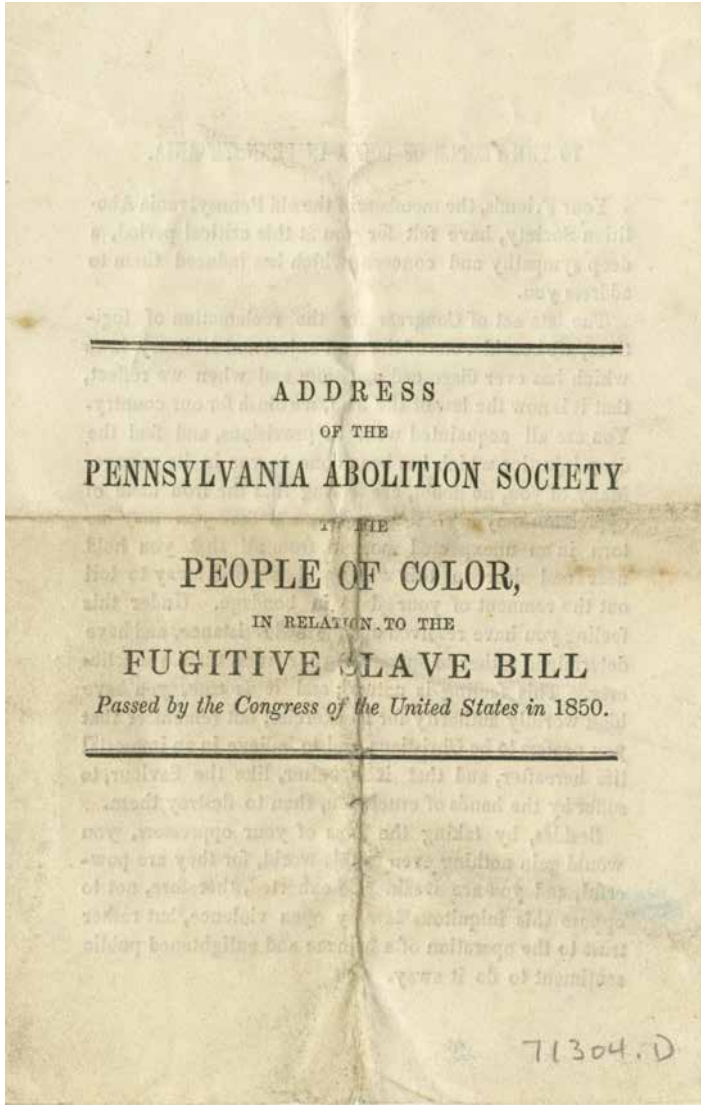
[What Became of the Slaves on a Georgia Plantation?](#), a longer version of the Philander Doesticks story about a slave auction.

APPENDIX A
CHAPTER 8 NOTE-TAKING SHEET FOR PAGES 212-223

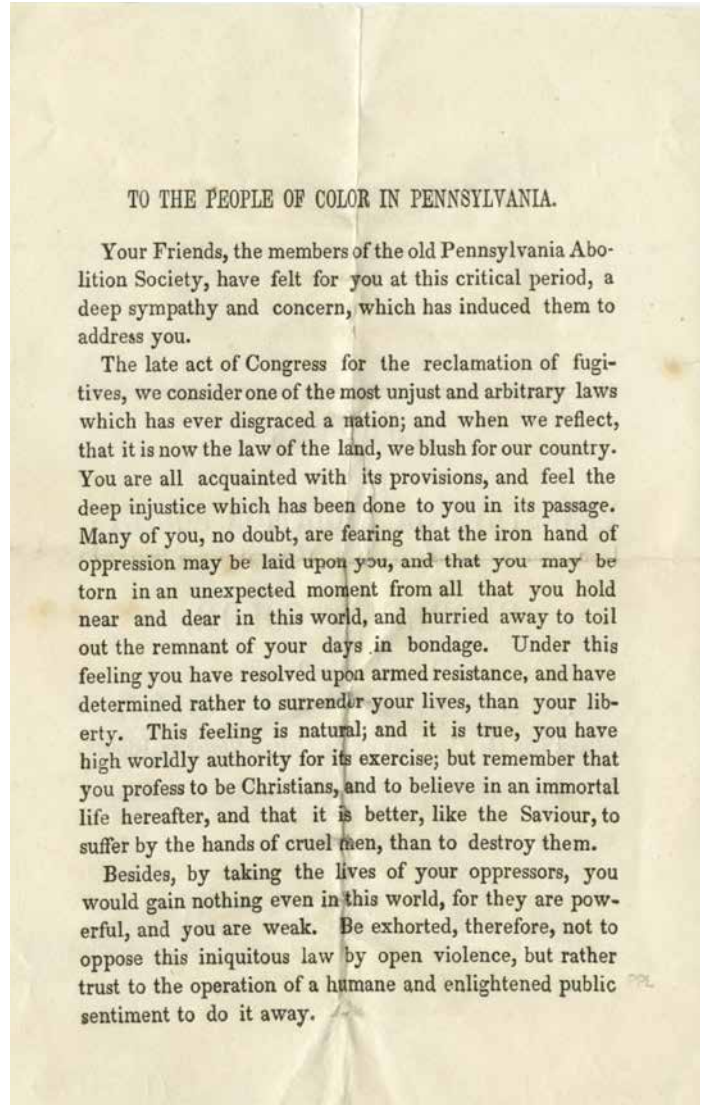
	Daniel Webster (212-214; 216-to first *** on 221)	Cordelia Loney (214-216; 222-223)
Type of work in 1859		
Fate of children as of 1859		
Reason for involvement with Philadelphia Vigilance Committee		
Assistance from white Philadelphians		
Opposition or hindrance by white Philadelphians		
Assistance from black Philadelphians		
Summary of experience while in Philadelphia		
Post-Philadelphia destination		

APPENDIX B

Used with permission from the Library Company of Philadelphia.

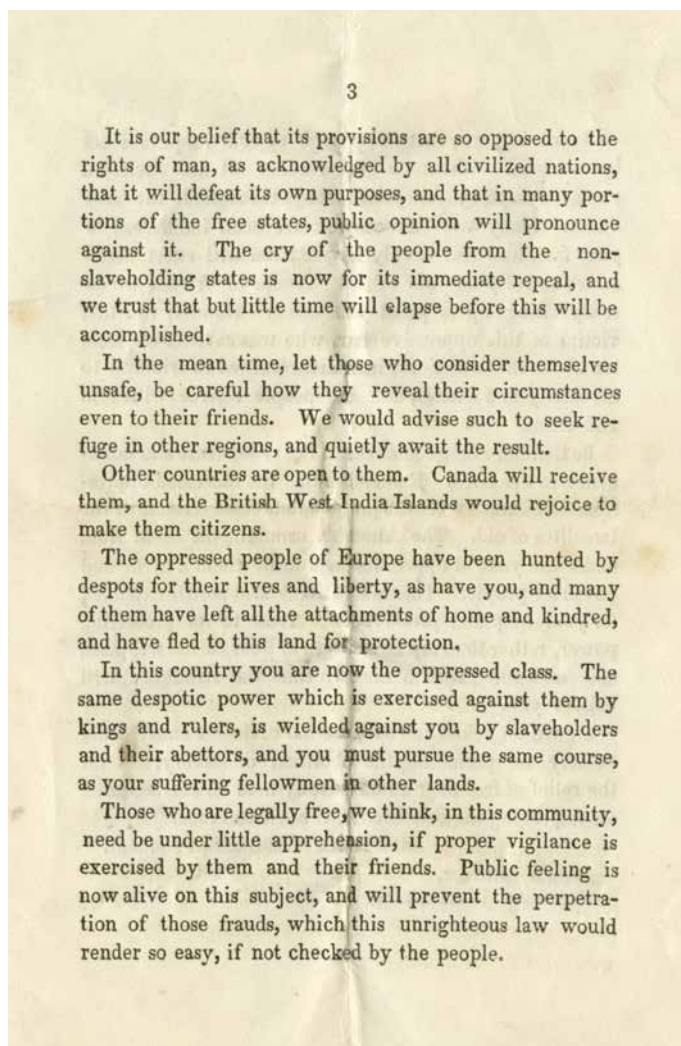


(page 1)

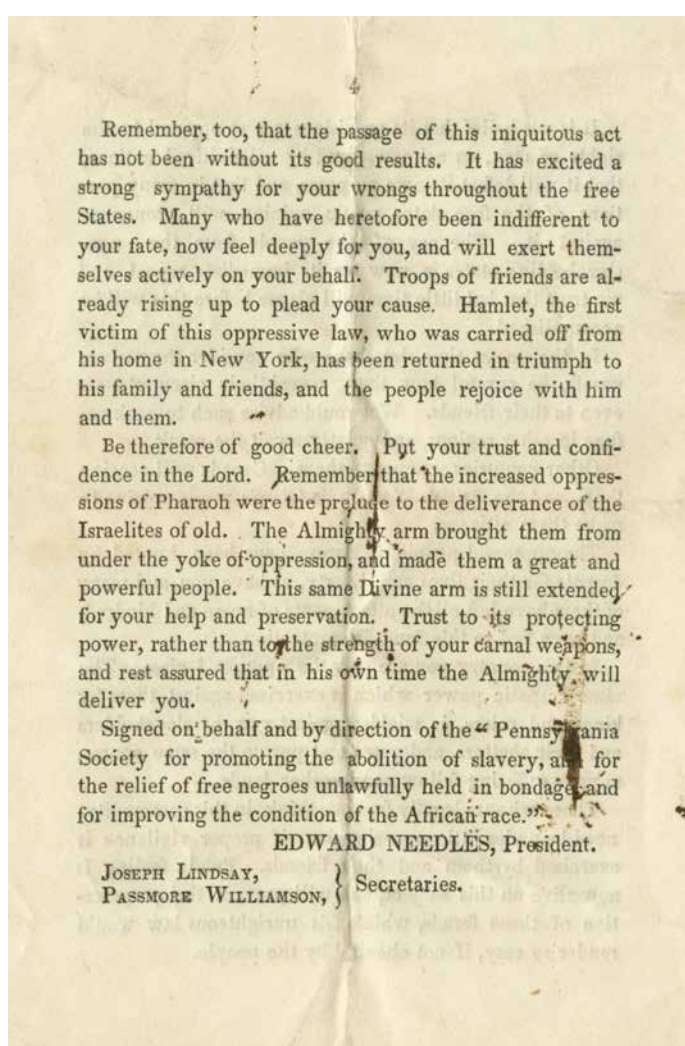


(page 2)

(The Library Company of Philadelphia)



(page 3)



(page 4)

(The Library Company of Philadelphia)

Read the *ADDRESS OF THE PENNSYLVANIA ABOLITION SOCIETY TO THE PEOPLE OF COLOR IN RELATION TO THE FUGITIVE SLAVE BILL Passed by the Congress of the United States in 1850* and answer the following questions:

1. What advice is given to Pennsylvania's people of color who are opposed to the Fugitive Slave Act? What approaches to protesting the act should be avoided and which should be pursued?
2. What do the authors of the pamphlet think will eventually happen to the Fugitive Slave Act?
3. In what way are Pennsylvania's people of color similar to Europeans?
4. According to this address, what have been the "good results" of the Fugitive Slave Act?
5. To what other group are Pennsylvania's people of color compared in this pamphlet and why?

