a small to mid-size museum might be asked to perform. Even though this was not one of the
duties I thought I was going to participate in at The History Center, I had a great time and
learned some pie baking tips.

Thursday April 28, 2005

My last day as an intern at The History Center started off like any other day with a school
group. Randy had the kids give me special goodbye since it was my last day. In the afternoon I
selected and set some artifacts aside on a shelf for the Native American case, and turned over all
of my papers that I worked on throughout my time upstairs. The end of my internship came so
quickly, and I will probably be bored next week with nothing to do except work on my portfolio
in my quiet apartment. I stayed later today to see the presentation for the possible extension of
the Maumee Valley Heritage Corridor into Indiana and sampled some of the pie that I helped
bake. Even though I am sad to be leaving all of the people I met this semester at The History
Center, I am excited to graduate and, I hope, find a job that pays more than the unpaid internship.
History Center Internship: Knowledge from Every Aspect

During my internship at the History Center in Fort Wayne, I have been responsible for many activities, none of them extremely important on its own, but each essential to the running of the institution. Initially my internship consisted of learning how the facility operated, and also researching Allen County and Fort Wayne history for my benefit and knowledge. My duties with curator Walter Font at first were centered on the accession process and getting to know the database. Since then, he has given me several diverse tasks such as collections management, transcribing oral histories, and surveys for organizations regarding the collection. After the introductory research projects, most of my time in the education department has been consumed by participating in the orientation of school groups. The upcoming “Foolhardy History” program has been the focus of my attention for the past few days, and will continue until the program culminates on April Fool’s weekend. While I have certain tasks to consume my time, my experience at The History Center is still diverse.

I have acquired knowledge and skills in my short time at The History Center that will benefit me in my future. Todd Pelfrey, Education Director, often shares pieces of his knowledge from his past intern and education experiences. He taught me the art of “gutting” or skimming a book. By concentrating on certain aspects of the book, I can now understand the author’s view and general points in a work if I am under a time constraint. Even though the skill has come after most of my academic work is finished, the knowledge will be beneficial during my internship and in the future. I have also learned many career skills that will help me to obtain a job in the future. I have a general knowledge of the museum field that will help in my future job.
search for a museum occupation. Even if a museum career is not available or no longer my aspiration, I have acquired skills valuable in any workplace.

Many of the skills and concepts from previous classes have corresponded to my internship. The general study habits and skills that I have learned throughout my entire educational career have aided in the success of my internship. The class that has corresponded the most has been Hist. 240, Introduction to Public History, and Todd referred to an article in Mike Wallace’s *Mickey Mouse History* one day. The lecture on oral history has proven effective in my understanding of the oral history discussions and also in understanding that process of the oral history I have been transcribing. The museum field trips can be applied to the institution and gave me an initial appreciation of the museum. Another aspect of Hist. 240 that transferred to my internship was the career assessment paper. The paper gave me general background knowledge in the museum, especially curator, field. I have knowledge of the terms and procedures in the museum, and can also empathize with comments employees make regarding salary. Hist. 320, Laboratory Course in American History has also been helpful because of the research skills used in the class that translate to museum research. In general all the classes I have taken provide a general knowledge of history and skills that has helped me during my internship.

The internship had The History Center has not had a tremendous impact on my values or ethics. I do think more about the perspective of Native Americans since the society has close ties with the Miami Indians. Todd Pelfrey is very sympathetic to the Miami and their feelings toward stereotypes. Julie Morrison in Marketing wanted to contact the Miami to dress in their “costumes” for a parade. Todd explained to Julie that the clothing of the Miami was not a “costume,” but traditional attire. The Miami wear the traditional clothing in their own
ceremonies, but do not like to participate in all occasions or to be on display without proper education of the audience. The internship has also raised my awareness of interpersonal skills. The employees at the museum do not always get along with each other and seem to push their own personal agendas while ignoring those of others. The general attitude of staff members toward each other is not a positive one. While the work environment is at times unpleasant to work in, I have learned interpersonal skills, such as respecting others’ space, opinions, and personality differences, that will help to improve the general environment of any workplace.

There are many positive aspects of my internship at The History Center. One aspect that is satisfying is the general museum knowledge I am learning by being at a smaller museum where I can experience many of the tasks that take place. The tasks I am performing during the internship will make me well rounded and able to take on many duties I may encounter in a future occupation. I also have enjoyed learning about Allen County and Fort Wayne history. I was ignorant of many of the aspects of the history, geography, and culture before beginning this internship. It is the perfect introduction to Fort Wayne, where I plan on living in the future. The assorted tasks of my internship will provide and excellent base knowledge for wherever my future may take me.

There are a few negative aspects of the internship also, such as the lack of communication between my two supervisors. The communication gap sometimes puts me in the middle of confusion, and I often do not know what the event or dilemma is. Also, my lunch sometimes is forgotten because of the switch I usually make in the middle of the day. I feel I am able to attack almost any task without supervision, except with Andrew, the exhibitor. He seems to be very protective of his tools and computer which I feel is restricting my general knowledge.
of the museum, but I guess anything being messed up would take away time and money, an important issue to this museum.

There are a few ways my supervisors could help to provide me with a more meaningful internship experience. One way Todd, the Education Director, could help is to have tasks planned for me to eliminate downtime. I have a list of activities to do, but only a few that I can begin without direction or assistance. Another issue where Walter, the curator, could help make my internship more meaningful is to have the task I am to perform outlined so that I know from day to day what I am expected to accomplish. The attitudes and philosophies of my two supervisors are completely different, but I think the distinction is essential to have a well-rounded, overall museum experience.

