

Historical Black Experiences at Cherry Hill Collection

7-12 Teaching Unit



Lesson 2: Slavery by a Different Name

An Exploration of the True Cherry Hill Mystery:

Why did Minnie Knapp have the same name as Cherry Hill's 3rd generation matriarch?

Credit Statement:

Shawna Reilly researched and created this teaching unit, with interpretive and editorial support from Kori Graves, PhD, Frederick Schrock, and classroom teacher Robert Naeher, PhD. LaReina Torain and Lindsay Kesten assisted with the digitization and metadata creation of the primary sources. Grant funding for the project was awarded by the National Endowment for the Humanities: Democracy Demands Wisdom.

Lesson 2: Slavery by a Different Name

Overview: This lesson examines how the children of enslaved women were indentured under Gradual Emancipation laws in New York State and its impact on generations of Black families.

Students will think about the Cherry Hill mystery: *Why did Minnie Knapp- a woman of color who worked as a servant- have the same name as Cherry Hill's 3rd generation matriarch?*

Materials: Stories are told with photographs, bills of sale, Cherry Hill family notes, letters, and other primary documents.

Content Warning: Some of the primary source documents contain words that were used during the 18th & 19th centuries that are not acceptable today. Those words include “negro,” “slave,” and “coloured” in reference to people of African descent who were enslaved.

Objectives: Students will:

Experience first-hand how primary sources help us to understand the human experience in the Albany, N.Y. area, from the late 1700s through the 1850s. They will recognize gaps in the genealogical record of people whose ancestors were enslaved.

Understand that by indenturing another generation of people of African descent, New York's Gradual Emancipation Laws were designed to serve the needs of enslavers rather than the enslaved.

Think about how Gradual Emancipation in Albany affected generations of Black families like the Jackson-Knapps throughout the 19th century.



Essential Questions:

- *What did gradual emancipation mean for the children of enslaved New Yorkers?*
- *How did gradual emancipation affect generations of people of people of African descent?*



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Vocabulary:

apprenticeship- a contractual agreement to prepare youth for labor in agriculture or the crafts. During the eighteenth century many occupations began with up to 7 years apprenticeship. Apprentices usually worked without being paid until their contract was complete.

cabinet card- a type of photograph that was popular during the mid to late 1800s. They used cardboard and were less expensive to make.

daguerreotype- an early type of photograph popular during the early 1800s. They used iodine-sensitized silvered plate and mercury vapor, and subjects needed to sit very still.

genealogy- the study of family ancestral lines from one generation to the next.

indenture- a legal contract in which someone must work for an employer without pay for a certain period of time. Indenture contracts had different rules depending on when and for whom they were used.

matriarch- a female (woman) leader or head of house.

patroons- a patroon was a person who brought settlers to New Netherland. As a reward, a patroon received a large area of land he could rent to farmers. He also received hunting, fishing, and fur trading privileges. A man passed down his patroonship to one of his male heirs.

people of color or (POC)- In the context of Albany during the 1800s, most people of color were of African and Indigenous descent.

surname- a person's last name, or family name.

Check the definitions for any vocabulary words that you don't know.

Record and define any additional vocabulary words you find in the empty space.

Mystery #2: Why did Minnie Knapp have the same name as Cherry Hill's 3rd generation matriarch?



Harriet Maria Elmendorf Knapp (1852-1903) was called "Minnie" by all who knew her.

Minnie Knapp lived with members of the Cherry Hill family from 1854-- when she was two years old-- until her death in 1903.

This daguerreotype was taken not long after Minnie and her sister Jane arrived at Cherry Hill. A year later, Jane was sent to the home of another Van Rensselaer family member in Syracuse. Their brothers-- James and Richard-- were raised in Van Rensselaer family households in Albany and Philadelphia.

Look at the daguerreotype of Minnie Knapp (left) with her sister Jane (middle) and another member of the Cherry Hill household.

Read the description.

List some words that describe the image.

Brainstorm reasons why Minnie Knapp had the same name as Cherry Hill's 3rd generation matriarch.

