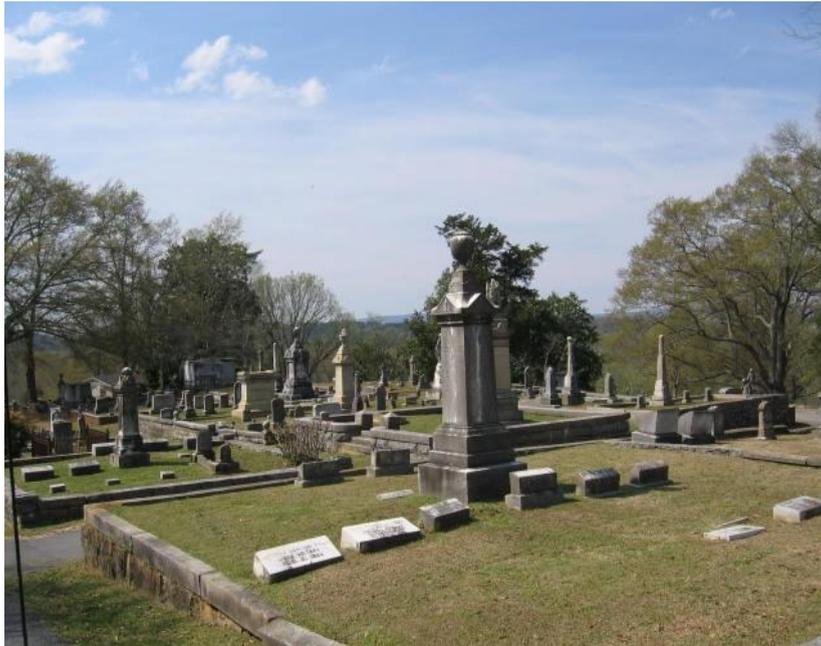


**CITY OF ROME, GEORGIA  
MYRTLE HILL CEMETERY  
EDUCATION HANDBOOK  
2007**



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**MYRTLE HILL CEMETERY IS ON THE NATIONAL  
REGISTER OF HISTORIC PLACES.**



# GRAVE CONCERNS USING THE HISTORIC CEMETERY AS A CLASSROOM

Grade Levels 5-12

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TRC,  
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**REV. SAMUEL EDWARD AXSON LOT**  
WHERE ELLEN AXSON WILSON, WIFE OF PRESIDENT WOODROW WILSON  
WAS BURIED ON AUGUST 11, 1914

## ACKNOWLEDGMENT

### **STATEMENT OF ACKNOWLEDGMENT OF NATIONAL PARK SERVICE/PRESERVE AMERICA SUPPORT FOR PROJECTS**

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## INTRODUCTION

Cemeteries are outdoor art galleries, history museums, and botanical gardens. A class visit to a cemetery can be an exciting opportunity to link the present with the past. History comes alive as students realize that the people buried in cemeteries built the communities that we live in today.

By studying the gravestones, symbols, names, ages, and inscriptions of the graves, students will learn about the social, religious, economic, and cultural background of their community. At historic Myrtle Hill Cemetery, for instance, students will find Masonic symbols, an African-American section that stands in stark contrast to the ornate graves of others, religious references, and a changing mortality rate through time.

In a cemetery exploration, students will practice math, science, social studies, history, and language arts skills. Cemeteries are both material reminders of the past and sacred places.



WORLD WAR I DOUGHBOY  
VETERANS PLAZA



MOORE MONUMENT NEAR TOP OF MYRTLE HILL  
OVERLOOKING DOWNTOWN ROME

Students who understand the importance of cemeteries will likely become adults who will help preserve these valuable, shared resources.

The teacher is encouraged to use the activities, worksheets, and exercises on the following pages as he or she sees fit. Please feel free to modify them to suit the goals of your lessons and level of the students.

## **Guidelines and Safety for Myrtle Hill Cemetery School Tours:**

**The safety of students and guests visiting Myrtle Hill Cemetery is the City's number one priority.**

**Myrtle Hill is an active cemetery. Burials still take place and take precedence over any other function scheduled in the cemetery.**

### **For your safety:**

- ◆ **Do not push, climb, or lean on any monument, wall, or structure in the cemetery.**
- ◆ Running, playing, and noisy activities are not appropriate in the cemetery.
- ◆ Stay on the walkways.
- ◆ Have students wear appropriate, comfortable shoes as there are a number of steep inclines and stairs.
- ◆ Keep your class together at all times.
- ◆ Bollards have been installed on many drives to prohibit vehicular use and for the safety of pedestrians.
- ◆ The cemetery grounds are maintained by an inmate crew supervised by a guard. Mowers, blowers, and weed eaters are in use, so avoid the immediate area where the grounds crew is working.

## Please use the following guidelines:

- ◆ Please notify the cemetery office at 706-236-4534 of planned tours.
- ◆ Groups should be limited to one class per visit. There must be at least one teacher/chaperone per 10 children.
- ◆ **Stone rubbings are strictly prohibited. Many of the monuments are over a hundred years old and are very fragile.**
- ◆ Please keep in mind the cemetery is not handicap accessible.
- ◆ Average tours take approximately one hour. There is no time limit for classroom activity.
- ◆ Parking is (located on the Myrtle Hill side of the Charles W. Graves Bridge) next to the John Sevier Monument on Branham Avenue. In order to avoid having students cross the streets, buses may drop students off at the main gate on Myrtle Street and then have the driver park.
- ◆ Food and beverages, with the exception of bottled water, are prohibited in the cemetery.
- ◆ There are no public restrooms at the cemetery.
- ◆ Treat the cemetery with respect at all times.
- ◆ Please do not litter. Trash receptacles are provided.
- ◆ Do not remove or damage any plant, flower, tree, or shrubbery from any part of the cemetery.

## LEARNING OBJECTIVES

- ◆ Students will gain an understanding of their community's history through the study of the cemetery.
- ◆ Students will compare and contrast past generations with present generations by recording and analyzing data from gravestones.
- ◆ Students will learn the proper behavior in and care of a community cemetery.
- ◆ Students will understand and explore the aspects of death in a cemetery setting.



MARBLE ANGEL ON GRIFFIN LOT IN MYRTLE HILL CEMETERY (2006)

## FACTS ABOUT MYRTLE HILL CEMETERY

- ◆ There is an ongoing restoration and preservation project in the cemetery led by the City of Rome.
- ◆ Areas of the cemetery are eroding, causing damage to some of the graves. Students can observe the erosion by looking at graves where the soil is washing away. This problem is particularly apparent after a heavy rain. Note: preservation efforts aim to remedy this problem.
- ◆ The cemetery is a good example of the type of garden setting that became popular during the “rural cemetery movement” of the mid-late nineteenth century.
- ◆ Members of several fraternal organizations and war veterans are buried in the cemetery.
- ◆ Many of the monuments in the cemetery represent the “Egyptian Revival” in art and funerary imagery of the late Victorian period.
- ◆ The City of Rome, Georgia maintains the cemetery.
- ◆ Modern graves are typically four and a half feet deep, three feet wide and eight feet long. Historic graves were usually not as deep. There are certain cemeteries that allow two persons to be buried in the same grave space, the surviving spouse on top of the first deceased. Many military cemeteries offer this type of burial.
- ◆ People were usually buried in wooden coffins until at least the 1930s. These coffins decay rapidly in red clay, leaving very little in the grave shaft. Today, people are buried in coffins and outer vaults (usually made of steel or concrete). The City of Rome Cemetery Department requires a vault for all burials with the exception of a Pauper burial.
- ◆ A Pauper is a deceased person that has been approved by the county for burial at no cost. There is a pauper section at Myrtle Hill Cemetery. This section is very old and no longer active. Paupers are presently buried in Oakland Cemetery which is also owned by the City of Rome.
- ◆ Cremation is another type of preparation of a deceased person where the dead body is burned, and the ashes are then buried or scattered. There are several cremation burials at Myrtle Hill each year. There can be up to six cremains buried in one full-size grave, provided an urn vault is not used. The City of Rome Cemetery Department does not require a vault for cremation burials. Many churches are developing gardens for scattering cremains. Markers are placed in the scattering garden in memory of the deceased person.

- ◆ In Georgia, if historic graves must be moved, certain guidelines must be followed, and permission from state and local authorities must be obtained.
- ◆ There are a large number of unmarked graves in the cemetery, particularly in the old section. These can be identified by looking for east-west oriented, rectangular depressions often seen in the apparent gaps between graves in rows. Most historic Christian graves were oriented with the head to the west so that on Judgment Day, the body would rise up to face the eastern sky. Many areas of West Africa (where most slaves came from) believed in burying the dead “cross-wise” to the world, which was conceived of as east-west, also. Jewish and Muslim graves usually face the respective holy lands for each group (i.e., Israel and Mecca).



Notice the heavy grass areas. They are the indented graves shafts (2007)

## **History of Myrtle Hill Cemetery**

Myrtle Hill Cemetery, established in 1857, is listed in the National Register of Historic Places. It is located on one of Rome's seven hills, where the Etowah and Oostanaula rivers meet to form the Coosa River (Figure 1 p.21). The cemetery contains perhaps as many as 20,000 graves, including those of individuals important to the history of the city, the region, and the nation—individuals such as early founders of Rome Daniel R. Mitchell and Zachariah B. Hargrove, numerous politicians and community leaders, First Lady Ellen Louise (Axson) Wilson, and “known” soldier Charles Graves, an infantryman in World War I who was originally slated to be buried in Arlington Cemetery. There are more than 300 Confederate soldiers from eleven of the Confederate states and two Union soldiers who were buried in a special section of Myrtle Hill during the Civil War. As a witness to another major theme of our nation's history, Myrtle Hill cemetery also contains an African-American section, set aside when the cemetery was segregated. One of the African Americans buried at Myrtle Hill in 1915 was Tom McClintock, who had worked as a gravedigger in the cemetery for 42 years. The cemetery also features prominent monuments such as the Women of the Confederacy monument, Indian fighter General John Sevier, Confederate general and local hero Nathan Bedford Forrest and the Confederate Soldier monument on top of Myrtle Hill or “Crown Point” as it was called.

### **Establishment of the Cemetery**

Myrtle Hill was the second cemetery established by the city of Rome, the first being Oak Hill Cemetery, located on Seventh Avenue in downtown Rome. This site was nearing capacity by 1850, and the city apparently appointed Col. Thomas A. Alexander and Daniel S. Printup to select a new site. The land they selected, on the large hill on the south side of the Etowah River, belonged to Alfred Shorter, a wealthy businessman who had acquired property throughout Rome and was a major stakeholder in the Rome Railroad. The original deed conveying the property to the city for a cemetery was lost during the Civil War, but it is believed that the land was sold in about 1855, around the same time that Shorter built a bridge across the Etowah River linking the Cave Spring Road with the south end of Broad Street.

The property had certainly been acquired and lots for burials laid out by 1857 when the city conveyed Lot 10 in the cemetery to C. M. Pennington. Cunningham

Pennington had surveyed the Rome Railroad in the late 1840s and was also responsible for the first survey and plan for Myrtle Hill Cemetery (Harris Papers n.d.). Since the deed for Lot 10 does not mention a purchase price, he may have received the plots in exchange for his services in laying out the cemetery. Mr. Pennington's plan has not survived, but it is apparently reflected in the curvilinear road and lot layout of the cemetery. Because of this natural design, the lots are of irregular size and have varying numbers of spaces for individual plots. The plan is typical of mid-nineteenth century "picturesque" rural cemeteries but was also necessitated by the steep terrain. The roads circle the hill and, combined with the terracing needed to level the lots for burial, create a layered, "wedding cake" appearance. The Cemetery was named for the Vinca Minor that grew wild on the hill. Vinca Minor is more commonly called Myrtle or the Flower of Death. The Crepe Myrtle shrubs were later planted by a local garden club. The original cemetery plan occupied about 11 acres, although the city's original purchase was for 29 acres. Subsequently, several additions were made to the plan, the first being the Branham Addition in about 1899.