There are also things I could have done to enhance my learning experience during my internship. One thing would have been to familiarize myself with Allen County and Fort Wayne history in general before beginning my internship at The History Center. Much of my first days and weeks at the internship were spent orienting myself to the area geographically and historically. I was familiar with the museum and its displays, but the artifacts depend on the background knowledge and information necessary to know and tell the story. Another aspect I could have improved would have been to be more eager to participate, especially in the beginning. I was hesitant to talk to the school groups because I felt was not familiar enough with the program and other aspects in the museum. At that time I was cautioned not to do tasks for anyone else besides my supervisors so as to avoid becoming overwhelmed. I think I took this warning to heart, and let it interfere with my general internship experience and the need to participate wholeheartedly.
The overall internship has been very educational and enlightening so far. Even though it is not always pleasant a pleasant work environment, the experience outweighs the inconvenience of the interpersonal relations of the employees and the slight confusion in my tasks at hand. This internship I believe will prove to be very helpful for me in my personal and professional future. I am eager to continue to learn and gather knowledge in the second half of my internship at The History Center.
The History Center Internship: More Than Pages Yellowing with Age

During my semester at the Allen County-Fort Wayne Historical Society’s History Center I have participated in many of the aspects of museum operation. I led school groups, accessioned artifacts into the collection, helped plan and execute an educational program, contributed to the preparation of the Native American exhibit, and wrote captions for panels of the Traveling Image case. I developed a short presentation for the school groups and I learned that fourth-graders will say some interesting things; I had to be ready to recover from odd comments and continue with the presentation without losing the attention of the class. I accessioned several new acquisitions to the collection. Many artifacts have to be turned away because they are not relevant to history of Allen County or there are duplicates in the collection. I personally saw the amount of time and preparation required to create four hours of a special weekend event; while “Foolhardy History” did not attract a large audience, I was glad to see that those who did participate appreciated the program. In preparing for the upcoming Native American exhibit I witnessed the research, design principles, and also the social aspect of not offending people, such as the Miami Indians, by the way the story was conceptualized and presented. The Traveling Image case introduced me to the general knowledge of a fourth-grader and allowed me to consider the appropriate reading level and amount of interesting information for the panels. Since it was one of my first projects, it also introduced me to history of Allen County and Fort Wayne. The History Center gave me a well-rounded glimpse at professions within museums and first-hand experience in carrying out many tasks.
My internship did not just provide information and skills valuable during my time at The History Center; the knowledge and skills I acquired will transfer to several aspects of my life. This positively affects my educational goals, not just because it fills a degree requirement, but it allowed me to draw on all of the knowledge I have gained in my academic training in a practical setting. It has been a valuable education for the museum occupations and in the workplace in general. The internship has reaffirmed my goal of working in the public history field in a museum setting. I would like to work in a museum in the Fort Wayne area, but if I had to choose between museum work and working in Fort Wayne, I would choose working in Fort Wayne. I am planning on living in the city long-term. It would be ideal if I could obtain a position at The History Center since I am familiar with the staff and inner workings of the museum. Whether I work in public history or not, the knowledge and skills I gained during my internship will translate to several other occupations and environments.

While at Ball State University I learned specific skills and concepts that I applied in my internship. My general knowledge of history and events allowed me to participate in general everyday conversations. Historians can have an odd sense of humor, and I used my general history knowledge to understand comments and jokes with historic background. Hist. 240 (Introduction to Public History) was especially helpful in understanding museum functions. From the field trips in the class I learned the differences in capabilities of smaller and larger museums. Since I was at a middle-size museum, there were aspects of both. Many of the staff are responsible for multiple duties; for example, Walter Font, Curator, is responsible for the collection, archives, editing the Historical Society’s publication, and several other tasks that would have a separate staff member for each in a larger museum. Even the materials I read in my college career helped me to give input in meetings, such as the case of the Enola Gay in the
Smithsonian from Mike Wallace’s *Mickey Mouse History*. The controversy of interpreting a plane that was involved in the killing of thousands relates to the displaying of canal lock logs on Miami Indian historic house property that several Miami passed through when they were removed and relocated to Oklahoma. Hist. 320 (Laboratory Course in American History) has helped with my knowledge of archives. It was one of the first classes I extensively used the archives to conduct primary source research. I have knowledge of archival procedures and how to interpret and use the primary sources that helped me when I worked with archival materials and researchers.

This internship affected my values, ethics, and interpersonal skills more than I had initially expected. As with any occupation, there will be some interpersonal friction among different staff members, and between them and the visiting public. I have also gained knowledge concerning values and ethics of other cultures. I learned about different aspects of Hispanic culture during the “Our Journeys, Our Stories” exhibit; this was accompanied by the many Focus Day presenters such as Greg Pedroza. He told animated stories from his childhood using both English and Spanish elements as the children, adults, and I learned the traditions of his family. Another example is the Miami Indian culture. When Laura Nagy, a Miami Indian, was consulted about the Native American display, she wanted to have the alcohol aspect of trade ignored or downplayed. There is a negative stereotype regarding alcohol consumption that seems to be held by members of the majority culture about the Native Americans even though many other groups and cultures partook. After the stress of coordinating the Dolores Huerta event and the Arts United 50th Celebration had passed, interpersonal relationships among staff members greatly improved. Everyone became more cordial after both events went well. I have learned to respect personal space and objects by seeing the reactions of people whose things have been touched,
moved, or eaten. I have been striving to be on good terms with everyone in the museum in order to keep the internship experience positive for me and the outlook for prospective interns in the future.

I found many positive and satisfying aspects during my internship at The History Center. One of my favorite parts of the internship was being able to work with children. Any occupation that I can work with children gives me a sense of fulfillment when they understand more. I love to watch their faces during the orientation presentation as they learn something new. Many of them seem to relate what they hear back to classroom knowledge they know. Another positive aspect is that I have learned many aspects of the museum profession which allows me to seek a wider range of jobs rather than one aspect of the field. The wide range of skills I have acquired will help me in any job I find in the future.