MODULE 4

CHAPTER 10: “THE WOLF KILLERS” and CHAPTER 11: “MANHOOD”

TOPICS

- Participation in the Civil War as a means of self-advancement for the African American community
- The role African American soldiers played in dispelling some racial stereotypes

INTRODUCTION

Several current historians have described the Civil War as a period during which African Americans “freed themselves.” Whether by fleeing slavery to become “contrabands,” by pushing to join Union forces, by advocating the tying of emancipation to Union war aims, or by serving as guides, spies, and scouts, black Americans played an active role in defeating the Confederacy and ending slavery in the United States. In spite of their desire to serve the Union cause, offers of help were often rejected and racism and violence against blacks continued throughout the war. Chapters 10 and 11 of *Tasting Freedom* explore numerous aspects of African American involvement in this crucial phase of American history.

TASTING FREEDOM

- Chapter 11, pages 319-322 (for all students to read)
- Chapter 10, pages 259-261 (unless otherwise indicated, reading begins and ends on clearly marked sections in text)
- Chapter 10, pages 261-263
- Chapter 10, pages 267-270 (up to paragraph beginning “Smalls was all of twenty-three...”)
- Chapter 10, pages 273-276
- Chapter 10, pages 277-279
- Chapter 11, pages 283-286
- Chapter 11, pages 290-293
- Chapter 11, pages 297-300
- Chapter 11, pages 303-307
- Chapter 11, pages 312-313

PRE-READING TERMS

Camp William Penn: Located in Cheltenham, Pennsylvania, Camp William Penn was the first federal training ground for black Union troops during the Civil War. Over 11,000 volunteers, many having recently fled slavery, were trained on land leased to the federal government by the family of Lucretia Mott.

Denmark Vesey: A free black man living in Charleston, South Carolina, Vesey allegedly led a group of conspirators planning a massive slave insurrection for Bastille Day (July 14), 1822. The plot was betrayed, however, leading to the deaths of the conspirators including Vesey and harsher restrictions on the lives of free blacks throughout the South. Historians today believe that Vesey and his “accomplices” did not intend to carry out an insurrection but instead had been merely wishfully musing in reaction to the difficult circumstances of their lives.

Fort Sumter: Located in Charleston harbor, South Carolina, Fort Sumter was conquered by the Confederacy in the first battle of the Civil War. Over forty percent of the Massachusetts 54th regiment of U.S. Colored Troops perished in the assault on Battery Wagner in 1863 in a failed attempt to retake Fort Sumter. The bravery displayed by these troops was widely publicized and disproved the myth that blacks were too cowardly for combat.

Robert Smalls: While working on a for-hire basis with his master’s permission, Smalls became a national celebrity in 1862 when he successfully stole the *Planter*, a Confederate ship, and delivered it to Union forces, thus also freeing himself and fifteen other enslaved people. Smalls was able to assist the Union war effort by sharing his knowledge of Confederate defenses of Charleston harbor. He was eventually named commander of the *Planter* while serving in the Union Navy. Smalls later went on to serve in the U.S. Congress during Reconstruction.

TEACHING STRATEGY

Begin by having every student read pages 319-322 up to the sentence, “The country had been redeemed, hadn’t it?” Have students read in pairs with one student focusing on events in Philadelphia and the other on Charleston at the end of the Civil War. A note-taking sheet is attached as Appendix A. Once the facts of the reading are determined by student pairs, they should be prepared to participate in a whole-class discussion. Questions may include the following:

- What are some adjectives to describe the mood of the crowds attending the two events?
- What types of services did blacks provide to the Union war effort?
- What is the impression one gets of the treatment of blacks during the Civil War?
- What evidence is there that the Civil War was a period of significant advancement for African Americans?

Next, students will read about the Civil War to understand the culminating events they have just read about. Depending on the number of students in the class, have pairs or triads of students read one of the 2-3 page selections listed above. As they read, they should fill out the Civil War note sheet attached as Appendix B. There may be individuals, events, and institutions with which students are not familiar, but encourage them to look for the big picture of the information being conveyed (or, if possible, have computers or reference books available to look up terms as needed).

Once student pairs or triads have shared their findings with each other, they should prepare to convey this information to their classmates. This can be done in a variety of ways such as presenting formally in front of the class, writing their findings on chart paper for others to view and take notes, adding their findings to a class Google doc, and so forth. It is important, however, that the information is presented in chronological order and that students have the opportunity to ask clarifying questions of their peers.

Following this exercise, engage in another whole-class discussion. Possible questions include the following:

- What generalizations can be made about the African American experience during the Civil War?
- What evidence is there that, as recent historians have claimed, African Americans “freed themselves” during the Civil War?
- What were the greatest advancements and most significant setbacks experienced by blacks during the Civil War?
- Was the buoyant mood of the Philadelphia and Charleston events justified by what had transpired for African Americans during the Civil War?

After the discussion, read the final paragraph of the section with which the lesson opened. What information was conveyed in the telegram General Grant received at Bloodgood’s Hotel in Philadelphia? What predictions can students make about how the assassination of Lincoln would impact African Americans?

FOLLOW-UP

By engaging in the activities described above, students should have gained an understanding of the varied roles that blacks played during the Civil War as well as of the complex impact of the war upon African Americans. In order to make sense of the information in these two chapters, students—working individually, in pairs, or in small groups—will come up with their own one-sentence thesis statements about blacks and the Civil War. To support this statement, they need to find specific examples from the reading done by their peers and themselves. The number of specific examples can be determined at the teacher’s discretion (about eight to twelve examples should work well).

Although teachers may want to develop a formal paper assignment, they can assess student understanding through other means. For example, students can use a combination of their own words, quotations from *Tasting Freedom*, quotations from primary sources, hand-drawn images, and authentic images/photographs from the Internet to create a poster or collage presenting their thesis.

Alternatively, students can be assigned to do further research about one or more of the individuals, groups, or events mentioned in the chapter. Possible examples include the following:

- Robert Smalls
- Charlotte Forten (role during the Civil War)
- Frederick Douglass (role during the Civil War)
- First South Carolina Volunteers
- Massachusetts 54th
- Camp William Penn
- Fort Pillow Massacre
- Battle of Olustee
- Fight for equal pay for black soldiers
- Chiriqui, Panama colonization plan
- Assault on Battery Wagner
- Freedom Schools
- The Port Royal Experiment
- Black Confederate soldiers

If students present their research to the class, an even more in-depth version of the thesis statement assignment can be pursued.

ADDITIONAL SOURCES

Several images of and articles about black soldiers during the Civil War from the pages of *Harper's Weekly* <http://blackhistory.harpweek.com/>

The National Archives has digitized several documents related to recruitment and service of black soldiers during the Civil War <http://www.archives.gov/education/lessons/blacks-civil-war/>

For more information on Camp William Penn <http://www.usct.org/> and <http://pacivilwar150.com/TheWar/CampWilliamPenn>

APPENDIX A
CHAPTER 11 NOTE-TAKING SHEET FOR PAGES 319-322

Student name _____

	Philadelphia	Charleston
<p><i>Setting:</i> Where is the event taking place and what is its significance?</p>		
<p><i>Participants:</i> Who are the prominent figures involved? What organizations are represented? What kind of people are in the audience?</p>		
<p><i>Purpose:</i> For what have people gathered? What do participants hope to accomplish?</p>		

APPENDIX B
CHAPTER 10 /11 SELECTIONS NOTE-TAKING SHEET

Student name _____ Page numbers _____

Steps Toward Equality During the Civil War (<i>respect for individual African Americans, progress toward full citizenship, inclusion in Union troops/U.S. society</i>)	Evidence of continuing oppression during the Civil War (<i>racism, denial of civil rights, rejection from full participation in Union troops/U.S. society</i>)

MODULE 5

CHAPTER 12: “THE BATTLE FOR THE STREET CARS”

TOPICS

- The successful fight for streetcar integration in Civil War era Philadelphia
- The importance of the 14th and 15th Amendments to ensuring rights for African Americans

INTRODUCTION

An important theme in *Tasting Freedom* is the idea that the organized pursuit of civil rights for African Americans began long before the civil rights movement of the 1950s and 1960s. Chapter 12, “The Battle for the Streetcars,” depicts a struggle to gain access to mass transportation that is striking in both its similarities to and differences from the Montgomery Bus Boycott. Examining the fight to ride streetcars in mid-nineteenth century Philadelphia sheds light on strategies that were effective in the 1850s, the 1950s, and, perhaps, can even serve as models for students as they choose their own social justice goals to pursue.

TASTING FREEDOM

- Chapter 12, pages 323-333
- Chapter 12, pages 345-354

PRE-READING TERMS

Daniel Webster: Captured at a Harrisburg market and accused of being escaped slave Daniel Dangerfield, Webster successfully fought a Fugitive Slave Act writ in 1859 with help of the Vigilance Committee.

Moses Horner: A fugitive slave who was seized in Philadelphia in 1860. Several of Catto’s contemporaries were arrested for their unsuccessful attempt to help Horner flee his captors.

Equal Rights League: A national organization founded in 1864 to fight for citizenship and voting rights for freed slaves; its Pennsylvania chapter (for which Octavius Catto served as secretary) was the leading group in the fight for gaining access to streetcars.

Fourteenth Amendment: Ratified in 1868, it guarantees citizenship to all born in the United States, ensures “equal protection of the law,” and prevents states from limiting the “privileges and immunities” of citizenship or depriving citizens of life, liberty, or property without “due process of law.”

Radical Republicans: A faction of the Republican party during the Civil War and Reconstruction, they fought for black civil rights and voting rights and believed the Confederacy should be harshly punished.

William McMullen: A ruthless Democratic Party boss in 19th century Philadelphia, “the Squire” was a popular Irish Catholic leader who fought the ascendancy of blacks and Republicans in Philadelphia.

Robert Smalls: While working on a for-hire basis with his master’s permission, Smalls became a national celebrity in 1862 when he successfully stole the *Planter*, a Confederate ship, and delivered it to Union forces, thus also freeing himself and fifteen other enslaved people. Smalls was able to assist the Union war effort by sharing his knowledge of Confederate defenses of Charleston harbor. He was eventually named commander of the *Planter* while serving in the Union Navy. Smalls later went on to serve in the U.S. Congress during Reconstruction.