The first interment was made in 1857, but the name of the deceased has not been determined. Mrs. Benjamin F. Hawkins was one of the earliest interments, her grave being located in section 43 near the summit of the hill and overlooking the river. John Billups died in March 1857 and is also buried near the summit of the hill. Official records of interments prior to 1872 are not available.

### **The Civil War**

The number of burials in the cemetery increased significantly during the Civil War. Those interred were not necessarily citizens of Rome. Rome was designated a hospital town in January 1863, and the wounded and sick Confederate soldiers from the Tennessee campaigns were brought over the railroad and treated in warehouses, stores, public buildings, and other places converted to serve as hospitals. An editorial in the Rome *Tri-weekly Courier* praised the officers and doctors of the hospitals but complained that nearly all of the city had been taken over, causing a great deal of inconvenience for the citizens. The paper periodically published the names of those who had died in the hospitals, and many of these were buried in the Confederate section of Myrtle Hill Cemetery. More than 300 graves are located in this section.

During the Civil War, the Confederates constructed Fort Stovall on Myrtle Hill to

defend Rome from Union raids. The Noble Foundry located in the city on the Etowah River across from the cemetery was a major target for federal troops looking to cripple the Confederate war machine. According to a map of the defenses of Rome made during the Civil War, the fortifications were erected in the fall of 1863. Fort Stovall is shown on the map as a bracket-shaped linear earthwork near the top of Myrtle Hill. There is no indication on the map that a cemetery was located on the hill. The line faced northwest, defending the western approach to town as well as the Coosa River. It was constructed with several faces, according to the map, which provided maximum coverage along its front. The zigzag shape permitted defenders to direct enfilading (from the side) fire on any men who approached the line.

John L. Harris (1877-1964), a former Clerk of the U.S. District Federal Court in Rome from 1930 to 1953 when he retired, was born across from the cemetery. According to him a "shell pit," or artillery emplacement, was located near the summit of the hill and was placed so as to be able to sweep the Cave Spring Road approaching from the south. The main orientation of the fort may have been modified during the course of the war depending on the expected direction of attack. In May 1863, Abel Streight's mule-equipped cavalry made its way toward Rome over the Cave Spring road after raiding through northern Alabama and burning Gadsden. Alerted to the approach by John H. Wisdom, who rode 65 miles in 12 hours, the small garrison at Rome barricaded the road and delayed Streight's skirmishers enough for Confederate cavalry commander Nathan Bedford Forrest to arrive. Forrest's demonstration against Streight's rear was so convincing that Streight thought he was outnumbered, despite the fact that Forrest had only 425 men at his disposal compared to Streight's 1,500. Streight surrendered, much to his embarrassment when he realized that he had been duped. The artillery emplacement recalled by Harris may have been constructed in anticipation of Streight's attack.

General Forrest's defense of Rome is honored in Myrtle Hill Cemetery by a monument that originally stood on Broad Street at Second Avenue. The statue was moved in 1952 because it had become a traffic hazard. It stands in Veterans Plaza (p.20) with the monument to the Women of the Confederacy, moved from its Broad Street location at the same time.

The orientation of Fort Stovall as shown on the map in (Figure 2 p.22) likely reflects the position taken by Confederate units defending Rome in May 1864

when Union General Jeff Davis, in command of the 2nd Division of Palmer's 14th Army Corps, Army of the Cumberland, approached down the west side of the Oostanaula and took up a position opposite the city and engaged with the Confederate pickets. On reaching his position, Davis received an order to return

to the 14th Corps, but as he was already engaged with the enemy and suspected a weak defense, he determined to stay on and capture Rome. Davis' considerable force was held at bay overnight by a small garrison assisted by three brigades of Polk's Corps on their way through town from Mississippi to reinforce General Albert Sidney Johnston. Fort Stovall was occupied during this brief standoff, but the main point of Confederate artillery was on Shorter Hill on the west side of the Oostanaula. The next day, Union forces moved into Rome, from which the Confederates had retreated.

The exact location of the earthworks of Fort Stovall is impossible to determine from the map in (Figure 2 p.22), and no evidence of it can be seen in the cemetery. Defensive lines constructed on a hill were typically built on the "military crest" of the hill which was below the very top of the hill. This was to prevent the occupants of the line from being silhouetted against the sky and giving the enemy a better target. It also gave the soldiers a clearer line of sight down the slope of the hill. The extensive terracing necessary for burials at Myrtle Hill has eliminated any evidence of Fort Stovall on the surface. It is possible, although unlikely, that remnants of the earthworks survive as subsurface features.

While it is clear that subsequent earth-moving activities at Myrtle Hill affected the Civil War earthworks, it is also likely that Civil War action resulted in damage to the cemetery. Although Myrtle Hill had only been opened a short time, a number of antebellum burials have been noted, and numerous interments had been made in the Confederate section by the fall of 1863. Others were probably added before the Atlanta Campaign. The top of the monument on John Billups's grave, which dates to 1857, is believed to have been shot off by a musket ball during the war, but no other specific mention is made of damage to the graves. However, because of the excellent vantage point provided by the hill, there was likely considerable activity at the fort by Confederates scouting for raiding parties. In addition, Union forces likely used the fort during their occupation of Rome. Graves in the Confederate section were reportedly marked with painted wooden markers prior to circa 1900. Sometime after

that date, these were replaced with the present stone markers.

### **The Postbellum Period to Ca. 1900**

The occupation of Rome by Federal troops-and later the Freedmen's Bureau-is often cited as the reason for the loss of records related to the cemetery before 1872. In any case, in 1874, Hines M. Smith made a new survey of the cemetery which defined what is called the Old Original cemetery. New numbers were assigned to the lots at that time. Some deeds after 1874 make reference to the old number as well as the new one. (Figure 3 p.23) shows the boundaries of the Old Original cemetery based on a copy of the Smith survey updated to 1901. Some

of the lots shown on this map, especially in the western part of the cemetery, may have been added between 1874 and 1901. The 1901 survey indicates that the original road pattern within the cemetery was nearly identical to its configuration today. A short section of road in the southwestern part of the Old Original section was closed by 1901. Also, it is evident that in the western part of the Old Original cemetery, some of the original walkways between the lots were being filled in by that date.

The monument to the Confederate dead of Rome and Floyd County in the Civil War was conceived soon after the war's end by the local chapter of the Ladies' Memorial Association. A notice in the local paper in 1869 stated that subscriptions were being taken for the monument which was to stand atop "Crown Point" in Myrtle Hill Cemetery and would cost approximately \$6,000. Raising the necessary funds during Reconstruction and the financial panics of the 1870s proved difficult, however, and it was not until 1887 that the statue was dedicated. Cunningham Pennington, who had laid out the original cemetery, oversaw the placement and the raising of the statue.

After the Civil War, Myrtle Hill became the preferred resting place for Rome's elite, as well as its more common citizens. Among the prominent citizens of Rome and Floyd County buried in Myrtle Hill in the nineteenth century were: Daniel R. Mitchell (died 1876), one of the founders of Rome and the one who put "Rome in the hat" giving Rome its name; Daniel S. Printup (died 1887), who helped select the site of the cemetery; educator J. M. M. Caldwell (died 1892), head of the old Rome Female College; Alfred Shorter (died 1882) the former owner of the land on which the cemetery is located. In 1873, Shorter donated twenty thousand dollars to a college founded by the First Baptist Church.

The college was named Shorter College after the death of his wife Martha Shorter. Other burials include Dr. Robert M. Battey (died 1895), who performed the first ovarian operation; Rep. John H. Underwood (died 1888), a United States Representative before the Civil War, a two-term superior court judge, and practicing lawyer in Rome; Homer V. M. Miller (died 1896), elected to the U.S. Senate in 1886, the first Democrat from Georgia since the Civil War; and Augustus Romaldo Wright (died 1891) who served in the U.S. Congress with Abraham Lincoln.

### **The Early Twentieth Century, Ca. 1900–1938**

The second monument to become part of Myrtle Hill Cemetery was added in 1901, when the Xavier Chapter of the Daughters of American Revolution placed a granite stone monument honoring General John Sevier at the corner of Branham and Pennington Avenues. Sevier, noted Indian fighter and land speculator in East Tennessee, defeated a force of Cherokee and Creek warriors near the head of the Coosa River on October 17, 1793.

The popularity of Myrtle Hill Cemetery meant that by the end of the nineteenth century, lots were nearly sold out. Around 1899, Branham's Addition was made to the north side of the Old Original cemetery, on the steep bluff facing the Etowah and Coosa Rivers. The first addition included Terraces A–D, as shown in (Figure 3 p.23). In 1908, the western part of Terrace E was added as well. Terrace F and Terrace D New Division were added to the north side of Branham's Addition in 1925. The Rear Stone Terrace in the northwest part of the cemetery was added in 1928.

Additions were also made to the “front” of the cemetery. The triangle “Memorial Addition” at the corner of South Broad Street and Myrtle Street and the south boundary of the Old Original cemetery were annexed in 1923 to provide a grave space for Charles Graves, “designated representative of all the Known Dead of the Great War 1917-1918” by President Harding and the Congressional Record (Figure 3 p.23). The New Front Addition was added around 1909. The Glover Vault Addition, the New Front Terrace (1938), and the Greystone Addition (1938) completed this area.

The section for African-American graves in the far western part of the cemetery is not noted on the 1901 copy of the Smith survey, but the area may have been set aside in the late nineteenth century. An item from the *Rome Tribune* in 1899

provides some clues about the origin of this section. The article reported that the bodies of 11 “colored persons” were disinterred from their original location “in order to enlarge the cemetery and make room for a much needed roadway in the Branham addition.” The bodies, some of which had been buried as long [as] 13 years, were moved to another part of the cemetery “equally as desirable as the former place.” The paper concludes that “[e]veryone will approve the recent addition.” From this we can conclude that blacks had been buried in the cemetery since at least 1886. The fact that these 11 graves were located in or near the newly established Branham addition on the north side of the cemetery suggests that the current African-American section had not yet been established, or that black burials were done throughout the areas not yet surveyed into lots. The graves were not moved to the “colored section,” but simply to another part of the cemetery, indicating that perhaps these were the first interments in what is now the black section. During this time period many household servants, maids and nurses are buried with their white families.

In 1923, the tomb of “Known Soldier” Charles W. Graves was established. Graves was among the last casualties of World War I and was selected at random to be interred at Arlington National Cemetery. Graves’s mother refused the honor, and her son was buried at Antioch Cemetery on Callier Springs Road in Floyd County. Although the “Known Soldier” designation was never official, the correct designation is “the designated representative of America’s Known Dead of the Great War 1917-1918 per President Warren G. Harding and Congressional Record”. The American Legion and a number of influential citizens felt that a more prominent memorial was needed, and in 1923, the grave was moved to a prepared site at Myrtle Hill. On Armistice Day, the tomb was dedicated in a grand ceremony attended by a wealth of military and political dignitaries, military organizations, civic and service groups, and a throng of private citizens. A photograph of the ceremony shows some of the terracing that had already been done on Myrtle Hill. A grove of what appear to be tall oak trees on the slopes illustrates some of the vegetation of the cemetery at that time. The tomb was marked by a large marble slab that organizers hoped would serve as the base for a large monument to be placed at the site by the federal government when official recognition was given to the Known Soldier. Although legislation seeking designation of the site as a national shrine was introduced on numerous occasions during the 1920s and 1930s, and again in 1958, the War Department

recommended against it, and it was defeated each time. Nevertheless, ceremonies are held at the grave each Armistice Day and have been attended by thousands. The total cost of Charles Graves's marker was paid by the American Legion Post 5.

The other major burial ceremony during the early twentieth century was that for Ellen Axson Wilson, the wife of President Woodrow Wilson, who died while her husband was in office in August 1914. The former Miss Axson had grown up in Floyd County and had graduated from Rome Female College. Her body, attended by President Wilson, was brought to Rome on a train of five private cars. A funeral procession through the streets brought the body to the First Presbyterian Church where her father had been the pastor. After the service, she was buried in the Axson lot at Myrtle Hill in the largest funeral gathering ever at the cemetery.