Even though the good outweighs the bad, there were a few limitations or more negative aspects. One negative aspect is a general pessimism and argumentative nature of several members of the staff. The intensity has decreased as the stress level fell in the second half of my internship, but there are still dramatic instances that flair up and disturb the work day. Another negative aspect is the general dislike of the director by the staff. Director Donn Werling thinks up many lofty projects that do not have relevance to The History Center’s mission. The staff tries to assert their opinions gently, but their complaints fall on deaf ears. One of the “Herculean” projects is the Maumee Valley Heritage Corridor. The project would connect to the Ohio Scenic Byway along the Maumee River in Ohio. It is an excellent idea, but it does not have relevance to the History Center, and many staff members think that the Heritage Corridor is a waste because it will not bring any visitors to the museum itself. This dissension has not affected me as much during the second half of the internship. I commonly spent more time in
one department than another, and my two supervisors and I communicated well with each other. I spent a substantially longer time in the Education Department in the days leading up to “Foolhardy History.” In order to get the program completed I spent more time on that project, and then made up the time working on curatorial duties after the program had come to fruition.

My internship could have improved if the staff had had the same goals. The differing opinions on projects and priorities made it difficult for me to sort out the concrete concerns of the museum. While some focused on ticket sales to earn money to alleviate financial concerns, others thought the board should focus on building an endowment to sustain the museum. A sustaining endowment is the way to go, unless there is a blockbuster exhibit, such as the recent traveling King Tut exhibit, that can charge thirty dollars. I became more proactive during the second part of internship and found work to consume my time so I did not have to directly depend on Walter Font, Curator, and Todd Pelfrey, Education Director, to assign work for me daily. I have also witnessed an improved relationship between the two, which made the internship environment more pleasant for me.

Specific things I could have done to increase my learning experience include attending more museum events off-the-clock on weekends. The lectures and programs on the weekends would have been beneficial for me intellectually and also by interacting with some of the members of the Historical Society to understand their desires and opinions. I have been timid to voice some of my opinions because I am not full-time staff and I did not want to step out of place or appear ungrateful about my internship experience. I have participated and done so many wonderful things during my internship, I do not know what else I could have done or what other aspects would have enhanced the experience.
My overall internship experience has been wonderful and informative. I will definitely use the skills and knowledge I acquired here in my future profession as well as in life in general. I have learned what the orientation video states to countless visitors, "History is more than pages yellowing with age." History and its interpretation is not static, but a changing dynamic that must be examined from all sides in order to present the best information and artifacts possible. While my internship at The History Center has not been excellent every day, it was definitely a good experience that I would never trade.
Greg Pedroza, focus-day presenter for “Our Journeys, Our Stories.” I helped orient the children before Mr. Pedroza’s presentation, and then enjoyed the presentation with the children.

Here I am giving my presentation to an elementary school group. I gradually inch my way toward the piano to hint at the answers.
I am referring to the pictures on the cards to write the captions for each panel of the Traveling Image case.

Here I am setting up the artifacts and question cards for the “Foolhardy History” program.
For the first night of "Foolhardy History" I am in costume showcasing an A. communion wine pourer; B. window box seeder; or C. early coin sorter.

In this picture I am applying wheat starch paste to patch a leather book binding.
Here I am polishing Little Turtle silver for the Native American display.

This is a silver arm band after I lightly polished the piece.
TRANSPORTATION – Rail

Nickel Plate Railroad Workers
1910s
B & W, orig. postcard print, 3-9/16 x 5-3/8 in., G.
Photograph of three men in work clothes standing with coal shovels, possibly standing in front of boiler. One of the men is Leroy Converse who worked for Nickel Plate Railroad. The photo is probably at a roundhouse. Info from Mrs. Frank S. Pallone.

SCHOOLS

Unidentified Elementary School
C. 1894
B & W, orig., 7 x 4-3/8 in., F.
Group of children in class photo posed in front of brick building. Reverse is marked, “Miss Anne Maddin,” “Anna Maddin Converse,” and “Hattie Maddin Dillan.” Anna and Hattie are marked in photo by “A” and “H.”
The picture is dated to 1894 by Mrs. Frank S. Pallone. According to donor, Frank Pallone is also in photograph.

GOVERNMENT BUILDING

Allen County Courthouse
Late 1800s
B & W, orig. albumen print, 9 x 7 11/16 in., G.
View of the south and west faces of the 1861 courthouse. The photo was taken from Calhoun facing Northwest; iron fence around yard; awnings on windows. Right side water damaged (1 in.).
Good Government 1. Old City Hall

Mayor Charles Zollinger, Fort Wayne's first German Mayor, was elected seven times. He died in 1893 just after the old City Hall was built. Local non-Germans mocked the building by calling it the "Hapsburg Horror" because it was so big and expensive.

Good Government 2. Old City Hall

This photograph shows the courtroom inside the old City Hall. In the photo, would take place in this room when it was used? The judge, the lawyers, the defendant, and the bailiff?

Good Government 3. Allen County Courthouse

The Allen County Courthouse is in downtown Fort Wayne. The inside of the building show a courtroom and a feeling of pretty? Can you find the statue of Miss Liberty?

Good Government 4. Police

The Fort Wayne Police Force was formed in 1863 and the officers only worked from twilight to daylight. The officer on the bottom right was E.B. Smith, a police chief between 1878-1880. The police officers dealt with crimes such as gambling when Fort Wayne was known as "The Most Lawless Town in Indiana." The bottom left picture is the hanging of Ben Madden and George Keefer, the two had been found guilty of robbery and murder. Crowds gathered at hangings like a block party.

Good Government 5. Police II

Sheriff Gille is pictured with his armored car, which had a hole in the window to shoot a gun out. Stills like the one in the top right picture appeared after a law in 1919 making illegal to make or sell alcohol. Gille raided stills and gambling halls in secret rooms to catch criminals. The police sometimes dressed as ordinary citizens when raiding gambling halls where they might find slot machines like those of the top right. The bottom right picture is of a jail. The prisoners had to sleep on the floor because of overcrowding.

Good Government 6. Firemen

Horses used to pull steam engines with firemen to put out fires before cars were available. These horses were very smart. When the alarm rang at the fire station, the horse stalls automatically opened and the horses walked to their harnesses. The horse drawn steam engines were used when Henry Hilbrecht became Fort Wayne's first fire chief in 1882, but later he drove the fire chief's car.