TEACHING STRATEGY

Ask students to identify the event that is generally considered to be the first successful protest of the modern civil rights movement. With little to no prompting, they should be able to name the Montgomery Bus Boycott of 1955. Distribute copies of “Negroes’ Most Urgent Needs” <http://www.archives.state.al.us/teacher/rights/lesson1/doc4.html>, a list of concerns generated before Rosa Parks’ arrest and the bus boycott. Ask students to speculate why fair access to buses was such a high priority for Montgomery blacks.

Indicate that the right to use streetcars, the nineteenth century equivalent of buses, was a significant point of contention during the earlier struggle for civil rights.

Direct students to read pages 323-331. As they read, they should maintain a list of prominent individuals and significant groups impacted by the practice of keeping blacks off of streetcars.

Once they’ve read up to the beginning of the section that starts “Nightmen, they were called...,” ask students to delineate some of the most compelling arguments for integration of Philadelphia’s streetcars. Next, ask students to think of steps a supporter of keeping blacks off of streetcars could pursue to ensure that the poll initiated by the streetcar companies would indicate a preference for continuing to bar black riders. Encourage them to think deviously! Next, have students read about McMullen’s trick with the nightmen.

Once the poll went the way that McMullen and others had hoped, the black community worked together to determine next steps. Either in small groups or as a whole-class discussion, ask students to brainstorm what blacks could have done in 1865 to obtain streetcar integration (e.g. engage in direct action, sign petitions, promote legislation, organize protest marches, enlist media support). They should weigh the pros and cons of each approach. Emphasize that blacks at this point could not vote in Pennsylvania but that passage of the 15th Amendment granting voting rights to black men seemed imminent.

Next, explain to students that direct action (using various strategies to defy policy) as well as the writing of, and advocacy for, proposed legislation were the main strategies followed by African Americans and their leaders during the mid-1860s. Working in pairs, students will then read pages 345-354. While one student tracks direct action, the other will record information about the proposed legislation using the note sheet attached as Appendix A.

Once the students share information with their partner, they should be ready for a whole-class discussion. Possible questions include the following:

- Which was ultimately more crucial for desegregating streetcars, direct action or legislative efforts?
- Would the legislation have been approved without the prior passage of the Fourteenth Amendment?
- Are you surprised that the streetcar legislation passed without blacks having yet gained voting rights?
- What role did women play in the fight to desegregate streetcars?
- How was the fight against streetcar segregation in Philadelphia in the 1860s similar to and different from the 1955 Montgomery Bus Boycott?

FOLLOW-UP

To reinforce and assess what students have learned from “The Battle for the Streetcars,” have them read the full text of the poem from the *Inquirer* excerpted on pages 339-340 and page 348 of *Tasting Freedom* (attached as Appendix B). Then, instruct them to write a poem in a similar style telling the story of the battle for streetcar access in 1860s Philadelphia. Their poem should describe the injustices faced by Philadelphia blacks, the strategies they chose to follow, and the outcome of their efforts. Teachers may want to require the inclusion of specific individuals, terms, and events.

To connect their understanding of “The Battle for the Streetcars” to present day issues, have students brainstorm school rules and policies and/or local, state, and national laws that they find to be unfair. Have students gather in groups based on issue of interest (or have the class come to a consensus about a single issue to tackle as a group). Point out that similar to Philadelphia blacks in the mid-1860s, they (as students and minors) are not considered to have the same rights as the

authorities in charge. Furthermore, they do not have the right to vote and are thus handicapped in terms of approaching politicians. Given these limitations, what strategies can they devise to change the rule, policy, or law that they consider unfair? Whether or not students pursue the plans as a class project, it is important that they compare their ideas to those of Catto and his contemporaries. They should also reflect on how their understanding of the struggle for streetcar access informed the strategy they developed.

ADDITIONAL SOURCES

Episode One of the documentary series *Philadelphia: The Great Experiment* tells the story of the streetcar battle and emphasizes the role of Caroline Le Count <http://www.historyofphilly.com>

An image of a streetcar and another account of the streetcar battle focusing on Le Count can be found at <http://www.pacivilwar150.com/people/africanamericans/Story.aspx?id=1>

APPENDIX A
CHAPTER 12 NOTE-TAKING SHEET

Legislation; pages 345-346, bottom of 350-top of 352	Direct Action; pages 348-350
<p>(345-346) Why was state senator Morrow Lowry interested in helping Philadelphia blacks gain access to streetcars? <i>(Hint: notice what the authors indicate was the top priority of Radical Republicans.)</i></p> <p>How did Catto, Forten, and Bowser, members of the Equal Rights League’s Car Committee, revise the streetcar bill?</p> <p>Why did the imminent passage of the Fourteenth Amendment make the timing right to push for the passage of a streetcar bill in Pennsylvania? <i>(Hint: think about the Amendment itself and what was likely to follow once it was passed.)</i></p>	<p>What was the “rhythmic” pattern of protests?</p> <p>How did black protestors manage to get onto streetcars?</p> <p>What happened when Miles Robinson and his wife refused to get off of a streetcar?</p> <p>What did the new graduates of Lincoln University do in June 1866 and what was the result?</p> <p>What religious, intellectual, political, and athletic groups was Catto involved in when he gave a speech about streetcars in Sansom Street Hall?</p>
<p>(350-352) How many Pennsylvania legislators voted for and against the streetcar bill? How do you explain this pattern?</p> <p>Once the streetcar law was passed and signed, what was the next step to ensure that it would be enforced?</p>	<p>For what did he particularly condemn the streetcar companies?</p> <p>What was his criticism of liberal-minded whites?</p>

MODULE 6

CHAPTER 13: “BASEBALL”

TOPICS

- Catto’s use of baseball as a tool to further equality and encourage integration

INTRODUCTION

In addition to being a distinguished scholar, teacher, and activist, Octavius Catto was an exemplary second basemen. When the sport of baseball was in its infancy, Catto helped organize a team called the Pythians and, not surprisingly, used sport as yet another springboard for propelling his race toward excellence and equality. Although the team’s quest to gain inclusion in state and national baseball organizations failed, their efforts catalyzed a spate of games between “colored” and white teams, giving blacks a rare opportunity to demonstrate their skills in a space shared with white counterparts. “Baseball,” Chapter 13 of *Tasting Freedom*, can be read in segments or its entirety depending on the goals and interests of teachers and students.

TASTING FREEDOM

- Chapter 13, pages 357-376 *or any of the following selections*
- Chapter 13, pages 357-361 (baseball history)
- Chapter 13, pages 365-368 (failed attempts to join state/national baseball organizations)
- Chapter 13, pages 370-376 (games between “colored” and white teams)

TEACHING STRATEGY

Before reading this chapter or any of the selections listed above, ask students to list (either in writing or aloud) their favorite sports. Then, have them discuss the purpose of sports in society. Are sports simply for fun and fleeting amusement, or do they have a more significant purpose as well? Ask if students know of any events in which sports and the African American struggle for equality have overlapped. Examples of responses might include Jesse Owens victories at the 1936 Berlin olympics, Jackie Robinson becoming the first African American in the major leagues in 1947, or the black power salute given at the 1968 Olympics.

Strategy for pages 357-361 (baseball history)

Ask students to write down the rules of their favorite sport. Then, ask who is in charge of making sure that these rules are followed and regulating arguments related to the sport. How did the rules develop and what was the origin of the governing bodies? It is not essential that either students or teachers know all of the answers; rather it is important that they understand that regulations such as the infield fly rule and organizations such as Major League Baseball developed gradually and evolved over time.

Then, indicate that students will be learning about the early years of baseball. Distribute the *Baseball History* note-taking guide and give students time to read the selection and answer questions. Once they have done so, lead a discussion about what they found most interesting and/or surprising in what they read.

Using the description on pages 357-358 and/or the rules described at <http://www.baseball-almanac.com/ruletown.shtml>, have students attempt to play “town ball.” Ideally, teams of eleven players will compete and each student will have the experience of actually participating in a town ball game (preferably using a “Nerf” or similarly spongy ball; point out that early “town ball” and baseball players used hard balls and did not even wear gloves). Alternatives to every student playing include having some students play while others watch or simply having students envision what such a match would look like. Afterwards, discuss why they think baseball grew in popularity while town ball disappeared.

Follow-up

Have students work in small groups to invent their own ball games with clear and specific rules. Teachers may set parameters such as limiting what type of equipment can be used, how many players are on a team, how long the game can take etc. If time allows, have students demonstrate their games and then vote on which group developed the best idea for a ball game.

Strategy for Chapter 13, pages 365-368 (failed attempts to join state/national baseball organizations)

Before reading this selection, ask students if they have ever been turned away from a club, team, clique or other kind of group. How did they handle this rejection? What do they view as the potential pros and cons of pursuing membership in a group in which one is not wanted? Then, explain to students that Catto and other well-to-do African American men formed a baseball team called the Pythians in 1866. After losing only one game in their first season, they decided to apply for membership to the Pennsylvania chapter of the National Amateur Association of Base Ball Players, an all-white organization. Ask students to speculate why the Pythians cared so much about gaining admission to this group. What do they predict was the result of this pursuit?

Have students read from page 365-366. Ask students to discuss which would have been worse: for the Pythians to have had their application officially ignored or to be rejected by a vote.

Before continuing with the selection, tell students that the National Amateur Association of Base Ball Players was scheduled to hold its annual meeting in Philadelphia in December 1867. Considering their failure to gain acceptance to the state chapter in October 1867, do they think that the Pythians should apply for membership directly to the national organization or postpone

such an application until a more racially tolerant time? Following a brief discussion, have students read from the bottom of page 366 to the end of the section on page 368.

Once they've finished reading, direct them to the official explanation for the rejection of the Pythians' application given on page 367: "If colored clubs were admitted there would be, in all probability, some division of feeling, whereas, by excluding them no injury could result to anyone." What does this explanation reveal about racial attitudes at the time? Have students do a quick written response in class from the perspective of a Pythian player. Share aloud and/or discuss the reactions. These can be posted around the classroom for the follow-up activity.

As indicated on page 368, several newspapers criticized the baseball association's decision. Have students write their own editorials responding to the "no" vote. Encourage them to use excerpts from their own and their peers' written responses as (fabricated) quotes from Pythians players to bolster their editorials.

Strategy for Chapter 13, pages 370-376 (games between "colored" and white teams)

Note: with sufficient context provided, this strategy can be used with students reading only pages 374-376.

Ask students if they've ever played in a match or game in which players were expected to referee themselves. What are advantages and disadvantages of playing in this way? Have they ever experienced or witnessed a disagreement that arose among competitors?