Primary Source:

[5128_Daguerreotype_HMEK_JAKB](#)

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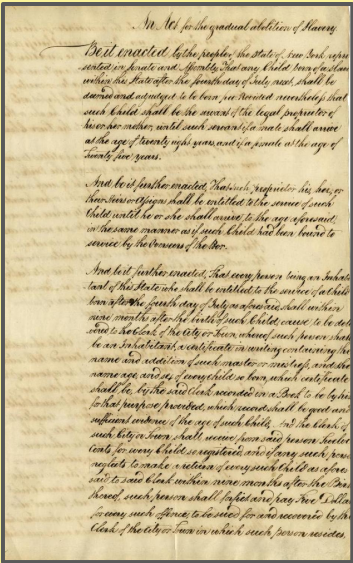
Introduction

“Be it enacted...that any Child born of a slave within this State after the fourth day of July next, shall be...be born free: Provided nevertheless that such Child shall be the servant of the legal proprietor of his or her mother until such servant if a male shall arrive at the age of twenty eight years, and if a female at the age of twenty-five years.” -March 29, 1799

Above: Excerpt from “An Act for the gradual abolition of Slavery,”
NYS Archives digital collection (right).

Background: By the turn of the 19th century, institutions that made it necessary and easy to enslave people of color were coming to an end. The transatlantic slave trade was outlawed in 1808. An agricultural economy based on Hudson River farms and sloop trade was slowly replaced by canals, railroads and factories. New York State was industrializing.

Nevertheless, slavery was an economic institution. It existed because free labor made colonists rich-- especially larger landholders like the Van Rensselaers. While political leaders took steps to end slavery, laws were passed - called *Gradual Emancipation*- to ensure that enslavers did not lose their investments overnight.



Read the excerpt and background about the Gradual Emancipation Law passed in 1799.

Brainstorm: How do you think enslaved parents felt about this law?

Dig Deeper:

[Abolition of the transatlantic slave trade](#)

Primary Source:

[An Act for the gradual abolition of slavery](#)
[\[NYSA 13036-78_L1799_Ch062\]](#)

March 29 1799, New York State Archives, New York (State).
Dept. of State. Bureau of Miscellaneous Records.
Enrolled acts of the State Legislature. Series 13036-78, Laws of 1799, Chapter 62.



Lesson 2: Slavery by a Different Name



Part A: The Reality of Gradual Emancipation

Background: The 1799 Gradual Emancipation law freed children born after July 4, 1799, but only after they worked 25 to 28 years of indentured servitude to their mother's enslaver.

This 1799 law was based on more than 150 years of legal rules for governing the poor. The first of the “poor laws” was Dutch; dating back to the 1630s, it denied those in poverty from the same advantages as patroons.

A 1788 law allowed “Overseers of the Poor” to assign homeless children to apprenticeships and indentured servitude. An 1804 law eliminated the minimum age required for enslavers to support any children who were “abandoned” in their household. These laws allowed enslavers to indenture the children if it suited them after 1799, but freed them of any responsibility for those whose parents could not take care of them.

Essential Question:

- ***What did Gradual Emancipation mean for the children of enslaved New Yorkers?***

Primary documents:

Gradual Emancipation Law of 1799;

1803 Bill of Sale (Peg & Bill Grant);

1803 Bill of sale (Dean);

1825 Agreement (Dian & infant child)

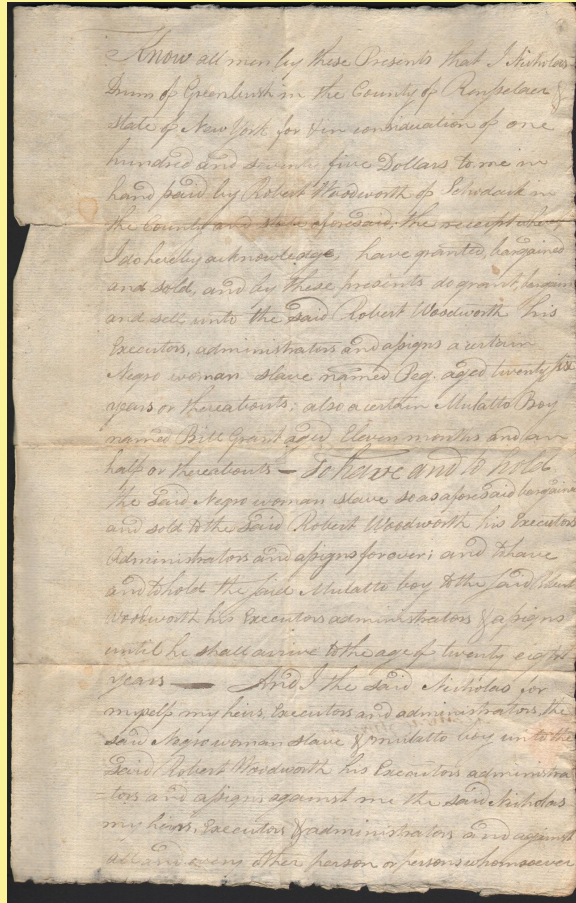
Worksheets: Venn Diagram
“Enslaved- Indentured- Child of Indentured”