Good Government 7. 18th Century Soldiers

The Indiana Treaties Map shows how the U.S. acquired Territory. Who was the U.S. taking land from? Fort Wayne became a United States territory after the Treaty of Greenville in 1795. The soldiers on the bottom left are wearing uniforms from the fort period. There was a fort in Fort Wayne until 1818. The uniforms showed importance and did not hide or camouflage the
soldiers. Francis Godfroy, the man on the right, became the war chief of the Miami in 1812 after Chief Little Turtle died. Francis Godfroy is wearing traditional Miami pants, but with a European shirt and jacket.

**Good Government 8. 19th Century Soldiers**

Colonel Sion S. Bass, top left, led the 30th Indiana Volunteer Infantry in the Civil War. He was injured in Shiloh, Tennessee during a battle and died a few days later. The soldier without his shirt was William Stocks. He was shot in the stomach during a battle in the Civil War, and in the mirror the wound where the bullet exited is seen. The statue is Henry Lawton who volunteered in the civil war, received the Congressional Medal of Honor, and fought Indians in the west. He even captured the famous Geronimo. His statue is in Lakeside Park. The bottom picture is of soldiers in a Spanish-American War Battery. From the seventy-five men in the photo, three died and six were in the hospital during the war.

**Good Government 9. 20th Century Soldiers**

The soldier on the top left is Paul Baer, America's first flying ace in World War I. He was a pilot for France before flying for the U.S. when America joined the war. World War I soldiers, many from Fort Wayne, helped the British and French to fight the Germans. In World War I and World War II and German names, foods, and language became unpopular in the United States. On the home front in the U.S. people helped support soldiers and war production by saving things that would normally be thrown away such as fat, trash, and tin cans. Airplanes, like on the bottom right, became bigger and more advanced and were used more in WWII than in WWI when Paul Baer flew.

**Athletics 1. Baseball**

Fort Wayne's first baseball team was organized in 1862. The Summit City Baseball Club included many teams, and the Kekiongas played in the first organized professional game. Also, the first night baseball game was played under lights in Fort Wayne in 1883.

**Athletics 2. Wildcat League**

The Wildcat League was organized in Fort Wayne in 1961 so every kid could play baseball. Dale McMillen, in the bottom picture, was the founder of the Wildcat League.

**Athletics 3. Ordinaries**

The “ordinary” or a high-wheel bicycle was the inspiration for Wheelman’s social club. The members of the club wore helmets to protect their heads from the sun, not as a safety precaution.

**Athletics 4. Swimming**

The Aqueduct was built to maintain a constant water level for the Wabash and Erie Canal. Young swimmers took advantage of the slow-moving waters when no canal boats were using the aqueduct. The picture on the bottom right shows the aqueduct after it collapsed. It was not maintained after the canal was not used. The two men standing by the Aqueduct Club statue used to swim in the aqueduct when they were kids.

**Athletics 5. Football**
The Friars were a college all-star team that competed with professional teams. Knute Rockne, a famous football player from Notre Dame, played for the team.

**Athletics 6. Zoellner Pistons**

Zoellner Pistons organized by Fred Zoellner in 1939, and competed nationally the following year. Fort Wayne became a big factor in making basketball a professional sport. Following the 1956-1957 season team move to Detroit, where they play today.

**Athletics 7. Fort Wayne Komets**

Fort Wayne Komets Hockey caught on quickly after the first season in 1952-1953. From the beginning, were part of the International Hockey League.

**Education 1. Issac McCoy**

Issac McCoy was a Baptist minister who came as a missionary for the Native Americans in the area. He started a frontier school, like the one pictured on the right, for Indian and settler children. He received federal money in 1821 to expand his school to teach 42 students.

**Education 2. Susan Mann McCulloch**

Susan Mann McCulloch opened a school of "very high and distinguished character" in 1836 in a room in the old courthouse. She later taught with Reverend Jesse Hoover at his school in the basement of the Presbyterian Church.

**Education 3. One-Room Schoolhouse**

Children use to attend one-room schoolhouses with one teacher. The teacher taught students of all ages in one classroom. The picture on the bottom shows children of different ages. The teacher gave different assignments to the different age groups.

**Education 4. Public School Students**

Public schools were first opened in Fort Wayne in 1857 with Clay and Jefferson Schools. Students from 100 years ago dressed different from students today, and some students did wear shoes to school on this day in May.

**Education 5. Public School Buildings**

South Side High School, pictured at the top, was built in 1922 and was originally one story. The second floor was built after World War II. North Side High School, on the bottom, was built in 1927 and faces the St. Joseph River. The plan on the right was Lincoln School built in 1915 in Washington Township, the first consolidated school. The school in the plan later influenced North Side and South Side High Schools.

**Education 6. Fort Wayne Methodist College**

The Fort Wayne Methodist College was formed by the combination of the Fort Wayne Female College and the Fort Wayne Collegiate Institute for Young Men in 1855. The college was later changed to Taylor University and was moved to Upland, IN. There is a branch of Taylor
University in Fort Wayne today. The boy in the corner was Kaboo, or Samuel Morris. In Africa Kaboo met Christian missionaries who inspired him to become a missionary himself. He came to the United States and studied at Taylor University in Fort Wayne.

**Education 7. Colleges**

Fort Wayne has several colleges allowing college students to choose a place to learn after high school. The college campus on the top left is Concordia College, a Lutheran school. The picture is the top right is I.P.F.W. It is a combination of Indiana University and Purdue University in Fort Wayne. The school on the bottom left is the University of Saint Francis, which moved to Fort Wayne from Lafayette in 1944. The school on the bottom right is Taylor University in Fort Wayne.