Before reading the selection, students need to understand the following:

- The Pythians were a Philadelphia "colored" baseball team that had lost only one game in its first two seasons.
- Many Pythian players, including Octavius Catto, were well-educated and strong advocates for equal rights.
- The Pythians had been rejected from the National Amateur Association of Base Ball Players because of their race at both a state meeting in Harrisburg and a national meeting in Philadelphia.
- Baseball was growing in popularity and potential for profit; admission was charged to attend games.

Once students have read pages 370-376 or 374-376, they should be prepared for a class discussion based on these possible questions:

- Did the Pythians make the right choice when they decided not to challenge the Olympics's calls? Was this an example of wisdom or cowardice? What would it have felt like to be a Pythians fan watching them as they demurred from challenging bad calls?
- What might the reaction have been among Pythians and Olympics fans and players had the Pythians won? How would other members of society have reacted to this news?
- What message were the Pythians trying to send by giving themselves a name associated

with Greek mythology? Is it possible that their choice of such an elitist and lofty team name backfired on them?

- William Still criticized the Pythians players for engaging in “frivolous amusements” while blacks in the South were “famishing for knowledge.” Do you agree with Still’s assessment? Is it appropriate to refrain from amusements when others are suffering?
- On page 356, the authors describe baseball for African Americans as “another way they could establish themselves without whites. They were catching on to a white activity and creating a black one as well.” What evidence from the reading supports this assertion?
- What might have happened to baseball if the Pythians had been admitted into white baseball in 1867? What else might have changed in American society if the color line had been broken in 1867 instead of 1947?

Baseball is often labeled “America’s pastime.” These follow-up activities give students the opportunity to use baseball’s time-honored traditions to demonstrate and build upon their knowledge of mid-19th century black baseball. Some activities may require research beyond what can be found in *Tasting Freedom*.

- Have students create a series of baseball cards for Catto and his teammates such as Jacob White, James Burnell, Raymond Burr, etc. What were their major accomplishments on and off the baseball diamond?
- Traditionally, “Take Me Out to the Ball Game” is the theme song of the seventh inning stretch. Write a ballad of similar length and ease of singing that would have been appropriate to play during “colored” and/or interracial games.
- Today, baseball fans vie to have their homemade signs shown on the “Jumbotron” screen, broadcast on television, and, in any way possible, brought to the attention of media, players, and other spectators. Construct signs bearing slogans and images that would have supported the Pythians and their civil rights goals without drawing adverse reactions among the white fans and/or authorities.
- “Casey at the Bat” by Ernest Lawrence Thayer is the quintessential baseball poem. Based on what they have read about the Pythians versus Olympics game of 1867, have students write similar works. Like “Casey at the Bat,” each Pythians poem should be in thirteen stanzas comprising pairs of rhyming couplets.

ADDITIONAL SOURCES

Raymond Burr’s report to the Pythians following the Harrisburg meeting of the National Amateur Association of Base Ball Players <http://hsp.org/education/primary-sources/report-to-the-pythian-base-ball-club>

William Still’s Letter to the Pythian Base Ball Club
<http://hsp.org/education/primary-sources/letter-from-william-still-to-pythians-base-ball-club>

Jacob C. White’s reply to William Still
<http://hsp.org/sites/default/files/attachments/jcwhiteresponsetostill.pdf>

APPENDIX A
NOTE-TAKING SHEET FOR PAGES 358-360

Pages 358-359

Indicate the significance of each date in the development of modern baseball:

<i>1834</i>	
<i>1840s</i>	
<i>1850s</i>	
<i>1857</i>	
<i>1859</i>	
<i>“By the time of Lincoln”</i>	
<i>1860</i>	

Pages 359-361

The final paragraph beginning on page 359 starts with this sentence: “Even as players traded bats for the muskets of war, baseball’s popularity soared.”

List at least six specific pieces of evidence that support that statement.

1.	
2.	
3.	
4.	
5.	
6.	

MODULE 7

CHAPTER 14: “THE HIDE OF THE RHINOCERUS”

TOPICS

- The passage of the 15th Amendment as a milestone in the struggle for racial equality in America
- The tactics employed to intimidate or discourage African American voters

INTRODUCTION

In February 1870, the Fifteenth Amendment was ratified. After years of struggle, black men had gained the right to vote. The promise of suffrage inspired celebration and high hopes among African Americans. Sadly, though, those hopes were quickly dashed as white Democrats in both the North and South pursued a variety of strategies, including violence, to intimidate black voters. Chapter 14 of *Tasting Freedom*, “The Hide of the Rhinoceros,” focuses on reaction to the Fifteenth Amendment, illustrating both the initial unbridled optimism and the tragic disappointment that followed soon thereafter.

TASTING FREEDOM

- Chapter 14, pages 377-378
- Chapter 14, pages 399-401
- Chapter 14, pages 408-411
- Chapter 14, pages 414-417
- Chapter 14, pages 419-420

Optional

- Chapter 15, pages 421-429
- Chapter 15, pages 436-438

PRE-READING TERMS

William Kelley: A founder of the Republican Party and advocate of civil rights for blacks, Kelley fought for passage of the Fifteenth Amendment when serving in Congress as a Representative from Pennsylvania.

Wendell Phillips: A prominent Boston lawyer, abolitionist, and advocate for civil rights.

TEACHING STRATEGY

Direct students to read pages 377-378 which describe a meeting between President Andrew Johnson and a group of prominent black leaders. What adjectives can be used to describe Johnson's attitude toward his black guests? What were Johnson's reasons for opposing the extension of the franchise to black men? Explain that Johnson was a Republican, a member of the so-called "Party of Lincoln" that virtually all blacks supported. What arguments against granting voting rights to blacks may have been presented by Democrats or others trying to prevent the black vote?

Next, display the text of the Fifteenth Amendment: "The right of citizens to vote shall not be abridged on account of race, color, or previous condition of servitude." Ask students what potential loopholes they see in this wording—what grounds *can* be used to deny suffrage? Students can then read about the more specific and expansive wording of the Senate version of the Fifteenth Amendment. Who was opposed to this version and why? Have them explain what Wendell Phillips meant when he wrote, "for the first time in our lives, we beseech them to be a little more *politicians*—and a little less reformers." What did Congressman William Kelley mean when he stated, "party expediency and exact justice coincide for once"?

Explain that in spite of its shortcomings, the Fifteenth Amendment was greeted with enormous enthusiasm by African Americans. Show the lithograph, *The Fifteenth Amendment*, <http://www.loc.gov/exhibits/treasures/trr060.html> and have students analyze in detail the images around the border. Then, direct their attention to the parade depicted in the central panel. Indicate that this parade took place in Baltimore in May 1870. They will be doing a small re-enactment of a similar parade that took place in Philadelphia.

Working in groups, students will prepare banners to carry in the Philadelphia Fifteenth Amendment parade. This will require a small amount of additional research. Each group will be representing one of the organizations that participated: Odd Fellows, temperance clubs, Banekers, the Hod Carriers and Laborers Association, the Equal Rights League, and the Fourteenth Ward colored club. Using poster board and/or rolls of paper, they should display their group name, a pro-Fifteenth Amendment slogan relevant to the mission of their group, and the images of at least two people to whom they wish to pay tribute. (Note: teachers may want insist these people not include the obvious and most well-known figures, Frederick Douglass or Abraham Lincoln.)

Groups will explain their signs and banners to the other members of the class and then, if time and space permit, go on a small-scale parade around the school or classroom. Before or after the parade, have students reflect on what blacks in 1870 would be thinking and feeling about the Fifteenth Amendment's ratification, less than ten year's after the Emancipation Proclamation.

Next, have students read the description of the actual parade given on pages 408 to 411. Compare their mini-parade to the real event. What did Frederick Douglass mean by saying the Fifteenth Amendment "seemed to shield me as the hide of a rhinoceros"?

Explain that the “shield” was ineffectual, as there was violence against blacks even on the night of the parade. They will now read about how racial violence escalated, both locally and nationally, during elections that followed the ratification of the Fifteenth Amendment. Distribute the Voter Intimidation Note-Taking Sheet and have students work in pairs to read pages 414-417 with each student filling in one half of the sheet and then sharing with their partner.

Once students have filled in the sheet and noted that there were many ways to keep blacks from voting, have them discuss why this could go on in spite of the Fifteenth Amendment (e.g. local authorities who opposed black suffrage, fear among blacks, limited commitment by federal government). Then, indicate that in Philadelphia, the violent intimidation that characterized the October 1870 election intensified the following year. Have them read pages 419-420 for a description. Point out that the chapter closes with Catto walking home to South Street on his own and by his usual route. Given the violence of the day, was he displaying courage or foolhardiness?

Depending on time constraints, students can then read about Catto’s assassination on pages 421-429 or watch it depicted in *Episode 1: The Floodgates Open* from the *Philadelphia: The Great Experiment* series (from minute 17:30 to minute 23 of the film). <http://www.historyofphilly.com/media/#http%3A%2F%2Fi.historyofphilly.portalbounce.com%2Fen%2Fuser-media.html%3Fv%3D600>.

Remind them of the Fifteenth Amendment parade in which they recently participated. Point out the optimistic slogans they wrote for that event and indicate that these same people would have also attended Catto’s funeral procession a mere year and a half later. (If time allows, they should read a description on pages 436-438). How have their views of the Fifteenth Amendment changed within this brief time period?

FOLLOW-UP

- Have students gather into the same groups they worked in for the 15th Amendment parade. Each group will prepare a eulogy of Catto in the style of Benjamin Tanner’s poem on page 438. Share these poems in a solemn class ceremony.
- It is now more than 140 years after the ratification of the Fifteenth Amendment and the assassination of Octavius Catto. Although voting has become much safer, there are still significant threats to suffrage including lack of participation by eligible voters and recent voter identification laws. Use the story of Catto’s sacrifice to encourage under-represented groups (such as youth, African Americans) to register and vote or to argue against restrictive voter identification laws. Submit these commentaries to school or local newspapers.
- In his eulogy at the Union Bethel A.M.E. Church in Washington, Reverend Daniel P. Seaton predicted that Catto’s name would be added to a list with Abraham Lincoln and John Brown. Catto, however, has been largely forgotten. Research the efforts that have been made to commemorate Catto, both at the time of his death and more recently.

Have they been sufficient? What else can or should be done? This can lead to a class discussion or act as the springboard for developing an action plan for appropriately honoring Catto.