Other significant burials during this period included Stockton Axson (died 1936), brother of Ellen Axson Wilson, a professor of literature at Princeton University and Rice Institute, and Secretary of the American Red Cross during World War I; Andrew B. S. Moseley (died 1912), editor and owner of several Rome newspapers; Rep. Seaborn Wright (died 1933), who achieved national prominence as an advocate of Prohibition; and gravedigger Tom McClintock, an African-American cemetery worker, who dug many of the graves in the cemetery where he was eventually laid to rest in 1915 at age 71.

Local marble from nearby Tate, Georgia, in Pickens County and other locations was likely used for many of the stones in the cemetery. J. Wolz of Savannah was the sculptor of the Women of the Confederacy monument, which was constructed by the Georgia Granite and Marble Company of Rome. Prior to the Civil War, a company called Poole in Atlanta and another in Louisville, Kentucky supplied the local undertaker with stones. A difference in the style of older and newer stones can be observed with the older ones typically being made of sandstone with "gently-curved," or arched tops, while the more recent ones have been made of marble, presenting a harder and more severe appearance. From 1891 to 1940, seven family burial vaults were constructed at Myrtle Hill that reflect the influence of late nineteenth and early twentieth century architecture. The McNeel Marble Company of Marietta, Georgia constructed six of these vaults.

In 1922, George M. Battey, Jr. published his history of Rome that included a list of approximately 1,500 names of individuals interred at Myrtle Hill, which he estimated to represent about one-sixth of the total number of burials. His survey documented many more graves that were not included in his book for the sake of space. Battey's papers are located in the Special Collections room of the Rome-Floyd County Public Library. These are important resources that can provide information about graves for which markers may have deteriorated or been vandalized, as well as names that are no longer legible due to weathering.

A description of the cemetery in a manuscript paper by J. N. Johnson provides a clear picture of its condition in the 1930s. The details related to landscaping and features are so complete that it is quoted here at length:

The front entrance to Myrtle Hill faces Broad Street with two steep flights of stairs leading up to the first walkway. On the left side of the steep slope is the name "Myrtle Hill," formed by bits of marble in cement. At the top of these steps is an arch and beneath it solid marble squares over which water runs in warm weather.

Terraces have been made to the top of the hill by building walls and filling in above. It is well drained, gutters having been cut and laid with brick or cement to take care of the water and not wash away any of the soil. Hydrants have been placed all over the cemetery, which are very convenient for keeping the flowers and shrubbery moist during dry weather. Although the cemetery is almost one hundred years old, it has been developed more in the past few years than in all its history. This is being done by selling lots and using the proceeds from the sale to make improvements.

The drives around this cemetery are so arranged that one who enters can leave the main driveway just after entering the main entrance and continue to circle around the hill, making five complete rounds, and wind up at the same main driveway by which he entered. There are walkways and steps of cement throughout the entire cemetery which make it easy to get to any lot desired....

On the east side of the cemetery, bordering the sidewalk and running parallel [sic] with Myrtle Street, is what is known as Memorial Park. The park is V shaped and a hedge about five feet high is around [sic] it on the streets. In the park are large magnolia trees, rose bushes, cedars, crepe myrtle and other shrubbery. On one side is a box like marble square about two feet long and one foot thick, put there by the Masons, and bears this inscription: "This tree planted and dedicated to the memory of George Washington the father of our country and distinguished Mason".... (NOTE: The marker also has the date February 1932 inscribed as date erected).

On the side next to Myrtle Street is a fountain, or bird bath, placed in memory of Dr. R. B. Headden, the beloved pastor of the First Baptist Church of Rome for thirty years (NOTE: The fountain was moved in 2000, restored and now resides in a garden at the First Baptist Church).

In the center of the park, near the driveway, between the other two memorials [to Washington and Dr. Headden], is a mound about eighteen inches high and ten feet each way. In the center of this mound is the grave of Charles W. Graves. Two large cedars stand a short distance away on each side of the grave. Three machine guns are on this mound, one on each side and the other at the feet. There are two large bronze tablets on the grave...

The east entrance to the cemetery [on Myrtle Street] is marked by large columns of square stone blocks about twelve feet high. On the left as one enters is the part reserved for the deceased of the Civil War. There are three hundred and seventy-seven graves. This number included eighty-one Confederate unknown and two unknown of the Federal Army....

On the south-west side of the cemetery, bordering Pennington Avenue is the space set aside for the burial of colored people. That part of the cemetery shows very little care and attention...

There is even a place reserved for the burial of those unfortunate enough to die without funds, relatives or friends to take care of them. This place is on the south [north?] side, bordering on Branham Avenue and applies to colored people as well as white...

Myrtle Park is a play-ground situated on the north-west side of the cemetery, bordering on the driveway leading to the Country Club and enclosed by a strong wire fence. The entrance to the playground is marked by square stone pillars. There are benches, swings, sliding boards, sand piles and a wading pool for the small children, and a very nice tennis court. The city pays a capable supervisor for the playground.

Myrtle Hill is operated by the City of Rome. An office or sexton's house is kept. The sexton cares for the flowers, shrubbery, keeps the premises clear and also directs the work necessary for the burial of the dead....

The retaining walls are of brick, cement or stone ... Beautiful shrubbery has been put on many of the lots, winter grass has been sowed, with spring flowers blooming, while pots of flowers or bouquets have been placed on the graves. The Seaborn Wright lot near the top is especially pretty. It is a large rectangle with about a dozen crab-apple trees and several large cedar-deodora's on it. ...

Some of the lots look neglected, with the walls crumbling, or stone slipped out of place, and in some instances the headstones are dirty and fallen. ...The monuments on the graves are of many designs in marble and granite. Shafts point upward, blocks of marble with a name, date of birth and death, angels looking toward the sky, arches, small headstones with

lambs on them, crosses, pillows, Woodsmen of the World stones, and many of the older ones just about two inches thick, four or five feet high, with rounded top.

It is interesting to note from the above description that the cemetery has suffered from neglect and decay for many years, and that its maintenance has been an on-going and difficult task. As might be expected given the steep terrain, terracing was an integral part of the cemetery landscape, even 67 years ago, although photographs taken in the 1920s and 1930s indicate that the terracing was not as extensive as it is today. Johnson's description confirms that there was not a uniform pattern to the materials used in the retaining walls that would indicate a certain construction period. The sexton's house mentioned above apparently was the caretaker's quarters that was moved from the cemetery many years ago. It was most recently purchased by a local woman for use as a garden room, but it once served as a tool shed and shelter for cemetery workers (Bowen 2002). It was apparently located at the top of the main drive in the cemetery where the current office building is located. An office was shown in this location in 1901.

### **Recent History, 1937–2007**

The most significant addition to Myrtle Hill Cemetery since the 1930s was the relocation of the Forrest and Women of the Confederacy monuments from Broad Street to the Memorial Addition alongside the Tomb of the Known Soldier in 1952. This area was given even more prominence by the creation of Veterans Plaza around these monuments, including landscape improvements and a brick plaza, completed in 2002 by the Myrtle Hill/Oak Hill Memorial Association in conjunction with several city departments which provided the labor.

Burials in the cemetery became less frequent during this period as space became scarce. The parents of Martha Berry, founder of Berry College in 1902, and Henderson Lovelace Lanham (died 1957), a member of both the Georgia General Assembly and later the U.S. Congress, were among the more significant persons added to the cemetery during this period.

In the 1950s, John L. Harris took an interest in Myrtle Hill's history and corresponded with George M. Battey, III over details of the cemetery's creation and subsequent development. Harris commented on the poor conditions at the cemetery in a letter to Battey in 1962:

I think that your remonstrances about the dozens of headstones being cracked and lying on the ground had some effect in picking up a good many (nearly all, I think) of these and setting them up. I noted especially the broken stone of Mr. J. M. M. Caldwell, head of Rome Female College, which I was just about to get volunteers from the Presbyterian young people to set it up when it and many others were erected. The driveways were also widened and strewn with a very inferior sort of chert, and there seems to have been little regard to cutting off corners of family lots. (J. L. Harris to George M. Battey, 4 March, 1961, Harris Papers)

In 1983, a newspaper article noted that the cemetery was in poor and deteriorating condition. John Bennett, then Director of Public Works for the city, hoped to set up a maintenance fund for the cemetery, particularly to pay for repairs to retaining walls that were threatening to collapse. The repair of walls adjacent to the roadways was handled by the city, but other walls were the responsibility of the families who owned the lots. Many of these families had died out or had left the area, however. The lack of spaces in the cemetery for new burials meant that money for the maintenance of the cemetery had to come from other cemetery fees and the general fund. By 1987 a maintenance trust fund had been set up, but the city hoped that a civic or historic group would take on the project of cleaning and maintaining monuments. Gates were placed at the entrances to Myrtle Hill Cemetery in 1988 and have been effective at deterring vandals. Recently, the Myrtle Hill-Oak Hill Memorial Association, Boy Scout troops, and others have undertaken small rehabilitation and repair projects at the cemetery.

A recent book documenting the known burials in Myrtle Hill uses the Battey inventories, along with an early 1980s inventory conducted by the Northwest Georgia Historical and Genealogical Society, Inc. and records of the city of Rome to document over 20,000 interments. The Cemetery Director's Office has the most complete accounting of the burials at Myrtle Hill. A new database is being developed that will integrate the available information. Queries regarding specific burials are investigated as they arise; where discrepancies are noted, these are corrected. In 2004 a Master Plan for the cemetery was prepared-one component being the development of a teacher's packet as an educational tool.

## HISTORY OF VETERANS PLAZA

Beginning in 2000, the grave of America's Known Soldier, representing all the dead of World War I, was restored and pays tribute to over three thousand service men and women who lost their lives during the war. The centerpiece of the plaza is the marble tomb of Private Charles Graves. The tomb is guarded by three 1904 water cooled automatic machine guns. A bronze replica of a World War I "doughboy" gazing down upon the earth enhances the site. Over three thousand engraved bricks were laid in three terraces to memorialize and honor military veterans and civilians for their service to their country.

Story walls were erected in the plaza, and feature the time lines of all wars up to the year 2000, the poem In Flanders Field, and the story of Charles Graves, America's known soldier who was actually buried "three times." Period lamp posts, classic Georgia marble benches and a prominent American Flag were strategically placed in the plaza. Surrounding the plaza, thirty-four magnolia trees were planted to honor the 34 Floyd County residents who died during World War I. The Plaza was a Project of the Myrtle Hill / Oak Hill Memorial Association and the City of Rome.