**The Miami 1. Little Turtle**

All of these pictures are of the same Miami Indian Chief, Little Turtle. The large picture was drawn based on a description of Little Turtle about the time he was fighting the American Army under Anthony Wayne. The small top picture is of Little Turtle as an older man. He was visiting Washington City when the picture was painted. The small bottom picture is of Little Turtle wearing a bear-claw necklace. The artist who drew it never saw Little Turtle, but believed this was the way he looked.

**The Miami 2. Kekionga Map**

This map was drawn over 200 years ago show the location of the Native American villages where the three rivers flow together. The villages of the Miami, Shawnee, and Delaware are on both sides of the river.

**The Miami 3. Hostilities**

The American soldiers cross the Maumee River in the top picture to battle the Native Americans at Fort Wayne. The Native Americans defeated the American soldiers in this battle. The bottom picture shows the siege of Fort Wayne in 1812. The Native Americans tried to set fire to the fort, but they failed and lost the battle.

**The Miami 4. Anthony Wayne**

The portrait of Anthony Wayne with his uniform was painted after he defeated the Miami Indians and Chief Little Turtle. The soldiers are members of Anthony Wayne's Legion, and their hats are made of beaver skins. The red arrows map the route Anthony Wayne travels to defeat the Native Americans at the battle of Fallen Timbers. The campaign ended in Fort Wayne where the Americans built the first fort by the three rivers.

**The Miami 5. William Wells**

Both pictures show William Wells, a scout for Little Turtle who later joined the American side to fight for Anthony Wayne. The left picture shows Wells in his scout uniform, and the right picture shows his military uniform. He died at the Battle of Fort Dearborn new Chicago in 1812.

**The Miami 6. Treaty of Greenville**

Little Turtle presents a beaded belt of peace to Anthony Wayne in the large picture. This was the Treaty of Greenville, which gave most of Ohio to the American settlers. Many tribes signed the
treaty and gave up their land. The map on the top left shows where those Indians lived. The map on the bottom left shows the new boundary of the United States.

**The Miami 7. Whistler’s Fort**

Rivers were used 200 years ago like highways are used today. Forts were built near the rivers to protect travelers and people who lived nearby, and this fort protected the three rivers area until 1819. About 80 people lived in the fort then, and many others lived in cabins outside of the fort.

**The Miami 8. Chief Jean Baptiste de Richardville**

The two portraits are both of Chief Richardville, but are painted by different artists. In the left picture, he is wearing a peace medal given to him by the U.S. Government. The government built the house for Chief Richardville in 1827 when most people in Fort Wayne lived in log cabins.

**The Miami 9. Trading**

Both William G. Ewing (top) and Allen Hamilton (bottom) supplied trade good to the Native Americans. The list shows the names of Miami Indians who received trade goods from the two men.

**The Miami 10. Removal**

The canal boats in both pictures were used to transport goods on canals, which were man-made waterways. In 1846 half of the Miami Indians were forced from Indiana to Kansas, and part of the journey was made on canal boats.

**The Miami 11. Miami Today**

The pictures on the left show Miami of today at a “Pow Wow.” The Miami and other tribes gather to celebrate their old and new culture. The constitution on the right was written by the Miami Indians of Indian in 1937. Today the Miami live in both Indiana and Oklahoma.
Greetings fellow educator,

This letter is to confirm that your group ____________________________, will be touring The History Center on ______________, 2005.

Your group is scheduled to arrive at ____________ and depart at ____________. Your group is scheduled to bring ________ classes, including approximately ___________ students and approximately ___________ adults. The age/grade of the students is ____________.

The admission charge is $______________.

Any special needs and/or contents of the presentation are detailed below. Thank you for your continued support of our community's heritage and we look forward to the opportunity to share our narrative with you and your students.

Best of regards,

Todd Pelfrey
Education Directory
Allen County-Fort Wayne Historical Society
The History Center, The Chief Richardville House
OBJECT: Flag, 30th Regiment
MATERIAL: Silk
REGISTRATION NUMBER: HE 8

OBJECT:
The flag was made by Fort Wayne women and presented to the Indiana Volunteer Infantry. The battle torn banner was returned months of fighting and replaced with a new one from the state. Major Franklin P. Randall, and then to his son Franklin M. Ranc as "Lawton's Regiment." Colonel Henry W. Lawton entered it as a Sergeant and became its leader. The flag was donated to the Historical Society in 1923.

DESCRIPTION:
The flag is silk with 34 stars painted onto a blue field. "Shiloh," "Corinth," and "30th REG...." are painted onto separate red stripes, while other lettering is illegible. The flag is 73 x 69 in. The blue field is 24 x 36 in. and the red and white stripes average 5 in. wide. The fringe surrounding the flag is 2 in. when straight. Measurements vary slightly due to the irregularities in the cloth construction. Tack holes are evident along the left edge of the flag indicating attachment for hanging. Yellow ¼ in. wide tape is along left edge. The flag had been stitched to a cotton support with a synthetic fabric cover in a conservation attempt. The cotton backing is marked, "SY--------S Resilio Voile."

CONDITION:
The flag is in poor, brittle condition. Most of the blue field with painted stars remains while only some of the stripes, painted words, and fringe remain intact. Approximately fifty percent of the flag remains, the other half no longer exists. Several small fragments are present but are not stitched to the support. The wear of the flag is related to its original use with the 30th Regiment, silk material, and inadequate storage.

TREATMENT:
The cover paper was removed from the flag, and the flag was unrolled from its tube. Several pictures and measurements were taken to document the condition. The tube was covered with a heavy buffered paper. The flag was then rolled onto the tube with an acid-free unbuffered tissue, paying careful attention to straighten the flag and avoid further creases. The flag was then covered with acid-free unbuffered tissue for storage.

BY: Walter Font and Julia Hunt
DATE: 11 January 2005
The Old City Hall building completed on April 20, 1893. The building cost $59,385.58, with an additional $10,420.88 on furnishings.

The City Hall was built to accommodate all the city offices and bring pride to the community.

- Basement: Police Force
- First Floor: City Official Offices
- Second Floor: Council Chamber, Mayor, offices
- Third Floor: Large assembly hall for public purposes

It housed fourteen different Mayors in its 78 years, and was vacated on March 11, 1971 under Mayor Harold S. Zeis.

