

Take this sheet with you as you move from station to station at the Historical Society of Pennsylvania. Discuss among yourselves the “considerations” for each document, knowing they are not the only questions to ask about them or the only ways to use them for an understanding of the home front during the Civil War. Take notes from your reading and discussion. You can use the attached single sheets of paper to do so. Write down at least one “impression” from reading each document, such as how the document spoke to one of the considerations suggested below or any salient feature of the document about which you want and need to learn more. For each document, ask who is writing it, for whom, and for what purpose.

Station 1:

Annual Report of the executive committee of the Union Relief Association of Baltimore, Made June 26, 1862, with Constitution . . . (Baltimore: John Woods Printer, 1862).

Read the title page through p. 13. Consider why this organization was formed, who formed it and controlled it, and what did they report as their principal work in 1862. Look also for the place of women in the organization and what women did for relief. Note: This document is from activity in Baltimore, Maryland, which had its own interests and history during the Civil War, but the formation of this organization was similar to efforts to mobilize relief in Philadelphia, and elsewhere in the North—thus, the decision to use it to illustrate the process.

Station 2:

Second Annual Report of the Ladies Union Relief Association of Baltimore (Baltimore: Printed by James Young, 1863).

Read the entire document. Consider who organized and controlled this organization. Look for the organization’s “history” of how it determined who would be eligible for relief. Note also the kind of support the organization provided and the sources of such support. This organization also is a Baltimore example of so-called ladies relief associations that formed in numerous northern towns and cities during the Civil War—thus, the decision to use it to illustrate the process of forming and managing such an organization.

Station 3:

“Union Volunteer Relief Refreshment Saloon and Hospital Records and Scrapbook, 1861-1865,” collection number CN: Am.67040, Historical Society of Pennsylvania.

Look at the book mark inside the front cover and the newspaper clipping (an obituary) pasted on the page facing it and consider who likely made-up and kept this scrapbook. Note the various items collected and preserved in the scrapbook and consider why the person collecting and preserving them would have wanted to do so. Note the key parts of the scrapbook—e.g., the manuscript listing of who the association served and what was served, the minutes of the Ladies Volunteer Committee, the various printed items such as a furlough, welcome cards, stationery, a fundraising letter. Look at the minutes for the period Feb. 13, 20, and 27, 1862, and note what kinds of activities are recorded. Taken together, what might be gleaned from this scrapbook about the interests and activities of the Union Volunteer Relief Refreshment Saloon and Hospital?

Station 4:

[U.S. Sanitary Commission], *The Soldier's Friend* (Philadelphia: Perkinpine & Higgins, 1865).

Read the Preface, Table of Contents, and pp. 9-22, 33, 35-36, 39-42, and skim the hymns in the back of the pocket handbook. Overall, consider why the U.S. Sanitary Commission provided such a pocket handbook to soldiers. In the particular sections note the functions of the U.S. Sanitary Commission and the information it provides about services and places to go, and consider the organization's overarching purpose as the "soldier's friend" and how it sought to achieve it. Note who would help soldiers avoid troubles and temptations in the city and provide support in a morally healthy way. Consider any nationalizing interest in the U.S. Sanitary Commission's approach to helping soldiers.

Station 5:

"Susan Ritter Trautwine MacManus Diaries, 1857-1881," vol. 3, collection number CN: AM.1002, Historical Society of Pennsylvania.

Read the entries for May 10 and 11, July 30, September 12, and October 30, 1862. Note the regular format and common concerns MacManus repeats in the entries (e.g., a dateline and timeline, her comings and goings to church or with friends). What are they? Note any references to the war. How do they fit into MacManus's daily and regular concerns? What relationship does she have to any relief or soldier's aid society?

Station 6:

"Susan Ritter Trautwine MacManus Diaries, 1857-1881," vol. 4, collection number CN: AM.1002, Historical Society of Pennsylvania.

Read the entries for June 29 and 30, and July 1, 2, 3, and 4, 1863. Note MacManus's interests and activities. What are they? Note any references to the war. How do they fit into MacManus's daily and regular concerns? What relationship does she have to any relief or soldier's aid society?

Station 7:

"Susan Ritter Trautwine MacManus Diaries, 1857-1881," vol. 5, "Soldier's Accounts," collection number CN: AM.1002, Historical Society of Pennsylvania.

Read pp. 37-40. Note the kinds of information MacManus is collecting and ask why she is collecting such information. What uses might it have for a relief association, or for her? Note how, if at all, MacManus inserts her personal views into descriptions of the soldiers and the aid provided to them. Why might she include any personal observations?