VETERANS PLAZA AT MYRTLE HILL CEMETERY IN ROME GEORGIA (2007)



## MAPS



Figure 1. Aerial overview of the Myrtle Hill Cemetery. (2004)

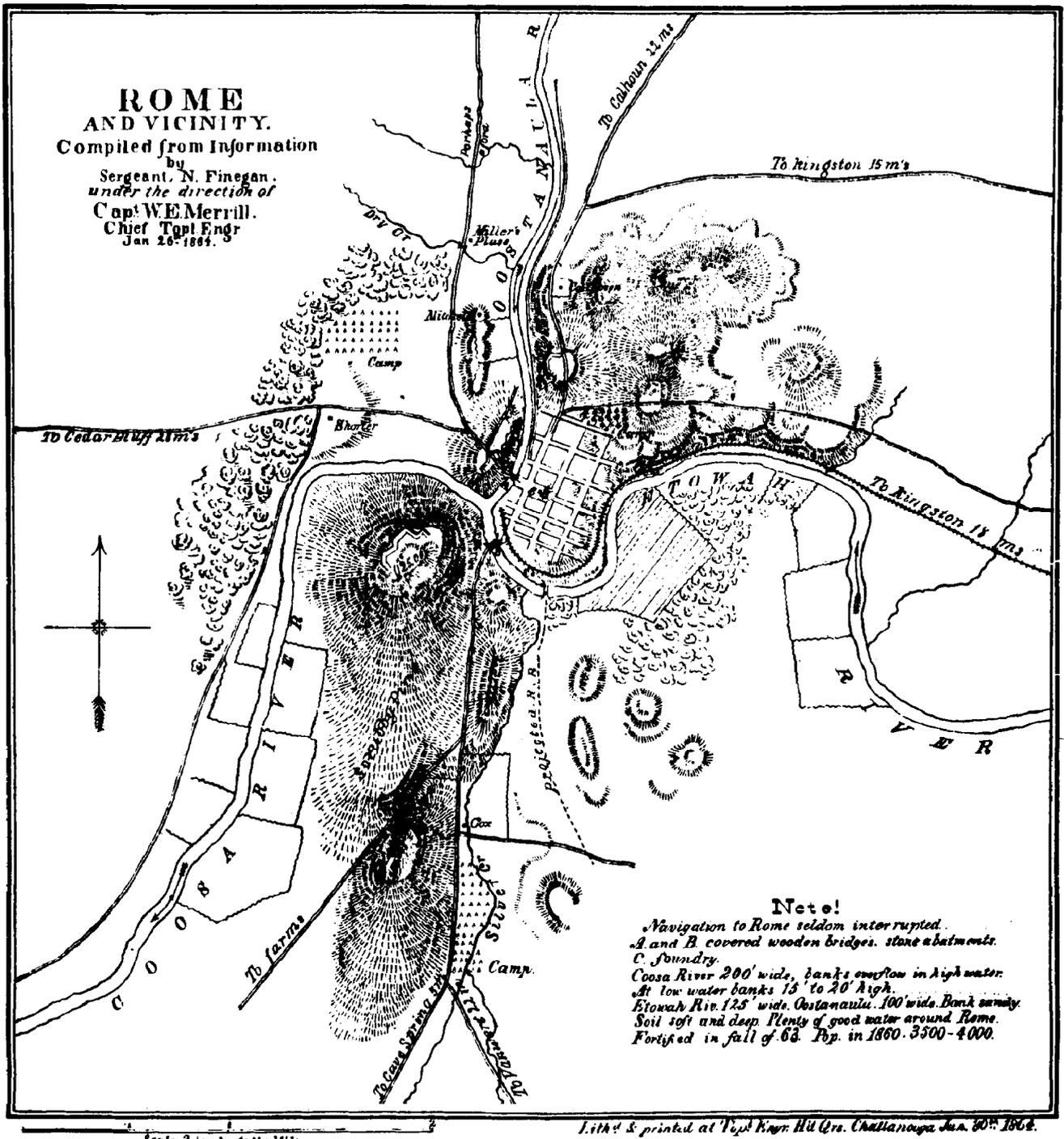


Figure 2. Defenses of Rome during the Civil War, showing the fortifications on Myrtle Hill. (1864)

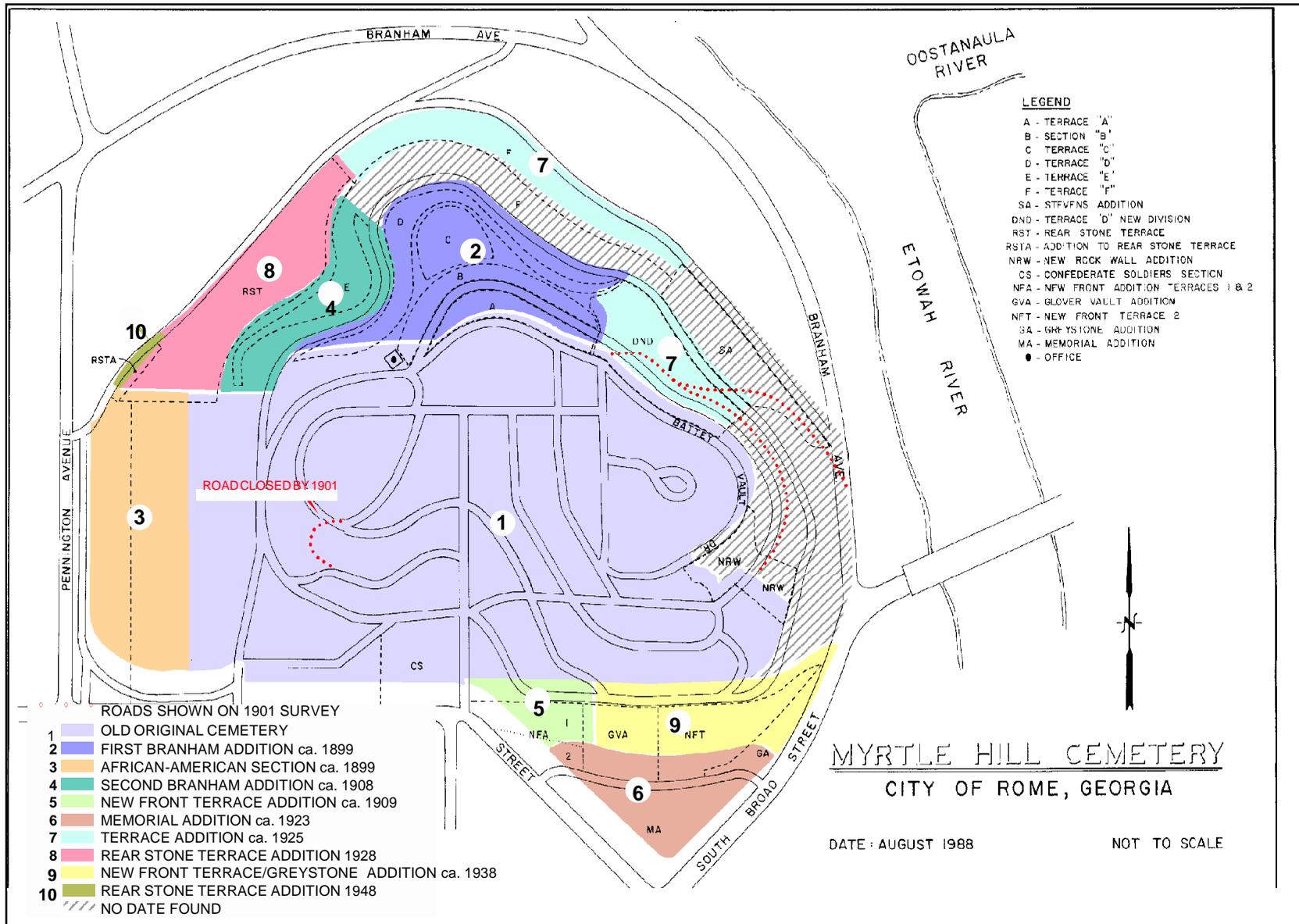


Figure 3. Map of Myrtle Hill showing the boundaries of the Old Original survey and subsequent additions.

## RECOMMENDED RESOURCES FOR FURTHER INFORMATION ON THE HISTORY OF MYRTLE HILL CEMETERY

Anderson, Bob

1992 "Soldier section of Myrtle Hill is indeed consecrated ground." *Rome News-Tribune* 9 October.

Aycock, Roger

1972 "Myrtle Hill Cemetery ... historic resting place." *Rome News-Tribune* 9 April:8-B.

1981 *All Roads to Rome*. W. H. Wolfe Associates, Roswell, Georgia. Battey,

Battey, George M., Jr.

1922 *A History of Rome and Floyd County, State of Georgia, United States of America; Including Numerous Incidents of More Than Local Interest, 1540–1922*. Webb and Vary Company, Atlanta.

Battey, George M., III

1955 Unusual People and Unusual Epitaphs in Myrtle Hill Cemetery, Rome, Floyd County, Georgia. Ms. on file, Myrtle Hill History file, John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

Bowen, Kevin

2002 "Myrtle Hill caretakers' quarters gets new home." *Rome News-Tribune* 2 June. Myrtle Hill History file, John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

Brooks, Carolyn

1983 Myrtle Hill Cemetery, National Register of Historic Places Inventory—Nomination Form. On file, Georgia Department of Natural Resources, Historic Preservation Division, Atlanta, Georgia.

Colombo, Mike

2000 Boy Scout Troop 113 performs restoration at Myrtle Hill. 17 September. Myrtle Hill History file, John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

Floyd County Heritage Book Committee

1999 *The Heritage of Floyd County, Georgia, 1833–1999*. Floyd County Heritage Book Committee and County Heritage, Inc., Rome, Georgia.

Gabel, Mary

1987 "Club could repair monuments, Bennett says." *Rome News-Tribune* 13 March, 1987.

Hall, Andrea W.

1997 "Dedicated Romans record, preserve cemetery's history." *Rome News-Tribune* 16 February: C1.

Harris, John Lowry

1930-1953 John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

Johnson, J. N.

1930 Manuscript Paper, Rome-Floyd County Public Library, Rome, Georgia.

Kinney, Shirley Foster and James Paul Kinney, Jr.

1997 *Myrtle Hill Cemetery: Obituaries and Interments, Annotated Genealogical Abstracts, Rome, Floyd County, Georgia. Vol. IX.* SFK Genealogy, Rome, Georgia.

Merrill, W. E.

1864 Rome and Vicinity Compiled from Information by Sergeant N. Finegan.

*Rome Tribune*

1899 Disinterred [sic] Bodies: Sexton King Removes Bodies in Colored Cemetery [sic]. 19 July.

*Rome News-Tribune*

1983 Historic cemetery falling into disrepair. 9 June. Myrtle Hill History file, John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

1953 Known Soldier's only local designation. 9 August. Typescript copy in John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

2002 Veterans Plaza honors those who served. Special Section, p. 8. Myrtle Hill History file, John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

Tanner, Gary

1988 "Myrtle Hill's gates lock out intruders." *Rome News-Tribune* 21 April, 1988. Myrtle Hill History file, John L. Harris Papers, Rome-Floyd County Public Library, Rome, Georgia.

## ADDITIONAL LOCAL RESOURCES

Georgia's Rome Visitor Center [www.romegeorgia.org](http://www.romegeorgia.org) 800-444-1834 or 706-295-5576

Available upon request Myrtle Hill Cemetery walking tour brochure.

Public tours annual, tour guide services for groups, available.

Rome-Floyd County Library [www.romelibrary.org](http://www.romelibrary.org) 706-236-4600

(Special Collections Section 706-236-4607)

City of Rome Cemetery Department Office: 706-236-4534

Rome Area History Museum 706-235-8051



ROME GEORGIA VISITOR CENTER (2007)

## ACTIVITY 1-VISITING A HISTORIC CEMETERY

Before visiting Myrtle Hill Cemetery, introduce your class to the topic of historic cemeteries using the information contained in this packet and any additional resources. Always stress the importance of safety. If you choose to visit this or any other cemetery, make sure you have permission from the landowner or caretaker. It is recommended to visit the cemetery yourself first before taking students.

### Recommended Materials

- ◆ Clipboards or notebooks, pencils.
- ◆ Optional: colored pencils, graph paper.
- ◆ Worksheets for gathering information (e.g., Time Detectives, Gravestone Survey, Life Span Chart, Mortality Charts, Art Study).
- ◆ Polaroid or disposable cameras, if available.
- ◆ Small mirrors for reading deteriorated inscriptions by reflecting sunlight over the writing. **Please do not attempt rubbings as these can damage stones.**
- ◆ Cornstarch and soft paint brush for brushing into inscriptions to make them easier to read. The teacher, or responsible individual, should be the only ones to use this method. Make sure the cornstarch is completely cleaned off when finished recording. It is important to leave the cemetery in better condition than you found it.
- ◆ Drinking water, appropriate outdoor clothing, sunscreen, and insect repellent.

### The Assignment(s)

Depending on the amount of time available and the age level of your class choose from the following options.

- ◆ *Symbol Search (4<sup>th</sup>-6<sup>th</sup> grade)*  
This exercise aims to engage younger students in the study of historic cemeteries. Divide students into small groups and ask them to find symbols on gravestones. Reconvene and ask students what they think those symbols might mean (e.g., dove=peace). Using the list of symbols and their meanings included in this packet, or Internet sources, have students research the traditional meaning and/or origin of the symbol. Finally, ask students to design a gravestone for a fictitious person. What

symbol would they want to put on the gravestone and why? They can choose from symbols in the list, or think of a new one.