Vacant from 1971-1978, the building was home to many pigeons and homeless persons.

The Historical Society acquired the building from the city for $1 in 1978, but the two-year renovation cost nearly $1,000,000 in Federal and local funds.

The jail in the basement has remained largely unaltered since the 1930s. The cells' trenches (used as toilets) still remain!

*Comment of a local observer in the 1970s
THE EDUCATION DEPARTMENT
COUNTY-FORT WAYNE HISTORICAL SOCIETY
PRESENTS:

"FOOLHARDY HISTORY"

APRIL 1-2, 2005

DAY 1 QUESTION PACKET
#1
A. Child’s carpenter set
B. Portable sapling cultivation gear
C. Amputation kit

#2
A. Gavel block used by Fort Wayne’s first judge, The Honorable Dewey Hangum
B. Canoe ballast
C. Wooden paving block

#3
A. Torture device, circa Spanish Inquisition
B. Show pony grooming tool
C. Flax hackle

#4
A. Small donut-hole punch
B. Optometrist’s gauge
C. Travel candlestick, Civil War era

#5
A. Navaho bucket
B. Armadillo basket
C. Petrified pterodactyl embryo
#6
A. Buggy wreck disassembling implement (early “jaws-of-life”)
B. Single-action walnut harvester
C. Carpet stretcher

#7
A. Shelf mounted washing machine
B. ITT Petri-dish storage apparatus, mid-20th century
C. First crock pot from First Presbyterian Church, unused

#8
A. Dandelion cutting tool
B. Hay bale aerator
C. Foot-powered peach pitter prototype, unsuccessful

#9
A. Filipino kazoo brought to Fort Wayne by General Henry Lawton
B. Loom reed
C. Swimming pool filtration element

#10
A. Melted marbles from the Great Chicago Fire, circa 1871
B. Melted marbles used as test material in first microwave experiment at G.E.
C. Melted marbles of Homer Van Meter, his mother melted them after he did not pick them up
#11
A. Peg leg, calf portion
B. Fruit tree harvester, homemade
C. Ottawa war club

#12
A. Stationary doctor’s light
B. Zeppelin signal light
C. Bicycle lamp

#13
A. Blackball machine
B. Early pinball machine patent prototype
C. Gumball dispenser, payment on honor system

#14
A. Key to first burial vault in Allen County
B. Ignition key for 1920s Harvester strip-mining scorer
C. Key to the stockade of the Old Fort

#15
A. Flower vase used by Alice Hamilton, c. 1920
B. Foot warmer
C. Table tankard
A. Cherry pitter
B. Radish peeler
C. Oreo separator, circa 1960

A. Spyle, maple syrup tap
B. Knitting needle case
C. Early Voyageur’s beaver call

A. Telephone pole scaler
B. Landscaping sidewalk edger, residential use only
C. Corn knife

A. Petrified tooth of last wild boar killed in Fort Wayne, slightly worn
B. Fragment of the Roman Coliseum
C. Section of Chief Richardville’s soup terrene

A. Tillet: small garden row maker
B. Fillet: used by Didier Printing to impress lines in leather binding
C. Stoppet: unicycle brake competitive caliber
#21
A. Potpourri warmer, late-Victorian
B. Evening shaving light
C. Nursery lamp

#22
A. Dental anvil: used to flatten gold for teeth repair
B. Cannon safety plug, large caliber
C. ‘Civil War’ Courthouse clock counterbalances, discarded 1899

#23
A. Peanut husker
B. Noodle maker
C. Anchovy de-scaler

#24
A. Kerosene heated curling iron
B. Proctologist’s tool
C. Popsicle-stick insertion device

#25
A. Vacuum cleaner
B. Greek Revival pet food dispenser
C. Miner’s toxic gas remover, unsuccessful
#26
A. Ruth Budd’s best friend
B. Ruth Budd’s boyfriend
C. Ruth Budd’s sister

#27
A. Glass negative drying rack
B. Individual wine rack, stackable
C. Sliced turkey pastrami smoker

#28
A. Chiropractor training tool
B. Victorian wood art
C. Alcatraz woodshop-recreation class product made by Al Capone

#29
A. Cockroach trap
B. Glove dryer
C. Manual toaster

#30
A. Yarn winder
B. Hula hoop display rack from Wolf & Dessenaur
C. Collapsible hotdog-vending-cart umbrella stand, c. 1930
#31
A. Metal shearer
B. Postage stamp remover
C. Packard Piano Company’s propeller shaving gauge

#32
A. Canal boat sail counter balance
B. Early pemmican jerky press
C. Portable hitching post

#33
A. Personal cane carved from timber from the Old Fort
B. Ox driving prod
C. Billyclub used by Fort Wayne’s first police chief, Chief F. A. Bellamy

#34
A. Atomizer: used to heat and vaporize medicine
B. “Smoke ‘Em Out”: groundhog poison distributor
C. Aromatizer: personal perfume balming device

#35
A. Industrial spinning wheel
B. Hair spinner
C. Victorian tableware dispenser
#36
A. Anthony Wayne coffin fragment
B. Piece of the first log jail
C. Splinter of Chief Pacanne’s spear

#37
A. Practice cannonball
B. Lawn bowling ball
C. Early dodgeball used in Fort Wayne Prison League

#38
A. Fire escape from Hedekin House
B. Trapeze safety harness
C. Portable executioner’s accessory

#39
A. Railroad flare
B. Firework from Indiana’s centennial celebration, 1916, unexploded
C. Fort Wayne’s first fire alarm system, installed 1863

#40
A. Newspaper throwing practice tool, Journal Gazette issued 1950s
B. Fort Wayne postal carrier’s bag, circa 1930s
C. Letter carrier dropped by Charles Lindbergh, circa 1928
#41
A. Reproduction carpet sliver from the Chief Richardville House
B. Welcoming rug from President Ronald Reagan's 1982 flood visit
C. Entryway rug from Horny-Robinson House