ADDITIONAL RESOURCES

“The Fight for Civil Rights in Philadelphia,” an excerpt of *Philadelphia: The Great Experiment*
https://www.youtube.com/watch?v=h6_-nkgc3II

Primary Sources

Catto’s Internment Record <http://archives.pacscl.org/catto/resources/CattoIntermentRecord.pdf>

Harper’s Weekly article about the assassination

http://archives.pacscl.org/catto/resources/libco/catto_harpers_weekly_complete800.jpg

Depiction of Catto’s assassination

http://archives.pacscl.org/catto/resources/kelly41_cropped.jpg

APPENDIX A
VOTER INTIMIDATION NOTE-TAKING SHEET

As you read, list the tactics used to keep black voters away from the polls following the passage of the Fifteenth Amendment

Student name _____

National Voter Intimidation Strategies in 1870, pages 414-415	Philadelphia Voter Intimidation Strategies in 1870, pages 415-417

MODULE 8

THE INSTITUTE FOR COLORED YOUTH

TOPICS

- The remarkable achievements of the students and staff of Philadelphia's Institute for Colored Youth
- The centrality of the Institute for Colored Youth in Octavius Catto's life.

INTRODUCTION

The Institute for Colored Youth was Octavius Catto's school as well as his place of work. It was where he established his closest friendships and met his fiancé. It is also where he earned his salary and gave his most renowned speech. Indeed, the I.C.Y. was such a significant and consistent part of Catto's life, that a lesson about the I.C.Y. cannot be contained in a single chapter. Like Catto himself, the I.C.Y. was considered remarkable at the time and its myriad accomplishments will impress students today as well.

TASTING FREEDOM

- Chapter 7, pages 155-158
- Chapter 7, pages 166 and 168
- Chapter 8, pages 181-184
- Chapter 11, pages 288-289
- Chapter 11, pages 307-312
- Epilogue, pages 478-480

TEACHING STRATEGY

Tell students they will be taking a general knowledge test in the beginning of class. Give them the three test questions on the bottom of page 157 and top of page 158 and a few minutes to attempt to determine answers. Then, have them guess where these questions were actually used. Explain that these were high school graduation questions at Philadelphia's Institute for Colored Youth, an all-black school that opened in Philadelphia in 1852, a time when most blacks were enslaved and it was illegal for them to learn to read or write.

Have students read pages 155-158 and fill out a Venn Diagram comparing their school to the I.C.Y. Then, have students read about the I.C.Y. Library and Reading Room on page 166 and about Jake White's questioning of Governor James Pollock on page 168. Lead a brief class discussion with questions such as these:

- What were the most striking similarities and differences between your school and the I.C.Y.? What most surprised you about the I.C.Y.?
- Do you think most people today would be more surprised by the impressive Library and Reading Room or by Jake White's willingness to confront the governor?

According to the authors, the I.C.Y.'s second principal, Ebenzer Basset, "built on (first principal) Reason's intermingling of academia and advocacy." As students read pages 181-184, they should keep a list of examples of both using the I.C.Y. note-taking sheet attached as Appendix A. Once they have done so, they are prepared for a class discussion. Questions may include the following:

- Why did the I.C.Y. garner so much attention? What made it different than other schools?
- Do you think students and teachers at the I.C.Y. worked harder or less hard than students and teachers at your school?
- Do you know of any current examples of teachers or schools that mix "academia and advocacy"? Are there any pitfalls of combining these two things?

Next, have students read pages 288-289. Note that the graduation described occurred during the Civil War. Are they surprised that the topic chosen by Caroline Le Count was "The Cultivation of Taste" given all of the problems faced by Americans in general and blacks in particular at the time? What evidence of the I.C.Y.'s success as a school is given on these pages?

Explain that Catto became a teacher at the I.C.Y. and was chosen as keynote speaker at the 1864 commencement. He spoke before a large mixed race audience and covered a variety of topics. As students read, they should fill out the Catto speech note-taking sheet. Then, they should highlight any ideas that would have been objectionable to the white managers of the school. Afterwards, students can discuss how white and black members of the audience may have reacted differently to his words.

Finally, have students read about the legacy of the I.C.Y. on pages 478-480. They can list the accomplishments of the school as they read. Then, have a discussion about the lessons of the I.C.Y. Questions might include the following:

- Public schools today face many challenges. Are there any aspects of the I.C.Y. that could be successfully used to improve education today?
- The I.C.Y. encouraged graduates to become educators. Why? Do you think teaching is still a good career for people seeking to promote justice and equality for all?

FOLLOW-UP

- Have students create a pamphlet or website “advertising” the I.C.Y. to 21st century parents. What aspects of the school’s curriculum and philosophy would make it most marketable today?
- We’ve learned a bit about the I.C.Y.’s curriculum and pedagogy. What about the other aspects of a school? Have students create a school motto, song, uniform, logo, and/or mascot consistent with what they have learned about the school.
- Write a proposal to open a charter school based on the principles of the I.C.Y. Explain why the curriculum and pedagogy of I.C.Y. would be successful for today’s students.
- A poem about Carrie Le Count’s academic achievements was printed in the *Christian Recorder* newspaper. Write the poem that they would want to see written about themselves at the time of their own graduation or write a poem praising the academic accomplishments of a friend or family member.
- As noted by the authors on page 480, a blue Pennsylvania historical marker sits in front of the building that once housed the I.C.Y. What do you think should be written on it? (Note: historical markers are limited to about 40 carefully chosen words). Once you’ve written your own text, compare it to the actual historical marker text. <http://explorepahistory.com/hmarker.php?markerId=1-A-37D>

ADDITIONAL SOURCES

Friends Review, pages 757-760. Courtesy of Friends Historical Library, Swarthmore College (Appendix D)

Discussion questions

- What is the tone of the piece? Is it paternalistic, optimistic, objective, etc.?
- Why are there more female than male students?
- Why did school leaders think it was important for I.C.Y. students to learn Latin and Greek?
- What do you think was emphasized in the speech entitled “Character”? What do you think was said in the “Africa” speech? Which of the lectures sounds most or least interesting?
- Do any of the student names mentioned sound particularly interesting, odd, or recognizable?
- What evidence of success of the I.C.Y. do you find in this report?
- What were the challenges involved in moving the I.C.Y. to a larger building?

APPENDIX A
I.C.Y. NOTE-TAKING SHEET

Fill this out as you read pages 181-184.

EXAMPLES OF “ACADEMIA”	EXAMPLES OF “ADVOCACY”

APPENDIX B
CATTO SPEECH NOTE-TAKING SHEET

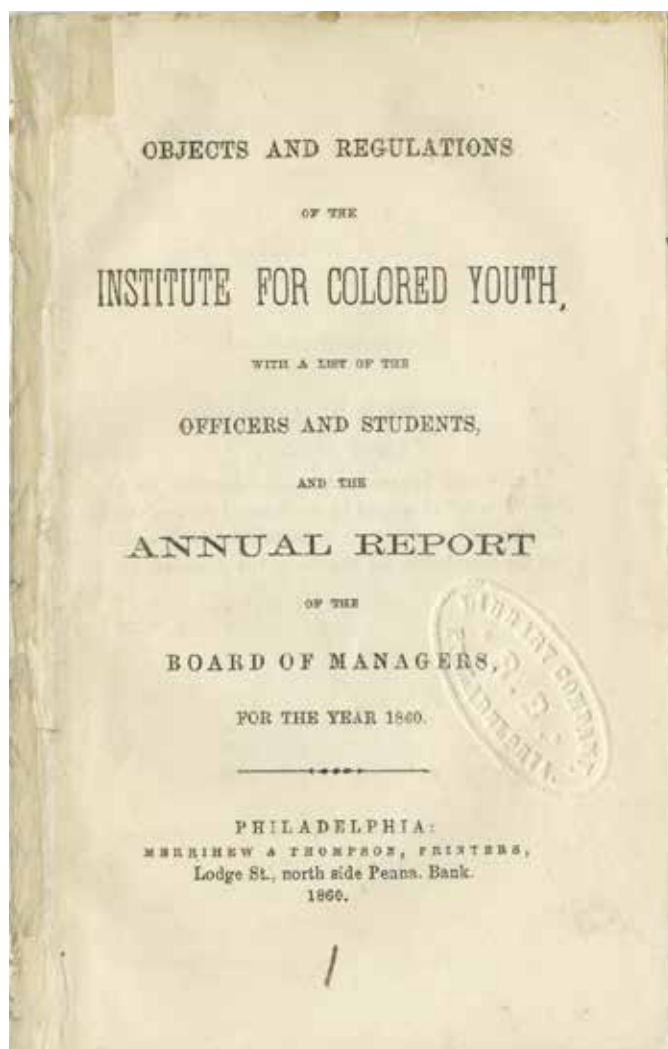
Fill this out as you read pages 307-312.

I.C.Y. problem	I.C.Y. solution
U.S. problem	U.S. solution

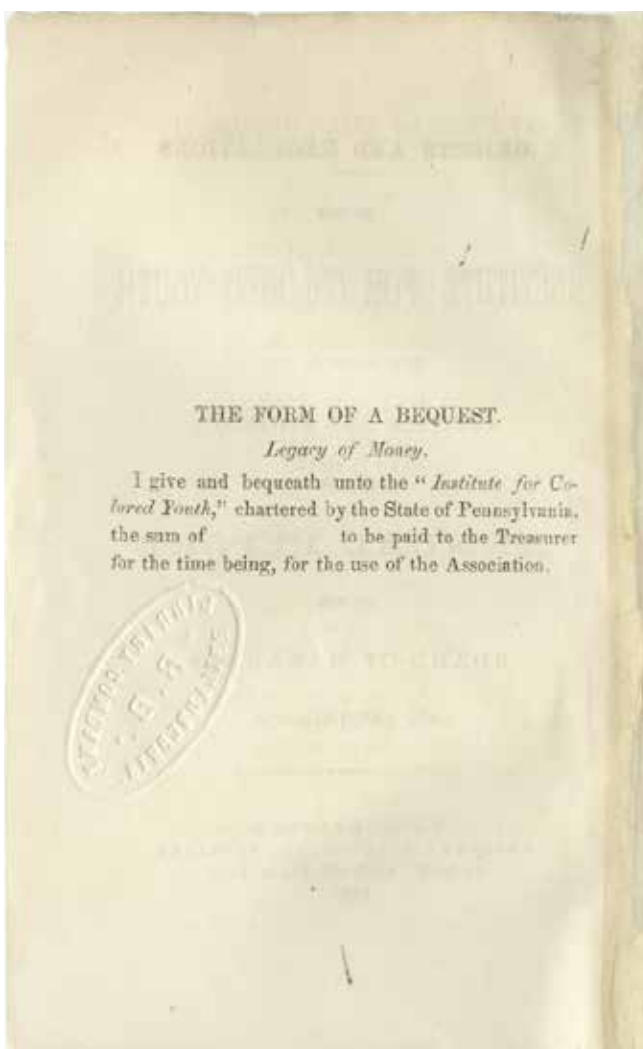
APPENDIX C

OBJECTS AND REGULATIONS OF THE INSTITUTE FOR COLORED YOUTH,
WITH A LIST OF THE OFFICERS AND STUDENTS, AND THE ANNUAL REPORT
OF THE BOARD OF MANAGERS FOR THE YEAR 1860

from the collection of the Library Company of Philadelphia



(front cover)



(inside cover)

(The Library Company of Philadelphia)

TEACHERS OF THE INSTITUTE.