Symbols found on gravestones have origins in Christianity, pre-Christian pagan religions, Greek and Roman mythology, and ancient Egyptian styles. Popular symbols changed over time, and different symbols were used based on age group (e.g., infants are often represented by lambs), gender (e.g., depictions of flowers are more common on women's graves), class (e.g., obelisks denote wealth and power), and religious affiliation.

◆ *Time Detectives (5<sup>th</sup>-12<sup>th</sup> grade)*

Divide students into small groups and give each group one or two mysteries from the Time Detectives worksheet (p. 44). Tell them to find clues

in the cemetery. For example, one group may try to figure out the family relationships in a plot based on names, ages, and other evidence. More advanced students might compare and contrast the types of markers used for children and those used for adults and then provide reasons for any differences or similarities.

◆ *Gravestone Graphs (8<sup>th</sup>-12<sup>th</sup> grade)*

Using the worksheet provided in this packet (p. 62), have students collect information from the grave markers. This exercise can be good practice for using the scientific method. Ask students to hypothesize about what they may find out about the past from the gravestone survey. Then, individuals or small groups can collect data. When you return to the classroom, have groups compile their observations into charts or graphs. Then, as a class, make some conclusions about whether or not the hypothesis was correct. Is more information needed? If so, what? Can the findings be applied to any cemetery? Any time period? Why or why not?

The worksheets entitled Mortality by Age Group and Mortality by Decade (ps. 65, 66) may be useful for compiling the students' survey observations. An additional aspect to this exercise may include having the students calculate the average age at death, determine

whether men or women lived longer, determine whether rich or poor lived longer (comparing the age at death from paupers' graves to other graves).

◆ *Historical Profile (5<sup>th</sup>-12<sup>th</sup> grade)*

Creating original historic profiles of individuals buried in the cemetery is another option that is particularly suited for advanced students. This assignment has the potential to provide a contribution to ongoing work at the historic Myrtle Hill Cemetery. Groups of students should choose an individual grave or family plot from the old section of the cemetery that they find interesting for further study. They should record as many details about the gravestone(s), size of the grave(s), and inscriptions as possible during the cemetery visit. Next, the students should find out more about that person's or family's life. Good sources are the public library, genealogy sites on the Internet, the City Clerk's Office, the Myrtle Hill–Oak Hill Memorial Association, and older residents of the community.

Some of the town's early settlers such as Daniel R. Mitchell and Zachariah Hargrove, numerous politicians and community leaders, First Lady Ellen Louise (Axson) Wilson, and "known" soldier Charles Graves may make good candidates for further study. It would also be interesting to find out about the lives of some of the women and children buried in the cemetery.

Students could report their results on posters for display in the library so that the community can also learn about the significance of the cemetery.

Some individuals buried in the Myrtle Hill Cemetery served in the Civil War, the Spanish-American War, WWI, WWII, Korea, Vietnam, Desert Storm, Afghanistan and Iraq. Have students create a timeline of these wars and research how the wars affected the community. How many local men and women died serving in these wars? Students could also trace family trees in the cemetery, or look up the origin of surnames (try the library or [www.genealogyweb.com](http://www.genealogyweb.com) or [www.rootscomputing.com](http://www.rootscomputing.com)).

- ◆ *Art Study (5<sup>th</sup>-12<sup>th</sup> grade)*

Historic (and modern) cemeteries are full of unique outdoor sculpture and symbolic carvings. In many cases, sculptures have been stolen for the antiques market, vandalized, or left to deteriorate due to neglect. A way to encourage their preservation is to take the time to appreciate them.

Ask students to walk around the cemetery paying attention to the shapes, style (there are many Egyptian revival pieces in the Myrtle Hill Cemetery), material of gravestones and monuments, symbols (like doves, lambs, lilies, compasses, oak leaves) found on stones, and differences in types of markers (i.e., old vs. new section of the cemetery, pauper's section and other areas, children's vs. adult's graves). Next, divide students into small groups and have them fill out the Art Study worksheet (p. 46). Go over the discussion questions as a class.

Using the Internet, find out what is being done to save outdoor sculpture. Ask students how they think cemeteries can be preserved and protected.

- ◆ *Socioeconomic Study (9<sup>th</sup>-12<sup>th</sup> grade)*

The mid-to-late nineteenth century saw an increase in sentimentality and mourning over the dead. Widows were often required by social convention to wear black for a full year. The funeral was one of the most momentous, and expensive, occasions for families. At this time, during the so-called "beautification of death" movement, people had jewelry and wreaths woven from the deceased loved one's hair. Funeral goers received gifts from the family that could include rings, gloves, or cards, depending on the family's status and wealth. People sang lengthy funeral dirges at the interment ceremony. Some people had expensive photographs (known as a *memento mori*), taken of their dead loved ones as a token of remembrance. Because the funeral was such an important social occasion, and an opportunity to show the community how much a person was loved, many families went into debt to pay the expenses. Fraternal organizations such as the Oddfellows and Woodmen of the World began to provide burial insurance to its members. Some protestant clergy urged simplicity and disparaged the increasingly elaborate funeral services as "papism."

The study of the significant economic impact of the Victorian funeral will help students explore the social importance of burial customs at the time. It is interesting to contrast the funerals of those days to the approaches seen now. What historical changes went into our current understanding and treatment of death (e.g., lower infant mortality due to better nutrition, medical care, and antibiotics, a distancing from death through the professionalization of the funeral industry, more options like cremation and organ donation)?

This exercise can be combined with either the “art study,” “historical profile,” “time detectives,” or the “gravestone graphs,” depending on the lesson, teacher’s area, or students’ interest. There are several ways for students to explore economics in a cemetery:

- Calculate the cost of a funeral, burial, and purchase of a monument for a grave from a specific year, then determine what percentage of that family’s annual income went to the funeral. Costs to consider may include the price of the plot, casket, wagon rental, minister’s services, gifts to the mourners (e.g., gloves, rings, cards), flowers, memento mori (photographs of the dead), and the monument. Examine the ratio of cost to income. What does it tell you about their attitudes toward death?
- Compare and contrast the estimated costs of adult graves vs. children’s graves. Explain the reason for any differences. Whereas personal preference and social status certainly played into the expense a family was willing to undergo for an infant’s burial, many nineteenth/early twentieth century parents experienced the death of several of their young children and could not afford to provide an expensive funeral/gravestone. There are a number of child-sized unmarked graves in the cemetery that attest to this fact.
- Investigate the cost of a funeral in the present year and compare it to the cost of a funeral for a year in the old section of the Myrtle Hill Cemetery. What buying choices do we have now? Is it more expensive now that funeral services are provided by professionals, or was it more expensive then?

◆ *Science Study*

The cemetery is a good environment for students to practice some science skills. The teacher can present the study of the cemetery in the format of the scientific method. In addition, students can apply some of their science knowledge in understanding the cemetery. For example, students can determine the relationship between time and amount of weathering or erosion that has occurred in the cemetery, look for evidence of animal habitats, compare types of vegetation, and note the type of terrain. The study can involve various weather conditions on different materials used for headstones. The history of weather in Floyd County to show effects on cemetery environment can also be studied.

Students can complete the science worksheet in their visit to the cemetery to learn more about geography, geology, and botany.

Charles L. Boynton (1864-1943) a botanist at the Biltmore Herbarium in North Carolina found Georgia's first specimen of *Ulmus serotina* Sarg., September Elm, in Rome, near the Coosa River in 1898.



***Ulmus serotina* Sarg. at the top of Myrtle Hill Cemetery, near the Civil War Monument. It is a tree below the Monument at the edge of the hill, facing the Coosa River and the Broad Street, in Rome, Floyd Co., Georgia. September 6, 2003.**

## ACTIVITY 2-SPEAKING STONES: WRITE YOUR OWN EPITAPH

The language on gravestones in the United States has changed over time and tends to reflect the belief systems of the day<sup>1</sup>. In the colonial period, for instance, epitaphs often served to warn the living that life was short and should be lived as preparation time for the afterlife. The words often referred to the corpse. Sometimes humor was used to get the point across. Gravestone carvings included the grim reaper, death's heads, and hourglasses.

*Remember me as you pass by  
As you are now, so once was I,  
As I am now so you must be  
Prepare for death and follow me*

New England:

*Here lies the carcass of a cursed sinner  
Doomed to be roasted for the Devil's dinner.*

Miss Hanna Holand, Surrey, New Hampshire, 1780:

*Death is a Debt  
To Nature Due  
Which I have Paid.  
And so must you.*

Rebecca Jenkins, Massachusetts, 1797:

*She's dead, she's gone, oh doleful sound  
Snatch't from her friends lies underground  
Death gave the stroke, she is no more  
To speak on earth as here to fore  
She's dead yet speaks oh hear her cry  
Ye living friends you're born to die  
Come then & see where you must be*

Thankful Robinson, Massachusetts, 1775:

*The sweet remembrance  
of the Just  
Shall flourish while they  
sleep in dust*

<sup>1</sup> Inscriptions also vary by ethnic background, social class, age, gender, and religion throughout American history.

Rhode Island:

*He's done a-catching cod  
And gone to meet his God.*

Pennsylvania:

*He was an undertaker  
And a good Quaker  
Before he went to his Maker.*

Samuel Palmer, Massachusetts, 1775:

*His Virtues would a Monument Supply  
But underneath these Clods his Ashes lie*

Medway, Massachusetts, 1746:

*Beneath this stone, a lump of clay,  
Lies Uncle Peter Daniels,  
Who, too early in the month of May  
Took off his winter flannels.*

Cynthia Sanford 1808, aged 22, Massachusetts:

*Prepare for death without delay  
For blooming youth must soon decay  
And follow me to that blest shore  
Where pleasures bloom to fade no more*

The grave of Ira Prentice, Burlington, Massachusetts:

*Deceased July 20, 1819 in ye  
9<sup>th</sup> year of his age. He died  
of cholera morbus caused by eating  
green fruit in the certain hope of  
a blessed immortality.  
Reader go and do likewise.*

Massachusetts:

*Snoozy Smith, who snatches naps  
Anytime and place, perhaps  
Pulled last week his gravest blunder;  
Napped in a field and got plowed under!*

New York, 1839:

*His death was produced by being  
spurred in the head by a rooster.*

Orange County, New York:

*He got a fish bone in his throat  
And then he sang an angel's note.*

Vermont:

*Here lies the body of our Anna  
Done to death by a banana  
It wasn't the fruit that laid her low  
But the skin of the thing that made her go.*

Child's grave in New England:

*This rose was sweet awhile but  
Now is odour vile.*

New England:

*Beneath this silent stone is laid  
A noisy, antiquated maid,  
Who, from her cradle, talked till death,  
And ne'er before was out of breath.  
Wither she's gone, we cannot tell, For,  
if she talks not, she's in hell;  
If she's in heaven, she's there unblessed,  
She hates a place of rest.*

Carson City, Nevada:

*Under this stone lies Horace Blue  
Owner of a pistol, a thirty-two.  
To see if it was dirty, in it he blew,  
The gun went off, and he did too.*

Cripple Creek, Colorado, mid-nineteenth century:

*Within this grave  
There lies poor Andy;  
Bit by a snake---  
No whisky handy.*

Unfaithful husband in Atlanta, Georgia:

*Gone, but not Forgiven.*

New Hampshire:

*Here lies the body of Agatha Gordon,  
Mouth almighty, hole accordin'.  
Please tread lightly upon this wonder,  
If she opens up, we'll all go under.*

In contrast to the colonial emphasis on the brevity of life, the gravestone symbolism and epitaphs of the mid-nineteenth century and the Victorian era became increasingly sentimental and typically promised heavenly rewards. Floral motifs, cherubs, urns, and willows were carved on to gravestones. Epitaphs were written in flowery language and stressed final peace and sentimentality. Loved ones were “at rest,” “gone to the mansions of rest,” “not dead, but sleepeth,” “at peace,” “passed on,” or “only sleeping.”