Lesson 2: Slavery by a Different Name

Part A: The Reality of Gradual Emancipation

Activity 1

“...I Nicholas Drum of Greenbush in the County of Rensselaer...in consideration of one hundred and seventy five Dollars to me in hand paid by Robert Woodworth of Schodack...do grant, bargain and sell...a certain Negro woman slave named Peg, aged twenty six years or thereabouts; also a certain Mulatto Boy named Bill Grant aged Eleven months and an half or thereabouts - To have and to hold the said Negro woman slave...forever; and to have and to hold the...boy...until he shall arrive to the age of twenty eight Years...” July 19, 1803



Read the excerpt from the Bill of Sale of Peg and her infant child, Bill Grant.

List facts about Peg and her son Bill Grant on the enslaved & indentured sections of the Venn Diagram.

What do they have in common? What is different about their situations?

Think... Why do you think Bill has a surname, but Peg does not?

Primary Source:

[5 10 2 July 19 1803 Bill of Sale ND to RW](#)

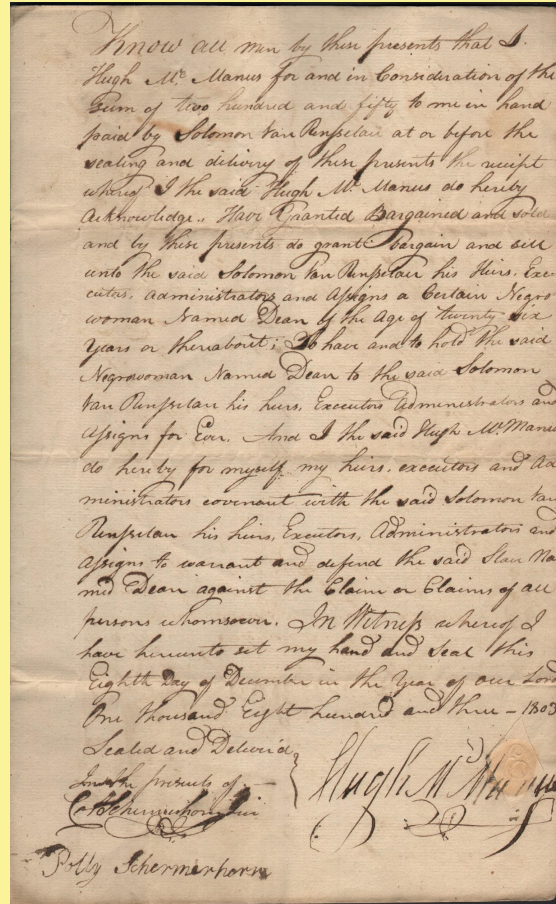


Lesson 2: Slavery by a Different Name

Part A: The Reality of Gradual Emancipation

Activity 2

“...I Hugh McManus for and in consideration of the sum of two hundred and fifty to me in hand paid by Solomon Van Rensselaer...do grant bargain and sell unto the said Solomon Van Rensselaer...a Certain Negro woman Named Dean of the Age of twenty-six years or thereabout; To have and to hold...for Ever...”



Know all men by these presents that I
Hugh McManus for and in consideration of the
sum of two hundred and fifty to me in hand
paid by Solomon Van Rensselaer at or before the
sealing and delivery of these presents the receipt
whereof I the said Hugh McManus do hereby
acknowledge... have granted bargained and sold
and by these presents do grant bargain and sell
unto the said Solomon Van Rensselaer his heirs, ex-
ecutors, administrators and assigns a Certain Negro
woman named Dean of the Age of twenty-six
years or thereabout; To have and to hold the said
Negro woman named Dean to the said Solomon
Van Rensselaer his heirs, Executors Administrators and
assigns for Ever. And I the said Hugh McManus
do hereby for myself my heirs, executors and ad-
ministrators covenant with the said Solomon Van
Rensselaer his heirs, Executors, Administrators and
assigns to warrant and defend the said Slave Ma-
ried Dean against the Claims or Claims of all
persons whomsoever. In Witness whereof I
have hereunto set my hand and seal this
Eighth day of December in the Year of our Lord
One thousand Eight hundred and Three - 1803
Sealed and Delivered
In the presence of
Betty Schermerhorn
Hugh McManus

Read the excerpt from
the Bill of Sale of Dean.