HIGH SCHOOL.

EBENEZER D. BASSETT,

*Principal and Teacher of Mathematics, Natural Sciences
and the Classics.*

OCTAVIUS V. CATTO,

Assistant Teacher of English Branches.

GRACE A. MAPPS,

Principal Teacher of the Female Department.

MARTHA A. FARBEAUX,

Assistant Teacher of Female Department.

PREPARATORY SCHOOLS.

JACOB C. WHITE, JR.,

Teacher of Boys.

SARAH M. DOUGLASS,

Teacher of Girls.

E. D. BASSETT,

Librarian.

INSTITUTE FOR COLORED YOUTH.

ORIGIN AND OBJECTS.

The "Institute for Colored Youth" was chartered by the State of Pennsylvania in 1842. Its objects are the education and improvement of Colored Youth of both sexes, to qualify them to act as Teachers and Instructors of their own people, either in the various branches of school learning, or in the mechanic arts and agriculture.

The building in which the schools are now taught was erected in 1851. There are four departments—one Preparatory and one High School, for each sex. Six teachers are employed, three for each sex, and all colored persons.

The corporators are exclusively members of the religious "Society of Friends." The funds were derived from bequests and contributions made by members of that Society. The Text Books and all the privileges of the Institute are furnished free of charge to those who are admitted under its regulations.

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CLASSIFICATION.

PREPARATORY SCHOOLS.

There are two Preparatory Schools, one for boys and one for girls. In these, children not sufficiently advanced by their previous instruction in Primary Schools, or elsewhere, to enter the High School, pass through a preparatory course, in order to qualify them for admission.

Boys' Preparatory.—No boy under twelve years of age is taken into this department, nor any without an engagement to enter the High School, unless unavoidably prevented, and remain there for at least one year.

To enter this department, applicants must be able to read, write and spell, with tolerable proficiency; they must understand Arithmetic as far as through simple Division, and have some knowledge of Geography, especially of the United States.

Their studies are—

Mental Arithmetic—(*Colburn.*)

Written Arithmetic to Complex Fractions—(*Greenleaf.*)

English Grammar to Syntax—(*Brown's First Lines.*)

The Main Features of Geography in both Hemispheres—(*Morse.*)

Writing—(*Potter and Hammond's System.*)

Reading, Spelling and Composition.

Any boy who shall not have completed the studies of the Preparatory School within one year from the date of entrance, shall be entitled to no further connection with the Institute.

Text-Books used in the Girl's Preparatory Department,

Cutter's First Book of Anatomy and Hygiene.

Taylor's Physiology for Children.

Mitchell's Geography.

Naylor's do.

Rhodes' Arithmetic.

Greenleaf's do.

Hazen's Speller and Definer.

Comly's Spelling Book.

Progressive Speller.—Gummere.

Gray's Botany.

Anderson's History of the United States.

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Reading Books.

Bible.
 Parley's Common School History.
 Barbauld's Hymns.
 Original Poems.—Jane Taylor.
 Emmerson's Third Class Reader.
 do. Second do. do.
 Child's Book of Nature.—Hooker.

HIGH SCHOOL.

The pupils are arranged into three classes. The studies of each class occupy three terms of six months each.

I. INTRODUCTORY CLASS.

To enter this class pupils must be well versed in the studies of the Preparatory Department. The studies are:

English Grammar—(*Brown's Institutes*.)
 Arithmetic—(*Greenleaf's Common School*.)
 U. S History to the close of the Revolution—
 (*Berard*.)
 Bible History and Geography—(*Mitchell*.)
 Composition—*Quackenbos' First Lessons*, and
 frequent practice in connection with Reading
 Writing and Spelling.

II. JUNIOR CLASS.

Pupils to be thoroughly acquainted with the studies of the Introductory Class. The studies are:

MATHEMATICS.—Arithmetic—(*Greenleaf's National*), reviewed and finished; Algebra, through Quadratics—(*Alsop's First Lessons*); Book-keeping (*Crittenden*.)

ENGLISH.—Critical Reading of Milton's *Paradise Lost*; Composition and Rhetoric—*Quackenbos' Advanced Course*; General History—(*Willson*); Physical Geography—(*Fitch*); Anatomy and Physiology—(*Cutter*).

CLASSICS.—Weld's Latin Lessons and Reader; Ancient Geography—(*Mitchell*); Andrews and Stoddard's Latin Grammar.

III. SENIOR CLASS.

Applicants to be versed in preceding studies. The studies are:

MATHEMATICS.—Higher Algebra, through Logarithms—(*Alsop's Treatise*); Geometry—(*Davies' Legendre*, the whole nine books); Plane and Spherical Trigonometry—(*Davies' Legendre*).

ENGLISH.—Natural Philosophy—(*Olmsted*); Chemistry—(*Stöckhardt*); Mental Philosophy—(*Winslow*).

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CLASSICS.—Cæsar de Bello Gallico, Liber Primus—(*Andrews*;) Virgillii Æneis, three books; Latin Grammar—(*Andrews and Stoddard's*) reviewed. Sophocles' Greek Grammar.*

ADDITIONAL QUALIFICATIONS FOR ADMISSION.

In addition to the requirements before recited, applicants for admission to the Institute must be of good moral character and orderly habits; and as the preparation of young persons to act as teachers and instructors of youth was an object of primary importance in the erection of this Institution, and one which the Managers have much at heart, such applicants as purpose to become teachers of schools or instructors in useful arts, shall always have the preference over others who have no such intent; and of the latter description, such as expect to go through the entire course shall be preferred.

DISCIPLINE.

Pupils must be careful to observe cleanliness and neatness in person and clothing.

Pupils are expected to conduct themselves decorously, to be upright and strictly honest in all their acts,

* All the classes are frequently exercised in Spelling, Reading and Writing; and their other studies are periodically reviewed.

and to endeavor to do unto others as they would that others should do unto them.

All pupils admitted shall be considered as on probation for the first term of their connexion with the Institute. If, during the time of their probation, they shall fail to exhibit a satisfactory degree of diligence in study and disposition to good order; or if upon any other ground it be deemed by the teachers not advisable that they should become members of the Institute, the case shall be submitted to the Visiting Committee, and if they concur, their connexion with the Institute shall cease. All students who shall have passed their probation in a satisfactory manner shall receive a certificate admitting them as members of the Institute in full standing.

It is expected that all who become pupils do so for the purpose of fitting themselves for usefulness in the future; and all who evince by their deportment, negligent attendance and inattention to their studies, that such is not their object, shall be considered unworthy of the privileges of the Institute.

Pupils unnecessarily absent more than four days in any one month, shall be liable to the forfeiture of their places.

No pupils are to indulge in loud talking in the buildings, or in a boisterous, rude, or turbulent de-

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partment on the premises of the Institute, or in the immediate vicinity thereof, at any time, but to endeavor to conduct, during recess, and in the streets, in such manner as to promote their own respectability and the good character of the Institution.

Every pupil found to use profane or improper language, and who shall persevere therein after reproof, shall be suspended.

All pupils who shall refuse to obey their teachers, or to perform their duty, and every one who, despite repeated admonition, shall persist in disobedience, without any indication of amendment, shall be expelled.

For impertinent or disrespectful language or conduct towards their teachers, pupils shall be suspended and not readmitted until they shall acknowledge their error and their repentance, in as open a manner as that in which the offence was committed, and then only on probation.

TERMS.

The year is divided into two terms.

The first commences with the first second day in the Ninth month, and ends on the seventh day preceding the first second day in the Second month.

The second term commences with the first second day in the Second month, and ends on the first sixth day of Seventh month.

A public examination takes place in the first week of the Fifth month of each year, in the presence of the Managers or their Committee, and such other persons as may be invited to attend by them or by the teachers.

When pupils have completed the course satisfactorily, the Diploma of the Institute is granted them.

RELIGIOUS INSTRUCTION.

The Schools are opened in the morning by the serious reading of a portion of the Holy Scriptures, followed by a short pause before the commencement of the ordinary duties.

It is much desired by the Board of Managers, that the teachers may endeavor always to bear in mind that the moral and religious training of the children placed under their care, is of more importance to their future welfare, than their literary and scientific instruction, and that they may seek for a qualification to impress upon the minds of the pupils, throughout the course of instruction, as suitable opportunities may occur, a due sense of their obliga-

tions and accountability to their Maker; and in teaching them the truths of Natural Science, to turn their attention to the Great Author and Director of all; and they believe that the occasional revival, in a simple manner and with true religious concern, of the great and fundamental doctrines and injunctions of the Gospel, as expressed in the Holy Scriptures of the New Testament, viz: The Divinity of Christ, the Fallen State of Man, the Offering on the Cross, the teachings of the Holy Spirit; love to God, the denial of self, the forgiveness of injuries, and the Golden Rule of doing unto others as we would that they should do unto us, might, in some instances, be attended with a blessing, both to the teachers and the children, or, like the bread cast upon the waters, be found in future time.

PRIZES.

Through the liberality of a person who desires only to be known as "A Friend of the Institute," the Institute has been endowed with a fund, the annual interest of which is to be expended in conferring prizes at the public examination in each year as follows:

A prize of \$15 to the boy, and a prize of \$15 to

the girl, who shall have advanced farthest in the dead languages. Also a prize of \$15 to the boy, and one of \$15 to the girl who shall have advanced farthest in the Mathematics; provided, that in each case the degree of advancement reaches the required standard; and provided further, that no pupil shall be entitled to a prize who shall not have been regular and punctual in his attendance at the hour fixed for the opening of the schools, and diligent in all his studies, or who shall have come under censure for any wilful misconduct during the year.

Should any pupil, who by proficiency, would be entitled to a prize, fail on account of misconduct or lack of diligence and punctuality, then the pupil of the same sex who shall stand next in proficiency, and be unexceptionable in other respects, shall receive the prize.

If there should be two or more pupils equal in proficiency and merit, then the prize shall be awarded to the one who intends to become a teacher, if such there be; and if there should be more than one such, or if neither of them should intend to become a teacher, then the senior of them shall take the prize.

Two prizes of \$10 each to be awarded to two pupils of the High School, one of each sex to be selected by seniority from those, if such there be, who shall

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have distinguished themselves by diligence in study, regularity, and punctuality of attendance, and a deportment so exemplary in all respects as not to have incurred censure during the year.

The prizes are, however, to be so awarded that no pupil shall receive more than one in a single year. Honorary prizes may be awarded at the discretion of the Managers.

LIBRARY.

The Library of the Institute numbers very nearly 1,500 volumes. These have been carefully selected from the writings of the best authors, embracing the subjects of History, Biography, Travels, Morals and Religion, Natural History, Science and the Arts, Agriculture, Poetry, and Miscellaneous Literature. There is also an interesting collection of books for juvenile readers.