Cobb County, Georgia 1896:

*Rest mother rest in  
Quiet sleep  
While friends in sorrow  
O'er thee weep.*

Walton County, Georgia, 1892:

*Kind father of love  
Thou art gone to thy rest  
Forever to bask 'mid  
The joys of the blest.  
His tolls are past his  
Work is done  
He fought the fight—  
The Victory won.*

Walton County, Georgia, 1905:

*Dearest father, thou  
hast left us. Here  
thy loss we deeply  
feel. But his God  
that hast bereft us  
He can call our son at His will.*

Walton County, Georgia 1902:

*Amiable and beloved  
father farewell. Not  
on this perishing  
stone but in the  
Book of Life and  
in the hearts of thy  
afflicted friends is  
thy worth recorded.*

Isaac Williams, Pike County, Georgia, 1864:

*The soul has now taken flight  
To mansions at glory above  
To mingle with angels of light  
And dwell in the kingdom of love*

Today, we are more removed from the process of death and dying than ever before. Rather than bathing, dressing, and laying out our deceased loved ones in the parlors of our homes, an influential funeral industry caters to all of our needs. Gravestone inscriptions are usually short and borrow from a set of stock phrases such as “in loving memory” and “cherished loved one.” In memorial gardens, markers are often small and flush with the ground to accommodate power mowers. Nevertheless, some cemeteries allow larger monuments and personalized headstones are on the increase.

### The Assignment

(Refer students back to the gravestone designs they created in the “Symbol Search” section of this handbook. The student-created epitaphs can be added to the gravestones.)

Using the above epitaphs, lead the students in a discussion as to what each epitaph might reveal about the person. What type symbol would you include for each of the above epitaphs? Ask the students to share with the class some of the things they would like to be remembered by.

Assign the students to write the epitaphs of famous people of their choosing. Have them do a complete headstone design for display as a “paper graveyard” in the classroom or a hallway. Teachers may want to give students paper in the shape of tombstones on which the students can work.

This activity would work well with a reading from Spoon River Anthology by Edgar Lee Masters that is often part of the high school English curriculum. The poem “Thanatopsis” by William Cullen Bryant could also be read and discussed in parts or as a whole.

### **ACTIVITY 3-COMPARING BURIAL CUSTOMS**

The historic Myrtle Hill Cemetery reflects part of the funerary ritual of its community. However, it is important to remember that there are different customs within the United States and throughout the world. Ethnicity, religion, socioeconomic class, culture, and personal preference all play a role in burial practices. Just as American ways of dealing with our dead may seem natural and normal to us, other cultures have traditions that seem right to them. Studying burial customs in other cultures is a good way to help students shed some of the ethnocentric ideas that we all have.

#### The Assignment

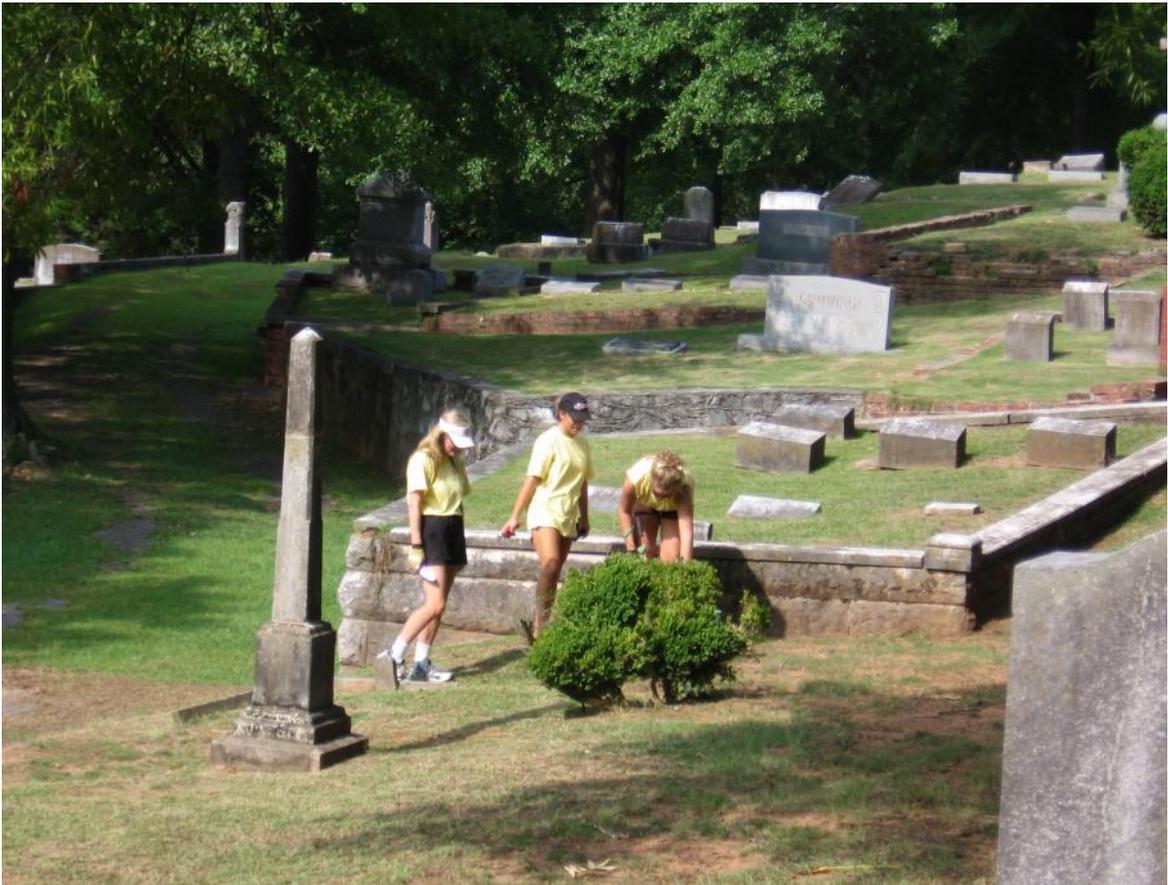
After discussing typical American funerals and burial customs, ask groups to use the library and the Internet to find out about burial customs in other cultures or in the past.

Some customs like consuming the ashes of the deceased (parts of Japan) or feeding the body to birds so that they may take the spirit to heaven (Tibet) may seem strange. In the United States, people used to take photographs of the dead or make wreaths and jewelry out of the deceased one’s hair; now we send ashes into orbit. Students should realize that these are all ways of honoring loved ones.

Students should prepare short reports with visual aids to present to the class.

## ACTIVITY 4-TIME CAPSULE

This twist on a tried and true history activity is always a fun and easy way to put the past into context. After visiting a grave, have students put together a box of items that would come from a year during that person's life. Also, have students compile a box of items from the present year. What are some of the major changes, inventions, and innovations that have come along? Plot a timeline tracing the origin of some of the items in the boxes.



BERRY COLLEGE FRESHMAN DAY AT MYRTLE HILL CEMETERY (AUGUST 2006)

## CURRICULUM CONNECTIONS

Listed here are a few suggested ways in which the cemetery lessons can be connected with both assessed and non-assessed Georgia Quality Core Curriculum (QCC) standards (website information p. 70). Teachers can tailor the cemetery activities to fit the goals of the course.

### 6<sup>th</sup>-8<sup>th</sup> Grade

#### Art

##### 7-Topic: Connections

Standard: Applies concepts and ideas from another discipline and its topics as sources of ideas for own artwork.

##### 9-Topic: Critical Analysis and Aesthetic Understanding

Standard: Judges an artwork based on how successfully it expresses aspects of the society in which it was produced.

##### 10-Topic: Critical Analysis and Aesthetic Understanding

Standard: Examines selected artworks based on questions related to art theories.

##### 12-Topic: Critical Analysis and Aesthetic Understanding

Standard: Identifies the interrelationships between elements of art and the principles of design in artworks.

##### 14-Topic: Critical Analysis and Aesthetic Understanding

Standard: Recognizes how artists use selected subject matter, including symbols or ideas, to communicate a message.

##### 17-Topic: Historical and Cultural Context

Standard: Locates, reads, and summarizes major points from historical accounts of artists and/or artworks.

## Social Studies

20-Topic: Information Processing

Standard: Analyzes interpretations of the same event from multiple types of sources.

24-Topic: Information Processing

Standard: Determines adequacy, relevancy, and consistency of information for justifying conclusions or generalizations.

31-Topic: Civic Participation

Standard: Shows respect toward others and others property.

32-Topic: Civic Participation

Standard: Works within a group, following set rules of procedure to complete an assigned task.

35-Topic: Civic Participation

Standard: Participates in planning for effective civic actions and demonstrates effective civic actions.

39-Topic: Time and Chronology

Standard: Uses definite time concepts such as decade and century.

40-Topic: Time and Chronology

Standard: Calculates the amount of time between two given dates.

42-Topic: Time and Chronology

Standard: Place events in chronological order to make timelines with sequencing dates.

Topic: Citizenship

Standard: Tolerance: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one's own.

6-Topic: Cultural Geography

Standard: Explains how social institutions (religion, government, and economics) influence the attitudes and behaviors of people.

23-Topic: Information Processing.

Standard: Formulates questions related to topic.

25-Topic: Problem Solving

Standard: Identifies and defines a problem.

27-Topic: Problem Solving

Standard: Collects evidence using appropriate, reliable data.

### History

27-Topic: Reconstruction

Standard: Explains the political, economic, and social impact of Reconstructionist policies on Georgia and other southern states from 1865-1877.

20-Topic: Civil War

Standard: Discusses and analyzes reasons for the military defeat of the Confederacy.

21-Topic: Reconstruction

Standard: Analyzes the social, political, and economic results of reconstruction.

### Language Arts

28-Topic: Literature

Standard: Recognizes cultures and values represented in literature.

## **9<sup>th</sup>-12<sup>th</sup> grade**

### History and Social Studies

52-Topic: Skill Development

Standard: Relates past to present in the study of change and continuity in U.S. history.

49-Topic: Skill Development

Standard: Uses annotated timelines to relate people and events.

50-Topic: Skill Development

Standard: Uses flow chart.

-to show cause/effect

-to show origin and completion of a cycle, and

-to show change over time

51-Topic: Skill Development

Standard: Formulates generalizations and conclusions about time in studying the development of U.S. history.

27-Topic: Reconstruction

Standard: Explains the political, economic, and social impact of Reconstructionist policies on Georgia and other southern states from 1865-1877.

20-Topic: Civil War

Standard: Discusses and analyzes reasons for the military defeat of the Confederacy.

21-Topic: Reconstruction

Standard: Analyzes the social, political, and economic results of reconstruction.

## Art

Topic: Critical Analysis and Aesthetic Understanding

Standard: Discusses aesthetic issues such as: Why do humans create?, How is 20<sup>th</sup> century art like or unlike art making of earlier eras?, What makes an object art? Can good art have disturbing content? Must art be beautiful? What needs does art fill in our society? In other societies?

## Time Detectives Questions

*Instructions: Divide students into groups and tell them that they need to uncover a "history mystery" by looking in the cemetery for clues. Choose questions appropriate to the age group and level of the students.*

### Beginning

1. How old is the cemetery? Hint: Look at the dates on the headstones to find the oldest grave.
2. Choose a grave in the cemetery to study. What can you tell about the person buried in that plot?
3. How have markers changed in style over the years? Hint: Find three of the oldest graves and three of the newest graves and compare.
4. What kind of plants are used in a cemetery? Are there any plants carved in stone? Can you identify what kind they are?
5. What are the most common geometric shapes used in the cemetery? List some unusual shapes you find in the cemetery.
6. Are there many children buried in the old section of the cemetery? How do you know? Why would you expect to find more children's graves in the old section compared to the new section? Hint: What did babies die of 100 years ago?

### Intermediate

1. Who were some of the influential people in historic Rome? Hint: Look at names, dates, and inscriptions on the gravestones.
2. What were some symbols of death back in the 1800s and early 1900s? Hint: Look at carved images on the headstones and the shape of monuments. What do you think these symbols meant?

3. What evidence of wars can you find in the cemetery? What clues tell you if someone died in a war?
4. Is this cemetery a good or bad place for a wildlife habitat? How can you tell?
5. List clues that will tell you the age of a person buried in a grave. What beside death date are you looking for in order to tell the actual age of a person?
6. What kind of maintenance is needed to keep a cemetery a beautiful place? What would you do to make the cemetery a better place to visit?