List some facts about
Dean on the Venn
Diagram under enslaved.

Primary Source:

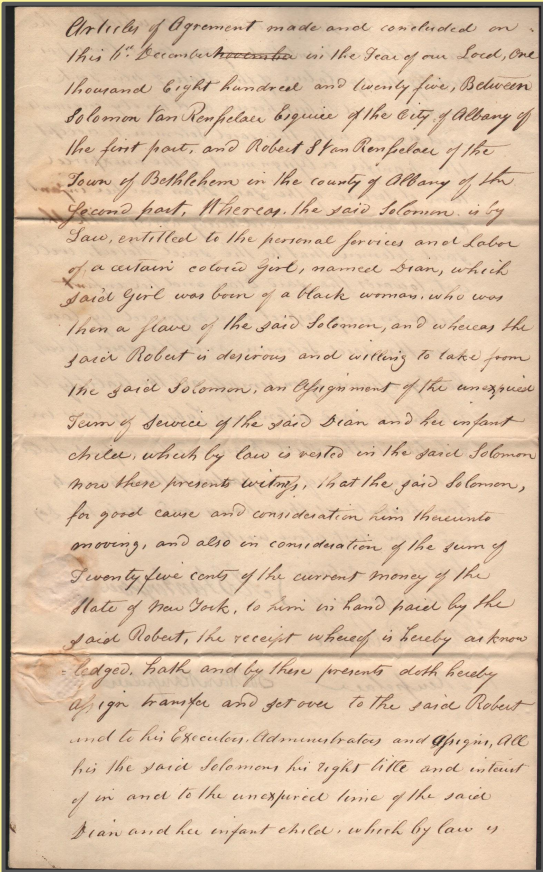
[3 14 December 8 1803 Dean
Bill of Sale HMM to SVR](#)



Lesson 2: Slavery by a Different Name

Part A: The Reality of Gradual Emancipation

Activity 3



Articles of Agreement made and concluded on this 11th December in the Year of our Lord, One thousand eight hundred and twenty five, Between Solomon Van Rensselaer Esquire of the City of Albany of the first part, and Robert S Van Rensselaer of the Town of Bethlehem in the county of Albany of the second part. Whereas the said Solomon is by Law, entitled to the personal services and labor of a certain colored girl, named Dian, which said Girl was born of a black woman, who was then a slave of the said Solomon, and whereas the said Robert is desirous and willing to take from the said Solomon, an Assignment of the unexpired Term of Service of the said Dian and her infant child, which by law is vested in the said Solomon now these presents witness, that the said Solomon, for good cause and consideration him thence to moving, and also in consideration of the sum of Twenty five cents of the current money of the State of New York, to him in hand paid by the said Robert, the receipt whereof is hereby acknowledged, hath and by these presents doth hereby assign transfer and set over to the said Robert and to his Executors, Administrators and Assigns, All his the said Solomons his right title and interest of in and to the unexpired time of the said Dian and her infant child, which by law is

“...Agreement made...Between Solomon Van Rensselaer Esquire of the City of Albany... and Robert S Van Rensselaer of the Town of Bethlehem...the personal services and Labor of a certain colored girl, named Dian...born of a black woman, who was then a slave of the said Solomon...Robert is desirous and willing to take... an Assignment of the unexpired Term of Service of the said Dian and her infant child, which by law is vested in the said Solomon...in consideration of the sum of Twenty five cents ...Robert...will act towards the said Dian and her infant child in every respect as is enjoined by law...and hereby assume upon himself all the liability to which the said Solomon is subject by law...”

December 6, 1825



Read the excerpt from the Agreement transferring the indenture of Dian and her infant child.

Think...how is this agreement different from the bills of sale?