#42
A. Tea kettle
B. Bed pan
C. Humidifier, circa 1925

#43
A. Printing press
B. Fluting iron
C. Bicycle tire tread impresser

#44
A. Braille lettering impresser
B. Grommet punch
C. Gang punch for formatting early IBM cards

#45
A. Early strudel maker
B. Section of first air filtration unit of Wayne Knitting Mills's
C. Travel heater for use in surreys
#46
A. Ballistics carrier
B. Drug-sniffing dog training device
C. Lunch box used in high security factories, World War II era

#47
A. Named after gaining widespread use amongst early-Lithuanian immigrants to Ohio
B. Named for the “bucking” action a falling log makes
C. Name given to the tool that necessitated scarce apparel along the frontier

#48
A. Ship mast from Maumee Valley White Oak
B. Schooner deck support beam
C. Roof brace from first sewers in Fort Wayne

#49
A. Civil War Armor
B. late-Victorian anti-scratch set, torso portion
C. Bust reducer, men’s

#50
A. Early coin sorter
B. Communion pourer, Plymouth Congregational Church
C. Windowbox seeder
**ALLEN COUNTY-FORT WAYNE HISTORICAL MUSEUM**

**TREATMENT RECORD**

**PAGE 1 OF 1**

BY: **Julia Hunt**

OBJECT: **Silver Cross**

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS</th>
<th>TREATMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/10/05</td>
<td>1 hr</td>
<td>Removed tarnish from selected parts of the back of the cross with polish (45 ml. distilled water, 15 drops Triton X-100, 1/2 oz powdered calcium carbonate) in a minimal cleaning avoiding reg. number.</td>
</tr>
<tr>
<td>3/15/05</td>
<td>1.5 hr</td>
<td>Removed tarnish from front of the cross with above polish. Covered the front surface with a quick and minimal polish avoiding the maker's mark &quot;JC&quot; using cotton cloth. The surface was then wiped with soft cotton. The cross was rinsed with dehumidifier H2O and patted dry with cotton cloth, and returned to silver cloth, backed by mat board and placed in photograph sleeves.</td>
</tr>
</tbody>
</table>

PHOTOS
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3/5/06</td>
<td>1 hr</td>
<td>Removed varnish from front of cross with cotton swabs and acetone. The varnish on the surface was then removed with cotton cloth and Polish (45 ml distilled water, 5 drops Triton X-100, 1 oz powdered calcium carbonate) using a light circular motion. The marker &quot;Bl&quot; was avoided during the polishing. The surface was then wiped with soft cotton. The cross was rinsed with demineralized water and patted dry with a cotton cloth and returned to a silver cloth bag backed by mat board and placed in the archival sleeve.</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>3/15/05</td>
<td>1 hr</td>
<td>Removed varnish from front of cross with cotton swabs and acetone. The tarnish on the front surface was then removed with cotton cloth and polish. (45 ml distilled water, 15 drops Triton X-100, 1/2 oz powdered calcium carbonate) using a light circular motion. The maker’s mark “RL” was avoided during the polishing. The surface was then wiped with soft cotton. The cross was rinsed with deionized H2O and patted dry with a cotton cloth and returned to silver cloth backed by mat board and placed in photograph sleeve.</td>
</tr>
<tr>
<td>DATE</td>
<td>HOURS</td>
<td>TREATMENT</td>
</tr>
<tr>
<td>---------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3/16/05</td>
<td>1 hr</td>
<td>Removed tarnish from front of cross with cotton cloth and polish (45 ml distilled water, 15 drops Triton X-100, 1/2 oz powdered calcium carbonate) using a light circular motion. The maker’s mark “SI” was avoided during the polishing. The surface was then wiped with soft cotton. The cross was rinsed with dehumidifier H2O and patted dry with a cotton cloth and returned to silver cloth bag backed by mat board and placed in photograph sleeve.</td>
</tr>
</tbody>
</table>
OBJECT: Bird brooch  
REG. NUMBER: INV 4474

BY: Julia Hunt  
DATE: 4/14/2005


CONDITION: The front and back surfaces are tarnished.

PHOTOS
<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4/14/05</td>
<td>1/2 hr</td>
<td>Painted tanish from front of box in white, then toned (15 ml distilled water, 15 drops Triton X-100) in a 100 ml beaker of calcium carbonate, using heat to prevent the surface from freezing. The surface was fixed with dehumidifier, then allowed to dry with a cotton cloth.</td>
</tr>
</tbody>
</table>
OBJECT: Silver Dish

REG. NUMBER: AL61R.81.3

BY: Julia Hunt

DATE: 3/16/05

DESCRIPTION: A silver circular disk with design etched into the concavity. Two pins are inserted in the disk to hang from the back. The edges are bordered by circular rings. Maker's mark "RC"

CONDITION: The back of the disk is tarnished consistently and fingerprints are visible. The front surface is peppered with tarnish either from moisture or divets in the surface.
<table>
<thead>
<tr>
<th>DATE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3/16/15 3½ hr.</td>
<td></td>
<td>Lightly polished the front surface with cotton cloth and polish (45 ml) distilled water, 15 drops Triton X-100, ¼ oz powdered calcium carbonate. The maker's mark - &quot;50&quot; and enameling detail were worn during polish. The surface is pitted and tarnish remains in the divets. The surface was wiped with soft cotton. The disc was rinsed with demineralizer HzO and patted dry with a cotton cloth. It was then returned to a silver cloth bag.</td>
</tr>
</tbody>
</table>
OBJECT: Silver Brooch
REG. NUMBER: AHP 20.2
BY: Julia Hunt
DATE: 3/16/05

DESCRIPTION: Silver brooch, with etched detail. Maker's mark "36." Pin is missing.