Valuable works of reference, for the use of students and teachers, are to be found on the shelves.

There is a Reading-Room connected with it, which is neatly fitted for the comfort and convenience of those inclined to avail themselves in that way of the advantages of the Library.

HIGH SCHOOL.

SENIOR CLASS.

FIRST DIVISION.

Henry Boyer, Jr.,
Andrew J. Jones,
Joseph S. White,
Martin M. White,
Caroline A. Douglass,
Estellena Johnson.

SECOND DIVISION.

John Quincy Allen,
John R. Kennedy,
James Fields Needham,
John Henry Smith,
Edward Elias Thomas, Jr.,
Henrietta G. Randolph,
Sarah A. Thomas.

JUNIOR CLASS.

FIRST DIVISION.

Thomas H. Beling,
Ellis Dingle,
James H. Francis,
James Le Count, Jr.,
Joseph H. Rodgers,
William Thos. Simpson,
Francis Wood,
Cordelia G. Gordon.

SECOND DIVISION.

Rebecca J. Cole,
Amanda C. Grey,
Elizabeth Henson,
Elizabeth B. Kennedy,
Anna M. Laws,
Caroline R. Le Count,
Mary H. Matthews,
Frances A. Rollin,
Mary A. Sampson.

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Names.	Age.		Parent's Occupation.	Studies pursued.	Character as Student.	Pursuits after leaving, and results.	Date of Graduation.
	Entered	Leaving					
1 J. Ewing Glasgow, Jr.	15	19	Whitewasher.	Full course.	Good always.	Pursuing studies at Edinburgh, Scotland, with great success. Teaching with good success.	10th mo. 24, 1856.
2 Jacob C. White, Jr.	16	20	Barber by trade.	Do.	Do. do	Teaching with good success.	5th mo. 6, 1857.
3 Samuel G. Gould,	32	36	Washerwoman.	Do.	Good, though not brilliant.	Teaching steadily with good success.	5th mo. 4, 1858.
4 Octavius V. Catto,	24	19	Presbyterian Minister.	Do.	Good.	Teaching with capital success.	" " "
5 Martho A. Farbeaux,	16	20	Painter.	Do.	Good always.	Teaching with good success.	" " "
6 Mary E. Ayres,	14	18	Tailor.	Do.	Good generally.	Teaching in New Jersey—has but just begun.	" " "
7 George B. Roberts, Jr.	12	17	Porter.	Do.	Studious.	Deceased.	5th mo. 4, 1859.
8 Raymond J. Burr,	12	17	Barber.	Do.	Very industrious & honest.	Has a situation as Clerk to learn Dry Goods business.	5th mo. 4, 1860.
9 William T. Jones,	13	18	Ice Cream Vender.	Do.	Industrious.	Would like to teach.	" " "
10 Lumberd L. Nickon,	16	15	Physician, (Guardian.)	Do.	Do. do.	His Guardian intends him to follow the Drug business.	" " "
11 Sarah L. Duffin,	20	22	Has only a Mother.	Do.	Very good.	Would like to teach.	" " "

Not Graduates, but pursued Studies to advanced standing.

Names.	Age.		Parent's Occupation.	Studies pursued.	Character as Student.	Pursuits after leaving, and results.	Left in
	Entered	Leaving					
1 Moses J. Terry,	19	20		English branches.	Very industrious always.	Teaching with good success at Reading, Penna.	1858.
2 Sarah L. Iredell,	13	16	Barber.	English, some Math.	Do. do.	Pursued studies for a time at Oberlin, Ohio. Teaching.	1857.
3 Mary E. Taylor,	13	16		Do. do.	Generally good	Do. do.	"
4 Helen Appo,	16	19	Music Teacher.	Eng., Latin & Math.	Very good.	Teaching with success in N.Y.	1856.
5 William H. Minton,	15	19	Restaurateur.	Eng., Latin & Geom.	Industrious.	Helping his father. Is about to set up store.	"
6 Charles A. Dorsey,	16	19	Clothier.	Do. do. do.	Generally good	Pursuing studies at College.	"

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APPENDIX D

FRIENDS REVIEW, PAGES 757-760.

Courtesy of Friends Historical Library, Swarthmore College.

FRIENDS' REVIEW.

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serious misapprehension of many important passages; but they did not hesitate to call them "the words of God." [Fox, Penn, Burrough, Farnsworth and others.] They fully acknowledged the truth, that "all Scripture is given by inspiration of God," and that "holy men of God spake as they were moved by the Holy Ghost." They denied the charges that had been made against them, that they "had ever pretended that the particular manifestation of the light of Christ in any of them did overrule the Scriptures;" [J. Wyeth;] that "any among them called the Holy Scriptures a dead or carnal letter;" [Whitehead] that as to "equalling their writings with Scripture, they had no such expressions or thoughts." [Penn.] They maintained that "no society of professing Christians in the world could have a more reverent and honorable esteem for them than they had;" [Penn;] and they fully subscribed to the saying, "Let him that preacheth any other gospel than that which hath been already preached by the apostles, and according to the Scriptures, be accursed." [Barclay.]

As regards the Fall of Man,—accepting the great but sorrowful truth "that in Adam all die,"—that through his transgression "death passed upon all men,"—they agreed with other Christians in believing that we are all "lost in Adam, plunged into the bitter and corrupt seed, unable of ourselves to do any good thing, but naturally joined and united to evil, forward and propense to all iniquity, servants and slaves to the power and spirit of darkness." [Barclay.] They did not, however, regard the heathen, who have not the outward knowledge of Christ, as being altogether left without witness, or as being excluded from the mercy of God; but believed that they would be judged according to the measure of light bestowed, and were like ourselves the objects of redeeming love.

Of the Lord Jesus Christ the Early Friends ever witnessed that He was truly God, and that He was also truly man. [Fox, Penn, &c.] They "really confessed and owned the Deity of Christ in His eternal, infinite, glorious state," whilst they also "owned his suffering as man, or in the flesh, without the gates of Jerusalem." [Whitehead.] They stoutly rebutted the charge made against them of "dividing and distinguishing between Christ and Jesus of Nazareth—between Christ and him that was born of the Virgin Mary." [Penn.]

With respect to the Trinity—whilst objecting to the term on the ground that there were teachings connected with it in the Athanasian and other creeds to which they could not subscribe,—they clearly asserted the great doctrine expressed by it. They distinctly avowed their belief "in the Holy Three, or Trinity of Father, Word, and Spirit, according to Scripture; and that these Three are truly and

properly One—of one nature as well as will." [Penn.] They could say, "We know nothing in point of Christian doctrine more openly asserted by the people called Quakers, than the Divinity of Christ and essential union of the Father, Son and Holy Ghost. This holy and blessed Scripture Trinity we have always stood for in real faith and practice." [Whitehead and Mead.]

No less explicitly was the Atoning Sacrifice of Christ maintained by them. In insisting on the work of the Holy Spirit, they did not "thereby intend any way to lessen or derogate from the atonement and sacrifice of Jesus Christ, but, on the contrary to magnify and exalt it;" for "the remission of sins which any partake of is only in and by virtue of that most satisfactory sacrifice, and no otherwise." [Barclay.] They believed "that Jesus Christ was our holy sacrifice, atonement, and propitiation; that he bore our iniquities, and that by his stripes we are healed of the wounds Adam gave us in his fall; and that God is just in forgiving true penitents upon the credit of that holy offering Christ made of himself to God for us." [Penn.] Of the justification of the sinner their belief was that "by the propitiatory sacrifice of Christ without us, we, truly repenting and believing, are through the mercy of God, justified from the imputations of sins and transgressions that are past as though they had never been committed;" [Claridge;] that "nothing we can do, though by the operation of the Holy Spirit, is able to cancel old debts, or wipe out old scores; it is the power and efficacy of that propitiatory offering, upon faith and repentance, that justifies us from the sins that are past." [Penn.]

(To be continued.)

ANNUAL REPORT OF THE MANAGERS OF THE INSTITUTE FOR COLORED YOUTH.

About twelve years have elapsed since the school under the care of the Institute for Colored Youth was opened. The design of its founders, the establishment of a seminary where children of both sexes could receive a more liberal education than had previously been furnished them, with the object of preparing them as teachers among their own race, has been carefully cherished; and the remarkable advances which the race in this country has made and is now making in social position, are encouraging and stimulating to the managers in their efforts to fit the pupils and graduates for spheres of usefulness. All that this single school may accomplish may seem to be but as a drop in the bucket, yet we are not therefore to shrink from putting forth our best efforts, though the educational labors of those we send out may reach but a limited number among the millions in this nation.

Sarah L. Daffin, of the class of 1850, is now engaged in teaching the freedmen in the city

of Norfolk, and it is hoped that several others may soon be similarly employed. Another graduate, our late teacher in the Boys' Preparatory Department, Jacob C. White, Jr., who had filled his station with much satisfaction to the Managers, having applied for the post of Principal in the public school for colored children in the 12th section of this city, obtained the appointment, after undergoing a satisfactory examination before the Directors. The Managers have appointed to succeed him in the Institute, John Quincy Allen, a graduate of 1862, who had been engaged for a year or two past in teaching a public school in Kingsessing. The position which he has there vacated has been given to another of our graduates of the same year, John Henry Smith. It is gratifying to the Managers thus to be able to note the gradual but steady accession to posts of responsibility of those who have partaken of the benefits of our Institute, and it is their hope and belief that, in time, unfounded prejudices may be laid aside, and that the unhappy distinctions which color has occasioned may be done away, and that all alike may partake of the opportunities presented to intelligence and moral worth.

Martha F. Minton, the Assistant in the Girls' High School, has resigned her place, and the Principal, Grace A. Mapps, has the entire charge of this school for the present. With this exception, and the change in the Boys' Preparatory, mentioned above, the teachers remain the same as at the date of our last report, and continue to exhibit unabated interest in their charge.

The aggregate attendance during the year has been 114, viz: in the Boys' High School, 25; in the Girls' do. 41; in the Boys' Preparatory, 16, and in the Girls', 32; the aggregate average attendance was $96\frac{5}{100}$; in the Boys' High School $24\frac{5}{100}$, Girls', $33\frac{5}{100}$; Boys' Preparatory, $13\frac{5}{100}$, Girls', 25. Five boys and nine girls were promoted from the preparatory to the high school during the year.

Greek Classes.—During the year the first Greek class, six boys and five girls, besides learning the forms and inflections of words in Sophocles' Greek Syntax in Hadley's Grammar, have read eight chapters of St. John's gospel and a portion of the sixth chapter of St. Matthew, Greek Testament. Also the fables of the Greek Reader, a portion of the Mythological Dialogues, the extracts from Homer and Anacreon.

The second class, three boys and three girls, has just been formed; they are in the beginning of the grammar.