List facts about Dian and her infant child on the indentured and child of the indentured sections of the Venn Diagram.

Primary Source:

[3 14 December 6 1825 Dian Agreement SVR to RSVR](#)

Lesson 2: Slavery by a Different Name



Part A: The Reality of Gradual Emancipation

Conclusion

Essential Question:

- *What did Gradual Emancipation mean for the children of enslaved New Yorkers?*

Look at your entries in the Venn Diagram.

Think about the primary sources you've seen in Part A--

The Bill of Sale for Peg & her infant Bill Grant;

Bill of Sale of Dean;

Agreement concerning the services of Dian & her infant child

Lesson 2: Slavery by a Different Name

Part B: Impact of Gradual Emancipation

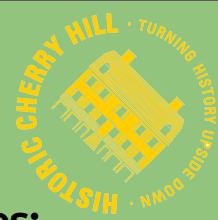
Background: We can learn how gradual emancipation affected people throughout the 1800s by following generations of the same family at Cherry Hill. It is often challenging to trace the genealogy of people whose ancestors were enslaved. However, notes written by the Cherry Hill family reveal a connection between Dean, Dian (and her infant child), and the Knapp family.

Gradual emancipation was based on the centuries' old practice of indentured servitude. Throughout the 1800s, it became more common for children to be indentured as their families suffered from crop failure, accidents, disease, and other financial troubles.

In Albany, institutions like the Shaker settlement in Watervliet indentured children whose guardians were unable to support them. The Cherry Hill household also fostered children with the expectation that they would work to earn their stay, but their intentions may have differed. Records from this time allow us to compare the experiences of children like Minnie Knapp to other children in Albany affected by poverty during the 1800s.

Essential Question:

- *How did gradual emancipation affect generations of people of African descent?*



Primary Sources:

Genealogy notes about the Knapp children;

Letter about Minnie & Janie Knapp;

1865 census record;

Flora Shepperman's indenture;

cabinet card for Minnie Knapp

Worksheets: Facts about Knapp Family

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Part B: Impact of Gradual Emancipation

Activity 1

“Jane Amelia Knap born at Hudson Nov 25th 1845--

***Harriet Maria Elmendorf Knap born Oct 20th 1852,
-- Jane their Mother died Dec 13th 1854***

***Hat. R.V.R. M.E. went down to Hudson & brought them up Dec 27 1854 [Dean was mother to Dian-
_ Dianna was Mother to Jane...***

Jane married Knapp (an Indian)

Their children: -

James Knapp Born Dec 16, 1843

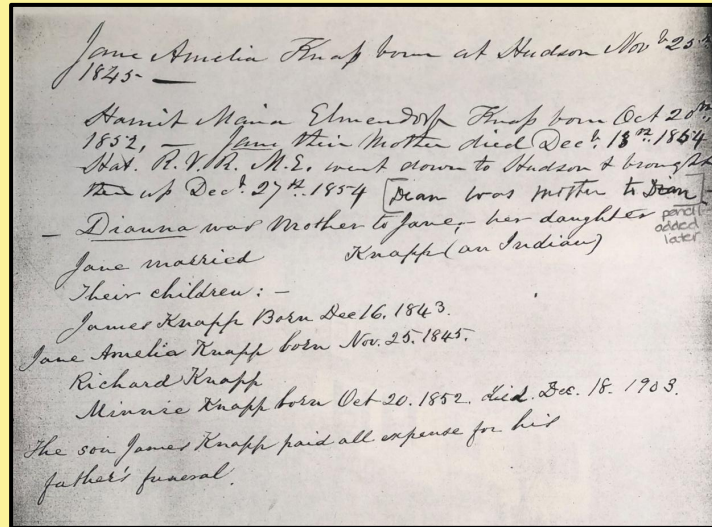
***Jane Amelia Knapp born Nov.
25. 1845***

Richard Knapp

Minnie Knapp born Oct 20. 1852.

Died Dec. 18. 1903...”

Note: “Hat” was Harriet Maria Van Rensselaer Elmendorf. She was a daughter of Solomon and Arriet Van Rensselaer, and the 3rd generation matriarch of Cherry Hill.