### Advanced

1. What evidence for plagues, epidemics, or catastrophes can you find in the cemetery? Hint: Look for years where there are a large number of deaths.
2. Do the types of markers and symbols differ according to the age of the person buried? Hint: Compare the markers for two children, two middle aged adults, and two senior citizens.
3. Were there different levels of wealth in historic Rome? What clues from the cemetery indicate different economic classes? Hint: Compare headstones in the pauper's section, the Chalker section, and the old section.
4. How do you think the African-American section was originally chosen and why? Hint: Pay attention to the topography and position in relation to the rest of the cemetery.
5. Determine the family relationships in a plot by looking at names, birth dates, and other evidence. Are there any clues to the family's religion or ethnicity?
6. Has the mortality rate for children changed over time? Explain how you determined your answer.

# Cemetery Art Study Worksheet

9<sup>th</sup>-12<sup>th</sup> grade

1. How many obelisks do you see in the cemetery? \_\_\_\_\_

List the names of the people who have obelisks for gravestones:

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Are obelisks more common on adult graves or youth graves? \_\_\_\_\_

Are obelisks more common on women's graves or men's graves? \_\_\_\_\_

What is the oldest obelisk in the cemetery? \_\_\_\_\_

What is the newest obelisk in the cemetery? \_\_\_\_\_

2. Find three different kinds of stone used in the gravestones or monuments in the cemetery. Give a description of each (include color, texture, and material):

1-

2-

3-

3. Look at the symbols carved on the gravestones. Find one flower, one fraternal emblem, and one animal. Sketch what you find in the space provided:

4. Find three different sculpture subjects in the cemetery. List them below and describe what the artist was trying to convey to the visitor. Does the gravestone inscription help you understand the sculpture?

5. What piece of cemetery art do you find the most interesting? Explain why.

6. Do you think the gravestone carvers were artists or artisans? Explain your answer.

7. What is the purpose of cemetery art in your opinion?

8. Look around the cemetery. How has the gravestone style changed over time?

# Cemetery Art Worksheet

5<sup>th</sup>-8<sup>th</sup> grade

1. Look for the following geometric shapes: sphere, pyramid, rectangle, cylinder, cone, and cube. Sketch them below and write down where you found them.

2. Sketch a statue or monument that interests you.

3. Find three symbols carved on gravestones. List what you found and record the information that you find inscribed on the gravestone.

1-

2-

3-

4. What kinds of symbols or statues are common on children's graves? \_\_\_\_\_

5. Do any children's graves have large monuments on them? \_\_\_\_\_ Explain why or why not, in your opinion

\_\_\_\_\_

6. What colors of stone do you see in the cemetery? \_\_\_\_\_ What evidence of symmetry can you identify? \_\_\_\_\_

\_\_\_\_\_

7. How does the cemetery art make you feel?

\_\_\_\_\_

What do you think the artist was trying to make the visitor feel? \_\_\_\_\_

\_\_\_\_\_

8. What types of religious art can you identify in the cemetery? \_\_\_\_\_

\_\_\_\_\_

9. What living things are depicted on the gravestones (list at least four)?

- 1-
- 2-
- 3-
- 4-

10. What do you think these symbols (that you listed in #9) mean?

- 1-
- 2-
- 3-
- 4-

## Cemetery Science Worksheet

1. Find a gravestone that is hard to read. Check the weather processes below that probably affected the stone.

- Earthquakes
- Wind
- Rain
- Sun
- Humidity
- Hurricanes
- Snow
- Tornadoes

2. Can you tell how old a stone is by looking at the amount of weathering that has occurred? \_\_\_\_\_ Explain your answer.

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3. What types of stone are used in the cemetery? \_\_\_\_\_

What kind is most common? \_\_\_\_\_

Are any of them man-made? \_\_\_\_\_

If so, how can you tell? \_\_\_\_\_

What type of stone seems to hold up best under the forces of time and weather?

---

4. Observe the lay of the land. Check the kinds of topography you can identify.

- Hilltops
- Slopes
- Wetlands
- Mountains
- Valleys
- Gullies
- Ditches

5. Draw a sketch map of the cemetery on the back of this sheet or on a piece of graph paper. Make sure you indicate which way is north

6. List all the plants and trees that you can identify in and around the cemetery.

1-  
2-  
3-

4-  
5-  
6-

7-  
8-  
9-

7. Has any of the vegetation in the cemetery caused damage to the gravestones, fences, or monuments? \_\_\_\_\_ If yes, then describe. \_\_\_\_\_

\_\_\_\_\_

8. Is the cemetery on a desirable parcel of land? \_\_\_\_\_ What features would make a good location for a cemetery (Hill tops? Wetlands? Shady locations?)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Reading Marker Inscriptions

## Mirrors

These guidelines are excerpted from Lynnette Strangstad's excellent book entitled *A Graveyard Preservation Primer*, which was published by the American Association for State and Local History (1988) and Altamira Press (1995).

A mirror reflecting sunlight can be used to direct light at a raking angle onto the carved surface of a shaded marker (some markers are never fully lighted by the sun) or to gain greater clarity for reading or photographing a poorly lit stone. Moving the mirror to reflect the sunlight at a variety of raking angles will further facilitate the reading of a shaded, deteriorated inscription. If the shaded area around the marker is large, a partner can hold the mirror, reflecting the light from a sunlit spot some distance from the stone while the reader is positioned at the stone to decipher the inscription and transcribe. Bear in mind that the mirror only reflects existing sunlight and is of no use when the sky is overcast.

A plastic, full-length mirror works best. Sometimes it is best to use two mirrors to get the best view of the inscription. This method is excellent for getting better quality photographs.

## Cornstarch

Cornstarch can be used to fill in dark, carved areas of an inscription to make the lettering stand out and become more legible. Do not use cornstarch on wet stones as this will be messy and will not make it easier to read the lettering. Brush a small amount on the stone and wipe away the excess. After recording the inscription, brush off the powder completely. Use this method sparingly and only on gravestones that are illegible.

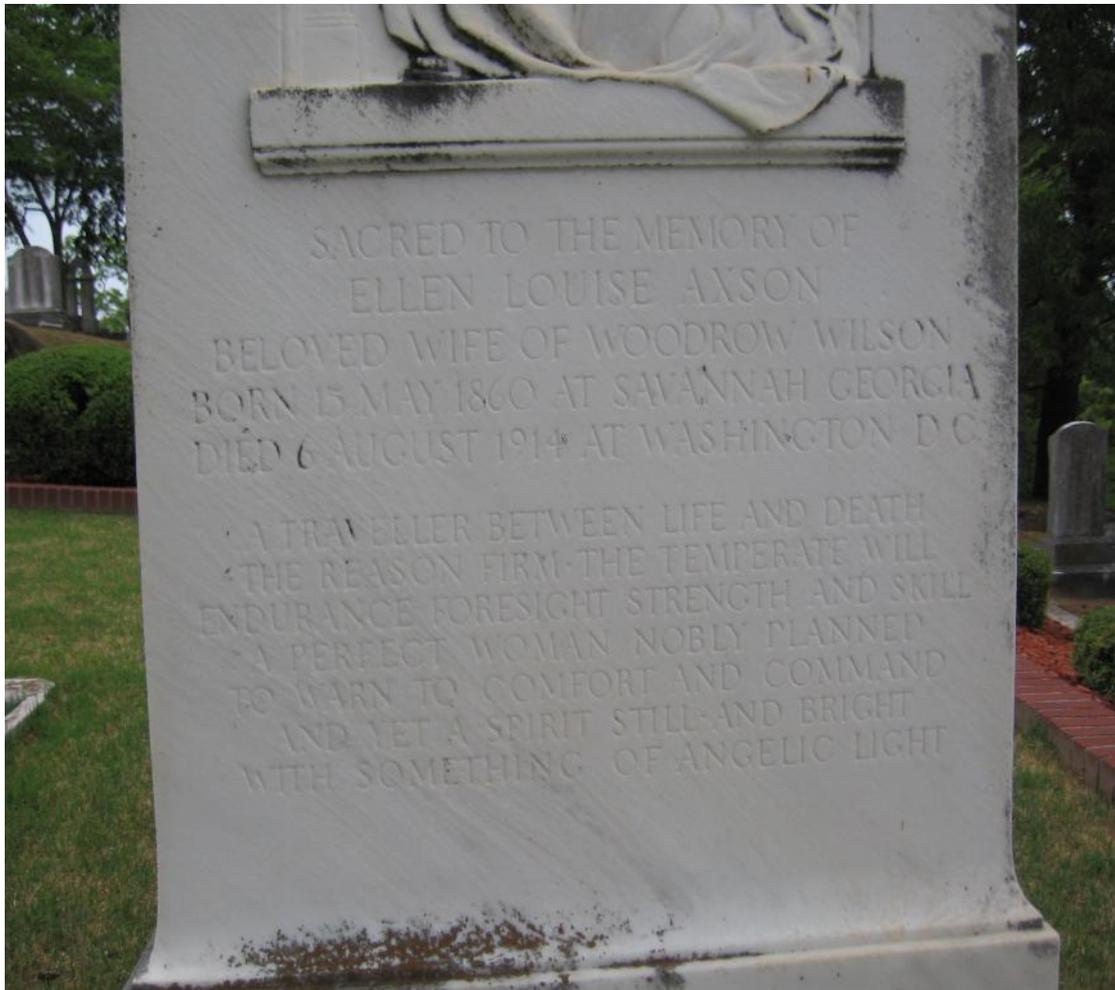
## Other Methods

A fun way to read headstones involves the use of a paper bag and a flashlight to eliminate glare that may make the inscription harder to decipher. Using a large paper bag put the bag over the stone and your head, then shine the flashlight sideways on the lettering. This can only be done on small stones.

Shining a black light on the stone will make the lettering stand out. These lights can be found at party stores.

Aluminum foil can be used to reflect light on the stone or can be used to create an impression of the indentations on the stone.

Photograph negatives sometimes reveal the inscriptions that cannot be read with the naked eye.



INSCRIPTION ON FIRST LADY ELLEN LOUISE AXSON WILSON'S MONUMENT (2007)

## **Etched in Stone: A Glossary of Some Common Gravestone Imagery<sup>2</sup>**

Listed here are possible interpretations of common symbols found in statuary, monuments, and gravestone carvings in historic cemeteries. Often there are alternative meanings to symbols found on gravestones. Symbols represented religious belief, group membership, family background, or personal taste. The symbols found on graves may have been chosen to convey information about the deceased person or the family, or they may have been chosen by the stonecarver to display his skill or to comment on death or the hereafter. Many early stonecutters sought to remind visitors that death comes soon for everyone.

Acorn-symbol of potential.

Anchor-firm Christian faith. Can also mean that the deceased person was a sailor or head of the family.

Angel-spirituality. Angels guard the tomb, guide the soul, and direct visitors to think heavenwards.

- The angel Michael bears a sword.
- The angel Gabriel blows a horn.
- Angels without a sword or horn are guardian angels.
- A cherub is often used on children's markers to suggest that the child is now in heaven.
- Flying angels represent rebirth or resurrection.

Ankh-Coptic Christian symbol of life after death. Also means peace and truth.

Arch-victory.

Arrows-mortality.

Banner-triumph.

Bats-the underworld. Bird-the soul.

<sup>2</sup> Many of these definitions were borrowed from [www.savinggraves.com](http://www.savinggraves.com) and a publication by the Arkansas Historic Preservation Program authored by Emily Pennel, Education Outreach Coordinator.

Bible/Book-wisdom. A stack of books indicates knowledge. An open book could mean the word of God was revealed to the deceased, that the deceased was a clergyperson, or that the deceased was written into the Book of Life.

Bouquets-condolences, grief, sorrow.

Bridge-linking between earth and heaven, life and death.

Buds-renewal of life.

Bugles-resurrection; the military.

Bunch of grapes-the heart; life.

Butterfly- short life, resurrection.

Candle-divine light of Christ and faith, or the light of heaven.