CONDITION: The surface of the brooch is visibly tarnished.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3/16/05</td>
<td>3/4 hr</td>
<td>Removed tarnish from front of brooch with cotton cloth and polish, 1/4 tsp. distilled water, 15 drops Triton X-100, 1/2 oz. powdered calcium carbonate, using a light circular motion. The surface was lightly polished while avoiding the maker's mark &quot;Fc.&quot; The surface was then wiped with soft cotton. The piece was rinsed with dehumidifier fog and patted dry with a cotton cloth. The brooch was returned to silver cloth backed by mat board and placed in a photograph sleeve.</td>
</tr>
</tbody>
</table>
OBJECT: Ring brooch

REG. NUMBER: NV 5438

BY: Julia Hunt

DATE: 4-14-2005

DESCRIPTION: Silver ring brooch. 3/4 in. diameter. Pin hinged and is 3/4 in.

CONDITION: The front and back surfaces are tarnished.

PHOTOS: ________________________________
<table>
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<tbody>
<tr>
<td>4/14/05</td>
<td>1/4 hr</td>
<td>Removed tarnish from front of brooch with polish (45 ml distilled water, 15 drops Triton X-100, 1/2 oz powdered calcium carbonate) using minimal pressure. The surface was rinsed with dehumidifier H2O and patted dry with a cotton cloth.</td>
</tr>
</tbody>
</table>

**PHOTOS**
OBJECT: Branch

REG. NUMBER: HGR71.2

BY: Julia Hunt

DATE: 4-14-2005

DESCRIPTION: Flat circular branch with shapes cut out and small impressed circles. Centric circle design.

CONDITION: Outside circle is missing in three places and cracked in two places. Surface is tarnished.

PHOTOS
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4-14-08</td>
<td>1/2 hr</td>
<td>Lightly polished the front surface with a brush and polishing fluid.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distilled water, 15 drops Triton X-100, 2 oz powdered calcium carbonate. The surface seems to be coated in some places and thus the tarnish could not be removed completely from the surface. The piece was rinsed with demineralizer, dried, and placed dry with a cotton cloth. It was then wrapped in silver cloth and returned to its bag.</td>
</tr>
</tbody>
</table>
DESCRIPTION: Silver arm band or bracelet; three rows at each arm band. Floral design is etched with center of pears, and the to-and-bottom of the bracelet run three bands. Maker's mark "Hl."

CONDITION: The back of the band is tarnished consistently. The front surface is peppered with more, tarnish on the dates than elsewhere on the surface.
<table>
<thead>
<tr>
<th>DATE</th>
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</tr>
</thead>
</table>
| 4/1/05  | 1/2 hr| Removed tarnish from front surface with cotton cloth and polish (45 ml distilled water
|         |       | 15 drops Tetralin X-100, 1/2 oz powdered calcium carbonate. The maker's mark "HJ" and engraved detail were avoided during polish. The surface is pitted and tarnish remains in the divots. The surface was rinsed with denatured alcohol and patted dry with a cotton cloth. It was then returned to a silver cloth bag. |

PHOTOS
OBJECT:

REG. NUMBER: AVF 80.2

BY:

DATE: 4-14-76

DESCRIPTION: Silver arm band with three knots on top and rest with two holes at each end. Maker's mark "JS".

CONDITION: The front surface is tarnished in a few places. Fits from one and 3/4 in. long.
**DATE** | **HOURS** | **TREATMENT**
---|---|---
4-14-05 | 1/2 Hr | Removed tarnish from front surface with cotton cloth and solution (45 ml distilled water, 15 drops Tri-X 100, 1/2 oz powdered calcium carbonate). The marker mark "15" was avoided during solution. The surface was dried with soft cotton, rinsed with demineralizer H2O, and patted dry with a cotton cloth.

**PHOTOS**
DESCRIPTION: Silver bracelet with three bands on top and bottom and two holes at each open end. Three-stemmed floral design etched in center. Maker's mark "Lo" at end.

CONDITION: The front surface is tarnished. Tear near center of bracelet, vertical. The top and bottom of bracelet at one end has broken off.
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 4-14-15 | 1/2 hr | Removed tarnish from front of bracelet with cotton cloth and silver polish (45 ml)
|       |       | Distilled water, 15 drops Triton X-100, 2 oz
|       |       | Concentrated ammonia (1:1). The etched floral detail and maker's mark "CJ" was enhanced during polish. The surface was wiped with a soft cotton, rinsed with dehumidifier hydron, patted dry with a cotton cloth. The napkin was then returned to silver cloth and placed in bag. |

PHOTOS: __________________________ 

---
The above mentioned borrower borrows from the Allen County-Fort Wayne Historical Society the object(s) listed below, and/or on a standard additional sheet, under the conditions set forth on the reverse of this form. All pages of the loan agreement must be signed by both parties. If there are other conditions of the loan, they must be noted on the back of this form. This is sheet 1 of 1.

<table>
<thead>
<tr>
<th>Number of Objects</th>
<th>Accession Number</th>
<th>Description</th>
<th>Value</th>
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<td>Toteses</td>
<td></td>
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<tr>
<td>30</td>
<td>46.308</td>
<td>Dresses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.526.5</td>
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<tr>
<td>2</td>
<td></td>
<td>Manuscripts</td>
<td></td>
</tr>
</tbody>
</table>

This agreement form was filled out when I loaned some dresses, mannequins, and posters to the Settlers Series class display, Steinway House.

(See Standard Additional Sheet for additional items?: Yes ___ No ___)

Release

Signature: Louise A Larsen

Returned By: April 19, 2005

Date: April 19, 2005
I hereby give and grant to the Allen County-Fort Wayne Historical Society, as a donation for such scholarly and educational purposes as the Society shall determine, the tape recordings, transcriptions and contents of this oral history interview.

Date of Agreement: 4-26-2005

Interviewer Signature: [Signature]

Name of Interviewer: Julia D. Hunt

Address of Interviewer: 1207 E. Washington Blvd. Apt. 3

Fort Wayne, IN 46802

Subject of Tape(s): Peter's life growing up in Venezuela and transition to the United States.
Bibliography