Jane Amelia Knapp born at Hudson Nov 25th 1845- —
Harriet Maria Elmendorf Knapp born Oct 20th 1852, — Jane their Mother died Dec 13th 1854
Hat. R.V.R. M.E. went down to Hudson & brought them up Dec 27th 1854 [Dean was mother to Dean] —
— Dianna was Mother to Jane, her daughter pencil added later
Jane married Knapp (an Indian)
Their children: -
James Knapp Born Dec 16, 1843.
Jane Amelia Knapp born Nov. 25. 1845.
Richard Knapp
Minnie Knapp born Oct 20. 1852. died Dec. 18. 1903.
The son James Knapp paid all expense for his father's funeral.

Read the notes tracing the genealogy of the Knapp family.

Think... Are there any problems with using these notes for genealogical information?

List facts you now know about the Knapp children...

What were their names and dates of birth?

What do you know about their parents?

What events do these notes describe?

Secondary Source: Photocopy of CH genealogy notes written by Catherine VR Bonney, Harriet Maria VR Elmendorf, & Harriet Elmendorf Gould.

Lesson 2: Slavery by a Different Name



Read the excerpt from a letter mentioning Minnie (age 2) and Jane Knapp (age 9).

The letter was written by Peter E. Elmendorf of Cherry Hill to his daughter, Harriet Maria Van Rensselaer “Hattie” Elmendorf, while she is away at boarding school.

Think...What were Minnie and Janie’s roles in the Cherry Hill household?

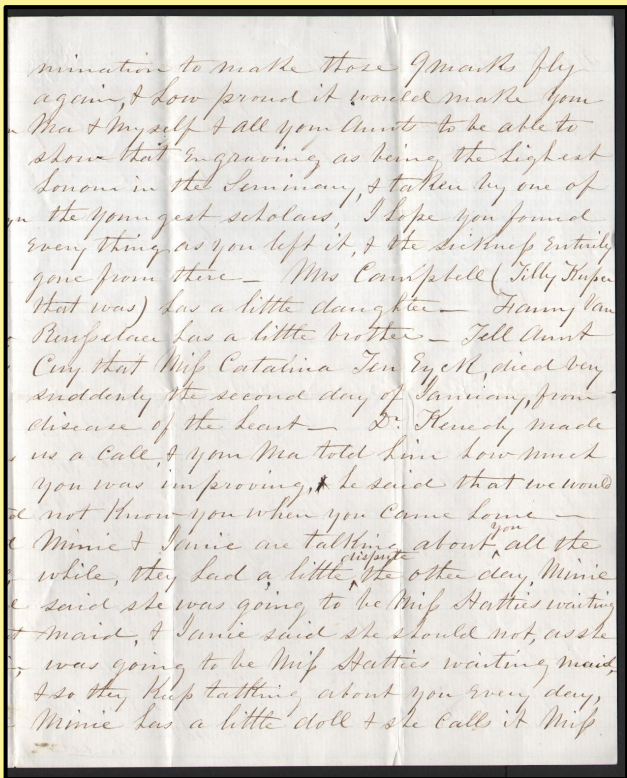
What were they raised to do?

Primary Source:

[4_1 January 7 1855 PEE to HEG](#)

Part B: Impact of Gradual Emancipation

Activity 2



“Minie & Janie are talking about you all the while, they had a little dispute the other day, Minie said she was going to be Miss Hatties waiting maid, & Janie said she should not, as she was going to be Miss Hatties waiting maid, & so they keep talking about you every day...” January 7, 1855

Lesson 2: Slavery by a Different Name



Part B: Impact of Gradual Emancipation

Activity 3

| Name of every person whose usual place of abode was in the family on the 1st day of June, 1865. [X] Include as in the family those absent in the army and navy. | Age. | Sex. | White, black or mulatto. Color | Relation to the head of the family. | In what county of this state, or in what other state, or foreign country born. | Of how many children the parent. | Number of times married. | Now married. | Now widowed. | Single. | Profession, trade or occupation. |
|--|------|------|-----------------------------------|-------------------------------------|--|----------------------------------|--------------------------|--------------|--------------|---------|----------------------------------|
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P. E. Elmendorf | 50 | M | | | Albany | 1 | 1 | 1 | | | Physician |
| Harriet B. Elmendorf | 48 | F | | wife | " | 1 | 1 | 1 | | | |
| Arriet Elmendorf | 21 | F | | Child | " | | | | | 1 | |
| Margaret A. Van Rensselaer | 21 | F | | Servant | " | | | | | 1 | |
| William B. Putnam | 8 | M | | Child | West Co. | | | | | | |
| Minnie Elmendorf | 14 | F | B | Servant | Columbia Co. | | | | | | |

| Name... | Age. | Sex. | Color | Relation to the Head of the Family | Place of Birth | Profession, trade or occupation. |
|------------------|------|------|-------|------------------------------------|----------------|----------------------------------|
| 5 | 6 | 7 | 8 | 9 | 10 | 16 |
| Minnie Elmendorf | 14 | F | B | Servant | Columbia Co. | |