Candle being snuffed-loss of life.

Chalice-Wine, the blood of Christ.

Chain links-three or five links are the Masonic symbolic. A broken chain can mean release from a hard life.

Cherub-the grave of a child; a guardian angel.

Coat of Arms-mark of status or wealth; can refer to country or clan of origin.

Coffin-mortality.

Columns-often used for war veterans. Tied columns represent members of the family; a broken column represents loss of the head of the family.

Compass-Masonic symbol.

Cross-Christianity, salvation, glory.

Cross, heart, and anchor-faith, hope, and charity.

Crown-faithfulness; the glory of death as purification.

Crucifix-salvation.

Darts-death, mortality.

Death's head-the soul.

Dog-a good master, or worthy of love (Christian graves). In Judaism and Islam, dogs are negative symbols representing the unclean or evil.

Door-entrance to a new life, or a passage to the unknown.

Dove-the holy spirit, or peace. Ascending doves symbolize the soul is being transported to heaven. Sitting doves guard the soul. Descending doves assure passage to heaven.

Dragon-Jewish symbol of spiritual messages. Christian symbol of danger, loss of innocence.

Drapery-sorrow and mourning. Came in use during the Victorian Era and was used to give a feeling of softness to cold stone.

Eagle-fierceness and loyalty. Typically found on veterans' graves.

Eye-God is watching.

Father time-mortality.

Fish-abundance, Christianity.

Flame-eternal life.

Flowers-

Garlands- the deceased lived a "pure life."

Bouquet-grief.

Broken stem-life cut short.

Lily-purity.

Calla lily-marriage.

Marigold-remembrance.

Morning glory-new life.

Pansy-remembrance.

Rose-Virgin Mary, or brevity of life.

Poppy-eternal sleep.

Fleur-de-lys-the Virgin Mary or the Holy Trinity; often seen on the graves of those of French descent.

Fountain-eternal youth.

Fruit-the deceased

Gate-gates of heaven.

Grim reaper-the angel of death.

Hands

Pointing up-pathway to heaven.

Clasped-marriage.

If the clothing on the wrists is male and female it denotes marriage. If both hands appear to be male; it symbolizes GOD welcoming that person into Heaven.

Praying-faith.

Blessing-blessing those left behind.

Chopping-sudden death.

Hand with an eye-clairvoyance; Islam's Hand of Fatima.

Harp-heavenly music; joy.

Heart-love.

Joined hearts-marriage.

Sacred heart-Catholic symbol of Jesus's heart, often surrounded by thorns; represents salvation.

Horns-resurrection.

Hourglass-brevity of life.

Initials/insignia-group membership.

BPOE-Benevolent Protective Order of the Elks.

CSA-Confederate States of America.

DAR-Daughters of the American Revolution.

GAR-Grand Army of the Republic.

IOOF-Independent Order of the Oddfellows.

Knights of Pythias-a fraternal organization.

Masonic Order-a fraternal organization. Symbol is an inverted compass with a "G" in the center.

OES-Order of the Eastern Star. The pentagon has an image of an altar with an open bible.

SAR-Sons of the American Revolution.

VFW-Veterans of Foreign Wars.

WOW-Woodmen of the World. Their markers often shaped like trees or logs.

Ivy-friendship and fidelity.

Key-unlocking secrets; or key to the gates of heaven. In Judaism, the key of God controls birth and death.

Lamb-innocence. Usually found on children's graves.

Lamp-word of God, truth, and immortality of the spirit.

Lion-courage, guardian of the tomb.

Lotus-Egyptian revival motif.

Mansion-Heaven.

Menorah-early symbol of Judaism.

Moon-renewed life.

Mourning woman-Greek revival symbol recalling the myth of Niobe, whom the gods turned to stone as she wept for her slain children.

Obelisk-Egyptian revival; strength.

Peacock-incorrupt, beauty, and immortality.

Picks-mortality.

Pine cone-immortality and fertility.

Pyramid-creation; Egyptian revival.

Ring-eternity; a broken ring represents a severed family.

Rock-stability.

Rooster-awakening, resurrection.

Rope-eternity.

Scales-equality and justice. Archangel Michael is often portrayed holding a set of scales to weigh the souls of the departed. May also represent an occupation of the deceased.

Seashell-man's earthly pilgrimage; birth, and resurrection.

Scroll-law or scriptures.

Scythe-a harvesting tool that represents death.

Sheep-Christians.

Ship-journey through life; or representing the deceased's occupation.

Shovel-mortality.

Sleeping child-Death and innocence.

Snake with tail in its mouth-eternity.

Stag-life, wisdom, regeneration, and virility.

Stars-Hope of new life.

Five-pointed star-the spirit rising toward heaven.

Six-pointed star-Star of David, symbol of Judaism.

Steps-ascension.

Sun-God.

Sun rising-resurrection.

Sun setting-death.

Sundial-brevity of life.

Swallow-hope, fertility, resurrection.

Sword-martyrdom, courage, or warfare.

Torch-

Lit torch-eternal life.

Extinguished torch-death.

Elevated torch-resurrection.

Lowered torch-death.

Thistle-Scottish descent, remembrance.

Three-three chain links, points, or leaves signify the holy trinity.

Tombs-mortality.

Trees-

Tree growing from urn or tomb-rebirth.

Fallen tree-death.

Broken tree-brevity of life.

Tree trunk-brevity of life.

Tree stump-brevity of life.

Sprouting tree-eternal life.

Uprooted tree-sudden death, disease.

Almond tree-Virgin birth.

Cedar-strong faith.

Cypress-mourning.

Evergreen-immortality.

Oak-Christ; eternity.

Olive-Peace, healing faith.

Palm-victory, the resurrection, peace.

Willow-grief, eternity.

Yew-immortality.

Triangle-holy trinity or faith, hope, and charity.

Trumpet-call to glory of resurrection.

Urn-receptacle of the dead.

Broken urn-elderly person

Draped and empty urn-soul has left the body.

Urn with a flame-remembrance.

Vine-Christianity; grape vine symbolizes Jesus's blood.

Wheat-death (the "divine harvest"); an elderly person.

Winged sun disk-Egyptian revival symbol referring the life-giving power of the sun.

Wreath-ancient symbol of victory.

## Grave Marker Survey<sup>3</sup>

Student's Name \_\_\_\_\_

Name on Grave:

Date of Birth:

Date of Death:

Age at death:

Epitaph:

Condition of lettering (circle):

Very clear    Clear            Faded            Hard to read            Very hard to read

Shape of Marker (sketch):

Decorations or symbols on marker (sketch):

Occupation of deceased:

Was the person a veteran? \_\_\_\_\_ What war, if any? \_\_\_\_\_

Religious affiliation:

Club membership:

<sup>3</sup> This form is for educational purposes only, not official recording.





### Mortality by Age Group

| <b>Age</b>   | <b>Number of Deaths</b> | <b>Age</b>     | <b>Number of Deaths</b> |
|--------------|-------------------------|----------------|-------------------------|
| <b>0-5</b>   |                         | <b>51-55</b>   |                         |
| <b>6-10</b>  |                         | <b>56-60</b>   |                         |
| <b>11-15</b> |                         | <b>61-65</b>   |                         |
| <b>16-20</b> |                         | <b>66-70</b>   |                         |
| <b>21-25</b> |                         | <b>71-75</b>   |                         |
| <b>26-30</b> |                         | <b>76-80</b>   |                         |
| <b>31-35</b> |                         | <b>81-85</b>   |                         |
| <b>36-40</b> |                         | <b>85-90</b>   |                         |
| <b>41-45</b> |                         | <b>91-95</b>   |                         |
| <b>46-50</b> |                         | <b>96-100+</b> |                         |

Prepare a graph based on these findings.

## Mortality by Decade

| <b>Decade</b>    | <b>Number of Deaths</b> | <b>Decade</b>    | <b>Number of Deaths</b> |
|------------------|-------------------------|------------------|-------------------------|
| <b>1800-1809</b> |                         | <b>1910-1919</b> |                         |
| <b>1810-1819</b> |                         | <b>1920-1929</b> |                         |
| <b>1820-1829</b> |                         | <b>1930-1939</b> |                         |
| <b>1830-1839</b> |                         | <b>1940-1949</b> |                         |
| <b>1840-1849</b> |                         | <b>1950-1959</b> |                         |
| <b>1850-1859</b> |                         | <b>1960-1969</b> |                         |
| <b>1860-1869</b> |                         | <b>1970-1979</b> |                         |
| <b>1870-1879</b> |                         | <b>1980-1989</b> |                         |
| <b>1880-1889</b> |                         | <b>1990-1999</b> |                         |
| <b>1890-1899</b> |                         | <b>2000-2010</b> |                         |
| <b>1900-1909</b> |                         |                  |                         |

**Prepare a graph based on these findings.**

## Myrtle Hill Gravestone Inventory<sup>4</sup>

Grave

Row # \_\_\_\_\_, Grave # \_\_\_\_\_

Type (Circle one):

Box grave

Traditional (standing headstone)

Tablet grave (flat slab on ground)

Monument/Statue

Other \_\_\_\_\_

Approximate size (if known): \_\_\_\_\_ feet x \_\_\_\_\_ feet

Marker

Headstone height: \_\_\_\_\_ inches

Headstone width: \_\_\_\_\_ inches

Footstone height: \_\_\_\_\_ inches

Footstone width: \_\_\_\_\_ inches

Material (circle one):

Marble

Granite

Concrete

Other \_\_\_\_\_

Color (circle one):

White

Pink

Grey

Other \_\_\_\_\_

Headstone shape (circle one):

Rectangular

Rounded top

Heart

Oval top

Obelisk  
Angel  
Other \_\_\_\_\_

---

Inscription/Symbols **(if applicable)**

Direction inscription is facing (circle all that apply):

North  
South  
East  
West

Style of inscription (circle all that apply):

Block letters  
Cursive  
Curvy print  
Hand-scratched  
Other \_\_\_\_\_

Symbols on stone (circle all that apply)

Urn  
Angel  
Oak leaf/acorn  
Hand pointing heavenward  
Shaking hands  
Praying hands  
Flowers (type if known \_\_\_\_\_)  
Ivy  
Lamb  
Willow  
Pearly gates  
Mansion  
No symbols  
Other \_\_\_\_\_

Statuary

Lamb

Urn

Angel

Obelisk

Tree stump (Woodmen of the World)

Person (who if known \_\_\_\_\_)

Other animal (type \_\_\_\_\_)

Other \_\_\_\_\_

Information contained on the stone:

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Date of Death \_\_\_\_\_

Place of Birth \_\_\_\_\_

Age \_\_\_\_\_

Cause of Death \_\_\_\_\_

Parents' names \_\_\_\_\_

Spouse's name \_\_\_\_\_

Epitaph:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sketch (attach photograph, if available):

Initials/Name/Mark of Stone carver \_\_\_\_\_

Comments:

4 Use this form for officially recording stones and provide copies to the City of Rome.

## RECOMMENDED RESOURCES FOR FURTHER INFORMATION ON CEMETERY PRESERVATION

www.gravestonestudies.org

www.savinggraves.org

[www.genealogyweb.com](http://www.genealogyweb.com)

www.rootscomputing.com

www.gashpo.org (Georgia State Historic Preservation Office)

<http://www.glc.k12.ga.us/qcc/homepg.asp> (Georgia Public School Quality Core Curriculum Homepage)

<http://www.heritagepreservation.org/PROGRAMS/SOS/caring.html>

(save outdoor sculpture)

Mitford, Jessica

1998 *The American Way of Death, Revisited*. Alfred A. Knopf, Inc., New York.

Sloane, David Charles

1991 *The Last Great Necessity: Cemeteries in American History*. Johns Hopkins University Press, Baltimore, Maryland.

Strangstad, Lynette

1995 *A Graveyard Preservation Primer*. Altamira Press, Walnut Creek, California.

Van Voorhies, Christine

2003 *Grave Intentions: A Comprehensive Guide to Preserving Historic Cemeteries in Georgia*. Georgia Department of Natural Resources, Historic Preservation Division and Historic Chattahoochee Commission.