Latin Classes.—The first Latin class, six boys and five girls, have read all the selections of the Latin Reader, the first book of Caesar's Commentaries: the first three books of the

of Horace, (38 odes,) with the metre and scansion; Cicero's Oration for the poet Archias, and have learned ten chapters of Arnold's Latin Prose Composition.

The second Latin class, three boys and five girls, have read the selections of the Reader, and the first fourteen chapters of Sallust.

The third Latin class, four boys and seven girls, are in the Reader.

Mathematics.—The first class in Mathematics, consisting of six boys and five girls, completed the nine books of Davies' Legendre, and the Plane and Spherical Trigonometry of the same work, the girls omitting Spherics. Some of the boys of this class solved, entirely without assistance, the twenty-five general problems in the "application of Algebra to Geometry" of this work, (edition of 1858.) The girls of the class went to Quadratics, and the boys, with two exceptions, to the second section of the Doctrine of Equations, Alsop's Treatise.

The second mathematical class, three boys and five girls, are commencing Davies' Legendre. In Algebra the boys are in the Quadratics of Alsop's treatise, the girls in equations of the first degree. There are also six boys in Alsop's first lessons, and thirteen girls in the elementary rules of Algebra.

Instruction has been given in the form of colloquial lectures, with occasional illustrations and experiments, to the boys of the Junior and Senior classes, in the rudiments of Chemistry and Natural Philosophy.

Eight public lectures were delivered by colored speakers at the Institute building during the past season; the following is a list of the speakers and their subjects:

Wm. T. Catto,—“The Divinity in Man.”

Frederick Douglass,—“The Mission of the War.”

Jonathan C. Gibbs, A. M.,—“Character.”

John S. Rock,—“Africa.”

Anthony L. Stanford,—“Temperance.”

John B. Reeve, A. M.,—“The Educating Influences of Society.”

Wm. J. Alston,—“Teachings of the Bible on the Question of Races.”

E. D. Bassett,—“Galvanism,” (with experiments.)

If the accommodations were sufficient, much good might probably be done to the colored community by a regular weekly series of lectures on scientific and other subjects. The benefit of this would result not only to parents themselves, but also in interesting them in their children, and thus encouraging them in securing for their offspring the advantages of an education which their own childhood had not offered. Were sufficient means at the command of the Board, many such opportunities for extended usefulness might be seized, and valuable time saved for the present generation.

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of 2034 carefully selected volumes. Its use is not confined to the pupils of the Institute, but it is thrown open to their friends and others, who avail themselves also of the works of reference in the Reading-room. Seventy-eight volumes have been added by purchase during the year, including eighteen volumes of the American Encyclopedia, which were procured by private subscription. Twenty-eight volumes were presented during the same period, making the total addition 106. Three thousand nine hundred and thirty five volumes have been loaned since last report, a gratifying increase over any previous year.

Prof. Pliny E. Chase kindly consented again this year to prepare the questions for the candidates for graduation. The following, selected from the mathematical series, will give some idea of the advancement of the class:

"What is the area of an equilateral triangle that can be inscribed in a circle of two acres?"

"Inscribe a regular decagon, and a regular polygon of twenty-four sides in a circle, and prove the work."

"Find the contents of the frustrum of a pyramid, demonstrating the process."

The following are the averages obtained:

Classical Averages.—Thomas H. Boling, 9.52; J. Wesley Cromwell, 9.28; James M. Baxter, Jr., 9.27; Mary V. Brown, 9.26; Harriet C. Johnson, 9.22; Elizabeth Handy, 9.15; James L. Smallwood, 9.06; Margaret A. Masten, 8.94; M. Gertrude Offit, 8.71; Frank J. R. Jones, 8.27.

Mathematical Averages.—Thomas H. Boling, 9.21; J. Wesley Cromwell, 8.53; Harriet C. Johnson, 8.00; Frank J. R. Jones, 7.47; James L. Smallwood, 7.38; Mary V. Brown, 7.28; James M. Baxter, Jr., 7.20; M. Gertrude Offit, 6.28; Elizabeth Handy, 6.18; Margaret A. Masten, 6.18.

General Averages.—Thomas H. Boling, 9.37; J. Wesley Cromwell, 8.91; Harriet C. Johnson, 8.61; Mary V. Brown, 8.27; James M. Baxter, Jr., 8.24; James L. Smallwood, 8.22; Frank J. R. Jones, 7.87; Elizabeth Handy, 7.67; Margaret A. Masten, 7.56; M. Gertrude Offit, 7.49.

Three of the girls and two of the boys still continue to prosecute their classical studies at the Institute.

The public examination in the institute building was thought by the managers attending it, to be characterized by about the same degree of proficiency in the various studies which passed under their notice, as in former years. Many of the relatives and friends of the pupils were present, and several interested visitors, some of whom, competent to pass judgment upon such matters, thought the result compared favorably with other advanced schools.

At the conclusion, the following prizes were

awarded. For excellence in mathematics, Thomas H. Boling and Harriet C. Johnson, \$15 each. For proficiency in classical studies, J. Wesley Cromwell and Mary V. Brown, \$15 each. For diligence and correct deportment, James L. Smallwood and Elizabeth Handy, \$10 each. Honorary prizes of \$5 each, were awarded to Theophilus J. Minton and Margaret A. Masten; and honorable mention made of Jas. M. Baxter, Jr., Pliny J. Locke, John H. Davis, Francis M. Seymour, Joseph W. Cole, Richard E. D. Venning, Tousaint L'Ouverture Martin, Horace F. Ewens, Joseph T. Seth, Julia A. Bruce, Susan A. H. Morris, Caroline V. Still, Fanny Camp, Mary L. Davis, Lucretia Miller, Margaret R. Jones, Cecilia M. Davis and Margaret Jones.

The annual commencement was this year held in Concert Hall, the room heretofore used having proved much too contracted for the numbers who desired admission. The plan was also adopted of issuing tickets of admission, which were furnished gratuitously to all respectable applicants, and some of them were sent to prominent citizens likely to feel an interest in the exhibition. Much good was thought to result from this plan, both in promoting greater quiet and order in the hall, and by giving a better opportunity to the white friends of the Institute to observe its progress. The essays and recitations were thought to be equal to former years. A pleasant feature of the proceedings to the managers, was the reading of an essay, entitled "Our Alma Mater," by Octavius V. Catto, a teacher in the Institute. It contained a brief narration of the establishment and growth of the Institute, with an outline of the proposed extensions and improvements.

It is with feelings of peculiar satisfaction that the managers are able to announce that the subscription alluded to in their last report as necessary to secure the sum of \$5,000, promised by the executors of the estate of Josiah Dawson, deceased, towards a building fund, has been obtained, and with part of the proceeds a suitable lot, 77 by 135 feet, on Shippen Street west of Ninth Street, fronting upon Ronaldson's Cemetery, and adjoining a ten feet alley, has been purchased, and the building will be proceeded with as soon as it is deemed prudent. The work would probably have been commenced this spring, but the excessive cost of materials has induced the Board to delay it at least until autumn. A committee has been some months under appointment, charged with preparing suitable plans for a building to accommodate a school double the size of the present, with lecture-room, laboratory, &c., so that the design of a normal institute may be more completely realized.

A serious difficulty, however, presents itself to the proposed change in the new building.

In order to instruct properly the additional number of pupils, which the removal to a new and commodious edifice is almost certain to occasion, an enlarged staff of teachers must be provided. Chemical and philosophical apparatus must also be procured, and the income arising from our present resources is already inadequate to pay the salaries of the teachers, which, of necessity, have been and must be advanced to keep pace with the greatly increased cost of living. In order to enable us to enter upon the new regime with confidence of success, an additional Endowment Fund seems absolutely necessary. Impressed with this view of the case, an interested Friend has generously offered to present the Institute with the sum of \$5,000, contingent upon the raising, within one year, of an additional amount of \$15,000, the income from which aggregate sum will not be more than is needed for the proper carrying on of the affairs of the school. A committee is now under appointment to solicit subscriptions to this fund, and the corporators are now asked to use their influence and their means towards the accomplishment of this most important object.

On behalf of the board of managers,
JOHN E. CARTER, *Secretary*.
Philadelphia, Fifth mo. 24th, 1864.

FRIENDS' REVIEW.

PHILADELPHIA, SEVENTH MONTH 30, 1864.

THE MILITARY DRAFT.—Most of our readers are, probably, aware that the President has ordered a draft to be made for such portion of five hundred thousand men as shall remain unfilled by volunteers for military service on the 5th of Ninth month next. This draft is to take place under the new enrolment act, approved on the 4th inst., and it is a remarkable fact, calling for great thankfulness on the part of Friends, that while this law declares that “no payment of money shall be accepted or received by the government as commutation to release any enrolled or drafted man from personal obligation to perform military service,” it has a section specially providing that nothing contained in this act shall be construed to alter or in any way affect the law, passed on the 19th, and approved on the 24th of Second month last, by which members of religious denominations conscientiously opposed to the bearing of arms, are considered *non-combatants*, and relieved from military service. [See p. 408, No. 26.]

It is true, that in thus relieving Friends from

bearing arms, the Government has not relinquished its claim upon them for the performance of such duties as they can discharge without infringing upon their principles of peace, but it directs that those who may be drafted “shall be assigned by the Secretary of War to duty in the hospitals or to the care of freedmen, or shall pay the sum of three hundred dollars, to be applied to the benefit of the sick and wounded soldiers.”

It is understood that the Secretary of War, recognizing the scruples of Friends against acting as surgeons or nurses in military hospitals, and knowing how earnestly they are engaged in promoting the welfare of the freed-people, will take care to assign them to positions which shall not interfere with their religious principles.

Friends have officially declared, in various memorials presented to Congress by several Meetings for Sufferings, that “they ask for no relief from their share of its [the Government’s] burdens, but are always ready to sustain it in every way that does not prevent the exercise of the rights of conscience;” that “we do not wish, especially in this day of trial, to shrink from any of the duties of faithful citizenship which do not contravene the paramount law of Christ,” and that “it is our duty to sustain [civil government] by all the influence we may be able to exert both by word and deed, subject to the paramount law of Christ; and in this day of fearful strife, when so many of our fellow citizens are brought into suffering, we have no desire to shrink from the discharge of all our duty, nor from contributing to the relief of distress by every means in our power.” If there be any meaning in these declarations, they may surely be considered as fully acknowledging the right of the Government to call upon Friends to perform *their share* of its burdens in any way that does not violate their right of conscience. We presume few of our members can be found who are unwilling to aid in the care of the freed-people, or, to a certain extent, in the relief of the sick and wounded. Are we, then, released from these duties by the fact that we are excused from military service? Or does the Government relinquish its rightful claim upon us for services which accord with our religious principles because it recognizes our *rights of conscience*; classes us as *non-combat-*