Look at the Cherry Hill household's entry in the 1865 New York Census record.

Read the entry for Harriet Maria Elmendorf "Minnie" Knapp. She is on the last line.

Think... Was your hypothesis about Minnie and Jane's roles at Cherry Hill correct?

What else do you notice about Minnie's entry in the census record?

Primary Source: 1865 NYS census, New York State Archives

Lesson 2: Slavery by a Different Name



Part B: Impact of Gradual Emancipation

Activity 4

Shepperman, Flora 25 July 1867

This Indenture, made the Twenty-fifth day of July in the Year of our Lord, One Thousand Eight Hundred and Sixty-seven between D. A. Buckingham of Watervliet County Albany and State of New York of the first part, and Anna Maria Shepperman of the City and County of Albany and State of New York of the second part, and Flora Augusta Shepperman a Minor, daughter of the said Anna Maria Shepperman of the third part, witnesseth, That the said Parties have agreed and covenanted, in form, as follows, namely: That the said Flora Augusta Shepperman aged nine years on the first day of August last past, by and with the consent of her Mother Anna M. Shepperman the party of the second part, hath, of her own free will, placed said bound her self and the said party of the first part, to be under the care and in the employment of the said party, in whatever may be for the present good and future welfare of the said Minor, until she shall arrive at the full age of eighteen years. Provided, nevertheless, that, in case the said Minor shall, at any time during her minority, absolutely refuse and continue to refuse whatever the said party of the first part may lawfully require of her, then, in such case, the said party of the second part covenants and agrees with the said party of the first part to take back the said Minor, upon due notice being given her, by or from the said party of the first part so to do, without making or requiring any charge for the services which the said Minor may have performed for the said party of the first part, or for not keeping the said Minor during her minority.

And further: That the said party of the second part will not visit said Minor three times in a year, in case of sickness, or notified and requested by said first party to do so, nor at any time, unlawfully take away the said Minor, nor cause her to be taken away, nor entice nor cause to be enticed the said Minor to absent her self from the service and government of the said party of the first part during the continuance of this Indenture. And, for violation of the aforesaid stipulations, said second party shall pay to said first party, at the rate of two dollars per week for the whole time during which said Minor shall have remained absent, or under guardianship of said first party. And the said party of the first part covenants with the said party of the second part, that she the said party of the first part, will, during the time the said Minor shall remain with her, provide the said Minor with comfortable Food and Clothing; and will teach her or cause her to be taught, to Read and Write, and the Principles of common Arithmetic; and also the art and mystery of seamstress or such other occupation as may be best suited to her aptitude; and also will, at the termination of this Indenture, provide the said Minor with Two good and decent Suits of Wearing Apparel and a new Bible, in case the said Minor shall so long remain with the said party of the first part.

In Witness Whereof, the Parties to this Indenture have hereunto set their Hands and Seals, the Day and Year first above written.

D. A. Buckingham
Anna M. Shepperman
Flora A. Shepperman

{ Sealed, signed and delivered, }
in presence of

The above named Anna Maria Shepperman
three times notified before execution
of this Indenture, and she has acknowledged

This is to certify, that Anna Maria Shepperman mother of the above-named Flora Augusta Shepperman do hereby consent to the execution of the above Indenture, on behalf of my daughter the said Flora Augusta Shepperman.
Albany July 25 1867
Anna M. Shepperman

NYSL

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“This Indenture...between D. A. Buckingham of Watervliet County of Albany...and Anna Maria Shepperman of the City and County of Albany...and Flora Augusta Shepperman a Minor, daughter...aged nine...of her own free will, placed and bound her self...until she shall arrive at the full age of eighteen years...the said party of the first part, will...provide the said Minor with comfortable Food and Clothing; and will teach her or cause her to be taught to Read and Write, and the Principles of common Arithmetic; and also the art and mystery of Seamstress...” July 25, 1867

Read the excerpt from the indenture of Flora Shepperman, by the Shaker community in Watervliet.

List some facts about Flora's indenture.

Did she have any protections?

Did she gain anything from this indenture?

Primary Source:

Sc22330_shaker-collection_flora-sheppermann_jul-25-1867_box-41a-f5, Manuscripts and Special Collections, New York State Library, Cultural Education Center

Lesson 2: Slavery by a Different Name

Part B: Impact of Gradual Emancipation

Activity 5



Compare the two photographs of Minnie Knapp.

List the differences between the two pictures.

Read the description and background.

Think: What questions do you have about Minnie's life?

Write your questions in the space provided.

Primary Sources:

[6568 Photo of HMEK 1890](#)

[5222 HMEK 1900](#)



Background: The Elmendorfs lost their wealth in the 1880s, leaving Cherry Hill in 1884. At times when they could not support Minnie, she worked in other households, including with cousins at Cherry Hill. Renting out servants to other households was common; the practice dates back to slavery. The cabinet card may have advertised Minnie's services, in exchange for her room and board.

Lesson 2: Slavery by a Different Name

Part B: Impact of Gradual Emancipation

Activity 6

Description: This is a photograph of Minnie Knapp's gravesite. She was buried in the Elmendorf section of the Van Rensselaer family plot, in the space behind Harriet Maria "Hat" and Peter Elmendorf. She has no headstone.



Background: Minnie worked as a servant for the Elmendorfs until her death in 1903. She had no formal indenture as a child at Cherry Hill. She never had an income, never married or had children. According to Cherry Hill family letters, she never learned to read or write well enough to correspond with her siblings.

Minnie was in some ways treated like a family member. She had birthday celebrations and exchanged holiday gifts with the Cherry Hill family. She called Harriet Maria, her namesake, "Ma." When the Elmendorf family lost their wealth, Harriet Maria wrote that she felt a responsibility to take care of Minnie, because she had been loyal to the family for thirty years.

A few years before Minnie's death, Emma Bonney, a cousin of the Cherry Hill family wrote: "Minnie is both a bane and a blessing."

Look at the photograph of Minnie Knapp's gravesite.



Read the description.

Think...How was Minnie Knapp's experience at Cherry Hill different from other child servants, like Flora Shepperman's at the Shaker community?

Did Minnie Knapp have any protections?

How were their opportunities in life different?

Source:

Photograph of Harriet Maria Elmendorf Knapp's gravesite, Van Rensselaer family plot, Lot 66, Section 56, Albany Rural Cemetery

Lesson 2: Slavery by a Different Name

Part B: Impact of Gradual Emancipation Conclusion

Essential Question:

How did gradual emancipation affect generations of Albany's Black families like the Knapps?



Think about the primary & secondary sources you've seen in Part B--

Genealogy notes about the Knapp children;
Letter about Minnie & Janie Knapp;
1865 census record;
Flora Shepperman's indenture;
Photograph of Minnie Knapp's gravesite/Cabinet Card

Lesson 2: Slavery by a Different Name

Conclusion

Mystery #2

Why do you think Harriet Maria Elmendorf “Minnie” Knapp had the same name as Cherry Hill’s 3rd generation matriarch, Harriet Maria Van Rensselaer Elmendorf?

How was she connected to the Cherry Hill family?

Take a virtual walk through Minnie Knapp’s room in the garret and explore other spaces related to her life at Cherry Hill:

www.tours.vividmediany.com/3d-model/historic-cherry-hill/fullscreen/

Start on Floor 4

Citations & Sites for Research:



[A SHORT HISTORY OF SLAVERY IN NYC — NYC URBANISM](#)

[Albany Rural Cemetery](#)

[Brief History of Government Charity in New York \(1603 – 1900\)](#) Virginia Commonwealth University Libraries Social Welfare History Project

Dulberger, Judith A. [“Mother Donit for the Best” Correspondence of a Nineteenth-Century Orphan Asylum](#), Syracuse: Syracuse University Press, 1996.

[Shaker Heritage Society](#)

Williams, Oscar, “Slavery in Albany, New York, 1624-1827,” *Afro-Americans in New York Life & History*